

Date: 01/08/2006

Introduction to the Report

This report contains feedback about your perceived level of ability to apply 10 management behaviours (often referred to as managerial competences). These behaviours are cited by effective managers and leaders as behaviours that contribute to effective management within a business environment.

The purpose of this feedback is to provide you with a detailed breakdown of your personal managerial strengths and areas for development. It should be used to help you to review your performance and set your business and personal development objectives for the next year. It should not be used in isolation but should be used in conjunction with other information about your role, your career aspirations and the business requirements. To maximise the usefulness of this information read your report with an open mind. Feedback is the breakfast of champions. Research demonstrates that people who take on board regular feedback as a part of their personal development consistently outperform those who don't.

When reading this report:

- First, focus upon the cumulative score for each managerial competency
- Then take some time to analyse the statements within each of the competencies
- Finally, use the free form comments as additional evidence that may help you to plan your development activity

This report is in three sections:

- **Section 1 - [An Overview](#)**
 - Overall summary scores for each competency
 - 10 highest and lowest scoring statements
 - Respondent information
- **Section 2 - [The Detail](#) - Response analysis for each competency showing:**
 - Detailed graphical score for each statement within each section
 - Spread of responses
- **Section 3 - [Free Form Comments](#) - Comments grouped by:**
 - Self
 - Direct Reports
 - Colleagues
 - Line Manager

This report is based upon a questionnaire using the following scale:

- **N/A** - Not able to rate
- **1** - Rarely/never exhibits behaviour
- **2** - Sometimes exhibits behaviour
- **3** - Usually exhibits behaviour
- **4** - Always exhibits behaviour
- **5** - Consistently exhibits exceptional behaviour

Four steps to effective use of your 360-feedback

1. Identify your strengths

Your strengths are important, as they are likely to be having the most positive impact on your performance. First concentrate upon the highest scoring competency then look at the statements within it. The competencies that score higher overall show your strengths. A true strength is a skill that is used consistently across all respondent groups. Aim to capitalise and build upon your strengths in one of three ways:

- If each statement within the section scores maximum points across all respondent groups, you have a well-developed strength. Identify how you can help to develop the skill in others and use it with impact across the whole business
- Identify competencies in which you score highest overall but within which a particular statement or a particular respondent group your scores are slightly lower. Identify development actions that will strengthen this aspect of this strength
- Identify other high scoring statements in the other sections and make a note of these in the same way as above

2. Identify your areas for development

There are three things to take in to account when identifying areas for development. First look for the lowest overall scoring competency, then the lowest overall scoring statements (across the whole questionnaire) and finally, identify the areas in which your own self perception varies most from those of the 'Others overall score'. This final category should be treated with equal importance as the lowest scoring competencies and statements.

Your areas for development could be impacting your performance in two ways:

- By actively limiting your performance and impacting negatively on your colleagues and the business
- By not actively limiting your performance, but not actively contributing either

Point (1) should be considered the most important as it obviously is having the most negative consequences. This is particularly true if the delivery of your current business objectives requires this area of competency.

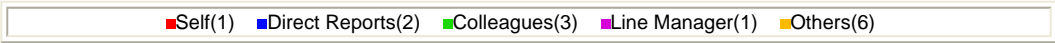
3. Decide upon development activity

Finally, you need to decide what you need to do differently to make an impact upon your performance. Be realistic and targeted and make sure that you chose development activity that will help you meet your long and short-term objectives. Your development activity might involve some coaching, training, e-learning or merely working with different people on stretching projects.

4. Identify your support framework

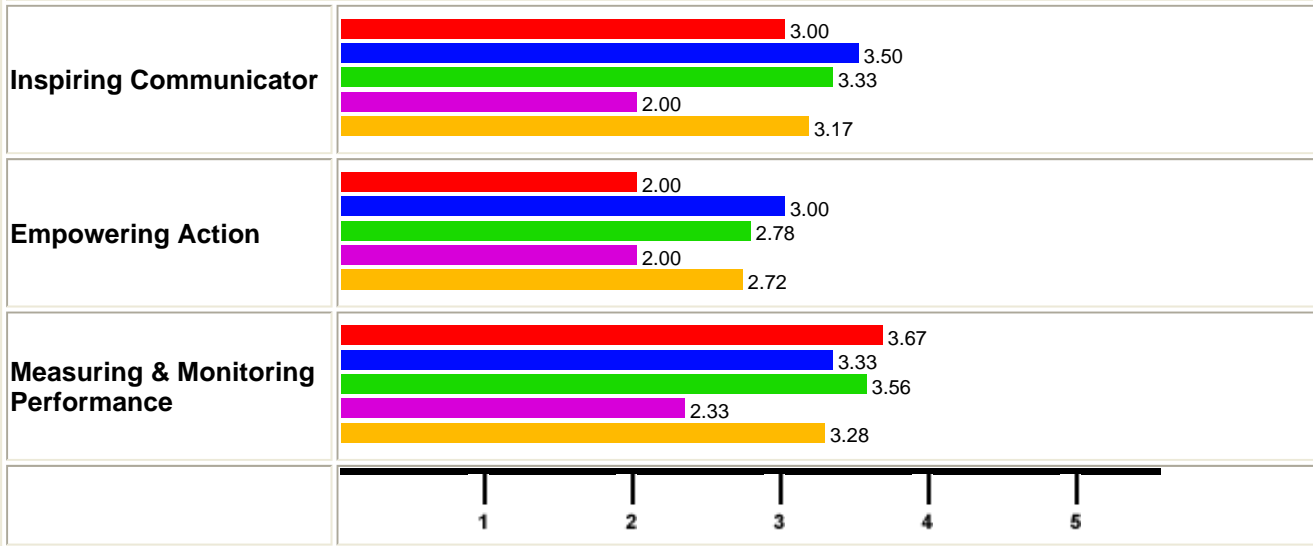
Personal development should be challenging, interesting and enjoyable. You will benefit from identifying people whom you trust to give you ongoing objective feedback as well as people whom you trust to help you to maintain motivation. The more you involve your colleagues, your manager, your friends and your family the more likely you are to stick at your development. Create a supportive framework of people who will support you when you need it, encourage you when they see signs of progress and provoke you when you lose commitment. Try giving a copy of your development plan to the people who gave you feedback so that they are involved in your development.

Overall Summary of the 11 Managerial Competency Scores



| | | | | | |
|---------------------------------|------|------|------|------|------|
| Seeking Information | 3.00 | 3.33 | 3.44 | 1.67 | 3.11 |
| Forming Concepts | 3.00 | 3.33 | 3.44 | 2.67 | 3.28 |
| Conceptual Agility | 3.67 | 3.67 | 2.78 | 1.00 | 2.78 |
| Enabling Openness | 1.67 | 2.83 | 2.89 | 2.67 | 2.83 |
| Facilitating Interaction | 3.00 | 3.17 | 3.00 | 1.67 | 2.83 |
| Developing Capability | 2.00 | 3.67 | 3.22 | 2.67 | 3.28 |
| Influence | 1.33 | 3.67 | 3.00 | 2.67 | 3.17 |
| Building Confidence | 2.33 | 3.83 | 3.89 | 2.33 | 3.61 |
| | | | | | |

...Continued



Respondent Breakdown

The following table shows the breakdown of responses which make up this report, by category.

| Self | Direct Reports | Colleagues | Line Manager | Others |
|----------------------------|---|---|-----------------------------------|---------------|
| 1 | 2 | 3 | 1 | 6 |
| Joe Bloggs | Emily Dagg Jacob Peers | Mia Sheldon Thomas Smith James Richards | Victoria Brierley | |

Highest and Lowest Scoring Statements

This questionnaire contains both positively and negatively (*) phrased questions. For this reason, when scoring the questionnaire, negatively phrased questions are reversed. This means that where you are rated highly by others you will have a low score. Conversely where others rate you as low on a negatively phrased question this will generate a high score.

10 Highest Scoring Statements - Other's Overall Score

| Score | Managerial Competency | Qu. No | Statement |
|-------|------------------------------------|--------|--|
| 3.83 | Building Confidence | 31 | He/She makes and justifies tough decisions with confidence |
| 3.67 | Building Confidence | 30 | He/she inspires staff to believe in their own ability to succeed |
| 3.67 | Forming Concepts | 33 | He/She champions activities that promote new ways of doing things |
| 3.50 | Influence | 13 | He/She ensures that others get buy in from stakeholders before implementing solutions |
| 3.50 | Measuring & Monitoring Performance | 16 | He/She regularly reviews our achievement and upgrades our targets against client feedback and the business plan |
| 3.33 | Inspiring Communicator | 15 | He/She rigorously pursues high presentational standards for all our work |
| 3.33 | Seeking Information | 9 | He/She vigilantly tracks competitors, customers, markets and broader business issues (e.g. legislative changes, social and technical changes, and changes in the industry) |
| 3.33 | Developing Capability | 32 | He/She provides regular objective feedback, praise and encouragement to people |
| 3.33 | Measuring & Monitoring Performance | 21 | He/She explicitly agrees stretching performance targets for himself/herself with both internal and external clients |
| 3.33 | Building Confidence | 10 | He/She encourages people to celebrate their success |

10 Lowest Scoring Statements - Other's Overall Score

| Score | Managerial Competency | Qu. No | Statement |
|-------|--------------------------|--------|---|
| 2.33 | Conceptual Agility | 20 | He/She juggles multiple tasks/projects and working with a degree of ambiguity |
| 2.33 | Empowering Action | 24 | He/She regularly reviews priorities, roles and responsibilities in order that deliverables are clear and deadlines achieved |
| 2.50 | Enabling Openness | 1 | People readily share their true thoughts, concerns and feelings about the business with him/her |
| 2.67 | Facilitating Interaction | 18 | He/She encourages team members to participate fully and interact openly and equally |
| 2.67 | Enabling Openness | 6 | He/She uses open questions to ensure he/she truly understands the thoughts, views and feelings of others |
| 2.67 | Empowering Action | 19 | He/She proactively removes barriers and constraints so that others can get things done |
| 2.83 | Facilitating Interaction | 2 | He/She builds awareness of the different strengths and skills that each team member brings to a team |
| 2.83 | Influence | 23 | He/She persuades others to buy in to his/her ideas, plans or projects |
| 2.83 | Seeking Information | 25 | He/She encourages others to share information about market activities, competitors and customers |
| 2.83 | Conceptual Agility | 22 | He/She challenges clients, staff and the business to consider multiple ways of doing things before taking action |

Individual Statement Analysis - Seeking Information

(These statements are ordered highest scoring first)

***Remember! Negatively phrased questions will be scored in reverse; where you receive low ratings, this will generate a high score (and vice versa). For example if your 'Others Rating' profile, (the chart on the right) has its highest bars on the very left (1 & 2), this indicates you do NOT exhibit this negative behaviour, and this will generate a high score.**



| Qu. | Statement | Score | 'Others' Rating |
|-----|--|--|-----------------|
| - | Overall Summary | Self: 3.00 Direct Reports: 3.33 Colleagues: 3.44 Line Manager: 1.67 Others: 3.11 | |
| 9 | He/She vigilantly tracks competitors, customers, markets and broader business issues (e.g. legislative changes, social and technical changes, and changes in the industry) | Self: 4.00 Direct Reports: 3.50 Colleagues: 4.00 Line Manager: 1.00 Others: 3.33 | |
| 27 | He/She seeks information from a variety of sources before he/she takes action on specific projects | Self: 1.00 Direct Reports: 3.50 Colleagues: 3.33 Line Manager: 2.00 Others: 3.17 | |
| 25 | He/She encourages others to share information about market activities, competitors and customers | Self: 4.00 Direct Reports: 3.00 Colleagues: 3.00 Line Manager: 2.00 Others: 2.83 | |
| | | | |

Individual Statement Analysis - Forming Concepts

(These statements are ordered highest scoring first)

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| Qu. | Statement | Score | 'Others' Rating |
|-----|--|--|-----------------|
| - | Overall Summary | Self: 3.00 Direct Reports: 3.33 Colleagues: 3.44 Line Manager: 2.67 Others: 3.28 | |
| 33 | He/She champions activities that promote new ways of doing things | Self: 4.00 Direct Reports: 3.50 Colleagues: 3.67 Line Manager: 4.00 Others: 3.67 | |
| 5 | He/She is a source of new ideas and ways of doing things | Self: 3.00 Direct Reports: 3.00 Colleagues: 3.33 Line Manager: 3.00 Others: 3.17 | |
| 28 | He/She sets aside time to think through issues and generate new ideas. | Self: 2.00 Direct Reports: 3.50 Colleagues: 3.33 Line Manager: 1.00 Others: 3.00 | |
| | | | |

Individual Statement Analysis - Conceptual Agility

(These statements are ordered highest scoring first)

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| Qu. | Statement | Score | 'Others' Rating |
|-----|--|--|-------------------|
| - | Overall Summary | Self: 3.67 Direct Reports: 3.67 Colleagues: 2.78 Line Manager: 1.00 Others: 2.78 | |
| 26 | He/She analyses a number of equally viable alternative approaches before making a decision | Self: 3.00 Direct Reports: 4.00 Colleagues: 3.33 Line Manager: 1.00 Others: 3.17 | N/A 1 2 3 4 5 |
| 22 | He/She challenges clients, staff and the business to consider multiple ways of doing things before taking action | Self: 3.00 Direct Reports: 4.00 Colleagues: 2.67 Line Manager: 1.00 Others: 2.83 | N/A 1 2 3 4 5 |
| 20 | He/She juggles multiple tasks/projects and working with a degree of ambiguity | Self: 5.00 Direct Reports: 3.00 Colleagues: 2.33 Line Manager: 1.00 Others: 2.33 | N/A 1 2 3 4 5 |
| | | | |

Individual Statement Analysis - Enabling Openness

(These statements are ordered highest scoring first)

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| Qu. | Statement | Score | 'Others' Rating |
|-----|--|-------|-----------------|
| - | Overall Summary | | |
| 7 | He/She is open minded and non-judgemental when exploring other people's points of view | | |
| 6 | He/She uses open questions to ensure he/she truly understands the thoughts, views and feelings of others | | |
| 1 | People readily share their true thoughts, concerns and feelings about the business with him/her | | |
| | | | |

Individual Statement Analysis - Facilitating Interaction

(These statements are ordered highest scoring first)

***Remember! Negatively phrased questions will be scored in reverse; where you receive low ratings, this will generate a high score (and vice versa). For example if your 'Others Rating' profile, (the chart on the right) has its highest bars on the very left (1 & 2), this indicates you do NOT exhibit this negative behaviour, and this will generate a high score.**



| Qu. | Statement | Score | 'Others' Rating |
|-----|--|--|-------------------|
| - | Overall Summary | Self: 3.00 Direct Reports: 3.17 Colleagues: 3.00 Line Manager: 1.67 Others: 2.83 | |
| 12 | He/She ensures that team members identify and work towards shared goals | Self: 3.00 Direct Reports: 3.50 Colleagues: 3.33 Line Manager: 1.00 Others: 3.00 | N/A 1 2 3 4 5 |
| 2 | He/She builds awareness of the different strengths and skills that each team member brings to a team | Self: 3.00 Direct Reports: 3.00 Colleagues: 3.00 Line Manager: 2.00 Others: 2.83 | N/A 1 2 3 4 5 |
| 18 | He/She encourages team members to participate fully and interact openly and equally | Self: 3.00 Direct Reports: 3.00 Colleagues: 2.67 Line Manager: 2.00 Others: 2.67 | N/A 1 2 3 4 5 |
| | | | |

Individual Statement Analysis - Developing Capability

(These statements are ordered highest scoring first)

***Remember! Negatively phrased questions will be scored in reverse; where you receive low ratings, this will generate a high score (and vice versa). For example if your 'Others Rating' profile, (the chart on the right) has its highest bars on the very left (1 & 2), this indicates you do NOT exhibit this negative behaviour, and this will generate a high score.**

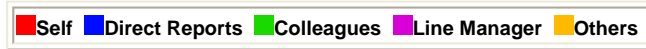


| Qu. | Statement | Score | 'Others' Rating |
|-----|--|-------|----------------------|
| - | Overall Summary | | |
| 32 | He/She provides regular objective feedback, praise and encouragement to people | | <p>N/A 1 2 3 4 5</p> |
| 4 | He/She ensures all staff have challenging but realistic personal development plans | | <p>N/A 1 2 3 4 5</p> |
| 8 | He/She acts as a coach who makes a difference to performance | | <p>N/A 1 2 3 4 5</p> |
| | | | |

Individual Statement Analysis - Influence

(These statements are ordered highest scoring first)

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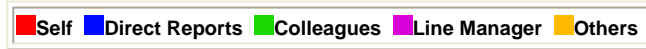


| Qu. | Statement | Score | 'Others' Rating |
|-----|---|-------|-------------------|
| - | Overall Summary | | |
| 13 | He/She ensures that others get buy in from stakeholders before implementing solutions | | N/A 1 2 3 4 5 |
| 29 | He/She forms alliances with people to bring about change | | N/A 1 2 3 4 5 |
| 23 | He/She persuades others to buy in to his/her ideas, plans or projects | | N/A 1 2 3 4 5 |
| | | | |

Individual Statement Analysis - Building Confidence

(These statements are ordered highest scoring first)

***Remember! Negatively phrased questions will be scored in reverse; where you receive low ratings, this will generate a high score (and vice versa). For example if your 'Others Rating' profile, (the chart on the right) has its highest bars on the very left (1 & 2), this indicates you do NOT exhibit this negative behaviour, and this will generate a high score.**



| Qu. | Statement | Score | 'Others' Rating |
|-----|--|-------|-----------------|
| - | Overall Summary | | |
| 31 | He/She makes and justifies tough decisions with confidence | | |
| 30 | He/she inspires staff to believe in their own ability to succeed | | |
| 10 | He/She encourages people to celebrate their success | | |
| | | | |

Individual Statement Analysis - Inspiring Communicator

(These statements are ordered highest scoring first)

***Remember! Negatively phrased questions will be scored in reverse; where you receive low ratings, this will generate a high score (and vice versa). For example if your 'Others Rating' profile, (the chart on the right) has its highest bars on the very left (1 & 2), this indicates you do NOT exhibit this negative behaviour, and this will generate a high score.**



| Qu. | Statement | Score | 'Others' Rating |
|-----|---|-------|-----------------|
| - | Overall Summary | | |
| 15 | He/She rigorously pursues high presentational standards for all our work | | |
| 17 | He/She uses relevant analogies, stories and examples to communicate his/her message | | |
| 14 | He/She communicates his/her ideas clearly and concisely | | |
| | | | |

Individual Statement Analysis - Empowering Action

(These statements are ordered highest scoring first)

***Remember! Negatively phrased questions will be scored in reverse; where you receive low ratings, this will generate a high score (and vice versa). For example if your 'Others Rating' profile, (the chart on the right) has its highest bars on the very left (1 & 2), this indicates you do NOT exhibit this negative behaviour, and this will generate a high score.**



| Qu. | Statement | Score | 'Others' Rating |
|-----|---|--|-------------------|
| - | Overall Summary | Self: 2.00 Direct Reports: 3.00 Colleagues: 2.78 Line Manager: 2.00 Others: 2.72 | |
| 3 | He/She proactively seeks to identify and resolve issues before they become a problem for our clients | Self: 2.00 Direct Reports: 3.00 Colleagues: 3.33 Line Manager: 3.00 Others: 3.17 | N/A 1 2 3 4 5 |
| 19 | He/She proactively removes barriers and constraints so that others can get things done | Self: 1.00 Direct Reports: 3.00 Colleagues: 2.67 Line Manager: 2.00 Others: 2.67 | N/A 1 2 3 4 5 |
| 24 | He/She regularly reviews priorities, roles and responsibilities in order that deliverables are clear and deadlines achieved | Self: 3.00 Direct Reports: 3.00 Colleagues: 2.33 Line Manager: 1.00 Others: 2.33 | N/A 1 2 3 4 5 |
| | | | |

Individual Statement Analysis - Measuring & Monitoring Performance

(These statements are ordered highest scoring first)

***Remember! Negatively phrased questions will be scored in reverse; where you receive low ratings, this will generate a high score (and vice versa). For example if your 'Others Rating' profile, (the chart on the right) has its highest bars on the very left (1 & 2), this indicates you do NOT exhibit this negative behaviour, and this will generate a high score.**



| Qu. | Statement | Score | 'Others' Rating |
|-----|---|-------|-----------------|
| - | Overall Summary | | |
| 16 | He/She regularly reviews our achievement and upgrades our targets against client feedback and the business plan | | |
| 21 | He/She explicitly agrees stretching performance targets for himself/herself with both internal and external clients | | |
| 11 | He/She regularly reviews his/her actions with the sole intent of improving some aspect of his/her performance | | |
| | | | |

Verbatim Comments - made by Self

Q34 What, in your perception, is/are your greatest area(s) of strength? (Identify the area(s) and provide rationale)

- Example one

Q35 What, in your perception, is/are your greatest area(s) of development need? (Identify the area(s) and provide rationale)

- Example one
-

Verbatim Comments - made by Direct Reports

Q34 What, in your perception, is/are his/her greatest area(s) of strength? (Identify the area(s) and provide rationale)

- Example Five
- Example six

Q35 What, in your perception, is/are his/her greatest area(s) of development need? (Identify the area(s) and provide rationale)

- Example Five
 - Example six
-

Verbatim Comments - made by Colleagues

Q34 What, in your perception, is/are his/her greatest area(s) of strength? (Identify the area(s) and provide rationale)

- Example 4
- Example Three
- Example two

Q35 What, in your perception, is/are his/her greatest area(s) of development need? (Identify the area(s) and provide rationale)

- Example 4
 - Example Three
 - Example Two
-

Verbatim Comments - made by Line Manager

Q34 What, in your perception, is/are his/her greatest area(s) of strength? (Identify the area(s) and provide rationale)

- Example four

Q35 What, in your perception, is/are his/her greatest area(s) of development need? (Identify the area(s) and provide rationale)

- Example four
-

Development Suggestions - your personal notes

Please record below your Development Actions

Strengths

Areas for Development