

Pario Sample 360 Report

Pario 360 Feedback

Personal Development

Feedback Report

Chris Case–Study

Report Compiled 3rd February 2014

Note: This report does not include the table that compares *mean ratings* of statements, by respondents giving feedback, with those from a previous 360 assessment.

Some sections have been shortened to reduce file size.

This report is based on the standard Pario 360, but it is possible to create a tailored process that enables questions and written comment to be *directed to specific groups* of respondent. Clients can use all aspects of the design functionality free of charge. We only charge for reports that are generated.

Group Reports are also an option.

Most of the text in the 360 report can be edited to meet specific requirements.

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PARIOInnovations

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Part 1: Introduction to the Report

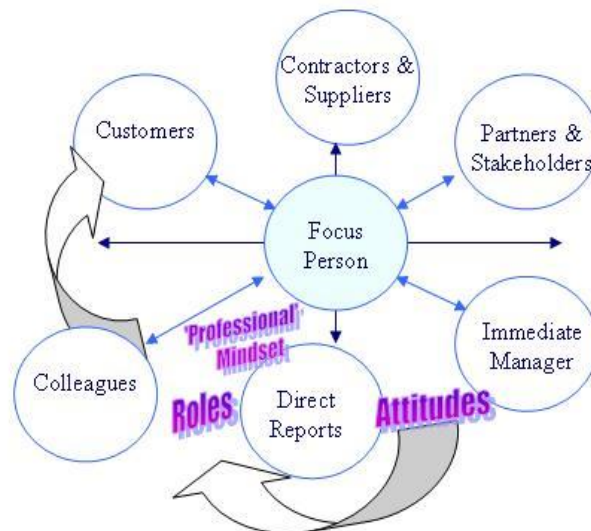
Effectiveness at Work

You recently participated in a 360 feedback process based on the qualities required to be effective in a Management Role. The 360 questionnaire is based on a performance model linked to Professional Competencies. These clarify the approach associated more effective performance, viewed from the perspective of different groups of respondents.

Each statement in the 360 questionnaire describes a particular aspect of behaviour, and several related statements contribute to each competency. Using this framework, it is possible to review your approach against the competencies, and then go on to explore specific statements in more detail.

The statements can help increase your understanding of how best to manage relationships with different groups of work associate. This insight can help you maintain effective work relationships and strengthen your overall performance. These groups may include your immediate manager, external stakeholders, clients, direct reports, colleagues.

It is recommended that your 360 degree feedback is considered in the context of these role relationships – and the needs and expectations of these different groups. Professional effectiveness in any role depends on a clear understanding of the Context and the People. This can be summarised as follows:



Personal development is always strengthened when we have the opportunity to gain feedback from other people. Their ratings and comments provide the basis for comparison with your self-assessment. All the ratings in the questionnaire are linked to the rating scale described later in the report. The rating scale is used as the basis for the graphs and tables.

When looking at feedback from other people, it is important to relate this to particular areas of activity. Your role will include several different activities and may range from the more 'technical' or 'analytical' to those requiring a high level of sensitivity towards other people. Both 'positive' and 'negative' ratings from work associates are based on the perspective of a particular group, such as colleagues, people reporting to you, or your immediate manager. The 360 feedback also provides a reference point in looking at both 'internal' and 'external' areas of activity, covering both 'task' and 'people' issues.

Effective alignment of professional activities with wider objectives requires understanding the expectations of stakeholders concerning service delivery. This helps improve clarity in communicating priorities to colleagues and direct reports, which is supported by dialogue to build commitment and motivation. At the same time, there is a need to ensure that internal processes are effective in delivering services and staff feel involved in the decision making process. When considering your feedback it may be useful to consider the Context of your work and these wider issues of alignment.

The Report is broken into the following sections:

Part 2: Assessing Performance

Performance Assessment Framework – Competencies Relating to Your Role

This section summarises the Competencies required in the Management Role. It also summarises the rating scale used by respondents and the number of respondents in each category that completed feedback.

Part 3: Feedback on Your Approach

Overview of Competencies

This section shows a high level, graphical summary of your self-assessments and the ratings of your manager/s, direct reports, clients and colleagues on each competency.

Detailed Summary of Statement Ratings

This table shows the ratings from each respondent group (including self ratings) on each competency and its related statements. This will help you identify areas of strength and areas for development.

Part 4: Detailed Analysis of Your Overall Ratings

Identifying Effective Behaviour

This part of the report highlights behaviour that was rated strongly by people completing the questionnaire, indicating that you are effective in this area.

Identifying Less-Effective Behaviour

This part of the report highlights behaviour that was rated less strongly by people completing the questionnaire. This indicates less effective behaviour, and is therefore an area to consider developing.

Summary of Ratings for Supporting Statements

This part of the report shows all the statements included in the questionnaire and the overall ratings you received. These are based on the average ratings of all the people giving you feedback. (The averages do not include your own self ratings). We have also included the range of scores, (Min to Max) you received.

These ratings of behavioural statements are shown in rank order. This will help you identify areas of strength and aspects of your approach that might benefit from more emphasis.

Part 5: Comments and Suggestions

Colleagues and work associates may have chosen to comment, in free text, on specific aspects of your work behaviour. This information may be useful in developing a better understanding of your key strengths and what may be considered your 'blind spots', helping you to prioritise your action plans.

Part 6: Personal Observations and Development Planning

Following review of the 360 feedback you have the opportunity to make notes on the main issues that are emerging.

It may be useful to link the competencies, and specific aspects of behaviour, to different areas of activity in the alignment model you saw earlier. You may also want to consider this feedback in relation to any specific coaching goals you are addressing and reflect on how this may impact on attainment of those goals.

Making these links can help you gain a clear focus on your strengths as well as areas for development and how this impacts achievement of your business objectives. Remember that action plans need to focus on specific objectives, linked to clear performance criteria, and based on well-defined timescales.

Part 2: Assessing Performance

Competencies Relating to Your Role

The 360 is based on the Performance Assessment Framework. The Competencies summarised below describe the attributes that contribute to effectiveness in your role. In the framework, each Competency has additional supporting statements which describe behaviours associated with effectiveness.

The 360 degree feedback process highlights aspects of behaviour that play an important part in determining overall effectiveness.

Using the specific behavioural statements within each competency (summarised in the tables) helps confirm current strengths, identify areas requiring new skills or a change of approach and strengthens overall capability.

This section has been reduced and simply highlights three sample competencies.

Problem Solving

- Adopt a calm, organised and 'objective' approach when faced with a problem
- Increase understanding of problems through discussion with others
- Show confidence when discussing information relating to a problem
- Check information or assumptions and not accept things at 'face value'
- Find solutions to complex or difficult problems
- Identify wider issues and trends, and anticipate future requirements

Working with People

- Treat people in a way that makes working life enjoyable
- Appear fair and objective when judging other people's performance
- Encourage people to take personal responsibility for key tasks / activities
- Help people understand how their work contributes to the organisation's performance
- Praise people for the quality or importance / value of their work
- Encourage positive discussion (and avoid personal criticism)

Building Relationships

- Take the initiative in getting to know colleagues, clients or customers
- Share information and communicate with people outside the immediate team
- Discuss issues with a wide range of people to review problems and opportunities
- Appear professional and approachable, remaining calm when under pressure
- Hold regular review meetings to discuss progress and explore issues
- Develop a good understanding of other people's needs and concerns

The Response Scale

The table shows the rating scale used to provide feedback on the competencies. You will remember these from completing your own self-assessment. Most of the information presented in the report is based on the average rating resulting from the combined observations of colleagues and work associates.

The Rating Scale, Competencies and Statements can be customized

Rating	Descriptions
6	Outstanding – exceptional ability, a role model for others
5	Strength – very effective, with little room for improvement
4	Moderate Strength – mostly effective, but room for further development
3	Capable – but scope for improvement – could be more effective or do this more frequently
2	Some shortfalls – more attention required in this area
1	Rarely Evident – possible blindspot – a priority for attention

People giving feedback also had the opportunity to respond: "Insufficient personal observation in this area. Unable to evaluate". If they selected this option, they were not included in the assessment / calculation relating to that statement.

The charts, outlined in Part 3 of the report, show your own self ratings and those of your manager. The ratings for colleagues, clients and direct reports are based on the average rating for each group. Additional information is provided in Parts 4 and 5 of the report to assist you with analysing your feedback.

Summary of Respondents

As you know, you invited various people to respond to your 360 questionnaire. Below is a summary of the number of respondents from each group who completed feedback for you.

Relationship	Number of Respondents
Self	1
Manager	1
Direct Reports	7
Peers / Colleagues	4
Customers	5

Part 3: Feedback on Your Approach

Overview of Competencies

The charts below give a visual representation of responses on all statements for each competency. This will help you gain insight into the type of approach that will contribute to more-positive and effective work relationships – and highlight any differences between your self-assessments and those of others.

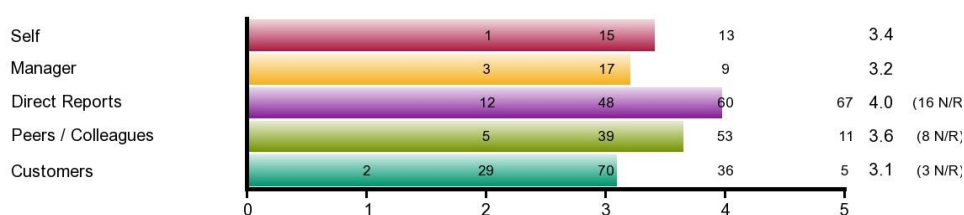
Understanding the numbers on the bar charts:

The numbers show how ratings for each group of respondents (including self-assessment scores) were distributed from 1 – 6. The number of non-responses (cannot say) are also shown. The average rating is shown on the right. In the case of clients, colleagues and direct reports, *the numbers relate to the number of respondents in a particular group multiplied by the number of questions in the 360 questionnaire.*

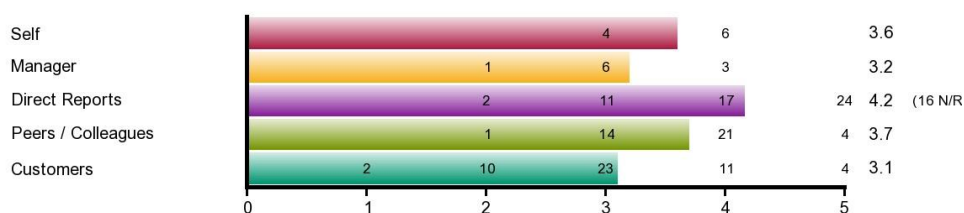
The 'All Categories' chart shows overall ratings based on all the competencies, (so the numbers show the total responses, on all the statements, for each group of respondents). Check how your ratings compare with the range of responses from each group. Is there a clear pattern between your self-assessment and feedback from certain groups? Even if the overall ratings are 'positive' (i.e. above 4.0) try and identify the relative strengths and areas that might benefit from development.

This section has been reduced and simply highlights the general principle.

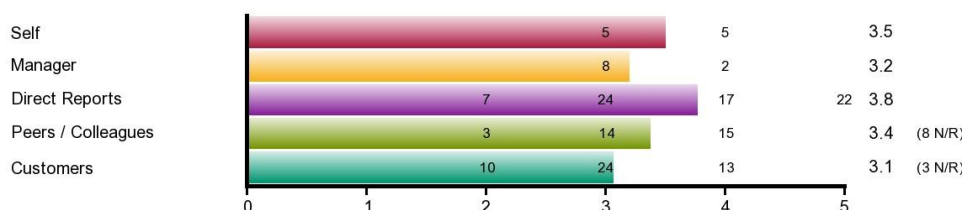
All Categories



Problem Solving



Working with People



Part 4: Detailed Analysis of your Overall Ratings

Identifying Effective Behaviour

This part of the report highlights behaviour that was rated strongly by people completing the questionnaire, indicating that you are perceived as 'more effective' in these areas. To maintain effectiveness you need to consider the situation or context where the behaviour is important and the expectations of the particular group with whom you are working.

These statements obtained average ratings from others of 4.9 or more. Any ratings by yourself or your manager will be in the range 5 – 6. The individual or group making the rating is shown with a score. (Empty cells indicate that the average rating was less than 4.9).

This section has been reduced and simply highlights the general principle.

More Effective Behaviour	Self	Manager	Direct Report / Employee / Corps Member	Peers / Colleagues
<i>Problem Solving</i>	5.3	3.8	5.3	5.0
Adopt a calm, organised and 'objective' approach when faced with a problem	5.0	5.0	6.0	5.7
Increase understanding of problems through discussion with others	5.0	5.0	5.0	5.2
Show confidence when discussing information relating to a problem	5.0		5.7	5.5
Check information or assumptions and not accept things at 'face value'	5.0		5.0	
Find solutions to complex or difficult problems	6.0		5.0	
Identify wider issues and trends, and anticipate future requirements	6.0		5.3	5.0
<i>Working with People</i>	4.7	3.8	5.1	4.9
Treat people in a way that makes working life enjoyable	5.0	5.0	5.3	5.0
Appear fair and objective when judging other people's performance	5.0		5.3	
Encourage people to take personal responsibility for key tasks / activities	5.0		5.0	5.3
Help people understand how their work contributes to the organisation's performance	5.0			
Praise people for the quality or importance / value of their work			5.3	5.0
Encourage positive discussion (and avoid personal criticism)			5.0	5.0
<i>Building Relationships</i>	5.0	4.3	5.1	5.1
Take the initiative in getting to know colleagues, clients or customers	6.0	5.0	5.0	5.6
Hold regular review meetings to discuss progress and explore issues		5.0		5.5

Identifying Less-Effective Behaviour

This part of the report highlights behaviour that was rated less strongly by people completing the questionnaire. This indicates less effective behaviour and possible *areas of activity* where you might adopt a different approach. There may be specific issues relevant to a particular group, so it is important to consider the context when reviewing the feedback.

These statements obtained average ratings from others less than 3.9. Any ratings by yourself or your manager will be in the range 1 – 3. The individual or group making the rating is shown with a score. Empty cells indicate scores above 3.9

This section has been reduced and simply highlights the general principle.

Less Effective Behaviour	Self	Manager	Direct Report / Employee / Corps Member	Peers / Colleagues
<i>Problem Solving</i>	5.3	3.8	5.3	5.0
Show confidence when discussing information relating to a problem		3.0		
Find solutions to complex or difficult problems		3.0		
Identify wider issues and trends, and anticipate future requirements		3.0		
<i>Working with People</i>	4.7	3.8	5.1	4.9
Appear fair and objective when judging other people's performance		2.0		
<i>Building Relationships</i>	5.0	4.3	5.1	5.1
Share information and communicate with people outside the immediate team		3.0		
Develop a good understanding of other people's needs and concerns		3.0		
<i>Influencing Others</i>	4.0	3.3	5.1	4.5
Clearly explain objectives and the reasons for a particular course of action		3.0		
Respond constructively to other people's views and discuss their concerns	3.0			
Adapt his / her approach, so that it is appropriate to the people and situation		2.0		
Listen carefully (and respond constructively) to feedback and differing viewpoints		3.0		
Understand the culture of the organisation and the "art of the possible"	3.0			

Summary of Ratings for Supporting Statements

The following table shows all the statements included in the questionnaire and the overall ratings you received. These are based on the average ratings of all the people giving you feedback. (The averages do not include your own self ratings.)

We have also included the range of scores, (Min to Max) you received. These ratings of behaviours are shown in rank order. This will help you identify areas of strength (i.e. average ratings of 4.9 or more) and aspects of your approach that might benefit from more attention (i.e. 3.9 or less) or a different style of working.

Note: As the Overall Average Ratings *decrease*, the range of ratings (Min to Max), generally *increase*. This often indicates that there are situations (involving specific groups) that could be areas for development.

This table has been reduced and simply highlights the general principle.

Behaviours in Rank Order					
Competency	Behaviour	Self	Min	Max	Average
Problem Solving	Adopt a calm, organised and 'objective' approach when faced with a problem	5.0	5	6	5.7
Achieving Results	Take the initiative in developing new, more effective ways of doing things	4.0	4	6	5.7
Building Relationships	Appear professional and approachable, remaining calm when under pressure	5.0	3	6	5.5
Achieving Results	Demonstrate the personal drive and resilience to overcome problems	4.0	4	6	5.4
Influencing Others	Adapt his / her approach, so that it is appropriate to the people and situation	4.0	2	5	4.0
Managing Performance	Provide regular, timely feedback that helps people improve their performance	4.0	2	5	3.9
Managing Performance	Take prompt action if someone's performance falls below acceptable standards	4.0	2	5	3.8

A 'Gap Analysis' Table can be included when the same 360 questions have been completed previously. This table rank orders statements, noting the change in average ratings by others.

Gap Analysis

The following table highlights changes in average ratings (on all statements) based on feedback from all groups providing feedback. Note: "360-1" equals current ratings and "Av" = 'other respondents'

This table has been reduced and simply highlights the general principle.

360 Feedback Statements	Self 360-1	Av 360-1	Self 360-2	Av 360-2	Dif Score
Collaborative and cooperative: demonstrates openness in dealing with others; has no hidden agenda; supports the team	3	3.8	4	3.2	0.6
Provides regular, coaching, support, guidance and training to help staff develop and grow	4	3.3	3	2.7	0.6
Sets and communicates clear priorities to staff	3	3.3	3	2.8	0.5
Handles conflict constructively, remains calm and helps to resolve issues	3	3.9	4	3.4	0.5

Part 5: Comments and Suggestions

Colleagues and work associates may have chosen to comment directly on specific aspects of your work behaviour. This information may be useful in developing a better understanding of your key strengths and also, what may be considered, your 'blind spots'; giving a clearer focus on priorities for your action plans.

If possible, try to think of the type of Activity or Situation where this behaviour is relevant and the practical steps that might increase your effectiveness in this area. Comments made by colleagues and work associates are summarised in the following section.

The Prompts for Written Comments can be edited.

What would you like this person to STOP doing?

Thinking that they know everything and listen more

Not asking for help and advice when it's needed

Trying to do everything and working so many hours.

Stop spending excessive amounts of time in the office to the detriment of his personal life.

Chris needs to stop attempting to deal with problems alone. He has an experienced team who should be able to help him deal with 'big challenges', and I feel at times he's reluctant to let go and ask for support.

Stop being so systems and process orientated. There isn't a process that covers every outcome and there is great value in maintaining flexibility.... there is no need to justify every decision with facts / data

What would you like this person to START doing?

Develop the capability of key people to provide increased support

Demonstrate good judgement that draws on experience as much as data

Demonstrate effective Leadership by engaging other people's enthusiasm

Give clear direction on development plans. Eliminate the risk of subjective interpretation of requirements

Identify and encourage people in each division who can take on the Business Development role

Chris should be a bit more direct with people, especially when he needs to surface problems and confront underlying issues

What would you like this person to CONTINUE doing?

Being extremely reliable and professional

Hard-working and dedicated

Continue communicating all relevant info upwards

To continue bringing common sense to a challenging work environment

Maintaining his commitment and sense of responsibility

Continue to develop a positive, collaborative and independent culture within the department.

He's a really positive role-model, and this has a direct and beneficial impact on those around him.

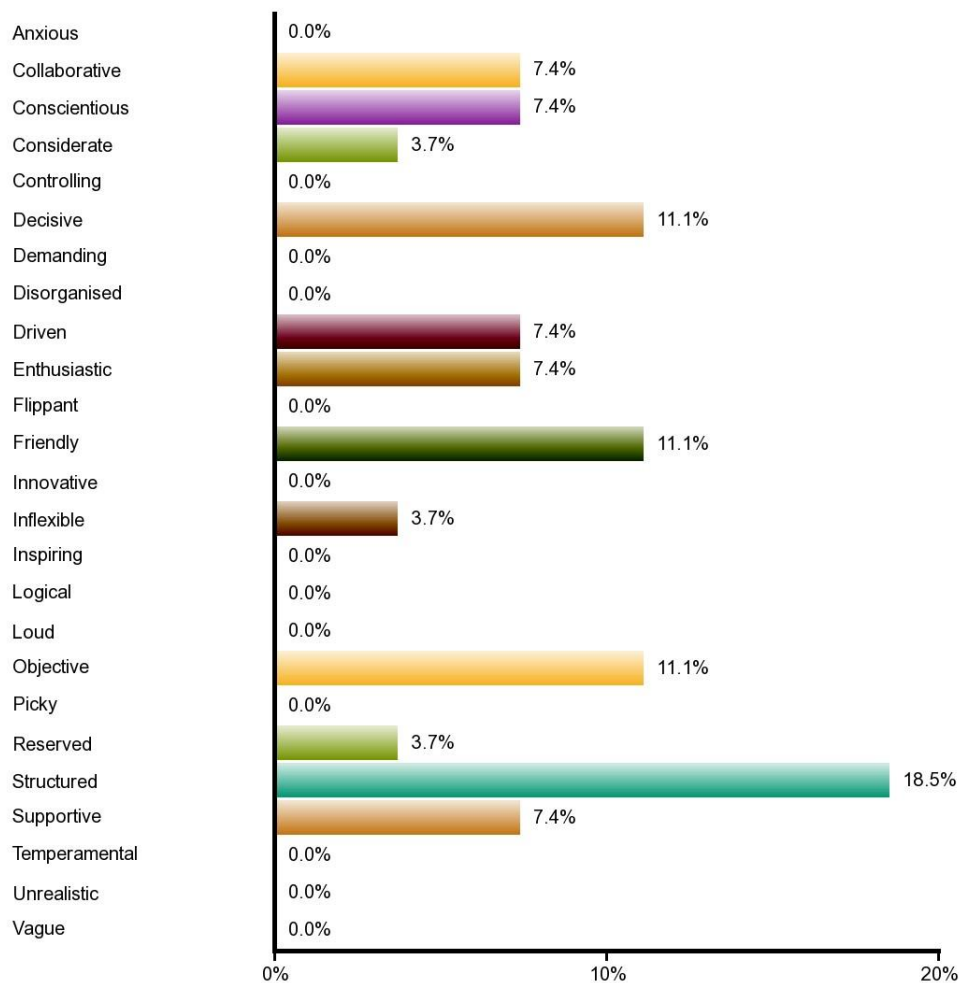
Continue being as driven and dedicated.

Key Words that describe you

This section shows how frequently your colleagues selected key words they feel describe you.

You may like to consider how the words link to feedback provided in the previous sections of the 360 report. For example, there may be aspects of your personality that are affecting your approach at work and may result in a 'blind spot'. There might be value in considering how best to focus and build on your strengths.

This is an optional section, but 360 facilitators usually find it useful. The table shows the frequency with which key words have been selected, helping clarify other issues raised in the report.



Part 6: Personal Observations & Development Planning

Introduction

After reviewing your 360 degree feedback report, you might find it helpful to use the following questions to help you gain focus on the main issues that emerge and begin to prioritise the steps you may take toward future development.

It is worth remembering that this report is based on your perceptions and those of colleagues and work associates. These will change over time and should be viewed in terms of how you currently deal with different work situations. Obtaining feedback from other people is one of the most effective ways of achieving real change in our own work behaviour.

Remember, development may come from building on your areas of strength, or focusing on the lower ratings identified in a particular competency area.

This section can be tailored to meet client requirements.

Reflect on the Report

1. What is my reaction to these ratings?
2. Do they ring true?
3. What were the specific items that were of greatest concern?
4. What might I be doing / not doing that would cause people to rate me in this way?

Consider the implications

1. What might be the consequences if I do nothing to address the identified areas of weakness? (short-term and long-term)

- What might be the impact if I were able to improve in these areas? (Consider the effect on your analysis of problems, approach to people, and development and delivery of service for your clients or patients)
- How important is it to my present role and personal development (and goals) that I develop in these areas?

2. How can I build on the strengths that are identified?

- What might be the benefit if I were able to use my strengths more effectively or widely? (Consider the benefits if you can extend what you do well (or use strengths to develop capability in others)
- How important is it to my present appointment, personal development and goals that I build on these strengths?

Strongest & Weakest Ratings

You might find it helpful to identify on the chart below your strongest and weakest ratings within the competency areas. This overview may help you prioritise your personal development action plan. Is there a particular theme evident in each column?

In addition to looking at specific competencies and statements, you may also find it helpful to look back at the tables (showing the average rating made by other people on each statement). Again, this will help you identify themes that cut across the various competencies.

This table can be used to highlight the highest / lowest ratings on each competency.

Competency Area	Strongest Ratings	Weakest Ratings
Developing People	<ol style="list-style-type: none"> 1. Help people find solutions to problems at work 2. Trust people to use their judgement and experience to solve problems 	<ol style="list-style-type: none"> 1. Keep people informed of what is happening elsewhere in the organisation 2. Make sure that people understand the performance standards that are expected
Achieving Results	<ol style="list-style-type: none"> 1. Take the initiative in developing new, more effective ways of doing things 2. Demonstrate flexibility when faced with an unexpected change of plans 	<ol style="list-style-type: none"> 1. Cope well with conflicting priorities and pressure, remaining positive and focused 2. Maintain a clear focus on the objectives and standards that must be achieved
Gaining Commitment	<ol style="list-style-type: none"> 1. Understand the culture of the organisation and the "art of the possible" 2. Assess constraints / obstacles before making a firm commitment to action 	<ol style="list-style-type: none"> 1. Anticipate people's reactions and the potential consequences of decisions 2. Consult widely with others and surface areas of conflict or disagreement
Influencing Others	<ol style="list-style-type: none"> 1. Appear open and willing to discuss people's ideas and suggestions 2. Listen carefully (and respond constructively) to feedback and differing viewpoints 	<ol style="list-style-type: none"> 1. Adapt his / her approach, so that it is appropriate to the people and situation 2. Clearly explain objectives and the reasons for a particular course of action
Building Relationships	<ol style="list-style-type: none"> 1. Appear professional and approachable, remaining calm when under pressure 2. Take the initiative in getting to know colleagues, clients or customers 	<ol style="list-style-type: none"> 1. Share information and communicate with people outside the immediate team 2. Develop a good understanding of other people's needs and concerns
Managing Performance	<ol style="list-style-type: none"> 1. Spend time clarifying objectives and the steps required to get results 2. Provide support and encouragement when individuals have problems 	<ol style="list-style-type: none"> 1. Take prompt action if someone's performance falls below acceptable standards 2. Provide regular, timely feedback that helps people improve their performance
Working with People	<ol style="list-style-type: none"> 1. Treat people in a way that makes working life enjoyable 2. Praise people for the quality or importance / value of their work 	<ol style="list-style-type: none"> 1. Appear fair and objective when judging other people's performance 2. Help people understand how their work contributes to the organisation's performance
Problem Solving	<ol style="list-style-type: none"> 1. Adopt a calm, organised and 'objective' approach when faced with a problem 2. Show confidence when discussing information relating to a problem 	<ol style="list-style-type: none"> 1. Check information or assumptions and not accept things at 'face value' 2. Find solutions to complex or difficult problems

Personal Development Action Plan

It is often useful to identify two or three main areas of strength and then consider two or three areas for development. Action plans tend to be more successful when they are focused on specific objectives, linked to clear performance criteria, and follow well-defined timescales.

Strength (Competency Area) – Priority 1		
Development Objective		
Action	Support Needed	Target Date

Strength (Competency Area) – Priority 2		
Development Objective		
Action	Support Needed	Target Date

Strength (Competency Area) – Priority 3		
Development Objective		
Action	Support Needed	Target Date

Development (Competency Area) – Priority 1

Development Objective

Action	Support Needed	Target Date

Development (Competency Area) – Priority 2

Development Objective

Action	Support Needed	Target Date

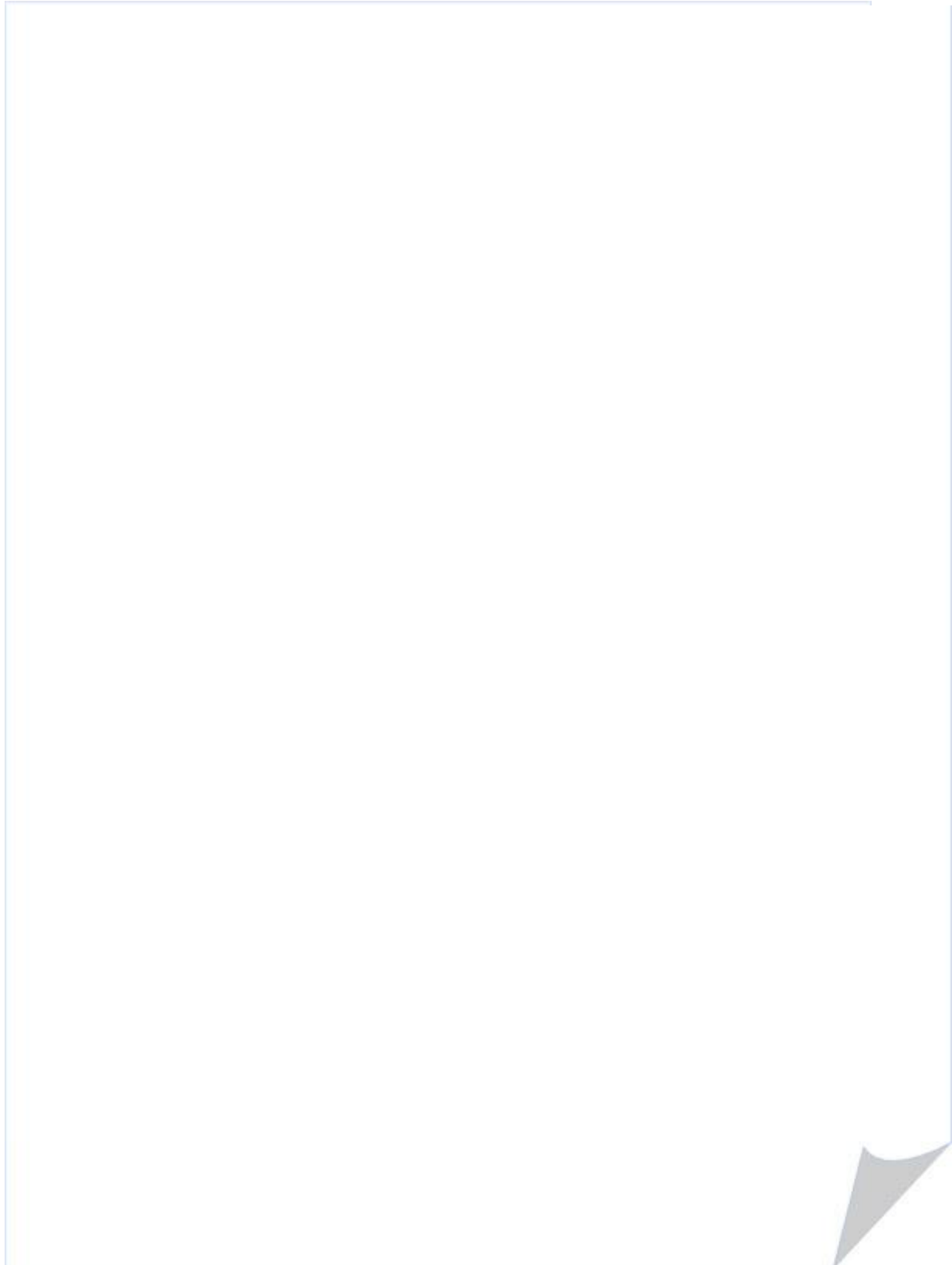
Development (Competency Area) – Priority 3

Development Objective

Action	Support Needed	Target Date

Personal Observations

This space below allows you to make notes on the main issues that emerge from the feedback and link competencies and behaviours to different areas of activity. This will be helpful in adding focus to your action plan. It is often useful to identify two or three main areas of Strength and then consider two or three areas for Development. Action plans tend to be more successful when they are focused on specific objectives, linked to clear performance criteria and follow well-defined timescales.



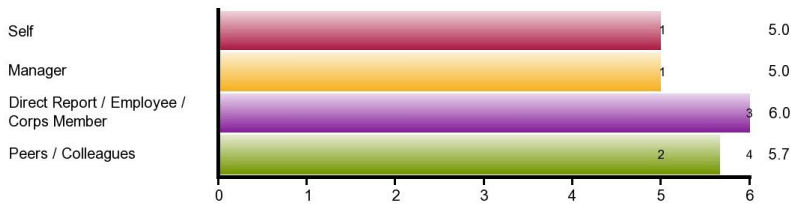
Appendix: Analysis of Statements

The following section of the report shows the ratings obtained on *specific behaviour* linked to each of the competencies

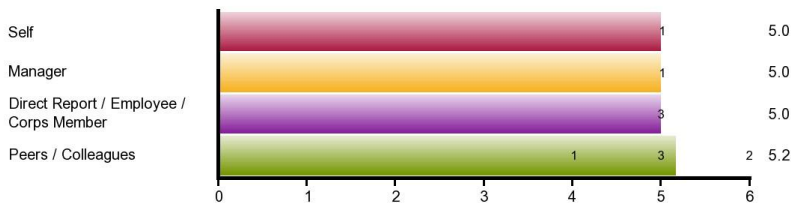
This section has been reduced and simply highlights the general principle.

Problem Solving

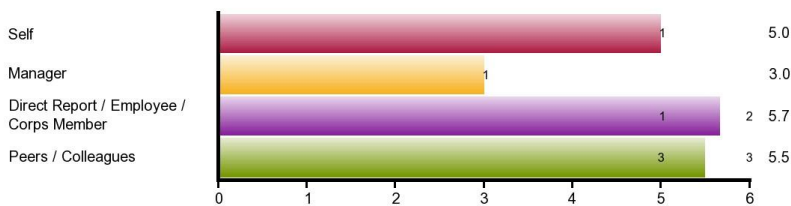
Adopt a calm, organised and 'objective' approach when faced with a problem



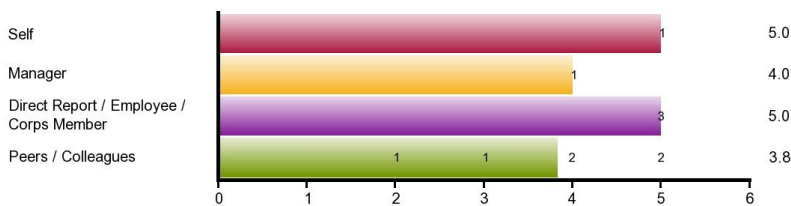
Increase understanding of problems through discussion with others



Show confidence when discussing information relating to a problem



Check information or assumptions and not accept things at 'face value'



Find solutions to complex or difficult problems

