



360 DEGREE FEEDBACK REPORT

INDIVIDUAL CONTRIBUTOR

SCHOOL/ACADEMY

Sample

sample@example.com

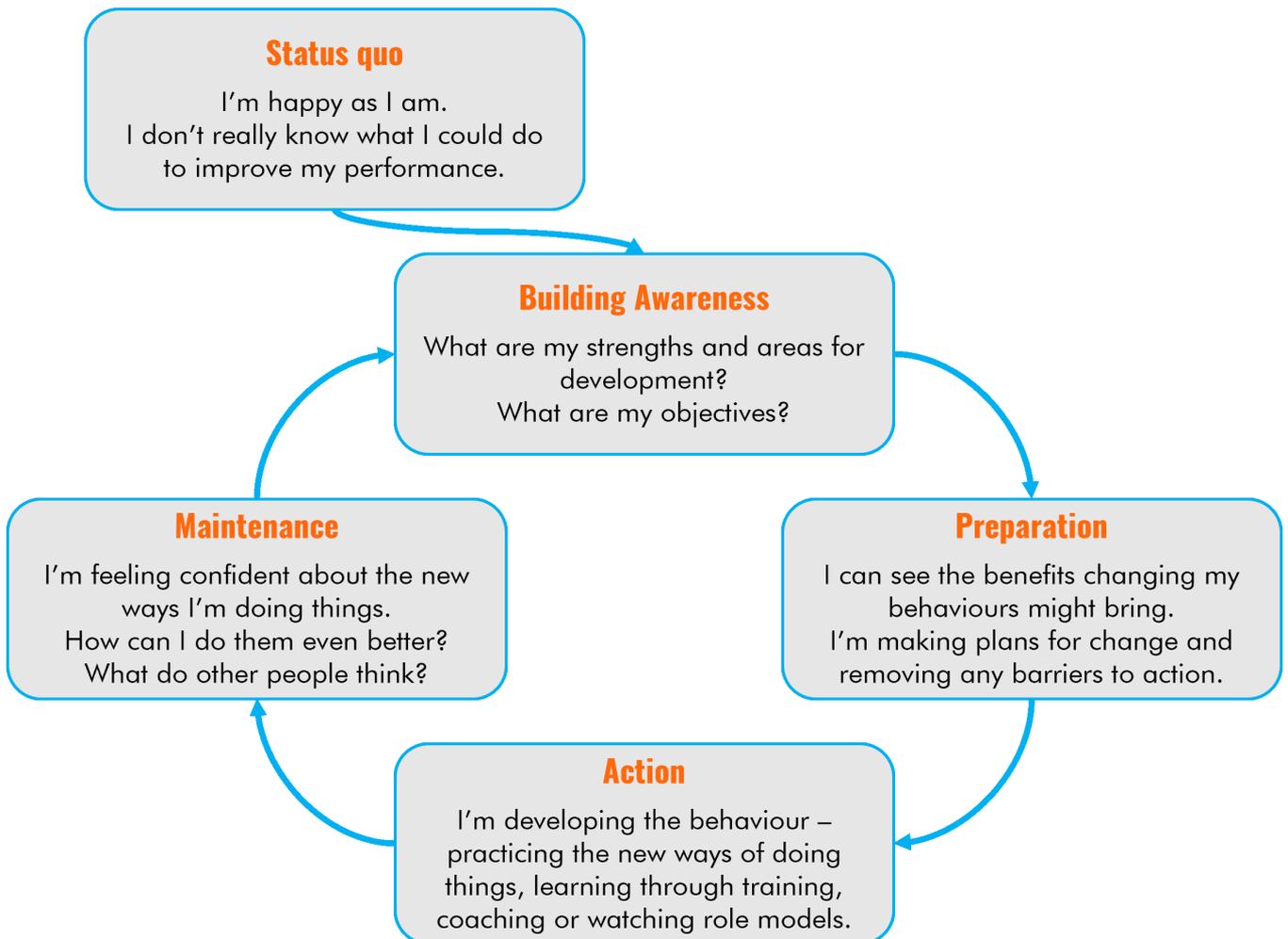
March 2023

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.

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	<p>Curious and Forward Looking Information gathering and sharing – Searches widely for new advances; asking questions to find out about a broad range of factors. Fosters a hunger and curiosity in others</p>	<p>Influences and Connects Persuading and influencing others –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.</p>	Inspires
	<p>Innovates Understanding insights and being creative - 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.</p>	<p>Builds Resilience Displaying self-confidence and building positivity - being decisive and firm in tackling issues; communicating sense of confidence and optimism; recognising achievements and celebrating success.</p>	
	<p>Agile Thinking Evaluating options or possibilities - 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.</p>	<p>Engaging Communicator Effective and engaging communication that stands out - 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.</p>	
Involves	<p>Builds Trust Interacting with openness and respect – actively listens to others and seeks to really understand people deeply, asking questions to uncover thoughts and feelings; demonstrating understanding and empathy.</p>	<p>Delivers and Empowers Planning, co-ordinating and delegating - Organised and methodical; defining roles and responsibilities; proactive and accountable; empowering others to act quickly; strips out unnecessary processes and barriers to action.</p>	Achieves
	<p>Collaborates and Includes Brings people together and is truly inclusive - sharing ideas links between own and others ideas; encouraging others to speak up and focus on objectives; fostering collaborative working.</p>	<p>Improves Performance Setting goals and monitoring performance to create valuable insights - defining how success can be measured; setting measures, identifying stretch; providing feedback on performance; improving performance by reviewing the end to end consumer experience</p>	
	<p>Grows Capability Developing self and others – 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.</p>		

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
Yourself	1	Sample
Senior Management Team	3	Senior Management Team 1, Senior Management Team 2, Senior Management Team 3
Staff	3	Staff 1, Staff 2, Staff 3
Governors	3	Governors 1, Governors 2, Governors 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 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 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.

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.

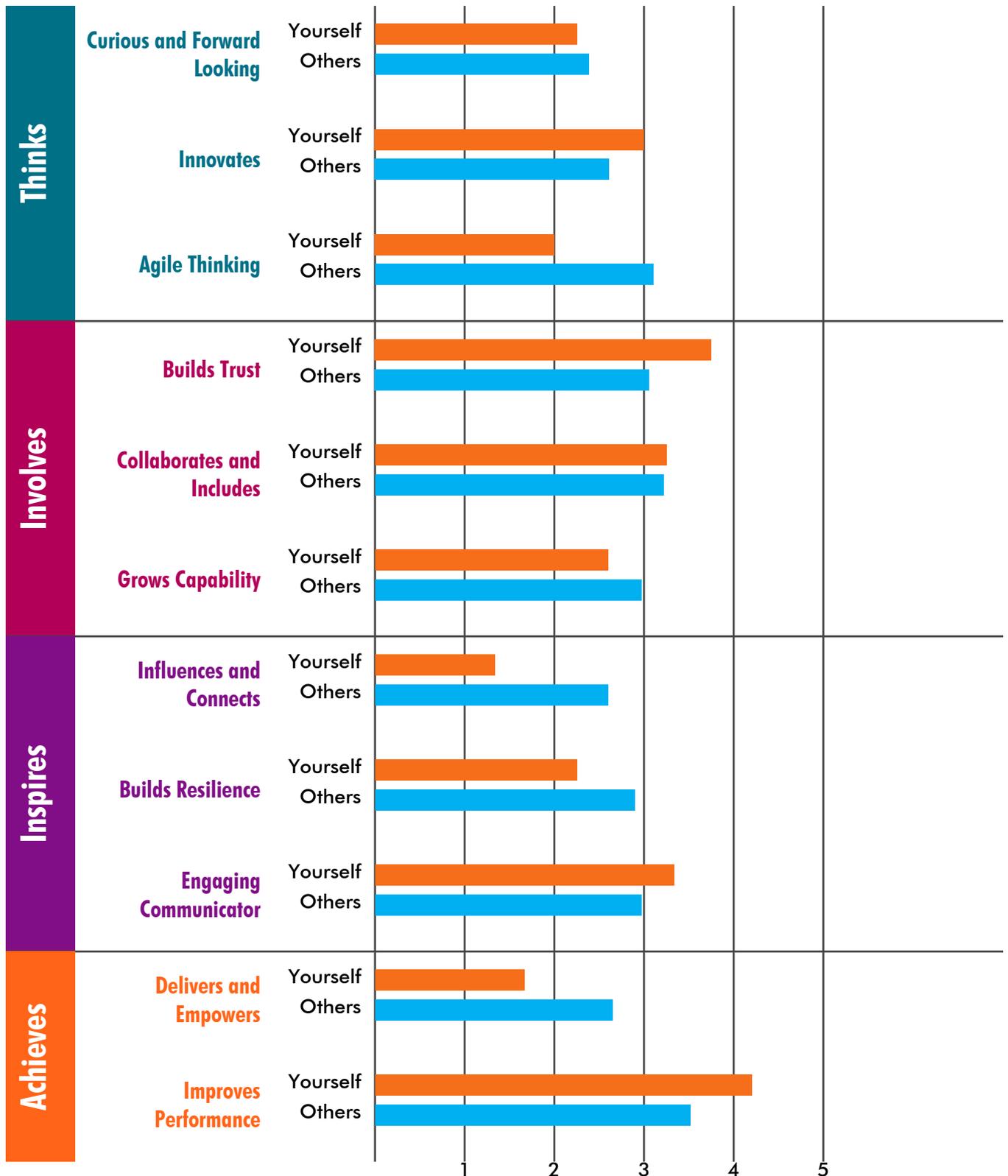
- Are there links between what you have discovered through exploring your highest and lowest scoring behaviours and the comments that have been written?
- Are there things people have said you should do less of that would reduce the negative impact of the behaviours identified as areas for development?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

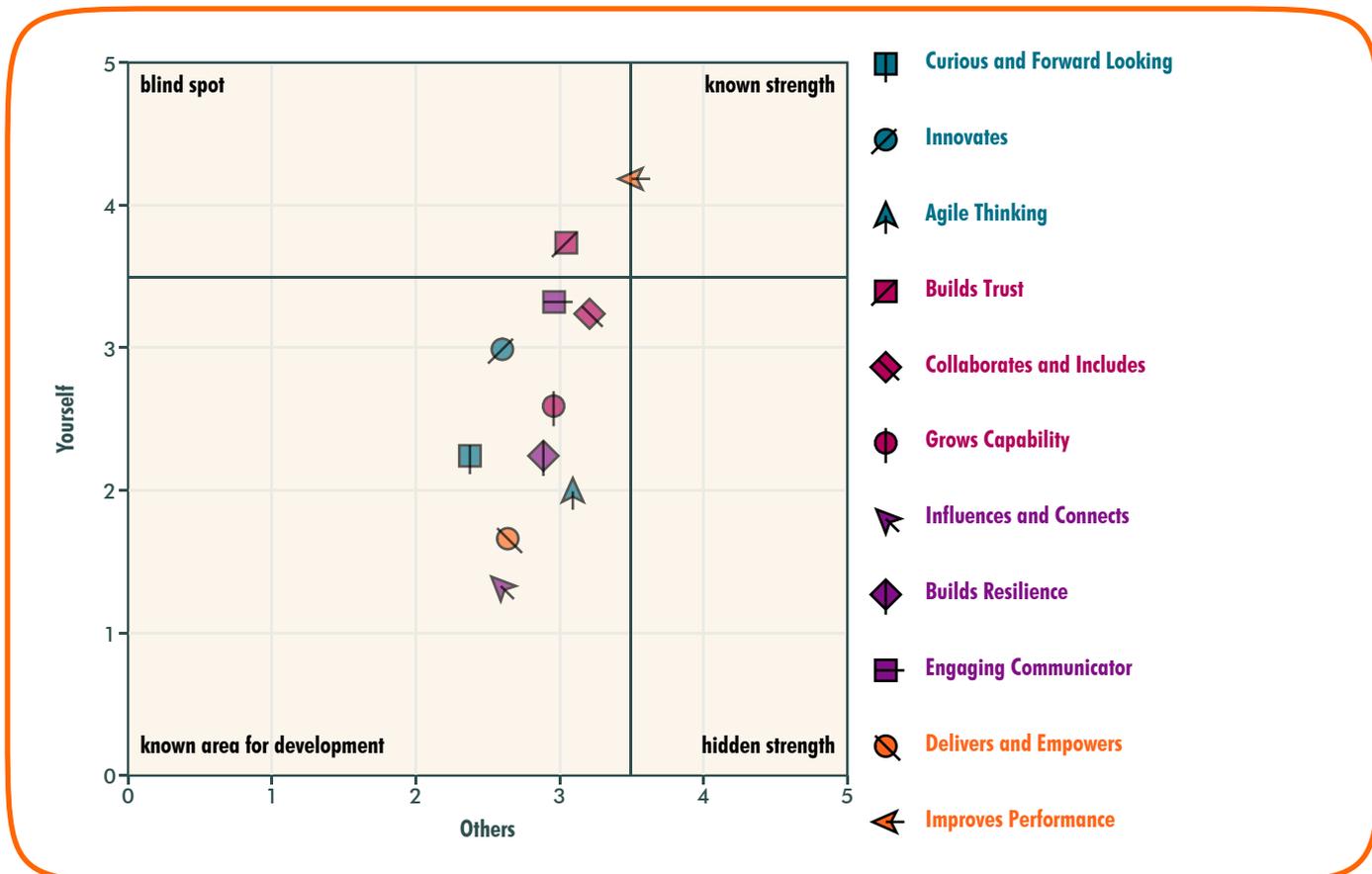


Strengths and areas for development

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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
4.25	Improves Performance	36	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)
3.88	Improves Performance	31	They are committed to creating the most effective learning environment for our pupils/students
3.88	Collaborates and Includes	33	They actively participate in group discussions with the appropriate amount of contribution
3.86	Improves Performance	16	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)
3.83	Influences and Connects	53	They encourage others to look for opportunities that will benefit others as well as themselves
3.67	Agile Thinking	40	I encourage others to consider the impact their decisions will have on our ability to achieve our school, academy, team or department goals and objectives
3.56	Agile Thinking	9	When faced with a potential barrier they respond flexibly; open to considering alternative ways forward
3.50	Engaging Communicator	2	When articulating complex information they use language appropriate to the audience
3.50	Builds Trust	6	They respond in a non-judgemental way when listening to thoughts and views that differ to their own
3.50	Builds Trust	10	They seek to fully understand another's viewpoint by using paraphrasing and summary clarification

10 Lowest scoring statements

Score	Managerial Competency	Qu No.	Statement
1.33	Influences and Connects	7	They clearly describe the benefits and advantages of their proposed solutions when seeking support
1.83	Influences and Connects	42	When selling their ideas, or persuading others, they identify and articulate how both parties can benefit from the proposal
1.88	Innovates	8	When faced with an issue they seek to understand the underlying cause, not just the symptoms
2.00	Innovates	39	When faced with an issue they seek to understand the underlying cause, not just the symptoms
2.00	Curious and Forward Looking	34	They encourage others to be inquisitive and curious
2.00	Improves Performance	17	They provide regular feedback on progress towards target to their key stakeholders
2.12	Curious and Forward Looking	47	They bring information to the table that demonstrates that they are well-informed with regards to the specific task or situation at hand
2.14	Builds Trust	23	They use open questions in order to find out other people's points of view, thoughts and feelings
2.17	Delivers and Empowers	13	They take personal responsibility for ensuring that they fulfill any commitments they make
2.25	Influences and Connects	28	They build reciprocal relationships with others so that we can all achieve our objectives

SCORES BY CLUSTER - THINKS

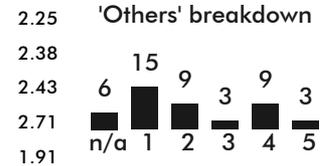
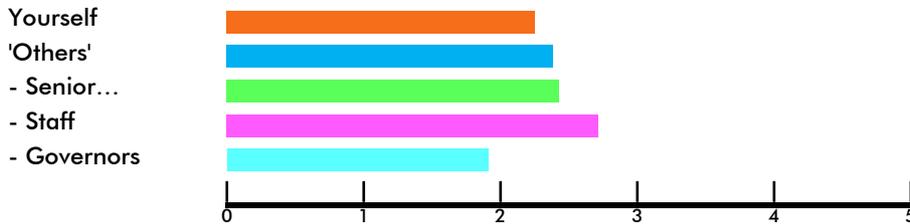
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Curious and Forward Looking

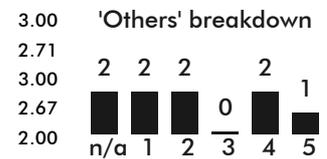
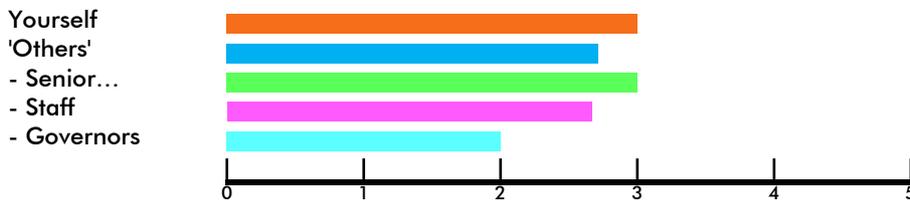
Information gathering and sharing – Searches widely for new advances; asking questions to find out about a broad range of factors. Fosters a hunger and curiosity in others.

Overall Summary

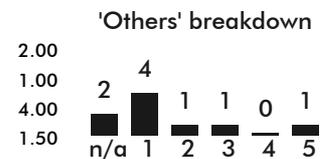
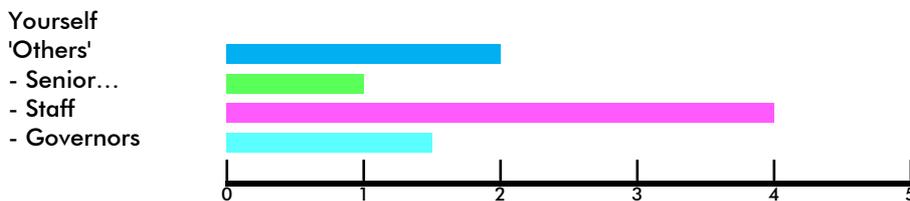


How well does the subject understand the challenges that they would face?

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

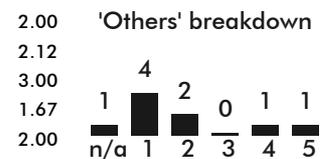
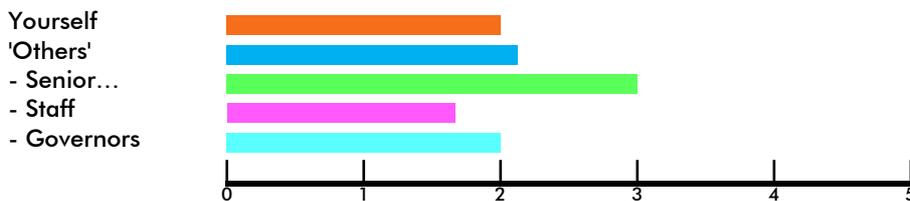


34. They encourage others to be inquisitive and curious

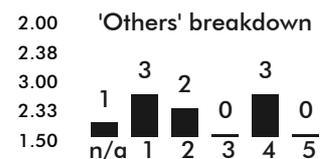
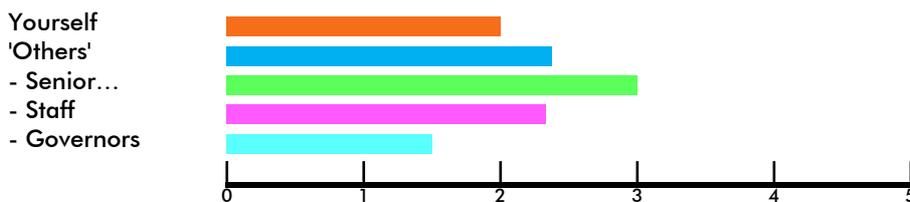


What is the extent of the subjects key relationships with the Board/Non-Executive Directors (NEDs)?

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



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

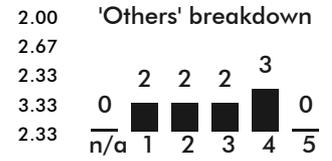
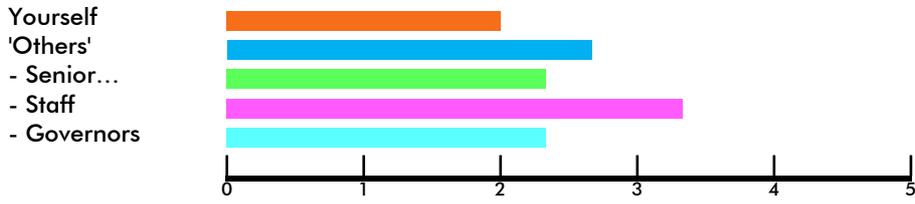


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55. They ask penetrating questions to find out information from others



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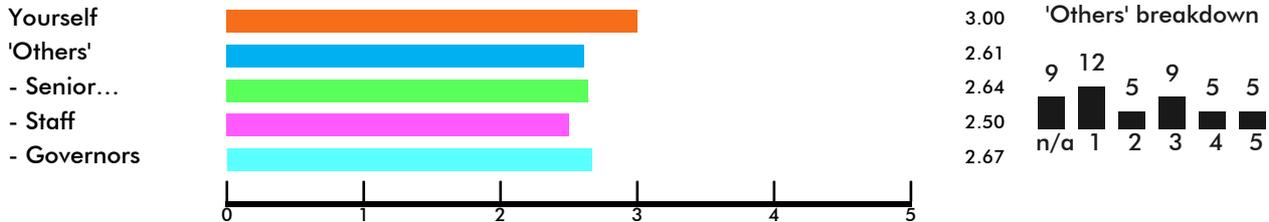
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Innovates

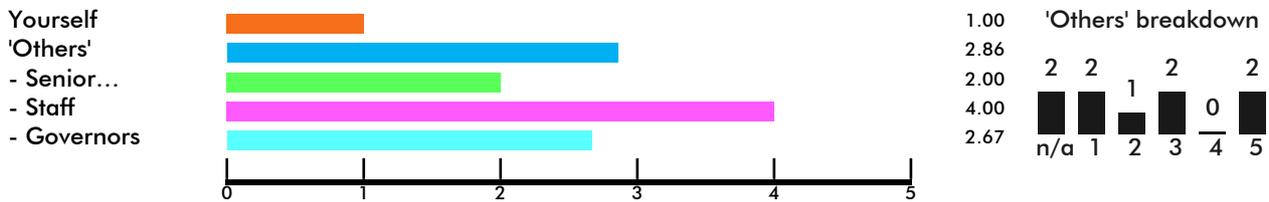
Understanding insights and being creative - Linking information; identifying patterns and trends to look beyond symptoms to understand root cause. Having ideas; creating concepts and models. Fosters a growth mindset so that others feel safe to innovate.

Overall Summary



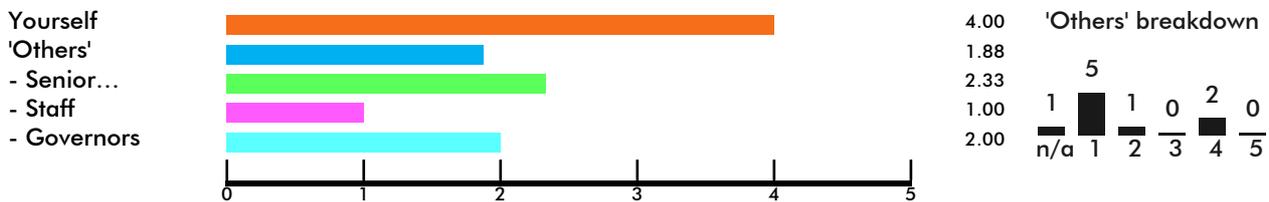
To what extent does the subject know the level of confidence and support the Board has in them to be the next CEO/Executive?

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

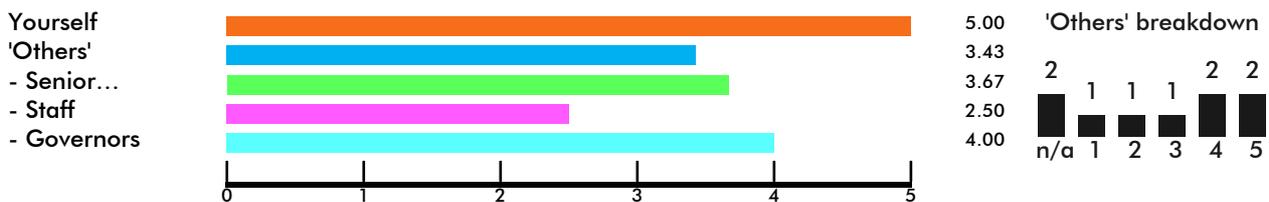


To what extent does the subject know what is needed to be ready for the CEO/Executive role?

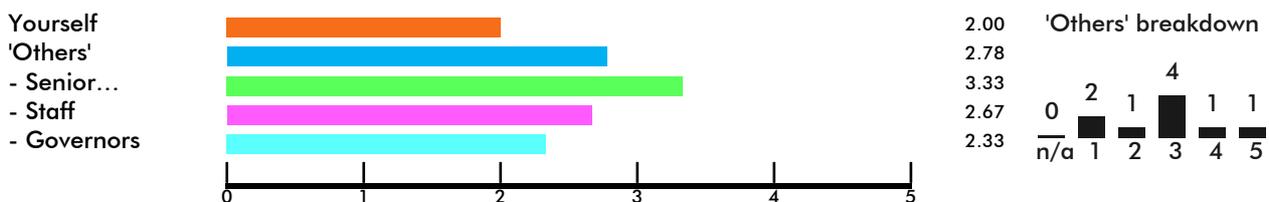
8. When faced with an issue they seek to understand the underlying cause, not just the symptoms



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



26. They encourage others to seek out the root cause of a problem rather than focusing on symptoms



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

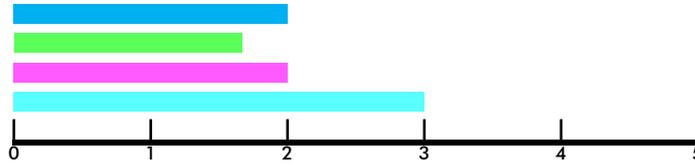
Yourself

'Others'

- Senior...

- Staff

- Governors



'Others' breakdown



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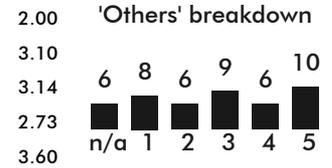
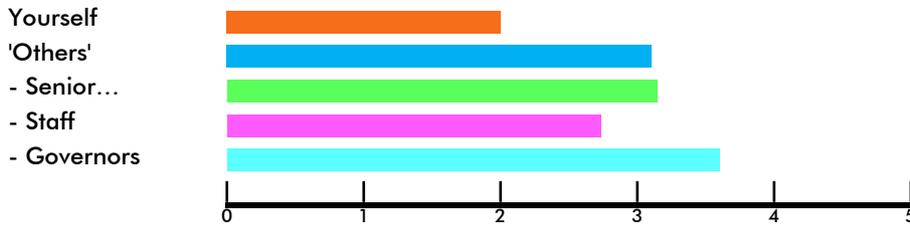
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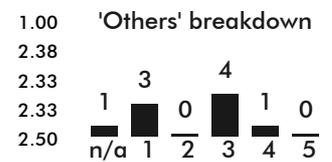
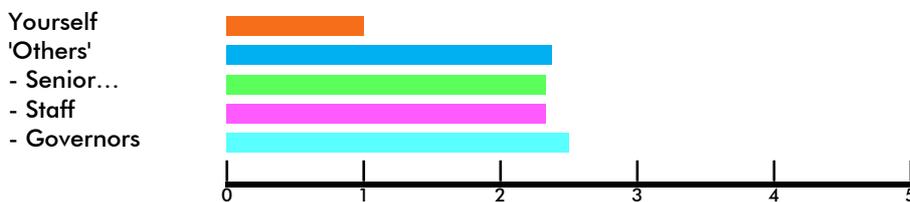
Agile Thinking

Evaluating options or possibilities - 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.

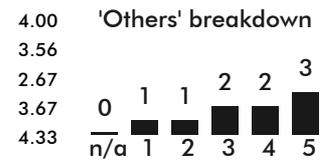
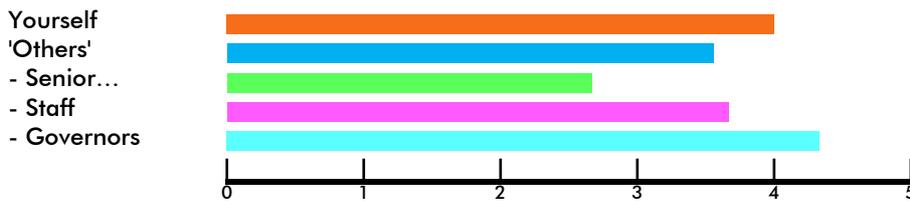
Overall Summary



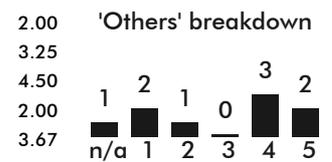
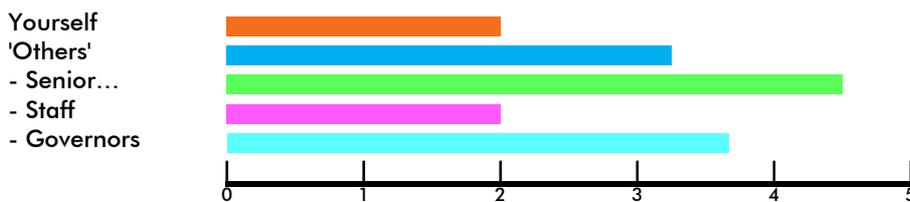
4. When considering how to solve an issue they explore the alternatives



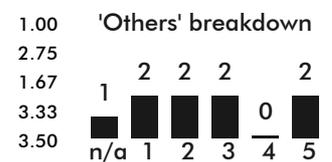
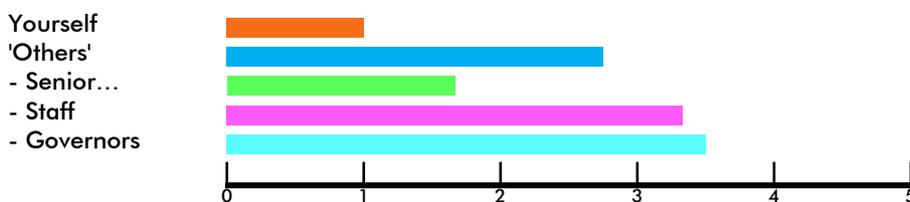
9. When faced with a potential barrier they respond flexibly; open to considering alternative ways forward



11. 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



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



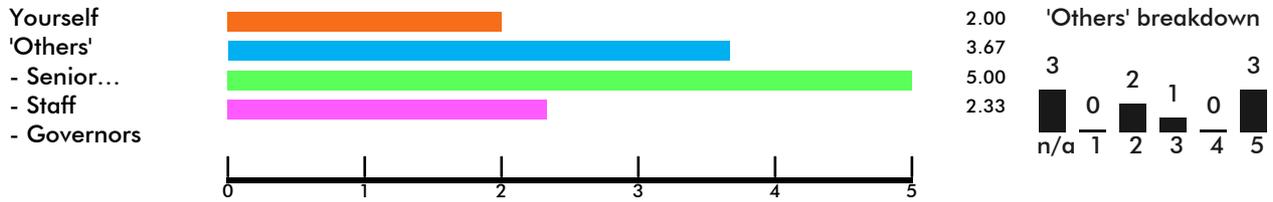
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How much is the subject learning from the current CEO?

40. I encourage others to consider the impact their decisions will have on our ability to achieve our school, academy, team or department goals and objectives



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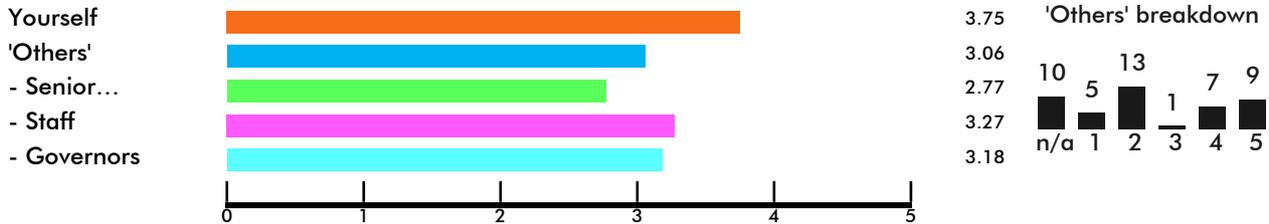
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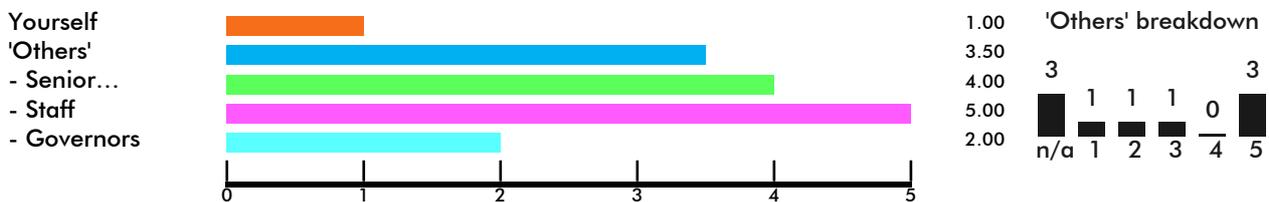
Builds Trust

Interacting with openness and respect – actively listens to others and seeks to really understand people deeply, asking questions to uncover thoughts and feelings; demonstrating understanding and empathy.

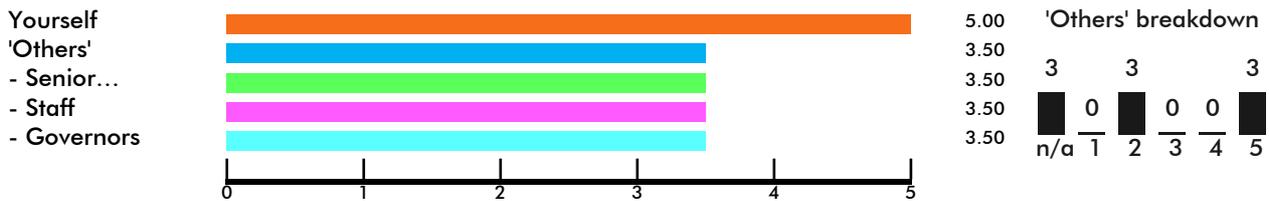
Overall Summary



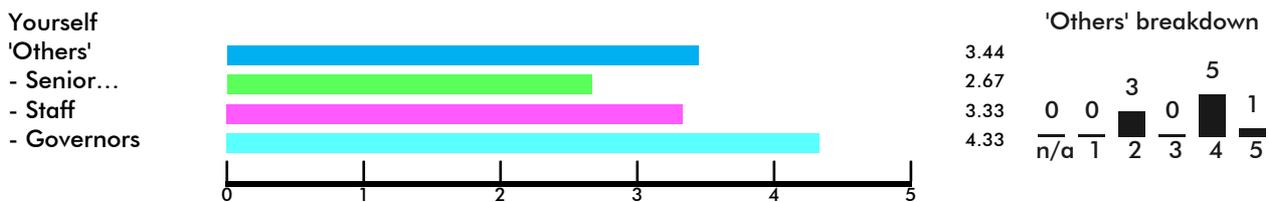
6. They respond in a non-judgemental way when listening to thoughts and views that differ to their own



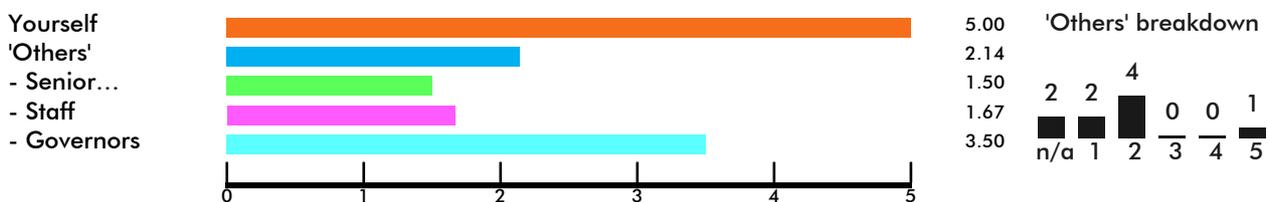
10. They seek to fully understand another's viewpoint by using paraphrasing and summary clarification



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



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



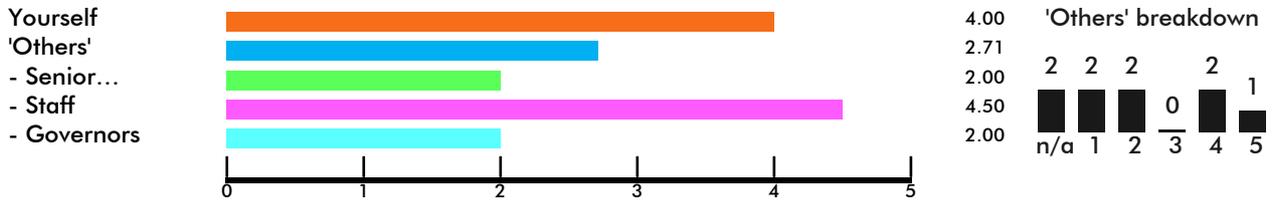
SCORES BY CLUSTER - INVOLVES

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How would you judge the subjects relationship with your peer group and in particular the CFO, HRD?

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



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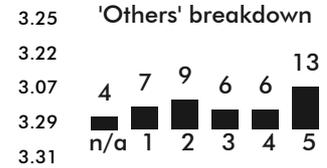
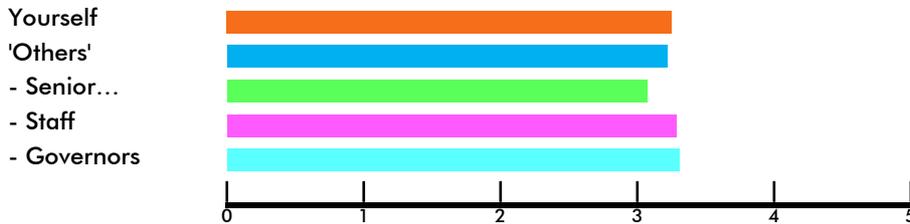
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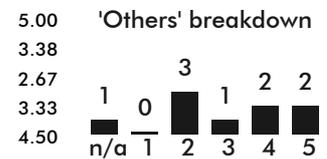
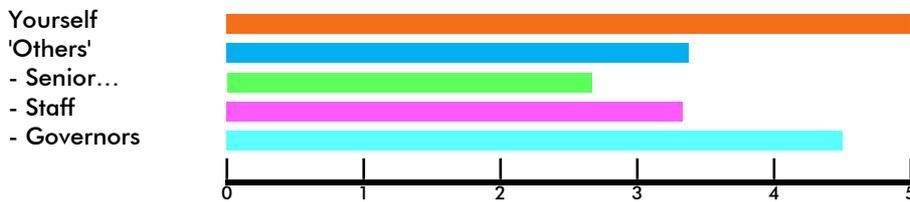
Collaborates and Includes

Brings people together and is truly inclusive - sharing ideas links between own and others ideas; encouraging others to speak up and focus on objectives; fostering collaborative working.

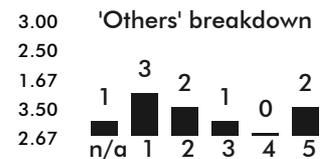
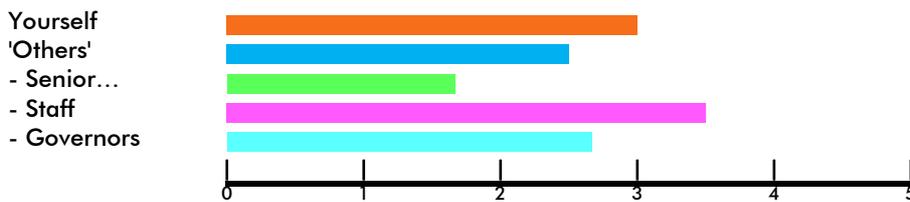
Overall Summary



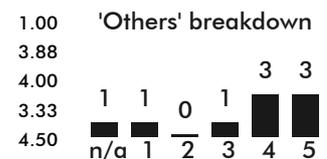
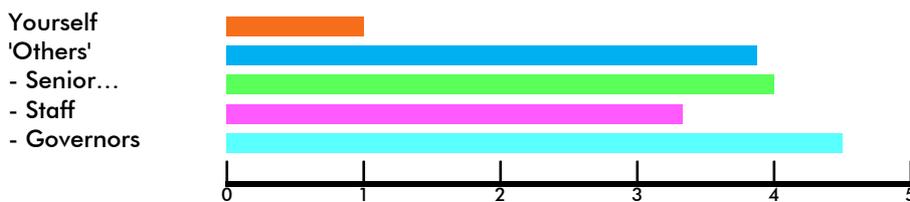
24. In group situations they encourage the evaluation of everyone's ideas so that the final solution is a powerful combination of the individual ideas put forward



30. They seek out opportunities to collaborate and connect with others

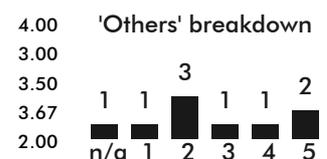


33. They actively participate in group discussions with the appropriate amount of contribution



What feedback has the subject had from the CEO/Executives regarding their strengths/weaknesses in preparation for succession to CEO/Executive?

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



SCORES BY CLUSTER - INVOLVES

Sample

March 2023

What are the unique factors about the CEO/Executive role that the subject needs to work on?

52. They take the lead in group discussions, when their expertise makes this appropriate

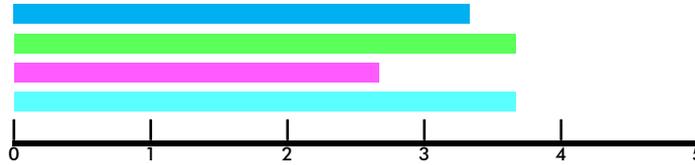
Yourself

'Others'

- Senior...

- Staff

- Governors



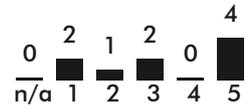
'Others' breakdown

3.33

3.67

2.67

3.67



SCORES BY CLUSTER - INVOLVES

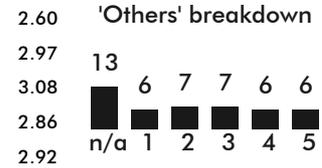
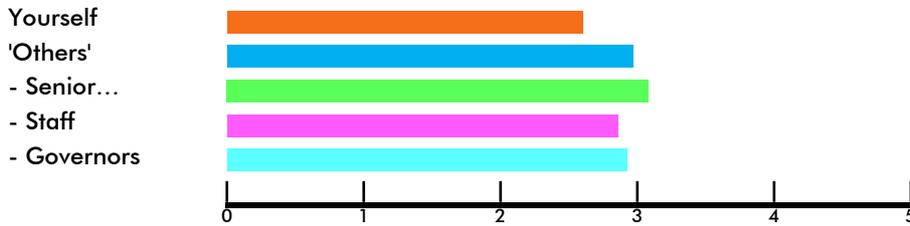
Sample

March 2023

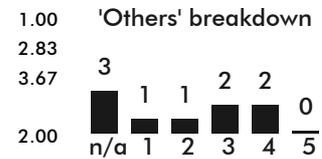
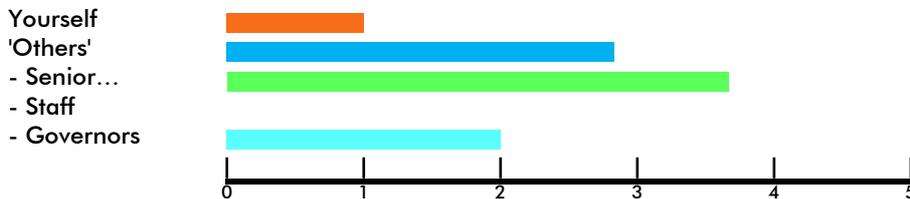
Grows Capability

Developing self and others – 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.

Overall Summary

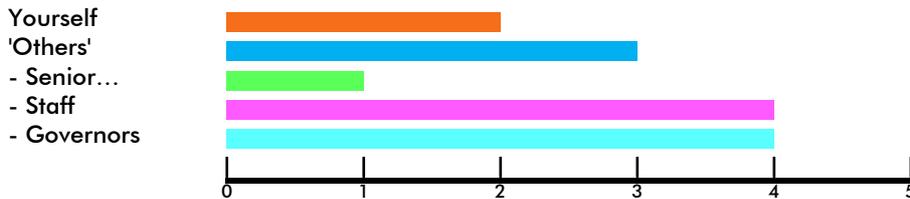


19. They actively support the development of others, sharing their expertise and knowledge generously

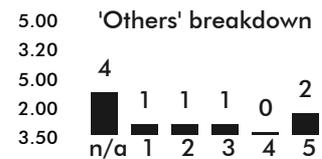
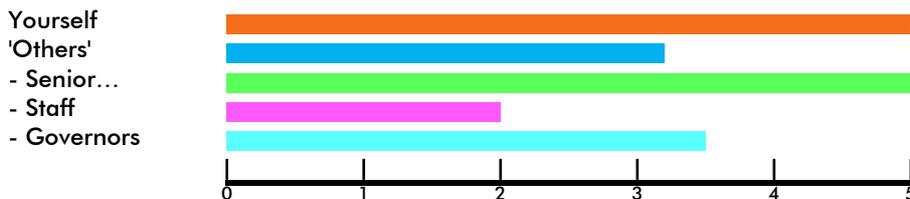


How effective is the subject at enabling others to deliver results and build strong performance throughout the organisation?

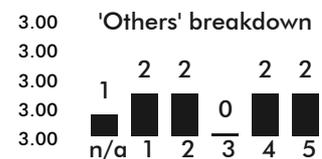
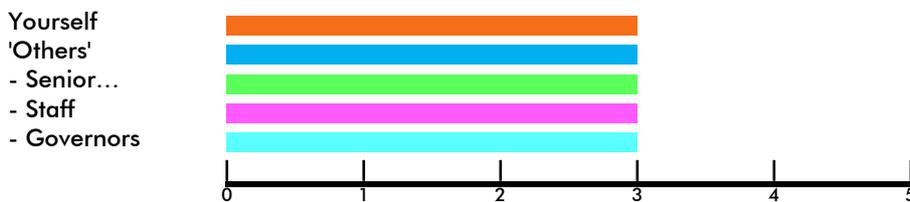
32. They seek out opportunities that will stretch and challenge them



41. When appropriate, they provide others with constructive feedback in order that they can be more effective in their role



45. They are aware of their personal strengths and areas for development and have shared this with others



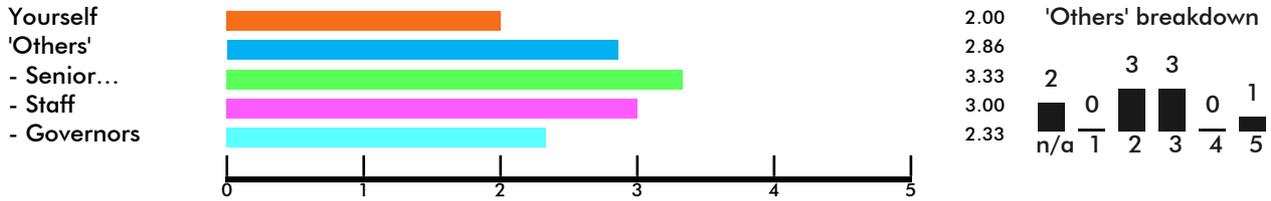
SCORES BY CLUSTER - INVOLVES

Sample

March 2023

What is the extent of the time and personal attention the subject gives to managing their best talent?

49. I role model behaviours that demonstrate the value of having developing good learning behaviours



SCORES BY CLUSTER - INSPIRES

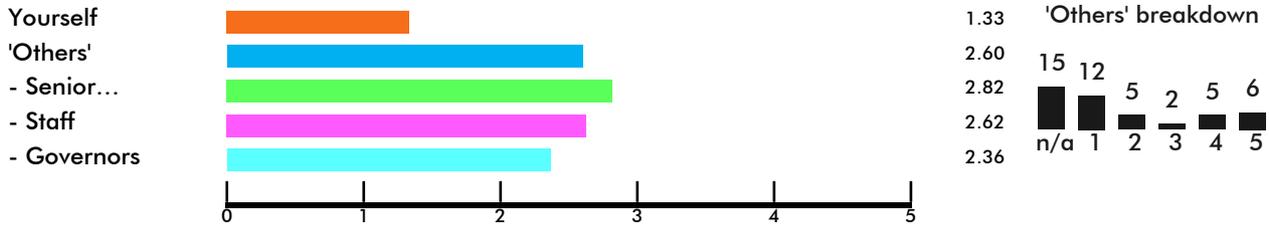
Sample

March 2023

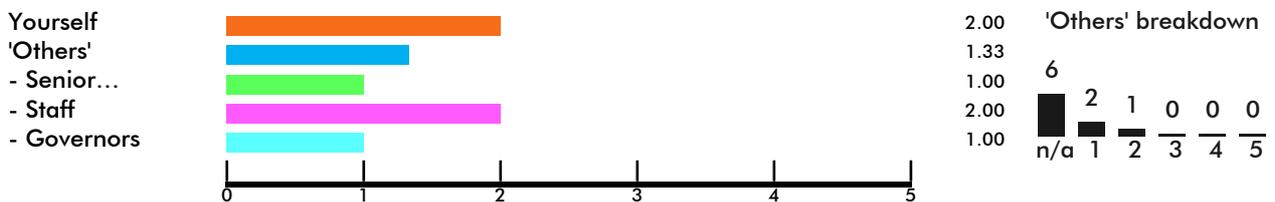
Influences and Connects

Persuading and influencing others –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.

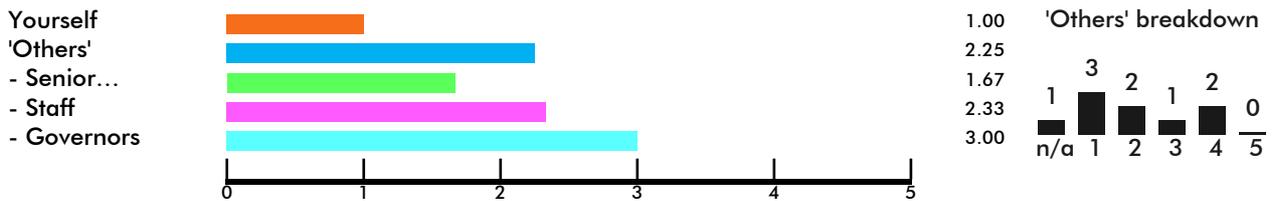
Overall Summary



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

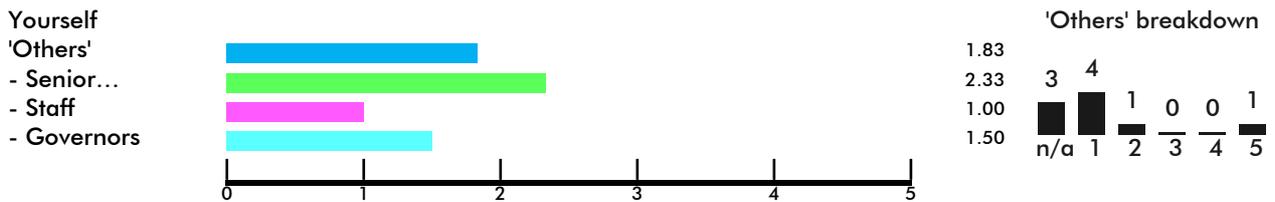


28. They build reciprocal relationships with others so that we can all achieve our objectives

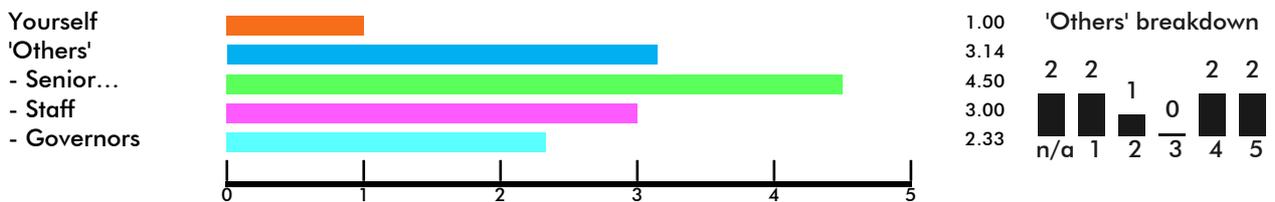


How well does the subject motivate, inspire and get the best out of strong leaders in their team?

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



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



SCORES BY CLUSTER - INSPIRES

Sample

March 2023

53. They encourage others to look for opportunities that will benefit others as well as themselves

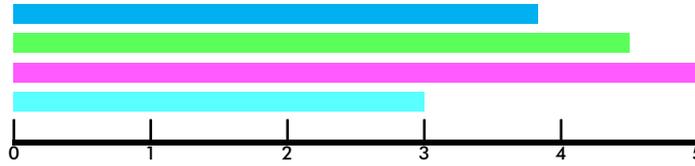
Yourself

'Others'

- Senior...

- Staff

- Governors



'Others' breakdown



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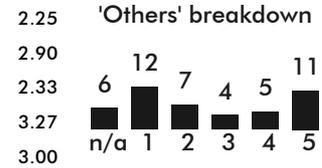
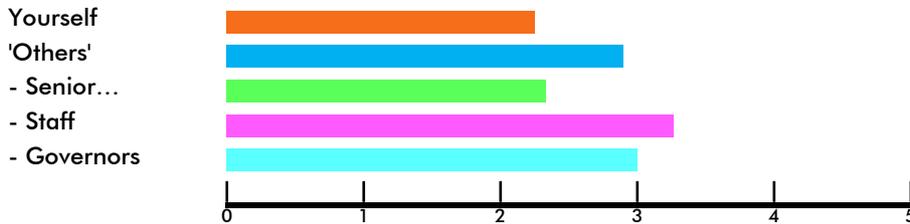
Sample

March 2023

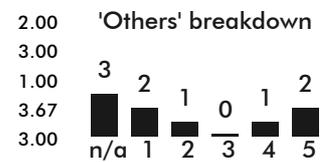
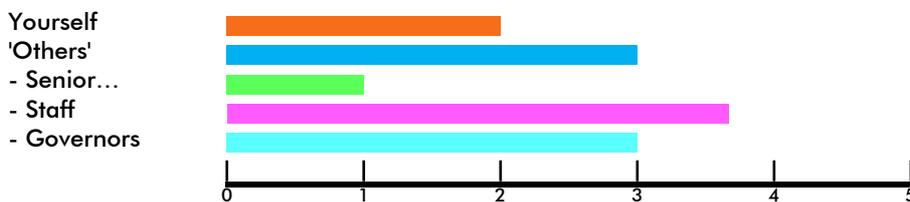
Builds Resilience

Displaying self-confidence and building positivity - being decisive and firm in tackling issues; communicating sense of confidence and optimism; recognising achievements and celebrating success.

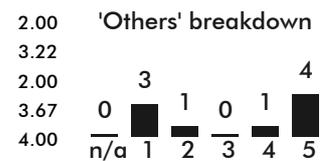
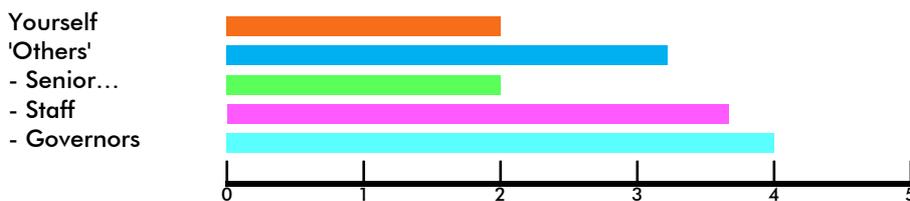
Overall Summary



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

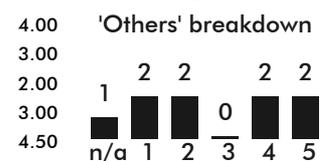
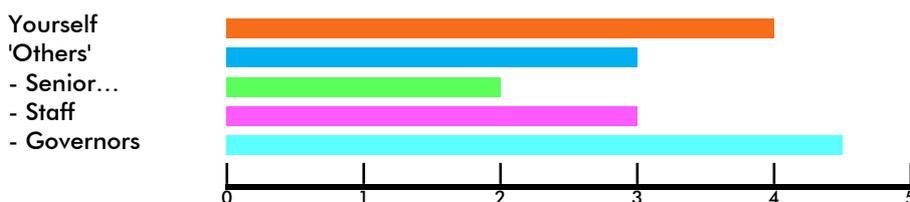


12. They openly confront behaviour that has the potential to impact others or our reputation negatively

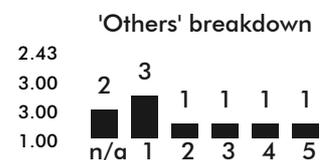
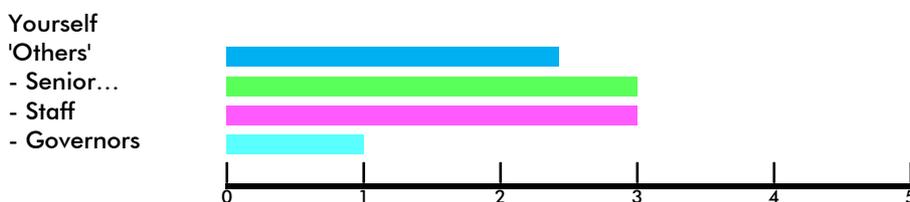


How effectively does the subject empower and engage other highly successful individuals?

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



21. They acknowledge and celebrate good learning behaviours



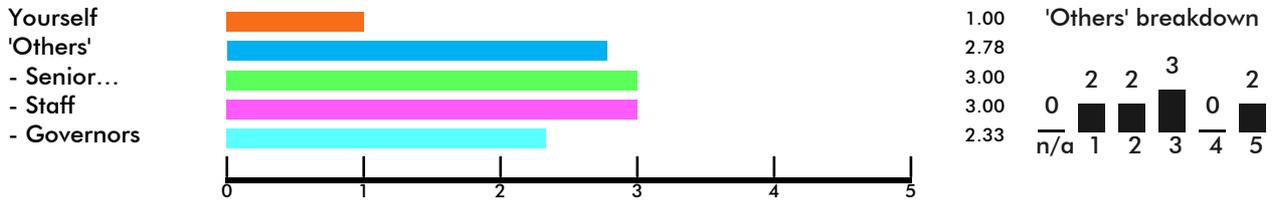
SCORES BY CLUSTER - INSPIRES

Sample

March 2023

How effective is the subject at having a broader impact and influence across the organisation?

51. When articulating their ideas or views their enthusiasm and optimism inspires others to believe in their likely success



SCORES BY CLUSTER - INSPIRES

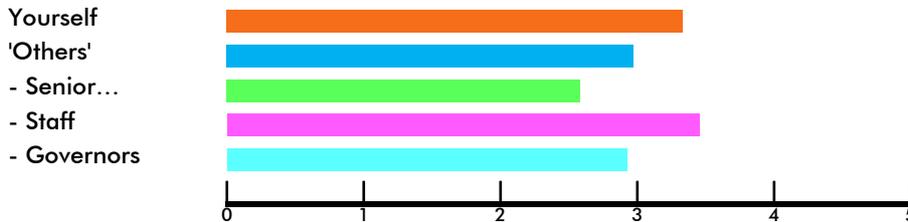
Sample

March 2023

Engaging Communicator

Effective and engaging communication that stands out - 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.

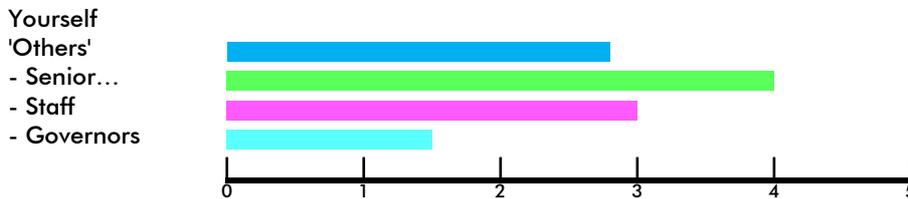
Overall Summary



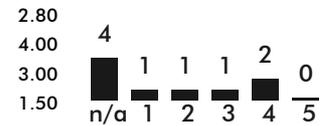
3.33 'Others' breakdown



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

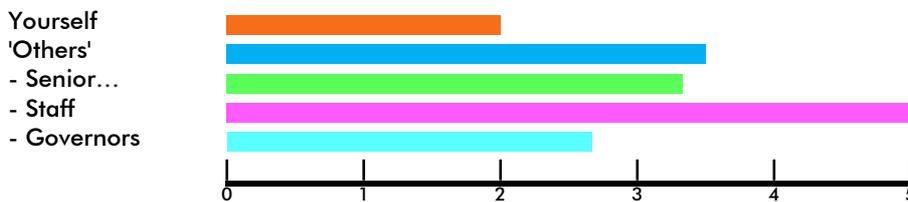


'Others' breakdown

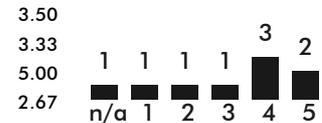


How effective is the subject at framing and redefining the strategic direction of the business?

2. When articulating complex information they use language appropriate to the audience

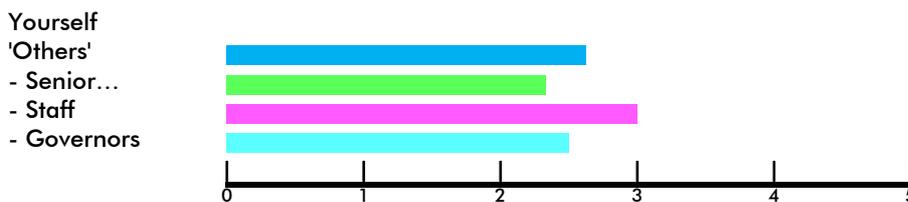


2.00 'Others' breakdown



How effectively does the subject communicate their values and those of the organisation?

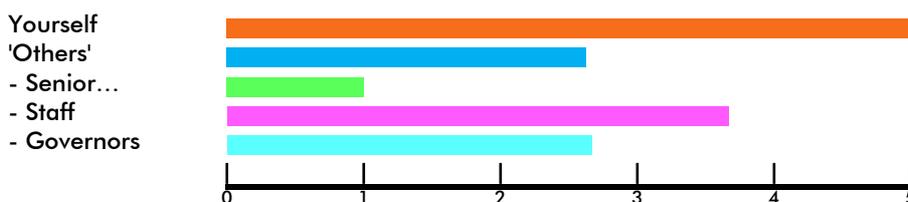
37. They demonstrate an understanding of our team/department vision



'Others' breakdown



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



5.00 'Others' breakdown



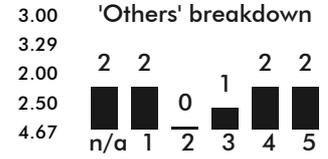
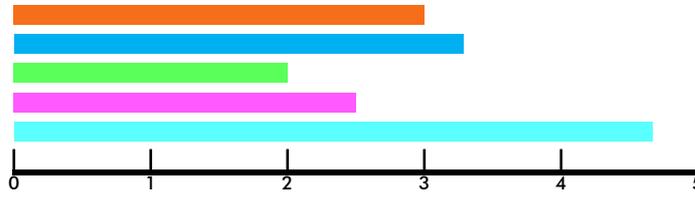
SCORES BY CLUSTER - INSPIRES

Sample

March 2023

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

- Yourself
- 'Others'
- Senior...
- Staff
- Governors



SCORES BY CLUSTER - ACHIEVES

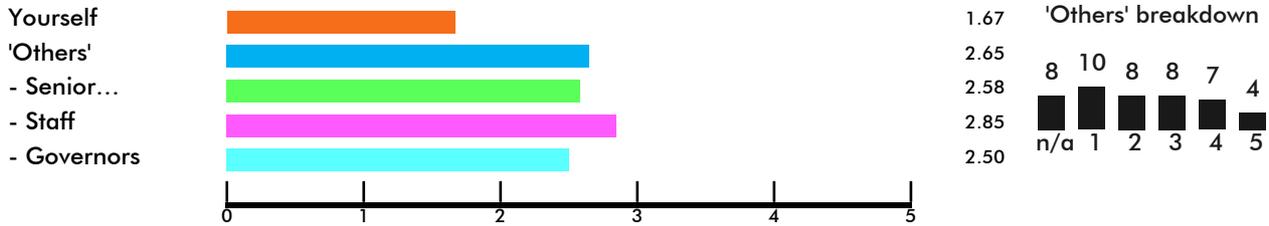
Sample

March 2023

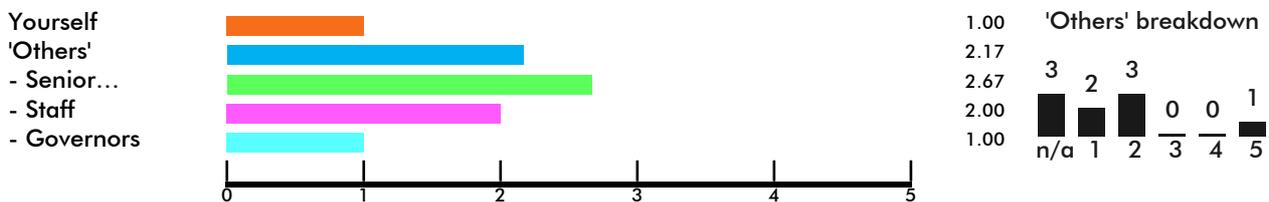
Delivers and Empowers

Planning, co-ordinating and delegating - Organised and methodical; defining roles and responsibilities; proactive and accountable; empowering others to act quickly; strips out unnecessary processes and barriers to action.

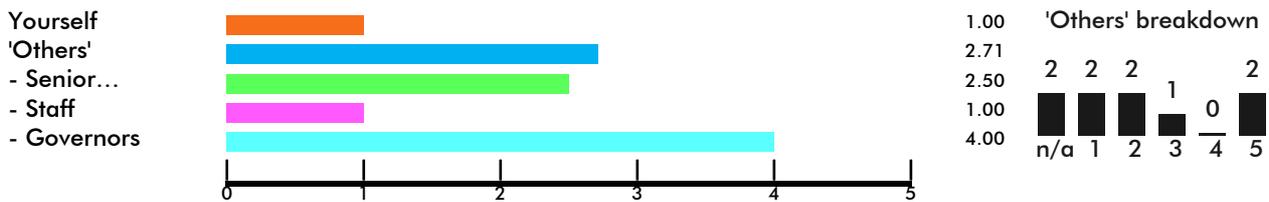
Overall Summary



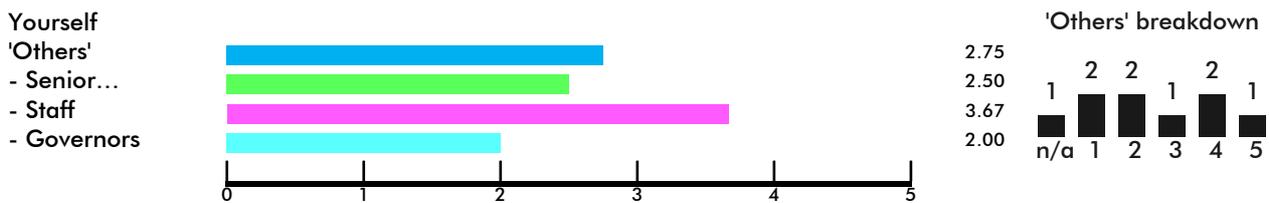
13. They take personal responsibility for ensuring that they fulfill any commitments they make



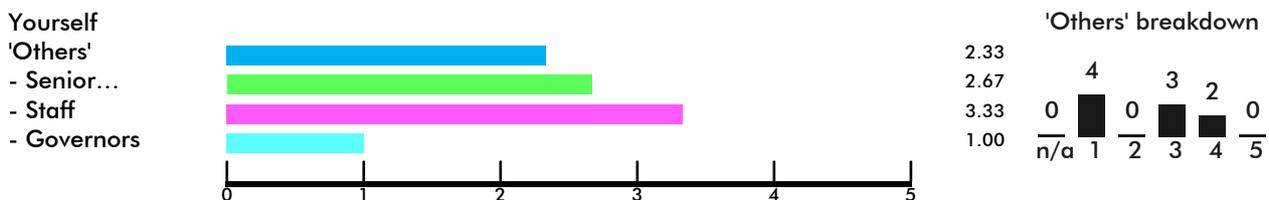
29. They are one step ahead of the game anticipating potential obstacles where additional actions may be needed



35. They know when to take ownership for resolving issues and when to escalate issues beyond their authority level



38. When faced with a new objective or goal they develop plans that identify actions and timescales required to achieve the goal

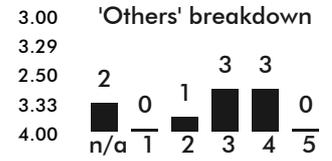
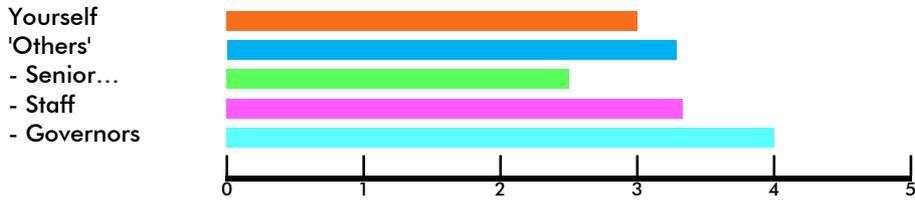


SCORES BY CLUSTER - ACHIEVES

Sample

March 2023

50. They deliver work that is on time and of an appropriate quality



SCORES BY CLUSTER - ACHIEVES

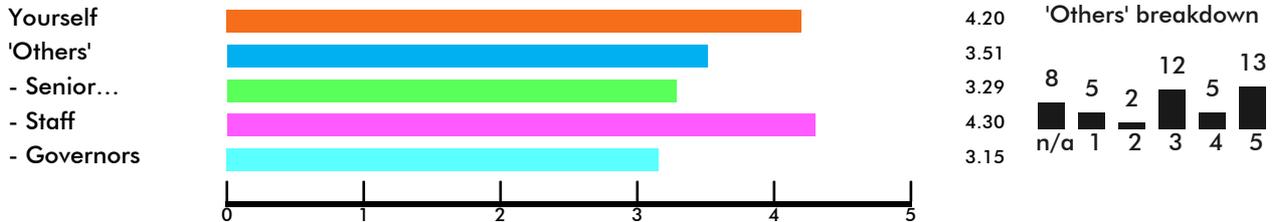
Sample

March 2023

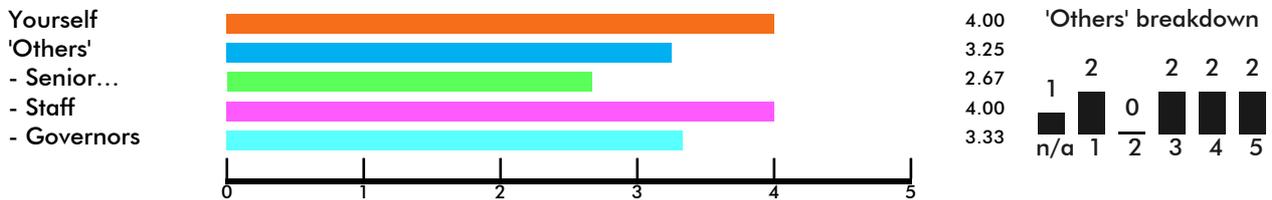
Improves Performance

Setting goals and monitoring performance to create valuable insights - defining how success can be measured; setting measures, identifying stretch; providing feedback on performance; improving performance by reviewing the end to end consumer experience.

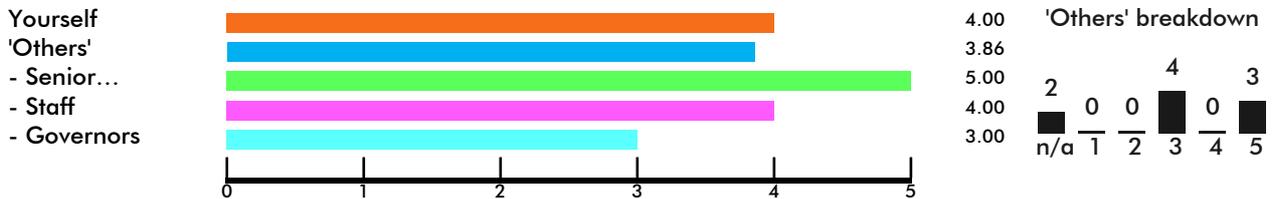
Overall Summary



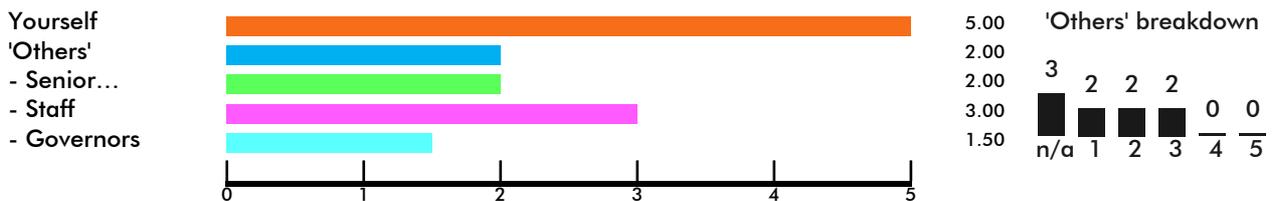
14. They review and modify objectives that they set themselves, stretching them when appropriate so that they are always aiming for excellence



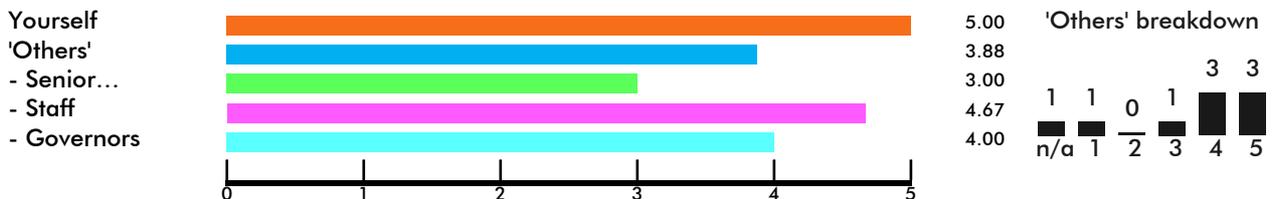
16. They monitor the progress made towards any objective they set (i.e. for an individual pupil or member of staff, a department or the whole school/academy)



17. They provide regular feedback on progress towards target to their key stakeholders



31. They are committed to creating the most effective learning environment for our pupils/students

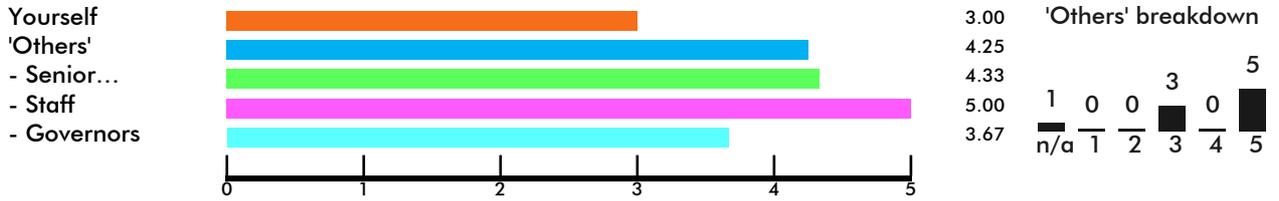


SCORES BY CLUSTER - ACHIEVES

Sample

March 2023

36. 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)



Qualitative Section – Questions

Sample

March 2023

Made by Yourself

What do you believe to be your key strength in your role? Please provide examples and rationale

"Self comment"

What development would enable you to be more in your current, or a future, role? Please provide examples of the impact you believe that this will have

"Self comment"

Qualitative Section – Questions

Sample

March 2023

Made by Senior Management Team

What do you believe is this persons key strength in their current role? Please provide examples and rationale

"Senior management comment"

"Senior management comment"

"Senior management comment"

What development would enable this person to be more effective in their current, or a future, role? Please provide examples of the impact you believe that this will have

"Senior management comment"

"Senior management comment"

"Senior management comment"

Qualitative Section – Questions

Sample

March 2023

Made by Staff

What do you believe is this persons key strength in their current role? Please provide examples and rationale

"Staff comment"

"Staff comment"

"Staff comment"

What development would enable this person to be more effective in their current, or a future, role? Please provide examples of the impact you believe that this will have

"Staff comment"

"Staff comment"

"Staff comment"

Qualitative Section – Questions

Sample

March 2023

Made by Governors

What do you believe is this persons key strength in their current role? Please provide examples and rationale

"Governor comment"

"Governor comment"

"Governor comment"

What development would enable this person to be more effective in their current, or a future, role? Please provide examples of the impact you believe that this will have

"Governor comment"

"Governor comment"

"Governor comment"

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

Developing your behaviours

Sample

March 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?