

Sales Leader 360

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Date:

07/Jun/2018


Getfeedback

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

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Here is a summary of your respondents. It will remind you about who you invited to respond and will enable you to reflect on the differences in the relationships and types of interactions you have with the different respondents.

Section 3: Results overview

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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.

Section 4: Results in detail

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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.

Section 5: Open-ended comments

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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.

Section 6: Development Planning

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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.

Section 1: Introduction

360 feedback enables you to get a clear view of how others perceive the way you make decisions, interact with others, and get things done. 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.

The aim of 360 feedback is therefore to enable you to understand what you currently do that makes you successful so that you can gain maximum benefit from utilising your strengths whilst also managing any areas where you display less capability.

The survey gathers feedback from a variety of sources - people with whom you interact on a regular basis i.e. your manager, direct reports, peers, colleagues and other stakeholders with whom you regularly interact. The survey is anonymous so respondents are encouraged to share their true perceptions of what they think you do well and what they think you might not do so well.

Feedback is given in two key ways:

- By rating a series of statements, designed specifically to measure key behaviours and competencies, that are important in roles like yours
- Through open-ended questions that allow respondents to give their comments.

The results are collated into this report to provide a graphical summary, detailed analysis, and summary of others verbatim comments, that highlight your strengths and areas for development.

This 360 has been specifically designed for those working as a leader within a sales environment. The statements are based on a behavioural framework that has repeatedly proven to differentiate high and low performers. The framework is called the Schroder High Performance Management Competency Framework (HPMC for short) and it has been used to measure performance across a wide range of different job types.

The statements within the survey focus on behaviours as opposed to knowledge or expertise because it is behaviours that other people experience on a day to day basis and can therefore provide feedback on, and because behaviours, although linked with our fairly stable personality and motivations can be developed and honed.

As you know, development is a journey. This journey can be broken down into five steps (as depicted in the diagram below). The role of the 360 in this journey is to move you from the pre-contemplation phase into the preparation phase. 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.

To support your development journey this report 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).

Reading your report

Read this report with an open mind

You may feel that you already know where your strengths and development areas lie; or you may not initially agree with what the results tell you. It's important to test your assumptions, using a feedback facilitator, your manager or someone you trust to help you to challenge your beliefs about your strengths and development areas so that you have a really clear view of what you need to continue doing and what you need to do differently.

It is worth noting that you should not expect to be strong in every one of the behaviours within the behavioural 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.

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 identify

The first charts show you how you rated yourself compared with how everyone else ('Others') rated you, behaviour by behaviour. Above each chart you will find a description of the behaviour.

- 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.
- Which behaviours score higher or lower, and where is there agreement or disagreement between your own ratings and 'others'. Remember the goal is to have a core strength in 4-5 behaviours and to minimise any limitations.

Take a look at the Development Options graph. This will clarify things further as it plots the ratings you gave yourself against the ratings of 'Others' to confirm areas of known and unknown strength as well as known areas for development and blind spots.

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.

- Look at the range of scores you received - what's the highest score and the lowest score.
- Are there behaviours that appear on both tables?
- Read the statements and reflect on how like you or unlike you they feel.

Second, review the Detail section to gain a deeper understanding of how you are using each behaviour. Here there is a page, or two, for each behaviour, with graphs for each statement.

As you go through the statements try to think 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.

Looking at horizontal lines on the graphs consider the following:

- Which statements score higher or lower than others (based on 'Others')?
- How similar are your own ratings to those of others?
- Are there any patterns emerging i.e. is there one respondent group who has rated you lower or higher than others?
- If there's a range of scores across the statements within a behaviour which elements of the behaviours as a whole do you do well (higher scoring statements) and which score lower and therefore offer potential development areas?
- 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? Ask your manager for feedback about what they see you doing that led them to give you the higher rating.

Also look at the bar chart with the vertical columns, this shows a count of the number of times you were rated a given rating for each statement. This will give you an indication of how consistent the experience others have of you.

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: Your respondents

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
Yourself	1	Sam Sample
Manager	1	Person
Direct Reports	3	Person4, Person5, Person6
Colleagues	3	Person1, Person2, Person3
Others	7	All the above excluding yourself

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

*** If there are 2 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 applicable
- **1.** Rarely/never exhibits behaviour
- **2.** Sometimes exhibits behaviour
- **3.** Usually exhibits behaviour
- **4.** Always exhibits behaviour
- **5.** Consistently exhibits exceptional behaviour

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.

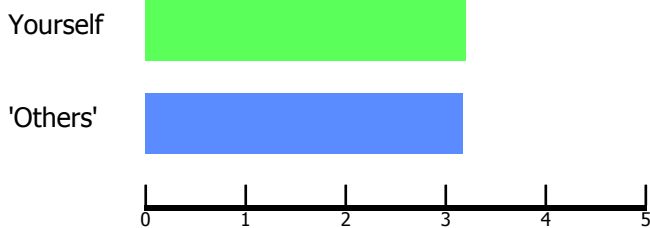
Section 3: Results overview

Your leadership potential

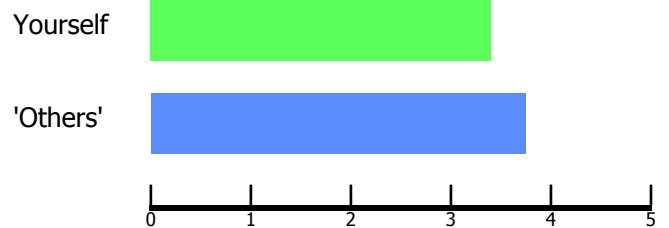
The graphs below show, at a high level, the results of your 360° feedback. From these you can begin to identify where your leadership potential lies.

Thinks

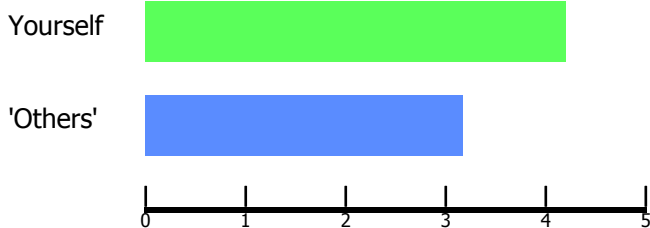
Seeks Information - Seeks and shares a broad and rich range of information.



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

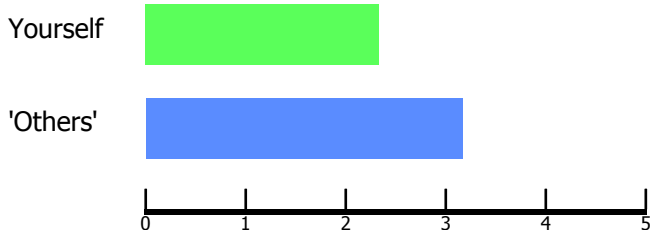


Conceptual Agility - Compares the pros and cons of options and solutions to identify the best way forward. Responds comfortably to change or ambiguity.

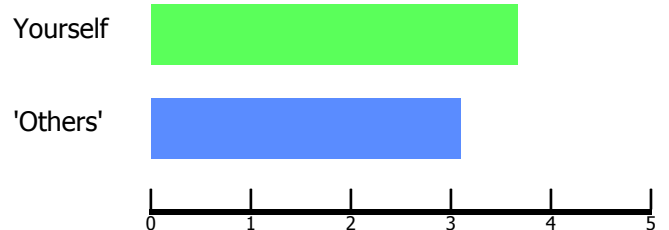


Involves

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

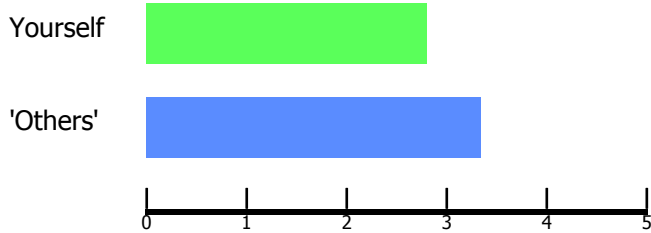


Facilitates Interaction - Brings people together; encourages discussion and contribution from others so that a common understanding is gained.



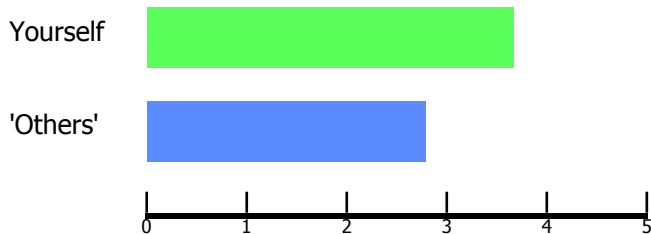
Involves Continued...

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

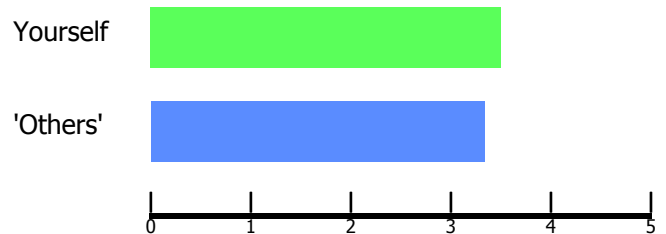


Inspires

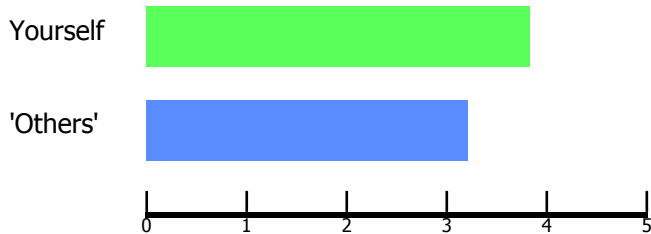
Influence - Sells ideas by highlighting the benefits. Creates a win-win; shows how realisation of own interests or goals will support those of others.



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



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



Achieves

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

Yourself



'Others'



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

Yourself

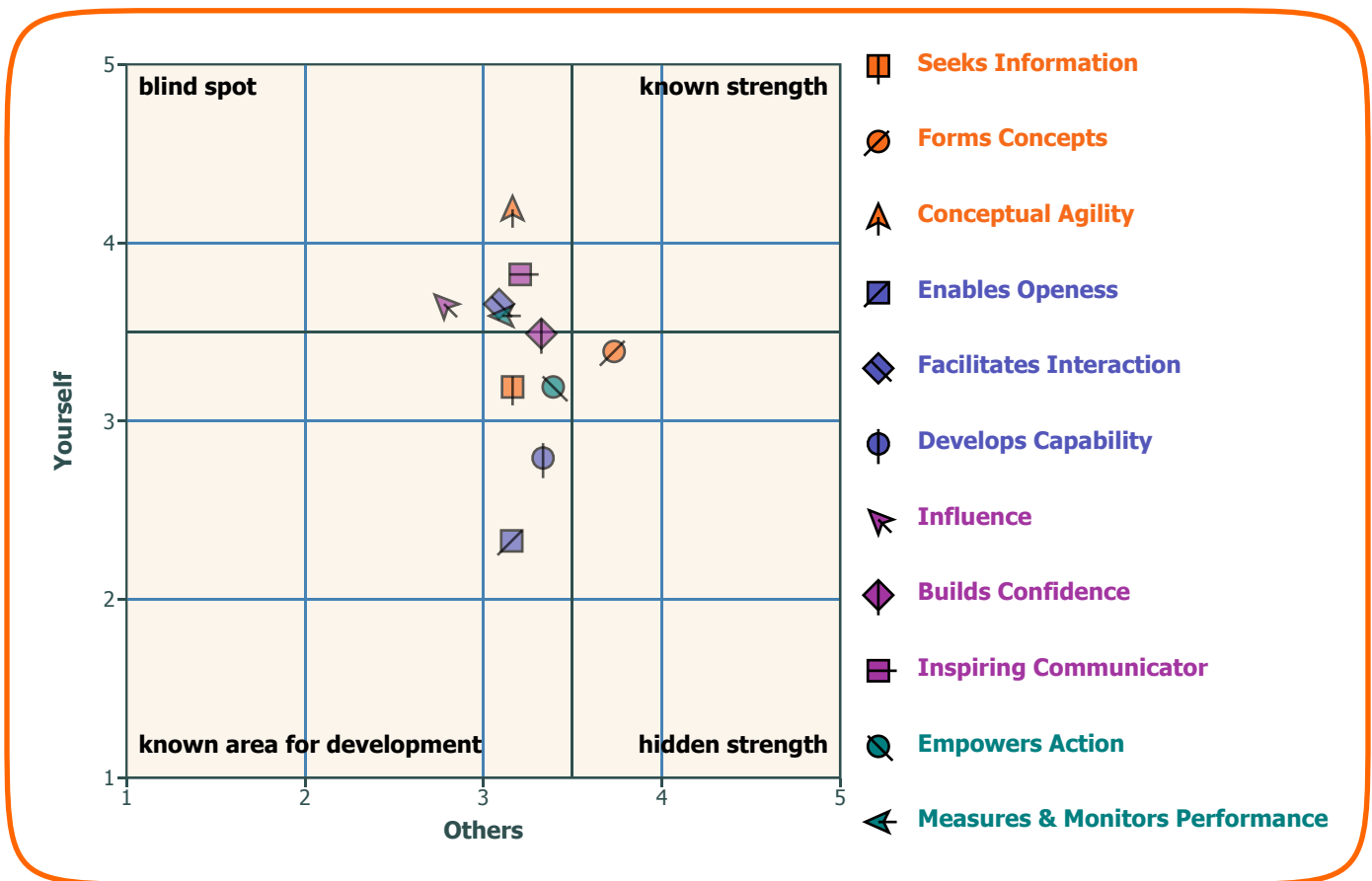


'Others'



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.

10 Highest scoring statements

Score	Managerial Competency	Qu No.	Statement
4.14	Inspiring Communicator	40	They make effective use of pace, tone and non-verbal communication in order to engage listeners
4.14	Forms Concepts	56	They are a great source of commercially sound, customer-centric ideas
4.00	Forms Concepts	9	They develop solutions that will exceed our customer's goals and expectations
4.00	Builds Confidence	3	They have created a culture in which others are confident to be bold and brave
4.00	Develops Capability	29	They are aware of their own personal strengths and areas for development, have shared these with others and seek out opportunities that will stretch and challenge them
4.00	Forms Concepts	19	When faced with an issue they seek to understand the underlying cause, not just the symptoms
3.86	Facilitates Interaction	6	In group situations they facilitate discussions so that the final solution is a powerful combination of the individual ideas put forward
3.86	Enables Openess	33	They demonstrate that they have truly understood what another has said by paraphrasing, summarising or asking clarifying questions
3.86	Inspiring Communicator	59	They use humour, analogies and visual aids appropriate for different audiences to create a compelling message
3.71	Forms Concepts	47	They have instilled a value within their team for developing ideas that draw on an in-depth understanding the various factors affecting our customers, market, competitors (e.g. carrying out SWOT analyses)

10 Lowest scoring statements

Score	Managerial Competency	Qu No.	Statement
2.14	Inspiring Communicator	36	When delivering complex messages they use language appropriate to the audience
2.29	Influence	54	When selling their ideas, or persuading others, they identify and articulate how both parties can benefit from the proposal
2.43	Influence	10	They engineer opportunities for others develop their network for the purpose of fulfilling common needs or goals
2.43	Measures & Monitors Performance	13	They provide timely feedback on progress towards target in order to ensure that under-performance is tackled before it becomes a problem
2.57	Measures & Monitors Performance	44	They have created a culture in which everyone is committed to creating maximum value for our customers
2.57	Facilitates Interaction	15	They actively participate in group discussions with the appropriate amount of contribution
2.57	Builds Confidence	51	When presenting internally or to customers their enthusiasm and optimism inspires others to believe in future success
2.57	Influence	25	They build reciprocal relationships with others so that we can all achieve our objectives
2.71	Develops Capability	28	They have created a climate in which others proactively take action in order to learn and develop
2.71	Seeks Information	11	They bring to the table information that demonstrates an in-depth knowledge of our customers, market and competitors

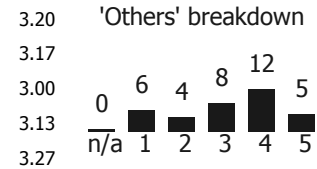
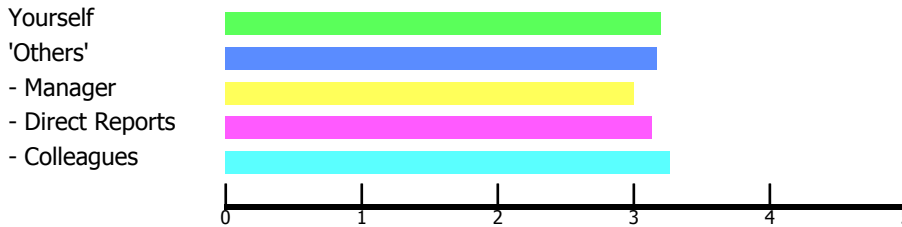
Section 4: Results in detail

Individual Statement Analysis

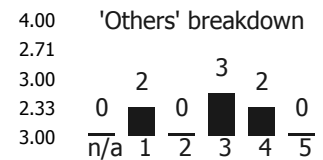
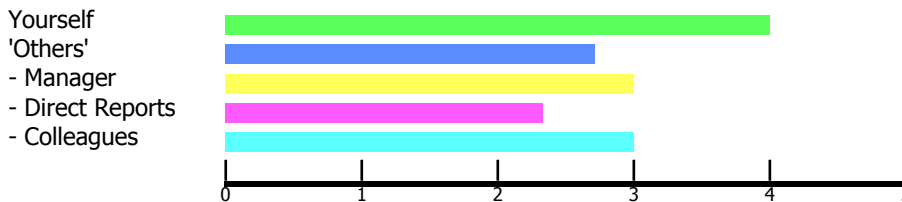
Seeks Information

Seeks and shares a broad and rich range of information.

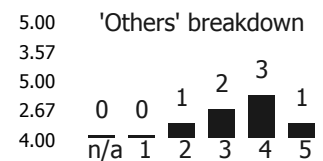
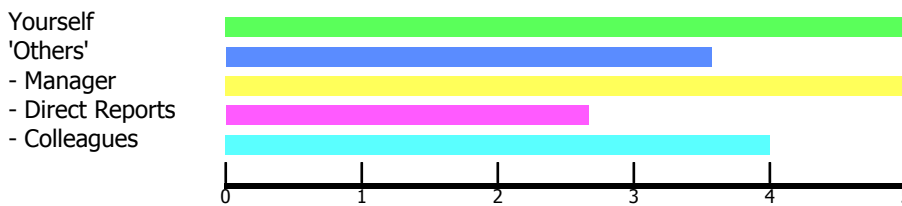
Overall Summary



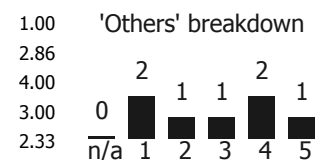
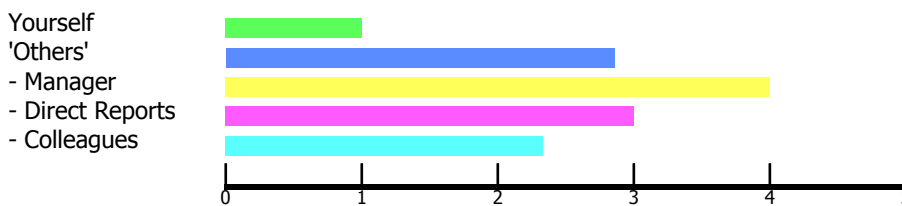
11. They bring to the table information that demonstrates an in-depth knowledge of our customers, market and competitors



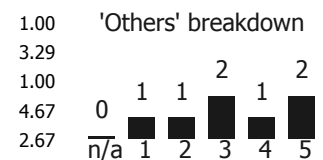
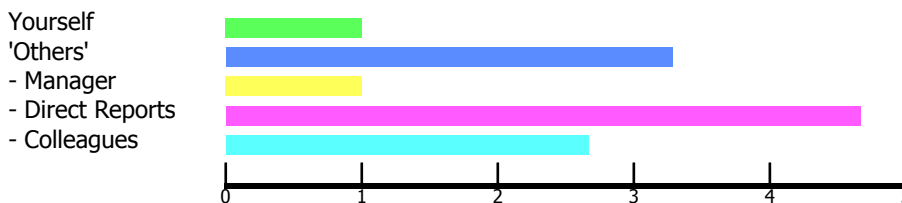
14. They keep well-informed about wider industry trends, social, political and economic changes that could impact our business



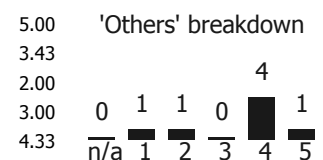
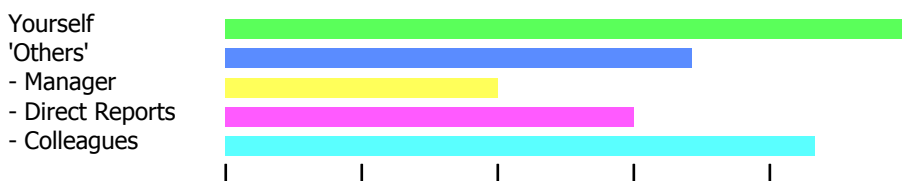
22. They have created ways that enable others stay up to date on our customers, market and competitors



38. Through the things they say and do they have created a value amongst their team for maintaining in-depth knowledge about our customers, market and competitors



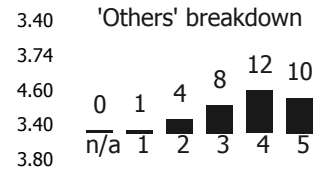
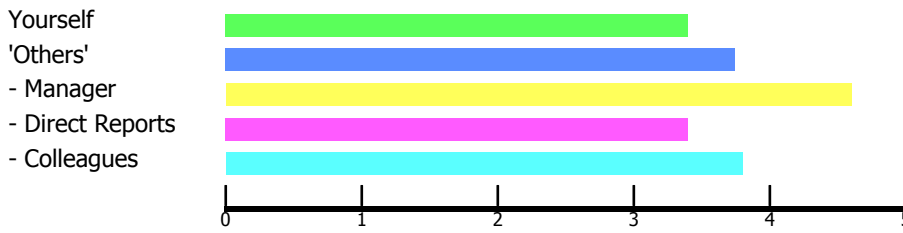
39. They ensure appropriate data is collected and used by the team to inform account planning, deal reviews and negotiation



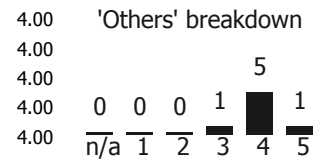
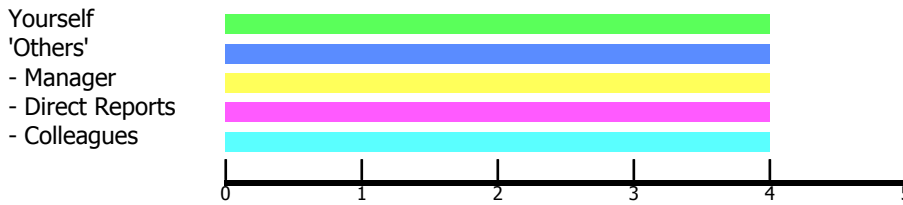
Forms Concepts

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

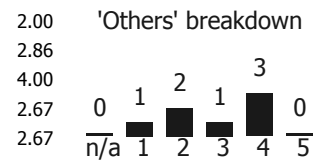
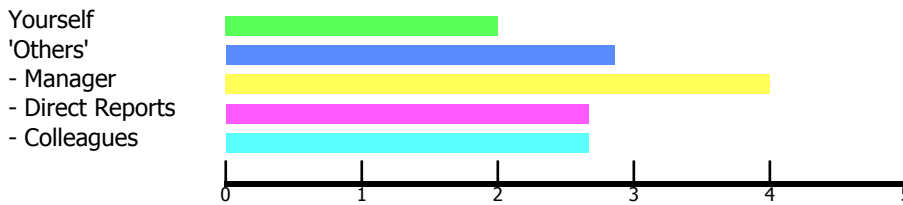
Overall Summary



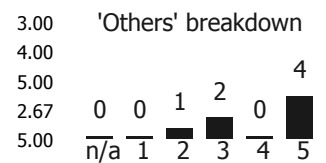
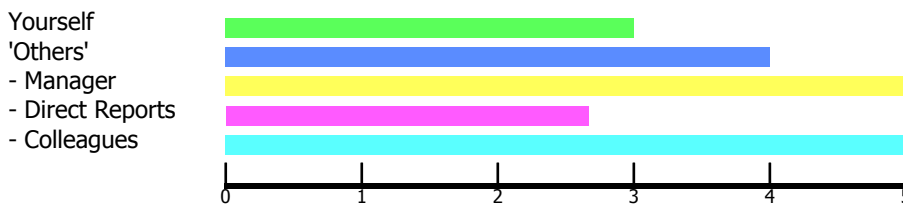
9. They develop solutions that will exceed our customer's goals and expectations



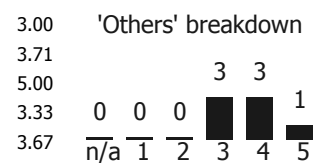
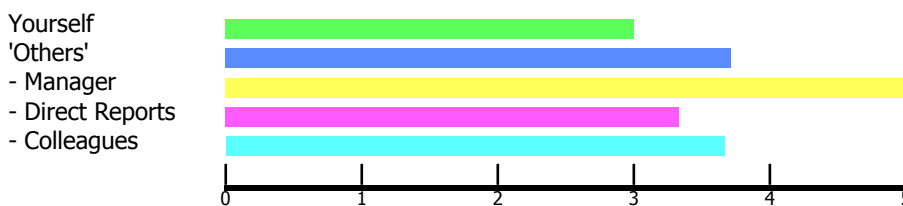
17. They have put in place mechanisms that enable others to put forward new ideas, solutions or ways of operating



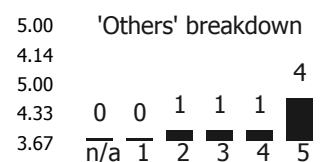
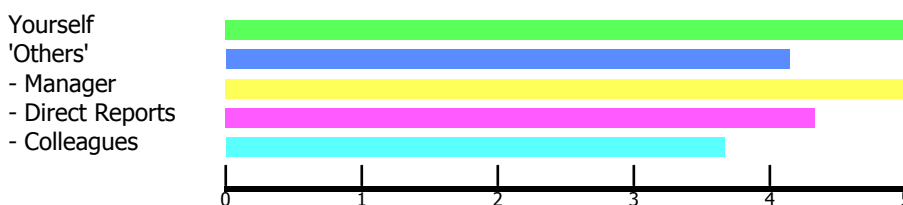
19. When faced with an issue they seek to understand the underlying cause, not just the symptoms



47. They have instilled a value within their team for developing ideas that draw on an in-depth understanding the various factors affecting our customers, market, competitors (e.g. carrying out SWOT analyses)



56. They are a great source of commercially sound, customer-centric ideas



Section 5: Open-ended comments

Made by Yourself

61. What do you believe to be your key strength as a Sales Leader? Please provide examples and rationale

"I listen and feedback I lead by example I am passionate about what we do and communicate that"

62. What development would enable you to be a more effective leader? Please provide examples of the impact you believe that this will have

"More focus on building the team, working with the team to deliver their goals and supporting them - we are in the phase of identifying our goals currently"

61. What do you believe is this persons key strength as a Sales Leader? Please provide examples and rationale

"Sam has made a significant impact on the business since joining in September and has brought strong insights and experience to bear. Sam has been a very good advocate for the organisation externally and has clear points of view, is confident in her abilities, and is not afraid to challenge. She has taken on a wide set of responsibilities and worked hard to develop her relationships with her team and to bring in new talent whilst ensuring delivery of business as usual. Given she is still relatively new to the organisation I don't yet have a clear view of all aspects of her performance, and want to encourage her to think broadly and to push on the development of strategy and ideas, particularly now in the research domain"

62. What development would enable this person to be a more effective leader? Please provide examples of the impact you believe that this will have

"Initially I had some concerns that Sam could be too judgmental and she had to learn to adapt to the organisation and its culture, whilst at the same time finding the right means to challenge and push for change. Her nature is one to challenge and question which is a strong and positive attribute but also needs to be directed effectively. She has adapted and has had a lot to get her arms around, which she has done with considerable energy and commitment. As she settles in to the role and has now mostly got the team around her she needs, an important focus going forwards will be to help drive vision and direction and for her to build her networks and external relationships"

61. What do you believe is this persons key strength as a Sales Leader? Please provide examples and rationale

"Sam is very good at managing ambiguity and problem solving. She is not afraid to make decisions and is interested in getting things done. She is direct and clear in her communications and dealings with others. She also has a good sense of humour and real enthusiasm and energy which is infectious. Finally she is creative and has intellectual curiosity. She is not afraid to delegate or empower people to take responsibility for tasks or projects"

"Confident and at the same time pragmatic - looking to get to workable solutions. Sam has given autonomy to her teams to enable business not to stall at times"

"Sam is a very good role model and leader. It is great to see a someone in this position and being like she is. She is very energetic, full of enthusiasm and drive which is inspiring. She can be very firm and quite directional in terms of her decision-making, but is nice and approachable at the same time - quite an impressive combination. She is very sharp, intelligent, someone who you respect immediately (and want to impress!) and with great people skills. She is a very supportive manager and whilst you know she has got high expectations, you also know that she 'has got your back' and that you can trust her to help you if you are in a difficult situation. When I found myself in a difficult people management situation she took immediate action and was very supportive, something that I will never forget as it has made a huge difference. She has also been very open to me about my strengths and development needs which is very helpful. She speaks her mind, which is great as you know where you stand."

62. What development would enable this person to be a more effective leader? Please provide examples of the impact you believe that this will have

"Whilst generally not micro managing (which is a strength), when issues do present themselves their response does tend to focus on points of detail rather than operating at a strategic level in terms of what will contribute to the success of the organisation. To ensure they can really impact and help steer direction of the organisation a clear handle on both strategic and tactical levels will be important. The role is broad and Sam has a large number of direct reports. This means that the amount of attention that s/he can give to his/her direct reports and help shape the direction their teams are going in (include the synergies that can be achieved from the teams working more effectively together) is limited and will potentially limit the impact the teams can have individually and collectively"

"I think the main area of development would be around finding more time to provide more granular support for some projects. This is challenging given her leadership remit but I think finding ways to engage in more detail on some key projects would ensure they are informed by his/her insights at an earlier stage."

61. What do you believe is this persons key strength as a Sales Leader? Please provide examples and rationale

"Given Sam's short tenure I have found it difficult to respond to many of the questions as I have minimal exposure and evidence of many areas asked about. That said, on the evidence I do have, I have found Sam to be a strong, credible leader, with well developed views and a forthright style. She is confident and strident and this in turn instills confidence in those around her. She is forensic in her questioning at times and this ensures that solutions are practical and well thought through. She's a pragmatic individual who drives home solutions that are grounded in reality."

"Sam absorbs complex ambiguous information quickly, establishes priorities and takes decisions confidently and accurately. She creates a collaborative and open culture where views can be expressed easily. Strong influencing and clear communication of key messages make her a strong ambassador for the brand. Good balance of strong leadership with attention to the detailed motivations of her direct reports. High energy and work commitment rarely "off the clock" and very responsive/supportive when you need her"

"Good at challenging existing arrangements or assumptions. Strategic with a practical perspective"

62. What development would enable this person to be a more effective leader? Please provide examples of the impact you believe that this will have

"Sam's workload and pace can at times get in the way of her collaborative efforts with colleagues. She'd benefit from investing more time in a planful way building her internal peer relationships."

"Fast paced thinking and confidence in decision making can leave you always leading from the front. Delegate to team members to take the lead on project areas and come to you with proposals giving them clear deadlines. Watch out for work/life energy balance."

"I think if Sam was able to just take a little bit more time to reflect/think through or await more information before jumping to conclusions when presented with information, she would gain more credibility as a leader"

Section 6: Development Planning

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?