

School/Academy Senior Leader 360

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GFB

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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 4: 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 senior leaders within an education setting. 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?

Section2: 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 | Sample |
| Senior Management Team | 3 | Senior Management Team 1, Senior Management Team 2, Senior Management Team 3 |
| Staff | 0* | Staff 1, Staff 2, Staff 3 |
| Governors | 6 | Governor 1, Governor 2, Governor 3 |
| Others | 9 | All the above excluding yourself |

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

*** If there are 3 or less respondents in a group they will be moved to another group to preserve anonymity.**

Remember that the respondents have given feedback in confidence. It is very easy to think that you know who has given you a particular rating or written a particular comment but also very easy to make a costly mistake. It is better therefore to work with the information in the way it was intended and use it wisely to inform your development plan rather than trying to trace the origin.

Rating Scale

When completing the survey you, and your nominees, responded to statements using the following rating scale:

- **n/a.** Not able to rate
- **1.** Rarely/Never
- **2.** Sometimes
- **3.** Usually
- **4.** Almost Always
- **5.** Consistently

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 4: 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.

Yourself



'Others'



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

Yourself



'Others'



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

Yourself



'Others'



Involves

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

Yourself



'Others'



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

Yourself

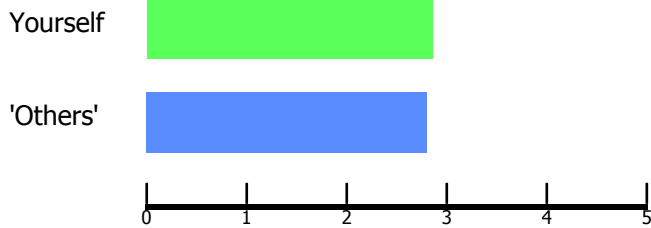


'Others'



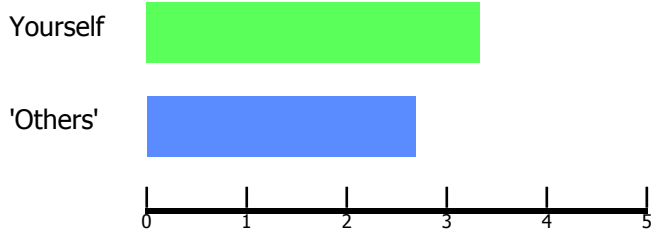
Involves Continued...

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

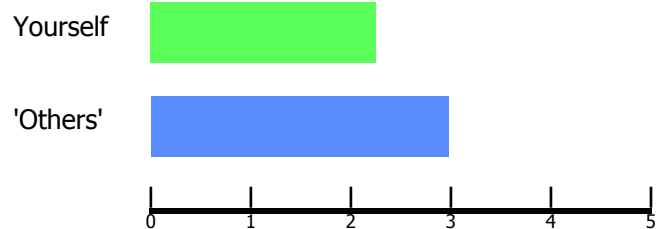


Inspires

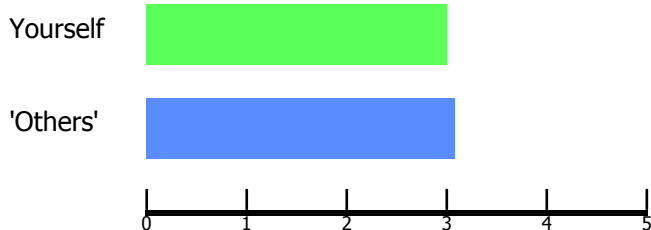
Influence - Sells ideas by highlighting the benefits. Creates a win-win; shows how realisation of own interests or goals will support those of others.



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

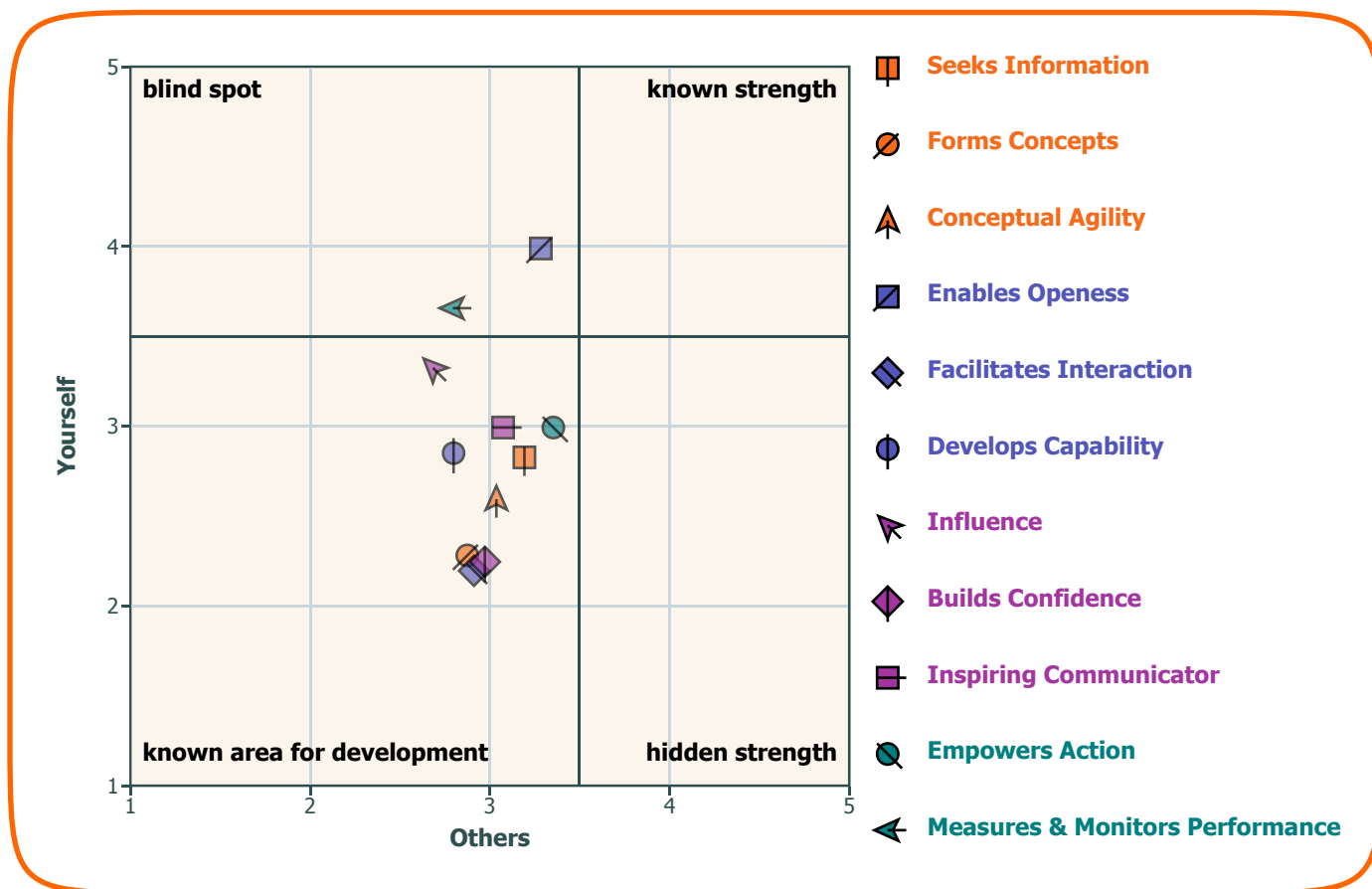


'Others'



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 |
|-------|---------------------------------|--------|---|
| 4.25 | Empowers Action | 42 | They have created a culture in which others are empowered to be accountable whilst knowing when to escalate issues beyond their authority level |
| 4.00 | Seeks Information | 58 | They bring information to the table that demonstrates that they are well-informed with regards to the specific task or situation at hand |
| 4.00 | Measures & Monitors Performance | 19 | They have implemented systems that enable others to track and monitor the objectives they need to meet |
| 4.00 | Inspiring Communicator | 71 | When delivering complex messages they use language appropriate to the audience |
| 4.00 | Enables Openess | 15 | When it is appropriate, they openly share their own thoughts and feelings which makes others feel comfortable to do the same |
| 3.86 | Facilitates Interaction | 44 | They have involved the senior leaders in defining the curriculum and how we will deliver it |
| 3.83 | Facilitates Interaction | 72 | They encourage discussion and dialogue between team members so they come to a shared understanding of an issue |
| 3.80 | Forms Concepts | 13 | They have nurtured a culture within our school/academy in which everyone appreciates the power of the light-bulb moment |
| 3.75 | Measures & Monitors Performance | 33 | They monitor the progress made towards any objective they set (i.e. for an individual pupil or member of staff, a department or the whole school/academy) |
| 3.75 | Inspiring Communicator | 51 | They have communicated a vision for our school/academy so that everyone understands what we are striving for |

10 Lowest scoring statements

| Score | Managerial Competency | Qu No. | Statement |
|-------|---------------------------------|--------|--|
| 1.88 | Influence | 49 | They build reciprocal relationships with others so that we can all achieve our objectives |
| 2.00 | Influence | 66 | They clearly describe the benefits and advantages of their proposed solutions when seeking support |
| 2.00 | Builds Confidence | 62 | They openly confront behaviour that has the potential to impact others or our reputation negatively |
| 2.12 | Facilitates Interaction | 60 | They have instilled a value within our school/academy for collaboration and cooperation with a wide range of stakeholders (e.g. different teams, departments, parents, pupils and external support services) |
| 2.17 | Facilitates Interaction | 9 | They encourage others to lead discussions where their specialism allows them to provide clear direction |
| 2.25 | Measures & Monitors Performance | 53 | They have created a culture in which all our staff are committed to creating the most effective learning environment for our pupils/students |
| 2.29 | Facilitates Interaction | 25 | They actively participate in group discussions with the appropriate amount of contribution |
| 2.29 | Measures & Monitors Performance | 57 | When they set objectives that ensure that they are specifically designed to improve performance (i.e. for an individual pupil or member of staff, a department or the whole school/academy) |
| 2.40 | Measures & Monitors Performance | 17 | They provide regular feedback on progress towards target to stakeholders and those people doing the work |
| 2.43 | Forms Concepts | 3 | They have created regular opportunities for staff, parents, pupils and other stakeholders to propose new ideas, solutions or ways of operating |

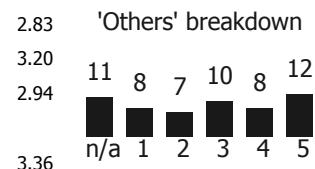
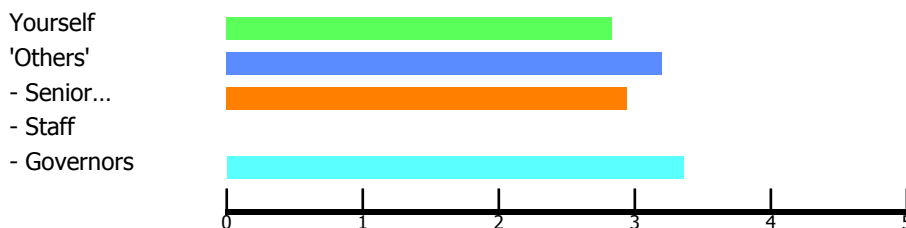
Section 4: Results in detail

Individual Statement Analysis

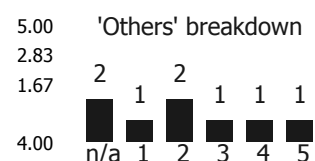
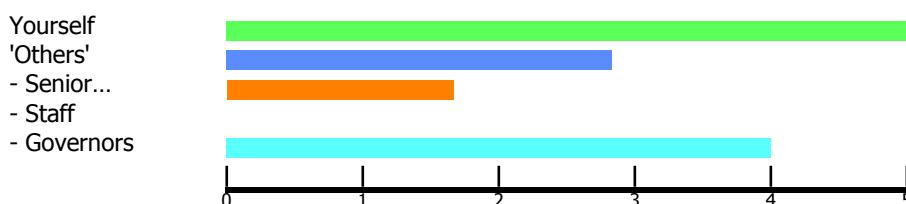
Seeks Information

Seeks and shares a broad and rich range of information.

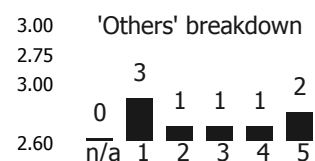
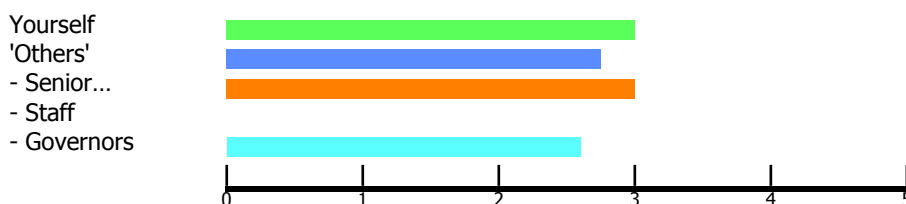
Overall Summary



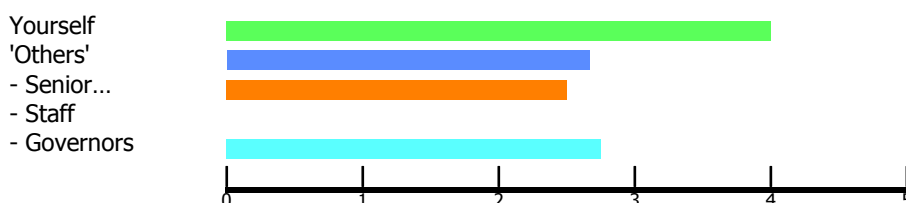
2. Through the things they say and do they have created a value across the school/academy for gathering and sharing information so that we are all well-informed



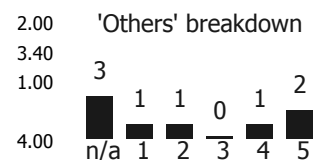
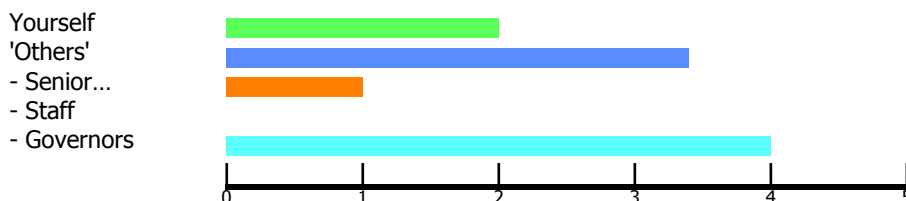
8. They readily share relevant information and knowledge with others so that they are well-informed



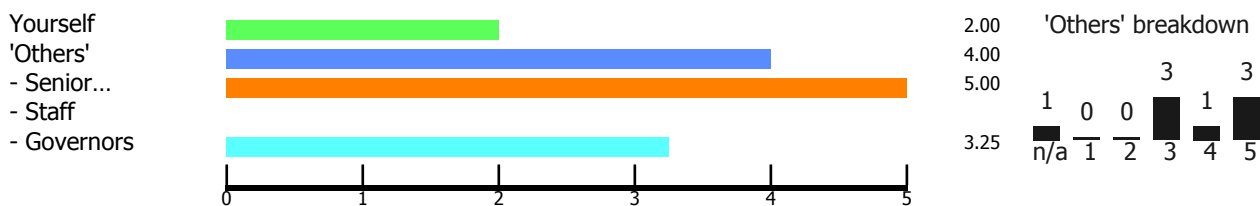
24. They ask penetrating questions to find out information from others



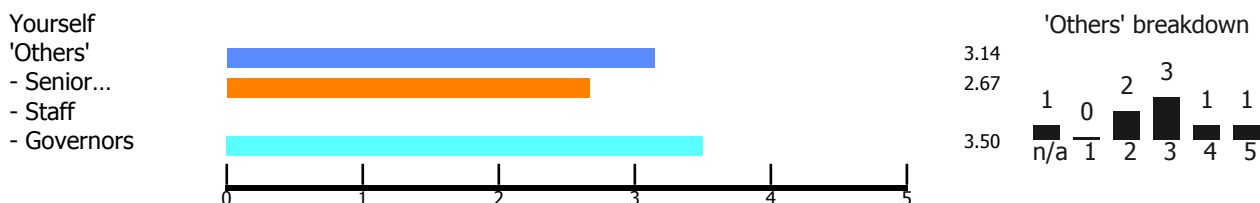
32. They look out for new innovations that will help us meet the needs of our pupils



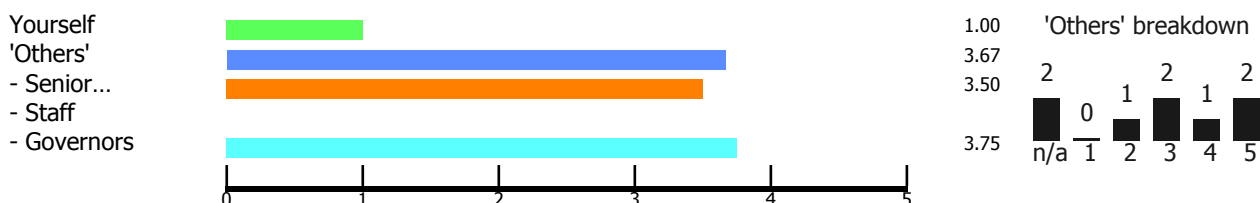
58. They bring information to the table that demonstrates that they are well-informed with regards to the specific task or situation at hand



64. They have created opportunities that enable others to gain access to a broad range of sources of internal and external information



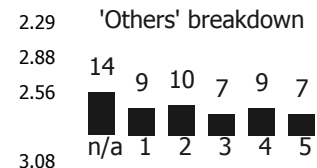
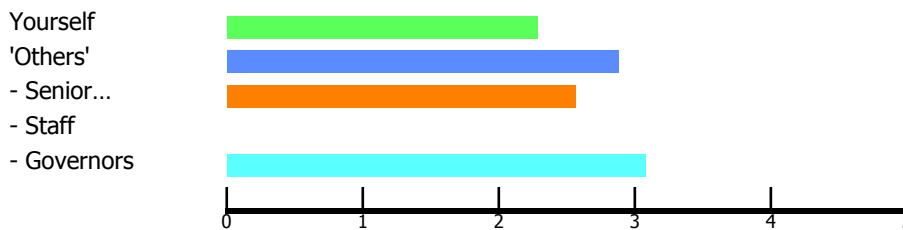
70. They demonstrate that they have sought information to help them understand the wider implications of any issue we address



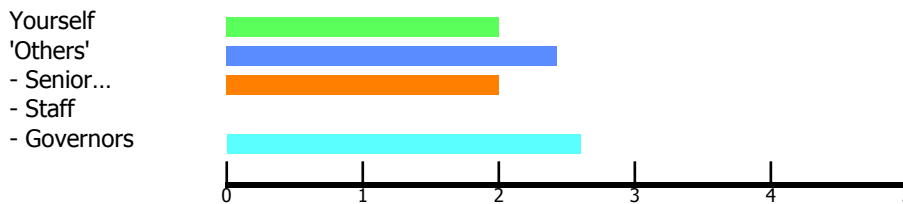
Forms Concepts

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

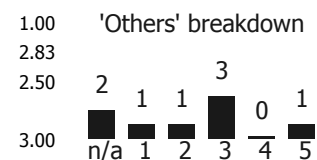
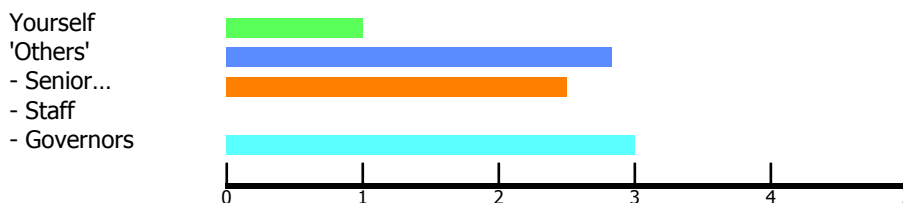
Overall Summary



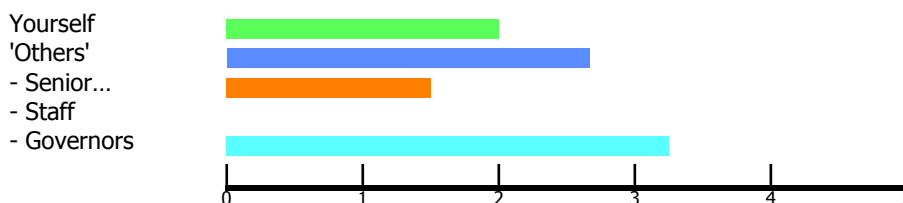
3. They have created regular opportunities for staff, parents, pupils and other stakeholders to propose new ideas, solutions or ways of operating



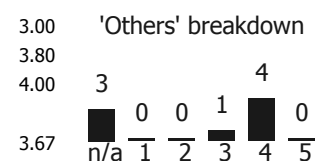
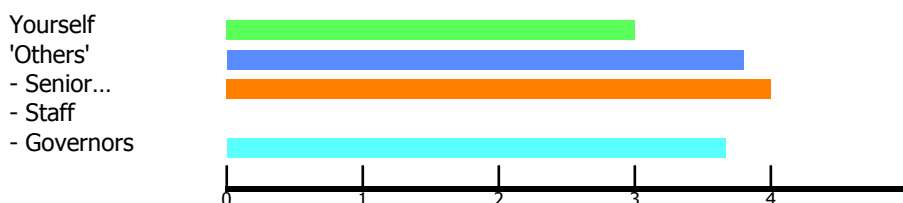
5. The ideas they put forward demonstrate that they have brought together thoughts and ideas relating to a wide range of different factors



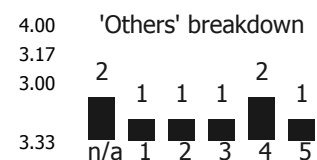
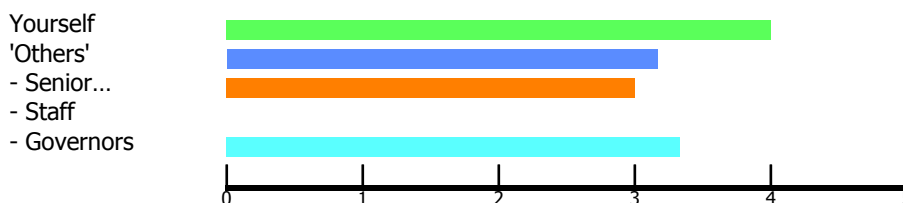
6. Through the things they say and do they have instilled a value for seeking out the root causes of problems rather than focusing on symptoms



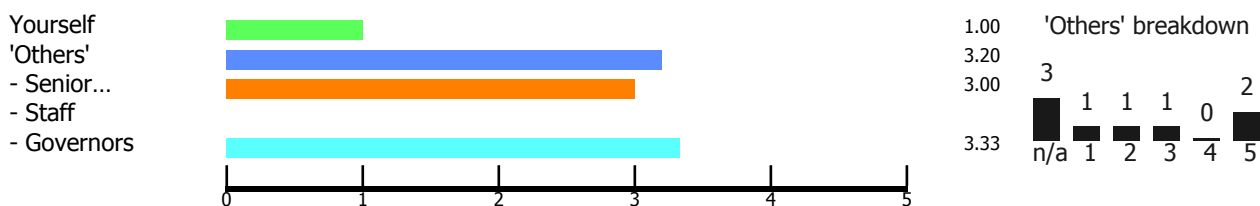
13. They have nurtured a culture within our school/academy in which everyone appreciates the power of the light-bulb moment



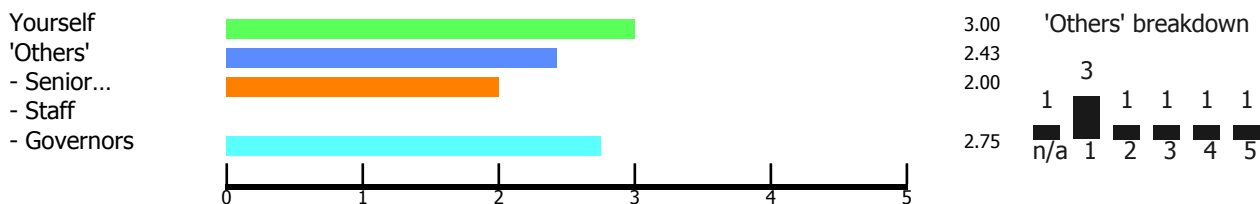
29. They are a great source of new ideas and ways of doing things



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



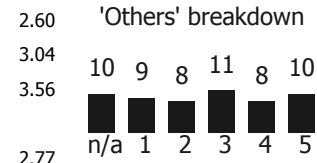
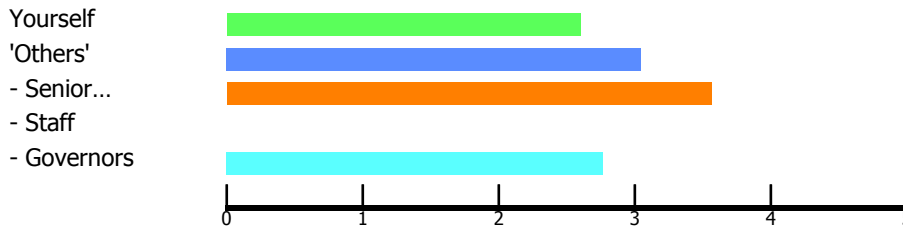
47. They develop solutions that take into account the broader educational environment



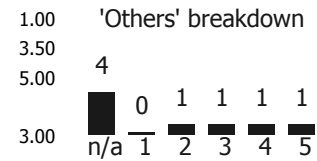
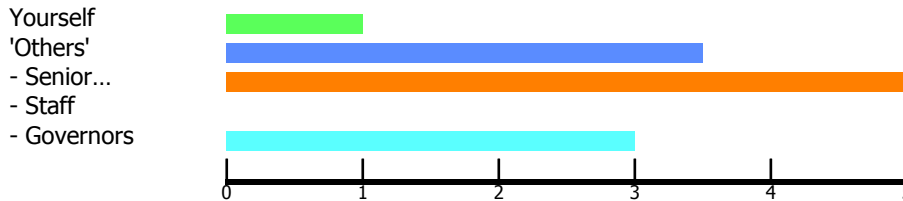
Conceptual Agility

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

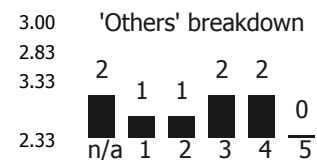
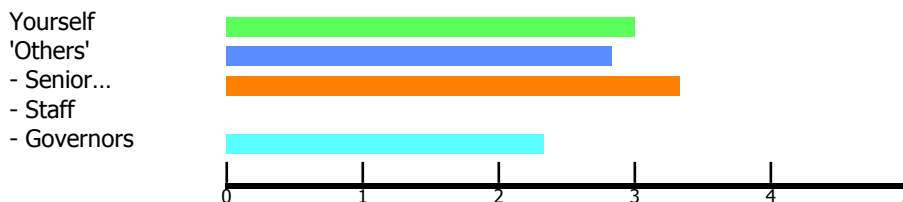
Overall Summary



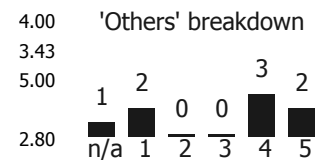
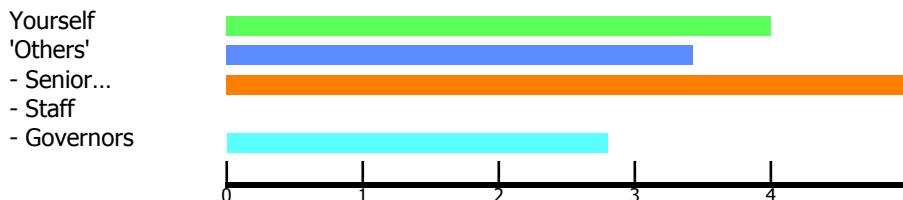
30. They have developed a strategy or vision that will enable our school/academy to achieve all our goals and objectives



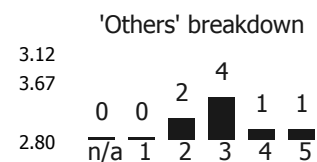
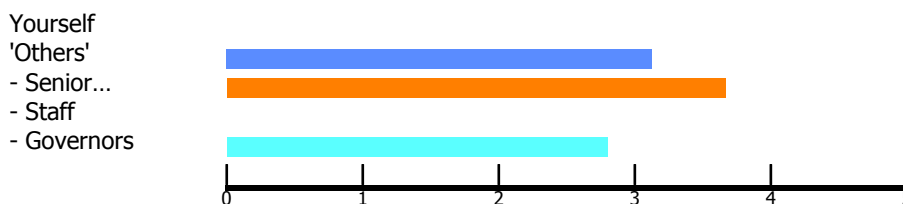
41. They have created a value within our school/academy for experimenting with and exploring alternative options



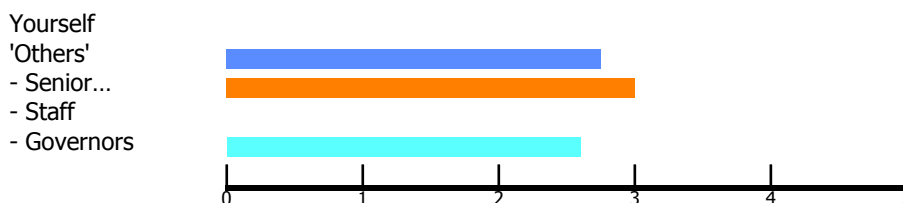
43. When faced with a potential barrier they respond flexibly; open to considering alternative ways forward



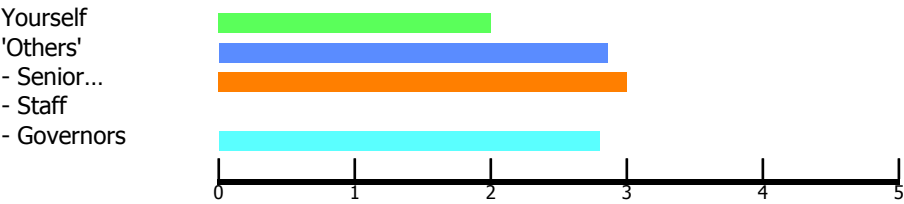
52. They critically evaluate the different options open to them in order to decide on the best way forward



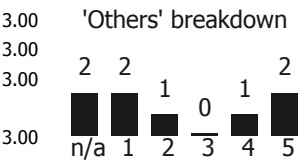
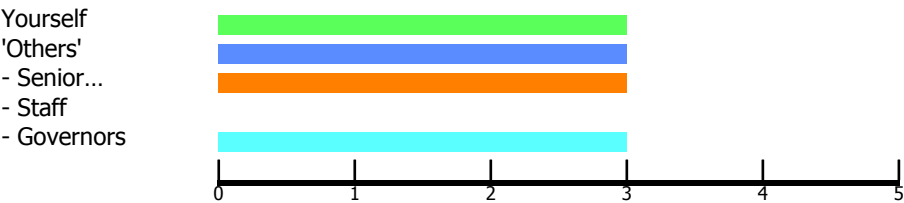
56. When faced with a challenge they evaluate all the options in order to maximise the benefits and minimise the downsides and create an over-arching plan



63. When considering how to solve an issue they explore the alternatives



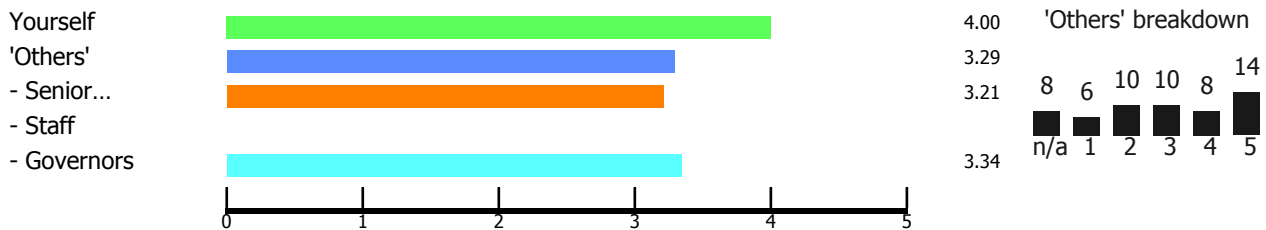
69. They have created a climate in which flexibility and openness to challenging or ambiguous circumstances is valued



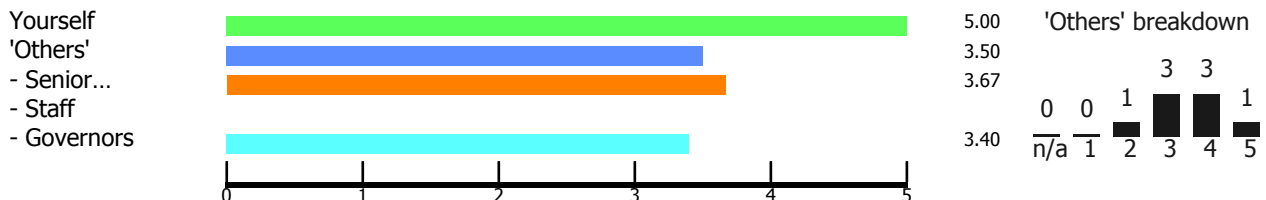
Enables Openess

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

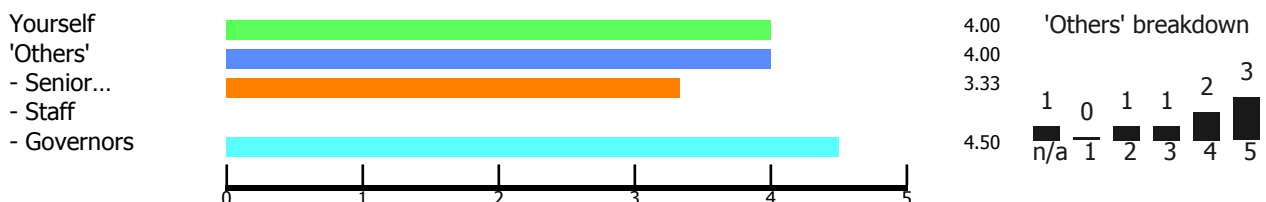
Overall Summary



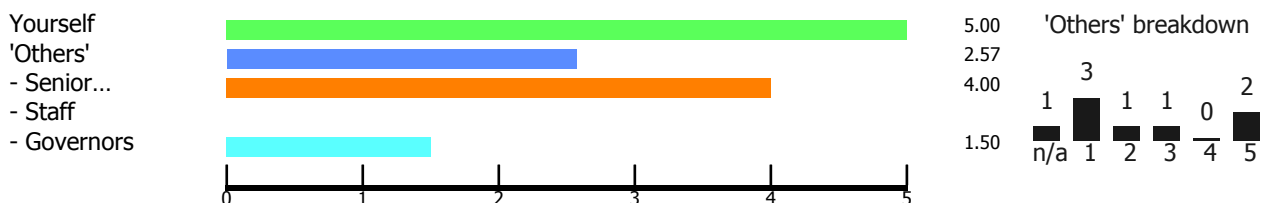
14. They use open questions in order to find out other people's points of view, thoughts and feelings



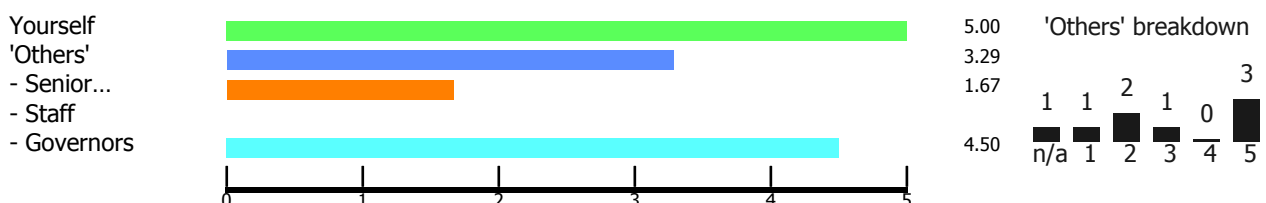
15. When it is appropriate, they openly share their own thoughts and feelings which makes others feel comfortable to do the same



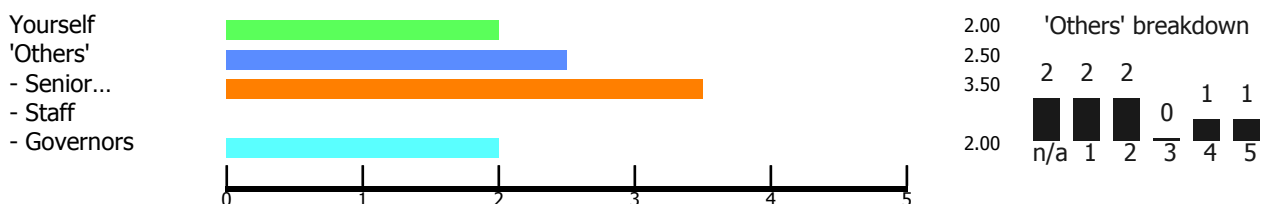
27. They seek to fully understand another's viewpoint by using paraphrasing and summary clarification



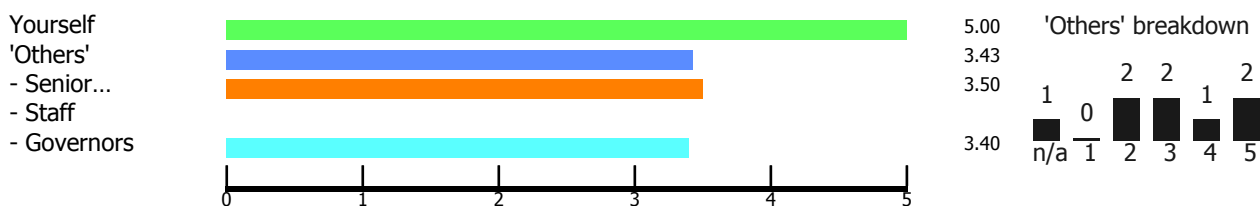
45. They role model behaviours that nurture a strong sense of integrity, honesty and respect amongst all stakeholders (i.e. pupils, staff, parents, and governors)



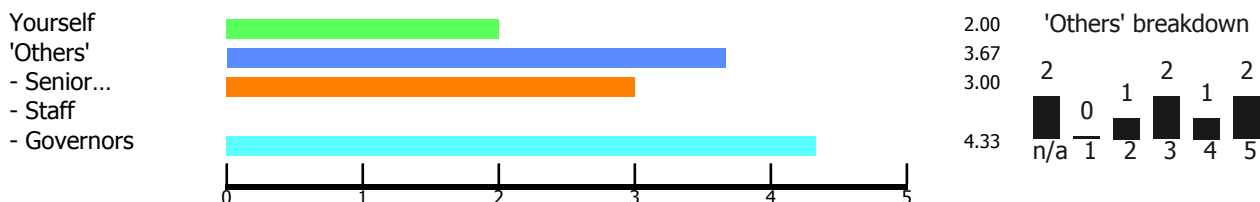
65. They have built a value for listening and asking open questions in order to understand and appreciate the differing opinions of others (i.e. pupils, staff members, parents, governors and other stakeholders)



67. They have put in place mechanisms that encourage people to share their thoughts and feelings



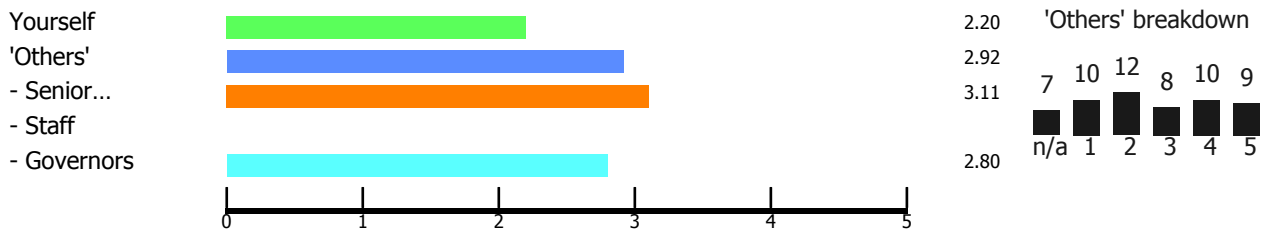
75. They respond in a non-judgemental way when listening to thoughts and views that differ to their own



Facilitates Interaction

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

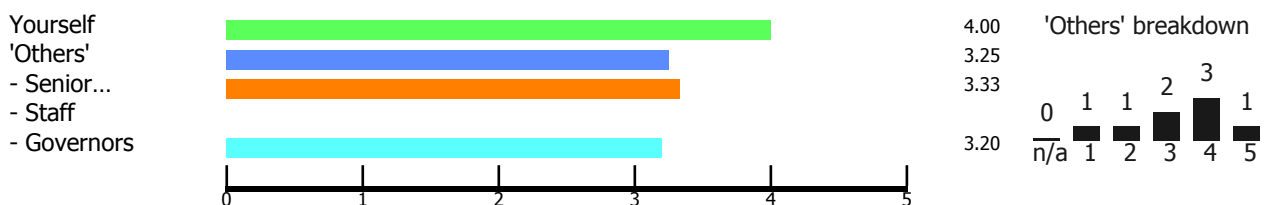
Overall Summary



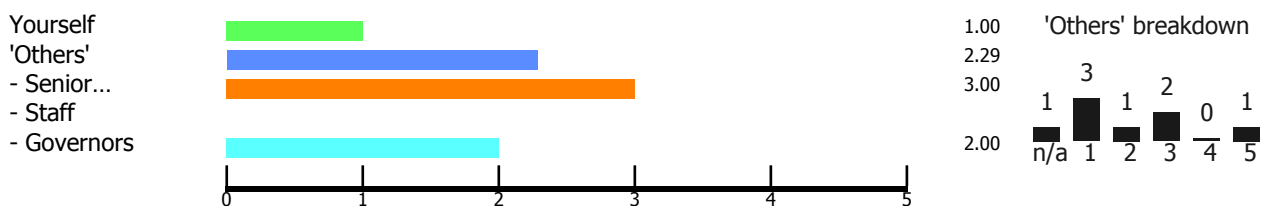
9. They encourage others to lead discussions where their specialism allows them to provide clear direction



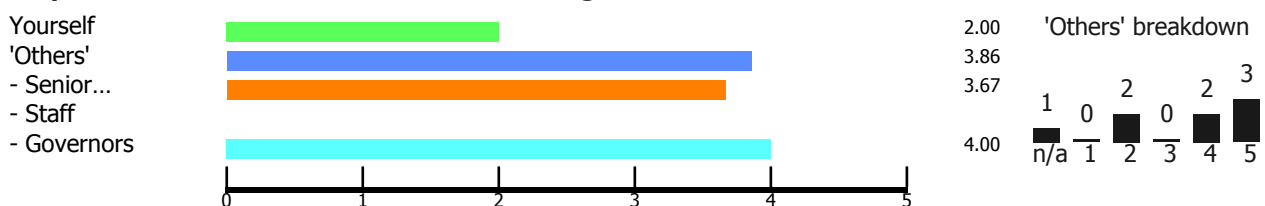
22. They have put in place mechanisms that support and encourage collaborative working



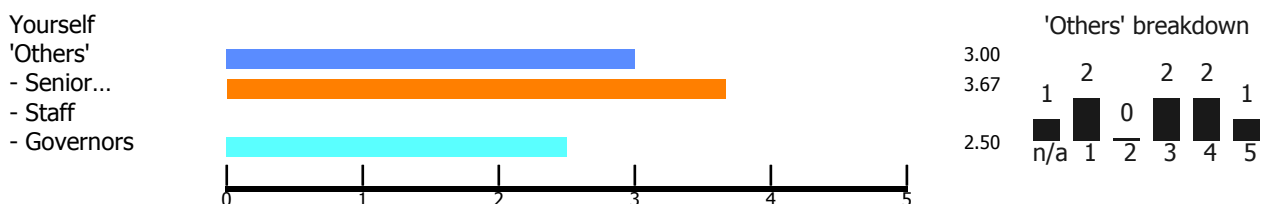
25. They actively participate in group discussions with the appropriate amount of contribution



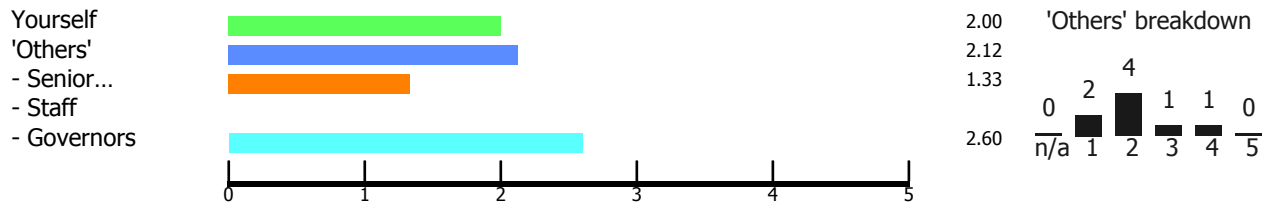
44. They have involved the senior leaders in defining the curriculum and how we will deliver it



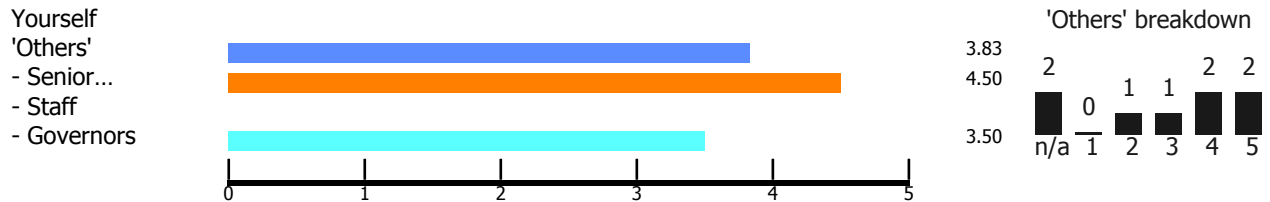
48. In group situations they encourage the evaluation of everyone's ideas so that the final solution is a powerful combination of the individual ideas put forward



60. They have instilled a value within our school/academy for collaboration and cooperation with a wide range of stakeholders (e.g. different teams, departments, parents, pupils and external support services)



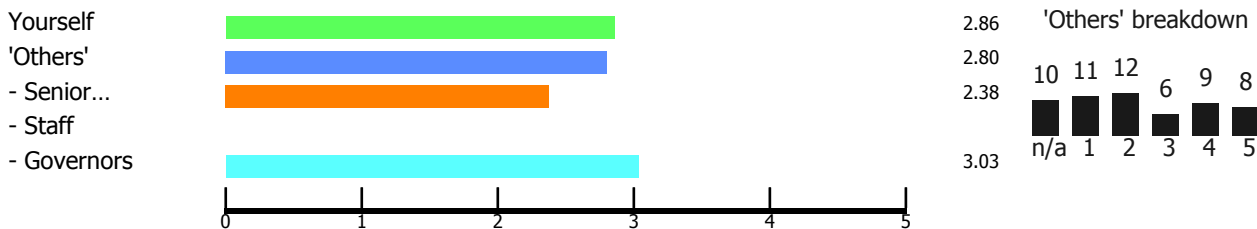
72. They encourage discussion and dialogue between team members so they come to a shared understanding of an issue



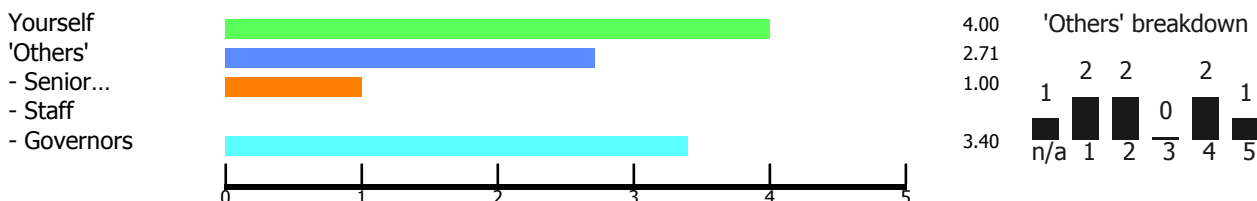
Develops Capability

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

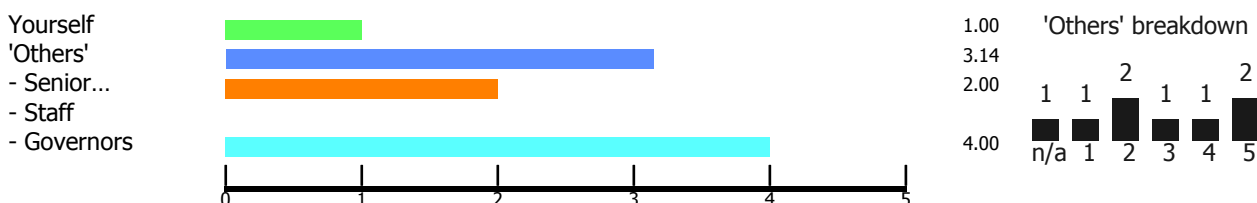
Overall Summary



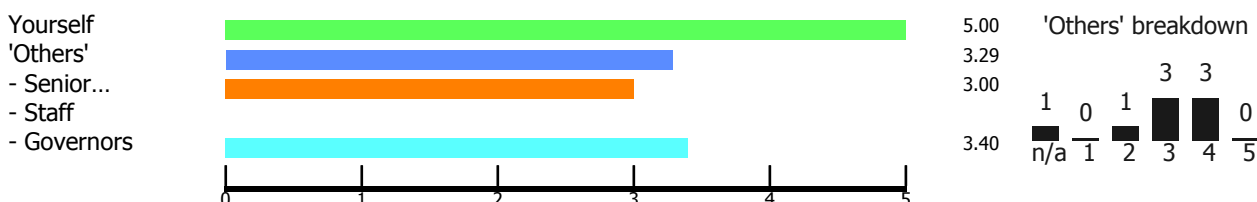
7. They recognise and support the development of others by providing access to skills training and personal development courses



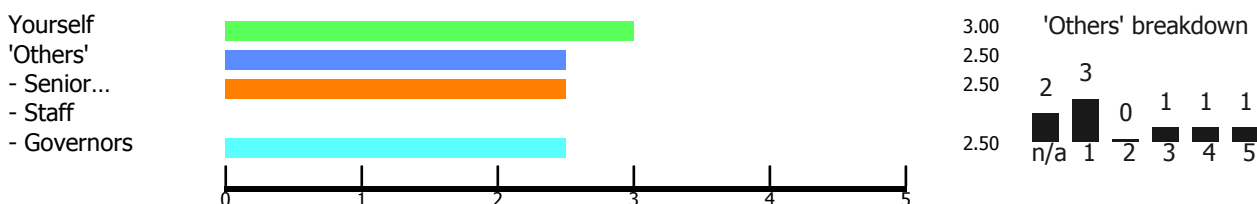
10. They hold regular, structured development discussions with their direct reports in which they provide constructive feedback for the purposes of personal development



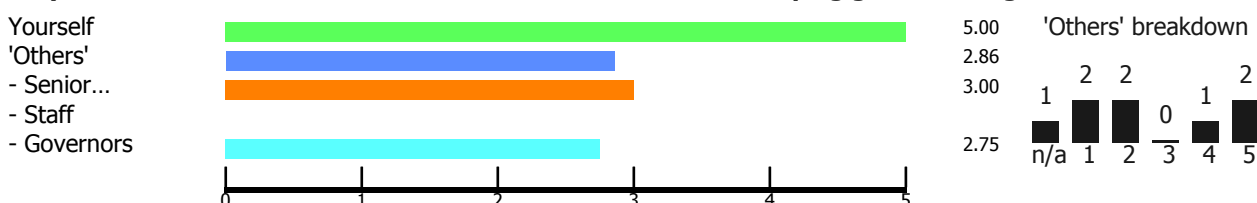
18. They have put in place mechanisms to drive the development of others so that we have the capability we need to meet our future challenges



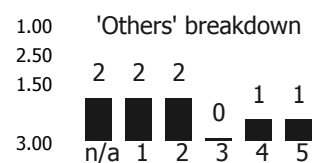
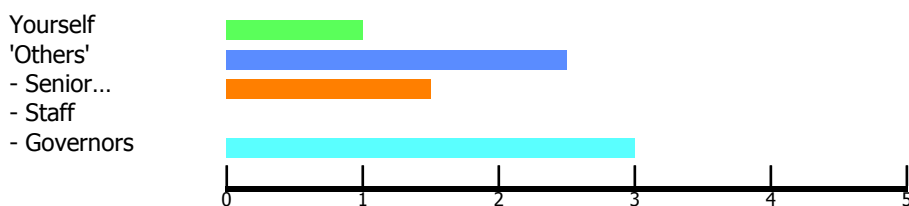
23. They are aware of their own personal strengths and areas for development, have shared these with others and seek out opportunities that will stretch and challenge them



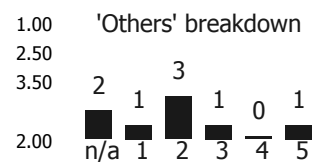
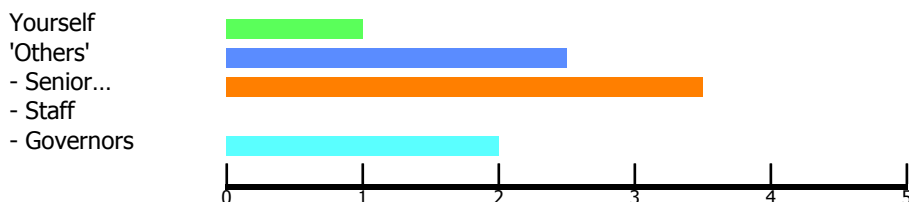
54. They role model behaviours that demonstrate the value of developing good learning behaviours



68. They mentor and/or coach others in order to develop their capability



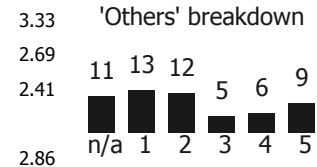
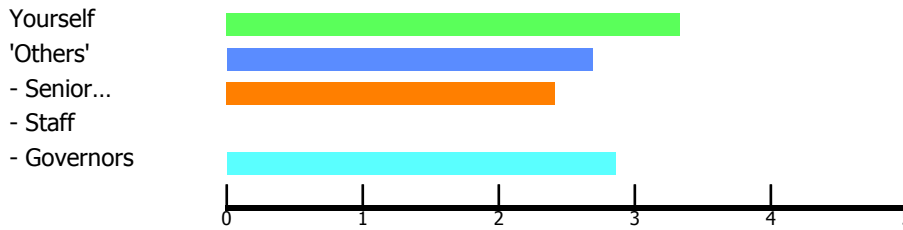
73. They have created a climate in which others proactively take action in order to learn and develop



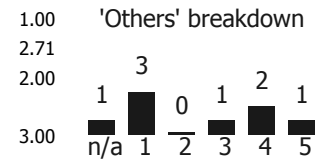
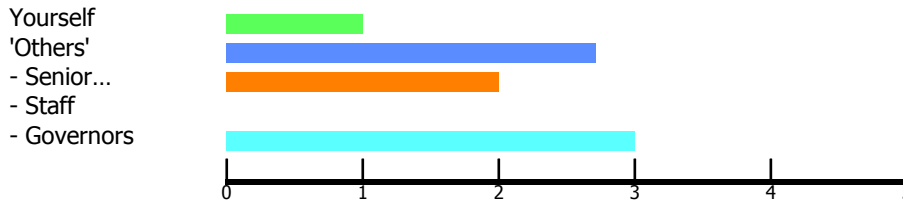
Influence

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

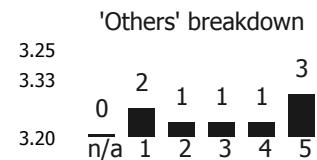
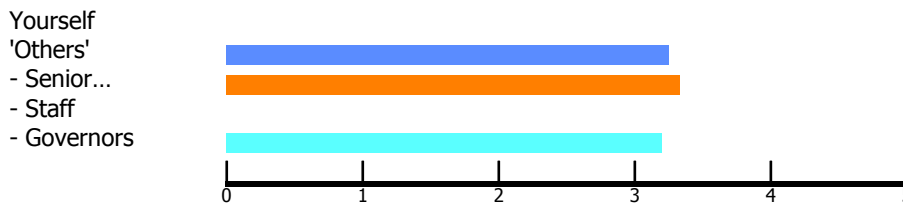
Overall Summary



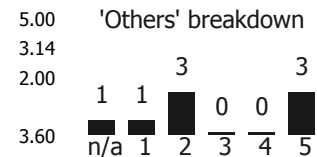
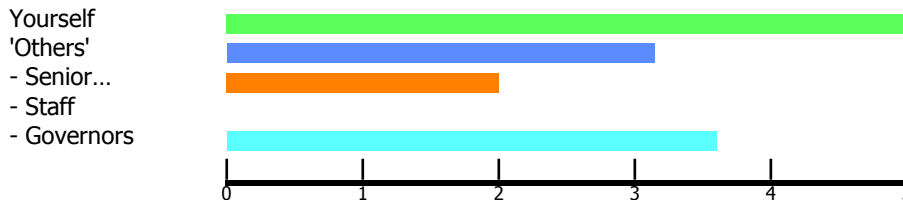
1. When selling their ideas, or persuading others, they identify and articulate how both parties can benefit from the proposal



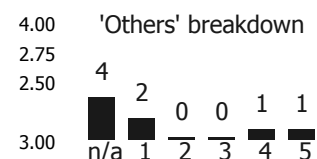
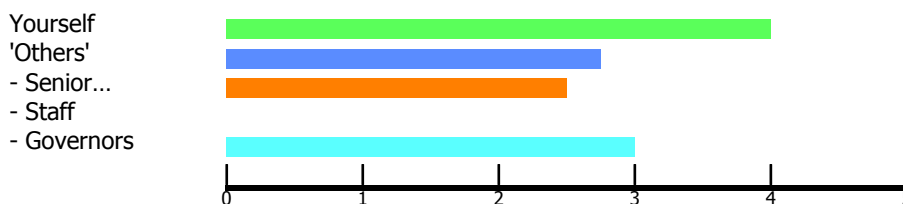
12. They have a network of contacts that they can call on when they need to get things done



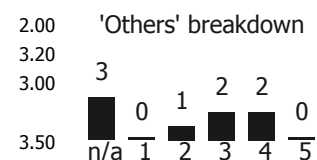
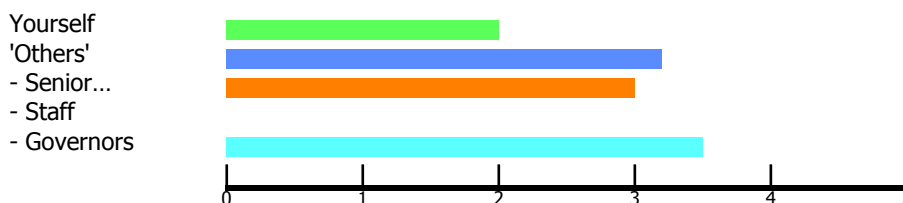
16. They inspire others to buy-in to the vision and values of the school/academy



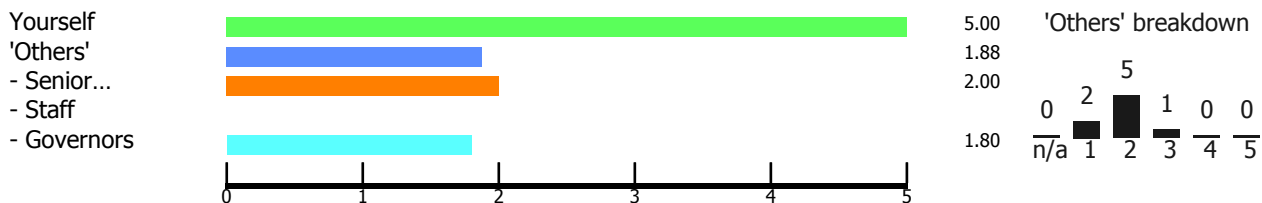
34. Through the things they say and do they have created a culture in which others automatically adopt a win-win approach to gaining buy-in



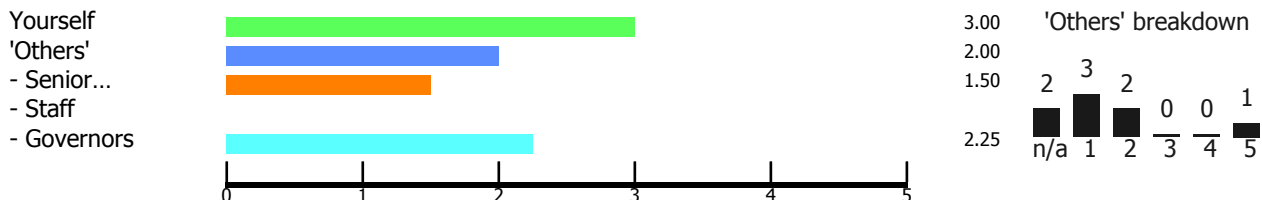
37. They engineer opportunities for colleagues/pupils to link with others for the purpose of fulfilling common needs or goals



49. They build reciprocal relationships with others so that we can all achieve our objectives



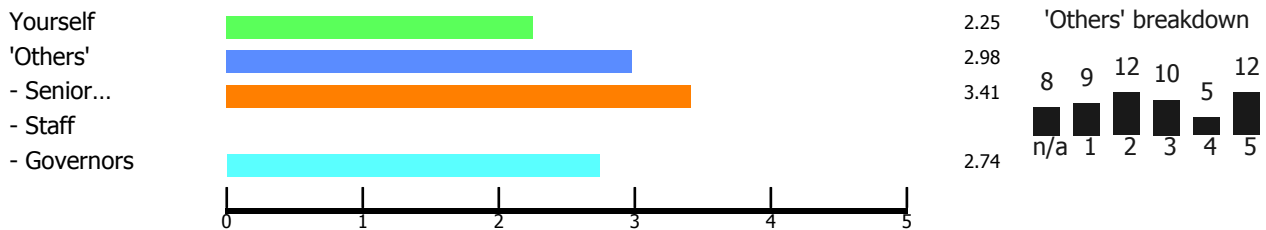
66. They clearly describe the benefits and advantages of their proposed solutions when seeking support



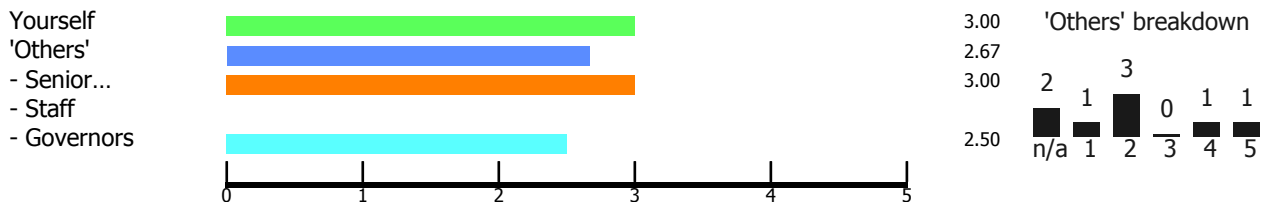
Builds Confidence

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

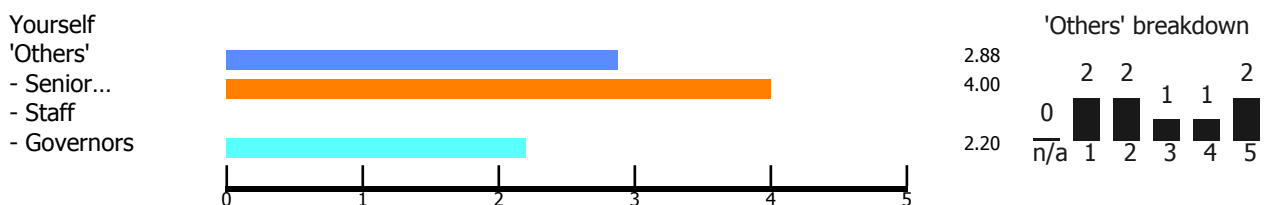
Overall Summary



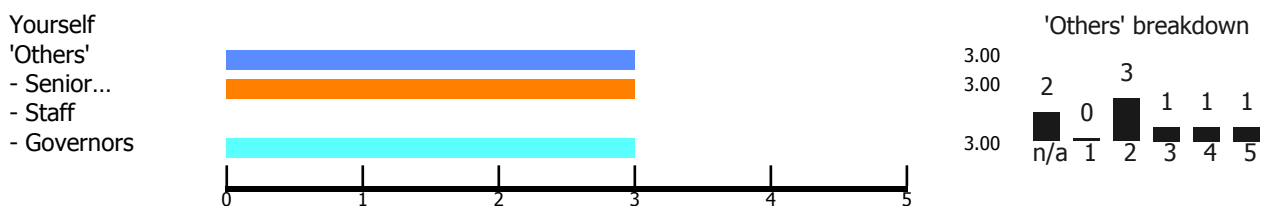
20. They have created a value for acknowledging and celebrating good learning behaviours



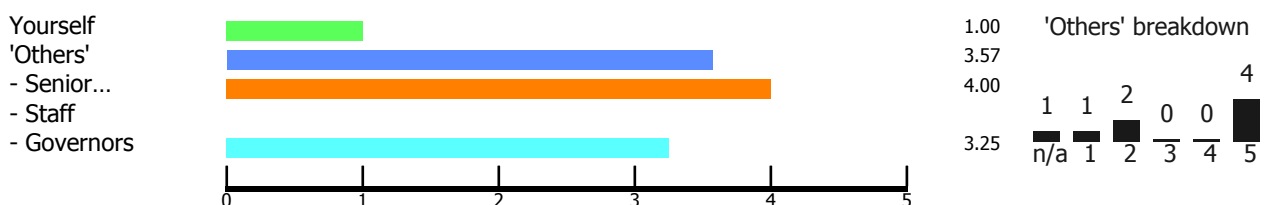
28. They appear self-assured by confidently making decisions even when their ideas are challenged



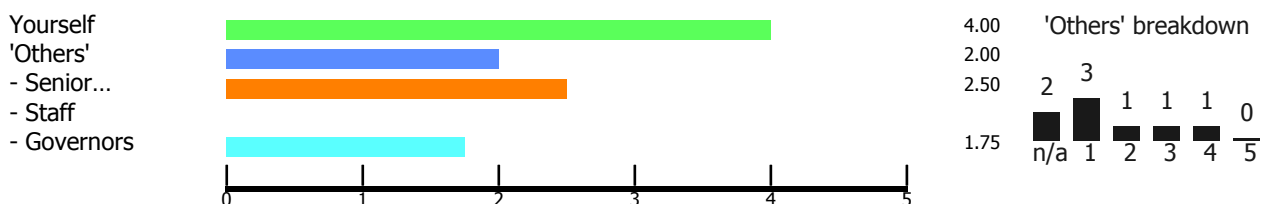
46. Through the things they say and do they inspire others to believe in their own ability to succeed



55. They have created processes that enable us to share our successes and optimism about the future with both internal and external stakeholders



62. They openly confront behaviour that has the potential to impact others or our reputation negatively



74. They have created a culture within our school/academy such that others generally display attitudes that are positive, optimistic and confident about the future

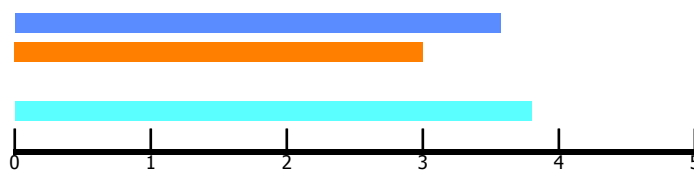
Yourself

'Others'

- Senior...

- Staff

- Governors



'Others' breakdown

3.57

3.00

3.80



76. When communicating changes or launching new projects their enthusiasm and optimism inspires others to believe in its future success

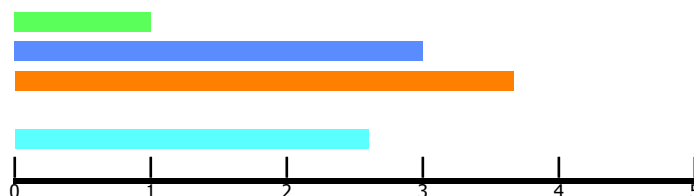
Yourself

'Others'

- Senior...

- Staff

- Governors



'Others' breakdown

1.00

3.00

3.67

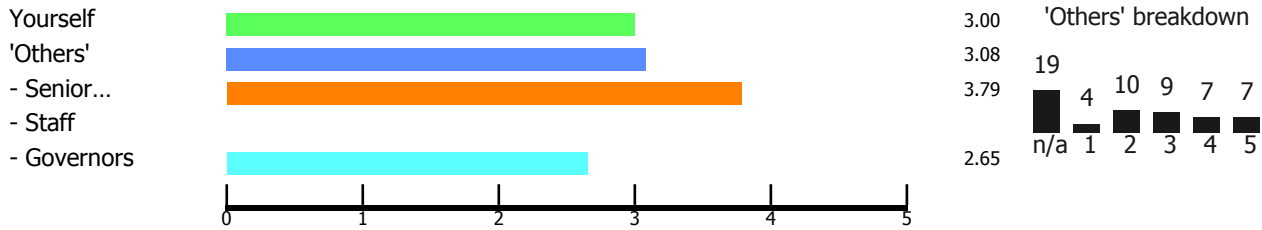
2.60



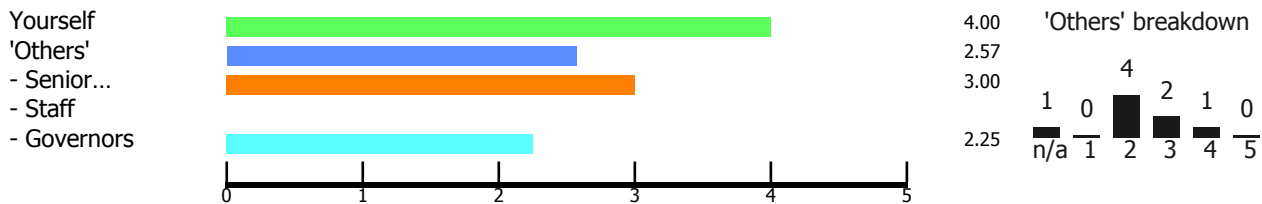
Inspiring Communicator

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

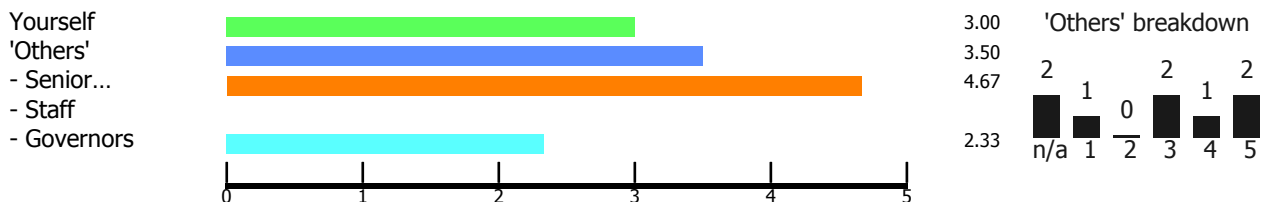
Overall Summary



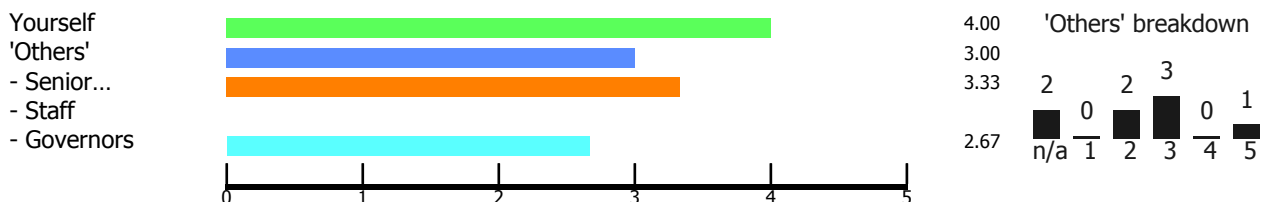
26. They use humour, analogies and visual aids appropriate for different audiences to create compelling messages



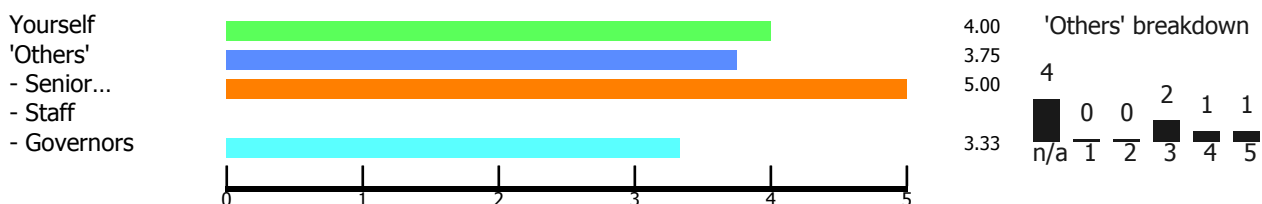
40. They are a good ambassador for our school/academy, leaving people in no doubt about our vision and ethos



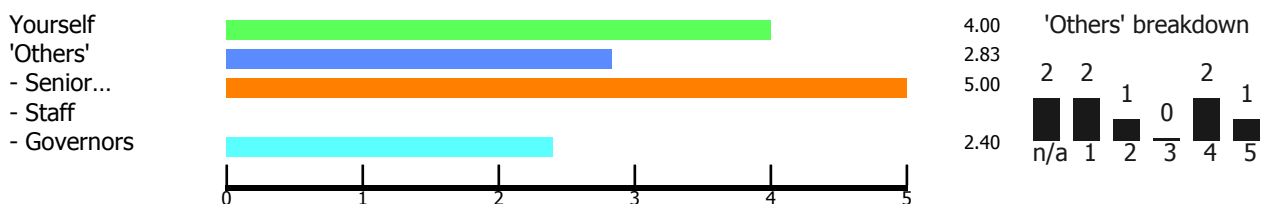
50. By setting and reinforcing clear expectations they have built a value for excellence in all forms of communication



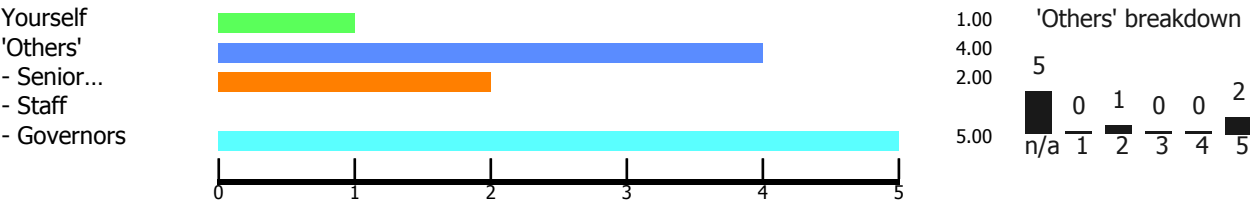
51. They have communicated a vision for our school/academy so that everyone understands what we are striving for



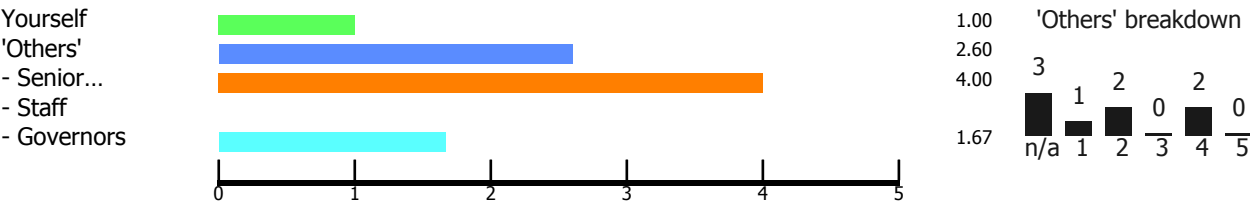
61. They make effective use of pace, tone and non-verbal communication in order to engage listeners



71. When delivering complex messages they use language appropriate to the audience



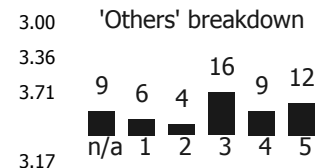
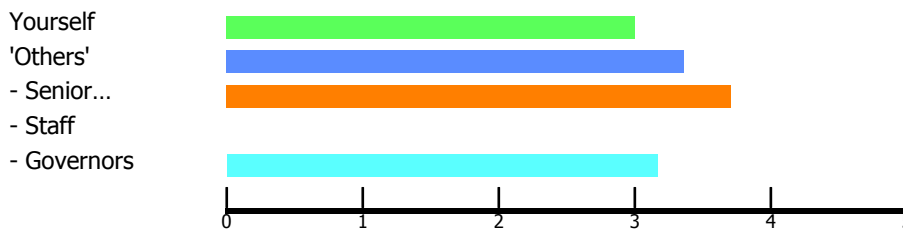
77. Their communications are well-structured, leaving others in no doubt as to the key messages they need to understand



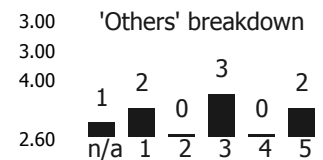
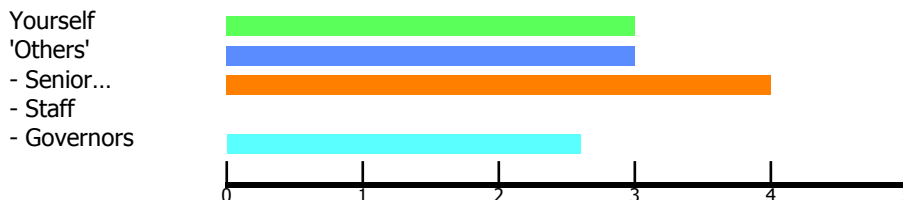
Empowers Action

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

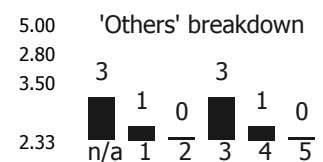
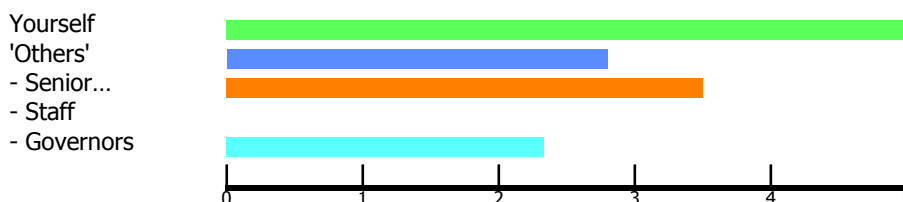
Overall Summary



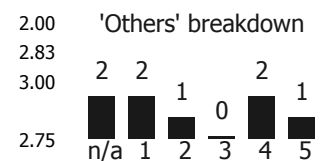
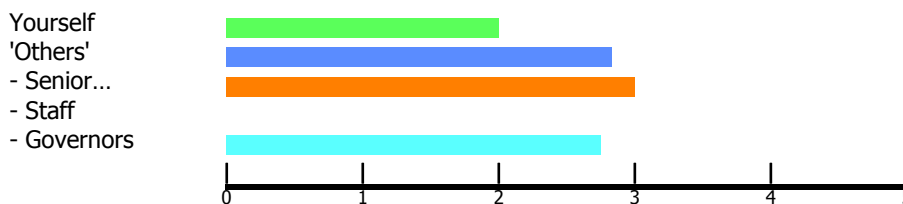
4. They empower others to make decisions and take action when needed



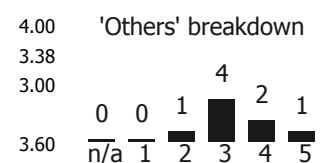
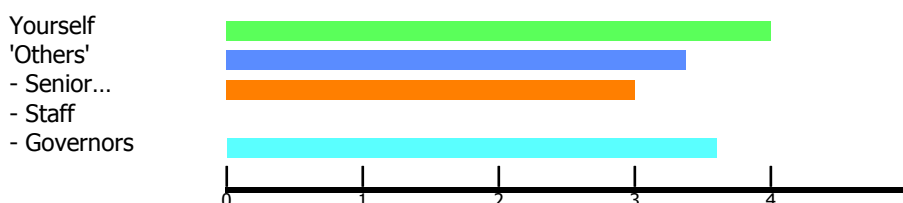
11. They maintain a governance structure that ensures consistency, but also allows for measured risk taking to enhance the education we provide



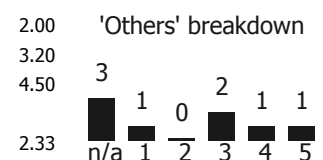
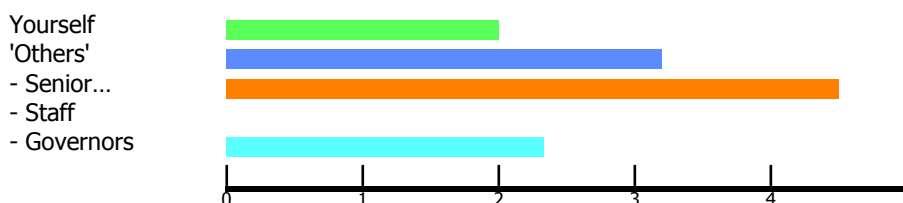
31. When faced with a new objective or goal they develop and share plans that identify actions and responsibilities so that others know how to achieve the goal



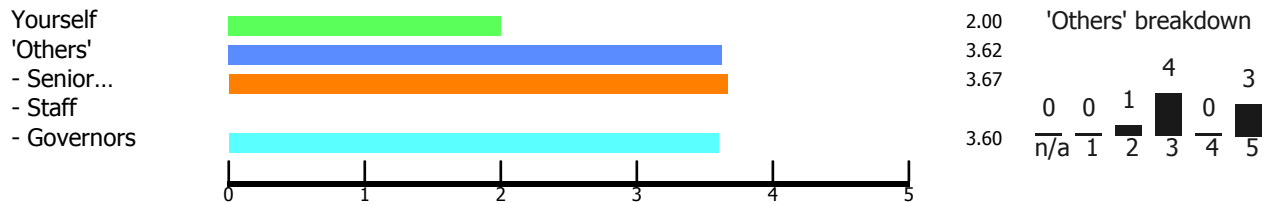
35. They look ahead to remove barriers and constraints so that others can get things done



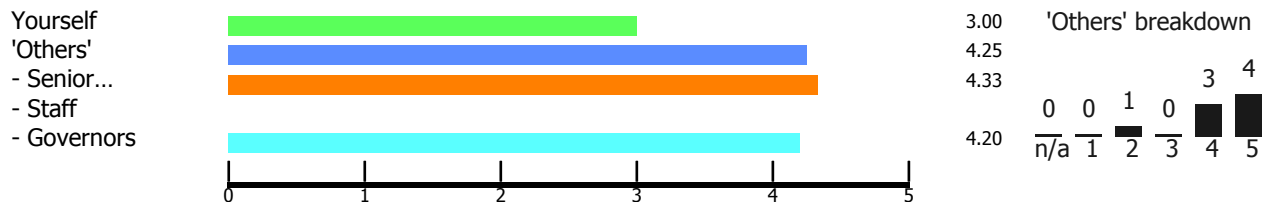
36. They take personal responsibility for ensuring that they fulfill any commitments they make



38. They have made it easy for others to make required changes so that we keep up to date with requirements within our sector



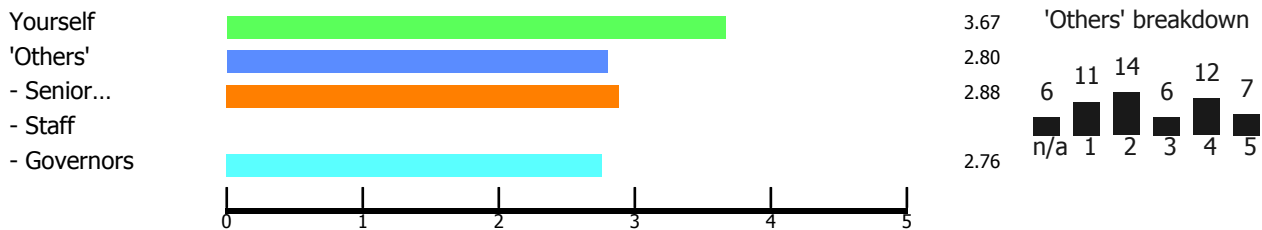
42. They have created a culture in which others are empowered to be accountable whilst knowing when to escalate issues beyond their authority level



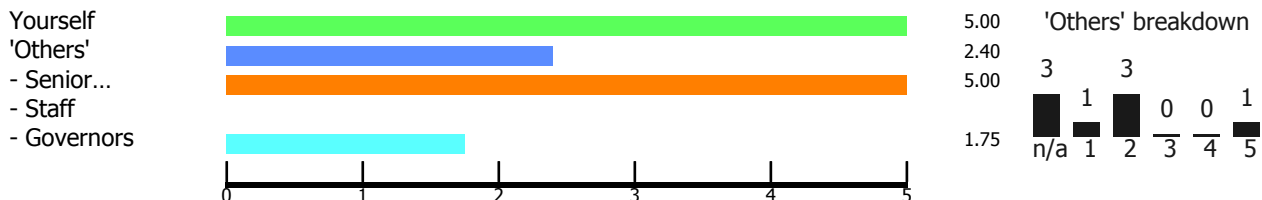
Measures & Monitors Performance

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

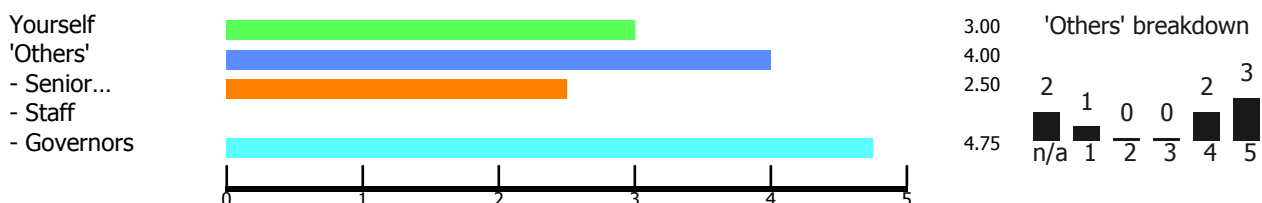
Overall Summary



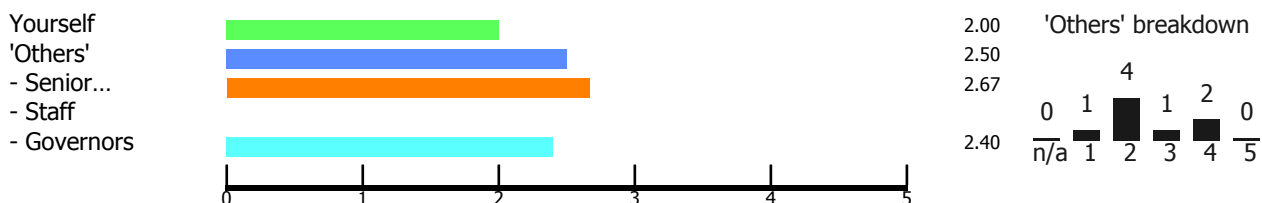
17. They provide regular feedback on progress towards target to stakeholders and those people doing the work



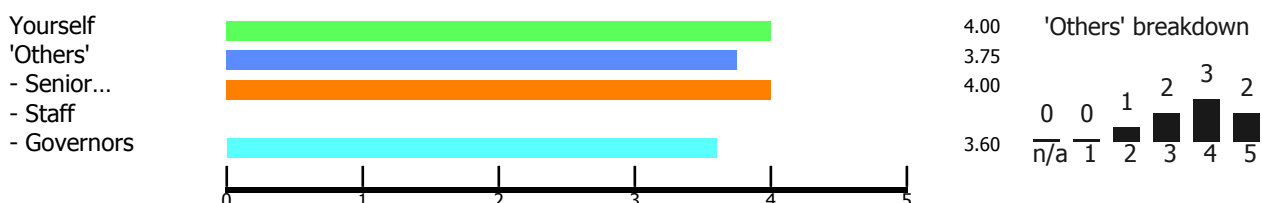
19. They have implemented systems that enable others to track and monitor the objectives they need to meet



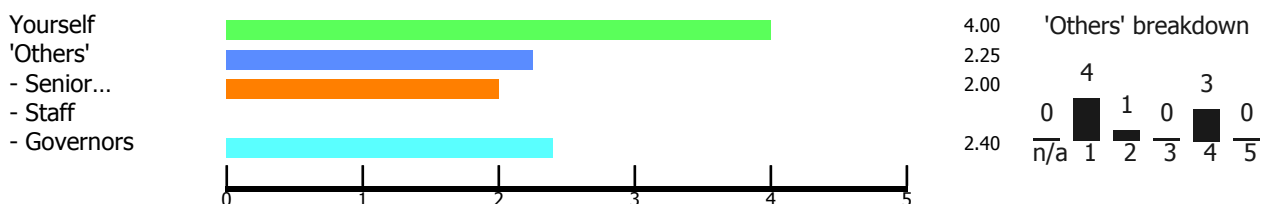
21. They review and modify objectives that they set, stretching them when appropriate so that we strive to achieve all that we can



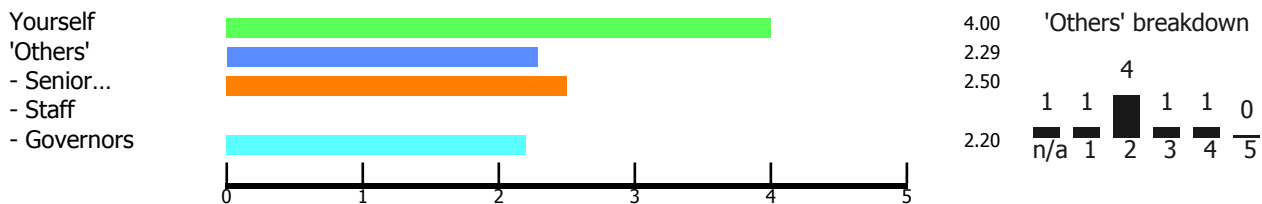
33. They monitor the progress made towards any objective they set (i.e. for an individual pupil or member of staff, a department or the whole school/academy)



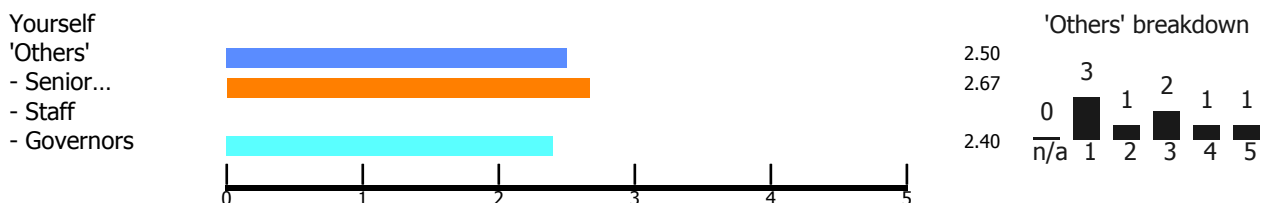
53. They have created a culture in which all our staff are committed to creating the most effective learning environment for our pupils/students



57. When they set objectives that ensure that they are specifically designed to improve performance (i.e. for an individual pupil or member of staff, a department or the whole school/academy)



59. They have set and reinforced expectations that encourage excellence in how we monitor and record the progress of our pupils



Section 5: Open-ended comments

Made by Yourself

78. What do you believe to be your key leadership strength? Please provide examples and rationale

"Self comment"

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

"Self comment"

78. What do you believe is this persons key leadership strength? Please provide examples and rationale

"Senior management comment"

"Senior management comment"

"Senior management comment"

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

"Senior management comment"

"Senior management comment"

"Senior management comment"

78. What do you believe is this persons key leadership strength? Please provide examples and rationale

"Governor comment"

"Staff comment"

"Staff comment"

"Governor comment"

"Governor comment"

"Staff comment"

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

"Governor comment"

"Staff comment"

"Governor comment"

"Staff comment"

"Governor comment"

"Staff comment"

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?**