



LIVED 360[®]

Assessment Report For

Ann Example

Report Generated: **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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About This Report

Overview of LIVED 360®

A 360 Feedback Process aims to establish how you, and other people you interact with, perceive your performance at work. The process involves collecting, and compiling, ratings on a predetermined set of behaviours.

This 360 questionnaire, LIVED 360, is specifically focused on the critical areas of effective leadership behaviours. a&dc's LIVED® leadership model represents the culmination of 25 years of cutting edge assessment experience and draws on evidence from five critical areas of leadership effectiveness.

The LIVED leadership model, around which this questionnaire is based, comprises of five 'Dimensions' and three corresponding 'Elements' under each. Each Dimension and Element is measured by a number of questions in the Questionnaire. The ratings on these questions are then added together to produce an overall score on each Dimension or Element.

Dimension	Definition	Elements
Learning	Willing and able to adapt to new environments and challenges by drawing on learning and feedback from previous experiences.	<ul style="list-style-type: none">● Finding Learning Opportunities● Evaluating Experiences● Applying Learning
Intellect	Thinks incisively, deals effectively with complex and ambiguous information, sees issues in a broader context and takes sound decisions based on this analysis.	<ul style="list-style-type: none">● Incisive Analysis● Strategic Perspective● Insightful Judgement
Values	Acts in an authentic and consistent way, inspires trust and demonstrates integrity, courage and respect for others.	<ul style="list-style-type: none">● Acts With Integrity● Fairness and Respect● Courage
Emotions	Manages own emotions effectively, builds positive relationships and uses emotions to influence and inspire others.	<ul style="list-style-type: none">● Managing Own Emotions● Building Relationships● Influencing and Inspiring Others
Drive	Sets challenging goals, takes an action-oriented approach and shows passion and determination to overcome obstacles, act decisively and achieve results.	<ul style="list-style-type: none">● Action Orientation● Drive for Results● Enthusiasm and Commitment

About This Report

How Your Results Will Be Presented

This report shows you the ratings given to each of Questions, and the combined ratings for each of the Dimensions and Elements. The ratings are based on the responses of the specific rater groups that were involved in this 360 Feedback process. These groups were:

- Self
- Line Manager
- Peers, Direct Reports

As well as providing details of the responses of these specific rater groups, you will also be shown an '**All Others**' group, which is an overall average score, calculated using the average scores from all rater groups, but excluding your own self ratings.

Where Questions, Dimensions or Elements 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, Dimensions or Elements 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.

The Structure of This Report

This report contains the following sections:

1. Profile Overview
2. Dimension Analysis
3. Additional Comments
4. Top 10 Questions
5. Bottom 10 Questions
6. Question Ratings - Top 5 and Bottom 5 by Rater Group
7. Blind Spots – Under and Over Ratings
8. Personal Development Plan

Each of these sections is described in more detail below:

1. Profile Overview

This section of the report provides a graphical summary of your profile on each of the five LIVED Dimensions and Elements covered in the Questionnaire. You will be presented with a single score for each Dimension or Element, which is based on an average of the sum of all questions relating to it, across your raters but excluding your own ratings. You can therefore quickly see you were rated on each area, and how each area compares with the others.

This section provides an initial overview of your relative strengths and development areas across your raters.

About This Report

2. Dimension Analysis

This section of the report provides more detail about your profile. Each of the five Dimensions is presented in a separate subsection, which includes a description of that Dimension and a breakdown by rater group of the ratings on the Dimension and Element, and by individual question.

The section can be used to provide supplementary information on your strengths and development areas highlighted in section 1, with individual questions helping to further focus your development activities. It can also provide insight into differences in perception across your rater groups. 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 areas where rater group perceptions appear quite different and also where you might believe rater group scores may be more accurate.

3. Additional Comments

Your raters were given the opportunity to provide additional comments about your strengths and development areas, and these are shown in full in this section of the report. 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!

4. Top 10 Questions

This section shows the 10 questions that were rated the highest by All Others, irrespective of the Dimension or Subscale 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 Dimension or Subscale, this could indicate a possible Strength for you.

5. 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 Dimension or Subscale, this could indicate a possible Development Need for you.

About This Report

6. 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 the Dimension or Subscale may reflect the nature of the working relationship.

7. 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 this 360 Assessment, 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 this 360 Assessment 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.

8. Personal Development Plan

Once you have had the time to reflect on the results contained within this 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.

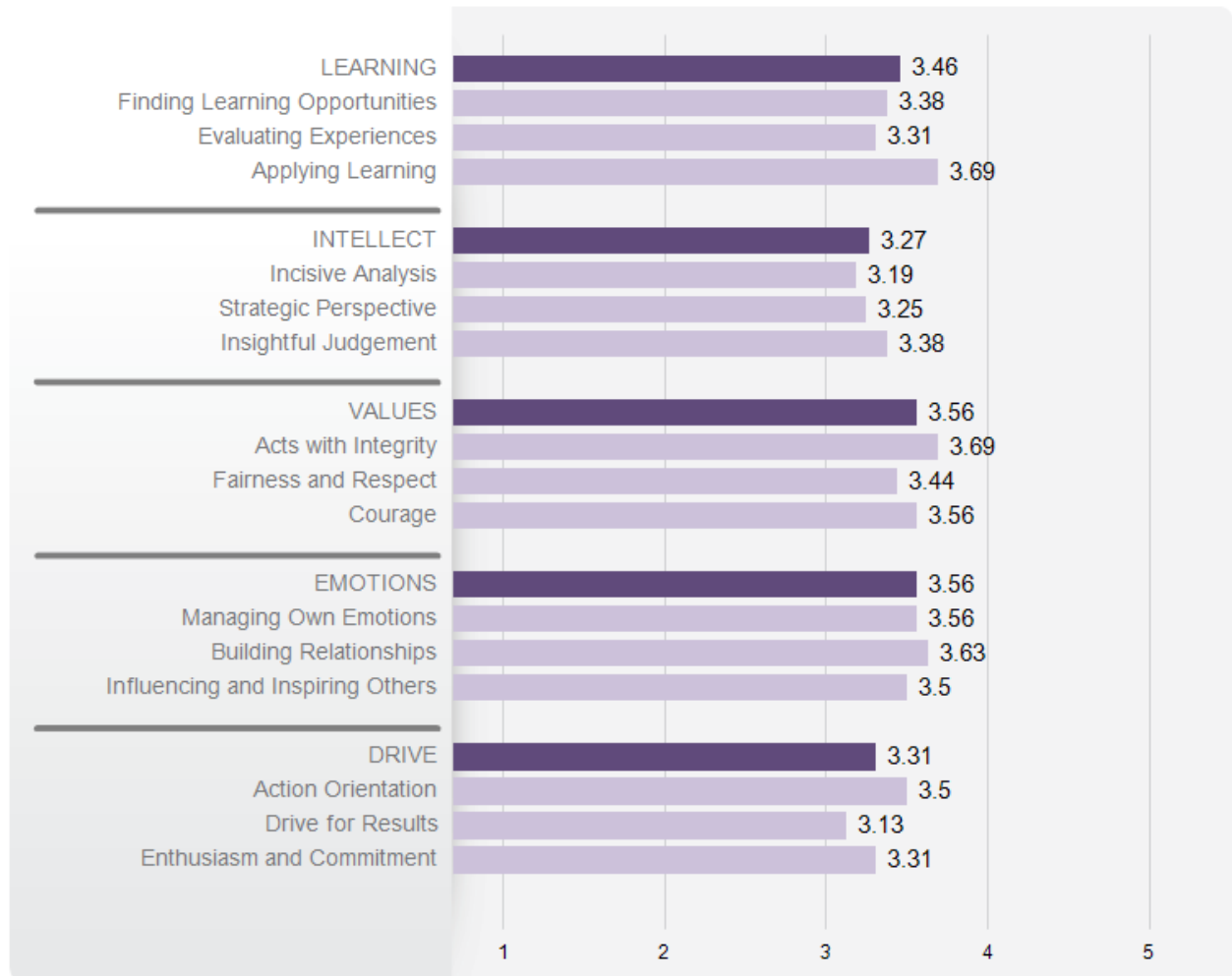
Once you have decided which areas to focus upon, it is helpful to create a simple plan to help you launch, monitor and achieve your development objectives.

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. Profile Overview

This section gives a quick overview of your average score on each LIVED Dimension and Element based on ratings from All Rater Groups (and excluding your own ratings).

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed



2. Detailed Dimension Ratings

This section provides further information on the ratings you were given for the Dimensions and Elements within this questionnaire, broken down by rater group.

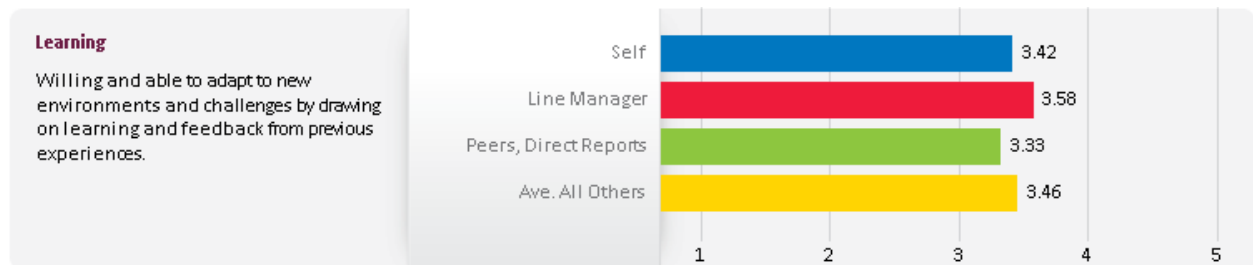
Dimension 1: Learning

Learning, in the context of leadership, is not just about training courses or books. It is about optimising the value of lessons learned from experience. This ability has been identified as a critical attribute for leadership success in contemporary organisations, where change and adaptation are a constant, rather than exceptional, requirement. Working in a Global context, leaders must quickly learn to adapt to new markets and cultural norms. Learning from experience, sometimes referred to as 'learning agility', can be defined as an individual's willingness and ability to adapt to new environments and challenges by drawing on learning and feedback from previous experiences.

In this questionnaire, 'Learning' includes 3 Elements:

- 1) Finding Learning Opportunities
- 2) Evaluating Experiences
- 3) Applying Learning

An overview of your ratings on this Dimension is shown below:



Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

"Life is the leader's laboratory, and exemplary leaders use it to conduct as many experiments as possible. Try, fail, learn. Try, fail, learn. Try, fail, learn. That's the leader's mantra. Leaders are learners. They learn from their failures as well as their successes, and they make it possible for others to do the same."

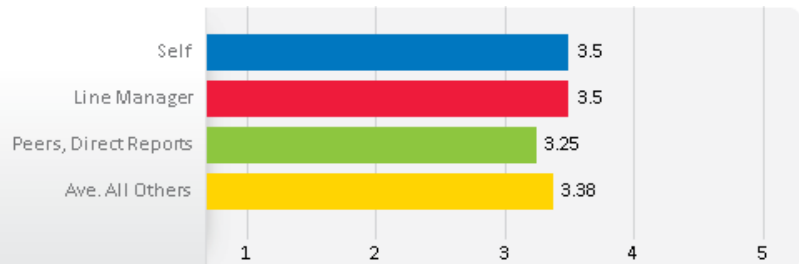
James M. Kouzes & Barry Z. Posner

Element 1: Finding Learning Opportunities

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

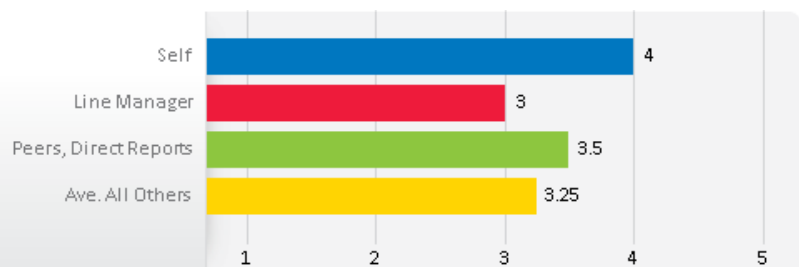
Finding Learning Opportunities

An individual's drive to learn and develop, seek out new challenges, and try different approaches.

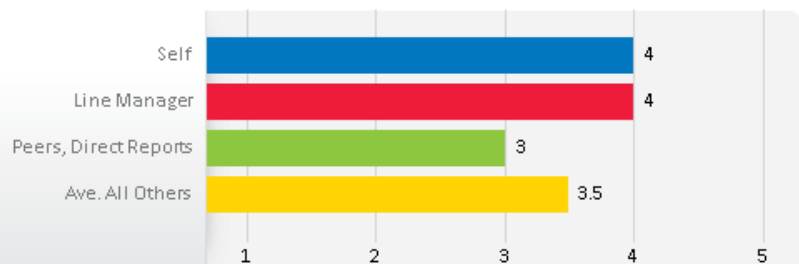


Question Ratings - Finding Learning Opportunities

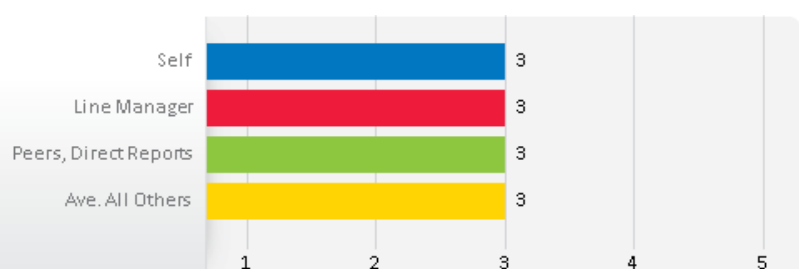
1 Seizes opportunities to learn and develop.



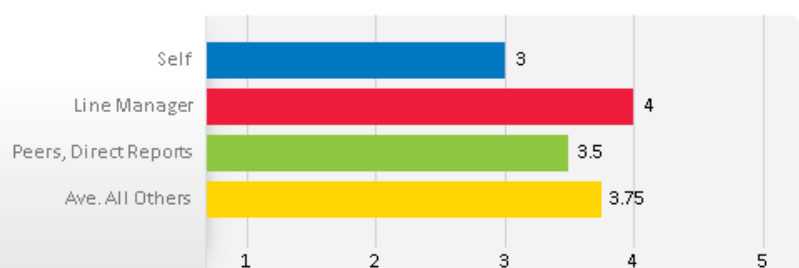
2 Proactively identifies stretching challenges.



3 Relishes new challenges.



4 Experiments with new approaches.

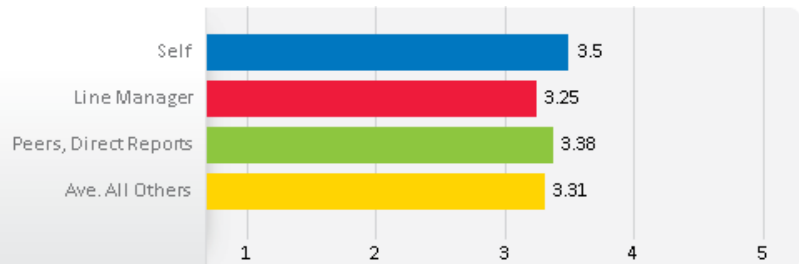


Element 2:Evaluating Experiences

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

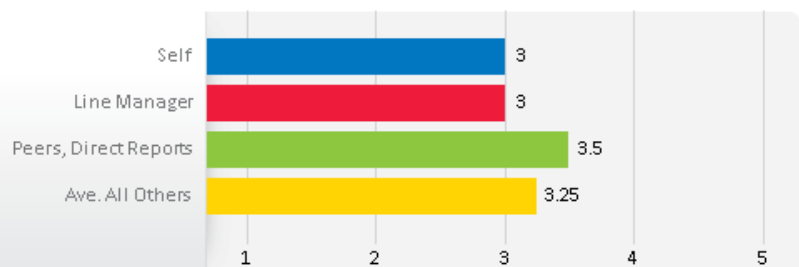
Evaluating Experiences

The extent to which an individual reflects on their experiences, seeks feedback from others, and identifies ways to improve.

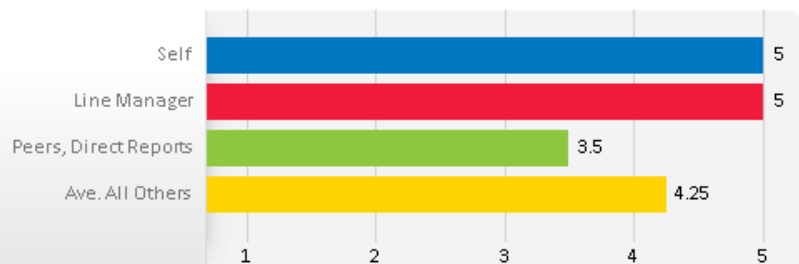


Question Ratings - Evaluating Experiences

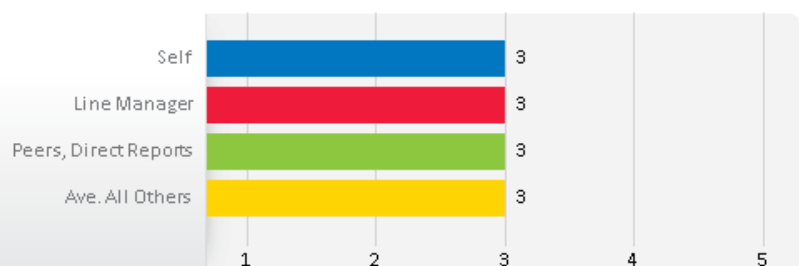
1 Reviews experiences to understand how to do things better.



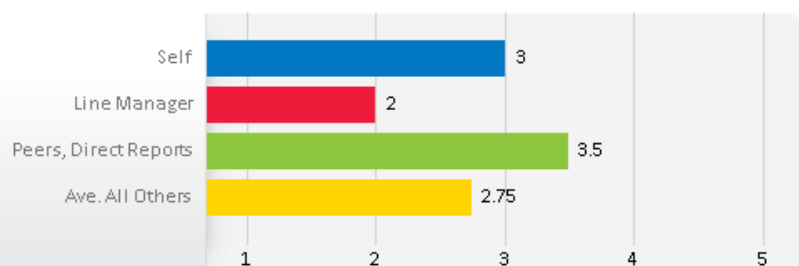
2 Proactively asks others to provide feedback.



3 Asks for feedback on own performance.



4 Is receptive to feedback, even when it is negative.

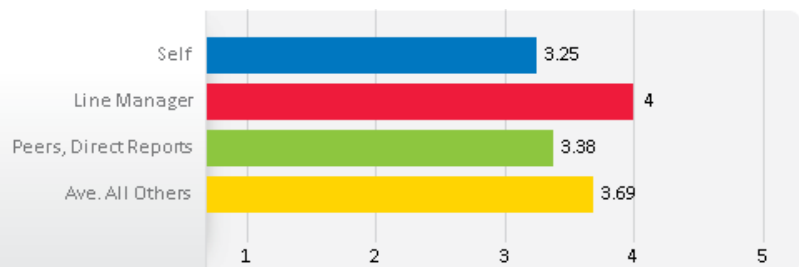


Element 3:Applying Learning

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

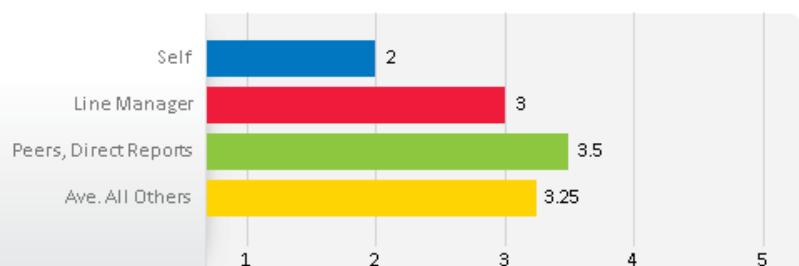
Applying Learning

The extent to which an individual puts learning points into action, seeking out opportunities to apply new learning.

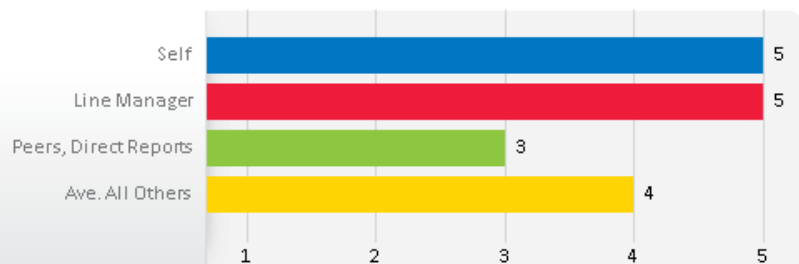


Question Ratings - Applying Learning

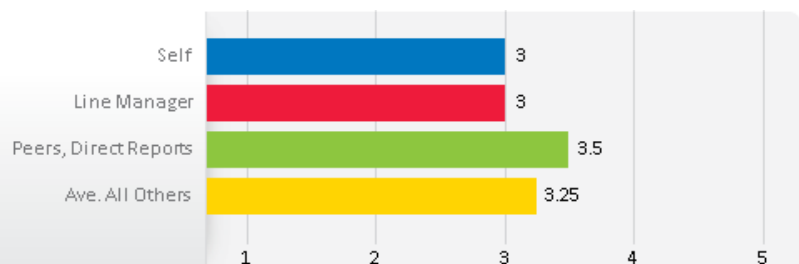
1 Puts specific learning points into action.



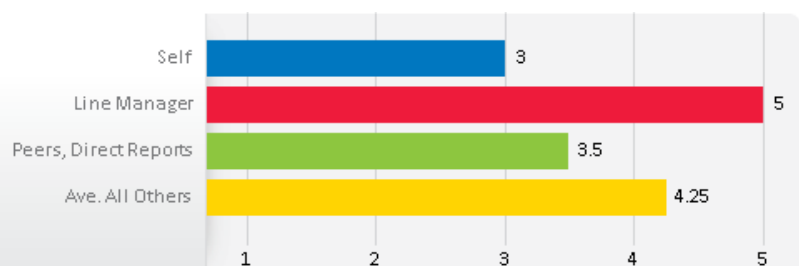
2 Changes behaviour in response to feedback from others.



3 Learns quickly from mistakes.



4 Finds opportunities to use new learning



Dimension 2: Intellect

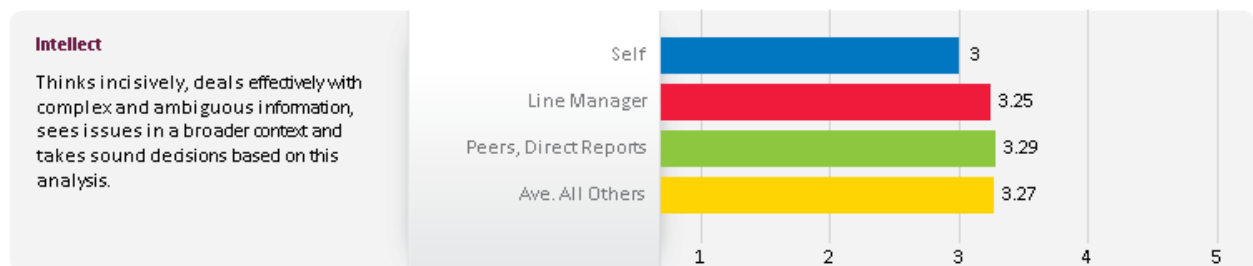
Leaders are likely to encounter huge volumes of complex and ambiguous information on a day to day basis. They need to systematically review, process and prioritise this information, identifying key points and making effective decisions. Alongside this, leaders need to focus on the 'bigger picture', seeing information in this context, and identifying the longer term and strategic implications of what they see. The 'intellect' required for effective leadership does not necessary equate to traditional concepts of intelligence, which relates more to the pure processing and analysis of information, rather than the judgement and strategic focus required for effective leadership.



In this questionnaire, 'Intellect' includes 3 Elements:

- 1) Incisive Analysis
- 2) Strategic Perspective
- 3) Insightful Judgement

An overview of your ratings on this Dimension is shown below:



"With good judgment, little else matters. Without it, nothing else matters."

Noel M. Tichy & Warren G. Bennis

"Strategy without tactics is the slowest route to victory. Tactics without strategy is the noise before defeat."

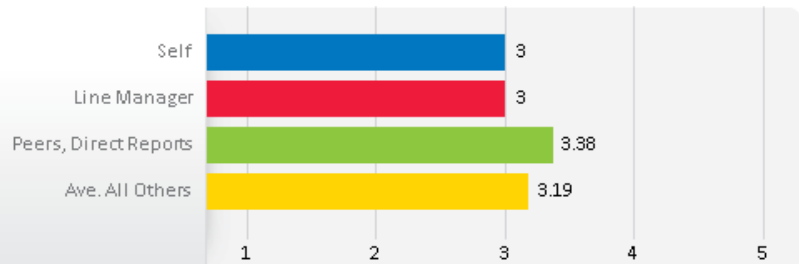
Sun Tzu

Element 1: Incisive Analysis

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

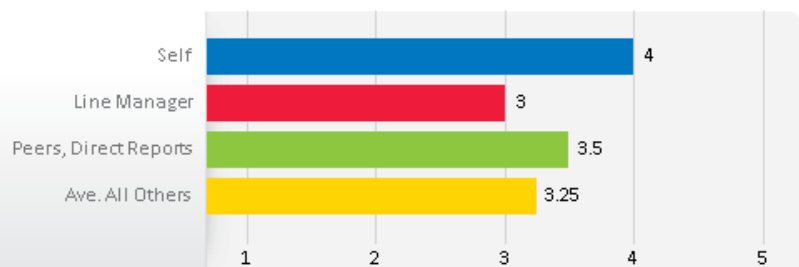
Incisive Analysis

Effectively analyses complex and ambiguous information quickly, identifying the key issues and providing insight

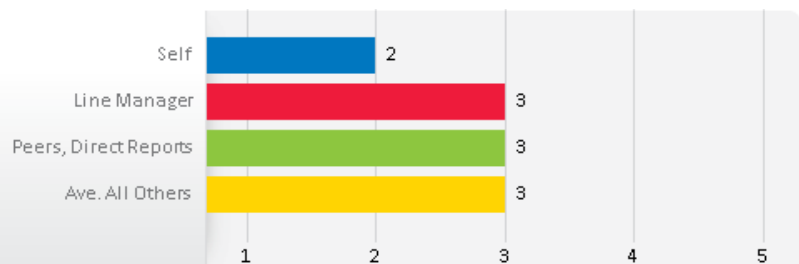


Question Ratings - Incisive Analysis

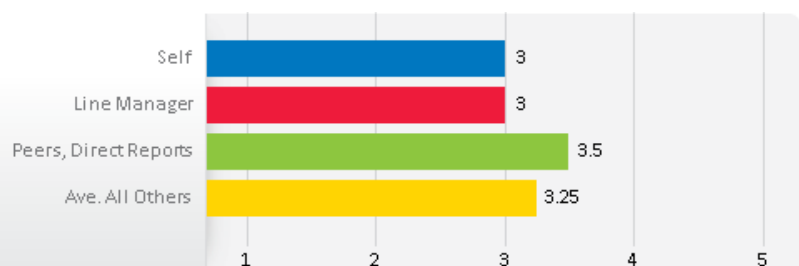
1 Gets to the core of a problem quickly.



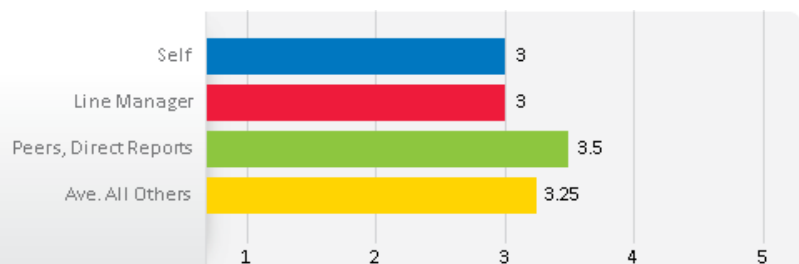
2 Analyses information systematically.



3 Identifies gaps in information quickly.



4 Brings new insights that others have not considered.

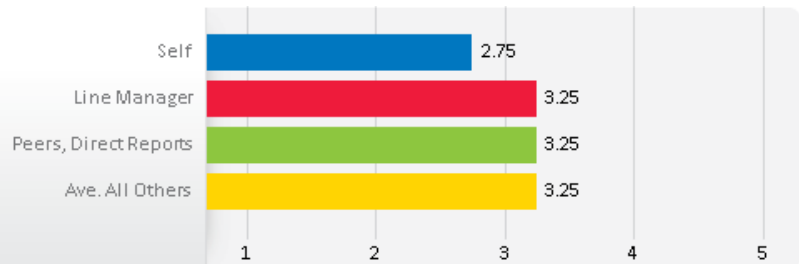


Element 2: Strategic Perspective

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

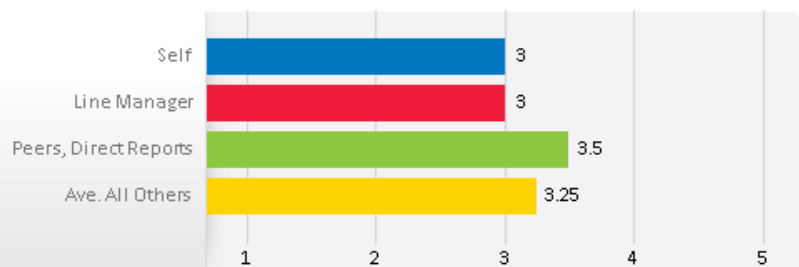
Strategic Perspective

Identifies and takes account of the broader context when dealing with issues, appreciating the longer term and wider implications of their actions.

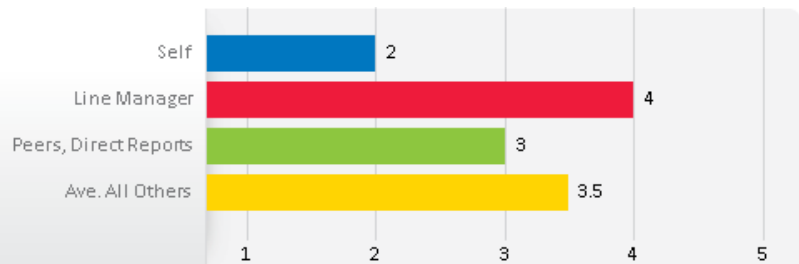


Question Ratings - Strategic Perspective

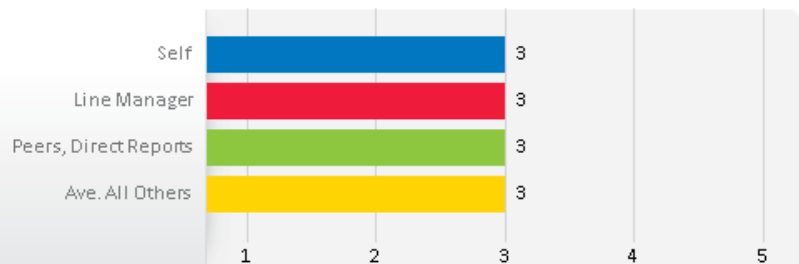
1 Anticipates future trends.



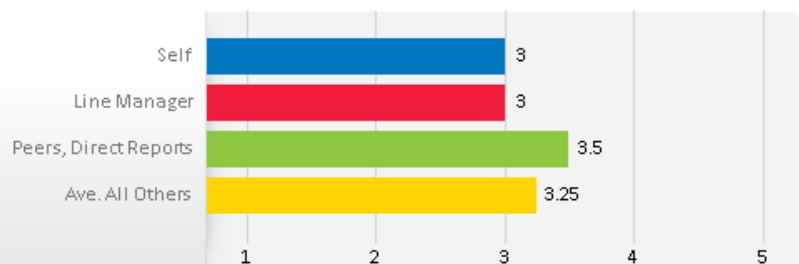
2 Understands the impact of own actions on strategic goals.



3 Considers the long-term impact when making decisions.



4 Reflects on the broader context when taking action.

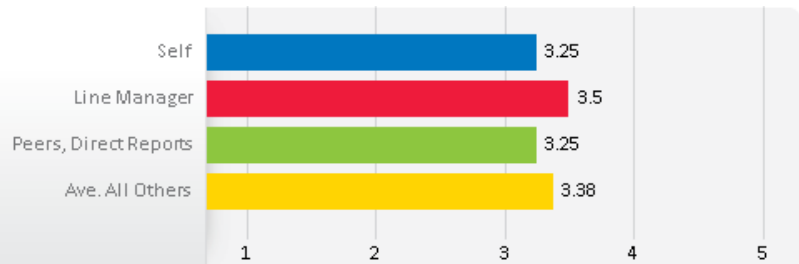


Element 3: Insightful Judgement

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

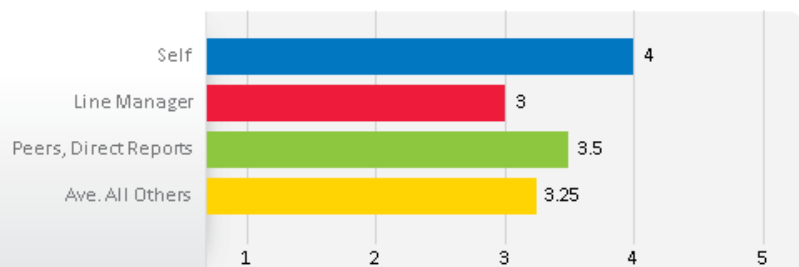
Insightful Judgement

Objectively evaluates information to make effective decisions and identify appropriate solutions. Invests the appropriate time in decisions based on their relative importance and urgency.

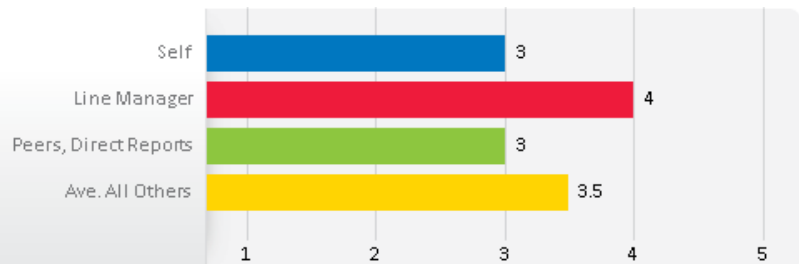


Question Ratings - Insightful Judgement

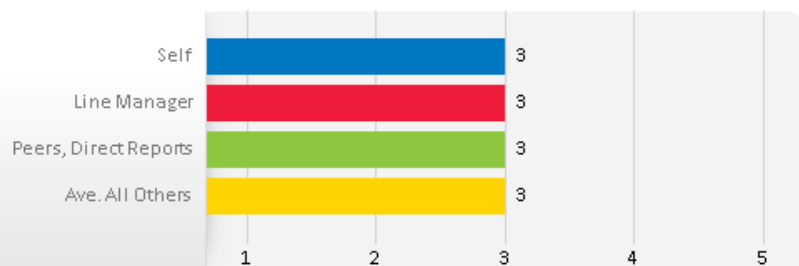
1 Consistently identifies the best course of action.



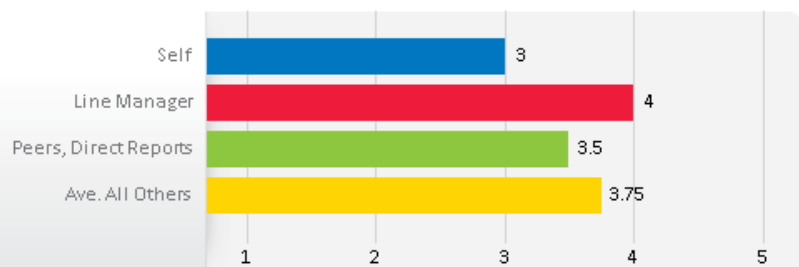
2 Looks beyond the obvious options when making a decision.



3 Evaluates information objectively and without bias.

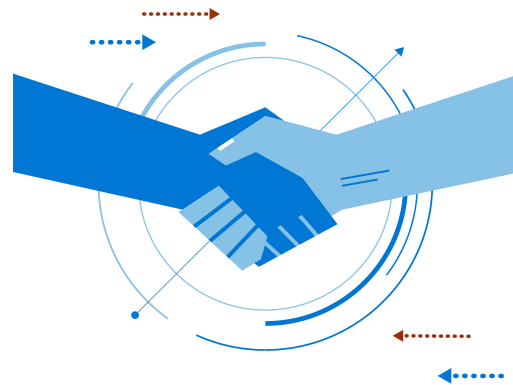


4 Invests a proportionate amount of time in decisions based on impact and urgency.



Dimension 3: Values

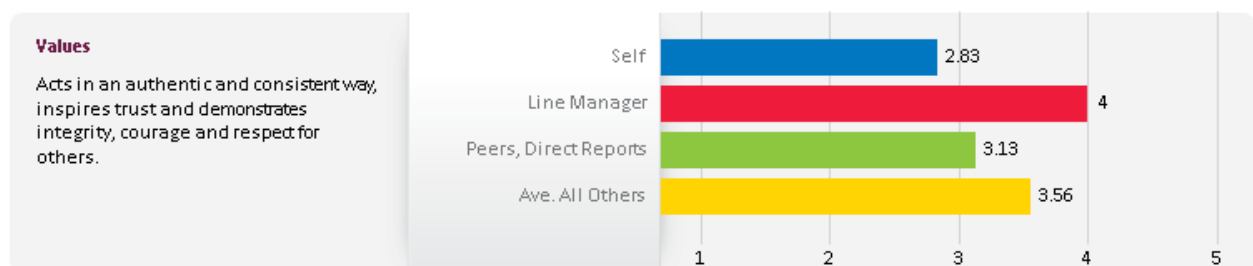
Values have been consistently identified as a characteristic of effective leaders, providing a 'moral compass' that helps guide behaviour. The aspects comprising values: integrity, fairness, respect and courage are also sometimes referred to as 'character'. Values ensure that leaders are effective role models who show consistency between what they say and what they do. It is important that effective leaders do not compromise these core values under pressure.



In this questionnaire, 'Values' includes 3 Elements:

- 1) Acts With Integrity
- 2) Fairness and Respect
- 3) Courage

An overview of your ratings on this Dimension is shown below:



Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

"Becoming the best kind of leader isn't about emulating a role model or a historic figure. Rather, your leadership must be rooted in who you are and what matters most to you. When you truly know yourself and what you stand for, it is much easier to know what to do in any situation."

Harry M. Jansen Kraemer Jr

"Maturity is achieved when a person postpones immediate pleasures for long-term values."

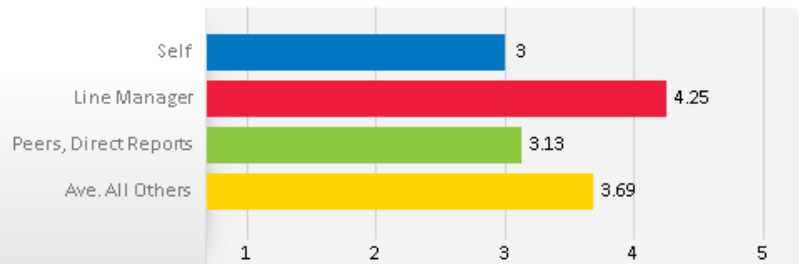
Joshua L. Liebman

Element 1: Acts with Integrity

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

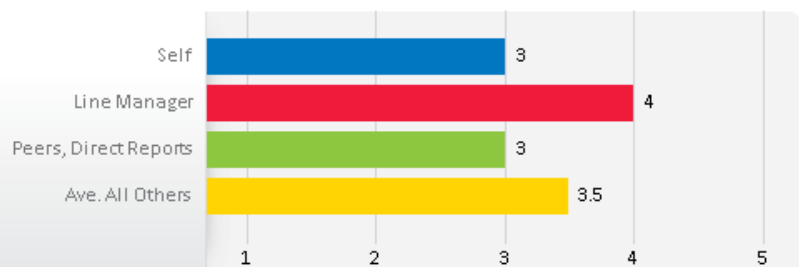
Acts with Integrity

Communicates in a genuine and sincere way with others, is honest, takes responsibility and delivers on promises.

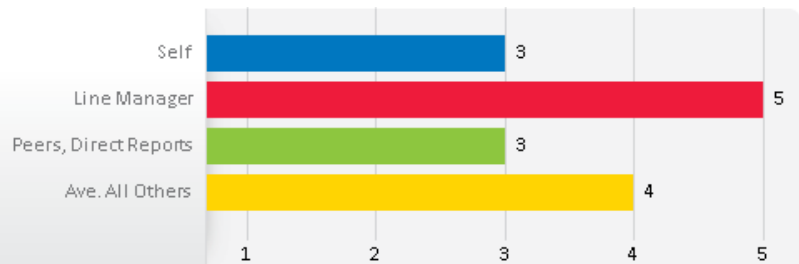


Question Ratings - Acts with Integrity

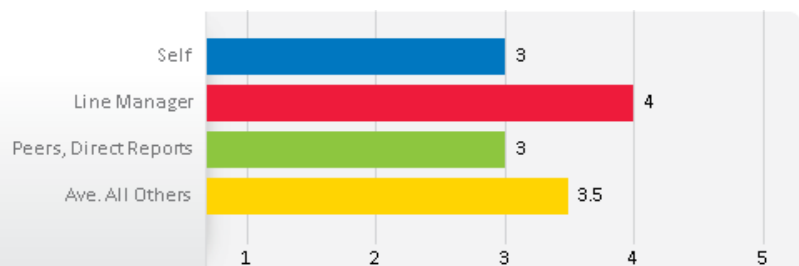
1 Is genuine and sincere when interacting with others.



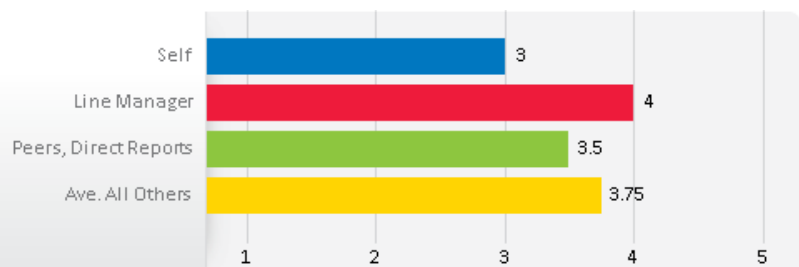
2 Is honest about their views and intentions.



3 Delivers on promises.



4 Takes responsibility for own mistakes.

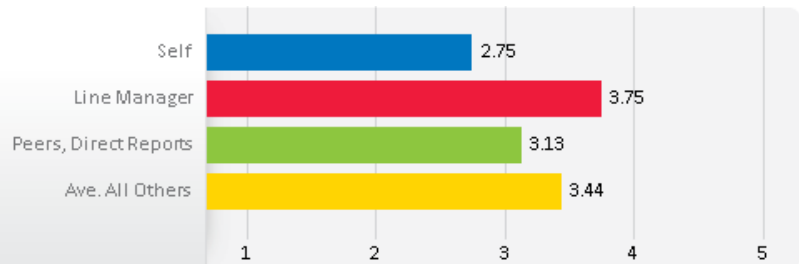


Element 2: Fairness and Respect

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

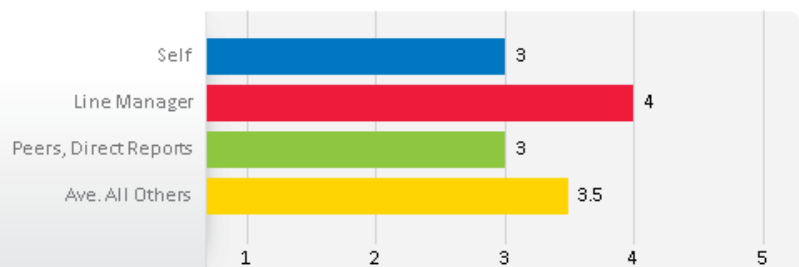
Fairness and Respect

Treats people in a fair and consistent manner, valuing the views and backgrounds of others even when they are different to their own.

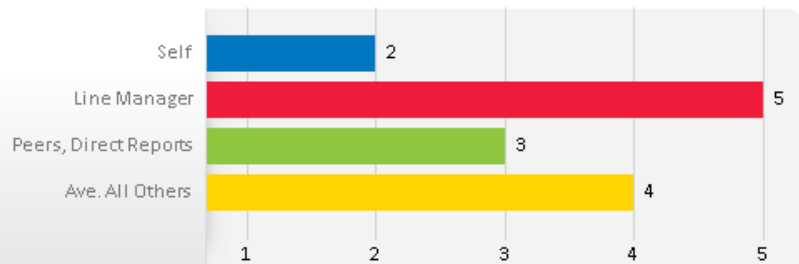


Question Ratings - Fairness and Respect

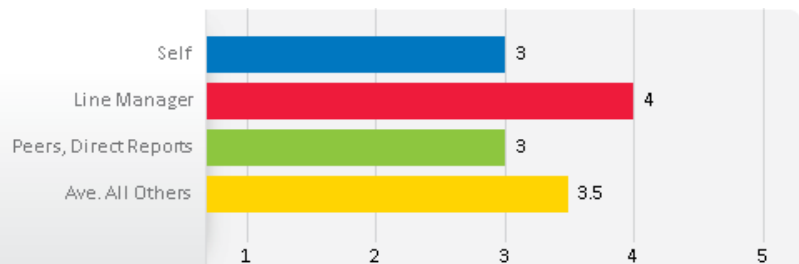
1 Behaves in a consistent manner with everyone.



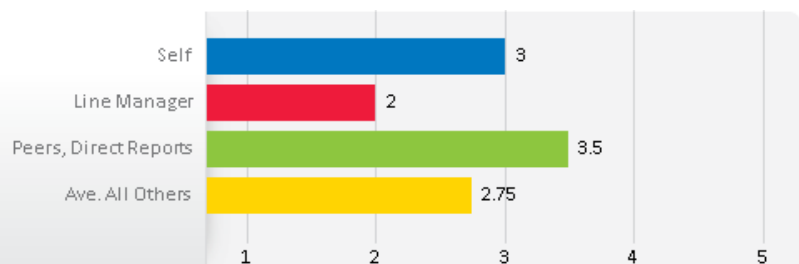
2 Deals effectively with people from all backgrounds.



3 Values others' views, even when they are different to their own.



4 Values diversity of thoughts, ideas and opinions.

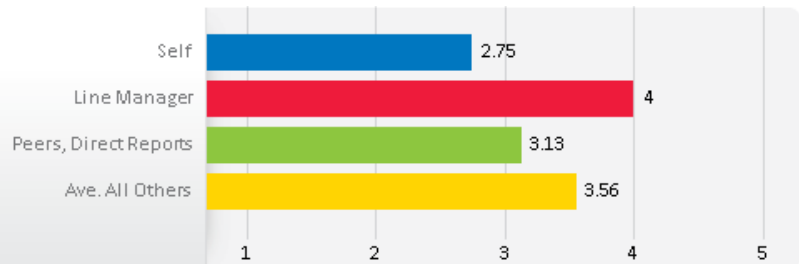


Element 3: Courage

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

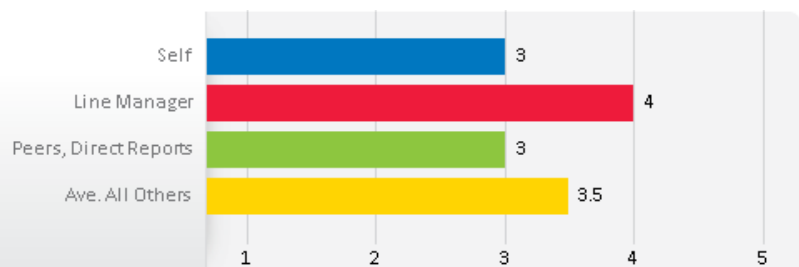
Courage

Willing to stand up for what they believe in, acting in line with own principles, and willing to challenge others' behaviour.

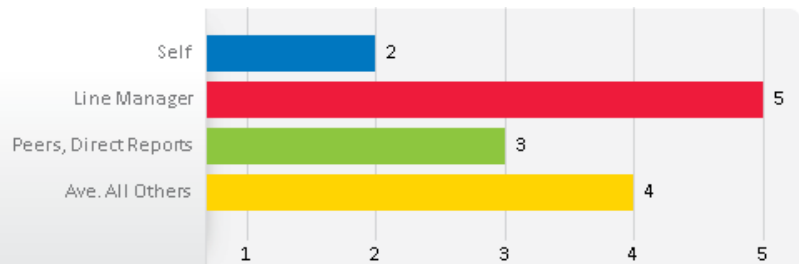


Question Ratings - Courage

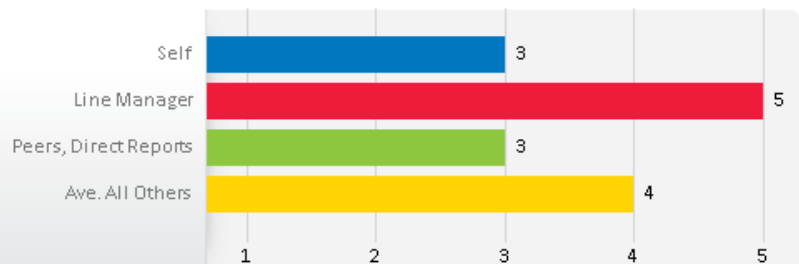
1 Stands up for what they believe in.



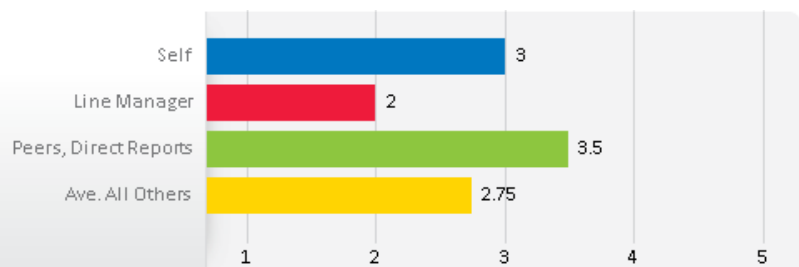
2 Does not compromise own principles, even under pressure.



3 Acts according to own principles, not a desire to please others.



4 Challenges inappropriate behaviour.

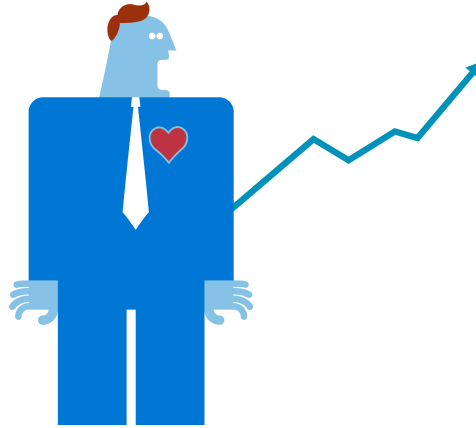


Dimension 4: Emotions

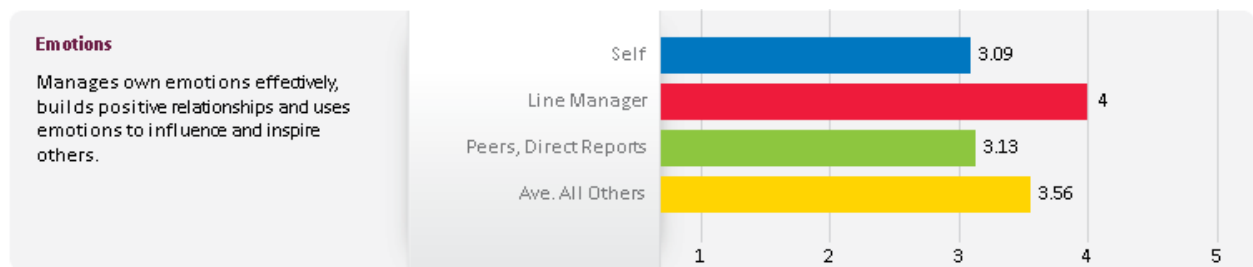
The awareness of and ability to manage your own emotions, and those of others, are key skills for many roles. This is sometimes referred to as 'emotional intelligence'. Research has indicated that this is particularly important for leaders, who need to ensure that they express their emotions appropriately, and use their understanding to manage relationships, resolve conflict and motivate and inspire others.

In this questionnaire, 'Emotions' includes 3 Elements:

- 1) Managing Own Emotions
- 2) Building Relationships
- 3) Influencing and Inspiring Others



An overview of your ratings on this Dimension is shown below:



Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

"Emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader."

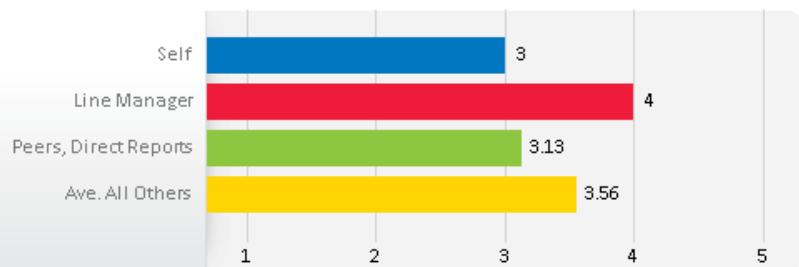
Daniel Goleman

Element 1: Managing Own Emotions

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

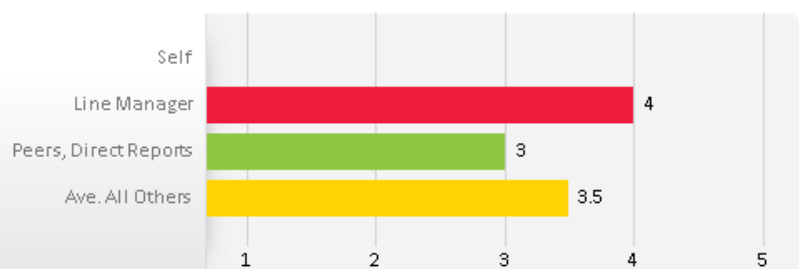
Managing Own Emotions

Remains calm and composed, staying positive and focused when under pressure. Expresses emotions in an appropriate way, that does not have a negative impact on others.

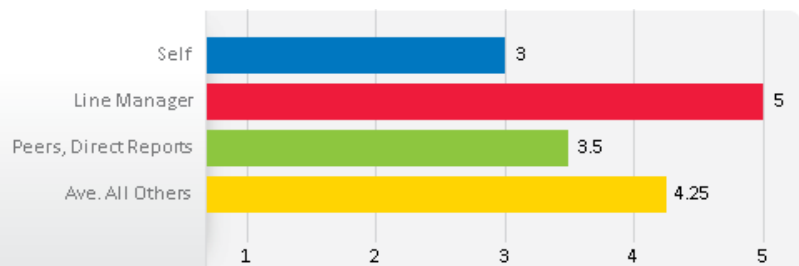


Question Ratings - Managing Own Emotions

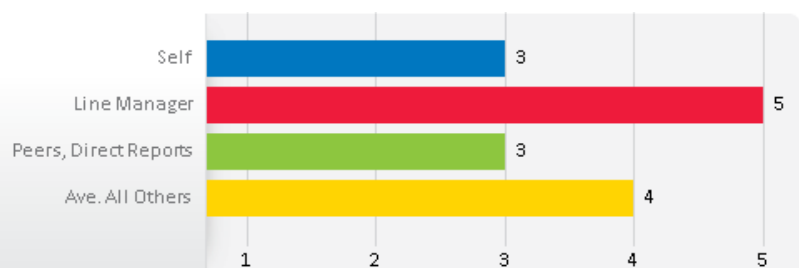
1 Appears confident and self-assured.



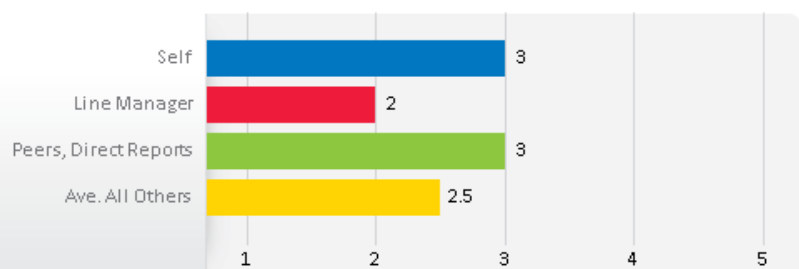
2 Stays positive, despite obstacles or setbacks.



3 Stays focused in stressful circumstances.



4 Ensures that own emotions do not have a negative impact on others.

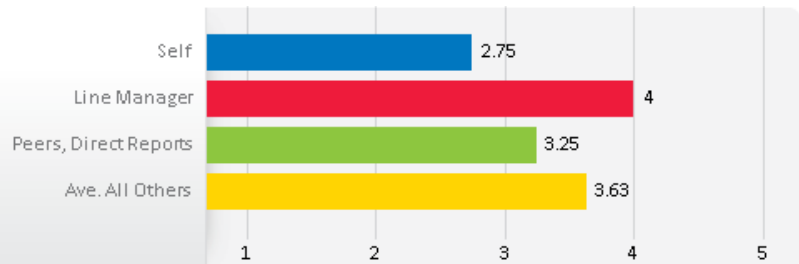


Element 2: Building Relationships

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

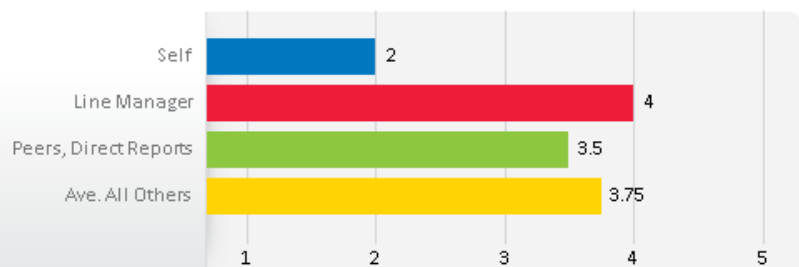
Building Relationships

Builds positive working relationships, effectively resolving conflict and seeking to understand others' perspectives.

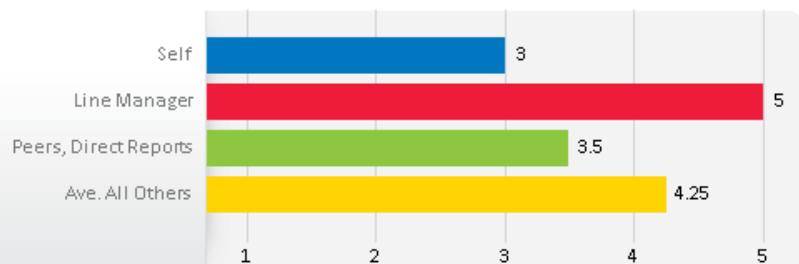


Question Ratings - Building Relationships

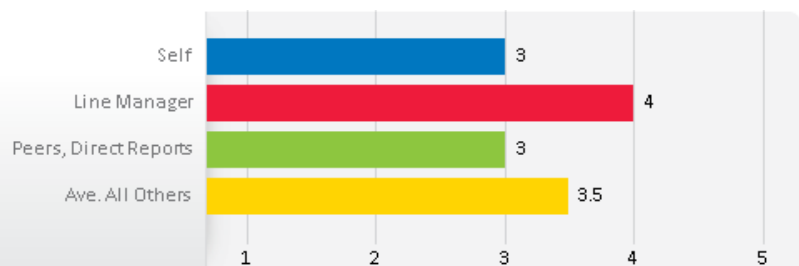
1 Builds constructive working relationships.



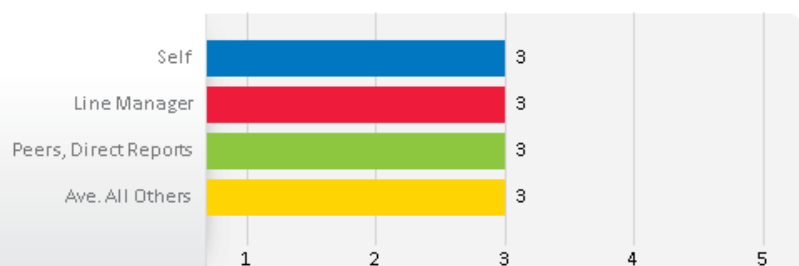
2 Listens attentively to others.



3 Seeks to understand others' perspectives and points of view.



4 Deals with conflict in a constructive way.

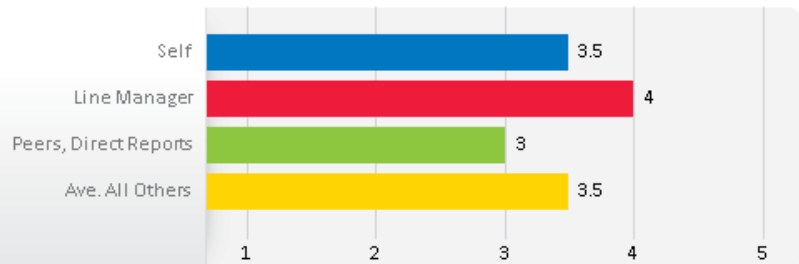


Element 3: Influencing and Inspiring Others

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

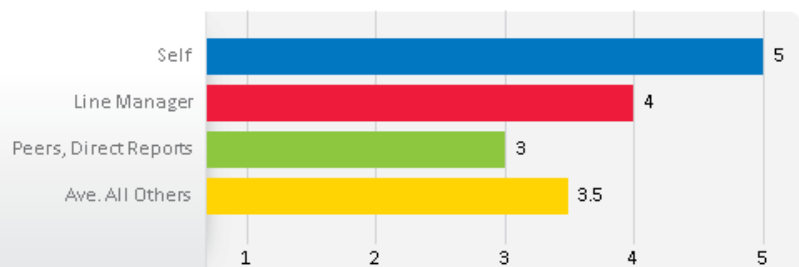
Influencing and Inspiring Others

Effectively persuades others, presenting ideas in a compelling way, and effectively navigating organisational politics.

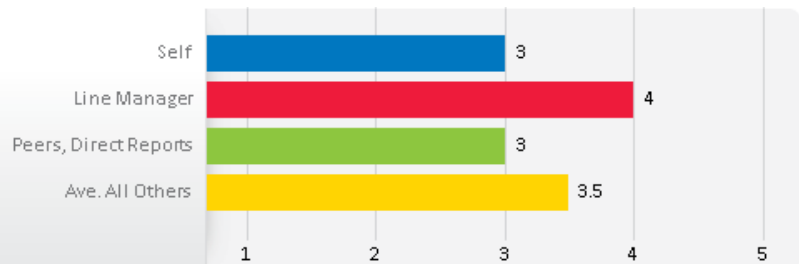


Question Ratings - Influencing and Inspiring Others

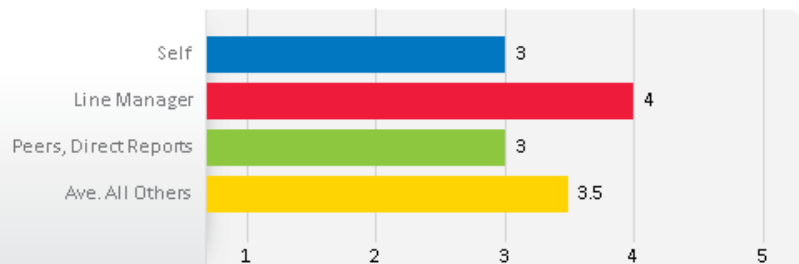
1 Presents ideas and views in a compelling way.



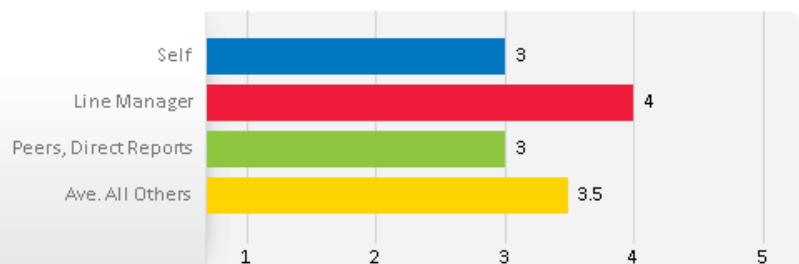
2 Navigates organisational politics effectively.



3 Uses a range of strategies to persuade others.



4 Describes ideas in a way that captivates people.



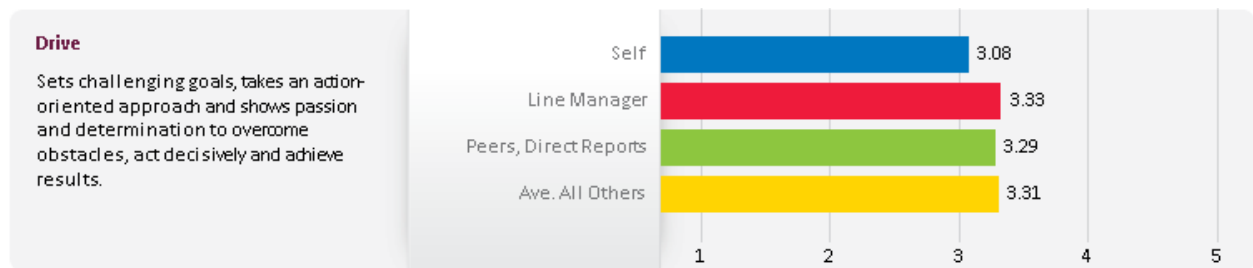
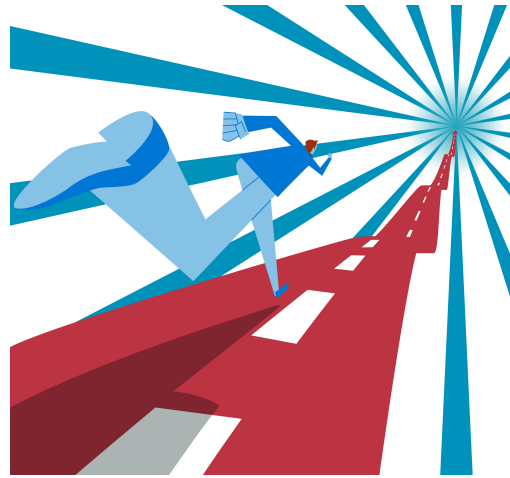
Dimension 5: Drive

Leaders need to be driven, orientated towards action and a show a relentless focus on achieving their goals no matter what obstacles get in the way. When this drive is visible to others, it can help to engage and inspire them. Leaders need to take control of situations and issues, be willing to make difficult decisions, and act on them.

In this questionnaire, 'Drive' includes 3 Elements:

- 1) Action Orientation
- 2) Drive for Results
- 3) Enthusiasm and Commitment

An overview of your ratings on this Dimension is shown below:



"Success is almost totally dependent upon drive and persistence. The extra energy required to make another effort or try another approach is the secret of winning."

Denis Waitley

"People who are unable to motivate themselves must be content with mediocrity, no matter how impressive their other talents."

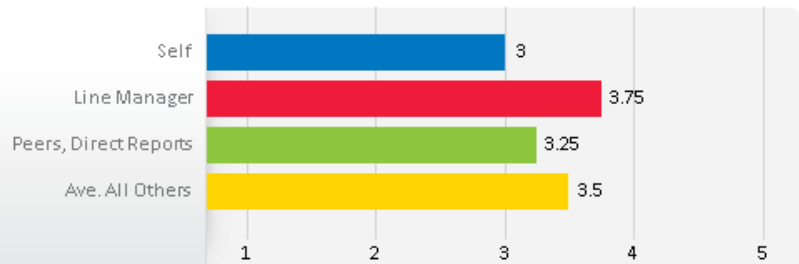
Andrew Carnegie

Element 1: Action Orientation

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

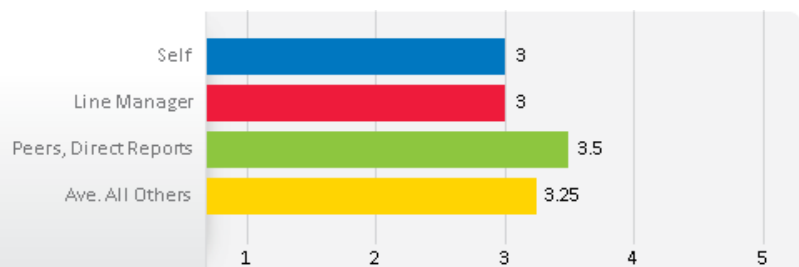
Action Orientation

Steps in to take action, willingly and confidently, making difficult decisions.

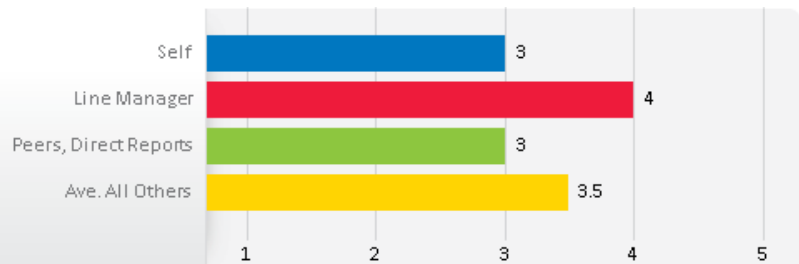


Question Ratings - Action Orientation

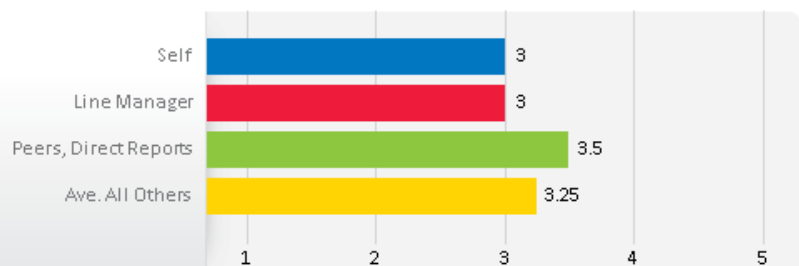
1 Seizes opportunities to act.



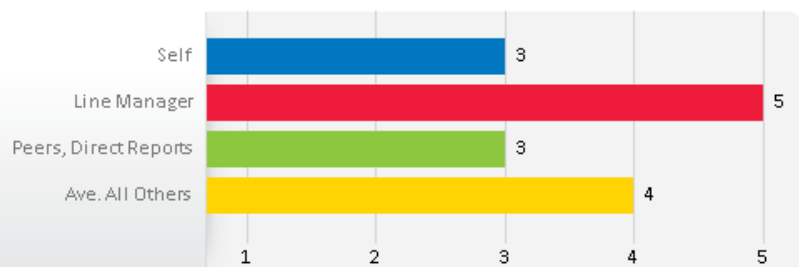
2 Takes control of situations.



3 Is willing to make the difficult decisions.

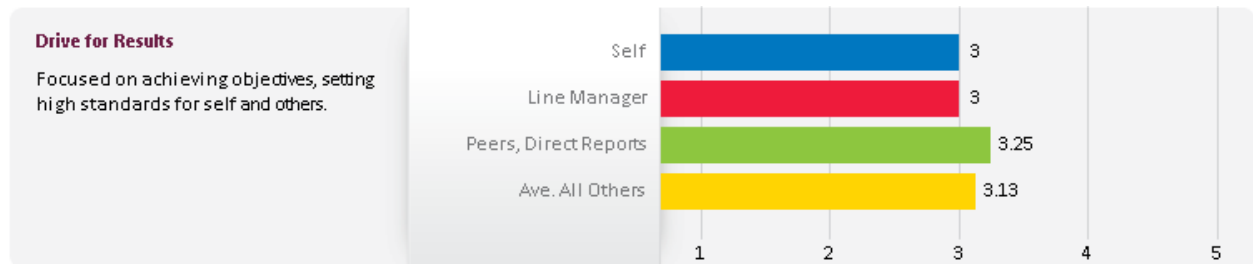


4 Makes decisions with conviction.

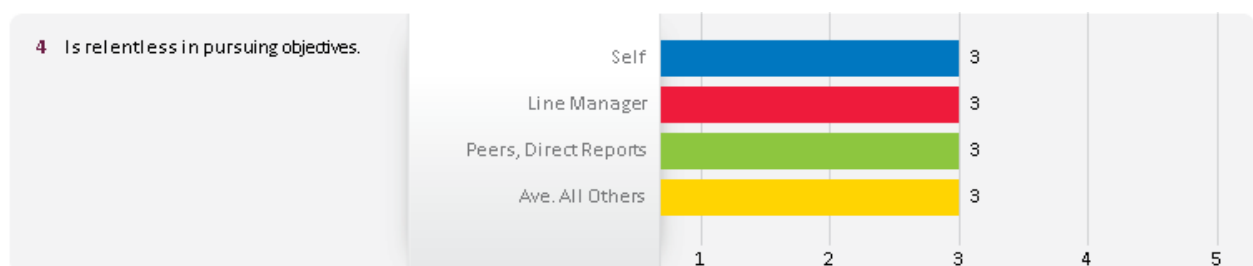
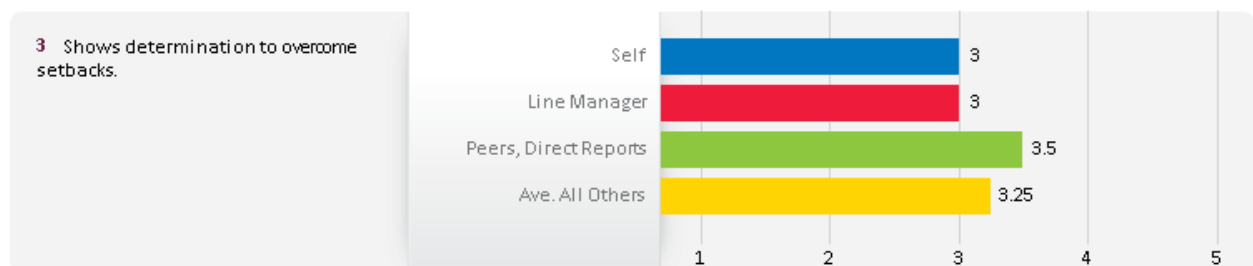
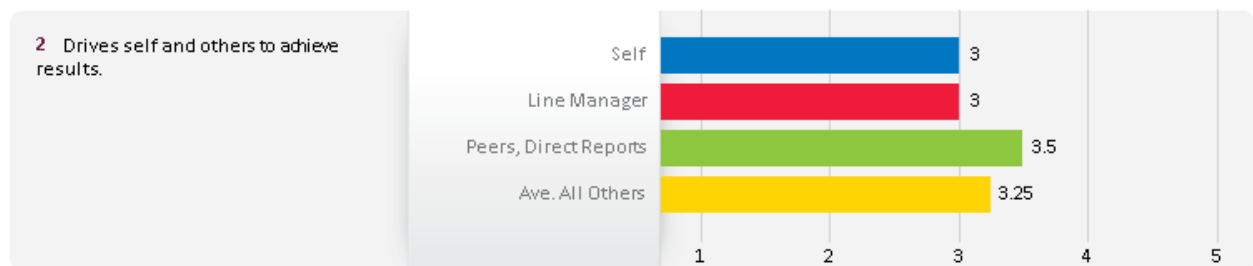
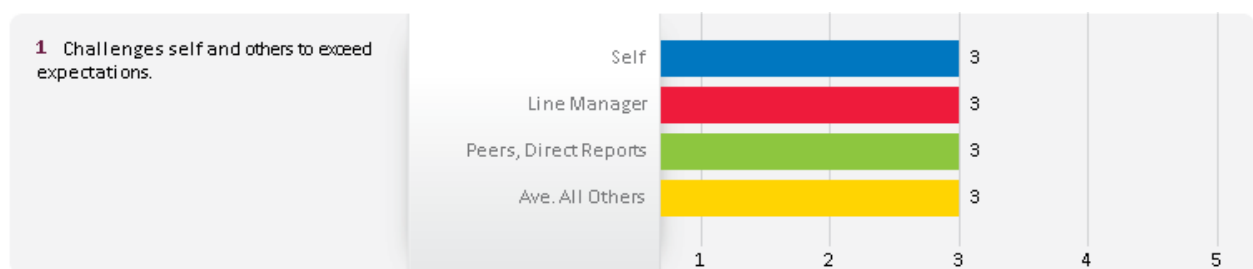


Element 2: Drive for Results

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed



Question Ratings - Drive for Results

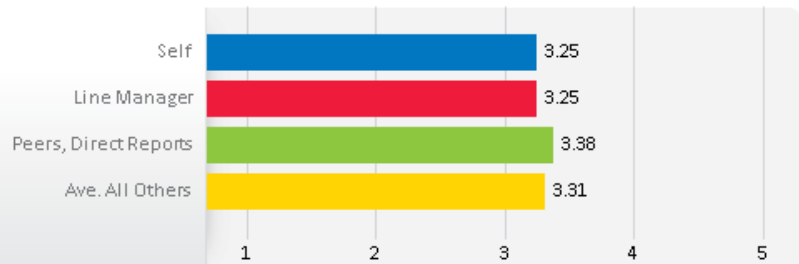


Element 3: Enthusiasm and Commitment

Rating Scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent, N/O = Not Observed

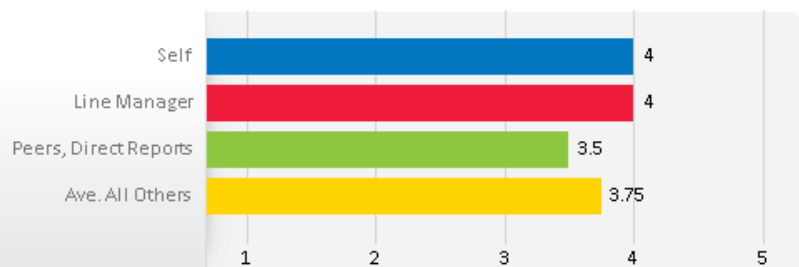
Enthusiasm and Commitment

Shows passion and motivation towards their work, and is committed to the success of the organisation.

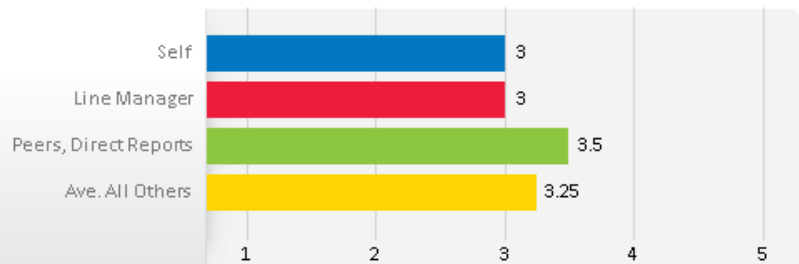


Question Ratings - Enthusiasm and Commitment

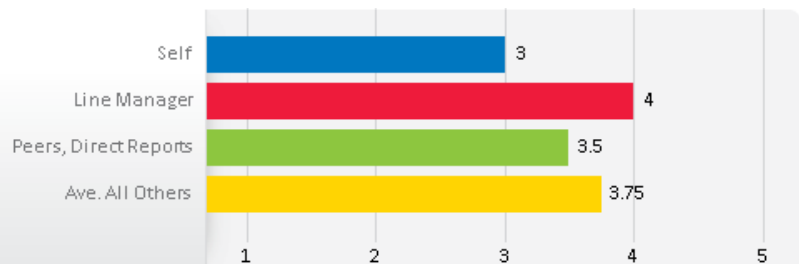
1 Is passionate about their work.



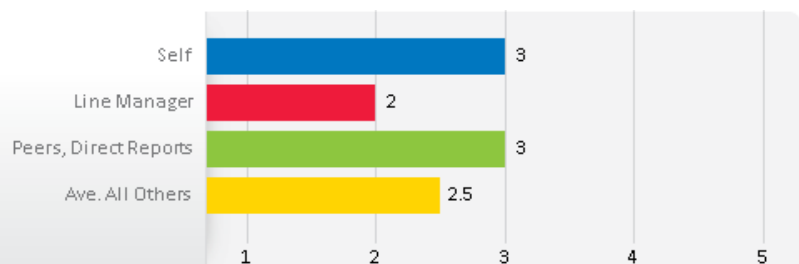
2 Is enthusiastic about future possibilities.



3 Is committed to ensuring the success of the organisation.



4 Inspires others through own drive for results.



3. 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?

- Be more proactive.
- Take on more tasks without having to be asked.

4. 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 Elements and differences to your own ratings.

No.	Question	Element	Ave. All Others	Self
6	Proactively asks others to provide feedback.	Evaluating Experiences	4.25	5
12	Finds opportunities to use new learning.	Applying Learning	4.25	3
38	Stays positive, despite obstacles or setbacks.	Managing Own Emotions	4.25	3
42	Listens attentively to others.	Building Relationships	4.25	3
10	Changes behaviour in response to feedback from others.	Applying Learning	4.00	5
26	Is honest about their views and intentions.	Acts with Integrity	4.00	3
30	Deals effectively with people from all backgrounds.	Fairness and Respect	4.00	2
34	Does not compromise own principles, even under pressure.	Courage	4.00	2
35	Acts according to own principles, not a desire to please others.	Courage	4.00	3
39	Stays focused in stressful circumstances.	Managing Own Emotions	4.00	3

5. 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 Elements and differences to your own ratings.

No.	Question	Element	Ave. All Others	Self
40	Ensures that own emotions do not have a negative impact on others.	Managing Own Emotions	2.50	3
60	Inspires others through own drive for results.	Enthusiasm and Commitment	2.50	3
8	Is receptive to feedback, even when it is negative.	Evaluating Experiences	2.75	3
32	Values diversity of thoughts, ideas and opinions.	Fairness and Respect	2.75	3
36	Challenges inappropriate behaviour.	Courage	2.75	3
3	Relishes new challenges.	Finding Learning Opportunities	3.00	3
7	Asks for feedback on own performance.	Evaluating Experiences	3.00	3
14	Analyses information systematically.	Incisive Analysis	3.00	2
19	Considers the long-term impact when making decisions.	Strategic Perspective	3.00	3
23	Evaluates information objectively and without bias.	Insightful Judgement	3.00	3

6. Question Ratings - Line Manager

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



Look out for any recurring Elements. Also note how competencies are rated by different rater groups, eg. 'Strategic Perspective' by your manager or perhaps 'Influencing and Inspiring Others' by the people who report to you.

Top 5 Question Ratings

No.	Question	Element	Line Manager	Self
6	Proactively asks others to provide feedback.	Evaluating Experiences	5.00	5
10	Changes behaviour in response to feedback from others.	Applying Learning	5.00	5
12	Finds opportunities to use new learning.	Applying Learning	5.00	3
26	Is honest about their views and intentions.	Acts with Integrity	5.00	3
30	Deals effectively with people from all backgrounds.	Fairness and Respect	5.00	2

Bottom 5 Question Ratings

No.	Question	Element	Line Manager	Self
8	Is receptive to feedback, even when it is negative.	Evaluating Experiences	2.00	3
32	Values diversity of thoughts, ideas and opinions.	Fairness and Respect	2.00	3
36	Challenges inappropriate behaviour.	Courage	2.00	3
40	Ensures that own emotions do not have a negative impact on others.	Managing Own Emotions	2.00	3
60	Inspires others through own drive for results.	Enthusiasm and Commitment	2.00	3

6. Question Ratings - Peers, Direct Reports

Top 5 Question Ratings

No.	Question	Element	Peers, Direct Reports	Self
1	Seizes opportunities to learn and develop.	Finding Learning Opportunities	3.50	4
4	Experiments with new approaches.	Finding Learning Opportunities	3.50	3
5	Reviews experiences to understand how to do things better.	Evaluating Experiences	3.50	3
6	Proactively asks others to provide feedback.	Evaluating Experiences	3.50	5
8	Is receptive to feedback, even when it is negative.	Evaluating Experiences	3.50	3

Bottom 5 Question Ratings

No.	Question	Element	Peers, Direct Reports	Self
2	Proactively identifies stretching challenges.	Finding Learning Opportunities	3.00	4
3	Relishes new challenges.	Finding Learning Opportunities	3.00	3
7	Asks for feedback on own performance.	Evaluating Experiences	3.00	3
10	Changes behaviour in response to feedback from others.	Applying Learning	3.00	5
14	Analyses information systematically.	Incisive Analysis	3.00	2

7. 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	Element	Gap	Ave. All Others	Self	Spans Mid Point
30	Deals effectively with people from all backgrounds.	Fairness and Respect	+2.00	4.00	2	✓
34	Does not compromise own principles, even under pressure.	Courage	+2.00	4.00	2	✓
41	Builds constructive working relationships.	Building Relationships	+1.75	3.75	2	✓
18	Understands the impact of own actions on strategic goals.	Strategic Perspective	+1.50	3.50	2	✓
9	Puts specific learning points into action.	Applying Learning	+1.25	3.25	2	✓
12	Finds opportunities to use new learning.	Applying Learning	+1.25	4.25	3	

7. 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	Element	Gap	Ave. All Others	Self	Spans Mid Point
45	Presents ideas and views in a compelling way.	Influencing and Inspiring Others	-1.50	3.50	5	
10	Changes behaviour in response to feedback from others.	Applying Learning	-1.00	4.00	5	
1	Seizes opportunities to learn and develop.	Finding Learning Opportunities	-0.75	3.25	4	
6	Proactively asks others to provide feedback.	Evaluating Experiences	-0.75	4.25	5	
13	Gets to the core of a problem quickly.	Incisive Analysis	-0.75	3.25	4	
21	Consistently identifies the best course of action.	Insightful Judgement	-0.75	3.25	4	

"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 Elements at a time. For each of these Elements, we suggest you prioritise three key actions that will help your development in this Element.

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

- **Element:** Indicate which Element you have chosen to develop.
- **Objective:** Make a clear statement about what your overall objective is in relation to developing this Element. This should specify in more detail what aspect of the Element you want to develop. For example, under the Element 'Influencing & Inspiring Others', your objective might be "Develop different strategies for influencing my peers and improve my persuasiveness in putting forward my point of view".
- **Why chosen:** Indicate your reason for developing this Element. 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 Element. 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

Element: _____

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

Element: _____

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

Element: _____

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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