



Personal Report for Donna Bennett - 02/10/2025

Leadership Development 2025



Your report

The feedback in this report will help you:

- Gain a more in-depth and all-round understanding of how others view your performance and how their view compares with your own.
- Produce a more focused personal development plan.
- Develop a better understanding of how your work and performance impacts others you work with promoting more effective team working.
- Adapt your approach in response to different people and situations, increasing the impact you have on others.
- Make changes to the way you do things, which will enable you to be even more effective at work.

This report includes guidance on how to interpret the feedback. Once you have reviewed your report in detail, understood your feedback and drawn some conclusions in terms of your strengths, development needs and key messages, you should have a developmental discussion with a mentor, coach or manager to create a focused personal development plan.

How to interpret the feedback in this report

Your aims, when reading this report, should be to:

- Identify your key strengths and areas for development
- Examine the differences between the ratings and comments from different groups of people
- Summarise the key trends and consistent messages from your report.

There are four key steps to interpreting your feedback. These are:

1. Look at the summary charts
2. Look at the detailed charts
3. Review the comments
4. Summarise the key messages

1. Look at the summary charts

These charts show you a number of things, depending on the options contained in your report. The options include:

- a) How you were rated overall against the broad themes and competency areas. These charts are useful because they will give you an idea where, broadly, you are currently performing well and where you may need further development.
- b) Overall, how your own self-assessment compared to that of others (the combined average of all your other feedback providers). This chart is useful because it shows you where the biggest perception gaps are, and therefore where the biggest opportunities to change perceptions are. It also shows whether, generally, you tended to under-rate your behaviour or to rate yourself more positively than others. Strengths, Weaknesses & Blind Spots (the final section) can provide more guidance on the action you can take depending on how you rated yourself compared to others.
- c) Highest and lowest scoring questions. This a useful 'snapshot', showing you potential priorities for development and your standout strengths.
- d) Areas of improvement and areas where your ratings are below the target level. This chart can be useful for you to see how you are performing compared to a set of benchmark scores. These could be your scores from last time (in which case you can see how you have developed and improved in key areas), the average rating for your organisation, role or some other comparison group (e.g., development programme cohort), or the aspirational levels for a target role.
- e) Ratings against any items that have been identified as signifying 'high potential' within the organisation.
- f) A Strengths Cloud, showing the areas where you were given the highest ratings and which represent your personal strengths.

When reviewing these charts, consider the following:

- Are the results what you expected? Is there anything you feel you are particularly good at? Do others support this view? Are there any surprises?
- How similar are your own self-ratings compared to others views? Have the ratings from any of the review groups differed greatly from your own? Why might this be? Is there a particular review group whose ratings nearly match your own?
- Are there any patterns in the ratings from each review group? For example, is one group consistently giving higher ratings than the others? Are there any groups who are providing lower ratings than everyone else? Managers tend to provide the lowest ratings, sometimes because they have a more limited view of your behaviour and sometimes because they can see more clearly what you would need to develop in order to be effective at the next level.
- In terms of overall themes or competencies, where might your strengths and development priorities be? Which competency or competency area was given the highest average rating? Which competency might be a development priority?

2. Look at the detailed charts

This section provides the richest data. It shows you how different groups responded to each question, and can shed light on the specific things you do well or often, and the things you do less well or less often. This section is also very useful for identifying development actions, since it tells you exactly what you would need to do more of in order to improve your performance on a particular competency. When reviewing these charts please consider the following:

- Within each competency, are there things that stand out?
- How have you been rated by the group next to the 'eye' symbol for each question? This group is well-placed to comment on this behaviour, so you

should pay particular attention to your scores here.

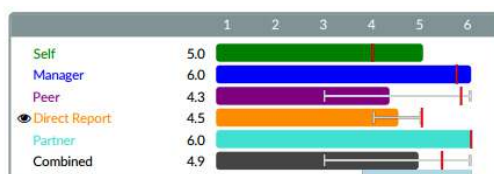
- How have you been rated on the key indicators (marked with the 'key' symbol)? These behaviours are seen to be particularly important and development activity here could be a priority in your development plan.
- How much did the scores vary (how long is the blue bar for each question)? Are there some groups who are seeing very different levels of performance from the others?
- How did the scores vary within each respondent group (how long are the grey horizontal lines for each group)? How consistent is your behaviour and performance across your peer group? Are some more effective behaviours than others? How could you make this a more uniform view? What do you do with some people that you could start doing more of with others? If you have direct reports, it is especially important to be seen as fair and consistent in your approach; do you need to take action here?
- What specific behaviours can you take forwards from this section for incorporation in your development plan? Where you have low ratings, what do the questions indicate you should be doing in order to be perceived as being more effective in that area? Are there things you do really well with some groups but less well than others? Can you plan to do more of these things with more people?
- How do the comments provided under each competency support or explain the ratings given? Where you have very high or very low ratings, are there comments or examples provided which explain what you should carry on doing, stop doing or do differently in future?

Key to interpreting the detailed charts

Each chart shows your self-review rating compared with the average (mean) of each of the other review groups and the combined average of all the reviewer groups excluding your self-review.

11. Understands and explains the benefits of a diverse workforce to others

Key



A horizontal line shows the range of ratings in that group. The light blue bar below the Combined bar shows the overall degree of consensus from all groups (excluding self ratings: this extends from one standard deviation either side of the Combined average). If you see a red line, it means that these are scores from a comparison group, identified towards the end of this introduction. Not all of the reviewer groups may have been asked to provide ratings on all the review items and where this is the case you will see the text 'Question not asked'. If you see 'Anonymous - only one response', it means that there was only a single response in an anonymous group.

Key to the symbols used in the detailed charts

Key Research within the organisation suggests that this is key to high performance. **High Potential** Research within the organisation suggests that this is a marker of high potential. **Negatively orientated** Low scores are generally better against this indicator. **Eye** This group is normally especially well placed to observe this behaviour.

3. Review the comments

When reading through the comments - both in the individual competency areas and under the general questions section at the end, think about how useful each comment or piece of feedback is. Generally, useful feedback can be in one of two forms:

1. Motivational - positive comments which can help reinforce effective areas of your performance and strengths, increase self-confidence and provide praise and recognition for the things you do well.
2. Developmental - constructive comments, which can help you understand what you could do better, identify your development needs and improve your performance.

Think about whether each comment is motivational or developmental. It is a good idea to look at the motivational feedback first. Whilst you may not need to improve further in areas where your feedback is motivational or very good, it is useful to know where your strengths lie as this can sometimes help in developing your weaker areas.

Effective feedback should be:

- Specific, not vague
- Balanced - some motivational, some developmental
- Descriptive and supported by evidence, not judgemental
- Relevant to your role or career path
- Related to things that you can change and develop
- About what you actually do, not about your personality

When reading through the comments in your report, concentrate on the feedback that meets most of the above criteria. Try to pick out these comments and behaviours (both motivational and developmental) when formulating your development plan.

4. Summarise the key messages

This step involves comparing your findings from the previous three steps. Ask yourself:

- Did step 2 confirm or explain the summary results from step 1?

- Did you draw anything out from the comments to support or explain your ratings?
- Were there any common or consistent messages?
- Looking at all of your results, what do you feel are your key strengths and development areas?

Taking Action

Once you have reviewed your report in detail, understood your feedback and drawn some conclusions in terms of strengths, development needs and key messages, you should have a development discussion with a mentor, coach or manager and jointly agree a focused, individual development plan. Some tips to help you prepare for this are:

- Make notes about your feedback & highlight relevant items.
- Give them a copy of your report in advance of the meeting so they can prepare too.
- Collect together any other feedback or evidence to support your performance (e.g., Performance review report, informal feedback, etc) and think about whether there are any common themes or recurring messages.
- What support will you need? What obstacles are there? How might you overcome them?

In order to get maximum benefit from this process, you will need to do the following:

- With support, agree a focused personal development plan which will help you to apply your strengths more effectively, or in more situations and which specific actions you can take to address your key development needs.
- Set yourself specific objectives for your personal development goals. Identify exactly what you are going to do, when you are going to do it, who will help you and how you will know if you are successful.
- Identify the resources and support needed for you to action your personal development plan.

Keeping your plan on track with Talent Advance

Users of Talent 360 may also benefit from the on-line personal development planning module, Talent Advance. You and your assigned coach can access your development goals, next actions, timescales and progress to date.

Further support, information and resources

Contact Head Light via www.head-light.co.uk for further information about this programme.

Reviewer Group Statistics

This table shows the number of reviews in each review group that have contributed to this report.

Reviewer Group	No. of Reviews
Self	1
Manager	1
Colleague	3
Direct Report	2
External Stakeholder	1

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Scores for Leadership Development 2025

Coach Notes

Most people find that it is really helpful to discuss their 360 feedback with an experienced coach or facilitator. They may be able to offer insights and perspectives on your feedback that you might miss, or can help you to understand and reflect on the feedback in a constructive way. They can also help you to decide what to do with the feedback and to create a meaningful development plan with concrete actions.

This section is for your coach or feedback facilitator to provide some notes for your consideration and attention. Specifically, they might comment on:

- Aspects or sections of the feedback that they would like to draw your attention to
- What themes have emerged from the open-ended comments (if these are included): what do your strengths appear to be and what areas for development are suggested in these?
- Looking at the patterns and trends in the ratings between (or within) response groups, are there any areas to think about?
- Looking at all of your feedback, from a neutral perspective, what your priorities for development might be

These comments are intended to help you think about your feedback further and as a basis for discussion with your coach, or a mentor or your line manager. It is up to you to decide what to do with your feedback and how to use it to inform your personal development and the coach notes are there to help support you in this, rather than to provide 'an expert answer'.

After discussion with your coach or feedback facilitator, there is a section later in the report which can be used to record the outputs of the discussion and note the development actions that you have committed to.

Your coach has commented:

- Think about what your goal for this process is?
- What would you like to gain through this process?
- How will you go about planning the next steps for your development?
- What support will you need? From whom?

I would like to draw your attention to a few interesting elements of your feedback:

- Some people have highlighted the frustrations you have (with policies/procedures, influencing political groups). How do you manage your frustration, and what do others observe when you are finding things challenging?
- Look at the item that appeared in the 'Hidden Talents' box; there was only one area in which you scored yourself significantly higher than others did. How confident do you feel in pushing back? How could you demonstrate more assertiveness in this area?
- Some themes in terms of strengths for you appear to be Accountability, particularly in promoting the reputation of the organisation and influencing national issues, Inclusive Leadership and taking personal responsibility. Could the latter be an overplayed strength?
- You also have suggested development themes around not pushing back against unreasonable demands, not saying no, being more assertive and time management/delegation. Are these areas for development for you?
- What is the next step - career-wise - for you? What changes and personal development opportunities might you want to focus on to best prepare for this step?

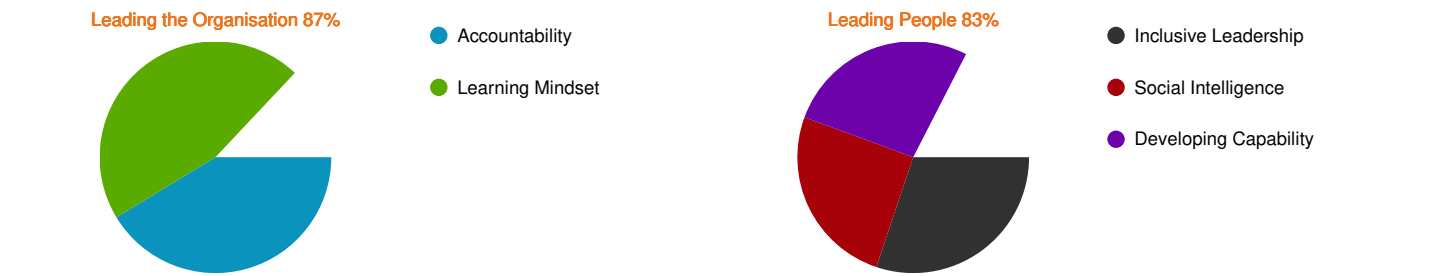
Word Cloud

Positive psychology research and theory tells us that we are likely to get more from playing to our strengths than just trying to 'fix' our weaknesses. By understanding what we're really good at and focusing more on these talents, we are likely to get more from our experience of work, feel more motivated, perform better, feel more engaged, make fewer mistakes and experience greater satisfaction.

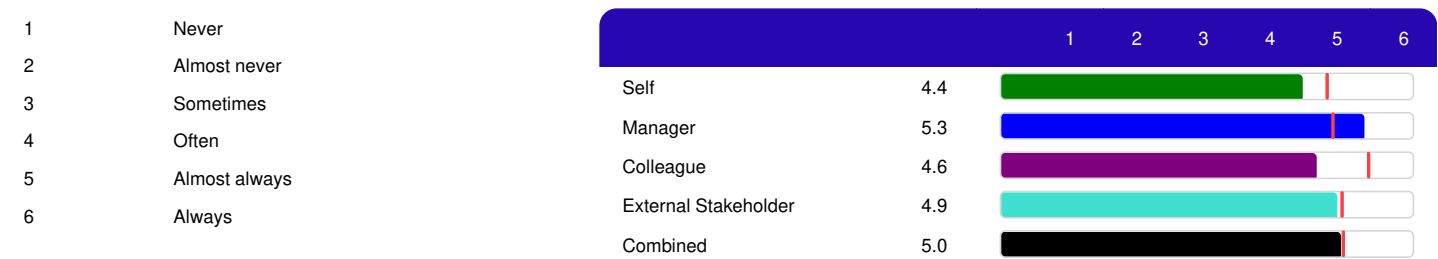
The Strengths Cloud highlights what stands out as strengths in your feedback, showing you where you have been rated most highly by others (using the combined others scores) and helping you to understand what people value in you, what they see you doing well, and where your strengths lie. The bigger the word, the higher the ratings from your feedback providers.



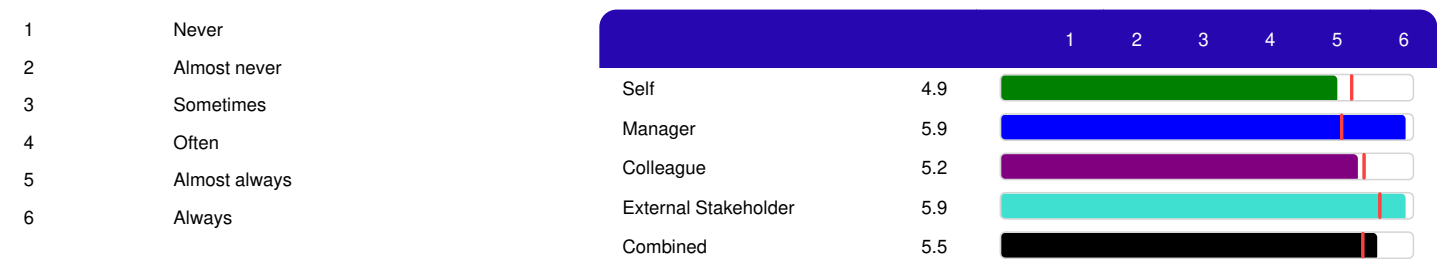
Summary Charts



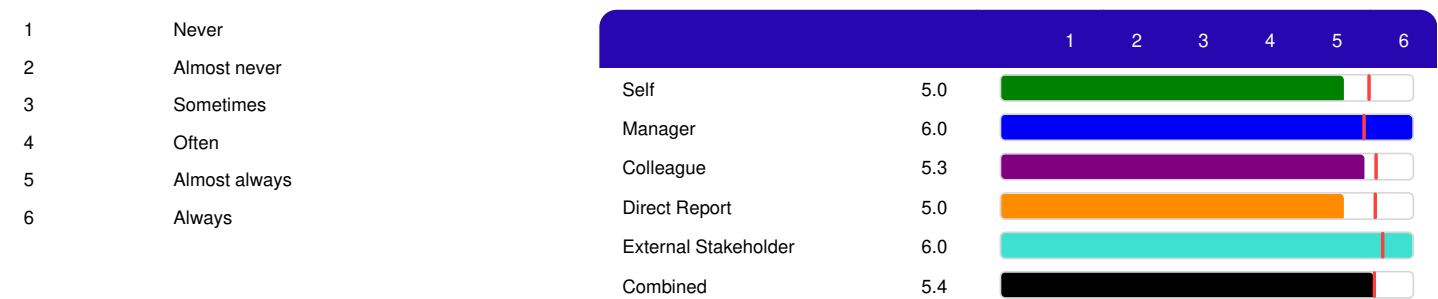
Accountability



Learning Mindset



Inclusive Leadership



			1	2	3	4	5	6
1	Never							
2	Almost never							
3	Sometimes	Self	4.3					
4	Often	Manager	4.6					
5	Almost always	Colleague	4.4					
6	Always	Direct Report	4.5					
		External Stakeholder	5.1					
		Combined	4.6					

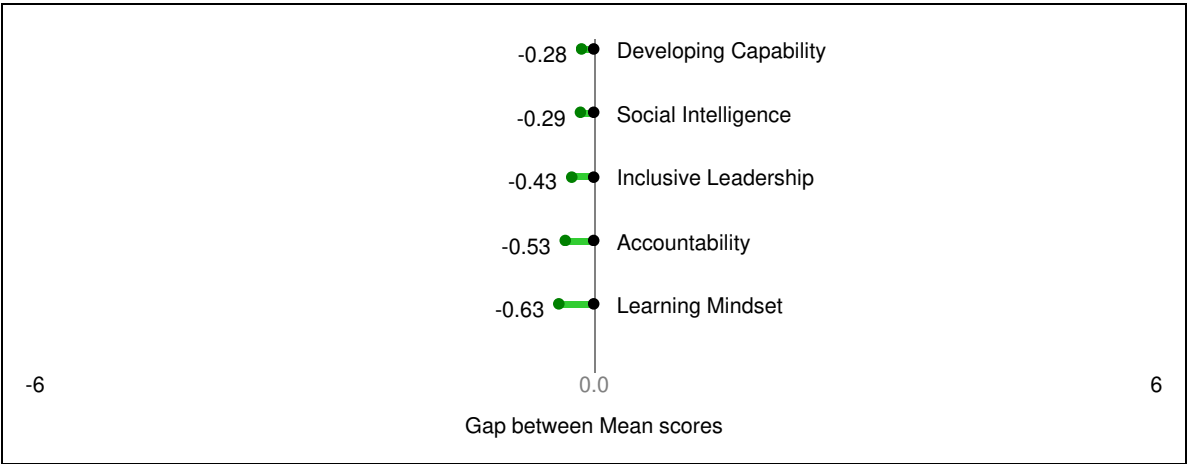
			1	2	3	4	5	6
1	Never							
2	Almost never							
3	Sometimes	Self	4.6					
4	Often	Manager	5.0					
5	Almost always	Colleague	4.7					
6	Always	Direct Report	4.5					
		External Stakeholder	5.2					
		Combined	4.8					

Self-perception Gap, by Competence

The chart below shows the difference between how you see yourself and how others see you.

Scores in green to the left of the vertical centre bar show that you have under-rated yourself. Scores in green to the right of the bar show where you have rated yourself higher than those providing feedback. Scores on, or close to the vertical centre bar show that you see yourself as others do and that, in general, you have a high degree of awareness of your impact on others.

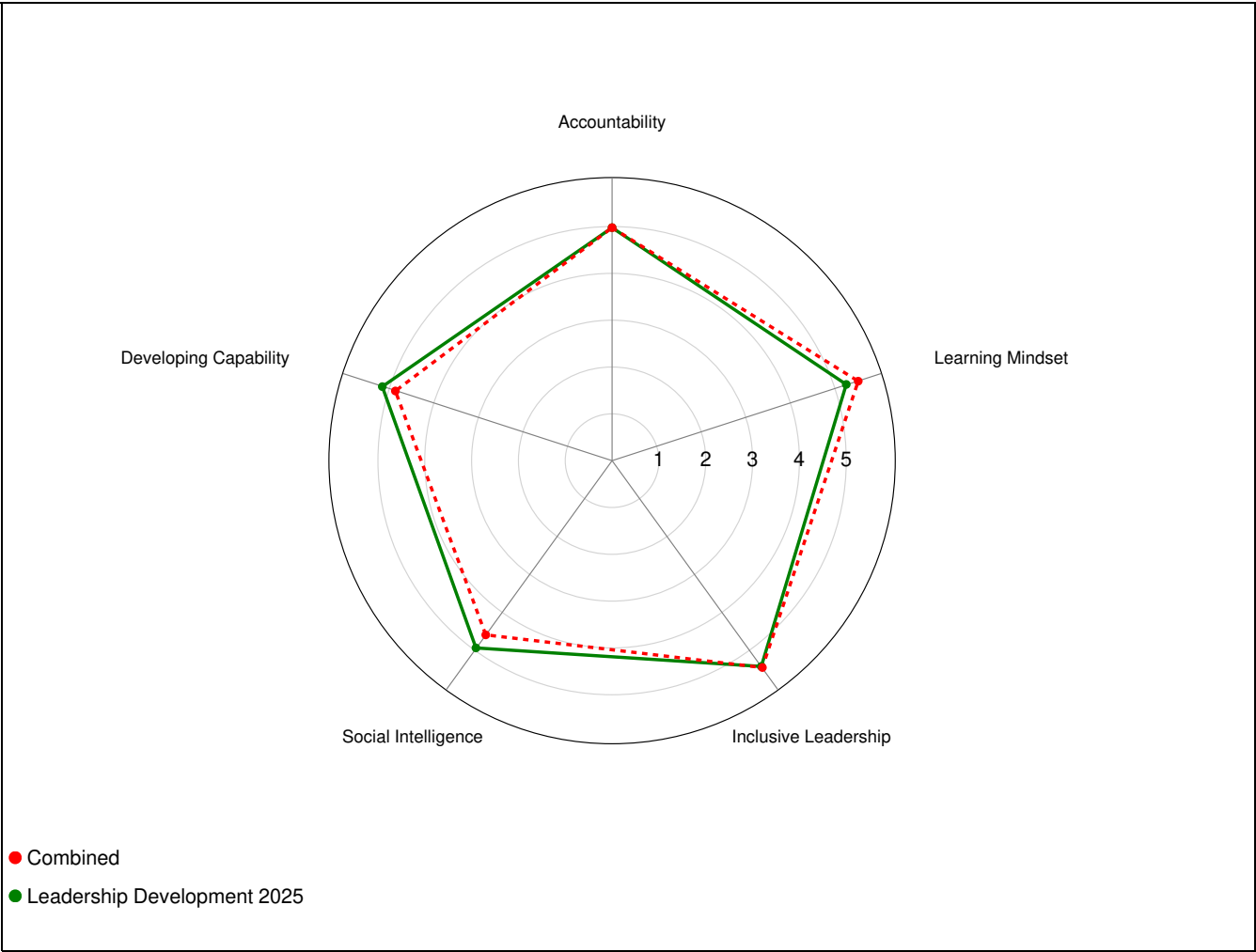
As these scores are averaged across a number of items, there may be specific examples where you do not see yourself as others do. You should examine the detailed feedback where it has been provided and also make use of the other analytic charts in this report to help you.



Strengths and Development Areas

This diagram shows how your combined ratings per competence (i.e. all reviewer groups averaged excluding your self assessment) compare against a data set specified by your Review Manager. The Gap indicates the difference between your own score and that of the comparison set. A positive difference suggests a relative strength, whereas a negative difference suggests a relative development area.

Competence	Combined	Leadership Development 2025	Gap
Accountability	4.96	4.95	0.01
Learning Mindset	5.49	5.23	0.25
Inclusive Leadership	5.43	5.4	0.03
Social Intelligence	4.58	4.91	-0.33
Developing Capability	4.85	5.13	-0.28



Top Scores

Competence	Question	Combined Score
Accountability	1 Apologise when you are at fault or have made mistakes	100% (6.0/6.0)
Accountability	2 Promote the interests of the company externally	100% (6.0/6.0)
Accountability Key	4 Seek to influence local or national issues by engaging closely with the community or industry	100% (6.0/6.0)
Inclusive Leadership Negatively orientated	22 Allow others to display inappropriate or discriminatory behaviour	98% (5.9/6.0)
Inclusive Leadership	20 Treat others with respect and dignity	98% (5.9/6.0)

Bottom Scores

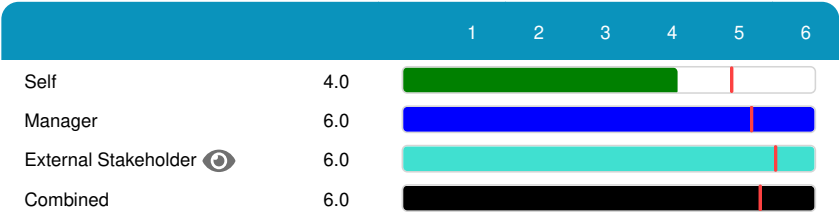
Competence	Question	Combined Score
Accountability Negatively orientated	3 Focus on organisational needs over the needs of the customer	42% (2.5/6.0)
Accountability Key	6 Push back against unrealistic demands from above	47% (2.8/6.0)
Social Intelligence Negatively orientated	29 Rely on one influencing style or tactic	69% (4.1/6.0)
Social Intelligence Key	26 Successfully influence those they do not manage	71% (4.3/6.0)
Developing Capability Key	34 Delegate responsibility but retain authority	71% (4.3/6.0)

Accountability

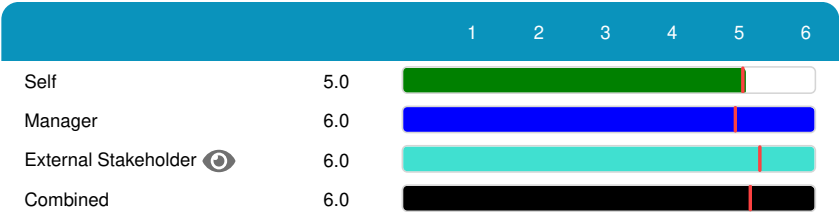
Focuses on the customer and provides a high-quality service that is tailored to meet their individual needs. Understands the communities that are served and shows an active commitment to Corporate Social Responsibility that reflects their needs and concerns.

Value	Title	Description
1	Never	The person never behaves in this way, or does the opposite
2	Almost never	The person very rarely does this
3	Sometimes	The person sometimes behaves this way
4	Often	The person regularly or often does this
5	Almost always	The person almost always behaves in this way
6	Always	The person always does this, or does it whenever it is appropriate and applicable

1. Apologise when you are at fault or have made mistakes

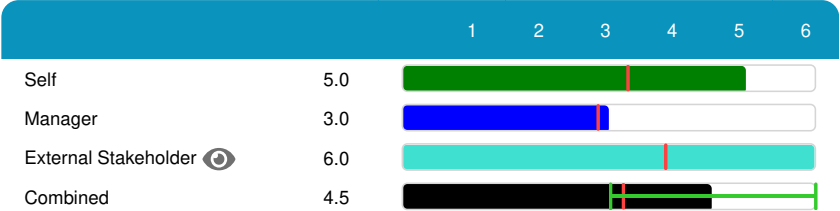


2. Promote the interests of the company externally



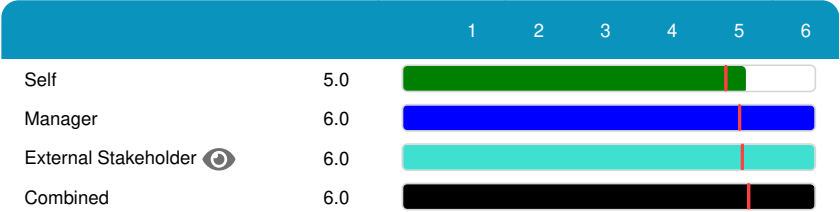
3. Focus on organisational needs over the needs of the customer

 Negatively orientated

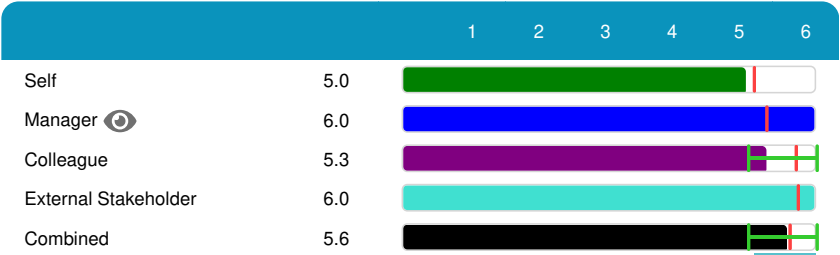


4. Seek to influence local or national issues by engaging closely with the community or industry

 Key



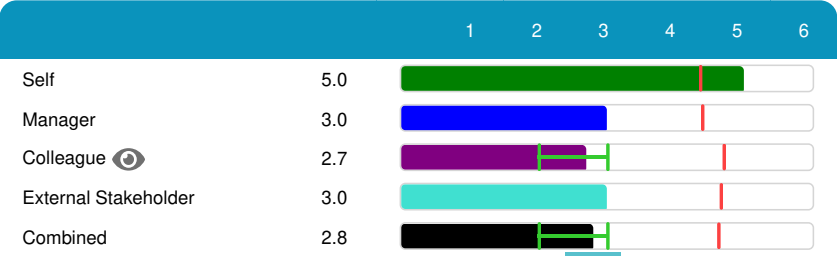
5. Act in line with the organisation's ethics and values



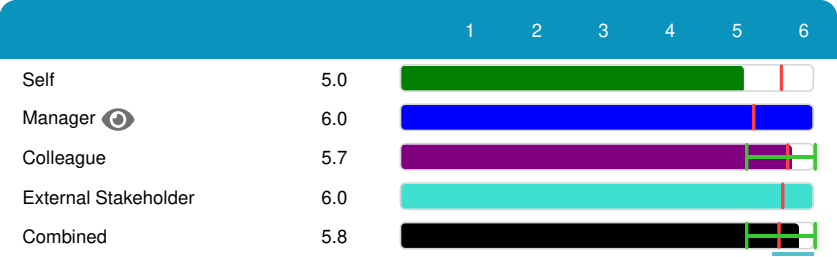
6. Push back against unrealistic demands from above

Key

High Potential



7. Accepts personal responsibility for your own decisions and actions



8. Would you like to provide any comments to support or qualify the ratings you have provided above?

Martin, Heather

Donna is very focused on the organisational needs and the needs of others. She does support these needs and tries to finds solutions. Gets frustrated when a full solution is hampered by policies and procidures getting in the way.

Hughes, Helen

Donna has a good understanding of the needs of the organisation and the community/wider public. She alters her approach accurately and appropriately in the given circumstances and retains a good balance of the needs of the organisation and her customers.

Accountability



Focuses on the customer and provides a high-quality service that is tailored to meet their individual needs. Understands the communities that are served and shows an active commitment to Corporate Social Responsibility that reflects their needs and concerns.

This table shows how the review groups have rated these indicators and you may see patterns and contrasts with and between the review groups.

Key

Self

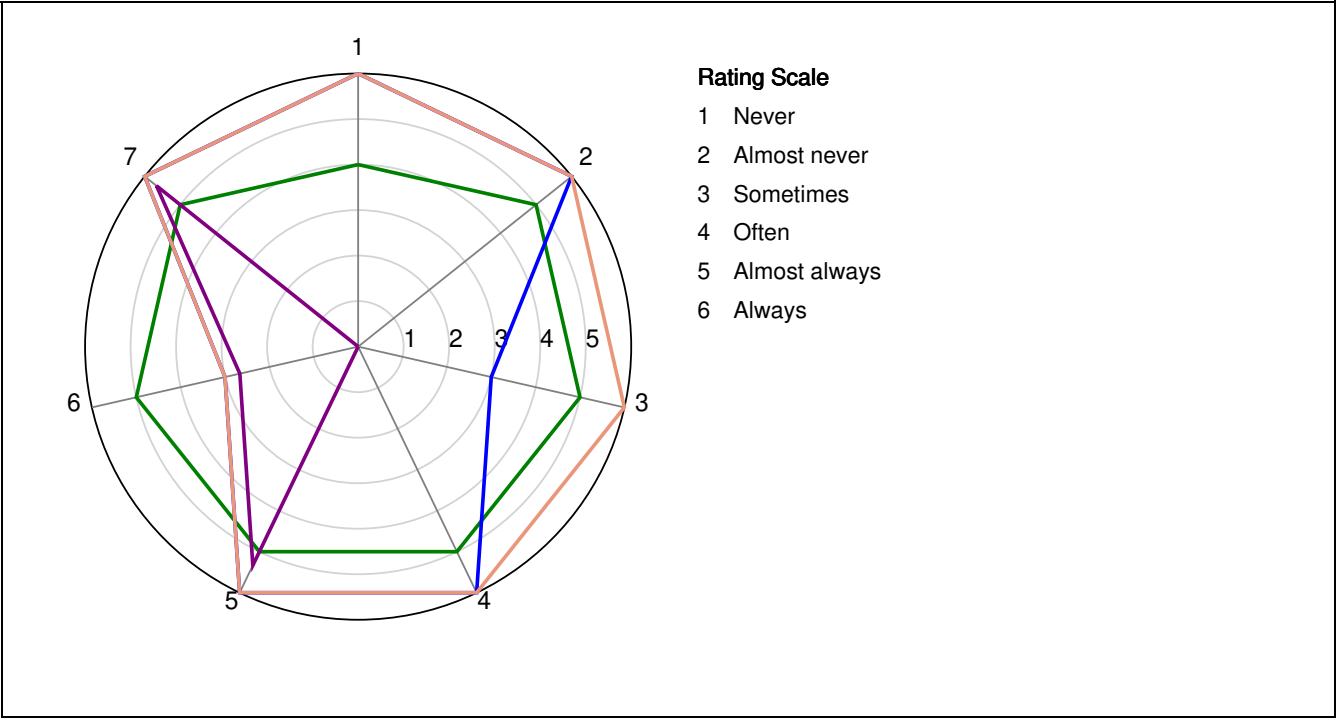
Manager

Colleague

Direct Report

External Stakeholder

Combined



Number	Description
1.	Apologise when you are at fault or have made mistakes
2.	Promote the interests of the company externally
3.	Focus on organisational needs over the needs of the customer
4.	Seek to influence local or national issues by engaging closely with the community or industry
5.	Act in line with the organisation's ethics and values
6.	Push back against unrealistic demands from above
7.	Accepts personal responsibility for your own decisions and actions

Learning Mindset

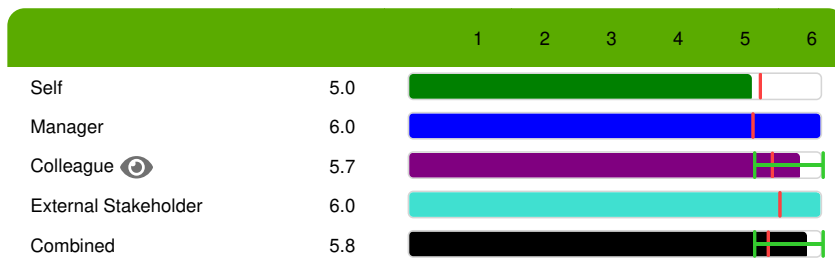


Takes personal responsibility for making things happen and achieving results. Displays motivation, commitment, perseverance and conscientiousness. Acts with a high degree of integrity.

9. Act as a role model for others

Key

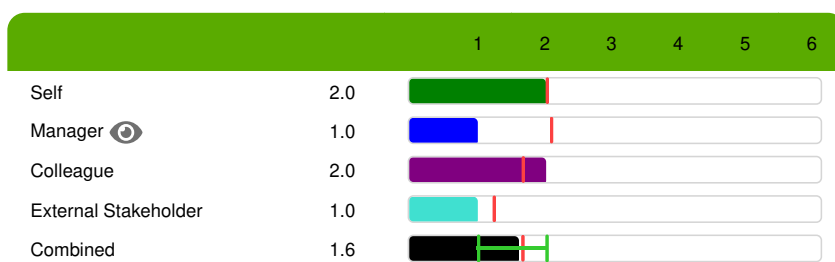
★ High Potential



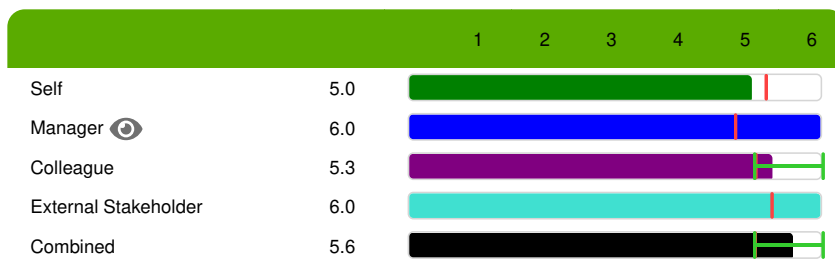
10. Disregard feedback from others

★ High Potential

➔ Negatively orientated

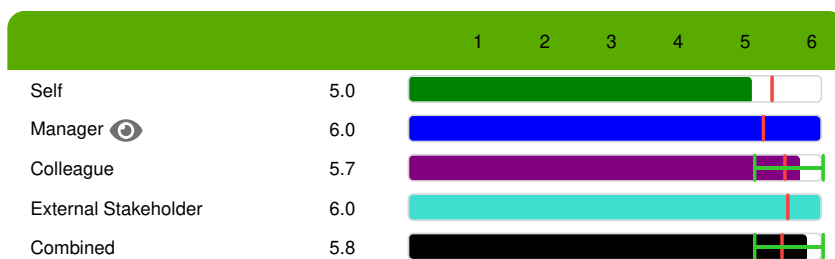


11. Learn from experience by reflecting continuously on own actions



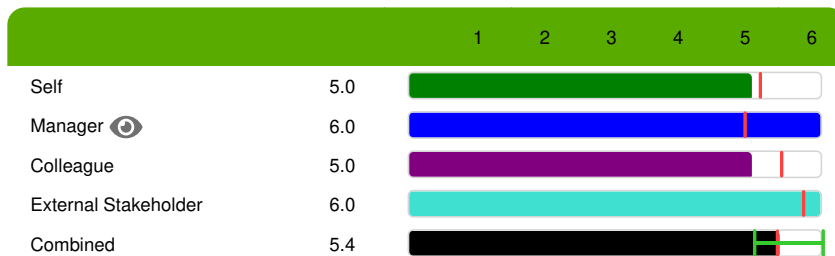
12. Demonstrate motivation to take on leadership roles

★ High Potential



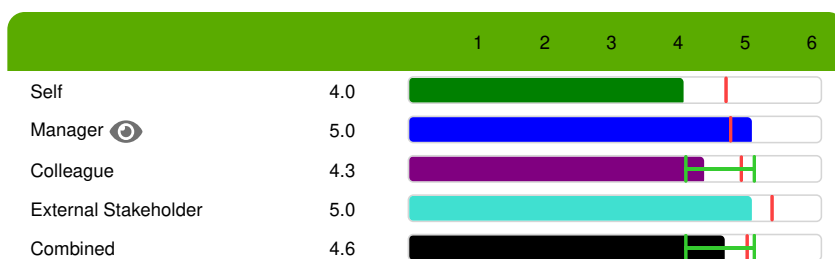
13. Seek opportunities to broaden or develop your own knowledge

Key

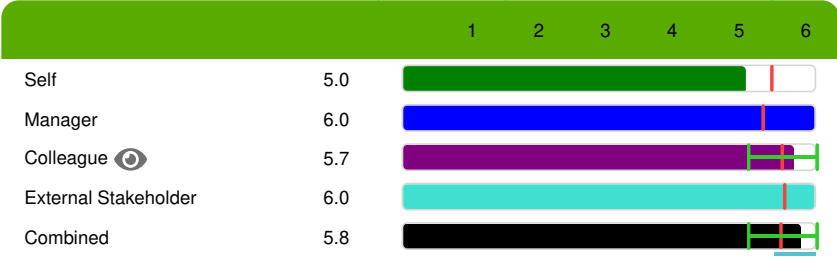


14. Show an awareness of your own strengths and weaknesses

★ High Potential



15. Demonstrates enthusiasm for your role



16. Would you like to provide any comments to support or qualify the ratings you have provided above?

Donna has had a number of professional set backs this year yet maintains a commitment and enthusiasm for the job. She has identified her development needs and will work towards achieving them. I believe Donnas move to Customer Services whilst a natural succession to her work and desire to be promoted was probably not the best move to balance her skills. Donna can at times be very corporate, particularly when much senior staff make requests, there have been times where she could have asserted herself more and challenged matters.

Hughes, Helen

Donna will question unrealistic demands and manage expectations well and effectively. She is now becoming better at understanding her strengths rather than focusing on weaknesses. She will accept responsibility without fear and use the experience to learn and grow.

Martin, Heather

I believe Donna should learn to say NO sometimes, as she is spreading her talents thin, when dealing with Senior Management requests/committments.

Learning Mindset



Takes personal responsibility for making things happen and achieving results. Displays motivation, commitment, perseverance and conscientiousness. Acts with a high degree of integrity.

This table shows how the review groups have rated these indicators and you may see patterns and contrasts with and between the review groups.

Key

Self

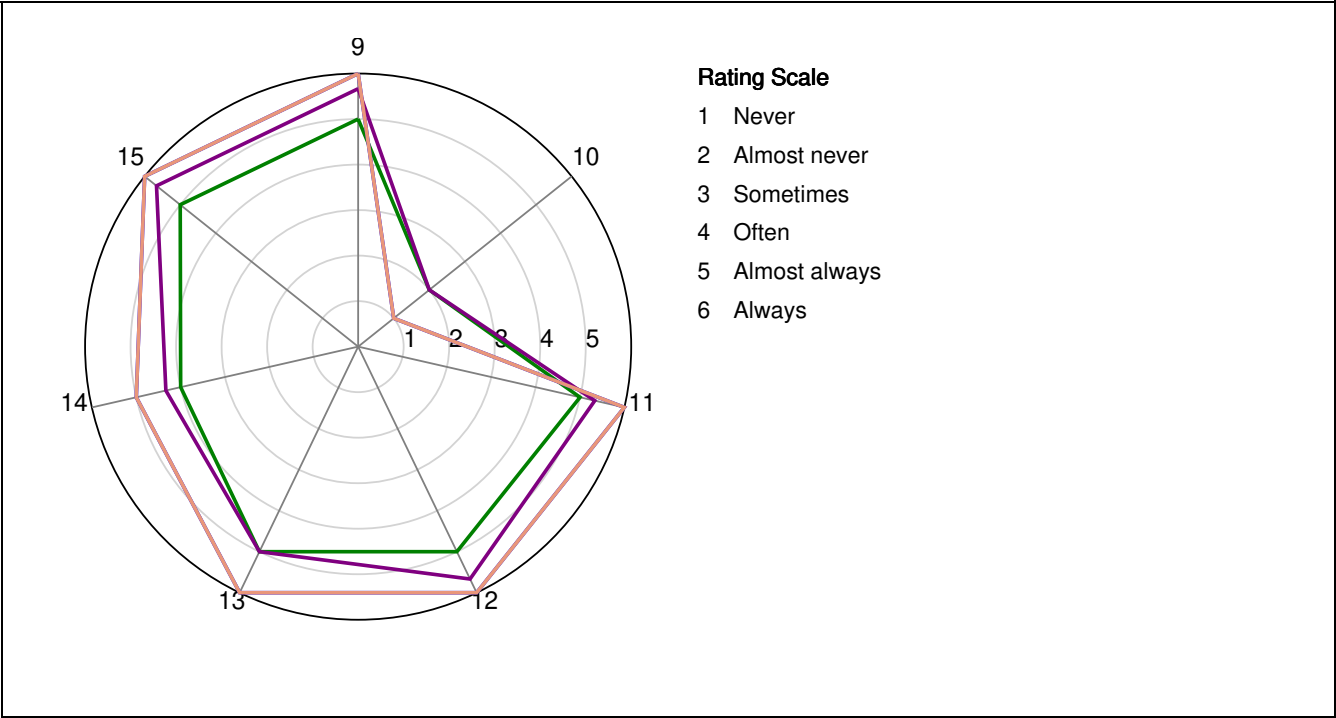
Manager

Colleague

Direct Report

External Stakeholder

Combined



Number	Description
9.	Act as a role model for others
10.	Disregard feedback from others
11.	Learn from experience by reflecting continuously on own actions
12.	Demonstrate motivation to take on leadership roles
13.	Seek opportunities to broaden or develop your own knowledge
14.	Show an awareness of your own strengths and weaknesses
15.	Demonstrates enthusiasm for your role

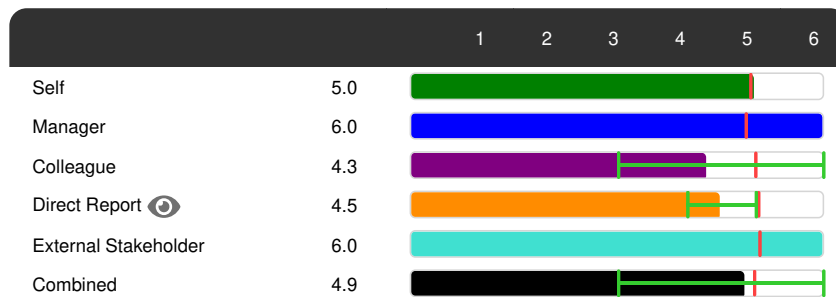
Inclusive Leadership



Considers and shows respect for the opinions, circumstances and feelings of colleagues and members of the public, no matter what their race, religion, position, background, circumstances, status or appearance.

17. Understand and explain the benefits of a diverse workforce to others

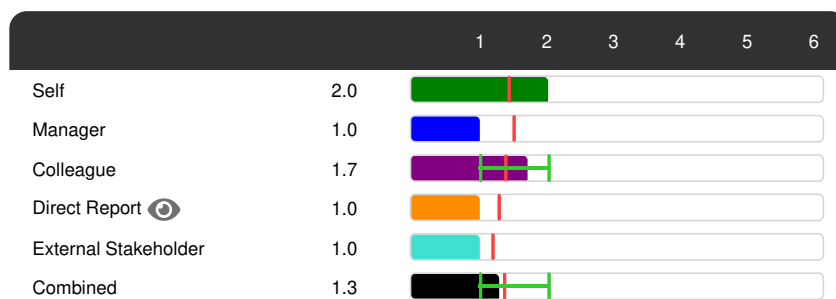
Key



18. Show bias and prejudice when dealing with people

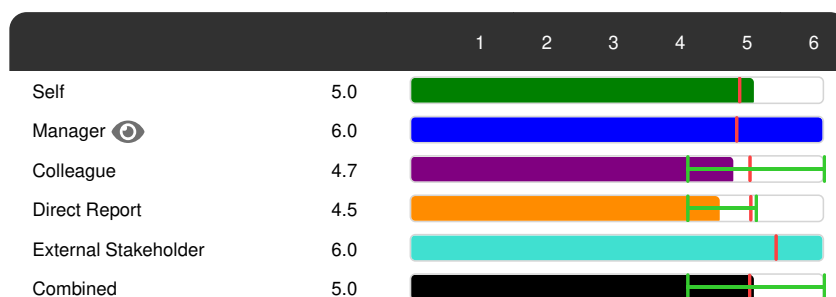
Key

Negatively orientated

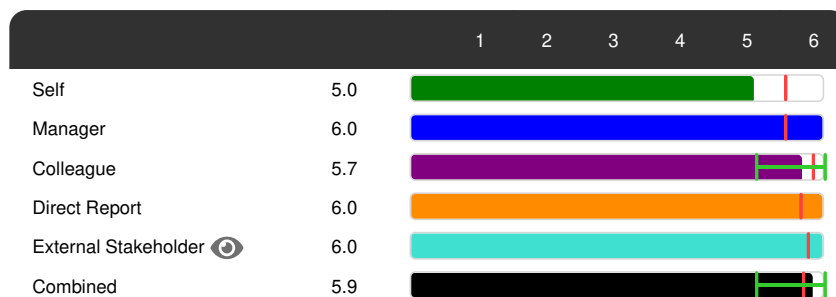


19. Take action to promote diversity within the organisation

Key

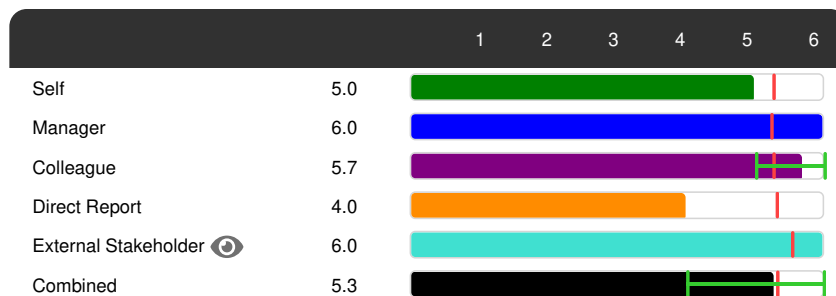


20. Treat others with respect and dignity



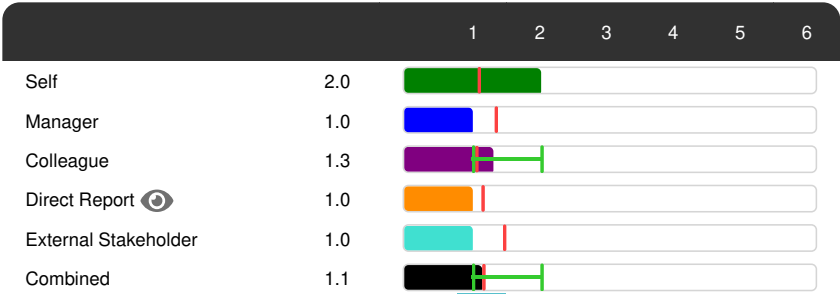
21. Take into account the needs and interests of others

Key



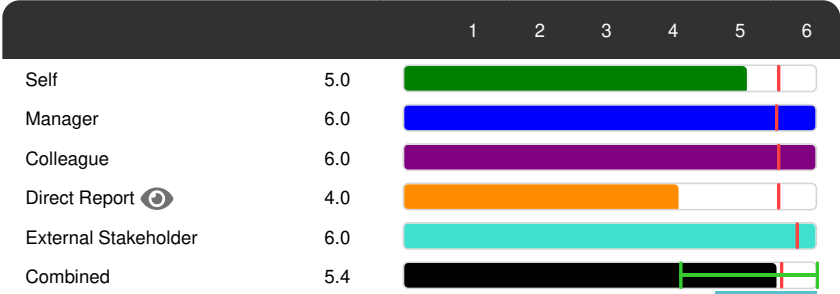
22. Allow others to display inappropriate or discriminatory behaviour

Negatively orientated



23. Show a genuine concern for others

High Potential



24. Would you like to provide any comments to support or qualify the ratings you have provided above?

Donna is an exemplary role model in this regard, she could only improve this by sustaining the work she does in this area. Whilst Donna does this regularly she sometimes struggles to articulate what it is she does to achieve it.

Donna is sensitive to the needs of others and is prepared to challenge as appropriate.

Hughes, Helen

This is an area of strength for Donna where her own personal values are demonstrated to a high level. She is a good role model within the organisation to promote development and encouraging others to achieve.

Donna's demonstration of fairness in the workplace is exemplary. This does not mean she is soft or allows others unnecessary latitude; rather she takes account of diverse opinions and approaches. She is active in the Engage network.

Martin, Heather

Donna is not only aware of EO and Diversity issues, she ensures that others adhere to policies too. I have never seen her act in any inappropriate manner.

Donna is always polite and mindful of other peoples needs i.e. Alex, office temp. She always maintains a high level of confidentiality and would never tolerate inappropriate behaviour or language. This was evidenced by an inappropriate remark that was made and I saw Donna challenge and advice the person concerned.

Inclusive Leadership



Considers and shows respect for the opinions, circumstances and feelings of colleagues and members of the public, no matter what their race, religion, position, background, circumstances, status or appearance.

This table shows how the review groups have rated these indicators and you may see patterns and contrasts with and between the review groups.

Key

Self

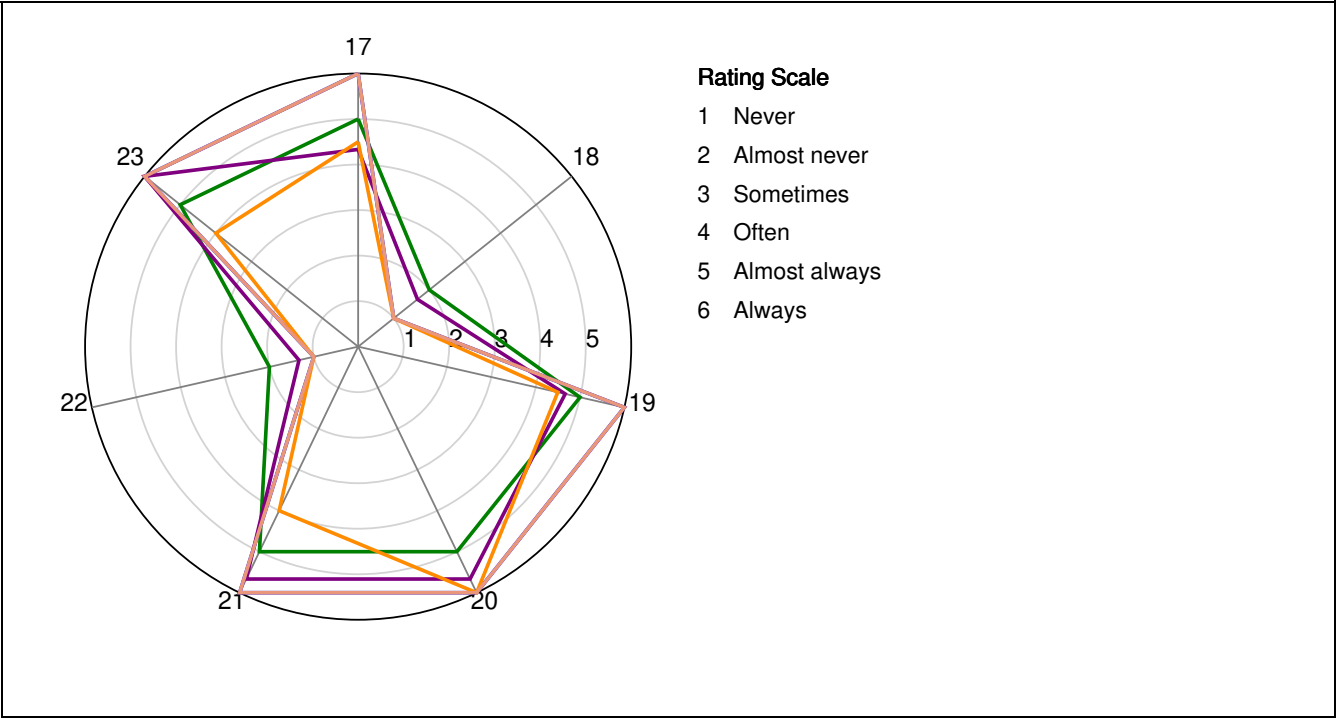
Manager

Colleague

Direct Report

External Stakeholder

Combined



Number	Description
17.	Understand and explain the benefits of a diverse workforce to others
18.	Show bias and prejudice when dealing with people
19.	Take action to promote diversity within the organisation
20.	Treat others with respect and dignity
21.	Take into account the needs and interests of others
22.	Allow others to display inappropriate or discriminatory behaviour
23.	Show a genuine concern for others

Social Intelligence

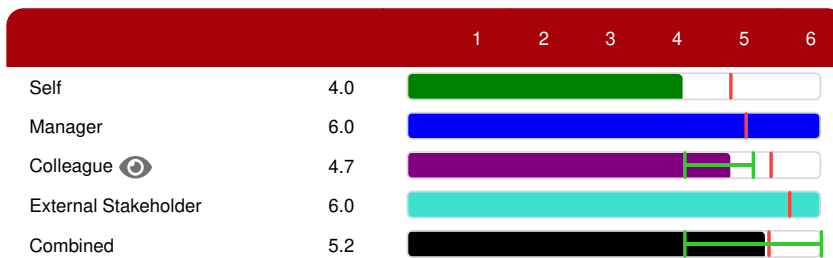


Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed. Makes sure that others understand what is going on.

25. Manage conflict effectively

Key

Development available



Conflict Management Training - 1 day course.

Conflict Management Training - 1 day course.

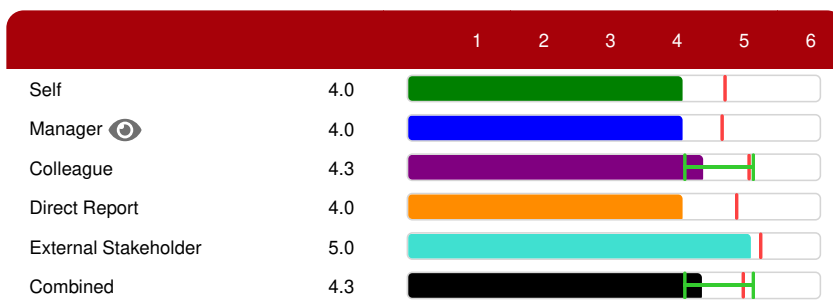
For scores 40% to 100%

Overview: http://www.findcourses.co.uk/Conflict_Management_Training_82516.htm

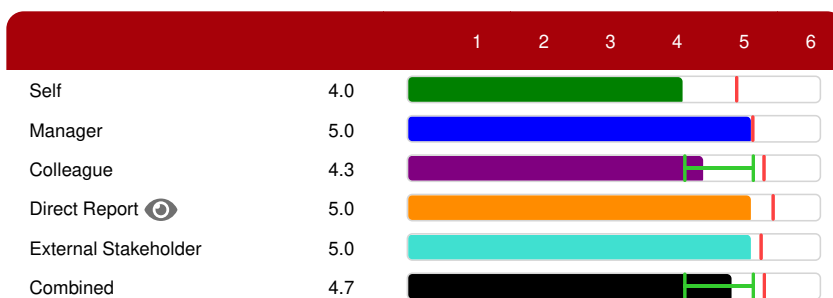
Book Me URL: </intranet/coursebooking/register.aspx?id=82516>

26. Successfully influence those they do not manage

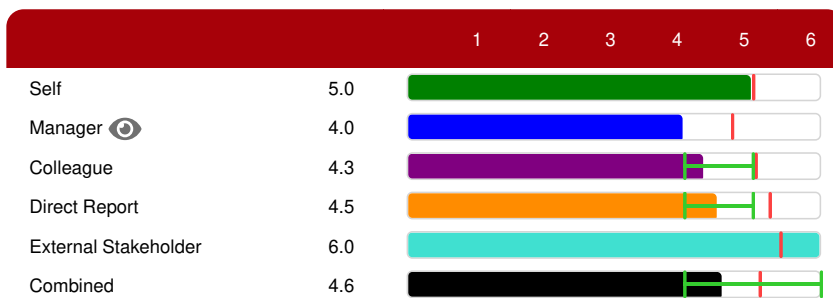
Key



27. Use listening skills to understand others' points of view

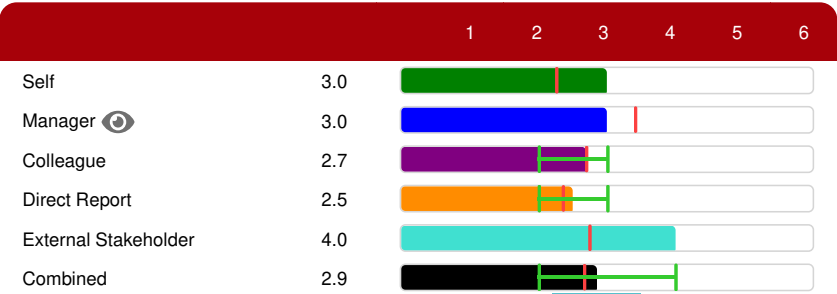


28. Change your style of communication to meet the needs of others

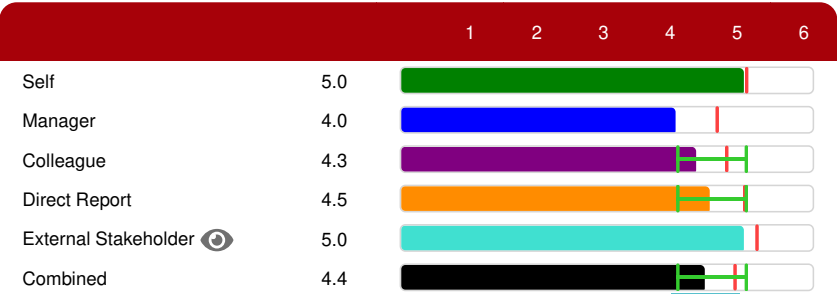


29. Rely on one influencing style or tactic

 Negatively orientated



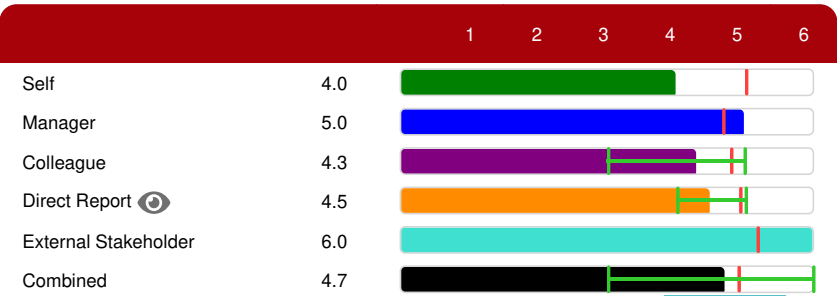
30. Engage others through effective consultation



31. Shows an awareness of the impact of their own behaviour on the morale and performance of others

 Key

 High Potential



32. Would you like to provide any comments to support or qualify the ratings you have provided above?

Donna has a challenging role within the company where she has to deliver the Board's agenda which is sometimes not welcomed by all. She uses good communication styles, understanding others needs and tries to influence them appropriately. Donna responds well to feedback and is a self reflector, this has helped her deal with both work and personal issues.

Donna is an effective communicator and more importantly is approachable and willing to listen. On occasions when she is clear about what she wants to achieve as an outcome she will clearly direct and re-state her position to subordinates to ensure that they are ckear on her expectations.

Hughes, Helen
Donna is very good at communicating her stance and does not shy away from difficult decisions. She deals personally with difficult decisions and shows a resilience when in this situation.

Martin, Heather
Donna is very keen to please, and her communication style is well accepted by others. However, there is always room for improvement.

Donna is an effective communicator as evidenced by her handling of the recent quality complaints. She also gives clear and concise direction.

Social Intelligence



Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed. Makes sure that others understand what is going on.

This table shows how the review groups have rated these indicators and you may see patterns and contrasts with and between the review groups.

Key

Self

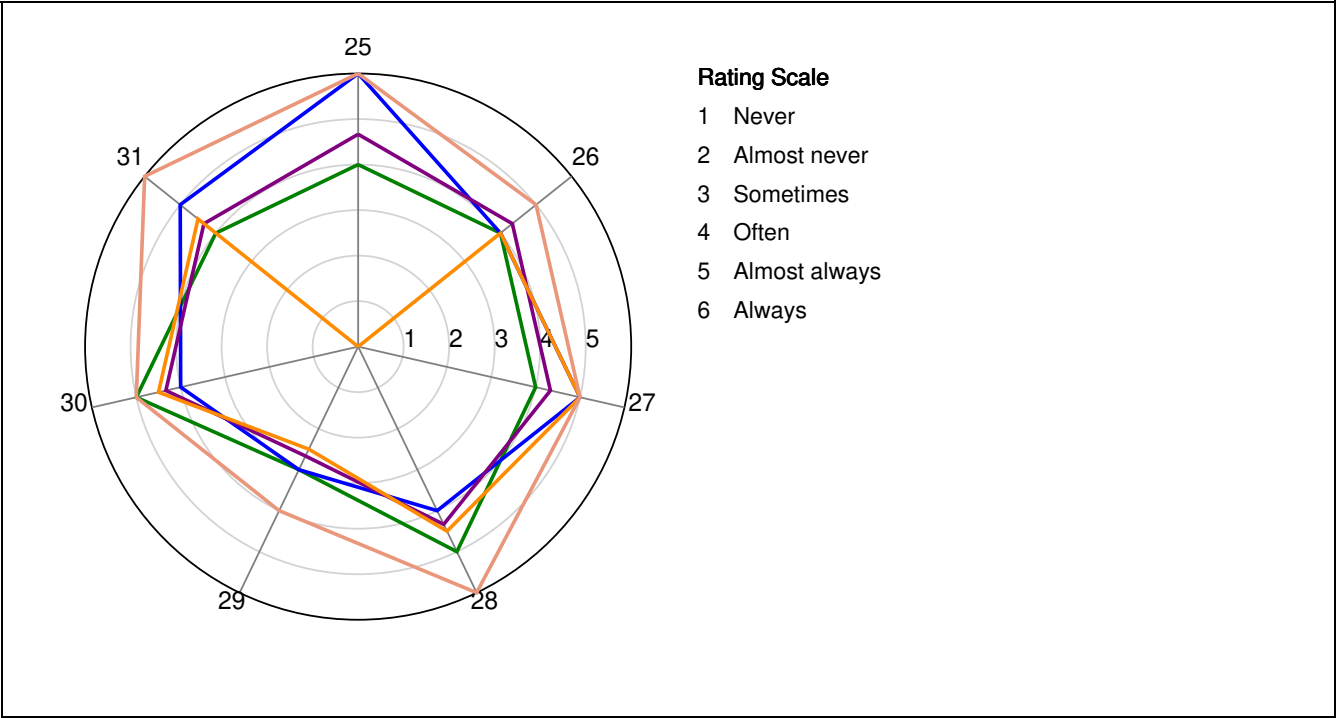
Manager

Colleague

Direct Report

External Stakeholder

Combined



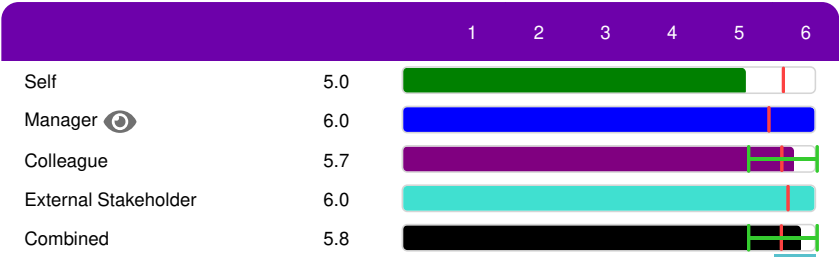
Number	Description
25.	Manage conflict effectively
26.	Successfully influence those they do not manage
27.	Use listening skills to understand others' points of view
28.	Change your style of communication to meet the needs of others
29.	Rely on one influencing style or tactic
30.	Engage others through effective consultation
31.	Shows an awareness of the impact of their own behaviour on the morale and performance of others

Developing Capability



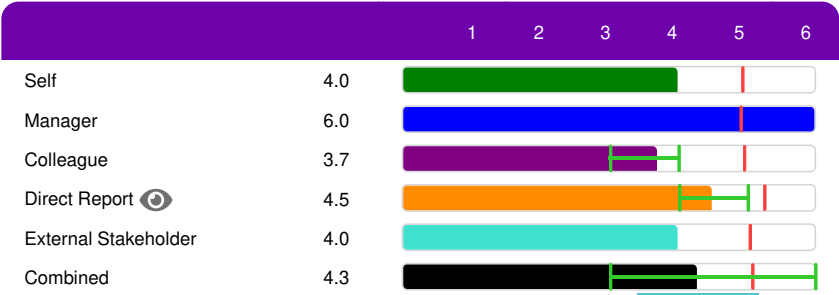
Actively encourages and supports the development of people. Motivates others to achieve organisational goals.

33. Work to improve team performance

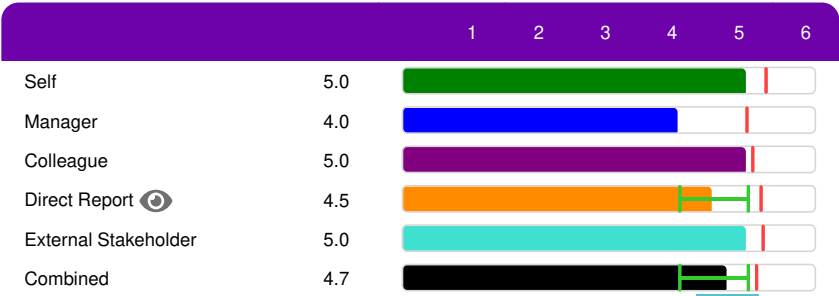


34. Delegate responsibility but retain authority

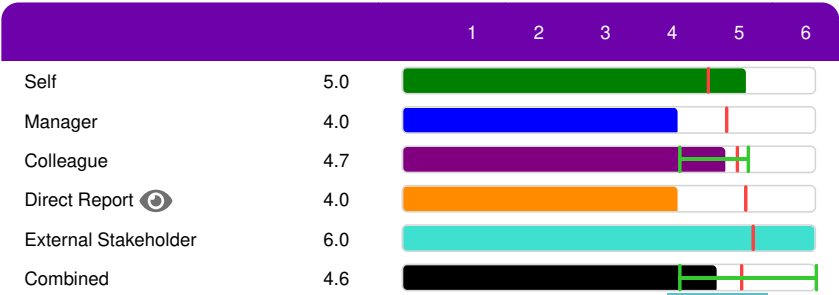
Key



35. Overtly recognise the contributions, achievements and efforts of others

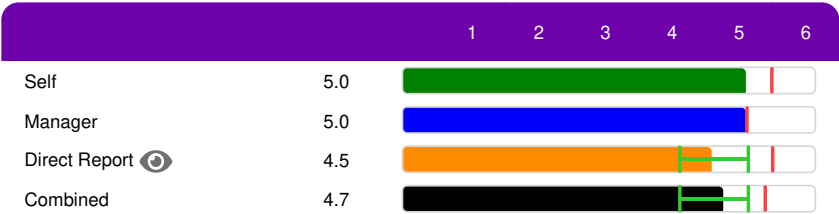


36. Help others to learn from their experiences



37. Support others in their personal and professional development

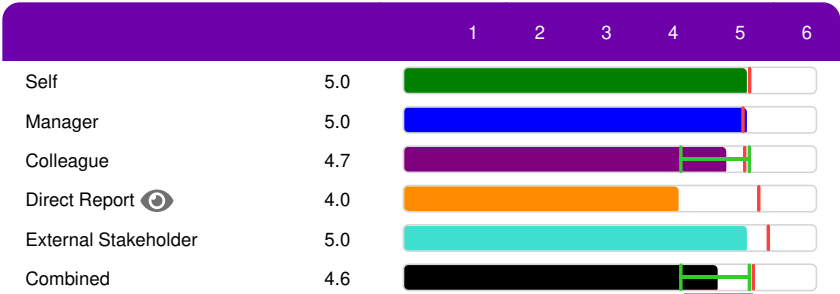
Key



38. Inspire others to achieve high levels of performance

Key

High Potential



39. Give negative feedback rather than focusing on a way to improve

Negatively orientated



40. Would you like to provide any comments to support or qualify the ratings you have provided above?

Donna, has a genuine and well evidenced ability to improve others and performance. She plays an important role in the Company's Assessor Programme and has delivered important pieces of strategic work. Donna would however benefit from proving these skills in an operational context and needs to look at broadening her existing skills. In her new role she has adapted well to the need to delgate correctly and manage others deliver of those pieces of work, this is a difficult skill to learn.

Donna is very hard working and takes ownership of her areas of responsibility. Delegation is an area she probably needs to develop. She has been instrumental in securing formal recognition for good work of staff within her remit.

Martin, Heather

Donna does actively encourage and support others, she is well aware of peoples developmental issues. She does know how to Action Plan and gives appropriate feedback to enable those to develop.

Hughes, Helen

Donna's confidence is growing and this is enabling her to be ever more effective and efficient. Donna uses positive affirmation with her staff which has had the effect of buy in rather than defensiveness.

I feel that Donna often takes on too much herself when she could / should delegate to others. Whilst this is a positive trait insofar as it demonstrates her willingness to get involved in all aspects of her role, the detrimental aspect is that she often works long hours and puts herself under pressure that others should be sharing.

Donna has given great support to my team. In recognising the excellent work of one individual she as been supportive in helping to get that person re graded. She always gives support and encourages development.

Developing Capability



Actively encourages and supports the development of people. Motivates others to achieve organisational goals.

This table shows how the review groups have rated these indicators and you may see patterns and contrasts with and between the review groups.

Key

Self

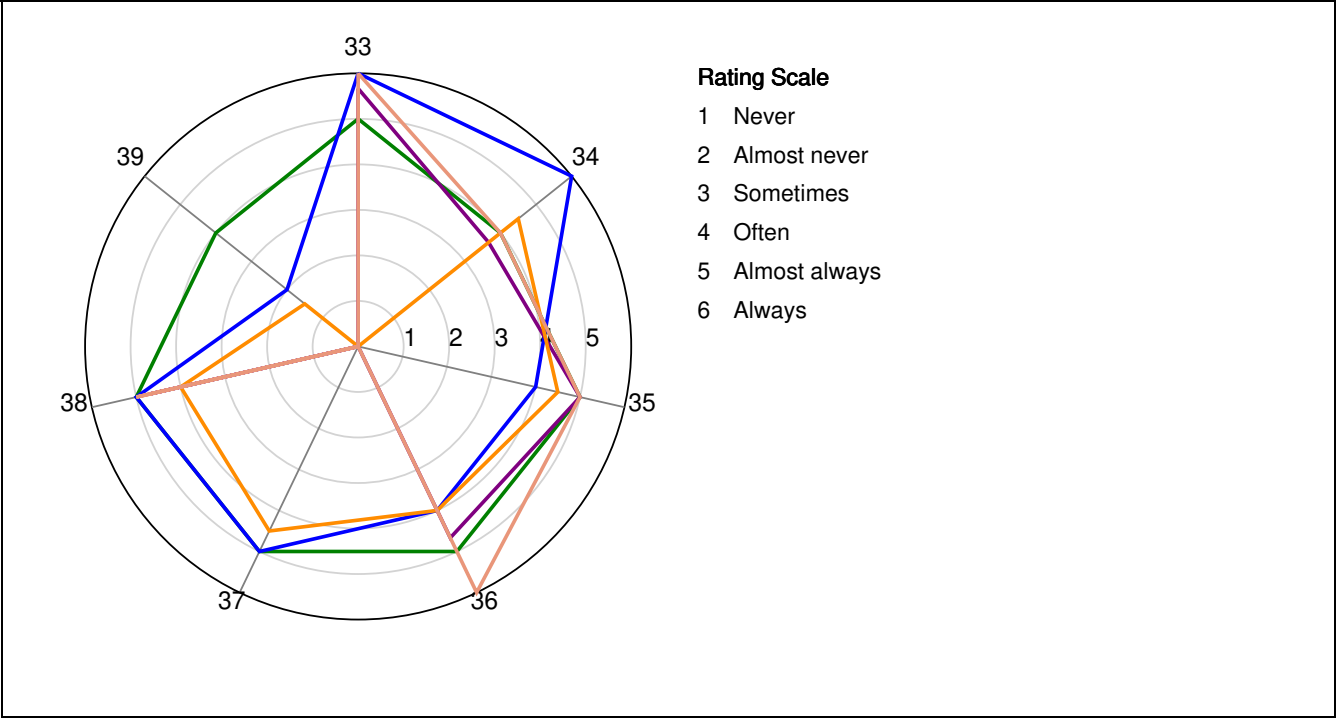
Manager

Colleague

Direct Report

External Stakeholder

Combined



Number	Description
33.	Work to improve team performance
34.	Delegate responsibility but retain authority
35.	Overtly recognise the contributions, achievements and efforts of others
36.	Help others to learn from their experiences
37.	Support others in their personal and professional development
38.	Inspire others to achieve high levels of performance
39.	Give negative feedback rather than focusing on a way to improve

General



General questions.

41. In your opinion, what has this person done that demonstrates the potential to be effective in a more senior leadership role?

Donna has taken a stretching role above her own in order to prepare for promotion. Whilst this is useful it merely enhances skills she has proven exist and I feel she would be better to leave that role and develop her other skills. Donna believes in life long learning and has ensured she is up to date in many areas, this will serve her well for the future.

Donna demonstrates a high level of commitment and ownership of problems. She is prepared to listen to her staff but still maintains focus on the objectives to be achieved.

Takes on personal responsibility and is willing to go that extra mile to get things done. Is focused on the needs and objectives of the organisation.

Hughes, Helen

Donna has actively pursued her own development to ensure she is aligned with what the organisation wants. She demonstrates on a regular basis her own natural leadership style which is inclusive rather dictatorial. She has gained the trust and respect of senior managers who look to her for guidance, support and advice.

Martin, Heather

Donna is committed to the Company, showing great integrity when dealing with those outside it. She sells the Company in a positive way. In her current role she actively supports her team by listening to their issues.

She is performing very well, with sound feedback from subordinates, peers, supervisors and the Board.

Donna was a very experienced Front Line Supervisor making senior and instant decisions regarding many major customer service issues.

42. What specifically do you feel this person would need to develop in order to be a successful senior leader?

Assertiveness, in challenging the Board and not just acquiescing to their requests however unreasonable. A broader and provable experience of recent operational crisis management. Donna needs to focus on herself and not get dragged into the competitive world of other political groups.

Time management and delegation. Donna works long hours at times.

Take on less responsibility and delegate/task manage more in order to relieve some of the pressures she has on herself through taking on so much responsibility.

Hughes, Helen

More confidence in her ability and a broader view of the organisation.

Martin, Heather

Learning to say No. Donna aims to please all, therefore this spreads her talents thin. She needs to consolidate and complete her priorities, and delegate lesser jobs to others.

She needs to gain a greater understanding of what she is required to demonstrate throughout the promotion process, specifically the assessment centre exercises. The perplexing thing is that she demonstrates her capability to operate at a higher level on a daily basis in the workplace, yet seemingly fails to convince some others in the process.

Bennett, Donna

An awareness of organisational needs and the reasons why things are done An awareness of what Product Recall does in terms of themselves

I believe Donna has all the skills to be a successful senior manager. Invariable she takes the lead and communicates her intention and objectives. Donna came into a post that in my opinion was a poisonous chalice. She has taken up the challenge and is pushing through change and improvements. I believe the only area that Donna needs to develop or change is that of delegation. She is a very keen individual who in my opinion likes to maintain ownership but should empower more. Otherwise I believe Donna as all the attributes to make an excellent senior leader.

43. Is there anything else about this person's performance or leadership style that you would like to comment on?

Donna is extremely committed to the Company and works very hard to play her part in its success. I feel she would advance herself more if she develops the ability to correlate her internal work with the benefits it brings to customers - she is a little weak in this area, which is reflective of her current role. Finally, Donna uses many of the behavioural statements in her daily language but does not always appear to be able to relate this to what she has done. For future promotion she needs to be able to articulate this fully.

Is supportive to team welfare and performance needs and is a good communicator, preferring face to face discussion which is a more personal management style and more effective in staff engagement.

Hughes, Helen

Donna has a high set of values both personally and professionally which translate well into the workplace and that people can identify with. She takes on new tasks and roles energetically.

Martin, Heather

Donna does share her purpose and visions and takes personal responsibility for decisions taken. She does change her leadership style to suit the occasion and to determine the outcomes.

Donna is committed to her own and her team's sound performance. She is capable of coping with and prioritising a personal heavy workload and her personable, inclusive style allows her to get the best from her people.

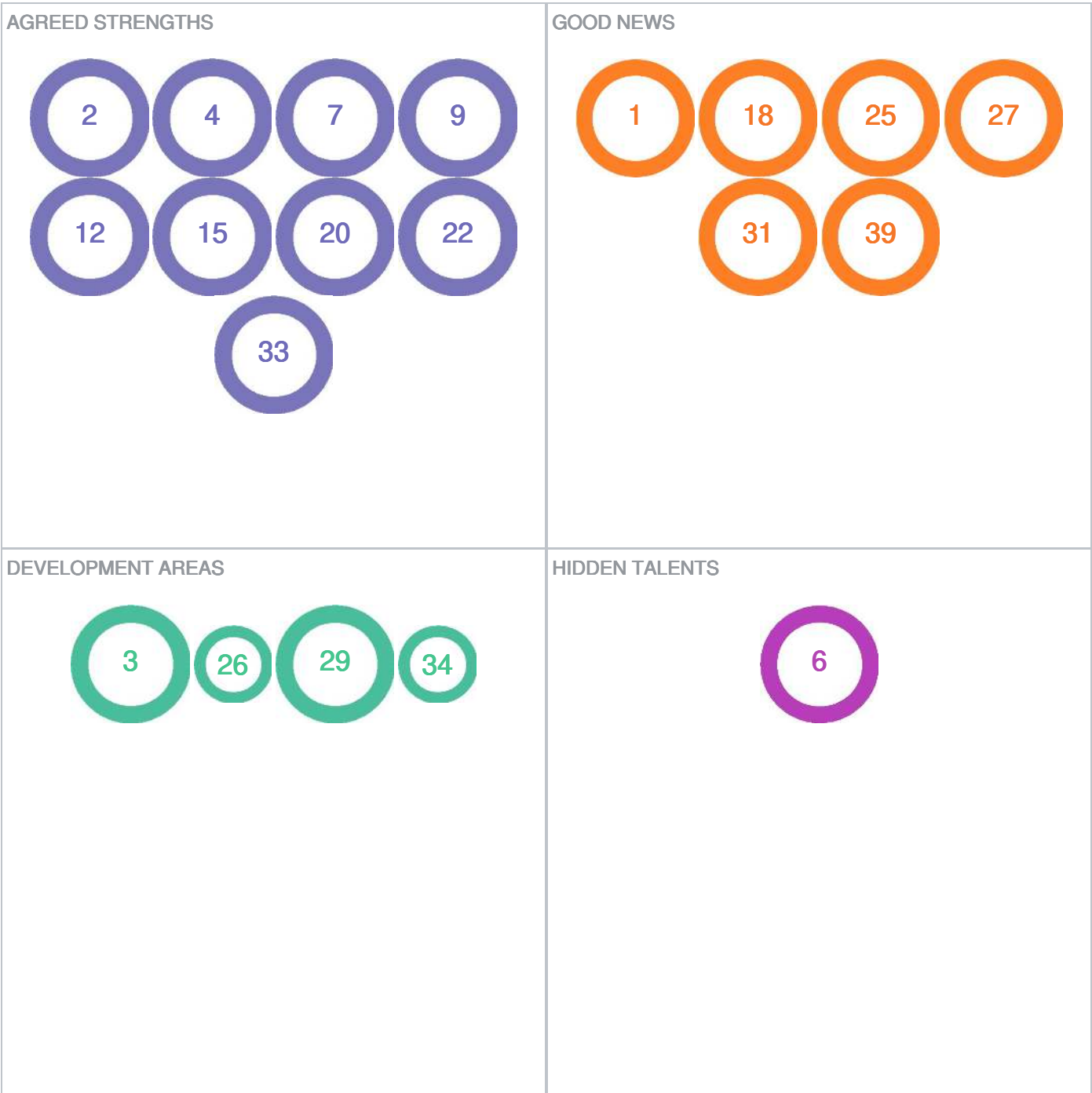
Strengths, Weaknesses & Blind Spots

There are a number of different models or 'lenses' you can use to look at the feedback contained in your 360 degree feedback report. We use the terms 'lens' because each one provides a slightly different way of looking at the feedback and can be used to achieve a specific aim or objective, much like one would use different lenses on a camera to get a different effect.

The following section of your report looks at your feedback through one such 'lens' to identify areas that may be of interest to you. The feedback is sorted based on whether you were scored highly by others (a positive) or not and also if you own score agreed with how you are seen by others. Looking at how the items have been sorted allows you to focus on your likely development needs and key strengths and initiates thinking about what you could do differently to operate more effectively and make use of the feedback. Essentially it looks at whether:

- the feedback was a surprise, or whether it was expected by you (aware vs. unaware)
- the feedback was positive (or motivational) or negative (developmental, or constructive) –this is often most easily identified by the strength of others' ratings (relatively high or relatively low)

This grid creates four quadrants: Clear Strengths, Good News, Development Areas & Hidden Talents. The following analysis has been automatically calculated from your feedback ratings. However, it is still worth exploring your feedback and this grid with an experienced 360 degree feedback facilitator. This analysis has been provided as a guide, and a place for you to start your discussions with your line manager or feedback coach; it should not be seen as being prescriptive or fixed.



Development areas

Items in this quadrant might represent developmental or lower-rated feedback. It is likely that these areas will not be a surprise to you, since these are questions to which you and others provided relatively lower ratings. The behaviours listed in this section could be development priorities, since you are in agreement with others that these are not the area in which you perform best. They might also represent things that are not important within your current role, but be careful not to dismiss items here too quickly on this basis. Consider them carefully; are they things that you could do more of, or do more effectively, or which might be important in a future role? You should also consider the following:

- What could you do to improve these areas? Read any supporting comments to see what specifically you could do more of, or less of, to increase your effectiveness in these areas.
- How relevant are these behaviours to your current role? What impact might these lower ratings have on your performance?
- How can you plan to change any high priority behaviours? What specific actions might you put in a personal development plan? What support will you need?
- Do you have any strengths that can support you in the development of these areas?

Competence	Question	Self (%)	Combined (%)	Gap (%)
Accountability				
Negatively orientated	3 Focus on organisational needs over the needs of the customer	33	42	8
Social Intelligence				
Key	26 Successfully influence those they do not manage	67	71	5
Social Intelligence				
Negatively orientated	29 Rely on one influencing style or tactic	67	69	2
Developing Capability				
Key	34 Delegate responsibility but retain authority	67	71	5

Agreed strengths

Items in this quadrant are those that represent positive or more highly-rated feedback which was expected by you –i.e. you would also have rated yourself highly on this. These can be viewed as your Clear Strengths –areas in which both you and others agree that you perform well. It is important to consider the feedback in this quadrant carefully, since it can easily be overlooked in the rush to focus on any less positive feedback. You might also want to ask yourself the following questions:

- How can these strengths support you in developing your weaker areas?
- How can you capitalise on these strengths?
- Is there a risk that you might overplay or overuse these strengths at times? What does this look like, and how can you avoid this happening?
- Can you help to develop this capacity in others? Coach, mentor or train your colleagues?
- Do you get sufficient opportunities at work to make the most of your strengths?
- Are there projects or opportunities that could help you to realise your potential in this area, or use your strengths to greater effect?
- Are there other areas in which you could deploy this skill?
- Are there ways in which you can overcome or “work round” development needs through smart application of these strengths?

Competence	Question	Short Text	Self (%)	Combined (%)	Gap (%)
Accountability	2 Promote the interests of the company externally	Company Ambassador	83	100	17
Accountability Key	4 Seek to influence local or national issues by engaging closely with the community or industry	Influencer	83	100	17
Accountability	7 Accepts personal responsibility for your own decisions and actions	Responsible	83	97	13
Learning Mindset Key High Potential	9 Act as a role model for others	Role model	83	97	13
Learning Mindset High Potential	12 Demonstrate motivation to take on leadership roles	Motivated	83	97	13
Learning Mindset	15 Demonstrates enthusiasm for your role	Enthusiastic	83	97	13
Inclusive Leadership	20 Treat others with respect and dignity	Respectful	83	98	14
Inclusive Leadership Negatively orientated	22 Allow others to display inappropriate or discriminatory behaviour	Equitable	83	98	14
Developing Capability	33 Work to improve team performance	Team player	83	97	13

Hidden Talents

This is the area which often generates the most discussion, but which also often leads to the greatest insights and development of self-awareness. Hidden Talents are opportunities; opportunities to convey your positive intentions more clearly to others, opportunities to understand the impact you 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., you have rated yourself more highly than others did. Often, these are things that you may be aware of because they are internalised –examples of this are the way in which you make decisions, solve problems or plan ahead. Hidden Talents could represent a development need, but are often about raising awareness on both sides.

Consider the following:

- Are you making your intentions clear to others? Do you explain the rationale behind your decisions, describe your thought processes or communicate your plans?
- Between which specific groups was there a difference in perception? Could the issue be one of focus and approach, rather than of skill or underlying competency?
- Don't be too quick to dismiss the feedback as inaccurate because of the differences in perception. Think about it, explore it and check it out with others. What is it that you think you are doing, that others are not seeing?
- Ask yourself, "When was the last time I did this?" "How did I feel about it?" "How did others react?"
- What might have led to others providing lower ratings in this area?
- Think about how you might go about changing these perceptions? What positive actions could you take?
- What conversations do you need to have? What support do you need from others? Could individuals provide you with further feedback to help you maximise your effectiveness in this area?

Competence	Question	Self (%)	Combined (%)	Gap (%)
Accountability	6 Push back against unrealistic demands from above	83	47	-37

Good news

Items in this quadrant represent positive or more highly-rated feedback which was 'unexpected', i.e., you have rated yourself lower than others did. Again, it can be easy to overlook this feedback, but it suggests that there are areas where you may have been overly modest, or where you are having a greater impact than you think you are. Consider the following:

- Read the comments to understand what it is that you do and of which you were not aware
- Plan to do these things more often, in more situations
- Think about the positive nature of this feedback - might you have been harsh in your scoring, or what have you have overlooked? Read the open ended comments to see if there are examples of what you have done that others have observed
- Encourage the recipient to look at how they could capitalise on this strength, and how they can increase their self-awareness. Is it a skill they could employ more often, in more situations?

Competence	Question	Short Text	Self (%)	Combined (%)	Gap (%)
Accountability	1 Apologise when you are at fault or have made mistakes		67	100	33
Inclusive Leadership	18 Show bias and prejudice when dealing with people		83	95	12
Key Negatively orientated					
Social Intelligence	25 Manage conflict effectively		67	87	20
Key					
Social Intelligence	27 Use listening skills to understand others' points of view		67	79	12
Social Intelligence	31 Shows an awareness of the impact of their own behaviour on the morale and performance of others		67	79	12
Key High Potential					
Developing Capability	39 Give negative feedback rather than focusing on a way to improve		50	89	39
Negatively orientated					

Summary Coach Notes

This section of the report is for your coach to summarise the outputs of the feedback discussion you have had. They can use this space to note:

The development priorities that you have agreed having considered your feedback

- Any development or learning actions that you have identified to address your development goals
- What you are going to do to ensure that you capitalise on your strengths
- Further actions, conversations or activities that you plan to take to ensure you get maximum value from your 360 degree feedback.

"I really enjoyed our conversation and hope you got a lot from it too. You show a very good level of self-awareness and came across as being reflective and committed to your personal learning and development. During our conversation, you seemed motivated and committed to the following areas of action:

- Finding ways to manage your workload better. This includes building on the trust and respect you have already developed within your team to go the next step to empower them further.
- You are going to do some reading and online learning to improve your delegation skills. You are also going to work with your coach to develop your confidence in saying "no" in ways that feel more comfortable for you.
- You are going to share more with your team, both in terms with this feedback, your frustrations - constructively - to start to work together on how as a team you could remove some of the barriers and encourage some creative thinking about the problems you face.
- You were concerned about the lower-rated question on Accountability, where some have observed that you focus on organisational needs over community needs. You are going to talk to your manager about this and also consult with your trusted partners, to find out what you could be doing to ensure that people can see and observe your focus on the community, which may not be visible to others.

I wish you all the best in your ongoing development and your career, Donna."