

180 feedback

Manager

Name:

Person

Email:

person@example.com

Date:

23/Jul/2019


Getfeedback

Contents

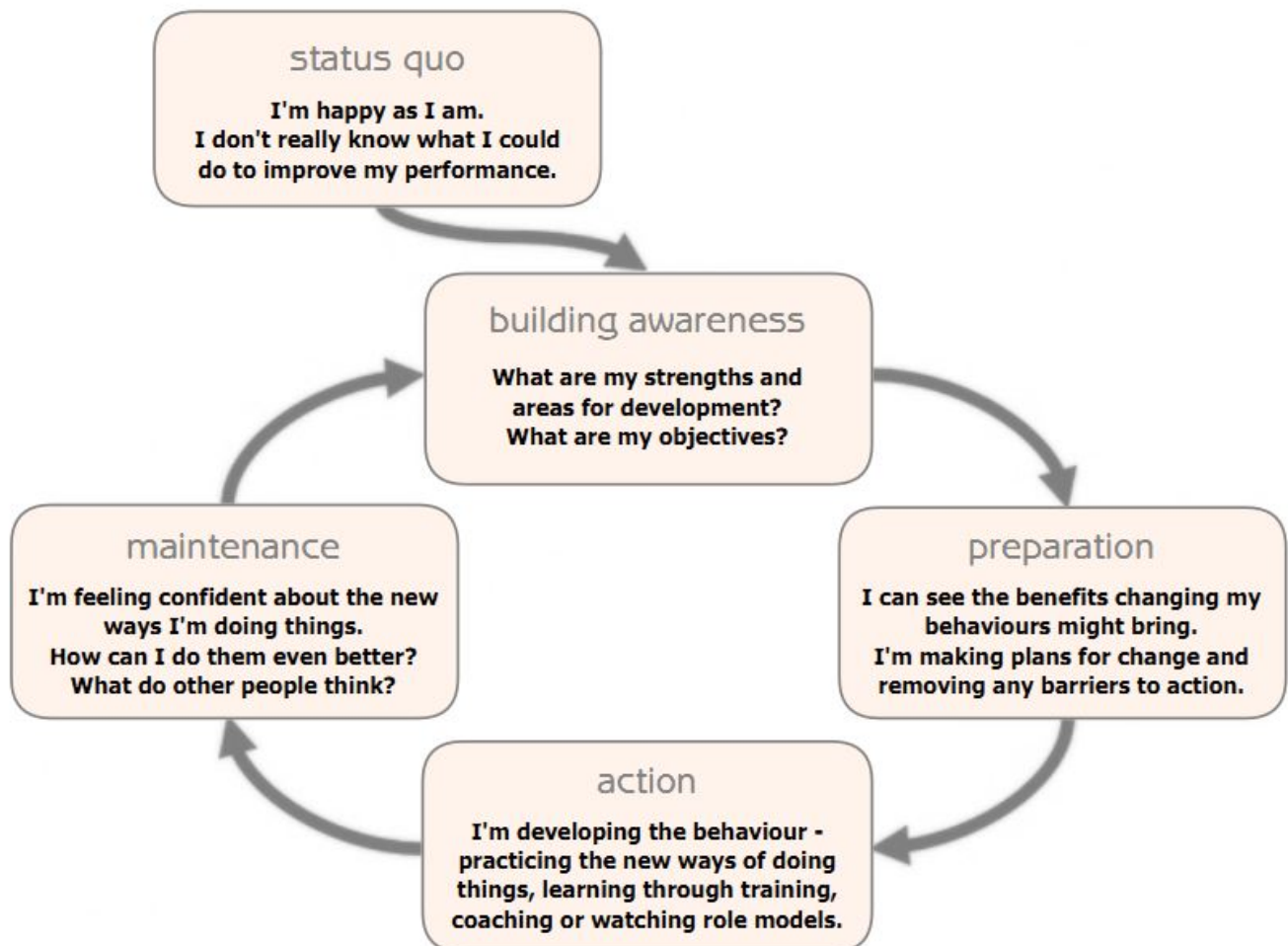
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Section 1: Introduction

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

Career and personal success is gained from actively managing your development. Personal development is a journey. The end point of the journey is enhanced personal effectiveness and increased positive impact. The aim of 180 feedback is to set you off on that development journey by raising your awareness of what you currently do that makes you successful. It will help you to identify where your strengths and areas for development lie. Through the exploration of the themes and key messages in this report you can begin to consider how you can improve your performance and relationships with others.

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



About this report

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

It may be that you are already considering the need to change or you may feel that you already know where your strengths and areas for development lie. If this is the case then your 180 feedback results will help you to test your assumptions and enable you to move more quickly into the preparation and action stages of behavioural change.

This survey is designed to gather feedback from people with whom you interact on a regular basis. Because the survey is anonymous, respondents are encouraged to feel free to share their true perceptions of what you do well and what 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 for effective managers and leaders
- 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 comments, that highlight your strengths and areas for development.

Section 2: Using the report

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

Respondents

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

| | No. of respondents | Names of respondents |
|----------------|--------------------|---|
| Self | 1 | Person |
| Direct Reports | 5 | Person1, Person2, Person3, Person4, Person5 |

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 of your Direct Reports. 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 Direct Reports is more than 0.5 this should be considered a significant difference.

Identifying your strengths and areas for development

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

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

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

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

- If there's a range of scores across the statements within a behaviour or a wide spread of responses, why would this be and how can you use the behaviours more consistently? For the behaviours and statements where you rated yourself higher than your direct reports 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 your direct reports what could you do to feel more confident about these behaviours?
- How could each behaviour help you to achieve your career and personal goals and objectives?

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

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

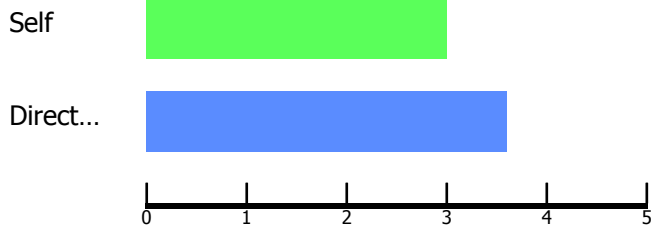
Section 3: Summary

Your leadership potential

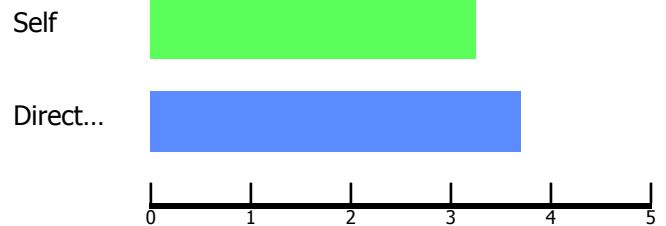
The graphs below show, at a high level, the results of your 180° feedback. From these you can begin to identify where your leadership potential lies.

Thinks

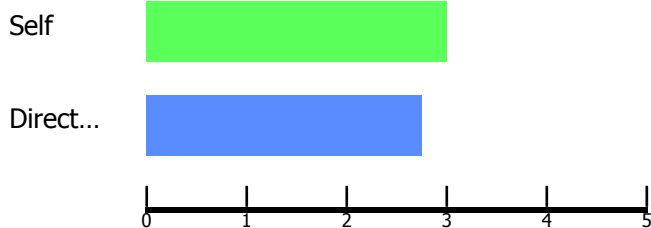
Seeking Information - Seeks and shares a broad and rich range of information.



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

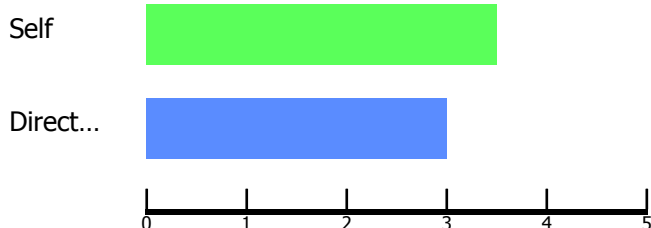


Conceptual Agility - Compares the pros and cons of options and solutions to identify the best way forward. Responds comfortably to change or ambiguity.

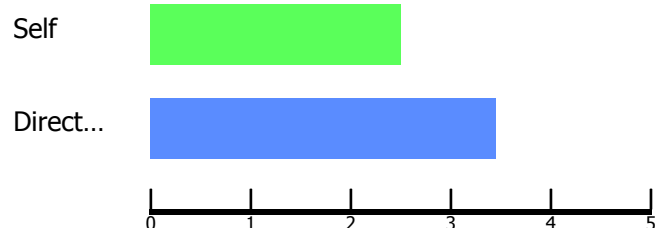


Involves

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

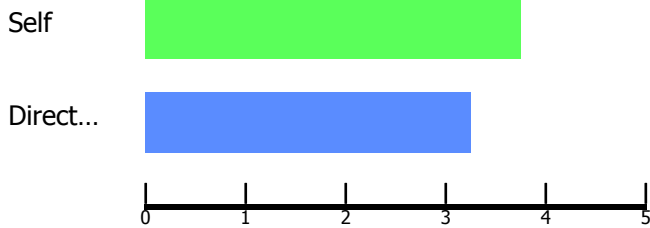


Facilitating Interaction - Brings people together; encourages discussion and contribution from others so that a common understanding is gained.



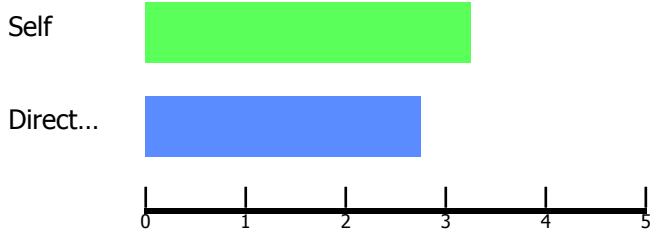
Involves Continued...

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

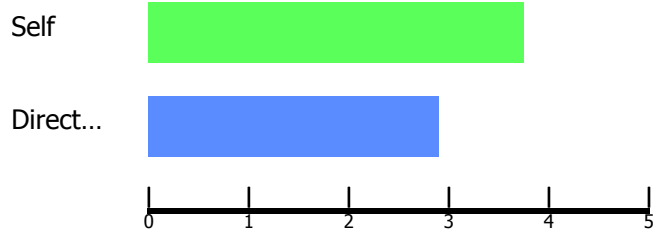


Inspires

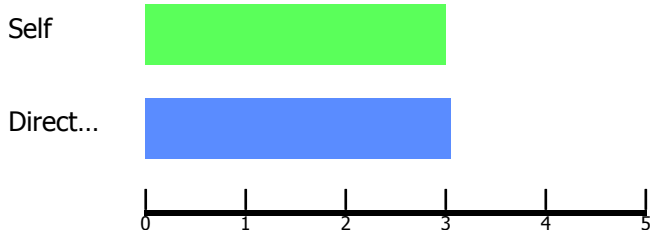
Influence - Sells ideas by highlighting the benefits. Creates a win-win; shows how realisation of own interests or goals will support those of others.



Building 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

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

Self



Direct...



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

Self

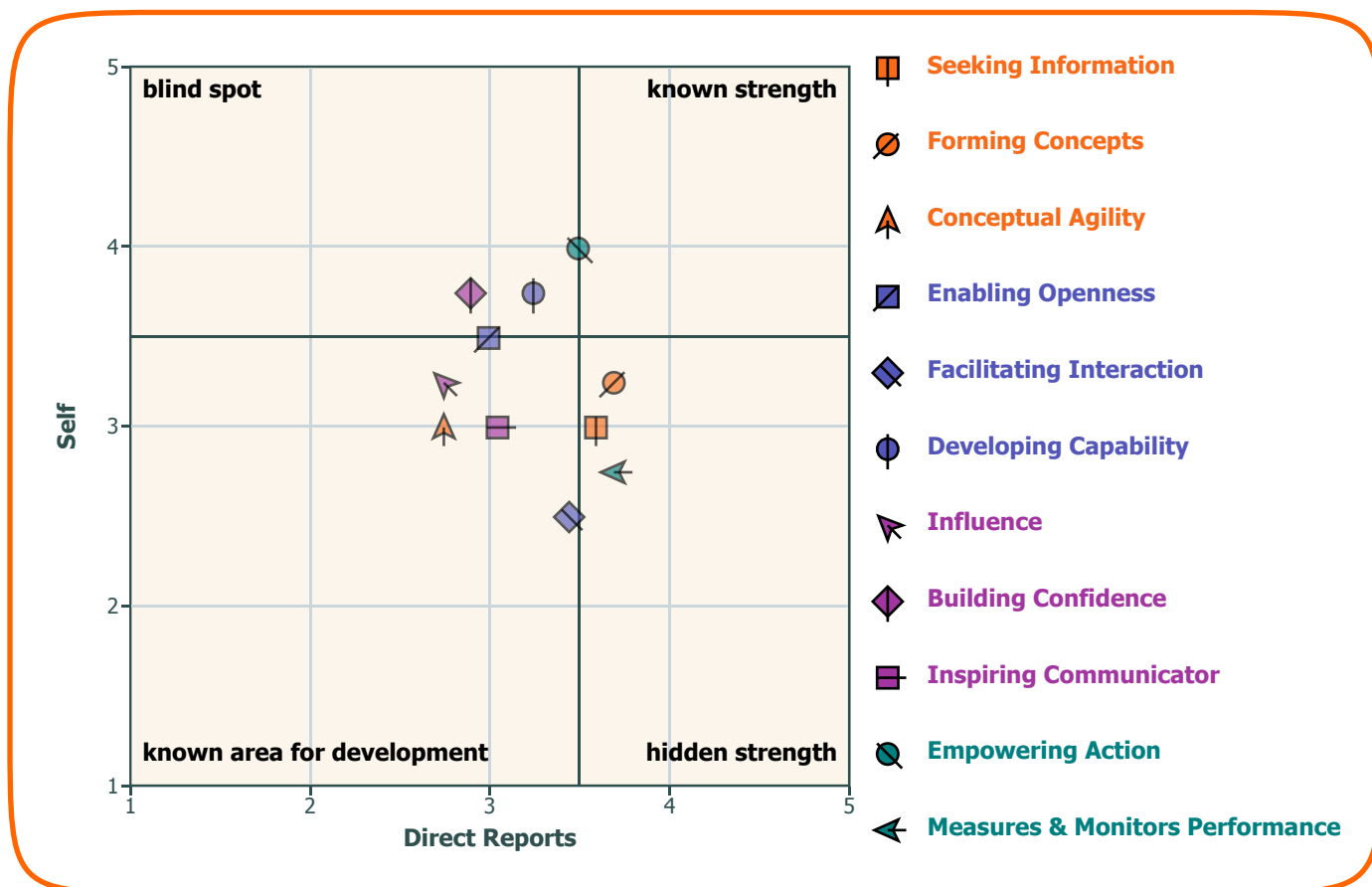


Direct...



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 your direct reports gave an average rating above 3.5 for the statements relating to that behaviour. This means you and your direct reports 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 your direct reports have given an average rating below 3.5 for the statements relating to that behaviour. This means that you and your direct reports 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 your direct reports 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 your direct reports 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 |
|-------|---------------------------------|--------|---|
| 4.40 | Facilitating Interaction | 9 | They actively participate in group discussions with the appropriate amount of contribution. |
| 4.20 | Seeking Information | 16 | They exchange relevant information and knowledge with colleagues, customers and suppliers |
| 4.20 | Forming Concepts | 26 | They develop solutions that take into account the broader business environment |
| 4.20 | Seeking Information | 5 | They seek information beyond the scope of the particular issue being addressed in order to understand its wider implications. |
| 4.20 | Empowering Action | 37 | They provide a structure that empowers people to take actions when they need to. |
| 4.00 | Conceptual Agility | 34 | They critically assess factors that may affect the success of projects or the business. |
| 4.00 | Forming Concepts | 13 | When faced with an issue they seek to understand the underlying cause, not just the symptoms. |
| 4.00 | Measures & Monitors Performance | 10 | They review and modify stretching objectives aimed at adding value to our customers. |
| 4.00 | Empowering Action | 30 | They develop plans detailing objectives, actions and responsibilities for the work they are involved with. |
| 3.80 | Inspiring Communicator | 31 | Their communications are clear, concise and structured. |

10 Lowest scoring statements

| Score | Managerial Competency | Qu No. | Statement |
|-------|------------------------|--------|--|
| 2.20 | Building Confidence | 12 | They appear self-assured by confidently making decisions even when their ideas are challenged. |
| 2.20 | Conceptual Agility | 25 | They create an over-arching plan or strategy that maximises the benefits and minimises the downside of any original options |
| 2.20 | Conceptual Agility | 40 | When considering how to solve a business issue they explore the alternatives. |
| 2.40 | Influence | 1 | They have developed a wide network of contacts with whom they have reciprocal relationships. |
| 2.40 | Influence | 33 | They clearly describe the benefits and advantages of their proposed solutions when seeking support. |
| 2.40 | Inspiring Communicator | 36 | They convey complex, detailed ideas and information in a way that enthuses and engages the listener. |
| 2.60 | Enabling Openness | 18 | They have built a climate in which others listen and reserve judgement in order to fully understand the ideas and feelings of others. |
| 2.60 | Seeking Information | 44 | They ask penetrating questions to find out information from colleagues, clients, competitors and suppliers. |
| 2.60 | Conceptual Agility | 39 | When faced with a potential issue or barrier they respond with an open mind. |
| 2.60 | Developing Capability | 41 | 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. |

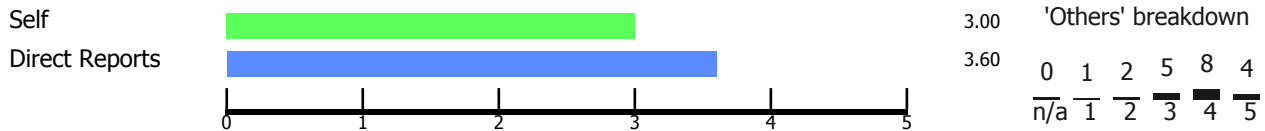
Section 4: Detail

Individual Statement Analysis

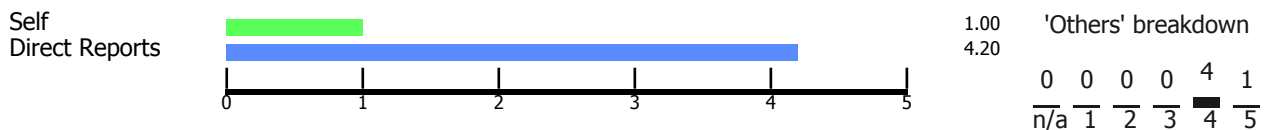
Seeking Information

Seeks and shares a broad and rich range of information.

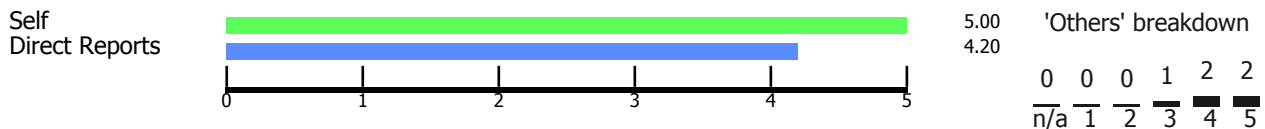
Overall Summary



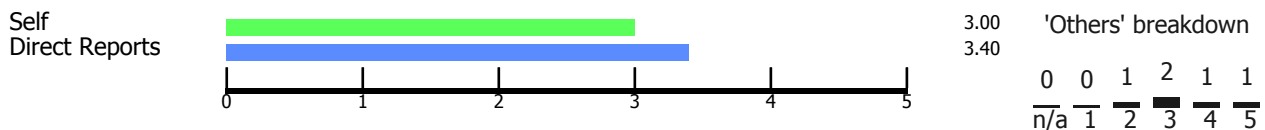
5. They seek information beyond the scope of the particular issue being addressed in order to understand its wider implications.



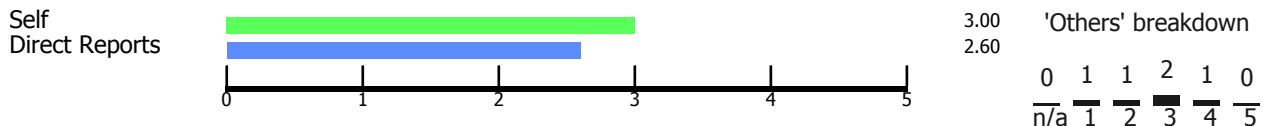
16. They exchange relevant information and knowledge with colleagues, customers and suppliers



35. They bring information to the table that demonstrates they have carried out a broad search for relevant facts and figures in relation to the task or situation at hand.



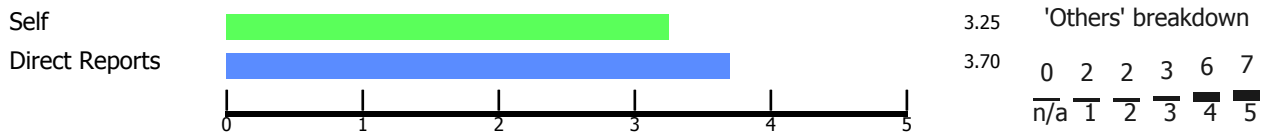
44. They ask penetrating questions to find out information from colleagues, clients, competitors and suppliers.



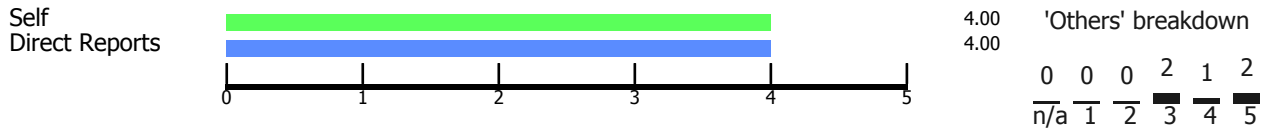
Forming Concepts

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

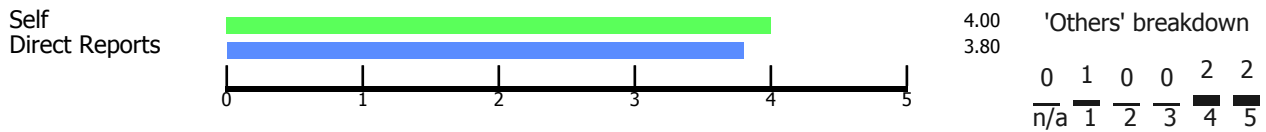
Overall Summary



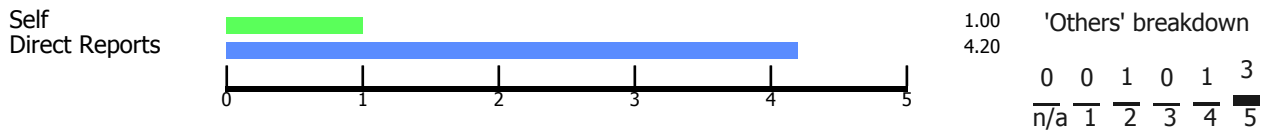
13. When faced with an issue they seek to understand the underlying cause, not just the symptoms.



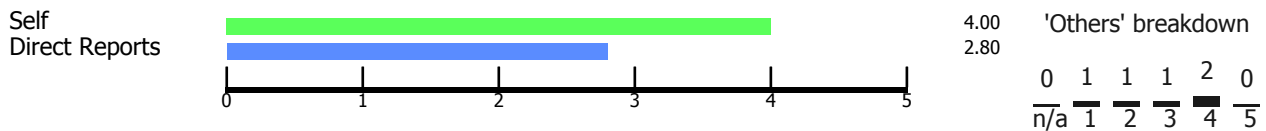
17. They consider a wide range of information in order to get to the root cause.



26. They develop solutions that take into account the broader business environment



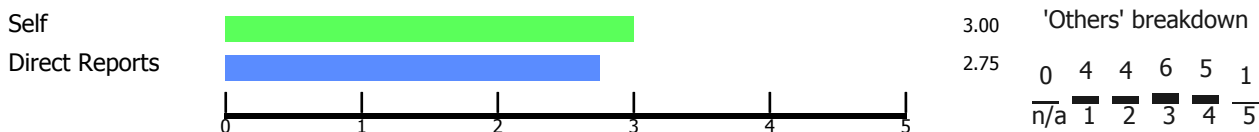
38. They are a great source of new ideas and ways of doing things.



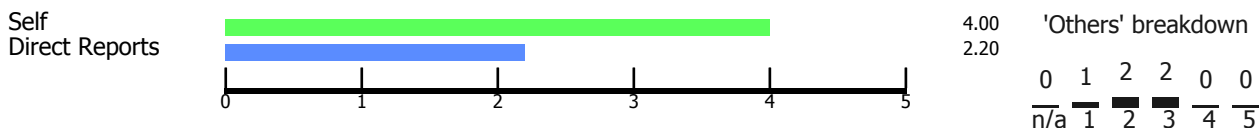
Conceptual Agility

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

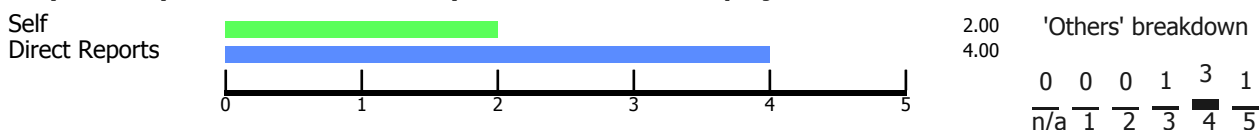
Overall Summary



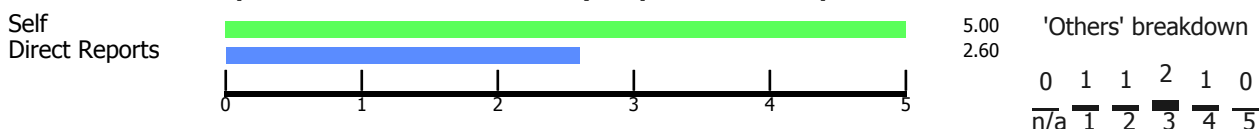
25. They create an over-arching plan or strategy that maximises the benefits and minimises the downside of any original options



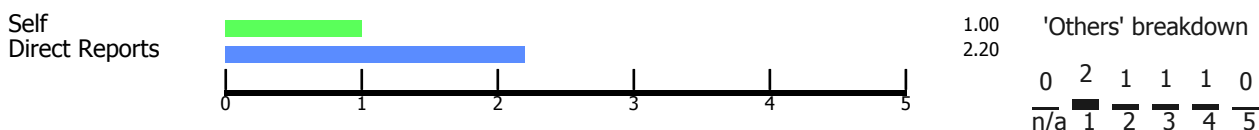
34. They critically assess factors that may affect the success of projects or the business.



39. When faced with a potential issue or barrier they respond with an open mind.



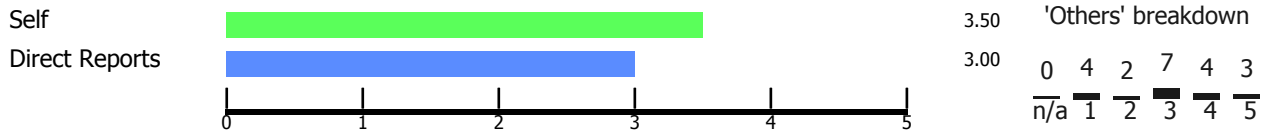
40. When considering how to solve a business issue they explore the alternatives.



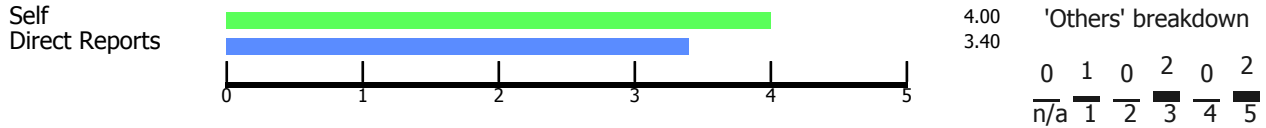
Enabling Openness

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

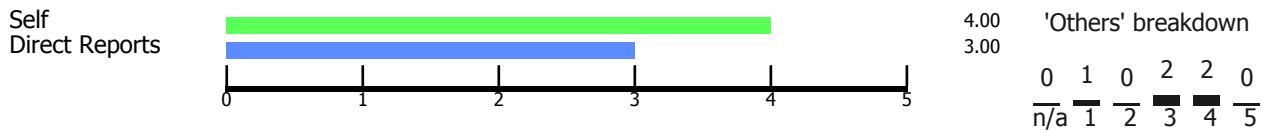
Overall Summary



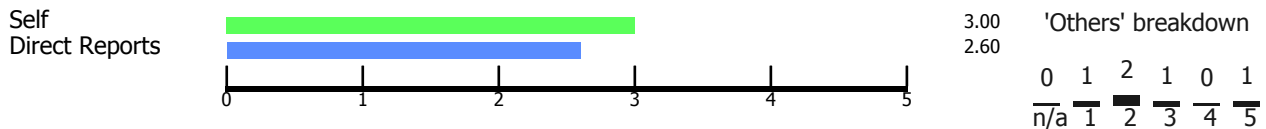
6. They use open questions in order to find out other people's points of view, thoughts and feelings.



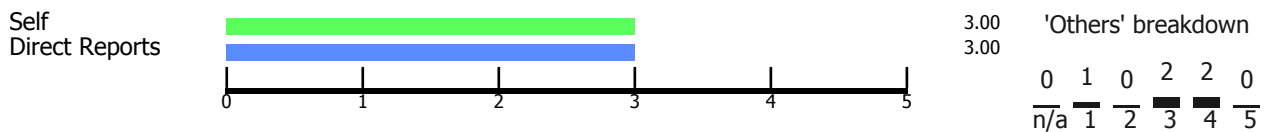
8. They respond in a non-judgemental way when listening to thoughts and views that differ to their own.



18. They have built a climate in which others listen and reserve judgement in order to fully understand the ideas and feelings of others.



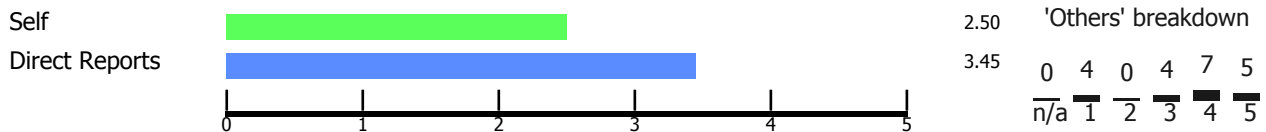
22. When it is appropriate they openly share their own thoughts and feeling which makes others feel comfortable to do the same.



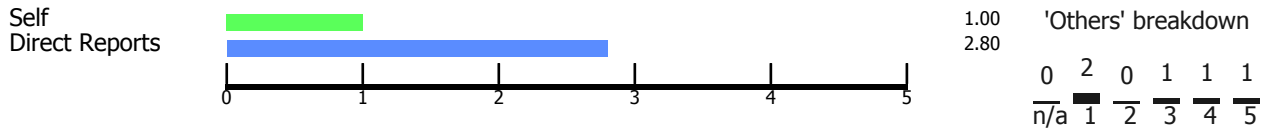
Facilitating Interaction

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

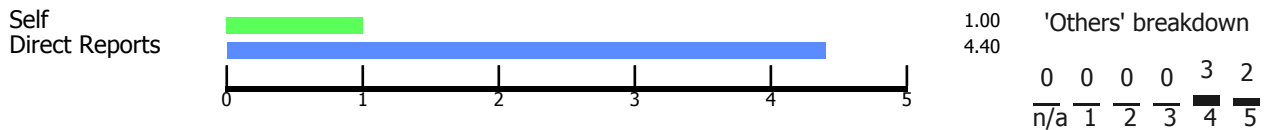
Overall Summary



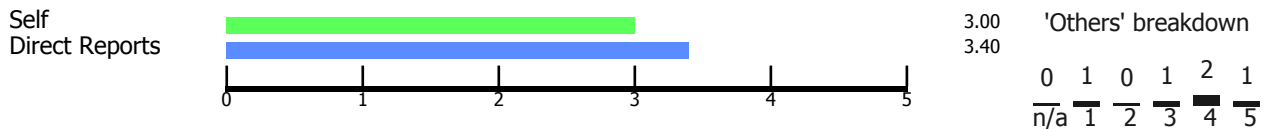
4. They encourage others to lead discussions where their specialism allows them to provide clear direction.



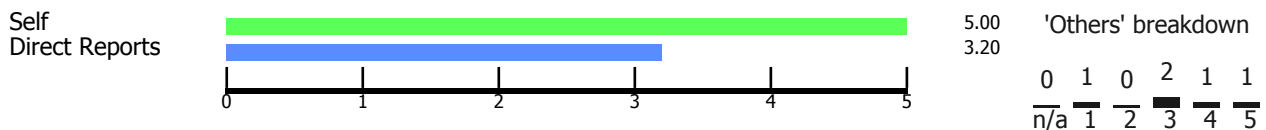
9. They actively participate in group discussions with the appropriate amount of contribution.



14. During group discussions they ensure focus is maintained on the goals and aims of the group so that the solution that is developed is more powerful than those first contributed.



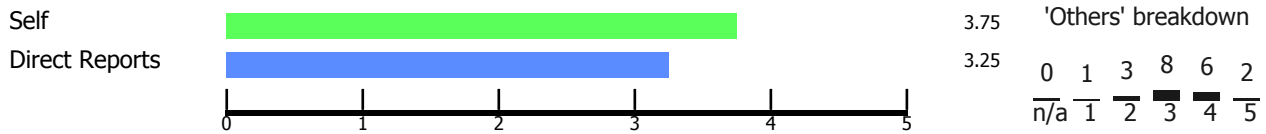
24. They encourage discussion and dialogue between team members so they come to a shared understanding of an issue.



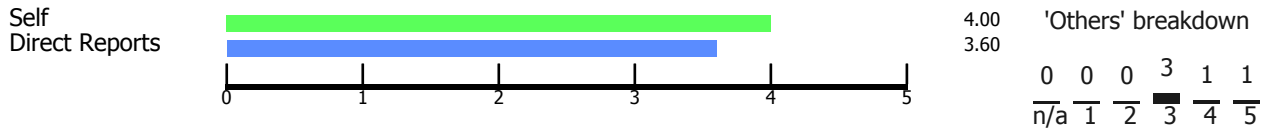
Developing Capability

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

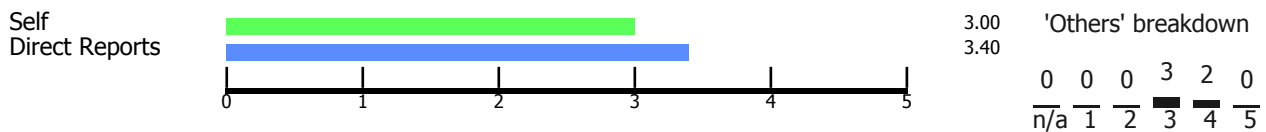
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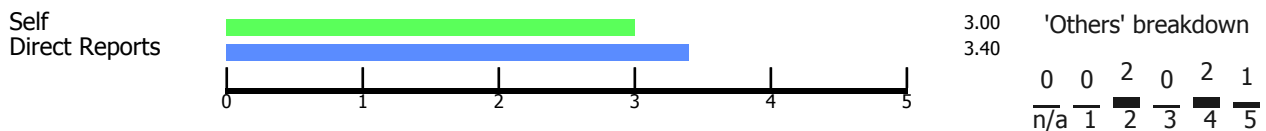
2. They hold regular, structured development discussions with their direct reports in which they provide constructive feedback for the purposes of personal development.



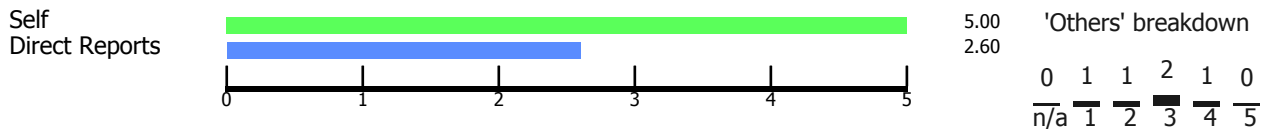
27. They recognise and support the development of others by providing access to skills training and personal development courses.



32. They take personal responsibility for developing their team in the skills and capabilities required for future success.



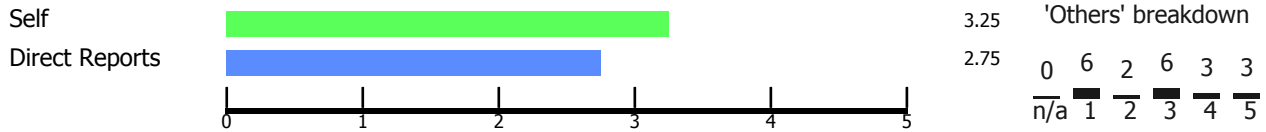
41. They are aware of their own personal strengths and areas for development, have shared these with others and seek out opportunities that will stretch and challenge them.



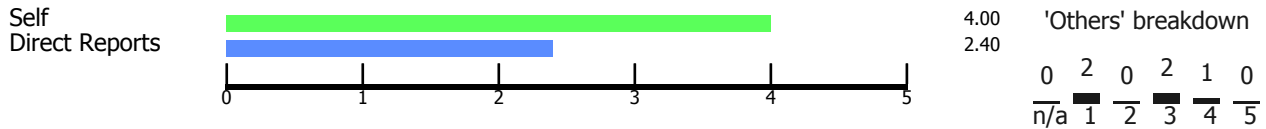
Influence

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

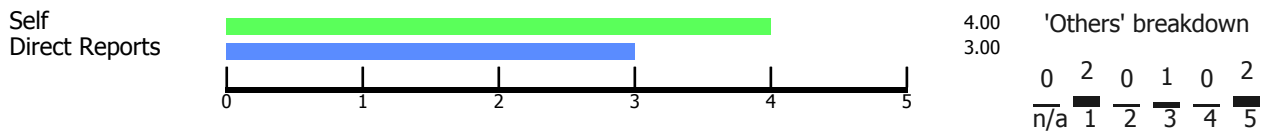
Overall Summary



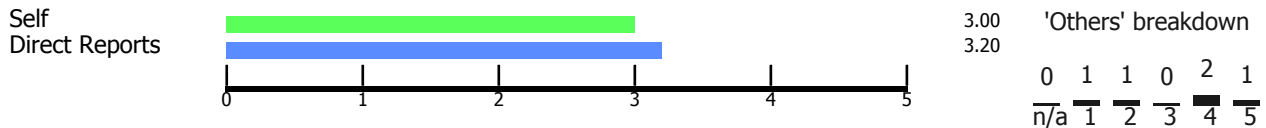
1. They have developed a wide network of contacts with whom they have reciprocal relationships.



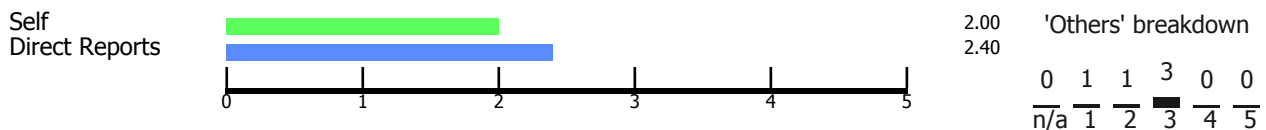
7. When selling their ideas, or persuading others, they identify and articulate how both parties can benefit from the proposal.



29. They actively manage their network, calling upon it when the need arises.



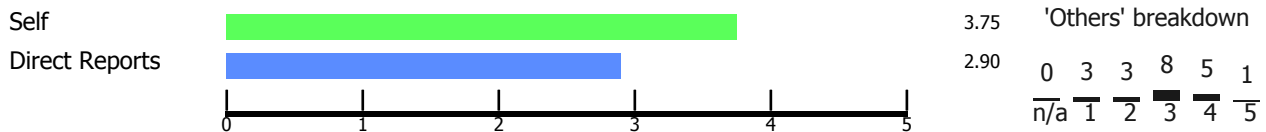
33. They clearly describe the benefits and advantages of their proposed solutions when seeking support.



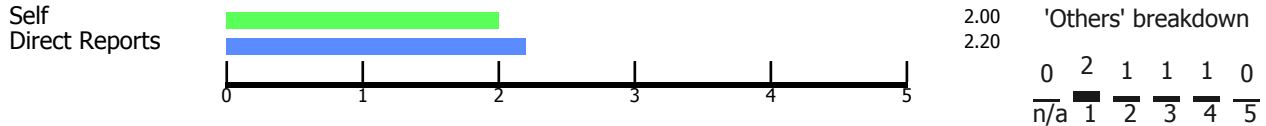
Building Confidence

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

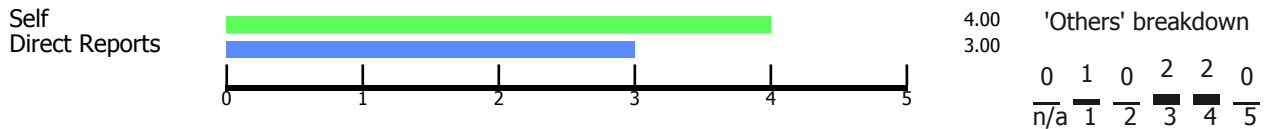
Overall Summary



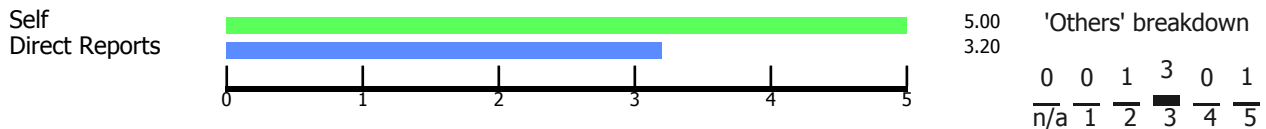
12. They appear self-assured by confidently making decisions even when their ideas are challenged.



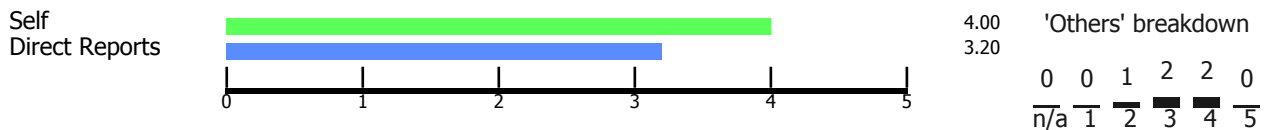
21. When launching a new product, service, or project their enthusiasm, optimism and belief in its future success is felt by others.



23. They inspire others to believe in their own ability to succeed.



28. They openly confront behaviour that has the potential to impact others or the business negatively.

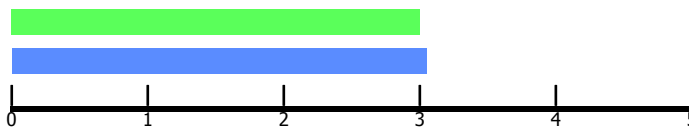


Inspiring Communicator

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

Overall Summary

Self



Direct Reports

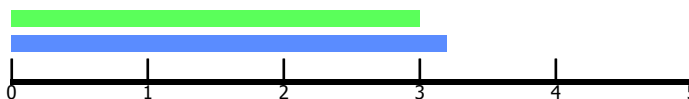
3.00 'Others' breakdown

3.05

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 3 | 4 | 5 | 5 | 3 |
| n/a | 1 | 2 | 3 | 4 | 5 |

11. They use humour, analogies and visual aids appropriate for different audiences to create a compelling and vivid message.

Self



Direct Reports

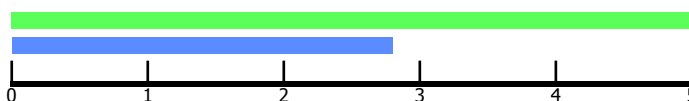
3.00 'Others' breakdown

3.20

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 1 | 0 | 2 | 1 | 1 |
| n/a | 1 | 2 | 3 | 4 | 5 |

20. People are left in no doubt as to the key messages they are delivering.

Self



Direct Reports

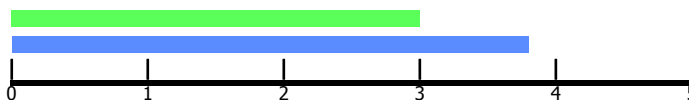
5.00 'Others' breakdown

2.80

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 1 | 1 | 1 | 2 | 0 |
| n/a | 1 | 2 | 3 | 4 | 5 |

31. Their communications are clear, concise and structured.

Self



Direct Reports

3.00 'Others' breakdown

3.80

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 0 | 0 | 2 | 2 | 1 |
| n/a | 1 | 2 | 3 | 4 | 5 |

36. They convey complex, detailed ideas and information in a way that enthuses and engages the listener.

Self



Direct Reports

1.00 'Others' breakdown

2.40

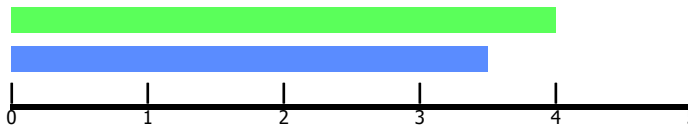
| | | | | | |
|-----|---|---|---|---|---|
| 0 | 1 | 3 | 0 | 0 | 1 |
| n/a | 1 | 2 | 3 | 4 | 5 |

Empowering Action

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

Overall Summary

Self



Direct Reports

4.00 'Others' breakdown

3.50

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 1 | 4 | 4 | 6 | 5 |
| n/a | 1 | 2 | 3 | 4 | 5 |

19. They take personal responsibility for ensuring things get done.

Self



Direct Reports

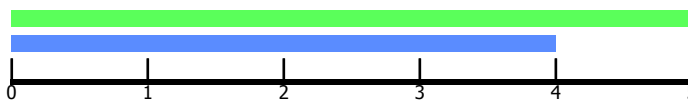
1.00 'Others' breakdown

2.80

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 0 | 2 | 2 | 1 | 0 |
| n/a | 1 | 2 | 3 | 4 | 5 |

30. They develop plans detailing objectives, actions and responsibilities for the work they are involved with.

Self



Direct Reports

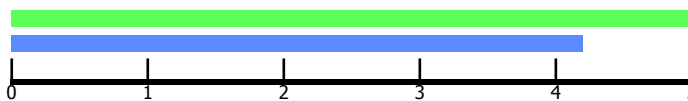
5.00 'Others' breakdown

4.00

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 3 | 1 |
| n/a | 1 | 2 | 3 | 4 | 5 |

37. They provide a structure that empowers people to take actions when they need to.

Self



Direct Reports

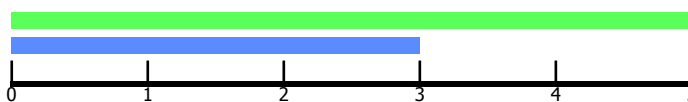
5.00 'Others' breakdown

4.20

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 2 | 2 |
| n/a | 1 | 2 | 3 | 4 | 5 |

43. They look ahead to remove barriers and constraints so that others can get things done.

Self



Direct Reports

5.00 'Others' breakdown

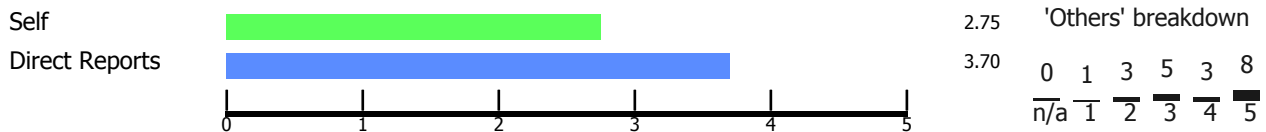
3.00

| | | | | | |
|-----|---|---|---|---|---|
| 0 | 1 | 2 | 0 | 0 | 2 |
| n/a | 1 | 2 | 3 | 4 | 5 |

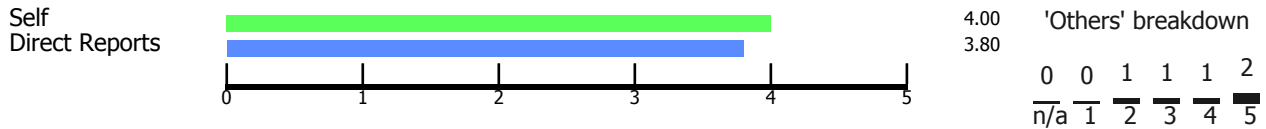
Measures & Monitors Performance

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

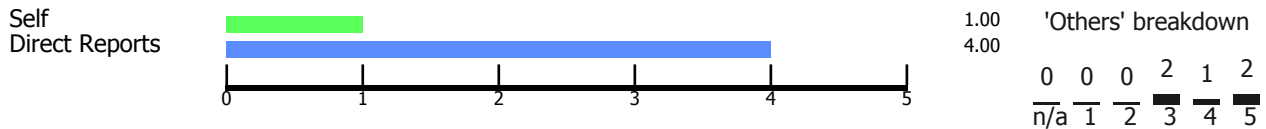
Overall Summary



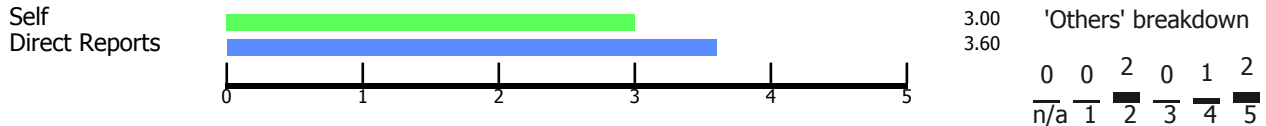
3. The objectives they set for the business are specifically designed to improve individual, team or business performance.



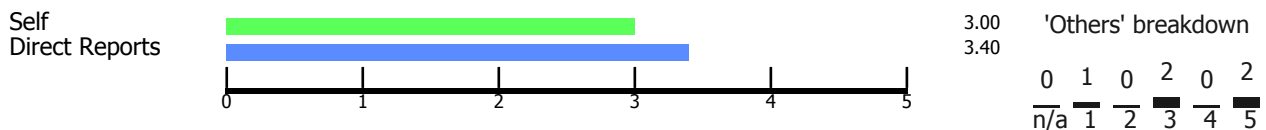
10. They review and modify stretching objectives aimed at adding value to our customers.



15. They track targets they set for individuals, teams and the business.



42. They provide regular feedback on progress towards target to stakeholders and those people doing the work.



Section 5: Open-ended comments

Made by Self

45. What do you believe to be your primary strength as a leader? Please provide examples and rationale.

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

46. What development do you believe will enable you to improve your leadership capability? 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."

45. What do you believe is this persons primary strength as a leader? Please provide examples and rationale.

"Sam is very good at managing ambiguity and problem solving. He is not afraid to make decisions and is interested in getting things done. He is direct and clear in his communications and dealings with others. He also has a good sense of humour and real enthusiasm and energy which is infectious. Finally he is creative and has intellectual curiosity. He 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 his/her teams to enable business not to stall at times"

"Early days - so haven't been able to answer all questions. Sam brings calm clarity and inspires confidence. He is a very supportive leader and manager. S/he's taken on a big role, with a lot of pressing issues to deal with. But he's unflappable and is doing a good job of orchestrating a very complex period of time in a way that makes me feel we're making real progress, but that "pinch points" and places where people might start to panic at the enormity of it all are being avoided."

46. What development do you believe will best enable this leader to improve their leadership capability? Please provide examples of the impact you believe that this will have.

"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."

"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 he can give to his 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."

Section 6: Development Planning

Developing Your Behaviours

Having reviewed your 180 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?

**Do your direct reports consistently rate you higher or lower than yourself?
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?**