

Individual Contributor 360

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Getfeedback

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

Section 2: Your respondents

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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 an individual contributor. 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
Secondary Peers	3	Person4, Person5, Person6
Primary Peers	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.

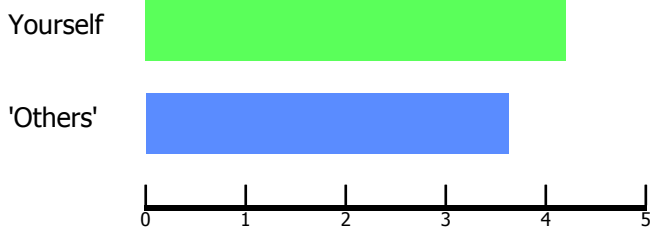
Section 3: Results overview

Your leadership potential

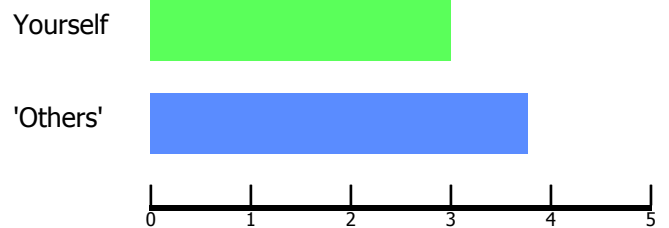
The graphs below show, at a high level, the results of your 360° feedback. From these you can begin to identify where your leadership potential lies.

Thinks

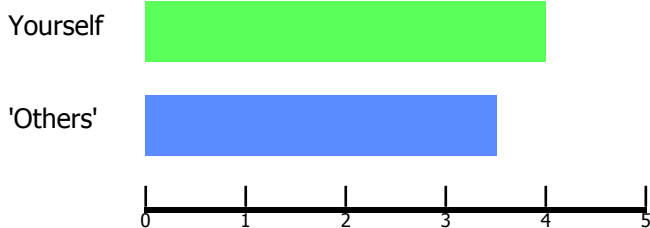
Seeks Information - Seeks and shares a broad and rich range of information.



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

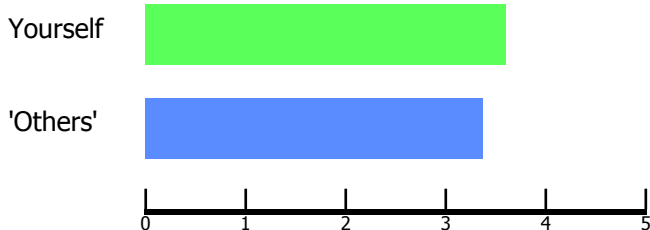


Conceptual Agility - Compares the pros and cons of options and solutions to identify the best way forward. Responds comfortably to change or ambiguity.

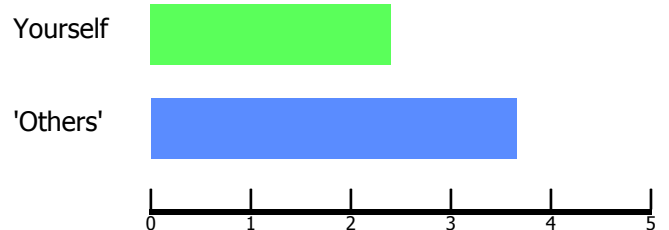


Involves

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

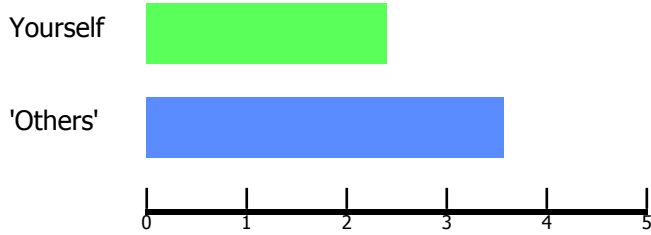


Facilitates Interaction - Brings people together; encourages discussion and contribution from others so that a common understanding is gained.



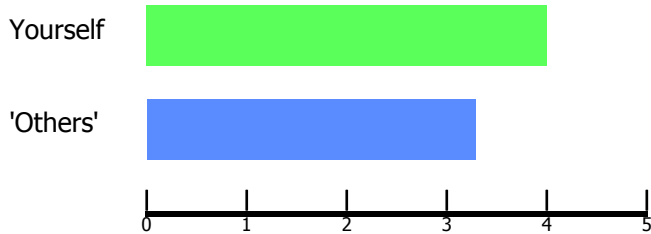
Involves Continued...

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

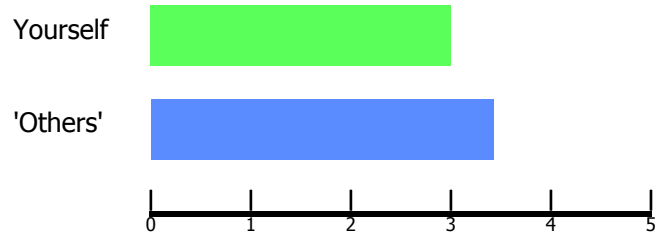


Inspires

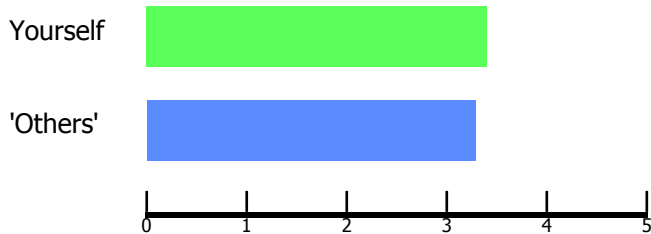
Influence - Sells ideas by highlighting the benefits. Creates a win-win; shows how realisation of own interests or goals will support those of others.



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

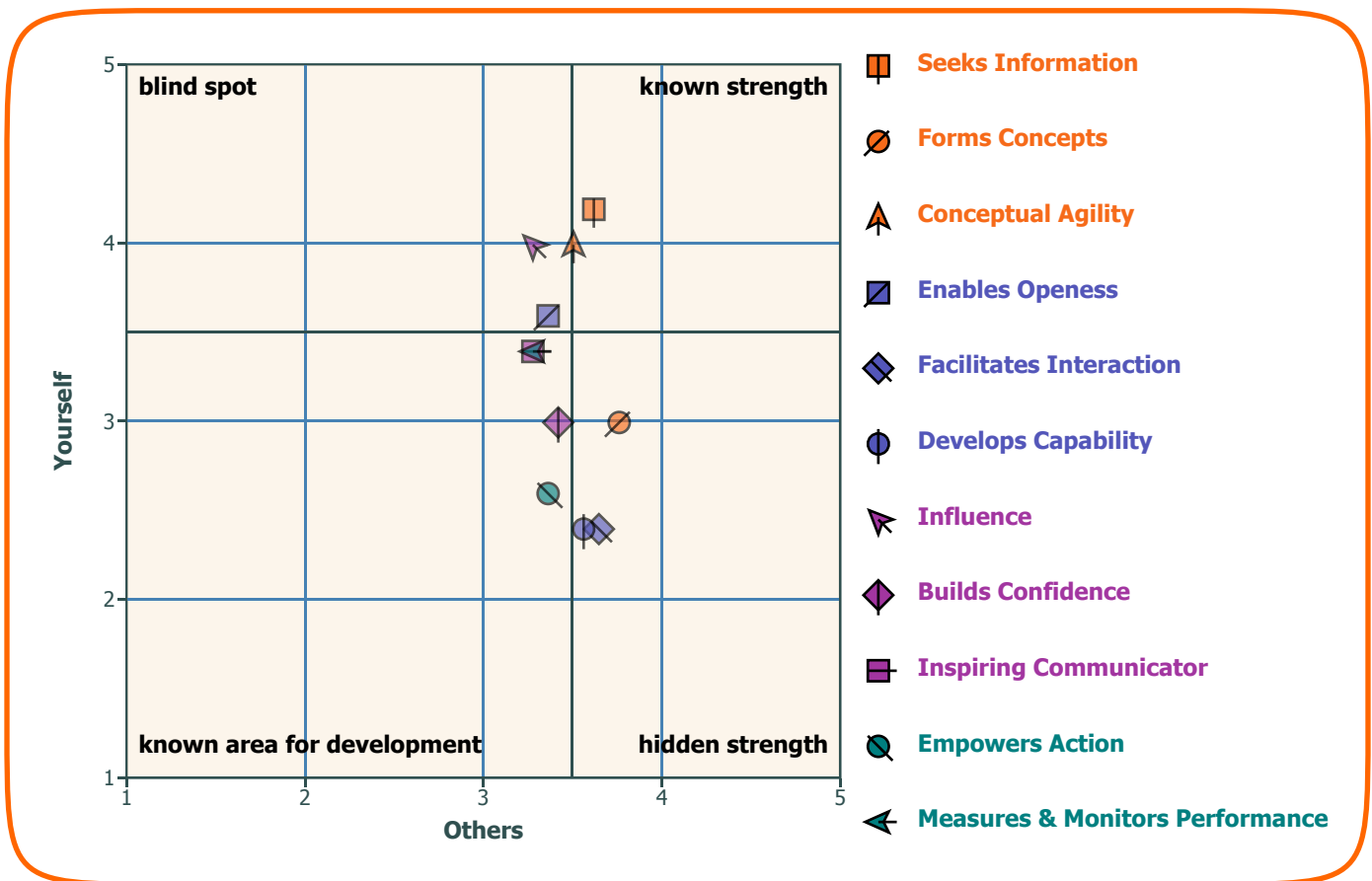


'Others'



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
4.29	Forms Concepts	38	They link information together to quickly come to an understanding of a problem or issue
4.14	Conceptual Agility	44	When working out the best course of action they weigh up the risks vs. the benefits of the different options available
4.14	Forms Concepts	41	Their ideas and/or proposals reflect a deep understanding of the context within which they work (i.e. the wider business, customers, suppliers)
4.14	Forms Concepts	19	They seek to identify the root cause of an issue as opposed to just focusing on the symptoms
4.14	Seeks Information	39	They ask questions to ensure that they keep up to date about the products and/or services we offer
4.00	Develops Capability	31	They seek out opportunities that will stretch and challenge them
4.00	Facilitates Interaction	15	In group discussions the contributions they make enable the group to come to a shared understanding of our challenge or goal
4.00	Facilitates Interaction	25	During group discussions they encourage everyone to contribute their thoughts and ideas
4.00	Builds Confidence	20	When articulating their ideas or views their enthusiasm and optimism inspires others to believe in their likely success
4.00	Develops Capability	37	When appropriate, they provide others with constructive feedback in order that they can be more effective in their role

10 Lowest scoring statements

Score	Managerial Competency	Qu No.	Statement
2.00	Measures & Monitors Performance	54	They set targets for themselves that are achievable but also stretching
2.57	Facilitates Interaction	34	They actively participate in group discussions with the appropriate amount of contribution
2.71	Conceptual Agility	47	When solving issues, or identifying how to achieve our goals and objectives, they consider several different options
2.71	Inspiring Communicator	12	They are clear and concise in all forms of communication
3.00	Builds Confidence	52	They openly confront behaviour that has the potential to impact others or our reputation negatively
3.00	Empowers Action	2	They know when to take ownership for resolving issues and when to escalate issues beyond their authority level
3.00	Builds Confidence	22	They are confident when discussing difficult issues (with customers, peers, superiors, the team)
3.00	Seeks Information	21	Before making a decision they carry out research to ensure they are well informed regarding the issue at hand
3.00	Influence	6	They build reciprocal relationships with others so that we can all achieve our objectives
3.00	Empowers Action	8	They take personal responsibility for ensuring that they fulfill any commitments they make

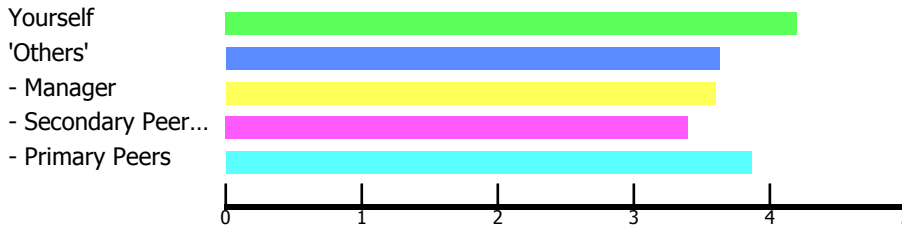
Section 4: Results in detail

Individual Statement Analysis

Seeks Information

Seeks and shares a broad and rich range of information.

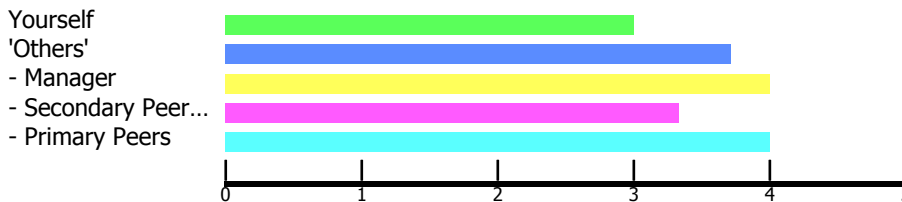
Overall Summary



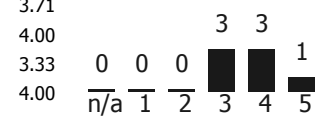
'Others' breakdown



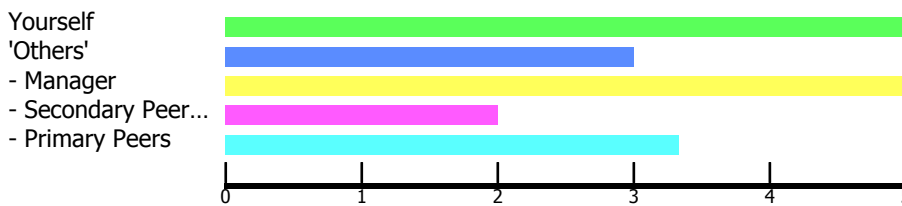
9. They use multiple sources of information (internet, journals, research papers etc.) to stay up to date with what's going on in our industry



'Others' breakdown



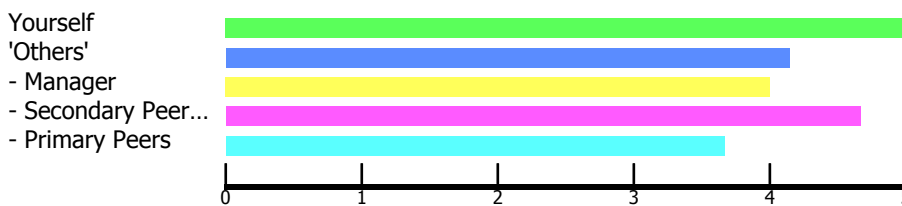
21. Before making a decision they carry out research to ensure they are well informed regarding the issue at hand



'Others' breakdown



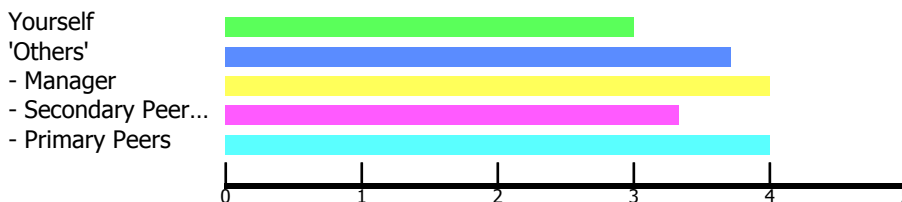
39. They ask questions to ensure that they keep up to date about the products and/or services we offer



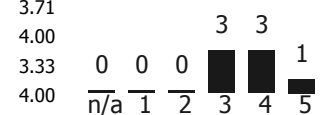
'Others' breakdown



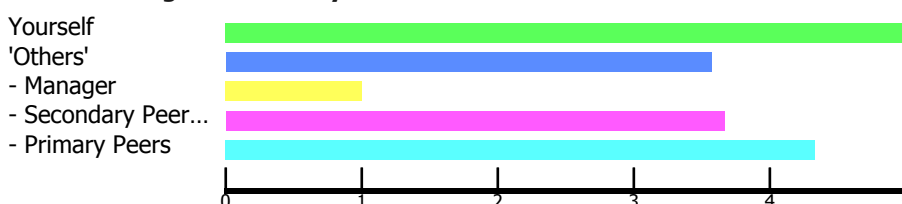
43. They proactively share information and knowledge with colleagues



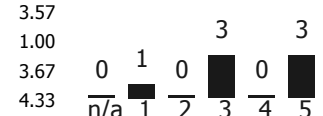
'Others' breakdown



50. When tackling an issue they seek information in order to understand its wider implications



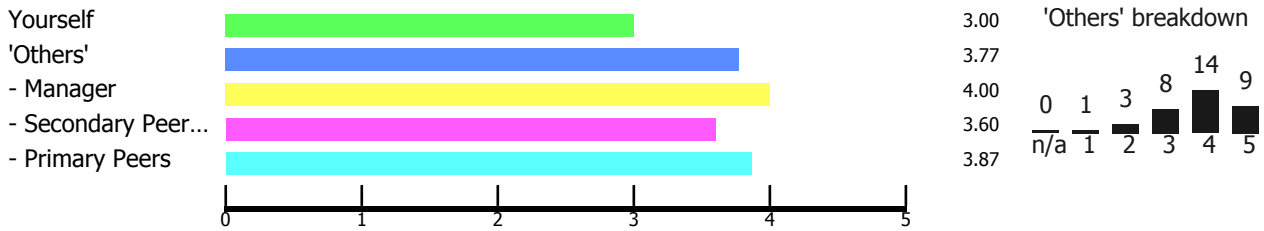
'Others' breakdown



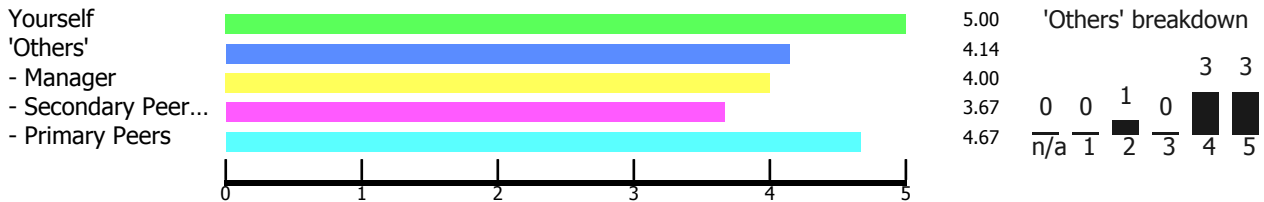
Forms Concepts

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

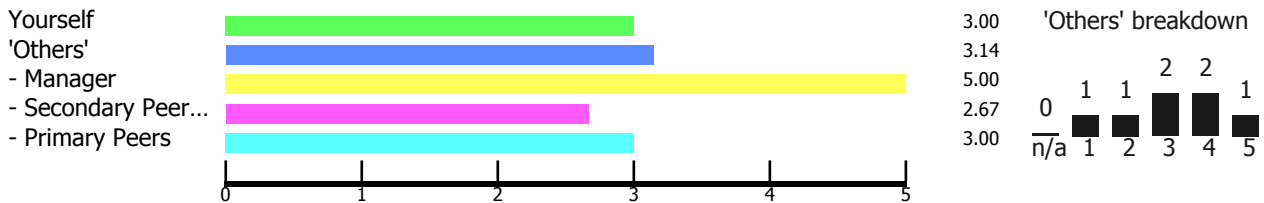
Overall Summary



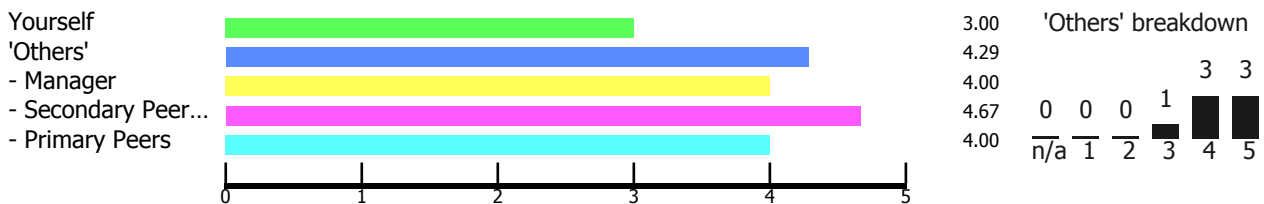
19. They seek to identify the root cause of an issue as opposed to just focusing on the symptoms



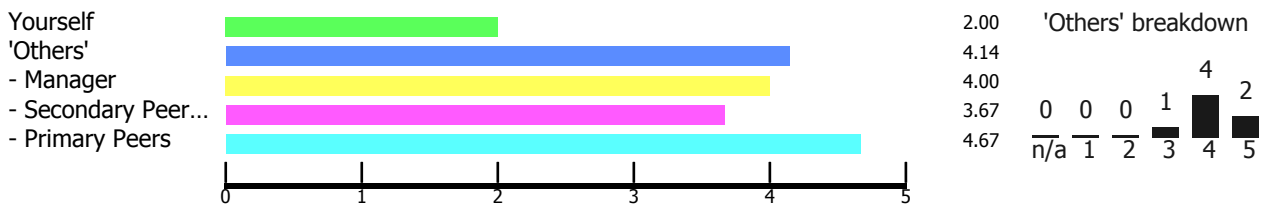
26. They encourage others to look beyond the obvious in order to develop creative solutions to meet our clients needs



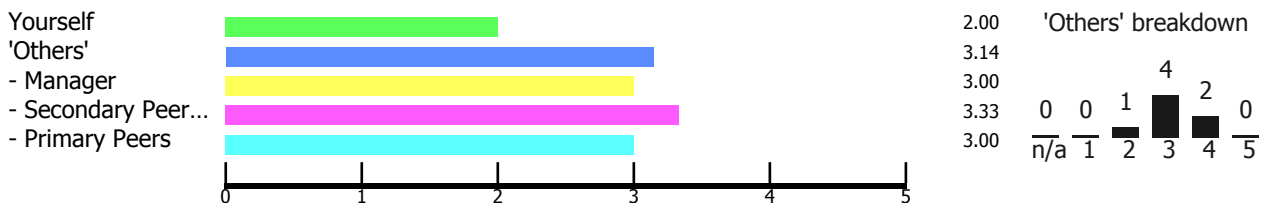
38. They link information together to quickly come to an understanding of a problem or issue



41. Their ideas and/or proposals reflect a deep understanding of the context within which they work (i.e. the wider business, customers, suppliers)



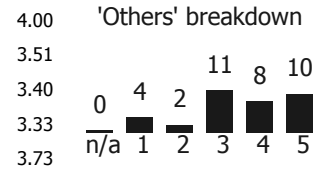
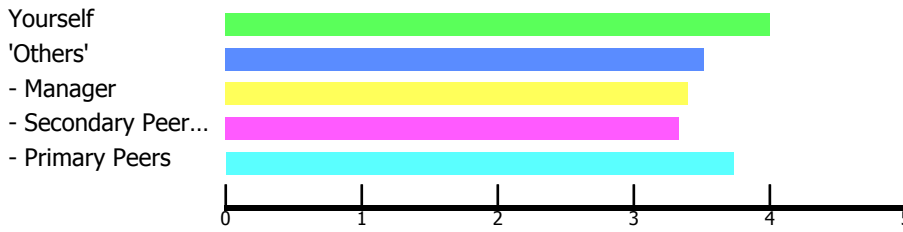
53. They identify patterns and trends in information, enabling them to understand any issue or challenge they face



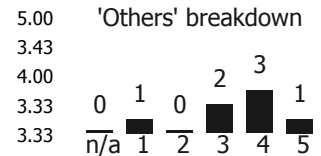
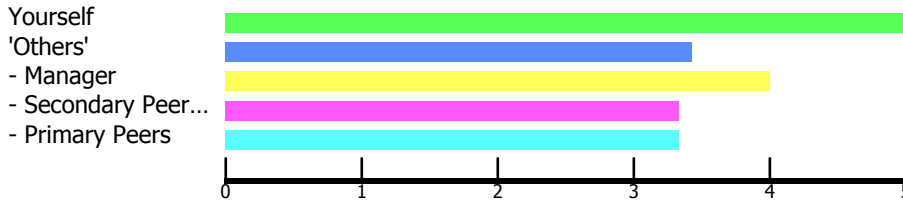
Conceptual Agility

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

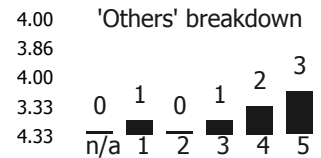
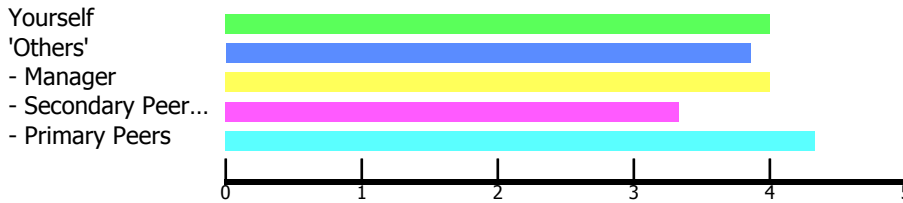
Overall Summary



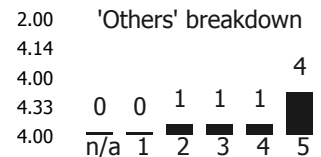
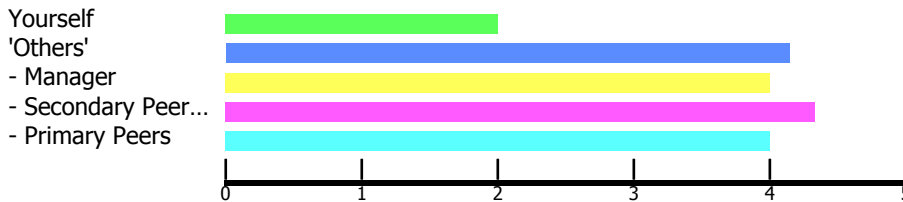
4. When faced with a potential barrier they respond flexibly; open to considering alternative ways forward



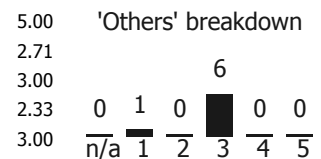
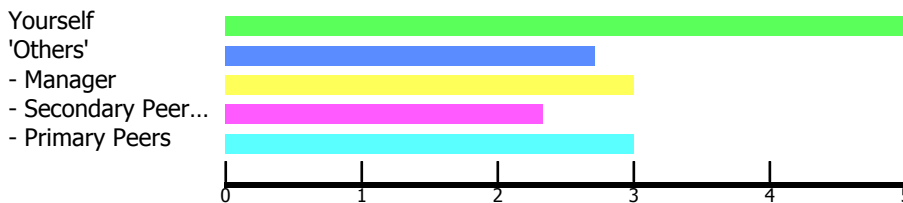
16. They encourage others to evaluate the merits of the options open to them



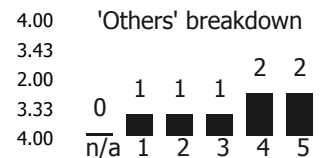
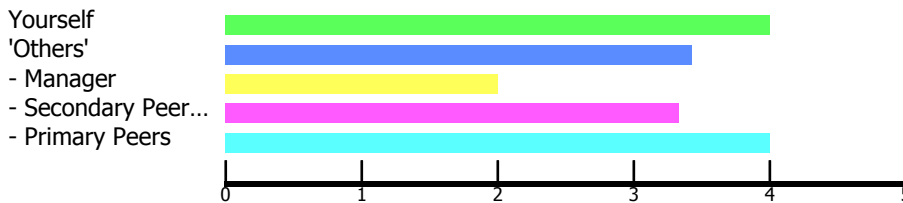
44. When working out the best course of action they weigh up the risks vs. the benefits of the different options available



47. When solving issues, or identifying how to achieve our goals and objectives, they consider several different options



55. Before taking action they analyse the pros and cons of my proposed course of action



Section 5: Open-ended comments

Made by Yourself

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

"I believe one of my core strengths is when the challenge of an opportunity is identified, I dive deep into the details to understand the situation and then collaborate to ensure alignment across the company for a successful and flawless execution. Example: Most recently we received an opportunity to sell a new customer, at which point I developed the relationship with the buyer and then pulled in all teams to execute the on-boarding of the new customer. The solutions were not necessarily flawless however everyone learned a lot and it actually helped identify our weaknesses when it comes to on-boarding - which is allowing us to be better for the Home Depot account"

57. What could I do differently or more of to improve their performance (provide examples of the impact you believe that this will have)?

"I have never really had direct reports and the development opportunities I am wanting to seek out are revolving around effective leadership and management. At this point in my career I believe I possess the qualities needed to lead a team - empathy, understanding, challenge, caring, desire to develop others and see them succeed. I think to keep me on the path of making leadership driven decisions, I will need to engage with others to see examples of good leadership so that I can mold myself into a better manager/leader within the organization. I have been fortunate enough to be led by numerous good-leaders and have that as a starting point, but being surrounded at with the tools necessary to take it to the next level will be key in my development."

56. What do you believe is their primary strength (provide examples and rationale)?

"1. Energy 2. Accountability/Ownership 3. Grasp of scope"

"She is into the details and that's a good thing. Also has a very good relationship with customers and that will help promote the business"

57. What could they do differently or more of to improve their performance (provide examples of the impact you believe that this will have)?

"1. People management / Leadership 2. Financial management 3. Hands-on manufacturing accountability"

"Top level management. Being able to deal with people senior to her as that's what she'll need to get her ideas and visions in place for the business"

56. What do you believe is their primary strength (provide examples and rationale)?

"Working within the team environment to establish and obtain desired project goals and objectives."

"Sam has been in front of the customer through out her career as a result she is an excellent communicator. Not only with the customer but all levels within the customer's organization as well as our organization. Additionally the products she sold are the very same products she now will have responsibility for."

"Sam always shows willingness to collaborate and help others. She maintains a positive attitude"

57. What could they do differently or more of to improve their performance (provide examples of the impact you believe that this will have)?

"Strengthen detailed product knowledge"

"Training on how to delegate will assist in improving her overall effectiveness. Sometimes its easier just to do the work herself and she puts in long hours because of the work load"

"Sam is bringing a multi-dimensional view point to her new area of responsibility. She sold home comfort products to one of our largest retail partners, bringing forth not only an in depth product knowledge but also understanding the marketplace too. Her interface with Sears has also sharpened her negotiating and financial skills. Given this Sam would be an excellent candidate for an MBA program where she could "hone" these acquired skills."

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 wiggle 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?