



## 360° Feedback Profile

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UNSW Sydney

Survey: WIL-2021

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## Your Respondents

### Direct Reports:

- Karan Bland
- Emma Schofield
- Maria Horseman
- Cara Elvidge
- Jessica Macer-Wright

### Managers:

- Gary Velan
- Raymond Hodgson

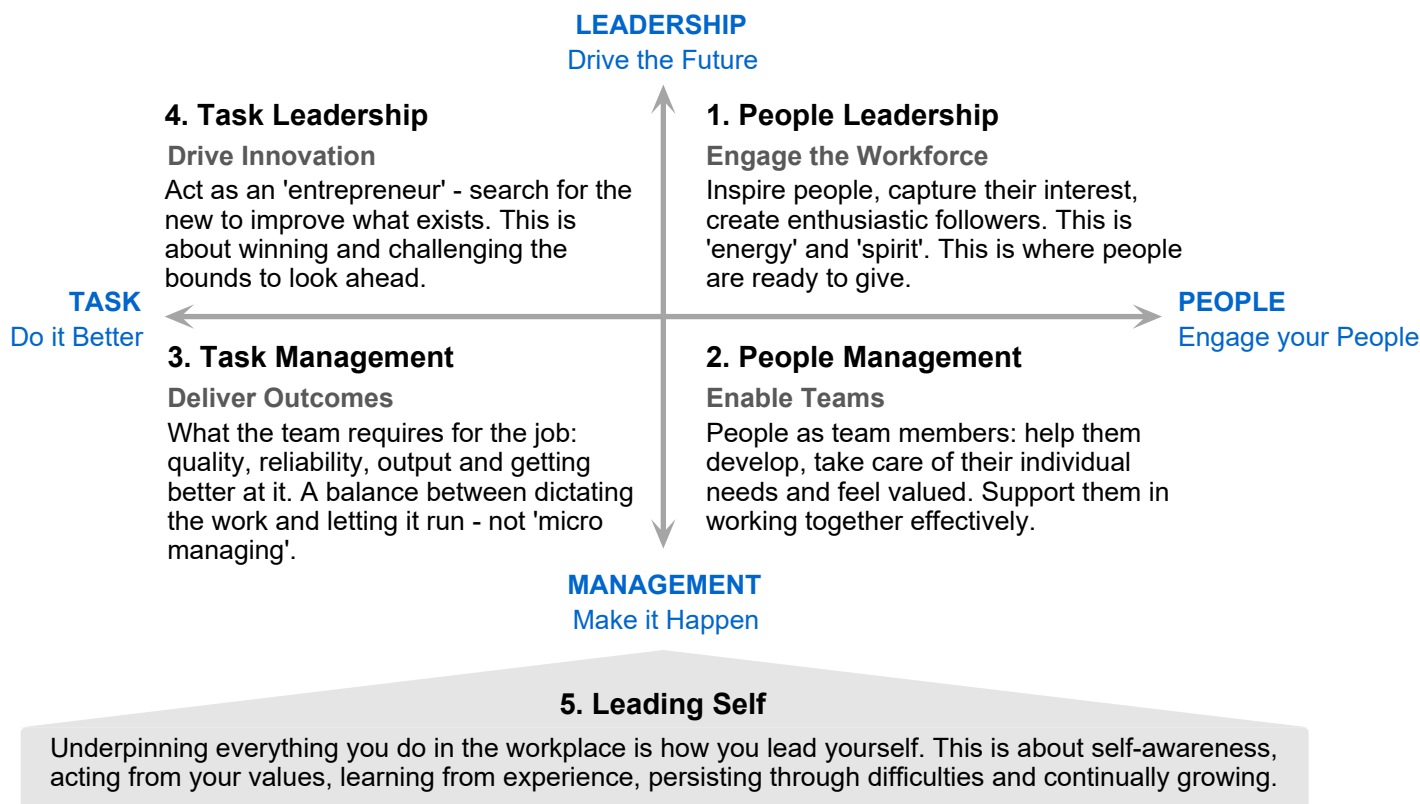
### Peers/Colleagues:

- Julianne Weatherley
- Michael McCartney
- Alison Secull
- Courtney Buckley
- Adrienne Torda

### Introduction

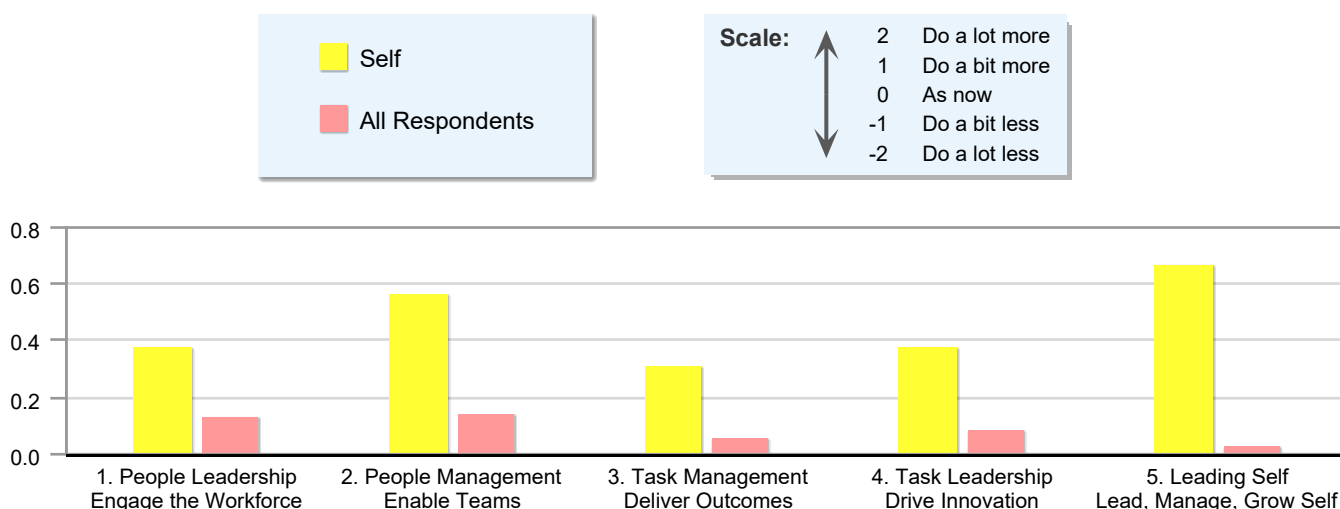
This feedback is being provided for you to support your development as a leader and manager. It will allow you to review your behaviours as seen by you and the people you work with. This will help you create a development plan to improve your skills and effectiveness in your role.

The feedback covers five Leader/Manager Domains essential to the success of both you and your team. Each Domain is defined by individual behaviours which cover how you carry out your role and work with others. Your respondents have been asked whether you should do more, less or the same of each behaviour.



### Summary of your Feedback by Leader/Manager Domain

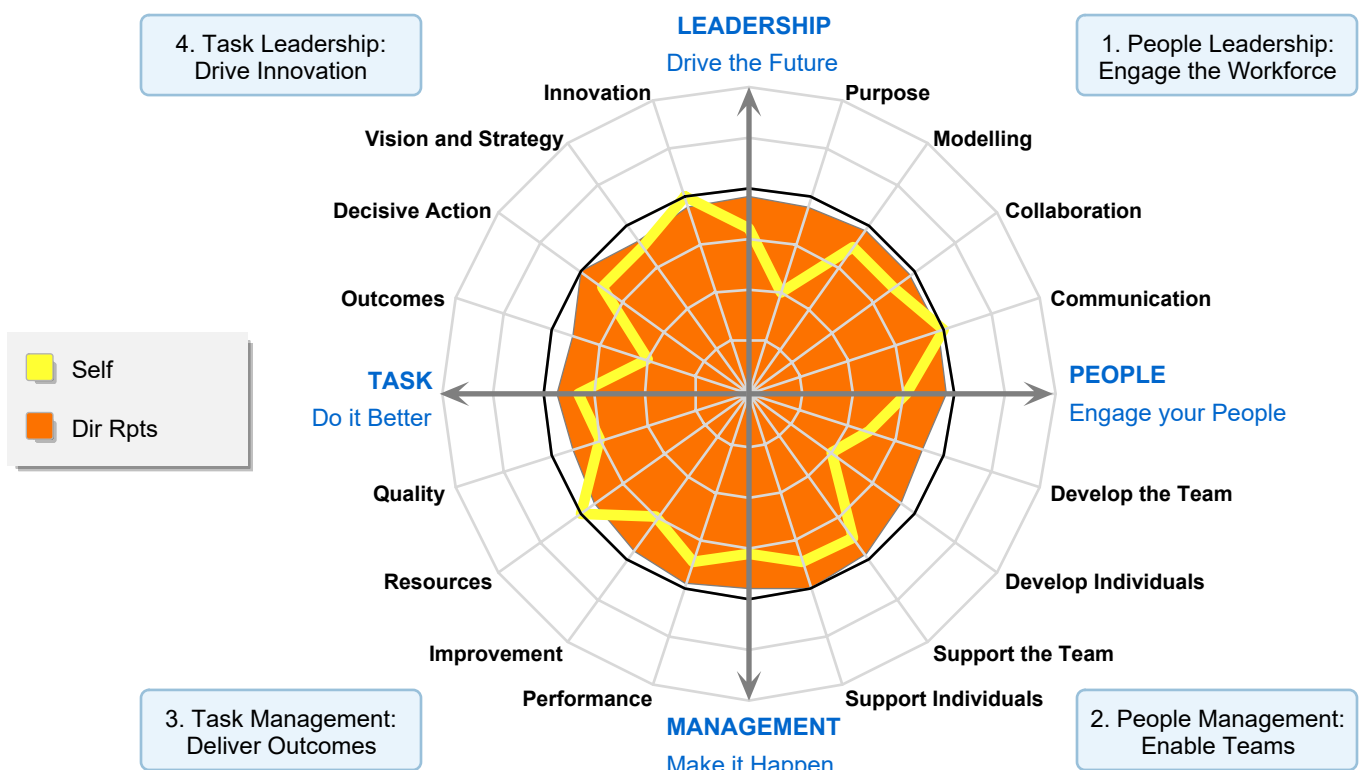
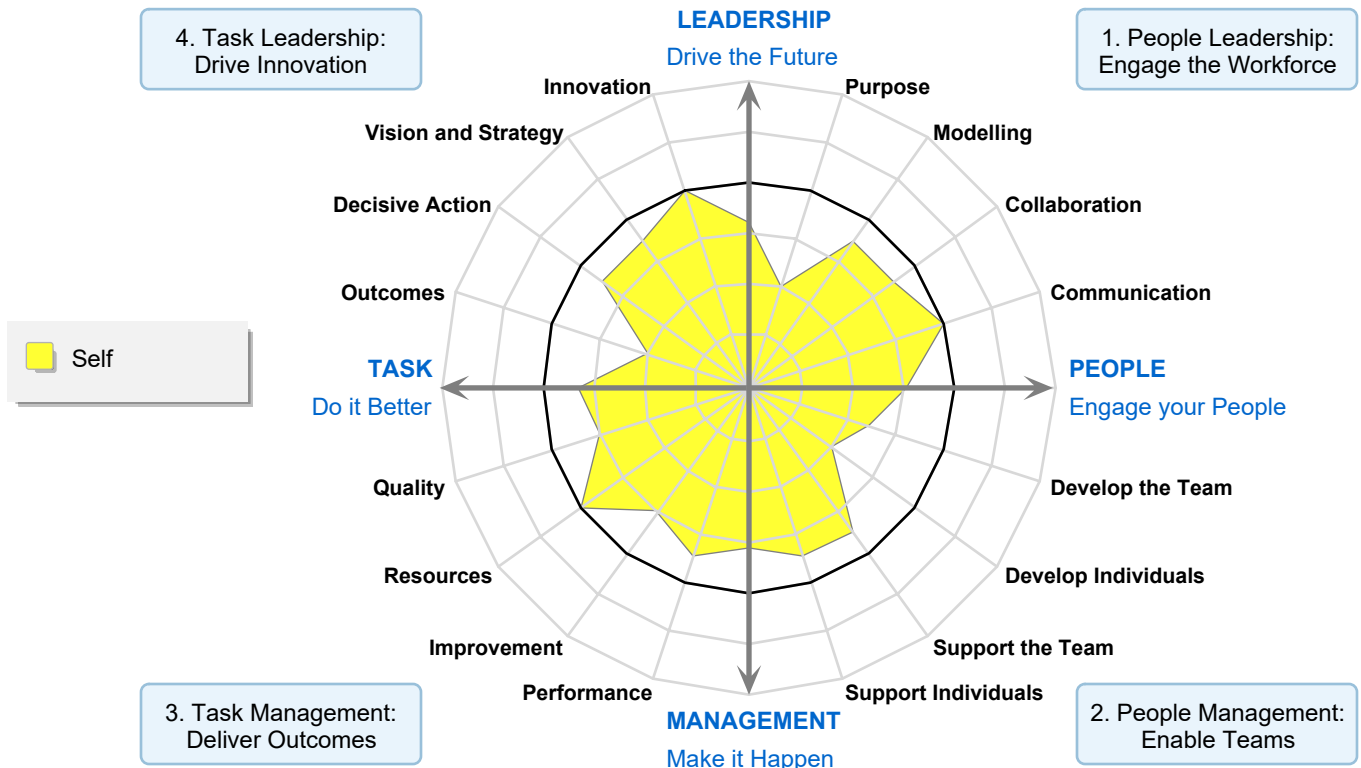
Here is a summary of the feedback from all of your respondents combined so that you can see similarities and differences in the feedback and potential areas to focus your development.



### Leading and Managing Others: Self & Direct Reports

Here is a summary of the feedback on the Leader/Manager Capabilities involved in working with others.

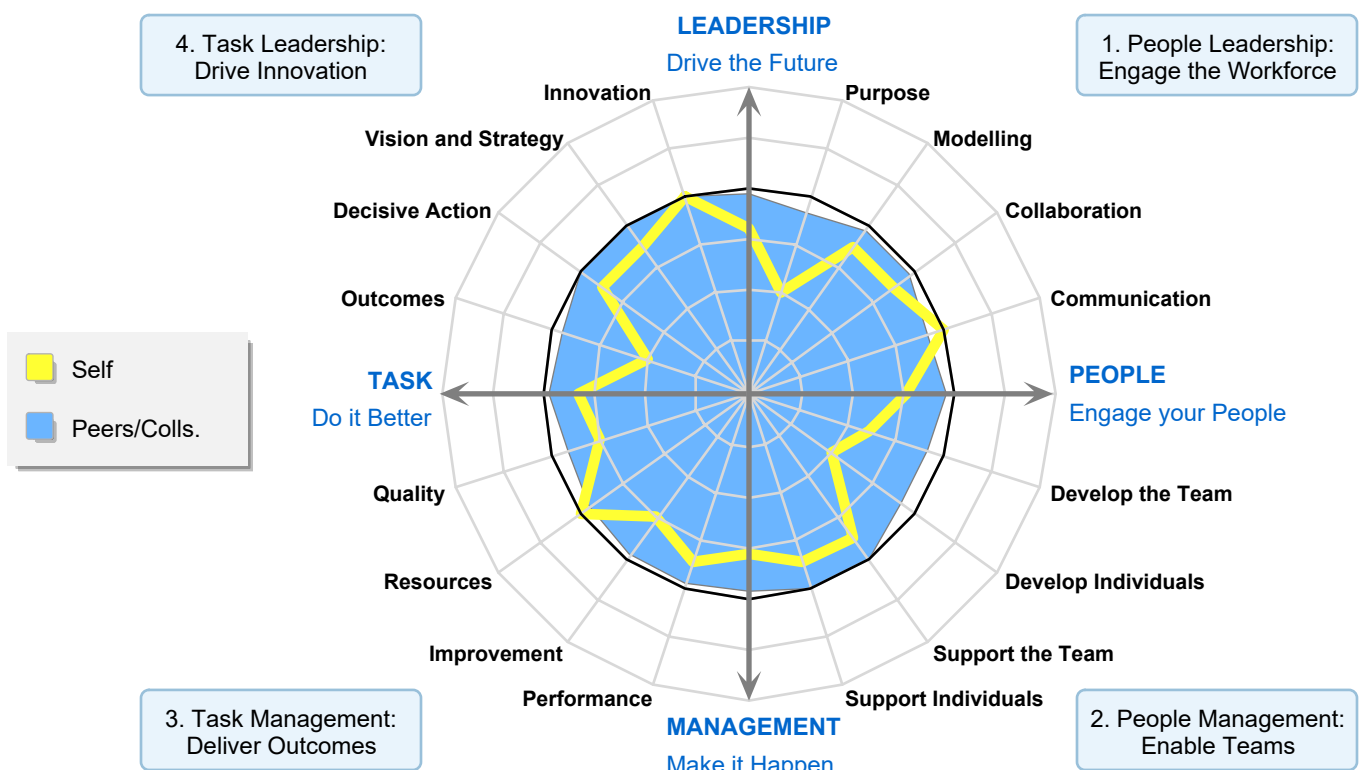
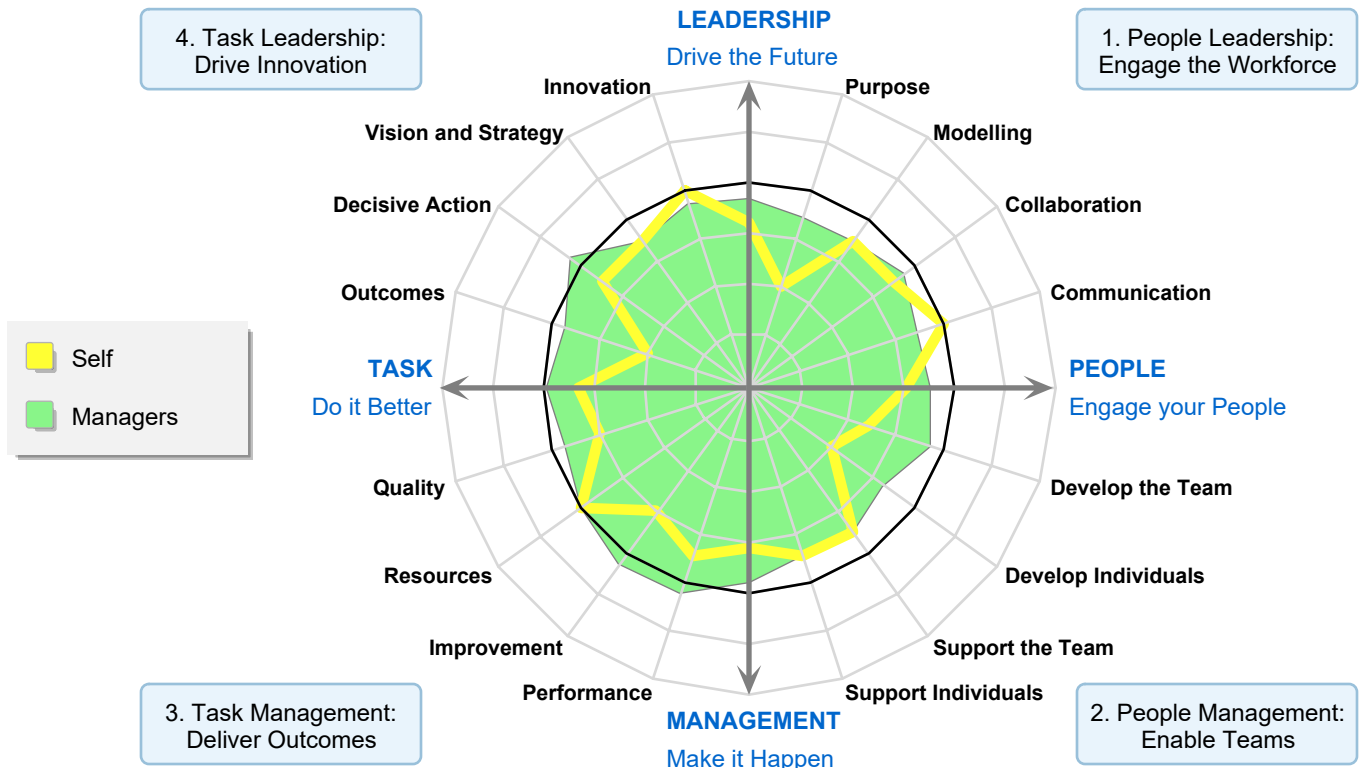
The black 'circle' represents the respondents' 'keep doing as now' level. Inside the circle='do more'. Outside the circle='do less'.



### Leading and Managing Others: Managers & Peers/Colleagues

Here is a summary of the feedback on the Leader/Manager Capabilities involved in working with others.

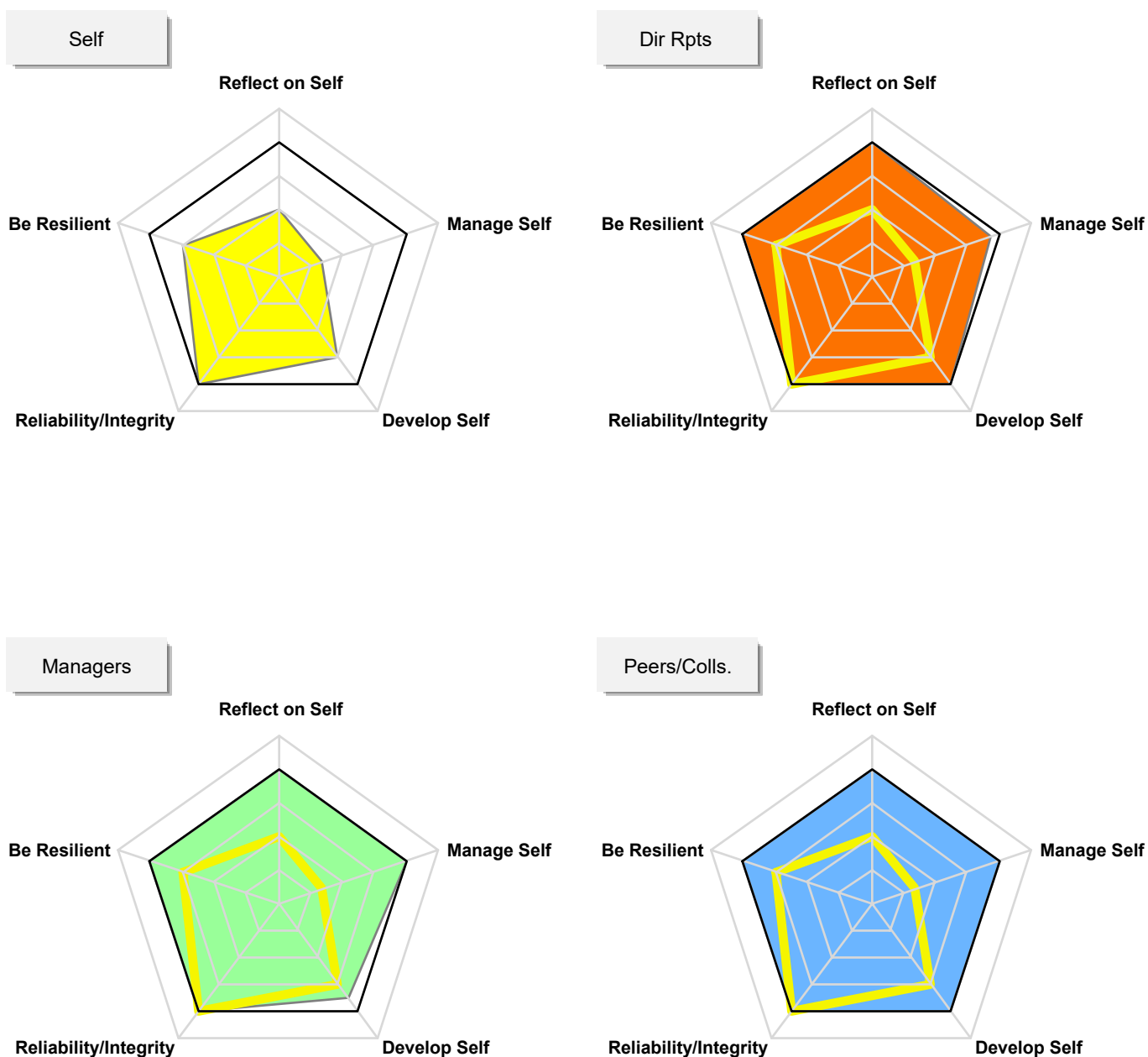
The black 'circle' represents the respondents' 'keep doing as now' level. Inside the circle='do more'. Outside the circle='do less'.



### Leading Self

Here is a summary of the feedback on the Leader/Manager Capabilities involved in leading yourself.

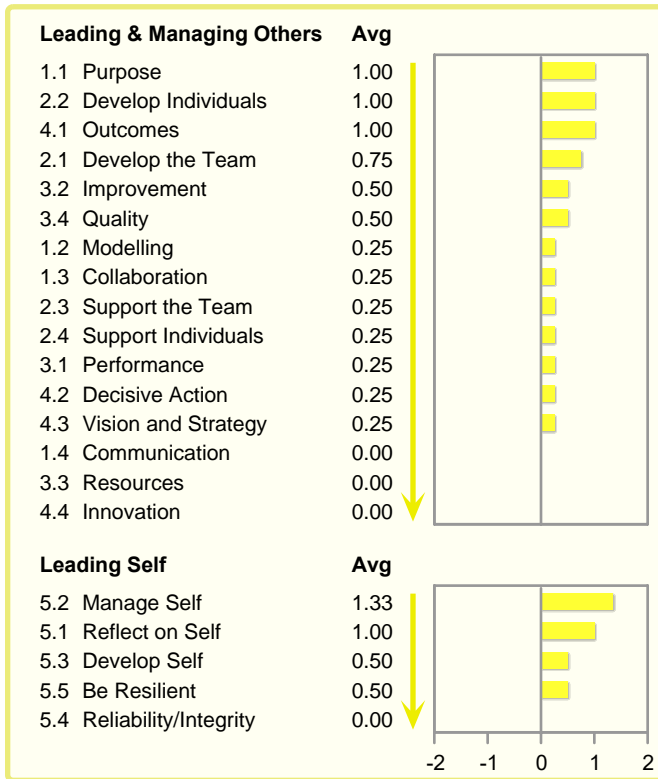
The black line represents the respondents' 'keep doing as now' level. Inside the line='do more'. Outside the line='do less'.



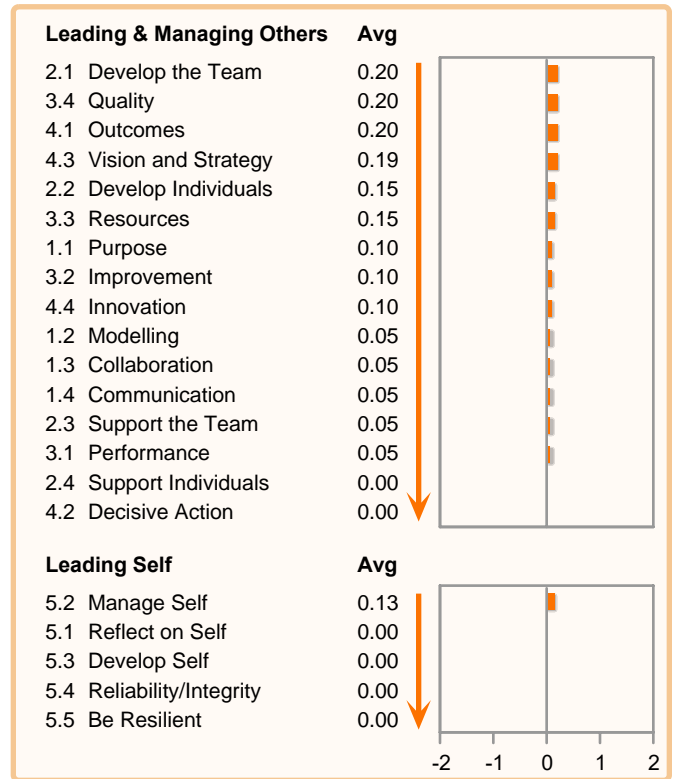
### Capabilities Prioritised

The following are the Capabilities prioritised from highest to lowest requests for change for each respondent group.

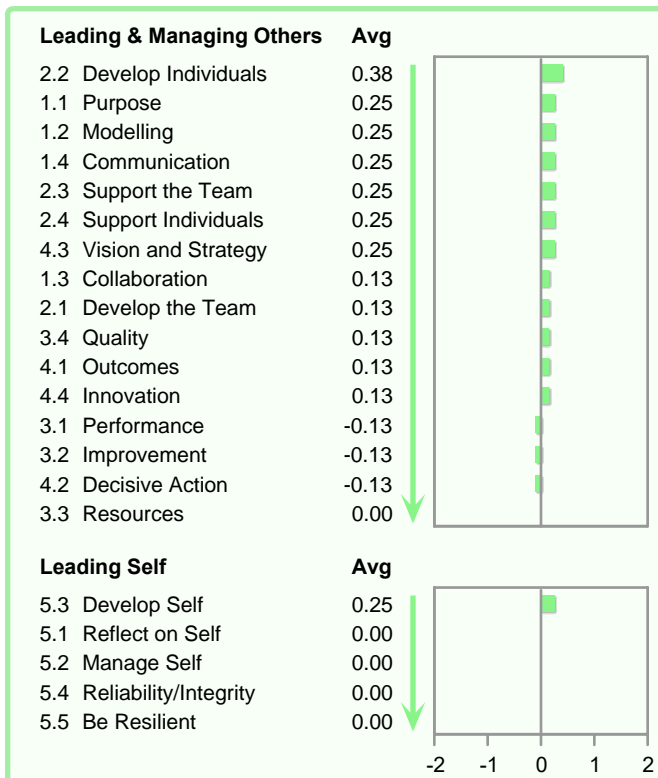
#### Self - Highest to lowest requests for change



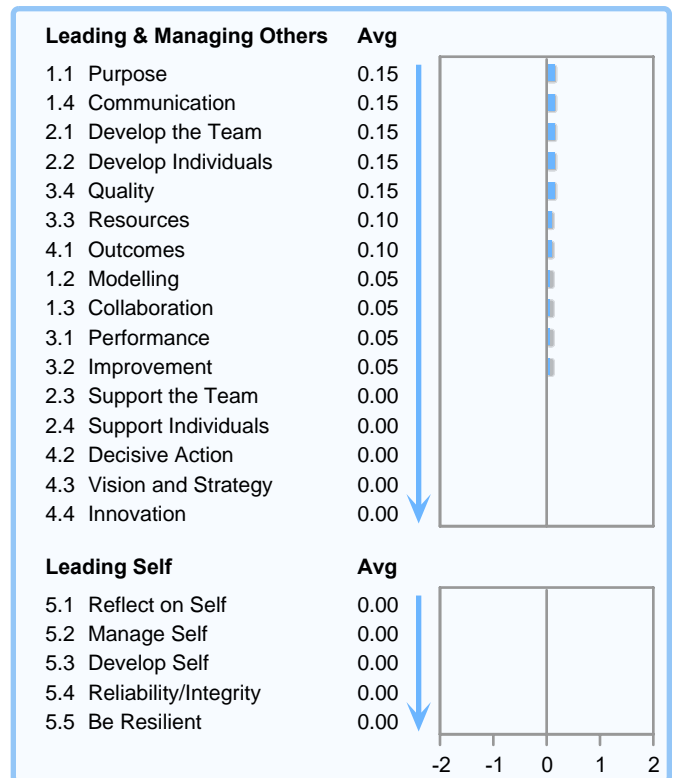
#### Direct Reports - Highest to lowest requests for change



#### Managers - Highest to lowest requests for change



#### Peers/Colleagues - Highest to lowest requests for change



Scale: -2=Do a lot less -1=Do a bit less 0='As now' 1=Do a bit more 2=Do a lot more

## Highest Do more/Do less Behaviours Prioritised

The following are 10 of the Behaviours with the highest requests for change for each respondent group.  
 Note: with a 'cutoff' of 10, there may be other Behaviours with the same scores not shown on this page.

### Self - Highest 10 requests for change

Behaviour	Score
2.14 Provide regular feedback and coaching to develop team members	2.00
5.22 Manage my time and set clear priorities for my own action	2.00
5.23 Manage my work-life balance and well-being	2.00
1.11 Build a sense of purpose and direction with the team	1.00
1.12 Set high expectations for team performance	1.00
1.13 Focus the team on achieving its goals	1.00
1.14 Help people identify, use and 'stretch' their strengths	1.00
1.21 Adapt my leadership style to the needs of the team	1.00
1.32 Consider the impact of changes on others	1.00
2.13 Actively seek opportunities for teamwork	1.00

### Direct Reports - Highest 10 requests for change

Behaviour	Avg
4.33 Build and communicate a shared vision for the organisation/area	0.50
2.12 Agree on shared roles and responsibilities for the team	0.40
2.14 Provide regular feedback and coaching to develop team members	0.40
2.23 Assist people in developing action plans to grow their capabilities	0.40
5.23 Manage his/her work-life balance and well-being	0.40
4.34 Focus on the unit's 'customers' and/or stakeholders	0.25
1.13 Focus the team on achieving its goals	0.20
1.14 Help people identify, use and 'stretch' their strengths	0.20
1.24 Celebrate the team's/department's successes	0.20
1.31 Build collaborative relationships across the organisation	0.20

### Managers - Highest 10 requests for change

Behaviour	Avg
1.13 Focus the team on achieving its goals	0.50
1.14 Help people identify, use and 'stretch' their strengths	0.50
1.22 Communicate in a positive, inspiring way	0.50
1.23 Show trust in the team's ability	0.50
1.32 Consider the impact of changes on others	0.50
1.41 Create an environment of open discussion and collaboration	0.50
1.42 Adapt his/her communication style to the audience	0.50
2.14 Provide regular feedback and coaching to develop team members	0.50
2.22 Delegate to help others develop their abilities	0.50
2.23 Assist people in developing action plans to grow their capabilities	0.50

### Peers/Colleagues - Highest 10 requests for change

Behaviour	Avg
2.22 Delegate to help others develop their abilities	0.40
1.12 Set high expectations for team performance	0.20
1.13 Focus the team on achieving its goals	0.20
1.14 Help people identify, use and 'stretch' their strengths	0.20
1.21 Adapt his/her leadership style to the needs of the team	0.20
1.33 Involve people in decisions affecting them	0.20
1.42 Adapt his/her communication style to the audience	0.20
1.43 Give full and early information about changes	0.20
1.44 Encourage others to contribute their ideas	0.20
2.11 Select the right people for roles within the team	0.20

Scale: -2=Do a lot less -1=Do a bit less 0='As now' 1=Do a bit more 2=Do a lot more



## Emotional Intelligence




Emotional Intelligence (EI) has been defined by Salovey and Mayer\* as "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions". According to Goleman\*\*, Emotional Intelligence involves these competencies:

1. **Self-Awareness**  
Emotional self-awareness, accurate self-assessment, self-confidence.
2. **Self-Management**  
Self-control, trustworthiness, conscientiousness, adaptability, achievement drive, initiative.
3. **Social Awareness**  
Empathy, service orientation, organisational awareness.
4. **Relationship Management**  
Developing others, influence, communication, conflict management, leadership, teamwork & collaboration, change catalyst.

Researchers have found EI to be a strong determinant of personal success. The Leader/Manager Model doesn't directly measure EI, but many of the behaviours in the Model correlate strongly with it.

### EI Behaviours Prioritised by Change Requested: Direct Reports, Managers, Peers/ Colleagues

The 12 items below have been extracted from the main questionnaire as being more dependent on Emotional Intelligence than other behaviours. The items are prioritised by the amount of ANY requested change in behaviour shown in your feedback, whether 'do more' or 'do less'.

-  Red zone: significant change suggested.  
 Yellow zone: some change suggested.  
 Green zone: low change suggested (may be a strength).

If many of the EI behaviours are in the red (or yellow) zone, then it is possible that development in the area of Emotional Intelligence could be beneficial – within the context of holistic development.

Priority	Leadership Capability	Question no.	Question	
1	Purpose	1.14	Help people identify, use and 'stretch' their strengths	
2	Develop Individuals	2.22	Delegate to help others develop their abilities	
3	Vision and Strategy	4.34	Focus on the unit's 'customers' and/or stakeholders	
4	Develop Individuals	2.21	Provide challenge and learning opportunities for team m...	
5	Support Individuals	2.44	Show concern about others' needs/worries/work-life bala...	
6	Decisive Action	4.23	Be assertive	
7	Develop Self	5.32	Move outside his/her 'comfort zone' to learn new skills...	
8	Support the Team	2.32	Get team issues and concerns openly aired	
9	Support the Team	2.33	Negotiate and mediate to resolve issues/conflict	
10	Reliability/Integrity	5.41	Do what s/he says s/he will do	
11	Be Resilient	5.51	Stay calm and manage his/her own stress and emotion	
12	Be Resilient	5.52	Persist in the face of problems or setbacks	

\* Salovey, P. and Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, V9, no. 3 (1990).

\*\* Goleman, D., Boyatzis, R. and McKee, A. (2001). *Primal Leadership: The Hidden Driver of Great Performance*. Harvard Business School Press.

## 1. People: Engaging the Workforce and Enabling Teams

Respondent	Areas of Strength	Areas for Development
Self	<ul style="list-style-type: none"> <li>I am a collaborative leader, I have regular meetings and communicate frequently with my team and involve them in decision making about our program and the way we run things. I am open to the ideas of others. I try to extend people by giving them tasks out of their comfort zone.</li> </ul>	<ul style="list-style-type: none"> <li>I could spend more time on formalised ways to develop my teams' careers and get them involved in more university wide committees and development opportunities. I could set up regular one to one sessions with my staff rather than always having a team meeting, to give them opportunities to discuss any issues that they might not want to talk about in the team setting. I need to work on adapting my style to work with diverse personalities.</li> </ul>
Direct Reports	<ul style="list-style-type: none"> <li>Linda is a natural leader who encouraged the team to engage in problem solving and work together to achieve goals</li> <li>Facilitates positive collaborative discussion and planning. Shows empathy and consideration for the situation of others involved in the process. Guides and encourages team mates to develop ideas.</li> <li>Approachable, open minded, encouraging. Always looking for opportunities to do a better job.</li> <li>Linda positively encourages views and opinions from her colleagues and recognises everyone's efforts and capabilities, which in turn results in a very collaborative, engaging and respectful team environment.</li> </ul>	<ul style="list-style-type: none"> <li>Perhaps setting regular opportunities to engage in development of action plans to help team members to achieve their goals, so that we have a documented process would assist team members in growing their capabilities and professional development</li> <li>Honestly not much, but I think perhaps making some clear end goals for the team that can be achieved and celebrated together. Sometimes it's hard in this work to feel like I've achieved anything, or reached a certain standard.</li> </ul>
Manager2 (Raymond Hodgson)	<ul style="list-style-type: none"> <li>Good role model with excellent work ethic</li> </ul>	<ul style="list-style-type: none"> <li>May occasionally appear a little cold in engagement with others</li> </ul>
Peers/Colleagues	<ul style="list-style-type: none"> <li>An open collaborator with a sense of humour</li> <li>Open and honest communication</li> <li>Open door policy, never too busy if there is a concern or question. Able to articulate and plan an action of attack. Ability to follow up and follow through on these plans.</li> <li>Hi aspirations for achievements of team. Models passion and dedication to team.</li> <li>Linda is very happy to help when asked and provides constructive and positive solutions to issues that may be impacting the team. She is very timely with attending to matters.</li> </ul>	<ul style="list-style-type: none"> <li>I really feel she does a lot with the time available to her</li> <li>Delegate more</li> <li>Delegate smaller priorities to the team, giving them more time to work out how to potentially fix the big things.</li> <li>Delegating some of the activities to members of the team.</li> </ul>

## 2. Task: Delivering Outcomes and Driving Innovation

Respondent	Areas of Strength	Areas for Development
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Self	<ul style="list-style-type: none"> <li>• i am confident in ensuring that staff are equipped to deliver the outcomes and to bring in new ideas and solutions for our teaching. I always encourage my team to develop better ways for doing things (such as laboratory practical classes)</li> </ul>	<ul style="list-style-type: none"> <li>• I could perform more performance reviews of my team, and encourage them to review each other regularly, so that they get regular feedback on their teaching from myself and other team members. I could try to set goals for staff to continuously improve their performance (though i am not sure that this way of working would get the best out of them)</li> </ul>
Direct Reports	<ul style="list-style-type: none"> <li>• Excellent in given space for me to develop and expand my ideas. A good vision of collaboration and future directions. She is very timely and diplomatic and good at solving problems and making decisions.</li> <li>• Encourages individual thinking among team members. Provides support when required to develop ideas Actively engages with stakeholders to deliver on agreed outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• It would be good to have some common goals that play to our strengths</li> </ul>
Manager1 (Gary Velan)	<ul style="list-style-type: none"> <li>• Linda leads her team in a collegial and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Linda's leadership might benefit from increasing focus on championing change.</li> </ul>
Manager2 (Raymond Hodgson)	<ul style="list-style-type: none"> <li>• Innovative and creative with problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Needs to be a little less assertive at times</li> </ul>
Peers/Colleagues	<ul style="list-style-type: none"> <li>• Linda provides novel, creative and exciting ideas when it comes to curriculum development that the students appreciate.</li> <li>• Some of this isn't easily demonstrable in current role.</li> <li>• Happy to speak out if they believe they need something or have a differing point of view. Always willing to try something new to benefit students and their team</li> <li>• Continues to make improvements in the course each year, learning from the the previous year.</li> <li>• Really tries to improve each years teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Making team resources more accessible/easy to find for all members.</li> <li>• As above</li> </ul>

### 3. Leading Self

Respondent	Areas of Strength	Areas for Development
Self	<ul style="list-style-type: none"> <li>• I do deliver on what I commit to and always behave in a professional and ethical manner. I do not let setbacks or problems stop me from moving forward and I set high standards of achievement for myself</li> </ul>	<ul style="list-style-type: none"> <li>• I need to get work-life balance more balanced and work on my wellbeing. While I get lots of feedback, it is sometimes difficult to make changes and adapt, and I could definitely do more of that. I could find ways to manage my stress throughout the day.</li> </ul>

Direct Reports	<ul style="list-style-type: none"> <li>Linda is a positive approachable member of the team. Able to get things done under somewhat stressful and demanding situations whilst maintaining and developing core relationships.</li> <li>She is a good role model for managing a challenging position and balancing life and short and long term priorities. She is always actively looking for ways to improve her expertise and take on new tasks that can extend her skills and exposure which encourages me to do the same. She is ethical and honest and fantastic at keeping all the wheels in motion</li> <li>Linda is highly motivated and driven, proactively seeking opportunities to develop herself.</li> </ul>	<ul style="list-style-type: none"> <li>Linda works very hard and puts in a lot of hours at work, I think it would be good for the team to assist her in allocating workload and making a case for more employees so that work can be better distributed to balance workload. This way Linda, and the rest of the team can work on improving wellbeing, manage workload and work-life balance</li> <li>I would like to see her be able to use her expertise in neuroscience research</li> </ul>
Manager1 (Gary Velan)	<ul style="list-style-type: none"> <li>Linda is highly effective, reliable, honest and ethical.</li> </ul>	<ul style="list-style-type: none"> <li>Linda's confidence as a leader might benefit from leading new learning and teaching initiatives.</li> </ul>
Manager2 (Raymond Hodgson)	<ul style="list-style-type: none"> <li>Has consistently high standards and acts on these</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
Peers/Colleagues	<ul style="list-style-type: none"> <li>Very self directed</li> <li>Good time management skills and dedication</li> <li>Ability to recognise if something isn't working and able to find ways to rectify for a better outcome</li> <li>Currently being very pro-active in self development and in finding opportunities to get involved, engaged with both faculty and with the university (and beyond). Leading the med ed interest group with enthusiasm, which is great to see.</li> </ul>	

## General Comments

Respondent	Comments
Manager2 (Raymond Hodgson)	<ul style="list-style-type: none"> <li>Strong motivator with minimal areas to improve</li> </ul>
Peers/Colleagues	<ul style="list-style-type: none"> <li>I think she is doing a stellar job</li> </ul>

## Section 7: Detailed Results

### 1. How to Read the Detailed Results

The following pages show the detailed responses from all of your respondents. Use this data to check levels of agreement and consistency on specific behaviours.


For example:

The most 'As now' responses	e.g. 0 0 0 0 or 0 0 0 1
The most 'Do more' responses	e.g. 1 1 1 2 or 1 2 2 2
The most 'Do less' responses	e.g. -1 -1 0 0 or -2 0 0 0
The most <i>consistent</i> responses	e.g. 0 0 0 0 or 1 1 1 2
The most <i>mixed</i> responses	e.g. -2 0 1 2 or -2 0 0 2

### 2. Anonymity

In the detailed feedback, the individual responses from each person are shown for each question. To preserve anonymity, the responses from your staff/team members and peers/colleagues are numerically sorted from left to right: 'Do less' scores go to the left, 'Do more' scores go to the right.

It is therefore not possible to look through the scores and identify a particular person because the scores from each respondent are in a different position for each question.

Example	Person A	Person B	Person C	Person D	Person E	Numerically sorted... 	This is how it is shown in the profile
Responses to Question 1:	1	2	0	-2	0		-2 0 0 1 2
Responses to Question 2:	1	0	1	2	0		0 0 1 1 2

#### Special Case

In a situation where there are only three staff/team members or three peers/colleagues, to further protect anonymity, the raw scores are instead replaced by dashes '-- -- --', or arrows '< >' if there is a wide spread.

#### Manager/Supervisor

The only exception to the above approach is for manager responses which are *not* anonymous and are always shown in the same order.

1. People Leadership

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Engage the Workforce

	Self Score	Dir Rpt Avg	Mgr * Score	Pr/Coll. Avg	Do a lot less -2	Do a bit less -1	'As now' 0	Do a bit more 1	Do a lot more 2
<b>1.1 Purpose</b>									
1.11 Build a sense of purpose and direction with the team									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	1	0.00	0	0					
1.12 Set high expectations for team performance									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	1					
	1	0.00	0	0					
1.13 Focus the team on achieving its goals									
Dir Rpt	0	0	0	1					
Pr/Coll.	0	0	0	1					
	1	0.20	0	1					
1.14 Help people identify, use and 'stretch' their strengths									
Dir Rpt	0	0	0	1					
Pr/Coll.	0	0	0	1					
	1	0.20	0	1					
Avg for Capability:					1.00	0.10	0.25	0.15	
<b>1.2 Modelling</b>									
1.21 Adapt his/her leadership style to the needs of the team									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	1					
	1	0.00	0	0					
1.22 Communicate in a positive, inspiring way									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	1					
1.23 Show trust in the team's ability									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	1					
1.24 Celebrate the team's/department's successes									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.20	0	0					
Avg for Capability:					0.25	0.05	0.25	0.05	
<b>1.3 Collaboration</b>									
1.31 Build collaborative relationships across the organisation									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.20	0	0					
1.32 Consider the impact of changes on others									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	1	0.00	0	1					
1.33 Involve people in decisions affecting them									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	1					
	0	0.00	0	0					
1.34 Treat people equally and value diversity									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	0					
Avg for Capability:					0.25	0.05	0.13	0.05	
<b>1.4 Communication</b>									
1.41 Create an environment of open discussion and collaboration									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	1					
1.42 Adapt his/her communication style to the audience									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	1					
	0	0.00	0	1					
1.43 Give full and early information about changes									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	1					
	0	0.20	0	0					
1.44 Encourage others to contribute their ideas									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	1					
	0	0.00	0	0					
Avg for Capability:					0.00	0.05	0.25	0.15	

Scale: -2=Do a lot less -1=Do a bit less 0='As now' 1=Do a bit more 2=Do a lot more

\* Manager No.1: Gary Velan

Manager No.2: Raymond Hodgson

2. People Management

Jul 2021

Enable Teams

	Self Score	Dir Rpt Avg	Mgr * Score	Pr/Coll. Avg	Do a lot less -2	Do a bit less -1	'As now' 0	Do a bit more 1	Do a lot more 2
<b>2.1 Develop the Team</b>									
2.11 Select the right people for roles within the team									
Dir Rpt	0	0.00	0	0.20					
Pr/Coll.	0	0.00	0	0.20					
2.12 Agree on shared roles and responsibilities for the team									
Dir Rpt	0	0.40	0	0.00					
Pr/Coll.	0	0.40	0	0.00					
2.13 Actively seek opportunities for teamwork									
Dir Rpt	1	0.00	0	0.20					
Pr/Coll.	1	0.00	0	0.20					
2.14 Provide regular feedback and coaching to develop team members									
Dir Rpt	2	0.40	0	0.20					
Pr/Coll.	2	0.40	0	0.20					
Avg for Capability:					0.75	0.20	0.13	0.15	
<b>2.2 Develop Individuals</b>									
2.21 Provide challenge and learning opportunities for team members									
Dir Rpt	1	0.20	0	0.20					
Pr/Coll.	1	0.20	0	0.20					
2.22 Delegate to help others develop their abilities									
Dir Rpt	1	0.00	0	0.40					
Pr/Coll.	1	0.00	0	0.40					
2.23 Assist people in developing action plans to grow their capabilities									
Dir Rpt	1	0.40	0	0.00					
Pr/Coll.	1	0.40	0	0.00					
2.24 Help/support staff's career development									
Dir Rpt	1	0.00	0	0.00					
Pr/Coll.	1	0.00	0	0.00					
Avg for Capability:					1.00	0.15	0.38	0.15	
<b>2.3 Support the Team</b>									
2.31 Seek views and opinions from everyone									
Dir Rpt	0	0.00	0	0.00					
Pr/Coll.	0	0.00	0	0.00					
2.32 Get team issues and concerns openly aired									
Dir Rpt	0	0.00	0	0.00					
Pr/Coll.	0	0.00	0	0.00					
2.33 Negotiate and mediate to resolve issues/conflict									
Dir Rpt	1	0.00	0	0.00					
Pr/Coll.	1	0.00	0	0.00					
2.34 Recognise what others do and appreciate special effort									
Dir Rpt	0	0.20	0	0.00					
Pr/Coll.	0	0.20	0	0.00					
Avg for Capability:					0.25	0.05	0.25	0.00	
<b>2.4 Support Individuals</b>									
2.41 Allocate time to talk with others and be accessible when needed									
Dir Rpt	1	0.00	0	0.00					
Pr/Coll.	1	0.00	0	0.00					
2.42 Show consideration and respect for others									
Dir Rpt	0	0.00	0	0.00					
Pr/Coll.	0	0.00	0	0.00					
2.43 Listen and pay close attention to others									
Dir Rpt	0	0.00	0	0.00					
Pr/Coll.	0	0.00	0	0.00					
2.44 Show concern about others' needs/worries/work-life balance									
Dir Rpt	0	0.00	0	0.00					
Pr/Coll.	0	0.00	0	0.00					
Avg for Capability:					0.25	0.00	0.25	0.00	

Scale: -2=Do a lot less -1=Do a bit less 0='As now' 1=Do a bit more 2=Do a lot more

\* Manager No.1: Gary Velan

Manager No.2: Raymond Hodgson

3. Task Management

Jul 2021

Deliver Outcomes

	Self Score	Dir Rpt Avg	Mgr * Score	Pr/Coll. Avg	Do a lot less -2	Do a bit less -1	'As now' 0	Do a bit more 1	Do a lot more 2
<b>3.1 Performance</b>									
3.11 Organise the team and resources to get the work done									
Dir Rpt	0	0.00	0	0.20					
Pr/Coll.	0	0.00	0	0.20					
3.12 Use systems and processes to deliver results									
Dir Rpt	0	0.00	0	0.00					
Pr/Coll.	0	0.00	0	0.00					
3.13 Be committed/persistent in achieving results									
Dir Rpt	0	0.20	0	-1					
Pr/Coll.	0	0.20	0	-1					
3.14 Monitor team performance to assess progress									
Dir Rpt	1	0.00	0	0					
Pr/Coll.	0	0.00	0	0					
Avg for Capability:					0.25	0.05	-0.13	0.05	
<b>3.2 Improvement</b>									
3.21 Seek continuous improvement in outcomes									
Dir Rpt	1	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
3.22 Give ongoing/regular feedback about performance									
Dir Rpt	1	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
3.23 Give timely help and advice									
Dir Rpt	0	0.00	0	0					
Pr/Coll.	0	0.00	0	0					
3.24 Take responsibility for poor outcomes/performance									
Dir Rpt	0	0.00	0	-1					
Pr/Coll.	0	0.00	0	-1					
Avg for Capability:					0.50	0.10	-0.13	0.05	
<b>3.3 Resources</b>									
3.31 Ensure the right structure, systems and procedures are in place and operate effectively									
Dir Rpt	0	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
3.32 Optimise the use of resources to get the best results									
Dir Rpt	0	0.00	0	0					
Pr/Coll.	0	0.00	0	0					
3.33 Adequately staff the work to be done									
Dir Rpt	0	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
3.34 Ensure essential information is provided and accessible									
Dir Rpt	0	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
Avg for Capability:					0.00	0.15	0.00	0.10	
<b>3.4 Quality</b>									
3.41 Agree on standards for safety, quality and delivery									
Dir Rpt	0	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
3.42 Make use of good business-management practices, e.g. HR and Finance									
Dir Rpt	1	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
3.43 Use performance data to evaluate results									
Dir Rpt	1	0.20	0	0					
Pr/Coll.	0	0.20	0	0					
3.44 Work with others to find ways around blockages									
Dir Rpt	0	0.20	0	1					
Pr/Coll.	0	0.20	0	1					
Avg for Capability:					0.50	0.20	0.13	0.15	

Scale: -2=Do a lot less -1=Do a bit less 0='As now' 1=Do a bit more 2=Do a lot more

\* Manager No.1: Gary Velan

Manager No.2: Raymond Hodgson



4. Task Leadership

Jul 2021

Drive Innovation

4.1 Outcomes

	Self Score	Dir Rpt Avg	Mgr * Score	Pr/Coll. Avg	Do a lot less -2	Do a bit less -1	'As now' 0	Do a bit more 1	Do a lot more 2
4.11 Agree on team priorities, goals and expected outcomes									
Dir Rpt	0	0	0	0	1	0.20	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.12 Develop goals for the team that are specific, measurable, and have clear accountabilities									
Dir Rpt	0	0	0	0	1	0.20	0	1	0.20
Pr/Coll.	0	0	0	0	0	0	1	0	0
4.13 Align current actions with long-term/organisational goals									
Dir Rpt	0	0	0	0	1	0.20	0	0	0.20
Pr/Coll.	0	0	0	0	0	0	0	1	0
4.14 Seek sustainable, best-practice solutions to meet organisational goals									
Dir Rpt	0	0	0	0	1	0.20	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
Avg for Capability:					1.00	0.20	0.13	0.10	

4.2 Decisive Action

4.21 Analyse costs, benefits and risks of decisions									
Dir Rpt	0	0	0	0	1	0.00	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.22 Make clear-cut and timely decisions									
Dir Rpt	0	0	0	0	0	0.00	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.23 Be assertive									
Dir Rpt	0	0	0	0	0	0.00	0	-1	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.24 Tackle long-standing or 'difficult' issues									
Dir Rpt	0	0	0	0	0	0.00	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
Avg for Capability:					0.25	0.00	-0.13	0.00	

4.3 Vision and Strategy

4.31 Take a 'big picture', socially sustainable strategic view									
Dir Rpt	0	0	0	0	0	0.00	0	1	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.32 Anticipate future trends that will influence the organisation									
Dir Rpt	0	0	0	0	1	0.00	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.33 Build and communicate a shared vision for the organisation/area									
Dir Rpt	0	0	1	1	0	0.50	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.34 Focus on the unit's 'customers' and/or stakeholders									
Dir Rpt	0	0	0	1	0	0.25	0	1	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
Avg for Capability:					0.25	0.19	0.25	0.00	

4.4 Innovation

4.41 Champion innovative and creative ideas and solutions									
Dir Rpt	0	0	0	0	0	0.00	1	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.42 Encourage discussion around ideas for change									
Dir Rpt	0	0	0	0	0	0.20	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.43 Challenge the status quo and the ways that things are done									
Dir Rpt	0	0	0	0	0	0.20	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
4.44 Support people working on their own ideas									
Dir Rpt	0	0	0	0	0	0.00	0	0	0.00
Pr/Coll.	0	0	0	0	0	0	0	0	0
Avg for Capability:					0.00	0.10	0.13	0.00	

Scale: -2=Do a lot less -1=Do a bit less 0='As now' 1=Do a bit more 2=Do a lot more

\* Manager No.1: Gary Velan

Manager No.2: Raymond Hodgson

5. Leading Self

	Self Score	Dir Rpt Avg	Mgr * Score	Pr/Coll. Avg	Do a lot less -2	Do a bit less -1	'As now' 0	Do a bit more 1	Do a lot more 2
<b>5.1 Reflect on Self</b>									
5.11 Seek and act on feedback									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	1	0.00	0	0					
5.12 Learn from his/her successes and mistakes and adapt behaviour									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	1	0.00	0	0					
Avg:	1.00	0.00	0.00	0.00					
<b>5.2 Manage Self</b>									
5.21 Personally perform to high standards									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	0					
5.22 Manage his/her time and set clear priorities for own action									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	2	0.00	0	0					
5.23 Manage his/her work-life balance and well-being									
Dir Rpt	0	0	0	1					
Pr/Coll.	0	0	0	0					
	2	0.40	0	0					
Avg:	1.33	0.13	0.00	0.00					
<b>5.3 Develop Self</b>									
5.31 Seek opportunities to develop him/herself									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	1	0.00	0	0					
5.32 Move outside his/her 'comfort zone' to learn new skills and behaviours									
Dir Rpt	0	0	0	1					
Pr/Coll.	0	0	0	0					
	0	0.00	1	0					
Avg:	0.50	0.00	0.25	0.00					
<b>5.4 Reliability/Integrity</b>									
5.41 Do what s/he says s/he will do									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	0					
5.42 Behave in an honest and ethical manner									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	0					
Avg:	0.00	0.00	0.00	0.00					
<b>5.5 Be Resilient</b>									
5.51 Stay calm and manage his/her own stress and emotion									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	1	0.00	0	0					
5.52 Persist in the face of problems or setbacks									
Dir Rpt	0	0	0	0					
Pr/Coll.	0	0	0	0					
	0	0.00	0	0					
Avg:	0.50	0.00	0.00	0.00					

Scale: -2=Do a lot less -1=Do a bit less 0='As now' 1=Do a bit more 2=Do a lot more

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