



S-DL* TECHNOLOGIES[©]

DISCUSSION BRIEF

*** Self-Directed Learning**

**UNDERSTANDING THE S-DL CONCEPTS, THE IMPLEMENTATION FRAMEWORK
AND THE ASSOCIATED TOOLS AND LEARNING ACTIVITIES**

**PERFORMANCE MANAGEMENT
and
CAPABILITY DEVELOPMENT**

A SELF-DIRECTED LEARNING SYSTEM

PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT Self-Directed Learning Model - Implementation

Performance Management and Capability Development strategies
provide the *pathway* from

Enterprise Vision and Values
to
Enterprise Results and Reputation,

and the *foundation principle* is Self-Directed Learning.

The approach we offer can be stand alone or integrated with your existing
Performance and Development systems and processes.

There are *four key components* of our Self-Directed Learning (SD-L) process:

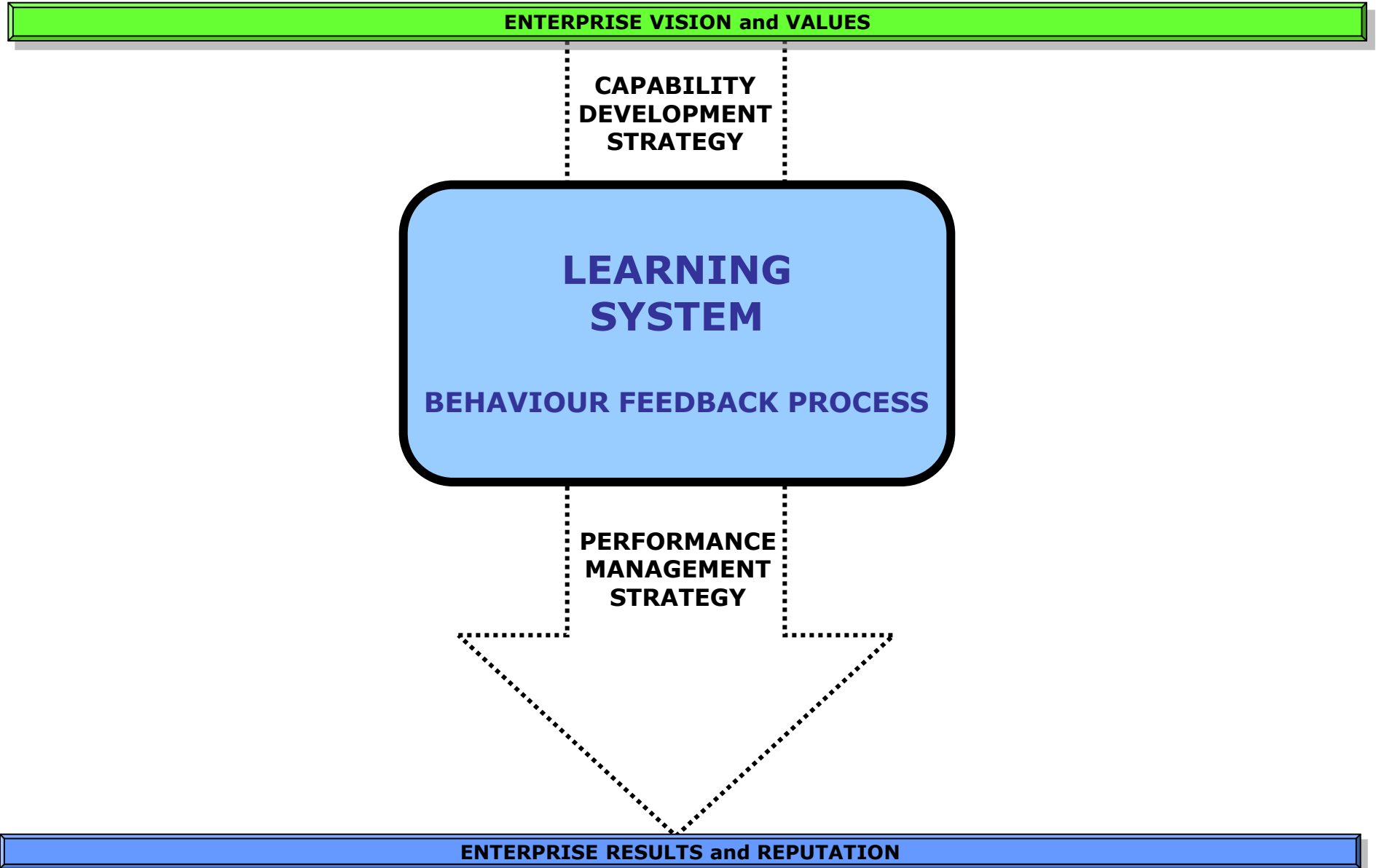
Developing S-DL *Mindset*
Creating the S-DL *Feedback* Process
Undertaking S-DL *Learning* Activities
Recognising On-the-Job *Performance* Outcomes

We design, integrate and deliver the S-DL tools, processes and learning
activities and *customise* them to reflect your business language, systems,
needs and goals.

All components are self contained and can be offered separately.

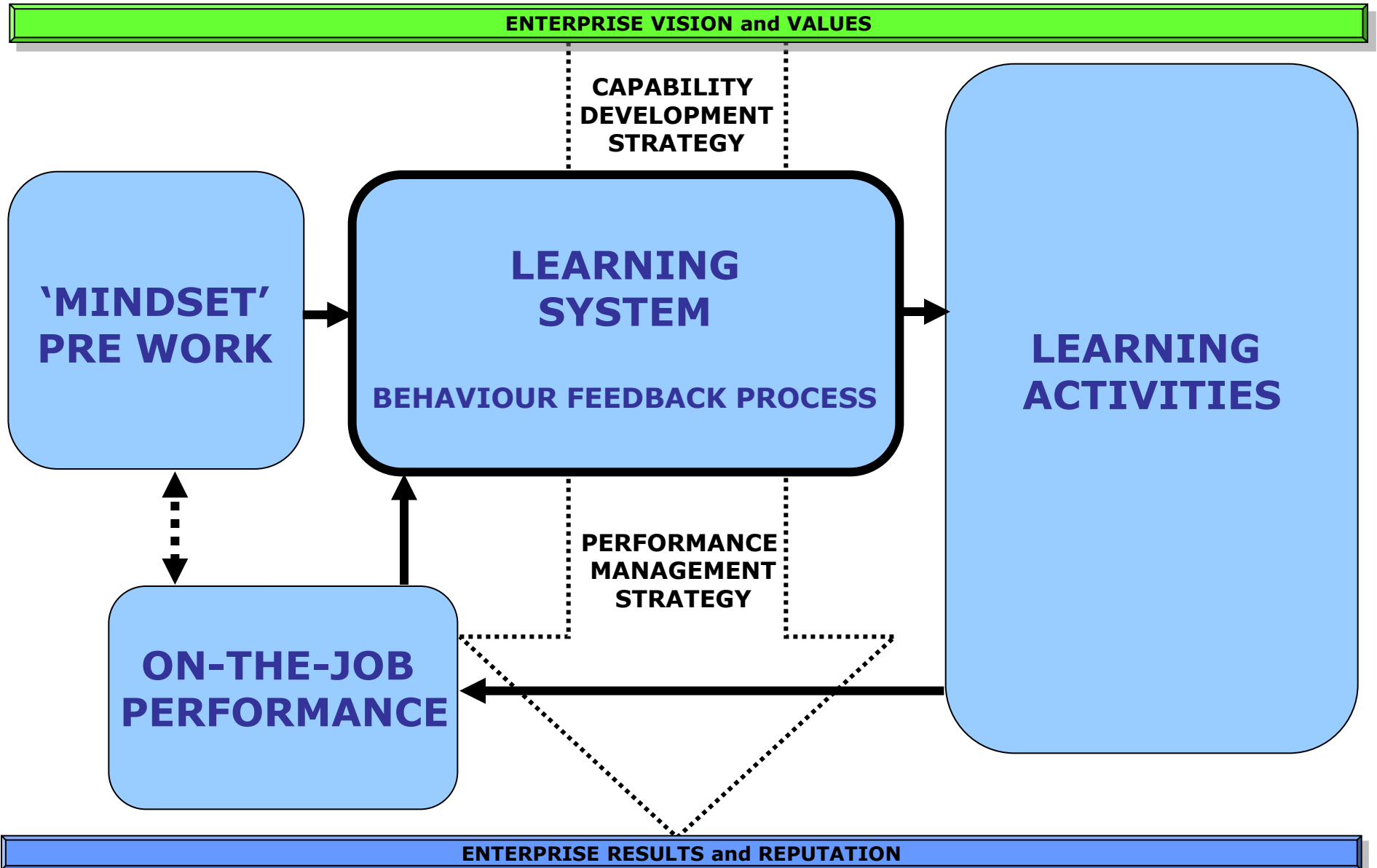
PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT

Self-Directed Learning Model – The Basic Idea



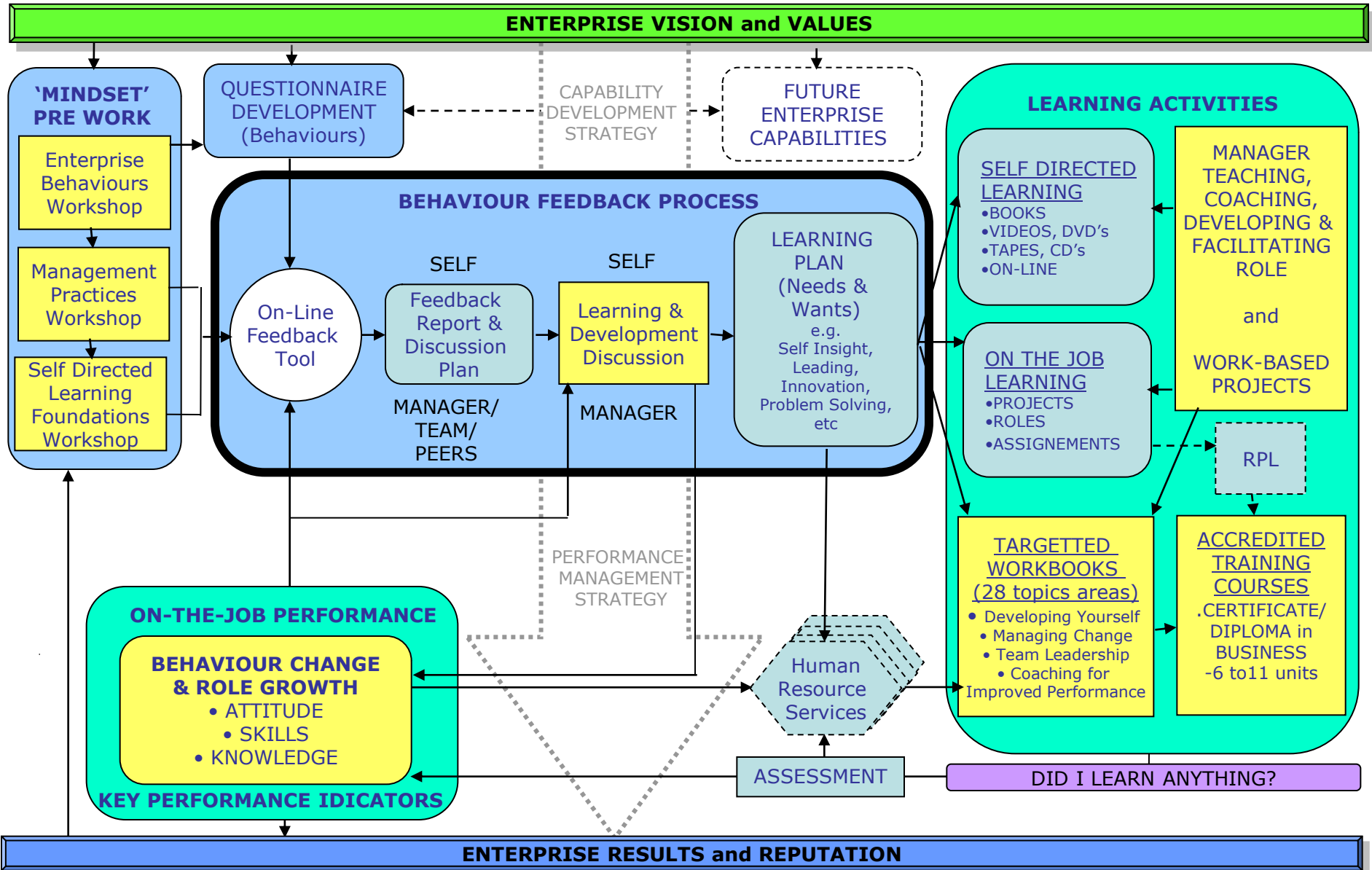
PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT

Self-Directed Learning Model – The Four Components



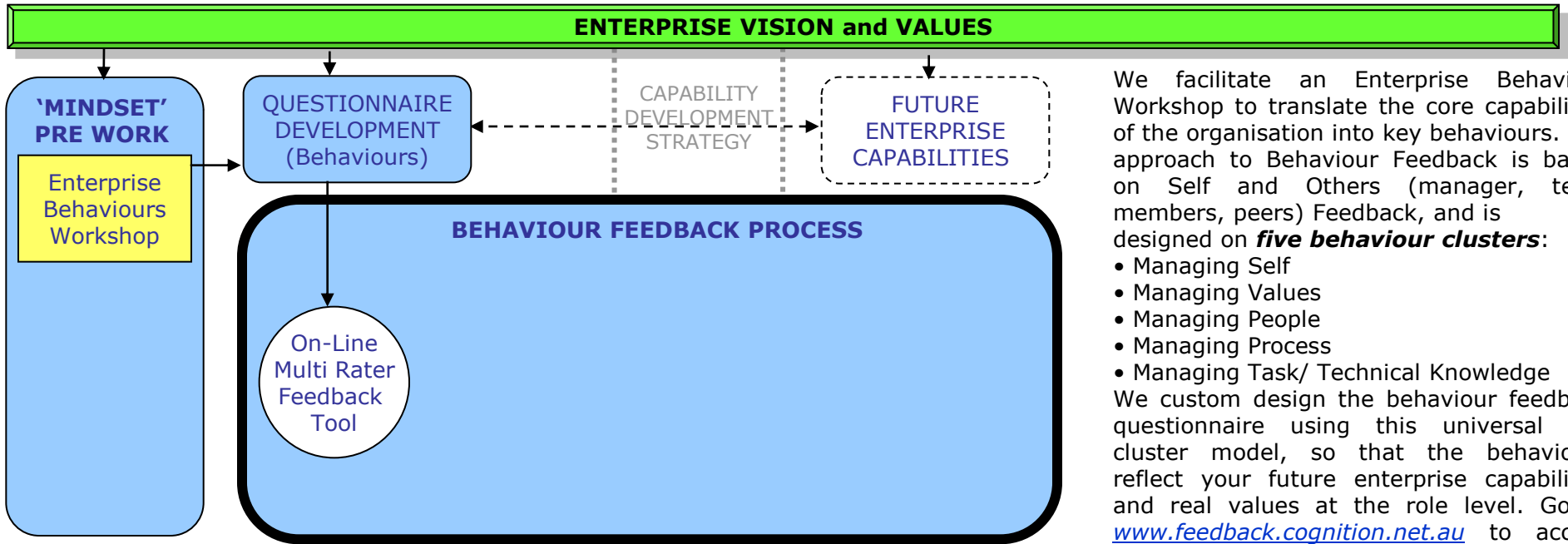
PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT

Self-Directed Learning Model – The Whole Process



PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT

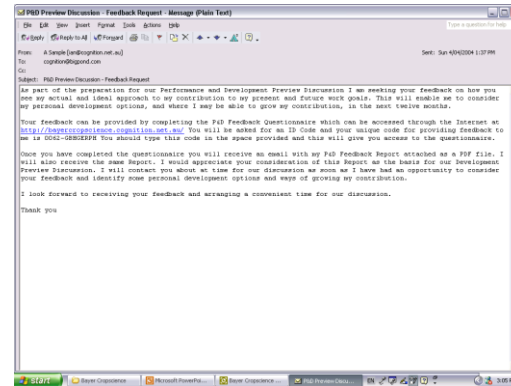
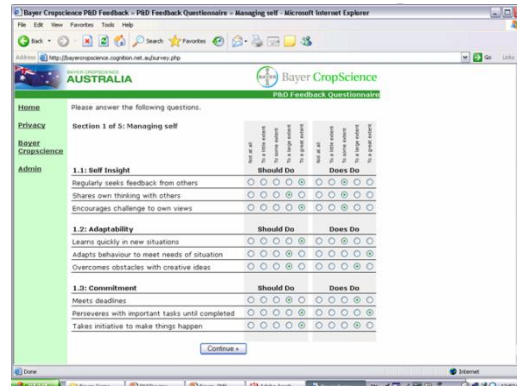
Self-Directed Learning Model – Questionnaire Development



We facilitate an Enterprise Behaviour Workshop to translate the core capabilities of the organisation into key behaviours. Our approach to Behaviour Feedback is based on Self and Others (manager, team members, peers) Feedback, and is designed on **five behaviour clusters**:

- Managing Self
- Managing Values
- Managing People
- Managing Process
- Managing Task/ Technical Knowledge

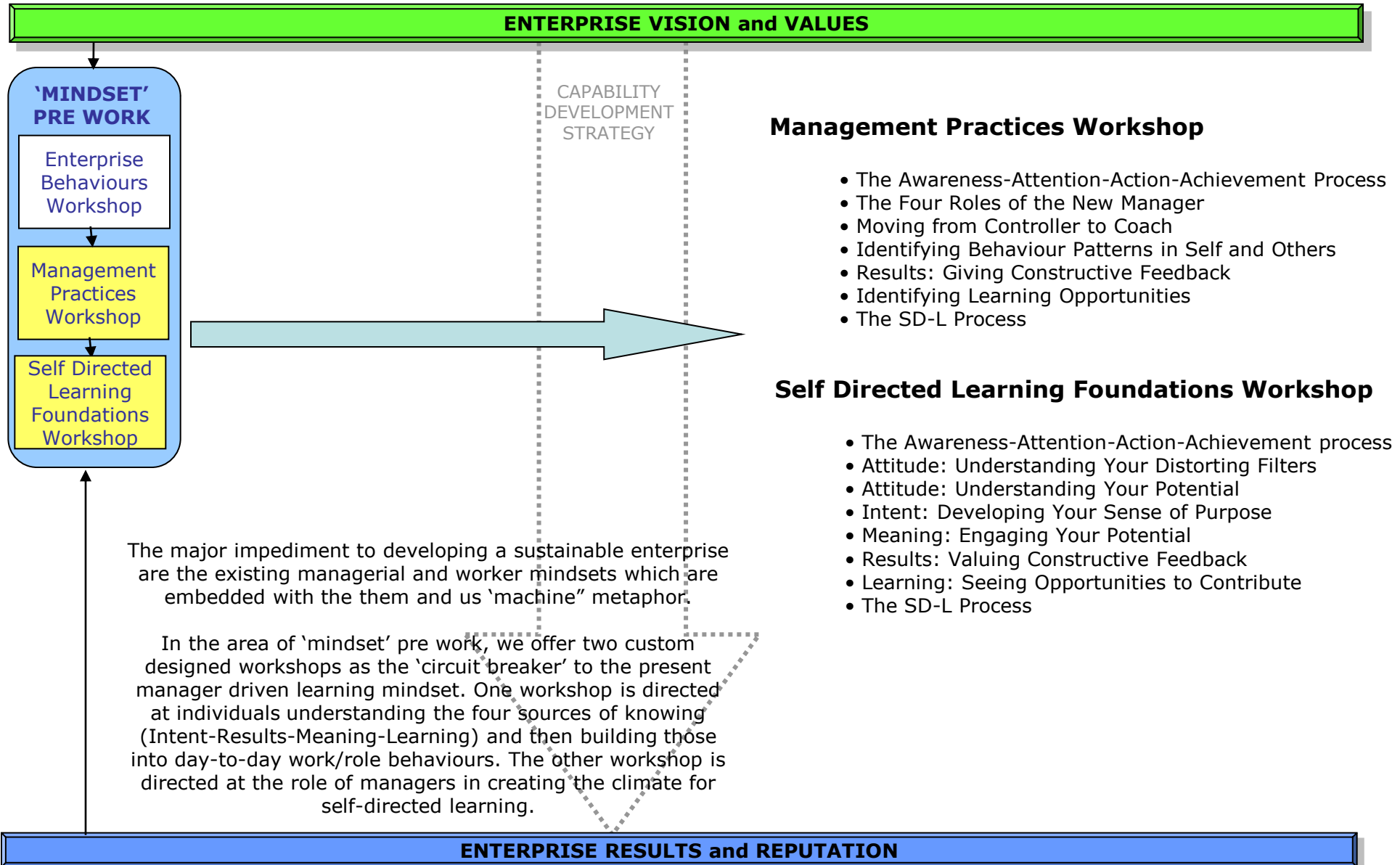
We custom design the behaviour feedback questionnaire using this universal five cluster model, so that the behaviours reflect your future enterprise capabilities and real values at the role level. Go to www.feedback.cognition.net.au to access the demonstration version using 'cogmap' as ID Code.



ENTERPRISE RESULTS and REPUTATION

PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT

Self-Directed Learning Model – Mindset Pre Work



PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT

Self-Directed Learning Model – Learning Activities

ENTERPRISE VISION and VALUES

CUSTOMISABLE DEVELOPMENT WORKSHOPS

We offer a number of **customisable structured workshops** that are integrated with our on-line 360 degree Role Behaviour Feedback Report.

Our approach to learning activities is based on Self and Others (manager, team members, peers) feedback and is designed on **five behaviour clusters**:

- Managing Self
- Managing Values
- Managing People
- Managing Processes
- Managing Task/Technical Knowledge

Our structured workshops are based on these five clusters and are supported by a range of **self-directed** learning activities and **on-the-job** learning activities.

ACCREDITED TRAINING COURSES

We offer the Certificate and Diploma in Business (Frontline) under licence from **Mt Eliza Centre for Executive Education, Melbourne Business School**.

Customisable Development Workshops

(go to www.fleximode.net.au for details)

Managing Self

- Developing Self-awareness
- Becoming Adaptable
- Demonstrating Commitment

Managing Values

- Customer/Client Focused Service
- Building High Performance Teams
- Encouraging Creativity and Innovation

Managing People

- Strategically Perceptive Leadership
- Emotionally Intelligent Coaching
- Communication and Feedback Skills

Managing Processes

- Continuous Improvement
- Creative Problem Solving
- Effective Decision Making

Managing Task/Technical Knowledge

- Fast Moving Consumer Goods Strategy using the StoreWars® simulation

Accredited Training Courses

Certificate/Diploma of Business

The Certificate/Diploma in Business is delivered, under licence from Mt Eliza Centre for Executive Education, Melbourne Business School, by Fleximode™ which enables self-paced learning through a combination of workshops, workbooks and action learning projects.

LEARNING ACTIVITIES

SELF DIRECTED LEARNING

- BOOKS
- VIDEOS, DVD's
- TAPES, CD's
- ON-LINE

ON THE JOB LEARNING

- PROJECTS
- ROLES
- ASSIGNMENTS

CUSTOMISED DEVELOPMENT WORKSHOPS

- Developing Self Insight
- Leading for Results
- Process Innovation

MANAGER TEACHING, COACHING, DEVELOPING & FACILITATING ROLE

and

WORK-BASED PROJECTS

RPL

ACCREDITED TRAINING COURSES

CERTIFICATE/ DIPLOMA in BUSINESS - 8 to 11 units

ENTERPRISE RESULTS and REPUTATION

THE CONSULTING PROCESS

- **Develop and map core Functional Behaviours and Attributes**
- **Develop customisation template for website creation**
- **Test website**
- **Conduct Mindset Workshops**
- **Support/administer the Role Behaviour Questionnaire**
- **Coach the Learning and Development process**
- **Facilitate Learning Activities**

DEVELOPING AND MAPPING CORE CAPABILITIES AND BEHAVIOURS

The Engagement Behaviours

Engagement Behaviours

- Managing Self
- Managing Values

Enabling Behaviours

- Managing People
- Managing Process

Execution Behaviours

- Managing Technical and Task Knowledge

- 45 Behaviours
- 15 Clusters
- 5 Core areas

MANAGING SELF

Self Insight

Regularly seeks feedback from others

Shares own thinking with others

Encourages challenge to own views

Adaptability

Learns quickly in new situations

Adapts behaviour to meet needs of situation

Overcomes obstacles with creative ideas

Commitment

Meets deadlines

Perseveres with important tasks until completed

Takes initiative to make things happen

MANAGING OUR VALUES

Customer Focus

Listens to needs/expectations of customers

Understands our customer relationship strategy

Creates "win-win" environment with customers

Team Development

Establishes strong commitment to team goals

Recognises team achievements/successes

Ensures team members share their knowledge

Innovation

Encourages and supports ideas of others

Encourages cross functional cooperation

Finds ways to turn ideas into business outcomes

The Enabling Behaviours

MANAGING PEOPLE

Leading

- Shows the way by going first
- Develops a shared vision of excellence
- Delegates authority comfortably

Communicating

- Shows consistency between words and action
- States ideas clearly, concisely and candidly
- Explains reasons behind own decisions

Influencing

- Gains support and cooperation of key people..
- Develops mutually beneficial relationships
- Seeks "win-win" outcomes to conflict resolution

MANAGING PROCESS

Opportunity Identification

- Sees trends early and acts on them
- Looks for ways to initiate improvements
- Encourages others to be proactive

Problem Solving

- Uses sound problem solving approach
- Generates constructive ideas when problems arise
- Responds to requests for advice or input

Decision Making

- Makes decisions based on facts
- Tackles difficult problems promptly
- Follows through to ensure implementation

The Execution Behaviours

MANAGING TECHNICAL TASKS

Professional Knowledge

- Shows comprehensive professional knowledge
- Shows up to date knowledge of own discipline
- Understands key strategies of our business

Systems Knowledge

- Understands formal management systems
- Develops networks internally
- Understands our key work processes

Policy Knowledge

- Understands legal and regulatory requirements
- Understands our company policies
- Monitors emerging industry issues

THE QUESTIONNAIRE DESIGN TEMPLATE

DESIGN TEMPLATE

ON-LINE FEEDBACK PROCESS

CLIENT NAME:

CONTACT DETAILS:

Business Telephone:

Mobile:

Email address:

DATE:

The following information is required to enable the design to pilot test stage of your on-line multi-rater Learning and Development feedback process.

Questionnaire Description:

Example	Your requirements
Leadership Practices Questionnaire	

General Information:

Approximate Number of Staff involved	
Number of groups providing feedback other than self (circle as appropriate)	Manager
	Peers/Colleagues
	Team Members
Maximum number of people in each group from whom feedback will be sought	Peers/Colleagues ()
(enter number in brackets)	Team Members ()

THE QUESTIONNAIRE DESIGN TEMPLATE

Questionnaire Preamble:

Example	Your requirements
<p>Welcome to the XYZ Organisation Learning and Development feedback questionnaire. The completion of this questionnaire will provide you with information about the perception others have of your at work role behaviour and will enable you to engage in self-directed learning with support from your Manager. The Learning and Development Feedback Report you will receive provides the behaviour framework that enables you to focus on specific behaviours that you and your Manager have agreed will enable you to grow the contribution you make in your present role and allow you to pursue your career aspirations with us.</p> <p>The behaviour descriptions have been developed to direct a Development and Learning discussion towards those attitudes, skills and knowledge that are related to your personal contribution at work. There are 15 behaviour categories that are grouped into five generic clusters of behaviours:</p> <ul style="list-style-type: none">• Managing Self• Managing Our Values• Managing People• Managing Process• Managing Technical Tasks <p>The Development and Learning discussion will enable you to identify a range of learning activities that fall into three approaches to developing your attitudes, skills and knowledge:</p> <ul style="list-style-type: none">• Learning through self-direction (primarily Attitude focus)• Learning on-the-job (primarily Skills focus)• Learning in a structured workshop (primarily Knowledge focus)	

THE QUESTIONNAIRE DESIGN TEMPLATE

Proposed Behaviours:

Example	Your Requirements
MANAGING SELF	
Self Insight	
Regularly seeks feedback from others	
Shares own thinking with others	
Sensitive to impact on others	
Adaptability	
Learns quickly in new situations	
Adapts behaviour to meet needs of situation	
Overcomes obstacles with constructive ideas	
Sense of Urgency	
Meets deadlines	
Responds to requests for information in a timely and accurate manner	
Takes initiative to make things happen	
MANAGING VALUES	
Customer Focus	
Listens to needs/expectations of customers	
Understands our customer relationship strategy	
Creates "win/win" environment with customers	
Team Development	
Establishes strong commitment to team goals	
Recognises team achievements/successes	
Ensures team members share their knowledge	
Innovation	
Encourages and supports the ideas of others	
Encourages cross functional cooperation	
Finds ways to turn ideas into business outcomes	
MANAGING RELATIONSHIPS	
Leading	

THE QUESTIONNAIRE DESIGN TEMPLATE

Email Feedback Request: Staff Member

Example	Your Requirements
<p>As part of the preparation for my Development Discussion I am seeking your feedback on how you see my actual and ideal approach to my present and future work goals. This will enable me to consider my personal development options, and where I may be able to grow my contribution, in the next twelve months.</p> <p>Your feedback can be provided by completing the 360 Feedback Questionnaire which can be accessed through the Internet at http://pq.cognition.net.au/ You will be asked for an ID Code and your unique code for providing feedback to me is 6607-DOCAAQDO You should cut and paste, or type, this code in the space provided and this will give you access to the questionnaire.</p> <p>Once you have completed the questionnaire it will generate my 360 Feedback Report. The feedback that I receive from my Team (Direct Reports) and/or my Peers (Co-workers) will be aggregated for all those providing feedback so that your feedback remains anonymous. My Manager will receive an abridged 360 Feedback Report containing only a comparison of my Self feedback and his/her feedback.</p> <p>I look forward to receiving your feedback as and important part of the input into the Development Discussion I will have with my Manager.</p>	

Email Report Advice – Manager:

Example	Your Requirements
<p>Please find attached an P&D Feedback Report in Acrobat PDF format for one of your Direct Reports. As Manager, you receive an abridged copy of the Report which only contains feedback you (as Manager) and your Direct Report (as Self) provided.</p>	

Email Report Advice – Staff Member:

Example	Your Requirements
<p>Please find attached your P&D Feedback Report in Acrobat PDF format. Your Report contains feedback from all the respondent that you invited to complete the P&D Feedback questionnaire. Your Manager will receive an abridged copy of this Report which will only contain feedback for Self and Manager.</p>	

THE MINDSET WORKSHOPS

- **TWO HALF DAY WORKSHOPS**
 - One for managers as feedback givers
 - One for team members as feedback seekers
- Aim is to shift the focus from feedback being about the “bad news” to being about a foundation for self directed learning and meaningful connection to work plans and job/role objectives
- The process shifts the performance and development discussion from debate (a contest of viewpoints) to dialogue (a flow of meaning) by moving from statement making to question asking and reflection
- The performance and development discussion is about understanding the importance of patterns of interaction between people and other people, tools, processes and information and developing the qualities of self-directed learning

MANAGEMENT PRACTICES WORKSHOP

Time	Session Content	Session Format	Session Process
00.00	Session 1- The Learning Climate Purpose of workshop The role of the manager in setting the right climate Three elements of a self-directed learning climate Our Awareness-Attention-Action Process	Plenary	Facilitator Participant issues identification
<i>This session will provide the purpose of the workshop and map for developing management practices that support self-directed learning.</i>			
00.30	Session 2 – Understanding Learning Styles The Learning Cycle Learning Styles Working with different styles	Learning Styles Report Exercise	Facilitator led Personal review Triads
<i>This session will provide you with the key insights into your own learning style identified in your pre-work. Understanding learning styles is the foundation for creating the climate for personal growth and learning.</i>			
2.00	Break		
2.15	Session 3 – Levels of Development The job and person development focus The four related management skills <ul style="list-style-type: none"> - Teaching - Coaching - Developing - Facilitating 	Plenary Personal activity Skill practice	Facilitator Individuals Triads
<i>This session will provide staff with an understanding of the appropriate skills and techniques to use with each level of development.</i>			
3.30	Session 4 – Creating Learning Opportunities The Idea of Role Growth Role shaping and growth Opportunities for Learning Learning on the Job	Plenary Paired Discussion	Facilitator Individuals Pairs
<i>This session will provide you with an understanding of the opportunities for people to shape and grow their work role that underpin self-directed learning.</i>			
4.00	Session 5 – Developing a Continuous Learning Climate Managing context and boundaries Giving ongoing feedback to others Encouraging reluctant participants	Plenary Action planning	Facilitator Triads Individuals
<i>This session will provide you with the opportunity to prepare for the feedback process that you will be encouraged to engage in.</i>			
4.30	Close Workshop		

TEAM MEMBER WORKSHOP

Elapsed Time	Session Content	Session Format	Session Process
00.00	<p>Session 1- Roadmap for Self Directed Learning</p> <p>Purpose of workshop values The four elements of self-directed learning Our Awareness-Attention-Action Process</p>	Plenary	Facilitator Participant interaction
<i>This session will provide the purpose of the workshop and map for developing your personal learning plans and pathways during the workshop.</i>			
00.30	<p>Session 2 – MEANING: Developing Self Awareness</p> <ul style="list-style-type: none"> ❖ Your temperament (reactive mode) ❖ Your intentions (proactive mode) ❖ Your work behaviour (integrative mode) 	PFP Report Interactive review Validation alone	Facilitator led Personal review Triads
<i>This session will provide you with the key insights into their personality using the PFP Report completed as pre-work. Self-awareness is the foundation for taking responsibility for personal growth and learning.</i>			
2.30	Break		
2.45	<p>Session 3 – INTENT: Developing Personal Vision</p> <ul style="list-style-type: none"> ❖ Reality check ❖ Power of vision/goals ❖ Vision/goal setting process ❖ Making a start – your roles and goals 	Plenary Personal activity	Facilitator Individuals Pairs
<i>This session will provide staff with the skills to set goals and understand the power of goals in generating creative solutions.</i>			
3.45	<p>Session 4 – LEARNING: Shaping My Role</p> <ul style="list-style-type: none"> ❖ Jobs v. Roles ❖ Your Talents ❖ Your Work Role ❖ Shaping Your Role 	Plenary Paired Discussion	Facilitator Individuals Pairs
<i>This session will provide you with an understanding of your work role and the potential to grow based on the way you choose to shape your work role</i>			
4.15	<p>Session 5 – RESULTS: Seeking and Acting on Feedback</p> <ul style="list-style-type: none"> ❖ Your Manager’s Role ❖ Getting feedback from others ❖ The Behaviour Feedback Report ❖ The Learning and Development Discussion 	Plenary Action Planning	Facilitator Individuals
<i>This session will provide you with the opportunity to prepare for the feedback process that you will be encouraged to engage in.</i>			
4.30	Close Workshop		

THE TECHNOLOGY COMPONENTS

THE QUESTIONNAIRE

ENTER THE PASSWORD

The screenshot shows a Microsoft Internet Explorer browser window titled "Cognition Associates360° Feedback » Select Report". The address bar displays "http://www.feedback.cognition.net.au/select.php". The page content includes a logo for "cognition associates pty ltd" and a green header with the text "Select Report". On the left, there are navigation links: "Home", "Privacy", "Cognition", and "Admin". The main content area features a form with a "Questionnaire" dropdown menu set to "360 Demo Feedback Questionnaire". Below this, a text input field labeled "Code" contains the text "cogmap". A callout box with a black border and white background points to this field, containing the text "Enter the questionnaire password". Below the code field, there is a "Continue »" button. At the bottom of the page, a copyright notice reads "© Cognition Associates 2003 - All rights reserved". The Windows taskbar at the bottom shows the "start" button, several open applications including "DMO_MECEE", "Microsoft PowerPoint ...", and "Cognition Associates...", and the system tray with the time "1:14 PM".

Questionnaire: 360 Demo Feedback Questionnaire

Please select the questionnaire you wish to complete from this list and enter the code below.

Code: cogmap

Please enter code your were given for this questionnaire and then click the **Continue** » button.

Continue »

Enter the questionnaire password

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ENTER YOUR DETAILS

The screenshot shows a Microsoft Internet Explorer browser window displaying a web page titled "360 Demo Feedback Questionnaire". The browser's address bar shows the URL "http://www.feedback.cognition.net.au/survey.php". The page features a navigation menu on the left with links for "Home", "Privacy", "Cognition", and "Admin". The main content area contains a form with two input fields: "Name" (containing "ian Cogdell") and "Email" (containing "ian@cognition.net.au"). Below the form is a "Continue »" button. Two callout boxes with arrows point to the input fields: one pointing to the "Name" field with the text "Enter your name", and another pointing to the "Email" field with the text "Enter your internet email address". The footer of the page reads "© Cognition Associates 2003 - All rights reserved". The Windows taskbar at the bottom shows the "start" button, open applications including "DMO_MECEE", "Microsoft PowerPoint ...", and "Cognition Associates...", along with system icons and the time "1:15 PM".

Enter your name

Enter your internet email address

READ EXAMPLE

Cognition Associates 360° Feedback » 360 Demo Feedback Questionnaire » Example - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites

Address http://www.feedback.cognition.net.au/survey.php

Search the Web

360 Demo Feedback Questionnaire

[Home](#) **Self-Evaluation Sample Response**

[Privacy](#) You will be asked to comment on statements relating to yourself. Please rate the extent to which you **do** and **should do** each item. This means you need to check two boxes in each row, one in each gray column.

[Cognition](#)

[Admin](#) The example below shows how you frequently have cup of coffee or tea in the morning, with a biscuit a bit less frequently. It also shows you never wash dirty cups, but think you probably should!

Read example

Section 1 of 8: EXAMPLE

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent
1.1: EXAMPLE										
Has a cup of tea or coffee at morning tea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Has a biscuit at morning tea	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Washes cups after use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Start the Questionnaire »

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Done Internet

start DMO_MECEE Microsoft PowerPoint ... Cognition Associates...

EN 1:16 PM

ENTER YOUR RESPONSES: SECTION 1

Cognition Associates360° Feedback >> 360 Demo Feedback Questionnaire >> Managing self - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Search the Web Search Address <http://www.feedback.cognition.net.au/survey.php> Go Links >>

cognition associates pty ltd

360 Demo Feedback Questionnaire

[Home](#) Please answer the following questions.

[Privacy](#) **Section 1 of 5: Managing self**

[Cognition](#)

[Admin](#)

1.1: Self Insight

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent	
Should Do						Does Do					
Regularly seeks feedback from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares own thinking with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages challenge to own views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.2: Adaptability

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent	
Should Do						Does Do					
Learns quickly in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts behaviour to meet needs of situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcomes obstacles with creative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.3: Commitment

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent	
Should Do						Does Do					
Meets deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseveres with important tasks until completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes initiative to make things happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue »

Done Internet

start DMO_MECEE Microsoft PowerPoint ... Cognition Associates... EN 1:16 PM

ENTER YOUR RESPONSES: SECTION 2

360 Demo Feedback Questionnaire

Please answer the following questions.

Section 2 of 5: Managing our values

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent
2.1: Customer Focus										
Should Do										
Does Do										
Listens to needs/expectations of customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands our customer relationship strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates "win-win" environment with customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2: Team Development										
Should Do										
Does Do										
Establishes strong commitment to team goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognises team achievements/successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures team members share their knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3: Innovation										
Should Do										
Does Do										
Encourages and supports ideas of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages cross functional cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finds ways to turn ideas into business outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue »](#)

Point and click on your 'should do' responses


Point and click on your 'does do' responses

INCOMPLETE RESPONSE NOTIFICATION

Cognition Associates360° Feedback » 360 Demo Feedback Questionnaire » Managing our values - Microsoft Internet Explorer

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Search the Web Search Address http://www.feedback.cognition.net.au/survey.php Go Links

 cognition associates pty ltd

360 Demo Feedback Questionnaire

[Home](#) **You did not answer all questions. Please ensure you have answered all questions highlighted in *red italic* text. Note you must check an item in both grey columns.**

[Privacy](#) Please answer the following questions.

[Cognition](#)

[Admin](#) **Section 2 of 5: Managing our values**

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent
2.1: Customer Focus										
Should Do										
Does Do										
Listens to needs/expectations of customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Understands our customer relationship strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Creates "win-win" environment with customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.2: Team Development										
Should Do										
Does Do										
Establishes strong commitment to team goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Recognises team achievements/successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<i>Ensures team members share their knowledge</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3: Innovation										
Should Do										
Does Do										
Encourages and supports ideas of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Encourages cross functional cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Finds ways to turn ideas into business outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Done Internet

start DMO_MECEE Microsoft PowerPoint ... Cognition Associates... EN 1:18 PM


Incomplete response notification – complete response

ENTER YOUR RESPONSES: SECTION 3

Cognition Associates360° Feedback » 360 Demo Feedback Questionnaire » Managing people - Microsoft Internet Explorer

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360 Demo Feedback Questionnaire

[Home](#) Please answer the following questions.
[Privacy](#)
[Cognition](#)
[Admin](#)

Section 3 of 5: Managing people

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent
3.1: Leading										
Shows the way by going first	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops a shared vision of excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegates authority comfortably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2: Communicating										
Shows consistency between words and action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
States ideas clearly, concisely and candidly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains reasons behind own decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3: Influencing										
Gains support and cooperation of key people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops mutually beneficial relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks "win-win" outcomes to conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue »

Point and click on your 'should do' responses

Point and click on your 'does do' responses

Done Internet

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ENTER YOUR RESPONSES: SECTION 5

Cognition Associates360° Feedback » 360 Demo Feedback Questionnaire » Managing technical tasks - Microsoft Internet Explorer

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Search the Web Search Address <http://www.feedback.cognition.net.au/survey.php> Go Links

360 Demo Feedback Questionnaire

[Home](#) Please answer the following questions.
[Privacy](#) **Section 5 of 5: Managing technical tasks**
[Cognition](#)
[Admin](#)

	Not at all	To a little extent	To some extent	To a large extent	To a great extent	Not at all	To a little extent	To some extent	To a large extent	To a great extent
5.1: Professional Knowledge										
Shows comprehensive professional knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows up to date knowledge of own discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands key strategies of our business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2: Systems										
Understands formal management systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops networks internally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands our key work processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3: Policy										
Understands legal and regulatory requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands our company policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors emerging industry issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Point and click on your 'should do' responses

Point and click on your 'does do' responses

Done Internet

start DMO_MECEE Microsoft PowerPoint ... Cognition Associates... EN 1:20 PM

ENTER YOUR MANAGER DETAILS

The screenshot shows a Microsoft Internet Explorer browser window displaying a survey page. The browser's address bar shows the URL <http://www.feedback.cognition.net.au/survey.php>. The page content includes a logo for 'cognition associates pty ltd' and a green header for '360 Demo Feedback Questionnaire'. On the left, there are navigation links: [Home](#), [Privacy](#), [Cognition](#), and [Admin](#). The main content area is titled 'Email addresses' and contains a form with a 'Manager' label and an empty text input field. Below the input field, there is a paragraph of text: 'To invite your manager to give feedback on yourself, please enter his or her email address in the area above. If you enter more than one email address, please separate them with commas.' At the bottom of the form is a 'Finish >' button. Two callout boxes are present: one pointing to the text input field with the text 'Enter your manager's internet email address', and another pointing to the 'Finish >' button with the text 'Click finish'. The Windows taskbar at the bottom shows the 'start' button, several open applications (DMO_MECEE, Microsoft PowerPoint, Cognition Associates), and the system tray with the date and time '1:21 PM'.

Enter your manager's internet email address

Click finish

FEEDBACK REQUEST TO MANAGER

360 Preview Discussion - P&D Feedback Request - Message (Plain Text)

File Edit View Insert Format Tools Actions Help

Reply Reply to All Forward Print Attachments

You forwarded this message on 27/01/2006 11:34 AM. Click here to find all related messages.

From: Ian Cogdell - Test [ian@cognition.net.au]
To: ian@cognition.net.au
Cc:
Subject: 360 Preview Discussion - P&D Feedback Request

As part of the preparation for our Performance and Development Preview Discussion I am seeking your feedback on how you see my actual and ideal approach to my contribution to my present and future work goals. This will enable me to consider my personal development options, and where I may be able to grow my contribution, in the next twelve months.

Your feedback can be provided by completing the P&D Feedback Questionnaire which can be accessed through the Internet at <http://pirsa.cognition.net.au>. You will be asked for an ID Code and your unique code for providing feedback to me is 4476-CCGLFGRE You should type this code in the space provided and this will give you access to the questionnaire.

Once you have completed the questionnaire you will receive an email with my P&D Feedback Report attached as a PDF file. I will also receive the same Report. I would appreciate your consideration of this Report as the basis for our Development Preview Discussion. I will contact you at a time for our discussion as soon as I have had an opportunity to consider your feedback and identify some personal development options and ways of growing my contribution.

I look forward to receiving your feedback and our discussion.

Thank you

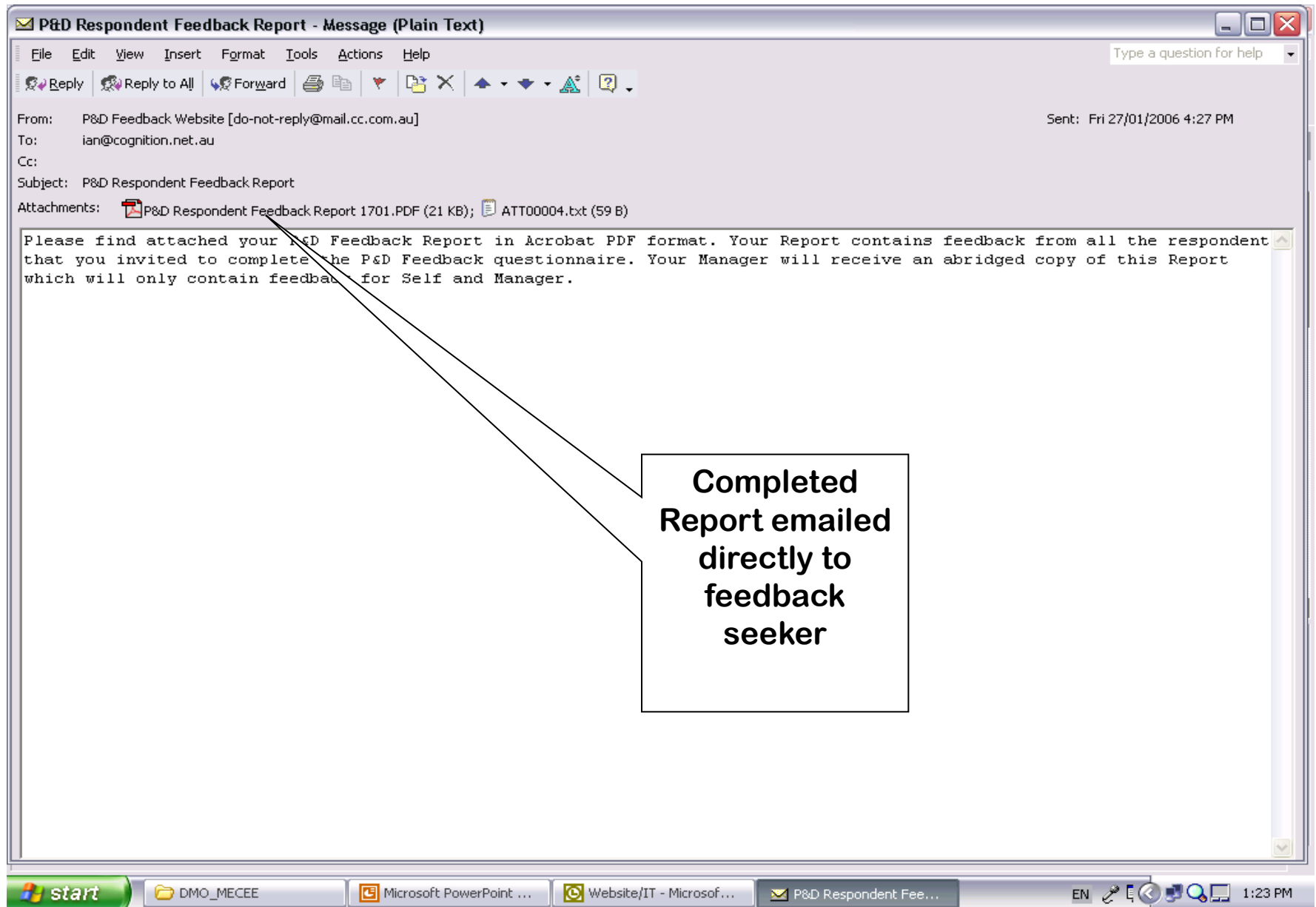
Manager receives email

Manager's internet access address and access code

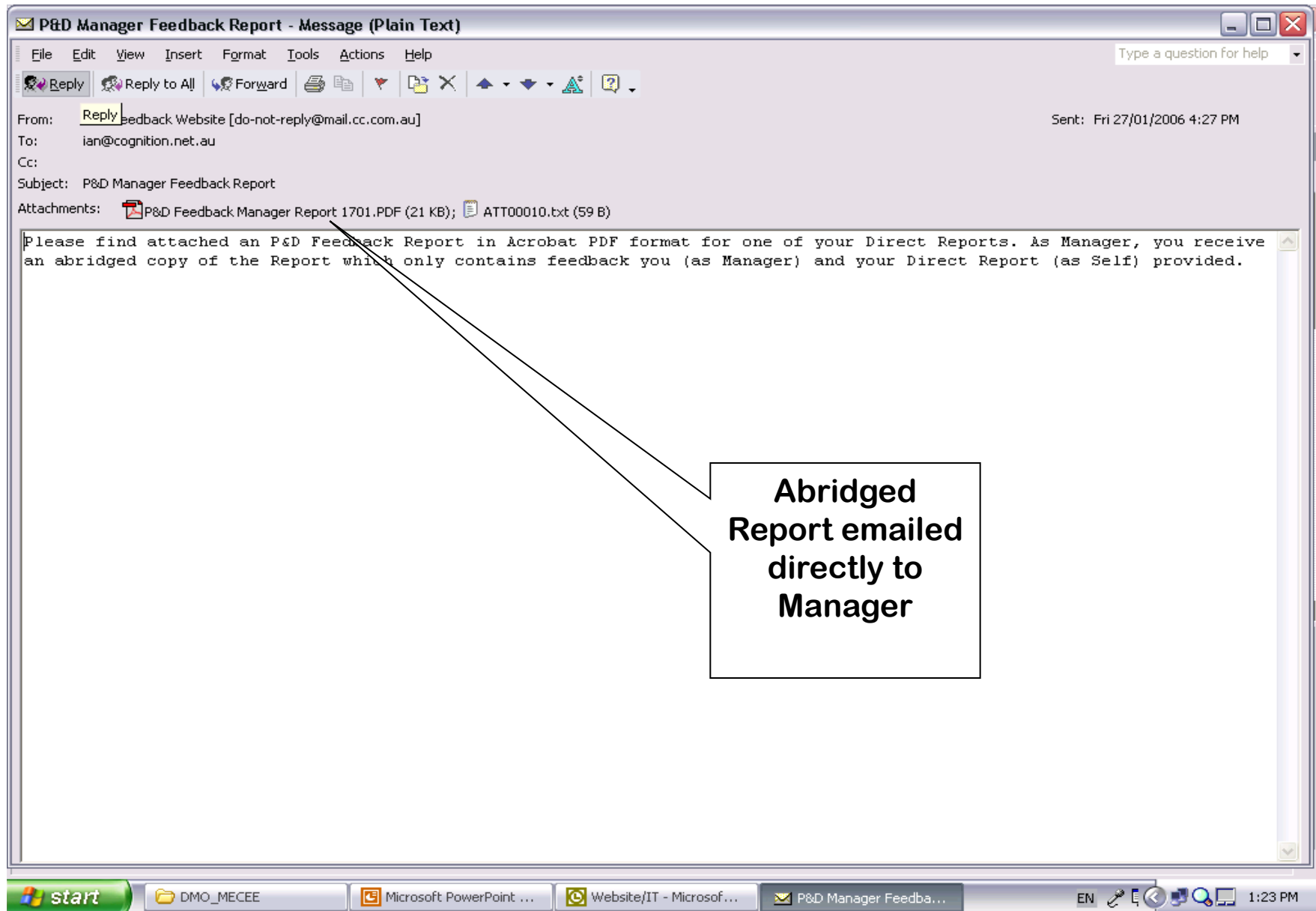
Manager completes questionnaire

THE REPORT

REPORT SENT TO YOU



REPORT SENT TO MANAGER



REPORT FORMAT: PAGE 1



360 Demo Feedback Questionnaire Report

Name: Ian Cogdell - Test

Manager: Ian Cogdell

Date: 2 Feb 2006 13:55:30

Mean 360 Gap score: Manager: 0.89, Self: 0.78

INTERPRETATION

This is a report based on the perceived behaviour GAP between SHOULD DO (Ideal) and DOES DO (Actual) behaviour in your role. The 'notional' significance of the gap for each behaviour is as follows:

Gap < 1 = Keep doing



Gap 1 to 2 or -1 to -2 = Possible development opportunity



Gap > 2 = Priority development opportunity



Gap < -2 = Probable development opportunity



BEHAVIOURS

KEY:

SHOULD DO (Ideal)

DOES DO (Actual)

Managing self

Self Insight

A.1 Regularly seeks feedback from others

A.2 Shares own thinking with others

A.3 Encourages challenge to own views

Adaptability

B.1 Learns quickly in new situations

B.2 Adapts behaviour to meet needs of situation

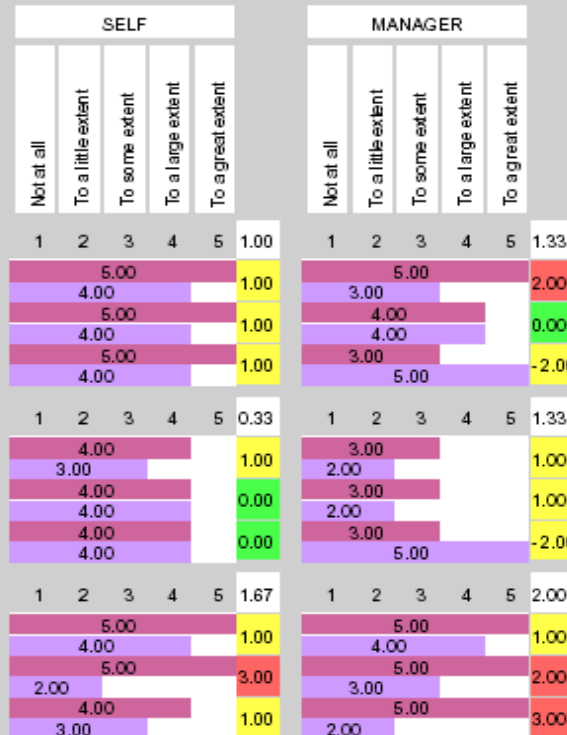
B.3 Overcomes obstacles with creative ideas

Commitment

C.1 Meets deadlines

C.2 Perseveres with important tasks until completed

C.3 Takes initiative to make things happen



Report showing comparison of 'Self' and 'Manager' gaps for each behaviour

REPORT FORMAT: PAGE 2

Managing our values		1	2	3	4	5	1.00	1	2	3	4	5	1.33
Customer Focus													
D.1	Listens to needs/expectations of customers	4.00					1.00	5.00					2.00
		3.00						3.00					
D.2	Understands our customer relationship strategy	5.00					1.00	4.00					0.00
		4.00						4.00					
D.3	Creates "win-win" environment with customers	5.00					1.00	4.00					2.00
		4.00						2.00					
Team Development							0.00						0.00
E.1	Establishes strong commitment to team goals	5.00					0.00	5.00					0.00
		5.00						5.00					0.00
E.2	Recognises team achievements/successes	5.00					0.00	5.00					0.00
		5.00						5.00					0.00
E.3	Ensures team members share their knowledge	5.00					0.00	5.00					0.00
		5.00						5.00					0.00
Innovation							0.00						0.67
F.1	Encourages and supports ideas of others	5.00					0.00	5.00					0.00
		5.00						5.00					0.00
F.2	Encourages cross functional cooperation	5.00					0.00	5.00					2.00
		5.00						3.00					
F.3	Finds ways to turn ideas into business outcomes	5.00					0.00	4.00					0.00
		5.00						4.00					0.00
Managing people							1.00						0.67
Leading													
G.1	Shows the way by going first	4.00					0.00	5.00					0.00
		4.00						5.00					0.00
G.2	Develops a shared vision of excellence	4.00					1.00	5.00					2.00
		3.00						3.00					
G.3	Delegates authority comfortably	4.00					2.00	4.00					0.00
		2.00						4.00					
Communicating							1.00						1.00
H.1	Shows consistency between words and action	5.00					1.00	5.00					1.00
		4.00						4.00					1.00
H.2	States ideas clearly, concisely and candidly	5.00					1.00	4.00					-1.00
		4.00						5.00					0.00
H.3	Explains reasons behind own decisions	4.00					1.00	5.00					1.00
		3.00						4.00					0.00
Influencing							0.00						3.00
I.1	Gains support and cooperation of key people	5.00					0.00	5.00					3.00
		5.00						2.00					0.00
I.2	Develops mutually beneficial relationships	5.00					0.00	5.00					3.00
		5.00						2.00					0.00
I.3	Seeks "win-win" outcomes to conflict resolution	5.00					0.00	5.00					3.00
		5.00						2.00					0.00

REPORT FORMAT: PAGE 3

Managing process		1	2	3	4	5	0.00	1	2	3	4	5	0.67
Opportunity Identification													
J.1	Sees trends early and acts on them			5.00			0.00			5.00			0.00
				5.00						5.00			
J.2	Looks for ways to initiate improvements			4.00						5.00			2.00
				4.00					3.00				
J.3	Encourages others to be proactive			4.00			0.00			4.00			0.00
				4.00					4.00				
Problem Solving							1.00						1.33
K.1	Uses sound problem solving approach			5.00			1.00			5.00			2.00
				4.00					3.00				
K.2	Generates constructive ideas when problems arise			4.00			0.00			5.00			1.00
				4.00					4.00				
K.3	Responds to requests for advice or input			5.00			2.00			4.00			1.00
				3.00					3.00				
Decision Making							1.33						1.00
L.1	Makes decisions based on facts			5.00			2.00			4.00			2.00
				3.00					2.00				
L.2	Tackles difficult problems promptly			4.00			1.00			4.00			1.00
				3.00					3.00				
L.3	Follows through to ensure implementation			4.00			1.00			4.00			0.00
				3.00					4.00				
Managing technical tasks							1.33						0.00
Professional Knowledge													
M.1	Shows comprehensive professional knowledge			5.00			0.00			5.00			0.00
				5.00						5.00			
M.2	Shows up to date knowledge of own discipline			5.00			1.00			5.00			0.00
				4.00						5.00			
M.3	Understands key strategies of our business			5.00			3.00			5.00			0.00
				2.00						5.00			
Systems							1.00						2.00
N.1	Understands formal management systems			5.00			1.00			5.00			2.00
				4.00					3.00				
N.2	Develops networks internally			5.00			1.00			5.00			2.00
				4.00					3.00				
N.3	Understands our key work processes			5.00			1.00			5.00			2.00
				4.00					3.00				
Policy							1.00						0.33
O.1	Understands legal and regulatory requirements			5.00			0.00			5.00			1.00
				5.00					4.00				
O.2	Understands our company policies			5.00			1.00			5.00			0.00
				4.00						5.00			
O.3	Monitors emerging industry issues			5.00			2.00			5.00			0.00
				3.00						5.00			

REPORT FEEDBACK SUMMARY

360 Demo Feedback Questionnaire Report Conversation Summary

Role Growth Opportunities

Where we differed most on the 'should do' behaviours in the job	Gap
A3. Encourages challenge to own views	2
J2. Looks for ways to initiate improvements	-1
B3. Overcomes obstacles with creative ideas	1
G2. Develops a shared vision of excellence	-1
L1. Makes decisions based on facts	1
B2. Adapts behaviour to meet needs of situation	1
D3. Creates "win-win" environment with customers	1

My Development Needs

The most significant gaps between 'should do' and 'does do' behaviours	Manager
I1. Gains support and cooperation of key people	3
C3. Takes initiative to make things happen	3
I2. Develops mutually beneficial relationships	3
I3. Seeks "win-win" outcomes to conflict resolution	3
A1. Regularly seeks feedback from others	2

My Development Needs

The most significant gaps between 'should do' and 'does do' behaviours	Self
C2. Perseveres with important tasks until completed	3
M3. Understands key strategies of our business	3
O3. Monitors emerging industry issues	2
K3. Responds to requests for advice or input	2
L1. Makes decisions based on facts	2

My Talents

The 'does do' behaviours ranked highest by both you and me	Total
E1. Establishes strong commitment to team goals	10
J1. Sees trends early and acts on them	10
F1. Encourages and supports ideas of others	10
E3. Ensures team members share their knowledge	10
E2. Recognises team achievements/successes	10
M1. Shows comprehensive professional knowledge	10
F3. Finds ways to turn ideas into business outcomes	9

Appraisal Gaps

The 'does do' behaviour where we had the biggest gaps	Gap
I1. Gains support and cooperation of key people	3
C3. Takes initiative to make things happen	3
I2. Develops mutually beneficial relationships	3
I3. Seeks "win-win" outcomes to conflict resolution	3
M3. Understands key strategies of our business	-3
G3. Delegates authority comfortably	-2
B2. Adapts behaviour to meet needs of situation	2
D3. Creates "win-win" environment with customers	2

Summary of key feedback dimensions

REPORT FEEDBACK SUMMARY

360 Feedback Report Conversation Summary 2

Ideal Capability Rankings

Top combined "should do" scores.

	Score
Monitors the critical success criteria of those who provide us with funds and financial resources	10
Fully aware of the factors that attract and retain key people	10
Encourages people to find personal meaning in what they do	10
Takes the initiative to overcome obstacles even when outcomes are uncertain	10
Understands and complies with legal and ethical requirements	10
Experiments and take risks even when there is a chance of failure	10
Has a deep understanding of the unique qualities that differentiate us in the minds of our clients/customers	10
Finds ways to celebrate personal contributions to our success	10
Shows others how their long term future can be realized by adopting a shared sense of purpose	10
Constantly monitors key trends in social and community behaviour	10
Models the key behaviours that enhance our reputation	10
Can explain the connection between technology, markets and culture	10
Appeals to others by sharing an exciting picture of the future	10
Invites others to share their personal vision and aspirations	10
Seeks feedback from customers/clients on what we could do better	10
Participates in forums/networks that explore future technology trends	10
Maintains a positive, enthusiastic can do approach to day to day issues	10
Has own personal vision and shares it with others	10
Ensures that individual differences in the way people contribute are valued	10
Recognises people who coach and support the learning of others	10
Understands the results we achieve from a customer/client viewpoint	10
Understands the nature and potential impact of emerging technologies	10
Shares thoughts and feelings with others and encourages them to share theirs	10
Provides opportunities for others to grow and learn	9
Understands the expectations of our communities of interest and others who influence our reputation	9
Makes a point to confirm his/her confidence in people's abilities	9
Asks "what can I learn?" when things do not go as expected	9
Encourages people to identify underlying causes of problems rather than working harder	9
Challenges people to find new and innovative ways to improve our processes and tools	9
Encourages self-directed learning by others	9
Recognizes people for a job well done	9
Provides constructive behavioural feedback to others	9
Ensures people grow their roles by learning new skills and behaviours	9
Tackles challenging problems that test skills and abilities	9
Encourages sharing of knowledge and ideas	8
Uses measures of achievement against agreed goals as a basis for improving skills, tools and processes	8
Coaches, facilitates and supports learning and development of others	8
Builds on our existing vision so that it remains challenging	8
Involves others in creating a shared vision of our future	8
Actively engages a range of differing viewpoints in dealing with complex problems	8
Develops collaborative relationships among people at work	8
Speaks with conviction about the meaning and purpose of what we do	7
Describes a compelling image of what our future can be like	7
Well connected to a variety of sources of knowledge that broaden the approach to issues	7
Enthusiastic and positive about what we intend to achieve	7

Ranking of combined "Self" and "Manager" should do scores

THE DISCUSSION GUIDE

LEARNING AND DEVELOPMENT DISCUSSION PLAN



Who: _____

Where: _____

When: _____

LEARNING AND DEVELOPMENT DISCUSSION PLAN

1

Aims of Learning and Development Discussion
 Consider personal career aspirations, scope of role, relationship with key people, our business plan, etc.

ASK: "What do I want from this process?"

2

My Preferred Work Style

"The behaviours my Personal Profile says I prefer"

Maintain: _____

Change: _____

ASK: "How does my attitude influence what I learn and do?"

3

My Talents

"The 'does do' behaviours ranked highest by both you and me"

Item No.	Behaviour	My Rating	Mgr's Rating

ASK: "How can I use my talents more?"

Other Questions _____

ACTION PLAN

My Commitments:

**Manager's
Commitments:**

Follow-Up Plans:
(planned meetings
for coaching,
feedback, further
discussion of
development,
progress review,
etc.)

PERFORMANCE MANAGEMENT and CAPABILITY DEVELOPMENT

Self-Directed Learning Model – Learning Activities

Self-directed Learning Workbooks

Workbooks, developed by Mt Eliza Centre for Executive Education, Melbourne Business School to support the Frontline Management in Action Program, which include learning content, learning activities and work based action plans related to the behaviour feedback gaps are available in the following titles. In addition, participants can be provided with a Learner's guide and Project guide to support their overall learning and development plans.

Allocating work

Coaching for improved performance

Costing

Developing individuals

Developing people through mentoring

Developing yourself

Learning to learn

Managing budgets

Managing change

Managing information

Managing resources

Managing stress positively

Managing successful projects

Managing the pressure

Meetings & Negotiations

Motivation

Organisational finance

Problem solving & decision

making

Quality

Recruiting the team

Selecting the right people

Team building

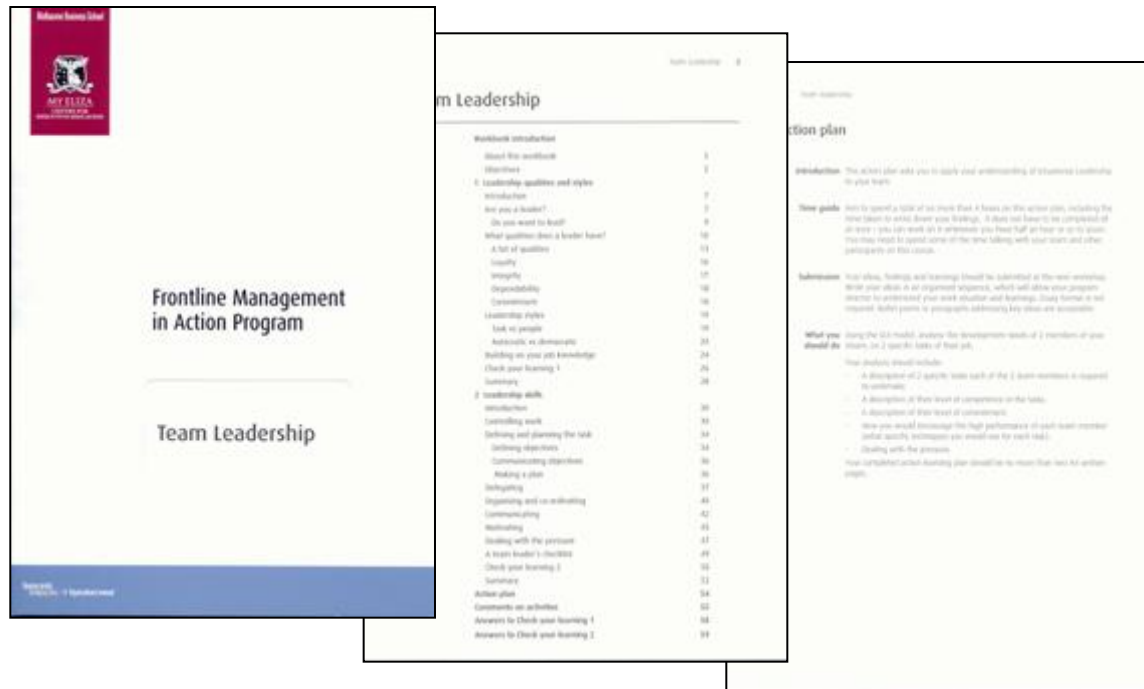
Team leadership

Training

Verbal communication

Written communication

You and your customer



ADMINISTRATION

ADMINISTRATION MODULE

Cognition Associates360° Feedback » Administration - Microsoft Internet Explorer

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477	24-03-2004	Name: Frase 1 Manager: Checker 1	frase@indrim.com Checker1@indrim.com	<u>3/3</u>	0 ()	Mail	View	Get PDF
484	05-04-2004	Name: Frase2 Manager: Checker2A	frase2A@indrim.com checker2a@indrim.com	<u>1/1</u>	0 ()	Mail	View	Get PDF
1216	28-02-2005	Name: Colin Moore Manager: Not Completed	DrColinJMoore@aol.com	<u>0/1</u>	0 ()	Mail	View	Get PDF
1392	05-12-2005	Name: Ian Cogdell - Test Manager: Ian W Cogdell	ian@cognition.net.au ian@cognition.net.au	<u>1/1</u>	0 ()	Mail	View	Get PDF
1701	19-01-2006	Name: Ian Cogdell - Test Manager: Ian Cogdell	ian@cognition.net.au ian@cognition.net.au	<u>1/1</u>	1 (2006-01-27)	Mail	View	Get PDF
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COGDELL consulting Asia Pacific is an Adelaide based strategic and personal change management consultancy, with clients in the Asia-Pacific region. We develop change management and learning tools and facilitate learning experiences that focus on organisations, teams and individuals as living social systems of interactions. We believe interactive real-time learning is the foundation of sustainable personal, team and business contribution and growth. We know that managers largely determine the climate of engagement a business has with its staff, customers and communities who in turn determine its results and reputation. Our approach to change management emphasises the role of interactive learning and has a strong focus on the relationship between business strategy, team climate and personal attitude toward change and choice.

Ian Cogdell is the Managing Director of **COGDELL consulting Asia Pacific**. He has clients in Adelaide, Melbourne, Sydney, Brisbane, Hong Kong and China. Ian has had extensive practical experience in senior management roles in the private and public sectors. He is a former Director of Knowledge Management at Mt Eliza Centre for Executive Education, Melbourne Business School and has taught on their Executive MBA program. He is an executive coach and mentor. He is highly regarded for his insightful, engaging, facilitative, challenging and conceptually sound yet practical approach to strategic, team and personal change management. He is a member of the World Futures Society.



Ian Cogdell

We would be pleased to provide you with a no obligation briefing about our range of products, services and solutions including pricing, customising options and ongoing support so that you can understand the benefits they offer in the context of your change and organisation growth strategies. Contact us at:



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