Personal performance review

This review will enable you to assess how effectively you express your personal values, know, care for and manage yourself (your resourcefulness), and how skilfully you interact with others.

The introduction has been fore-shortened for this exercise, but the actual review is a direct abstraction from Kranz, D. & Sanders, V. 2006, *Roadworthy skills*, pp 471–481.

How to complete the review

To begin, read all five descriptions of ways that the first factor, love, can be expressed.

If a particular statement describes your **usual** or **most frequent** behaviour, note its number and write it in the 'Real' rating box adjacent to the factor. If your behaviour lies somewhere **between** two descriptions then work out the relative position and record your rating in the 'real' box; e.g. 2.5 is midway between 2 and 3; 3.8 indicates more than 3 but not quite 4, and so on.

Process all other factors, in the 'Personal values', 'Personal Management' and 'Interaction with Others' areas, in a similar way.

The 'Ideal' box was created for use in organisational setting, for supervisors, peers, and subordinates to give feedback (in a modified document) on how they actually experienced others and how they would lik then to act 'ideally'. Your use of the 'Ideal' box is optional, but you may find it useful to highlight areas for subsequent personal development.

There is a blank table on the last page if to would like to plot your profile graphically.

PERSONAL VALUES

Factors that underpin the way we behave personally and professionally.

Love

The way we express our respect and care for others, acknowledge their personal worth and show that we want good outcomes for them.

1. **Selfish**: I am self-centred and/or manipulative. I tend to uses others for self-interest only.

2. **Pragmatic**: I keep a 'tally' of favours and remember 'who owes who what'. I tend to avoid, ignore or gloss over difficulties in relationships.

3. **Aspiring**: I am warm and caring and will take risks both for myself and others in order to improve relationships.

4. **Constant**: I am warm and caring and will weather difficulties in relationships and continue to befriend others.   .

5. **Selfless**: I go the 'second mile' in caring for others and will sacrifice self-interest for others.

Truth

Real   **Ideal**

The way we deal with facts, reality and honesty.

1. **Distortion**: I tend to exaggerate, minimise or 'block out' truth.

2. **Situational**: I say and do those things that others want to hear—or I avoid those things which 'rock the boat'.

3. **Empirical**: I seek supporting evidence to test reality. I check facts and my own understanding. I do not 'back off' from unpalatable truth, but tend to require a 'watertight case' before acting.

4. **Wisdom**: I establish facts and evidence, but also act intuitively on trends that seem useful to refine or expand truth.

5. **Integrity**: I pursue truth rigorously. I check facts; generate evidence, and act on useful trends. I have the strength and humility to live in accordance with what I discover—despite any apparent cost.

Cosmology

Real   **Ideal**

The way we deal with the relationship and interrelationship of humans, animals, plants and all other natural phenomena.

1. **Dissonance**: I deliberately or unwittingly act in ways which are in conflict with life and nature, e.g. use of chemicals, pollutants, etc.

2. **Cosmosis**: I behave intuitively and randomly in ways that are in harmony with life and nature.

3. **Consciousness**: I make conscious attempts to act in ways that are in harmony with life and nature.

4. **Harmony**: Most of the time, I consciously act in ways that are in harmony with life and nature.

5. **Resonance**: My actions are so in harmony with life and nature that an 'unusual', constructive relationship develops with other life forms and the environment—like St. Francis of Assisi with animals and birds, or Harry Butler with outback flora and fauna.

Creativity (paradox)

Real   **Ideal**

The way we formulate new and original concepts by integrating new information—whether or not it conflicts with pre-conceived ideas. The ultimate creativity is to see complementarity between apparently contradictory phenomena—and act constructively to reconcile the two.

1. **Dissonance**: I am blinkered and tend to reject new ideas and prefer to dismiss their relevance.

2. **Avoidance**: I am conservative. I am aware of new ideas and incorporate them (when obvious) but tend to avoid ideas that challenge current views.

3. **Rationalisation**: I am open to new information. I see links that build on and refine current knowledge.

4. **Concession:** I am experimental—open to new information and not only see links that build on and refine current knowledge but I am also able to think laterally to link apparently unrelated notions.

5. **Synthesis**: I am inventive—open to new information. I not only see links that build on and refine current knowledge, but I also think laterally to link apparently unrelated notions—creating conclusions which may fly in the face of conventional wisdom—and which may occur by a 'quantum leap'.

Perfection

Real   **Ideal**

The degree to which effort is made to achieve high quality results

1. **Detractor**: I either denigrate my own (or others') efforts—or am paralysed by a need for perfection.

2. **Laissez-faire**: I am sloppy or inconsistent in effort.

3. **Endeavour**: I work hard and carefully to achieve a good product.

4. **Excellence**: I work hard and constantly review my results to ensure high quality product.

5. **Vision**: I outwork others for a standard beyond contemporary excellence. I do not get bogged down by unwarranted perfectionism.

Am-ness

Real   **Ideal**

The degree of freedom which we experience to be who we really are, moment by moment—because history has been dealt with adequately without 'hangovers', and aspirations are planned for.

1. **Useta/gunna**: I am constantly reminiscing about how much better things were in the past—or imagining how ideal things will be in the future (when I win Cross-lotto, etc).

2. **Constraint**: I am limited in the present by current roles, historical events, or fears of what might happen (or not happen) in the future.

3. **Equilibrium**: I live in a way that adequately balances past, present and future. I probably make some compromises in relation to past events or for future possibilities, but I still manage to live satisfactorily in the present.

4. **Spontaneity**: I live authentically, moment by moment, and experience great freedom to be real—whatever the circumstances.

5. **Time focussed**: I live with the kind of authenticity which, in an almost mystical way, takes into account all that has been, and all that might be, e.g. Mahatma Ghandi.

473

Ambit

Real   **Ideal**

The extent of our perspective of, interest in, and commitment to, the social context in which we live—regardless of the actual context or opportunities.

1. **Self**: For most of the time my world revolves around me.

2. **Family and interest groups**: My main concerns and interests revolve around my family and the groups that we engage in.

3. **National:** I consider my family and friends and I want the best for my country. I believe that we should only buy Australian made products and only accept migrants who contribute to our wealth and do not take our jobs.

4. **International**: I am mindful of the wellbeing of others regardless of their race, culture or creed.

5. **Cosmologica**l: My perspectives embrace all universal factors—all natural and spiritual phenomena and creatures, and I am mindful of the interconnections and ultimate interdependence between them.

PERSONAL MANAGEMENT

The ways that we manage ourselves and our lives.

Fitness/health management

Real   **Ideal**

The outcomes we achieve from our approach to health care.

1. **Sickness**: I am often sick, and health care is remedial only—I take pills and potions to 'fix me up'.

2. **Survival**: I have no severe sickness symptoms—but limited energy and wellbeing. I am aware of health factors, but have only token commitment to taking care of myself.

3. **Adaptability**: I have energy to manage requirements of daily life, and make conscious efforts regarding health care—diet, exercise, avoiding drug use, etc.

4. **Intensity**: I have a clear commitment to myself in relation to preventative health care. I have a program to monitor, evaluate and maintain my fitness and wellbeing. I assess the personal relevance of health information and advice (both traditional and alternative). I have energy to manage daily requirements, and also have surplus energy to invest in additional activities.

5. **Stamina**: I operate in both personal and professional life with the kind of stamina and athleticism which others find (almost) unbelievable. I am extremely fit, energetic and glowing with health.

Motivation

Real   **Ideal**

The 'bottom line' reason for our actions.

1. **Avoidance**: I only do things to avoid negative actions—or negative reactions from others.

2. **Incentive**: My 'bottom line' for doing things is for recognition, reward, favours, status, kudos or approval.

3. **Achievement**: I do things mainly to achieve a sense of personal satisfaction in 'a job well done' even though the task may have been set by someone else.

4. **Self-fulfilment**: I do things mainly to expand my own potential in areas of personal competence. I am a 'self-starter'. I appreciate recognition of my efforts but it not necessary for me to stay with tasks.

5. **Mission**: My 'passion' and perspectives determine the nature of my personal and/or professional contribution. Recognition is largely irrelevant. I often sacrifice conventional rewards to pursue goals.

Self-discipline

Real   **Ideal**

The capacity to be 'tough in the moment' with oneself or others in order to achieve one's own long-term goals. This is usually exhibited by orderliness, time management, saying 'no' appropriately to personal desires, demands and expectations from self and others, and by being able to 'turn off' from work when it is over.

1. **Scatty**: I am often in crisis and frequently create crises for others because of self-indulgence, under-organization, over-organization, or procrastination. I am either reluctant to do anything which costs time or effort unless the personal benefits are immediate or, conversely, I habitually overload myself with tasks or inappropriate responsibilities.

2. **Dabbler:** I recognise the need to be organised and balanced in life, but I bow to pressure from others and don't act to take control. I manage limited routines satisfactorily but am 'thrown' by contingencies.

3. **Coper**: I work at taking control of all aspects of life—but experience periodic lapses that put stress on personal and professional life.

4. **Manager**: I manage a full, smoothly flowing, well-organized life that achieves both personal and professional goals.

5. **Organiser**: I manage a full, smoothly flowing and well-organized life that achieves both personal and professional goals in a way that leaves free time for new challenges or indulgences.

Self-decency

Real   **Ideal**

The caring behaviour for self which indicates a belief in own worth and a desire for constructive outcomes for self.

1. **Distorting**: I express an exaggerated view of myself—either positively or negatively. I am either self-pitying or self-indulgent, and either self-deprecating or inaccurately boastful in both words and behaviours.

2. **Vacillating**: My sense of self-worth is variable and 'shaky'. I feels positive about myself some of the time, but highly vulnerable to approval, criticism or negativity from others. I care for self when 'up', but when 'down' I behave in ways that sabotage self-interest.

3. **Accepting**: I accept my own reality—positive and negative. I regularly give to myself (either in material terms or in time) those things that are needed or desired.

4. **Strong**: I have a solid self-concept which can rarely be sabotaged by others. I give myself the things I need, or desire, and am prepared to ask others for things which would be additive.

5. **Autonomous**: I have a strong sense of my own self-worth and consistently take steps to meet my own needs. I ask for whatever would be additive, and rarely settle for 'second best' for myself.

Awareness

Real   **Ideal**

The capacity to be alert to a range of events outside of self and be open to information beyond limited interest areas.

1. **Blinkered:** I am preoccupied with myself, and unaware of people and events outside of my own thoughts. I tend to have limited general knowledge, and/or experience crises which could have been easily predicted with increased alertness.

475

2. **Limited:** I take an active interest in things outside myself or in special interest areas, but I am often troubled or confused by the amount of information collected.

3. **Selective:** I maintain an open alertness to events, people and situations outside of myself, but tend to focus my awareness on the things that have particular relevance for me.

4. **Alert:** I maintain an open alertness to events, people and situations outside of self, and focus my awareness on things that have particular relevance to me. However, I regularly review whether my general awareness is sufficiently wide and pinpoint areas for expanded attention.

5. **Vigilant**: I maintain openness to events, people and situations outside of myself. I not only focus on things that have particular relevance to me, but regularly review whether my general awareness is sufficiently wide. I identify areas for expansion and act to expand my knowledge when appropriate.

Self-monitoring

The opportunities we make for personal reflection and the capacity we have to note our own reactions to people, events and/or situations.

Real **Ideal**

1. **Foggy:** I am always so busy with others, and situations outside of myself, that I never create opportunities for internal peace and solitude. I tend to be unaware of even my most obvious personal reactions.

2. **Misty:** From time to time I pause to reflect on where I 'am', but I get easily distracted or uncomfortable about personal reflection.

3. **Cloudy**: Occasionally I make time for reflection. I note personal reactions, and I am willing to reflect on my state of personal being.

4. **Clear:** I often make time for personal reflection, and regularly monitor my personal reactions.

5. **Transparent**: I have regular times during which personal reflection is possible. I 'still' inner distractions in order to 'listen' to where I 'am'. I habitually monitor my personal reactions.

Self-awareness

The capacity to listen to and 'hear' oneself and put into words what is felt and why, in order to know oneself fully and honestly—so that one can deal with the implications of that knowledge.

Real **Ideal**

1. **Disdain**: I deny responsibility for, avoid, or denigrate my own thoughts or feelings. My usual stance is either passive or aggressive to a wide range of people and events.

2. **Scant:** I think about myself in relation to situations, but tend to do so at either an intellectual or an emotional level. I either rationalise a lot—or my feelings dominate me.

3. **Acquainted**: I am honest with myself about what I feel and why. I explore my thoughts and feelings in relation to situations, but sometimes go around in circles.

4. **Familiar:** I honestly explore what I think and feel and, with further reflection, I am able to work out the personal implications for me. I assume responsibility for my contribution to various situations (positive, negative or passive) and work out what needs to be done either to change, adapt to, or leave situations that create problems.

5. **Intimate**: I know myself well. I am consistently honest with myself about what I feel and why I feel that way. I am consistently able to work out what needs to happen to resolve issues or expand learning. I act constructively to achieve what needs to happen rather than react or stay passive.

Learning

Real   Ideal

The way we act to obtain knowledge and/or skill by study, experience, observation and instruction.

1. **Non-attentive**: I avoid new learning where I can—or only attempt it when under duress. I tend to be defensive or critical in relation to learning. I am unlikely to seek feedback about myself, and react to, or ignore, unsolicited feedback.

2. **Attentive**: I enjoy learning and find it interesting, but I operate passively in a learning environment, and sometimes feel overwhelmed with the amount of information given.

3. **Respond**: I am open to new learning and try to relate and integrate it with what I already know and don't know. I sometimes have problems utilising or applying learning to either myself or relevant situations.

4. **Personalise**: I seek opportunities for, and seek to integrate, new learning. I can see how and where new learning can be applied and utilised and the benefits that can flow from it. I can work out what is necessary to expand or maintain what has been learned.

5. **Initiate**: I am consistently active in learning. I apply what is learned, and seek and utilise feedback to identify learning gaps for myself. I develop creative strategies to meet unique learning goals.

Knowledge bases

Real   Ideal

The capacity we have in relation to our subject speciality (ies)— personally and professionally.

1. **Facts**: I have only limited knowledge at a basic level about a subject area.
    I know what things are.

2. **Concepts**: I am knowledgeable about the subject area at a conceptual level—in that I know what things do—but I have difficulty relating my knowledge to practical situations.

3. **Principles**: I am knowledgeable about a particular subject, and have a good grasp of underlying the principles involved, and so I can consistently relate my knowledge to practical situations.
    I can see what benefits could flow from applying my knowledge.

4. **Operationalise**: I 'know my stuff' and can utilise that knowledge. I fully understand the concepts and principles behind what I know, and can determine how, when, and under what circumstances any given knowledge can be applied.

5. **Technologise**: I have credibility as an expert in a particular subject because I consistently utilise and appropriately apply sound theoretical knowledge, and because I make a personal effort to develop my field of expertise, I often work in a pioneering way.

INTERACTION WITH OTHERS

The skills and processes that we use to interact with others.

Decency to others

Real   Ideal

The way we express courteous, appropriate behaviour to others.

1. **Rude:** I am often unapproachable, abrupt or rude (verbally or behaviourally)—or embarrassingly overfriendly.

2. **Volitional**: I can be courteous when it 'suits', but I'm sometimes moody.

3. **Polite**: I am appropriately and predictably courteous in observing normal social conventions.

4. **Courteous**: I am consistently courteous in observing familiar social conventions and sensitive to the courtesies required with different cultures, races, age groups etc.

5. **Gracious**: I can move with grace and ease in all social and professional situations.

Attentiveness to others

Real **Ideal**

The way we focus our awareness of, and interest in, others and show a willingness to be involved with them.

1. **Fickle**: I am totally self-preoccupied, and seldom aware of what is going on for others unless someone (or something) else forces it to my attention—or I am overly and inappropriately attentive to others to a point that they find intrusive.

2. **Remote**: I am aware of what is happening for others, but tend not to get involved. I 'sit on the fence' as an observer. My body positioning often indicates a desire for distance between myself and others by a lack of eye contact, folded arms, moving away and the like.

3. **Attentive**: I see what is happening for others and I am prepared to get involved when the need is indicated. I utilise eye contact, adjust the distance between myself and others appropriately, and show them of my interest by leaning forward, and the like.

4. **Vigilant**: I utilise eye contact and body position to be constantly aware of others, and focus my attention (when appropriate) by minimising distances, leaning forward, and eliminating distractions both within myself and in the immediate environment.

5. **Involving**: I utilise eye contact, body position, etc. to remain constantly aware of others and, when appropriate, I focus attention so effectively that an atmosphere of total involvement is created between myself and the other.

Observation/listening/sensing

Real **Ideal**

Picking up what others feel from either visual 'clues', the way things are said or from sensing emotions.

1. **Blank/swamped**: I am either unaware of what others feel—or I am swamped by what I pick up about them.

2. **Biased**: I am aware of obvious things about others, but I tend either to focus on things of personal interest or on things to criticise.

3. **Restricted**: I am frequently able to pick up many things about others, but, more than occasionally, I am not able to give words to what I pick up, or work out what things mean.

4. **Astute**: I actively and appropriately look for indicators of what others are feeling, and can make reasonably accurate inferences about their state of being.

5. **Empathic**: I am consistently able to make accurate inferences about another's state of being, and can produce detailed evidence to support my hypotheses—such as subtle changes in breathing patterns.

Responding to others

Real **Ideal**

The capacity to suspend one's preconceived ideas/preoccupations; to understand what others feel and why; to communicate that understanding; and synthesise the information obtained.

1. **Reactive**: I usually tend to see things from my own point of view and tend to criticise, judge, lecture, avoid, or defend my personal position.

2. **Supportiv**e: I acknowledge others' points of view, but usually at either an intellectual or emotional level only. I tend to ignore or avoid what they feel (if I intellectualise) or think (if I view things emotionally).

3. **Interchangeable**: I can suspend my own point of view and take risks to communicate my understanding of both what others think and how they feel about it—often with greater clarity than they are able to express for themselves. I am also able to highlight discrepancies in others' information in ways that benefit them.

4. **Contributive**: When appropriate, I can consistently sustain a long interaction that requires suspension of my personal views, and pull together other's information in a way that pinpoints issues for them, and highlights the most constructive directions they need to take to deal with the issues.

5. **Empowering**: When appropriate, I can consistently suspend my personal views, defensiveness or criticism, so that I am fully there to help others explore personal issues, get to the core of them, and selectively use my knowledge and experience, to help them clarify goals, create options and plan and execute appropriate action.

Assertiveness

Real	Ideal

The capacity to state, declare or maintain one's own position to another, whether asked for the information or not – either for one's own sake or for the other's.

1. **Passive/aggressive**: I usually act passively or aggressively about expressing personal views. Either I avoid declaring my position and fail to ask necessary questions—or force my views upon others.

2. **Bungler**: I tend to declare my personal position inappropriately without sensitivity or apologetically.

3. **Assertive**: I can declare my personal position clearly in appropriate circumstances, but unless there is a pressing need I tend to 'back off'.

4. **Assertive collaborator**: I can declare my thoughts and feelings easily and comfortably in ways that 'describe'—rather than blame or judge. I have a desire for cooperative problem solving, and I take risks to ask for feedback, and I am prepared to give necessary feedback to others.

5. **Assertive negotiator**: I can declare my personal position with clarity, strength, cooperativeness and ease. I am clear about what should happen for myself, or what could be indicated for others, and can suggest ways of achieving it. My negotiating position is clear in any discussion.

Teaching/Developing others

Real	Ideal

The capacity to impart knowledge and skill to assist others develop their potential

1. **Unable/unwilling:** I mostly lack the knowledge needed to teach others, and I am unwilling to take the necessary time or effort required to pass on the things I do know.

2. **Willing/inept:** I am reasonably knowledgeable, but I share it in ways that others often find irrelevant, out of date, overwhelming or 'pushy'.

3. **Responsive teacher**: I have knowledge and skills to impart—and a commitment to do so. I monitor how others relate to my teaching in order to proceed, change tack, or pause to clarify issues.

4. **Motivating teacher**: I have knowledge and skills to impart—and a commitment to do so. I discover what others already know and help them pinpoint gaps in their knowledge and skills in a way that generates commitment to further learning.

5. **Mentor**: I have knowledge and skill to impart—and a commitment to do so. I start with what others know, focus gaps for the other, and selectively use my perspectives, knowledge and experience to develop individualised learning programs with and for others.

Networking

The groups within which we operate and from which we obtain support.

Real	Ideal

1. **Exploit/random**: I tend to be a 'loner' with random or transient contacts that I tend to 'dump' when I've got what I want from them—or I have a role in, and get support from, a destructive subculture.

2. **Net take/shrinking**: I have a role within my family and interest groups, but get limited support from them. I tend to 'take' more than I contribute to my network. I am often overlooked or 'left out' by them—and sometimes rejected.

3. **Interactive/static**: I have a wide family and/or interest group network with which to interact. I get a lot of support from them, and I give a lot of support in return.

4. **Net give/expanding:** I get personal support from family and interest groups, but I also contribute to community groups at a level that exceeds any personal support I might receive from such groups (both in degree and intimacy). Nevertheless, I enjoy making such contribution.

5. **Lead/selected**: I have leadership and influence within wide family, interest group and community networks, where I either offer or am asked to contribute. I obtain satisfying support from within the network

My performance profile as at:

Level	Personal values							Personal management									Interaction with others						
	Love	Truth	Cosmology	Creativity/Paradox	Perfection	Am-ness	Ambit	Fitness/health	Motivation	Self-discipline	Self-decency	Awareness	Self-monitoring	Self awareness	Learning	Knowledge bases	Decency to others	Attentiveness	Observe/listen/sense	Responding to others	Assertiveness	Teaching	Networking
5.0																							
4.5																							
4.0																							
3.5																							
3.0																							
2.5																							
2.0																							
1.5																							
1.0																							