

# **180 DEGREE FEEDBACK REPORT**

## **MANAGER**

**Anne Example**

**sample@gfb.net**

**January 2023**

# Introduction

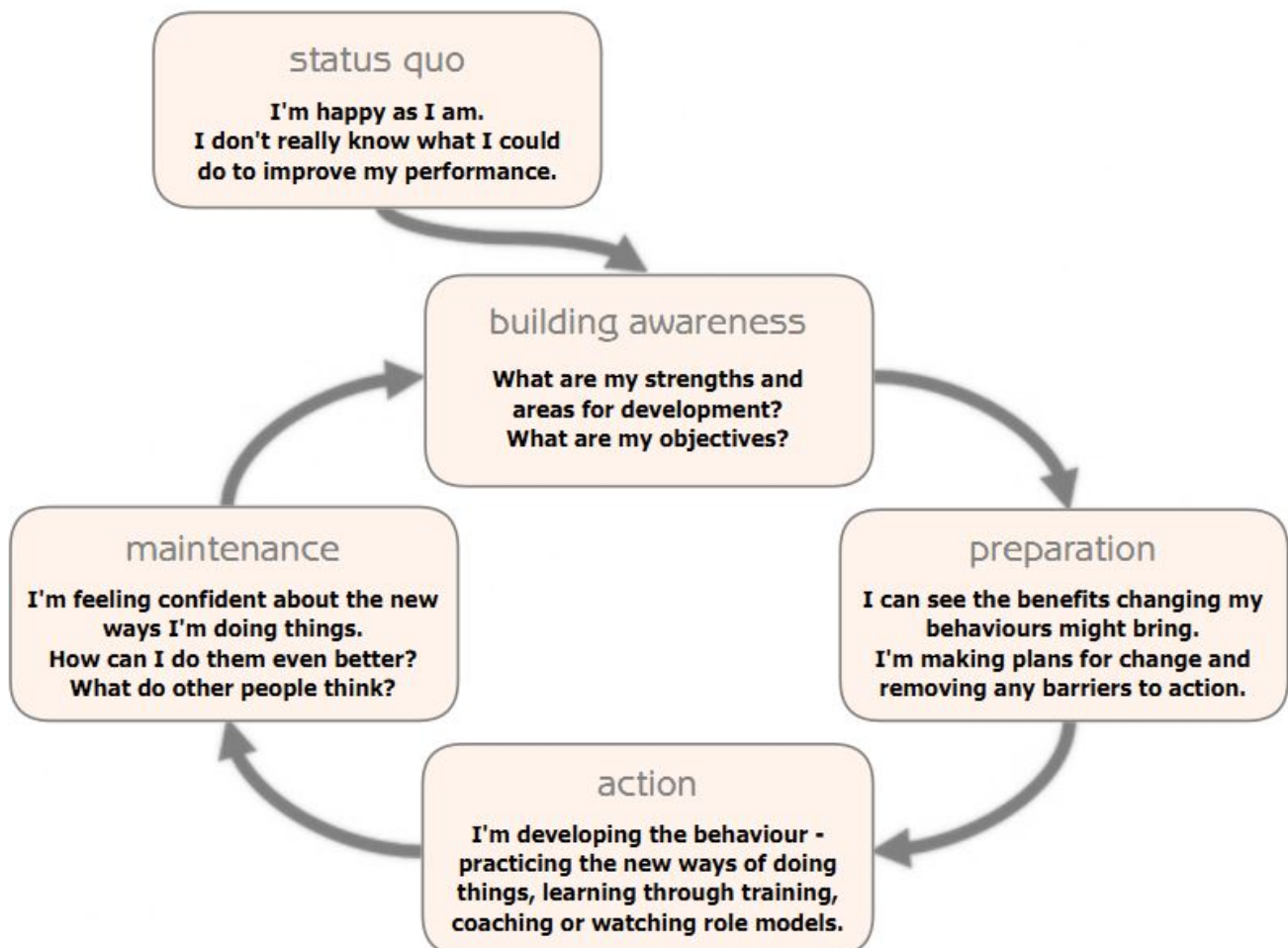
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360 feedback enables you to get a clear view of how others perceive the way you work. It provides a unique opportunity to gain an understanding of the impact your behaviours (the things you do and say) have on your own personal success and on those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



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## 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.

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## The Schroder Framework

This 360 degree feedback survey has been designed around the Schroder Framework of high performance. The Schroder Framework consists of 11 behaviours which have been linked with high performance in leaders and managers at all levels and in many different industry sectors. The 11 behaviours span cognitive, interpersonal, directional and achieving dimensions of leadership which complement technical competencies and other measures of individual differences. Each behaviour is further defined by five levels. These range from negative use of the behaviour at level one, to an inspirational use of the behaviour at level five at which an individual is embedding a culture which supports and encourages others to use this behaviour within the organisation. In between are levels that an individual at any level of an organisation will utilise in their day to day working life.

### A Strength-Based Approach

The Schroder Competencies Framework recognises that every individual has their own unique pattern of strengths and an individual's capability is defined by the four or five behaviours within the framework at which they excel. In addition, the goal is that the individual will have no limitations. That is, they will not demonstrate negative use of the behaviours. Their impact on the organisation is positive at all times.

The cognitive, interpersonal, directional and achieving dimensions translate into four clusters:

Thinks	<b>Seeking Information</b> <b>Information gathering and sharing</b> – Searches widely for new advances; asking questions to find out about a broad range of factors. Fosters a hunger and curiosity in others.	<b>Influence</b> <b>Persuading and influencing others</b> – by gaining buy-in and support; focuses on the customer (internal and/or external); striving for mutually beneficial solutions and relationships; building and maintaining personal networks.	Inspires
	<b>Forming Concepts</b> <b>Understanding insights and being creative</b> - Linking information; identifying patterns and trends to look beyond symptoms to understand root cause. Having ideas; creating concepts and models. Fosters a growth mindset so that others feel safe to innovate.	<b>Building Confidence</b> <b>Displaying self-confidence and building positivity</b> - being decisive and firm in tackling issues; communicating sense of confidence and optimism; recognising achievements and celebrating success	
	<b>Conceptual Agility</b> <b>Evaluating options or possibilities</b> - Being open to different perspectives or pivoting; using concepts or models to weigh-up situations; evaluating different options at the same time; synthesizing alternatives to formulate powerful solutions.	<b>Inspiring Communicator</b> <b>Effective and engaging communication that stands out</b> - clear, concise and structured in communication; matches the comms. channel to the audience so the message is seen; uses visual aids, metaphors, humour, analogies to deliver messages with impact.	
Involves	<b>Enabling Openness</b> <b>Interacting with openness and respect</b> – actively listens to others and seeks to really understand people deeply, asking questions to uncover thoughts and feelings; demonstrating understanding and empathy.	<b>Empowering Action</b> <b>Planning, co-ordinating and delegating</b> - Organised and methodical; defining roles and responsibilities; proactive and accountable; empowering others to act quickly; strips out unnecessary processes and barriers to action.	Achieves
	<b>Facilitating Interaction</b> <b>Brings people together and is truly inclusive</b> - sharing ideas links between own and others ideas; encouraging others to speak up and focus on objectives; fostering collaborative working.	<b>Measuring &amp; Monitoring Performance</b> <b>Setting goals and monitoring performance to create valuable insights</b> - defining how success can be measured; setting measures, identifying stretch; providing feedback on performance; improving performance by reviewing the end to end consumer experience	
	<b>Developing Capability</b> <b>Developing self and others</b> – is motivated to grow, challenges others with new opportunities and continuously support them by coaching and mentoring. Creates a culture of personal growth owned by individuals.		

## About your report

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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	Anne Example
Manager	1	Manager
Direct Reports	4	Report, Report, Report, Report
Others	5	All the above excluding yourself

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

\* If there are 1 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.

# About your report

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## 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.

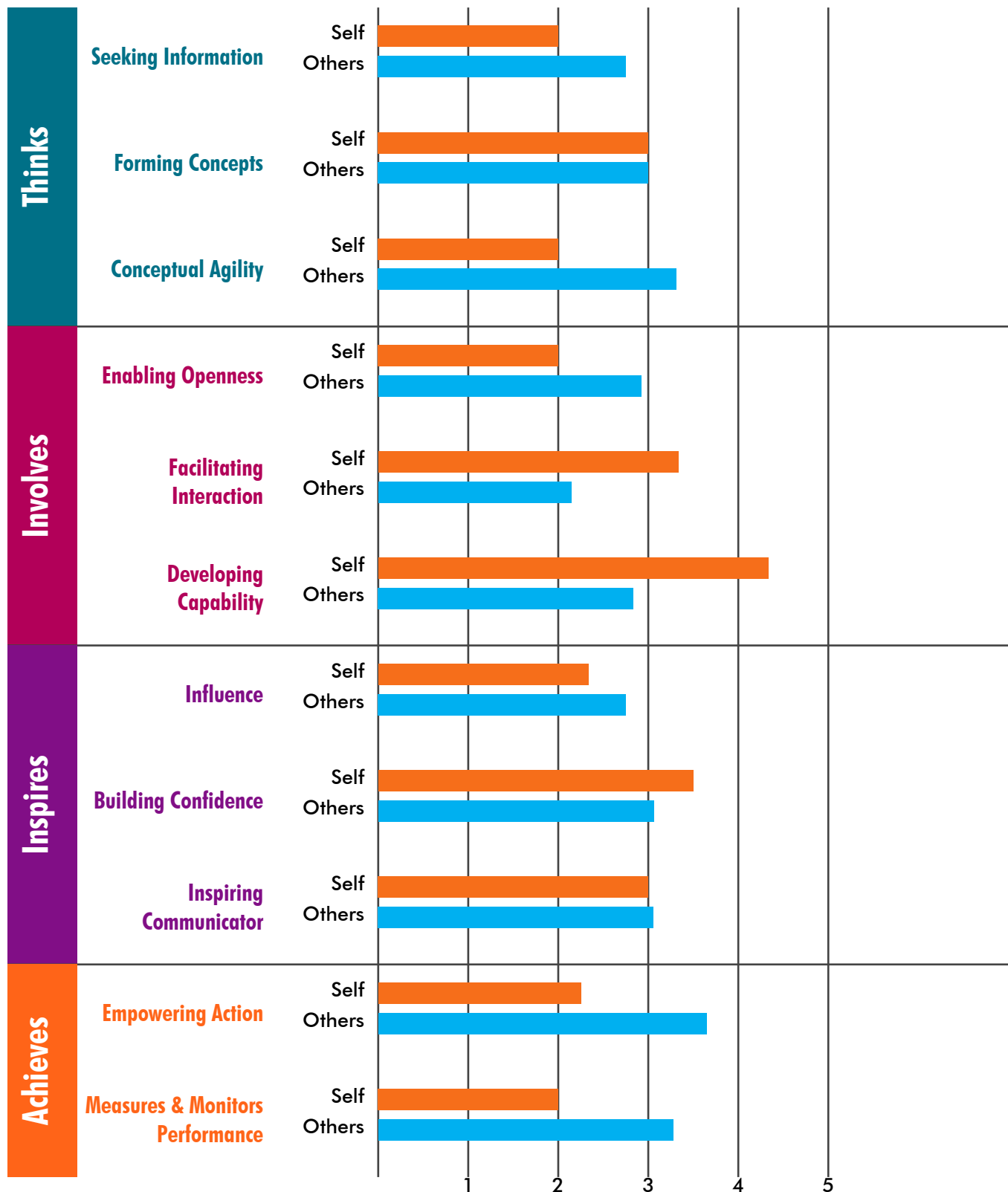
- Are there links between what you have discovered through exploring your highest and lowest scoring behaviours and the comments that have been written?
- Are there things people have said you should do less of that would reduce the negative impact of the behaviours identified as areas for development?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

## Scores by Cluster

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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.

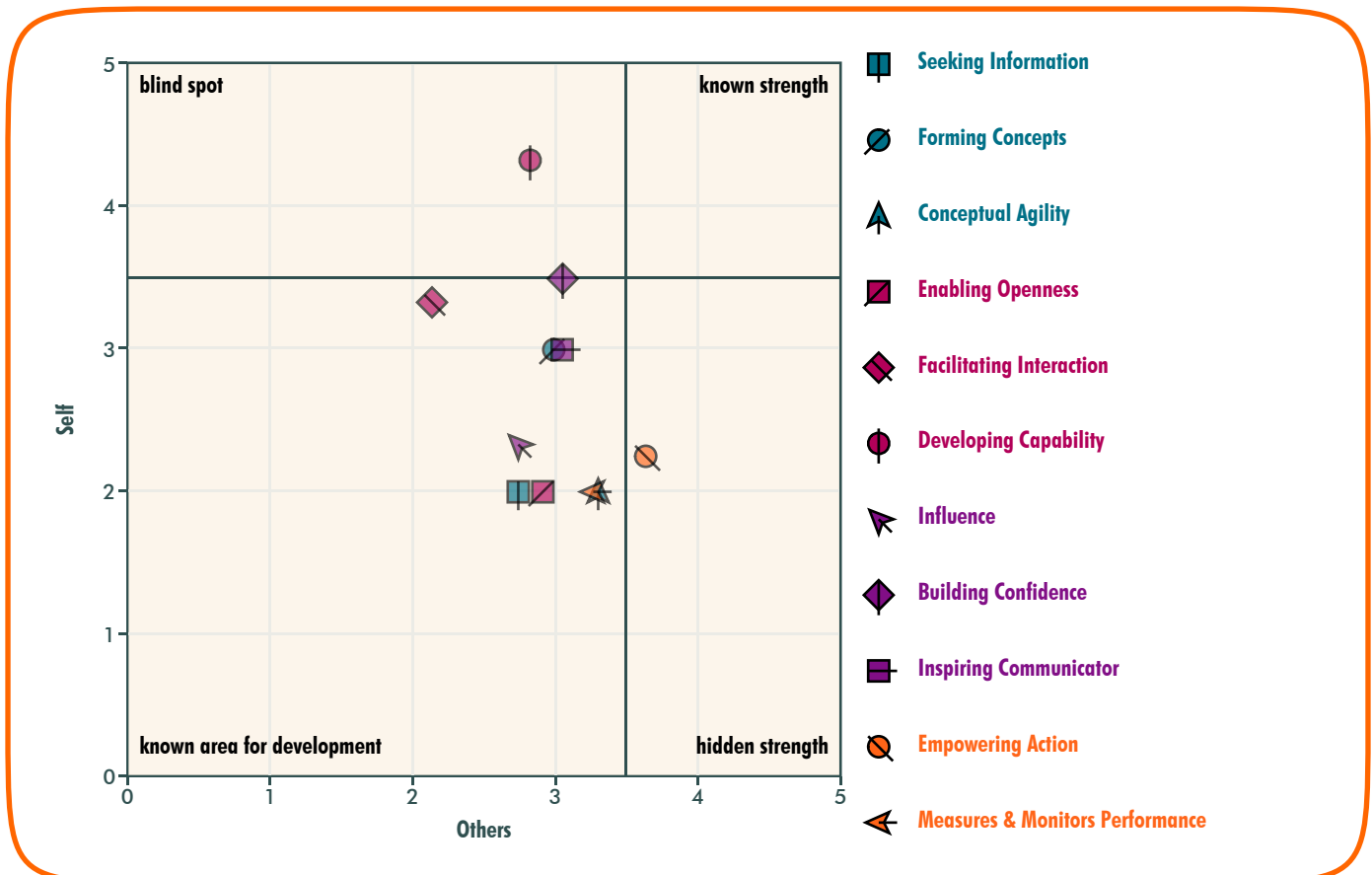


# Strengths and areas for development

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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
4.75	Empowering Action	43	They look ahead to remove barriers and constraints so that others can get things done.
4.50	Empowering Action	19	They take personal responsibility for ensuring things get done.
4.00	Building Confidence	28	They openly confront behaviour that has the potential to impact others or the business negatively.
4.00	Conceptual Agility	34	They critically assess factors that may affect the success of projects or the business.
3.80	Forming Concepts	26	They develop solutions that take into account the broader business environment
3.80	Developing Capability	27	They recognise and support the development of others by providing access to skills training and personal development courses.
3.80	Conceptual Agility	39	When faced with a potential issue or barrier they respond with an open mind.
3.67	Enabling Openness	6	They use open questions in order to find out other people's points of view, thoughts and feelings.
3.60	Measures & Monitors Performance	15	They track targets they set for individuals, teams and the business.
3.50	Influence	29	They actively manage their network, calling upon it when the need arises.

## 10 Lowest scoring statements

Score	Managerial Competency	Qu No.	Statement
1.50	Facilitating Interaction	9	They actively participate in group discussions with the appropriate amount of contribution.
1.67	Seeking Information	44	They ask penetrating questions to find out information from colleagues, clients, competitors and suppliers.
1.67	Enabling Openness	18	They have built a climate in which others listen and reserve judgement in order to fully understand the ideas and feelings of others.
2.00	Influence	33	They clearly describe the benefits and advantages of their proposed solutions when seeking support.
2.00	Facilitating Interaction	4	They encourage others to lead discussions where their specialism allows them to provide clear direction.
2.20	Developing Capability	32	They take personal responsibility for developing their team in the skills and capabilities required for future success.
2.33	Developing Capability	41	They are aware of their own personal strengths and areas for development, have shared these with others and seek out opportunities that will stretch and challenge them.
2.33	Conceptual Agility	25	They create an over-arching plan or strategy that maximises the benefits and minimises the downside of any original options
2.40	Forming Concepts	38	They are a great source of new ideas and ways of doing things.
2.40	Facilitating Interaction	24	They encourage discussion and dialogue between team members so they come to a shared understanding of an issue.

# SCORES BY CLUSTER - THINKS

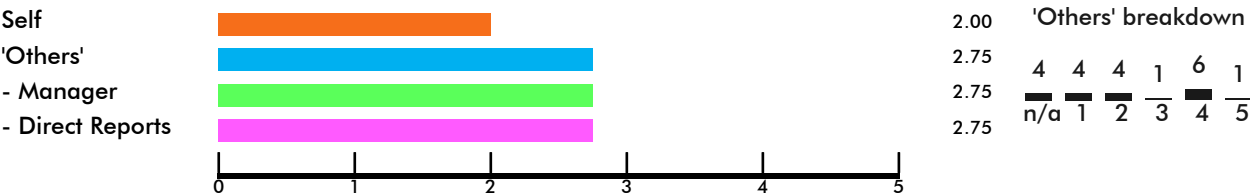
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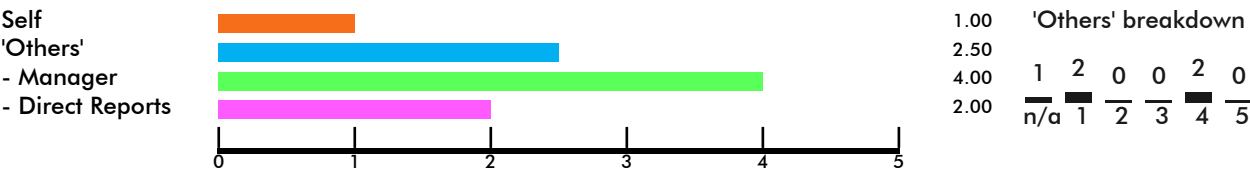
## Seeking Information

Seeks and shares a broad and rich range of information.

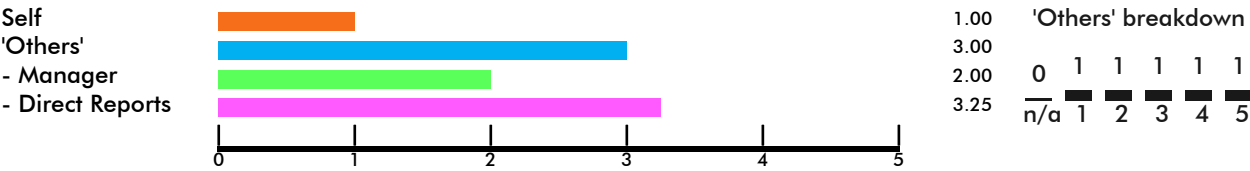
### Overall Summary



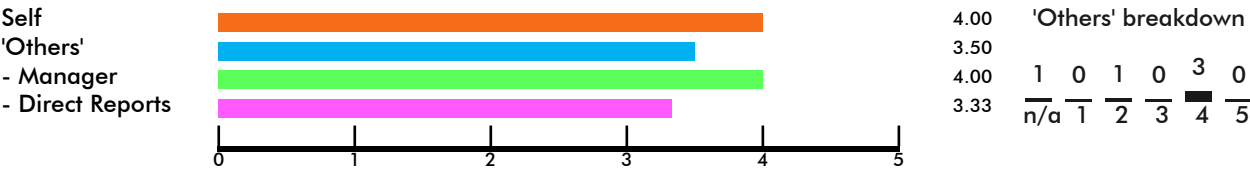
They seek information beyond the scope of the particular issue being addressed in order to understand its wider implications.



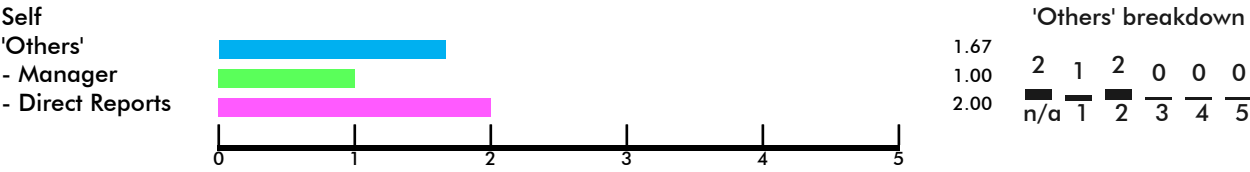
They exchange relevant information and knowledge with colleagues, customers and suppliers



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



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



# SCORES BY CLUSTER - THINKS

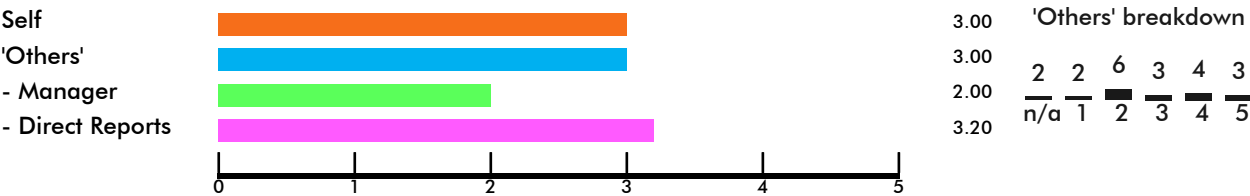
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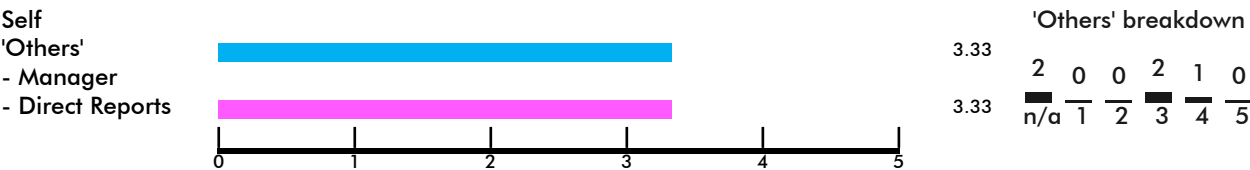
## Forming Concepts

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

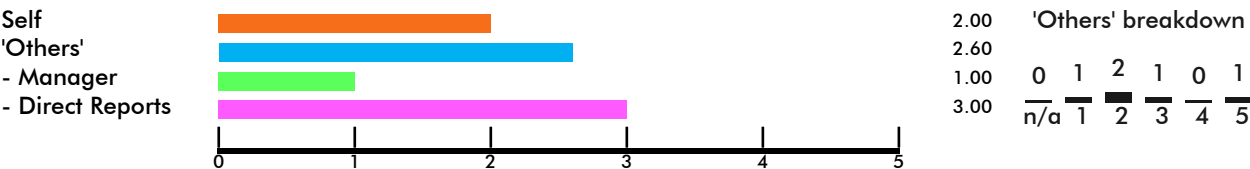
### Overall Summary



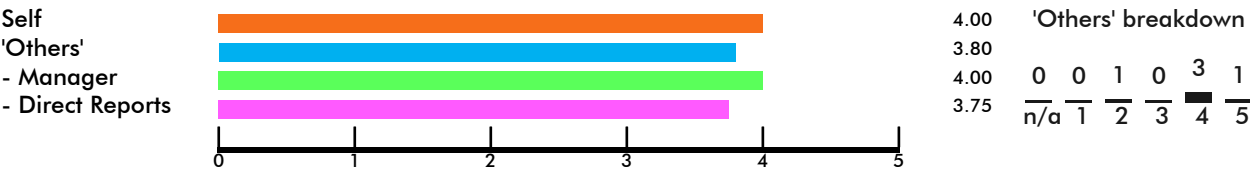
When faced with an issue they seek to understand the underlying cause, not just the symptoms.



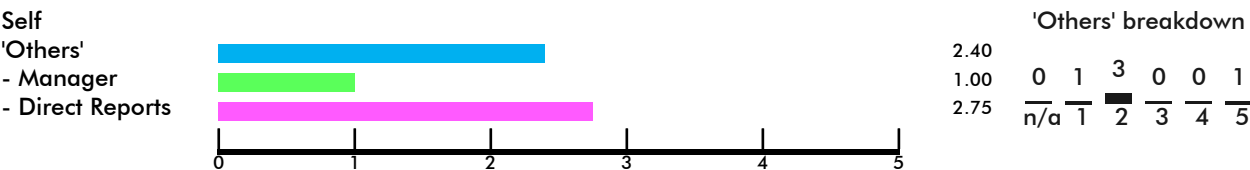
They consider a wide range of information in order to get to the root cause.



They develop solutions that take into account the broader business environment



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



# SCORES BY CLUSTER - THINKS

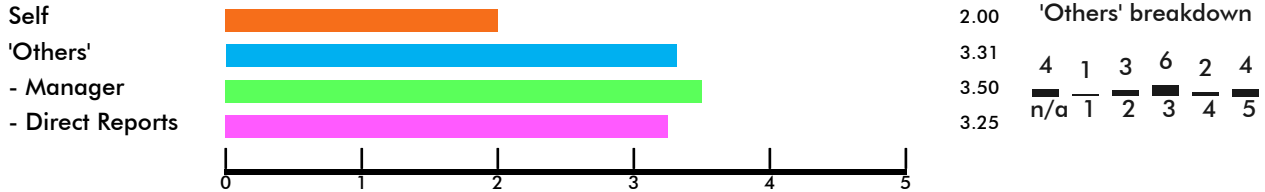
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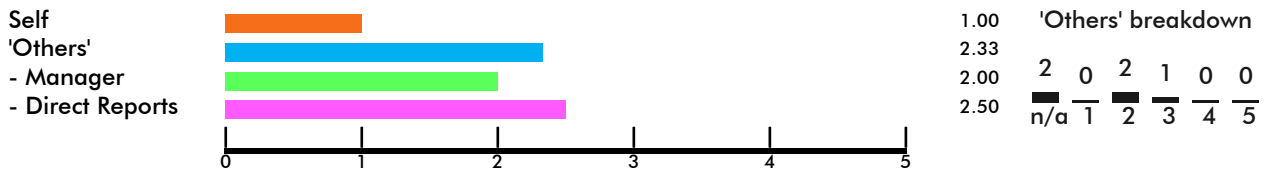
## Conceptual Agility

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

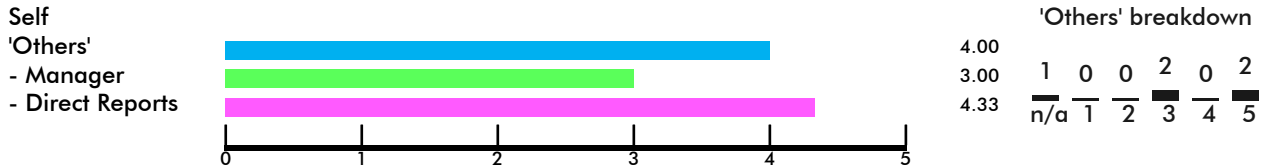
### Overall Summary



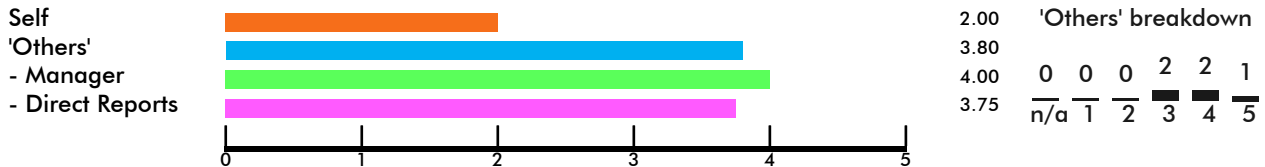
They create an over-arching plan or strategy that maximises the benefits and minimises the downside of any original options



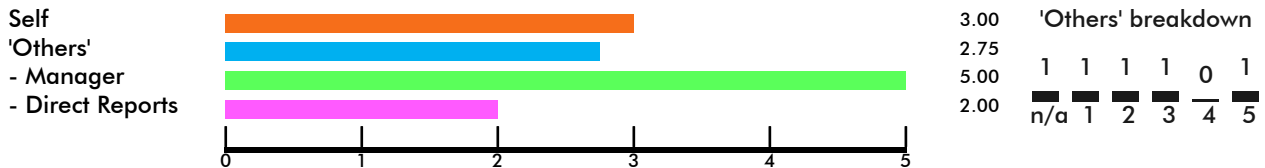
They critically assess factors that may affect the success of projects or the business.



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



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



# SCORES BY CLUSTER - INVOLVES

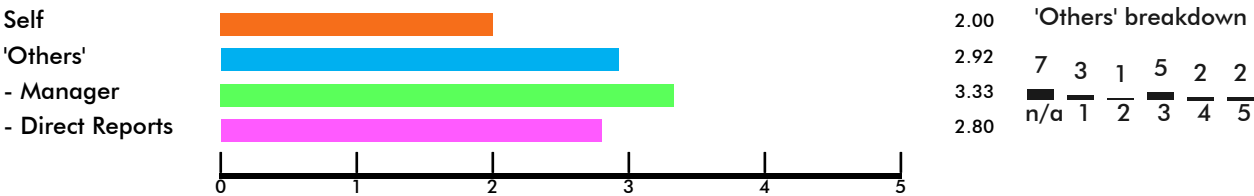
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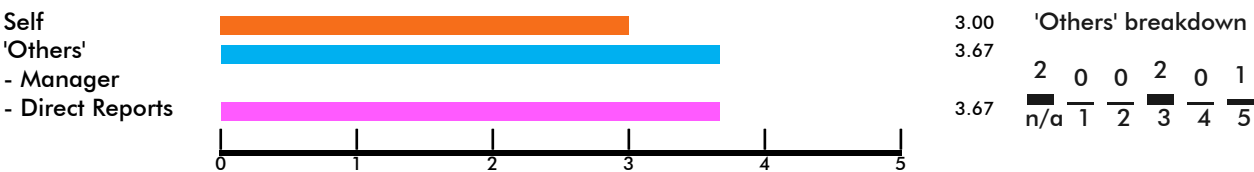
## Enabling Openness

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

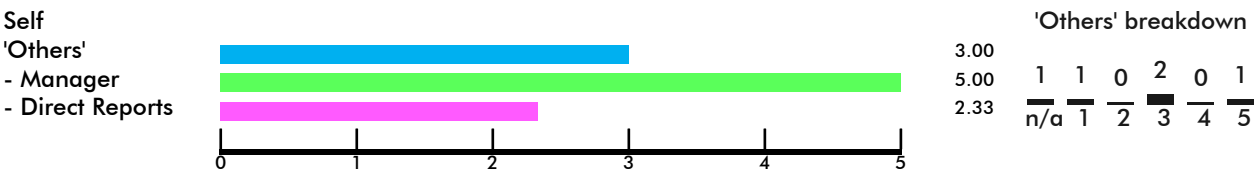
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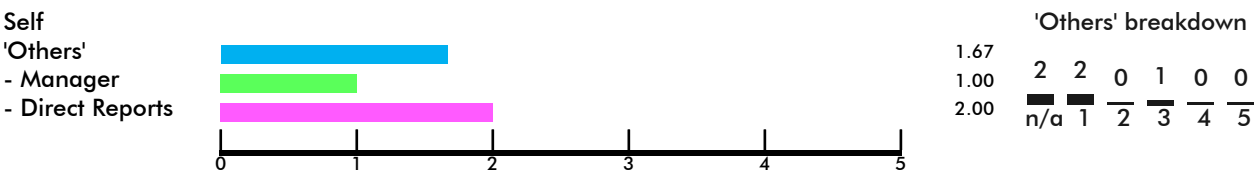
They use open questions in order to find out other people's points of view, thoughts and feelings.



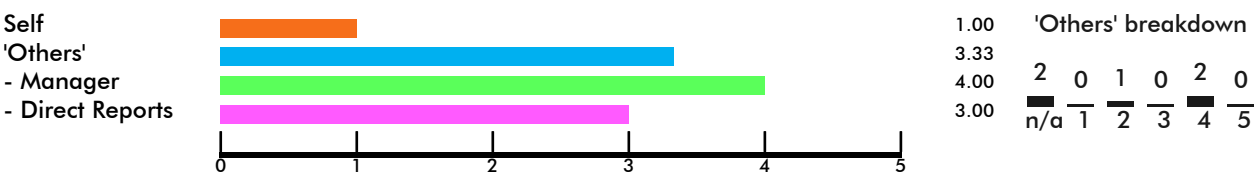
They respond in a non-judgemental way when listening to thoughts and views that differ to their own.



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



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



# SCORES BY CLUSTER - INVOLVES

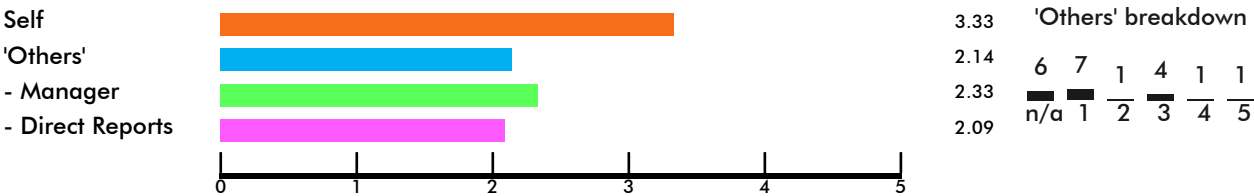
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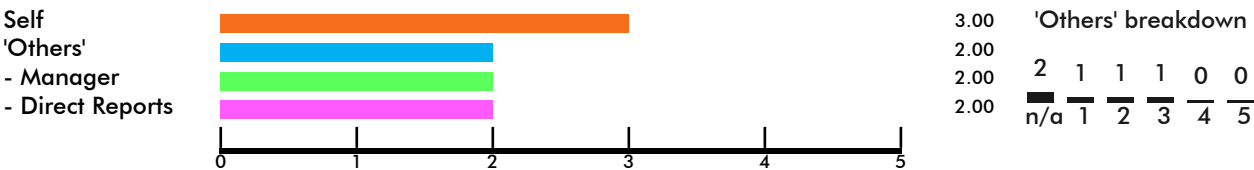
## Facilitating Interaction

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

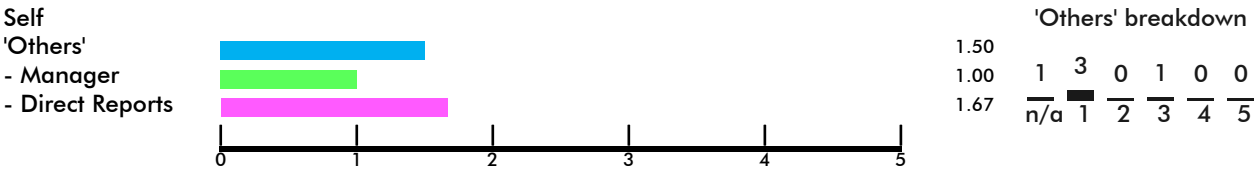
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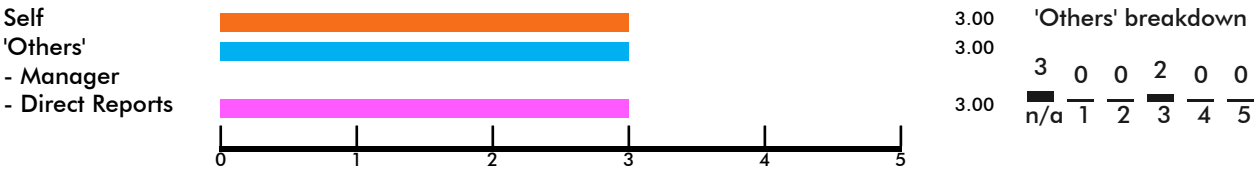
They encourage others to lead discussions where their specialism allows them to provide clear direction.



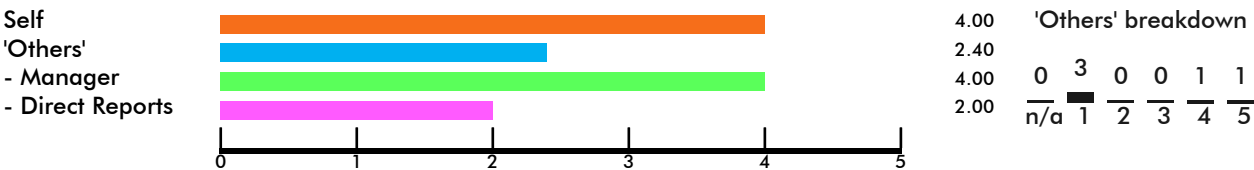
They actively participate in group discussions with the appropriate amount of contribution.



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



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



# SCORES BY CLUSTER - INVOLVES

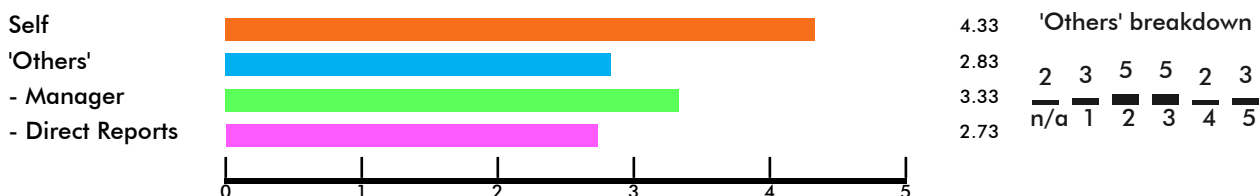
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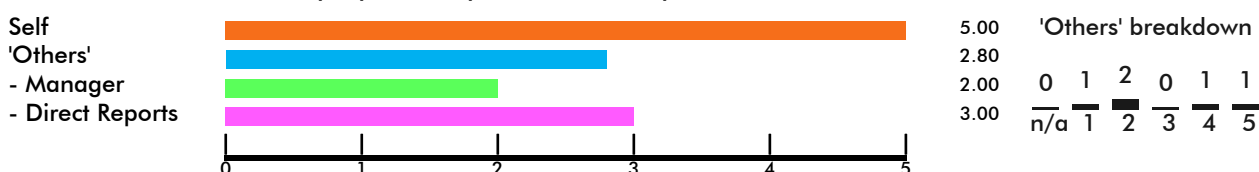
## Developing Capability

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

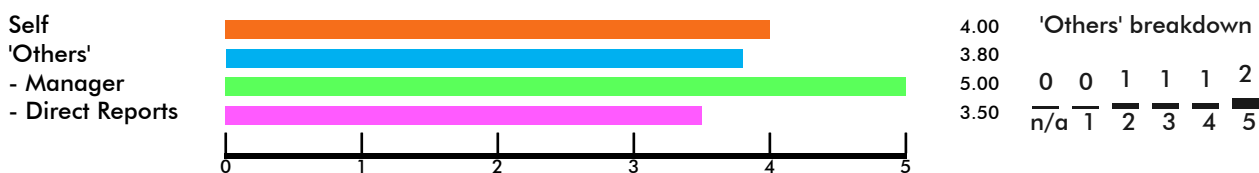
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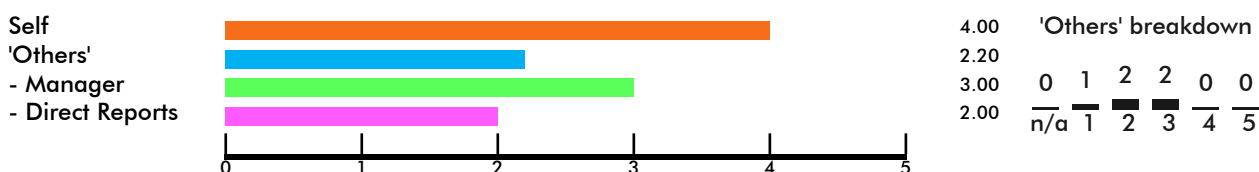
They hold regular, structured development discussions with their direct reports in which they provide constructive feedback for the purposes of personal development.



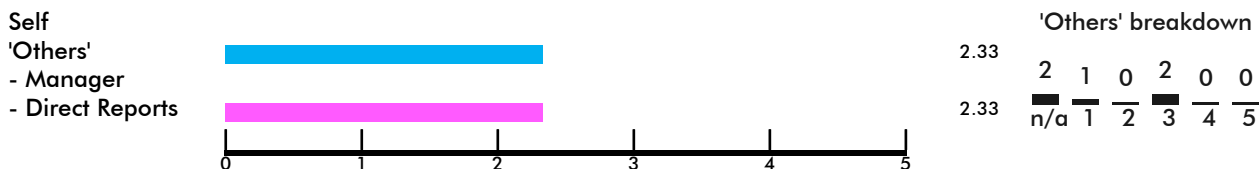
They recognise and support the development of others by providing access to skills training and personal development courses.



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



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.





# SCORES BY CLUSTER - INSPIRES

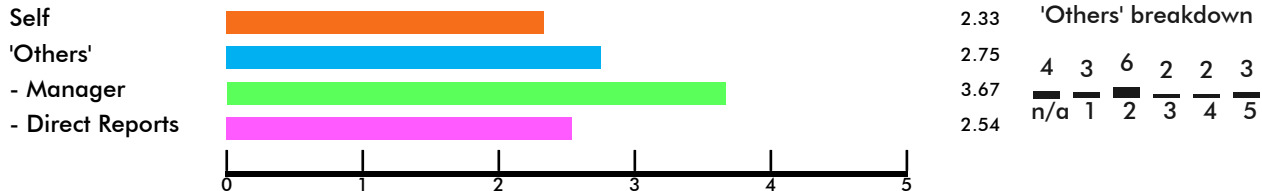
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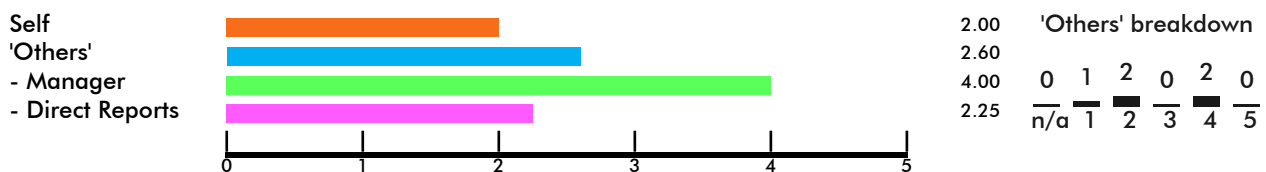
## Influence

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

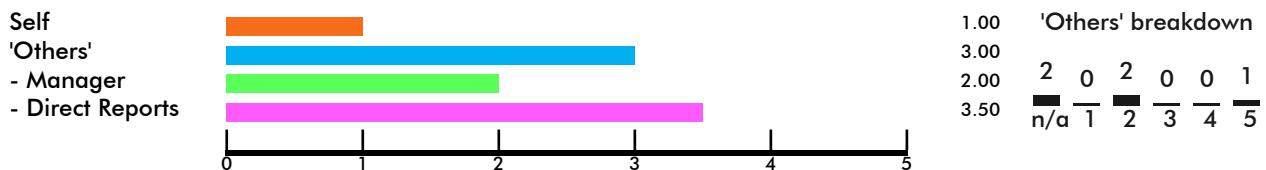
### Overall Summary



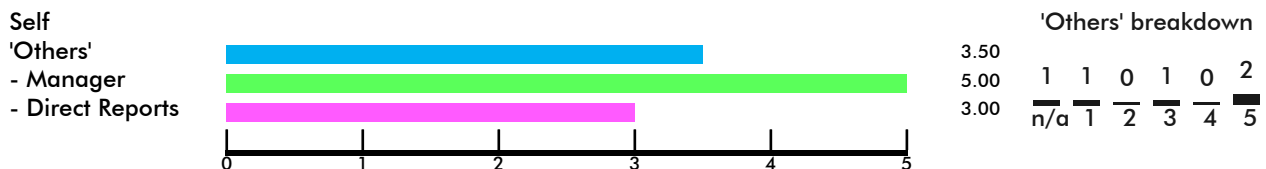
They have developed a wide network of contacts with whom they have reciprocal relationships.



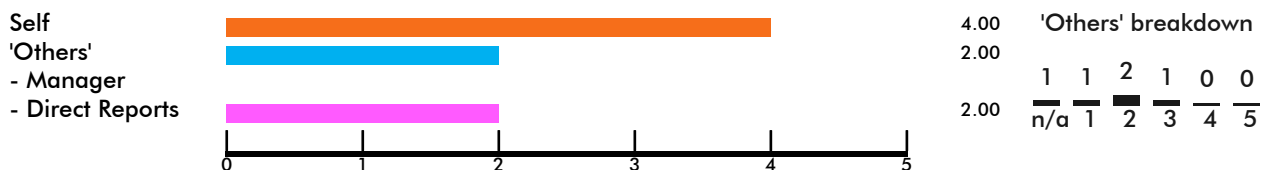
When selling their ideas, or persuading others, they identify and articulate how both parties can benefit from the proposal.



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



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



# SCORES BY CLUSTER - INSPIRES

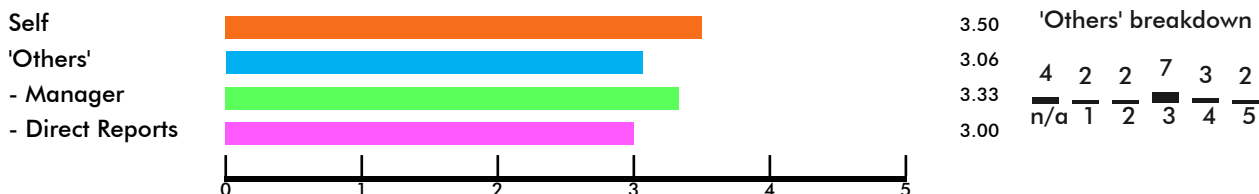
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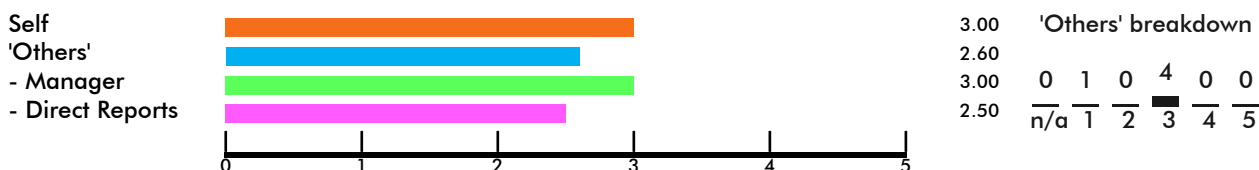
## Building Confidence

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

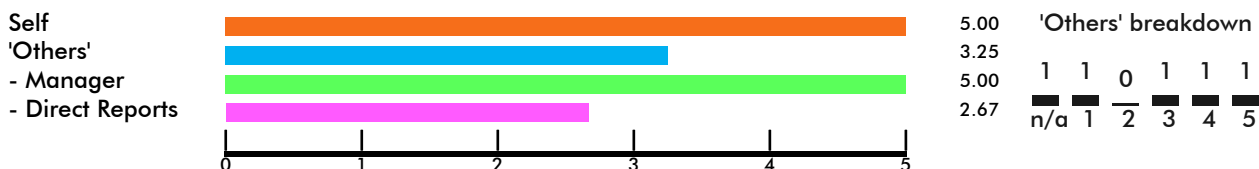
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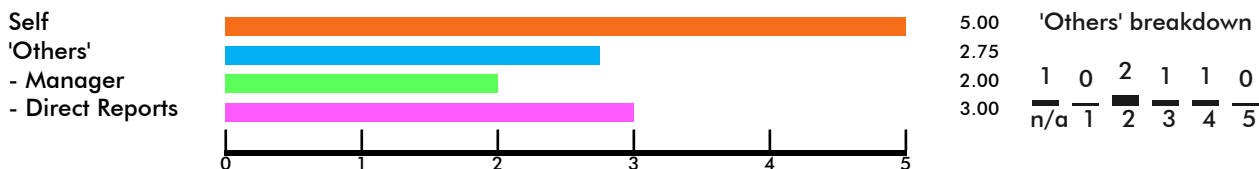
They appear self-assured by confidently making decisions even when their ideas are challenged.



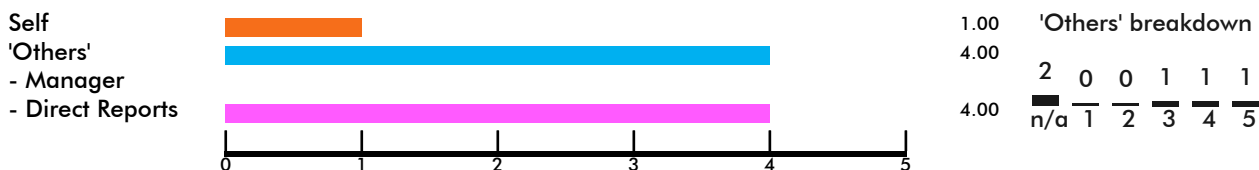
When launching a new product, service, or project their enthusiasm, optimism and belief in its future success is felt by others.



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



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

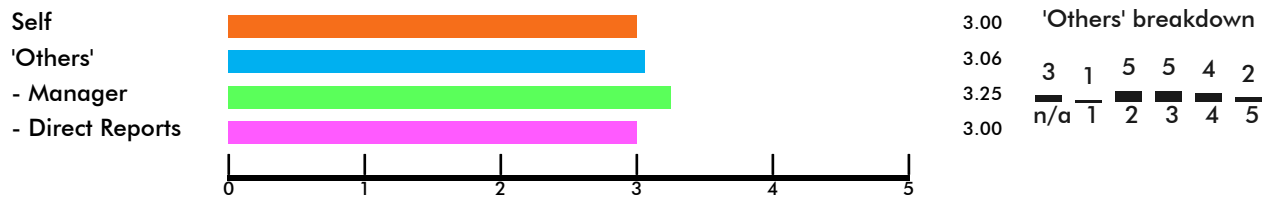


# SCORES BY CLUSTER - INSPIRES

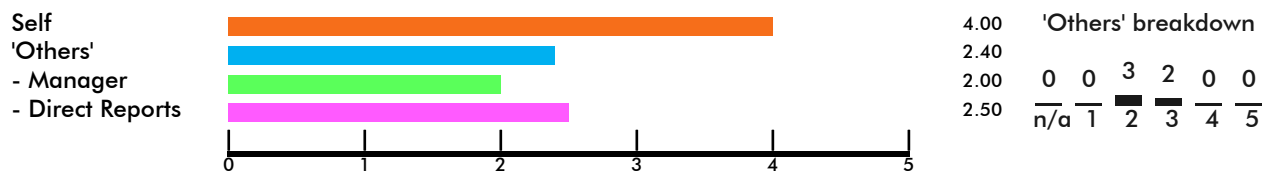
## Inspiring Communicator

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

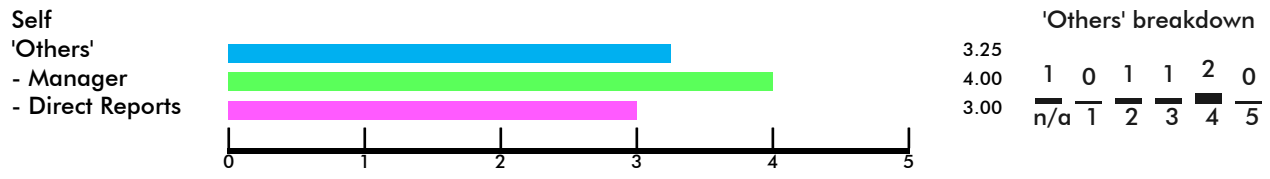
### Overall Summary



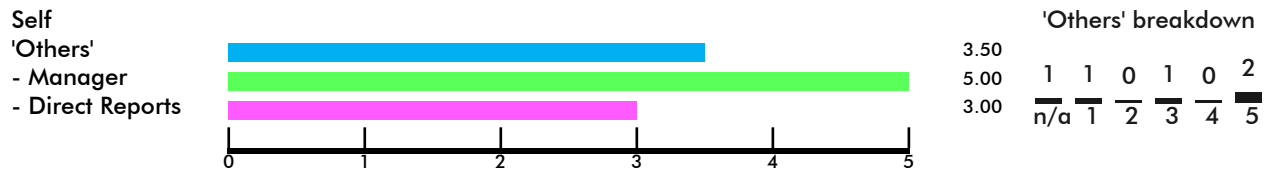
They use humour, analogies and visual aids appropriate for different audiences to create a compelling and vivid message.



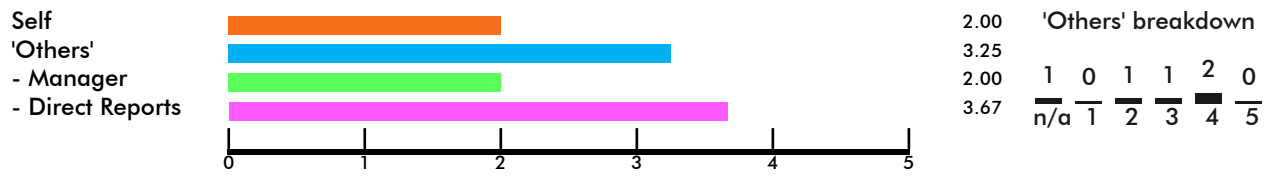
People are left in no doubt as to the key messages they are delivering.



Their communications are clear, concise and structured.



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



# SCORES BY CLUSTER - ACHIEVES

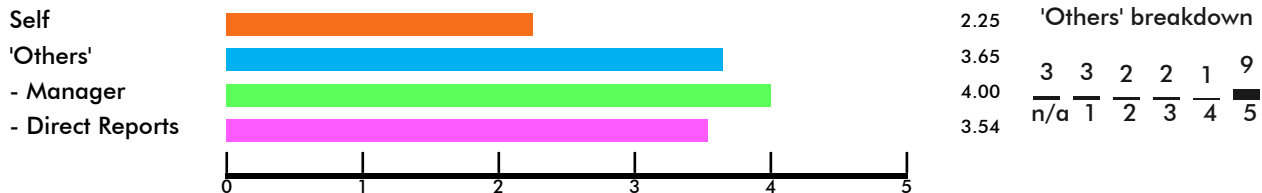
Anne Example

January 2023

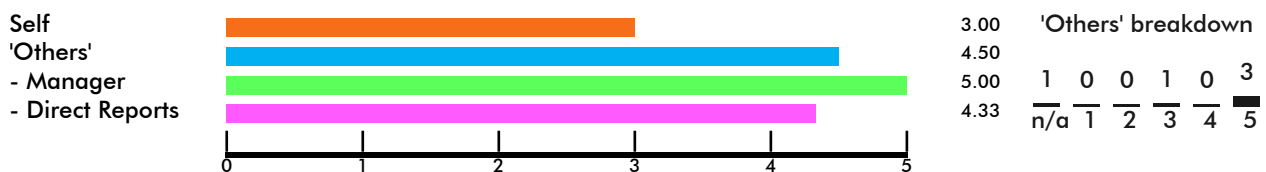
## Empowering Action

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

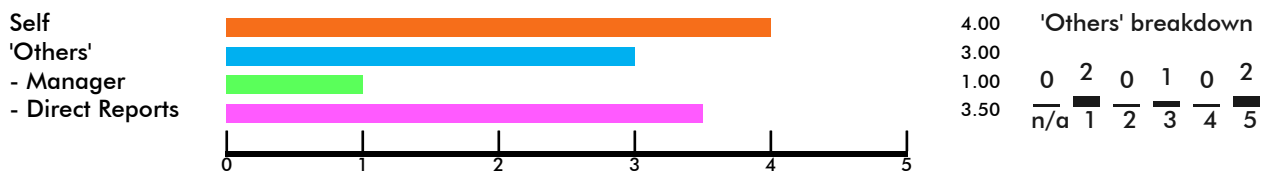
### Overall Summary



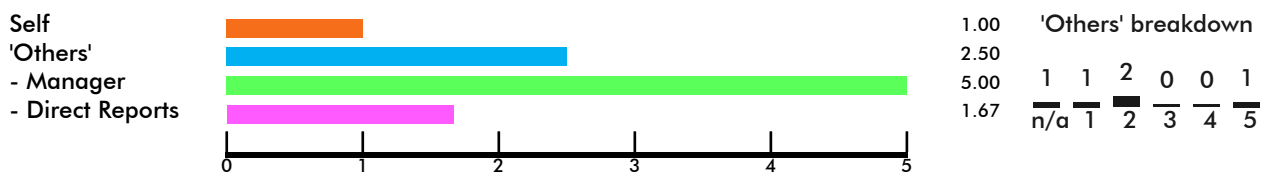
19. They take personal responsibility for ensuring things get done.



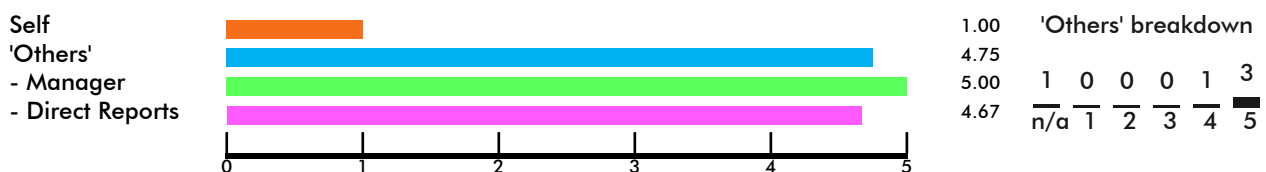
30. They develop plans detailing objectives, actions and responsibilities for the work they are involved with.



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



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



# SCORES BY CLUSTER - ACHIEVES

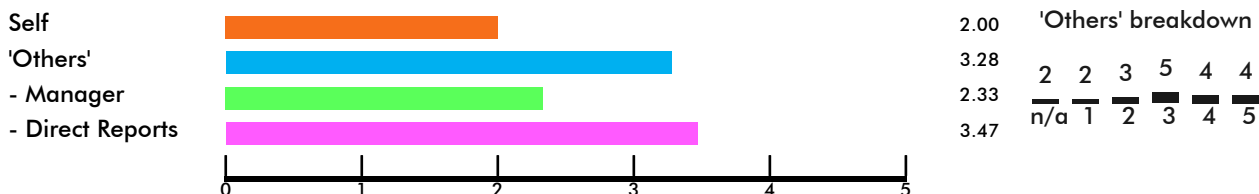
Anne Example

January 2023

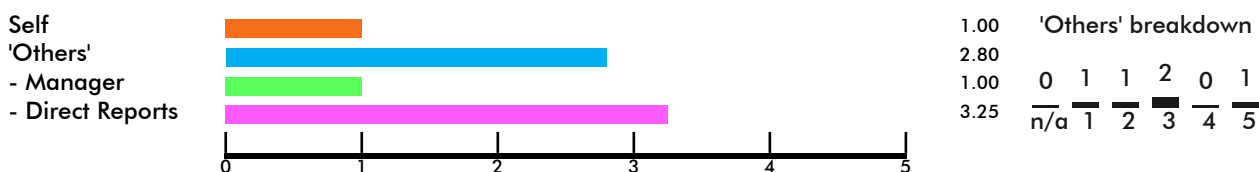
## Measures & Monitors Performance

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

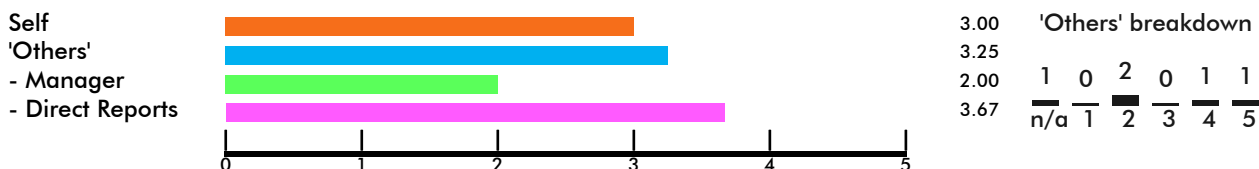
### Overall Summary



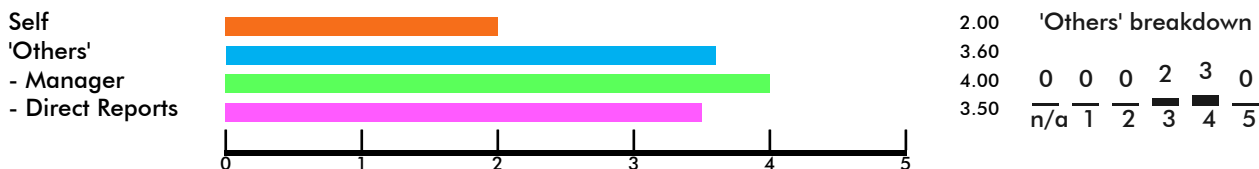
3. The objectives they set for the business are specifically designed to improve individual, team or business performance.



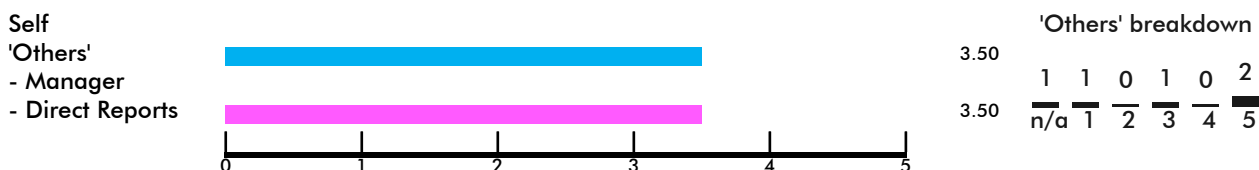
10. They review and modify stretching objectives aimed at adding value to our customers.



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



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



## Qualitative Section – Questions

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Anne Example

January 2023

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### Made by Self

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

*"Sample Comment"*

**What development do you believe will enable you to improve your leadership capability? Please provide examples of the impact you believe that this will have.**

*"Sample Comment"*

## Qualitative Section – Questions

Anne Example

January 2023

### Made by Manager

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

*"Sample comment"*

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

*"Sample Comment"*

## Qualitative Section – Questions

Anne Example

January 2023

### Made by Direct Reports

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

*"Sample comment"*

*"Sample comment"*

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

*"Sample comment"*

*"Sample comment"*



# Developing your behaviours

Anne Example

January 2023



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?

# Developing your behaviours

Anne Example

January 2023

## 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

# Developing your behaviours

Anne Example

January 2023

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?