



# 360° feedback

Leader

## Professional User Report with Benchmarks

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date: 6 May 2010

## Contents of the report

### **Section 1: Using the report**

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

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### **Section 2: Benchmark comparison**

This section compares your results for each behaviour against a comparison group of individuals that have previously completed the survey.

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### **Section 3: Highest and lowest scoring statements**

This section provides tables of the top 10 highest and lowest scoring statements as scored by the individuals and their nominees. Each statement is listed against the competency that it represents.

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### **Section 4: Individual statement analysis**

This section gives an analysis of the statements used to assess each behaviour. It shows the ratings for each respondent group and the range of ratings given by the respondents.

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### **Section 5: Open-ended comments**

This section includes the comments made by the individual and the respondents, organised by respondent group. This should help to bring to life, and make more meaningful, the charts in the previous sections.

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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       |

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

\* If there are three 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:

**n/a.** Not able to rate for this individual in their current role

**1.** Rarely/never exhibits behaviour - significant development required

**2.** Sometimes exhibits behaviour - development would improve consistency of the behaviour

**3.** Usually exhibits behaviour with an effective outcome

**4.** Always exhibits behaviour and is at times exceptional

**consistently exhibits exceptional behaviour.** Consistently exhibits and systematically encourages this behaviour - and is an inspiration to colleagues

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.

## Section 2: Benchmark comparison

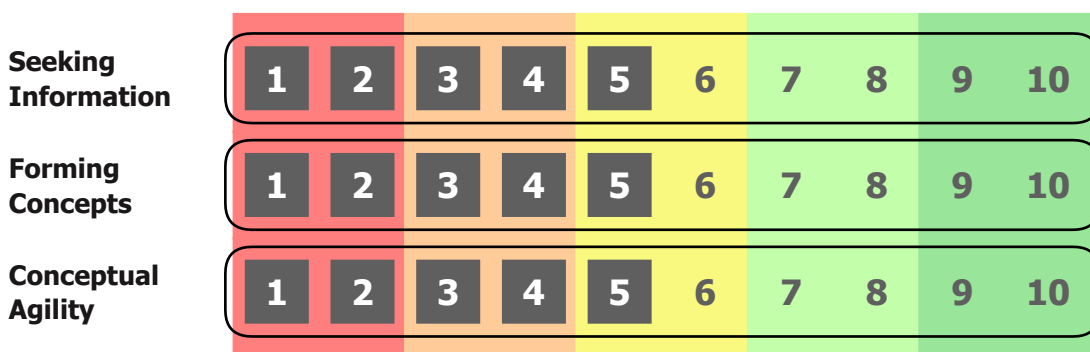
The following charts show how your behavioural profile compares with other people. This is achieved by converting the ratings you received from all your respondents into a standardised score that can be compared against the scores achieved by a comparable norm group. The norm group comprises a broad spectrum of people who have taken part in the 360 feedback survey before.

Essentially the charts indicate that the higher your score the more frequently and consistently you are seen to use the behaviour compared to the people within the norm group.

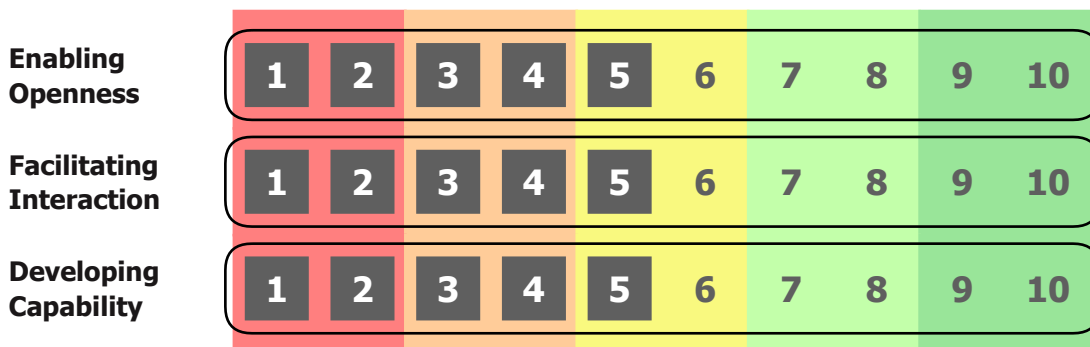
To help you to understand the charts the following key has been applied:



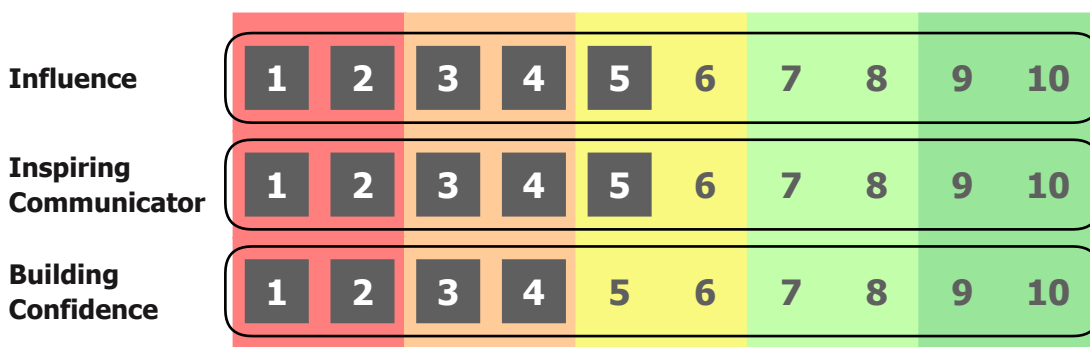
### Thinking



### Involving

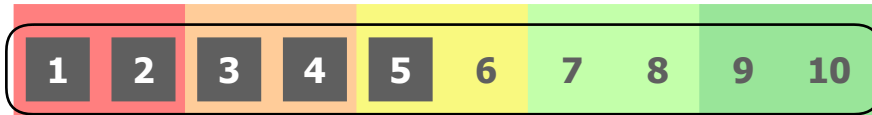


### Inspiring



## Achieving

**Measures and  
Monitors  
Performance**



**Empowering  
Action**



## Section 3: 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

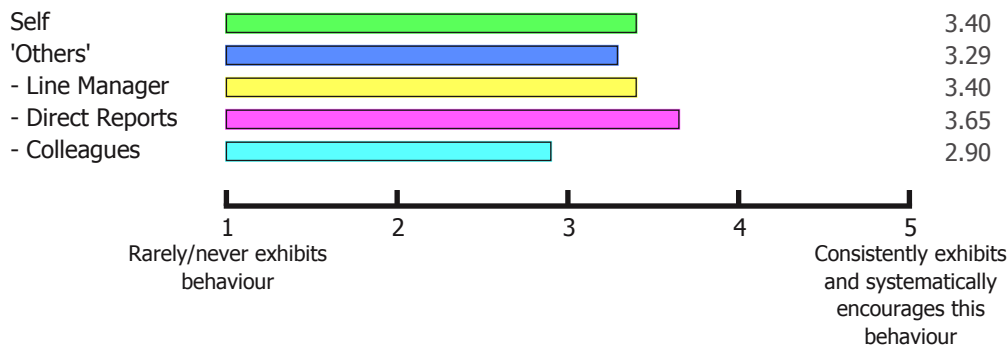
| Score | Managerial Competency             | Qu. No | Statement  |
|-------|-----------------------------------|--------|--|
| 1.78  | Enabling Openness                 | 2      | He/She is aware of issues faced by other people but often fails to get to the bottom of their concerns                           |
| 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 4: Individual statement analysis

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

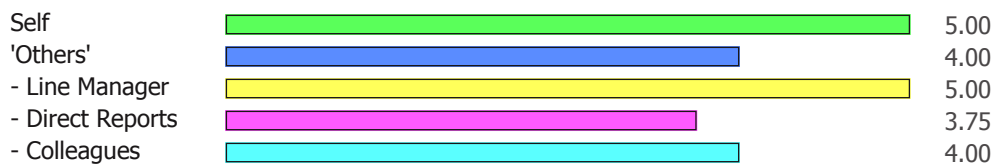
## Overall Summary



### 'Others' breakdown



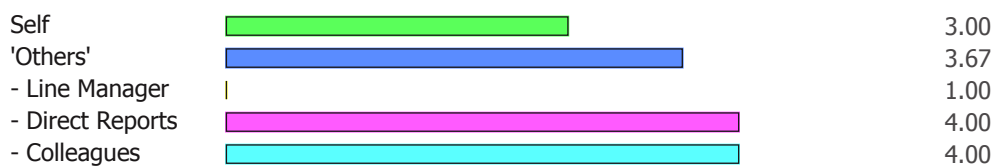
## 1. He/She has developed a culture in which people readily share information and knowledge



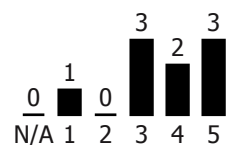
### 'Others' breakdown



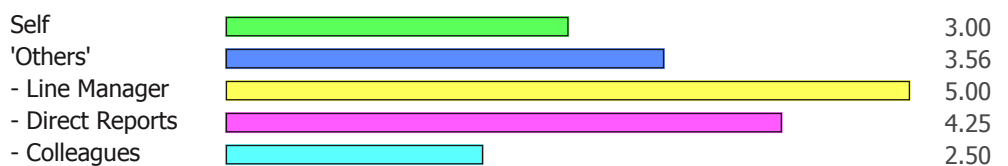
## 3. He/She has introduced a wide range of industry experts and knowledge leaders in to the organization to broaden peoples horizons



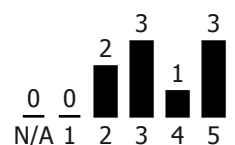
### 'Others' breakdown



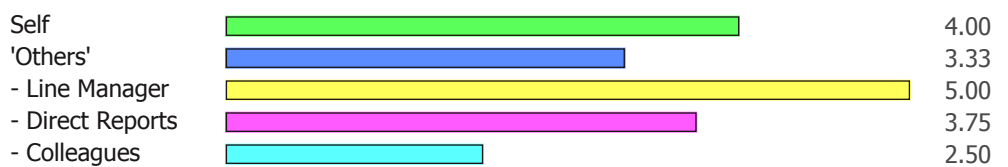
## 7. He/She uses multiple sources of information, internet, journals, newswires, research papers, to stay up to date with the latest thinking in our industry



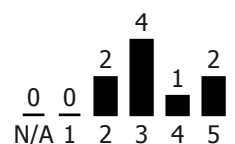
### 'Others' breakdown



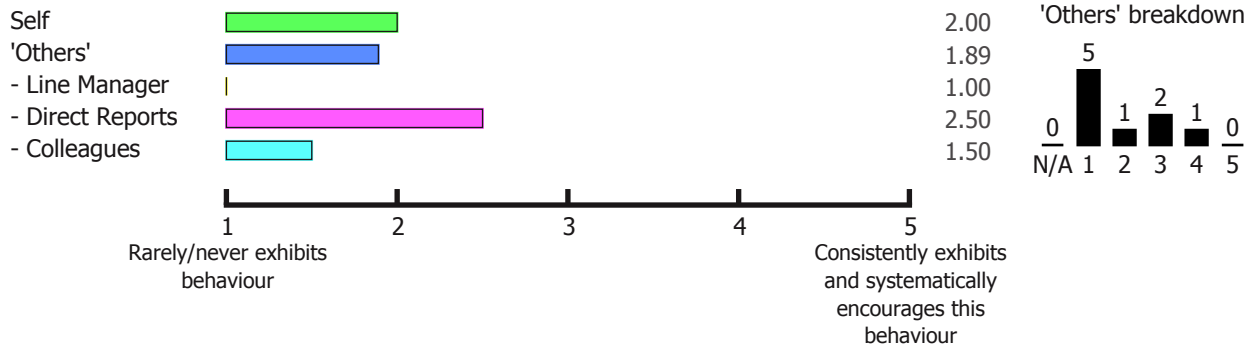
## 54. He/She is skilled at asking penetrating questions to find out information from colleagues, clients, competitors and suppliers



### 'Others' breakdown



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



## Section 5: 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)**

"Jsdsdfhdf"

"Hdhddh"

"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)**

"Dhdhd"

"Sample data"

"Weksdfkasf"

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

"Sample data"

"Jkjkdjkdj"

**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"