

# Personal effectiveness 180° feedback report



**Mary Sample**

**Saturday, January 26, 2002**

# Introduction

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

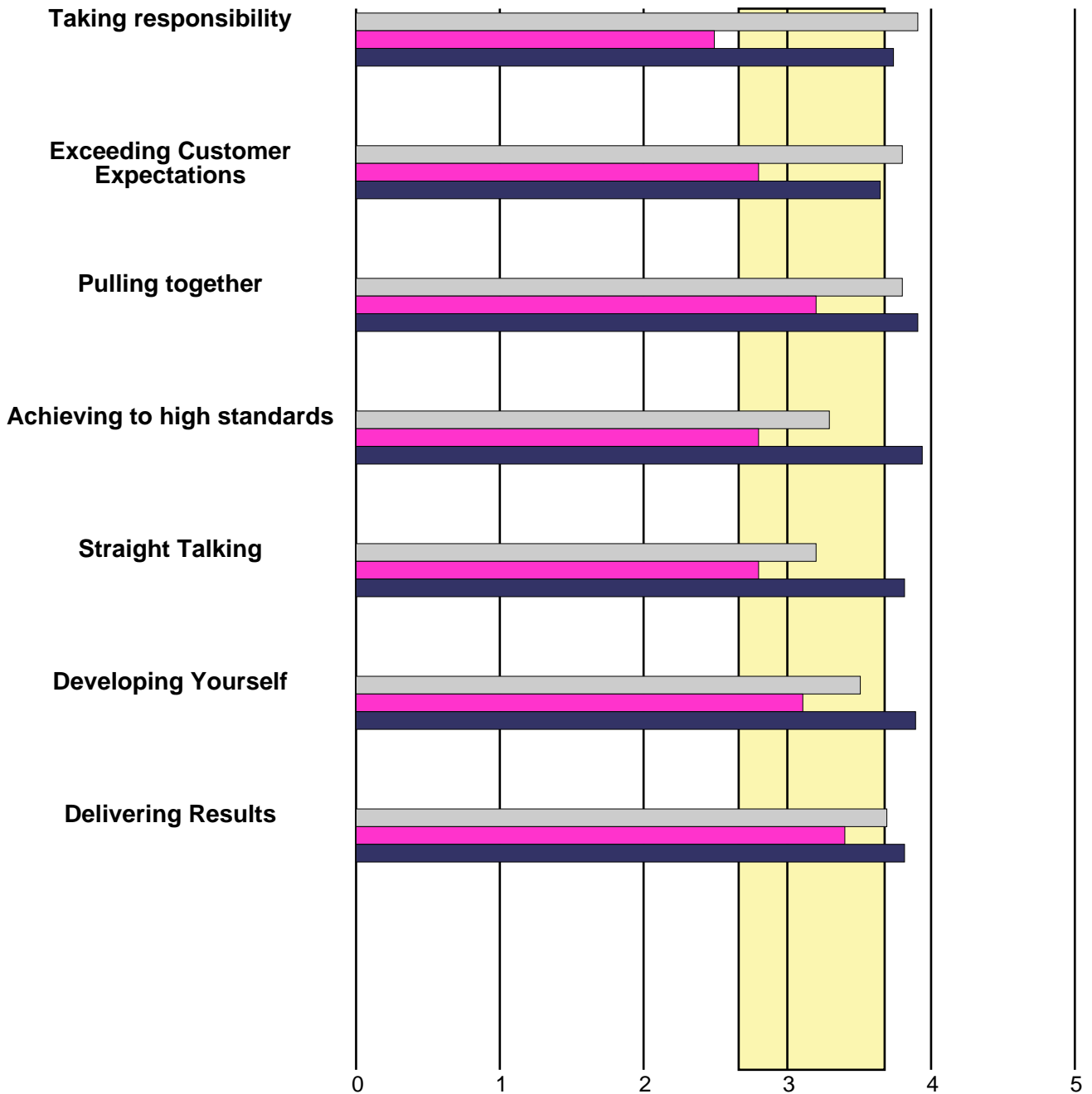
## 5. Development Plan

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

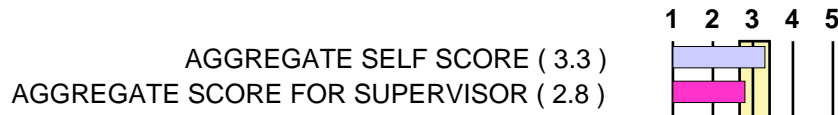
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## Personal effectiveness Profile

### ACHIEVING TO HIGH STANDARDS

Achieving to high standards looks at looks at the extent to which an individual pushes themselves and others to achieve better or higher quality outcomes for themselves and for the organization as a whole. This category asks the question "How effective are my efforts to attain high quality results from efficient or effective input or effort?"

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 to mean that this individual may do the bare minimum or accepts an 'ordinary' level of performance (from themselves and others) when they should be pushing for higher standards or better quality outcomes.

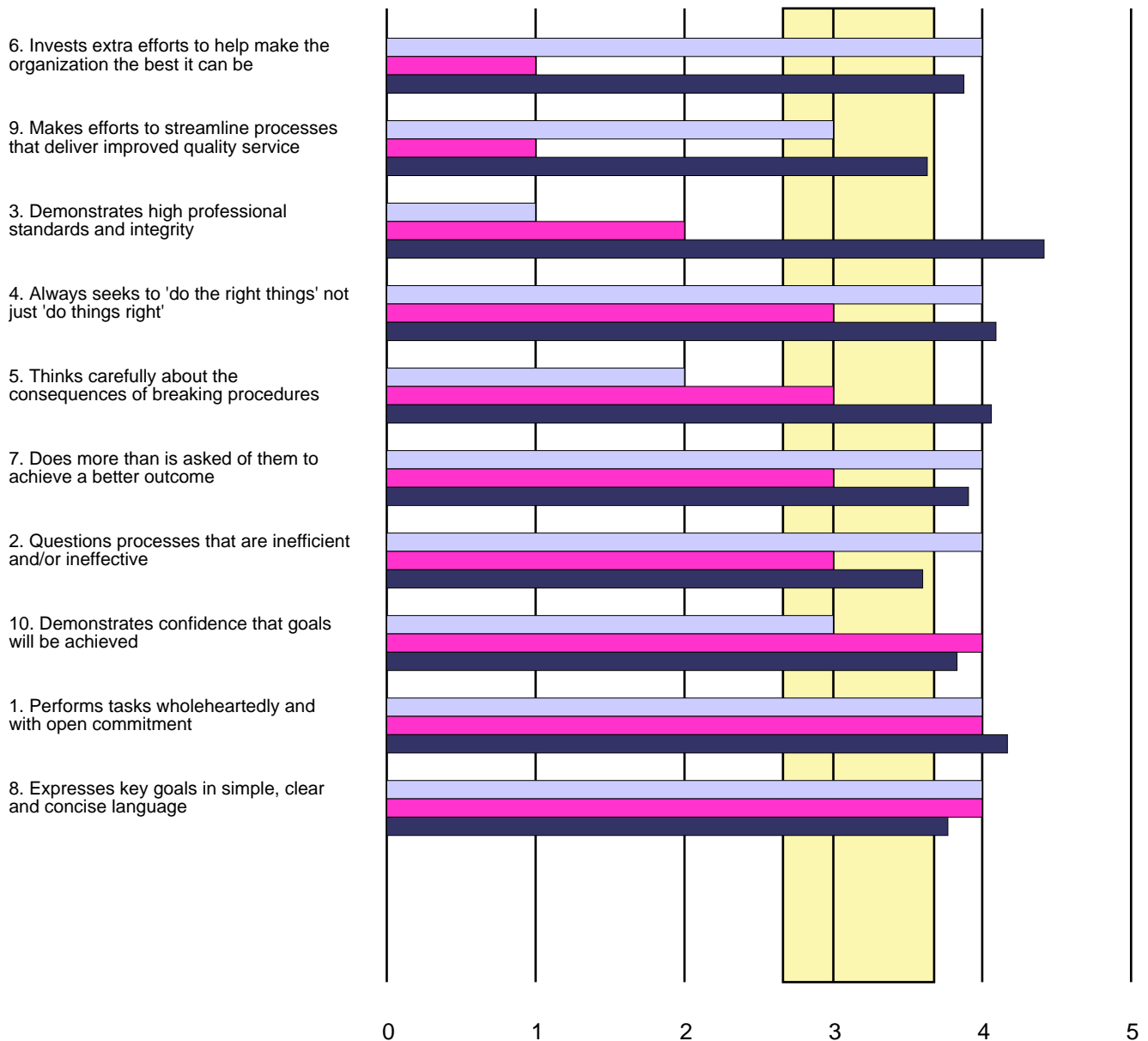
A low score person will be likely to be seen by others to be 'individualistic' and lacking in trust in their own skills and abilities to achieve their goals and targets. The low score person may also spend little or no time in transferring their knowledge, or coaching others and making time available to help and support the team in ensuring that they do the right things and do things right."

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely mean that this individual has a high level of professional pride in themselves and in the organization and therefore strives hard to achieve high standards in everything they do. They are also likely to try to understand people at a 'deeper' level and offer input and suggestions that help to encourage effort to achieve high quality results.

A high score person will be likely to build high levels of co-operative trust with others to build an open and warm climate in which they can feel that they can take reasonable risks in their work. This provides the right climate to challenge the way that things are done to help drive higher levels of performance."

## Personal effectiveness Profile ACHIEVING TO HIGH STANDARDS



■ Self    
 ■ Supervisor    
 ■ Norm

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## Personal effectiveness Profile

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### Improvement actions

Low scorers need to take more professional pride in their work and aim to be a role model for others in setting clear quality goals and pushing themselves and others to meet or even exceed them. Low scorers can initially do this by concentrating on asking incisive questions about whether existing processes are efficient and then working with colleagues to set progressive improvement targets and goals.

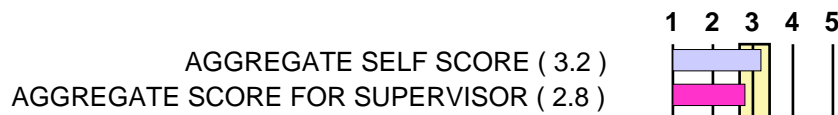
<b>Achieving to high standards</b>	<ul style="list-style-type: none"><li>-Find specific opportunities to take responsibility for tasks and projects to which you can add value or offer improvement suggestions.</li><li>-Look for specific opportunities to talk to people individually and in groups on a regular basis to keep informed about ideas, direction, progress etc.</li><li>-Ask incisive questions about existing processes in your work area to gain an appreciation of where opportunities might lie to lift quality or improve service.</li><li>-Take an active interest in identifying specific strategies to eliminate process waste and inefficiency.</li><li>-Invest as much effort as possible in understanding the relevant range of products and services that the organization offers to its customers and determine how you might offer suggestions for improvement.</li></ul>
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## Personal effectiveness Profile

### STRAIGHT TALKING

Straight talking looks at the extent to which an individual communicates with honesty, economy and clarity, and remains open to feedback. This category asks the question "How well do you design and communicate your messages to your colleagues to be clear and unequivocal and attentively listen to people's responses in order to adjust, where necessary?"

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 to mean that that this individual may miss opportunities to communicate when it would be helpful (on some occasions) or to spend too little time in designing the message, or thinking about how it might be optimally delivered. They are also likely to find little time to listen to feedback and to adjust accordingly.

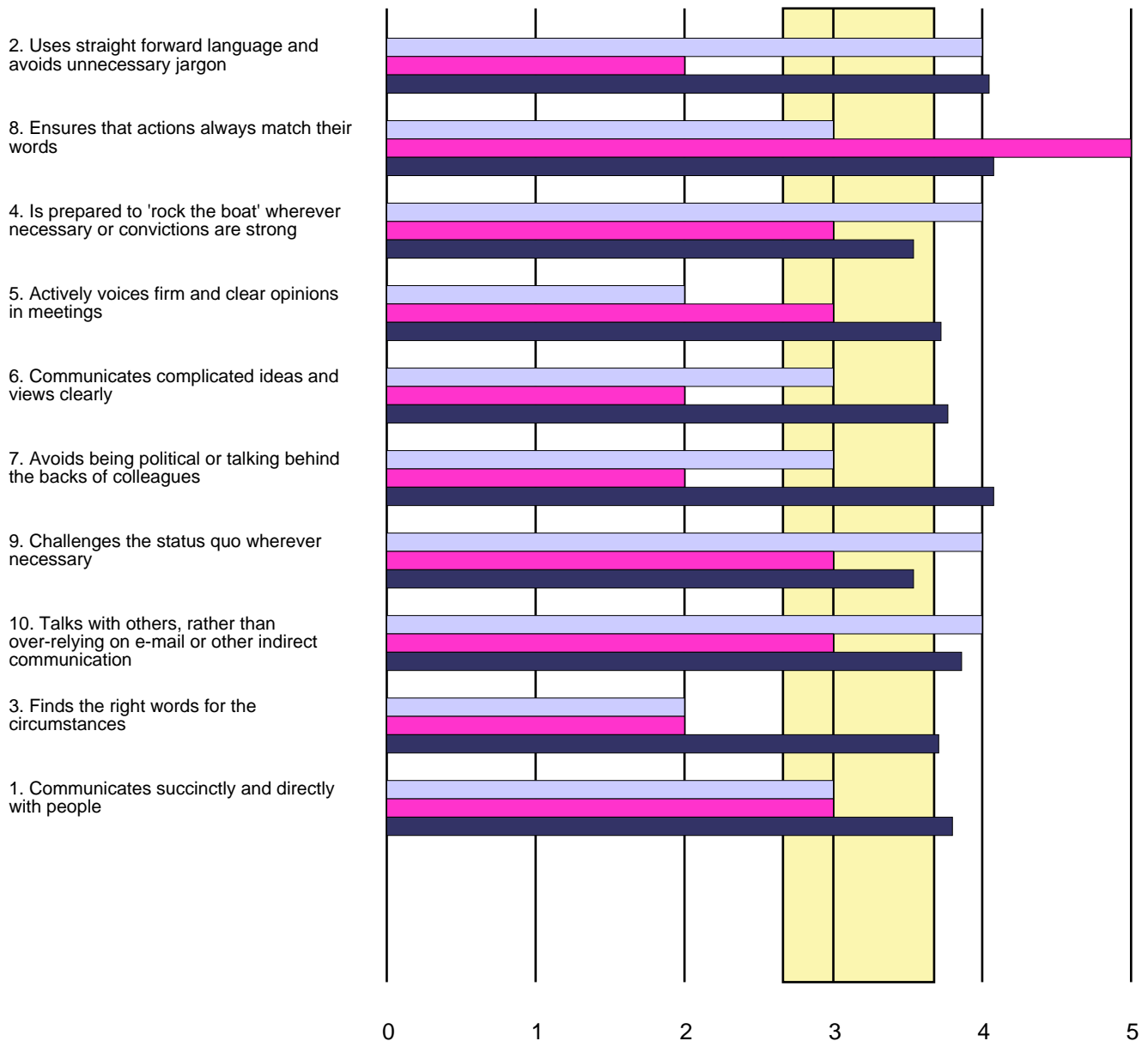
A low score person will be likely to communicate 'on the run' or 'just in time', allowing insufficient time to shape the message carefully or to think about who will receive it and how it may be best delivered. Low scorers are likely to be perceived as poor communicators and poor listeners and will therefore, find it difficult to get their messages across credibly, or in a way that interests or enthuSES their colleagues."

#### 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 highly conscious of the need to create an open and positive climate in which they can listen and gather feedback effectively and efficiently. They are also likely to find ways to maintain clear and frequent communications using a range of different 'channels' and methods.

A high score person will be likely to be seen as a highly approachable individual who uses a range of different communication methods and styles to ensure that information flows in both directions freely, sincerely and in a varied and interesting way. High scores are likely to enjoy talking to and listening to people."

## Personal effectiveness Profile STRAIGHT TALKING



■ Self     
 ■ Supervisor     
 ■ Norm

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## Personal effectiveness Profile

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### Improvement actions

Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as both a listener and a communicator to others and use the analysis to focus attention on areas of weakness or limitation. In addition, low scorers can review the actions taken by highly effective communicators and look to practice some of these habits wherever and whenever the opportunities present themselves.

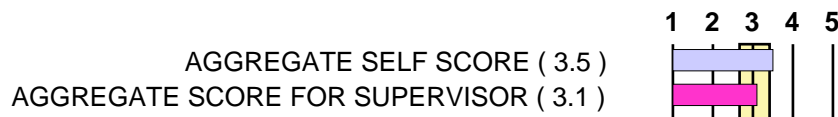
<b>Straight Talking</b>	<ul style="list-style-type: none"><li>-Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible.</li><li>-Use the information you gather to carefully plan what you say and how you say it, so that your message is well received more often.</li><li>-Experiment with different communication methods or channels to appeal to a wider range of people.</li><li>-Keep a log or a diary to record performance feedback or comments that you receive and make a point of talking to individuals directly to make sure you are sure about their meaning.</li><li>-Follow the main points or issues in all group meetings and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.</li><li>-Be as direct as you can when giving feedback to others (achieving a balance between being clear and concise at one end of the scale and sensitive to the situation in which you find yourself at the other)</li></ul>
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## Personal effectiveness Profile

### DEVELOPING YOURSELF

Developing yourself looks at how well this person looks to the future and manages their own development to ensure that their performance is optimal, now and into the future. This category asks the question "How effectively do you engage in continual learning and development to keep enhancing your personal capability and performance?"

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 rarely challenges themselves to think about issues they face in new or different ways or to reflect more deeply about performance shortfalls. They are also likely to be prone to tolerate mediocre performance and to be often over complacent about their lack of skills or abilities to do their job well.

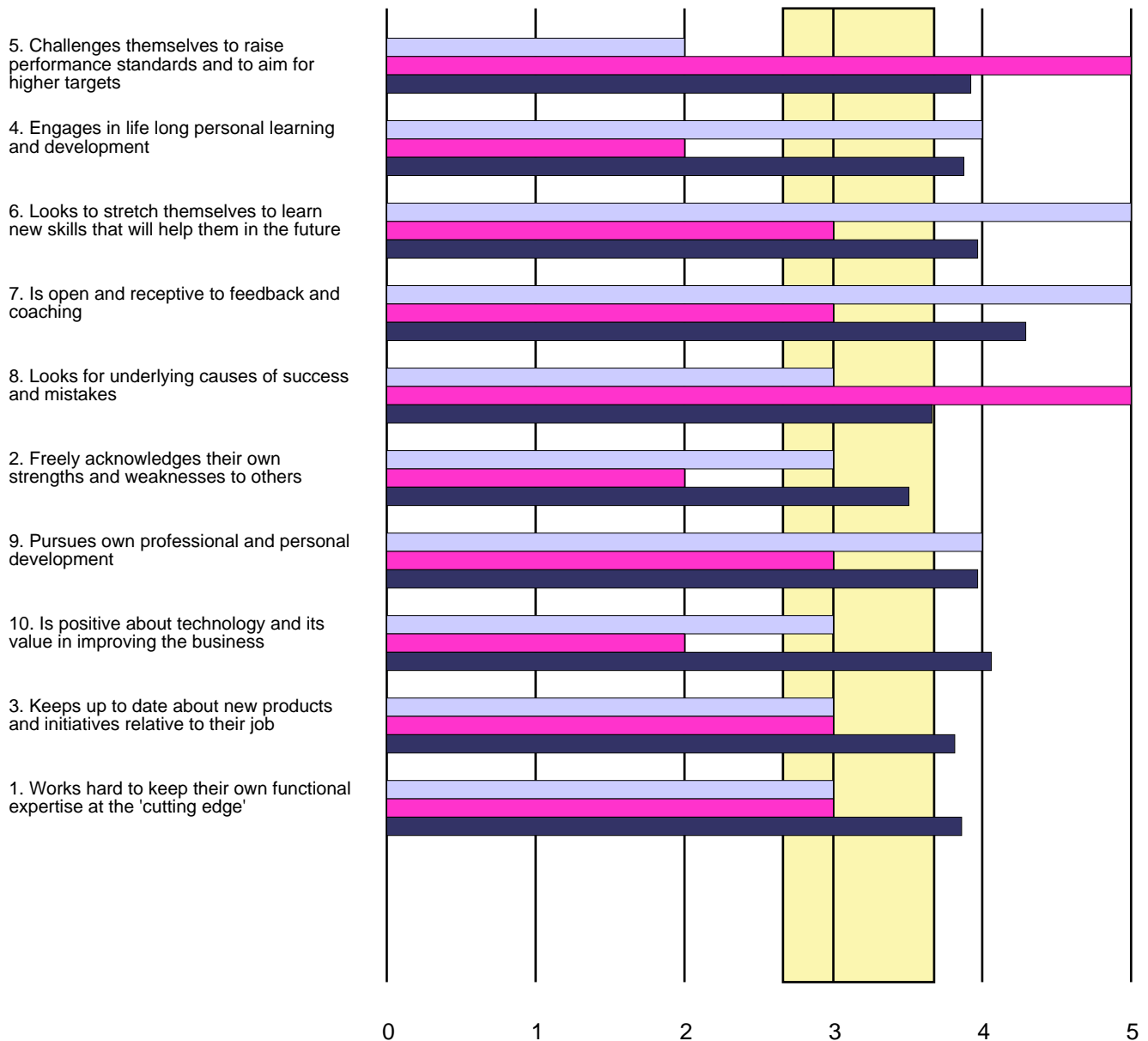
A low score person will be likely to be defensive about any feedback on their skills or performance as a whole and even mentally decide that they cannot develop or improve their knowledge or expertise (and therefore not try or give up very quickly)."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual has a healthy interest in their own personal and professional development and therefore works hard to keep their knowledge and expertise up to date. They will consequently take an active interest in both formal and informal ways and means to ensure that they maintain their skills at a high level (including the utilisation of any appropriate technology wherever this is applicable).

A high score person will be likely to use a variety of different methods to focus on their performance critically, as a basic platform upon which they can set their own targets to develop and improve"

## Personal effectiveness Profile DEVELOPING YOURSELF



■ Self     
 ■ Supervisor     
 ■ Norm

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### Improvement actions

Low scorers need to adopt the attitude that continual learning and development is a life long journey and seek every opportunity to improve their knowledge, skills and expertise. This can be done informally by seeking out specific coaching and general feedback on performance from others, or formally by looking for relevant training or structured development opportunities where there are any apparent gaps or needs.

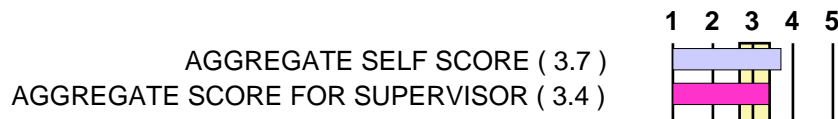
<b>Developing Yourself</b>	<ul style="list-style-type: none"><li>- Design regular time into your day or week to think about the medium or long-term future (not just your day to day or most pressing issues or problems).</li><li>- Take an active interest in new technology (to learn and to do your job more effectively) and engage in any formal or informal learning that you need to bring about personal improvement.</li><li>- Imagine a range of possible outcomes or results that could come about in terms of future personal or organisational change and carefully consider what you might need to do now to accommodate the scenarios, if they were to occur.</li><li>- Think about the medium to long term needs of your function or the business area and plan what personal skills or experience will be needed to remain competitive in the future</li><li>- Carry out a rigorous learning and development needs analysis on yourself, and plan how any 'gaps' may be closed, or mediocrity can be lessened.</li><li>- Find varied ways (such as special projects or assignments) to help stretch yourself to reach higher goals or take on different responsibilities.</li></ul>
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## Personal effectiveness Profile

### DELIVERING RESULTS

Delivering results looks at the extent to which this individual looks to build long-term value by pursuing their day to day business responsibilities in a highly focused, customer driven, and well controlled way. This category asks the question "How effectively and efficiently does this person preserve and enhance the organizational 'brand' (or the products and services it offers) to ensure that value is created for both the customer and for the organisation as a whole?"

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 person spends insufficient time on looking at whether the actions of themselves or their colleagues around them are truly adding value to the organisation in a real, tangible and measurable way. This means that they may accept ordinary poor or 'mediocre' performance more than they should and even opt for short-term benefits at the expense of longer term gains.

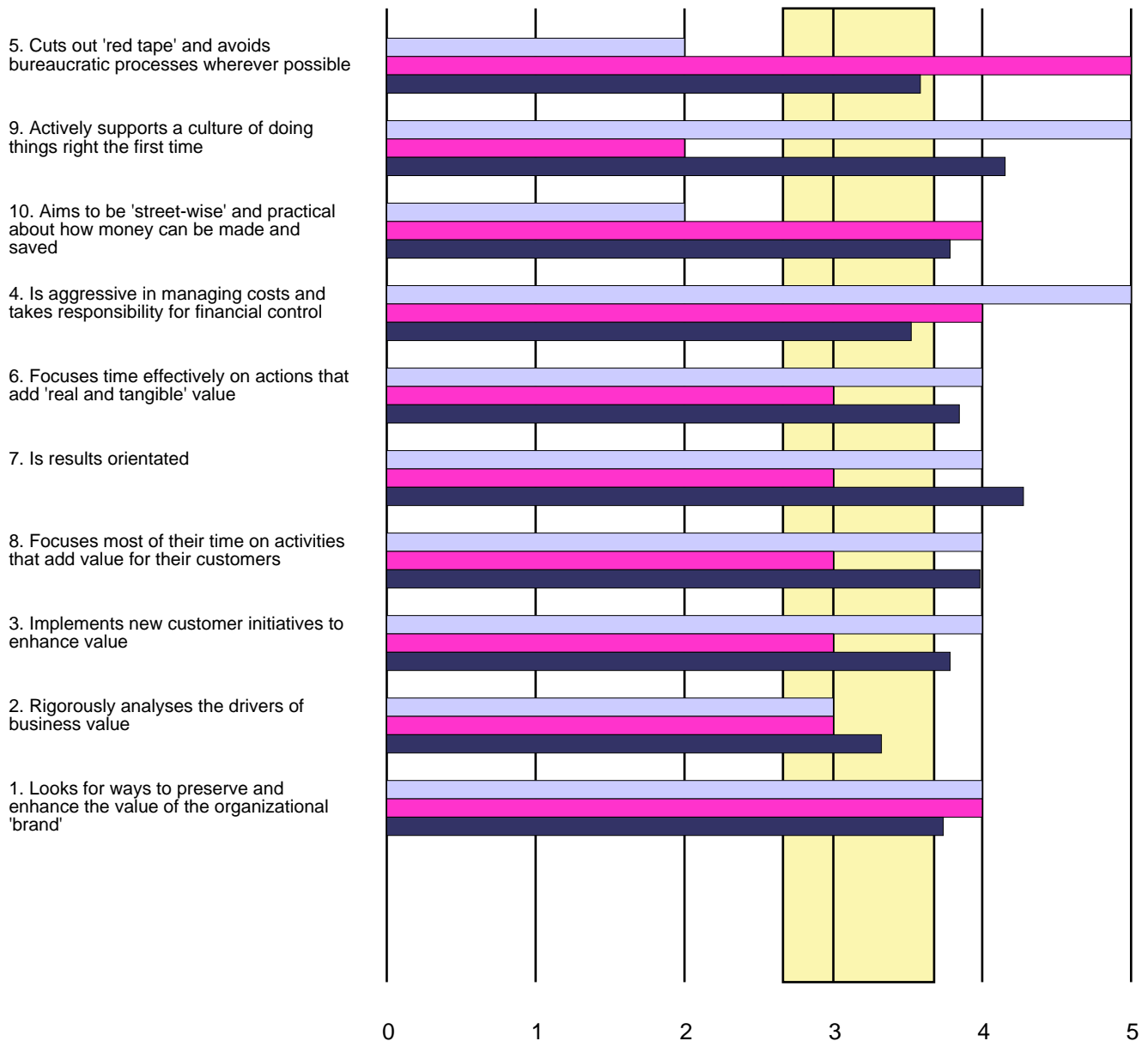
A low score person will be likely to tackle their day to day tasks and actions 'as they come' without evaluation, including spending too much time and resources on what may later prove to be wasted effort. Little or no analysis or prioritisation of those opportunities that can create substantial long-term value is therefore carried out."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this person spends a considerable amount of time and energy in looking to add value in almost everything they do on a day to day basis. This means that they fully appreciate the processes, behavior and actions that can enhance long term organisational value and try to take the 'right' decisions that will deliver the best results as often as possible.

A high score person will be likely to think analytically about the strengths and opportunities that could drive increased future value, as well as actively guard against those potential weaknesses and threats that could have a negative impact if not anticipated and managed carefully."

## Personal effectiveness Profile DELIVERING RESULTS



■ Self     
 ■ Supervisor     
 ■ Norm

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### Improvement actions

Low scorers need to invest more time in carefully reviewing their efforts and determining what is making a low, medium and high contribution to the organisation in terms of long term value. This analysis can be used to take some hard decisions about the structure and content of the work that should be performed. This should ideally include the actions that might be taken to leverage better performance from existing assets or to create new value altogether as a result of fresh initiatives that are aligned with the overall strategic direction of the business.

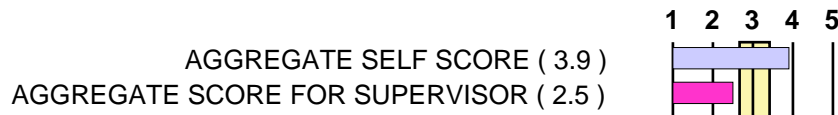
<b>Delivering Results</b>	<ul style="list-style-type: none"><li>- Analyse your job or role and list those areas that make the most profit contribution in rank order and how the might be optimised in the future.</li><li>- Take time to read about or learn one or more risk evaluation methods in order to apply a rigorous risk evaluation approach more regularly to major decisions.</li><li>- Develop a range of standard questions that can be asked to test the sensitivity of reduced revenues or higher expenses than forecast and look to see what fallback positions or contingencies are in place if projects do not go entirely to plan.</li><li>- Evaluate where the greatest potential wasted effort and re-work occurs in your work area and what impact this may have on the organization and on the customer.</li><li>- Review the controls that are in place to govern major business processes and test whether these are 'fit for purpose' (or whether new ones need to be developed).</li><li>- Identify one key process in your work area that could be improved by technology and develop a plan to describe how this might be brought about.</li></ul>
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## Personal effectiveness Profile

### TAKING RESPONSIBILITY

Taking responsibility looks at the extent to which this individual has a positive attitude to change and new ideas and takes personal and serious responsibility for their performance at all times. This category asks the question "How successfully and genuinely does this person assume personal accountability for their decisions and their actions

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 rarely takes on tasks or projects that are at the 'edge' of their capability or skills. They may also perform their work by sticking to the tried and tested ways of doing things, and resist new ideas, improvement suggestions and general changes (and even try to undermine them where they can).

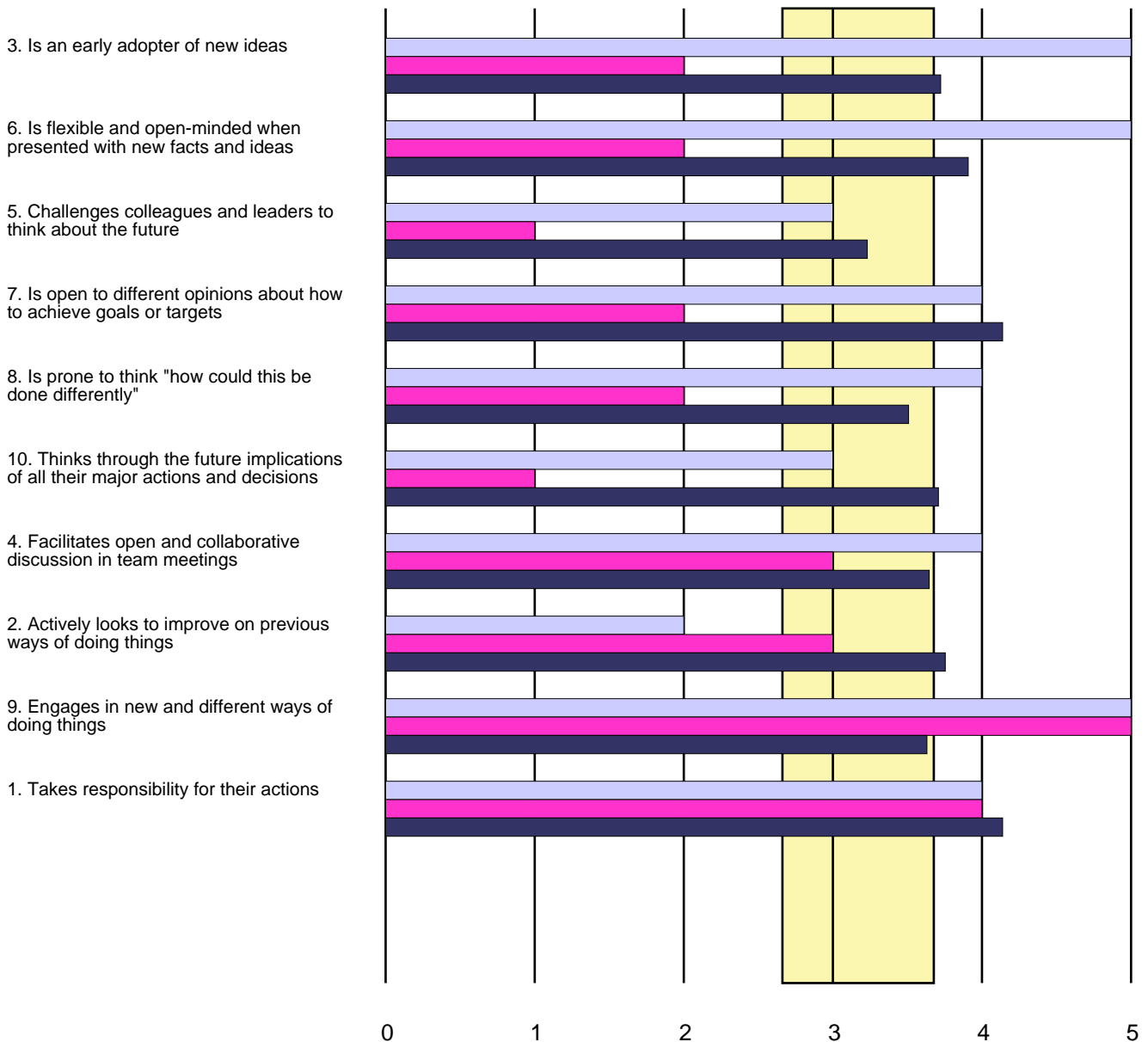
A low score person will be likely to be overly conservative and reluctant in taking any necessary initiative when change is required and adopt a slow and uncooperative or even cynical attitude to change input from others, rather than to offer positive support."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual enjoys taking on new and stretching tasks and personally growing by being given the room to take reasonable risks and different approaches by themselves. They enjoy being delegated a lot of responsibility and respond well when they are offered stretch targets or difficult goals to achieve.

A high score person will be likely to actively look for ways to take on extra responsibility and even to move the limits of their 'comfort zone' in handling new or different tasks. They will also be energetic and enthusiastic about tackling problems or overcoming any difficulties that they may encounter."

## Personal effectiveness Profile TAKING RESPONSIBILITY



Self Supervisor Norm

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### Improvement actions

Low scorers need to become an early adopter of new ideas and to change in general and to play a more active and positive role in helping to effect change successfully (rather than trying to undermine it). They can do this by being flexible, enthusiastic and resourceful and by taking personal responsibility for implementing particular parts or aspects of individual change processes.

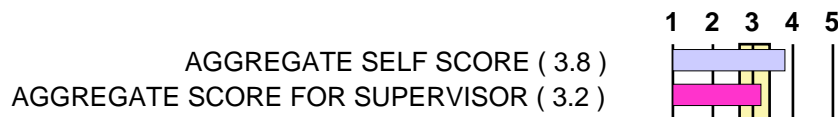
<b>Taking responsibility</b>	<ul style="list-style-type: none"><li>- Look for a variety of new learning opportunities around you including new projects or special tasks that can you to work at the limits of your competence.</li><li>- Make specific suggestions to demonstrate that you support new ideas and change initiatives and are interested in better/improved results.</li><li>- Actively think of ways in which your job or your work area could achieve better outcomes, and enthusiastically engage people in debate about how this improvement might be brought about.</li><li>- Take initiative to suggest ways in which tasks or processes might be changed for the better and take personal responsibility for any resultant action.</li><li>- Look at your own skills and abilities and develop a list of tasks and activities that could be helpful to the team in implementing change projects successfully.</li><li>- Consider what tasks or projects could help you to grow or learn new skills or to challenge conventional ways of thinking or doing things.</li></ul>
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## Personal effectiveness Profile

### PULLING TOGETHER

Pulling together looks at the extent to which this person works well with others, works with people of different skills and experience and maintains a strong sense of team spirit. This category asks the question "How well does this individual build a shared team commitment to chosen courses of action, solutions, goals and strategies for the future?"

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 person rarely encourages fellow team mates to take on tasks or projects that are at the 'edge' of their capability or skills. They may also over specify how things are to be done and even intervene personally in a pushy or bullying way, assuming that they often know better than their colleagues.

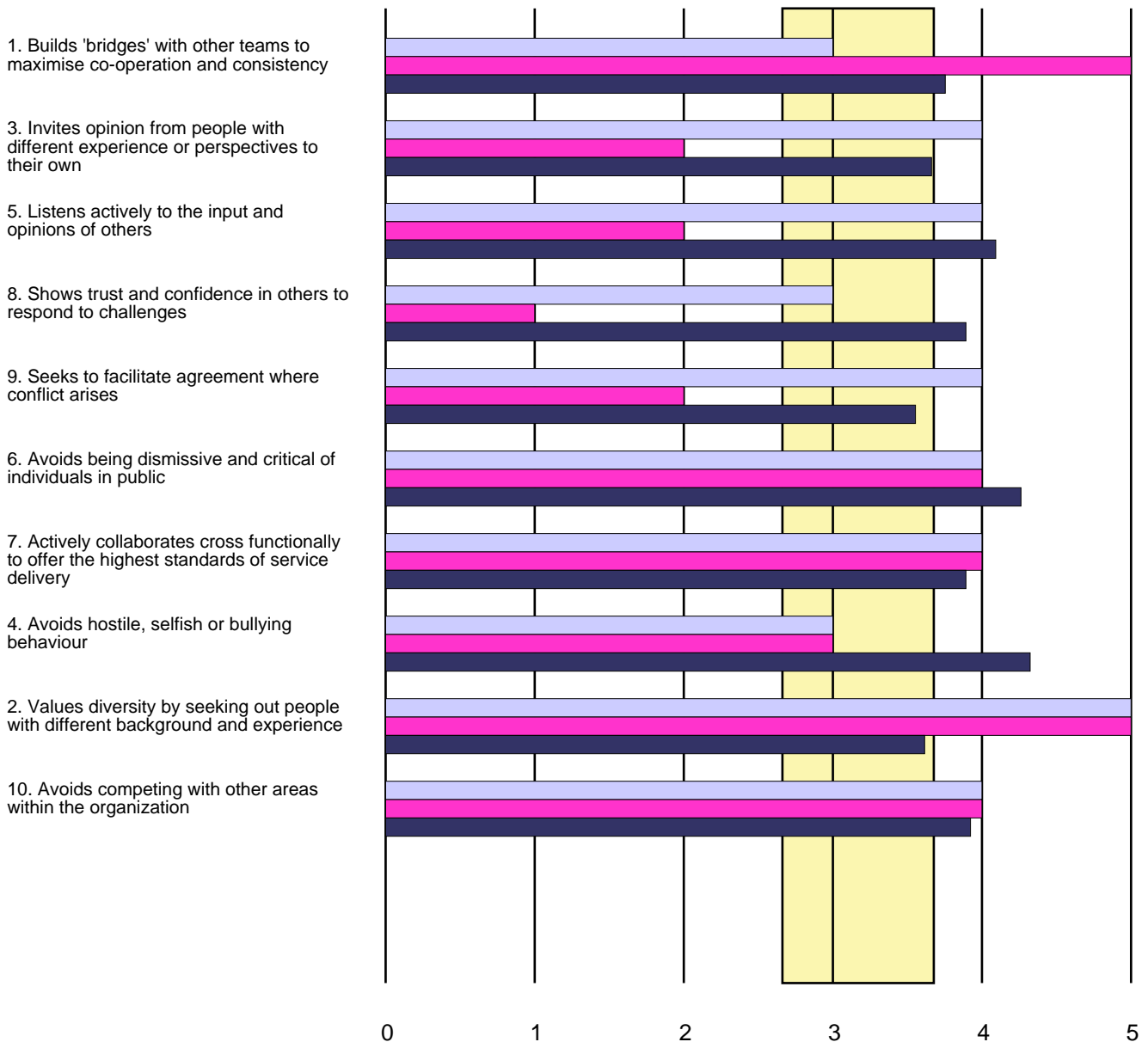
A low score person will be likely to take on too much by themselves and potentially adopt an overly rigid or narrow mind-set about their own job role and responsibilities. They will also impose their opinions too regularly, and even blame their fellow team mates, rather than themselves when things go wrong."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this person enjoys seeing the team taking on new and stretching tasks and to personally grow by being given the room to take reasonable risks and different approaches by themselves. They are therefore encouraging of other team members and look to achieve more together than they are likely to attain by working individually.

A high score person will be likely to actively look for ways to encourage themselves and fellow team members to move to the limits of their 'comfort zone' in handling new or different tasks. They will personally operate in a helpful and co-operative ways at all times and take full responsibility for their actions, making sure that at no time do they 'pass the buck'."

## Personal effectiveness Profile PULLING TOGETHER



■ 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 sharing a task) and look to avoid being overly pushy or even hostile (to the point where it potentially creates a poor team atmosphere).

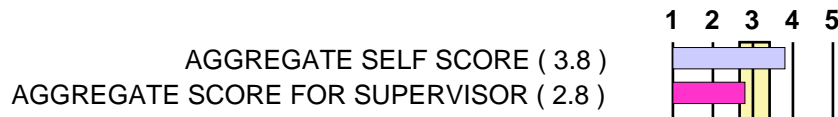
<b>Pulling together</b>	<ul style="list-style-type: none"><li>-Take an active interest in finding out more about what fellow team members and colleagues (in the same broad work area) are responsible for doing and achieving, and where they have strong general skills or competence.</li><li>-Engage colleagues in debate about your own responsibilities, skills and preferences, and look for opportunities to work more collaboratively to get a better overall result for the organization.</li><li>-When you have a significant decision to make, look for individuals with a different perspective or point of view to yours, and solicit their opinion before taking action.</li><li>-Plan regular opportunities to work together as a team and help fellow work colleagues to achieve as much success as they can (and gain credit and recognition for their efforts).</li><li>-Create opportunities for the team to 'brainstorm' how they can work to achieve overall goals or targets and how they might measure their progress</li></ul>
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## Personal effectiveness Profile

### EXCEEDING CUSTOMER EXPECTATIONS

Exceeding customer expectations looks at the extent to which the individual has an 'environmental radar' tuned to the economy, competitors, the market and customers to guide their day to day actions. This category asks the question "How well does this person listen to external sources of information, and work across functions, departments and teams to help offer service excellence to customers?"

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 person may spend little or no time in 'tuning in' to the external commercial environment or the changing needs or demands of customers. As such, access to external business information is likely to be limited or far slower than it needs to be to keep usefully up to date.

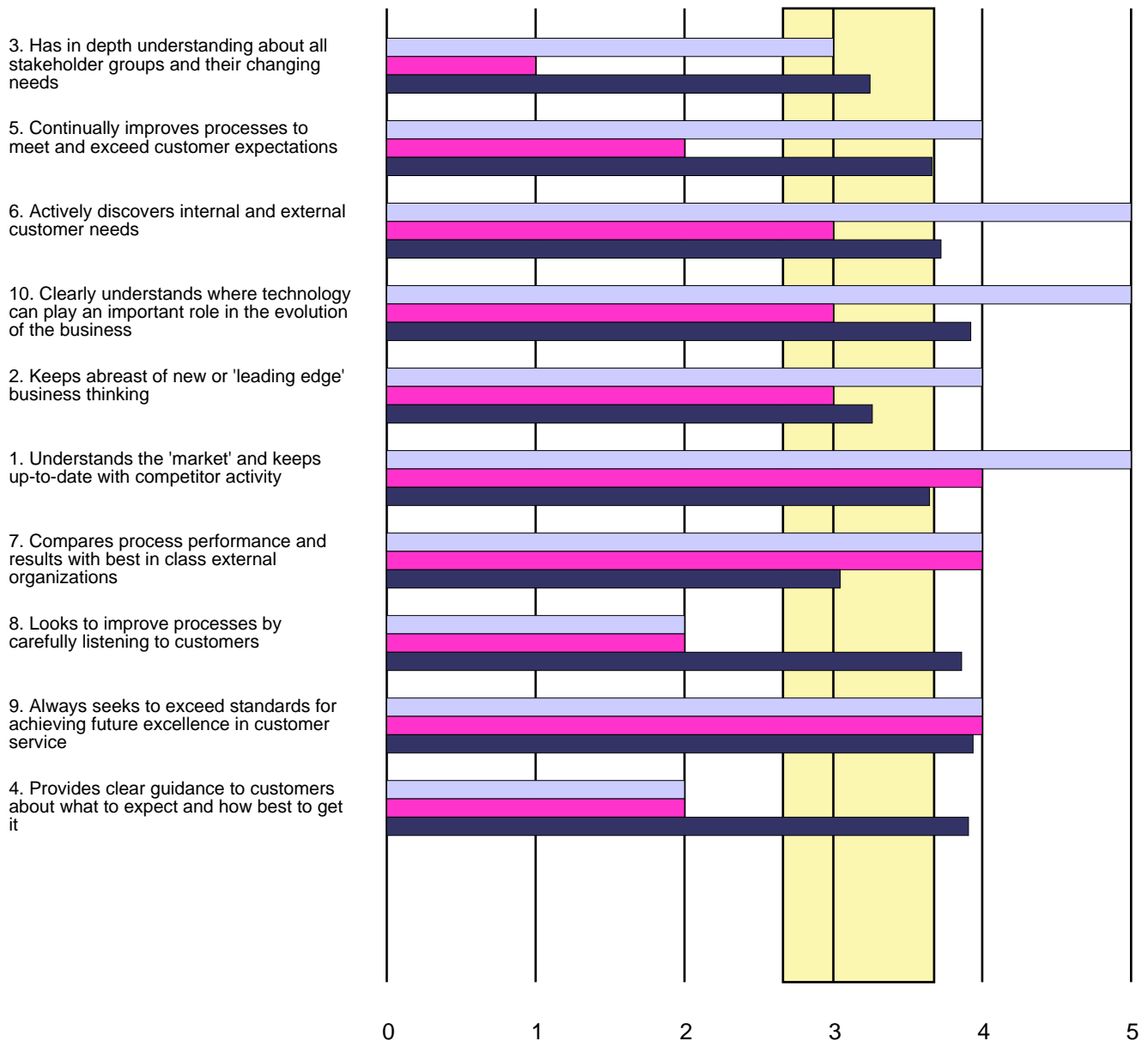
A low score person will be likely to face market surprises more frequently than they should because they do not have a well developed network of sources for information about changes to the economy, competitor or customer needs. Decision making may therefore take place without a sound, up to date external market context or without reasonable regard to what is happening that may be relevant outside the organization."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely mean that this person maintains an active interest in what is happening as far as their customers are concerned and in the external commercial world in general. This will include keeping up to date with what is happening in the economy, with competitor initiatives and on the shifting needs of different types of customers.

A high score person will be likely to invest a considerable amount of time and energy in developing effective sources of information (both inside and outside the organization) and with a wide variety of individuals and groups in different functions and businesses. This is done by nurturing a strong contact network and by maintaining a healthy inquisitive interest in the commercial world at large."

## Personal effectiveness Profile EXCEEDING CUSTOMER EXPECTATIONS



■ Self    
 ■ Supervisor    
 ■ Norm

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### Improvement actions

Low scorers need to spend more time in talking about general commercial issues to internal colleagues from other functions and departments and use this experience to start nurturing useful contacts inside and outside the business. This may include other similar or competitive organizations, suppliers and other intermediary businesses. Learn to steer these conversations towards what people think about the trends in the economy, in competitor activity or in any shift in consumer attitudes or expectations.

<b>Exceeding Customer Expectations</b>	<ul style="list-style-type: none"><li>-Read more widely and regularly to keep up to date about trends in the market in best practice enterprises and in other innovative industries and sectors.</li><li>-Plan to build a strong network of contacts by looking at who you already know outside your own team or function and start to look to for external networking opportunities at meetings, social events and other functions.</li><li>-Take a greater interest in customer feedback and even actively communicate with customers to gain input on strengths and weaknesses about what they are being offered.</li><li>-Identify one key process in your work area that could be improved by technology and develop a plan to describe how this might be brought about.</li><li>-Engage in some external process benchmarking to test whether a targetted performance area is at a sufficiently competitive level.</li><li>-Listen to feedback from key suppliers on how they think that the ultimate customer could be better served.</li></ul>
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# THE '10/10' REPORT

## Top 10 strengths according to supervisor

		scores		
		Self	Sup.	Coll.
Straight Talking	8. Ensures that actions always match their words	3.0	5.0	N/A
Developing Yourself	5. Challenges themselves to raise performance standards and to aim for higher targets	2.0	5.0	N/A
Developing Yourself	8. Looks for underlying causes of success and mistakes	3.0	5.0	N/A
Delivering Results	5. Cuts out 'red tape' and avoids bureaucratic processes wherever possible	2.0	5.0	N/A
Taking responsibility	9. Engages in new and different ways of doing things	5.0	5.0	N/A
Pulling together	1. Builds 'bridges' with other teams to maximise co-operation and consistency	3.0	5.0	N/A
Pulling together	2. Values diversity by seeking out people with different background and experience	5.0	5.0	N/A
Pulling together	6. Avoids being dismissive and critical of individuals in public	4.0	4.0	N/A
Pulling together	7. Actively collaborates cross functionally to offer the highest standards of service delivery	4.0	4.0	N/A
Delivering Results	10. Aims to be 'street-wise' and practical about how money can be made and saved	2.0	4.0	N/A

## Top 10 development needs according to supervisor

		scores		
		Self	Sup.	Coll.
Achieving to high standards	6. Invests extra efforts to help make the organization the best it can be	4.0	1.0	N/A
Achieving to high standards	9. Makes efforts to streamline processes that deliver improved quality service	3.0	1.0	N/A
Taking responsibility	5. Challenges colleagues and leaders to think about the future	3.0	1.0	N/A
Taking responsibility	10. Thinks through the future implications of all their major actions and decisions	3.0	1.0	N/A
Pulling together	8. Shows trust and confidence in others to respond to challenges	3.0	1.0	N/A
Exceeding Customer Expectations	3. Has in depth understanding about all stakeholder groups and their changing needs	3.0	1.0	N/A
Exceeding Customer Expectations	4. Provides clear guidance to customers about what to expect and how best to get it	2.0	2.0	N/A
Exceeding Customer Expectations	5. Continually improves processes to meet and exceed customer expectations	4.0	2.0	N/A
Pulling together	5. Listens actively to the input and opinions of others	4.0	2.0	N/A
Exceeding Customer Expectations	8. Looks to improve processes by carefully listening to customers	2.0	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.

### **Taking responsibility**

**Taking responsibility looks at the extent to which this individual has a positive attitude to change and new ideas and takes personal and serious responsibility for their performance at all times. This category asks the question "How successfully and genuinely does this person assume personal accountability for their decisions and their actions"**

#### **Course Suggestions**

- Risk assessment
- Strategic planning
- Process improvement
- Commercial awareness
- Managing and controlling expense
- Effective controls

#### **Reading Suggestions**

- The Balanced scorecard, Robert Kaplan and David Norton, HBR, 1996
- The Bottom Line, Alan Warner, Gower, 1988
- Consultative Budgeting, Mack Hanan. Amacom, 1994

#### **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**

### **Achieving to high standards**

**Achieving to high standards looks at the extent to which an individual pushes themselves and others to achieve better or higher quality outcomes for themselves and for the organization as a whole. This category asks the question "How effective are my efforts to attain high quality results from efficient or effective input or effort?"**

#### **Course Suggestions**

- Influencing others
- Motivating others
- Presentation skills
- Problem solving and decision making
- Listening skills
- Feedback giving

#### **Reading Suggestions**

- The Northbound Train, Karl Albrecht, Amacom, 1994
- The Fifth discipline fieldbook, Peter Senge, Nicholas Brealey, 1994
- The Hungry Spirit, Charles Handy, Broadway, 1998
- Its Not Luck, Eli Goldratt, North River, 1994

#### **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: Invests extra efforts to help make the organization the best it can be</b>		4.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Makes efforts to streamline processes that deliver improved quality service</b>		3.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Challenges colleagues and leaders to think about the future</b>		3.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Thinks through the future implications of all their major actions and decisions</b>		3.0	1.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Shows trust and confidence in others to respond to challenges</b>		3.0	1.0	N/A
Action to Take:	Target Date:			