

# Finding Potential 360

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## Premium Feedback Report



**CANDIDATE:** JAYNE BRIGHT

**REPORT GENERATED:** 06/02/2013

**CONFIDENTIALITY:** HIGH

| Key         | n |
|-------------|---|
| Focus       | 1 |
| Manager     | 1 |
| Colleague   | 3 |
| Report      | 3 |
| Other Rater | 3 |

We like our reports to have an impact on you - but not the environment. Please only print the pages you need.



# Introduction

This 360° feedback report contains confidential information about **Jayne Bright** and should only be shared with authorised people, e.g. Jayne Bright and their chosen coach/HR support.

It has been designed to provide you with feedback on your professional behaviour and the impact your behaviour is having on people you work closely with – i.e. your line manager, peers, direct reports and others (e.g. internal and external clients).

Whilst the report is set out in a clear and simple manner, it is strongly recommended that you work through the report with a coach or HR person who is experienced at using 360 and coaching. This will ensure that you identify the key strengths and developmental opportunities within the feedback, and build an appropriate action plan to enhance your capability and performance.

This 360 report has been created based on the feedback received from the different people invited to complete the questionnaire on your behalf. They rated your behaviour against a number of statements, which form the basis of FindingPotential's professional and graduate behaviour/competency framework.

## Report Content

Your 360 Competency Report contains the following sections:

- **Feedback Overview**  
Summary of your overall feedback results
- **Detailed Feedback Analysis**  
Item by item feedback analysis by competency
- **Feedback Comments**  
Written feedback from your feedback respondents

## N.B.

Definitions of the FindingPotential Professional and Graduate competencies can be found in the “**What is Being Measured**” supporting document.

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# Feedback Overview

» Jayne Bright

This section provides an overview of your feedback results. The table below sets out your feedback results against the sixteen Professional & Graduate Competencies.

You (the focus) and your manager were asked to rank the importance of the sixteen professional and graduate competencies in relation to your current role. These rankings are provided in the first two columns and ordered according to those competencies rated most highly by your manager. The remaining columns relate to the average rating you received (on a five point scale) for each competency/area (**NB** The average includes how you rated yourself in relation to each competency/area) and the rating given by each feedback group (e.g. peers, reports or others).

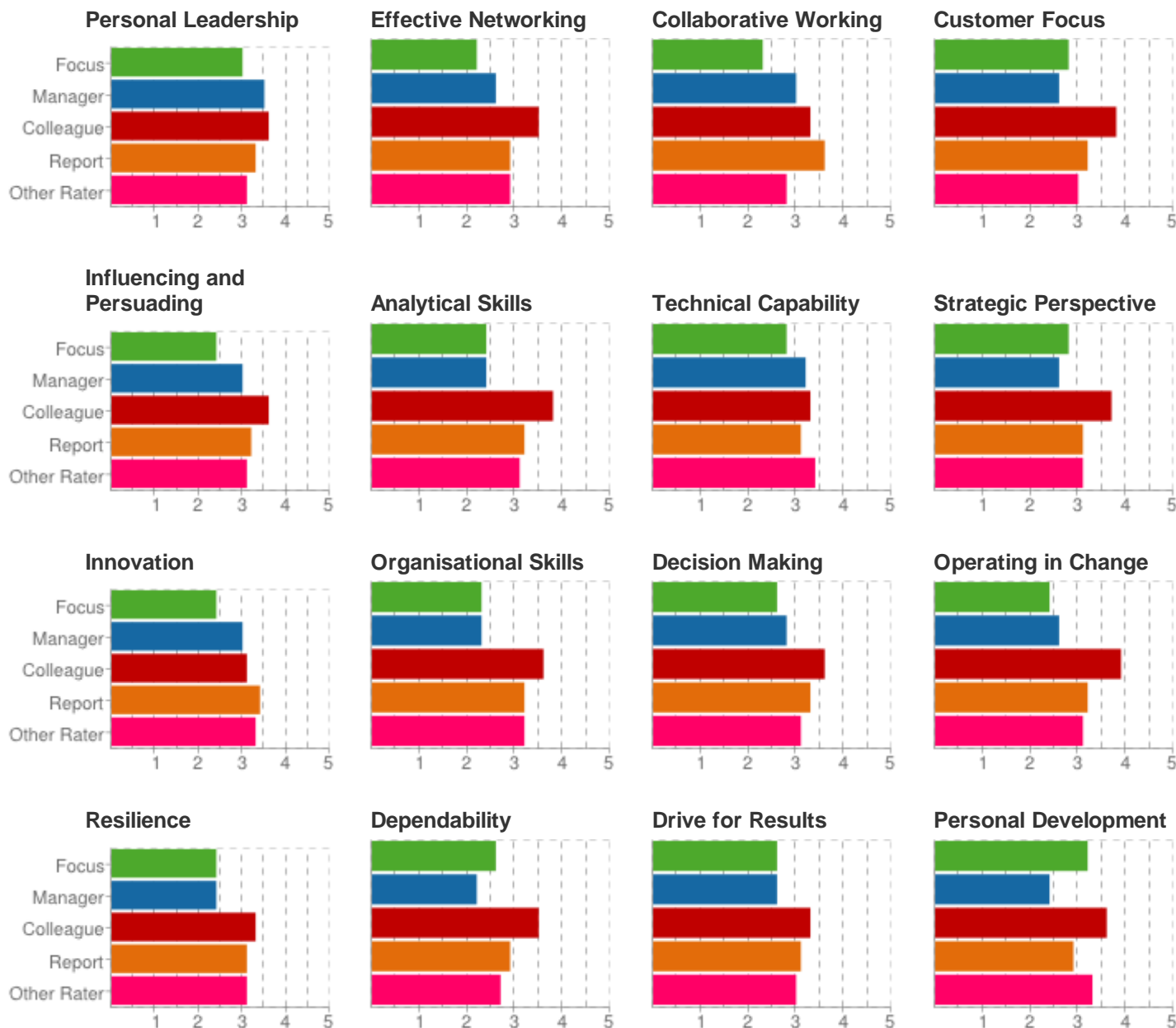
| Professional & Graduate Competencies | IMPORTANCE |         | COMPETENCY SCORES |       |         |       |         |        |
|--------------------------------------|------------|---------|-------------------|-------|---------|-------|---------|--------|
|                                      | FOCUS      | MANAGER | OVERALL           | FOCUS | MANAGER | PEERS | REPORTS | OTHERS |
| Personal Leadership                  | L          | H       | 3.3               | 3.0   | 3.5     | 3.6   | 3.3     | 3.1    |
| Strategic Perspective                | H          | H       | 3.2               | 2.8   | 2.6     | 3.7   | 3.1     | 3.1    |
| Innovation                           | H          | H       | 3.2               | 2.4   | 3.0     | 3.1   | 3.4     | 3.3    |
| Organisational Skills                | L          | H       | 3.2               | 2.3   | 2.3     | 3.6   | 3.2     | 3.2    |
| Personal Development                 | H          | H       | 3.2               | 3.2   | 2.4     | 3.6   | 2.9     | 3.3    |
| Effective Networking                 | M          | M       | 3.0               | 2.2   | 2.6     | 3.5   | 2.9     | 2.9    |
| Collaborative Working                | H          | M       | 3.1               | 2.3   | 3.0     | 3.3   | 3.6     | 2.8    |
| Customer Focus                       | H          | M       | 3.2               | 2.8   | 2.6     | 3.8   | 3.2     | 3.0    |
| Analytical Skills                    | M          | M       | 3.2               | 2.4   | 2.4     | 3.8   | 3.2     | 3.1    |
| Technical Capability                 | M          | M       | 3.2               | 2.8   | 3.2     | 3.3   | 3.1     | 3.4    |
| Decision Making                      | L          | M       | 3.2               | 2.6   | 2.8     | 3.6   | 3.3     | 3.1    |
| Operating in Change                  | M          | M       | 3.2               | 2.4   | 2.6     | 3.9   | 3.2     | 3.1    |
| Dependability                        | M          | M       | 2.9               | 2.6   | 2.2     | 3.5   | 2.9     | 2.7    |
| Drive for Results                    | M          | M       | 3.0               | 2.6   | 2.6     | 3.3   | 3.1     | 3.0    |
| Influencing and Persuading           | M          | L       | 3.2               | 2.4   | 3.0     | 3.6   | 3.2     | 3.1    |
| Resilience                           | M          | L       | 3.0               | 2.4   | 2.4     | 3.3   | 3.1     | 3.1    |



# Feedback Overview (Continued)

» Jayne Bright

The following graphs provide a visual overview for each of the competencies, and the four aspects of the Performance Profile. It allows you to quickly identify, at a high level, where you may have potential strengths and development areas, and where the biggest similarities and discrepancies in ratings lie.





# Detailed Feedback Analysis

» Jayne Bright

## Relationship Management

The extent to which the individual is likely to take responsibility for their own actions, build effective networks and customer relationships, collaborate with others as well as looking to influence and persuade others.

### Personal Leadership

Takes responsibility for their own actions. Proactively takes on additional responsibilities and drives their own performance. Lives their own values, actively acknowledges and seeks feedback from others.

|   |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Takes responsibility for their own actions and performance        |  | 3   | 4    | 3.3      |
| Is aware of their own strengths and weaknesses                    |  | 3   | 4    | 3.4      |
| Proactively takes on additional responsibilities                  |  | 3   | 5    | 3.4      |
| Behaves in a way that feels consistent with their personal values |  | 2   | 4    | 2.7<br>↓ |
| Seeks feedback from others on their effectiveness                 |  | 3   | 4    | 3.5<br>↑ |
| Listens to and acknowledges others' feedback                      |  | 3   | 4    | 3.5      |

↑ Highest Rated (top 10, across all items)

↓ Lowest Rated (bottom 10 across all items)

■ Focus

■ Manager

■ Colleague

■ Report

■ Other Rater



# Detailed Feedback Analysis

» Jayne Bright

## Relationship Management

The extent to which the individual is likely to take responsibility for their own actions, build effective networks and customer relationships, collaborate with others as well as looking to influence and persuade others.

### Effective Networking

Interacts well with a wide range of people, building an effective network across the business. Uses their network to stimulate ideas and to help drive collective performance. Comfortable representing their own views whilst respecting others opinions.

|   |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Proactively builds and maintains effective networks across, and outside, the business |  | 2   | 4    | 3.1      |
| Uses networks to broaden their thinking and stimulate new ideas                       |  | 2   | 5    | 3.3      |
| Represents their own perspective whilst recognising others' views                     |  | 1   | 5    | 2.6<br>↓ |
| Interacts easily with others, irrespective of level or background                     |  | 1   | 4    | 2.9      |
| Uses relationships to help create a collective focus on performance                   |  | 2   | 4    | 2.9      |

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# Detailed Feedback Analysis

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## Relationship Management

The extent to which the individual is likely to take responsibility for their own actions, build effective networks and customer relationships, collaborate with others as well as looking to influence and persuade others.

### Collaborative Working

Looks to understand others' perspectives and objectives. Respects different styles/approaches, whilst adapting their own style to enable them to work effectively with others.

|  |  | Low | High | Mean |
|--|--|-----|------|------|
| Seeks the views and opinions from all those involved             |  | 2   | 4    | 2.9  |
| Takes steps to better understand others' goals and objectives    |  | 1   | 5    | 3.4  |
| Respects other people's style and approach to their work         |  | 1   | 5    | 3.1  |
| Adapts their style to allow them to work effectively with others |  | 1   | 4    | 3.2  |

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# Detailed Feedback Analysis

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## Relationship Management

The extent to which the individual is likely to take responsibility for their own actions, build effective networks and customer relationships, collaborate with others as well as looking to influence and persuade others.

### Customer Focus

Builds effective customer relationships to ensure their needs and expectations are understood. Understands the importance of the customer to the business, seeking regular feedback whilst being prepared to say no when needed.

|   |  | Low | High | Mean |
|---|--|-----|------|------|
| Ensures they understand their customers' needs and expectations         |  | 2   | 4    | 3.1  |
| Seeks regular feedback from customers                                   |  | 2   | 4    | 3.4  |
| Builds effective relationship with customers                            |  | 1   | 5    | 3.0  |
| Prepared to say no to the customer when needed                          |  | 2   | 4    | 3.2  |
| Understands the importance of the customer to the organisation/business |  | 2   | 4    | 3.5  |

Highest Rated (top 10, across all items)

Lowest Rated (bottom 10 across all items)

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# Detailed Feedback Analysis

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## Relationship Management

The extent to which the individual is likely to take responsibility for their own actions, build effective networks and customer relationships, collaborate with others as well as looking to influence and persuade others.

### Influencing and Persuading

Presents simple, impactful messages in a compelling manner. Changes their emphasis and approach to address resistance, focusing on the value their ideas will bring different stakeholders. Confidently negotiates effective outcome.

|   |  | Low | High | Mean |
|---|--|-----|------|------|
| Shares key points in a compelling manner                            |  | 3   | 4    | 3.4  |
| Keeps their message simple and impactful                            |  | 2   | 4    | 3.0  |
| Confidently negotiates effective outcomes                           |  | 2   | 5    | 3.2  |
| Emphasises the value their ideas will bring each stakeholder        |  | 3   | 4    | 3.4  |
| Changes their emphasis and approach to address points of resistance |  | 1   | 4    | 3.1  |

Highest Rated (top 10, across all items)

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# Detailed Feedback Analysis

» Jayne Bright

## Execution Focus

The extent to which an individual likes to analyse information and focus on the technical aspects of their work, as well as how likely they are to consider the bigger picture or come up with creative ideas. It also reflects their preferences for structuring and planning their work and their approach to making decisions.

### Analytical Skills

Breaks a problem down to its core elements. Draws on different data sources to inform their thinking, identifying the most pertinent issues within this. Incorporates the emotive elements of a situation into their thinking, before making sound inferences based on the available information.

|  |  | Low | High | Mean     |
|--|--|-----|------|----------|
| Draws on different sources of data to inform their thinking              |  | 2   | 4    | 2.9      |
| Identifies the most pertinent issues and information within a situation  |  | 2   | 5    | 3.4      |
| Breaks a problem down into its core elements                             |  | 1   | 4    | 2.9      |
| Makes sound inferences from the information available                    |  | 3   | 5    | 3.8<br>↑ |
| Incorporates how people think, feel and behave into their considerations |  | 1   | 4    | 2.9      |

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# Detailed Feedback Analysis

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## Execution Focus

The extent to which an individual likes to analyse information and focus on the technical aspects of their work, as well as how likely they are to consider the bigger picture or come up with creative ideas. It also reflects their preferences for structuring and planning their work and their approach to making decisions.

### Technical Capability

Has the necessary knowledge, skills and proficiency to conduct their role. Demonstrates mastery in their area of technical capability. Stays up-to-date with advances in their field and commits to their continuous development.

|   |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Skilled and proficient in their area                      |  | 2   | 4    | 3.5<br>↑ |
| Possesses the knowledge necessary to carry out their role |  | 3   | 4    | 3.5<br>↑ |
| Demonstrates mastery of their subject                     |  | 2   | 4    | 3.3      |
| Invests effort in their continuous development            |  | 1   | 4    | 2.9      |
| Keeps up to date with advances in their area              |  | 1   | 4    | 3.0      |

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## Execution Focus

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### Strategic Perspective

Understands the wider context in which they operate, being quick to spot new opportunities. Has a clear view of the future needs for their part of the organisation, balancing immediate needs with longer-term requirements. Considers issues from an organisational as well as local perspective.

|  |  | Low | High | Mean    |
|--|--|-----|------|---------|
| Understands the market the organisation operates in                                |  | 3   | 4    | 3.4     |
| Has a clear view of the future needs of their part of the organisation             |  | 2   | 4    | 3.1     |
| Quick to spot new opportunities for improving the business                         |  | 1   | 5    | 3.1     |
| Factors in the business' longer-term needs when making current decisions           |  | 3   | 4    | 3.5<br> |
| Considers issues from an organisational perspective, as well as local requirements |  | 1   | 4    | 2.9     |

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## Execution Focus

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### Innovation

Willing to challenge existing mindsets and ways of operating, exploring alternative ways to address a problem. Generates a range of options and ideas, whilst building on the ideas of others. Prepared to take a degree of risk in implementing new ideas.

|   |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Challenges existing mindsets and ways of doing things / existing wisdom |  | 3   | 4    | 3.3      |
| Explores alternatives approaches to address challenges                  |  | 2   | 4    | 3.1      |
| Willing to take a degree of risk to explore new ways of doing things    |  | 1   | 4    | 3.1      |
| Generates a range of options and ideas to resolve a problem             |  | 3   | 4    | 3.6<br>↑ |
| Builds on the ideas of others   |  | 1   | 4    | 2.8<br>↓ |

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## Execution Focus

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### Organisational Skills

Establishes clear priorities and builds plans to ensure delivery on time. Works in a systematic manner and manages resources efficiently. Quickly adapts plans as circumstances require. Sees things through to completion.

|   |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Establishes clear priorities                        |  | 3   | 4    | 3.2      |
| Manages their resources efficiently                 |  | 2   | 5    | 3.1      |
| Sees things through to completion                   |  | 1   | 5    | 3.5<br>↑ |
| Works in a systematic manner                        |  | 3   | 4    | 3.5<br>↑ |
| Plans ahead to ensure they deliver on time          |  | 2   | 4    | 3.3      |
| Quick to adapt plans to deal with unforeseen events |  | 1   | 4    | 2.5<br>↓ |

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# Detailed Feedback Analysis

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## Execution Focus

The extent to which an individual likes to analyse information and focus on the technical aspects of their work, as well as how likely they are to consider the bigger picture or come up with creative ideas. It also reflects their preferences for structuring and planning their work and their approach to making decisions.

| Decision Making   |  | Low | High | Mean |
|---|--|-----|------|------|
| Ensures they have clarity of the critical success factors before making a decision              |  | 2   | 4    | 3.4  |
| Considers the likely implications of their decisions beyond the immediate issue                 |  | 1   | 4    | 3.0  |
| Quickly evaluates a number of options before committing to actions                              |  | 1   | 4    | 3.0  |
| Prepared to make decisions even when they don't have access to all the information              |  | 2   | 5    | 3.4  |
| Steps back to reflect, and seek alternative perspectives, when faced with unfamiliar situations |  | 3   | 4    | 3.4  |

Highest Rated (top 10, across all items)

Lowest Rated (bottom 10 across all items)

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# Detailed Feedback Analysis

» Jayne Bright

## Personal Effectiveness

How an individual tends to operate when faced with change, under pressure and in relation to their own development. It also reflects how goal driven an individual sees themselves and the emphasis they are likely to place on doing what has been committed to and investing in their own development.

### Operating in Change

Sees change as a normal part of their working life, readily taking on changing priorities and adapting their way of operating to meet changing demands. Able to operate within ambiguity, without clear guidelines or parameters.

|   |  | Low | High | Mean |
|---|--|-----|------|------|
| Accepts changing demands and priorities                 |  | 2   | 5    | 3.2  |
| Makes adjustments easily and without fuss               |  | 2   | 4    | 3.3  |
| Able to operate without clear guidelines and parameters |  | 1   | 5    | 3.3  |
| Readily adapts to new ways of working                   |  | 3   | 4    | 3.3  |
| Sees change as a normal part of working life            |  | 2   | 4    | 3.2  |

Highest Rated (top 10, across all items)

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| <b>Resilience</b>                                     |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Remains a positive outlook despite setbacks           |  | 2   | 4    | 3.1      |
| Recovers quickly from setbacks and disappointments    |  | 1   | 4    | 2.8<br>↓ |
| Remains calm and collected in difficult circumstances |  | 2   | 4    | 3.1      |
| Remains focused despite external pressures            |  | 3   | 4    | 3.4      |
| Thrives in pressurised situations                     |  | 1   | 4    | 2.8<br>↓ |

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| <b>Dependability</b>   |  | Low | High | Mean     |
|--|--|-----|------|----------|
| Conscientious and thorough in their approach to work, delivering what they promise to the necessary standard. Behaves in line with the organisation's values and ethical principles. |  |     |      |          |
| Delivers what they promise/commit to, on time  |  | 1   | 4    | 2.7<br>↓ |
| Ensures their work is to the necessary standard  |  | 1   | 5    | 2.6<br>↓ |
| Operates within the organisation's code of conduct, ethnical guidelines and core values  |  | 1   | 4    | 3.2      |
| Performs their work in a thorough way  |  | 3   | 4    | 3.1      |
| Conscientious in their approach  |  | 2   | 4    | 2.9      |

Highest Rated (top 10, across all items)

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| Drive for Results   |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Strives for outstanding results, setting themselves high standards and being driven by targets. Pursues goals with energy, actively seeking opportunities to improve. |  |     |      |          |
| Sets high standards for themselves (i.e. beyond what is required)   |  | 2   | 4    | 2.9      |
| Pursues their goals with energy and enthusiasm  |  | 1   | 4    | 2.9      |
| Driven by targets and objectives  |  | 2   | 4    | 3.0      |
| Strives to excel in their role  |  | 1   | 5    | 3.5<br>↑ |
| Actively seeks to take on stretching and challenging assignments  |  | 1   | 4    | 2.8<br>↓ |

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## Personal Effectiveness

How an individual tends to operate when faced with change, under pressure and in relation to their own development. It also reflects how goal driven an individual sees themselves and the emphasis they are likely to place on doing what has been committed to and investing in their own development.

| Personal Development                                      |  | Low | High | Mean     |
|---|--|-----|------|----------|
| Seeks out new opportunities to learn and develop          |  | 3   | 4    | 3.3      |
| Learns by reflecting on their successes and failures      |  | 1   | 4    | 3.2      |
| Takes responsibility for their own development            |  | 1   | 4    | 2.7<br>↓ |
| Seeks feedback from others to improve their effectiveness |  | 3   | 4    | 3.6<br>↑ |
| Commits to clear development goals                        |  | 1   | 4    | 3.0      |

↑ Highest Rated (top 10, across all items)

↓ Lowest Rated (bottom 10 across all items)

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# Feedback Comments

This section sets out what people said in response to the question:

What one thing can Jayne stop, start and continue that will make them more effective? To help Jayne understand the value of your idea, please state the benefit each action might bring Jayne and/or others.

The comments have been provided anonymously, and we would encourage you to think about the key themes and messages (and how these relate to the competency and performance profile ratings) rather than trying to identify who might have said what.

## Stop

## Start

## Continue