



Assessment: Area Manager

Focus: Alan Anderson

threesixty° is a powerful and completely customisable 360° assessment tool, used to gather meaningful feedback about an individual's working behaviour from a wide range of people.

This tool identifies the strengths and development needs of an individual, while also providing a comprehensive guide to suitable development interventions.

360° - Assessment

threesixty° looks at specific aspects of people's working behaviour, such as their people management, team working or interpersonal style, with a view to helping them to understand how others are perceiving them and so work on any development needs identified. It is based on objective data gathered from people who are well positioned to observe the individual at work - typically their own staff, peers and manager. Feedback, whilst completely anonymous, is therefore very specific, meaningful and powerful.

Benefits:

Select from a bank of questionnaires and 40 pre-designed competencies, or create your own

All aspects of threesixty° are fully customisable including the development outcomes

No cap on numbers of reviewers, neither does it influence cost

You can delegate the task of identifying participants and sending out invitations to colleagues

Sophisticated development narrative - our threesixty° tool identifies solutions as well as issues

No hidden costs - you only pay for the output reports

 CONTENTS

- Page **3** **Assessment Details**
This section provides details about this assessment.
- Page **5** **Overall Summary**
This section gives a summary for each group of competencies in this assessment.
- Page **6** **Relationship Summary**
This section gives a summary of the scores for each of the competencies in this assessment, broken down by the reviewers relationship to Alan Anderson.
- Page **7** **Leadership**
Accepts responsibility and is accountable. Uses appropriate styles to inspire people to achieve goals. Takes into account other people's ideas. Shares challenging and interesting tasks with staff.
- Page **10** **Persuading Others**
Manages to get others to accept a particular point of view. Argues a case convincingly and is adept at getting others to accept it.
- Page **13** **Open-Ended Questions**
This section gives you the responses to the open questions that were asked.
- Page **14** **Competency Scores Summary**
This section gives a summary of the competency scores obtained in this assessment, broken down by competency and relationship to Alan Anderson.
- Page **15** **Importance Scores Summary**
This section gives a summary of the importance scores obtained in this assessment, broken down by competency and relationship to Alan Anderson.
- Page **16** **Action Planner**
Use this section to identify development needs, and create a plan to address any areas of concern.
- Page **17** **Competencies designed by eras ltd**

ASSESSMENT DETAILS

ALAN ANDERSON'S DETAILS

This threesixty° assessment report is designed specifically to look at aspects of a person's behaviour and competence, such as their people management, team working or interpersonal style, with a view to identifying strengths and development needs.

It is based on gathering objective data from both the focus (self) and from people around them, such as managers and colleagues. As the measures in the report are based on job relevant competencies the feedback is both meaningful and powerful.

Job Title	Area Manager	Age	N/A
Qualification	Prefer not to say	Gender	Male
E-mail	AAnderson@sample.com	Ethnicity	Prefer not to say

REVIEWER DETAILS




Listed below are the names and details of all participants (reviewers) who were asked to rate the focus, Alan Anderson, on a variety of job relevant competencies.

✓	Ethan Evans	C	Colleague	test	EEvans@sample.com
✓	Don Dickinson	C	Colleague	test	DDickinson@sample.com
✓	Chris Chambers	C	Colleague	test	CChambers@sample.com
✓	Brian Brown	D	Direct Report	test	BBrown@sample.com
✓	Jane Jenkinson	M	Manager	test	JJenkinson@sample.com

✓	Has completed their assessment	✗	Has not completed their assessment
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DEVELOPMENT NEEDS

Throughout this report competencies will be highlighted according to the key below to indicate whether or not it should be considered a development need for Alan Anderson.

	Development Need		Moderate Strength		Strength
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Unlimited reviewers and you can create your own job categories

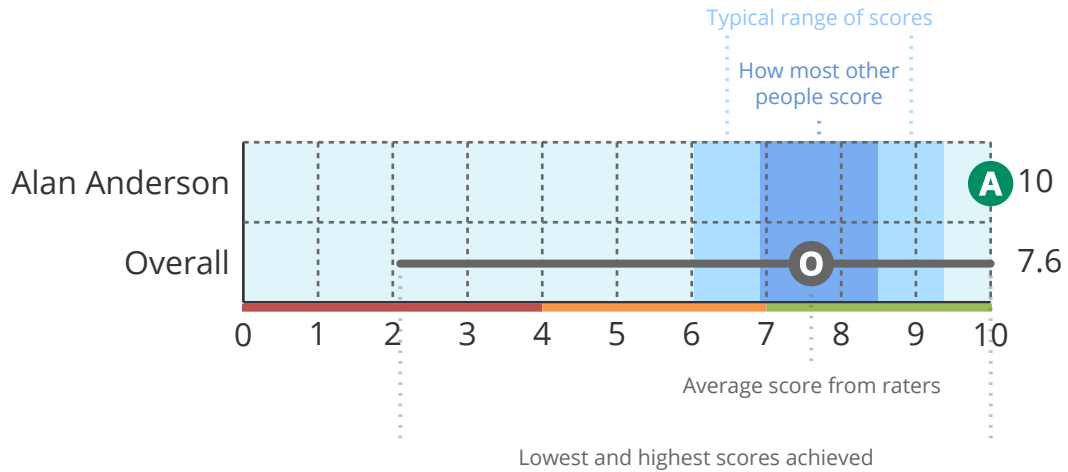
ASSESSMENT DETAILS

UNDERSTANDING THE GRAPHS

The blue vertical banner in the chart shows us the average score on that behaviour/competency achieved by the comparison group. For example, if someone scores below the blue band it would suggest they are getting a score lower than most people, whilst a score to the right of the blue band would suggest they are scoring higher than most people.

The lighter and darker shading show us where 50% of people score. The wider the band, the greater the range of scores achieved on that behaviour/competency.

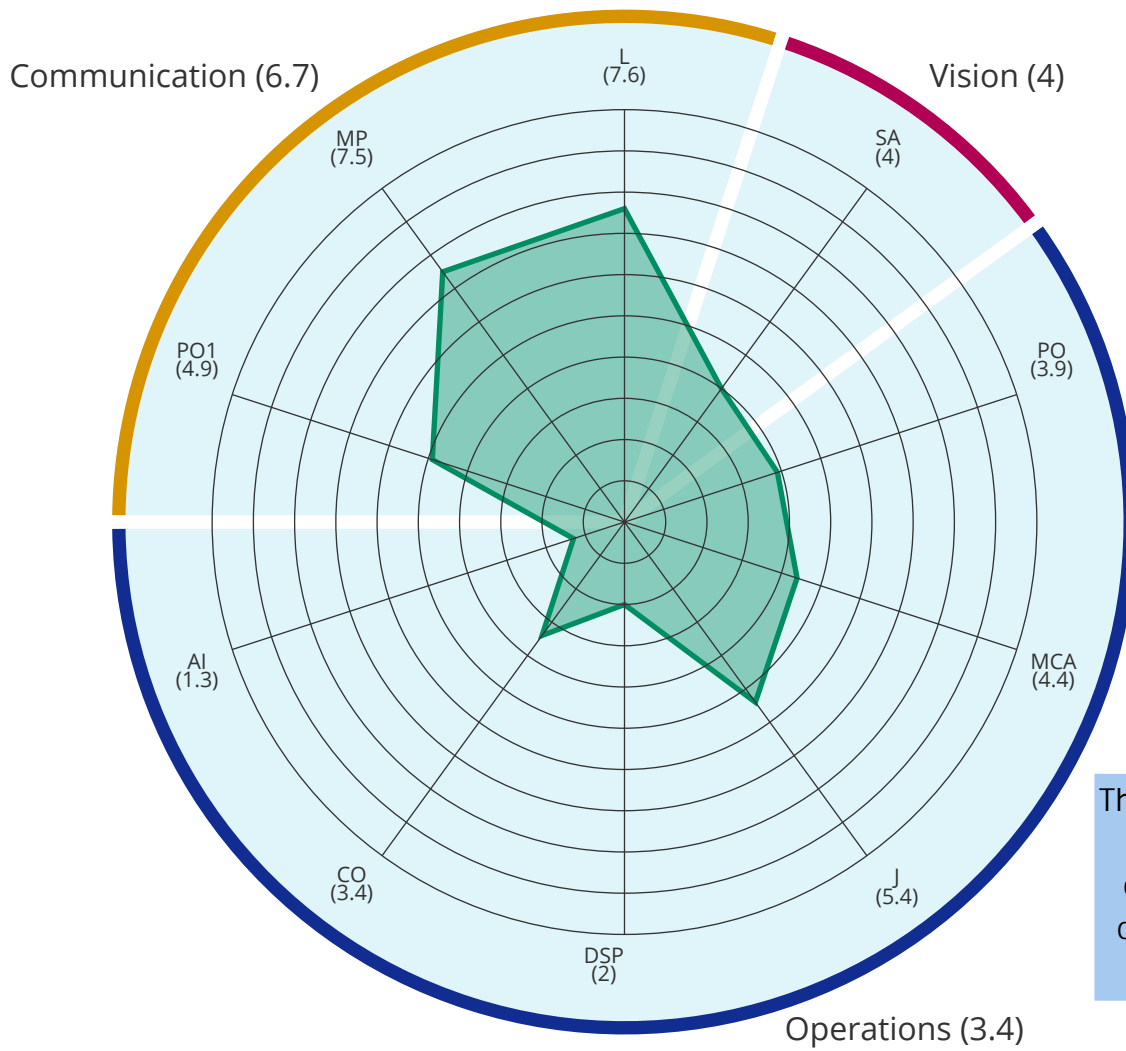
Information about the comparison group will be displayed at the bottom of the page



OVERALL SUMMARY

This page shows a summary of all Alan Anderson's competency scores (full names can be found in the key at the bottom of the page), grouped into domains as indicated by the colour of the outer ring of the radar chart. For example, both the **Leadership** and **Persuading Others** competencies belong to the **Communication** domain.

Alan Anderson's competency scores are illustrated by the shaded area on the radar chart below. The shaded area represents the average scores from all of the selected reviewers who took part in this assessment, including Alan Anderson's assessment of himself.



This page displays the list of competencies chosen for this assessment

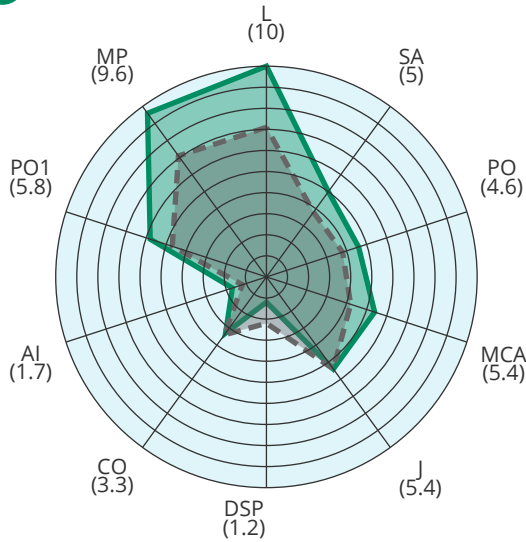
L	Leadership	MP	Motivating People
PO1	Persuading Others		
AI	Analysing Information	CO	Commercial Orientation
DSP	Developing Services & Processes	J	Judgement
MCA	Monitoring & Co-ordinating Activity	PO	Planning & Organising
SA	Strategic Awareness		

RELATIONSHIP SUMMARY

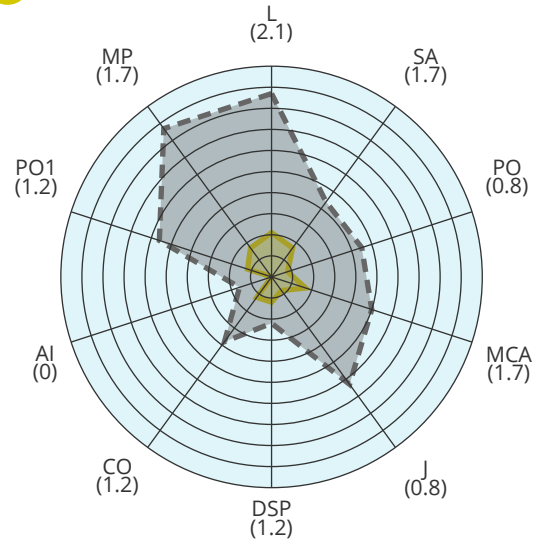
This page summarises how each group of reviewers has scored Alan Anderson, by splitting their feedback into individual charts. Each chart is labelled with the reviewer group, the scores given by those reviewers, and abbreviated names for the measured competencies; full names for each competency can be found at the bottom of the page.

The shaded areas on each chart illustrate the scores for each competency; the coloured area with a solid outline represents the scores from the chart's group of reviewers, while the grey area with a dashed outline represents the average scores from everyone else. You can use this information to identify important differences in scores between each group; for example, you may wish to see if Alan Anderson's Manager(s) rated him significantly differently to other groups of reviewers.

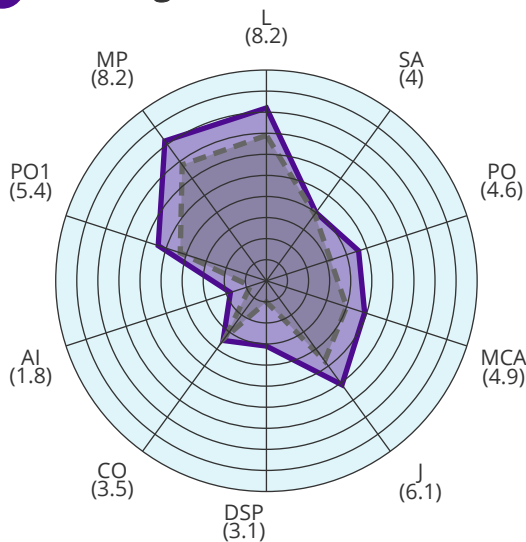
F Alan Anderson



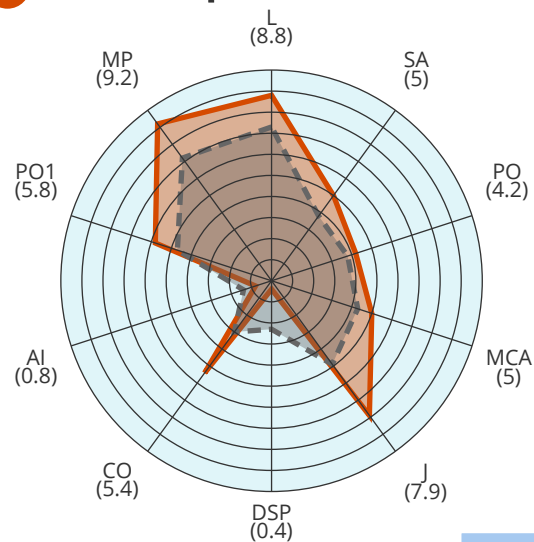
M Manager



C Colleague



D Direct Report



AI	Analysing Information	CO	Commercial Orientation
DSP	Developing Services & Processes	J	Judgement
L	Leadership	MCA	Monitoring & Co-ordinating Activity
MP	Motivating People	PO	Planning & Organising
PO1	Persuading Others	SA	Strategic Awareness

Find out whether a particular group of reviewers rated more harshly or leniently

LEADERSHIP

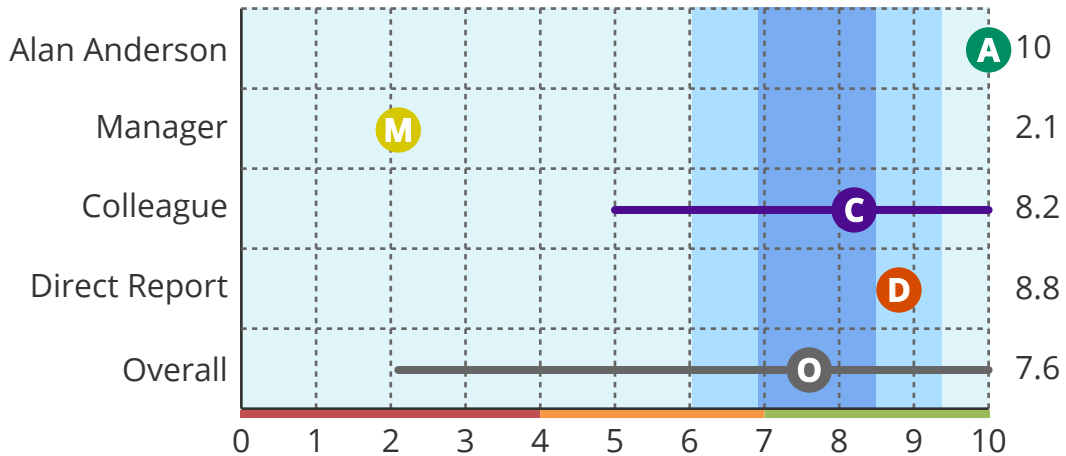
DEFINITION

Accepts responsibility and is accountable. Uses appropriate styles to inspire people to achieve goals. Takes into account other people’s ideas. Shares challenging and interesting tasks with staff.

REVIEWER SCORES

The scores from each group of reviewers for the **Leadership** competency are shown below. The groups of reviewers can be identified by the coloured icons on the distribution chart. The distribution chart shows the range of scores given by each group of reviewers; the position of each group’s icon represents the average score for those reviewers, while the line shows range between the minimum and maximum scores.

For example, the average score for the **Overall** group was 7.6, the minimum score was 2.1, and the maximum score was 10. **Please note:** A group’s range of scores may not be visible if their minimum or maximum scores do not differ greatly from their average score.



REVIEWER COMMENTS

Below are all the comments that have been left by the reviewers regarding the **Leadership** competency and **Alan Anderson**.

- M** Alan will quickly blame anyone and everyone for his own mistakes.
- C** he has very good and natural leadership skills.
- D** He accepts responsibility and is accountable.

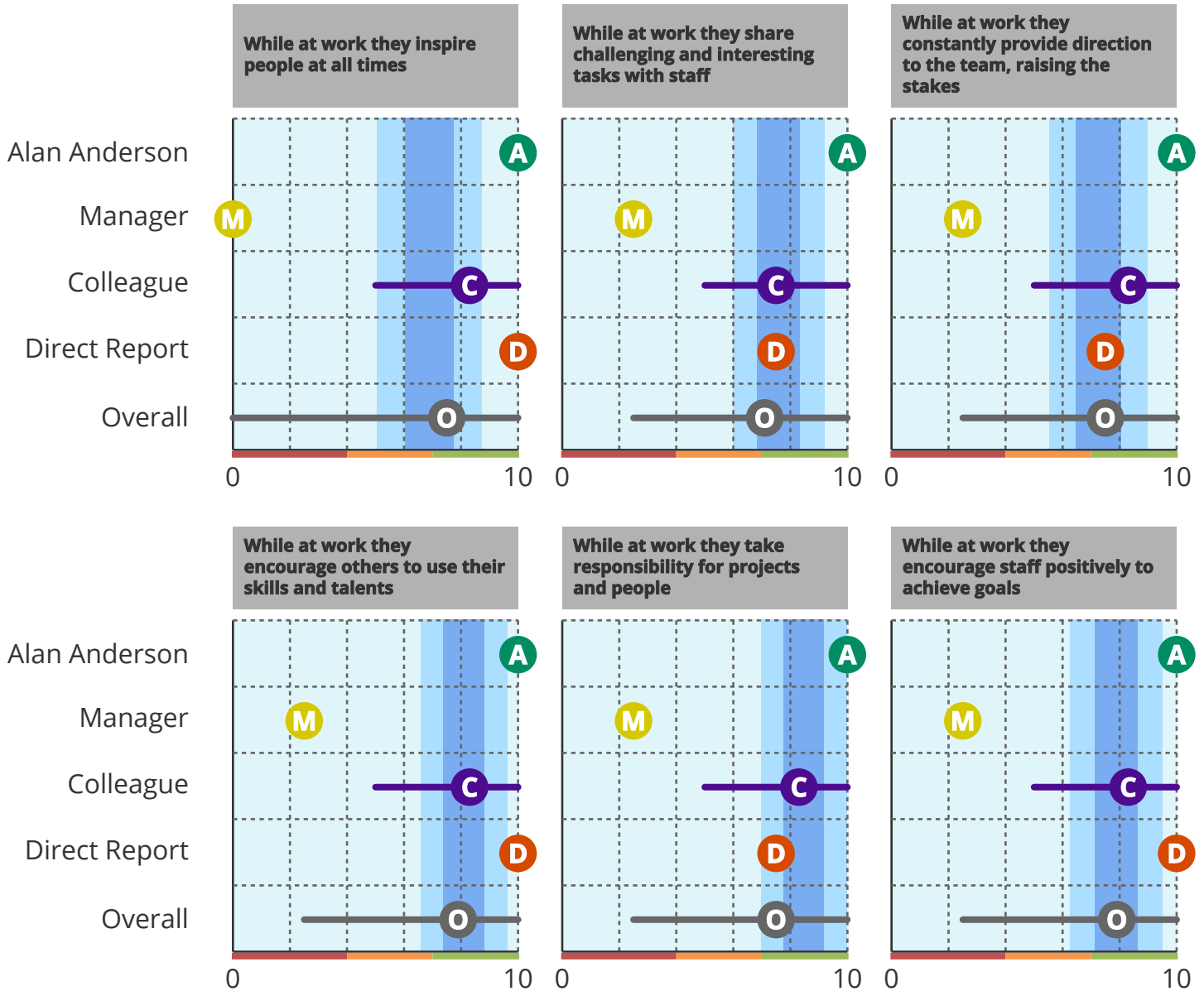
Results split by competency, showing differences between rater job group, plus comments

The comparison group is made up of 56,430 ratings for this competency.

LEADERSHIP

BEHAVIOUR SCORE BREAKDOWN

This page presents a breakdown of each behaviour that contributes to the overall score of the **Leadership** competency. For each behaviour, the statement describing it and the scores awarded by each group of reviewers are shown. This is particularly useful for identifying specific strengths and development needs amongst individual behaviours, rather than more general development needs between whole competencies. It is not uncommon for an individual to perform well on a competency, but still have some development needs for specific behaviours.



Investigate competency scores right down to the individual questions

The comparison group is made up of 56,430 ratings for this competency.

LEADERSHIP

DEVELOPMENT INTERVENTIONS

Leadership can mean different things to different people, but there is considerable common ground in people's ideas of what makes a good one. This is one competency where, however good you may be, you are likely to acknowledge that there is still room for improvement, for great leaders tend to have a measure of humility and recognise their limitations. Leaders should have integrity, a clear vision, an openness or fairness and often some recognizable expertise, though not necessarily in the same area as those who are led by them. A good leader is likely to have several of the other competencies highlighted in this list, context being important in shaping which others are especially crucial.

READING THAT MAY AID DEVELOPMENT



The Leadership Book: How to Deliver Outstanding Results
Mark Anderson
Financial Times / Prentice Hall, 2010



Leadership: Plain and Simple
Steve Radcliffe
Financial Times / Prentice Hall, 2009



What Do Leaders Really Do?
Jeff Grout & Liz Fisher
Capstone, 2007

Fully customisable
development
interventions

POTENTIAL LEARNING & DEVELOPMENT SOLUTIONS

- CMI Management Direct A-Z topic guide
- Building a Team
- Understanding Culture and Ethics in Organisations
- ILM Level 3 in Leadership and Management (junior managers)
- CMI Level 3 in Coaching and Mentoring (junior managers)
- Introduction to Leadership
- ILM leadership and Management Learning Zone Themes
- CMI Level 5 in Management and Leadership (senior/middle managers)
- ILM Level 5 in Leadership and Management Skills (senior/middle managers)
- ILM Level 5 in Action Learning Facilitation (senior/middle managers)
- CMI Level 5 in Management Coaching and Mentoring (senior/middle managers)
- Motivating to Perform in the Workplace

BEHAVIOURAL CHANGE

- 'Walk the talk'. Leading by example may seem a cliché but no one will be prepared to do things you are not prepared to do yourself. Honesty and integrity always top the lists of qualities of admired leaders.
- Be accessible. Do not isolate yourself from those you lead in an 'ivory tower'. Always be open to suggestions.
- Remember that true Leadership is about more than just communication - is there substance behind the style? Empty words are generally spotted very quickly.
- Always be open to new ways of doing things. The world is changing fast and leaders must change with it. A leadership style that succeeds in one situation may be useless in another. Stay flexible and remember that different individuals are motivated by different things.
- Give credit where it is due. Appreciate others and be liberal with praise. No leader can exist without those led. You may provide the inspiration, but they are the ones who make it happen.
- Do not leave things half-done and move on: finish the job. Remember that people judge on what has been tangibly achieved. Ideas are not enough.

PERSUADING OTHERS

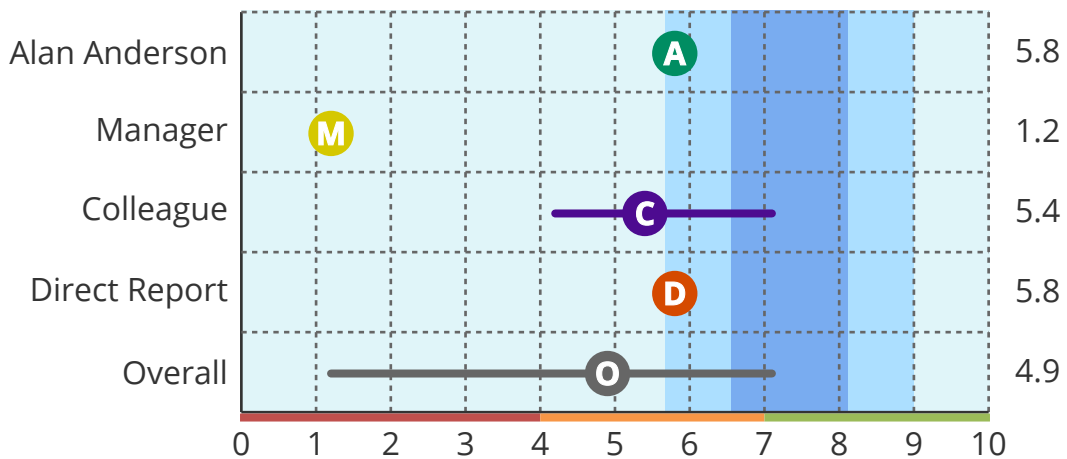
DEFINITION

Manages to get others to accept a particular point of view. Argues a case convincingly and is adept at getting others to accept it.

REVIEWER SCORES

The scores from each group of reviewers for the **Persuading Others** competency are shown below. The groups of reviewers can be identified by the coloured icons on the distribution chart. The distribution chart shows the range of scores given by each group of reviewers; the position of each group's icon represents the average score for those reviewers, while the line shows range between the minimum and maximum scores.

For example, the average score for the **Overall** group was 4.9, the minimum score was 1.2, and the maximum score was 7.1. **Please note:** A group's range of scores may not be visible if their minimum or maximum scores do not differ greatly from their average score.



REVIEWER COMMENTS

Below are all the comments that have been left by the reviewers regarding the **Persuading Others** competency and **Alan Anderson**.

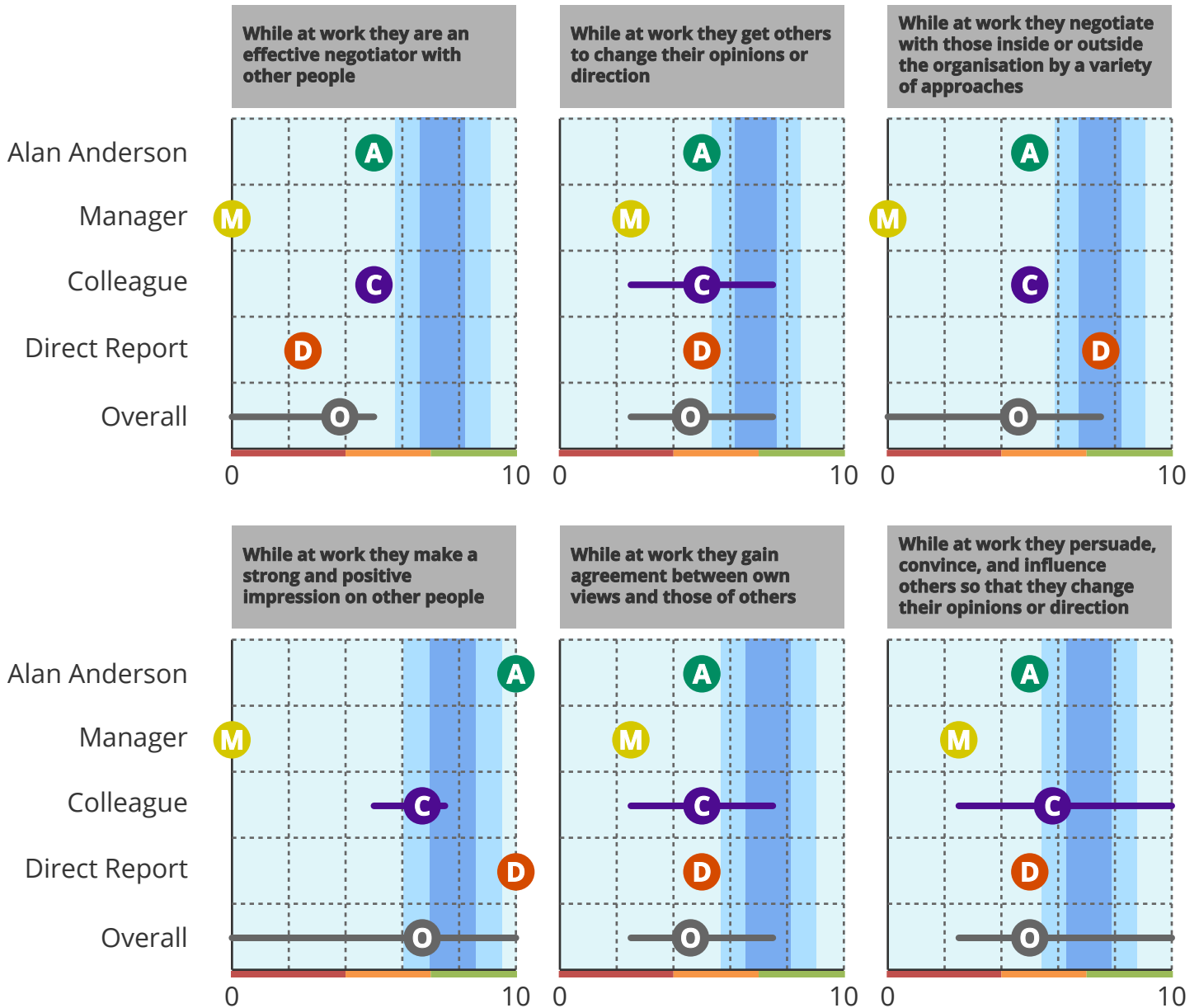
- M** Alan is so unconvincing when trying to persuade others.
- C** Alan can argue a case convincingly and is adept at getting others to accept it.
- D** Alan sometimes manages to get others to accept a particular point of view.

The comparison group is made up of 34,044 ratings for this competency.

PERSUADING OTHERS

BEHAVIOUR SCORE BREAKDOWN

This page presents a breakdown of each behaviour that contributes to the overall score of the **Persuading Others** competency. For each behaviour, the statement describing it and the scores awarded by each group of reviewers are shown. This is particularly useful for identifying specific strengths and development needs amongst individual behaviours, rather than more general development needs between whole competencies. It is not uncommon for an individual to perform well on a competency, but still have some development needs for specific behaviours.



The comparison group is made up of 34,044 ratings for this competency.

PERSUADING OTHERS

DEVELOPMENT INTERVENTIONS

This is one competency that many people would like to improve upon - both inside and outside the workplace. Whether literally selling products and services or metaphorically 'selling' ideas or suggestions, help is often sought in this area. The range of solutions available varies from the realistic and practical to techniques whose scientific validity is unconfirmed (such as Neuro-Linguistic Programming) all the way to extreme solutions like the use of hypnosis. Even unscientific approaches have their fans, perhaps suggesting that selling the idea of making you more persuasive is a highly persuasive sales pitch in itself! One way or another there is no shortage of possible techniques out there - the difficulty may be separating the gold from the dross.

READING THAT MAY AID DEVELOPMENT



Influence: The Psychology of Persuasion
Robert Cialdini
HarperCollins, 2007



Persuasion: The Art of Influencing People
James Borg
Prentice Hall, 2010



Irresistible Persuasion: The Secret Way to Get to Yes Every Time
Geoff Burch
Capstone, 2010

POTENTIAL LEARNING & DEVELOPMENT SOLUTIONS

- Making Briefings and Giving Presentations in the Workplace
- ILM Level 5 in Action Learning Facilitation (senior/middle managers)
- Communicating 1-1 in the Workplace
- Influencing Others in the Workplace
- Understanding the Communication Process in the Workplace
- CMI Level 3 in Coaching and Mentoring (junior managers)
- ILM Level 5 in Leadership and Management Skills (senior/middle managers)
- CMI Management Direct A-Z topic guide
- ILM leadership and Management Learning Zone Themes
- Managing Conflict in the Workplace
- ILM Level 3 in Leadership and Management (junior managers)
- CMI Level 5 in Management Coaching and Mentoring (senior/middle managers)
- CMI Level 5 in Management and Leadership (senior/middle managers)

BEHAVIOURAL CHANGE

- Do not see successfully influencing someone as 'fooling' them into doing something. If others trust you, they will come back to you again and again.
- Remember that some people will never be persuaded and may even take pleasure from this fact. Know when to cut your losses - the majority of other people do seek a win-win solution. Don't exhaust all your efforts on the most difficult, intransigent people.
- Try to like the person you are influencing and seek common ground, whether that is in leisure interests, similar family lives etc. People are more readily influenced by those perceived to be 'people like them'.
- Is the solution you offer what they would like to have arrived at themselves? Have you listened carefully to the nuances of what they were looking for? Those who persuade successfully often listen more than they talk.
- Do not come across as 'needy'. Wanting something too badly smacks of desperation and others can readily spot this.

OPEN-ENDED QUESTIONS

Below can be seen the responses the raters gave to the open-ended questions they were asked, together with the rater group from which each response came.

Question 1:

How long have you known the person being rated?

- D** 3 years
- C** 8 months
- C** 1 year
- M** 3 years
- C** 2 years

Question 2:

How would you describe the management style of the person being rated?

- D** Very good at motivating people.
- C** Alan will always ask others opinions before making a decision.
- C** Democratic
- M** non-existent
- C** Alan's management style is very relaxed.

You can add your own open-ended questions for people providing feedback on the focus (self)

COMPETENCY SCORES SUMMARY

This section gives a summary of the competency scores obtained in this assessment, averaged and broken down by competency and relationship to the focus. The names of the competencies that were measured are displayed on the left of the table below, while the different types of relationship to Alan Anderson are on the top of the table. The averaged overall importance scores for each competency are also shown on the right of the table. The scores displayed in the table range from 1 to 10 and are highlighted as strengths, moderate strengths, or development needs according to the key at the bottom of the page. A breakdown of the importance scores can be found on the next page.

	Alan Anderson A	Manager M	Colleague C	Direct Report D	Overall O	Benchmark Score	Avg. Importance Score
Leadership	10	2.1	8.2	8.8	7.6	7.7	7.5
Motivating People	9.6	1.7	8.2	9.2	7.5	7.7	7.1
Persuading Others	5.8	1.2	5.4	5.8	4.9	7.3	5.4
Analysing Information	1.7	0	1.8	0.8	1.3	8.2	6.2
Commercial Orientation	3.3	1.2	3.5	5.4	3.4	7.9	6.7
Developing Services & Processes	1.2	1.2	3.1	0.4	2	7.7	5.4
Judgement	5.4	0.8	6.1	7.9	5.4	8	6.2
Monitoring & Co-ordinating Activity	5.4	1.7	4.9	5	4.4	7.7	6.7
Planning & Organising	4.6	0.8	4.6	4.2	3.9	7.4	7.5
Strategic Awareness	5	1.7	4	5	4	8	6.2

 Development Need	 Moderate Strength	 Strength
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The Avg. Competency Score column shows the average competency scores of all the reviewers

The Avg. Importance column shows how important the competencies are for job success

IMPORTANCE SCORES SUMMARY

This section gives a summary of the importance scores obtained in this assessment, averaged and broken down by competency and relationship to the focus. The names of the competencies that were measured are displayed on the left of the table below, while the different types of relationship to Alan Anderson are on the top of the table. The averaged overall competency scores for each competency are also shown on the right of the table. The scores displayed in the table range from 1 to 10 and are highlighted as strengths, moderate strengths, or development needs according to the key at the bottom of the page. A breakdown of the competency scores can be found on the previous page.

	Alan Anderson A	Manager M	Colleague C	Direct Report D	Overall O	Benchmark Importance	Avg. Competency Score
Leadership	10	10	6.7	5	7.5	8.7	7.6
Motivating People	7.5	10	5.8	7.5	7.1	8.4	7.5
Persuading Others	5	10	5	2.5	5.4	7.5	4.9
Analysing Information	5	10	5	7.5	6.2	7.6	1.3
Commercial Orientation	5	10	6.7	5	6.7	7.7	3.4
Developing Services & Processes	2.5	10	5.8	2.5	5.4	8.1	2
Judgement	5	10	5	7.5	6.2	8.2	5.4
Monitoring & Co-ordinating Activity	2.5	10	6.7	7.5	6.7	8.4	4.4
Planning & Organising	5	10	7.5	7.5	7.5	8.5	3.9
Strategic Awareness	7.5	10	5	5	6.2	8.2	4

Development Need
 Moderate Strength
 Strength

The Avg. Importance Score column shows how important the raters feel the competency is for job success

The Avg. Competency column shows the average competency scores

ACTION PLANNER

HAVING UNDERSTOOD YOUR REPORT, WHICH AREAS WOULD YOU LIKE TO CHANGE?

Which specific areas do you feel could do with some modification? It might not be that others consider these not to be your strengths. Far from it: these might be areas in which you are already confident that you are doing well but you would like to do even better. On the other hand, the report might have identified something with which you genuinely struggle. You might have been aware of this or it might have come as a surprise – perhaps others don't know you as well as you thought. List the top three areas that you would like to adapt...

eg. I do everything at the last minute.

1:

2:

3:

WHAT WOULD YOU LIKE TO DO ABOUT IT?

How are you going to make changes in the three areas above? It will take effort and willpower so it is tempting to dodge the issue and come up with something that'll be easy, but try not to do that. The bravest and most decisive actions will lead to the most noticeable changes. So what do you plan to do...?

eg. I will plan much more explicitly, taking notes and setting deadlines.

1:

2:

3:

HOW WILL THESE CHANGES LOOK IN PRACTICE?

It's all very well to decide to do something, but how will you know if it's working? What observable, perhaps measurable results will spring from your interventions? The more visible something is, the more you - and others too, particularly those you trust, who will be keen to help you - will be able to see the direct effects of the things you are trying to do...

eg. I will seek feedback from particular colleagues about how effective my project planning is (especially in contrast to how it has been).

1:

2:

3:

Competencies

Choose from our bank of 40 pre-set competencies or design your own.

The pre-set competencies and their descriptions are shown on the following pages



The questionnaires used by threesixty are completely customisable, and can be created using your own sets of competencies and behaviours, or by selecting from a bank of 40 tried and tested competencies shown below.

ANALYSING INFORMATION

Understands information presented in a complicated manner. Can analyse data and understand the key points.

COLLABORATING WITH OTHERS

Is effective in getting people to talk to each other. Encourages this within and across teams.

COMMERCIAL ORIENTATION

Is very aware of financial aspects of making particular decisions. Weighs up profitability estimates effectively and realistically.

CREATIVITY

Produces new and original ideas. Comes up with innovative ways of looking at things or approaching situations.

CUSTOMER CARE

Is very responsive to the needs of clients. Always tries to put the customer first, wherever possible.

DECISION MAKING

Willing to make decisions without seeking approval. Can make decisions under pressure and handles problems with little assistance.

DEMONSTRATING EXPERTISE

Demonstrates specialist skills - whatever these may be - and is correctly acknowledged as being exceptional in these. Can answer complex questions in own area of expertise.

DEVELOPING OTHERS

Can identify development opportunities for other people. Provides support for team members and allows them to achieve their potential.

DEVELOPING SERVICES & PROCESSES

Looks for ways to improve things and questions poor use of resources or inefficiencies. Is willing to view existing services with a critical eye.

DIVERSITY AWARENESS

Is aware of sensitivities pertaining to a diverse culture. Adapts own behaviour and communication to take this into account.

DRIVE & DETERMINATION

Is ambitious and determined to succeed. Readily accepts and very much enjoys a challenge and is motivated by having stretching targets and objectives to meet. Is energetic and works hard in order to achieve results.

ENABLING PEOPLE

Provides constructive feedback to others and regularly keeps others informed of their progress. Ensures individuals can achieve their plans.

ENTREPRENEURIAL INSTINCT

Is excellent at spotting new opportunities in business. Identifies and is quick to exploit new markets and possibilities.

ETHICS & STANDARDS

Has a strong sense of fairness and of doing what is right. Encourages this among others across the organisation.

FLEXIBILITY

Is adaptable in changing circumstances. Accepts change as inevitable and is able to move and evolve as it happens.

FOLLOWING DIRECTIONS

Does what others order or advise. Is adept at taking other people's plans and putting them into practice with a 'can do' attitude.



HEALTH & SAFETY AWARENESS

Acts in a way to promote safe ways of working and minimising accidents. Encourages others to do likewise.

INFORMATION GATHERING

Is good at researching new subjects or ideas. Loves to learn (including from mistakes) and find things out.

INTEGRITY

Sets and demonstrates high standards of behaviour. Is incorruptible and takes the moral high ground.

JUDGEMENT

Reaches sound conclusions based on an accumulation of knowledge and experience. Acts on instinct.

LEADERSHIP

Accepts responsibility and is accountable. Uses appropriate styles to inspire people to achieve goals. Takes into account other people's ideas. Shares challenging and interesting tasks with staff.

LEARNING & DEVELOPMENT

Actively committed to developing self and others. Seeks training and opportunities in all their forms.

MANAGING OWN WORK

Checks progress against objectives and ensures that objectives are achieved. Can work efficiently.

MEETING OBJECTIVES

Makes sure that things are done. Achieves targets and does not abandon tasks without seeing them through to the end.

MEETING USER NEEDS

Consistently looks to delivering what is required. Ensures objectives are met and everyone is satisfied.

MONITORING & COORDINATING ACTIVITY

Monitors team performance to ensure quality is maintained. Keeps projects within agreed time-scales and ensures appropriate procedures are in place to support activity.

MOTIVATING PEOPLE

Can persuade other people to achieve results. Gets things moving and influences others positively to achieve objectives.

NETWORKING

Is very good at communicating with others in pursuit of an agenda. Makes contacts effectively and maintains them.

ORAL COMMUNICATION

Communicates very effectively in face-to-face discussions and presentations to groups. Speaks in a compelling way and gets points across.

PERSUADING OTHERS

Manages to get others to accept a particular point of view. Argues a case convincingly and is adept at getting others to accept it.

PLANNING & ORGANISING

Is talented in organising activities and projects, taking into account time-scales and resources. Anticipates possible difficulties and takes these into account.

PROBLEM SOLVING

Is effective at coming up with solutions and will consider different options before making a decision. Is seldom confused.

PROMOTING TEAMWORK

Accepts and manages different viewpoints within a group. Fits in well and encourages teamwork.



QUALITY ORIENTATION

Is a perfectionist when it comes to standards. Maintains and encourages the highest levels of excellence in self and others.

RESILIENCE

Is hardy and difficult to discourage. Calm and collected, rarely panics or is disheartened for long.

SHARING KNOWLEDGE

Works well with people outside own immediate environment and works hard to develop positive working relationships with others.

STRATEGIC AWARENESS

Works to realise long term organisational goals. Considers future possibilities and trends.

SUPPORTING OTHERS

Is able to provide a tolerant and sympathetic atmosphere for colleagues and reports. Where personal problems occur, will offer help. challenging and interesting tasks with staff.

TEAM WORK

Believes in and encourages people working together towards a common goal. Invites discussion within a team and seeks to accommodate everyone's talents.

WRITTEN COMMUNICATION

Writes convincingly, understanding what is appropriate to an audience. Expresses arguments clearly and effectively.



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