



# 360°feedback

Individual Contributor

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Sample

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Date:

04/Aug/2020

GFB

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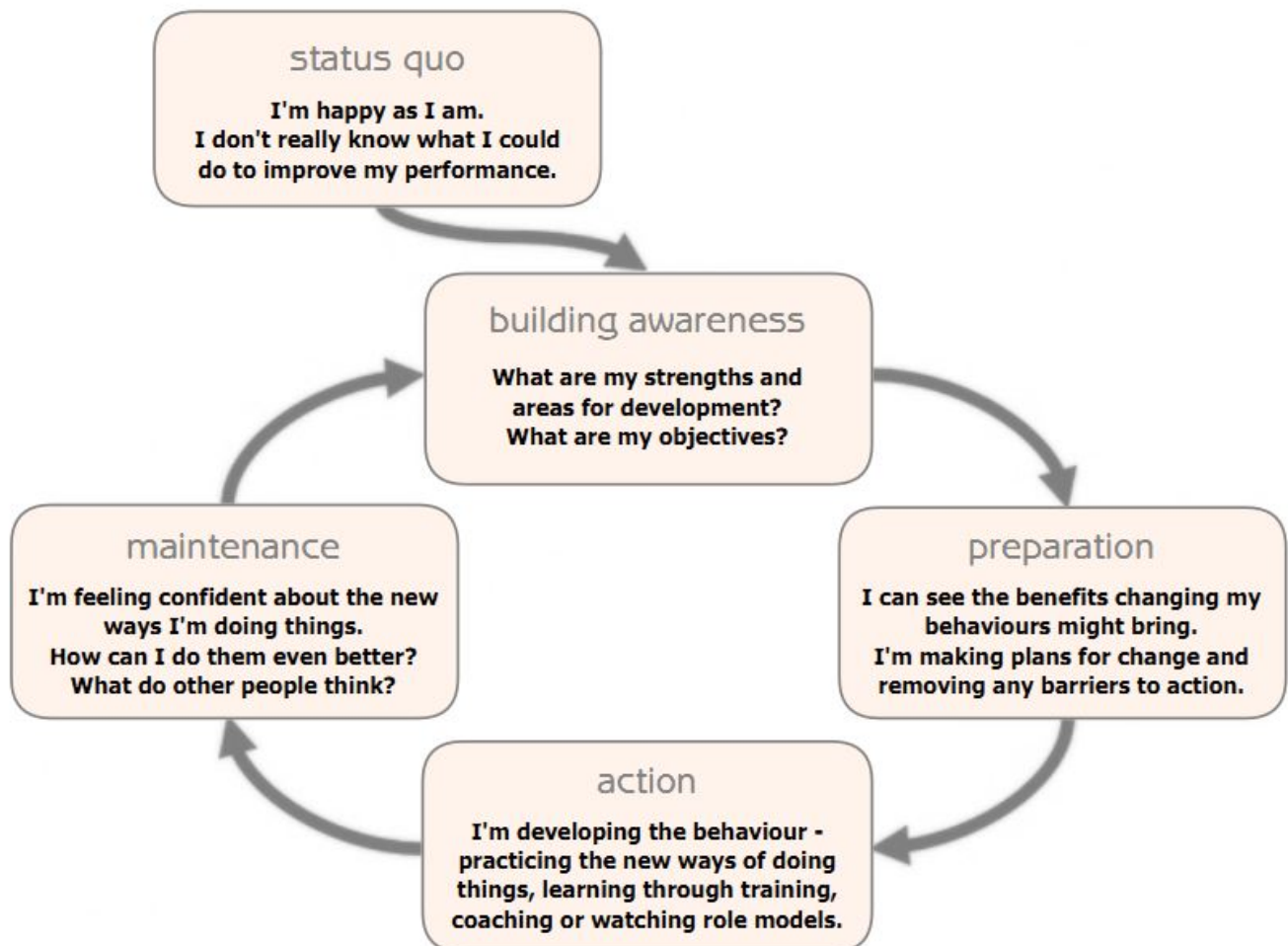
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## Section 1: Introduction

360 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 360 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 360 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 a variety of sources - people with whom you interact on a regular basis i.e. managers, direct reports and peers. 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	Sample
Primary Peers	3	Primary Peer 1, Primary Peer 2, Primary Peer 3
Secondary Peers	3	Secondary Peer 1, Secondary Peer 2, Secondary Peer 3
Line Manager	1	Line Manager
Others	7	All the above excluding yourself

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

**\* If there are 2 or less respondents in a group they will be moved to another group to preserve anonymity.**

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

### Rating Scale

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

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

## 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 everyone else ('Others') 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 'Others' 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 'Others') 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, a wide spread of responses or disagreement between respondent groups why would this be and how can you use the behaviours more consistently? 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?
- 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?

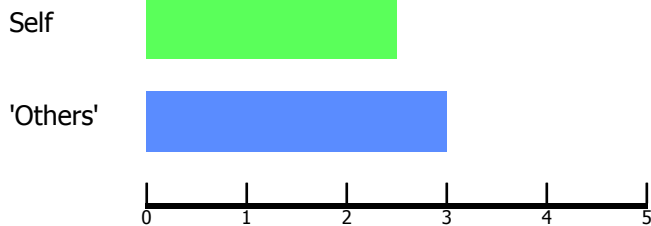
## Section 3: Summary

### Your leadership potential

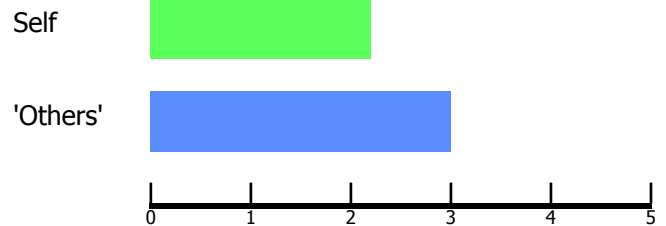
The graphs below show, at a high level, the results of your 360° feedback. From these you can begin to identify where your leadership potential lies.

#### Thinks

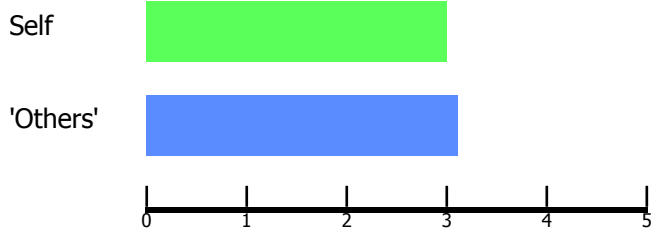
**Seeking Information** - Seeks and shares a broad and rich range of information.



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

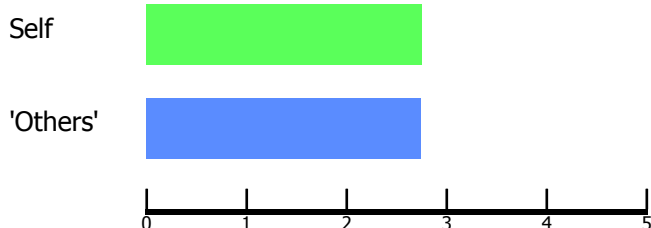


**Conceptual Agility** - Compares the pros and cons of options and solutions to identify the best way forward. Responds comfortably to change or ambiguity.

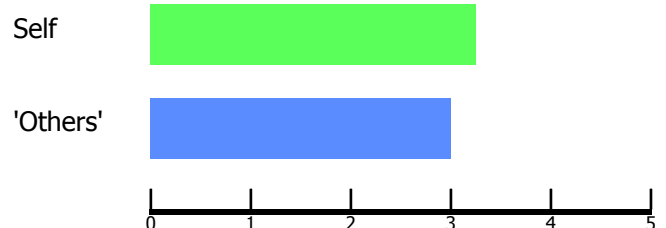


#### Involves

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

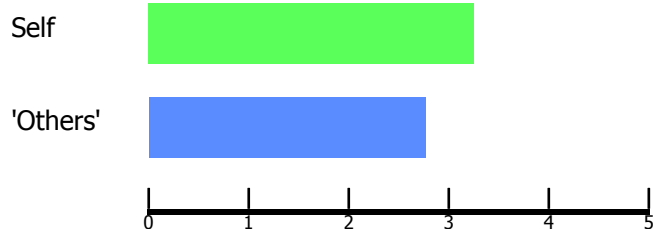


**Facilitating Interaction** - Brings people together; encourages discussion and contribution from others so that a common understanding is gained.



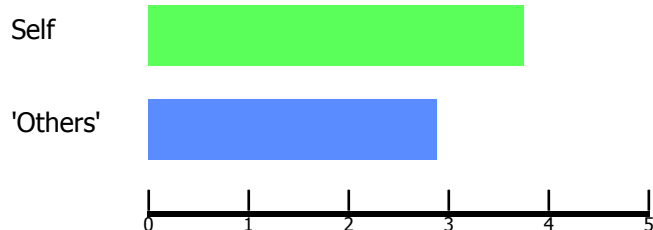
## Involves Continued...

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

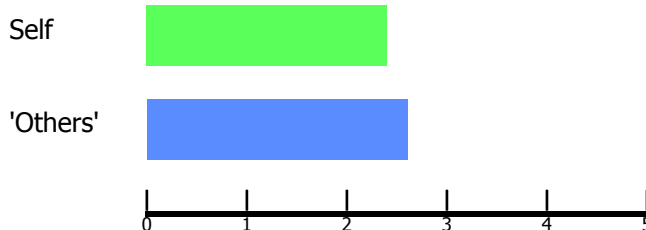


## Inspires

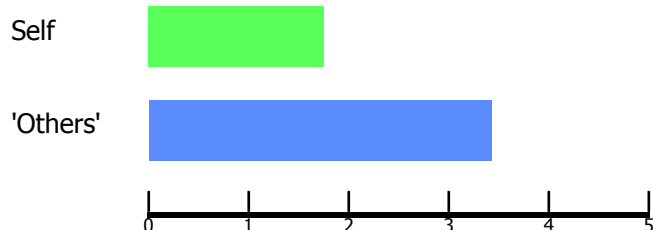
**Influence** - Sells ideas by highlighting the benefits. Creates a win-win; shows how realisation of own interests or goals will support those of others.



**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



'Others'



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

Self

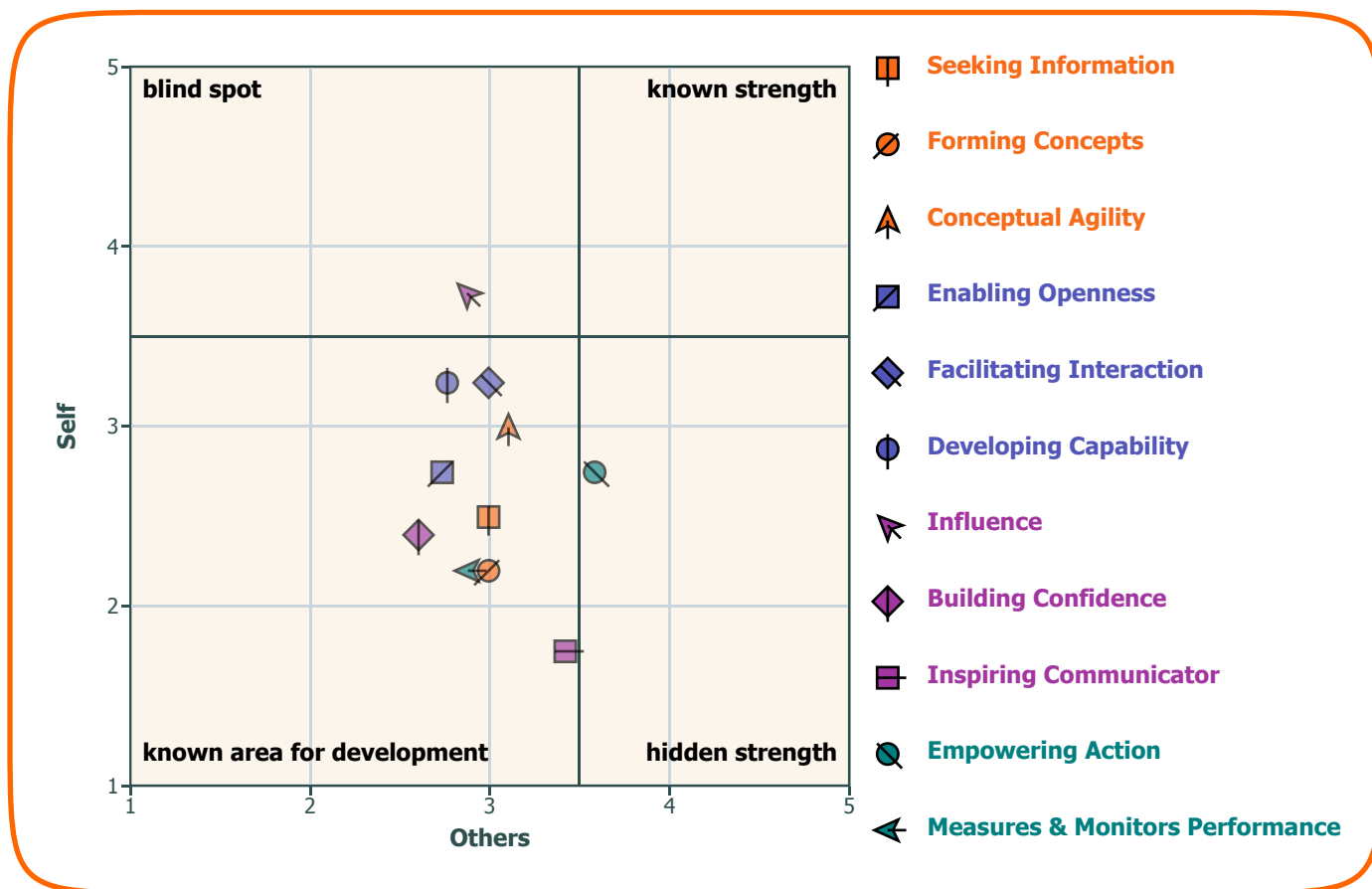


'Others'



**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
4.40	Empowering Action	35	He/She assesses and utilises available resources in order to complete projects efficiently.
4.40	Forming Concepts	38	His/Her solutions are rarely overtaken by other ideas before they are fully implemented.
4.00	Measures & Monitors Performance	46	He/She seeks feedback on the quality of his/her work.
3.75	Inspiring Communicator	15	He/She rarely struggles to get his/her message across to a target audience.
3.75	Empowering Action	12	He/She is efficient at co-ordinating resources to get things done.
3.67	Empowering Action	10	He/She agrees roles, responsibilities and timescales for the work he/she is involved in.
3.67	Building Confidence	25	People are usually sure of where he/she stands on issues.
3.60	Enabling Openness	48	He/She shows respect for other peoples points of view.
3.50	Developing Capability	28	He/She often gives her own personal development the highest priority.
3.50	Facilitating Interaction	42	As part of a team he/she is effective at supporting the resolution of conflict between individuals.

## 10 Lowest scoring statements

Score	Managerial Competency	Qu No.	Statement
1.40	Enabling Openness	49	When issues arise he/she encourages others to be non-judgemental and objective.
1.80	Building Confidence	20	When challenged about the success of the business he/she responds with confidence.
2.00	Influence	26	He/She has built strong relationships with customers and other people at all levels within the organisation.
2.00	Forming Concepts	24	He/She willingly commits his/her energy to resolving issues or developing solutions for other areas of the business.
2.00	Developing Capability	13	He/She encourages others to take on board challenging projects for the purposes of personal development.
2.20	Measures & Monitors Performance	27	He/She takes personal responsibility for ensuring that action is taken where quality is substandard.
2.25	Developing Capability	29	He/She makes others aware of the skills/competencies he/she is working to develop.
2.33	Building Confidence	52	He/She is confident when discussing difficult issues (with customers, peers, superiors, the team).
2.40	Measures & Monitors Performance	37	He/She continually strives to raise performance to outstanding levels of excellence.
2.40	Seeking Information	18	He/She is an excellent source of information about whats going on in his/her area of the business.

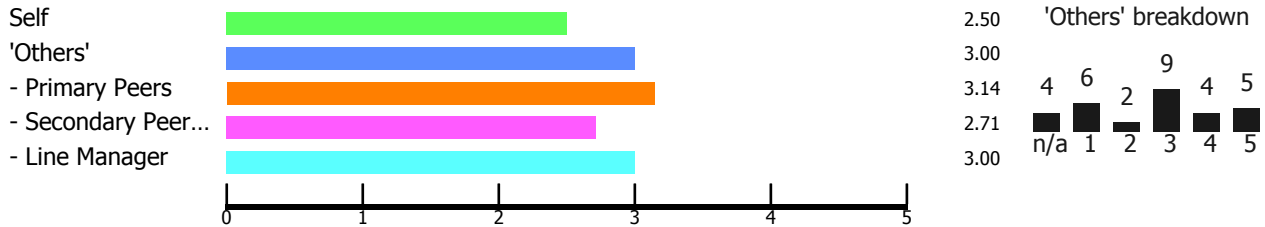
## Section 4: Detail

### Individual Statement Analysis

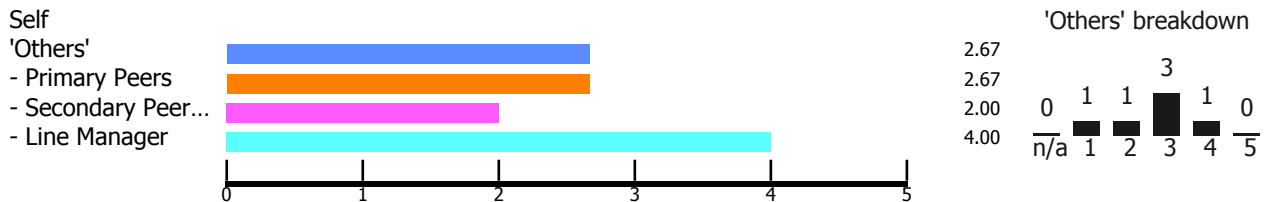
#### Seeking Information

Seeks and shares a broad and rich range of information.

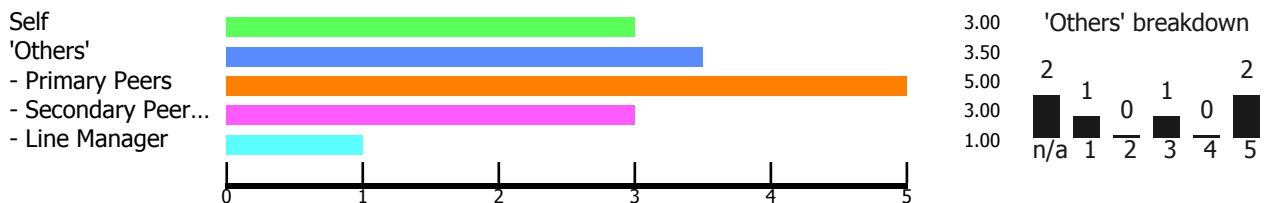
##### Overall Summary



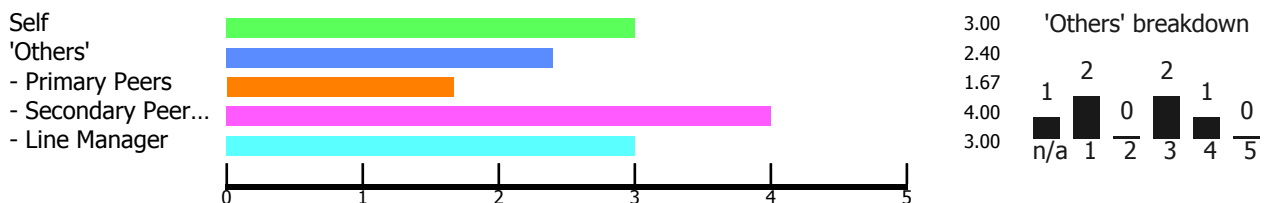
#### 5. He/She uses multiple sources of information, internet, journals, research papers, to stay up to date with the latest thinking in the industry.



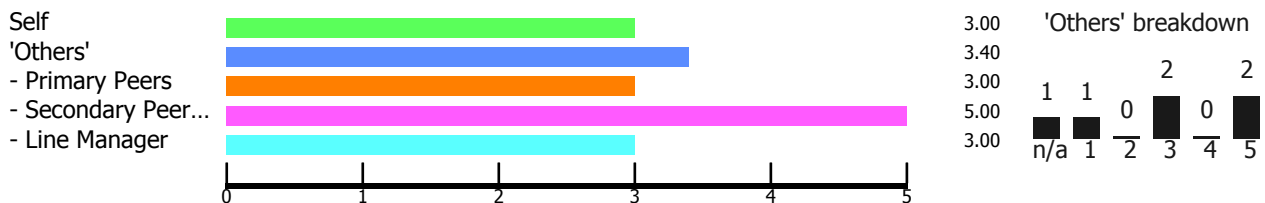
#### 16. He/She actively seeks to maintain a broad and thorough understanding of the full range of our businesses products and services.



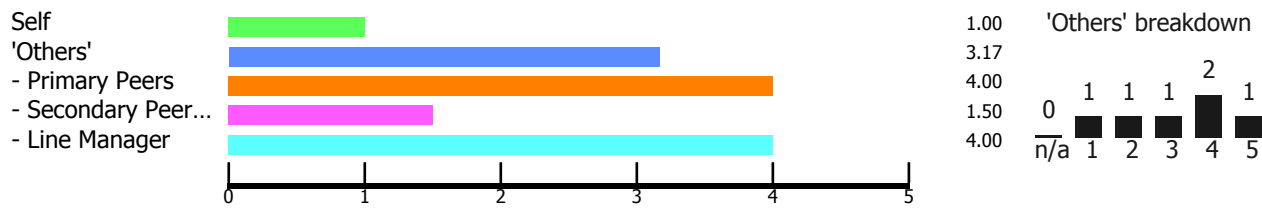
#### 18. He/She is an excellent source of information about whats going on in his/her area of the business.



#### 19. He/She uses every opportunity to find out what's new from colleagues, competitors, customers and suppliers.



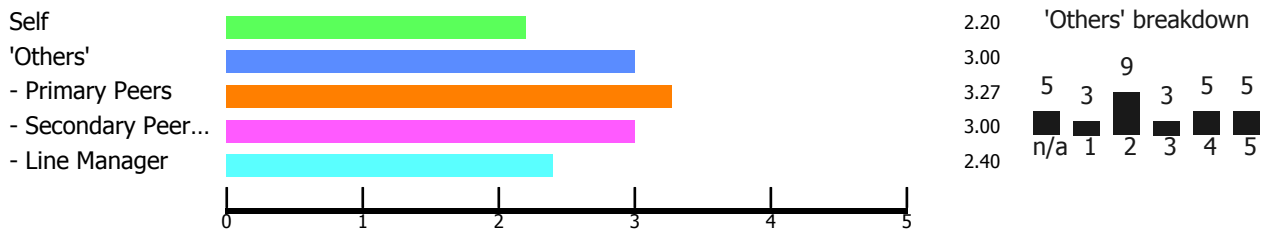
55. He/She readily shares information and exchanges knowledge with colleagues.



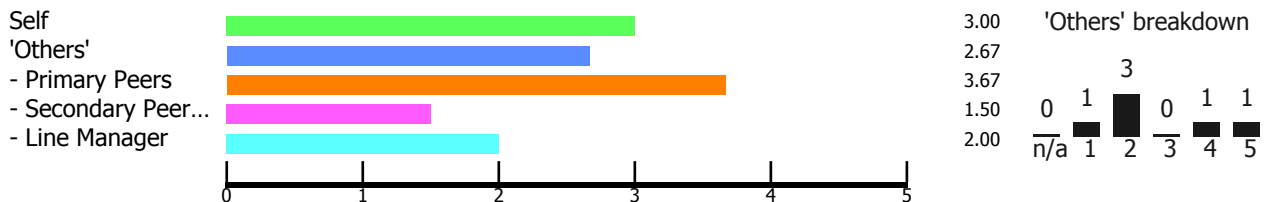
## Forming Concepts

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

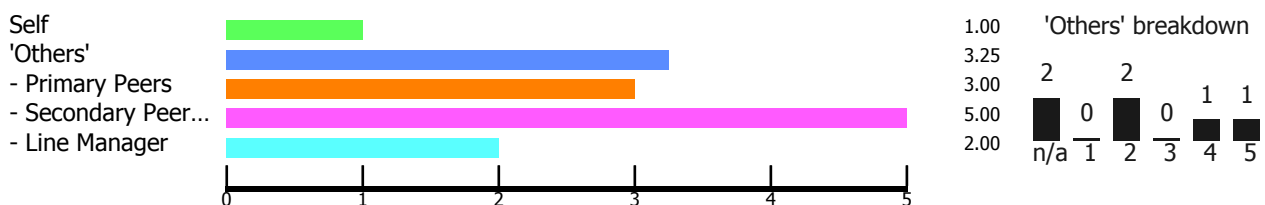
### Overall Summary



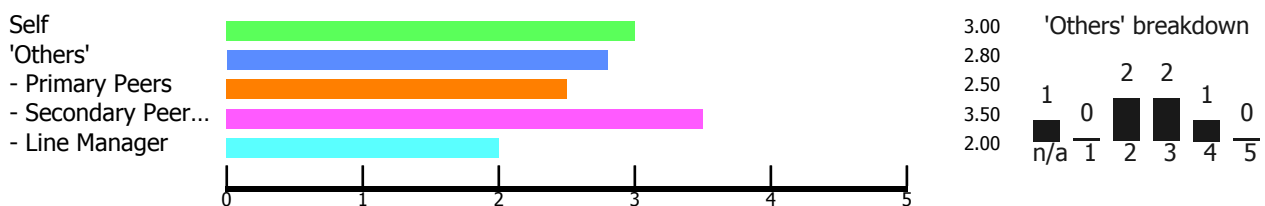
### 2. He/She always seeks to identify the real causes of issues, events and problems.



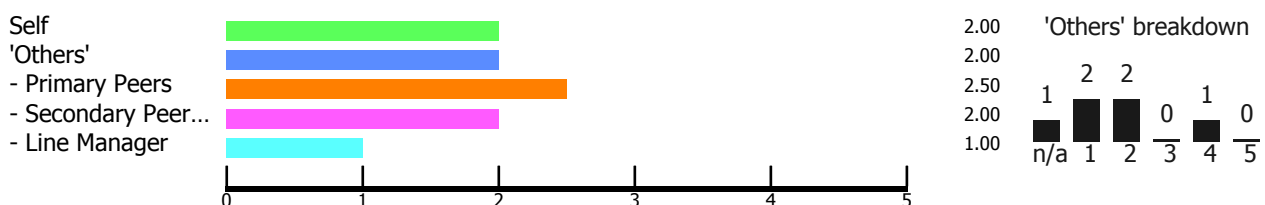
### 9. He/She encourages others to engage in joint problem solving and creating solutions.



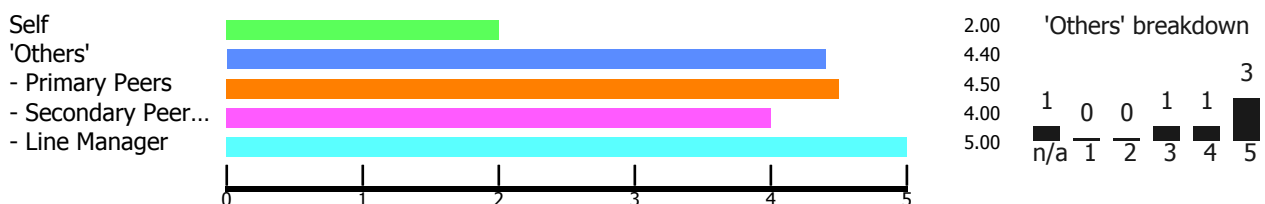
### 17. He/She is a good source of new ideas and ways of doing things.



### 24. He/She willingly commits his/her energy to resolving issues or developing solutions for other areas of the business.



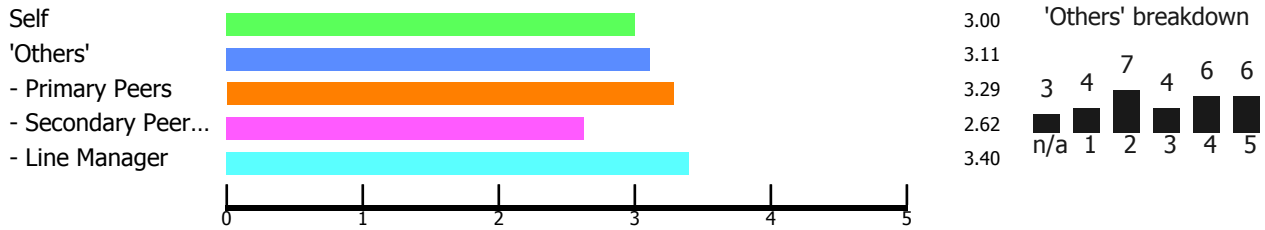
### 38. His/Her solutions are rarely overtaken by other ideas before they are fully implemented.



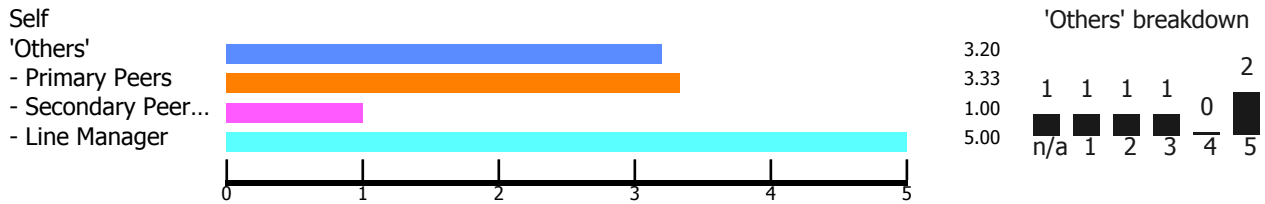
## Conceptual Agility

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

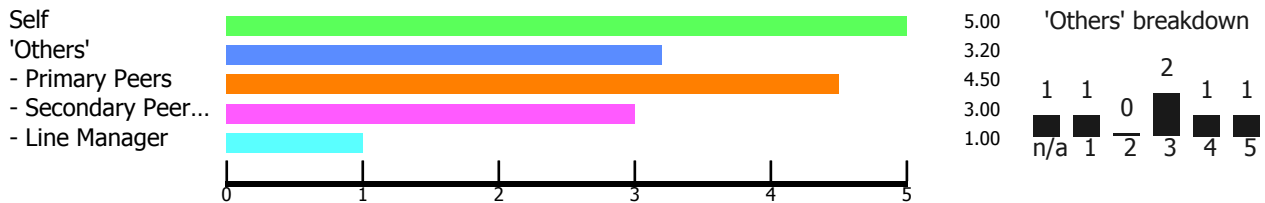
### Overall Summary



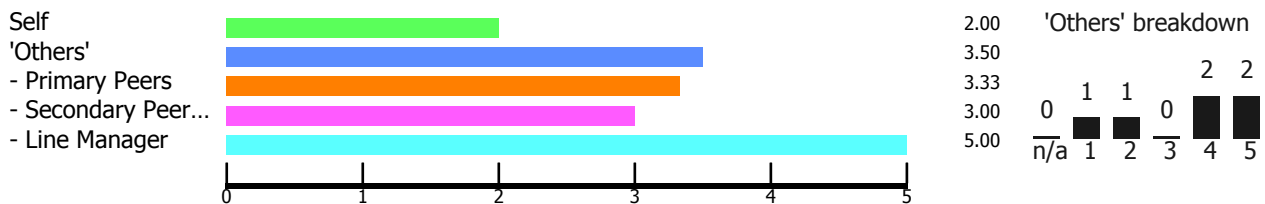
### 3. When faced with a potential issue or barrier he/she responds positively with an open mind.



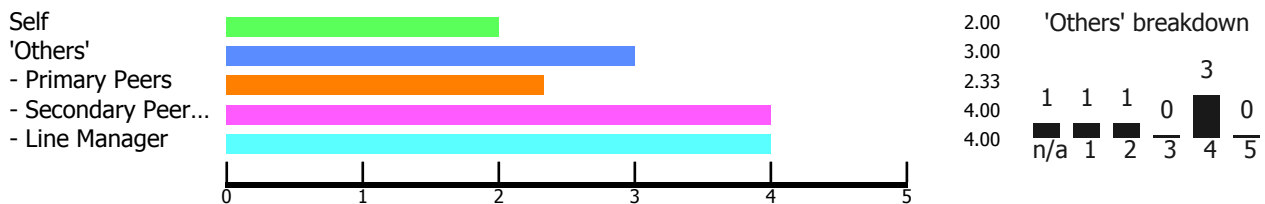
### 6. He/She evaluates the pros and cons of multiple options prior to taking a major decision.



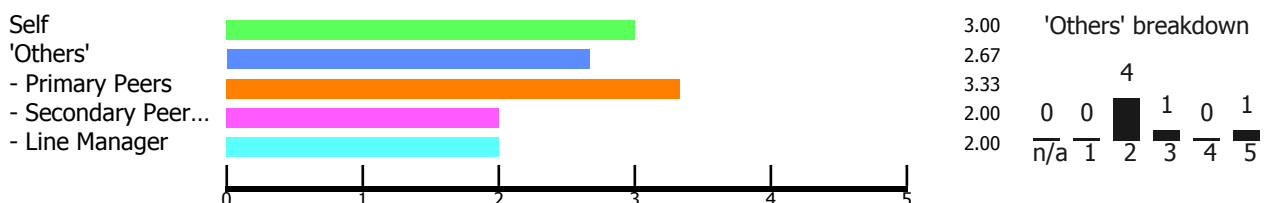
### 31. He/She encourages others to use creative thinking techniques.



### 33. He/She arrives at decisions by exploring the alternatives proposed by others.



### 40. When developing solutions, he/she always considers additional knowledge or information as well as their own experience

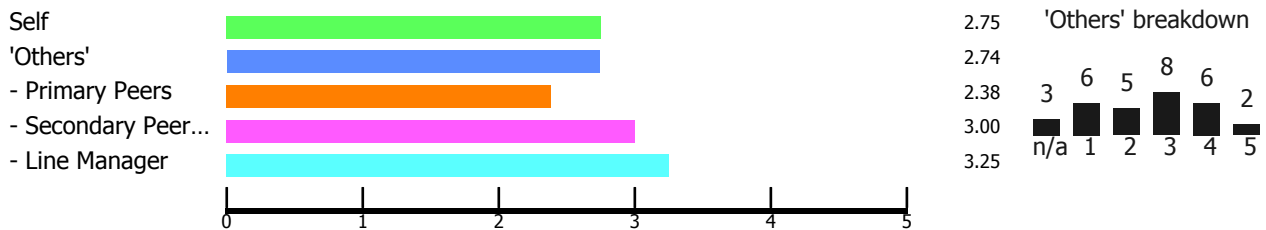




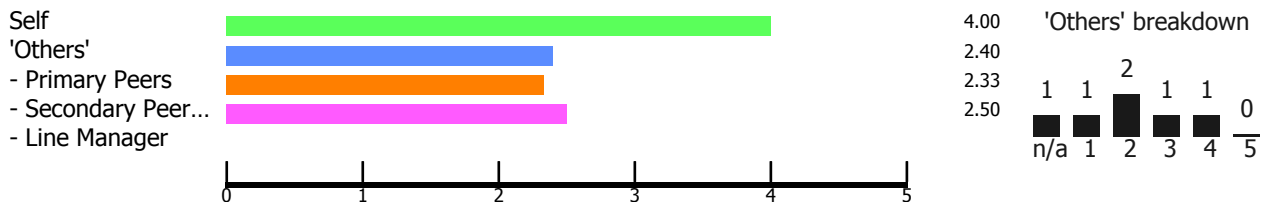
## Enabling Openness

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

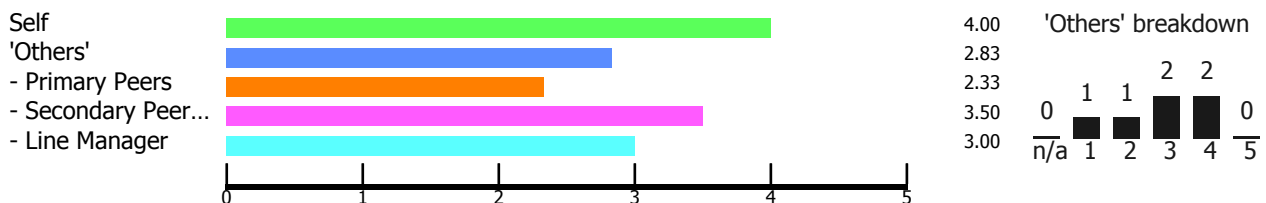
### Overall Summary



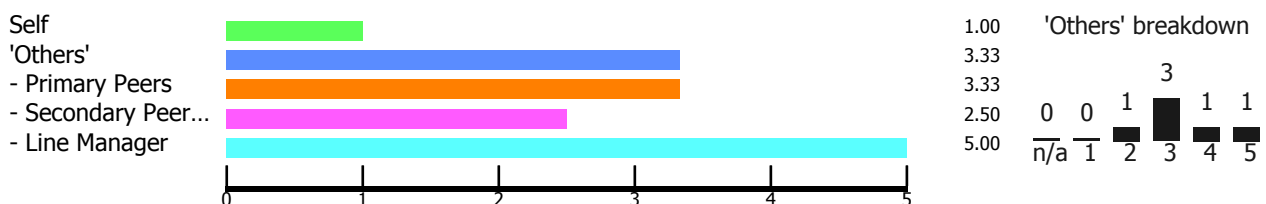
### 4. He/She asks open questions and seeks clarification when issues are presented to him/her.



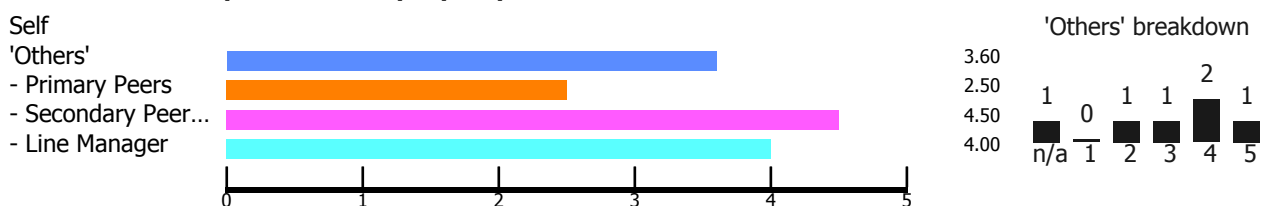
### 36. He/She seeks regular feedback from colleagues, customers and superiors .



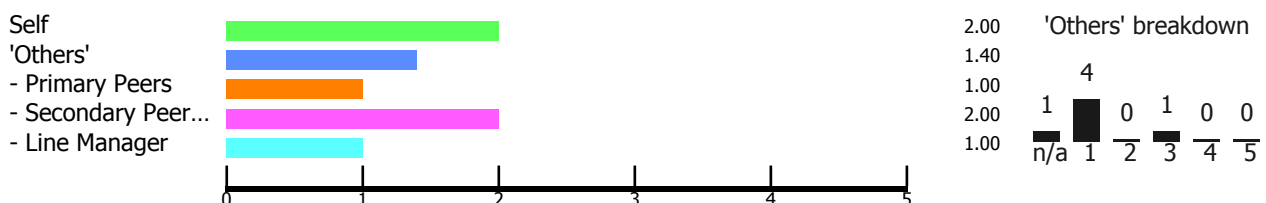
### 47. He/She rarely 'talks over' others.



### 48. He/She shows respect for other peoples points of view.



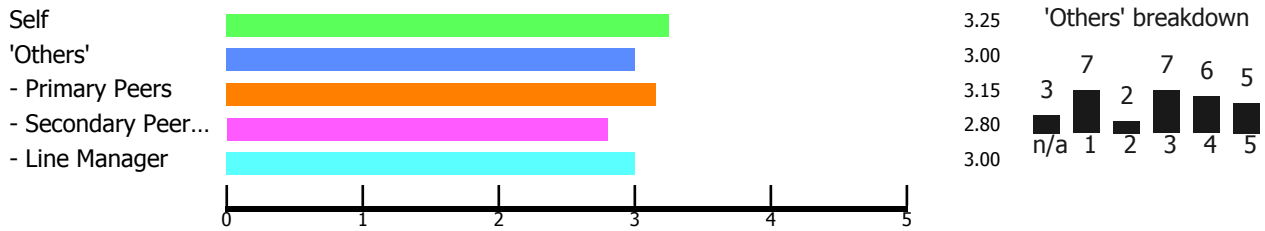
### 49. When issues arise he/she encourages others to be non-judgemental and objective.



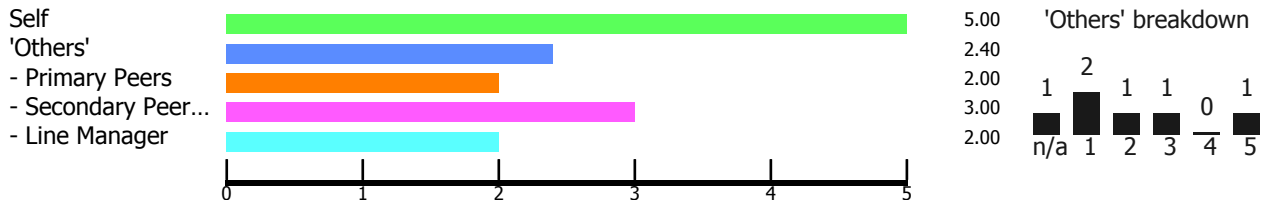
## Facilitating Interaction

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

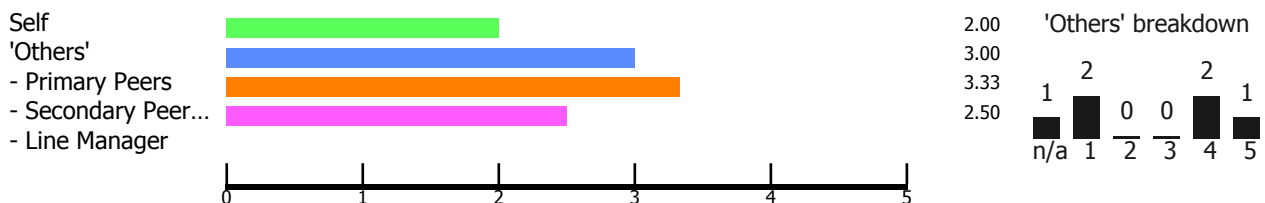
### Overall Summary



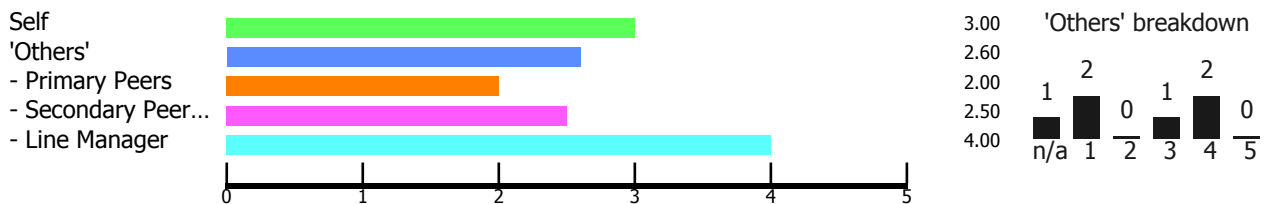
### 1. He/She encourages team members to contribute equally regardless of status or position.



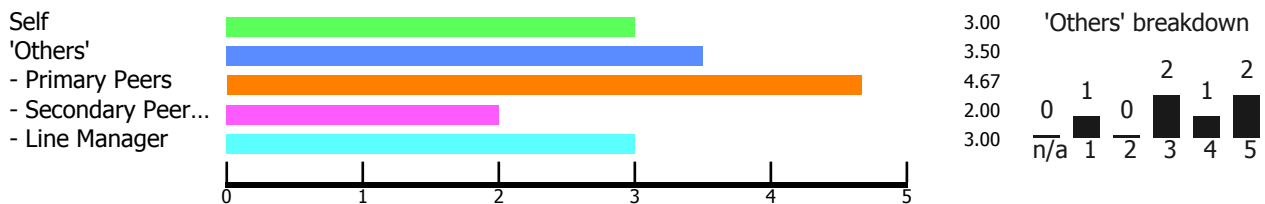
### 14. As part of a team he/she encourages people to raise issues in the team environment.



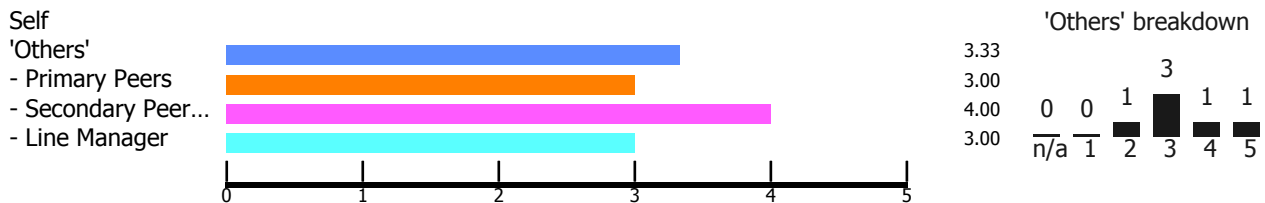
### 30. He/She facilitates interaction between different individuals and teams for the purposes of identifying shared goals across the business.



### 42. As part of a team he/she is effective at supporting the resolution of conflict between individuals.



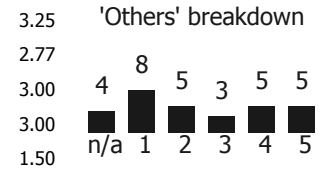
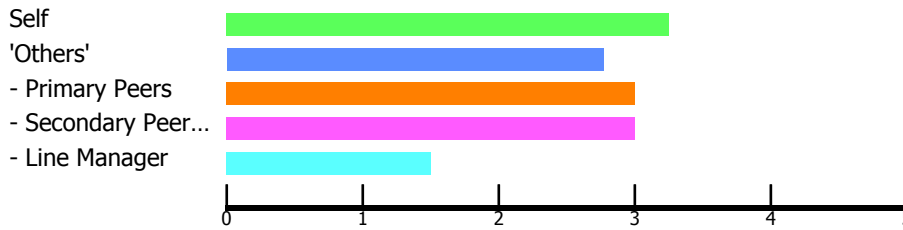
### 45. As part of a team he/she encourages people to take time to get to know each other.



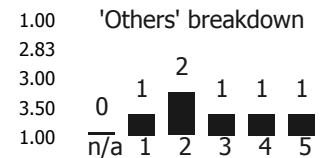
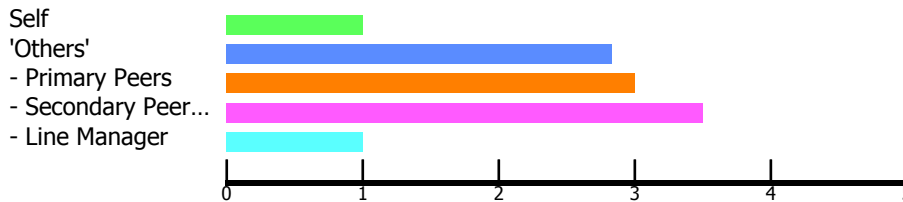
## Developing Capability

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

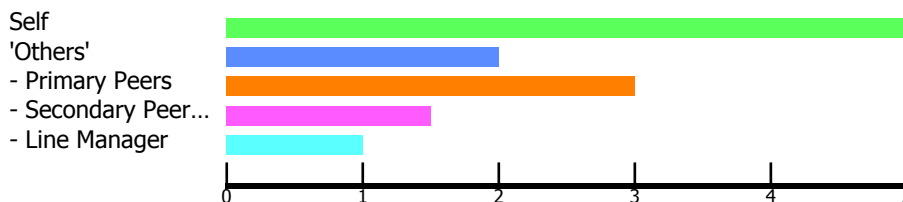
### Overall Summary



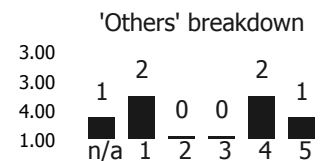
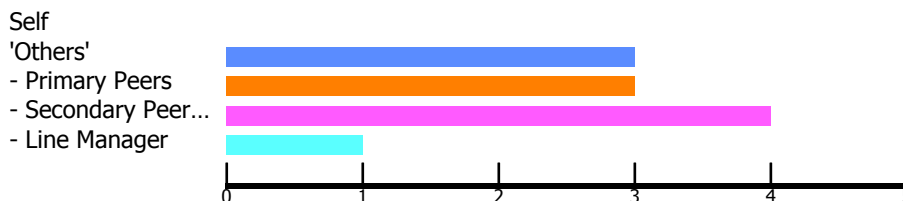
### 8. He/She gives others regular feedback (negative and positive).



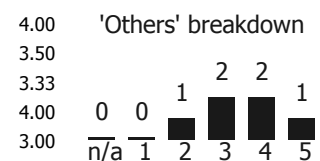
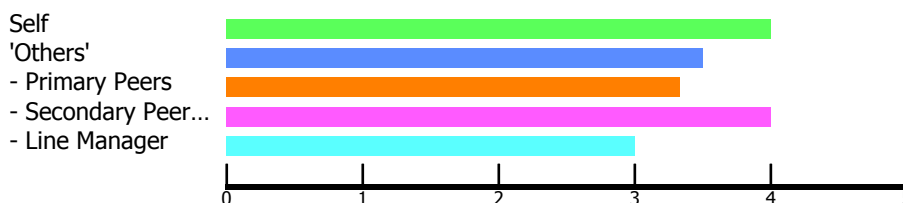
### 13. He/She encourages others to take on board challenging projects for the purposes of personal development.



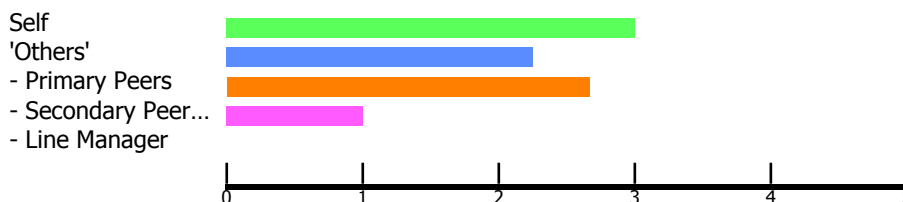
### 23. He/She seeks opportunities to work with others who will stretch and challenge him/her.



### 28. He/She often gives her own personal development the highest priority.



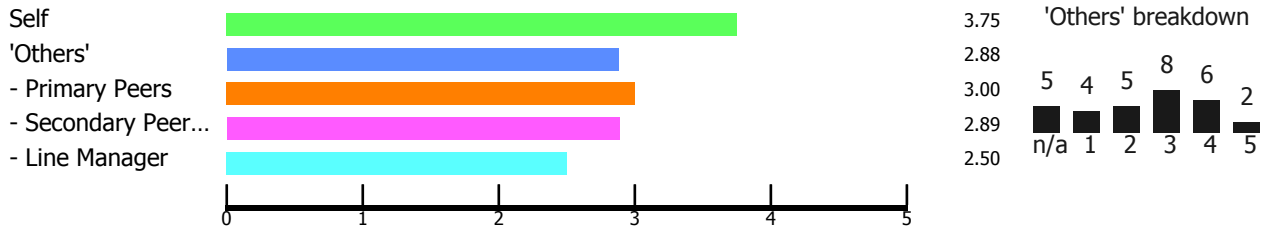
### 29. He/She makes others aware of the skills/competencies he/she is working to develop.



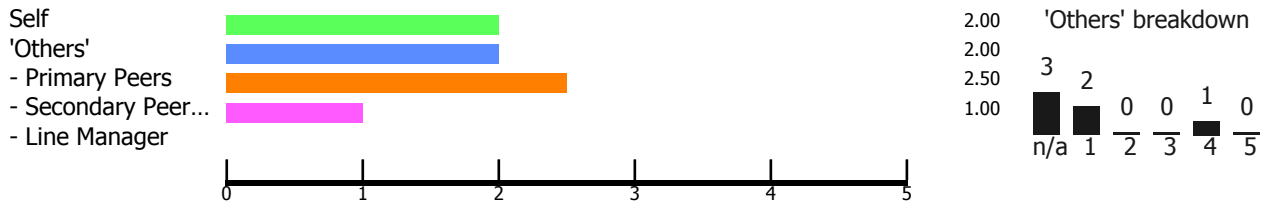
## Influence

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

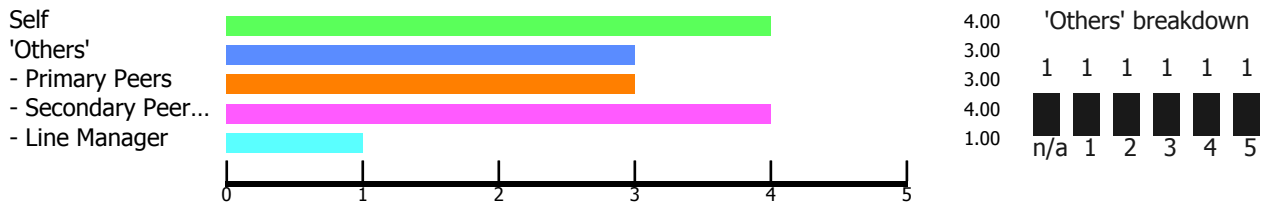
### Overall Summary



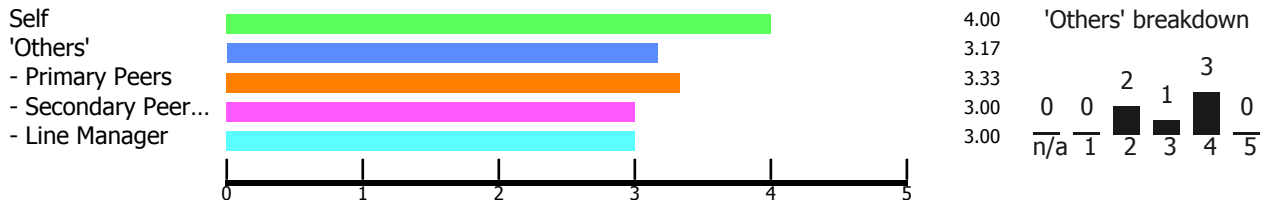
### 26. He/She has built strong relationships with customers and other people at all levels within the organisation.



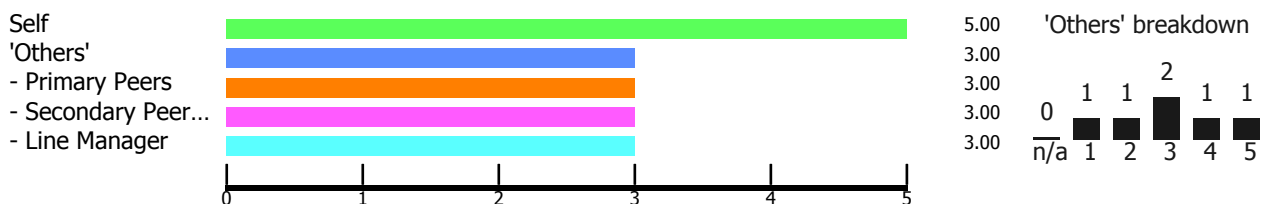
### 34. He/She does not put down other people's ideas in order to promote his/her own.



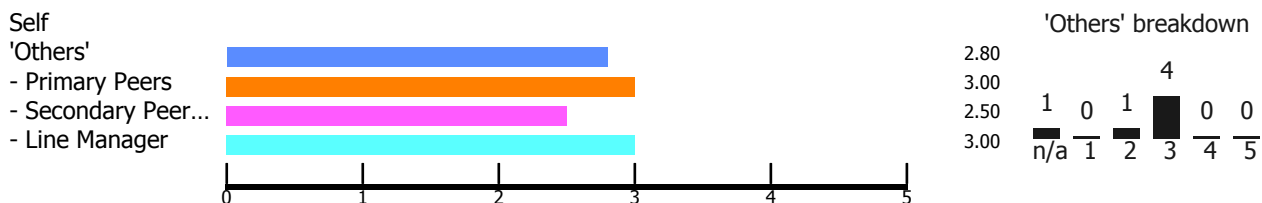
### 44. He/She provides opportunities for colleagues/customers to link with others with whom they have common interests or needs.



### 51. He/She is successful at getting key decision makers to give him/her resources for ideas and plans.



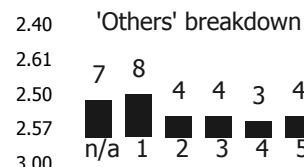
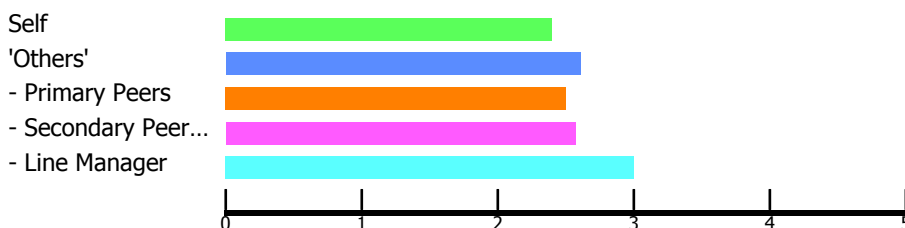
### 54. He/She is an active participant in business forums and networking events .



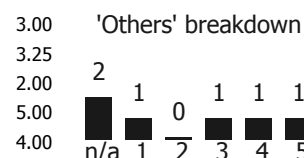
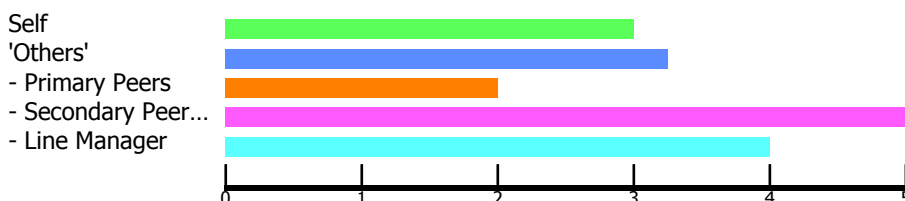
## Building Confidence

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

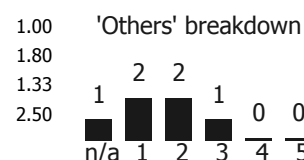
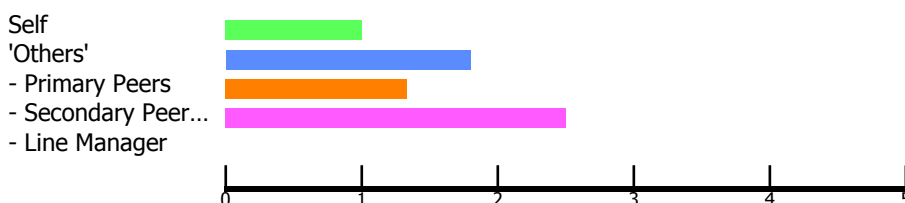
### Overall Summary



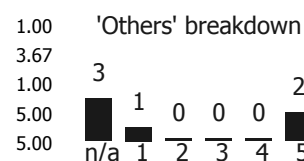
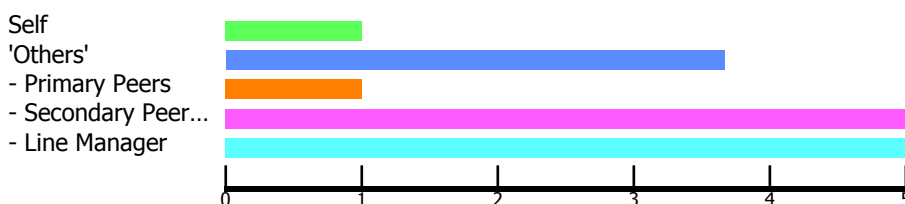
### 7. He/She gives people confidence that he/she can succeed.



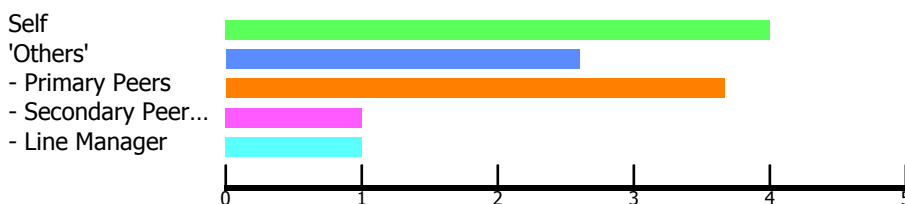
### 20. When challenged about the success of the business he/she responds with confidence.



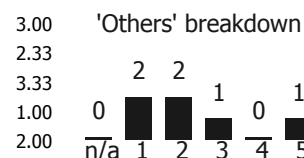
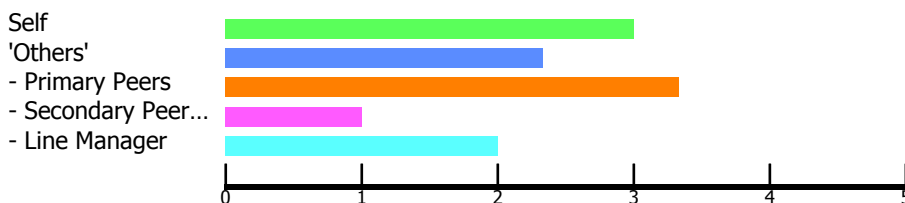
### 25. People are usually sure of where he/she stands on issues.



### 41. He/She makes timely decisions.



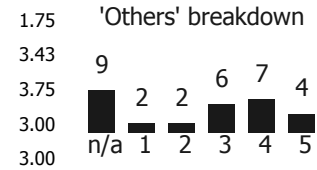
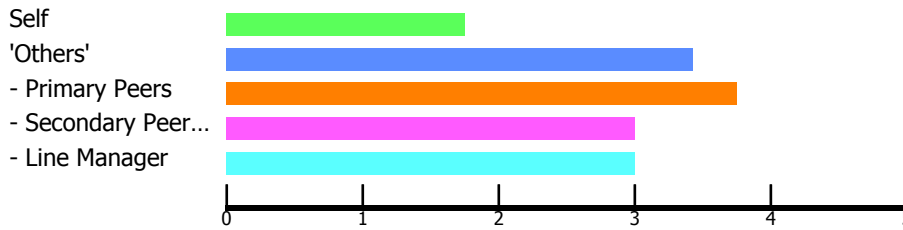
### 52. He/She is confident when discussing difficult issues (with customers, peers, superiors, the team).



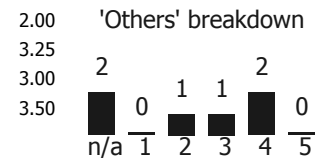
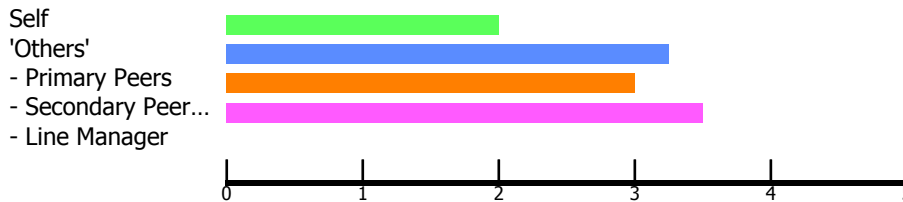
## Inspiring Communicator

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

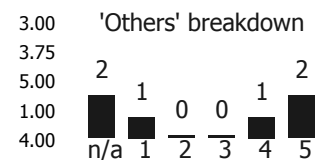
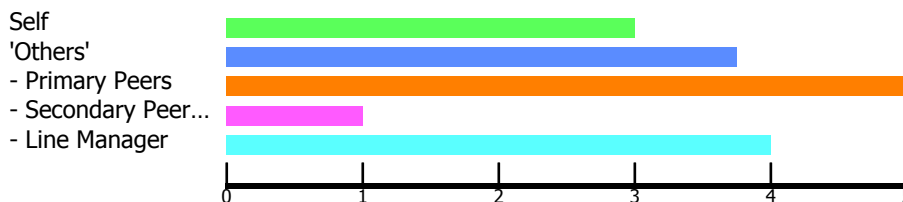
### Overall Summary



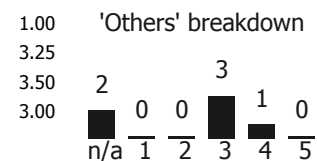
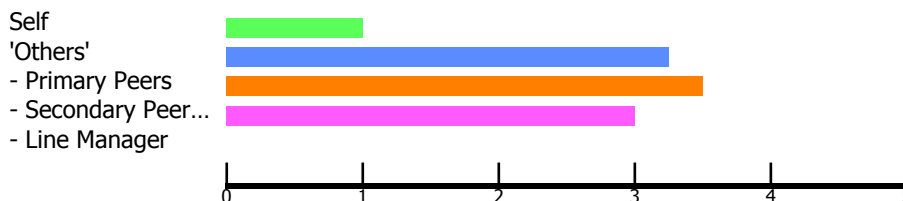
### 11. His/Her written work is clear, well formed and concise.



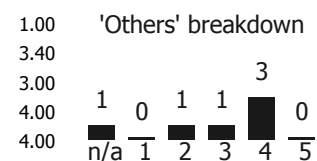
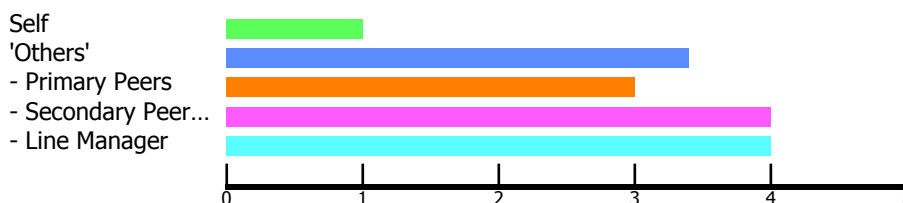
### 15. He/She rarely struggles to get his/her message across to a target audience.



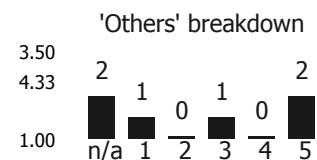
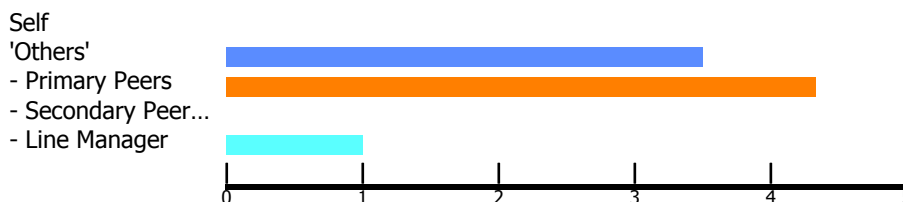
### 22. He/She conveys complex, detailed ideas and information in a way that others can easily understand.



### 32. He/She describes him/herself in a way that makes people clear of his/her role, strengths and value.



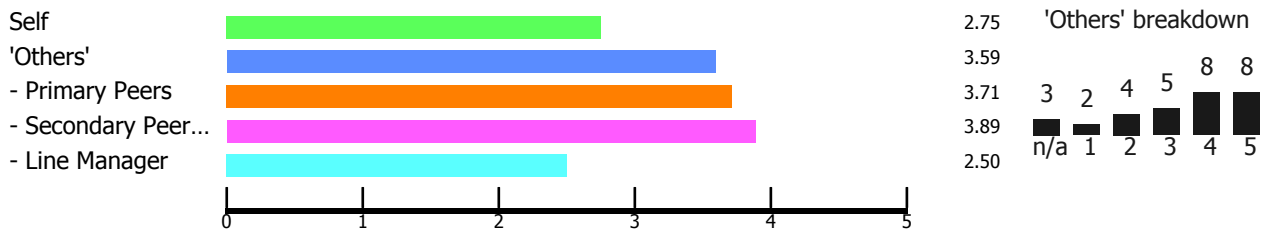
### 53. He/She communicates issues/ideas in a compelling way.



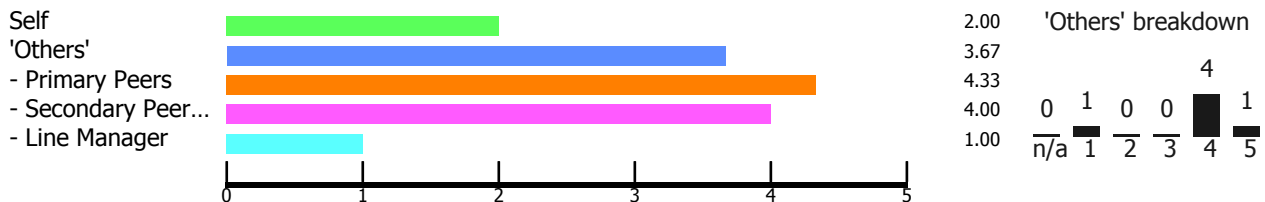
## Empowering Action

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

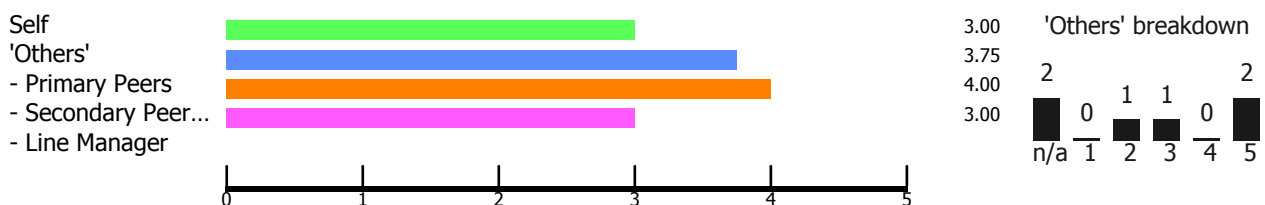
### Overall Summary



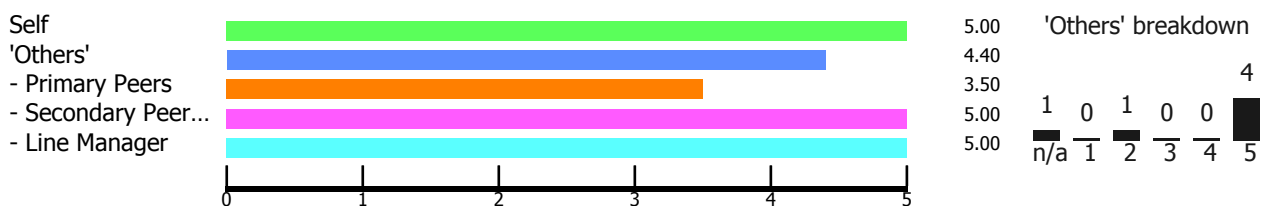
### 10. He/She agrees roles, responsibilities and timescales for the work he/she is involved in.



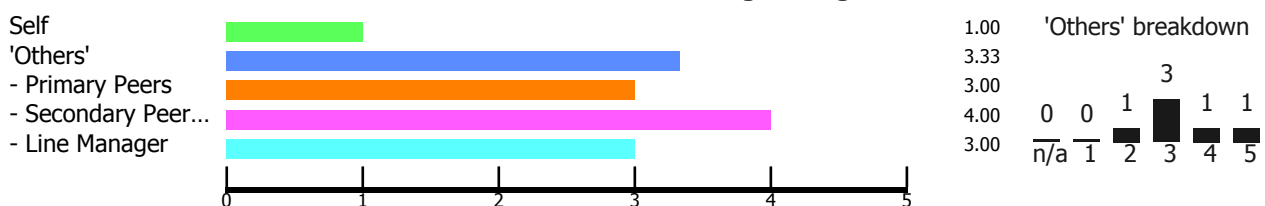
### 12. He/She is efficient at co-ordinating resources to get things done.



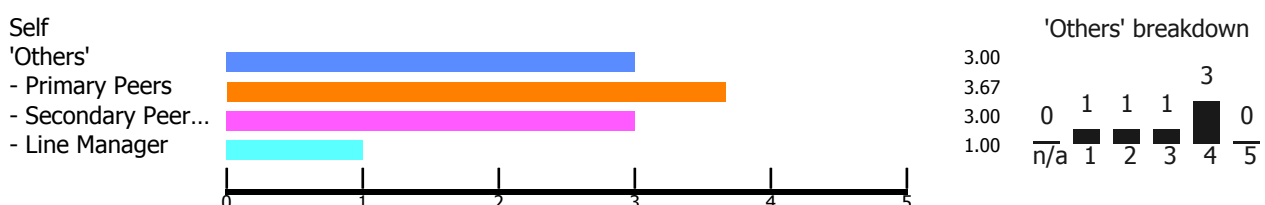
### 35. He/She assesses and utilises available resources in order to complete projects efficiently.



### 39. He/She removes barriers and constraints so that he/she can get things done.



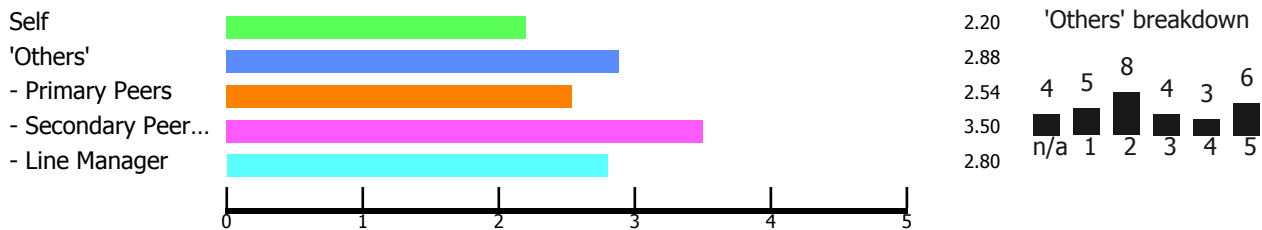
### 43. He/She commits personal time and energy to a project to ensure that the timescales and deliverables are met.



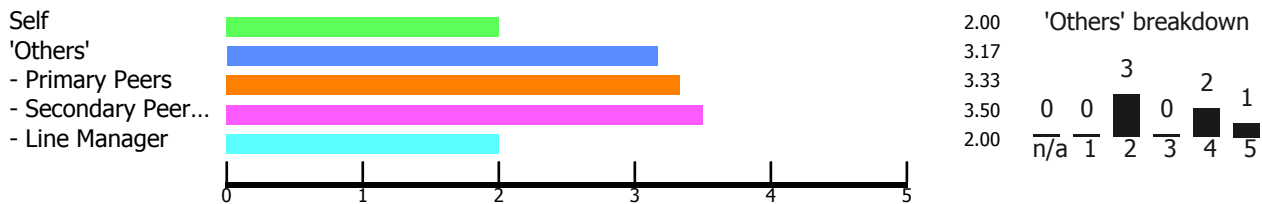
## Measures & Monitors Performance

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

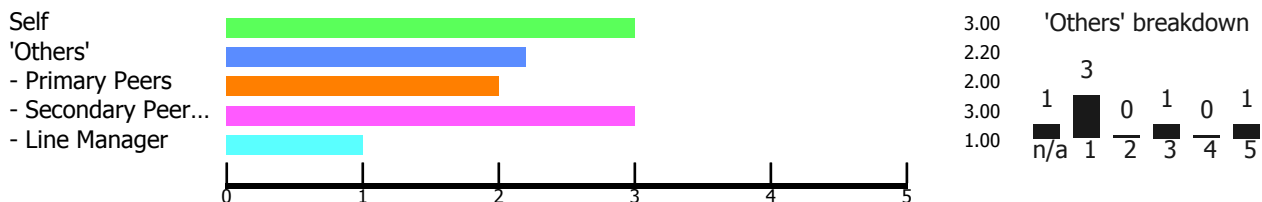
### Overall Summary



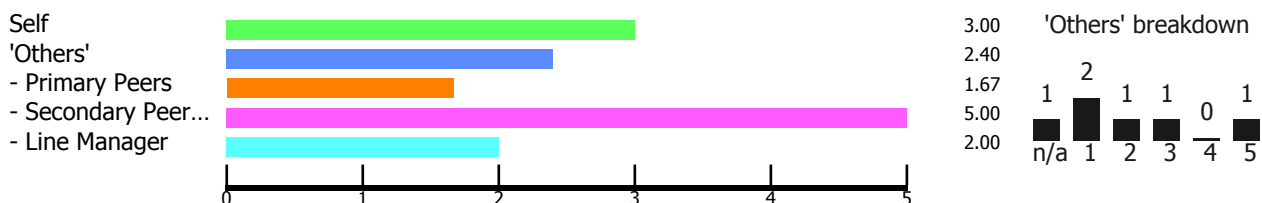
### 21. He/She seeks regular feedback from internal and external customers to ensure our service is meeting their expectation.



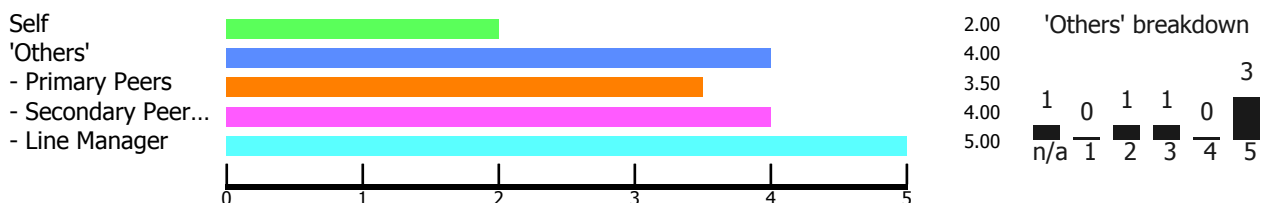
### 27. He/She takes personal responsibility for ensuring that action is taken where quality is substandard.



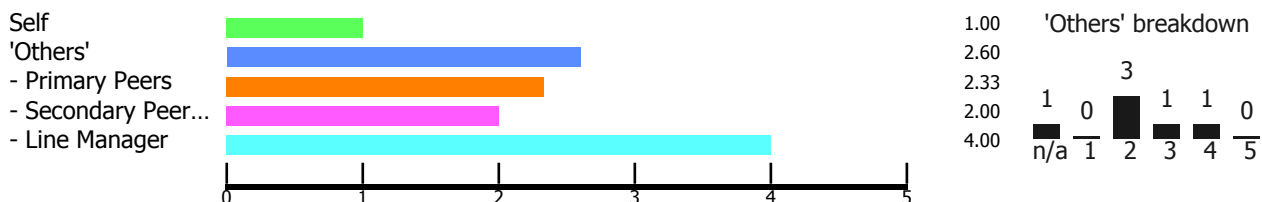
### 37. He/She continually strives to raise performance to outstanding levels of excellence.



### 46. He/She seeks feedback on the quality of his/her work.



### 50. He/She focuses upon continually improving the quality of his/her own work.





## Section 5: Open-ended comments

Made by Self

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

"Self comments"

**57. What development will best enable you to improve (provide examples of the impact you believe that this will have)?**

"Self comments"

**56. What do you believe is his/her primary strength (provide examples and rationale)?**

"Primary peer comment"

"Primary peer comment"

"Primary peer comment"

**57. What development will best enable him/her to improve (provide examples of the impact you believe that this will have)?**

"Primary peer comment"

"Primary peer comment"

"Primary peer comment"

**56. What do you believe is his/her primary strength (provide examples and rationale)?**

"Secondary peer comment"

"Secondary peer comment"

"Secondary peer comment"

**57. What development will best enable him/her to improve (provide examples of the impact you believe that this will have)?**

"Secondary peer comment"

"Secondary peer comment"

"Secondary peer comment"

**56. What do you believe is his/her primary strength (provide examples and rationale)?**

"Line manager comment"

**57. What development will best enable him/her to improve (provide examples of the impact you believe that this will have)?**

"Line manager 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?**