



**CONFIDENTIAL**

**SAM SAMPLE**

# **360° Report**

based on ABC COMPANY P/L - GENERAL MANAGER

Assessed: 29 Jan 2021

 **synergy**people

# ABC COMPANY P/L - GENERAL MANAGER

360 Report is a tool for management appraisal and development, which helps in identifying how an executive is perceived by certain groups of respondents who have had functional relationships and organisational interactions with the recipient of the feedback.

This is done through feedback from different respondent groups such as Self (the manager undergoing assessment), Bosses, Direct Reports, Peers and/or Others.

## Structure of the assessment

Assessment items measure 68 leadership behaviours. The 68 items are grouped into 18 Specific Skills. These are in turn grouped into 13 Management Competencies.

## Response Types

In each of the 68 items of the ABC Company P/L General Manager survey, the raters choose between six possible choices. Based on their observations, they indicate the frequency and consistency of manifestation of behaviours on a scale of 1 to 5. The sixth choice is "No Opportunity" and is selected when the rater had no opportunity to observe the listed behaviour and thus could not provide a meaningful response.

Rating	Description	Percentage of Time
1	Almost never	0 - 10%
2	Seldom	11 - 39%
3	Sometimes	40 - 60%
4	Usually	61 - 89%
5	Almost always	90 - 100%
N	Did not have a chance to observe this behaviour	

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## Competency List

The 13 Management Competencies as well as the 18 associated Specific Skills are listed below.

### 1. Communication

- Active Listening
- Information Analysis

### 2. Leadership

- Integrity

### 3. Flexibility

- Situational Adaptability

### 4. Organisational Connectivity

- Teamwork

### 5. Process Management

- Resource Use Efficiency
- Professionalism

### 6. Performance

- Goal Orientation

### 7. Coaching

- Talent Development
- Team Motivation

### 8. Self-Development

- Continuous Development

### 9. Commercial Strategy

- Client Orientation
- Risk Management

### 10. Team Spirit

- Open Communication

### 11. Openness to Change

- Creative Thinking

## 12. Responsibility

- Responsibility and Empowerment
- Performance Management

## 13. Engagement

- Succession Planning

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## Report Sections

The results obtained as a result of the feedback are reported in the following sections:

### Introduction

This section provides an overview of the results of the ABC Company P/L General Manager assessment that the manager being provided the feedback and the respondent groups (Bosses, Direct Reports, Peers and Others) have completed.

### Detailed Analysis of Management Competencies

This section provides a detailed analysis of the Management Competencies considered, presenting: a comparison between the average score of All Observers (excluding the manager evaluated) and the score that the manager assigned through self-assessment, the value of the difference between the two scores and the consensus of All Observers for each Management Competency/Skill considered.

### Observer Consensus

This section provides an overview of the consensus between the replies of All Observers (excluding the answers provided by the person receiving the feedback). Consensus is measured on a scale of 0 to 3 and is correlated with the standard deviation of responses. The higher the value of consensus, the more observer responses will be closer, so the probability that the aggregate score reflects an objective view of reality is greater.

### Top Behaviours

This section lists the behaviours with the highest and lowest scores, respectively - based on the average of the scores of All Observers (excluding the manager assessed).

### Blind Spot Analysis

This section is a brief review of the behaviours in which the manager receiving the feedback tended to assess him/herself significantly differently (behavioural overestimation vs. behavioural underestimation) from all other respondents.

### Detailed Analysis of Specific Skills

This section shows a detailed analysis of Specific Management Skills, presenting: a comparison between the average score of All Observers (excluding the manager being assessed) and the score that the manager assigned through self-assessment, the value of the difference between the two scores and the consensus of All Observers for each specific Skill/Behaviour considered.

### Comments Analysis

Each respondent has the opportunity to provide comments on the Self (manager-assessed) and his/her managerial skills. These comments are sorted and grouped by respondent group and are provided in this section of the report.

### Suggestions for Personal Development

This section offers a few suggestions regarding the development of management competencies/skills deemed as

developed, according to the results shown in the report. These suggestions are based on the K-S-S (Keep - Stop - Start) method. All these suggestions can form the basis of drafting the personal development plan of the manager.

## Interpretation of Results

### Favourable Area

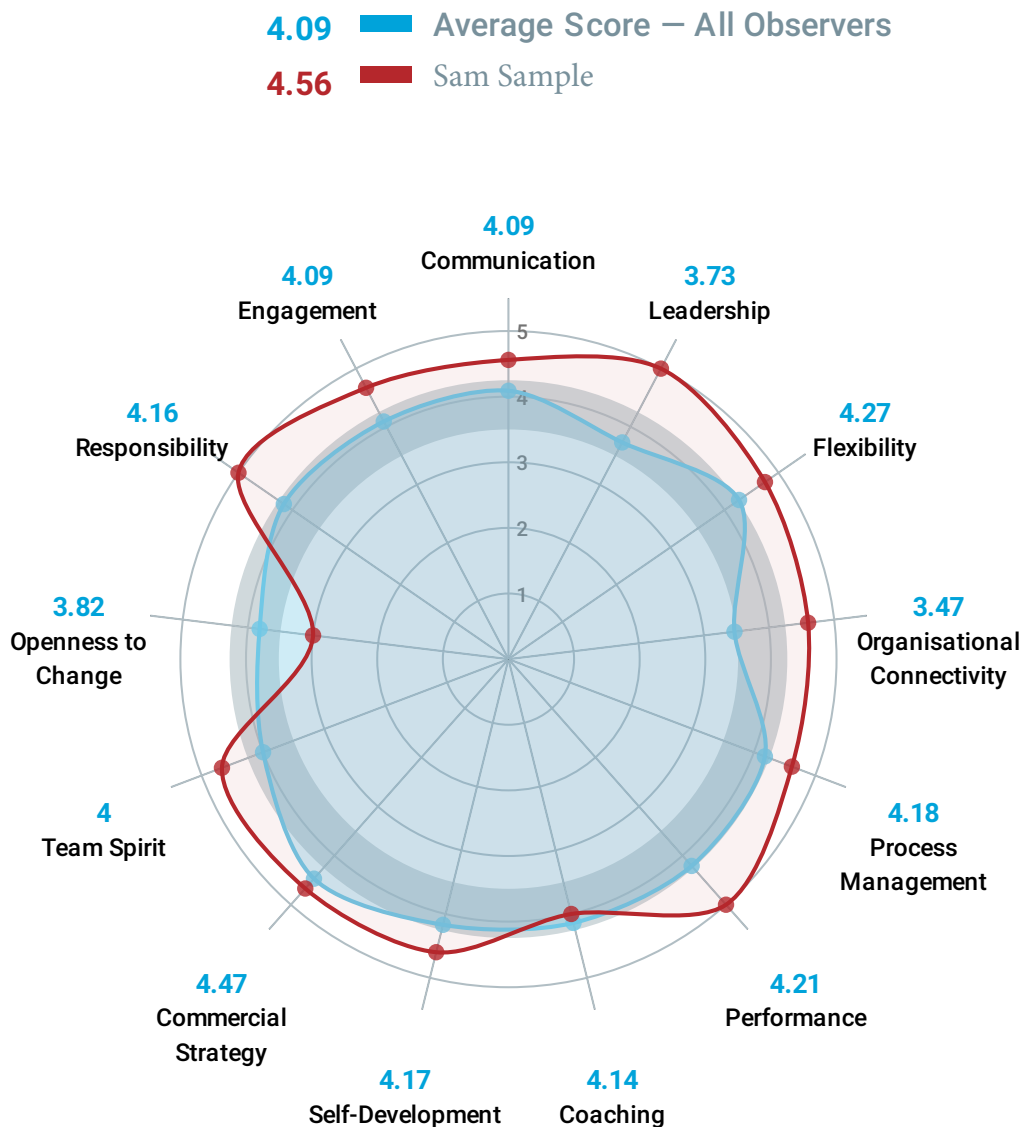
The Favourable Area has been identified by analysing the data obtained from a variety of industries and organisations. This analysis showed that, in the case of the ABC Company P/L General Manager, Sales assessment, managers who were identified as "performing highly" by their companies have generally had an average score from 3.5 to 4.25 when assessed by others who observed the manager's behaviour in the workplace.

# Introduction

This report presents the results of the ABC Company P/L - General Manager survey that was completed by the manager receiving the feedback and the respondent groups (Bosses, Direct Reports, Peers and Others).

The scores received by the manager evaluated (Self) are displayed on the next pages in the form of charts and numerical scales.

The chart below shows a comparative review of the results obtained by Sam Sample (SELF - the manager evaluated), based on the competencies considered. This chart allows you to analyse the overlap between the manager's profile obtained as a result of self-assessment and the manager's profile obtained based on the feedback of all the other respondents, taking into account the average scores of All Observers (Bosses, Direct Reports, Peers and Others), for each competency.



# Detailed Analysis of Management Competencies

The charts below show a comparison between the average score of All Observers (excluding the manager undergoing assessment) and the score that the manager obtained as a result of self-assessment, for each Management Competency/Skill considered.

The value of the difference between the two scores is also shown for each Management Competency/Skill. High values indicate a significant difference in perception between the manager being assessed and all other respondents.

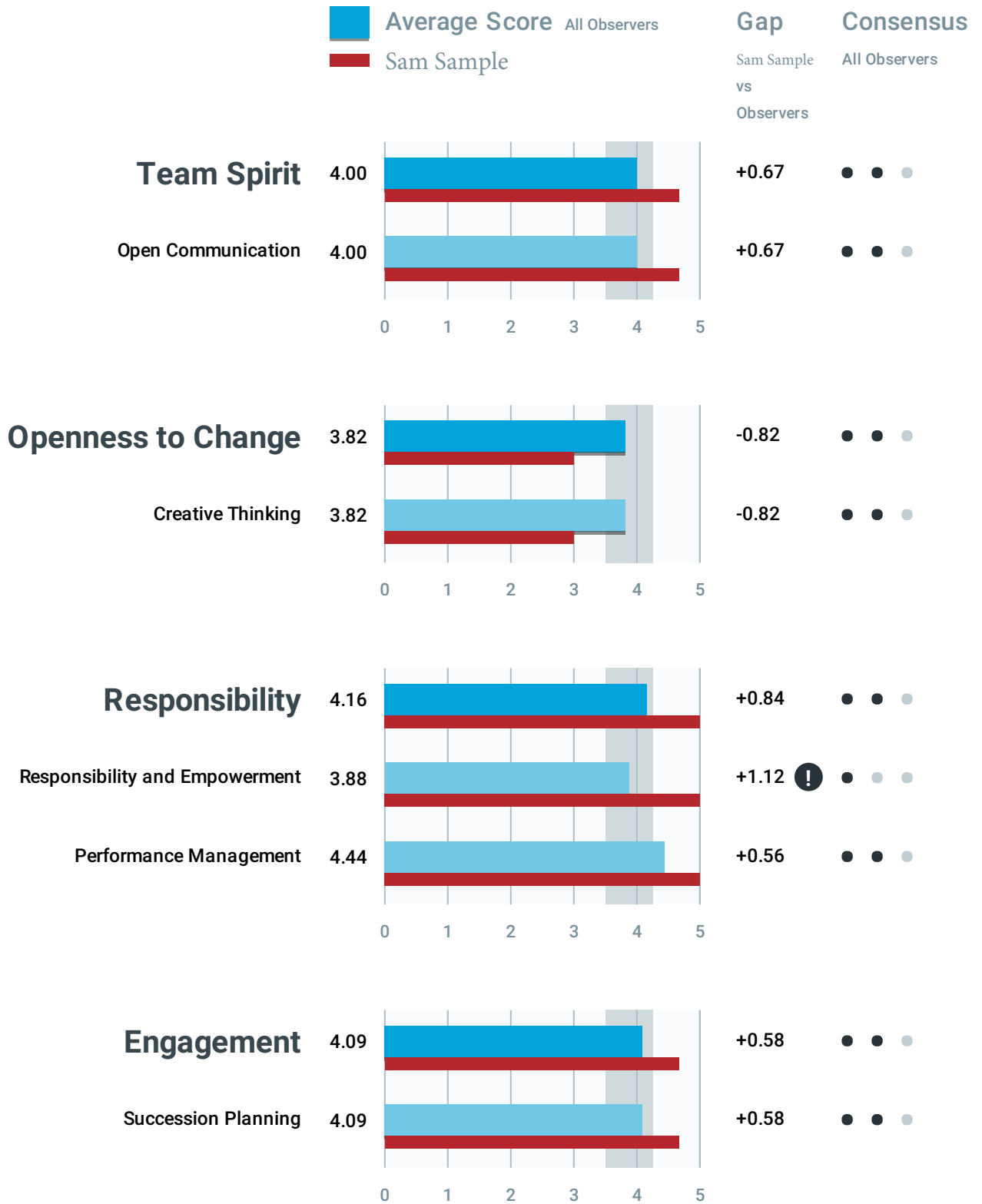
Additionally, for each Management Competency/Skill, the consensus of All Observers is indicated.











# Observer Consensus

This section offers you an overview of the consensus across the responses collected from All Observers (excluding the responses of Sam Sample).

The consensus is measured on a scale of 0 to 3 and is directly correlated with the standard deviation of the responses. The higher the consensus, the closer the observers' responses are (differences between observer scores are smaller), thus the higher probability of the aggregated score reflecting an objective view of reality.



**Consensus**

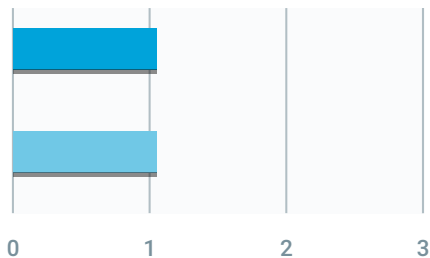
All Observers

**Behaviours displayed**

7 observers

**Organisational Connectivity**

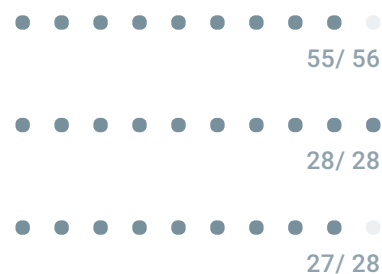
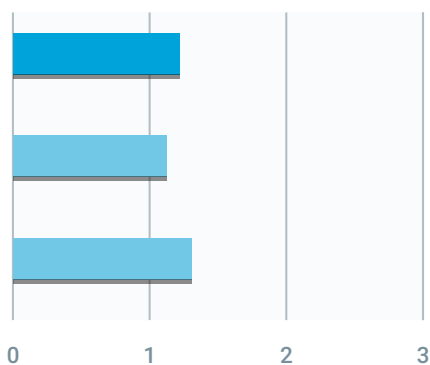
Teamwork



**Process Management**

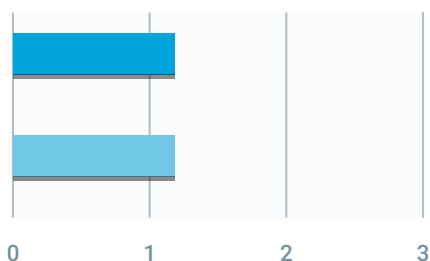
Resource Use Efficiency

Professionalism



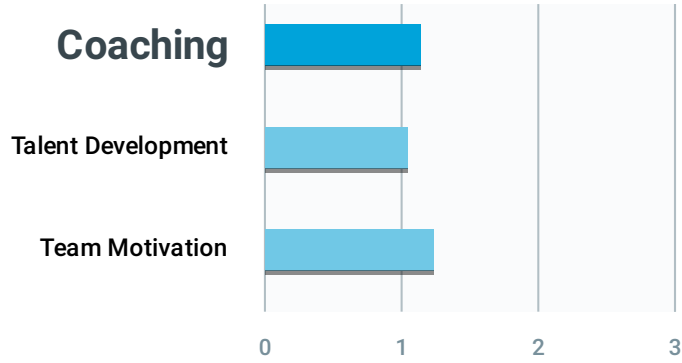
**Performance**

Goal Orientation



**Consensus**

All Observers



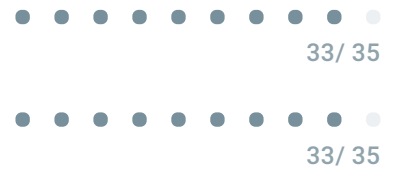
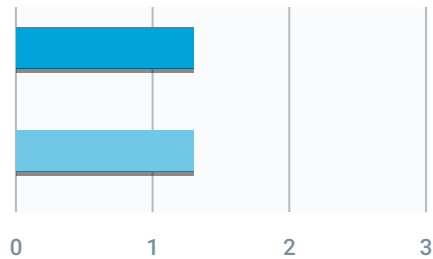
**Behaviours displayed**

7 observers



**Self-Development**

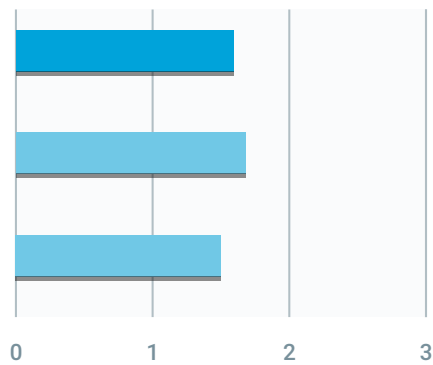
Continuous Development

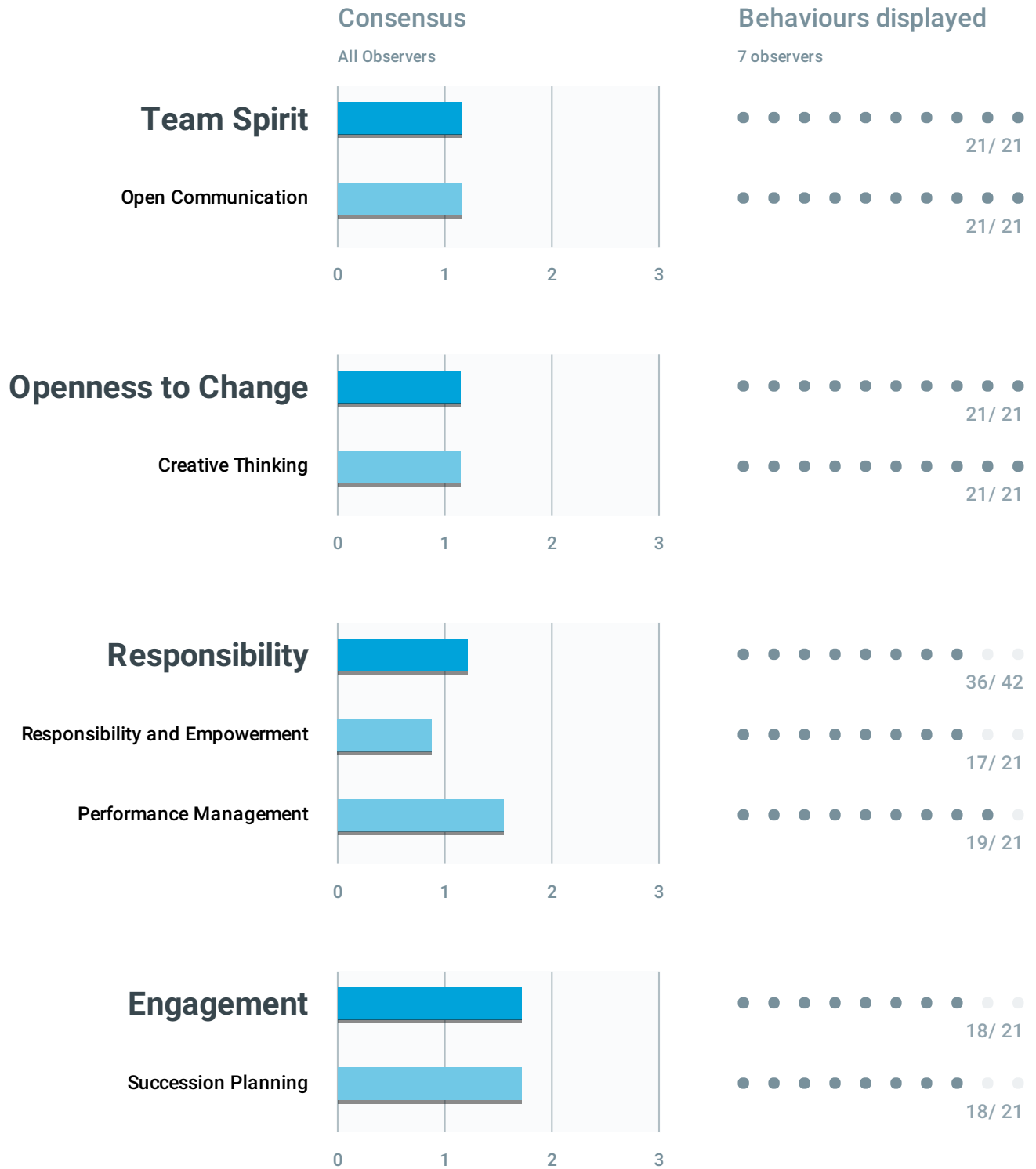


**Commercial Strategy**

Client Orientation

Risk Management





# Top Behaviours

## 10 Most Developed

This section lists the behaviours associated with the highest scores, based on the average scores of All Observers (apart from the manager evaluated). The overall results are compared with the individual scores, generated by Sam Sample (Self) through self-evaluation, and also with the average scores of each respondent group.

	Sam Sample	All Observers	Bosses	Peers	Direct Reports	Others
<b>PROFESSIONALISM</b> Is aware of new strategies, theories and methods in his line of work	5.00	4.74	5.00	5.00	4.00	0.00
<b>PERFORMANCE MANAGEMENT</b> Challenges his team and himself to always strive for better individual and collective performance on the short and the long term	5.00	4.74	5.00	5.00	4.00	0.00
<b>CLIENT ORIENTATION</b> Makes sure that all decisions he makes (for both support and client-facing functions) will improve the client experience	4.00	4.74	5.00	5.00	4.00	0.00
<b>PROFESSIONALISM</b> Quickly assimilates new information and successfully applies it in his work	5.00	4.70	5.00	4.50	4.33	0.00
<b>ACTIVE LISTENING</b> Lets the other person finish what they have to say, without interrupting	4.00	4.68	5.00	4.50	4.25	0.00
<b>CLIENT ORIENTATION</b> Stands by clients/partners through better or worse	4.00	4.68	5.00	5.00	3.75	0.00
<b>RISK MANAGEMENT</b> Ensures that the team pays attention to all risks, beyond the requirements of existing standard processes	5.00	4.61	5.00	5.00	3.50	0.00
<b>CONTINUOUS DEVELOPMENT</b> Is looking for new ways to improve his strategy and job performance	4.00	4.61	5.00	4.50	4.00	0.00
<b>SITUATIONAL ADAPTABILITY</b> Effectively manages unforeseen situations and organisational changes	4.00	4.61	5.00	5.00	3.50	0.00
<b>TEAM MOTIVATION</b> Conveys positive feedback and praise to people who achieve success or good results	5.00	4.55	5.00	4.50	3.75	0.00



# Top Behaviours

## 10 Least Developed

This section lists the behaviours associated with the lowest scores, based on the average scores of All Observers (except the individual evaluated - the Self). The overall results are compared with the individual scores, generated by Sam Sample (Self) through self-evaluation, and also with the average scores of each respondent group.

	Sam Sample	▲ All Observers	Bosses	Peers	Direct Reports	Others
<b>TEAMWORK</b> Attracts new, valuable members based on team needs	5.00	3.17	2.00	5.00	3.50	0.00
<b>PROFESSIONALISM</b> Others turn to him for professional suggestions and advice	5.00	3.33	3.00	4.00	3.25	0.00
<b>TEAMWORK</b> Manages conflicts constructively and contributes to their resolution	4.00	3.39	3.00	4.00	3.50	0.00
<b>INTEGRITY</b> Is a positive model of ethics and professionalism for others	5.00	3.39	3.00	4.50	3.00	0.00
<b>TEAMWORK</b> Stimulates mutual support and cooperation between team members	5.00	3.39	3.00	4.50	3.00	0.00
<b>TALENT DEVELOPMENT</b> Properly evaluates the strengths, development areas and training needs of others, constantly offering them development suggestions	3.00	3.45	3.00	4.50	3.25	0.00
<b>TEAMWORK</b> Seeks to obtain the unanimous agreement of the team before making a decision	4.00	3.45	3.00	4.00	3.75	0.00
<b>INTEGRITY</b> Others trust him with private or confidential information	5.00	3.45	3.00	4.50	3.25	0.00
<b>CONTINUOUS DEVELOPMENT</b> Accepts criticism and takes action to change his inefficient behaviour	5.00	3.45	3.00	4.50	3.25	0.00
<b>CREATIVE THINKING</b> Is constantly preoccupied with identifying novel solutions that can improve customer experience, both in his field of work and outside it	2.00	3.52	3.00	4.50	3.50	0.00

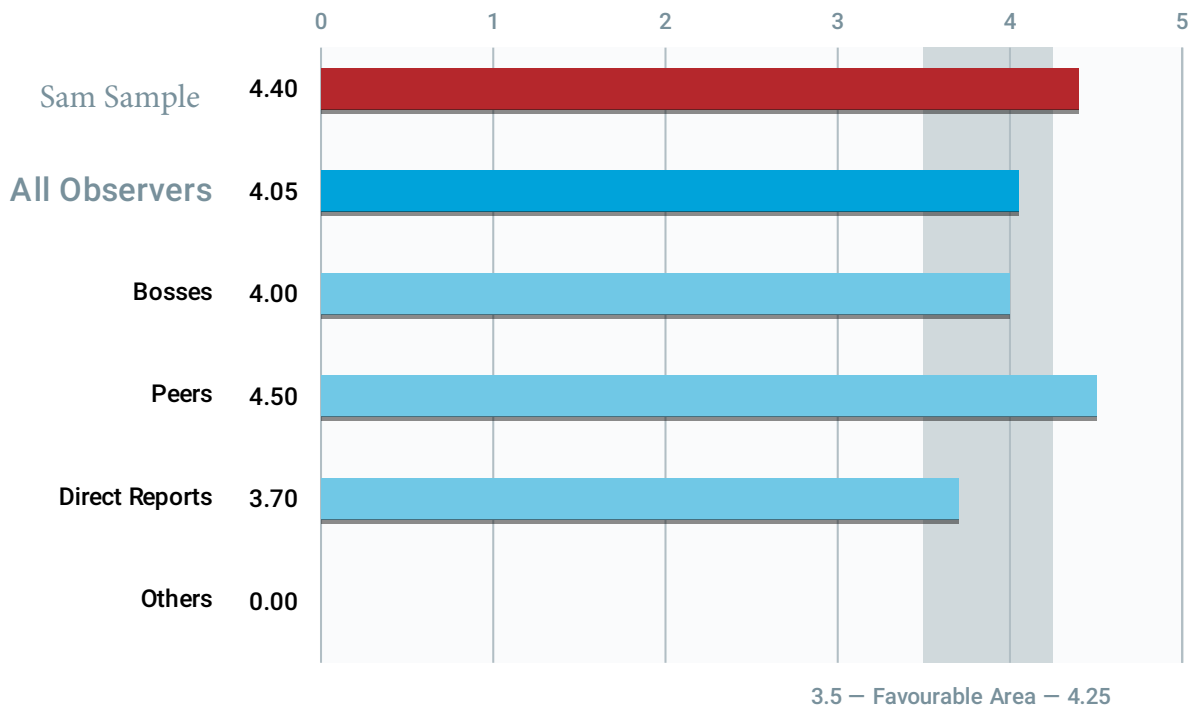
# Blind Spot Analysis

This section shows the behaviours for which the feedback (average score) from All Observers differs significantly from the score generated by Sam Sample (Self) during self-evaluation (a difference of not less than 1 point).

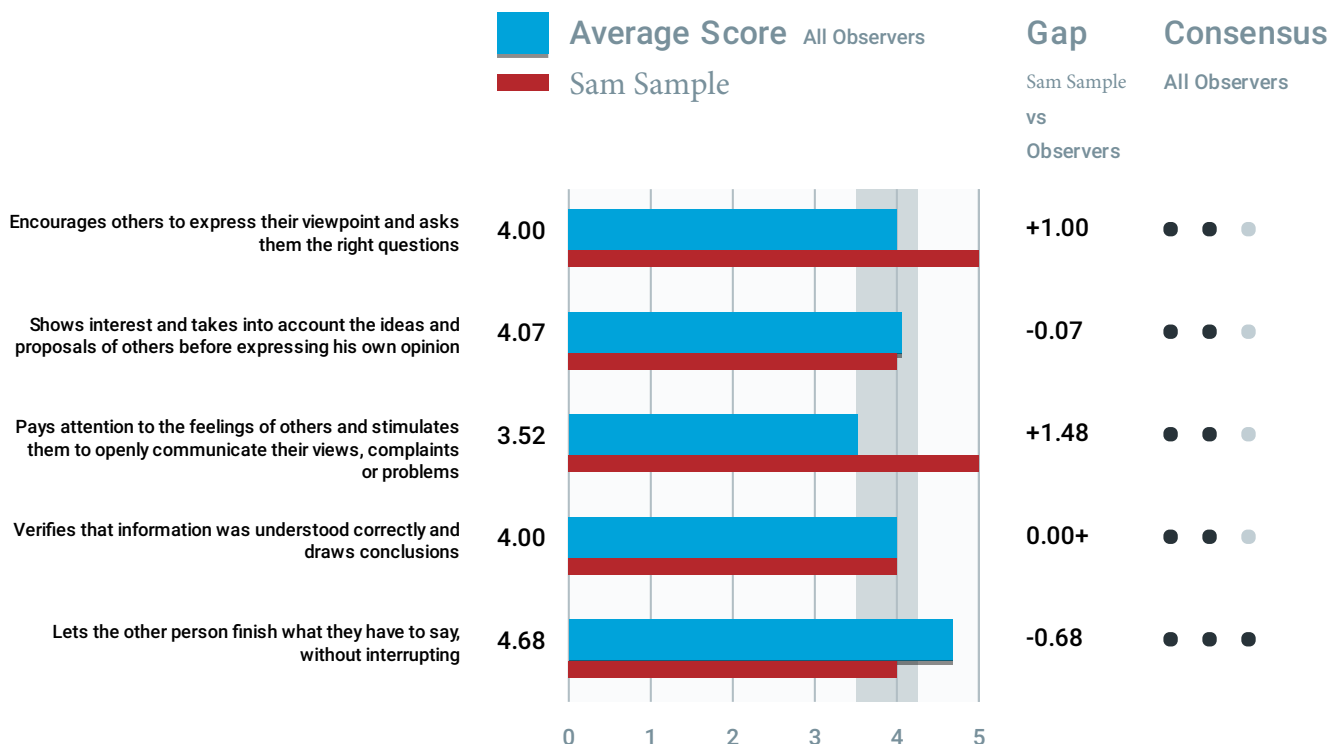
<b>Overvalued</b>	All Observers	▼ Gap	Sam Sample
<small>RESPONSIBILITY AND EMPOWERMENT</small> Rewards people for taking responsibility	4.00	+1.00	5.00
<small>ACTIVE LISTENING</small> Encourages others to express their viewpoint and asks them the right questions	4.00	+1.00	5.00
<small>RESPONSIBILITY AND EMPOWERMENT</small> Empowers those involved in value creation, while providing guidance and establishing appropriate controls	3.93	+1.06	5.00
<small>CONTINUOUS DEVELOPMENT</small> Openly admits to his mistakes and tries to gain important lessons from them	3.93	+1.06	5.00
<small>TEAM MOTIVATION</small> Spreads his optimism, enthusiasm and energy to others	3.93	+1.06	5.00
<b>Undervalued</b>	All Observers	▼ Gap	Sam Sample
<small>CREATIVE THINKING</small> Is constantly preoccupied with identifying novel solutions that can improve customer experience, both in his field of work and outside it	3.52	-1.52	2.00
<small>TALENT DEVELOPMENT</small> Provides clear guidelines and tracks employee progress	4.13	-1.13	3.00
<small>CREATIVE THINKING</small> Encourages experimentation with a "start-up" mindset that is open to learning from both success and failure	4.00	-1.00	3.00

# Active Listening

- Shows an interest in the ideas and feelings of others, encourages them through appropriate questions to express their opinions and checks the extent of understanding of information.

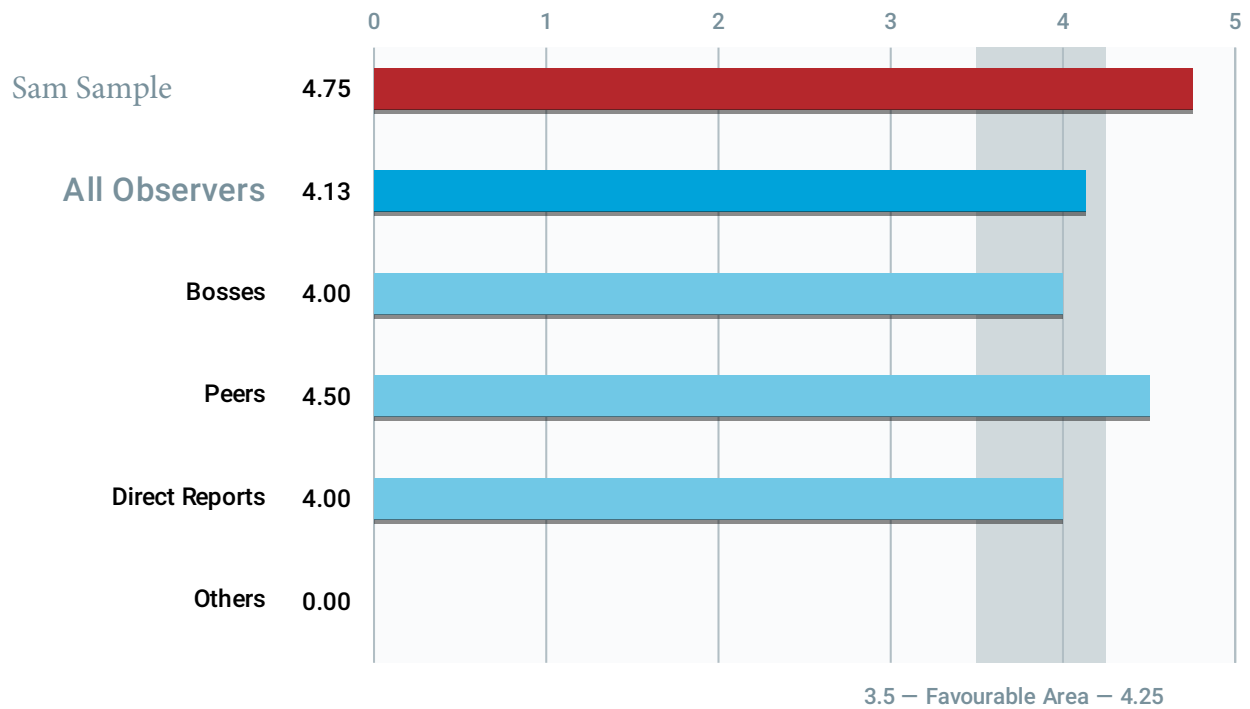


## Results by Behaviour

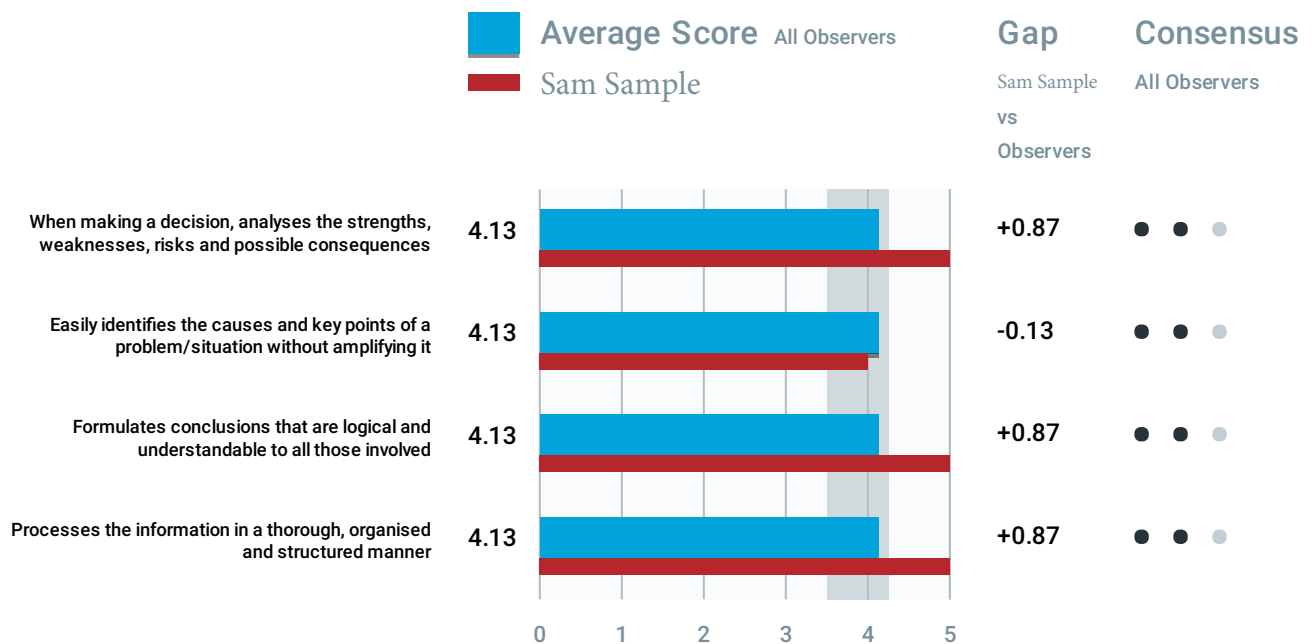


# Information Analysis

- Has an effective strategy for the processing of information, the quick identification of key elements and arguments and the drawing of conclusions.

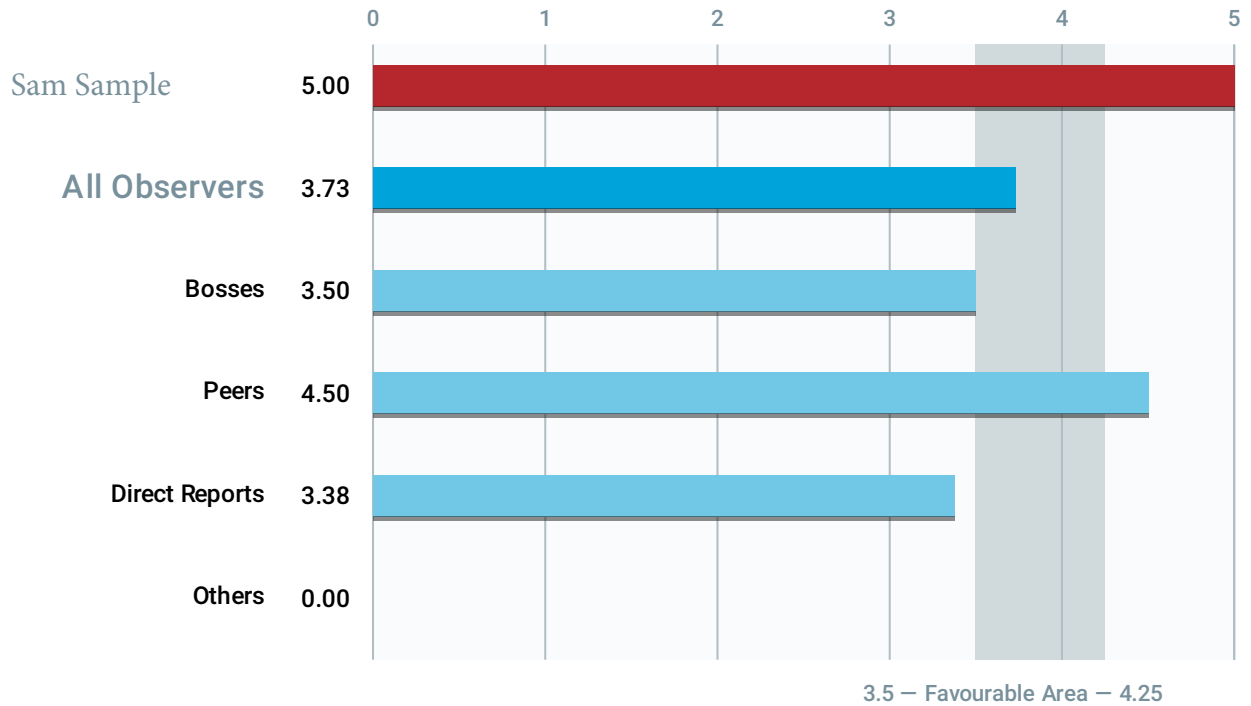


## Results by Behaviour

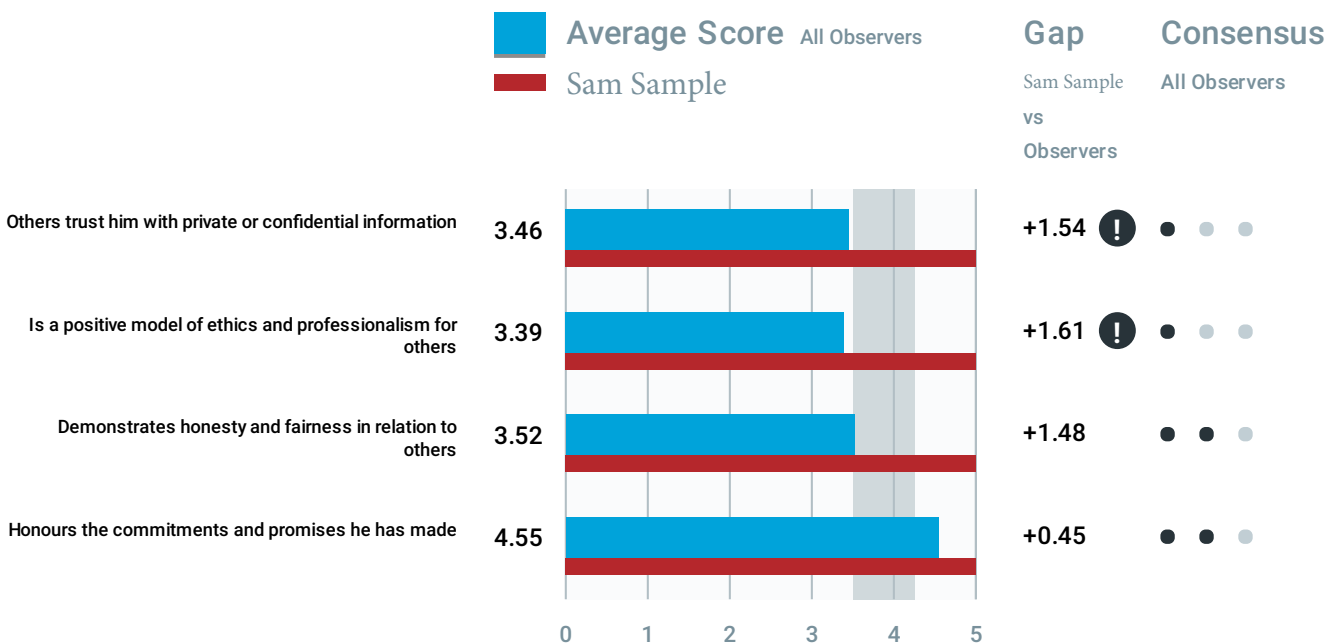


# Integrity

- Is a positive model of correctness and ethics, inspiring trust and honouring his commitments.

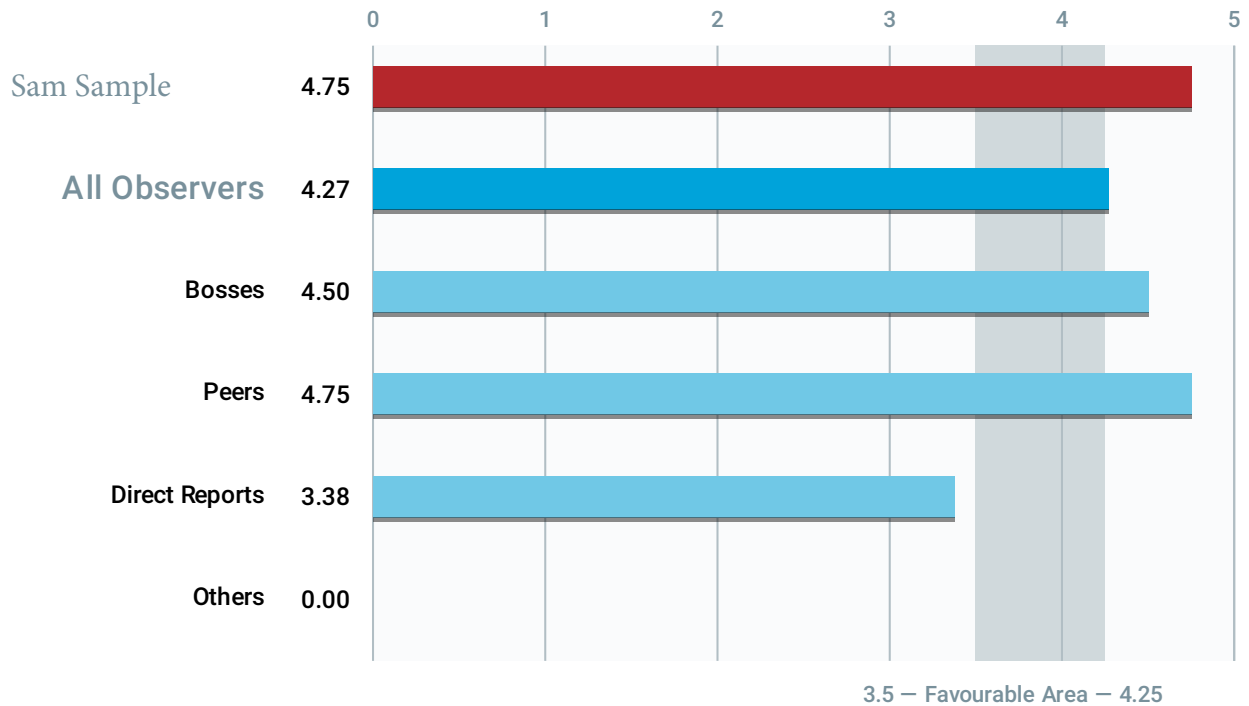


## Results by Behaviour

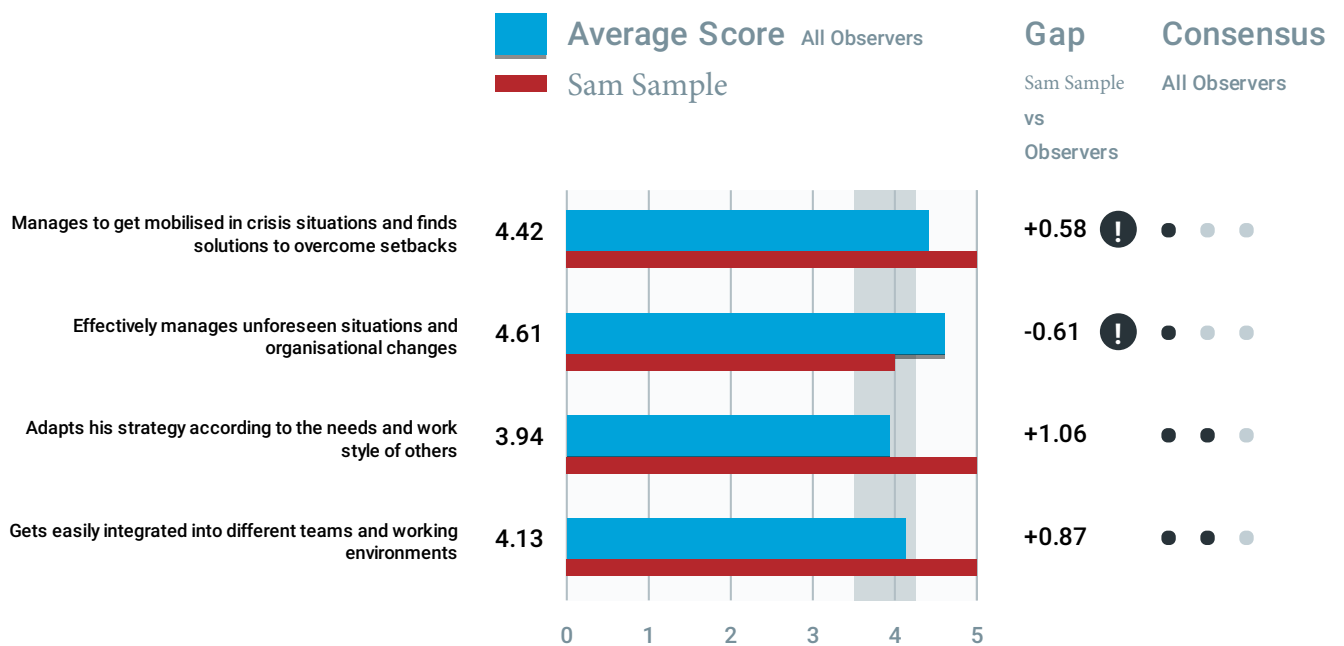


# Situational Adaptability

- Efficiently manages unforeseen changes and situations.
- Easily integrates into different work environments and is capable of adapting his work strategy based on others' needs.



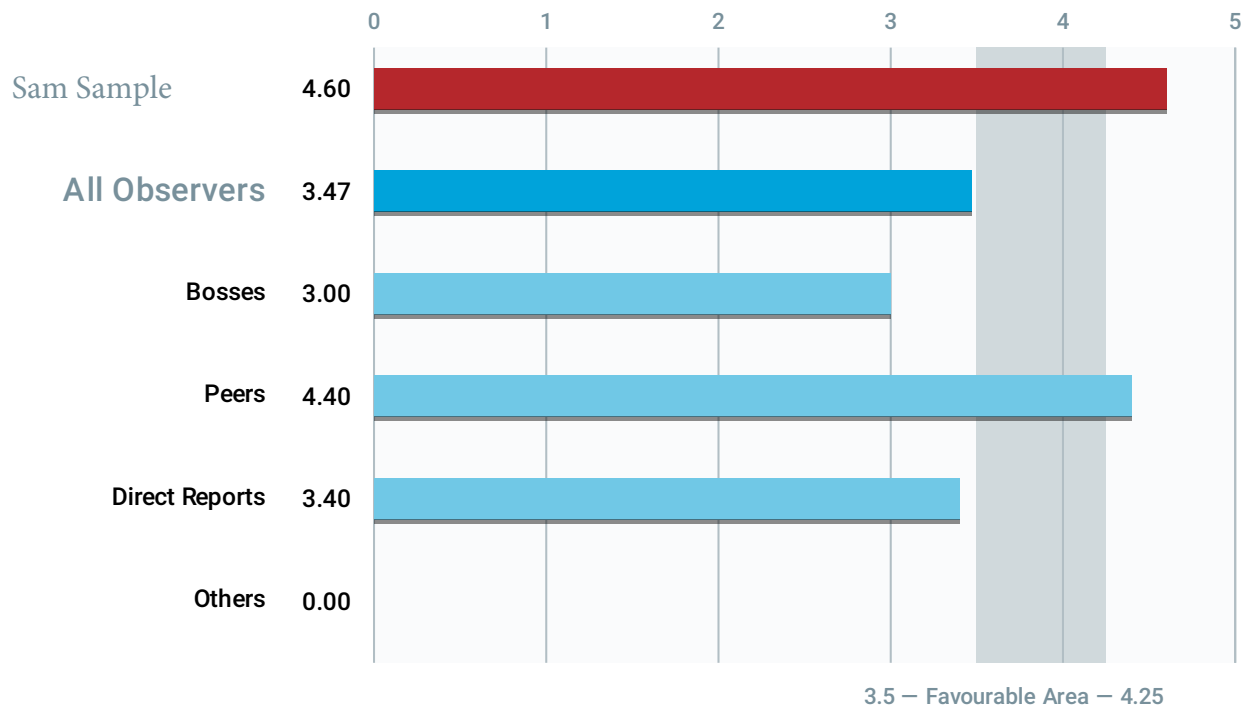
## Results by Behaviour



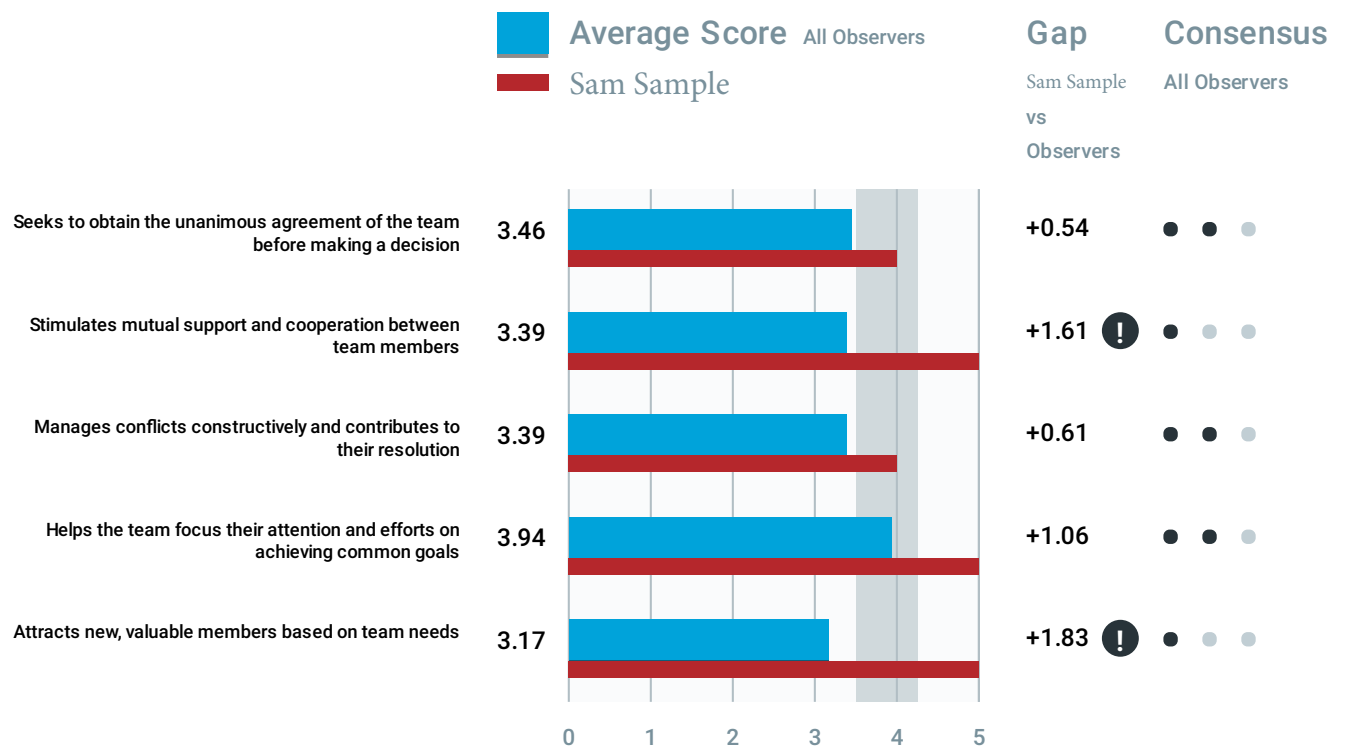
## Organisational Connectivity

### Teamwork

- Encourages cooperation and the pursuit of common goals.
- Gets others involved in making decisions and effectively resolves conflicts.

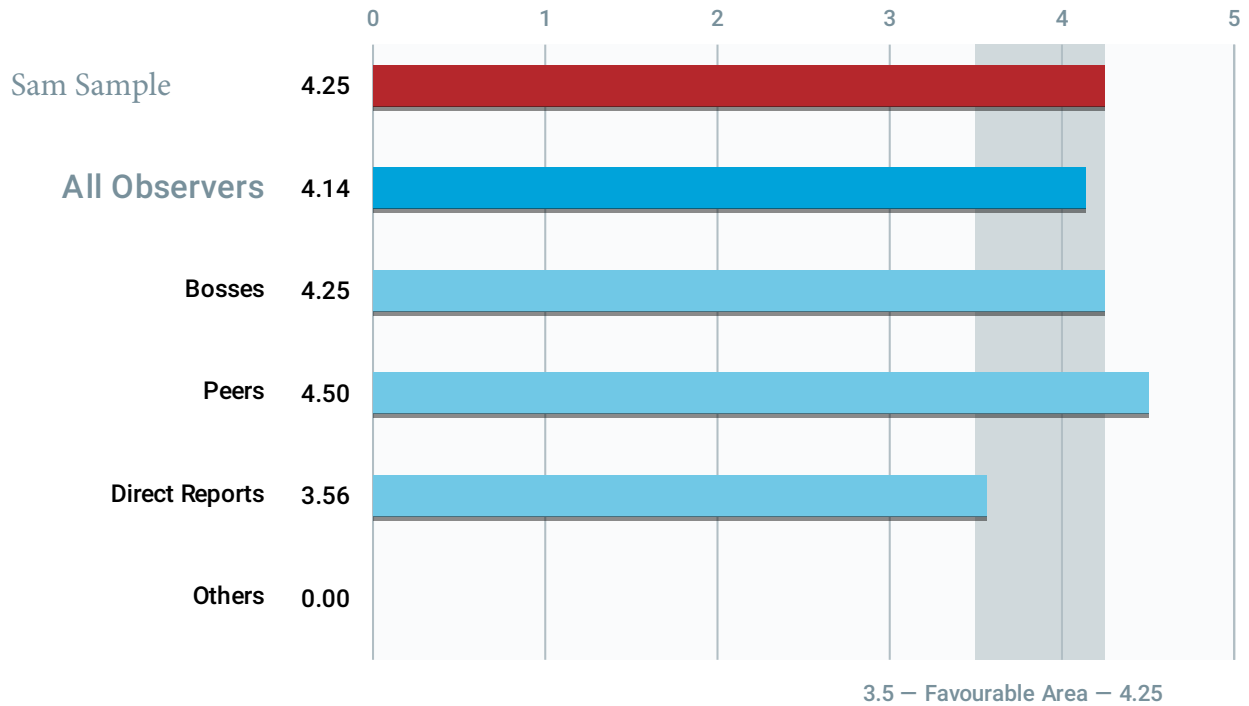


### Results by Behaviour

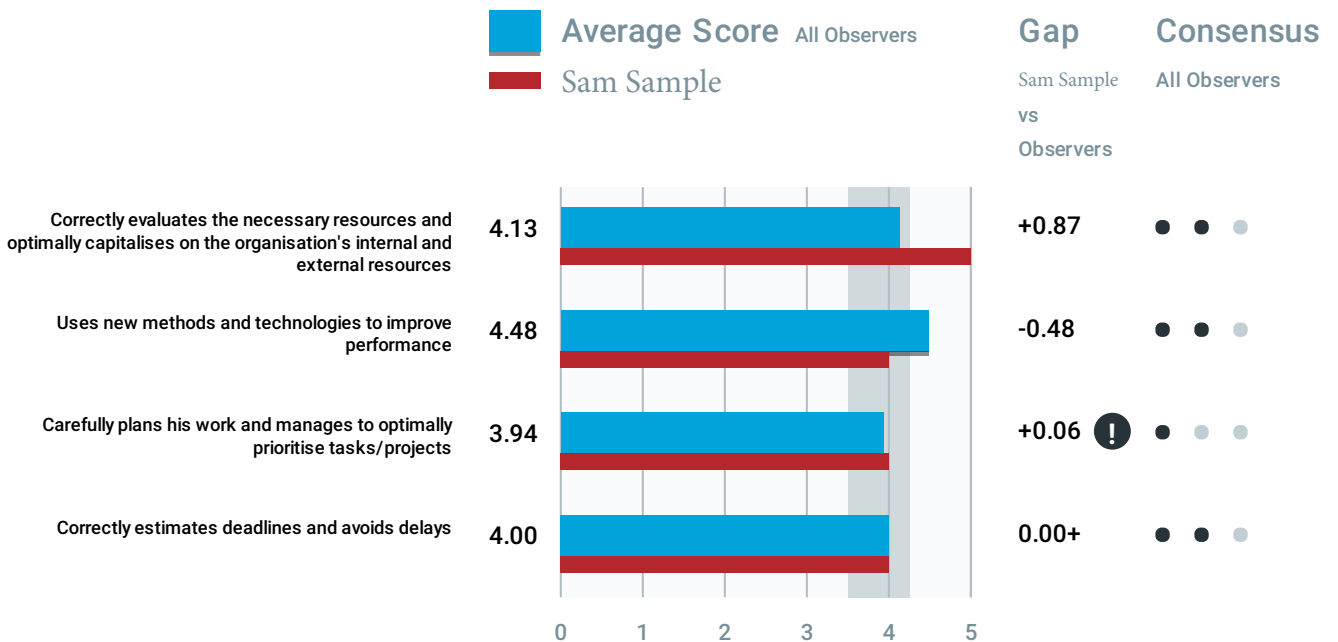


# Resource Use Efficiency

- Carefully plans his activity, optimally capitalises on internal and external organisational resources and applies new technology.



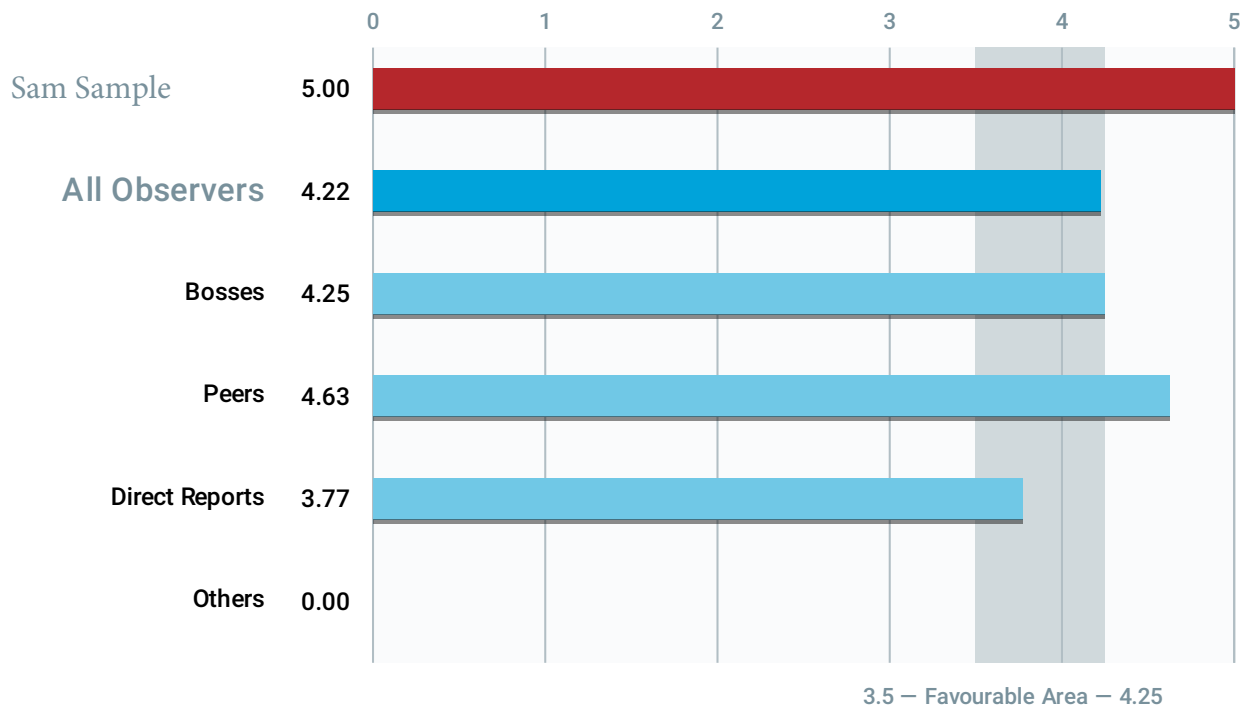
## Results by Behaviour



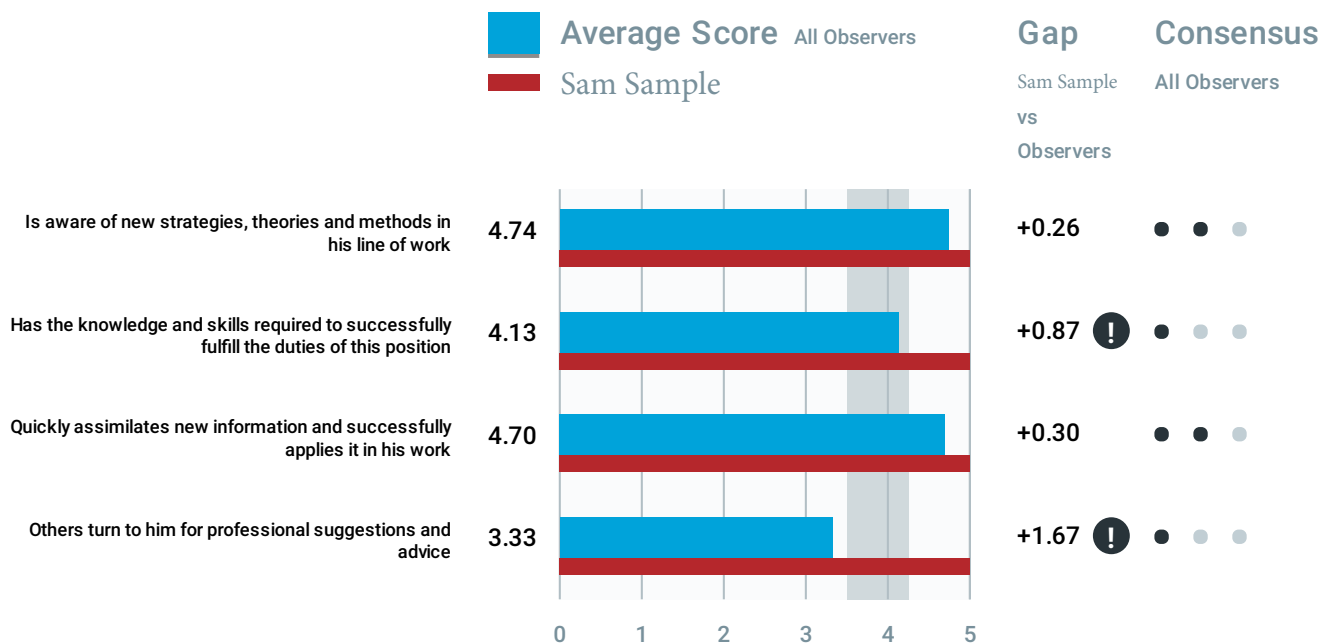


# Professionalism

- Rapidly assimilates new information and work methods in his field of work.
- Others ask him for help based on his well-developed professional competencies.

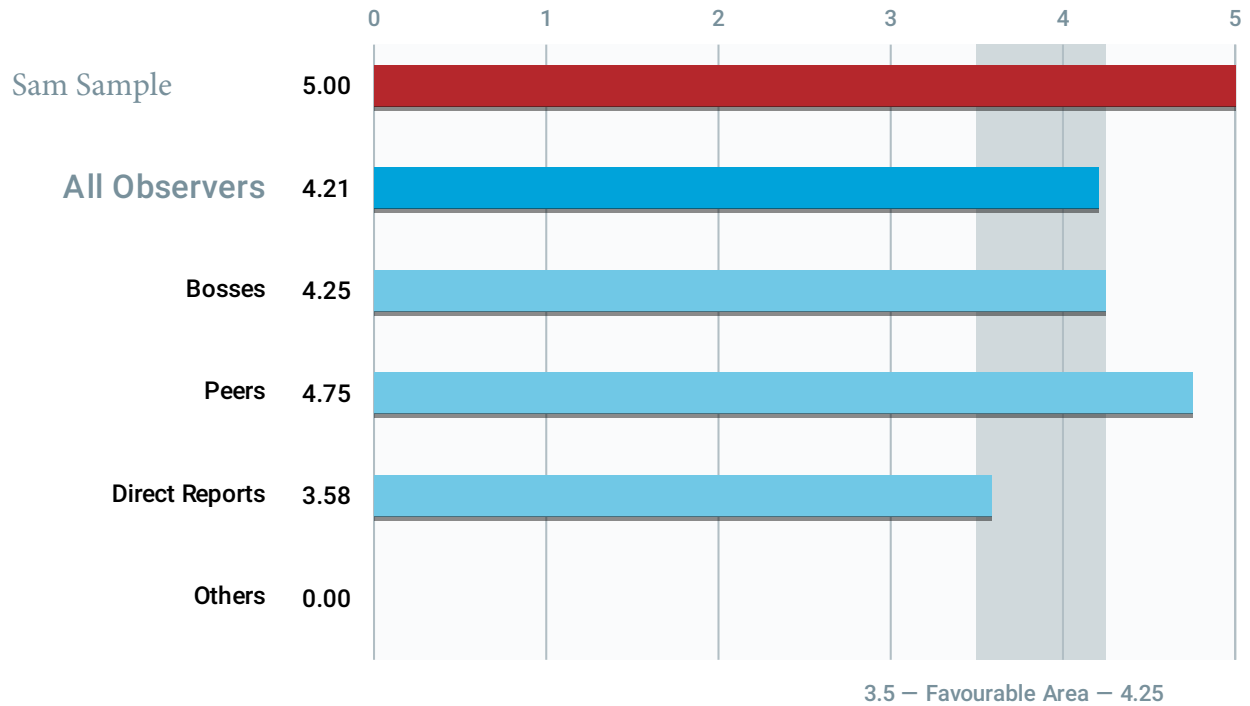


## Results by Behaviour

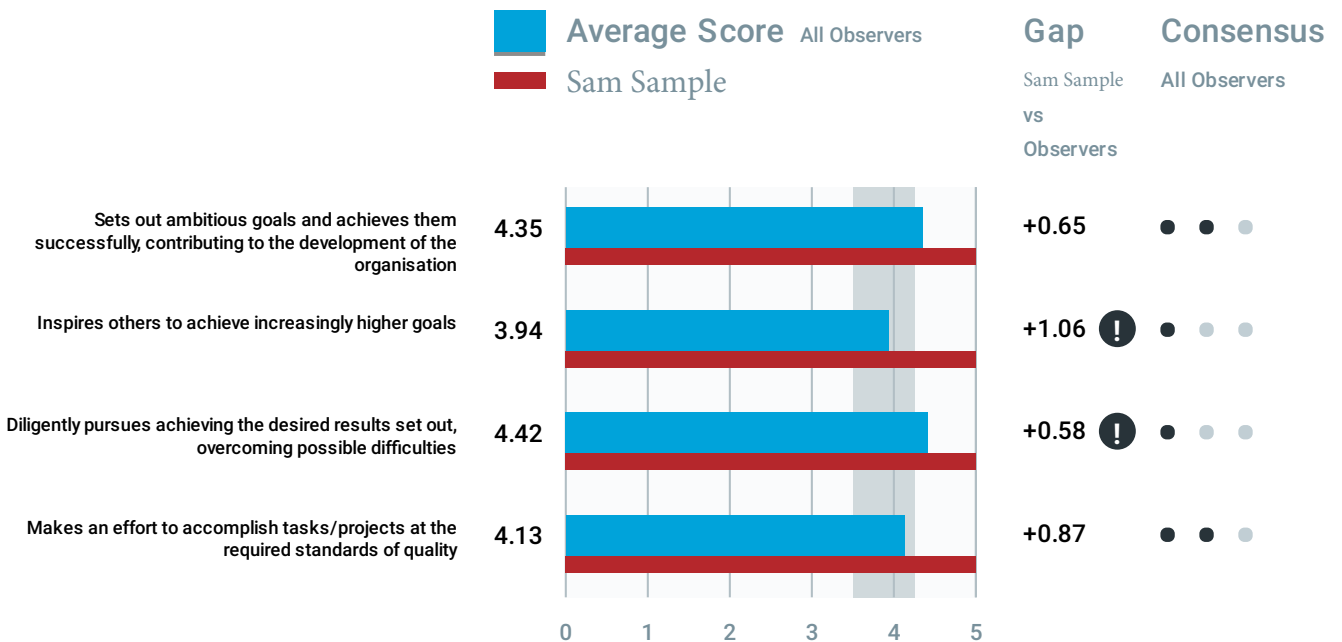


# Goal Orientation

- Sets out to obtain good quality results and high performance that he pursues relentlessly, inspiring others to do the same.

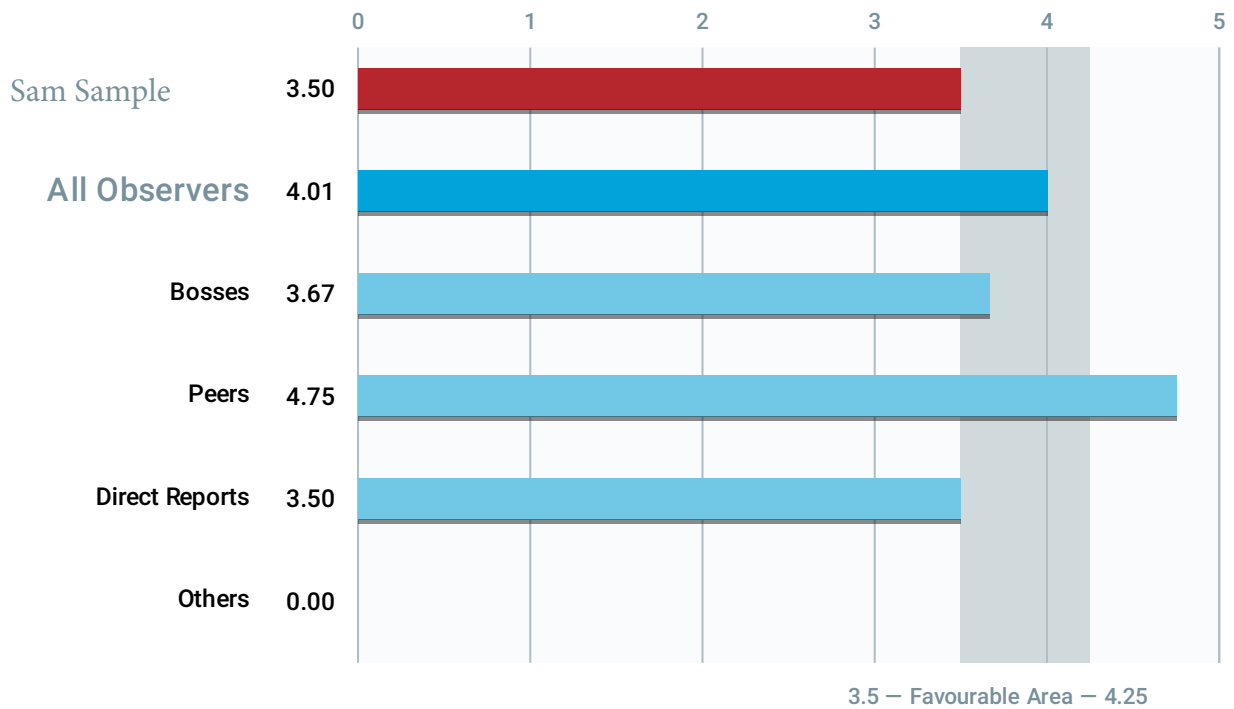


## Results by Behaviour

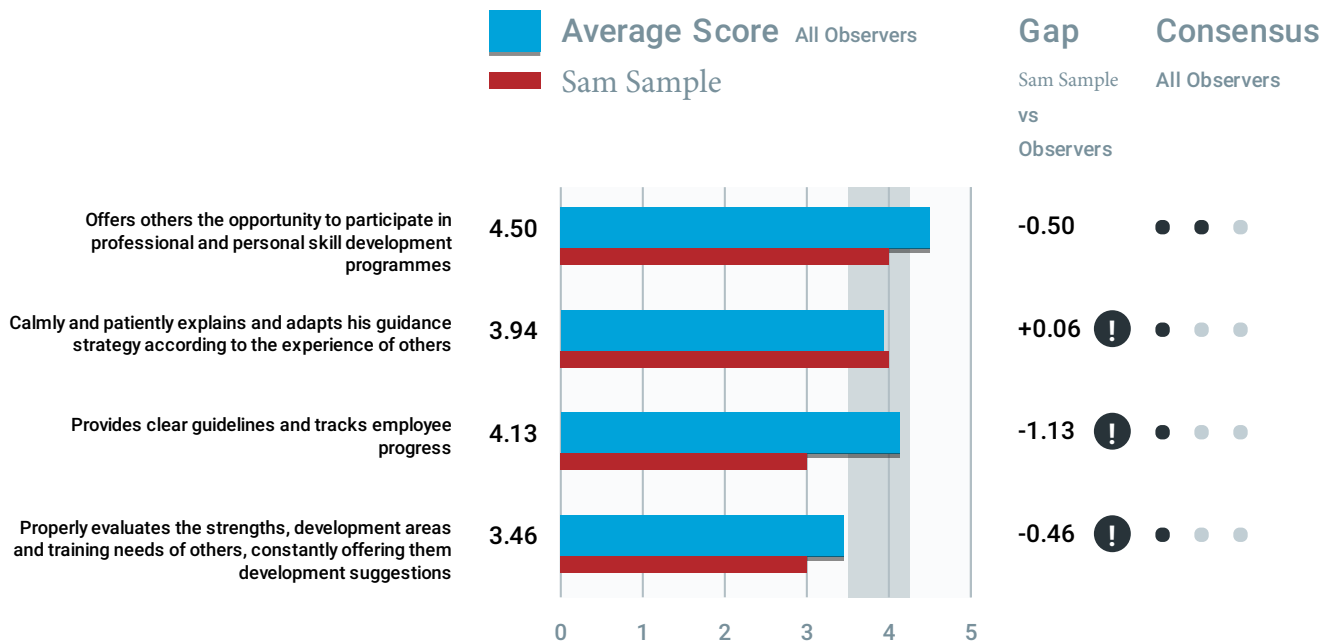


# Talent Development

- Objectively evaluates the strengths and weaknesses of employees, offers them guidance and takes measures to develop them.

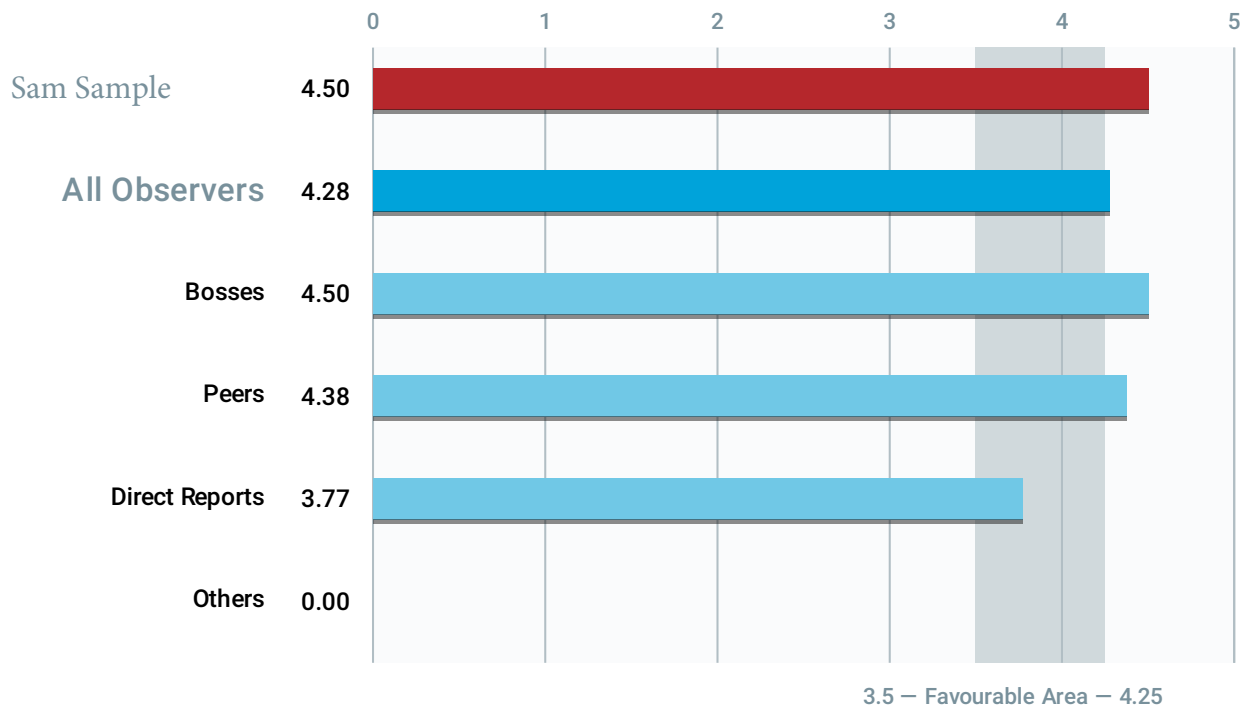


## Results by Behaviour

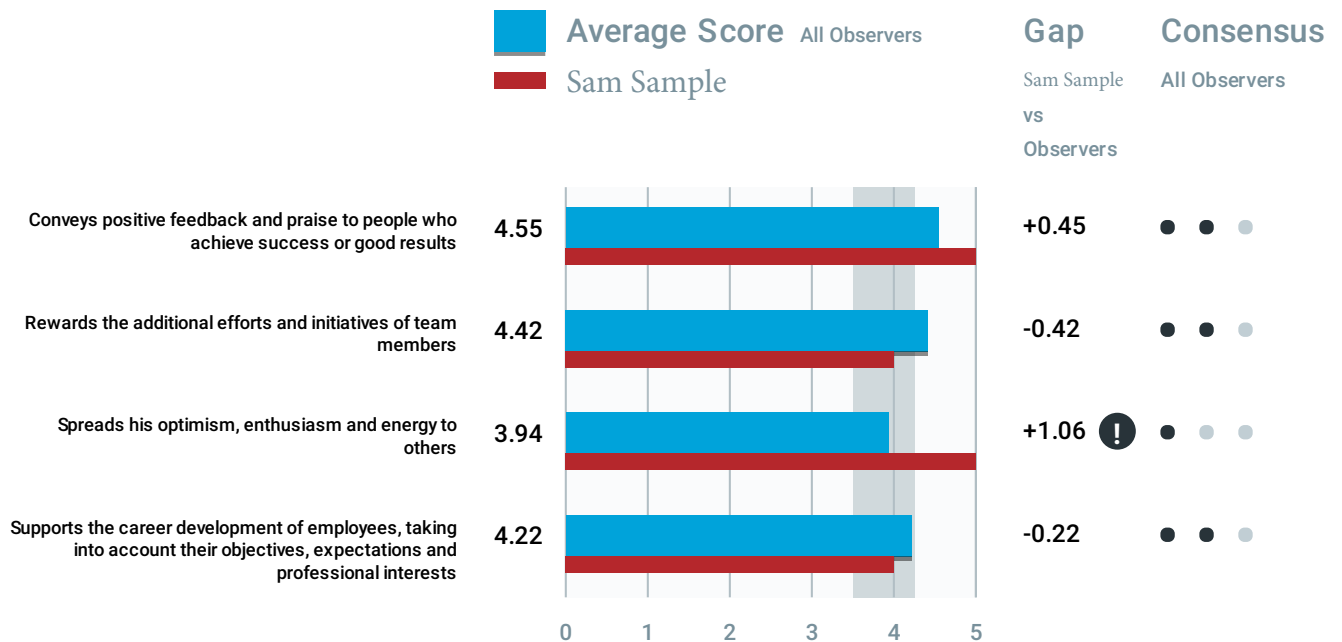


# Team Motivation

- Shows enthusiasm and optimism in the workplace and knows how to appreciate and reward others based on their efforts and results.

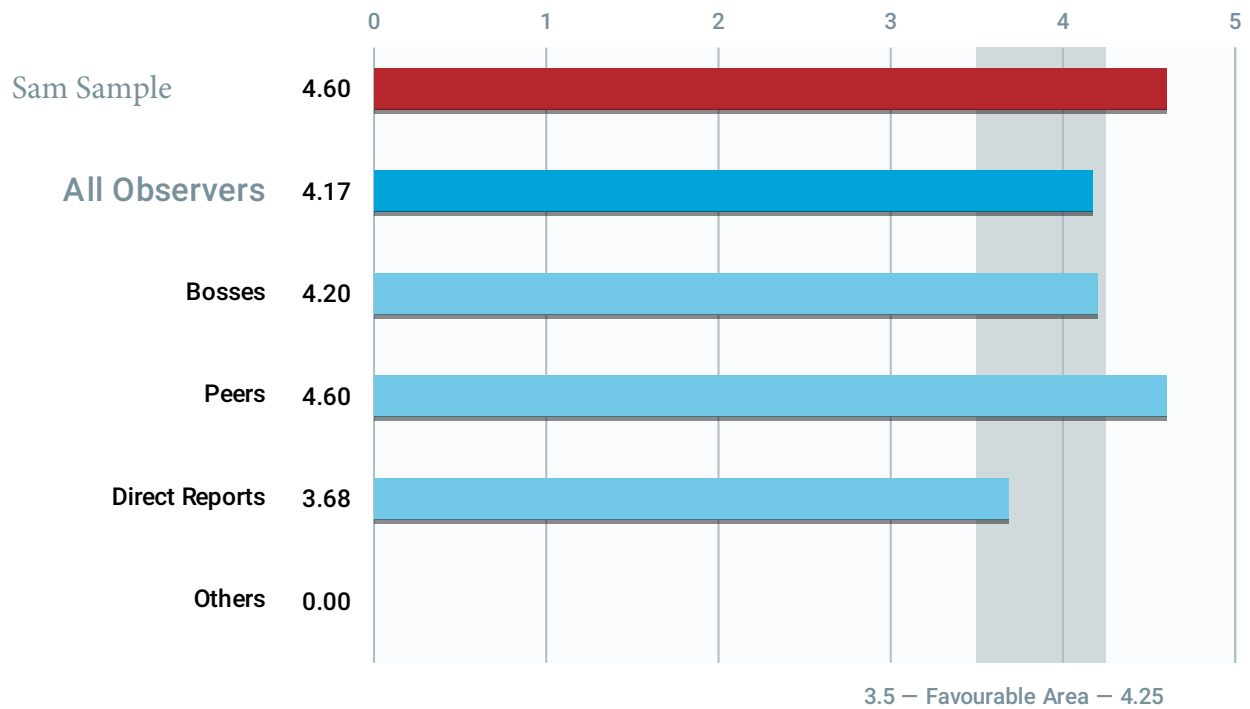


## Results by Behaviour



# Continuous Development

- Shows good self-awareness and openly admits to mistakes and vulnerabilities.
- Accepts the critical feedback of others and makes an effort to constantly develop.

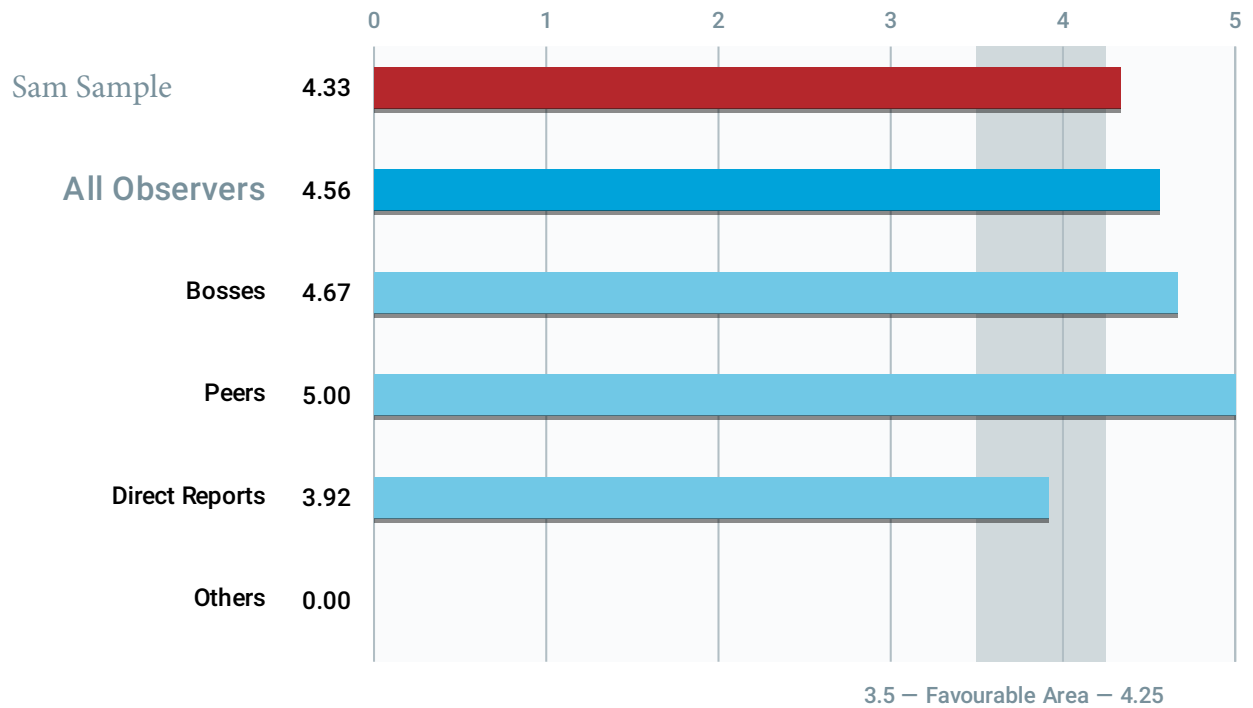


## Results by Behaviour

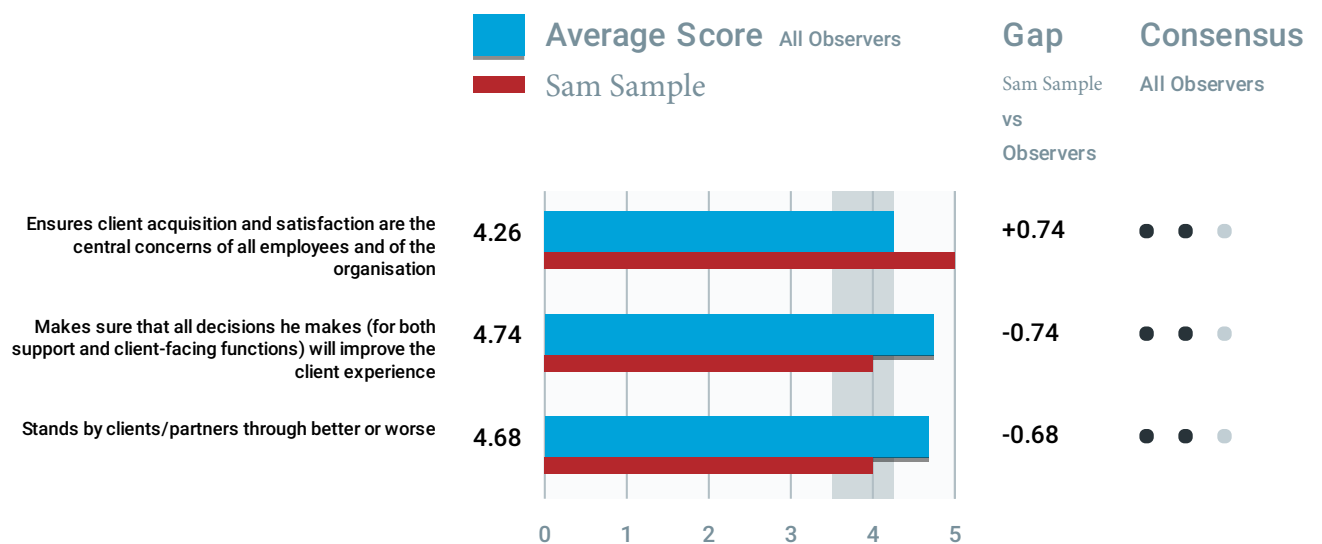


# Client Orientation

- Nurtures a long-term relationship with the clients/partners of the organisation.

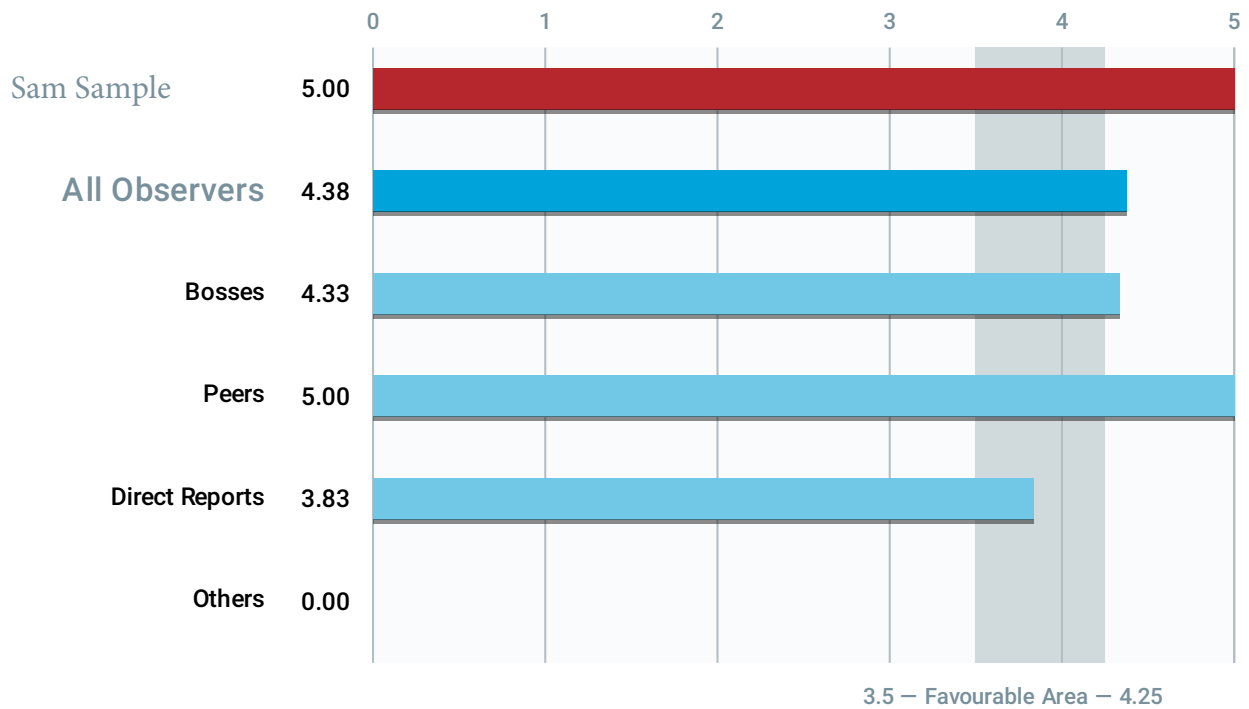


## Results by Behaviour

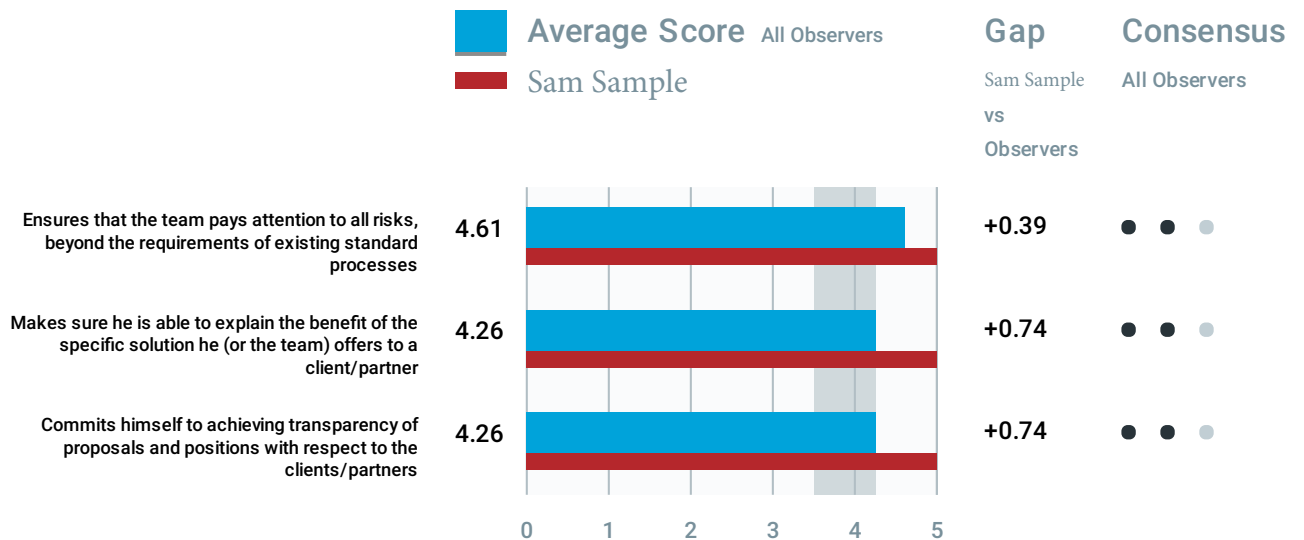


# Risk Management

- Seeks out the greatest benefit for clients/partners while ensuring that the organisation's risks are properly managed.

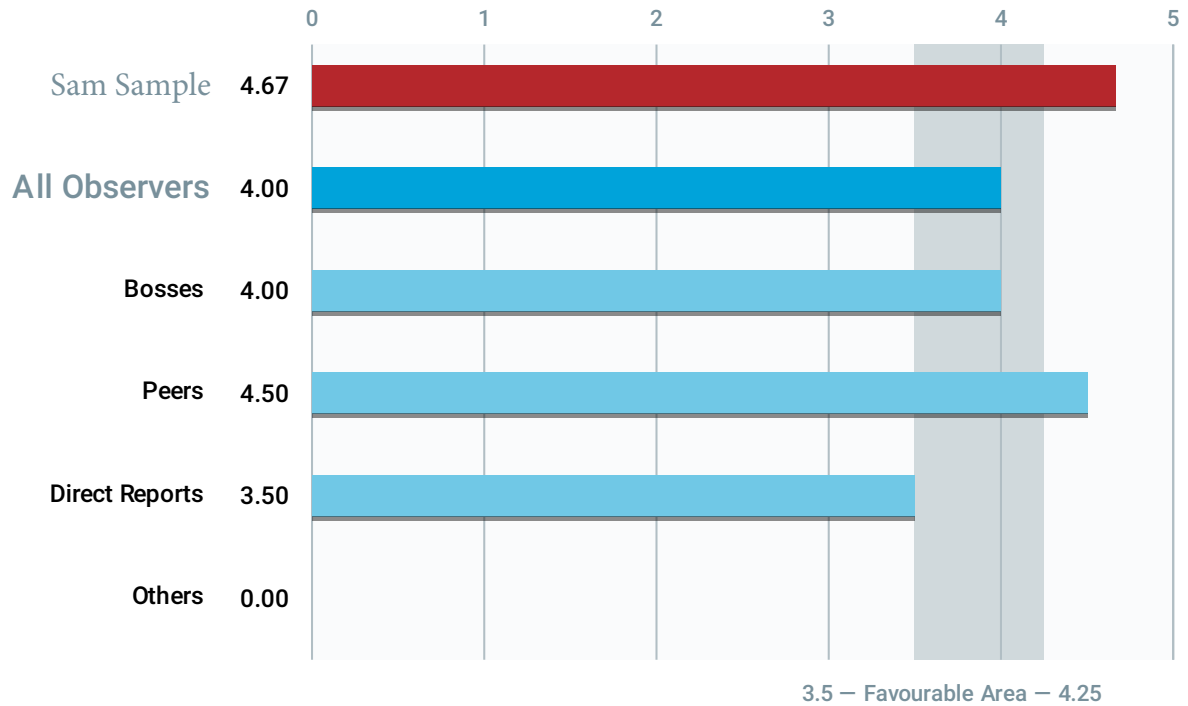


## Results by Behaviour

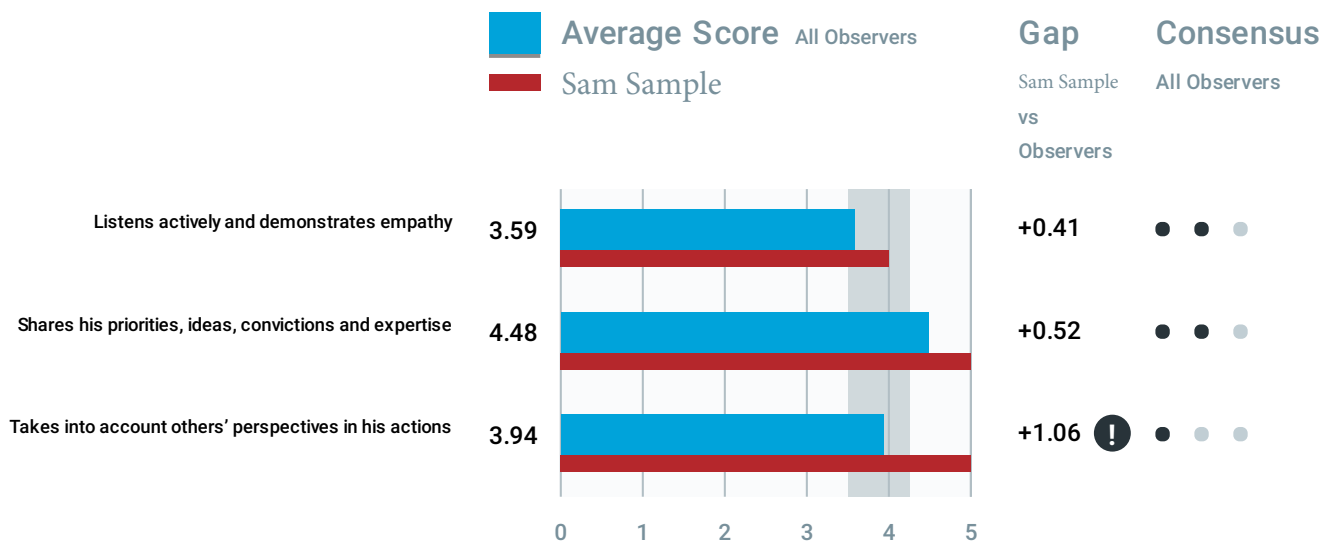


# Open Communication

- Listens and openly shares his views and expertise.



## Results by Behaviour

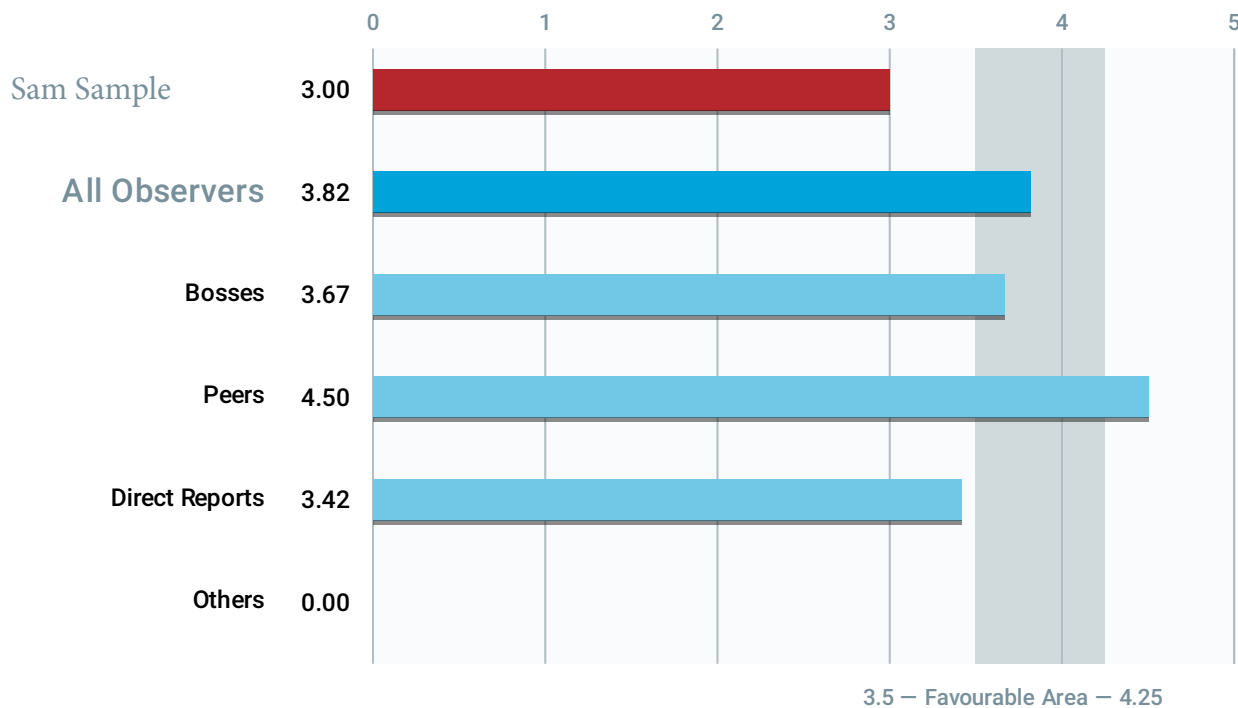




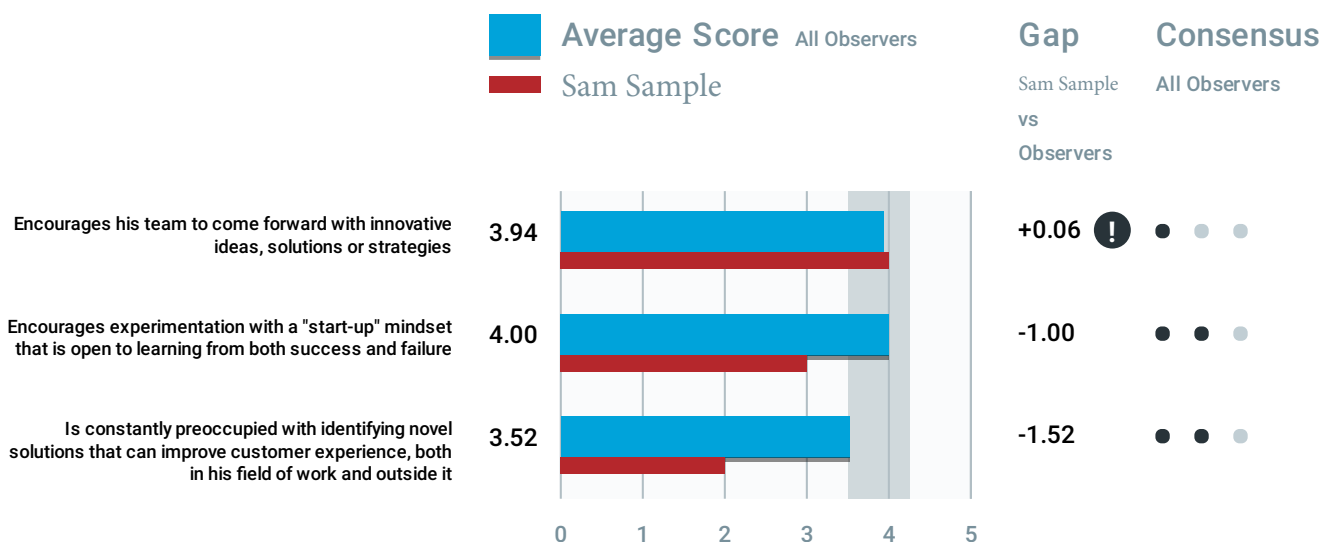
## Openness to Change

# Creative Thinking

- Encourages and demonstrates positive out-of-the-box thinking.

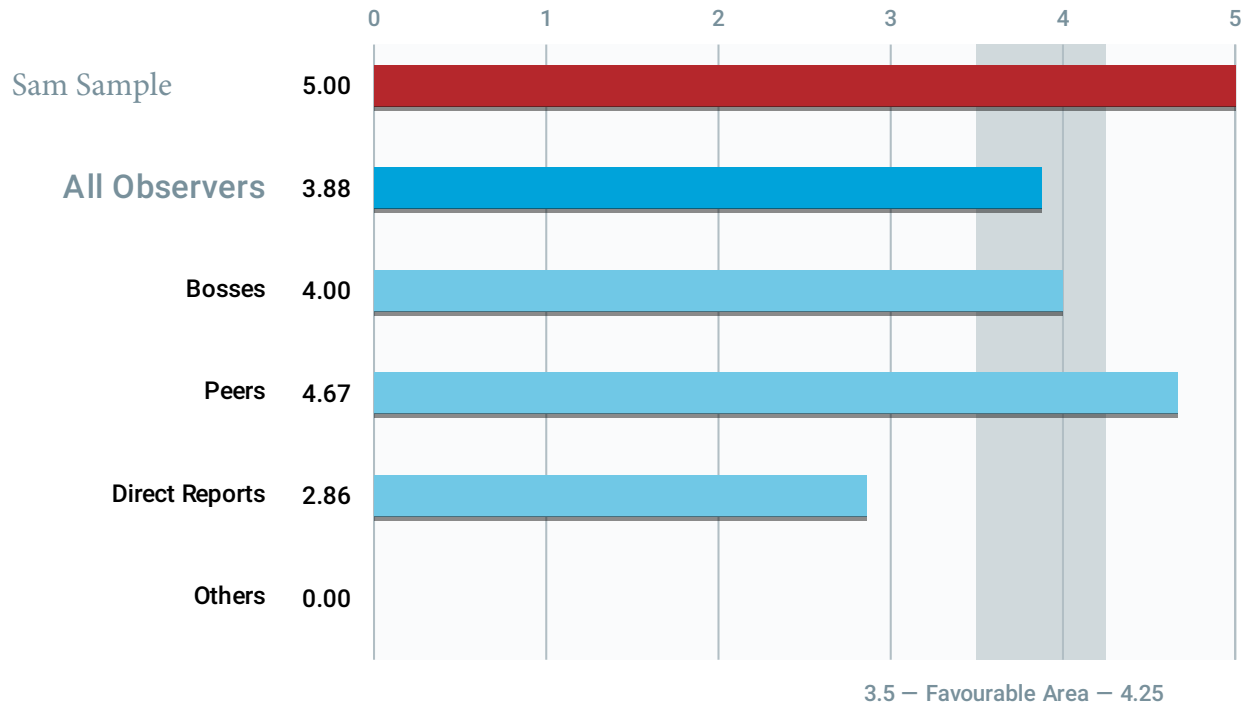


### Results by Behaviour

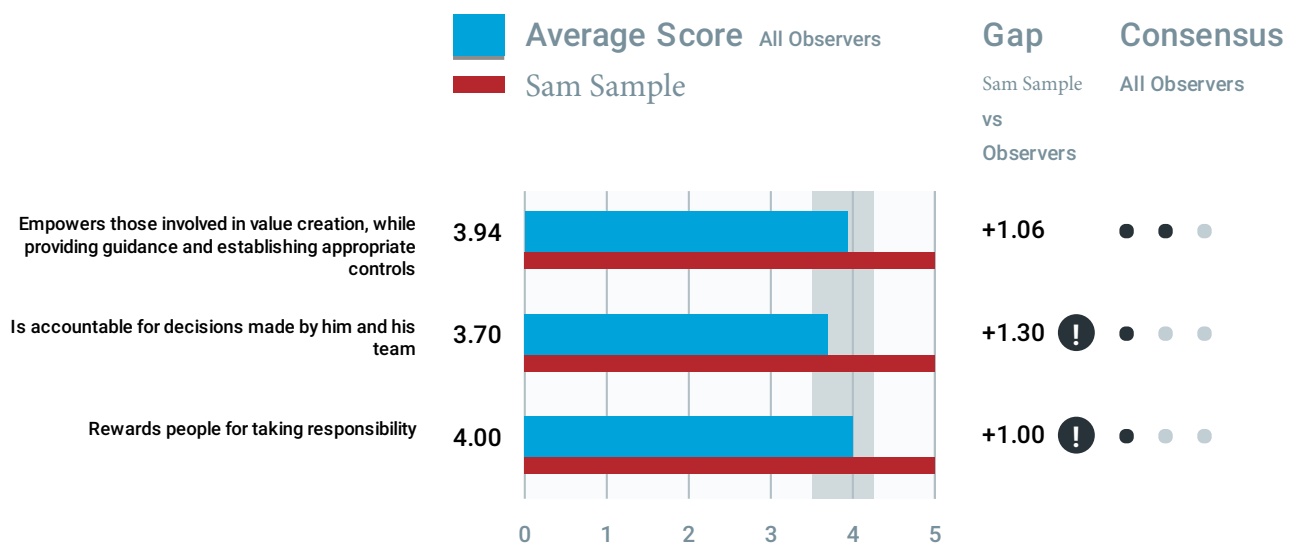


# Responsibility and Empowerment

- Provides resources and autonomy in decision-making.

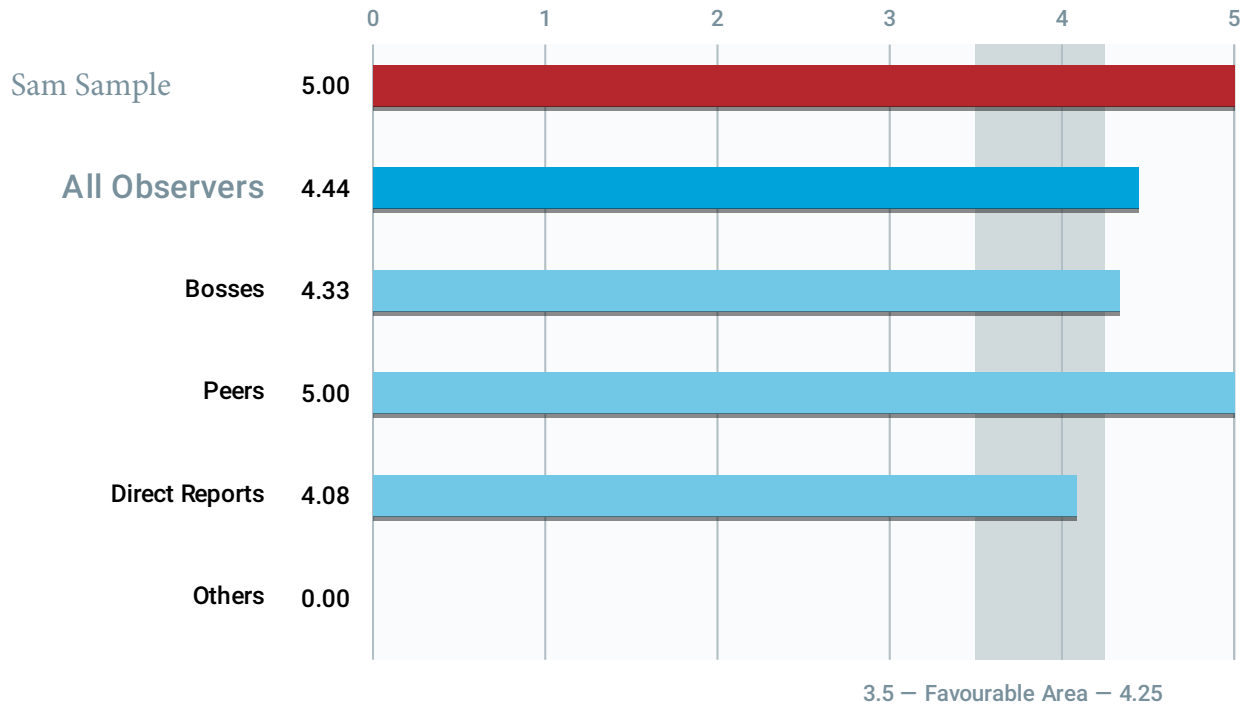


## Results by Behaviour

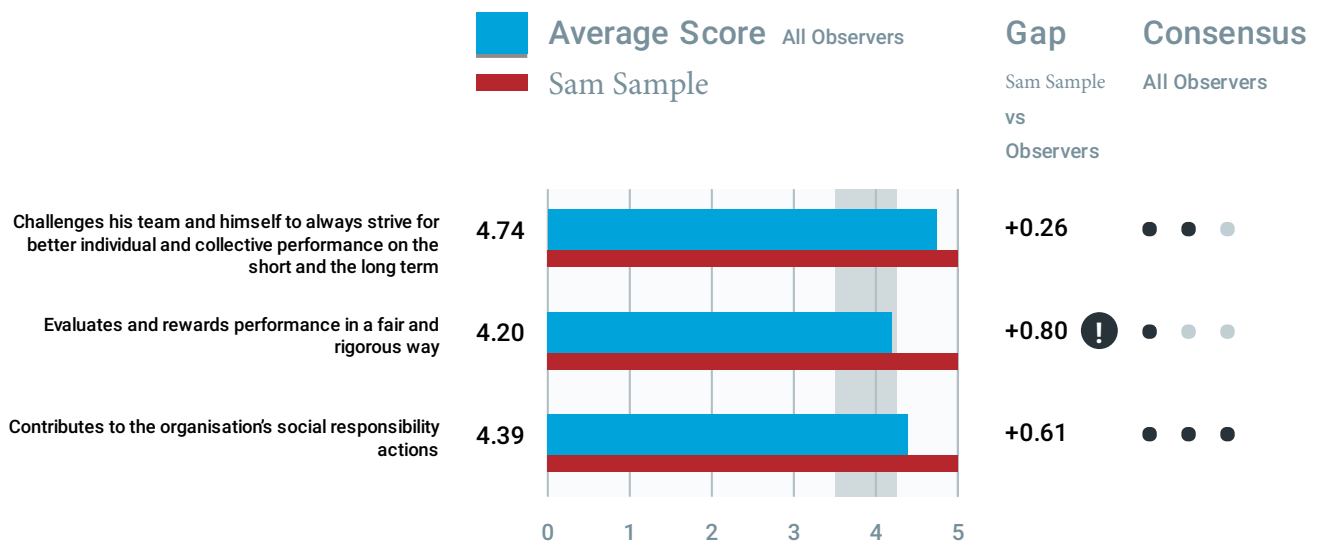


# Performance Management

- Generates outstanding individual and collective performance.

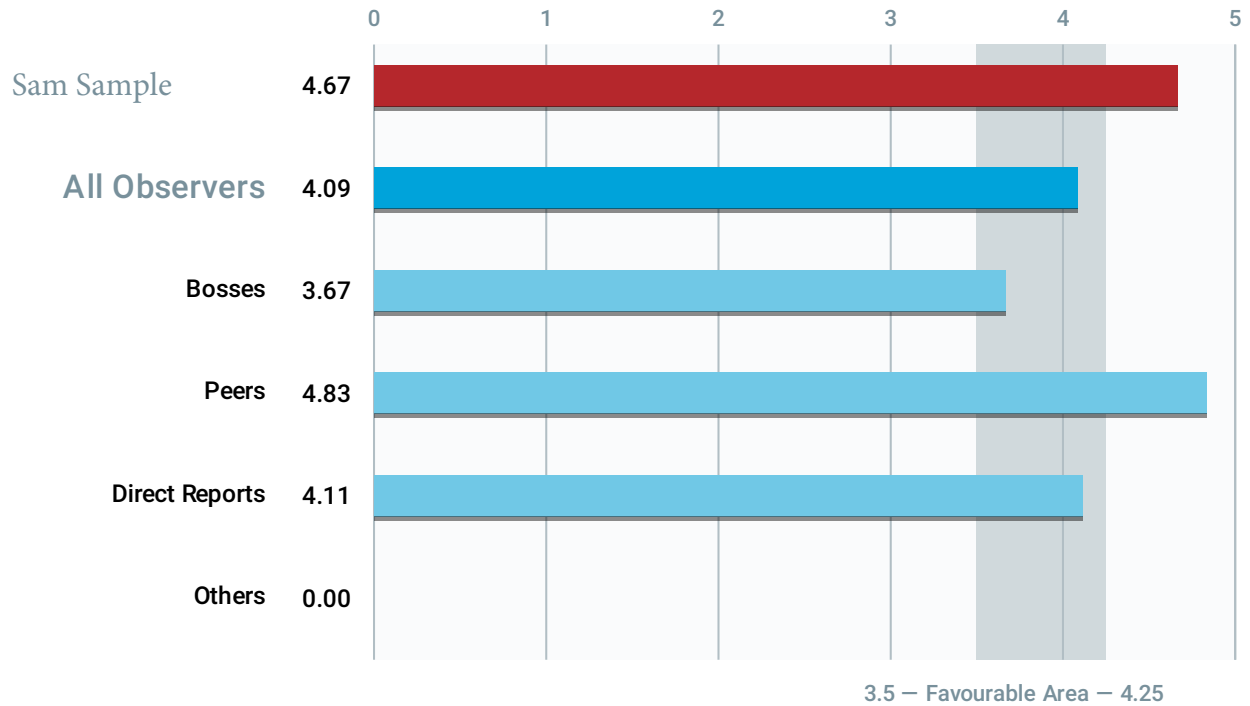


## Results by Behaviour

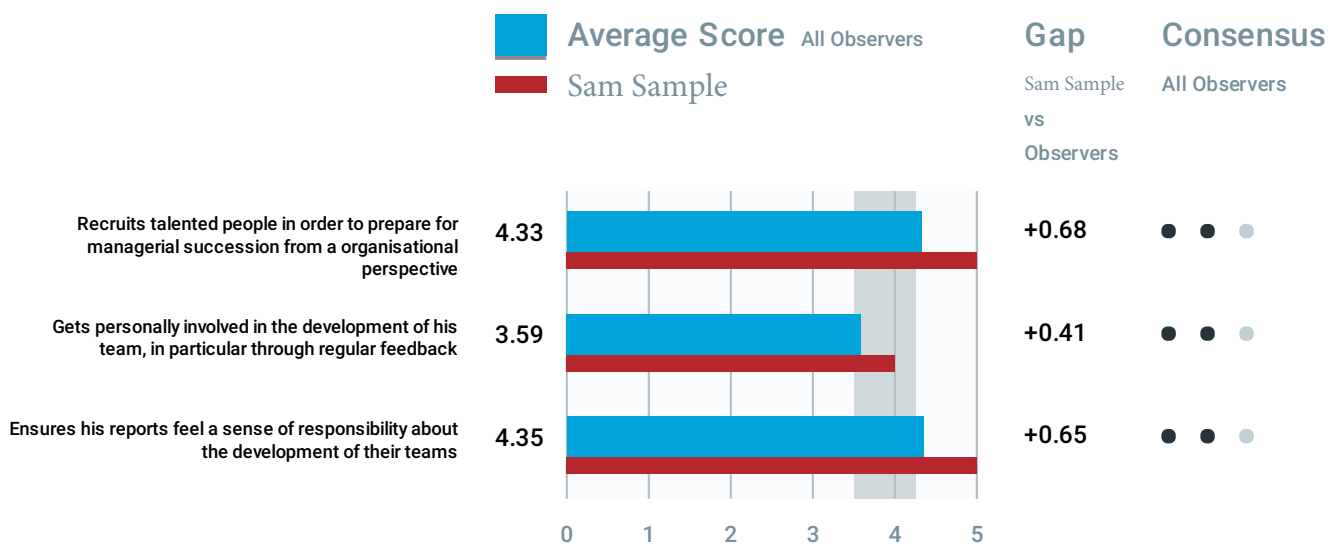


# Succession Planning

- Develops people.



## Results by Behaviour



# Comments Analysis

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All respondents had the opportunity to provide comments on Sam Sample and his/her managerial skills. These comments are sorted by respondent group. Comments are provided in free form and displayed as they were inserted.

## Bosses

No comments provided

## Peers

No comments provided

## Direct Reports



## Others

No comments provided

# Suggestions for Personal Development

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Every manager demonstrates, over their career, that they hold highly developed knowledge and skills, with a few weaknesses that can be critical for their collaborators.

If, in your role as a manager, you do not show skills that are essential for the organisation you work in, or if such skills are insufficiently developed, you can draw up an individual development plan to put into practice, and participate in specialised training or coaching programmes that will help you capitalise on your resources and potential.

Your development plan should be simple and efficient so as to give you the opportunity to make visible changes in your behaviour at work. To create your Personal Development Plan, we recommend that you use the K-S-S method. This simple technique will help you to identify things that are important to you on a personal and/or professional level.

<b>K</b>	Activities you should <b>KEEP</b> doing, which are positive, effective things you're doing well for your company and yourself. Commit to keeping these features as part of your management style.
<b>S</b>	Activities you should <b>STOP</b> doing. When you identify, in your 360 Report, behaviours that have a negative impact or when you spot inefficient actions or patterns in the workplace - you should <b>STOP</b> doing those.
<b>S</b>	Activities you should <b>START</b> doing. Think about the actions you might start taking that can improve your effectiveness and increase your performance. Take the initiative and start doing them as soon as possible.

You can begin your **Individual Development Plan** through the following process that is easy to implement:

1. Review the report, together with your manager or a coach, to help you better understand the information presented within and to establish the steps to take and opportunities for learning.
2. Using the K-S-S method, identify the appropriate actions that you should keep doing, stop doing and start doing.

## You attract new, valuable members based on team needs

### Activities you should KEEP doing

- Organise "lunches with the manager". You will receive valuable feedback from everyone and will have the opportunity to offer praise to the person in question for their part in the team and their contribution to the company's growth.
- Implement a team coaching programme, through which employees will learn the necessary techniques to get promoted. It will prevent them quitting their job because they weren't able to learn anything in the company that could have helped them in carrying out their tasks.
- Engage the employees in social functions, charitable or sports events, thus demonstrating that you care about the working environment and that you are acquainted with what's currently happening.
- Be flexible when subordinates ask for a personal day off. This will not only bring people closer, it will also help build a solid platform of loyalty to the company.

### Activities you should STOP doing

- Don't limit yourself to only hiring people with similar inclinations to your own.
- Don't hesitate to help people, with different potential from your own, to grow.
- Don't just promote subordinates who are similar to you. It is important to also choose those who are complementary, in order to increase the skills of the team.
- Avoid treating the specialists in the team poorly. It is important to treat new employees the same as you treat older employees.

### Activities you should START doing

- Analyse, clarify and communicate obstacles that have poor performance as a consequence.
- Identify the necessary abilities for every position in your department and list the essential points to look for when recruiting employees.
- Clarify the qualities and abilities that you seek when recruiting.
- When you seek outside help, look for people that can guide you into making the best decision for your team.

### Others turn to you for professional suggestions and advice

#### Activities you should KEEP doing

- Maintain a high level of information regarding developments in your field. Science is continuously evolving and your effort to be up to date with everything that is new will provide the required professionalism.
- Help your colleagues and follow the end result of the ideas that you have suggested. This way, you can identify how your solution was applied, and you can improve your method of analysis.
- Openly communicate where you can offer internal consulting and advice, based on your own experience.
- Continue giving time to those who just want to be listened to by you and encourage them every time they seek your advice.

#### Activities you should STOP doing

- Don't refuse to answer when called upon by colleagues, associates, partners etc.
- Don't get too involved in solving a colleague's problem. Let him be autonomous in solving professional problems.
- Refuse to become a walking library. Stop letting yourself get used by all your collaborators before finishing your own tasks. Put yourself first.

#### Activities you should START doing

- Be an example of professionalism. Lead through example.
- Help your colleagues and partners by sharing your experience or the way in which you managed to solve a problem.
- Call on a professional training programme to improve your professional routine. A more effective routine will provide more time to communicate with your colleagues and partners and to correctly identify specific situations.
- Communicate efficiently and make a list of priorities with respect to your professional activity.



## You manage conflict constructively and contribute to its resolution

### Activities you should KEEP doing

- Consider the context in which you find yourself before starting a conflict. Take your time to clarify, check facts objectively and then suggest your solution as a request.
- Consider the beneficial aspects of conflicts and develop a personal, and preferred, style of constructively approaching them.
- Encourage an open, clear and civilised dialogue, without insults or personal attacks, where everybody can state their point of view.
- Show respect, and try to understand the other person's opinion, and then they will also respect and want to understand yours.

### Activities you should STOP doing

- Avoid jumping to conclusions based on a hunch. Clarify different points of view and actively listen to the facts.
- Don't take what's happening around you personally and don't identify yourself with the role, that you have, more than is necessary.
- Be aware that nothing is against you and everybody wants what is best for them.
- Avoid criticism, while in conflict, and talk in a gentle tone. Our brain is set to block active listening and not pay attention when hearing phrases that start with "you never.." or "you always..".

### Activities you should START doing

- When a conflict arises, put yourself in the other person's shoes before reacting. In this type of situation, each considers themselves as being right and the other one wrong. Take into account that, objectively, both could be right.
- Be aware of the fact that each behaviour, no matter how destructive or errant it may seem, makes sense and seeks a positive result. Be aware of the other person's intention.
- Take responsibility for your part in a mistake and don't be defensive. Being defensive only escalates the conflict and the effect will be the one that you had been avoiding.
- Start praising the behaviour you want to see more often.

## You are a positive model of ethics and professionalism for others

### Activities you should KEEP doing

- Direct reports will follow your lead when you communicate your own viewpoint on ethical behaviour or other problems.
- Get used to having discussions with others in private, appreciating and respecting their confidentiality and delivering on your promises.
- Don't let others make mistakes that can affect their professional ethics. By consenting to them making mistakes, you become a part of the problem and there might be consequences.
- Cultivate ethical values and principles in group programmes such as meetings, training and team building. It is good for people to remember what the important ethical aspects are for the company.

### Activities you should STOP doing

- Avoid yielding to pressure, even from superiors, regarding breaking rules, procedures or ethical principles. Saying "the boss asked me to do it" is not an excuse.
- Don't take on the task of policing other colleagues. Avoid starting off with the suspicion that everyone is a liar or a thief. The fear tactic is not always fruitful.
- Avoid spreading rumours about each other or encouraging them among team members or colleagues. Avoid the "divide and rule" tactic, as it is completely unethical and counter-productive.
- Don't lower your standards of professionalism and ethics, even if you have a lower-level team. Find ways to improve them gradually, while remaining aware that you will face resistance and possible difficulties.

### Activities you should START doing

- A good leader shows professionalism through their knowledge, ethics, positive attitude and openness. If you want to develop certain behaviours, be an example for others regarding them.
- Support those who show professionalism, are willing to evolve and learn constantly and demonstrate ethical behaviour.
- Openly, and clearly, express your expectations and perspective on work well done. Repeat these aspects in various forms, several times.
- Encourage both the development of specialisation or technique, as well as that of behaviours, attitudes and healthy values. Ideally, we should foster professional, ethical employees who are willing to progress.

## You stimulate mutual support and cooperation between team members

### Activities you should KEEP doing

- Highlight strong points. Take your time to sincerely appreciate the members of the team.
- Clearly assign specific roles, based on knowledge and experience. Make sure that team members have access to both individual and team training and coaching sessions to enable their maximum contribution.
- In a strong team, it is important that everybody's voice is heard. Let every member of the team ask questions about the process, add ideas and evaluate team progress.
- Discourage poor communication, poor active listening, interruptions, endless discussions, inability to convey a clear idea or lack of open communication.

### Activities you should STOP doing

- Avoid competition, and encourage co-creation in harmony with each other.
- Stop taking credit for team achievements without pointing out everyone's involvement.
- Don't focus on tasks, focus on results. After all, what really matters is every member's contribution to the team's common goal.
- Don't use competitive spirit for anything other than generating results. It's important to maintain a competition between the overall team and their past results, not among individuals in the team.

### Activities you should START doing

- Establish regular meetings with your subordinates who are underperforming. Tell them what they are doing right, what they can improve and what they can do differently.
- Take time to guide teammates to use their differences to their advantage and perform better.
- Emphasise individual success, as well as team achievements, pointing out everybody's contribution.
- Encourage a cooperative team spirit. In a strong team, individuals rely on each other. High performing teams identify individuals, who are not cooperating, and support them through coaching, in order to develop more cooperative behaviour.