



MyCo Accelerated Leadership Programme – 2024 Cohort Report

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Notes:

The data from the 360 degree feedback programme used in this report is real.

Names have been anonymised and photographs replaced.

All charts have been created by the Analytics within Talent 360.

Introduction to this report

This report has been prepared for the HR and L&D team and key sponsors of the MyCo Accelerated Leadership Programme (ALP). This report provides group-level feedback on the 2023 ALP cohort who commenced their journey through the programme in September 2023. It aims to support the decision-making of the programme leaders and provide data to provide focus and direction for the programme. On completion of the programme in May 2024, the group will complete a second 360-degree review, using the same measures, to demonstrate behavioural shift and return on investment (ROI) in the programme.

This report seeks to provide insights in the following areas, as requested by the sponsors:

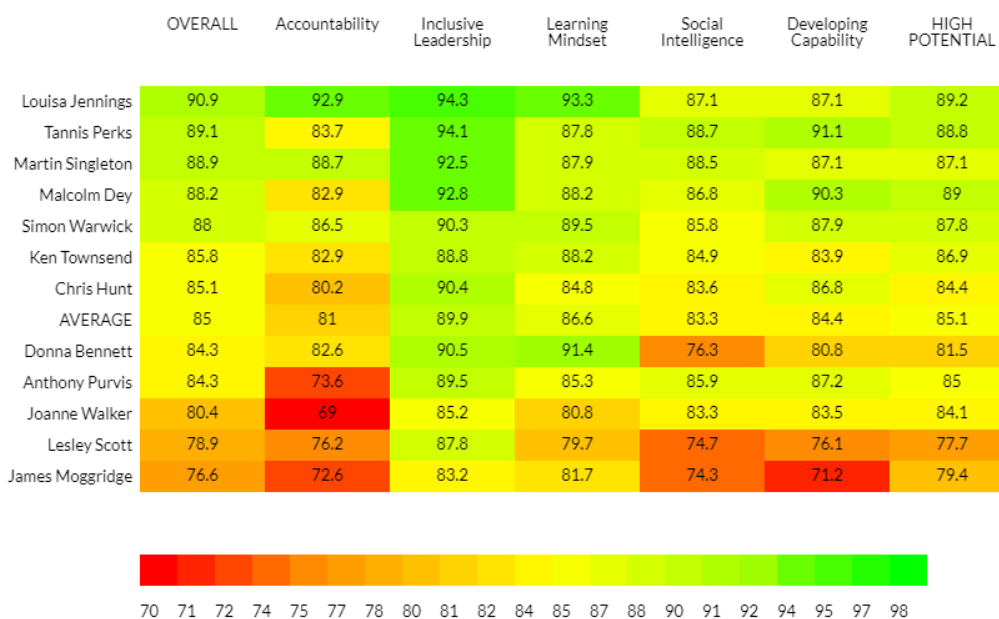
1. What do this group already do best, so we can further stretch and develop this cohort by encouraging them to be mentors/champions in these areas to help develop others?
2. What does the 360 tell us about group/cohort training needs at a competency and a behavioural level? What should we focus the content of our leadership development programme on?
3. We want to create cohorts of people with shared development needs and be targeted in the modules we offer. Who should we group together?
4. We want to put people together in coaching pairs, where each might have strengths in a particular area that the other needs to develop, and vice versa. What pairings might we encourage?

Overall Cohort Analysis

There were 12 participants in this programme. We have analysed the 360-degree feedback data for these 12 participants to identify areas of shared strengths and shared development needs, and also to look for those who would benefit most from particular workshops and who might be well-placed to support and coach each other in peer-learning partnerships.

The results for the whole group are summarised in the following heat map, where participants are ordered in terms of their overall scoring across the competency areas measured:

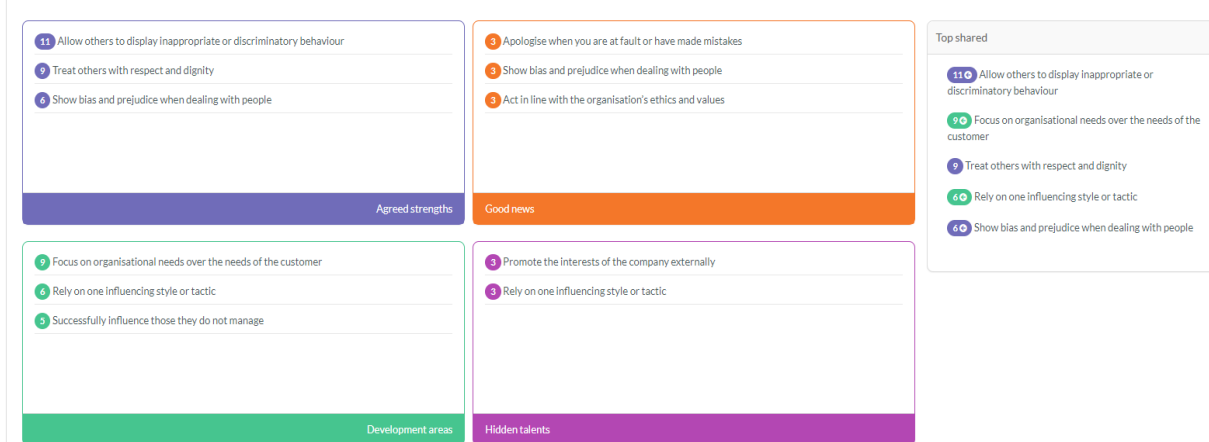
Cohort Heat Map



In relative terms (compared to the rest of the group), this analytic shows us who is currently seen to be performing at higher levels, and who might need more support and development.

At a behavioural level, we can further analyse the data to see which (if any) shared development needs and strengths there might be within this group. Whilst there were no strengths or development needs common to the whole group, there were a number that were shared by between 3 and 11 of the participants. The group “PAPU-NANU” (an analytic looking at the most significant strengths, agreed areas of development, and areas in which there were the largest gaps between the participants’ own self-assessment and the perception of others), shows us the commonalities within this group:

Team Strengths, Weaknesses & Blind Spots



There are themes that can be observed here:

Agreed Strengths

Items in this quadrant are those that represent positive or more highly-rated feedback from both the individual and their raters – behavioural areas in which both self and others agree that the individual performs well. It is important to consider the feedback in this quadrant carefully since it can easily be overlooked in the rush to focus on developmental or constructive feedback. Strengths are talked about specifically in the next section, but within this group:

- Respect and dignity at work are a clear theme for the members of this cohort, with all three of the most commonly shared Agreed Strengths relating to how they treat other people
- The shared contra-indicator in this quadrant means that this group do very little of that behaviour: i.e., they do not allow others to display inappropriate behaviour
- This cohort seem to be, largely, effective at managing bias and treating people fairly and without prejudice
- These results would support and validate the strategic work that has been ongoing Equality, Diversity and Inclusion and would reinforce the decision to not focus on this as a core learning element of this ALP.

Development Areas

Items in this quadrant represent – in relative terms - developmental or lower-rated feedback for this group. These are behaviours on which the participants and their raters provided the lowest ratings. The behaviours listed in this section could be development priorities and should inform the content of the ALP. These are all behaviours which are seen to be strategically and culturally important, and if significantly developed over the course of this programme, likely to make the biggest difference to the leadership performance of this cohort and generate a greater return on investment. Development needs are discussed in more detail in a subsequent section, but high-level observations for this group:

- There is a clear theme of influencing as a potential development need: two of the three most-shared items in this category relate to influencing and suggest that equipping participants with a wider repertoire of influencing styles and strategies would be a beneficial focus for the ALP
- Influencing across jurisdictions also appears to be an area for focus: this may actually link to the first of the three listed behaviours. By developing greater ability to influence in the absence of positional power, the participants may also be able to influence external stakeholders more successfully
- Partnership working and focusing on the impact of the organisation on customers and communities could also be areas for attention within the programme.

Good News

Items in this quadrant represent positive or more highly rated feedback which was 'unexpected', i.e., individuals rated themselves lower than others did. These areas could be viewed as potential strengths, albeit areas where the individuals themselves are perhaps under-rating themselves. Within this group:

- Themes of ethical behaviour and integrity are apparent, and are potential strengths
- Avoiding bias and prejudice features again, reinforcing this as a potential strength.

Hidden Talents

Hidden Talents are opportunities; opportunities to convey (hidden), positive intentions more clearly to others, opportunities for people to understand the impact they are having on people, opportunities to demonstrate behaviours that might at the moment not be visible to others. Items in this quadrant represent 'unexpected' developmental or lower-rated feedback - i.e., people have rated themselves more highly than others did. Sometimes, these are things that individuals may be aware of because they are internalised – examples of this are the way in which we make decisions, solve problems or plan ahead. Hidden Talents could represent a development need, but are often about raising awareness on both sides. Development needs are covered in more depth in a later section, but for this group, this quadrant reveals that:

- Influencing is indicated as an area for development, with the need for individuals to exercise different styles and approaches in order to be more effective as particular focus
- External promotion of the organisation is a further development opportunity.

The following sections look in more detail at the group's strengths and development needs, building on the evidence drawn from the cohort PAPU-NANU (or Strengths, Weaknesses & Blind Spots) analysis.

Cohort Strengths

This section will look at the key strengths demonstrated by the 2023 ALP cohort. Building on strengths that are already there is an important part of personal development. Members of the cohort could act as mentors or coaches to other individuals across the organisation in these areas, thus gaining a bigger ROI from the programme and creating benefits for a wider group than just the cohort itself.

The diagram below is a tag cloud of the strengths as demonstrated by the leaders in this cohort. These are the key strength words, which were derived from the open-ended or qualitative feedback provided to the whole group.

Strengths Cloud



Across the cohort, these are the skills that leaders are most likely to be comfortable with, that others can see being enacted regularly. This would suggest that focusing on the team, showing respect and being equitable, influencing and showing high levels of energy are the standout strengths for this group. These strengths should be recognised, celebrated, leveraged, nurtured and supported.

These might also be areas to consider in the design of subsequent programmes and workshops, with less development time perhaps needed in these areas. The following section draws out the cohort's main development areas and needs, and greater behavioural shift (and therefore return on investment) is likely to be gained by focusing formal learning interventions on these areas.

Looking at this analysis in more depth, taking the two quadrants that might reveal strengths, we can see the following competencies and behaviours as being common themes for this cohort:

Agreed Strengths

Competence	Question	Persons
Inclusive Leadership	Allow others to display inappropriate or discriminatory behaviour	11 Donna Bennett, Malcolm Dey, Chris Hunt, Louisa Jennings, James Moggridge, Tannis Perks, Anthony Purvis, Lesley Scott, Martin Singleton, Ken Townsend, Simon Warwick,
Inclusive Leadership	Treat others with respect and dignity	9 Donna Bennett, Malcolm Dey, Chris Hunt, James Moggridge, Tannis Perks, Anthony Purvis, Martin Singleton, Ken Townsend, Joanne Walker,
Inclusive Leadership	Show bias and prejudice when dealing with people	6 Malcolm Dey, Chris Hunt, Louisa Jennings, Anthony Purvis, Lesley Scott, Joanne Walker,
Accountability	Accepts personal responsibility for your own decisions and actions	6 Donna Bennett, Louisa Jennings, James Moggridge, Anthony Purvis, Ken Townsend, Simon Warwick,
Developing Capability	Work to improve team performance	6 Donna Bennett, Malcolm Dey, Chris Hunt, Louisa Jennings, Martin Singleton, Ken Townsend,
Accountability	Act in line with the organisation's ethics and values	5 Chris Hunt, Louisa Jennings, Anthony Purvis, Martin Singleton, Joanne Walker,
Inclusive Leadership	Show a genuine concern for others	5 Chris Hunt, James Moggridge, Tannis Perks, Martin Singleton, Ken Townsend,
Learning Mindset	Demonstrate motivation to take on leadership roles	5 Donna Bennett, Malcolm Dey, James Moggridge, Lesley Scott, Joanne Walker,
Learning Mindset	Demonstrates enthusiasm for your role	5 Donna Bennett, Malcolm Dey, Louisa Jennings, Ken Townsend, Simon Warwick,
Learning Mindset	Disregard feedback from others	3 Martin Singleton, Ken Townsend, Joanne Walker,

Good News

Competence	Question	Persons
Accountability	Apologise when you are at fault or have made mistakes	3 Donna Bennett, Chris Hunt, Lesley Scott,
Inclusive Leadership	Show bias and prejudice when dealing with people	3 Donna Bennett, James Moggridge, Martin Singleton,
Accountability	Act in line with the organisation's ethics and values	3 James Moggridge, Lesley Scott, Simon Warwick,
Social Intelligence	Manage conflict effectively	3 Donna Bennett, Malcolm Dey, Louisa Jennings,
Learning Mindset	Disregard feedback from others	3 Malcolm Dey, Chris Hunt, James Moggridge,
Developing Capability	Support others in their personal and professional development	3 Chris Hunt, Tannis Perks, Simon Warwick,
Developing Capability	Give negative feedback rather than focusing on a way to improve	3 Donna Bennett, Malcolm Dey, Lesley Scott,

Cohort Development Needs

This section will look at the potential development areas for the 2023 ALP cohort. These should be the focus for content and the curation of personal development resources to support this cohort through the programme. Formal workshop design should be centred around these areas in order to bring about the greatest visible leadership capability improvement.

Starting with the Development Areas and Hidden Talents quadrants in the grid, we can take a closer look at some of the behavioural areas that are observed less strongly among the 2023 ALP cohort.

Development Areas

Competence	Question	Persons
Accountability	Focus on organisational needs over the needs of the customer	4 Donna Bennett, Chris Hunt, Louisa Jennings, James Moggridge, Tannis Perks, Anthony Purvis, Lesley Scott, Martin Singleton, Ken Townsend,
Social Intelligence	Rely on one influencing style or tactic	6 Donna Bennett, Chris Hunt, Louisa Jennings, Tannis Perks, Lesley Scott, Simon Warwick,
Social Intelligence	Successfully influence those they do not manage	3 Donna Bennett, Chris Hunt, James Moggridge, Lesley Scott, Ken Townsend,
Inclusive Leadership	Take action to promote diversity within the organisation	4 Malcolm Dey, Martin Singleton, Joanne Walker, Simon Warwick,
Accountability	Seek to influence local or national issues by engaging closely with the community or industry	4 Chris Hunt, James Moggridge, Joanne Walker, Simon Warwick,
Accountability	Push back against unrealistic demands from above	4 Malcolm Dey, Chris Hunt, Louisa Jennings, Martin Singleton,
Social Intelligence	Engage others through effective consultation	4 Malcolm Dey, Louisa Jennings, Lesley Scott, Simon Warwick,
Social Intelligence	Shows an awareness of the impact of their own behaviour on the morale and performance of others	4 Louisa Jennings, Lesley Scott, Ken Townsend, Simon Warwick,
Learning Mindset	Show an awareness of your own strengths and weaknesses	3 Chris Hunt, Tannis Perks, Simon Warwick,

Hidden Talents

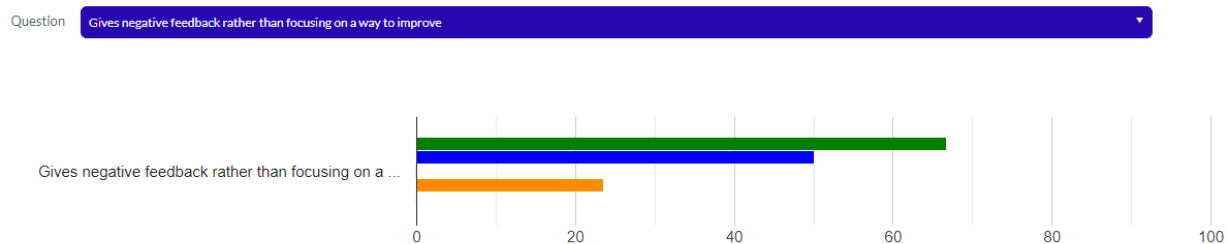
Competence	Question	Persons
Accountability	Promote the interests of the company externally	3 Anthony Purvis, Lesley Scott, Joanne Walker,
Social Intelligence	Rely on one influencing style or tactic	3 James Moggridge, Martin Singleton, Ken Townsend,



From this analysis, the following topics are suggested for inclusion and focus throughout the programme:

- Effective influencing. This should include an exploration of preferred approach and a broadening of individual influencing repertoires and an element of developing assertiveness, the confidence to push back upwards and “say no”. Recommended frameworks, theory and content include Grenny et al’s Influencer Model, Cialdini’s Six Principles of Persuasion, French and Raven’s Power Bases and an influencing styles psychometric or self-reflection questionnaire. Use of professional actors in forum theatre, role play and practice sessions around influencing stakeholders would also be beneficial.
- Developing an external focus. This could include stakeholder management, community initiatives, consultation skills, partnership working and understanding the customer’s needs.
- Diversity and Inclusion for leaders. This should focus on the strategic D&I imperatives and help participants to more actively champion – and lead – the D&I agenda across their organisation. Specific input from the Diversity Board, the various staff networks and from inclusion specialises should be included here.
- Improving self-awareness. This would – in part – be developed through the one-to-one 360 feedback sessions that will take place, and would be augmented by ongoing coaching, feedback, practical exercises and self-reflection throughout the programme.
- In addition, looking at the individual item charts for this cohort, the question below received mixed feedback and indicates a potential development need, certainly as reflected on by the individuals themselves, and their line managers. Coaching skills could be a further topic for inclusion in the programme on the basis of this.

Further Development Suggestion

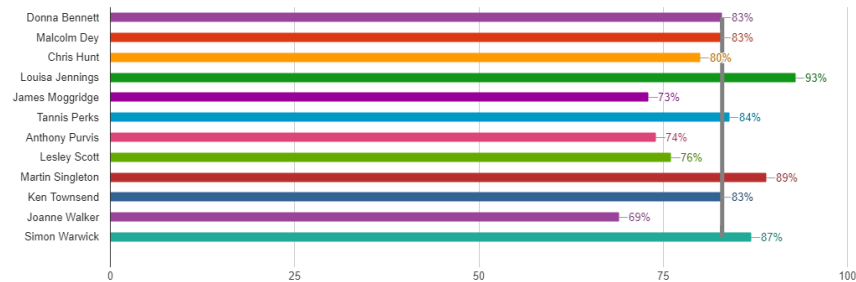


Grouping Participants and Coaching Pairs

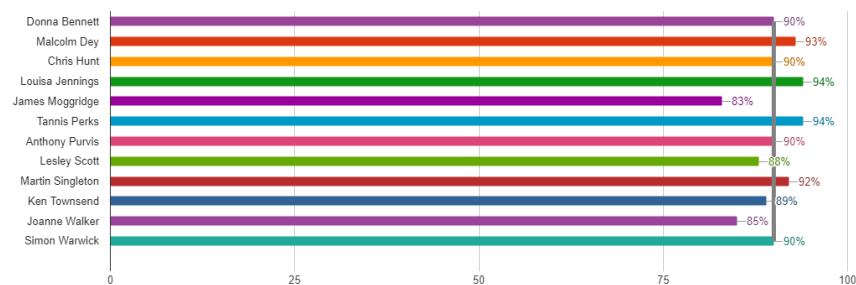
Individual performance by competency

The following charts show how each member of the cohort scored against each of the five ALP competencies. The vertical line shows the average for this group:

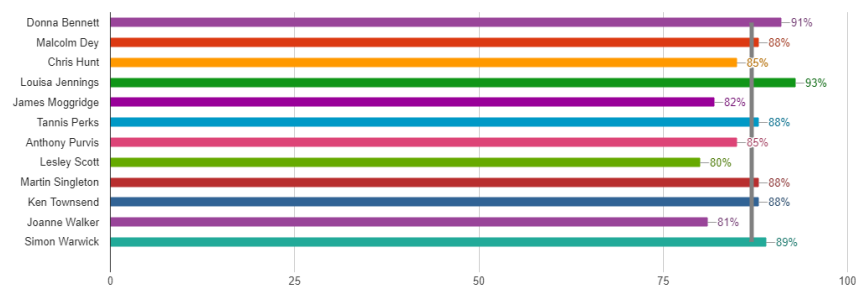
Accountability



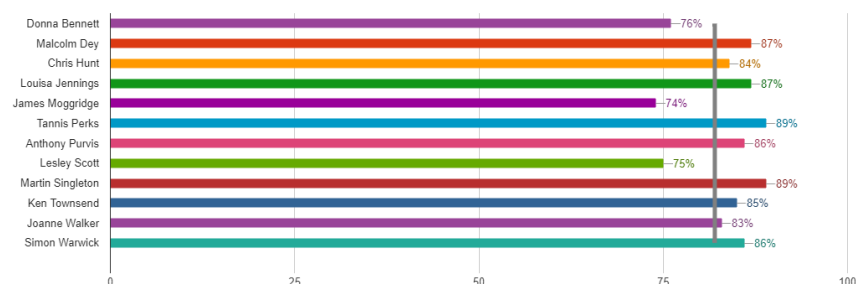
Inclusive Leadership



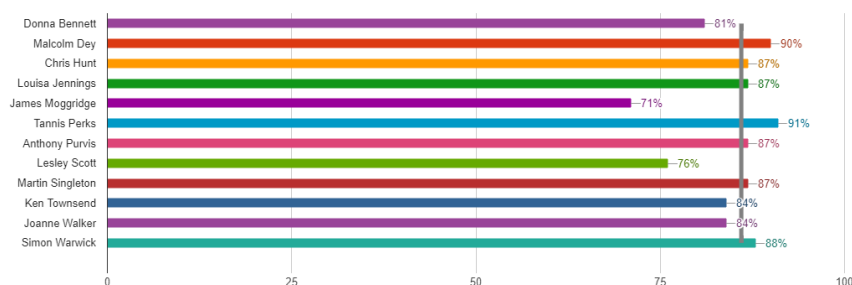
Learning Mindset



Social Intelligence



Developing Capability



With the modules aligned to the five competencies, and if you take the planned approach of targeting specific modules to those who would benefit the most (so including those who attained average ratings and lower), the following groupings would be suggested for each module:

Module	Participants
Accountability	Donna Bennett, Malcolm Dey, Chris Hunt, James Moggridge, Anthony Purvis, Lesley Scott, Ken Townsend, Joanne Walker
Inclusive Leadership	Donna Bennett, Chris Hunt, James Moggridge, Anthony Purvis, Lesley Scott, Ken Townsend, Joanne Walker
Learning Mindset	Chris Hunt, James Moggridge, Anthony Purvis, Lesley Scott, Joanne Walker
Social Intelligence	Donna Bennett, James Moggridge, Lesley Scott
Developing Capability	Donna Bennett, James Moggridge, Lesley Scott, Ken Townsend, Joanne Walker

Using this method of grouping, however, would mean that some of the cohort would not be invited to any formal workshops (Louisa Jennings, Tannis Perks, Martin Singleton and Simon Warwick). Looking at the data at a more granular level, we could identify individual development needs for these participants within the competencies, so they may still benefit from attendance.

In addition, with a cohort of 12, it is recommended that the group be kept together, so as to maximise peer-learning, sharing knowledge, strengths and experiences, to obtain best value for money by running the workshops for the whole group of 12. For instance, the workshop on Social Intelligence would be aimed at only three individuals which is not the most effective use of resources and may not provide a rich enough learning experience for those taking part. This would also be a more inclusive approach and ensure that people do not feel 'singled out'.

Peer-Coaching Pairs

We have looked at whether there are pairs with 'mutually beneficial coaching needs' within this group (whereby one of the pair has a relative strength in an area needing development in the other, and vice versa). Based on this, the following pairings might be considered:

CPA (coaches B on)	CPB (coaches A on)	CPA (coaches B on)	CPB (coaches A on)
DB (Learning Mindset)	LS (Inclusive Leadership)	JM (Learning Mindset)	AP (Inclusive Leadership)
SW (Devpg Capability)	KT (Inclusive Leadership)	JW (Social Intelligence)	LJ (Accountability)
MS (Accountability)	TP (Devpg Capability)	MD (Devpg Capability)	CH (Inclusive Leadership)

Although it should be noted that, as they are based on individual *relative* strengths, in some of these pairings the competency ratings might actually be lower than that of the coaching partner, so it may be better to encourage coaching pairs through choice, or differences in background and experience.

Executive Summary; Implications for the ALP

Module Content

- Based on shared development needs through analysis of the 360 data, the following modules are suggested:

Module	Specific content to focus on
Accountability	Developing an external focus: stakeholder management, community initiatives, consultation skills, partnership working and understanding the customer's needs.
Inclusive Leadership	Diversity and Inclusion for leaders: the strategic D&I imperatives, helping participants to find ways to more actively champion – and lead – the D&I agenda across their organisation. Specific input from the Diversity Board, the various staff networks and from inclusion specialises to be included.
Learning Mindset	Improving self-awareness. One-to-one 360 feedback and development planning sessions that will take place, and would be augmented by ongoing peer-coaching, feedback, practical exercises and self-reflection in this workshop. Selected psychometrics focusing on leadership and interpersonal style, strengths and potential derailers.
Social Intelligence	Effective influencing: an exploration of preferred approach and a broadening of individual influencing repertoires and an element of developing assertiveness, the confidence to push back upwards and “say no”. Recommended frameworks: Grenny et al's Influencer Model, Cialdini's Six Principles of Persuasion, French and Raven's Power Bases and an influencing styles psychometric or self-reflection questionnaire. Forum theatre, role play and practice sessions around influencing stakeholders with professional actors.
Developing Capability	Coaching skills, giving balanced feedback, performance improvement and motivating staff.

Grouping

- A “grouping” approach is not supported by the outcome of the 360; by focusing specific workshops just on those who have scored lower than the group average on that competency, we may not be providing the richest learning experience, nor might we be maximising cost effectiveness. A more inclusive approach is recommended where the whole cohort is invited to all modules.

Coaching Pairs

- There are some participants who scored highly across all competencies; thus, it is impossible to match them with a partner who has complementary strengths and development areas.
- An approach whereby the participants are encouraged to select their own coaching partner based on working with someone of a different background, experience, specialism and style might be more beneficial, helping to increase each other's understanding of different areas and valuing diversity.



Next steps

If you would like to find out more about our software and services, or to take a closer look at developing your Talent Management Strategy, please get in touch and we would be happy to support you further.

About Head Light

Head Light is an award-winning talent management software and consulting firm that works with clients to define and implement impactful talent management strategies.

Talent Cloud® is our cloud-based portfolio of integrated talent management software tools designed for those who expect the maximum return from talent management processes. Our training and consulting services uniquely complement our breakthrough software that engages employees, managers and senior leaders in the selection, development and progression of people in their businesses.

Companies in the FTSE 350, public sector, large and small, from retailers to high tech innovators have all benefitted from our tools, techniques and expertise. Founded in 2004, we are headquartered in the UK.

Head Light has attained the ISO27001 standard for Information Security.
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