



ACME sample 360 degree feedback survey

Sarah Citizen

November 2006

The iedex 360 Degree Feedback Diagnostic

This report summarises the results of the iedex 360 Degree Feedback Diagnostic you and your selected raters completed recently.

It has been designed to enable you to easily interpret the results and use the information to identify:

- Your capability strengths in your relationship with your manager, staff and peers
- Areas within your capabilities which may be further developed and enhanced

This information can be used to identify your key development needs.

Contents of your report

This report gives you feedback about your strengths and development needs based on the questionnaire you and your selected raters completed as part of the 360 degree feedback process. It has been designed to enable you to easily interpret your results and to use them to improve your capabilities where necessary.

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Rating scales

The rating scales used in the questionnaires for this 360 degree feedback activity appear below. The importance ratings which appear are used in a special section answered only by your manager and yourself. The performance ratings were used by all respondents.

IMPORTANCE RATINGS

7 = Critical
6 = Important
5 = Slightly important
4 = Neither
3 = Slightly unimportant
2 = Unimportant
1 = Entirely unimportant

PERFORMANCE RATINGS

7 = Strongly Agree (Outstanding)
6 = Agree (Good)
5 = Marginally agree (Consistently satisfactory)
4 = Neither
3 = Slightly disagree (Normally satisfactory)
2 = Disagree (Typically unsatisfactory)
1 = Strongly disagree (Poor)
N/A = Not applicable - will not be included in averaged scores

Rater information

Your nominated raters

self	Sarah Citizen
manager/s	Justine Leads
peers	Tim Pearson James Hampeer Fiona Zampeer
staff members	Mark Stafford Janine Winstaff Carl Westaff

In addition to your own ratings, this report includes feedback from:

manager/s	1
peers	3
staff members	3

Your raters described knowing you:

Extremely well	3
Quite well	2
Hardly at all	2

Chart 1: Capability importance

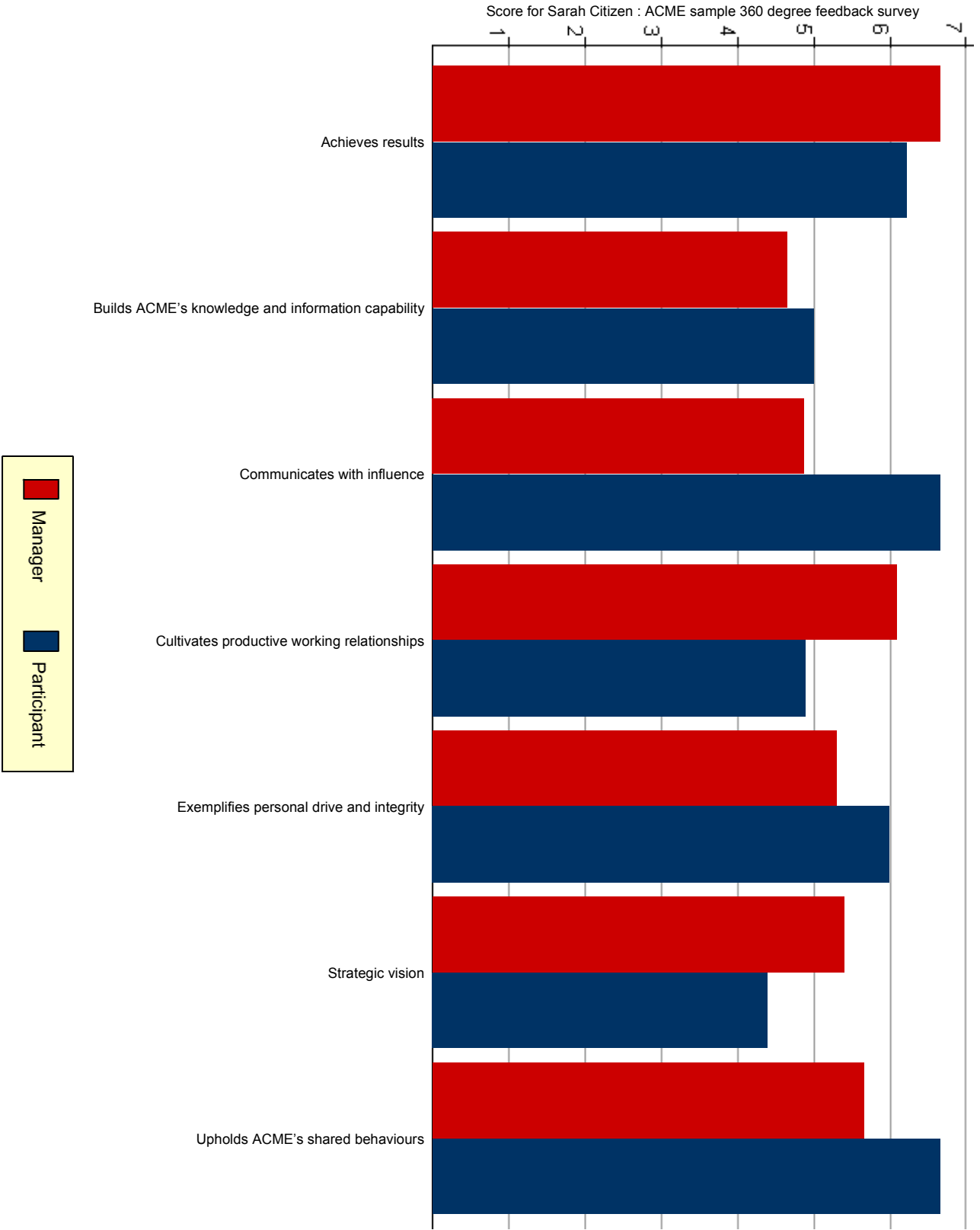


Chart 1a - Table of raw importance scores

Sarah Citizen	Self	Manager
Achieves results	6.22	6.66
Anticipates and addresses resource challenges to ensure sustainability over the longer term	7.00	7.00
Consults and seeks advice from technical experts and specialists to supplement own knowledge	6.00	6.00
Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations	6.00	7.00
Ensures intended actions and outputs become reality	7.00	7.00
Facilitates the sharing and effective utilisation of professional and technical skills	6.00	6.00
Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales	6.00	7.00
Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended	6.00	7.00
Quickly changes focus as required, responds flexibly to stakeholder requirements	6.00	6.00
Remains focused, in times of uncertainty	6.00	7.00
Builds ACME's knowledge and information capability	5.00	4.66
Effectively uses knowledge and information to achieve business outcomes	5.00	4.00
Encourages others to transfer, maintain and share organisational knowledge and information	5.00	5.00
Provides leadership in information and knowledge management practices	5.00	5.00
Communicates with influence	6.66	4.88
Adapts communication style to suit the needs of the audience	6.00	5.00
Checks own understanding of the expressed views of others	7.00	4.00
Encourages debate over viability of own proposal; allows for a genuine contest of ideas	7.00	5.00
Ensures negotiations remain focused on the important issues and on reaching desired outcomes	6.00	5.00
Is convincing and persuasive in putting a point across	7.00	6.00
Is fluent and articulate in speech	7.00	5.00
Keeps people up to date and fully informed about any changes since original communications	7.00	5.00
Listens attentively to ensure views and information are properly exchanged	7.00	5.00
Provides structured and succinct written communication with clear rationale and conclusions	6.00	4.00

Sarah Citizen	Self	Manager
Cultivates productive working relationships	4.90	6.10
Creates a sense of 'interconnectedness' with other departments and agencies, encouraging cooperation and joint ownership of ideas and approaches	4.00	6.00
Delivers negative feedback in a way that neither demoralises nor dilutes the message; focuses on turn around and resolution	5.00	6.00
Demonstrates strong interpersonal skills, establishes rapport, takes time to listen and talk to others	5.00	6.00
Encourages diversity of ideas and approaches, enabling everyone to make their maximum contribution	5.00	6.00
Facilitates individuals working together by encouraging joint ownership and cooperation	6.00	7.00
Gives helpful and constructive feedback; coaches effectively and is prepared to put time into getting people up to speed	5.00	6.00
Proactively creates a diverse professional network	4.00	6.00
Provides prompt, efficient and responsive service to customers, clients and stakeholders	5.00	6.00
Recognises that people think and operate in different ways, and seeks to understand these differences	5.00	6.00
Sets high expectations and motivates others with an enthusiasm to 'give their all'	5.00	6.00
Exemplifies personal drive and integrity	6.00	5.30
Challenges the ideas of others and is open to having own ideas challenged	6.00	5.00
Consistently behaves in accordance with the APS Values and Code of Conduct	6.00	5.00
Is highly motivated and shows determination in getting things done; initiates action	6.00	6.00
Is prepared to be forthright and 'tell it like it is' when providing advice	5.00	5.00
Places government and organisational goals above personal preferences or individually motivated ambitions	7.00	5.00
Remains enthusiastic and optimistic, even when facing setbacks	6.00	6.00
Seeks feedback on own performance and modifies behaviour accordingly	6.00	5.00
Shows consistency in behaviour and stays controlled in a crisis	6.00	5.00
Takes responsibility for progressing work and ensuring action is taken; drives work along	6.00	6.00
Takes responsibility for self-development and identifies own development needs	6.00	5.00

Sarah Citizen	Self	Manager
Strategic vision	4.40	5.40
Champions the organisation's vision, goals and objectives	4.00	5.00
Creates a shared understanding of the future direction and what needs to be done to achieve it	4.00	5.00
Demonstrates originality of thought and develops innovative solutions	3.00	6.00
Envisages future trends and their impact on current and future strategies	4.00	6.00
Identifies and capitalises on opportunities to improve efficiency and quality	5.00	6.00
Makes sound judgments by applying both intellect and experience	5.00	5.00
Operates strategically on the basis of a whole government framework, going beyond agency boundaries	5.00	5.00
Probes and analyses complex issues well; draws accurate inferences and distils the core of problems	4.00	6.00
Reviews potential outputs to ensure that they satisfy required government outcomes	5.00	5.00
Scans the external and internal environments to find out about Australian and global best practice	5.00	5.00
Upholds ACME's shared behaviours	6.66	5.66
Builds a positive image and reputation of ACME both internally and externally	7.00	5.00
Demonstrates respect in dealing with customers and colleagues	6.00	6.00
Positively influences ACME's culture through own behaviour	7.00	6.00

Chart 2: Capability rating

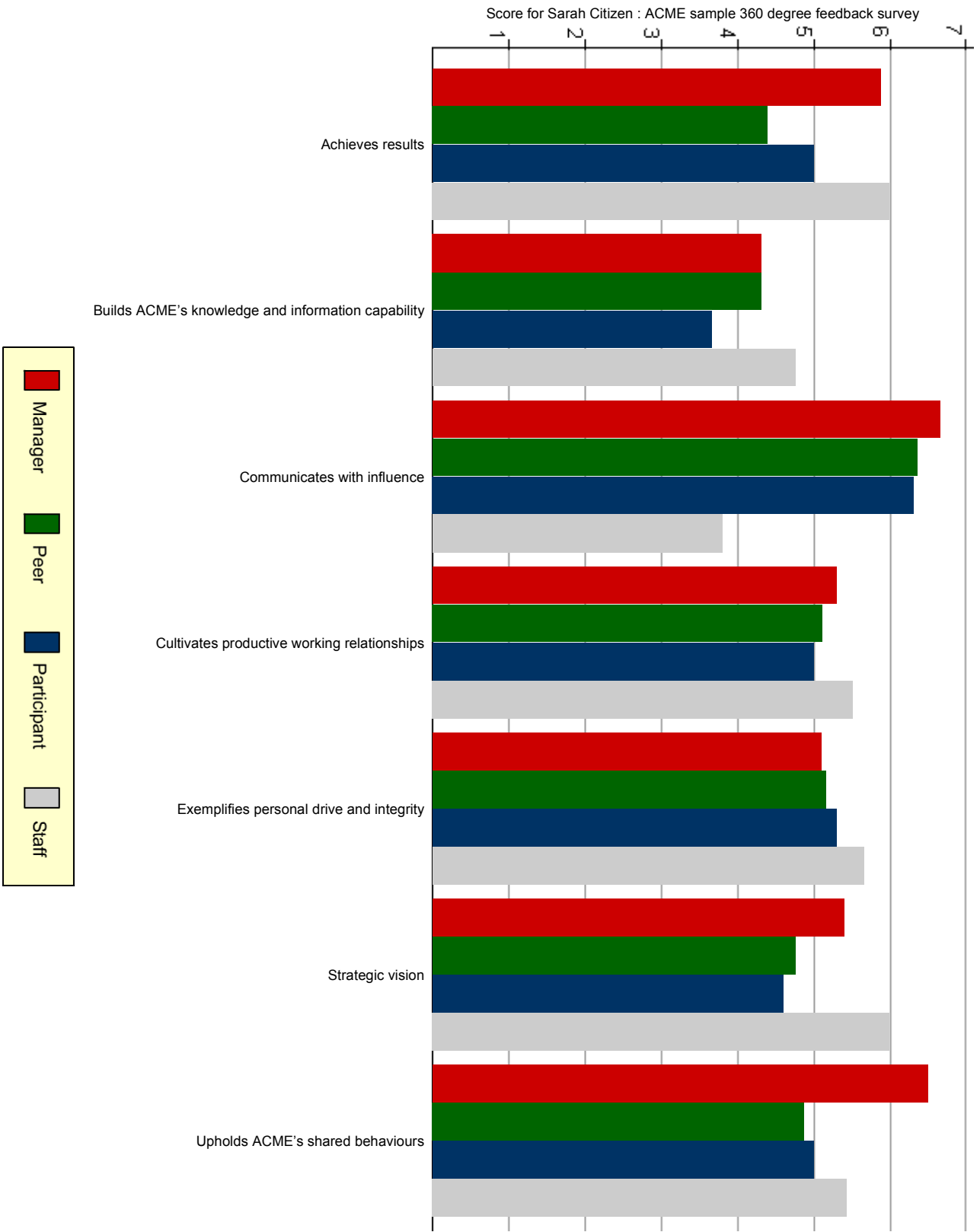


Chart 3: Consolidated ratings

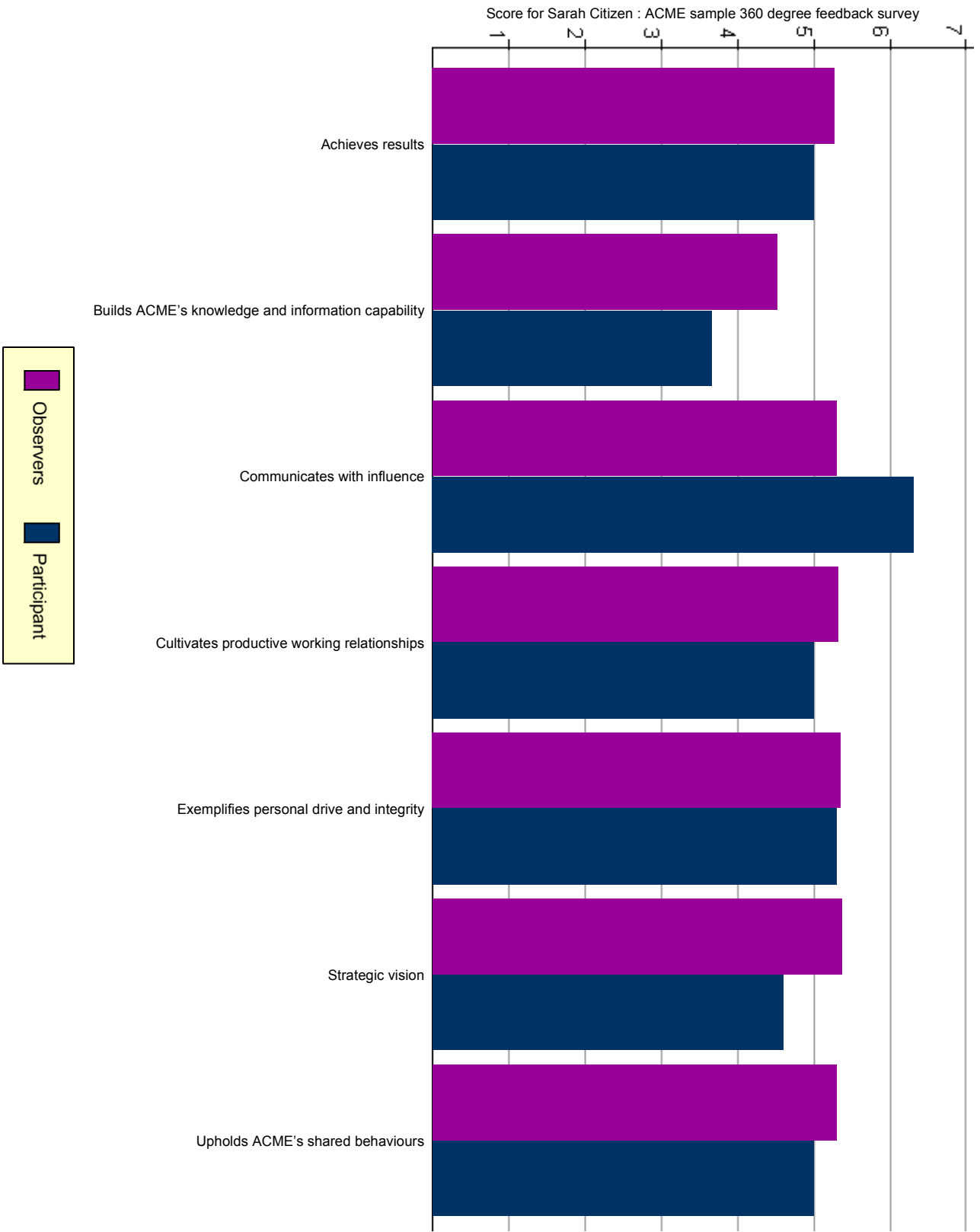


Chart 4 - Table of raw scores

Sarah Citizen	Self	Manager	Min	Staff	Max	Min	Peers	Max	Ave
Achieves results	5.00	5.88	5	6.00	7	3	4.40	6	5.29
Anticipates and addresses resource challenges to ensure sustainability over the longer term	5.00	5.00	6	6.33	7	3	4.66	6	5.42
Consults and seeks advice from technical experts and specialists to supplement own knowledge	5.00	6.00	5	6.00	7	4	5.00	6	5.57
Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations	6.00	7.00	5	6.00	7	4	4.66	5	5.57
Ensures intended actions and outputs become reality	5.00	6.00	6	6.50	7	5	5.33	6	5.83
Facilitates the sharing and effective utilisation of professional and technical skills	5.00	6.00	5	5.66	6	4	4.33	5	5.14
Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales	4.00	5.00	5	5.66	6	3	3.66	4	4.71
Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended	5.00	6.00	6	6.00	6	3	4.00	5	5.14
Quickly changes focus as required, responds flexibly to stakeholder requirements	5.00	6.00	5	6.00	7	4	4.33	5	5.28
Remains focused, in times of uncertainty	5.00	6.00	6	6.00	6	3	3.66	4	5.00
Builds ACME's knowledge and information capability	3.66	4.33	4	4.77	6	3	4.33	5	4.52
Effectively uses knowledge and information to achieve business outcomes	3.00	5.00	4	4.66	5	4	4.33	5	4.57
Encourages others to transfer, maintain and share organisational knowledge and information	4.00	4.00	4	5.00	6	3	4.33	5	4.57
Provides leadership in information and knowledge management practices	4.00	4.00	4	4.66	5	4	4.33	5	4.42
Communicates with influence	6.33	6.66	2	3.81	6	5	6.37	7	5.31
Adapts communication style to suit the needs of the audience	6.00	7.00	2	3.00	4	5	6.33	7	5.00
Checks own understanding of the expressed views of others	7.00	7.00	3	3.66	4	6	6.33	7	5.28
Encourages debate over viability of own proposal; allows for a genuine contest of ideas	6.00	6.00	3	4.00	5	5	5.66	6	5.00
Ensures negotiations remain focused on the important issues and on reaching desired outcomes	7.00	7.00	4	4.33	5	7	7.00	7	5.85
Is convincing and persuasive in putting a point across	7.00	7.00	4	4.00	4	6	6.66	7	5.57
Is fluent and articulate in speech	6.00	6.00	4	4.66	6	6	6.00	6	5.42
Keeps people up to date and fully informed about any changes since original communications	6.00	6.00	2	3.66	5	6	6.33	7	5.14
Listens attentively to ensure views and information are properly exchanged	6.00	7.00	4	4.00	4	6	6.33	7	5.42
Provides structured and succinct written communication with clear rationale and conclusions	6.00	7.00	3	3.00	3	6	6.66	7	5.14

Sarah Citizen	Self	Manager	Min	Staff	Max	Min	Peers	Max	Ave
Cultivates productive working relationships	5.00	5.30	5	5.53	6	4	5.13	7	5.32
Creates a sense of 'interconnectedness' with other departments and agencies, encouraging cooperation and joint ownership of ideas and approaches	5.00	6.00	5	5.66	6	4	5.00	6	5.42
Delivers negative feedback in a way that neither demoralises nor dilutes the message; focuses on turn around and resolution	5.00	5.00	5	5.33	6	4	5.33	6	5.28
Demonstrates strong interpersonal skills, establishes rapport, takes time to listen and talk to others	4.00	6.00	5	5.66	6	4	4.66	5	5.28
Encourages diversity of ideas and approaches, enabling everyone to make their maximum contribution	5.00	5.00	5	5.33	6	4	4.66	6	5.00
Facilitates individuals working together by encouraging joint ownership and cooperation	5.00	4.00	6	6.00	6	4	5.00	6	5.28
Gives helpful and constructive feedback; coaches effectively and is prepared to put time into getting people up to speed	5.00	5.00	5	5.33	6	4	5.33	6	5.28
Proactively creates a diverse professional network	5.00	5.00	6	6.00	6	5	5.66	7	5.71
Provides prompt, efficient and responsive service to customers, clients and stakeholders	5.00	5.00	5	5.33	6	5	5.66	6	5.42
Recognises that people think and operate in different ways, and seeks to understand these differences	5.00	6.00	5	5.00	5	4	5.00	6	5.14
Sets high expectations and motivates others with an enthusiasm to 'give their all'	6.00	6.00	5	5.66	6	4	5.00	6	5.42
Exemplifies personal drive and integrity	5.30	5.10	4	5.66	7	3	5.16	7	5.37
Challenges the ideas of others and is open to having own ideas challenged	5.00	5.00	5	5.66	6	6	6.00	6	5.71
Consistently behaves in accordance with the APS Values and Code of Conduct	5.00	5.00	5	5.66	6	5	5.66	7	5.57
Is highly motivated and shows determination in getting things done; initiates action	6.00	6.00	4	5.66	7	5	5.66	6	5.71
Is prepared to be forthright and 'tell it like it is' when providing advice	5.00	3.00	5	5.66	6	4	4.66	5	4.85
Places government and organisational goals above personal preferences or individually motivated ambitions	6.00	5.00	5	5.33	6	5	5.33	6	5.28
Remains enthusiastic and optimistic, even when facing setbacks	5.00	6.00	6	6.00	6	4	5.00	6	5.57
Seeks feedback on own performance and modifies behaviour accordingly	5.00	5.00	5	5.33	6	5	5.00	5	5.14
Shows consistency in behaviour and stays controlled in a crisis	6.00	5.00	5	5.33	6	3	4.66	6	5.00
Takes responsibility for progressing work and ensuring action is taken; drives work along	5.00	6.00	6	6.33	7	4	4.66	5	5.57
Takes responsibility for self-development and identifies own development needs	5.00	5.00	5	5.66	6	4	5.00	6	5.28

Sarah Citizen	Self	Manager	Min	Staff	Max	Min	Peers	Max	Ave
Strategic vision	4.60	5.40	5	6.00	7	3	4.76	6	5.38
Champions the organisation's vision, goals and objectives	5.00	6.00	5	6.00	7	5	5.00	5	5.57
Creates a shared understanding of the future direction and what needs to be done to achieve it	4.00	5.00	5	6.00	7	4	4.33	5	5.14
Demonstrates originality of thought and develops innovative solutions	5.00	6.00	5	5.66	6	5	5.00	5	5.42
Envisages future trends and their impact on current and future strategies	4.00	5.00	6	6.33	7	4	5.00	6	5.57
Identifies and capitalises on opportunities to improve efficiency and quality	4.00	5.00	5	6.33	7	4	5.00	6	5.57
Makes sound judgments by applying both intellect and experience	5.00	6.00	6	6.33	7	4	4.66	5	5.57
Operates strategically on the basis of a whole government framework, going beyond agency boundaries	5.00	5.00	5	6.33	7	3	4.66	6	5.42
Probes and analyses complex issues well; draws accurate inferences and distils the core of problems	5.00	5.00	6	6.00	6	4	4.66	5	5.28
Reviews potential outputs to ensure that they satisfy required government outcomes	5.00	6.00	5	5.33	6	4	4.66	6	5.14
Scans the external and internal environments to find out about Australian and global best practice	4.00	5.00	5	5.66	6	4	4.66	5	5.14
Upholds ACME's shared behaviours	5.00	6.50	5	5.44	6	4	4.88	6	5.30
Builds a positive image and reputation of ACME both internally and externally	5.00	N/A	5	5.66	6	4	5.00	6	5.33
Demonstrates respect in dealing with customers and colleagues	5.00	6.00	5	5.33	6	4	4.66	5	5.14
Positively influences ACME's culture through own behaviour	5.00	7.00	5	5.33	6	4	5.00	6	5.42

Chart 5.1: Average score ranked - overall

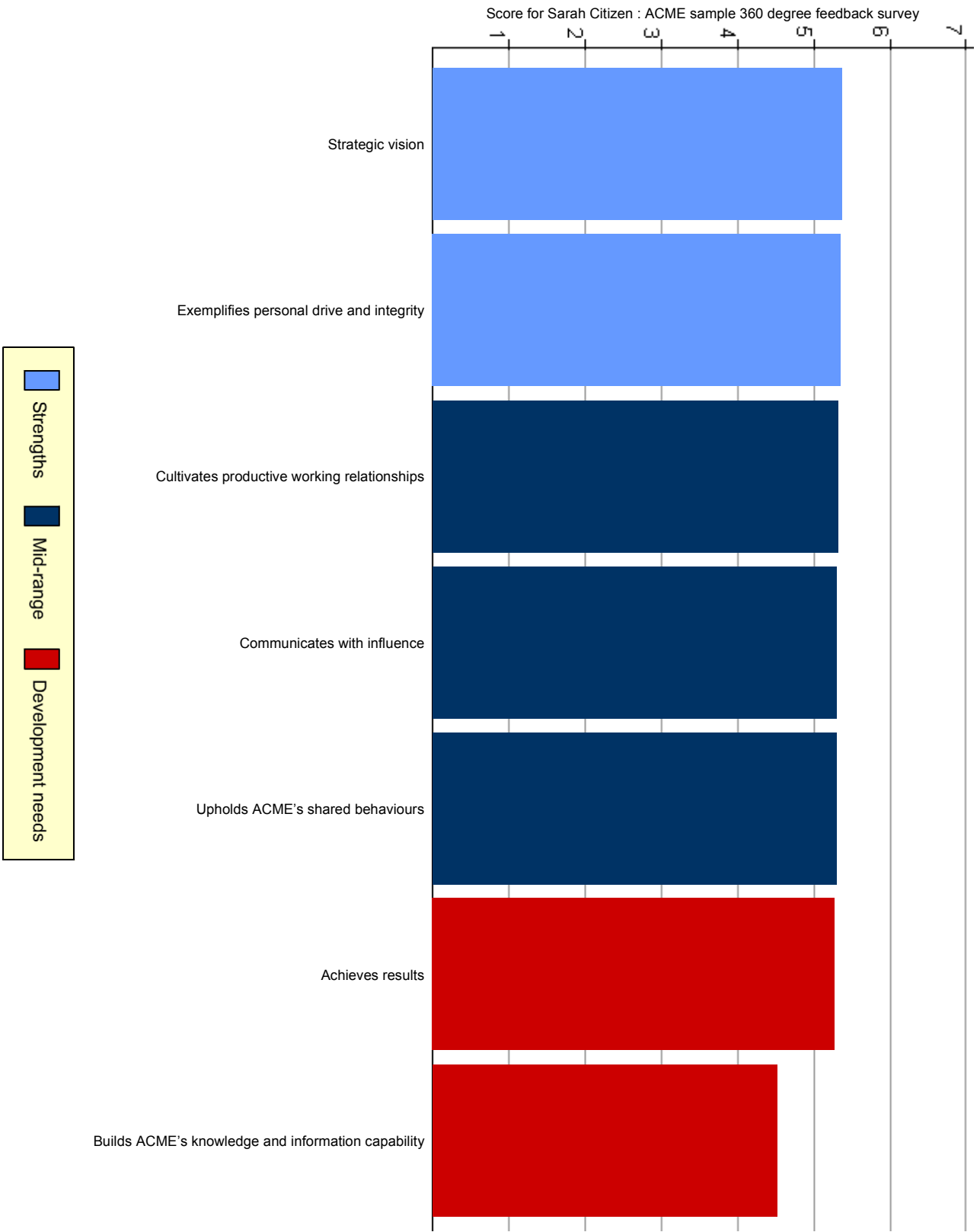


Chart 5.1a - Average score ranked by statement - overall

Sarah Citizen	
Ensures negotiations remain focused on the important issues and on reaching desired outcomes	5.85
Ensures intended actions and outputs become reality	5.83
Is highly motivated and shows determination in getting things done; initiates action	5.71
Challenges the ideas of others and is open to having own ideas challenged	5.71
Proactively creates a diverse professional network	5.71
Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations	5.57
Consults and seeks advice from technical experts and specialists to supplement own knowledge	5.57
Makes sound judgments by applying both intellect and experience	5.57
Identifies and capitalises on opportunities to improve efficiency and quality	5.57
Envisages future trends and their impact on current and future strategies	5.57
Champions the organisation's vision, goals and objectives	5.57
Takes responsibility for progressing work and ensuring action is taken; drives work along	5.57
Remains enthusiastic and optimistic, even when facing setbacks	5.57
Consistently behaves in accordance with the APS Values and Code of Conduct	5.57
Is convincing and persuasive in putting a point across	5.57
Anticipates and addresses resource challenges to ensure sustainability over the longer term	5.42
Positively influences ACME's culture through own behaviour	5.42
Operates strategically on the basis of a whole government framework, going beyond agency boundaries	5.42
Demonstrates originality of thought and develops innovative solutions	5.42
Sets high expectations and motivates others with an enthusiasm to 'give their all'	5.42
Provides prompt, efficient and responsive service to customers, clients and stakeholders	5.42
Creates a sense of 'interconnectedness' with other departments and agencies, encouraging cooperation and joint ownership of ideas and approaches	5.42
Listens attentively to ensure views and information are properly exchanged	5.42
Is fluent and articulate in speech	5.42
Builds a positive image and reputation of ACME both internally and externally	5.33
Quickly changes focus as required, responds flexibly to stakeholder requirements	5.28
Probes and analyses complex issues well; draws accurate inferences and distils the core of problems	5.28
Takes responsibility for self-development and identifies own development needs	5.28
Places government and organisational goals above personal preferences or individually motivated ambitions	5.28
Gives helpful and constructive feedback; coaches effectively and is prepared to put time into getting people up to speed	5.28
Facilitates individuals working together by encouraging joint ownership and cooperation	5.28
Demonstrates strong interpersonal skills, establishes rapport, takes time to listen and talk to others	5.28
Delivers negative feedback in a way that neither demoralises nor dilutes the message; focuses on turn around and resolution	5.28
Checks own understanding of the expressed views of others	5.28
Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended	5.14
Facilitates the sharing and effective utilisation of professional and technical skills	5.14
Demonstrates respect in dealing with customers and colleagues	5.14
Scans the external and internal environments to find out about Australian and global best practice	5.14
Reviews potential outputs to ensure that they satisfy required government outcomes	5.14
Creates a shared understanding of the future direction and what needs to be done to achieve it	5.14
Seeks feedback on own performance and modifies behaviour accordingly	5.14
Recognises that people think and operate in different ways, and seeks to understand these differences	5.14
Provides structured and succinct written communication with clear rationale and conclusions	5.14
Keeps people up to date and fully informed about any changes since original communications	5.14
Remains focused, in times of uncertainty	5.00
Shows consistency in behaviour and stays controlled in a crisis	5.00
Encourages diversity of ideas and approaches, enabling everyone to make their maximum contribution	5.00
Encourages debate over viability of own proposal; allows for a genuine contest of ideas	5.00
Adapts communication style to suit the needs of the audience	5.00
Is prepared to be forthright and 'tell it like it is' when providing advice	4.85
Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales	4.71
Effectively uses knowledge and information to achieve business outcomes	4.57
Encourages others to transfer, maintain and share organisational knowledge and information	4.57
Provides leadership in information and knowledge management practices	4.42

Chart 5.2: Average score ranked - manager

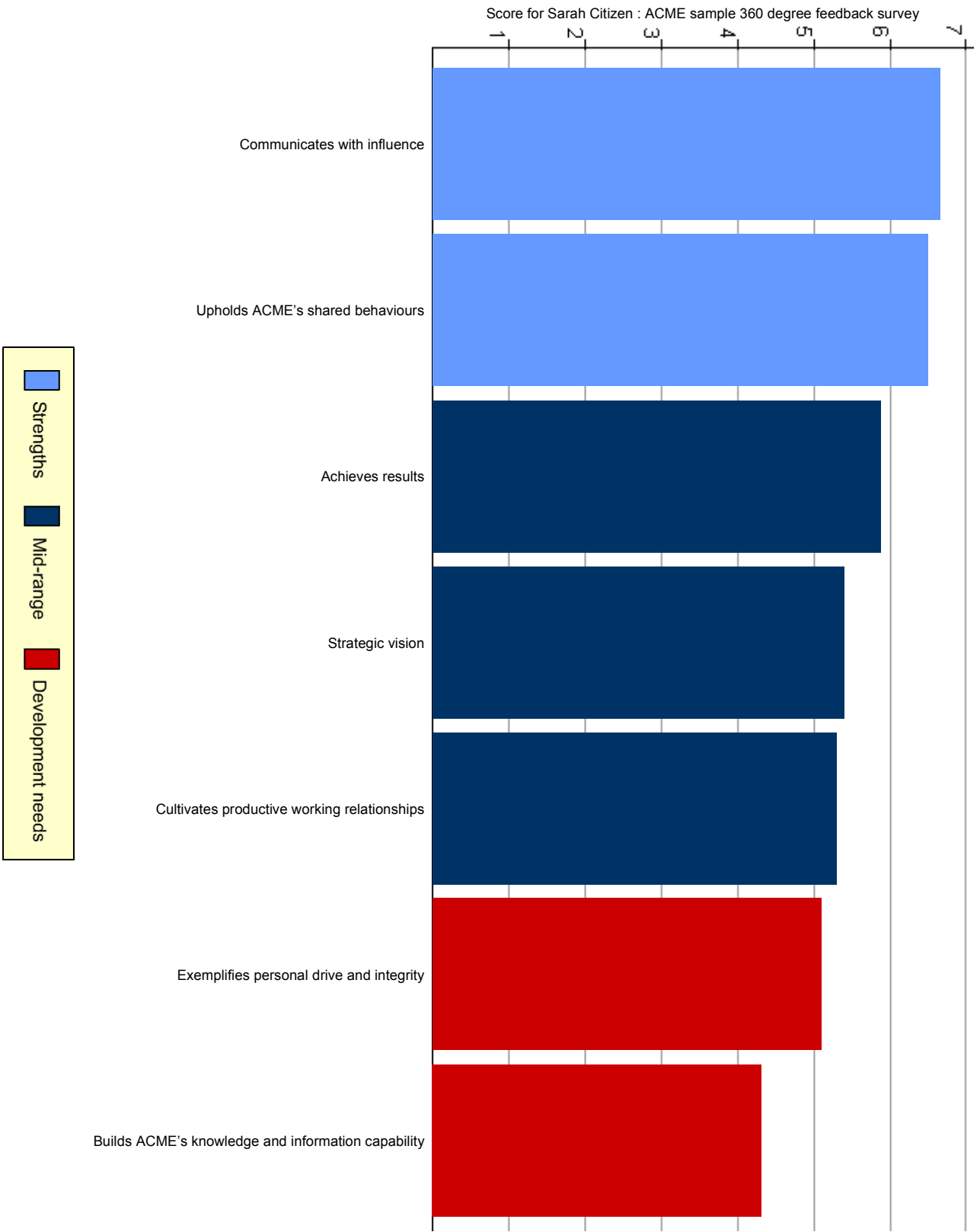


Chart 5.2a - Average score ranked by statement - manager

Sarah Citizen	
Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations	7.00
Adapts communication style to suit the needs of the audience	7.00
Checks own understanding of the expressed views of others	7.00
Ensures negotiations remain focused on the important issues and on reaching desired outcomes	7.00
Is convincing and persuasive in putting a point across	7.00
Listens attentively to ensure views and information are properly exchanged	7.00
Provides structured and succinct written communication with clear rationale and conclusions	7.00
Positively influences ACME's culture through own behaviour	7.00
Consults and seeks advice from technical experts and specialists to supplement own knowledge	6.00
Ensures intended actions and outputs become reality	6.00
Facilitates the sharing and effective utilisation of professional and technical skills	6.00
Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended	6.00
Quickly changes focus as required, responds flexibly to stakeholder requirements	6.00
Remains focused, in times of uncertainty	6.00
Encourages debate over viability of own proposal; allows for a genuine contest of ideas	6.00
Is fluent and articulate in speech	6.00
Keeps people up to date and fully informed about any changes since original communications	6.00
Creates a sense of 'interconnectedness' with other departments and agencies, encouraging cooperation and joint ownership of ideas and approaches	6.00
Demonstrates strong interpersonal skills, establishes rapport, takes time to listen and talk to others	6.00
Recognises that people think and operate in different ways, and seeks to understand these differences	6.00
Sets high expectations and motivates others with an enthusiasm to 'give their all'	6.00
Is highly motivated and shows determination in getting things done; initiates action	6.00
Remains enthusiastic and optimistic, even when facing setbacks	6.00
Takes responsibility for progressing work and ensuring action is taken; drives work along	6.00
Champions the organisation's vision, goals and objectives	6.00
Demonstrates originality of thought and develops innovative solutions	6.00
Makes sound judgments by applying both intellect and experience	6.00
Reviews potential outputs to ensure that they satisfy required government outcomes	6.00
Demonstrates respect in dealing with customers and colleagues	6.00
Anticipates and addresses resource challenges to ensure sustainability over the longer term	5.00
Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales	5.00
Effectively uses knowledge and information to achieve business outcomes	5.00
Delivers negative feedback in a way that neither demoralises nor dilutes the message; focuses on turn around and resolution	5.00
Encourages diversity of ideas and approaches, enabling everyone to make their maximum contribution	5.00
Gives helpful and constructive feedback; coaches effectively and is prepared to put time into getting people up to speed	5.00
Proactively creates a diverse professional network	5.00
Provides prompt, efficient and responsive service to customers, clients and stakeholders	5.00
Challenges the ideas of others and is open to having own ideas challenged	5.00
Consistently behaves in accordance with the APS Values and Code of Conduct	5.00
Places government and organisational goals above personal preferences or individually motivated ambitions	5.00
Seeks feedback on own performance and modifies behaviour accordingly	5.00
Shows consistency in behaviour and stays controlled in a crisis	5.00
Takes responsibility for self-development and identifies own development needs	5.00
Creates a shared understanding of the future direction and what needs to be done to achieve it	5.00
Envisages future trends and their impact on current and future strategies	5.00
Identifies and capitalises on opportunities to improve efficiency and quality	5.00
Operates strategically on the basis of a whole government framework, going beyond agency boundaries	5.00
Probes and analyses complex issues well; draws accurate inferences and distils the core of problems	5.00
Scans the external and internal environments to find out about Australian and global best practice	5.00
Encourages others to transfer, maintain and share organisational knowledge and information	4.00
Provides leadership in information and knowledge management practices	4.00
Facilitates individuals working together by encouraging joint ownership and cooperation	4.00
Is prepared to be forthright and 'tell it like it is' when providing advice	3.00

Chart 5.3: Average score ranked - peers

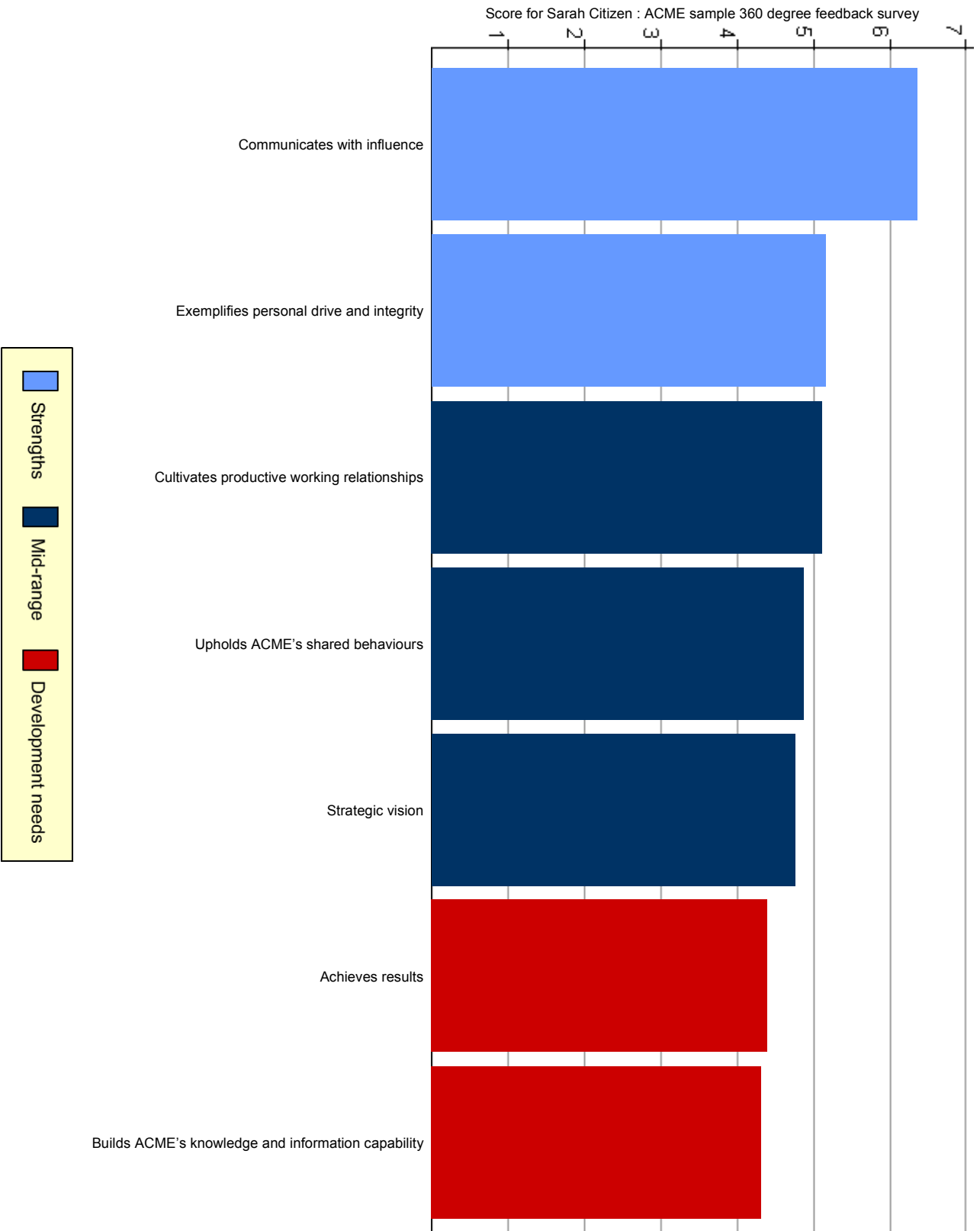


Chart 5.3a - Average score ranked by statement - peers

Sarah Citizen	
Ensures negotiations remain focused on the important issues and on reaching desired outcomes	7.00
Provides structured and succinct written communication with clear rationale and conclusions	6.66
Is convincing and persuasive in putting a point across	6.66
Listens attentively to ensure views and information are properly exchanged	6.33
Keeps people up to date and fully informed about any changes since original communications	6.33
Checks own understanding of the expressed views of others	6.33
Adapts communication style to suit the needs of the audience	6.33
Challenges the ideas of others and is open to having own ideas challenged	6.00
Is fluent and articulate in speech	6.00
Is highly motivated and shows determination in getting things done; initiates action	5.66
Consistently behaves in accordance with the APS Values and Code of Conduct	5.66
Provides prompt, efficient and responsive service to customers, clients and stakeholders	5.66
Proactively creates a diverse professional network	5.66
Encourages debate over viability of own proposal; allows for a genuine contest of ideas	5.66
Ensures intended actions and outputs become reality	5.33
Places government and organisational goals above personal preferences or individually motivated ambitions	5.33
Gives helpful and constructive feedback; coaches effectively and is prepared to put time into getting people up to speed	5.33
Delivers negative feedback in a way that neither demoralises nor dilutes the message; focuses on turn around and resolution	5.33
Consults and seeks advice from technical experts and specialists to supplement own knowledge	5.00
Positively influences ACME's culture through own behaviour	5.00
Builds a positive image and reputation of ACME both internally and externally	5.00
Identifies and capitalises on opportunities to improve efficiency and quality	5.00
Envisages future trends and their impact on current and future strategies	5.00
Demonstrates originality of thought and develops innovative solutions	5.00
Champions the organisation's vision, goals and objectives	5.00
Takes responsibility for self-development and identifies own development needs	5.00
Seeks feedback on own performance and modifies behaviour accordingly	5.00
Remains enthusiastic and optimistic, even when facing setbacks	5.00
Sets high expectations and motivates others with an enthusiasm to 'give their all'	5.00
Recognises that people think and operate in different ways, and seeks to understand these differences	5.00
Facilitates individuals working together by encouraging joint ownership and cooperation	5.00
Creates a sense of 'interconnectedness' with other departments and agencies, encouraging cooperation and joint ownership of ideas and approaches	5.00
Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations	4.66
Anticipates and addresses resource challenges to ensure sustainability over the longer term	4.66
Demonstrates respect in dealing with customers and colleagues	4.66
Scans the external and internal environments to find out about Australian and global best practice	4.66
Reviews potential outputs to ensure that they satisfy required government outcomes	4.66
Probes and analyses complex issues well; draws accurate inferences and distils the core of problems	4.66
Operates strategically on the basis of a whole government framework, going beyond agency boundaries	4.66
Makes sound judgments by applying both intellect and experience	4.66
Takes responsibility for progressing work and ensuring action is taken; drives work along	4.66
Shows consistency in behaviour and stays controlled in a crisis	4.66
Is prepared to be forthright and 'tell it like it is' when providing advice	4.66
Encourages diversity of ideas and approaches, enabling everyone to make their maximum contribution	4.66
Demonstrates strong interpersonal skills, establishes rapport, takes time to listen and talk to others	4.66
Effectively uses knowledge and information to achieve business outcomes	4.33
Quickly changes focus as required, responds flexibly to stakeholder requirements	4.33
Facilitates the sharing and effective utilisation of professional and technical skills	4.33
Creates a shared understanding of the future direction and what needs to be done to achieve it	4.33
Provides leadership in information and knowledge management practices	4.33
Encourages others to transfer, maintain and share organisational knowledge and information	4.33
Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended	4.00
Remains focused, in times of uncertainty	3.66
Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales	3.66

Chart 5.4: Average score ranked - staff

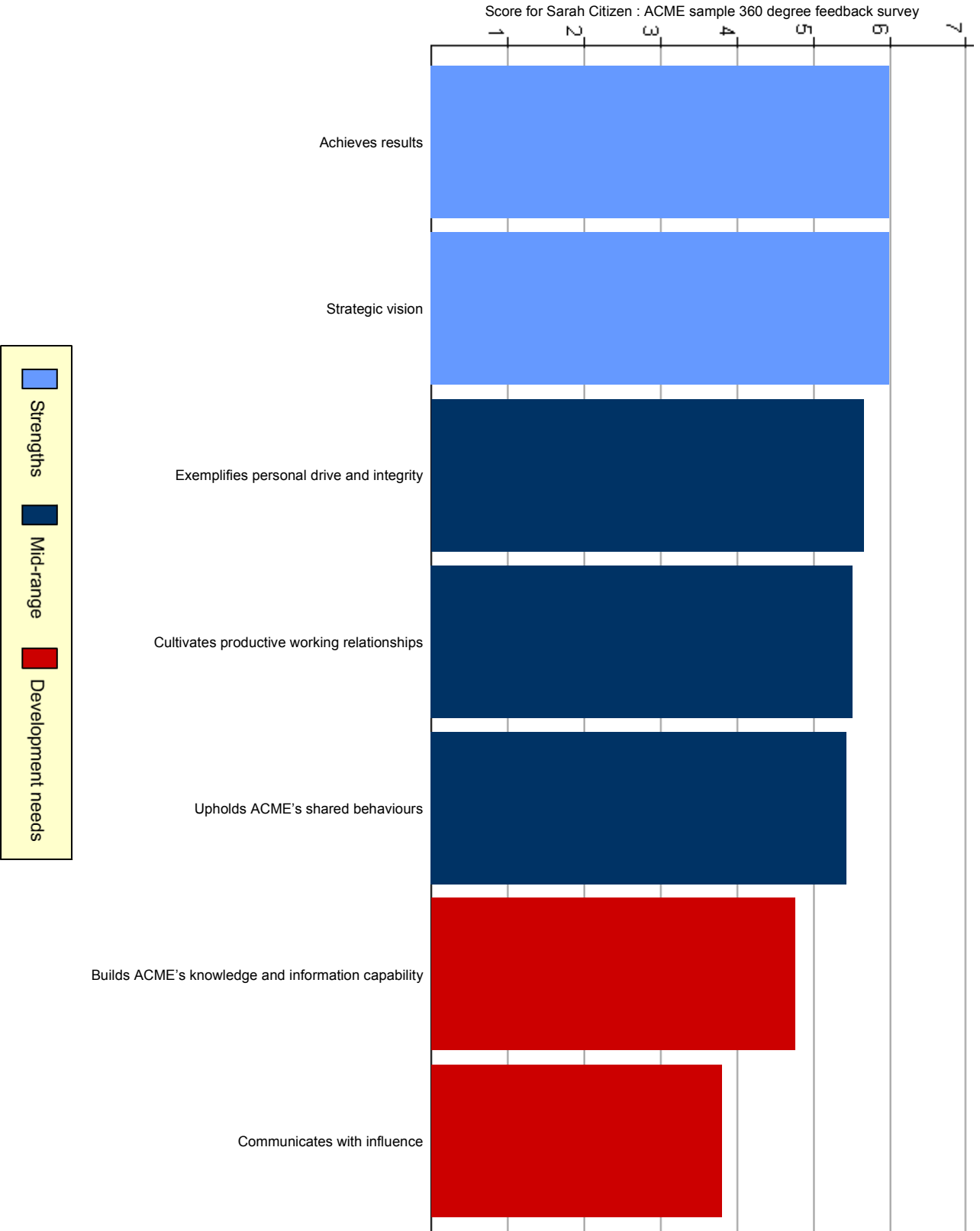


Chart 5.4a - Average score ranked by statement - staff

Sarah Citizen	
Ensures intended actions and outputs become reality	6.50
Anticipates and addresses resource challenges to ensure sustainability over the longer term	6.33
Takes responsibility for progressing work and ensuring action is taken; drives work along	6.33
Envisages future trends and their impact on current and future strategies	6.33
Identifies and capitalises on opportunities to improve efficiency and quality	6.33
Makes sound judgments by applying both intellect and experience	6.33
Operates strategically on the basis of a whole government framework, going beyond agency boundaries	6.33
Consults and seeks advice from technical experts and specialists to supplement own knowledge	6.00
Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations	6.00
Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended	6.00
Quickly changes focus as required, responds flexibly to stakeholder requirements	6.00
Remains focused, in times of uncertainty	6.00
Facilitates individuals working together by encouraging joint ownership and cooperation	6.00
Proactively creates a diverse professional network	6.00
Remains enthusiastic and optimistic, even when facing setbacks	6.00
Champions the organisation's vision, goals and objectives	6.00
Creates a shared understanding of the future direction and what needs to be done to achieve it	6.00
Probes and analyses complex issues well; draws accurate inferences and distils the core of problems	6.00
Facilitates the sharing and effective utilisation of professional and technical skills	5.66
Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales	5.66
Creates a sense of 'interconnectedness' with other departments and agencies, encouraging cooperation and joint ownership of ideas and approaches	5.66
Demonstrates strong interpersonal skills, establishes rapport, takes time to listen and talk to others	5.66
Sets high expectations and motivates others with an enthusiasm to 'give their all'	5.66
Challenges the ideas of others and is open to having own ideas challenged	5.66
Consistently behaves in accordance with the APS Values and Code of Conduct	5.66
Is highly motivated and shows determination in getting things done; initiates action	5.66
Is prepared to be forthright and 'tell it like it is' when providing advice	5.66
Takes responsibility for self-development and identifies own development needs	5.66
Demonstrates originality of thought and develops innovative solutions	5.66
Scans the external and internal environments to find out about Australian and global best practice	5.66
Builds a positive image and reputation of ACME both internally and externally	5.66
Delivers negative feedback in a way that neither demoralises nor dilutes the message; focuses on turn around and resolution	5.33
Encourages diversity of ideas and approaches, enabling everyone to make their maximum contribution	5.33
Gives helpful and constructive feedback; coaches effectively and is prepared to put time into getting people up to speed	5.33
Provides prompt, efficient and responsive service to customers, clients and stakeholders	5.33
Places government and organisational goals above personal preferences or individually motivated ambitions	5.33
Seeks feedback on own performance and modifies behaviour accordingly	5.33
Shows consistency in behaviour and stays controlled in a crisis	5.33
Reviews potential outputs to ensure that they satisfy required government outcomes	5.33
Demonstrates respect in dealing with customers and colleagues	5.33
Positively influences ACME's culture through own behaviour	5.33
Encourages others to transfer, maintain and share organisational knowledge and information	5.00
Recognises that people think and operate in different ways, and seeks to understand these differences	5.00
Effectively uses knowledge and information to achieve business outcomes	4.66
Provides leadership in information and knowledge management practices	4.66
Is fluent and articulate in speech	4.66
Ensures negotiations remain focused on the important issues and on reaching desired outcomes	4.33
Encourages debate over viability of own proposal; allows for a genuine contest of ideas	4.00
Is convincing and persuasive in putting a point across	4.00
Listens attentively to ensure views and information are properly exchanged	4.00
Checks own understanding of the expressed views of others	3.66
Keeps people up to date and fully informed about any changes since original communications	3.66
Adapts communication style to suit the needs of the audience	3.00
Provides structured and succinct written communication with clear rationale and conclusions	3.00

Chart 6.1 - Strengths and development needs - overall

Areas of strength	Development needs
<p>Communicates with influence Ensures negotiations remain focused on the important issues and on reaching desired outcomes (5.85)</p> <p>Achieves results Ensures intended actions and outputs become reality (5.83)</p> <p>Exemplifies personal drive and integrity Is highly motivated and shows determination in getting things done; initiates action (5.71)</p> <p>Exemplifies personal drive and integrity Challenges the ideas of others and is open to having own ideas challenged (5.71)</p> <p>Cultivates productive working relationships Proactively creates a diverse professional network (5.71)</p>	<p>Exemplifies personal drive and integrity Is prepared to be forthright and 'tell it like it is' when providing advice (4.85)</p> <p>Achieves results Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales (4.71)</p> <p>Builds ACME's knowledge and information capability Effectively uses knowledge and information to achieve business outcomes (4.57)</p> <p>Builds ACME's knowledge and information capability Encourages others to transfer, maintain and share organisational knowledge and information (4.57)</p> <p>Builds ACME's knowledge and information capability Provides leadership in information and knowledge management practices (4.42)</p> <p style="text-align: right;">Sarah Citizen</p>

Chart 6.2 - Strengths and development needs - manager

Areas of strength	Development needs
<p>Achieves results Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations (7.00)</p> <p>Communicates with influence Adapts communication style to suit the needs of the audience (7.00)</p> <p>Communicates with influence Checks own understanding of the expressed views of others (7.00)</p> <p>Communicates with influence Ensures negotiations remain focused on the important issues and on reaching desired outcomes (7.00)</p> <p>Communicates with influence Is convincing and persuasive in putting a point across (7.00)</p>	<p>Strategic vision Scans the external and internal environments to find out about Australian and global best practice (5.00)</p> <p>Builds ACME's knowledge and information capability Encourages others to transfer, maintain and share organisational knowledge and information (4.00)</p> <p>Builds ACME's knowledge and information capability Provides leadership in information and knowledge management practices (4.00)</p> <p>Cultivates productive working relationships Facilitates individuals working together by encouraging joint ownership and cooperation (4.00)</p> <p>Exemplifies personal drive and integrity Is prepared to be forthright and 'tell it like it is' when providing advice (3.00)</p> <p style="text-align: right;">Sarah Citizen</p>

Chart 6.3 - Strengths and development needs - peers

Areas of strength	Development needs
<p>Communicates with influence Ensures negotiations remain focused on the important issues and on reaching desired outcomes (7.00)</p> <p>Communicates with influence Provides structured and succinct written communication with clear rationale and conclusions (6.66)</p> <p>Communicates with influence Is convincing and persuasive in putting a point across (6.66)</p> <p>Communicates with influence Listens attentively to ensure views and information are properly exchanged (6.33)</p> <p>Communicates with influence Keeps people up to date and fully informed about any changes since original communications (6.33)</p>	<p>Builds ACME's knowledge and information capability Provides leadership in information and knowledge management practices (4.33)</p> <p>Builds ACME's knowledge and information capability Encourages others to transfer, maintain and share organisational knowledge and information (4.33)</p> <p>Achieves results Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended (4.00)</p> <p>Achieves results Remains focused, in times of uncertainty (3.66)</p> <p>Achieves results Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales (3.66)</p> <p style="text-align: right;">Sarah Citizen</p>

Chart 6.4 - Strengths and development needs - staff

Areas of strength	Development needs
<p>Achieves results Ensures intended actions and outputs become reality (6.50)</p> <p>Achieves results Anticipates and addresses resource challenges to ensure sustainability over the longer term (6.33)</p> <p>Exemplifies personal drive and integrity Takes responsibility for progressing work and ensuring action is taken; drives work along (6.33)</p> <p>Strategic vision Envisages future trends and their impact on current and future strategies (6.33)</p> <p>Strategic vision Identifies and capitalises on opportunities to improve efficiency and quality (6.33)</p>	<p>Communicates with influence Listens attentively to ensure views and information are properly exchanged (4.00)</p> <p>Communicates with influence Checks own understanding of the expressed views of others (3.66)</p> <p>Communicates with influence Keeps people up to date and fully informed about any changes since original communications (3.66)</p> <p>Communicates with influence Adapts communication style to suit the needs of the audience (3.00)</p> <p>Communicates with influence Provides structured and succinct written communication with clear rationale and conclusions (3.00)</p> <p style="text-align: right;">Sarah Citizen</p>

Chart 7: Comments by raters

Sarah Citizen: Comments from your manager

Strengths	Development needs
Sarah keeps the management group fully informed of all changes, and usually well in advance of planning rounds.	Could be more forthright in her opinions.

General comments:

Overall Sarah is an excellent member of our team.

Sarah Citizen: Comments from your peers

Strengths	Development needs
Sarah's professionalism towards organisational goals keeps us all motivated.	Work boundaries are sometimes a problem and scope can sometimes drift out of control.
Ability to simplify complex issues.	Work-life balance, in my opinion. It takes long hours to get all the goals met, but sometimes I think Sarah could do with some "downtime".

General comments:

I have worked with Sarah in other teams and in all the time I have known her she has always had a professional and positive approach to work.

Someone you can confide in.

Number of peer responses which included comments: 2

Sarah Citizen: Comments from your staff

Strengths	Development needs
<p>Leadership and vision. Support for staff.</p> <p>Sarah is a manager who likes to take a hands-on approach and get things done quickly without too much discussion -- I respect that.</p> <p>Determination.</p>	<p>Communication and regular feedback for the entire team.</p> <p>Sometimes we are left in the dark with decision made at higher levels. Even a small update from time to time would help us plan for the busy periods.</p> <p>Communication.</p>

General comments:

It has been a pleasure working with Sarah this year.

Number of staff responses which included comments: 3

Sarah Citizen: Your own comments

I would like to find the time to provide more feedback to staff.

Chart 8: Capability statements

Achieves results

- Anticipates and addresses resource challenges to ensure sustainability over the longer term
- Consults and seeks advice from technical experts and specialists to supplement own knowledge
- Creates mobility of talent within and across areas enabling people to move on and off projects to achieve optimal resourcing combinations
- Ensures intended actions and outputs become reality
- Facilitates the sharing and effective utilisation of professional and technical skills
- Is focused on implementation - translates complex projects into 'on the ground' tasks with manageable steps and timescales
- Monitors timeliness and quality of outputs, ensuring that the closure and delivery of results is as intended
- Quickly changes focus as required, responds flexibly to stakeholder requirements
- Remains focused, in times of uncertainty

Builds ACME's knowledge and information capability

- Effectively uses knowledge and information to achieve business outcomes
- Encourages others to transfer, maintain and share organisational knowledge and information
- Provides leadership in information and knowledge management practices

Communicates with influence

- Adapts communication style to suit the needs of the audience
- Checks own understanding of the expressed views of others
- Encourages debate over viability of own proposal; allows for a genuine contest of ideas
- Ensures negotiations remain focused on the important issues and on reaching desired outcomes
- Is convincing and persuasive in putting a point across
- Is fluent and articulate in speech
- Keeps people up to date and fully informed about any changes since original communications
- Listens attentively to ensure views and information are properly exchanged
- Provides structured and succinct written communication with clear rationale and conclusions

Cultivates productive working relationships

- Creates a sense of 'interconnectedness' with other departments and agencies, encouraging cooperation and joint ownership of ideas and approaches
- Delivers negative feedback in a way that neither demoralises nor dilutes the message; focuses on turn around and resolution
- Demonstrates strong interpersonal skills, establishes rapport, takes time to listen and talk to others
- Encourages diversity of ideas and approaches, enabling everyone to make their maximum contribution
- Facilitates individuals working together by encouraging joint ownership and cooperation
- Gives helpful and constructive feedback; coaches effectively and is prepared to put time into getting people up to speed
- Proactively creates a diverse professional network
- Provides prompt, efficient and responsive service to customers, clients and stakeholders
- Recognises that people think and operate in different ways, and seeks to understand these differences
- Sets high expectations and motivates others with an enthusiasm to 'give their all'

Exemplifies personal drive and integrity

- Challenges the ideas of others and is open to having own ideas challenged
- Consistently behaves in accordance with the APS Values and Code of Conduct
- Is highly motivated and shows determination in getting things done; initiates action
- Is prepared to be forthright and 'tell it like it is' when providing advice
- Places government and organisational goals above personal preferences or individually motivated ambitions
- Remains enthusiastic and optimistic, even when facing setbacks
- Seeks feedback on own performance and modifies behaviour accordingly
- Shows consistency in behaviour and stays controlled in a crisis
- Takes responsibility for progressing work and ensuring action is taken; drives work along
- Takes responsibility for self-development and identifies own development needs

Strategic vision

- Champions the organisation's vision, goals and objectives
- Creates a shared understanding of the future direction and what needs to be done to achieve it
- Demonstrates originality of thought and develops innovative solutions
- Envisages future trends and their impact on current and future strategies
- Identifies and capitalises on opportunities to improve efficiency and quality
- Makes sound judgments by applying both intellect and experience
- Operates strategically on the basis of a whole government framework, going beyond agency boundaries
- Probes and analyses complex issues well; draws accurate inferences and distils the core of problems
- Reviews potential outputs to ensure that they satisfy required government outcomes
- Scans the external and internal environments to find out about Australian and global best practice

Upholds ACME's shared behaviours

- Builds a positive image and reputation of ACME both internally and externally
- Demonstrates respect in dealing with customers and colleagues
- Positively influences ACME's culture through own behaviour

Analysis and debrief process

The **iedex** 360 feedback report comprises 8 charts. These charts display how people perceived your performance on each behaviour in the diagnostic. In addition, some charts display results that aggregate similar behaviours into broader "capabilities", while others aggregate observer groups (manager, peers, staff, etc). These provide different insights into the feedback that enable you to have a much richer understanding of yourself in relation to all of the people you work with.

The general process for analysis is as follows:

1. Look for significant variations in the way that different observer groups perceive you on the same behaviours/capabilities. Why is this the case? Does it warrant specific attention to some behaviours for some groups?
2. Which observer category consistently scores you higher or lower than others? Why is this the case? Does it warrant specific attention to that group?
3. Do you consistently score higher or lower on certain types of behaviours/capabilities? What does this tell you about yourself, your strengths and development needs?

Remember:

- The perception of each observer is their reality, whether you agree with it or not;
- Feedback has positives and negatives – analyse both equally rigorously;
- Don't guess at who may have scored you in a particular way, and don't confront those who you think have provided you with feedback you don't like;
- Decide what behaviours you will work on for each observer group – don't attempt too much;
- Decide what information you will share with each observer group.
- Consider talking to each observer group about the feedback to get a better understanding of why they scored you as they did.

Chart 1: Capability importance

This Chart contains an analysis of the importance you attached to each statement and compares it with the importance your manager attached. It enables you to identify similarities and differences in priorities between you and your manager. Look at your results to see where there are significant variations in the importance ratings given by your manager. Talk to your manager about any differences greater than 1.0 on the chart – make sure you are not focusing on areas that your manager thinks are lower in priority.

Chart 2: Capability performance

This Chart displays the scores you received for each of the capabilities in the diagnostic. It allows you to identify your behavioural strengths and weaknesses and to compare the scores given to you by each observer group (peers, manager, staff, etc). Look at the columns in the graphs and 'draw a line' with your eye across the page:

- Are there any significant differences (say 0.5 to 1 point) between the scores given by your observer groups? What might be the reason?
- Where did you score highest and lowest? Can you explain this?
- Decide a "cut-off" score below which you will act to improve on any capability.

Chart 3: Consolidated capability performance

This Chart displays your rating for each attribute with the combined ratings of all other observers - you compared with "the rest". It gives you a summary of your self perception in relation to everyone else's perception of you.

Chart 4: Table of Raw Scores

This Chart contains the details of ratings you received from each rater category. This includes highest and lowest scores to enable you to analyse variance in the scores you received. Note the way you perceive yourself versus the way you are perceived by your colleagues. Set yourself a minimum acceptable score for any behaviour. Pencil a circle around scores below this, look for commonalities in the items you have circled (even though they come from different capabilities). Have the different observer groups given you similar/varying feedback? Can you work on one behaviour across all observer groups, or do each want different improvements from you? Decide what action you will take to improve in these areas (use the behaviour development plan at the end of the report).

Chart 5: Average score for each capability

This Chart displays your average score for each behaviour and breaks this down by observer group. The behaviours are ranked from highest to lowest to give you a clear picture of your strengths and development needs as perceived by each observer group. Look at the behaviours in which you have rated highest (eg. the top 5 scores). Is there any connection between them? Think about the behaviours in which you have rated lowest (eg. the bottom 5 scores). Is there any connection between them? Can you work on one behaviour and have a positive impact on other related behaviours as well?

Chart 6: Strengths and development needs

This Chart lists your top 5 scores and 5 lowest scores for behaviours in the diagnostic – on average and for each observer group. It enables you to build confidence in the things you are good at and to create a development plan for the areas in which you need improvement. Review your strengths and development needs in the context of your organisation, your current job and your aspirations. Think about the best course of action you might take to further develop your capabilities over the next twelve months. Enter this information into the behaviour development plan at the end of this report.

Chart 7: Comments by observers

Read the comments provided by your observers. Do they support high or low scores you received in the 360 degree feedback instrument? Do they provide any insights into how you should pursue your development needs? Do they reinforce your strengths and development needs?

Chart 8: Table of capability statements

This Chart contains a breakdown of the statements associated with each attribute in the diagnostic. It shows you how the diagnostic is assembled.

What is 360 degree feedback?

360 degree feedback is a tool that gives individuals a clear view of their performance at work. Opinions are gathered from the person being assessed, people that work for them, their peers and their manager. All views are grouped together to form the full picture. In most cases opinions are expressed by the completion of a questionnaire covering different aspects of expected performance factors.

Typical benefits include:-

A more balanced view of individual performance.

Feedback from only one source can be dismissed as being only one person's opinion. If a number of people say the same thing then it is harder to ignore it. Equally a personal opinion from one person can be balanced out by the overall view of others using the 360 approach.

Often differences of opinion about the performance of a person are caused by different expectations on the part of those rating them. The 360 approach provides a basis for identifying and discussing these different expectations.

It is more likely to cause behaviour change.

Evidence from a number of different assessors is reliable evidence and is difficult to ignore. When faced with the evidence most people resolve to make changes to the way that they work. The level of detail enables them to do so reliably. Subsequent feedback can tell them how they are doing. The evidence will also identify strengths that can be built on as a means of improving performance even further.

It reveals unique information not captured by other methods.

On an individual level 360 degree feedback methods overcome blockages to feedback from a number of sources. Examples of such blockages include a reluctance of the team to give negative feedback to a team leader, also there is often a lack of positive feedback from the manager to team members. These barriers are all easily overcome through 360 degree feedback. If peers and customers are used then feedback is received from people that normally do not give it.

For top-level managers it is often their only source of reliable feedback.

Top-level managers often do not receive any feedback on their day-to-day behavioural skills: there simply isn't anyone to give it. The only way a top-level manager can get feedback is to encourage team members or peers to give it. The methods of 360 degree feedback are an ideal way to do this.

It increases understanding of how people are expected to perform.

A common reason that people do not perform in the most effective way is that either they don't know what to do to be more effective, or they fail to appreciate the effect that things that they do have on others. The 360 degree feedback is an ideal way to help them understand.

It helps managers understand team members' skills, particularly in flat or rapidly changing organisation structures.

With a large number of direct reports a manager cannot spend time looking at the day-to-day activities of their team. In fast changing organisations the team leader may not have managed team members for very long. The 360 degree feedback process gathers information on individuals from all those that have seen how they perform. A new or very busy manager can use this information to get to know their team a lot faster.

A powerful lead in to self directed learning and development.

When faced with overwhelming evidence of a competence that needs to be developed there is only one question for most people, "how can I do something about it?" Often deep rooted and long-standing problems are confronted in this way. The self-directed learning and development that then happens is based on real need rather than only an individual's self-perception.

It brings a competency framework to life.

However much time and money you spend developing a competency framework that precisely defines the way you want people to work, it can easily become a dusty manual on a shelf. A 360 feedback process using questionnaires directly linked to the framework gives the competencies real meaning. They are made directly relevant to people's day-to-day work.

Provides organisation-wide insights.

The data from 360 degree feedback on individuals can be gathered together to give a range of cross group or organisation insights. The competency strengths and development needs of all, or part of, the organisation can be assessed. This technique can also be used to check the relevance and suitability of the original competency framework.

360 degree feedback is a powerful tool for change for both individuals and organisations as a whole. The clearest result is that individuals, faced with overwhelming and indisputable evidence, genuinely rethink attitudes and habits that have become ingrained over the years. Changing the individual performance of a number of people in a coordinated way then leads to changing the performance of the organisation as a whole.

Behaviour Development Planner

The development needs identified in Chart 6 provide areas where your skills could be improved. To assist this development, identify 4 goals that you hope to achieve in the next 12 months. Decide how and when you would like to achieve these goals and what resources you will require.

Also, be quite clear about how you and others will be able to measure your achievement of these goals.

Remember that this is about one element of all capabilities - and your learning - only. You should also consider how these goals fit into the performance management process within your organisation and the overall performance goals you hope to achieve.

BEHAVIOUR DEVELOPMENT PLANNER

Behaviour to be developed	Target Observer group (eg. Manager, Peers, Staff, Others)	
Specific development actions		Timeline
Potential barriers	Possible countermeasures	

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Behaviour to be developed	Target Observer group (eg. Manager, Peers, Staff, Others)	
Specific development actions		Timeline
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Behaviour to be developed	Target Observer group (eg. Manager, Peers, Staff, Others)	
Specific development actions		Timeline
Potential barriers	Possible countermeasures	

Appendix A: 'Urgency barometer' for Sarah Citizen

It can be useful to adjust your development needs by taking into account the importance ranking given by your manager. The following 'urgency barometer' takes into account both performance and importance ratings which may clarify your development needs.

<p>You are performing below your average on these items and your manager rates them of average or above average importance.</p>	<p>Achieves results</p>
<p>You are performing below your average on these items, but your manager rates them as being of less than average importance.</p>	<p>Builds ACME's knowledge and information capability</p>
<p>You are performing above your average on these items, but your manager rates them as less than average importance. (Are you devoting too much time to these less important items?)</p>	<p>Communicates with influence Strategic vision Exemplifies personal drive and integrity</p>
<p>You are performing above your average on these items and your manager rates them as being of average or above average importance.</p>	<p>Cultivates productive working relationships</p>