

# People Development 180° feedback report



**Mary Sample**

**Saturday, January 28, 2006**

# Introduction

The following information is provided to help you to navigate the extensive information that is included in this People Development 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 People Development 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.

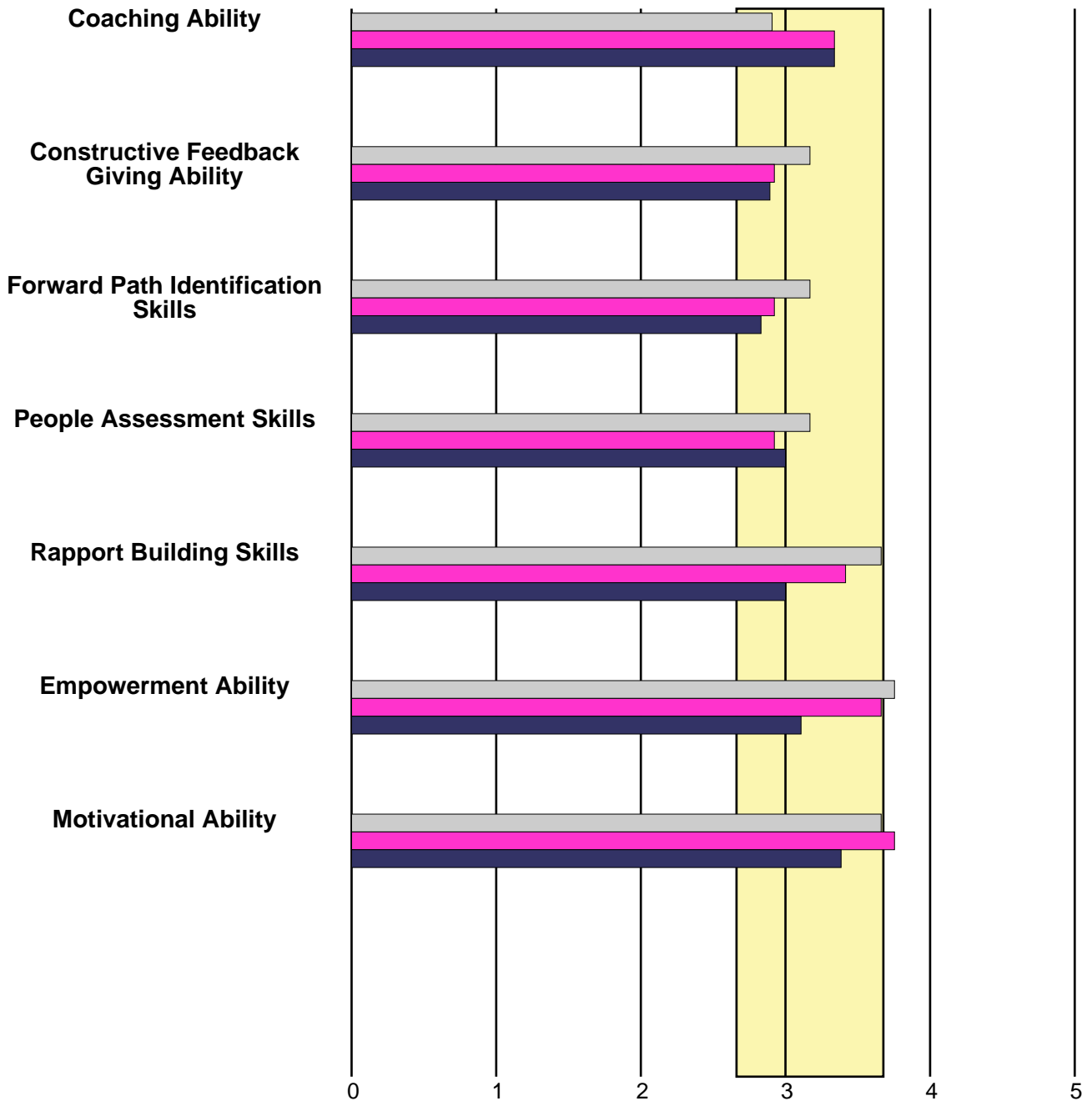
## 5. Development Plan

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    
 ■ Supervisor    
 ■ Norm

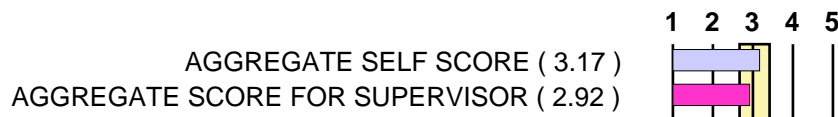
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## People Development Profile

### CONSTRUCTIVE FEEDBACK GIVING ABILITY

Constructive Feedback Giving Ability looks at the extent to which you offer useful and constructive feedback on performance that is genuinely accepted and acted upon. This competency category asks the question "How well do you utilize a range of guidance, counseling and/or developing and instructional methods to help people to perform at their best?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you are less communicative than you might be in looking to provide coaching feedback or development to others, or you may use feedback in a more limited and less interesting way. You may also occasionally offer inappropriate feedback or criticize performance or individuals without having the evidence for your view (or having a suggested an approach that the individual may take).

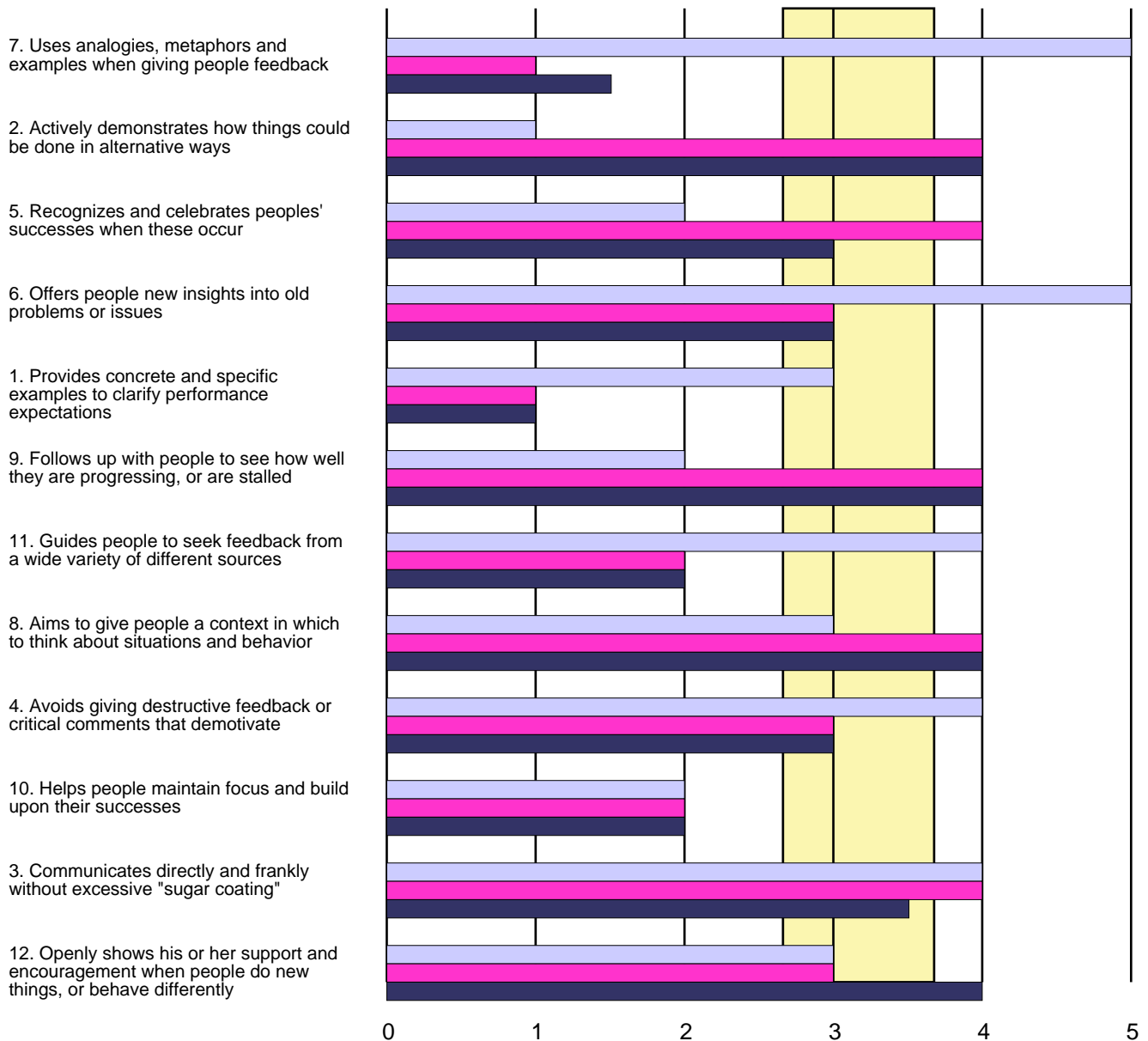
A low score person will be likely to either fail to offer feedback frequently enough, or to find that individuals do not readily accept their counseling or instructional approach. This arises because feedback is not offered in a variety of creative, productive and different ways. In addition, even good performance is not recognized or congratulated sufficiently.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you use positive twoway communication as a primary means by which to offer instruction, training support or general development feedback. You therefore adopt an open and flexible communication and listening style that allows you to watch what people do and to describe ways in which they might improve or be more successful.

A high score person will be likely to offer people 'positive strokes' for their successes and at the same time, offer insights into how they may build upon or improve their efforts still further. To do this, they will point to specific areas or issues that could be addressed and help individuals to identify strategies by which to do so.

## People Development Profile CONSTRUCTIVE FEEDBACK GIVING ABILITY



■ Self     
 ■ Supervisor     
 ■ Norm

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## People Development Profile

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### Improvement actions

Low scorers need to watch people carefully before offering a range of practical communication and feedback methods that give people praise for their achievements, where appropriate, and opportunities and insights on where they might improve, when identified.

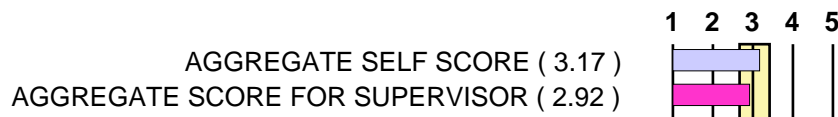
<b>Constructive Feedback Giving Ability</b>	<ul style="list-style-type: none"><li>- Set clear performance expectations and then progressively put together logical, clear and concise appraisals of others' performance.</li><li>- Always look to find a suitable time and a place to feed appraisal information back to people clearly, genuinely and without unduly 'softening' the data.</li><li>- Use analogies, metaphors and concrete examples to illustrate what you mean and follow up to make sure your message has been understood.</li><li>- Use two way discussions to generate steps for improvement that make sense and can be supported by both of you.</li></ul>
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## People Development Profile

### FORWARD PATH IDENTIFICATION SKILLS

Forward Path Identification Skills looks at the extent to which you look for, identify and appreciate the various development and career paths that are available and appropriate to an individual. This competency category asks the question "How well do you provide people with information about possible future growth 'steps' and development 'avenues' that may be available to them?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') are likely to mean that you have little or no knowledge about or interest in possible career pathways that could be beneficial to an individual's career development. Low scorers often fail to make enough time to think deeply about or secure development opportunities for their people, perhaps preferring not to "rock the boat", challenge the status quo, or "grow people" who may later become career competitors.

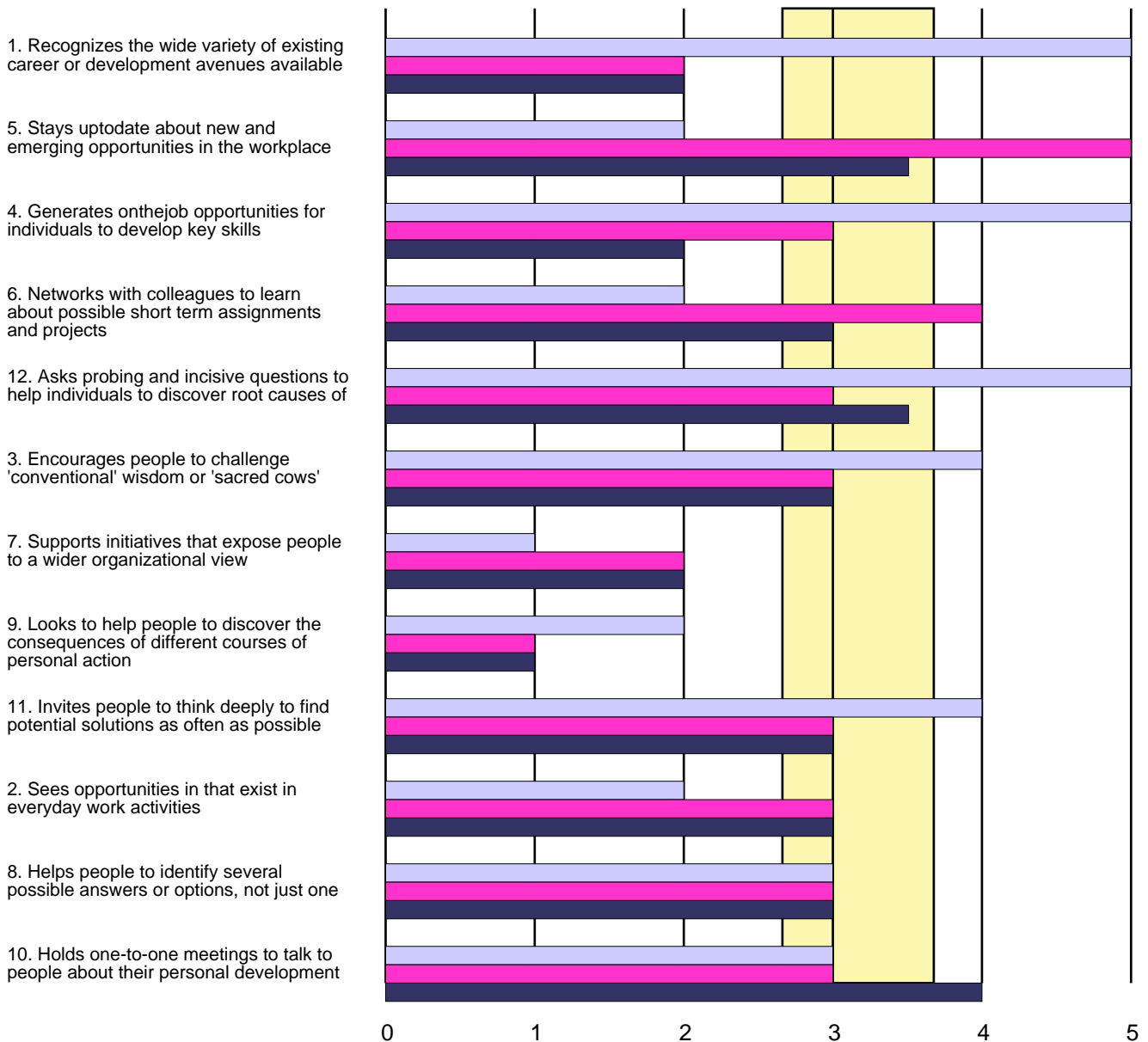
A low score person will be likely to have little or no knowledge about other work areas in their own enterprise, or about the type of work that is performed in functions other than their own. Low scorers may often be "out of the loop" with respect to new or emerging organizational opportunities, and may need to work on their own relationships, or networks, to become more knowledgeable and/or trusted.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('frequently' and 'almost always') are likely to mean that you take a keen interest in identifying many different 'pathways' or 'avenues' that any given individual may follow in order to develop and grow. High scorers go out of their way to find developmental opportunities at work to broaden peoples' experience base and prepare them to move ahead professionally. They are also likely to make time to talk with their people about development, and encourage others to routinely question the status quo and initiate change.

A high score person will be likely to have a sound knowledge of the internal organizational structure of the enterprise and about the type of work that is performed in all major areas. This knowledge extends to also understanding the skills and experience that are necessary in these work areas in order to be successful. High scorers are also likely to work hard to find opportunities others can use to both broaden and deepen their skills.

## People Development Profile FORWARD PATH IDENTIFICATION SKILLS



Self Supervisor Norm

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## People Development Profile

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#### Improvement actions

Low scorers need to take a much broader interest in all of the possible career pathways that exist in their own organization. They may also need to take a hard look at their own motivation for holding people back, rather than building them up and out. Low scorers may need to rethink their own risk aversion attitudes and whether their own conservatism is causing others to stall in their development.

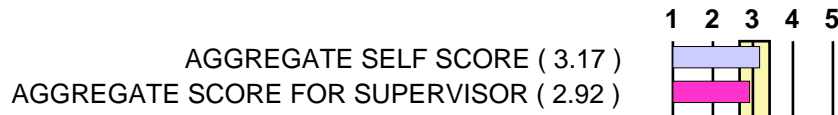
<b>Forward Path Identification Skills</b>	<ul style="list-style-type: none"><li>-Build your awareness of the career structures and interesting project opportunities that exist in your organization at all levels (including entirely different parts of the enterprise or even other geographies).</li><li>-Use your research to identify particular roles and assignments or projects and learn what kind of experience and skills these may need so that you can draw on this knowledge in your career discussions with people.</li><li>-Draw peoples' attention to key learning experiences as these arise, and stimulate discussion to reinforce development.</li><li>-Mix with people from all functions of your enterprise whenever you can to learn more (socially and professionally if possible).</li></ul>
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## People Development Profile

### PEOPLE ASSESSMENT SKILLS

**People Assessment Skills** looks at the ability to make a reasonable appraisal of another individual's needs in terms of his or her possible future development. This competency category asks the question "How well do you assess a person's strengths and development needs as a foundation for his or her future learning and growth?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') are likely to mean that you invest little or no time or effort in seeking to appraise the current skills or competencies of people around you. This means that you are likely to have gathered too little information to make an informed judgment about an individual's capacity to handle particular assignments or jobs that they may be given to help them to develop and grow.

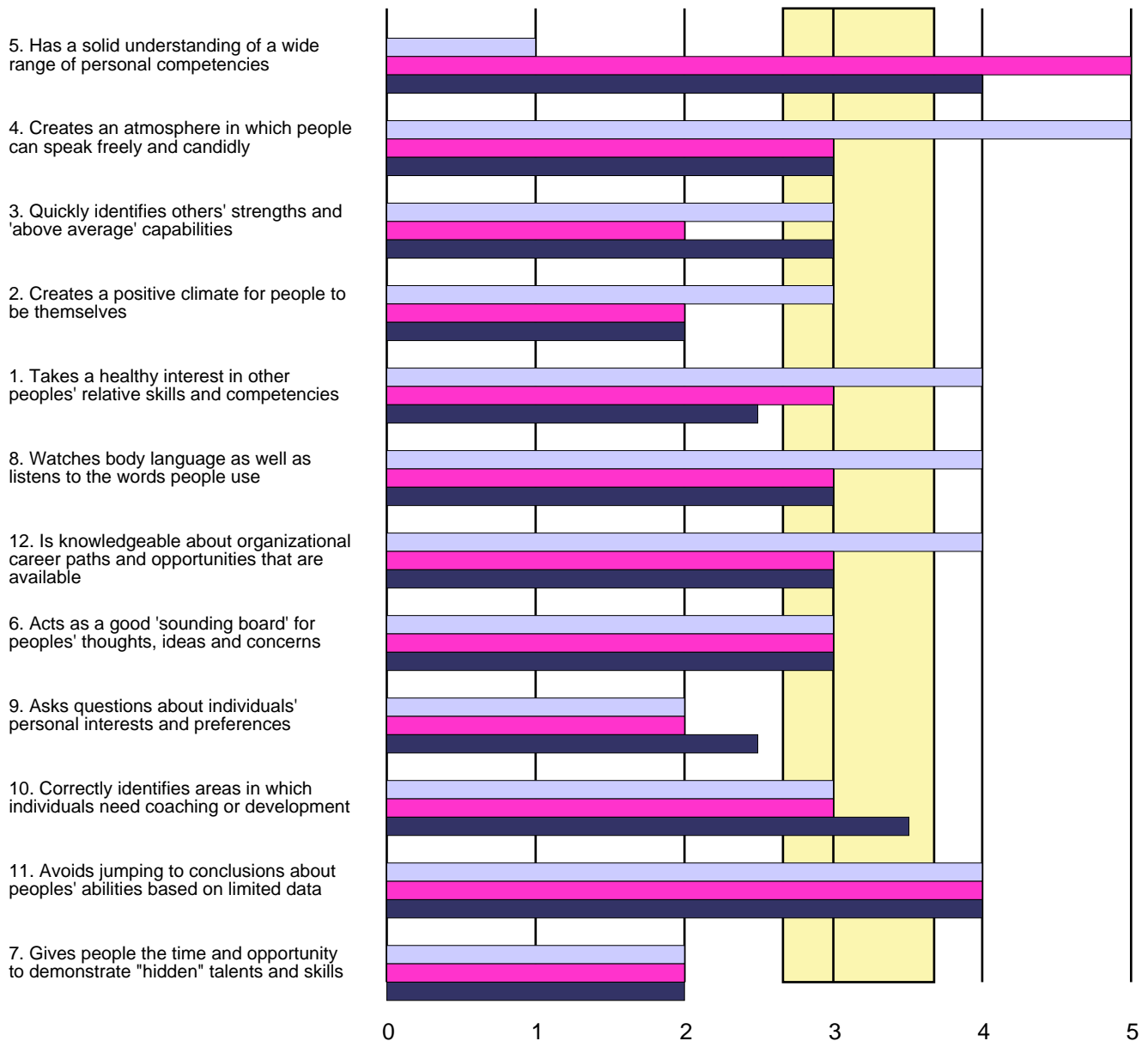
A low score person will be likely to create and/or sustain an environment in which individuals rarely discuss their work or job goals and dreams. In fact, people may often feel uneasy and uncomfortable or even nervous about speaking up about their career aspirations. As a result, you may reach faulty conclusions about peoples' actual strengths and talents.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('frequently' and 'almost always') are likely to mean that you are highly capable of appraising an individual's current skills or competencies and use the information to talk intelligently to the person concerned when discussing future development possibilities. This means that you are also likely to use the information that you gather from people in a wide manner in steering the particular person towards work that will help them to stretch and grow.

A high score person will be likely to create a very open and positive climate in which people can share their thoughts and ideas and talk about their medium to long term job and career aspirations. This allows you to draw upon this information to make careful assessments of what an individual may be capable of achieving in the short to medium term.

## People Development Profile PEOPLE ASSESSMENT SKILLS



■ Self     
 ■ Supervisor     
 ■ Norm

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### Improvement actions

Low scorers need to invest more time in talking to individuals about their prevailing work goals and challenges and to use the feedback obtained to make reasonable judgments about current strengths and development needs. Low scorers can also talk to peers in the organization who are already well regarded for their 'people assessment' skills and ascertain specific assessment methods and techniques that could be used in the future.

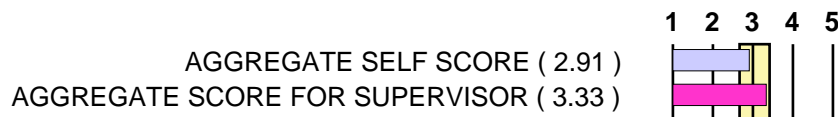
<b>People Assessment Skills</b>	<ul style="list-style-type: none"><li>-Give people you seek to develop access to you, sufficient one-to-one time and your sincere attention.</li><li>-Focus on their needs, ask questions, and listen to themes around strengths, preferences, goals and insecurities. Play back what you hear from time to time to demonstrate that you have heard properly, processed information and have not let your mind wander. Avoid the temptation to jump to prescriptive interpretations too quickly; remember that people are complex and your first impression may not be entirely accurate.</li><li>-Play back what you hear from time to time to demonstrate that you have heard properly, processed information and have not let your mind wander.</li><li>-Avoid the temptation to jump to prescriptive interpretations too quickly; remember that people are complex and your first impression may not be entirely accurate.</li></ul>
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## People Development Profile

### COACHING ABILITY

Coaching Ability looks at the extent to which you provide guidance and support to people who may benefit from your expertise, wisdom and business knowledge. This competency category asks the question "How well do you identify people who would benefit from a mentoring relationship with you and then build the relationship so that it becomes mutually beneficial to the individual and the organization as a whole?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you miss opportunities to coach or mentor others personally or to engage other suitable people to coach or mentor individuals who would benefit from a long term one to one relationship. At the most extreme end of the scale, you may offer little or no personal coaching or counseling support to people and leave them entirely to their own devices, when it comes to development.

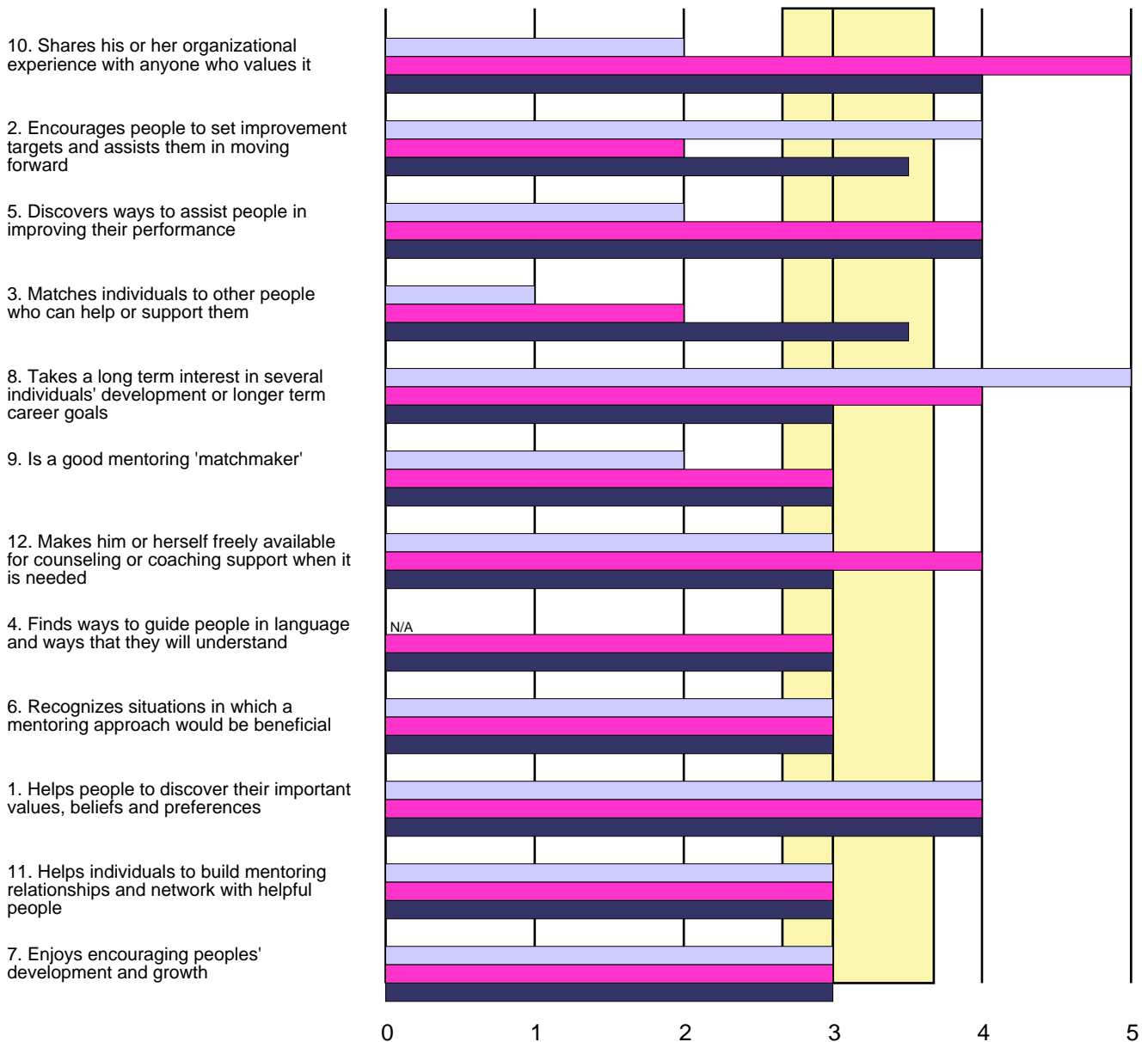
A low score person will be likely to only offer or promote coaching or mentoring (if it is available) when told to do so, or as part of a structured program. They may also fail to identify people who would value and benefit from having a coach (unless they identify themselves) and trust too much to luck or good fortune to match up people with needs and people with the skills or experience to help.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you are almost naturally aware of those who would benefit from personal coaching or mentoring and are able to identify individuals (including yourself) who are or would be highly effective coaches or mentors to others. You will therefore be adept at matching individuals to their most useful and helpful coaches and mentors, taking account of individual styles and personality.

A high score person will be likely to seek out inexperienced individuals (or people who could benefit from some longer term one to one coaching or guidance) and intervene directly in trying to find the most appropriate match, including putting themselves forward, if appropriate.

## People Development Profile COACHING ABILITY



■ Self    
 ■ Supervisor    
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### Improvement actions

Low scorers need to take a serious interest in people who are new to a team or organization, people in new jobs or people who seem to be facing particular challenges, have plateaued etc, and engage themselves in finding out what personal coaching needs these people may have and who in the organization may be best able to help provide assistance or guidance.

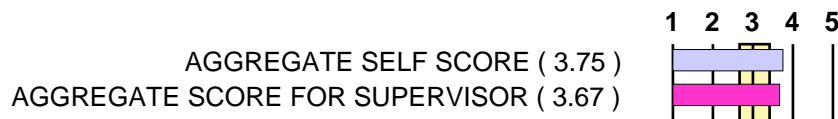
<b>Coaching Ability</b>	<ul style="list-style-type: none"><li>-Learn as much as you can about individuals, including their beliefs, values and preferences and gently discover how, and what kinds of mentoring might assist them most.</li><li>-Look to create well matched mentoring relationships by drawing on your own experience or the experience of others so as to provide good guidance and support for the individual in question.</li><li>-Modify and adjust your style or method of communication to connect with people in ways they prefer or relate to best.</li><li>-Offer people constructive feedback whenever you have opportunities, even if it is over just a few minutes, every day.</li></ul>
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## People Development Profile

### EMPOWERMENT ABILITY

Empowerment Ability looks at the extent to which you give people the freedom or the room to determine how they might go about achieving a personal goal or challenge. This competency category asks the question "How well do you create a climate of trust in which people feel that they can take risks and make mistakes to learn to do things in a better or a different way?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you rarely give people sufficient room or authority to take on tasks or projects that are at the 'edge' of their capability or skills. You may also over specify how things are to be done and even intervene personally when you feel that an individual has made a mistake or is going to fail.

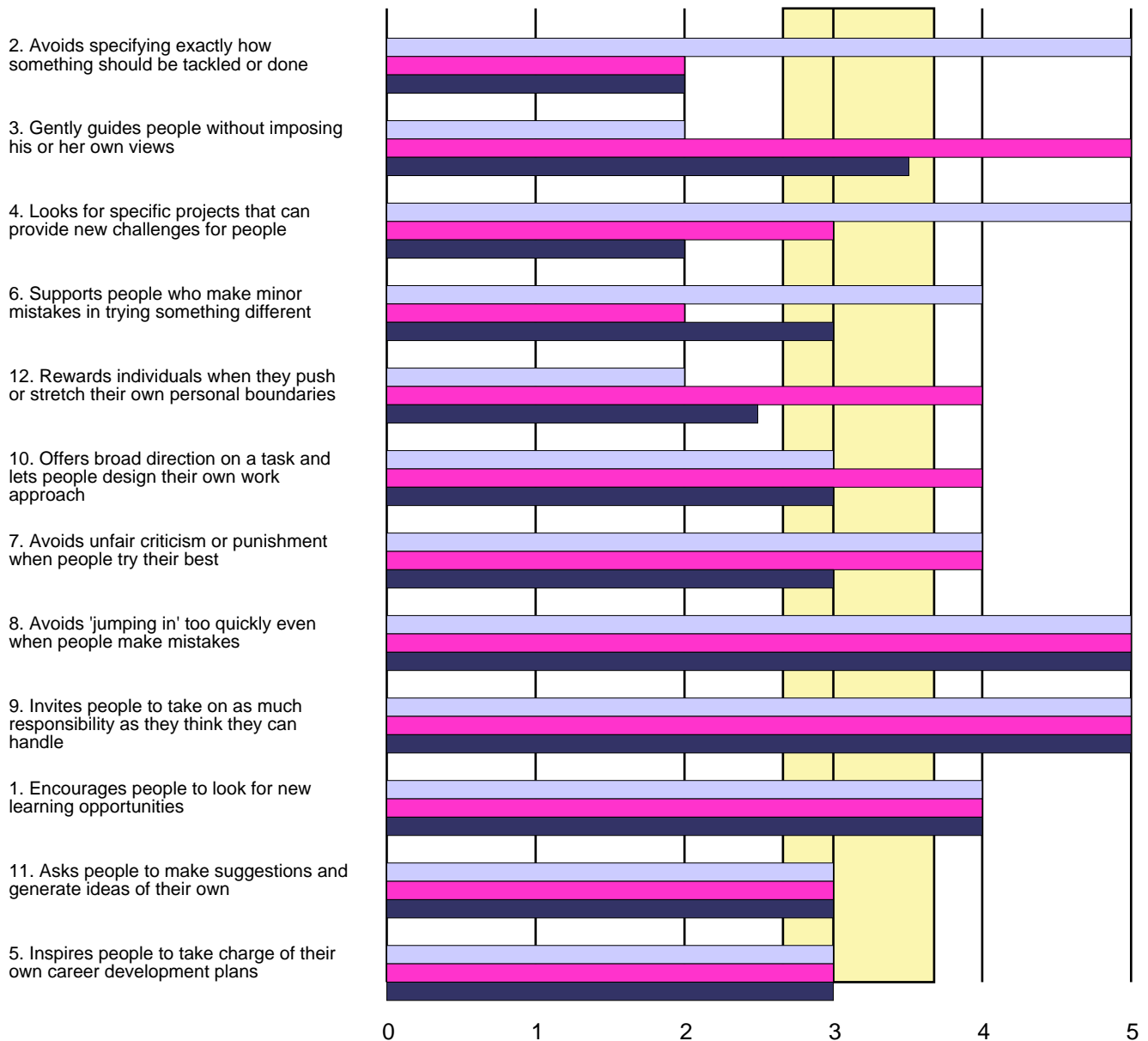
A low score person will be likely to take on too much by themselves or only offer low level or 'safe' tasks to others that can be supervised or have low levels of risk or consequence if things go wrong. You may also impose your opinions too regularly, and even take tasks and projects back from people who are not performing to your exacting standards.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you enjoy seeing people take on new and stretching tasks and personally grow by being given the room to take reasonable risks and try different approaches by themselves. You also delegate responsibility to people you believe are capable and encourage people to take on personal challenges and set and achieve goals.

A high score person will be likely to actively look for ways to empower individuals to take on responsibility and even to stretch the limits of their 'comfort zone' in handling new or different tasks. You will rarely feel uncomfortable about giving your authority to others and give people as much support as they need, even when mistakes or less than optimal paths are chosen.

## People Development Profile EMPOWERMENT ABILITY



■ Self    
 ■ Supervisor    
 ■ Norm

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### Improvement actions

Low scorers need to become less structured and distrusting of those around them to achieve results to at least the same standard that they could achieve themselves. As such, they should offer only broad directional guidance when delegating (or assigning a task) and look to avoid making any intervention unless it is absolutely critical or it is invited by the individual.

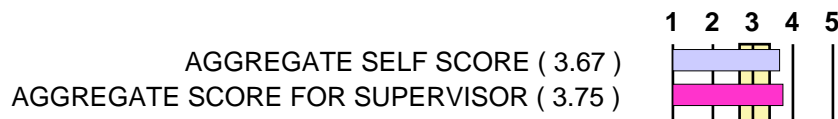
<b>Empowerment Ability</b>	<ul style="list-style-type: none"><li>-Look for a variety of new learning opportunities for your people and describe these without specifying the exact approach and outcomes that could be taken.</li><li>-Allow and encourage people to come up with their own ideas and plans to improve or to push themselves beyond previous levels of performance.</li><li>-Support people when they make minor or understandable mistakes and reward hard work, innovation and effort to stretch personal boundaries.</li><li>-Look for opportunities to delegate projects or interesting work to individuals or the team as whole whenever you can.</li></ul>
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## People Development Profile

### MOTIVATIONAL ABILITY

Motivational Ability looks at the extent to which you can apply a variety of methods and techniques to help an individual to 'stretch' themselves to develop and grow in his or her work. This competency category asks the question "How broad and creative are your efforts to inspire people to set high personal goals in terms of their own development?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you rarely challenge people to think about issues they face in new or different ways, or to reflect more deeply about performance shortfalls. You may also be prone to tolerate mediocrity and allow others not to confront their 'average' performance or outcomes, when they occur.

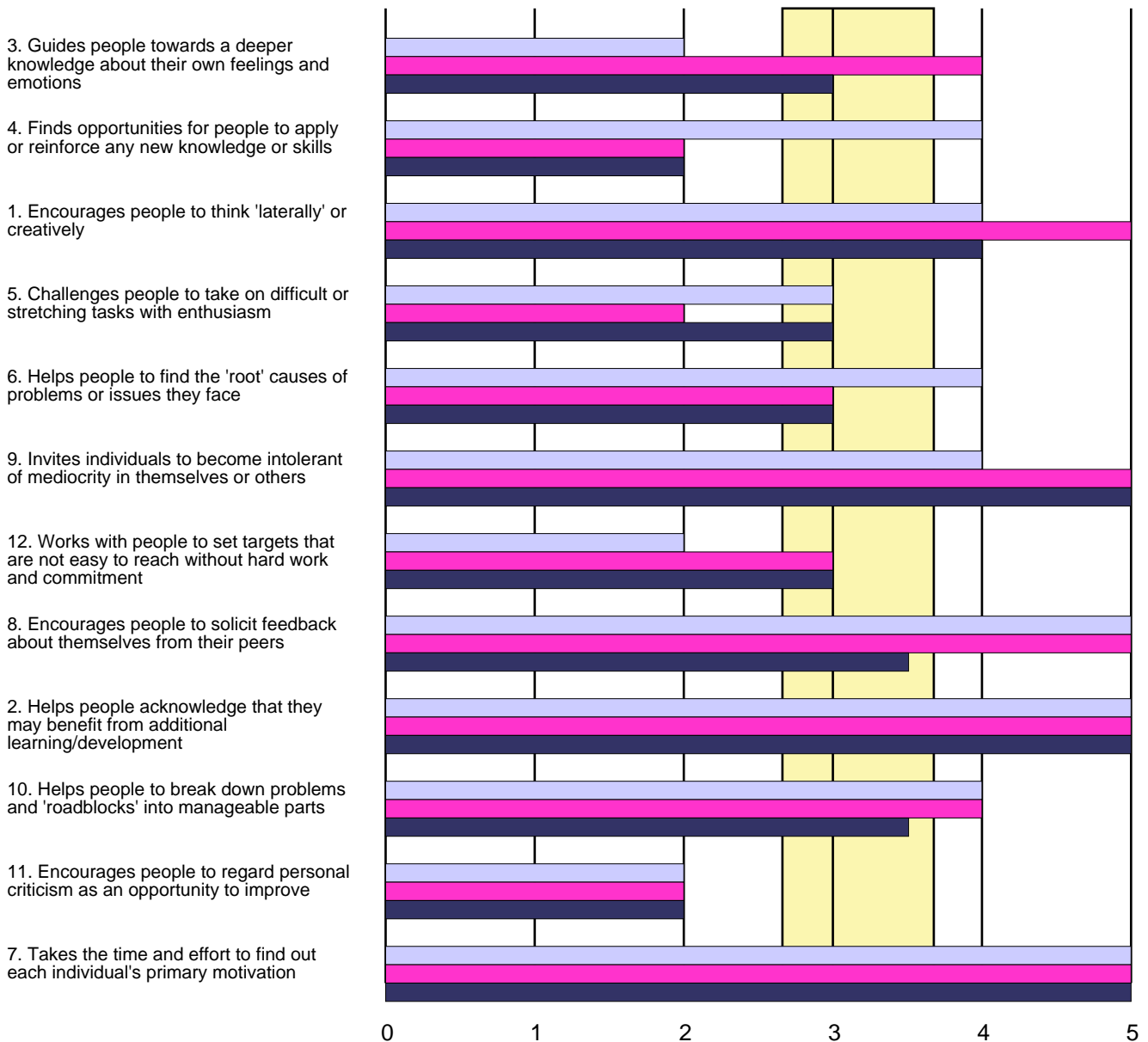
A low score person will be likely to find people development and motivation more difficult because of a lack of willingness to get people to reflect on their poor or average performance really critically and to strive to reach higher or better goals. They may therefore hesitate in offering full and candid feedback, or even fear the negative impact that criticism may have on individuals, when it is offered.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you are effective at playing 'devils advocate' in a balanced and constructive way in looking to develop other people. You therefore get individuals to become less willing to accept that their immediate work difficulties and concerns should be tolerated, or seen as insoluble and create a healthy intolerance of average or mediocre personal performance or outcomes.

A high score person will be likely to use a variety of different ways and means to help people to focus on their performance more critically, as a basic platform upon which they can set their own targets to improve. They are therefore likely to be seen as firm but fair in their dealings with people and solution focused and motivationally creative in looking at future possible courses of action when developing others.

## People Development Profile MOTIVATIONAL ABILITY



■ Self     
 ■ Supervisor     
 ■ Norm

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### Improvement actions

Low scorers need to become willing and personally comfortable giving people more direct and candid feedback about performance in ways that help individuals to want to stretch themselves to overcome poor or average performance. To do this, they should practice asking probing questions and challenge individuals to think deeply and creatively to look for new or different approaches they can take, as an alternative to accepting their current situation or circumstances.

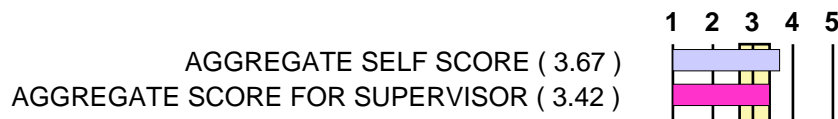
<b>Motivational Ability</b>	<ul style="list-style-type: none"><li>-Develop a set of useful general questions that you can ask of people to help them reflect upon whether their current approach or actions represent the best they can achieve.</li><li>-Use your questions to encourage people to solicit feedback about themselves from others and to see this as a healthy part of personal growth and learning.</li><li>-Build a climate in which individual performance goals are dynamic and in which personal growth is the norm.</li><li>- Support and reward achievement but also seek to inspire others to raise the bar themselves.</li></ul>
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## People Development Profile

### RAPPORT BUILDING SKILLS

**Rapport Building Skills** looks at the extent to which you create a positive climate for people development communication and demonstrate an understanding of the other person's viewpoint and feelings. This competency category asks the question "How well do you build a spirit of trust and sincerity in order for people to feel that you identify with them and their personal feelings, challenges and issues?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you are more 'cool' or aloof about other peoples' issues (and may even deliberately distance yourself from them). You may not easily appreciate or respond when people need sincere advice or support. Even when you find yourself in a 'deeper' conversation, you may be oblivious to the depth of peoples' feelings or emotions about an issue or a challenge they face.

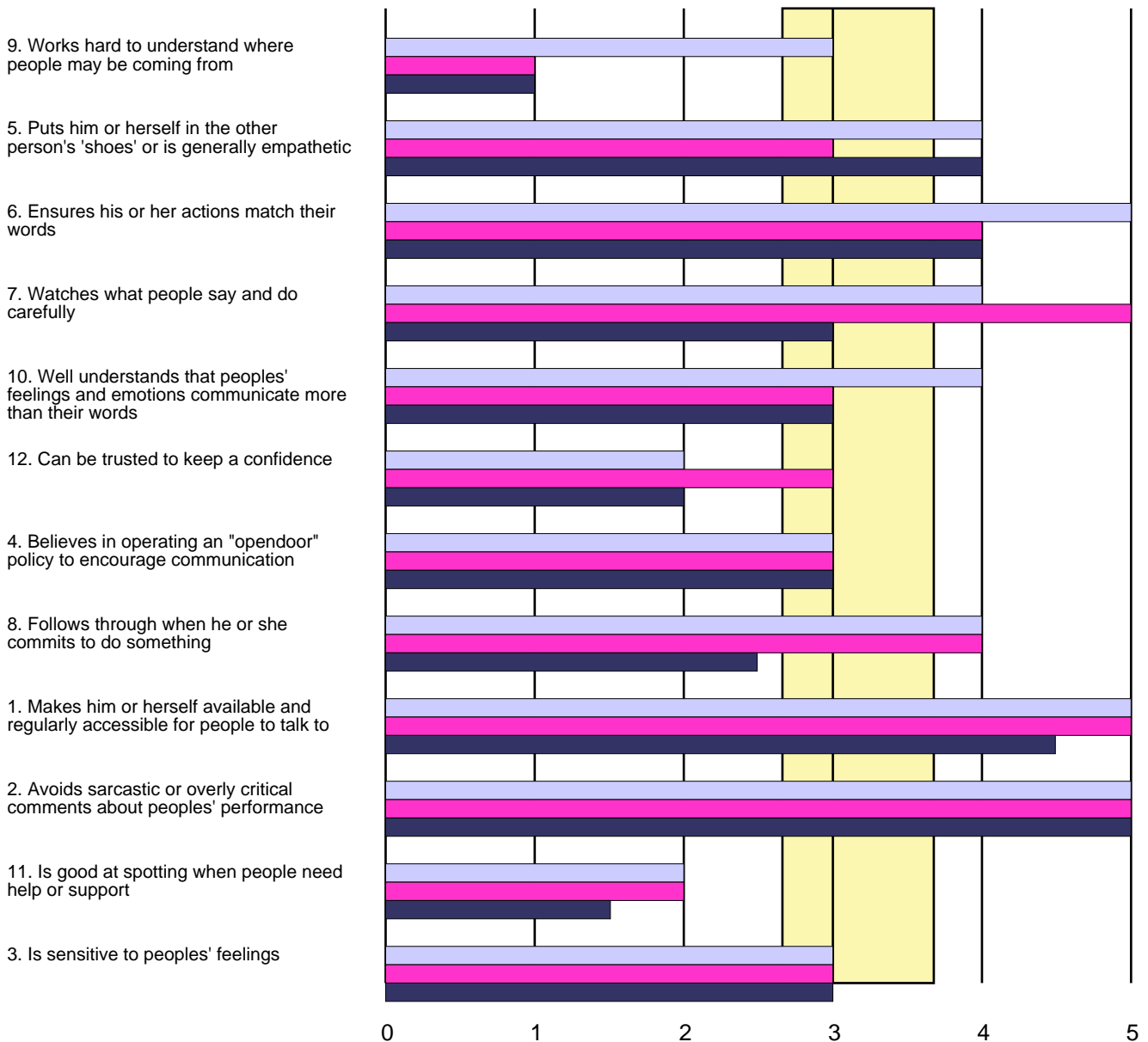
A low score person will be likely to find that people will not naturally seek them out as a useful 'sounding board' for their problems or concerns, preferring to go to others who they see to be 'warmer' and more accommodating. Low scorers may also send mixed or confused signals arising from differences in what they say and what they do. They may see people preferring to keep their relationship relatively shallow or restricted to only the essentials, or mainly analytical issues.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you typically find ways to connect with people, and enjoy building strong and rewarding relationships through give and take communication. You are also likely to look to sincerely understand other peoples' issues and challenges and to therefore, quickly "tune in" to their underlying feelings about a subject or issue (or challenge they might be facing).

A high score person will be likely to quickly gain a reputation as someone to whom people can freely talk, trust their confidences and get helpful and patient guidance. High scorers are likely to be seen as good listeners, balanced, noncritical and highly reliable in terms of any commitment that they make.

## People Development Profile RAPPORT BUILDING SKILLS



■ Self    
 ■ Supervisor    
 ■ Norm

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### Improvement actions

Low scorers need to develop their attentive listening skills and try not to judge what people say only in terms of what it would mean if they said or did this themselves. Although it is extremely difficult to do in the short term, low scorers need to think more deeply about how other people may be feeling and to reflect upon why this might be the case before offering any comment or response.

<b>Rapport Building Skills</b>	<ul style="list-style-type: none"><li>- Aim to be as positive and sincere as possible in your comments and conversations with people. Be sensitive to peoples' feelings, emotions and behavior as well as their words. Try to develop greater trust by making sure that you meet the commitments you make and that your deeds match your words. Building greater rapport involves twoway communication - that is, giving and getting from both parties.</li><li>- Be sensitive to peoples' feelings, emotions and behavior as well as their words.</li><li>- Try to develop greater trust by making sure that you meet the commitments you make and that your deeds match your words.</li><li>- Building greater rapport involves twoway communication - that is, giving and getting from both parties.</li></ul>
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# THE '10/10' REPORT

## Top 10 strengths according to supervisor

		scores		
		Self	Sup.	Coll.
Forward Path Identification Skills	5. Stays uptodate about new and emerging opportunities in the workplace	2.0	5.0	N/A
People Assessment Skills	5. Has a solid understanding of a wide range of personal competencies	1.0	5.0	N/A
Coaching Ability	10. Shares his or her organizational experience with anyone who values it	2.0	5.0	N/A
Empowerment Ability	3. Gently guides people without imposing his or her own views	2.0	5.0	N/A
Empowerment Ability	8. Avoids 'jumping in' too quickly even when people make mistakes	5.0	5.0	N/A
Empowerment Ability	9. Invites people to take on as much responsibility as they think they can handle	5.0	5.0	N/A
Motivational Ability	1. Encourages people to think 'laterally' or creatively	4.0	5.0	N/A
Motivational Ability	2. Helps people acknowledge that they may benefit from additional learning/development	5.0	5.0	N/A
Motivational Ability	7. Takes the time and effort to find out each individual's primary motivation	5.0	5.0	N/A
Motivational Ability	8. Encourages people to solicit feedback about themselves from their peers	5.0	5.0	N/A

## Top 10 development needs according to supervisor

		Self	Sup.	Coll.
Constructive Feedback Giving Ability	1. Provides concrete and specific examples to clarify performance expectations	3.0	1.0	N/A
Constructive Feedback Giving Ability	7. Uses analogies, metaphors and examples when giving people feedback	5.0	1.0	N/A
Forward Path Identification Skills	9. Looks to help people to discover the consequences of different courses of personal action	2.0	1.0	N/A
Rapport Building Skills	9. Works hard to understand where people may be coming from	3.0	1.0	N/A
Rapport Building Skills	11. Is good at spotting when people need help or support	2.0	2.0	N/A
People Assessment Skills	2. Creates a positive climate for people to be themselves	3.0	2.0	N/A
People Assessment Skills	3. Quickly identifies others' strengths and 'above average' capabilities	3.0	2.0	N/A
People Assessment Skills	7. Gives people the time and opportunity to demonstrate "hidden" talents and skills	2.0	2.0	N/A
People Assessment Skills	9. Asks questions about individuals' personal interests and preferences	2.0	2.0	N/A
Coaching Ability	2. Encourages people to set improvement targets and assists them in moving forward	4.0	2.0	N/A

## **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.

### **Constructive Feedback Giving Ability**

**Constructive Feedback Giving Ability** looks at the extent to which you offer useful and constructive feedback on performance that is genuinely accepted and acted upon. This competency category asks the question "How well do you utilize a range of guidance, counseling and/or developing and instructional methods to help people to perform at their best?"

#### **Course Suggestions**

- Giving/Receiving Feedback
- Communication skills
- Influencing skills
- Listening skills

#### **Reading Suggestions**

- Giving and Receiving Feedback: Building Constructive Communication (A Fifty-Minute Series Book), Patti Hathaway
- What Did You Say?: The Art of Giving and Receiving Feedback, Charles Seashore
- Job Feedback: Giving, Seeking, and Using Feedback for Performance Improvement, Manuel London
- Giving and Receiving Performance Feedback, Peter Garber

#### **Other Suggestions**

- Hold an open meeting with your team or colleagues to discuss your constructive feedback giving abilities and gather feedback on what they think may be more effective for you in the future.
- 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 ability to give people feedback more effectively and other possible support they may be able to offer.

## **COURSE AND READING SUGGESTIONS**

### **Forward Path Identification Skills**

**Forward Path Identification Skills** looks at the extent to which you look for, identify and appreciate the various development and career paths that are available and appropriate to an individual. This competency category asks the question "How well do you provide people with information about possible future growth 'steps' and development 'avenues' that may be available to them?"

#### **Course Suggestions**

- Career planning/development
- Building Self esteem/self-confidence in others
- Motivational skills
- Creativity and Innovation

#### **Reading Suggestions**

- Career Planning: A Developmental Approach , John Barker and Jim Kellern
- Career Development and Planning: A Comprehensive Approach, Robert C. Reardon, et al
- What Color Is Your Parachute? 2005: A Practical Manual for Job-Hunters and Career-Changers, Richard Nelson Bolles and Mark Emery Bolles
- Career Counseling: Applied Concepts of Life Planning, Vernon Zunker
- Career Planning and Succession Management : Developing Your Organization's Talent--for Today and Tomorrow, William J. Rothwell, et al

#### **Other Suggestions**

- Hold an open meeting with your team or colleagues to discuss your forward career path identification abilities and gather feedback on what they think may be more effective for you in the future.
- 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 ability to identify new or different career paths for people more effectively 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: Provides concrete and specific examples to clarify performance expectations</b>		3.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Uses analogies, metaphors and examples when giving people feedback</b>		5.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Looks to help people to discover the consequences of different courses of personal action</b>		2.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Works hard to understand where people may be coming from</b>		3.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Encourages people to set improvement targets and assists them in moving forward</b>		4.0	2.0	N/A
Action to Take:	Target Date:			