



# 360 Propel Feedback Report<sup>TM</sup>

Assessment Report For

**Anne Example**

Date completed: **07 November 2017**

**Confidentiality Statement**

This report is confidential. The content of this report should only be read by individuals who have approved access.

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# Introduction

## The Goal

The ultimate aim of completing a 360 Feedback Process is to facilitate your personal development. Completing the questionnaire should help you better understand how you, and other people you interact with, perceive your performance at work.

Where questions and competencies show higher scores, this generally means that raters see you as being effective in these areas and these could be considered as your relative strengths.

Conversely, where questions and competencies show lower scores, this generally means that raters see potential for improvement in these areas and these could be considered as your relative development needs.

Once you have had the opportunity to review and understand the data presented in this report you will then be able to decide which areas you want to develop, whether it be to take a strength to the next level or to address a development need that is hindering your overall performance.

## About This Feedback Report

This report presents the results from the 360 Feedback Process, in terms of how you rated your own behaviour at work, and how others rated you.

The rater groups included in the 360 Feedback Process were:

- Self
- Manager
- Direct Reports
- Peers

360 Propel also generates another rater group in order to provide comparative data and this is shown as All Others. This is an overall average score, calculated using the average scores from all rater groups, but excluding your own self-ratings.

The report contains the following sections:

1. Your Raters
2. Overall Competency Ranking
3. Competency Rating Summary
4. Detailed Question Ratings
5. Additional Comments
6. Top 10 Questions
7. Bottom 10 Questions
8. Question Ratings - Top 5 and Bottom 5 by Rater Group
9. Blind Spots – Under and Over Ratings
10. Personal Development Plan

Each of these sections is described in more detail below:

## 1. Your Raters

This section provides a summary of the number of people who rated you in this 360 Degree Feedback process within each of the rater groups available.

## Introduction

## 2. Overall Competency Ranking

This table shows all the competencies included in the 360 Questionnaire and lists them in rank order, highest to lowest according to the scores given by your raters. Your own scores are not included in this analysis.

The scores for all questions within a competency are added up, by rater group, and then averaged to give a single score for that competency. You can therefore quickly see how all others rated you in each of the competencies and how each competency compares with the others.

It can be helpful to note Competencies which may appear to be Strengths (at the top end of the ranking) and those which may appear to be Development Needs (nearer the bottom end of the ranking).

## 3. Competency Rating Summary

This summary shows the average score for each competency for each rater group. These groups will have been set up when your 360 Questionnaire was being designed and one of your early tasks was to nominate people you knew to rate you within each rater group.

It is quite usual for different rater groups to perceive your behaviour differently. This can be the result of differing expectations, different types of situations they see you in, as well as the frequency of contact they have with you. Of course it is quite possible that you actually do behave differently with different people!

It can be useful to note competencies where rater group perceptions appear quite different and also where you might believe rater group scores may be more accurate for certain competencies.

For example:

**Strategic Perspective** – your manager's perception may be more accurate because it is only when you are with him/her that you have the opportunity to be more strategic.

**People Development** – your team's perception may be more accurate as they are the people you are likely to be trying to develop.

## 4. Detailed Question Ratings

This section shows the scores for every question included for each particular competency. It also shows how the scores vary for each rater group and the same colour coding is used consistently throughout this Feedback Report.

As many competencies have a number of different facets, it can be helpful to see, from individual question scores, whether your behaviour is seen as quite consistent across these different facets, or if there is any significant difference.

This data can help you to be more focussed when deciding on your development activities later on in the process.

## Introduction

### 5. Additional Comments

In the 360 Questionnaire, raters are asked if they would like to add any comments about you, as well as rating each of the questions for the competencies. This facility is not mandatory, so comments may or may not appear. Where they do appear, the identity of the rater is protected.

Their comments are also reproduced verbatim, that is, not checked or altered in any way, so sometimes you may find spelling mistakes or grammatical errors here!

Sometimes these comments can be quite revealing as raters often feel quite strongly about them if they have taken the extra time to compose them!

### 6. Top 10 Questions

This section shows the 10 questions that were rated the highest by All Others, irrespective of the competency they are assigned to.

It also shows your own individual rating for each of these questions too so you can see how closely aligned your perception is with that of the other raters.

If a number of questions in this section relate to the same competency, this could indicate a possible Strength for you.

### 7. Bottom 10 Questions

This section shows the opposite of the section above. It shows the 10 questions that were rated the lowest by All Others and again your own scores so you can see if there are any major differences in perceptions.

If a number of questions in this section relate to the same competency, this could indicate a possible Development Need for you.

### 8. Question Ratings - Top 5 and Bottom 5 by Rater Group

This section shows the questions with the highest and lowest ratings according to specific rater groups.

Again it can be interesting to note any patterns that might arise, particularly where competencies may reflect the nature of the working relationship, for example;

| Rater Group    | Competency           |
|----------------|----------------------|
| Manager        | Commercial Awareness |
| Peers          | Teamwork             |
| Direct Reports | Leadership           |
| External       | Customer Service     |

## Introduction

### 9. Blind Spots – Under and Over Ratings

Joseph Luft and Harry Ingham described the concept of behavioural “Blind Spots” when they developed their renowned Johari Window back in 1955. Basically this is where other people see the impact of your behaviour in a particular way and this phenomenon is in your “Blind Spot” as no-one has made you aware this before.

Sometimes we may behave in a certain way and just “take it for granted” without realising just how effective that particular behaviour is. In 360 Propel this is where we have **Under-Rated** ourselves, that is we have given ourselves a low score, whereas others have given us a relatively higher score. These behaviours could therefore be possible strengths.

Alternatively we may behave in a certain way and not realise that this behaviour creates negative feelings or behaviours in other people. This too is a “Blind Spot” and in 360 Propel this is shown as **Over-Rated**. This is where we have rated ourselves more highly than All Other raters.

Where perceptions differ, it is useful to understand the size of the gap as the need to change behaviour or change perceptions might be the greatest where the gap is the largest.

Also, particularly for **Over-Rated** behaviour, it is important to understand whether differences in ratings are either side of what is generally accepted as “effective” for your role in your organisation.

The columns showing **Above Mid Point** and **Below Mid Point** in this section give some indication of this based on the average rating given by the All Others group.

### 10. Personal Development Plan

Once you have had the time to reflect on the results contained within your 360 Propel Feedback Report, you need to decide on your personal development priorities.

It is strongly recommended that you review your report with a coach, your manager or an HR professional, to help you understand the key messages contained within your report and to decide on the activities that are likely to be the most effective and most valuable for your personal development.

Once you have decided which competencies or behaviours to focus upon, it is helpful to create a simple plan to help you launch, monitor and achieve your development objectives.

This section provides a simple form to help you build an effective Personal Development Plan, the more specific you can be the greater the likelihood of success.

# 1. Your Raters

The table below indicates the number of people in each rater group who were invited to provide feedback about you, and how many of these actually completed the 360 Questionnaire. The 'Total All Others' row indicates the total number of raters who took part, excluding your own self ratings.

|  | Rater Group             | Number Invited | Number Completed | Minimum for Reporting |
|--|-------------------------|----------------|------------------|-----------------------|
|  | Self                    | 1              | 1                | 0                     |
|  | Manager                 | 2              | 1                | 0                     |
|  | Direct Reports          | 2              | 2                | 0                     |
|  | Peers                   | 2              | 2                | 0                     |
|  | <b>Total All Others</b> | <b>6</b>       | <b>5</b>         | <b>0</b>              |

To protect the anonymity of individual raters, results for a rater group are only shown if the minimum number for reporting is met or exceeded. If a group has an insufficient number of raters then that group will not be shown or it will be combined into another rater group.

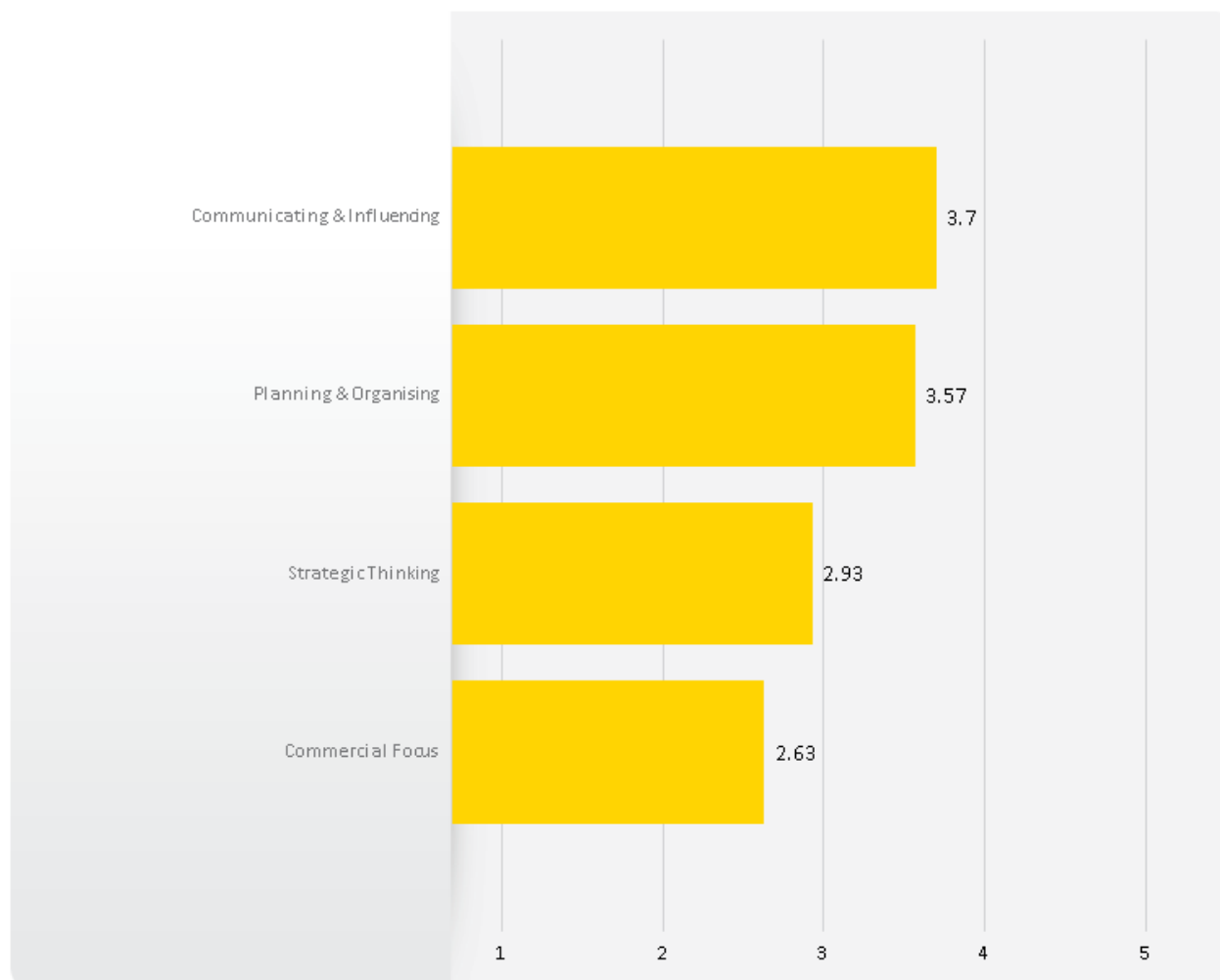
## 2. Competency Ranking Summary - All Others

This section gives a quick overview of your average score on each competency based on ratings from All Other Raters (excluding your own ratings).



**Look out for** competencies near the top as possible strengths and those near the bottom as possible development needs.

**Rating Scale:** 1 = Development Priority, 2 = Less than Acceptable, 3 = Acceptable, 4 = More than Acceptable, 5 = Strength





### 3. Competency Rating Summary - Rater Groups

This section shows how each rater group scored you on each competency.

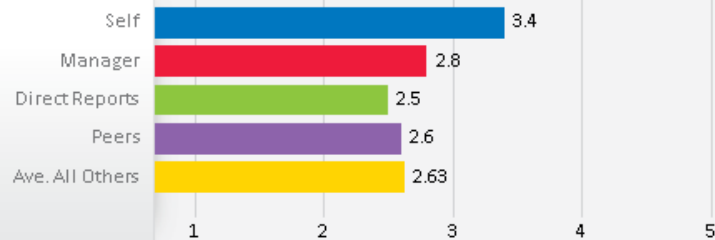


**Look out for** different perceptions between different rater groups or trends, eg. my manager tends to give lower scores than the people who report to me.

**Rating Scale:** 1 = Development Priority, 2 = Less than Acceptable, 3 = Acceptable, 4 = More than Acceptable, 5 = Strength

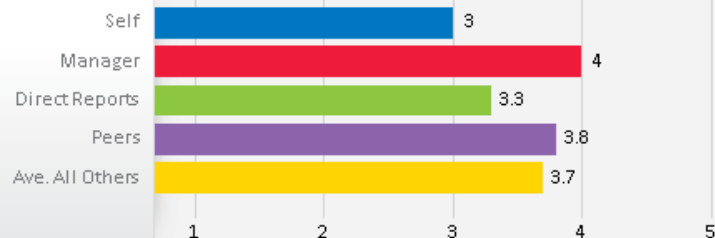
#### Commercial Focus

Understands the context in which the organisation operates and takes appropriate action to maximise competitive advantage and achieve commercial success.



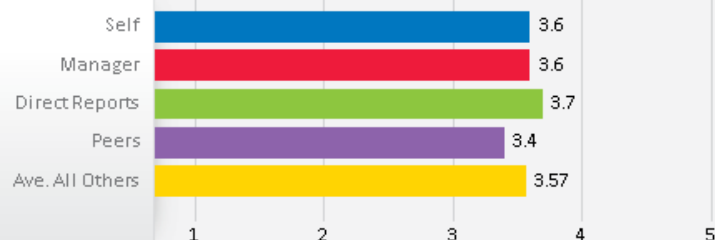
#### Communicating & Influencing

Expresses views and ideas clearly and convinces others to follow their lead.



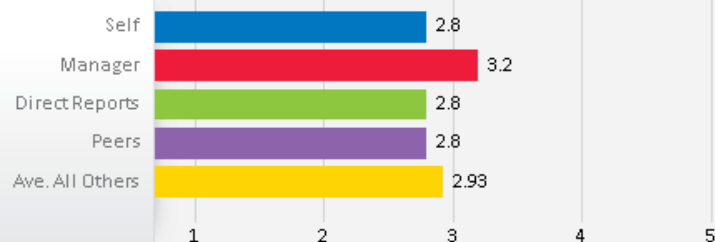
#### Planning & Organising

Develops and executes appropriate plans to achieve short and longer term objectives. Establishes priorities accurately and organises resources effectively.



#### Strategic Thinking

Considers the bigger picture, able to deal with longer term and more wide-ranging issues. Develops and supports strategies which are consistent with the organisation's vision.



## 4. Detailed Question Ratings

### Commercial Focus

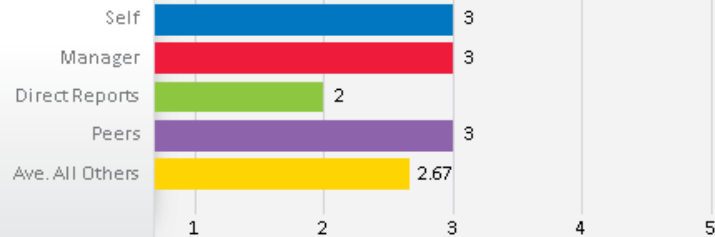
This section shows how each rater group scored you on each question.



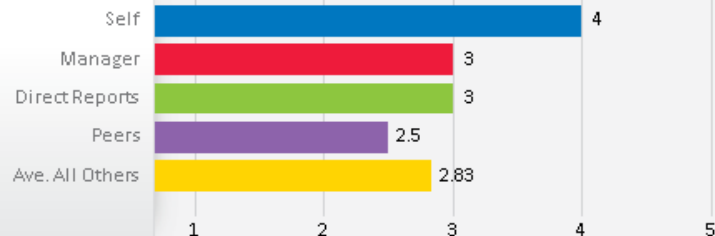
**Look out for** specific questions which may have been rated very high or very low and which may have impacted your overall competency rating.

**Rating Scale:** 1 = Development Priority, 2 = Less than Acceptable, 3 = Acceptable, 4 = More than Acceptable, 5 = Strength

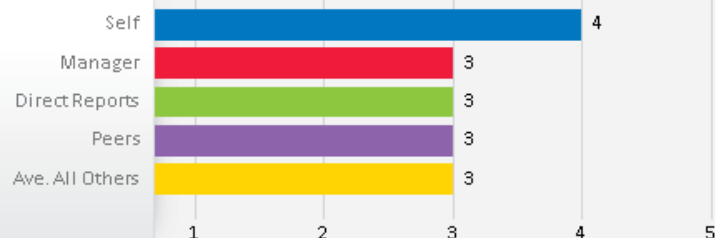
**1** Demonstrates a good understanding of the context or market in which the organisation operates.



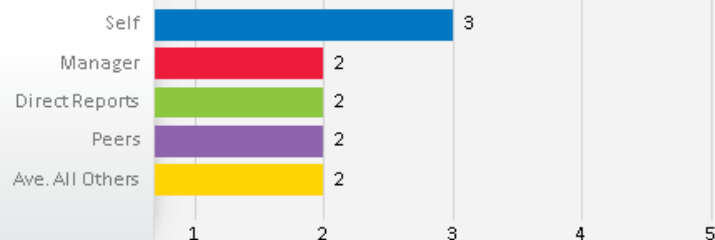
**2** Carefully considers the commercial impact of any strategies or actions they recommend.



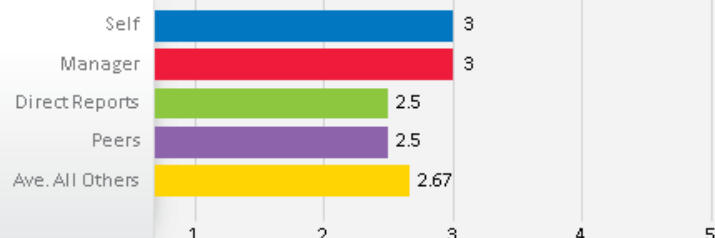
**3** Effectively balances the external demand for high quality products or services with internal need to control costs and achieve business targets.



**4** Keeps up to date with changes in the marketplace, such as competitor information or legislation, in order to improve commercial performance or competitive advantage.



**5** Understands who the organisation's key customers are and how best to meet their requirements.

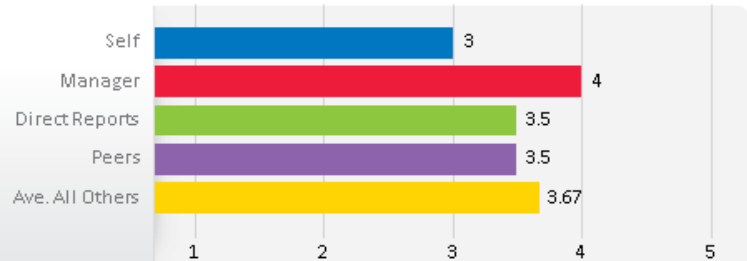


## 4. Detailed Question Ratings

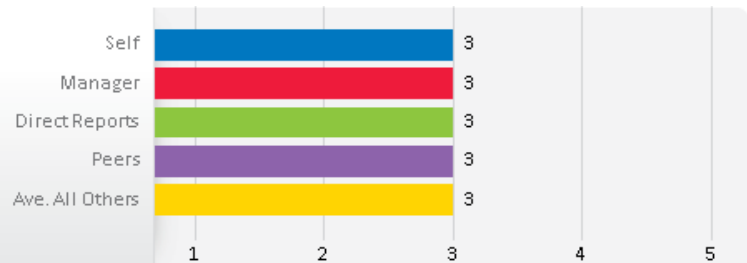
### Communicating & Influencing

**Rating Scale:** 1 = Development Priority, 2 = Less than Acceptable, 3 = Acceptable, 4 = More than Acceptable, 5 = Strength

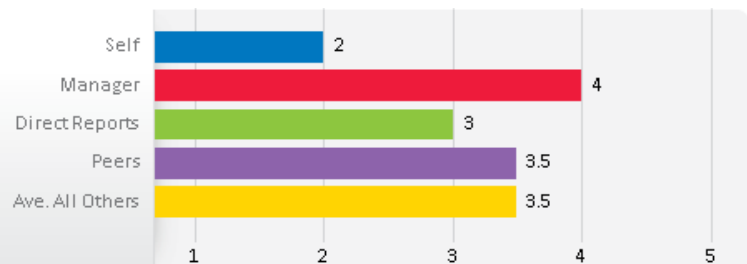
**6** Communicates effectively in a variety of situations i.e formal and informal as well as with small or large audiences.



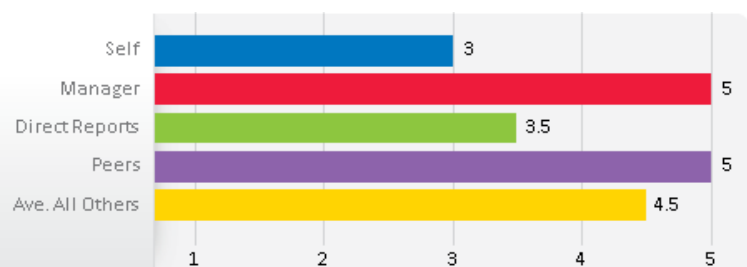
**7** Changes style appropriately to meet the needs of the audience or the demands of the situation.



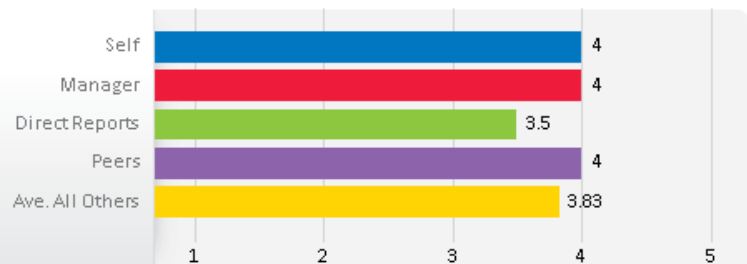
**8** Uses a range of styles to persuade others to agree with their views or recommendations.



**9** Remains calm under pressure and continues to communicate clearly and convincingly.



**10** Shares information openly and at the appropriate time, not too little and not too late.

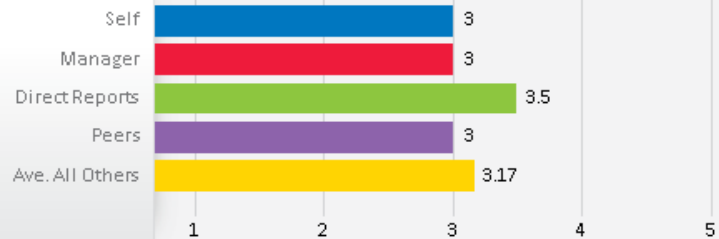


## 4. Detailed Question Ratings

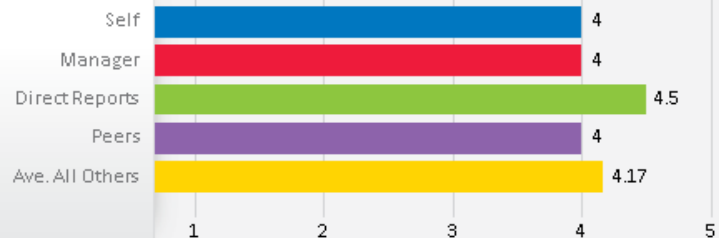
### Planning & Organising

**Rating Scale:** 1 = Development Priority, 2 = Less than Acceptable, 3 = Acceptable, 4 = More than Acceptable, 5 = Strength

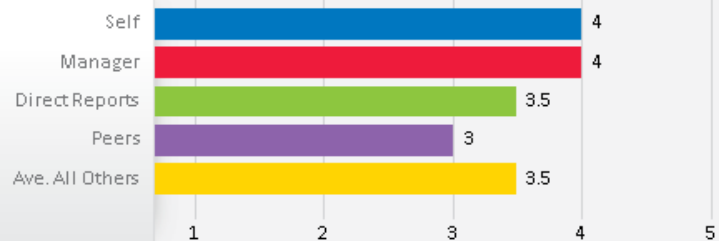
**11** Sets clear and challenging objectives for self and others.



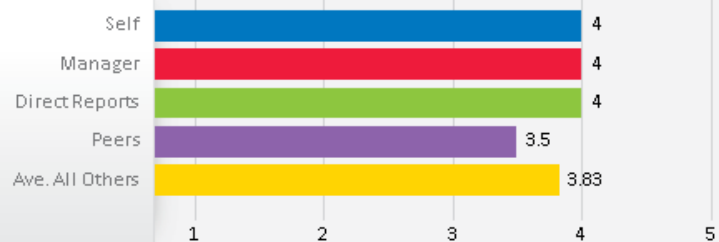
**12** Establishes priorities quickly and accurately and organises tasks appropriately as a result.



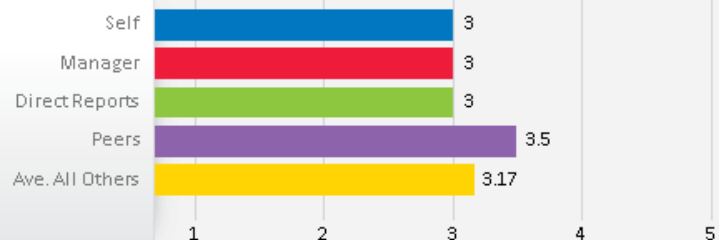
**13** Creates effective plans taking account of activities, duration, inter-dependencies and responsibilities.



**14** Allocates time and resources effectively, based on priorities, skills and workload.



**15** Anticipates potential problems and risks and ensures appropriate contingency actions are built into the plan.

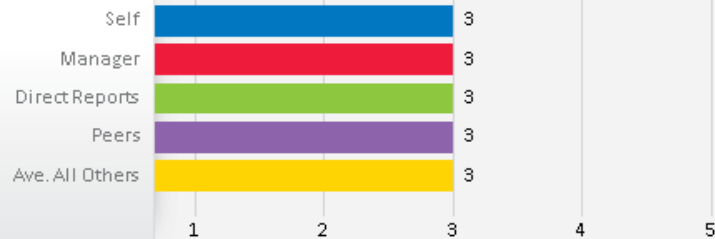


## 4. Detailed Question Ratings

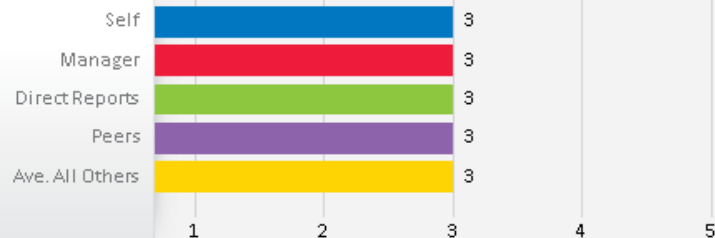
### Strategic Thinking

**Rating Scale:** 1 = Development Priority, 2 = Less than Acceptable, 3 = Acceptable, 4 = More than Acceptable, 5 = Strength

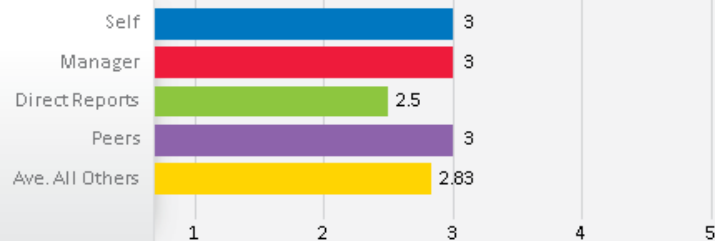
**16** Actions indicate consideration of longer term or broader issues or opportunities.



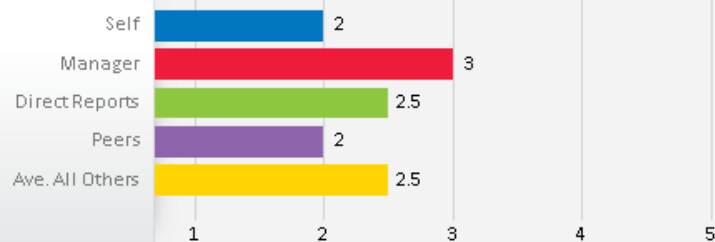
**17** Develops plans or strategies that deliver high level objectives, consistent with the organisation's vision.



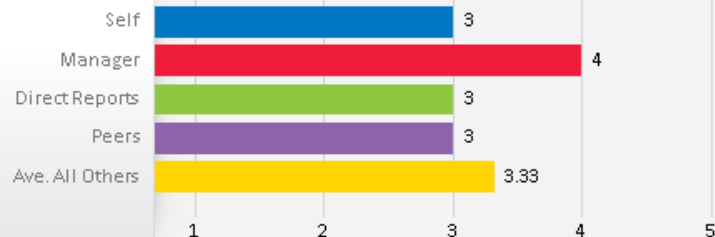
**18** Ensures that they and others understand the organisation's vision and that their objectives are aligned and consistent with this.



**19** Understands the longer term trends in their marketplace and factors these into key decisions.



**20** Is able to operate comfortably and contribute effectively with very senior people inside and outside the organisation.



## 5. Additional Comments



This section shows any additional comments that were submitted by your raters. If any comments appear here they are exactly as they were submitted, spelling or grammatical mistakes and all!



**Look out for** any consistent messages that indicate possible areas of strength or development need.

### What could this person do more of?

- Understanding the marketplace.
- It would be beneficial if Anne was to dedicate some time to understanding the broader vision of the company, as well as our place in the market.

### What could this person do less of?

- Good communication and an excellent team player
- Anne is always approachable, and incredibly easy to talk to.

## 6. Top 10 Question Ratings - All Others

This section shows the questions where you were rated the highest by All Other Raters.



**Look out for** any recurring competencies and differences to your own ratings.

| No. | Question   | Competency                  | Ave. All Others | Self |
|-----|--|-----------------------------|-----------------|------|
| 9   | Remains calm under pressure and continues to communicate clearly and convincingly.                                     | Communicating & Influencing | 4.50            | 3    |
| 12  | Establishes priorities quickly and accurately and organises tasks appropriately as a result.                           | Planning & Organising       | 4.17            | 4    |
| 10  | Shares information openly and at the appropriate time, not too little and not too late.                                | Communicating & Influencing | 3.83            | 4    |
| 14  | Allocates time and resources effectively, based on priorities, skills and workload.                                    | Planning & Organising       | 3.83            | 4    |
| 6   | Communicates effectively in a variety of situations ie formal and informal as well as with small or large audiences.   | Communicating & Influencing | 3.67            | 3    |
| 8   | Uses a range of styles to persuade others to agree with their views or recommendations.                                | Communicating & Influencing | 3.50            | 2    |
| 13  | Creates effective plans taking account of activities, duration, inter-dependencies and responsibilities.               | Planning & Organising       | 3.50            | 4    |
| 20  | Is able to operate comfortably and contribute effectively with very senior people inside and outside the organisation. | Strategic Thinking          | 3.33            | 3    |
| 11  | Sets clear and challenging objectives for self and others.   | Planning & Organising       | 3.17            | 3    |
| 15  | Anticipates potential problems and risks and ensures appropriate contingency actions are built into the plan.          | Planning & Organising       | 3.17            | 3    |

## 7. Bottom 10 Question Ratings - All Others

This section shows the questions where you were rated the lowest by All Other Raters.



**Look out for** any recurring competencies and differences to your own ratings.

| No. | Question  | Competency                  | Ave. All Others | Self |
|-----|---|-----------------------------|-----------------|------|
| 4   | Keeps up to date with changes in the marketplace, such as competitor information or legislation, in order to improve commercial performance or competitive advantage. | Commercial Focus            | 2.00            | 3    |
| 19  | Understands the longer term trends in their marketplace and factors these into key decisions.   | Strategic Thinking          | 2.50            | 2    |
| 1   | Demonstrates a good understanding of the context or market in which the organisation operates.  | Commercial Focus            | 2.67            | 3    |
| 5   | Understands who the organisation's key customers are and how best to meet their requirements.   | Commercial Focus            | 2.67            | 3    |
| 2   | Carefully considers the commercial impact of any strategies or actions they recommend.  | Commercial Focus            | 2.83            | 4    |
| 18  | Ensures that they and others understand the organisation's vision and that their objectives are aligned and consistent with this.                                     | Strategic Thinking          | 2.83            | 3    |
| 3   | Effectively balances the external demand for high quality products or services with internal need to control costs and achieve business targets.                      | Commercial Focus            | 3.00            | 4    |
| 7   | Changes style appropriately to meet the needs of the audience or the demands of the situation.  | Communicating & Influencing | 3.00            | 3    |
| 16  | Actions indicate consideration of longer term or broader issues or opportunities.   | Strategic Thinking          | 3.00            | 3    |
| 17  | Develops plans or strategies that deliver high level objectives, consistent with the organisation's vision.   | Strategic Thinking          | 3.00            | 3    |



## 8. Question Ratings - Manager

This section shows which questions were rated the highest and lowest by your different rater groups.



**Look out for** any recurring competencies. Also note how competencies are rated by different rater groups, eg. Strategic Perspective by your manager or perhaps Delegation by the people who report to you.

### Top 5 Question Ratings

| No. | Question   | Competency                  | Manager | Self |
|-----|--|-----------------------------|---------|------|
| 9   | Remains calm under pressure and continues to communicate clearly and convincingly.                                   | Communicating & Influencing | 5.00    | 3    |
| 6   | Communicates effectively in a variety of situations ie formal and informal as well as with small or large audiences. | Communicating & Influencing | 4.00    | 3    |
| 8   | Uses a range of styles to persuade others to agree with their views or recommendations.                              | Communicating & Influencing | 4.00    | 2    |
| 10  | Shares information openly and at the appropriate time, not too little and not too late.                              | Communicating & Influencing | 4.00    | 4    |
| 12  | Establishes priorities quickly and accurately and organises tasks appropriately as a result.                         | Planning & Organising       | 4.00    | 4    |

### Bottom 5 Question Ratings

| No. | Question  | Competency       | Manager | Self |
|-----|---|------------------|---------|------|
| 4   | Keeps up to date with changes in the marketplace, such as competitor information or legislation, in order to improve commercial performance or competitive advantage. | Commercial Focus | 2.00    | 3    |
| 1   | Demonstrates a good understanding of the context or market in which the organisation operates.  | Commercial Focus | 3.00    | 3    |
| 2   | Carefully considers the commercial impact of any strategies or actions they recommend.  | Commercial Focus | 3.00    | 4    |
| 3   | Effectively balances the external demand for high quality products or services with internal need to control costs and achieve business targets.                      | Commercial Focus | 3.00    | 4    |
| 5   | Understands who the organisation's key customers are and how best to meet their requirements.   | Commercial Focus | 3.00    | 3    |

## 8. Question Ratings - Direct Reports

### Top 5 Question Ratings

| No. | Question   | Competency                  | Direct Reports | Self |
|-----|--|-----------------------------|----------------|------|
| 12  | Establishes priorities quickly and accurately and organises tasks appropriately as a result.                         | Planning & Organising       | 4.50           | 4    |
| 14  | Allocates time and resources effectively, based on priorities, skills and workload.                                  | Planning & Organising       | 4.00           | 4    |
| 6   | Communicates effectively in a variety of situations ie formal and informal as well as with small or large audiences. | Communicating & Influencing | 3.50           | 3    |
| 9   | Remains calm under pressure and continues to communicate clearly and convincingly.                                   | Communicating & Influencing | 3.50           | 3    |
| 10  | Shares information openly and at the appropriate time, not too little and not too late.                              | Communicating & Influencing | 3.50           | 4    |

### Bottom 5 Question Ratings

| No. | Question  | Competency         | Direct Reports | Self |
|-----|---|--------------------|----------------|------|
| 1   | Demonstrates a good understanding of the context or market in which the organisation operates.  | Commercial Focus   | 2.00           | 3    |
| 4   | Keeps up to date with changes in the marketplace, such as competitor information or legislation, in order to improve commercial performance or competitive advantage. | Commercial Focus   | 2.00           | 3    |
| 5   | Understands who the organisation's key customers are and how best to meet their requirements.   | Commercial Focus   | 2.50           | 3    |
| 18  | Ensures that they and others understand the organisation's vision and that their objectives are aligned and consistent with this.                                     | Strategic Thinking | 2.50           | 3    |
| 19  | Understands the longer term trends in their marketplace and factors these into key decisions.   | Strategic Thinking | 2.50           | 2    |

## 8. Question Ratings - Peers

### Top 5 Question Ratings

| No. | Question   | Competency                  | Peers | Self |
|-----|--|-----------------------------|-------|------|
| 9   | Remains calm under pressure and continues to communicate clearly and convincingly.                                   | Communicating & Influencing | 5.00  | 3    |
| 10  | Shares information openly and at the appropriate time, not too little and not too late.                              | Communicating & Influencing | 4.00  | 4    |
| 12  | Establishes priorities quickly and accurately and organises tasks appropriately as a result.                         | Planning & Organising       | 4.00  | 4    |
| 6   | Communicates effectively in a variety of situations ie formal and informal as well as with small or large audiences. | Communicating & Influencing | 3.50  | 3    |
| 8   | Uses a range of styles to persuade others to agree with their views or recommendations.                              | Communicating & Influencing | 3.50  | 2    |

### Bottom 5 Question Ratings

| No. | Question  | Competency         | Peers | Self |
|-----|---|--------------------|-------|------|
| 4   | Keeps up to date with changes in the marketplace, such as competitor information or legislation, in order to improve commercial performance or competitive advantage. | Commercial Focus   | 2.00  | 3    |
| 19  | Understands the longer term trends in their marketplace and factors these into key decisions.   | Strategic Thinking | 2.00  | 2    |
| 2   | Carefully considers the commercial impact of any strategies or actions they recommend.  | Commercial Focus   | 2.50  | 4    |
| 5   | Understands who the organisation's key customers are and how best to meet their requirements.   | Commercial Focus   | 2.50  | 3    |
| 1   | Demonstrates a good understanding of the context or market in which the organisation operates.  | Commercial Focus   | 3.00  | 3    |

## 9. Blind Spots

### Under Rated (Possible Strengths)

This section shows questions where you tended to rate yourself lower than other rater groups.



**Look out for** significant gaps in your perceptions and where your scores and their scores fall either side of the mid-point.

| No. | Question   | Competency                  | Gap   | Ave. All Others | Self | Spans Mid Point |
|-----|--|-----------------------------|-------|-----------------|------|-----------------|
| 8   | Uses a range of styles to persuade others to agree with their views or recommendations.                                | Communicating & Influencing | +1.50 | 3.50            | 2    | ✓               |
| 9   | Remains calm under pressure and continues to communicate clearly and convincingly.                                     | Communicating & Influencing | +1.50 | 4.50            | 3    |                 |
| 6   | Communicates effectively in a variety of situations ie formal and informal as well as with small or large audiences.   | Communicating & Influencing | +0.67 | 3.67            | 3    |                 |
| 19  | Understands the longer term trends in their marketplace and factors these into key decisions.                          | Strategic Thinking          | +0.50 | 2.50            | 2    |                 |
| 20  | Is able to operate comfortably and contribute effectively with very senior people inside and outside the organisation. | Strategic Thinking          | +0.33 | 3.33            | 3    |                 |
| 12  | Establishes priorities quickly and accurately and organises tasks appropriately as a result.                           | Planning & Organising       | +0.17 | 4.17            | 4    |                 |

## 9. Blind Spots


### Over Rated (Possible Development Needs)

This section shows questions where you tended to rate yourself higher than other rater groups.



**Look out for** significant gaps in your perceptions and where your scores and their scores fall either side of the mid-point.

| No. | Question  | Competency            | Gap   | Ave. All Others | Self | Spans Mid Point |
|-----|---|-----------------------|-------|-----------------|------|-----------------|
| 2   | Carefully considers the commercial impact of any strategies or actions they recommend.  | Commercial Focus      | -1.17 | 2.83            | 4    | ✓               |
| 3   | Effectively balances the external demand for high quality products or services with internal need to control costs and achieve business targets.                      | Commercial Focus      | -1.00 | 3.00            | 4    |                 |
| 4   | Keeps up to date with changes in the marketplace, such as competitor information or legislation, in order to improve commercial performance or competitive advantage. | Commercial Focus      | -1.00 | 2.00            | 3    | ✓               |
| 13  | Creates effective plans taking account of activities, duration, inter-dependencies and responsibilities.  | Planning & Organising | -0.50 | 3.50            | 4    |                 |
| 1   | Demonstrates a good understanding of the context or market in which the organisation operates.  | Commercial Focus      | -0.33 | 2.67            | 3    | ✓               |
| 5   | Understands who the organisation's key customers are and how best to meet their requirements.   | Commercial Focus      | -0.33 | 2.67            | 3    | ✓               |



"Set your goals high, and don't stop till you get there."

## Your Personal Development Plan

This section provides you with a template for your Personal Development Plan, which you can use to plan your development activities and track your progress.

When planning your development we recommend you focus on no more than three competencies at a time. For each of these competencies, we suggest you prioritise three key actions that will help your development in this competency.

Your Personal Development Plan should include the following information, as provided in the templates on the following pages:

- **Competency:** Indicate which competency you have chosen to develop.
- **Objective:** Make a clear statement about what your overall objective is in relation to developing this competency. This should specify in more detail what aspect of the competency you want to develop. For example, under the competency Planning & Organising, your objective might be "Develop my project management skills in relation to scheduling tasks/resources efficiently, monitoring progress and keeping activities on track".
- **Why chosen:** Indicate your reason for developing this competency. It may be an existing strength you want to capitalise on, something you are good at already but you want to develop into a strength, or an area that requires significant development.
- **Development Activities:** Identify up to three specific activities that you will undertake to enhance your performance in relation to this competency. These activities should be SMART - specific, measurable, achievable, realistic and time-bounded.
- **Support:** Agree with your line manager what help or resources, if any, you may need in order to successfully achieve each development activity. This may include support from another individual, training, equipment, etc.
- **Start / Finish:** Agree a specific date on which you will start the development activity, and a target date by when you will complete it.
- **Outcomes:** When you have completed the development activity, record when you completed it, what results you achieved and any relevant comments about the activity. Don't forget to record anything remarkable that you have LEARNED from this experience!

# Personal Development Plan

Competency: \_\_\_\_\_

Objective: \_\_\_\_\_

Why Chosen: Strength / Development Need

| Development Activities Outcomes |  | Support                           | Start Date         | Target Date         | Outcomes             |
|---------------------------------|--|-----------------------------------|--------------------|---------------------|----------------------|
| What actions will I take?       |  | What help/resources might I need? | When will I start? | When will I finish? | What have I learned? |
| 1                               |  |                                   |                    |                     |                      |
| 2                               |  |                                   |                    |                     |                      |
| 3                               |  |                                   |                    |                     |                      |

# Personal Development Plan

Competency: \_\_\_\_\_

Objective: \_\_\_\_\_

Why Chosen: Strength / Development Need

| Development Activities Outcomes |  | Support                           | Start Date         | Target Date         | Outcomes             |
|---------------------------------|--|-----------------------------------|--------------------|---------------------|----------------------|
| What actions will I take?       |  | What help/resources might I need? | When will I start? | When will I finish? | What have I learned? |
| 1                               |  |                                   |                    |                     |                      |
| 2                               |  |                                   |                    |                     |                      |
| 3                               |  |                                   |                    |                     |                      |



# Personal Development Plan

Competency: \_\_\_\_\_

Objective: \_\_\_\_\_

Why Chosen: Strength / Development Need

| Development Activities Outcomes |  | Support                           | Start Date         | Target Date         | Outcomes             |
|---------------------------------|--|-----------------------------------|--------------------|---------------------|----------------------|
| What actions will I take?       |  | What help/resources might I need? | When will I start? | When will I finish? | What have I learned? |
| 1                               |  |                                   |                    |                     |                      |
| 2                               |  |                                   |                    |                     |                      |
| 3                               |  |                                   |                    |                     |                      |

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