

# Goal setting Self feedback report



**Mary Sample**

**Wednesday, June 04, 2008**

# Introduction

The following information is provided to help you to navigate the extensive information that is included in this Goal setting output report.

## 1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Goal setting profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

## 2. Category description pages

This report contains three output pages for each of the seven categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

## 3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 84. It also identifies the categories to which these questions belong.

## 4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the seven. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

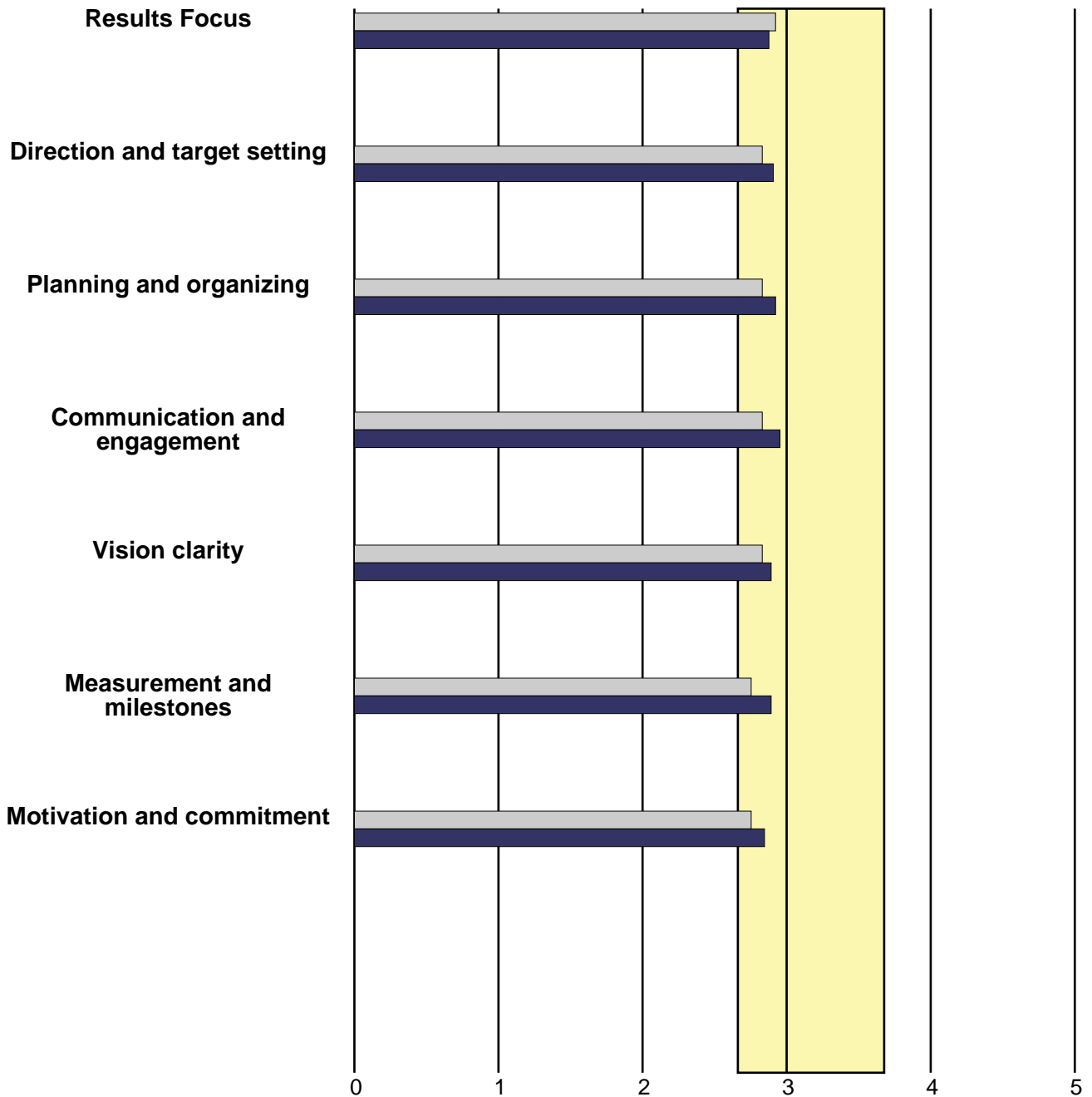
## 5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

## 6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

## OVERALL SUMMARY



Self Norm

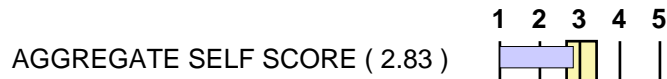
The above chart is sorted in descending order of summary scores. Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## Goal setting Profile

### DIRECTION AND TARGET SETTING

Direction and target setting looks at the extent to which you convert broad wishes and vague intentions into specific objectives and targets to aim for. This category asks the question "How effectively do you select from the range of possible alternative courses of action to describe tangible goals and ways and means of achieving them?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may not invest sufficient time and effort into converting loose aspirations or ideas about possible direction into one aligned and coordinated course of action. They may even set their aim in more than one overall direction, at different times.

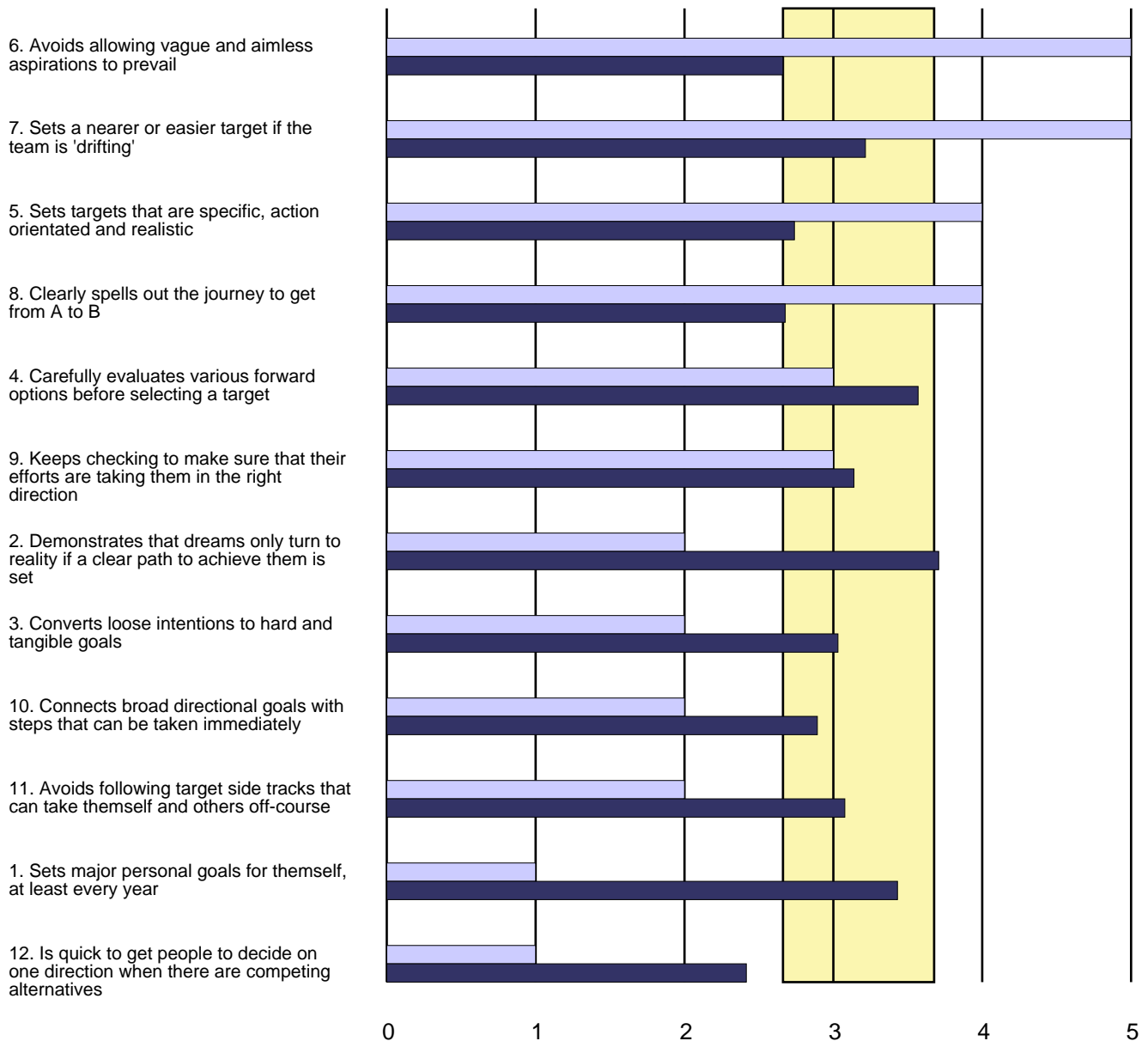
A low score person will be likely to find it difficult to translate idle thoughts or general dreams about the future into specific directional steps that either they or others can take in the short term. High scorers may come across as indecisive, deliberately vague and aimless and even be prone to causing confusion by identifying more than one possible direction to take. "

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is adept at converting broad, vague or general intentions into very coordinated goals or 'aligned' direction.

A high score person will be likely to enjoy creating concrete and practical action plans that can be quickly and easily followed by themselves and others. They will also stay focused on one overall direction or course, and make sure that they are not distracted unless absolutely necessary (in which case they will adjust course and tell everybody clearly)."

## Goal setting Profile DIRECTION AND TARGET SETTING



Self Norm

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Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## Goal setting Profile

# DIRECTION AND TARGET SETTING

Direction and target setting looks at the extent to which you convert broad wishes and vague intentions into specific objectives and targets to aim for. This category asks the question "How effectively do you select from the range of possible alternative courses of action to describe tangible goals and ways and means of achieving them?"

### Improvement actions

Low scorers need to weigh alternative courses of action to achieve a future result more quickly and to arrive at one broad direction that they can readily describe and communicate to everyone in clear language. They can also invite one or two others to help them stay on track and keep the target clear for all to see.

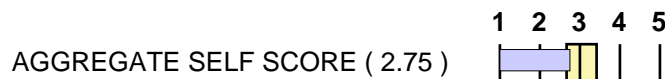
<b>Direction and target setting</b>	<ul style="list-style-type: none"><li>-Start setting clear goals for yourself, and use the experience to set broader targets that are concise and action oriented</li><li>-Make sure that others find targets clear and easy to follow.</li><li>-Learn to keep checking with your written goals to ensure that they remain realistic and that you stay on track.</li><li>-Use a structured process to evaluate the different courses of action that are open to you to achieve a particular goal or target</li></ul>
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## Goal setting Profile

### MEASUREMENT AND MILESTONES

Measurement and milestones looks at the extent to which you design and apply appropriate performance measures to your goals and objectives, and identify logical 'staging points', where necessary. This category asks the question "How effectively do you established performance benchmarks for your major objectives and break your journey into suitable parts to reach your targets?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual sets objectives without worrying about how they will be measured or progress will be tracked. They therefore rarely identify logically review staging posts for each objective and may assign arbitrary measures of goal success or even no performance indicators at all.

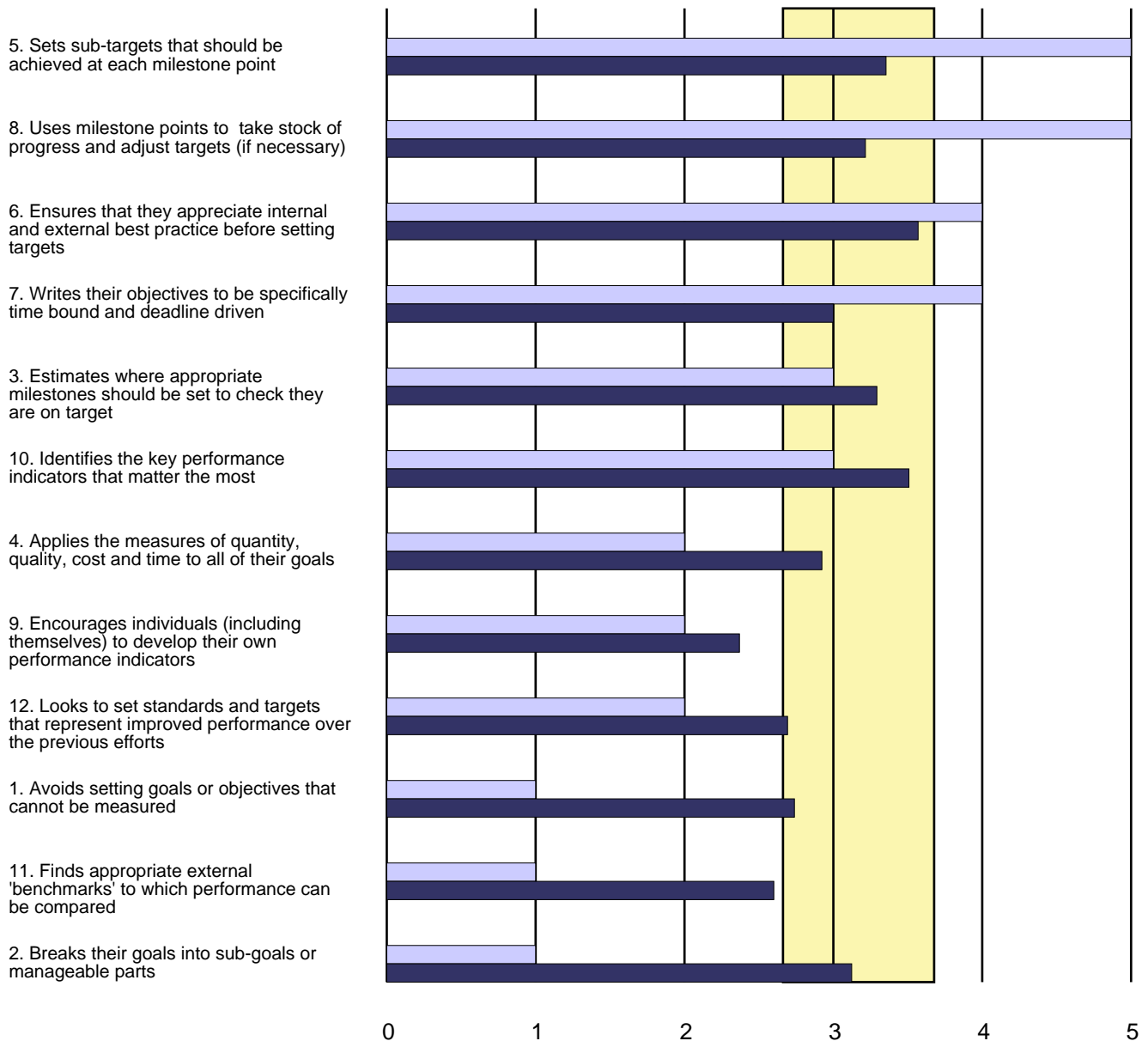
A low score person will be likely to develop objectives that are not written to specifically include measures, milestones, deadlines or comparative benchmark standards that might be useful. They will therefore, tackle objectives without the prior identification of staging posts to stop and assess progress, and not necessarily know how well they are performing, or even whether they have achieved a desired outcome."

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual generally takes the view that they can only properly manage what they can measure. As such, they believe that all goals or objectives should be measurable and assigned appropriate time frames and milestones to be achieved. This means that they will look for the most applicable performance indicators to goals and sub-goals, including comparison to internal or external benchmarks where possible.

A high score person will be likely to find the right performance indicators for each objective and ones that are understood and controlled by themselves or immediate others in the team. They will also use appropriate milestone to clear relative success and make adjustments (as they are necessary) to meet or even exceed targets."

## Goal setting Profile MEASUREMENT AND MILESTONES



Self
  Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## Goal setting Profile

# MEASUREMENT AND MILESTONES

Measurement and milestones looks at the extent to which you design and apply appropriate performance measures to your goals and objectives, and identify logical 'staging points', where necessary. This category asks the question "How effectively do you established performance benchmarks for your major objectives and break your journey into suitable parts to reach your targets?"

### Improvement actions

Low scorers need to ensure that every objective is capable of being measured and that the indicators of progress are clear and 'influencable' directly. They should also ask themselves to what standard or benchmark (internally or externally) should we compare our targets in order to know what we have done well.

<b>Measurement and milestones</b>	<ul style="list-style-type: none"><li>-Review your written goals and targets to ensure that they have appropriate staging posts and specific performance indicators</li><li>-Ensure that these goals are relevant and capable of being influence by your efforts or those immediately around you.</li><li>-Develop at least one key performance indicator for each goal that you set for yourself or the team.</li><li>-Encourage individuals to identify 'best practice' competitive benchmarks ensure that they set targets that are stretching.</li></ul>
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## Goal setting Profile

### RESULTS FOCUS

Results focus looks at the extent to which you maintain a firm eyed focus on useful output results and outcomes and not just input activity and misdirected effort. This category asks the question "How tough are you on yourself and others in only accepting outcomes that add real value or represent measurable achievements, that can be recognized and rewarded accordingly?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may reward input activity without checking whether substantive improvement and results have been achieved. They may also allow individuals to set goals that add little or no true value even when they have been successfully achieved.

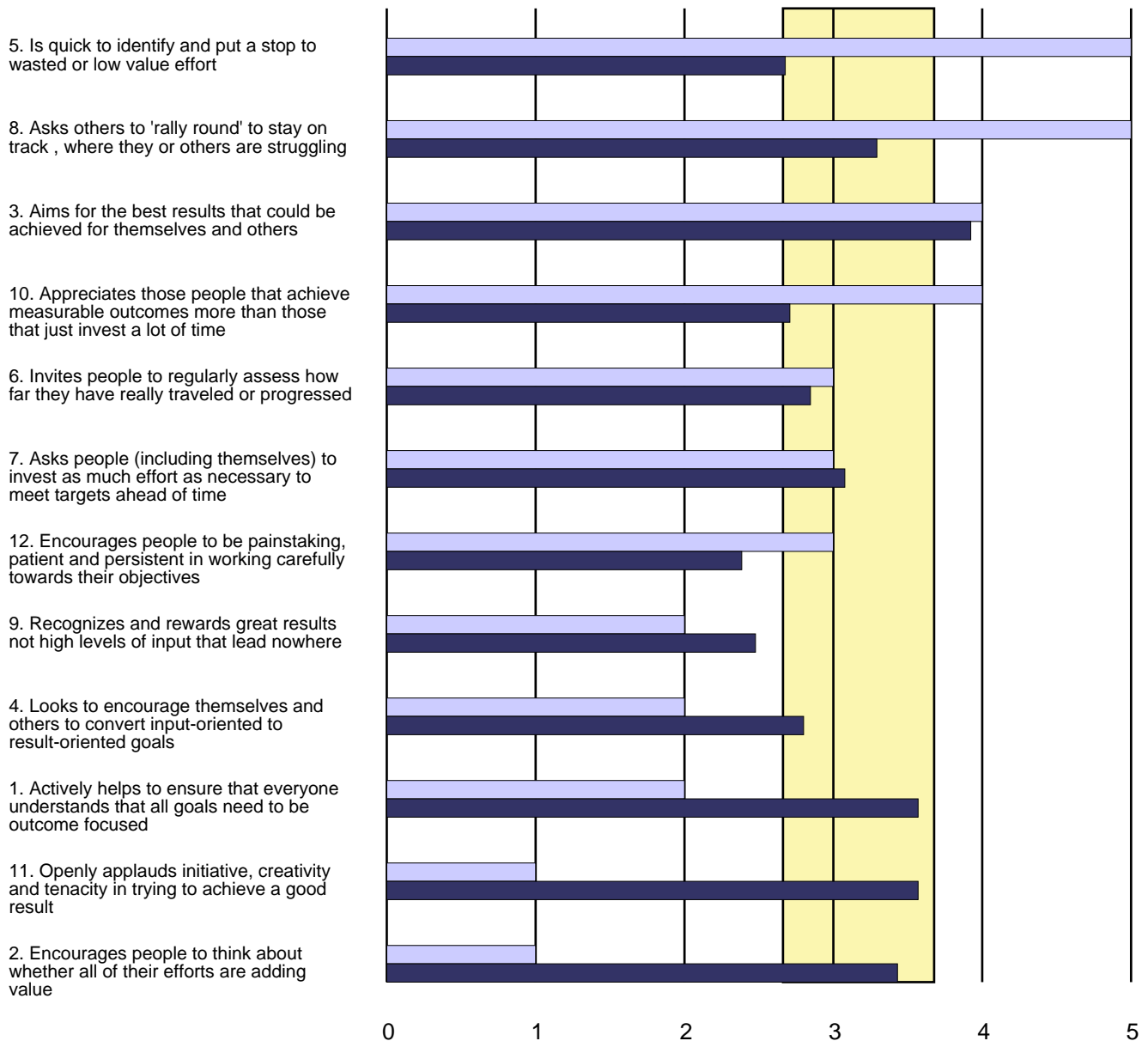
A low score person will be likely to leave people mainly to their own devices in setting their objectives and provide little or no coaching in making sure that written goals and the subsequent efforts to achieve them are geared to making worthwhile contributions. They are also likely to offer little progressive guidance or instruction as long as people appear to be 'putting in' well."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual distinguishes readily between input and output focused effort and energy. This means that they are not impressed by high levels of activity without it also leading to tangible results or outcomes that have real value or worth to them or the organization.

A high score person will be likely to regularly point out to people that all of their goal achievement efforts should culminate in real and meaningful progress. To do this, they will be intolerant of low value effort and praise people's efforts to achieve a good and valuable result, even if the input effort was quite small in time or energy."

## Goal setting Profile RESULTS FOCUS



Self
  Norm

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## Goal setting Profile RESULTS FOCUS

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### Improvement actions

Low scorers need to practice writing outcome focussed goals for themselves and others around them and maintain a constant vigilance to ensure that effort of low worth is minimized. They should also prioritize the approaches that can help them to achieve the best possible and most worthwhile outcomes (and reward people for high value added achievements accordingly).

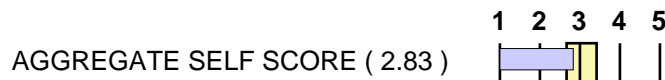
<b>Results Focus</b>	<ul style="list-style-type: none"><li>-Guide yourself and others away from goals that lead to wasted, or low value effort</li><li>-Aim to write and work on goals that lead to worthwhile outcomes that take you or the organization forward to genuinely better places.</li><li>-Applaud people's commitment and persistence to follow through strongly and consistently.</li><li>-Encourage innovation, creativity and initiative which helps to achieve better, higher quality or quicker results for the organization.</li></ul>
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## Goal setting Profile

### COMMUNICATION AND ENGAGEMENT

Communication and engagement looks at the extent to which you involve people in helping to shape future goals and successfully engage them in the effort that is necessary to reach the chosen destination. This category asks the question "How well do you create a climate in which people feeling that their input to identifying and assessing objectives is valued, and give of their best to help achieve the targets set for them?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual involves people a limited way or only superficially in talking about the future and about particular objectives to get there. They are therefore, typically over-reliant on one way rather than two-way communication and feedback.

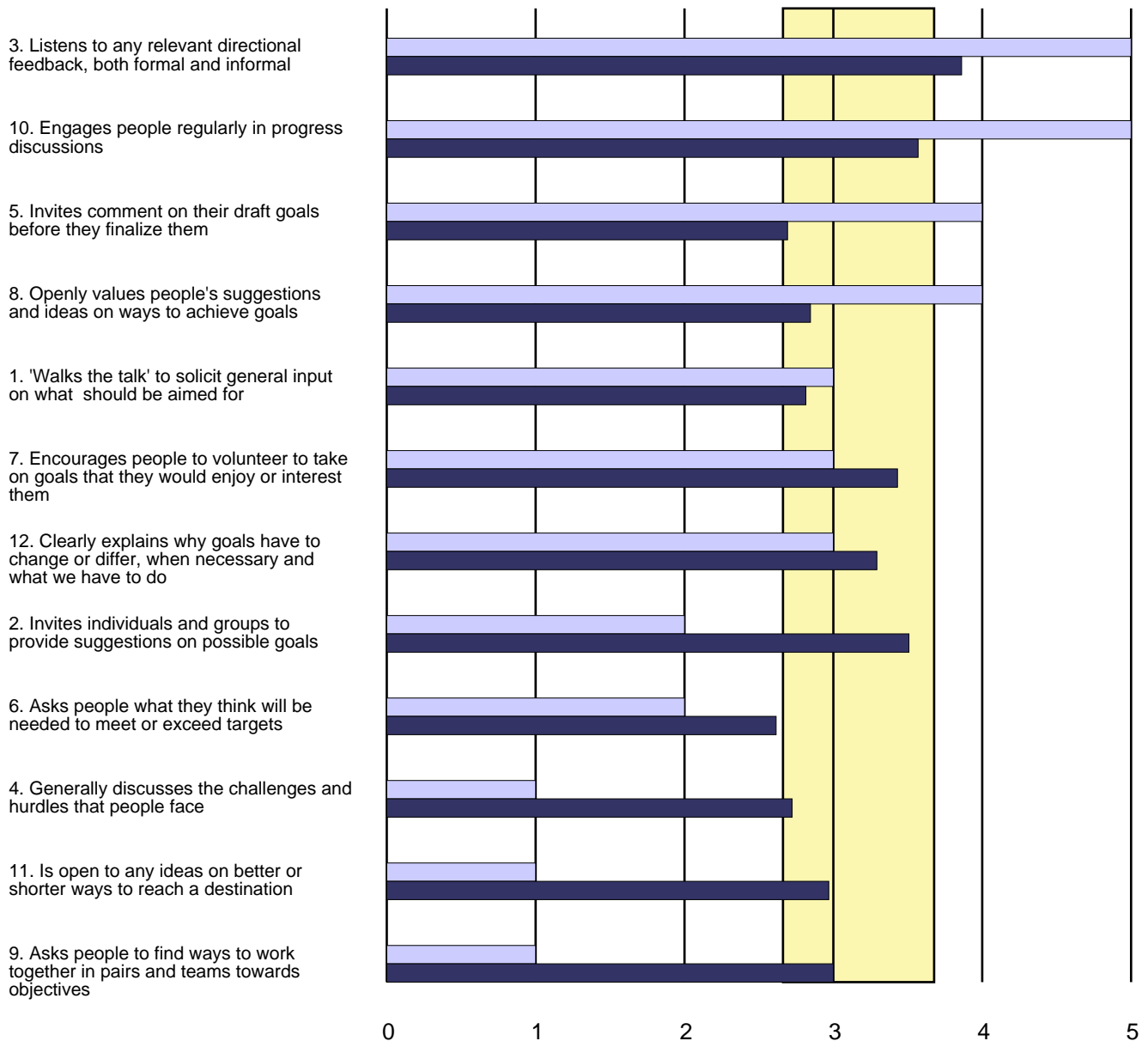
A low score person will be likely to spend little time in trying to create an open communication climate or one in which people feel that their input is worthwhile and directly drawn upon to set final goals and targets. As a result, people may feel more disenfranchised than they might and possibly less committed to working positively towards established targets of their own volition. "

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual openly and genuinely seeks widespread input from others on their thoughts, and comments on possible goals and their ideas about how they might be best achieved. To do this they will actively solicit input in a variety of ways and get as many people to engage in the process as they can.

A high score person will be likely to not only invite a variety of initial directional input, but maintain their two way feedback style on progress towards goals and any adjustments that may be necessary. They may therefore more naturally engage others in offering their willing support and help without having to be asked."

## Goal setting Profile COMMUNICATION AND ENGAGEMENT



Self
  Norm

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## Goal setting Profile

# COMMUNICATION AND ENGAGEMENT

Communication and engagement looks at the extent to which you involve people in helping to shape future goals and successfully engage them in the effort that is necessary to reach the chosen destination. This category asks the question "How well do you create a climate in which people feeling that their input to identifying and assessing objectives is valued, and give of their best to help achieve the targets set for them?"

### Improvement actions

Low scorers need to listen carefully to the input and ideas of a variety of people about what they think of possible goals and about any ideas of their own about future objectives that could be beneficial to set and pursue together. This open communicative environment needs to be maintained regularly and consistency.

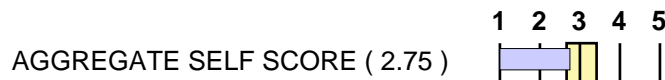
<b>Communication and engagement</b>	<ul style="list-style-type: none"><li>-Seek a variety of ways to engage people in conversations about future goals and targets.</li><li>-Make mental notes about useful ideas and suggestions that can be drawn upon to describe how objectives might be pursued in a cooperative and positive way by everyone.</li><li>-Invite people to identify the major work challenges they face and discuss the best strategies to adopt with them.</li><li>-Maintain an open and flexible attitude to suggestions about adjustments to goals or direction when circumstances change.</li></ul>
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## Goal setting Profile

### MOTIVATION AND COMMITMENT

Motivation and commitment looks at the extent to which you successfully encourage people to give of their best and inspire yourself and the team to maintain the momentum of necessary effort and commitment despite any obstacles along the way. This category asks the question "How well do you find creative ways to challenge people to work hard towards a target, and help them to overcome any hurdles when 'the going gets tough'?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual typically expects goals and targets to be sufficient in themselves to provide enough motivation to harness people's best efforts, or to inspire their hard work and energy. They are therefore likely to be over accepting of 'ordinary' efforts and half hearted commitment.

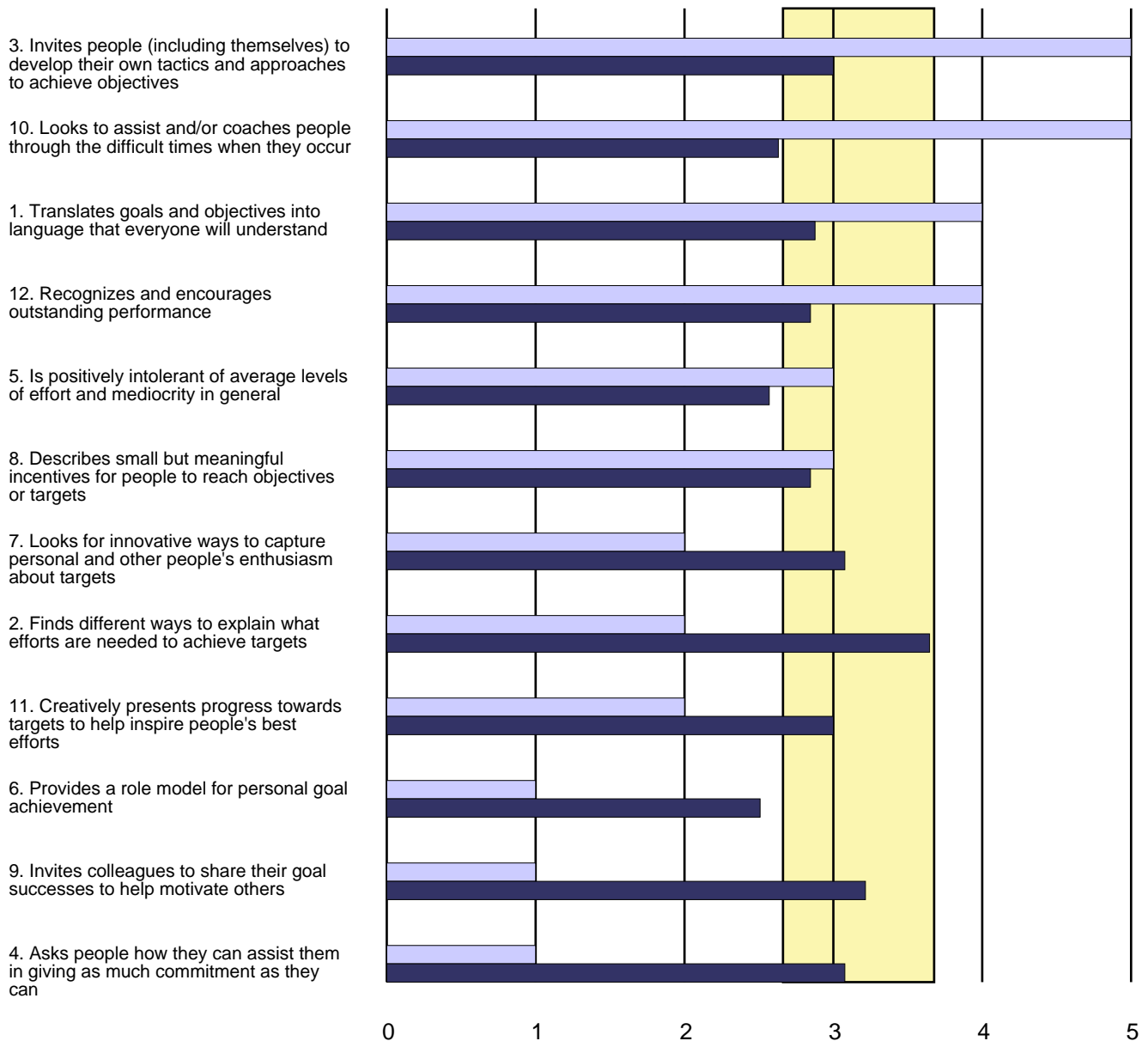
A low score person will be likely to use few or no motivational techniques or methods to capture people's imagination or enthusiasm about meeting or exceeding targets that have been set. In addition, they will infrequently communicate results, make presentations on progress or use any individual or team successes to help inspire others to higher things."

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is often looking for new and different ways to encourage or inspire people around them to make high levels of personal commitment and energy into achieving overall goals. This typically means they look to find a variety of ways to appeal to different individuals designed to solicit their enthusiasm.

A high score person will be likely to use a variety of approaches to engage people fully in hard work, committed effort and independent action to pursue objectives strongly. This will usually include acting as a personal role model and using every available opportunity to motivate people past any tough hurdles that they may face."

## Goal setting Profile MOTIVATION AND COMMITMENT



Self Norm

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## Goal setting Profile

# MOTIVATION AND COMMITMENT

Motivation and commitment looks at the extent to which you successfully encourage people to give of their best and inspire yourself and the team to maintain the momentum of necessary effort and commitment despite any obstacles along the way. This category asks the question "How well do you find creative ways to challenge people to work hard towards a target, and help them to overcome any hurdles when 'the going gets tough'?"

### Improvement actions

Low scorers need to plan a range of broadly appealing motivational methods that can inspire people to work hard at their goals and not give up easily when they face the occasional problem or difficulty. They can also more strongly promote small goal successes to help bring about success in larger or more significant objectives.

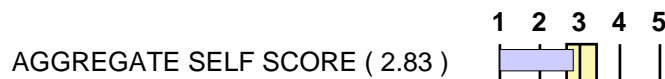
<b>Motivation and commitment</b>	<ul style="list-style-type: none"><li>-Be clear about what has to be achieved but give people plenty of room to comment upon how it is to be done.</li><li>-Encourage individuals not to accept average performance and to stretch towards higher goals enthusiastically.</li><li>-Find different ways in which to motivate particular individuals according to their personality and preferences.</li><li>-Feed back progress to the team frequently and reward and recognize performance excellence when it occurs.</li></ul>
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## Goal setting Profile

### PLANNING AND ORGANIZING

Planning and organizing looks at your ability to build balanced and comprehensive strategies to achieve your goals through careful preparation and organization. This category asks the question "How well do you orchestrate yourself, the resources and time available to you, and the people around you, to give yourself the best possible chance to achieve your objectives successfully?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual has little time or commitment to planning and organizing, and are more likely to jump straight into the 'deep end' and hope for the best. Goal clashes, misalignment risks, gaps, limited resources and time difficulties may therefore all go unnoticed until they run into the proverbial 'brick wall' and can go no further.

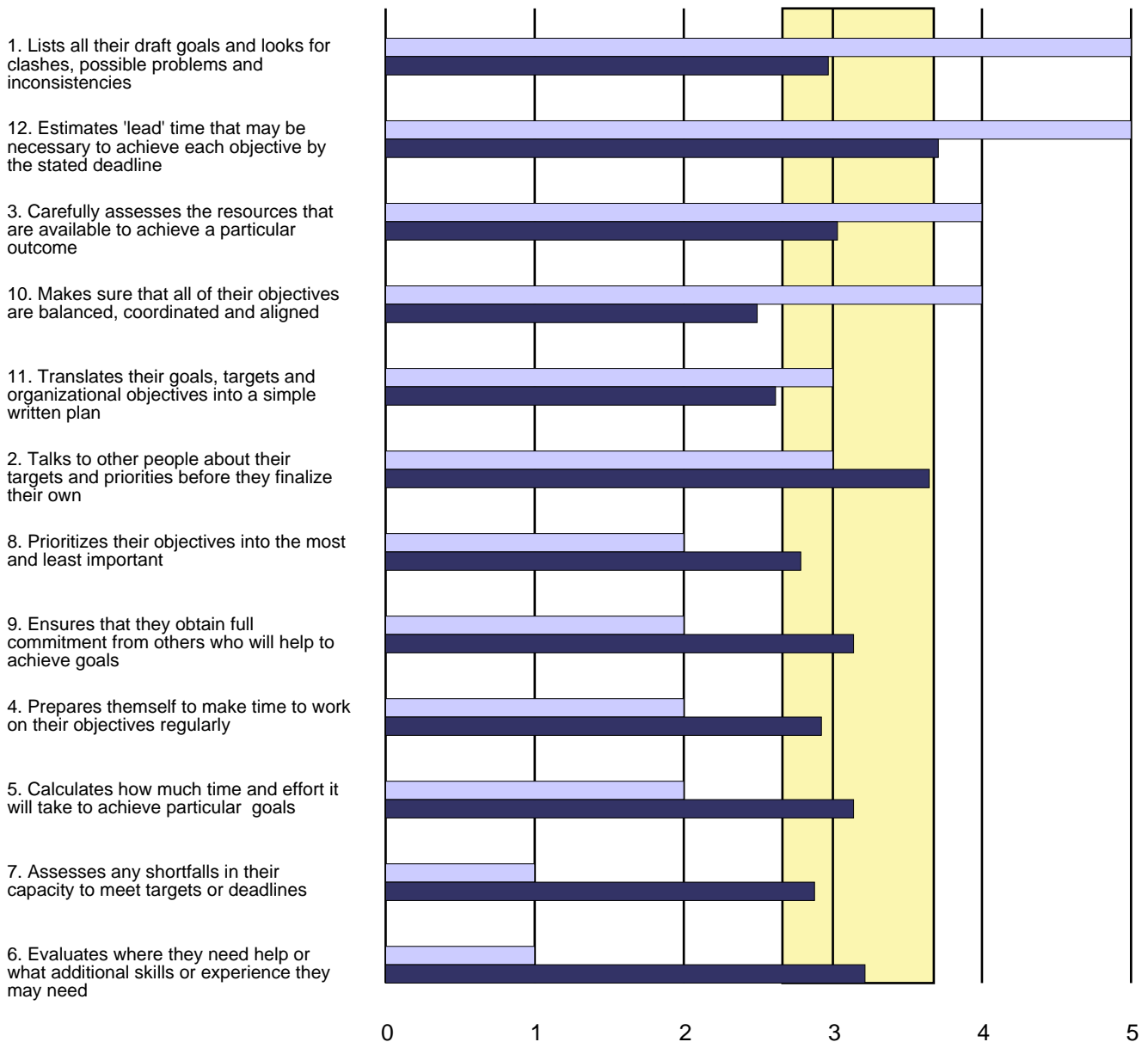
A low score person will be likely to find their lack of careful preparation and effort to organize at the outset will quickly lead to an inability to reach even their first milestones successfully (unless, they are extremely lucky). Goals and targets may also be attacked randomly and with effort spread thinly."

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual engages in quiet and reflective planning and organizing about how to achieve their goals before they potentially waste time by getting started too quickly. They will therefore carefully assess the time and resources they have available to them and organize themselves to achieve the best result they can in a planned and ordered way.

A high score person will be likely to prioritize themselves, the time that they have available, and other people when they need to be called upon to help, and resources needed to achieve the objective. They will therefore, also understand general risks and potential problems that could be faced and have contingency plan and alternative strategies ready to unfold, if required."

## Goal setting Profile PLANNING AND ORGANIZING



Self Norm

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## Goal setting Profile PLANNING AND ORGANIZING

Planning and organizing looks at your ability to build balanced and comprehensive strategies to achieve your goals through careful preparation and organization. This category asks the question "How well do you orchestrate yourself, the resources and time available to you, and the people around you, to give yourself the best possible chance to achieve your objectives successfully?"

### Improvement actions

Low scorers need to invest more of their up-front time in planning and organizing well before they "jump in" trying to achieve their objectives. They therefore need to look for balance and co-ordination between objectives and ensure that they have the capacity to meet deadlines or targets, or to change the plan or the goal where necessary.

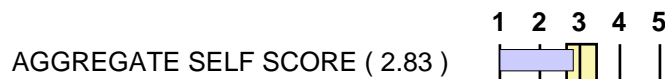
<b>Planning and organizing</b>	<ul style="list-style-type: none"><li>-Talk to people about their priorities and commitments before estimating how much time, effort and resources may be necessary to achieve particular goals.</li><li>-Use your experience to build appropriate lead-times into goals or to plan and organize people to help, where this is necessary and appropriate.</li><li>-Carefully estimate how much time and resources will be required to achieve each goal before committing to any deadlines upon which others might depend.</li><li>-After drafting your goals, assess where skill or resource gaps might exist and plan in detail how you are going to deal with them.</li></ul>
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## Goal setting Profile

### VISION CLARITY

Vision clarity looks at the extent to which you successfully generate a broad picture or vision of what the future could or should be like in your mind. This category asks the question "How well do you imagine a clear and compelling picture of what could occur, in order to inspire yourself and others to want to change what they are doing now to achieve it?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual prefers to take only small or incremental steps towards the short-term future. Even this future is likely to be described in relatively narrow terms, with only limited input from, and communication to others on how to get there.

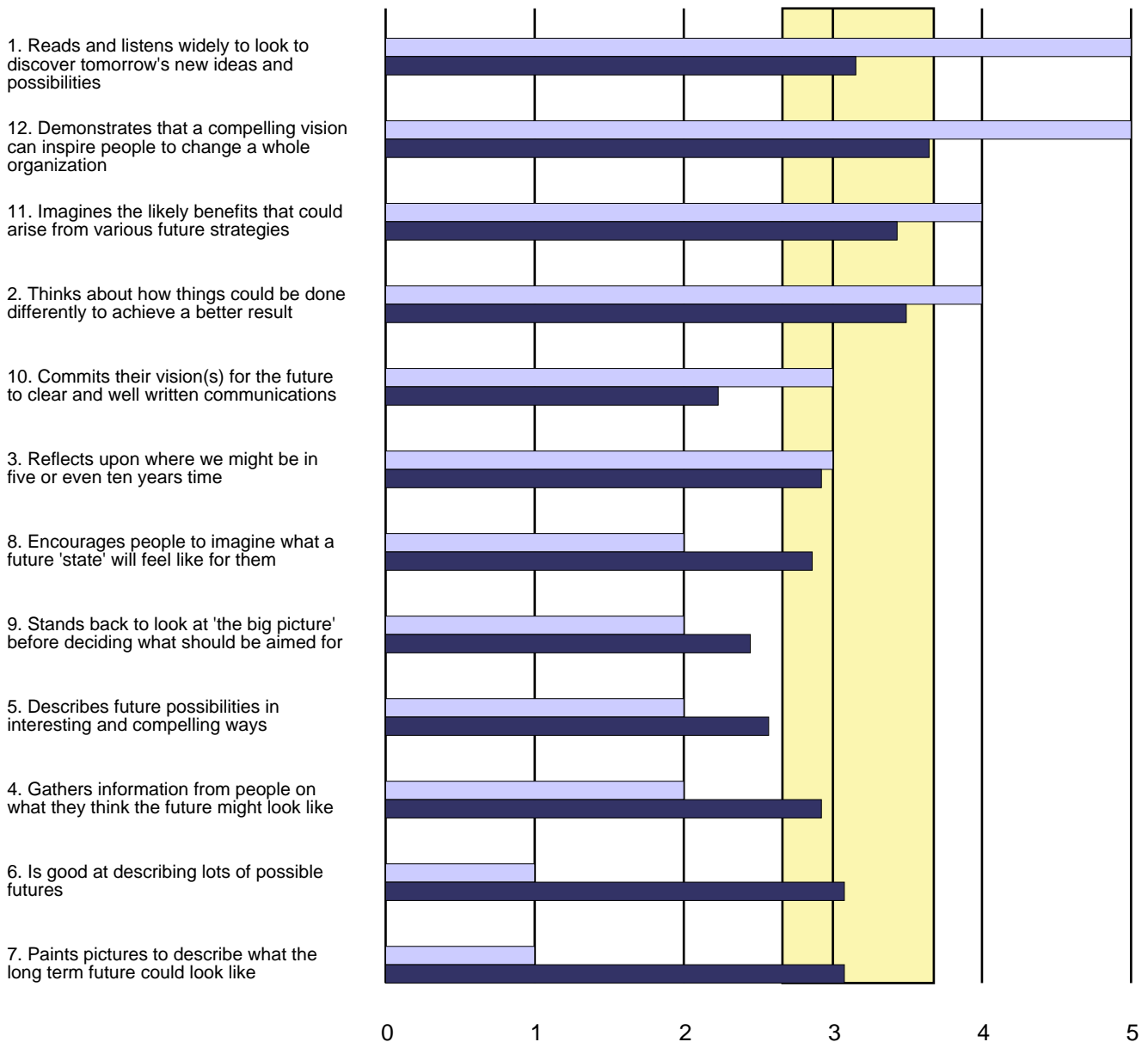
A low score person will be likely to concentrate too much on the present and spend little or no time in thinking about the future (idly or seriously). This means that any goals and objectives may often be expressed in terms of present and familiar issues with little concern or regard for what is likely to change or could be reasonably assessed to be different with a little creative reflection."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual will naturally enjoy reflecting upon what the future might hold, and is capable of generating a number of possible ways to get there. They are also likely to be able to translate their vision(s) into tangible goals that are interesting and meaningful to individuals (and that they feel inspired to build upon).

A high score person will be likely to set personal goals and visions of the future for themselves and regularly engage in conversations with others about long term objectives that might be interesting or worthy. They will also spend quite a lot of time in thinking about the longer term future consequences of their efforts or actions today."

## Goal setting Profile VISION CLARITY



Self
  Norm

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## Goal setting Profile

### VISION CLARITY

Vision clarity looks at the extent to which you successfully generate a broad picture or vision of what the future could or should be like in your mind. This category asks the question "How well do you imagine a clear and compelling picture of what could occur, in order to inspire yourself and others to want to change what they are doing now to achieve it?"

### Improvement actions

Low scorers need to build in quality time to reflect on what the long-term future could look like and even generate a number of different possibilities or scenarios before setting short term goals. Low scorers should also engage in talking about possible futures with a wide variety of individuals and build the more useful ideas into their own visions for tomorrow.

<b>Vision clarity</b>	<ul style="list-style-type: none"><li>-Look to take an interest in what the future might hold by listening and reading and talking about leading edge thinking or concepts</li><li>-Reflect upon the impact on what could happen without a new or compelling vision in your own organization or own world</li><li>-Aim to turn your broad ideas to a specific picture that can be communicated to others in a compelling way.</li><li>-Dream about an optimistic future and then work backwards to vision what you would need to do in the short and medium term to get there.</li></ul>
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# THE '10/10' REPORT

## Top 10 development needs

		scores
Results Focus	2. Encourages people to think about whether all of their efforts are adding value	1.0
Results Focus	11. Openly applauds initiative, creativity and tenacity in trying to achieve a good result	1.0
Communication and engagement	4. Generally discusses the challenges and hurdles that people face	1.0
Communication and engagement	9. Asks people to find ways to work together in pairs and teams towards objectives	1.0
Communication and engagement	11. Is open to any ideas on better or shorter ways to reach a destination	1.0
Motivation and commitment	4. Asks people how they can assist them in giving as much commitment as they can	1.0
Motivation and commitment	6. Provides a role model for personal goal achievement	1.0
Motivation and commitment	9. Invites colleagues to share their goal successes to help motivate others	1.0
Measurement and milestones	11. Finds appropriate external 'benchmarks' to which performance can be compared	1.0
Measurement and milestones	2. Breaks their goals into sub-goals or manageable parts	1.0

## Top 10 strengths

Direction and target setting	6. Avoids allowing vague and aimless aspirations to prevail	5.0
Direction and target setting	7. Sets a nearer or easier target if the team is 'drifting'	5.0
Measurement and milestones	5. Sets sub-targets that should be achieved at each milestone point	5.0
Measurement and milestones	8. Uses milestone points to take stock of progress and adjust targets (if necessary)	5.0
Results Focus	5. Is quick to identify and put a stop to wasted or low value effort	5.0
Results Focus	8. Asks others to 'rally round' to stay on track, where they or others are struggling	5.0
Communication and engagement	3. Listens to any relevant directional feedback, both formal and informal	5.0
Communication and engagement	10. Engages people regularly in progress discussions	5.0
Motivation and commitment	3. Invites people (including themselves) to develop their own tactics and approaches to achieve objectives	5.0
Motivation and commitment	10. Looks to assist and/or coaches people through the difficult times when they occur	5.0

## **COURSE AND READING SUGGESTIONS**

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

### **Motivation and commitment**

**Motivation and commitment looks at the extent to which you successfully encourage people to give of their best and inspire yourself and the team to maintain the momentum of necessary effort and commitment despite any obstacles along the way. This category asks the question "How well do you find creative ways to challenge people to work hard towards a target, and help them to overcome any hurdles when 'the going gets tough'?"**

#### **Course Suggestions**

- Motivation and commitment
- Creating high level commitment
- Challenging people to achieve objectives
- Teambuilding skills
- Effective coaching skills

#### **Reading Suggestions**

- The Magic of Believing : The Science of Setting Your Goal and Then Reaching It, Claude M. Bristol. 1992
- Intrinsic Motivation at Work : Building Energy & Commitment, Kenneth W. Thomas, 2000
- Perpetual Motivation by Dave Durand (Paperback) 2000
- Work Motivation (Applied Psychology Series) Uwe Kleinbeck, et al. 1990
- 1,001 Ways to Inspire : Your Organization, Your Team and Yourself, David E. Rye. 1998

#### **Other Suggestions**

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## **COURSE AND READING SUGGESTIONS**

### **Measurement and milestones**

Measurement and milestones looks at the extent to which you design and apply appropriate performance measures to your goals and objectives, and identify logical 'staging points', where necessary. This category asks the question "How effectively do you established performance benchmarks for your major objectives and break your journey into suitable parts to reach your targets?"

#### **Course Suggestions**

- Performance measurement
- Designing appropriate performance indicators
- Setting fair and realistic performance milestones
- Setting performance benchmarks

#### **Reading Suggestions**

- Make Success Measurable!: A Mindbook-Workbook for Setting Goals and Taking Action, Douglas K. Smith. 1999
- Performance Evaluation, Goal Setting and Feedback, Gerald R. Ferris, Kendrith Rowland(Editor). 1990
- Goal Tending : A Guide to Setting and Maintaining Goals, Margie Sherman. 1994
- Goal Setting : Turning Your Mountains into Molehills, Gene Greeson. 1994
- Goal Setting Steps to Progress, Mahoney. 1992

#### **Other Suggestions**

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

<b>Development Area: Sets major personal goals for themselves, at least every year</b>		1.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Is quick to get people to decide on one direction when there are competing alternatives</b>		1.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Avoids setting goals or objectives that cannot be measured</b>		1.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Breaks their goals into sub-goals or manageable parts</b>		1.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Finds appropriate external 'benchmarks' to which performance can be compared</b>		1.0	N/A	N/A
Action to Take:	Target Date:			