



FICTIONAL LEADERSHIP PROGRAMME

Demo Questionnaire

Confidential report prepared for: Demo Participant

Date: [report date]

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INTRODUCTION

This report describes five aspects of leadership summed up under Head, Heart and Hands. It also includes an overall Leadership Impact aspect.



Head represents the concern for **direction**. It comprises behaviours by which the leader understands business, sets direction, solves problems and makes decisions.



Heart represents the concern for **energy**, and is divided into three categories: **Enabling Others**, **Enabling Self**, and **Enabling Groups and the Organisation**. The first two are associated with the interpersonal and personal aspects of leading with emotional intelligence respectively, while Enabling Groups and the Organisation deals with the effective use of influence, and ensuring that people can work together constructively.



The dimension called **Hands** represents the concern for **achieving goals**. It deals with holding people and processes accountable and ensuring that they are developed.



The **Leadership Impact** items are not organised into categories, but indicate what people feel when they are with you - the essence of what a leader seeks to achieve.

The following suggestions should help in deriving optimal benefit from the report:

1. Focus first on your strengths. The items in the graphs and tables are ranked in order from those rated most highly by all your raters at the top of the page, so that you can see easily which are the resources that you can draw on to be most effective. The table “Relative Strengths and Development Areas” lists key items for your convenience.
2. Then look at any items that are rated as development areas. Think about how you can use your strengths to improve your effectiveness in these areas.
3. Ratings are subject to error of all kinds, including hurried answering by your observers, so do not read significance into small differences.
4. Of particular interest are those items where your self-score differs substantially from that of your raters. These are listed in the table “Self versus Others Ratings”. The question here is not, “Who is right?” but “What am I doing to create an impression so different to what I thought?”
5. You will probably note a number of items in which there is a wide range between the highest and lowest score. Think about what leads to particular groups or individuals experiencing you differently.
6. The comments written in response to the open-ended questions provide insight into what lies behind the ratings. Remember that each comment comes from an individual and may not represent the views of others.
7. Finally, in order to gain maximum learning from this process, complete the “Personal Development Plan” to address the important points identified in the report.

If at all possible, use this report as the basis of a conversation with someone you trust. Ratings deal with perceptions rather than reality, so treat it as an indication of your leadership impact, rather than a snapshot of who you really are.



THANKING RATERS FOR FEEDBACK

Many participants in 360° feedback processes find the honest feedback they receive so useful that they wish to thank those who provided it. We think this is a great idea, and suggest that you keep the following in mind if you do decide to do this:

1. Make it short. Thank raters for investing time in your development journey and caring enough to provide feedback. Let them know that you value the feedback as it will help you to develop. Don't focus on detailed feedback you received, but you can share how you plan to use some of the feedback to develop yourself. Above all, do NOT try to work out who said what, or accuse anyone of misjudging you, or in any other way make them regret taking part! That would close the door to further honest feedback forever.
2. Remember that the feedback is entirely confidential, and some raters become very alarmed if they suspect that this commitment has not been honoured. So avoid creating doubts about confidentiality or leaving raters regretting that they provided feedback. Please do not use words that might in any way give the mistaken impression that you know who wrote what! Something like the following should work, "I would like to thank everyone who took the time and trouble to give me feedback through the recent 360° questionnaire process. It was very helpful and has given me great material to work on. The process was confidential, so I do not know who provided what feedback, but it was most useful to receive a range of insights. Thank you."
3. Sharing some of the developmental steps that the feedback has led you to gives them permission to hold you to your goals and provides opportunities for you to practise your new skills. It also validates the effort they put into giving you feedback, and provides a further opportunity for constructive feedback should they have additional insights to share. Request assistance and ongoing feedback in order to develop and achieve your goals, but only do this if you feel safe with the person/people concerned.
4. If you received feedback that you are not grateful for, then rather just say nothing. Disappointing feedback can be disturbing, but it does alert you to how you come across to others - a critical piece of information for leaders.

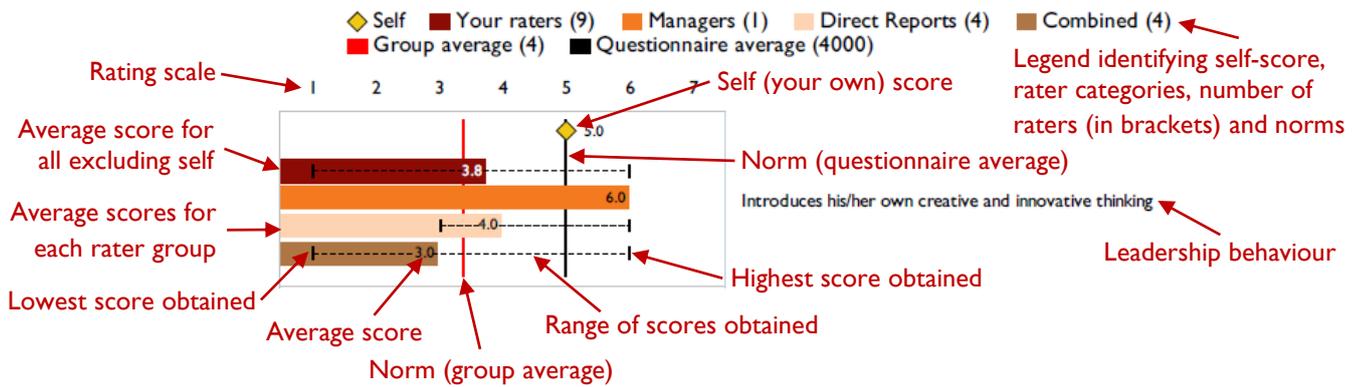


RATING SCALE

The following rating scale was used for the rated questions in this report:

Development Area		Effective			Unusual Strength	
1	2	3	4	5	6	7
Seldom effective	Sometimes effective	Adequately effective	Effective	Very effective	Often a strength	Always a strength

CHART GUIDE



RATER DETAILS

10 raters completed the questionnaire for you, and you completed a self-assessment. Rater categories are only reported separately if there are 3 raters in that category, unless otherwise indicated. This report shows results from the following categories of raters:

◆ Self	The rating you gave yourself
■ Your raters	The average rating from all 10 of your raters
■ Managers	The rating from your “Manager”. Your manager indicated that he/she is happy to waive anonymity, allowing his/her results to be shown separately even though there are fewer than 3 responses in the group.
■ Peers	The average rating of 5 responses from “Peers”
■ Direct Reports	The average rating of 4 responses from “Direct Reports”
■ Group average	The red vertical line is the average score of everyone taking part in this programme with you. NB: This is not <i>your</i> score, but the average score of those taking part with you, which you can use for comparison.
■ Questionnaire average	The black vertical line is the average score of everyone who has completed the same questionnaire, from this programme and others. NB: This is not <i>your</i> score, but the typical score obtained for the questionnaire, which you can use for comparison.

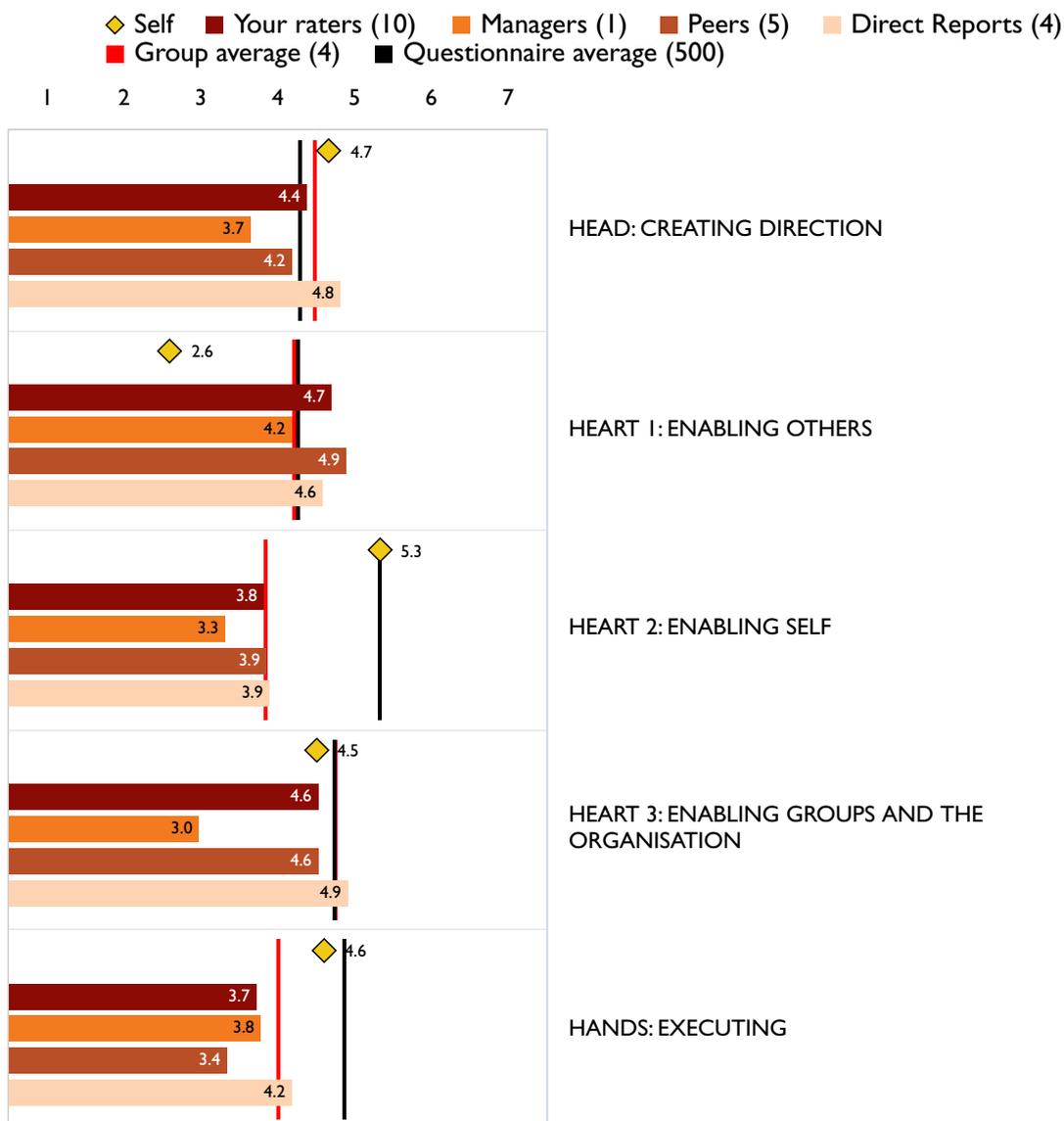


DIMENSIONS OF LEADERSHIP

This graph summarises the scores over the dimensions, giving your average scores over the items in each dimension. Use this graph to obtain a brief overview of the feedback, and then go on to the following pages to understand in more detail what the dimensions mean.

The diamond represents your own self-score. The first bar next to each dimension represents the average score of all your raters. If there are enough raters in particular categories to ensure confidentiality, then each category is scored separately, and their average scores appear in the other bar(s) as indicated in the key - the number of raters is provided in brackets after the category name. Some raters may not be displayed in their respective rater categories in order to protect their anonymity. Where possible, these raters will be grouped together in a composite category named “Combined”. If a rater category is not reflected in the graph due to issues of anonymity, these raters will be represented in the “Your raters” category.

The red **vertical** line is the average score of everyone taking part in this programme with you, and the black **vertical** line is the average score of approximately 500 participants who have completed the same questionnaire at other times. NB: These are not *your* scores, but the average score of those taking part with you, and the typical score obtained for the questionnaire, which you can use for comparison.

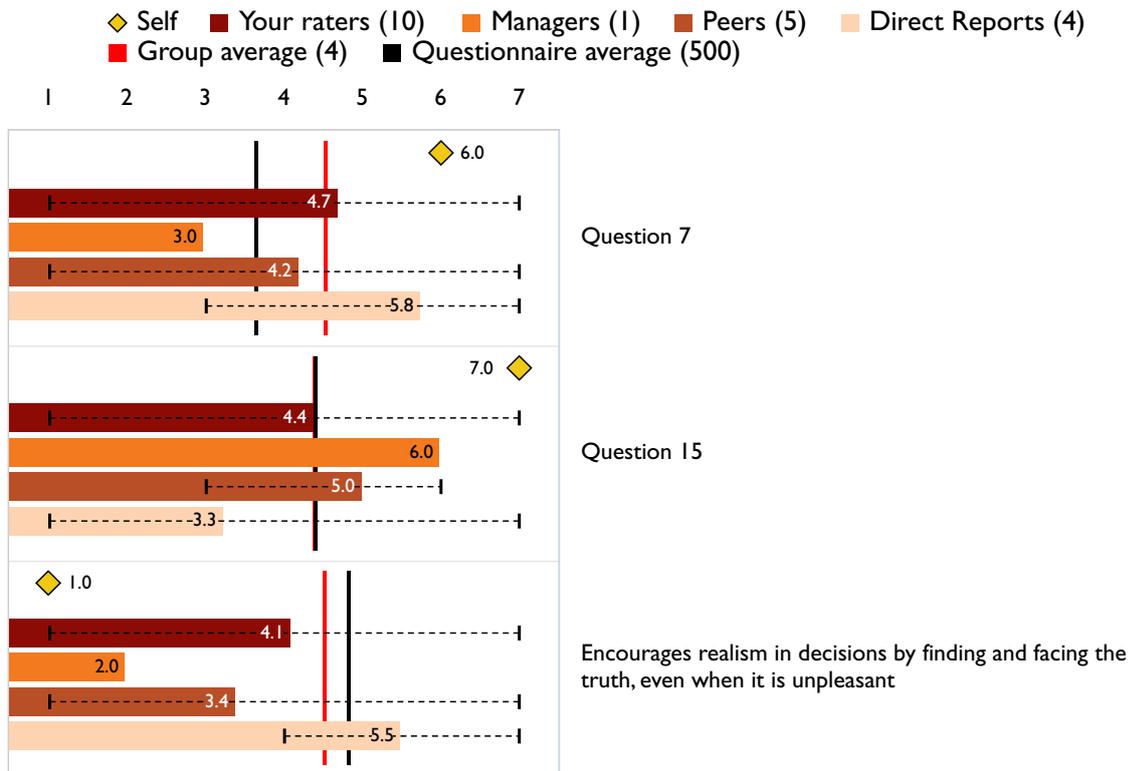




HEAD: CREATING DIRECTION

Head represents the concern for direction. It comprises behaviours by which the leader understands business, sets direction, solves problems and makes decisions.

The scores in the following graphs are shown in descending order, beginning with the highest overall score by your raters. The first bar indicates this average score, with the dotted line between the two short lines to the left and right of the average representing the range between the highest and lowest individual score on that item. A large range on an item could indicate that you come across differently in different contexts, that people are undecided about how to rate you, or that different people have interpreted the item differently.



Development Tips

If this dimension is an area for development, here are some suggestions.

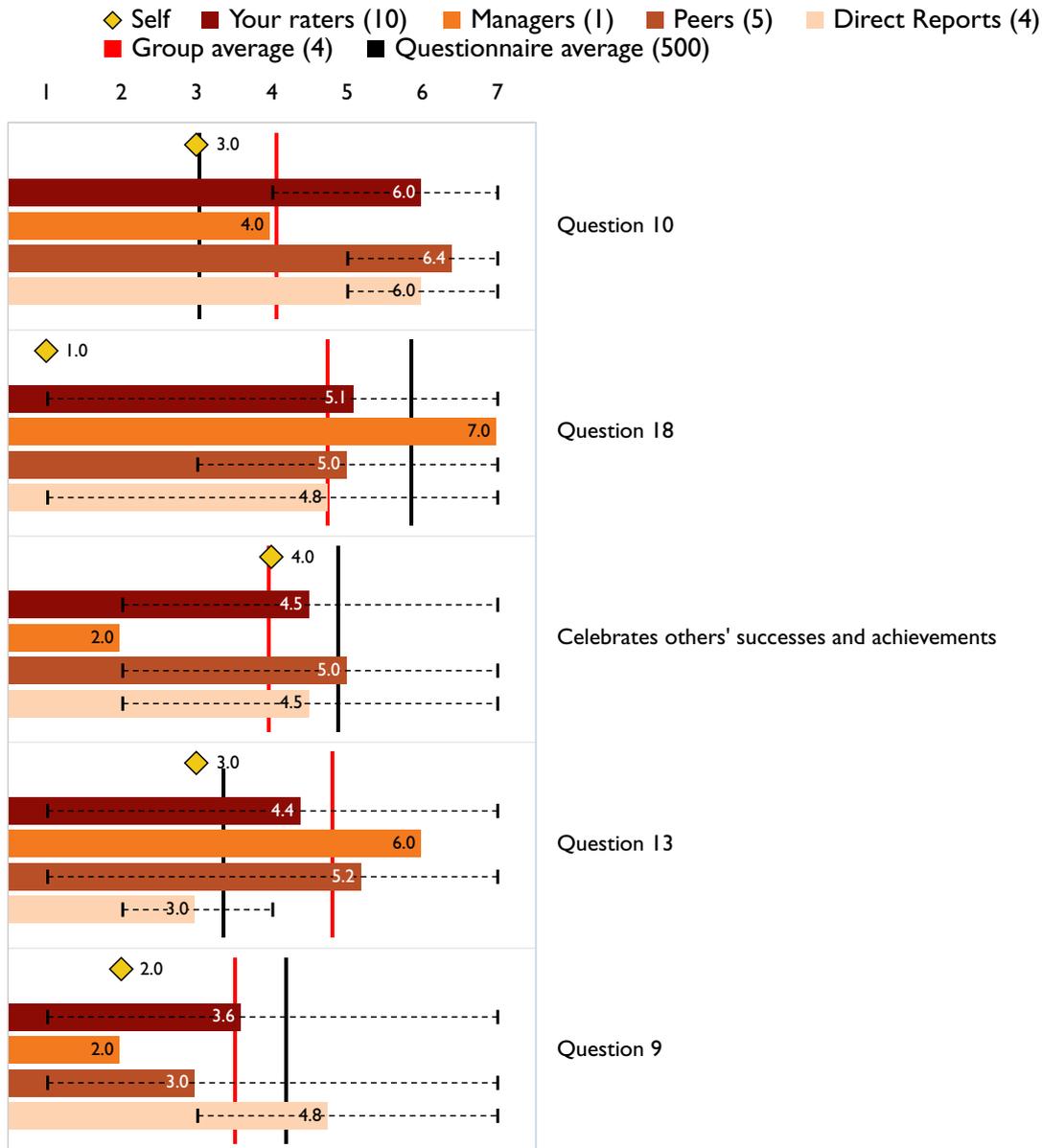
- Attend a strategic leadership development programme...
- Monitor what is going on in your industry and think about how this affects your organisation...
- ...
- ...
- ...





HEART I: ENABLING OTHERS

Heart represents the concern for energy, and this category describes the interpersonal aspects of leading with emotional intelligence.



Development Tips

If this dimension is a development area, here are some tips.

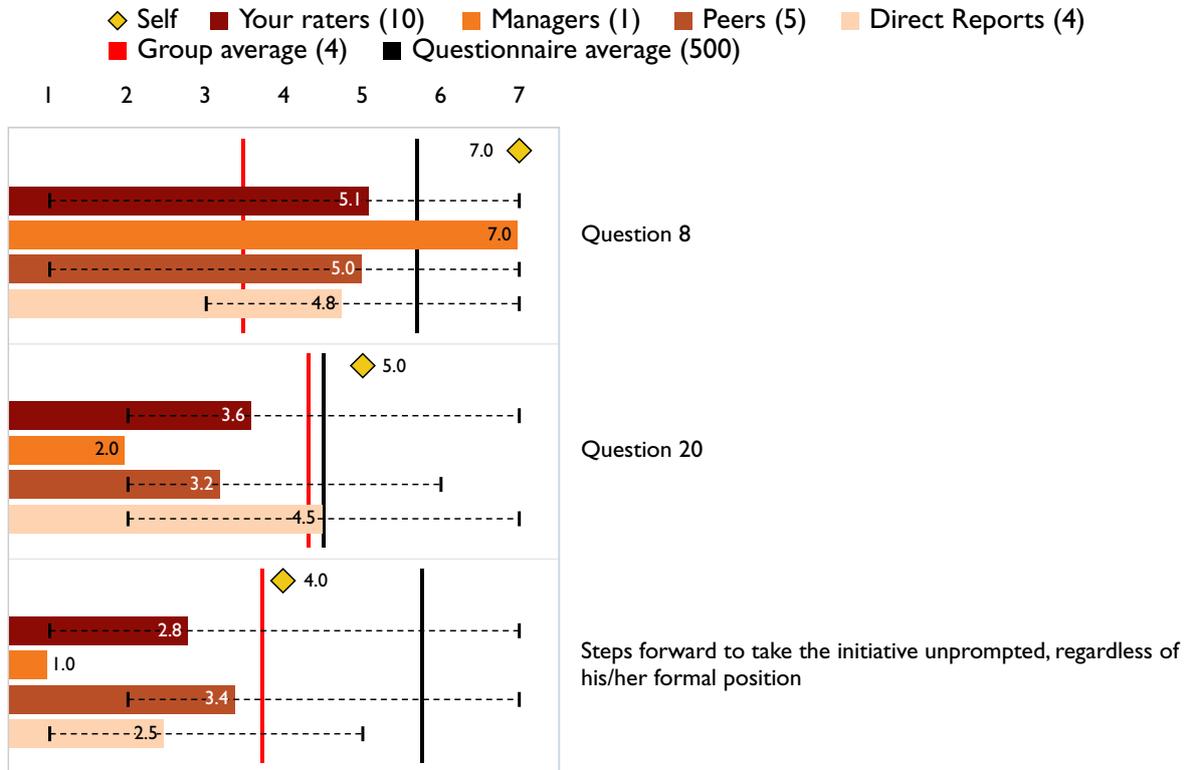
- Discuss with a mentor how to enable others and build a team...
- Complete a coaching course and read up on mentoring...
- ...
- ...
- ...





HEART 2: ENABLING SELF

This category is associated with the personal aspects of emotional intelligence.



Development Tips

If this dimension is an area for improvement, here are some development tips.

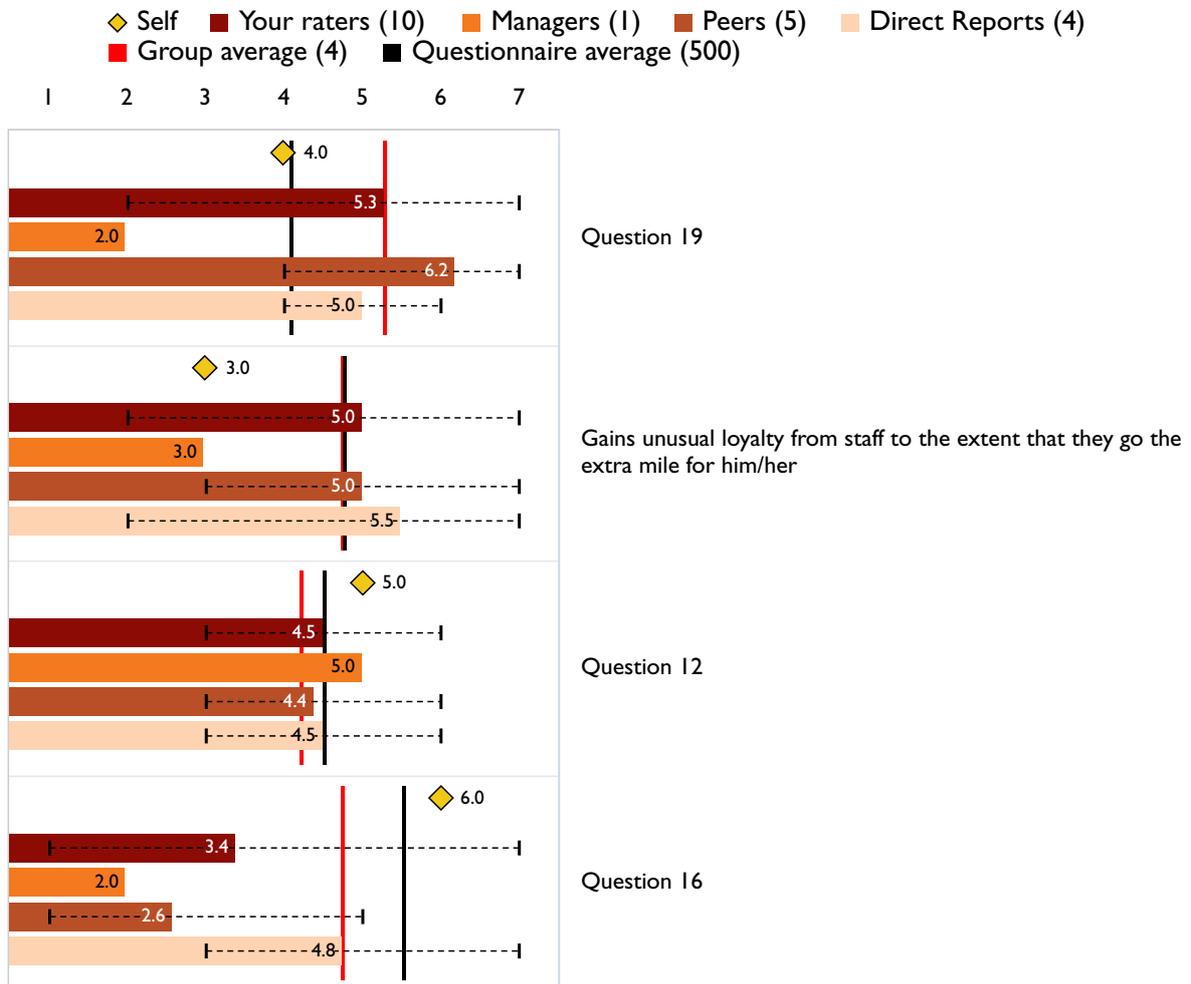
- Review patterns of behaviour from feedback received...
- Read up on building resilience...
- ...
- ...
- ...





HEART 3: ENABLING GROUPS AND THE ORGANISATION

This deals with the effective use of influence, and ensuring that people can work together constructively.



Development Tips

If this dimension is an area for development, here are some suggestions.

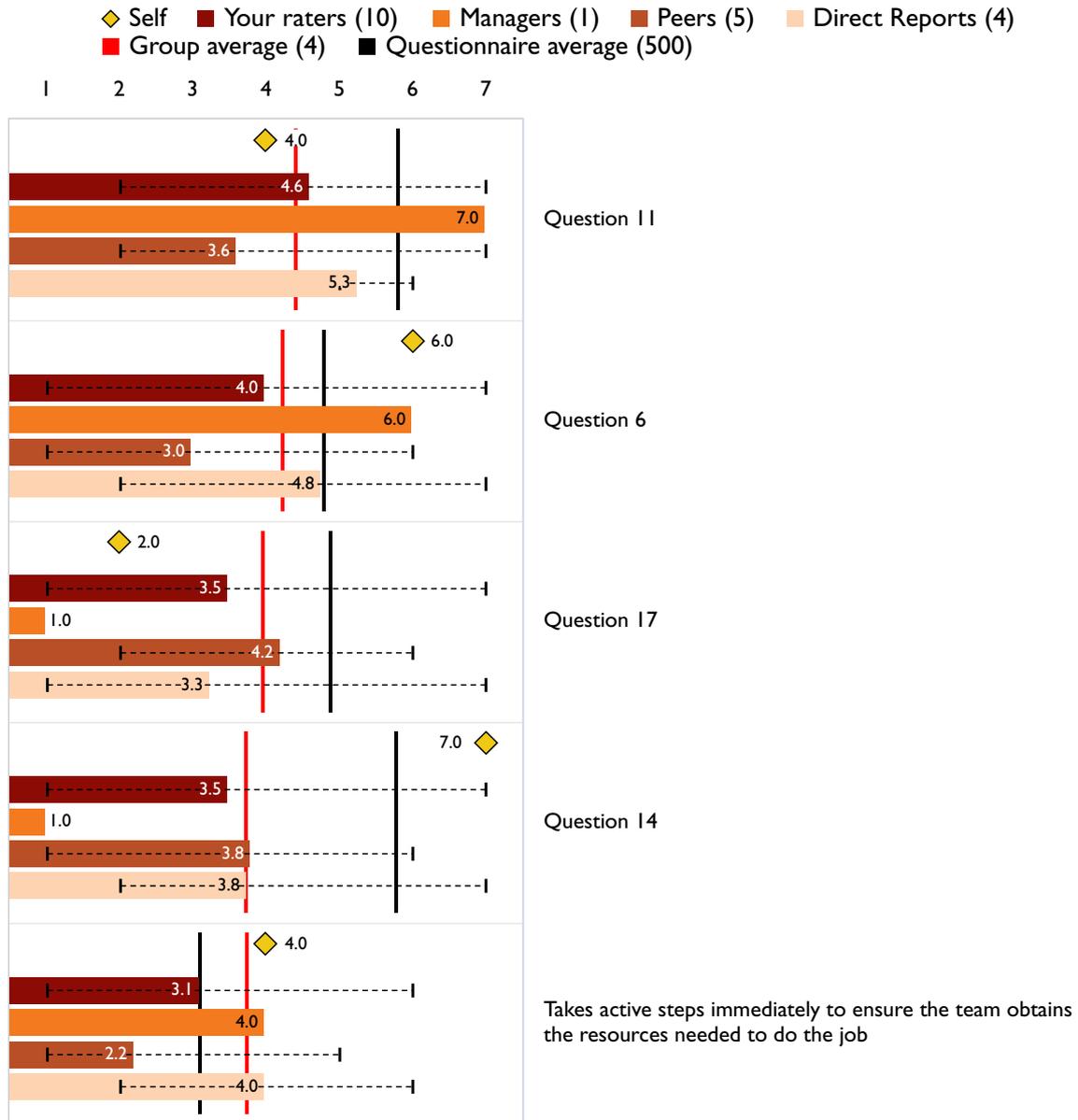
- Attend a relevant skills programme...
- Encourage the sharing of ideas...
- ...
- ...
- ...





HANDS: EXECUTING

Hands represents the concern for achieving goals, and deals with holding people and processes accountable and ensuring that they are developed.



Development Tips

If this dimension is an area for development, here are some suggestions.

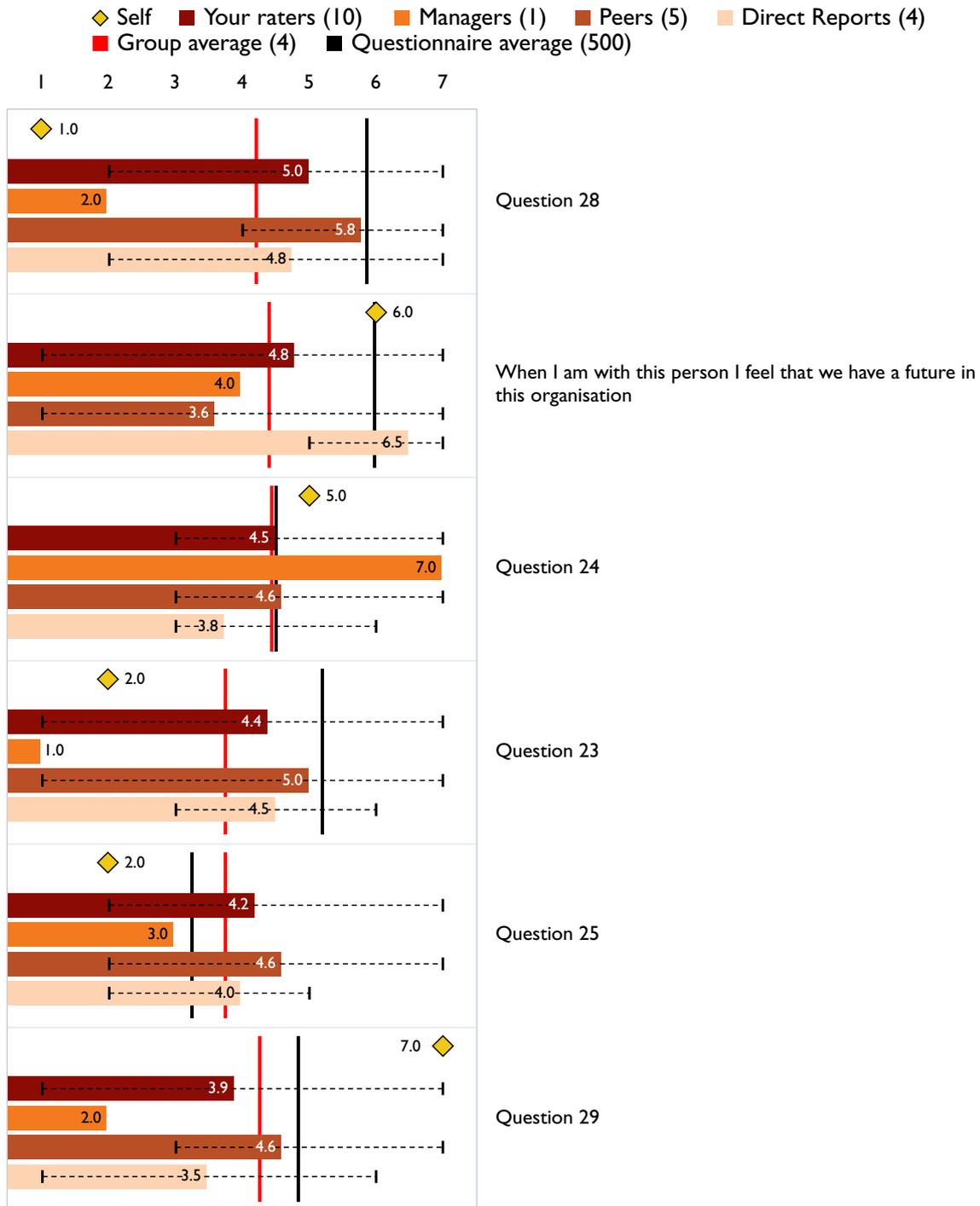
- Attend a performance management course...
- Monitor performance standards by keeping track of and asking for feedback...
- ...
- ...
- ...

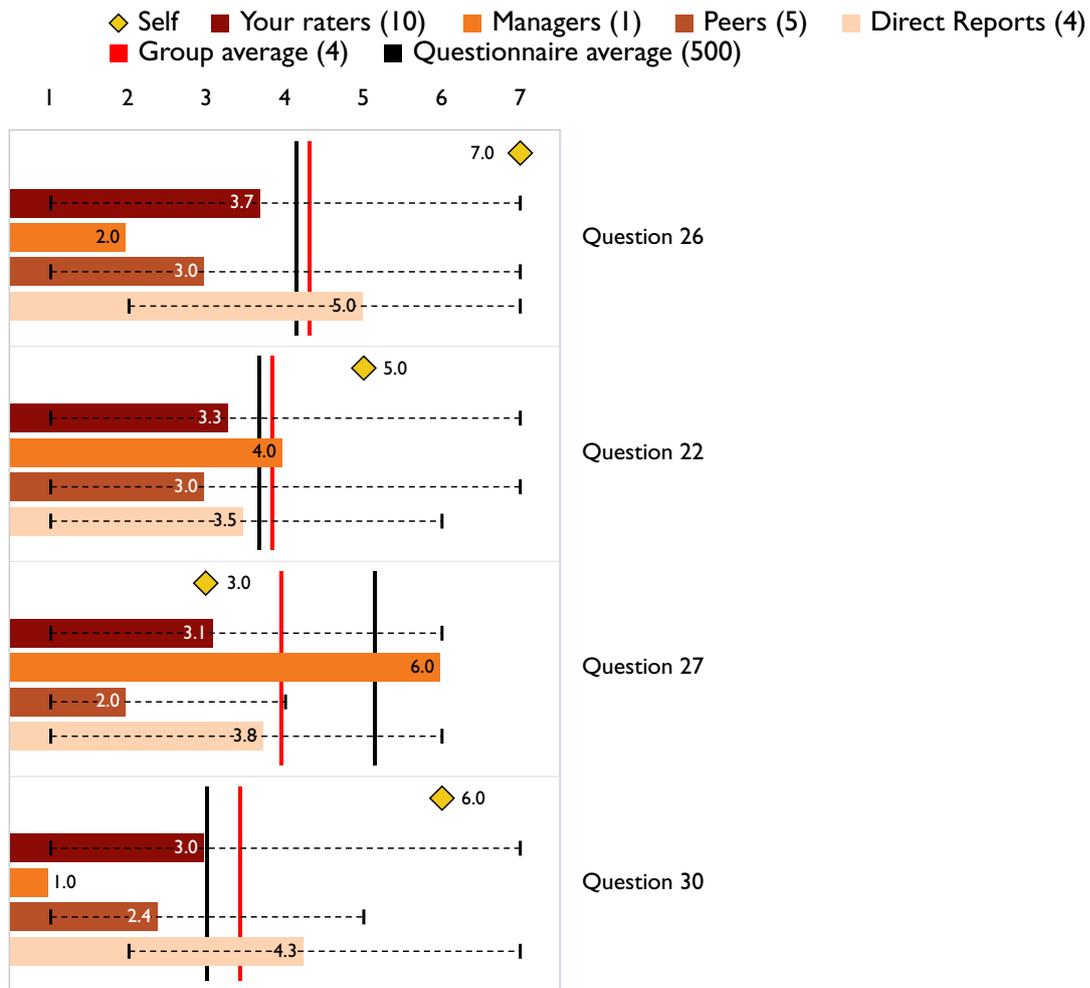




LEADERSHIP IMPACT

These items describe what people feel when they are with you - the essence of what a leader seeks to achieve.





Development Tips

If this dimension is an area for improvement, here are some development tips.

- Attend a leadership development programme...
- Read inspirational leadership books...
- ...
- ...
- ...



Suggested resources and internet sites that provide information on various courses (both face-to-face and online) and access to leadership skills and information (can be country dependent).

- **Internet sites**

- www.skillsportal.co.za
- www.ted.com
- www.mindtools.com
- www.coursera.org
- www.businessballs.com
- www.harvardbusiness.org
- www.edx.org
- www.udemy.com
- www.futurelearn.com
- www.canvas.net
- www.kutztown.edu
- www.class-central.com
- <https://ocw.mit.edu>
- <https://hbr.org/harvardmanagementor>
- <http://www.edudemic.com/the-100-best-and-free-online-learning-tools/>
- <http://www.getabstract.com/en/>

- **Reading**

- Subscribe to major publications in your field or industry
- Daily newspapers
- Harvard Business Review
- Fortune magazine
- Books: various industry/field specific, personal development, leadership and management books

- **Videos**

- Various industry/field specific, personal development, leadership and management videos

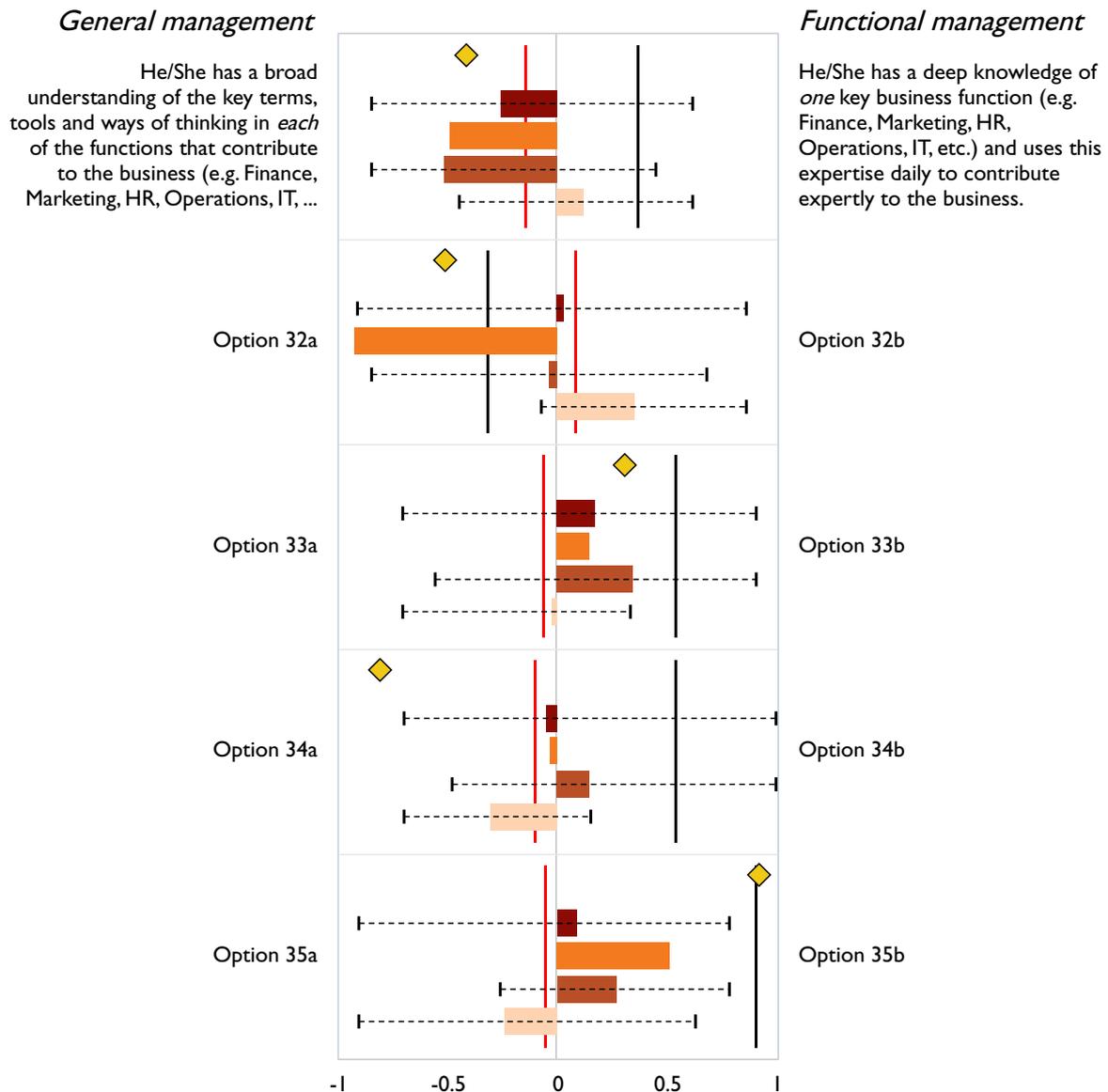


GENERAL VERSUS FUNCTIONAL MANAGEMENT

The following chart shows the results of the sliders that allowed raters to choose a point between pairs of statements. The slider positions are converted to a score between -1 and 1, where -1 means that the slider was to the far left hand side, and 1 is on the right. The black lines superimposed on the bars show the range of responses for each rater category.

The text has been truncated where it is too long to fit on the graph. The full text is given in the table that appears after the chart.

◆ Self
 ■ Your raters (10)
 ■ Managers (1)
 ■ Peers (5)
 ■ Direct Reports (4)
 ■ Group average (4)
 ■ Questionnaire average (500)



Full item text for above graphs

He/She has a broad understanding of the key terms, tools and ways of thinking in *each* of the functions that contribute to the business (e.g. Finance, Marketing, HR, Operations, IT, etc.).

Option 32a

Option 33a

Option 34a

Option 35a

He/She has a deep knowledge of *one* key business function (e.g. Finance, Marketing, HR, Operations, IT, etc.) and uses this expertise daily to contribute expertly to the business.

Option 32b

Option 33b

Option 34b

Option 35b



RELATIVE STRENGTHS AND DEVELOPMENT AREAS

This table shows the eight items which have the highest average score of all of your raters, from highest to lowest score. These items are your relative strengths.

	Question text	Self	Your raters
	Question 10	3	6
	Question 19	4	5.3
	Question 8	7	5.1
	Question 18	1	5.1
	Gains unusual loyalty from staff to the extent that they go the extra mile for him/her	3	5
	Question 28	1	5
	When I am with this person I feel that we have a future in this organisation	6	4.8
	Question 7	6	4.7

This table shows the eight items which have the lowest average scores of all of your raters, from lowest to highest score. These items are relative development areas, and may indicate areas for personal growth.

	Question text	Self	Your raters
	Steps forward to take the initiative unprompted, regardless of his/her formal position	4	2.8
	Question 30	6	3
	Question 27	3	3.1
	Takes active steps immediately to ensure the team obtains the resources needed to do the job	4	3.1
	Question 22	5	3.3
	Question 16	6	3.4
	Question 14	7	3.5
	Question 17	2	3.5



SELF VERSUS OTHERS RATINGS

This table shows up to six items (plus possible ties) with the greatest difference between your score and that of your raters, where your score is higher. These may be items which you think are strengths, but where others do not agree.

	Question text	Self	Your raters
	Question 14	7	3.5
	Question 26	7	3.7
	Question 29	7	3.9
	Question 30	6	3
	Question 16	6	3.4
	Question 15	7	4.4

This table shows up to six items (plus possible ties) with the greatest difference between your score and that of your raters, where your score is lower. These may be items which are strengths you have not recognised.

	Question text	Self	Your raters
	Question 18	1	5.1
	Question 28	1	5
	Encourages realism in decisions by finding and facing the truth, even when it is unpleasant	1	4.1
	Question 10	3	6
	Question 23	2	4.4
	Question 25	2	4.2



YOUR RATINGS VERSUS THE OVERALL NORM

This table shows up to six items (plus possible ties) with the greatest difference between your raters' scores, and the average of all scores for the group, where your raters' score is higher. These may be items which are particular strengths relative to the rest of the group.

	Question text	Self	Your raters	Group average
	Question 10	3	6	4.06
	Question 8	7	5.1	3.48
	Question 28	1	5	4.21
	Question 23	2	4.4	3.75
	Celebrates others' successes and achievements	4	4.5	3.96
	Question 25	2	4.2	3.76

This table shows up to six items (plus possible ties) with the greatest difference between your raters' scores, and the average of all scores for the group, where the group average is higher. These may be items which are development areas, relative to the rest of the group.

	Question text	Self	Your raters	Group average
	Question 16	6	3.4	4.75
	Steps forward to take the initiative unprompted, regardless of his/her formal position	4	2.8	3.72
	Question 27	3	3.1	3.96
	Question 20	5	3.6	4.32
	Takes active steps immediately to ensure the team obtains the resources needed to do the job	4	3.1	3.73
	Question 26	7	3.7	4.32



PRIORITY ITEMS

In addition to the ratings provided above, you and your manager(s) were asked to select items which are a priority for you. These are the items selected, and the scores you received:

	Question text	Self	Man-agers	Your raters
	Steps forward to take the initiative unprompted, regardless of his/her formal position <i>(Self, Managers)</i>	4	1	2.8
	Question 9 <i>(Managers)</i>	2	2	3.6
	Question 25 <i>(Managers)</i>	2	3	4.2
	Question 24 <i>(Self)</i>	5	7	4.5
	Question 8 <i>(Self, Managers)</i>	7	7	5.1
	Question 19 <i>(Self, Managers)</i>	4	2	5.3



ADDITIONAL COMMENTS

Your raters were given the opportunity to provide anonymous textual comments in addition to the feedback that makes up the rest of this report. **Your own comments are coloured orange.** If your manager(s) agreed to waive their anonymity, **their comments will be coloured maroon.** The following comments were provided:

Question: STOP: *Please describe the kind of behaviour that Demo should stop doing to be more effective as a leader.*

- (S) This is a sample comment
- (M) This is a sample comment
- This is a sample comment
- This is a sample comment

Question: *Question 37*

- (S) This is a sample comment
- This is a sample comment

Question: *Question 38*

- (S) This is a sample comment
- This is a sample comment

Question: *Question 39*

- (S) This is a sample comment
- This is a sample comment
- This is a sample comment
- This is a sample comment



DEVELOPMENT TIPS

The purpose of development tips is to help guide improvement. We want to encourage you to look at what is available for your development in a focused and holistic way. There are tips and tools, such as suggested reading, e-learning, coaching, and courses, that will assist in addressing the under- or over-use of a particular competence.

...



LEARNING OBJECTIVES

An important aspect of setting learning objectives is to ensure you have simple, clear and specific words that enable you to keep your goal in mind. Don't be vague or unrealistic when setting objectives.

...



PERSONAL DEVELOPMENT PLAN

This feedback process provides a valuable opportunity for leadership development. Approach this opportunity with curiosity and openness. Some of the feedback is likely to be relevant, some not. Consider the meaning and significance of the feedback in terms of the environment shared with raters, and its relevance to your goals. Identify trends and major insights rather than focusing on minor details.

...



PERSONAL DEVELOPMENT PLAN (90-day follow-up to track progress) Date: _____

...

