A ghillie suit, a type of military camouflage, is shown in a forest setting. The suit is made of a dense, tangled mass of green and brown fibers, resembling grass and twigs. A circular opening, likely for a rifle, is visible in the center of the suit. The background is a blurred forest scene with green foliage and brown tree trunks.

# GUIDE TO INDIVIDUAL DEVELOPMENT PROCESS IN THE SAF

*Leaders Developing Leaders*

2018 Edition

# **GUIDE TO INDIVIDUAL DEVELOPMENT PROCESS IN THE SAF**

“The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”

Alvin Toffler  
Futurist, Journalist and Writer



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# ***INTRODUCTION TO THE INDIVIDUAL DEVELOPMENT PROCESS (IDP)***

## ***Who Should Read This Guide?***

Regardless of your current position within the organisation, this guide is a “must read”.

- **Superiors** can use this to begin the coaching conversation with your subordinates about the importance of the **IDAP** (*Individual Development Action Plan*) and their personal development.
- **Subordinates** can also use this to not only develop an effective IDAP but to help clarify personal/career goals.



# INTRODUCTION TO THE INDIVIDUAL DEVELOPMENT PROCESS (IDP)

The SAF recognises that its key asset in any theatre of operation goes beyond sheer numbers or hardware superiority. It is the strength of character and leadership qualities of each serviceman and woman within the SAF that will ultimately enable us to achieve mission success in a VUCA operating environment. People are the SAF's greatest asset. This is especially important to the SAF where senior military leaders cannot be recruited externally from the marketplace. Hence, there is a greater need and responsibility for today's SAF Leaders to invest efforts in nurturing and developing themselves and their subordinates in becoming future SAF Leaders.

The central idea behind the Individual Development Process (IDP) is about SAF Leaders taking ownership of their own learning and development in acquiring knowledge and skills that enable them to deal with the various challenges in today's operating environment. From an organisational perspective, the SAF Leaders must take up the responsibility to nurture and support the development of their subordinates to become future SAF Leaders. **Therefore the IDP is an important Leadership Development (LD) process that contributes to the individual development of SAF Leaders and nurturing a developmental culture in the SAF.**

## NOTE

It is important to note that the IDP is **not** meant to be prescriptive in nature to its users (i.e. both superiors and subordinates). Therefore, although some of the tools such as the Individual Development Action Plan (IDAP) for goal-setting and GROW Model in coaching (you will read more about these in the further chapters) are not the only means to achieve the intended outcomes, they are recommended in this guidebook to provide everyone with a common standard of practice and understanding when conducting IDP.



# INDIVIDUAL DEVELOPMENT PROCESS (IDP)





# WHAT IS IDP?

IDP is an LD process for **individual development** and nurturing a **developmental culture** in the SAF. It focuses on personal development and not on performance assessment and appraisal. It places the responsibility on supervisors to develop their subordinates so that today's SAF Leaders will become Senior SAF Leaders for a Steadfast SAF.

At the individual level, IDP helps SAF leaders develop themselves and attain their personal goals defined in terms of performance and learning goals. Alignment of these goals to the individual's personal aspirations as well as organisational needs ensures that performance and learning is relevant to the organisation and the individual. Through coaching conversations, having personal vision, determining action plans and receiving feedback, SAF Leaders will gain a greater sense of ownership and motivation for their development. It is thus important for supervisors to engage, coach and support the development of their subordinates.

At the organisational level, IDP seeks to nurture a developmental culture that supports the achievement of mission success and improve the SAF. A developmental culture is one that emphasises learning and personal growth, invests heavily in people development and builds the working environment to support this conviction. An organisation with a strong developmental culture drives an open and psychologically safe environment for learning and growth, where employees feel valued and people thrive alongside their business.

At its core, IDP is 1 process with 3 steps, involving 3 LD practices and supplemented by 4 tools.

# 4 PRINCIPLES OF IDP



## ***#1. IDP is Owned by the Individual and Supported by the Superior.***

- Individual leaders should take ownership of their learning and growth.
- Superiors need to create a psychologically safe environment that supports the growth and developmental needs of their subordinates.

## ***#2. People Development and Mission Success are Mutually Inclusive and Equally Important.***



- Development of SAF Leaders drives organisational performance, which in turn drives individuals' development.
- Through this cycle, SAF Leaders acquire new knowledge and skills that help them to deal with the challenges of today's VUCA environment. This results in a competitive advantage in innovating and adapting quickly in order to achieve mission success.







### ***#3. Lifelong Learning Orientation for Continuous Improvement***

- Lifelong learning is the ongoing and intrinsically motivated pursuit of knowledge.
- SAF Leaders need to embrace a lifelong learning orientation and be open-minded towards feedback, cross-sharing and collaboration for continuous improvement.

### ***#4. Encourage Learning from Mistakes and Failures***



- Beyond mission accomplishment, it is important that learning from mistakes and failures be encouraged by recognising the valuable lessons that could be gleaned.
- SAF Leaders could encourage a psychologically safe and non-judgemental environment for open sharing and learning from one another's mistakes and failures.
- However, mistakes due to neglect, complacency, a cavalier attitude and non-adherence to safety regulations should not be excused in the name of experimentation and wanting to learn from failure.

Adapted from Iris Wong and Goh Phek Suan, 2015, Civil Service College Research Report: Nurturing a Developmental Culture









***PARTNERSHIP  
BETWEEN  
SUPERIOR &  
SUBORDINATE  
IN IDP***



# PARTNERSHIP BETWEEN SUPERVISOR & SUBORDINATE IN IDP



Both supervisor and subordinate have important roles and responsibilities to play in the IDP. The subordinate takes ownership of the development process - to set goals and develop the action plan to achieve them. The supervisor guides and supports the subordinate by providing information on the organisation's long-and-short term plans, its staffing needs, relevant skillsets and career progression. The superior should also provide feedback on the subordinate's goal achievements, strengths and weaknesses on whether they are mission related and/or congruent to the organisational aspiration. **The superior is a key partner in the development and successful carrying out of the subordinate's individual development.**

As a Supervisor	As a Subordinate
 Be familiar with the process and purpose to guide the learning and personal development of subordinates	Reflect and think about what performance/ learning gaps exist in current appointment, and how to overcome these challenges
 Be committed to conducting coaching conversations, using the GROW Model to build understanding, increase clarity and lay clear expectation between each other	Be committed to the process and achievement of own established goals that are applicable to both personal aspirations and the organisation
 Guide the subordinates in developing and refining their Individual Development Action Plan (IDAP) based on regular coaching conversations	Take ownership in developing the IDAP and periodically review the progress of the action plan
 Review and discuss the subordinates' strengths and areas for improvement with regard to current job tasking and/or potential posting plans	Identify and discuss with supervisor ways of meeting career aspirations and enhancing performance, in accordance to current job tasking and potential posting plans



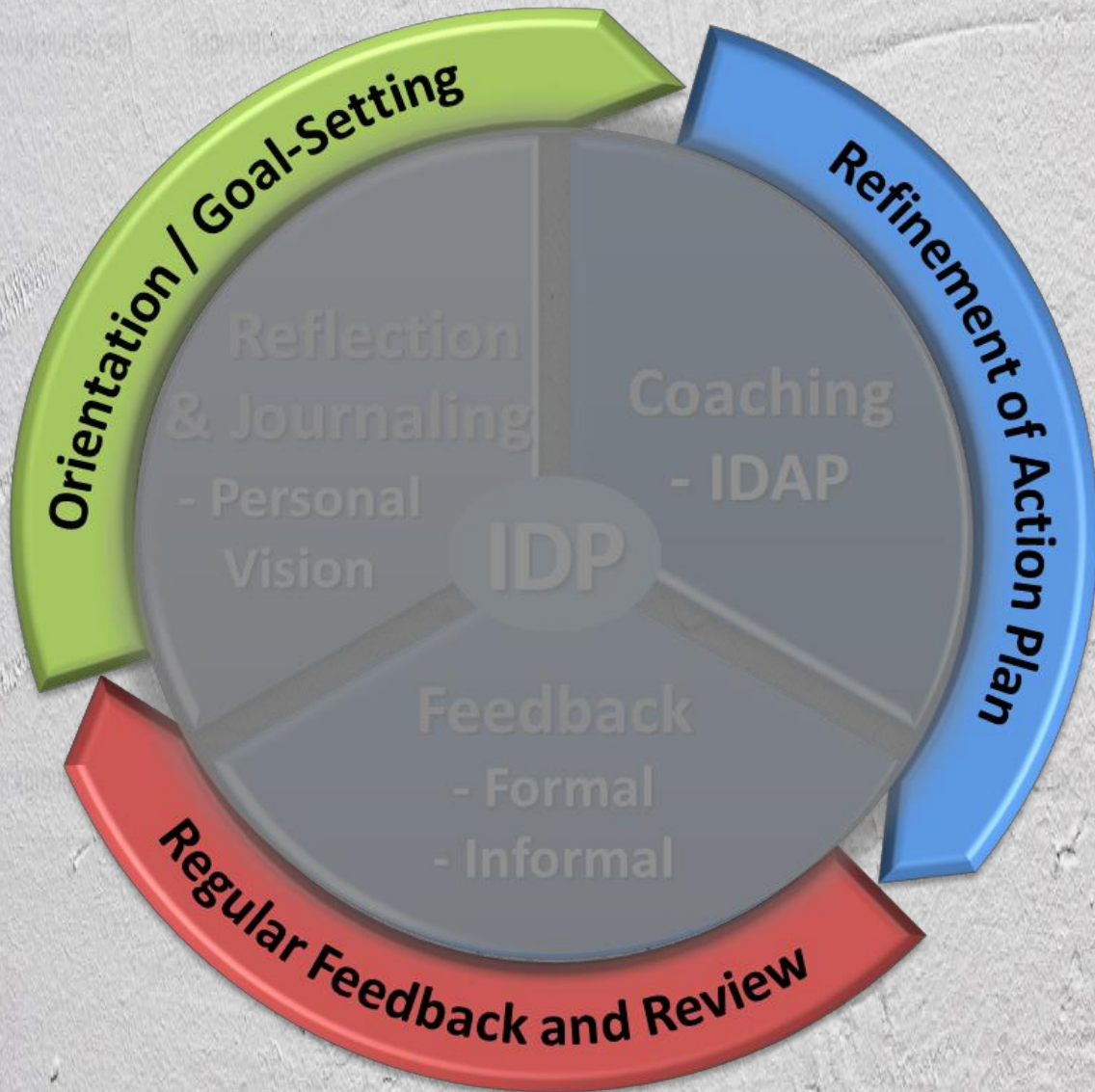


# ***THE 3 STEPS IN IDP***

- 1. ORIENTATION / GOAL-SETTING***
- 2. REFINEMENT OF ACTION PLAN***
- 3. REGULAR FEEDBACK & REVIEW***



# INDIVIDUAL DEVELOPMENT PROCESS





# THE **3 STEPS** IN IDP

There are three distinct steps in IDP namely **1) Orientation / Goal-Setting**, **2) Refinement of Action Plan** and **3) Regular Feedback and Review**. These three steps will enable the progressive development of SAF Leaders, supported by their supervisors<sup>1</sup>.

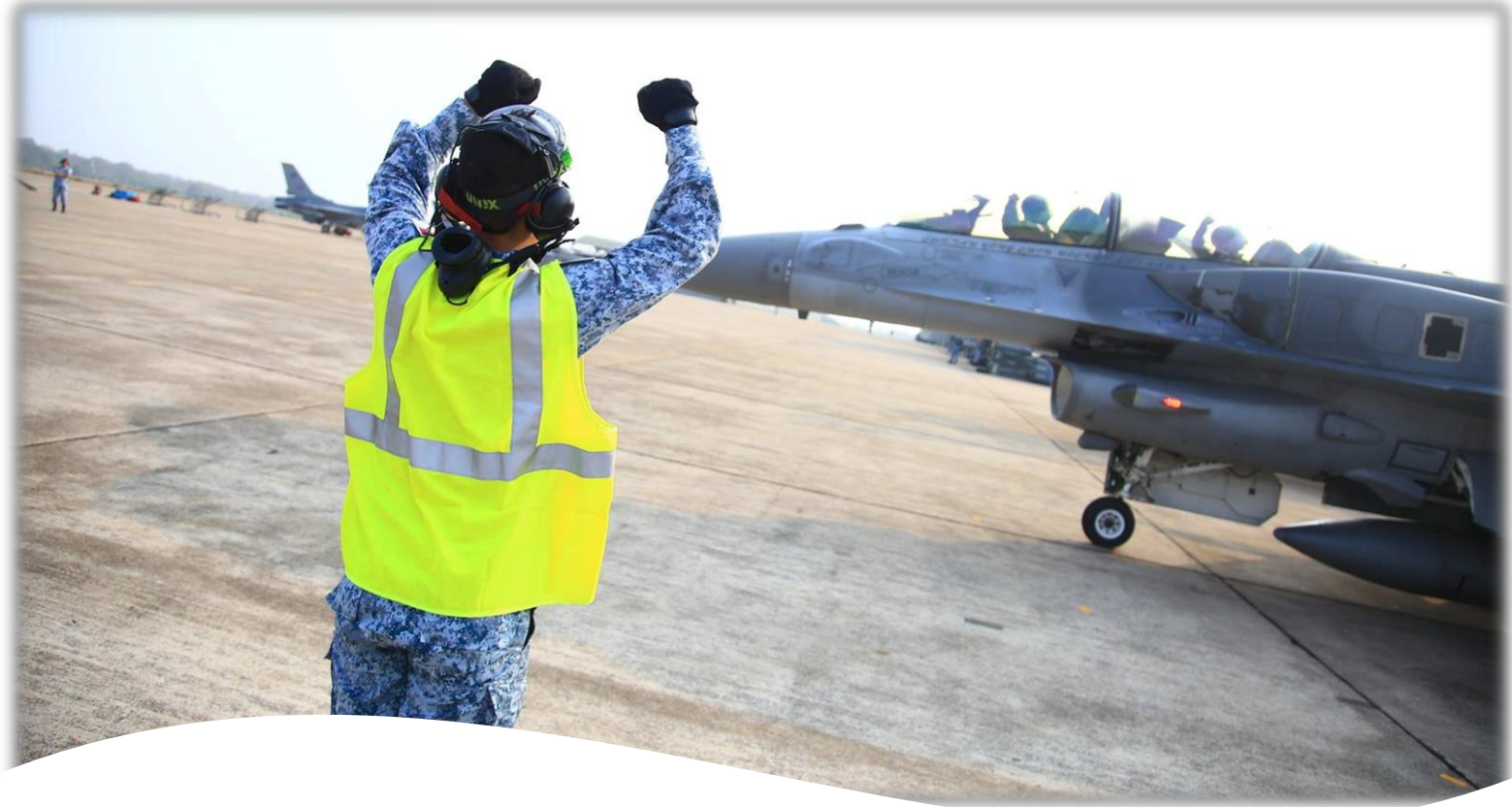


## STEP 1. **Orientation / Goal-Setting**

The process starts with SAF Leaders assuming their new appointments. Within the workplace, leaders need to understand the unit's Mission, Vision and Strategy and what is expected of them in terms of performance. Within the schoolhouse, leaders need to understand the course objectives, knowledge, skills and attitudes that are required to support their learning. The key to the orientation step is for leaders to understand their current reality in the new appointment.

<sup>1</sup> Supervisors could be the workplace superiors, schoolhouse instructors, Directing Staffs (DSes) or SAF Executive Coaches (ECs)





Within this step, self-reflection and journaling is important. Dedicating time to reflect on their current reality and gaining clarity of their personal vision, helps leaders to set better goals for their personal development. Setting goals for performance and learning is part of the first step of the IDP.

Performance goals are job related, while learning goals are more for personal growth and development beyond the immediate role. These goals could then be used to determine the action plan within the Individual Development Action Plan (IDAP). A previous IDAP could be used or a new IDAP be developed. The IDAP will be the basis for coaching conversations between leaders and their supervisors.





## STEP 2. Refinement of Action Plan

In the next step of the IDP, supervisors will coach the leaders on their strengths and areas for improvement as well as the challenges and opportunities.

As part of the coaching conversations, the leaders will share their IDAP with the superiors focusing on the goals and action plans. Conversations should include identifying the leaders' strengths, areas for improvement, challenges and opportunities in the context of the workplace or schoolhouse. By discussing and brainstorming on the activities that could support the attainment of goals allows the leaders to refine their action plan. Suggestions from the supervisors on developmental activities or opportunities at the workplace or during the course (e.g. ad hoc work assignments/tasking at work, specific topics and projects during the course) make sure that the developmental needs are aligned to the short to long-term goals.

As the IDAP is a “live” document, its entries should be updated **regularly** through conversations between the leaders and their supervisors to ensure that the activities continue to support the leaders' goals.





## STEP 3. Regular Feedback and Review

The final step of the IDP is for leaders to seek feedback and to review their goals and action plans.

After the IDAP has been developed, both the leader and their supervisors must agree on the plan and remain committed to its achievement. The leaders own the goals, milestones and outcomes that they have set. Supervisors must provide feedback and review the progress of the leaders' goals periodically.

Formal feedback can take place during the coaching conversation using the IDAP and formal feedback instrument (SAF 360° MSLF). On the other hand, informal feedback could be given by supervisors or sought from anyone whenever the opportunity arises.

The three steps are then repeated as a continuous process of the IDP.





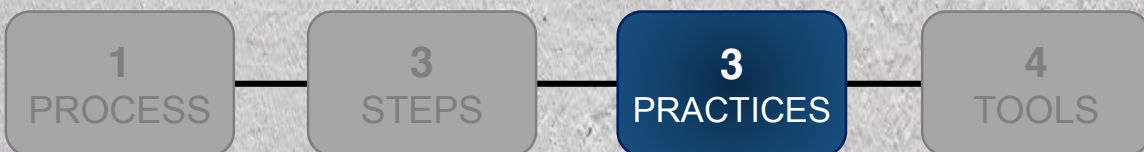
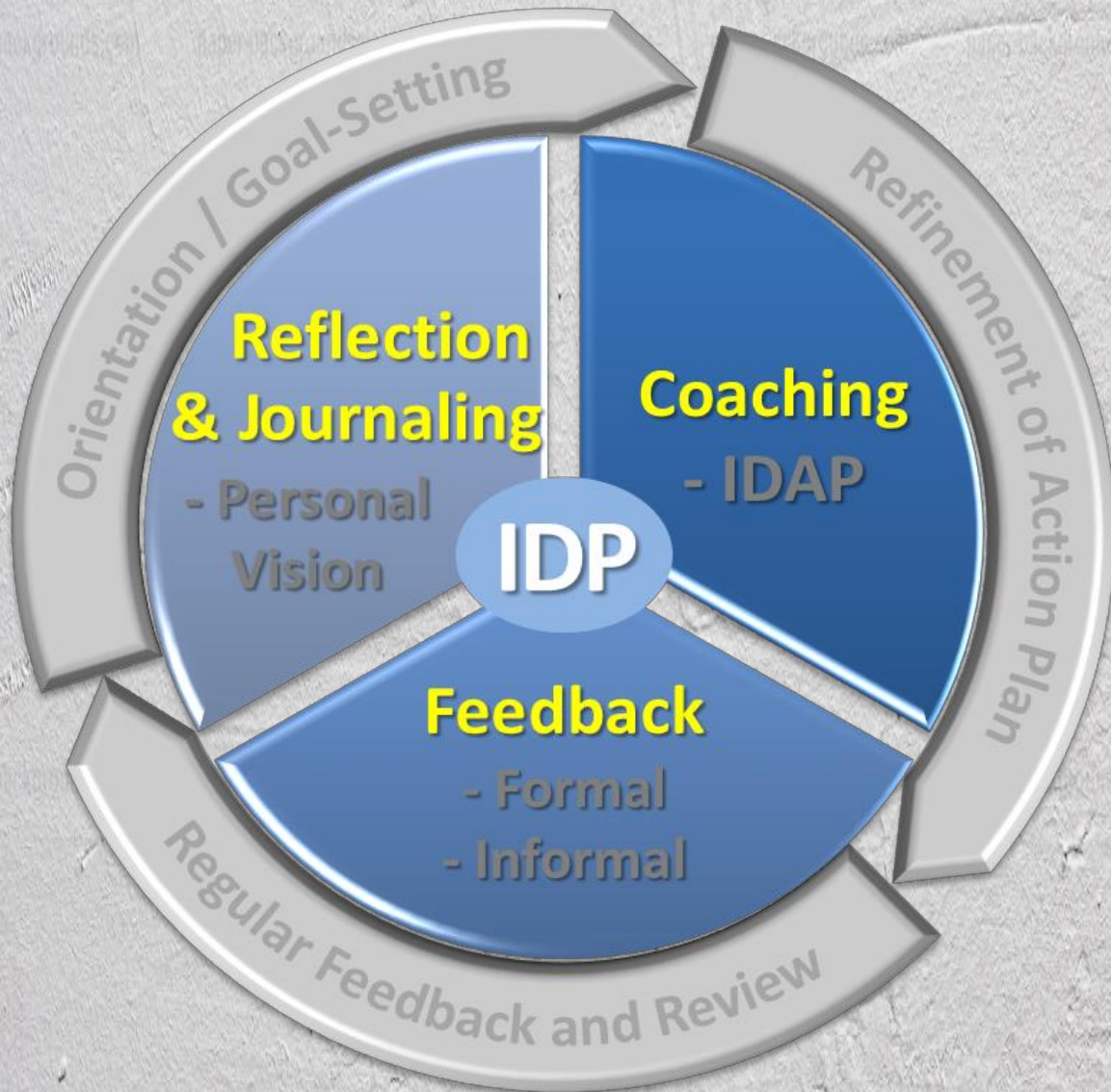


# ***THE 3 LEADERSHIP DEVELOPMENT PRACTICES***

- *Reflection and Journaling*
- *Coaching*
- *Feedback*



# INDIVIDUAL DEVELOPMENT PROCESS







# #1 Reflection & Journaling

# 1. REFLECTION & JOURNALING

The LD practice of Reflection and Journaling are an essential part of the leader's personal and professional development.

Through Reflection, the leader considers the experience encountered more deeply to make meaning and contextualise to other knowledge.

Journaling then records the leader's leadership journey and insights for future reference.

*Experience + Reflection = Insights*

3 Steps in IDP	Area of Focus for Reflection
<b>Orientation / Goal-Setting</b>	The leader clarifies the new context in relation to his vision, identity and purpose.  The leader also considers how prior insights may be applied to the new role.
<b>Refining the Action Plan</b>	The leader makes meaning of new data points and contextualises new knowledge.
<b>Regular Review and Feedback</b>	The leader also compares outcomes, draws causal relationships and appropriate knowledge to develop a better course of action.



# Framework for Reflection and Journaling

The Borton's Framework<sup>2</sup> for Reflection is used as a guide for Reflection and Journaling practices. The framework consists of the following three phases:

*Borton's (1970)  
Framework for Reflection*



## Phase 1 – “What?”

The leader begins this phase by **framing the question and describing the experience.**

To **describe** the experience, the leader notes the following:

1. The **event(s)**;
2. The **people** involved;
3. The **decisions** made;
4. The **actions** taken;
5. The **consequences** of those actions.

The leader's purpose for the reflection will usually be based on making sense of any aspect of the experience that perplexes, challenges **their mental models**<sup>3</sup> or causes uncertainty or doubt; and which relates to the leader's goals.

<sup>2</sup> Borton, T. (1970), Reach, touch, and teach; student concerns and process education. New York: McGraw-Hill.

<sup>3</sup> Mental models are deeply ingrained assumptions, generalisations or even pictures or images that influence how we understand the world and take action. The Fifth Discipline, Peter M. Senge.

## Phase 2 – “So What?”

In this phase, the leader focuses on the **analysis of the experience and the construction of knowledge**. Here, meaning is added to the experience, facts are inferred from the present situation or knowledge drawn from prior similar experiences.

Example of questions to ask in this phase include:

- What do I need to know more to understand the situation?
- What is important about this?
- What does this mean to me (and others)?
- What have I learnt from this?

## Phase 3 – “Now What?”

This is the synthesis of available knowledge. Here, the leader considers how to improve the possible consequences of their **revised actions and decides on the best course of action** going forward.

Example of questions to ask in this phase include:

- What options could I take next?
- What would be the consequences of my actions?
- What is the best way ahead?



*“By three methods we may learn wisdom:  
First, by reflection, which is noblest;  
Second, by imitation, which is easiest; and  
Third by experience, which is the bitterest.”*

**Confucius**





#2

Coaching



## 2. COACHING<sup>3</sup>

Coaching in the SAF is defined as an LD Practice that uses focused conversations, at the **one-on-one level**, to improve the **skill, performance and developmental outcomes** of SAF Leaders for their **present and future roles**.

Supervisors (coaches) ask non-directive questions to elicit solutions from the leaders (coachees), promoting ownership of the coaching outcomes and facilitating learning from experiences for translation into knowledge, skills, attitudes and behaviours. The Practice of Coaching builds the commitment of the leaders to take ownership of their development.

The model for engaging in a specific coaching conversation is called the '**GROW**' (Goal, Reality, Options, What's Next?).

### What is the GROW Model?

The GROW Model is best applied to a specific coaching topic or subject, for example, by applying it to a skill under the Leadership Competency Model (LCM). Initially the supervisors may choose the topic, however in later sessions the subordinates themselves may decide on which topics they want to focus on. The GROW Model can then be applied to that agreed topic.

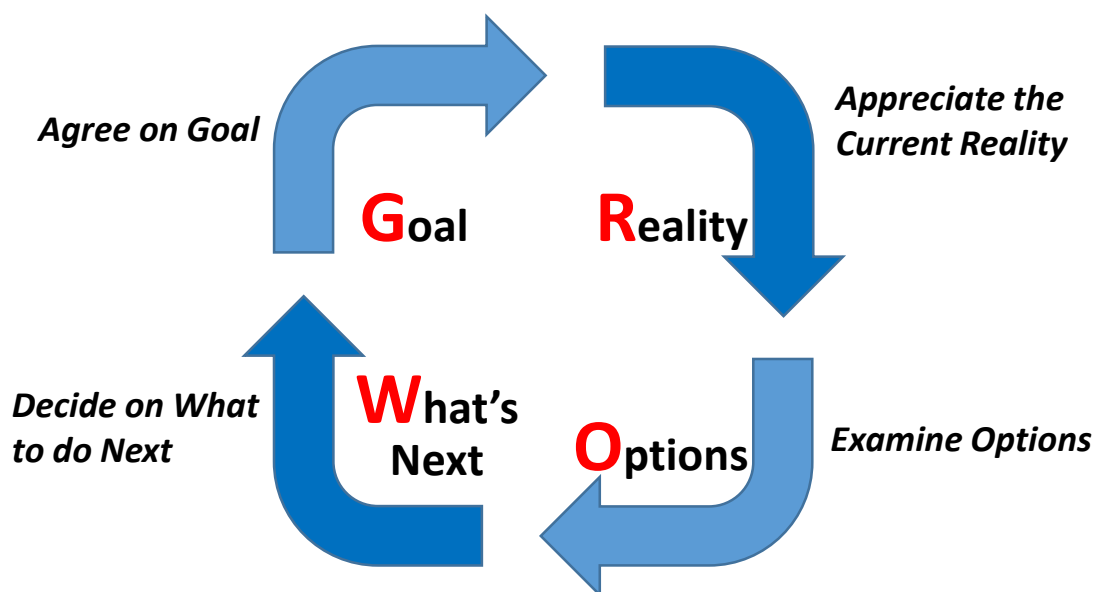
The primary coaching model adopted for Coaching by Supervisors is the GROW Model, adapted from Whitmore, J. (2009) Coaching for Performance. This is recommended for its focus on the leader's performance and ease of understanding and application.

GROW is an acronym for **G**oals, **R**eality, **O**ptions and **W**hat's Next. A metaphor that illustrates the GROW Model is the plan we make before starting on a journey. First the supervisors help the subordinates decide where they want to go (**Goal**) and then establish where they are now (**Reality**). Show them the various routes they may travel to reach that destination (**Options**) before allowing them to choose one route and have them commit to that course of action (**What's Next**).

<sup>3</sup> Further reading available in the Guide to Coaching & Facilitation in the SAF.



## GROW Model



### Step 1: Agree on Goal

This is the step in the conversation where the leaders set goals that they want to achieve as outcomes. The supervisors then guide the leaders in the setting of appropriate and measurable goals for various time frames to form the basis for the coaching process and each coaching conversation. Well-defined goals enable both the supervisors and the leaders to create the “forward movement and progress” in learning. The goal should be **S.M.A.R.T.** (Refer to Pg 45).

During the coaching conversation, supervisors must **listen** and allow the leaders room to speak such that they are able to personally identify with their goals. A key point in this, is that the **supervisors guide** and the leaders **decide** (ownership). This then requires the leaders to speak a lot more as the supervisors steers them towards their goals and outcomes.

### Step 2: Appreciate the Current Reality

The leaders make an assessment of their current reality in terms of their skills and behaviours. The supervisors then challenge the leaders’ mental models to clarify the real issues to be addressed and is encouraged to highlight concerns that bother them and to raise specific examples of these concerns where applicable. It is possible that the goals set in the previous step may be refined with the clarified perceptions of issues the leaders are facing. Too often people try to reach a goal without considering their current reality, resulting in them not identifying and missing some of the steps that are required to meet their goals.



### Step 3: Examine Options

The leaders brainstorm the possible options that they may adopt to achieve their goals and possible obstacles they may encounter. The supervisors, with the leaders' permission, may offer additional options for them to consider. The supervisors listen carefully to guide the leaders' dialogue and thinking process and ask non-directive and non-judgemental questions that enable the leaders to discover opportunities for learning. Where feasible, the supervisors also work with the leaders to overcome any obstacles identified.

Supervisors should take care not to be too over-bearing but rather empower the subordinate and ensure choice by allowing him to decide on the desirable option.

### Step 4: Decide on What to do Next

This final stage of the coaching conversation allows both parties to recapitulate the key learning points and confirm follow-up actions. The leaders decide the way ahead and the goals and plans to achieve those desired outcomes. The supervisors may help the leaders refine the plan to answer questions relating to what the leaders intend to achieve within a suitable timeframe, as well as how the leaders can hold themselves accountable to the achievement of the set goals.

The aim of the What's Next is to encourage the leaders to make a commitment to take action. This process requires the leaders to develop a practical plan using the IDAP and identify the milestones of when and how their plan will be accomplished.

The supervisors should wrap up the coaching conversation by encouraging and motivating the leaders to work on their identified goals. During the wrap up, both the supervisors and leaders will agree on when the next coaching conversation on the IDAP review will occur.



## Preparing for a Coaching Conversation

To maximise the benefits of a coaching conversation, it is important to start off on a positive note. In order to achieve this, the supervisor has to prepare adequately for the coaching conversations. The supervisor should consider the following points in his preparation:

1. What do I want my subordinate's experience to be?
2. How can I stay neutral? How can I coach rather than teach/mentor?
3. How will I know if the coaching conversation has been a success?

These questions may seem challenging, but the following simple pointers will help the supervisor shape the coaching conversation so it becomes useful and meaningful:

1. Set up a safe and relaxed environment. A common way is to start by asking your subordinate "What's new (or exciting) in your life recently?"
2. Orientate the subordinate to the purpose of the conversation by explaining to him what will be happening and what will be required of him during the session (e.g. "I'm not here to provide the answers, but to guide you to an answer that works for you.")
3. Explore what they would like to get out of the coaching conversation.







# Supervisor's Guide to using the GROW Model

## Step 1: Agree on Goal

- Define and agree upon a S.M.A.R.T. goal.
- Break the goal up into bite-sized pieces or set milestones along the development timeframe.

### Suggested questions:

1. What do you want to accomplish through the course of your leadership development? What goals do you want to achieve?
2. What motivates you? Why do you want to achieve such a goal?
3. Is the goal practical / manageable within the time frame?
4. How will the accomplishment of such goals benefit you and your career in the SAF?
5. What are the challenges and obstacles you might encounter in pursuing your goal? How do you plan to overcome them?
6. What are you prepared to do to accomplish your goal? What are the sacrifices you will be willing to make?
7. How can I as your supervisor help or support you in achieving your goal?

## Step 2: Appreciate the Current Reality

- Stimulate the subordinate to do a self-assessment of his current strengths, areas of weakness and the opportunities and challenges at hand.
- Encourage the subordinate to share his story – of what he may have done thus far, and the achievements and challenges faced along the way.
- Use open-ended questions which prompt the subordinate to delve further and explore the current position from different perspectives.



### **Suggested questions:**

1. What have you achieved? What are some things that you have done and are proud of?
2. What are your strengths? How can you leverage upon these strengths?
3. What are the recent challenges that you have confronted?
4. How did you overcome them? What lessons have you drawn from them?
5. What is the gap between your current position and the goal which you have set out to achieve?
6. What are the opportunities that will help you bridge that gap?

### **Step 3: Examine Options**

- Based on your expert knowledge and experience, brainstorm and guide your subordinate to come out with as many practical or possible options.
- Advise the subordinate on the merits and drawbacks of each option.
- Guide the subordinate towards selecting an option desirable to himself and sharpen his focus.

### **Suggested questions:**

1. What are the pros and cons of each option opened to you?
2. How practical is each option given the time frame and available opportunities?
3. What are your preferred options and why?
4. What are the challenges that you anticipate upon embarking on this option?
5. How are you going to prepare yourself to meet those challenges?
6. Which single option is most desirable to you?
7. How will embarking on that course of action lead you to fulfilling/ accomplishing your goal?





#### Step 4: Decide on **W**hat to do Next

- Outline the course of action and the key milestones.
- Emphasise how it leads the subordinate to achieving his goals and motivate him.
- Conclude the session with words of encouragement and agree on when the next coaching conversation is going to take place.

#### Suggested questions:

1. Why did you choose this course of action?
2. What do you hope to achieve by doing this?
3. How will this achievement bring you a step closer to accomplishing the goals that you have set out?
4. What are the possible challenges?
5. What can you do to prepare yourself to meet those challenges?
6. How do you know (measure) if you have completed the course of action?
7. What can I do to help or support you along the way?







# #3 Feedback



### 3. FEEDBACK

Feedback in the SAF is defined as a LD Practice that involves **giving, seeking and receiving** of information about their **leadership behaviours** that help the SAF Leaders to **enhance Self-Awareness**. Through formal and informal feedback, SAF Leaders will identify what they can learn and do better to achieve leadership outcomes.

Hence, Feedback is an essential and integral part in IDP. It allows the leaders to see their strengths and areas for improvement more clearly, and even surface blind spots that they might have overlooked. This enables the leaders to establish a more accurate sense of their current reality and identify their developmental needs and/or gaps. This in turn will help the leaders to better identify what they need to do or develop so as to achieve the desired development and performance in the future.

At the organisational level, with timely and regular feedback practice, an open, continually improving and developmental culture within the SAF could be established by SAF Leaders. The following diagram will provide you with some tips and tools using the feedback giving, receiving and seeking model.



Feedback Giving, Receiving and Seeking Model



## Giving Feedback

When giving feedback, SAF Leaders should focus on specific behaviours and be ready to clarify any doubts with the recipients. Sharing of feedback will help the leaders understand the impact of their actions and highlight any blind spots, to improve their performance. Here are some good practices for giving constructive feedback:

### 1. Prepare the Other Person for Feedback

First, identify the topic or issue that the feedback will be about. Briefly state your purpose by indicating what you would like to cover and why it is important. Start with “May I provide you with feedback?” This prepares the feedback receiver for the conversation ahead.

### 2. Be Specific, Rather than General

Concrete feedback is more useful to the feedback receiver than generic statements. For example, rather than saying, “John, you are sometimes quite disorganised”, you can actually point out specific instances and examples of how you thought he was disorganised.

### 3. State Observations, Rather than Interpretations

Observations are what you see occur; interpretations are your opinion of what you see occur. Share the behaviour that you have noticed, not what you think of it. For example, instead of saying, “You were unfriendly”, you can state that, “I noticed that you didn’t greet the guests at the corridor just now.”

### 4. Give Timely Feedback

Try to provide feedback as soon as you have observed a behaviour to be reinforced or corrected. People are likely to resonate better with a recent experience. Prompt feedback gives the feedback receiver time to take corrective actions and it shortens the learning process.

### 5. Give Suggestions for Change

Give one or two actionable suggestions that the other person can take in the future to change this behaviour. They will appreciate that you’re giving them the first step towards improving the situation.



## Seeking Feedback

In order to learn and grow, it is important to seek feedback about your development and/or performance. Effectively seeking feedback will also help your feedback-givers frame and actively look out for the relevant observable behaviour for you.

### 1. Feedback for Continuous Development

It is important to ask for both positive and negative feedback regularly. Negative feedback isn't always bad and positive feedback isn't always good. The purpose of feedback – even negative feedback – is to improve the behaviour of the other person.

### 2. Give a Heads Up

For accurate feedback, do inform your observers early so that they can keep a lookout for those observable behaviours you exhibit. You may even tailor the question to a specific situation, say like a meeting or presentation.

### 3. Go for the Details

Ask open-ended questions and for specific examples. Avoid asking questions that are likely to end in a 'yes' or 'no' answer. Instead, asking questions that begin with 'how' and 'what' will elicit fuller responses. Also, to get the most out of the feedback, you may have to probe for specifics. Ask questions like, "Can you explain further what you mean?"

### 4. Say Thanks!





## Receiving Feedback

As feedback receivers, honest and constructive feedback is much like a gift, be it positive or negative feedback. The challenge though, is to receive feedback with an open mind and learn from it, resisting our natural instinct to defend ourselves or our actions when it is negative. Upon receiving the feedback, it is important to reflect on the comments in order to make sense of the information for yourself.

You should also use the feedback received to clarify your personal strengths and areas for development, which then form inputs to your **coaching sessions and IDAP**.



*“Unless you hear good and bad things about your leadership you’ll never improve. Therefore, feedback and reflection are important... so that you can see things from others’ perspective.”*

LG Ng Yat Chung  
Chief of Defence Force (2003 – 2007)

Receiving feedback need not be an anxiety-filled experience. Here are some tips to help you receive feedback more graciously, and to make the feedback process more useful for you:

### 1. Feedback is a Gift

Appreciate the feedback given by others, as a gift. Delivering constructive feedback is tough; it takes time and effort. So it is a nice gesture if you can find the words to thank the feedback-giver for taking the time to help you improve, whether or not you agree with the comments.

### 2. Avoid Defending or Over-Explaining

Listen carefully and learn what you can from the feedback. If you hear something you do not agree with, don't voice it. It makes the situation uncomfortable and creates a defence-attack scenario. Try to believe that the words are true without discounting them. Remember, you are trying to create a comfortable atmosphere to solicit feedback for your self-improvement

### 3. Don't Take It Personally

Be objective and focus on the issue. Assume the other person giving the feedback has good intent and is concerned about your performance and/or development. Ask yourself, "What is this person asking me to work on? And what actions can I take to improve?"

### 4. Be Open

Being open allows us to see from others' perspectives, and others to want to give feedback to us by allowing them to feel comfortable doing it. Adopt the attitude that feedback is fun, enlightening and a great learning tool. Learn what you can from it, even if it means learning how not to give feedback.

### 5. Thank the Person!





# FEEDBACK FOR DEVELOPMENT

## TYPES OF FEEDBACK

### FORMAL

#### Multi-Source Leadership Feedback (MSLF)

Provides leaders with detailed feedback about their leadership behaviours by their superiors, peers, and subordinates

### INFORMAL

#### Face-to-Face

A two-way conversation between groups or individuals

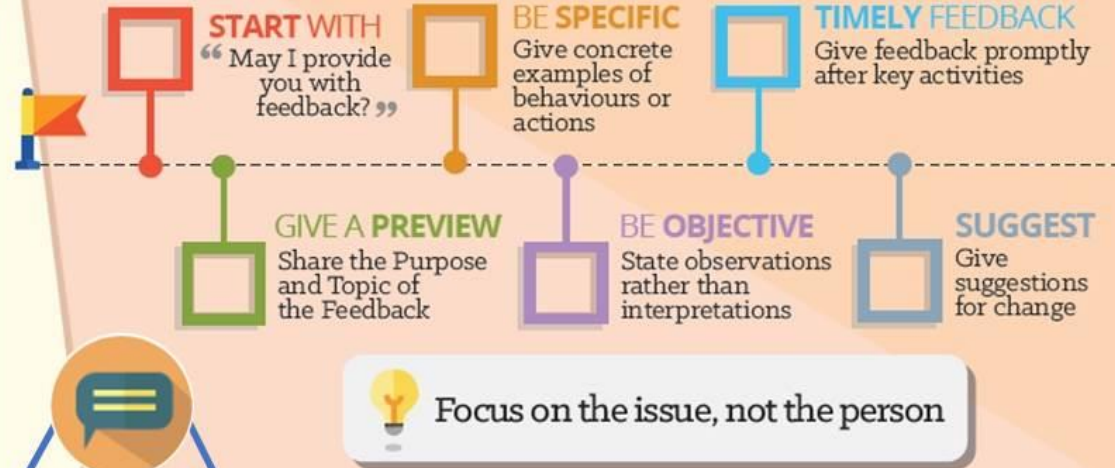
#### Feedback Sheet

A tool for individuals to seek feedback from others on their own initiative

#### Round Robin

A tool for team members to give each other feedback anonymously

## 01 GIVING FEEDBACK



## 03 SEEKING FEEDBACK



### FEEDBACK FOR CONTINUOUS DEVELOPMENT

Ask for both positive and negative feedback regularly



### GIVE A HEADS UP

For accurate feedback, inform people early so they can keep a lookout



### GO FOR THE DETAILS

Ask open-ended questions and for specific examples



### SAY THANKS!



## 02 RECEIVING FEEDBACK

### FEEDBACK IS A GIFT

Appreciate the feedback given by others



### AVOID DEFENDING OR OVER-EXPLAINING

Listen carefully and learn what you can from it



### DON'T TAKE IT PERSONALLY

Be objective and focus the issue



### BE OPEN

See from others' perspectives



### THANK THE PERSON!





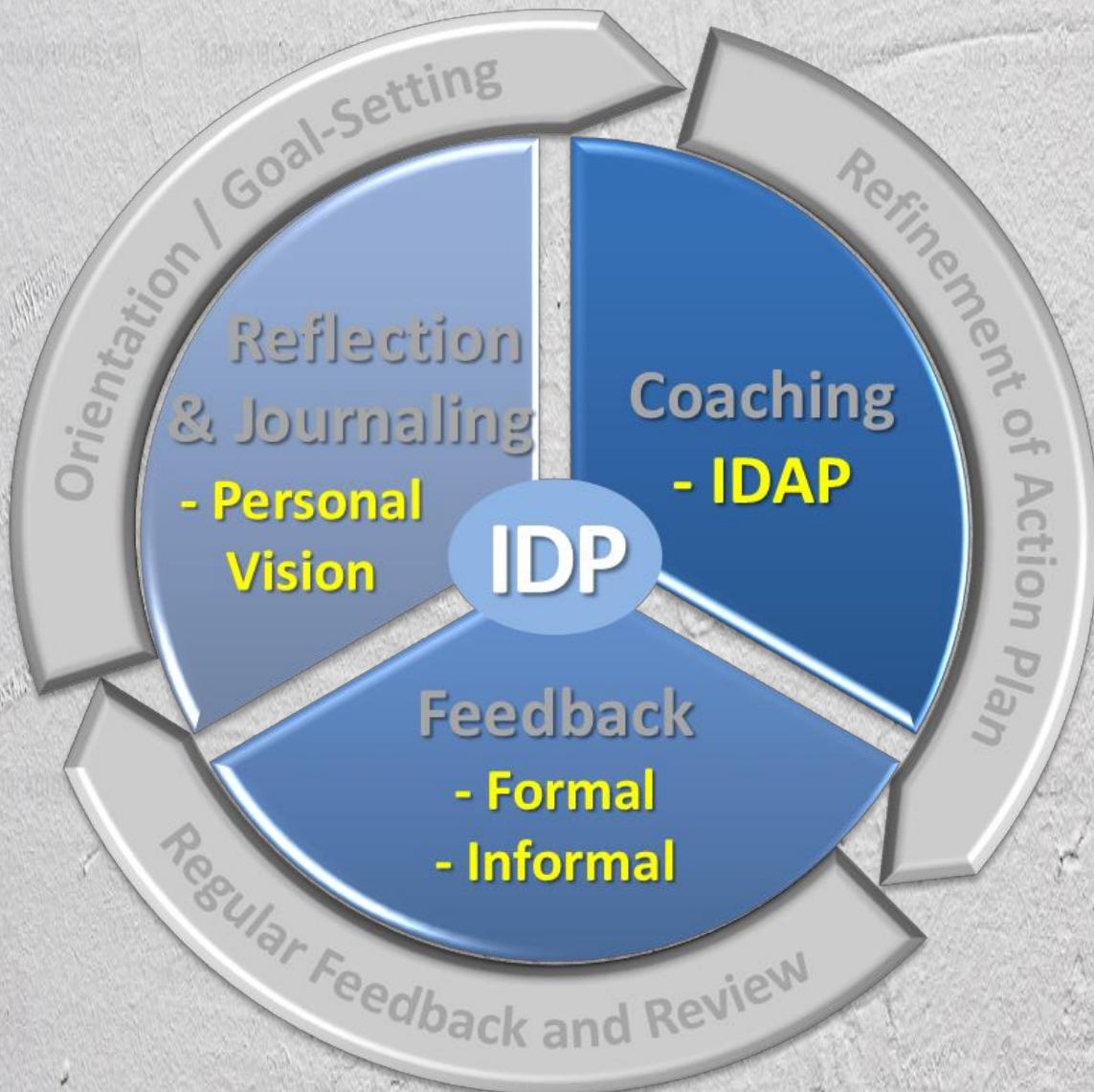
A soldier in a camouflage uniform is looking through binoculars. The soldier's face is partially obscured by the binoculars, and the background shows a blurred structure, possibly part of a ship or a large building. The text is overlaid on the image.

# ***THE 4 TOOLS OF IDP***

- 1. Personal Vision Statement***
- 2. IDAP***
- 3. Formal Feedback***
- 4. Informal Feedback***



# INDIVIDUAL DEVELOPMENT PROCESS





# Tool #1: Personal Vision Statement

It is important to help individuals think through and identify for themselves what is their personal vision, as this will be their driving force in following through and accomplishing their IDAP.

A personal vision defines what success and excellence look like to the individual. A powerful, compelling vision can help them be more satisfied with their lives, help them succeed far beyond where they would be without one. It can propel them and inspire those around to reach their own dreams. It expresses their visions for where they want to be in the future and it reflects their values, purpose and goals and how they want to operate.

A compelling vision provides us with the energy and desire to set and meet numerous goals and objectives, including the ones we would have never accepted if they were set before us in isolation. In short, visions are powerful because of the simple fact that we care about them. When our emotions are engaged, we are moved into action.

## What Makes a Good Personal Vision Statement?

- It describes what you want to achieve in the future.
- It answers the question “Where do I want to be?”
- It defines the optimal desired future state – the mental picture – of what you want to achieve over time, say in five, ten or more years.
- It inspires you to give your best and shapes your understanding of why you are doing what you do.

**Example:** “My personal vision is to be an empathetic and competent leader and to be recognised by my subordinates, peers and superiors. I am committed to grow as a leader and inspire my men to reach their full potential.”

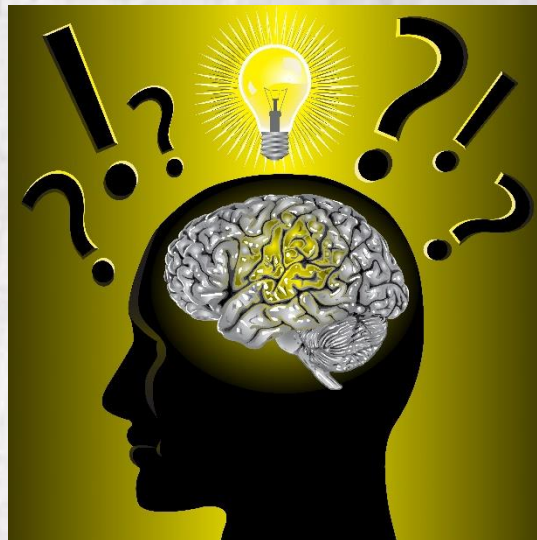
*“Vision without Action is merely a dream.  
Action without Vision just passes the time.  
Action with Vision can change the world.”*

Joel Barker  
Futurist, Scholar, Author, Film Maker



## How to Create Your Personal Vision Statement?

When composing your own statement, find a quiet place where you feel at ease and where you will not be interrupted. Follow the steps and guiding questions below:



*Step 1: Answer the following questions as honestly as you can.*

- What personal qualities do you most want to emphasise in yourself?
- How can you use and display these qualities at your workplace?
- What are the most important values you want to express at work?

*Step 2: Imagine yourself five years from now.*

- Envision that everything is exactly the way you want it to be: the type of life you are living, the work you are doing, the people involved, and your own capabilities as a leader. Imagine that you are every bit as successful as you want to be. Feel it and see it.
- Keep imagining yourself in that future, and be as specific as possible in your observations. Where exactly are you? What are you doing? Who are you with? How are you feeling? Why do you want to be exactly where you are? What is the bigger impact you are having?
- Draw a picture of yourself and your surroundings five years from now. Draw the elements you see, feel and hear. Use as many colours as you want and be as detailed as possible.

### *Step 3: Sum up your vision.*

- Answer the following questions: How can you sum up your vision? What are the things you ultimately want to achieve? Who do you want to be? What do you want to do? What is the impact you would like to have and how would you like to be perceived?
- What will need to happen in order for you to feel proud of your progress as a leader in five years' time?

Now, take everything – the envisioning, writing, drawing, dreaming – and use the language and imagery to write your personal vision statement. Give yourself as many drafts as you need to refine it. Remember, it should express the values that you would like to live and work by, and that above all you must feel excited and inspired by it when you read it aloud.

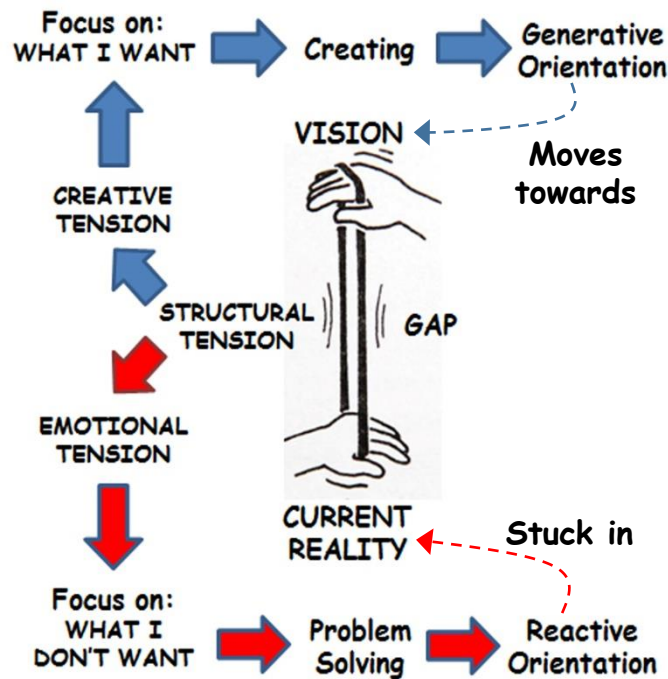
Keep in mind that your personal vision statement can also change over time. It is adaptable. It is not meant to be written once and cast in stone. While it rarely changes, you should set aside some time on a regular basis to review your personal vision statement, as well as your career, job and goals. Make adjustments as necessary. You will grow, and your vision statement will, too.





# Creative Tension Model

People often have difficulty talking about their visions, even when their visions are clear. Why? Because we are acutely aware of the gaps between our vision and reality. These gaps can make a vision seem unrealistic or fanciful. They can discourage us or make us feel hopeless, but the gap between vision and current reality is also a source of energy. If there was no gap, there would be no need for any action to move towards the vision. This gap is the source of creative energy. We call this gap **creative tension**.



The Creative Tension Model is deceptively simple. You only need to be clear of two things, namely the vision and the current reality today. When you have identified the vision from the current reality, you will perceive the gap. The gap produces the structural tension. Imagine a rubber band, stretched between your vision and current reality. When stretched, the rubber band creates tension, representing the structural tension between the vision and current reality. What does tension seek? Resolution or release. There are only two possible ways for the tension to resolve itself: (1) pull reality towards the vision or (2) pull the vision towards reality. Which one occurs will depend on whether we hold steady to our vision.

*“If you limit your choice only to what seems possible or reasonable, you disconnect yourself from what you truly want, and all that is left is a compromise.”*

Robert Fritz  
Management Consultant, Author of “The Path of Least Resistance”

# Tool #2: Individual Development Action Plan (IDAP)

The IDAP facilitates development in the workplace and provides a useful avenue for feedback and exchange of dialogue between the supervisor and subordinate. The IDAP is highly individualised and owned by the subordinate. It also focuses on the needs of the individual with relations to his job and the organisation.

Nonetheless, it requires time commitment from both the subordinate and supervisor, as it depends heavily on the interaction between both parties and their ability to identify the subordinate's developmental needs.

Lastly, for the IDAP to achieve its purpose, it must be used intelligently, flexibly and appropriately, with time invested wisely on planning and support. To produce an effective IDAP, it is important to consider the following ten guidelines:

## 10 IDAP Guidelines

1. Ownership by the individuals.
2. Develop commitment.
3. Make it relevant to the SAF and your workplace.
4. Set S.M.A.R.T goals.
5. Make them realistic and challenging.
6. Be flexible and adaptable.
7. Make good use of training courses and resources available.
8. Encourage learning.
9. Review the IDAP throughout the year.
10. Recognise new possibilities that may arise.

When a supervisor and subordinate build the IDAP together, they should review the subordinate's next appointment in his or her career path. Together, they can identify the competencies and skills he or she will need to be successful at the next level. This gap will become the basis of the learning goals they establish through the IDAP process. The IDAP is then carried forward by the subordinate to his or her next appointment and is akin to a learning contract.





*“Don’t wish it was easier, wish you were better.  
Don’t wish for less problems, wish for more skills.  
Don’t wish for less challenge, wish for more wisdom.”*

**Jim Rohn**  
Entrepreneur, author, motivational speaker



## Guide to Completing the IDAP

The IDAP (sample format can be found on Pg 48) serves as a preliminary individualised action plan of developmental needs and activities of the individual in support of short-term (usually key activities driven), mid-term (usually aligned with progress review) and long-term goals (usually milestone driven). Knowing one's developmental plans is beneficial as it allows the individual to take personal ownership in scheduling and tracking his development. You must be the change you want to see. In addition, creating and using the IDAP in a collaborative (coaching) manner provides the opportunity for the supervisor to engage and commit support for his subordinate's development.

### Part 1: Writing Down your Personal Vision

Begin by writing down your **Personal Vision**. Refer to Pg 36 – 38 for details.

Translate your personal vision into a list of 1 – 3 learning/performance goals that will help you focus your efforts in reaching your personal vision. Consider this: “To achieve my personal vision, what goals do I need to set in order to learn, develop or strengthen specific skills and capabilities?” Be as specific as you can. It is recommended that you apply the S.M.A.R.T criteria wherever possible. You may consider using the SAF Leadership Competency Model (LCM) to structure your thinking about the kind of skills and capabilities you would need in order to achieve your personal vision.

The following are some examples of Personal Vision and Learning/Performance Goals:

Examples of Personal Vision	Examples of Learning/Performance Goals
To be an inspiring and effective Leader to my subordinates and peers	<ol style="list-style-type: none"><li>1. To improve my active listening skills</li><li>2. To develop my skills in facilitating generative conversations</li><li>3. To developing my skills in building teams</li></ol>
To achieve a high level of personal mastery	<ol style="list-style-type: none"><li>1. To develop my self-awareness through soliciting feedback</li><li>2. To develop a habit of regular self-reflection and journaling</li><li>3. To actively challenge my mental models to see things from a different perspective</li></ol>



## Part 2: Writing Down your Current Reality

Next, describe your **Current Reality** with relevant aspects of current reality as you see it, be it within yourself or the environment around you. Be as factual and specific as you can. This can be in terms of your self-awareness, reflections from past experiences, informal feedback received from people around you, or any other formal channels such as the 360° feedback, training/course reports, appraisals etc.

**Example:** I am impatient when listening to others. I often cut my subordinates and peers, sometimes even superiors off when in conversations with them. I tend not to try to understand their views before I offer my views. I have been given feedback that I often “hear” but do not “listen”. I don’t always listen to my subordinates and usually tell them what I think and expect them to accept what I say without any questions.

## Part 3: Writing Down What I Can / Will Do

Finally, make a list of actions you CAN and WILL do in order to achieve your goals. Write them down and break them down into actions you can accomplish in the short-/mid-/long term.

As you think about clarifying your current and desired states with your goals, here are some questions to ask yourself, to support your thinking and planning about your actions.

- a. What are some possible conflicts/barriers that might get in the way of me achieving my goals?
- b. What are possible resources I might need to support my development?
- c. What changes in structures might I need to make to support my development?
- d. How will I obtain feedback to support my development and to know what kind of progress I am making?
- e. What conversations might I need to have with the people around me (i.e. supervisor, peers, subordinates, family and friends) in order for them to understand the nature of my commitments and the kind of support I will need from them?



# LEARNING VS PERFORMANCE GOALS

As it is the purpose of IDP to help SAF Leaders to develop themselves and attain their career goals defined in terms of learning and performance goals, it is important to understand and be able to differentiate between the two definitions.

Learning Goals	Performance Goals
Skills or Knowledge Acquisition-Oriented	Outcome-Oriented
<b>VS</b>	
Skills, knowledge and experiences that the SAF Leaders need to either become more effective in their current roles or support their ability to take on new responsibilities (outside of their current roles) and grow in their career.	Duties and responsibilities in their functional roles which are directly performance-related and involve task expectation set in relation to their unit's work plan/training objectives.
Can range from short-term to long-term goals	Usually to be short-term or mid-term goals in nature



## 5 Requirements for “S.M.A.R.T” Goals

Following the “S.M.A.R.T” criteria, the goal should be Specific, Measurable, Achievable, Relevant and Time-bound. It will be helpful to break the agreed goal into bite-sized pieces that are achievable during the agreed time frame. If the goal is too vague and widely-defined, it can be purposeless and frustrating for both the supervisor and subordinate, and the coaching sessions could become wandering conversations.



**Specific:** Goals are focused on a particular situation and defines specific actions or tasks (not vague).

- Vague – “I want to become more physically fit.”
- Detailed – “I want to score the highest in my section for IPPT.”



**Measurable:** Goals include specific levels of accomplishment and ways to let you know when the goals have been reached (can be measured).

- Cannot be measured – “I want to lose some weight.”
- Can be measured – “I want to lose 5kg by the end of this month.”



**Achievable:** Goals are realistic, feasible and can be accomplished with a reasonable amount of effort and guidance (attainable).

- Unachievable – “I want to run 100m with a faster timing than Usain Bolt.”
- Achievable – “I want to cut down my 100m with a faster timing by 2 seconds.”



**Relevant:** Goals are highly valued, desirable and practical. It should also be in line with the team’s/unit’s/organisation’s goal (affective domain).

- Is the goal relevant to you? Is it within the availability of resources, knowledge and time?
- Not relevant – “I want to learn how to play golf as an aspiring leader.”
- Relevant – “As an aspiring leader, I want to lead by example and motivate my men.”



**Time-bound:** Goals are time-bounded and finite i.e. can be accomplished within a specific period of time (a definite ending).

- Does the goal have a finite (time) end? Is there enough time to achieve the goal?
- Not time-bounded – “I want to achieve IPPT Gold in the future.”
- Time-bounded – “I want to achieve IPPT Gold in 3 month’s time.”

## Putting a Time Frame to Your Goals

### Short-Term Goal (1 - 6 months)

Short-term goals are those which are key activities driven, normally achievable within 6 months or less. Short-term goals are related and usually serve as stepping stones to the long-term goal. E.g. training for 2.4km to get a pass in IPPT in two month's time by cutting down 5 seconds from my previous timing, or to go on an enrichment course on "Effective Communication Skills for Managers" to improve my "Communicating to Influence" and "Interpersonal Effectiveness" LCM skills.

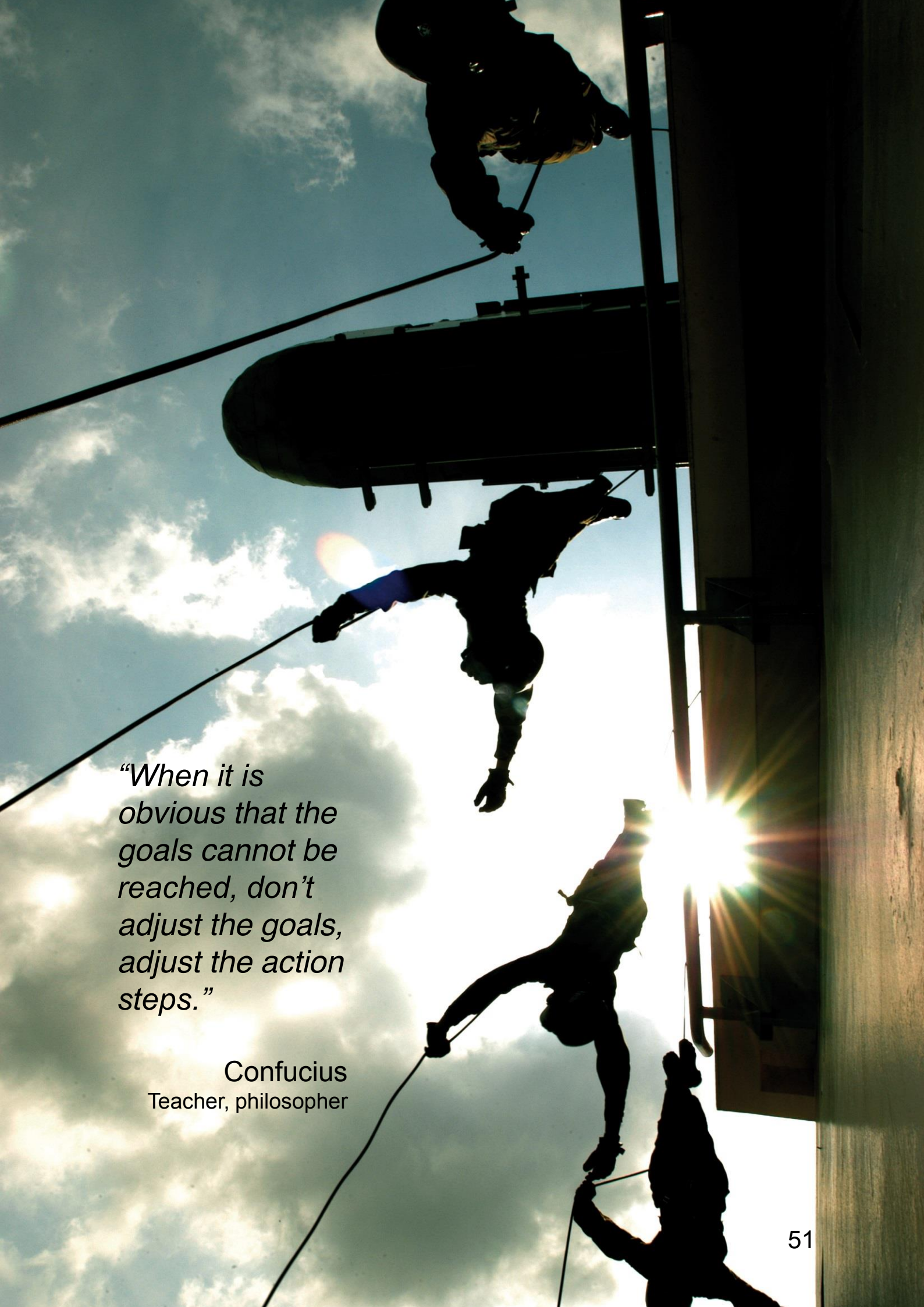
### Mid-Term Goal (6 months - 1 year)

Mid-term goals are those which lie between long-term and short-term goals. They are usually aligned with progress review. A good mid-term goal seeks to keep the "fire" burning, helping the individual stay motivated towards achieving the long-term goal, especially when you begin to feel overwhelmed and less enthusiastic as you think of the long journey ahead. E.g. in wanting to take part in a full marathon at the end of the year, a good mid-term goal would be to run a half marathon within 6 months.

### Long-Term Goal (3 years)

Long-term goals are those which are milestone-driven that can be expected to be achieved between 1 to 3 years. E.g. the Command and Staff Course which spans over 9 months, or the appointment tour in an unit which spans approximately 3 years, fit nicely into this category as both of them mark a significant stage in terms of career. Each long-term goal could be supported with mid-term goals, which in turn are supported by short-term goals.





*“When it is obvious that the goals cannot be reached, don’t adjust the goals, adjust the action steps.”*

Confucius  
Teacher, philosopher



**MY PERSONAL VISION IS:**

To be an inspiring and effective Leader to the people around me

**MY LEARNING/PERFORMANCE GOAL IS:**

- To improve my active listening skills by 2015; I want to be able to pay full attention to the person who is speaking, not only to what is being said but also how it is being said, through the tone of voice and body language, without being pre-judging what is being said.
- When I do not understand something, I want to be able to clarify my understanding of what the person is trying to communicate to me, with tact, sensitivity and sincerity.

**WHAT I CAN / WILL DO...**

**... IN THE LONG TERM (1 – 3 YEARS)**

1. To have and actively continue improving my active listening skills, by having people around me give me feedback on how they have seen me improved over the past 3 years.
2. To continue to practise active listening skills and through daily self-reflecting and journaling, note down my learning progress on the quality of my listening as part of a system governance over such a practice.

**... IN THE MID TERM (6 MTHS – 1 YEAR)**

1. To schedule an end-of-year coaching conversation session with my subordinates to round up the coaching done over the past year, and to review their goals achievement up to this point, and to seek feedback on how the coaching over the past year has benefited them.
2. To see that meetings chaired are conducted more effectively, with much more clarity and direction coming out as an outcome by the end of 2014
3. To read up more not just on active listening skills but also other aspects of effective communication and interpersonal effectiveness by the end of 2014

**... IN THE SHORT TERM (1 – 6 MTHS)**

1. Schedule coaching conversation sessions (at least once every quarter) with my subordinates to practise coaching, paying particular attention to the quality of my own listening; seeking feedback from my coachees at the end of the sessions.
2. When chairing meetings, I will practise the check-in process and pay attention to the quality of my own listening (to start from Apr 2014 onwards)
3. Practise asking clarifying questions in meetings (at least once in every meeting that I chair for the next 4 weeks)
4. Practise paraphrasing during meetings (at every meeting for the next 4 weeks)
5. When conversing with anyone, to give them full attention by maintaining eye contact and good body language, noticing his tone of voice and body language as well
6. Practise daily reflection and journaling on the quality of my listening at the end of each day
7. Identify a Learning Partner and review my learning progress with him once every fortnightly.

**MY CURRENT REALITY IS:**

- I am impatient when listening to others. I often cut my subordinates and peers, sometimes even superiors off when in conversations with them (a bad habit!). I tend not to try to understand their views before I offer my views.
- I have been given feedback that I often “hear” but do not “listen”. I don’t always listen to my subordinates and usually tell them what I think and expect them to accept what I say without any questions.

Adopted from “The Path of Least Resistance” and “The Path of Least Resistance for Managers” by Robert Fritz





STAFF-IN-CONFIDENCE (ONCE COMPLETED)

INDIVIDUAL DEVELOPMENT ACTION PLAN (IDAP) OF RANK/NAME: \_\_\_\_\_

**MY PERSONAL VISION IS:**

**MY LEARNING/PERFORMANCE GOAL IS:**

**WHAT I CAN / WILL DO...**

**... IN THE LONG TERM (1 – 3 YEARS)**

**... IN THE MID TERM (6 MTHS – 1 YEAR)**

*\*The soft copy format can be downloaded from the CLD intranet and internet webpage*

**... IN THE SHORT TERM (1 – 6 MTHS)**

**MY CURRENT REALITY IS:**

Adopted from “The Path of Least Resistance” and “The Path of Least Resistance for Managers” by Robert Fritz

STAFF-IN-CONFIDENCE (ONCE COMPLETED)  
Copyright SAF Centre for Leadership Development (Jun 2014)

## Tool #3: Formal Feedback

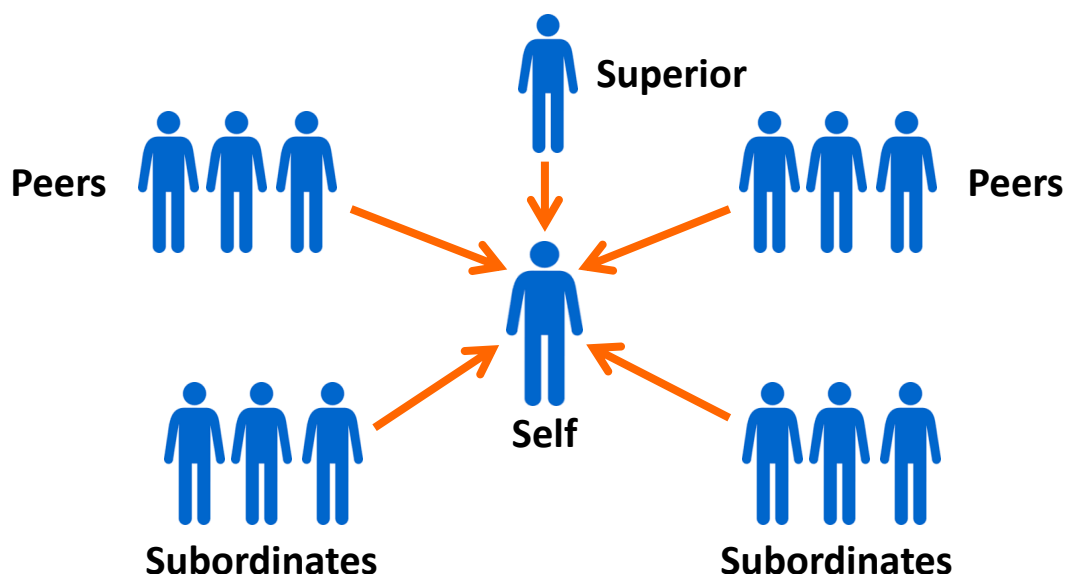
### Feedback may come in the following forms:

- Formal Feedback:
  - 360° Multi-source Leadership Feedback (MSLF) instrument
  - Course reports, Peer Appraisals etc.
- Informal Feedback:
  - From Superiors, Peers and/or Subordinates using feedback tools

Leaders are provided with formal feedback throughout their careers (e.g. through feedback instruments, course reports and peer appraisals etc). Feedback instruments serve as a basis for SAF Leaders to improve self-awareness and reflect to set developmental/performance goals for their IDAP. The SAF administers feedback instruments at specific leadership milestones (such as at specific appointments or during leadership courses) for continual development. These include the SAF Multi-Source Leadership Feedback (MSLF) and improved Peer Development Feedback (iPDF) that enable SAF Leaders to seek and receive feedback from other sources such as their superiors, peers and subordinates.

### 360° Multi-Source Leadership Feedback (MSLF)

The SAF MSLF is a 360-degree feedback that enables SAF Leaders at different junctures of their careers to seek and receive feedback on their leadership competencies from multiple sources such as his superiors, peers and subordinates. This is a more well-received instrument as compared to the traditional top-down approach that solely relies on the superiors' feedback, or even just his self-perception. The MSLF instrument allows the SAF leader to achieve higher self-awareness of how his leadership behaviour is being perceived by the different groups that he works with.





# Tool #4: Informal Feedback

Informal feedback provides SAF Leaders ways to give, seek and receive feedback on their own initiative. They can give, seek and receive feedback based on the recommended guidelines in feedback strategies (such as the Situation-Behaviour-Impact (SBI) and the Sandwich Model) and use feedback tools (such as the Feedback Sheet and Round Robin) to facilitate the feedback conversation.

## 1. Situation-Behaviour-Impact (SBI)

This was developed by the Centre for Creative Leadership and is popular amongst managers and coaches. Instead of passing judgement about a person's actions, the SBI is non-provocative and allows the recipient to reflect from the perspective of those impacted.

**S – Describe the Situation**  
**B – Describe the Behaviour**  
**I – Describe the Impact**

E.g. “During the meeting yesterday (situation), you did not answer Thomas’ questions, but carried on with your presentation (behaviour). As a fellow participant, I felt that a valid question was overlooked. It made me question my contributions as a team member (impact).”. The key point about SBI is that it is impact-based, rather than accusation-based (“You always ignore others, and show disrespect”).

## 2. Sandwich Feedback Model

There are three steps – first provide a positive comment, then follow up with a possible area for improvement. This can be concluded either by another positive comment, or an overall possible observation. While this framework softens the impact of the constructive criticism, there are concerns that before long, your subordinate will get weary of your compliments, thinking that you are just ‘softening the ground for bad news’. It may also undermine your sincerity in giving feedback if done too often. So use this sparingly!



### 3. Feedback Sheet

The Feedback Sheet is useful for individuals to solicit feedback from specific team members on their own initiative. It caters time for the feedback givers to think through their feedback, and allows the receiver to clarify if necessary.

#### How to use it?

##### Steps:

1. Print copies of the feedback sheet provided in the next two pages (Pg 58 and 59).
2. Distribute the feedback sheets to the people you want to solicit feedback from.
3. Wait for them to return the feedback sheets to you.
4. Receive, read and clarify with the feedback giver(s) if necessary.

**FEEDBACK SHEET**

Are you the feedback giver or receiver? Please fill in the appropriate parts.

Receiver's name: \_\_\_\_\_

Giver's name (optional): \_\_\_\_\_

Date of feedback given: *(Giver to write)* \_\_\_\_\_

Observations are made during this activity/ context: *(Giver to state/ describe)* \_\_\_\_\_

Please give me your rating on the questions below. *(Receiver to write down specific areas in which you want feedback on)*

	Please give a tick in one of the boxes below. <i>(Giver's ratings)</i>				
	Bad	Not so bad	Fairly Good	Good	Very Good
	Bad	Not so bad	Fairly Good	Good	Very Good
	Bad	Not so bad	Fairly Good	Good	Very Good

**STRENGTHS:** *(Giver to provide feedback)*

\_\_\_\_\_

**AREAS FOR IMPROVEMENT:** *(Giver to provide feedback)*

\_\_\_\_\_

**TIPS for Feedback Giver:**
















1. Be specific, rather than general. Use specific examples.
2. State observations, rather than interpretations. Avoid being judgemental.
3. Be direct. Get to the point.
4. Connect the behaviours observed to the impact on you.
5. Balance both positive and negative feedback. Don't focus only on the negative.
6. Suggest 1 or 2 concrete, actionable suggestions for the receiver to act on.

**(Receiver's Reflections):**

Do you agree with the comments made?  
Do the comments reinforce existing or highlight new strengths/ areas for improvement?  
What insights have you gained from the comments?  
Do you need clarifications?



# FEEDBACK SHEET

<b>Are you the feedback <u>giver</u> or <u>receiver</u>? Please fill in the appropriate parts.</b>					
<b><u>Receiver's</u> name:</b>					
<b><u>Giver's</u> name (optional):</b>					
<b>Date of feedback given: (<u>Giver</u> to write)</b>					
<b>Observations are made during this activity/ context: (<u>Giver</u> to state/ describe)</b>					
Please give me your rating on the questions below. ( <i>Receiver to write down specific areas in which you want feedback on</i> )	Please give a tick in one of the boxes below. ( <i>Giver's ratings</i> )				
	 Bad	 Not so bad	 Fairly Good	 Good	 Very Good
	 Bad	 Not so bad	 Fairly Good	 Good	 Very Good
	 Bad	 Not so bad	 Fairly Good	 Good	 Very Good

**STRENGTHS:** (Giver to provide feedback)

**AREAS FOR IMPROVEMENT:** (Giver to provide feedback)

**TIPS for Feedback Giver:**

1. Be specific, rather than general. Use specific examples.
2. State observations, rather than interpretations. Avoid being judgemental.
3. Be direct. Get to the point.
4. Connect the behaviours observed to the impact on you.
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6. Suggest 1 or 2 concrete, actionable suggestions for the receiver to act on.

**(Receiver's Reflections):**

*Do you agree with the comments made?*

*Do the comments reinforce existing or highlight new strengths/ areas for improvement?*

*What insights have you gained from the comments?*

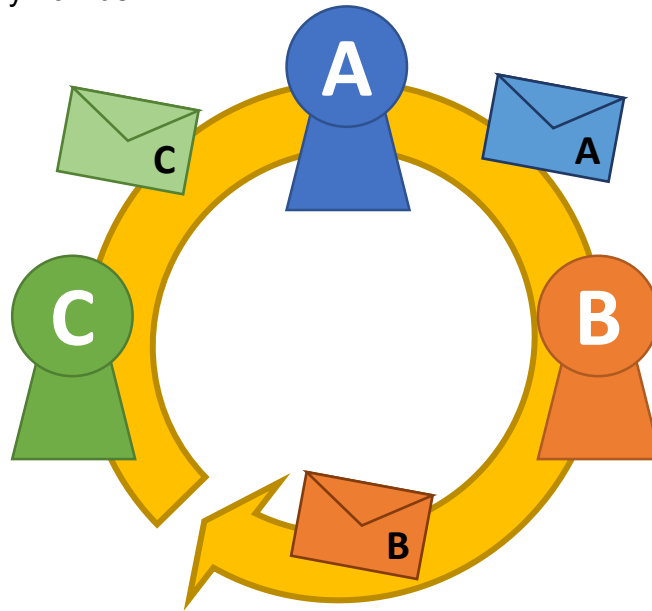
*Do you need clarifications?*



## 4. Round Robin Feedback

This tool is useful specifically for team members to provide feedback to each other in an anonymous way. This is a popular process at team reviews and unit retreats. The intent is to provide an opportunity for team members to provide feedback to each other in a safe, non-attributable way.

Group Size: Any number



### How to use it?

#### Steps:

1. Form small groups (4-8 pax), preferably members who work closely with each other and interact on a frequent basis. Sit in a circle.
2. Each person is given an envelope and writes his name on the envelope.
3. Each person then passes the envelope to the person on the right.
4. The person who receives the envelope looks at the name, then writes feedback for that person on a piece of paper and inserts it into the envelope. For example, B is holding an envelope that has A's name on it. B will write the feedback for A, then slips it into the envelope marked for A.  
(A variation can be writing positive feedback on yellow paper, feedback for improvement on pink paper.)
5. Pass the envelope to the next person, and the process continues from Step 4. Continuing the example above, B passes A's envelope to C, for C to provide feedback to A.
6. After the envelope has gone one round, each person receives back his own envelope with feedback for himself. He will read and reflect, and write down either notes for improvement or clarifying questions. Depending on the team dynamics, the team can either reply directly or add on to the feedback provided.

# AFR-IDAP LINKAGE

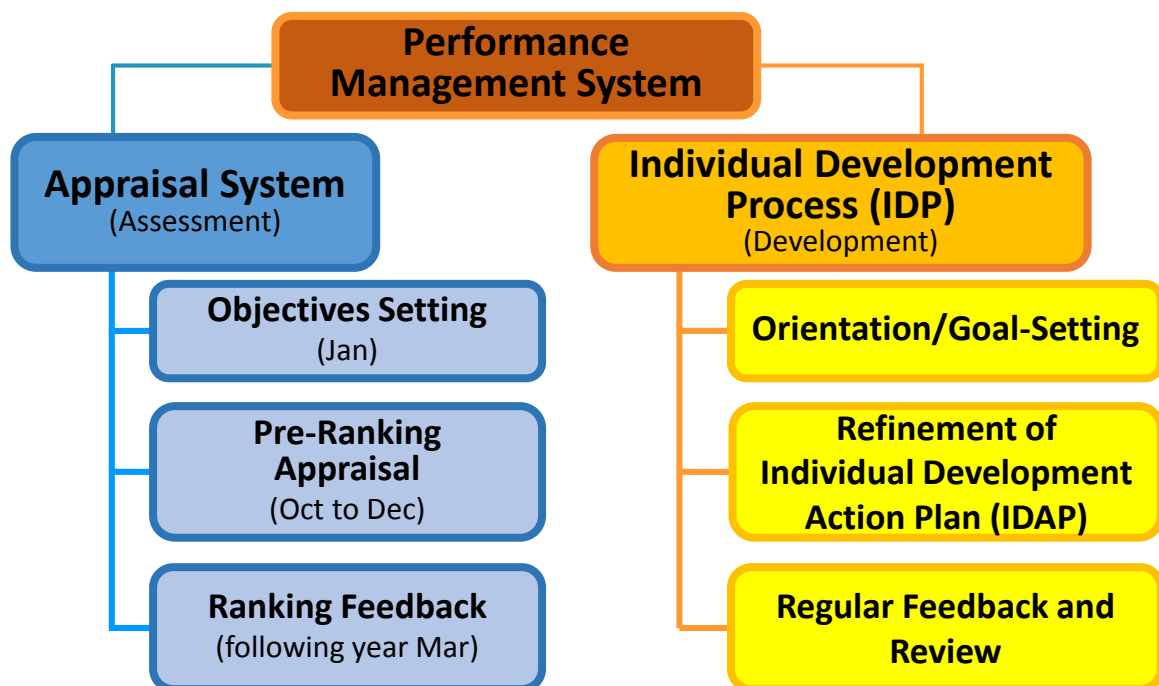




# AFR-IDAP Linkage

The IDP is designed and intended for developing the individual, and requires regular coaching conversations and feedback based on the IDAP. The IDAP is built and retained by the subordinate. The Annual Feedback Report (AFR) is intended for assessment, and involves appraisal interviews based on a prescribed format. The AFR in this case, is written and submitted to the PMCs after each appraisal cycle.

While the AFR is streamlined to focus on the intent of performance appraisal, the IDAP is also institutionalised to complement the AFR by addressing the **developmental needs** of our servicemen. The following diagram shows how both the AFR and IDAP are deployed in their respective processes:



The Performance Management System will allow superiors to assess their subordinates' performance and manage their development with two discrete processes – 1) annual performance appraisal and the 2) IDP. While the discussions on appraisal and development may overlap during the Ranking Feedback session, the two discrete processes will signal to subordinates that the conversations on personal development are continuous and not subjected to the annual performance appraisal. **The appraisal of subordinates will be based purely on their performance and work accomplishments in that work year.**

### Important Note:

Supervisors must make it clear that they will support their subordinates' development based on their drafted IDAP. However, it should not be implied or expected that a good performance grade will follow if one achieves the stated goals in the IDAP.

# AFR VS IDAP

## UNDERSTANDING OUR SAF APPRAISAL SYSTEM For Officers/Warrant Officers/ME3s and Above

Its effectiveness hinges on a joint responsibility between you and your reporting officer (RO).

Annual Feedback Report

Individual Development Action Plan



### DIFFERENCES



#### PERFORMANCE APPRAISAL

Records work done in WY for ranking & initiates conversation for performance feedback



#### PERSONAL DEVELOPMENT

Maps out short & long term goals to achieve your personal vision

### CYCLES



#### 3 TIMES/CYCLE

Jan in Year X : Set work objectives with RO  
Oct in Year X : Review work accomplished with RO  
Apr in Year X+1 : Obtain performance band from RO



#### CONTINUOUS

All year round process for coaching and grooming

### FUNCTIONS



#### SUBMITTED TO PMG

As a reference on your career progression and postings



#### KEPT BY YOU

To monitor your personal development

### REQUIREMENTS



#### DONE IN 5 STEPS!!!

1. Set your work objectives for the WY with RO
2. Review your accomplishments with RO
3. RO comments before ranking
4. RO informs you on your performance band after ranking
5. Countersigning Officer endorses your AFR



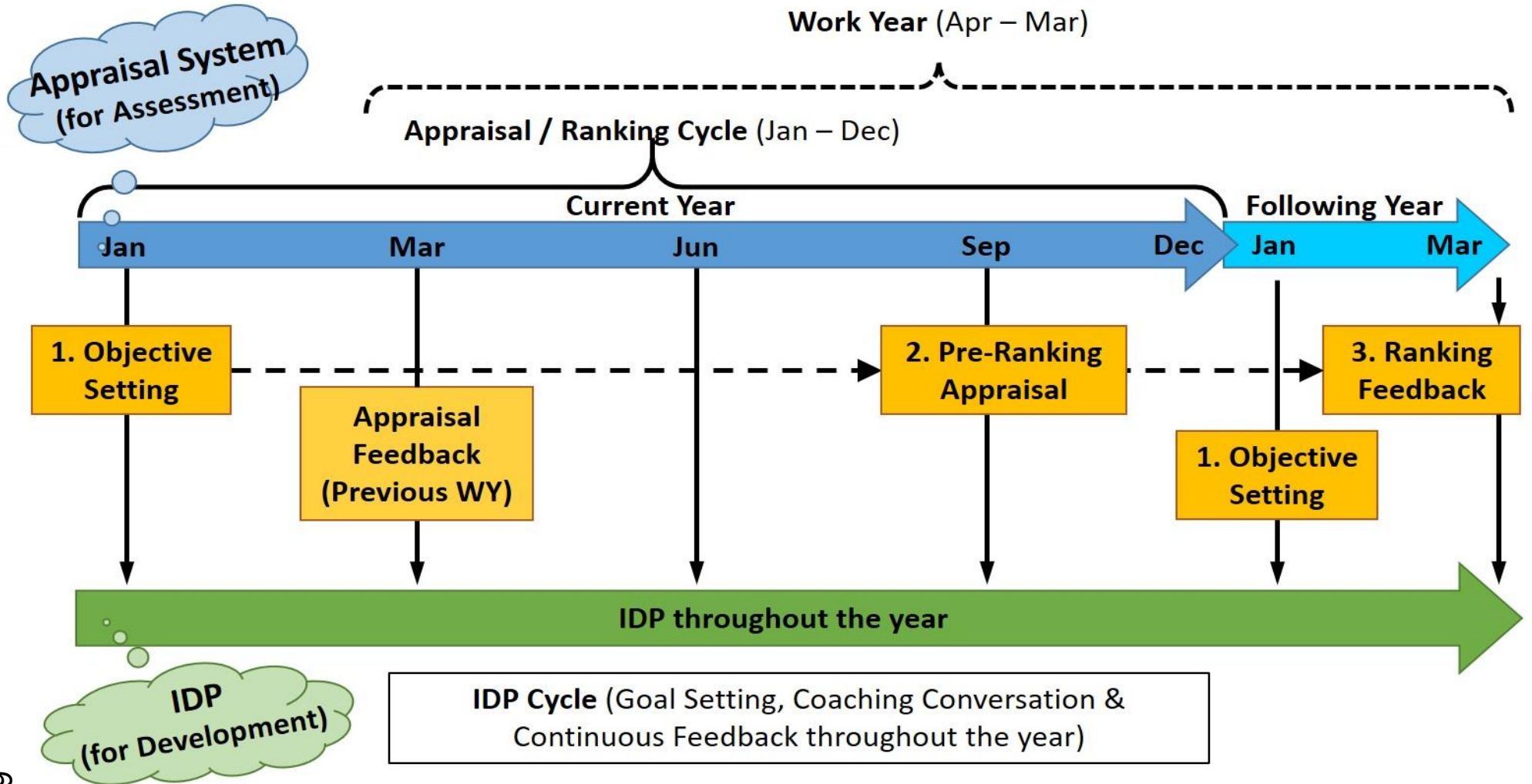
#### DONE IN 3 STEPS!!!

1. Set your personal vision
2. Identify current gap with RO
3. Map short & long term goals with RO



# Performance Management System

Work Year (Apr – Mar)



# 10 MYTHS OF IDP

## **#1 Myth: IDP is the same as IDAP**

**Fact:** The IDP is an LD process intended for individual development and nurturing a developmental culture in the SAF.

IDAP is one of the 4 **tools** in IDP created to facilitate the leader's development.

## **#2 Myth: IDAP is too complicated**

**Fact:** The IDAP is a one-page template used by the subordinate, focusing on goal-setting in relation to the job and the organisation. It is highly individualised and owned by the subordinate.

It is a "live" and flexible tool that follows the individual from one unit to another as part of the development journey, serving as a basis for coaching and feedback between the individual and his supervisor.

## **#3 Myth: There is no soft-copy version of the IDAP**

**Fact:** The IDAP template and sample can be found on the CLD intranet and internet webpage.

## **#4 Myth: IDAP is compulsory**

**Fact:** Though not compulsory, it is strongly encouraged to use the IDAP. The IDAP serves as a very useful reference document for coaching, feedback and review of goals achieved between the subordinate and the supervisor.

It can also help the superiors to track the progress and develop their subordinates to the maximum of their potentials, as they move from appointment to appointment.



**#5 Myth: There are too many subordinates to support**

**Fact:** One should only conduct the IDP with immediate subordinates and the recommended number is 7 or less.

**#6 Myth: IDP takes a lot of time**

**Fact:** By focusing on the spirit rather than the form of IDP, it is possible for supervisors to have effective coaching conversations regardless if they have a formal hour session or even casually in the five-minute walk to the cookhouse.

**#7 Myth: IDAP is part of the Appraisal System**

**Fact:** The AFR focuses on the intent of performance appraisals, while the IDAP complements it by addressing the **developmental needs** of the SAF Leaders.

In summary, the IDAP is a personal development tool while the AFR is a performance assessment tool.

**#8 Myth: There is no need for IDAP**

**Fact:** Based on research, it is evident that subordinates are intrinsically motivated by the growth prospects and development opportunities. With the IDAP as a tool for personal development, it can be used to track and support the learning and development of subordinates to maximise their potential.

**#9 Myth: IDAP has to be submitted**

**Fact:** While the AFR is to be submitted annually through the HR channel to the respective Personnel Management Centres (PMCs), the IDAP is retained by the subordinates, reviewed and updated as a "live" document to support their learning and development throughout their military service in the SAF.

**#10 Myth: Supervisors should set the goals for their subordinates**

**Fact:** To generate greater ownership, subordinates must set their own goals, formulate their own IDAPs and update them after every coaching conversation. However, the supervisors should guide in the goal-setting, highlighting the relevance and development opportunities of the goals.

# SAF LEADERSHIP COMPETENCY MODEL (LCM)





## THE SAF LEADERSHIP COMPETENCY MODEL (LCM)

The SAF LCM shown below consist of five competency domains – four of which are ‘core competencies’ that directly affect leadership performance on the job, and the fifth competency being the ‘personal meta-competency’ required for a leader’s adaptability and growth. The five competencies are further sub-classified into the 14 skills.

COMPE- TENCIES	“CORE COMPETENCIES” (FOR LEADER PERFORMANCE)				“META- COMPETENCY” (FOR GROWTH/ ADAPTABILITY)
		Conceptual Thinking	Social	Mission	Development
SKILLS	Critical Thinking	Communi- cating to Influence	Planning	Developing People	Self-Awareness
	Creative Thinking	Interpersonal Effectiveness	Decision Making	Developing Teams	Self- Management
	Ethical Reasoning		Execution	Improving Organisation	Personal Mastery

### Behavioural Descriptors of the 14 LCM Skills

The IDP seeks to provide SAF with a systematic approach to developing people by guiding the continuous learning and development of their subordinates. The desired and ideal image of the SAF Leader is one who has been developed in all the 5 competencies and 14 skills of the LCM. Hence the behavioural descriptors of the 5 competencies and 14 skills are used as a benchmark and reference for the development of the SAF Leader (SAF Leadership Competency Development Handbook, August 2010)

## DEFINITIONS OF THE 14 LCM SKILLS AT THE GENERIC AND 3 LEVELS OF LEADERSHIPS

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### 1. CONCEPTUAL THINKING COMPETENCY

	<b>Critical Thinking</b>	<b>Creative Thinking</b>	<b>Ethical Reasoning</b>
<b>Overall</b>	Identifies, defines and solves problems by thinking analytically and logically, drawing on all data sources, knowledge and past experiences, consequences and impact any decision may incur; strategic/systems thinker, links actions to a larger cause or purpose; develops long term strategic plans to shape the future	Envisions the future state, thinks creatively in order to construct the new reality; finds innovative ways to resolve problems; brings about breakthrough in deadlock situations	Develops a sound understanding of values and standards of ethical conduct in the SAF; engages in ethical thinking and reasoned argument about what is right and wrong; upholds and applies ethical reasoning principles and processes to all contexts, even in the face of adversity
<b>Direct</b>	Analyses all available information to define the problem, generates options and selects the optimal solutions; appreciates the rationale behind decisions and how the mission fits into the overall tactical plan; understand the intent of higher command and makes decisions that are aligned with them	Keeps an open mind to new ideas and seeks innovative solutions to problems; challenges the status quo and accepted norms/thinking processes	Demonstrates a sound understanding of SAF Core Values and standards of ethical conduct through one's own exemplary behaviour; takes a stand against unethical behaviour despite pressure from peers and superiors
<b>Organisational</b>	Evaluates conflicting information and draws logical assumptions based on knowledge and experience to define the problem and arrive at the optimal solution; appreciate the linkages between the needs of different organisational components and levels; applies real time intelligence to determine the best way to achieve higher intent	Understands the desired future state and devises creative courses of action to achieve it; identifies weaknesses in current structures and processes and proposes unconventional methods to overcome the weaknesses	Inculcates a strong shared ethical culture amongst the team; challenges policies and practices which are unethical and sets the record straight on issues that are perceived as unethical
<b>Strategic</b>	Analyses complex and volatile situations to frame the issue and context before choosing the best option to balance conflicting needs; considers social, political, economic and military factors in analysing consequences; understands how the organisational vision fits within the total defence framework and the broader international arena	Creates a compelling vision for the future and develops a frame of reference to achieve it; inspires a culture of creative thinking; reframes existing problems and boundaries to encourage others to view the problem from a different perspective	Defines the ethical boundaries for the organisational culture accordingly; seeks to understand the moral implications of different courses of action and determines the right course of action in new situations; encourages a climate of moral courage by encouraging subordinates to raise legitimate concerns



## 2. SOCIAL COMPETENCY

	<b>Communicating to Influence</b>	<b>Interpersonal Effectiveness</b>
<b>Overall</b>	Communicates through effective techniques like active listening and interpretation of non-verbal cues, taking onboard the views of superiors, peers and subordinates; chooses the appropriate message and medium of delivery; persuades, influences and collaborates effectively, with the ability to convince those over whom the individual does not hold command	Responsive to the needs of others; empathises with their worries and predicaments; recognises what drives and inspires them; builds and develops partnership within and across Services and agencies
<b>Direct</b>	Practises active listening and perceptive interpretation of non-verbal cues to gain a better understanding of other's point of view; seeks and addresses the audiences' concerns; adopts a clear and appropriate communication style to get the message across	Gains a good understanding of the needs and problems of others through frequent face to face contact; provides support and help to those who are in difficulty; builds partnerships by establishing rapport and good working relationships
<b>Organisational</b>	Seeks feedback proactively on a wide range of issues; communicates a clear and consistent shared vision; convinces others by using rationale and by engaging others in open discussion; negotiates actively with others to reach an acceptable outcome	Anticipates the needs of others and proactively addresses them at the organisational level; seeks a deeper understanding of the motivational drivers of others; develops a strong network of contacts by promoting the benefits of mutual support
<b>Strategic</b>	Builds a culture of open communication by building and fostering channels for 2-ways communication; harnesses a wide range of media to deliver impactful communications to all levels within and outside the organisation; exerts influence through relationships built through dialogue	Demonstrates sensitivity when dealing with different cultures without sacrificing the needs of the organisation; builds strong and wide reaching networks across countries, cultures and organisations

### 3. MISSION COMPETENCY

	Planning	Decision Making	Execution
Overall	Focuses on the mission at all times; understands the intent of the mission and priorities based on urgency and importance; set goals and objectives; plans to ensure that these are executed in a timely manner; uses the appropriate planning processes; leverages technology, knowledge and previous experience in planning; adapts plans when necessary to achieve the desired outcome	Knows when to use the art and science of decision making to make choices and decisions when required; leverages on past experiences and specialist knowledge of others to make sound decisions in the absence of information; remain rational and objective when making decisions; acts decisively; is willing to make difficult decisions; will commit to bold actions to gain decisive advantage	Leverages on technology, people and processes to enhance command and control; takes charge of the mission; senses the environment and responds to new developments; monitors, evaluates and assesses progress, adapts and implements contingency plans as required; decisive; ensures mission accomplishment
Direct	Understands mission objectives and translates them into clear action plans; prioritises tasks and assigns them to the appropriate people; applies relevant planning methods and incorporates feedback from others during planning; anticipates problems and develops contingency plans	Displays sound judgment in adverse or unplanned situations; makes difficult decisions taking into account all risks and consequences in a timely manner to resolve problems on the ground; takes charge and responds in a timely manner to any situation; makes prompt decisions at critical milestones to facilitate sub-units in carrying out their tasks; is focused, decisive and tenacious in accomplishing the intent	Manages assigned resources to maximise effectiveness; sets high standards, monitors and supervises tasks to achieve goals/mission; acts decisively and takes accountability for outcomes; maintains situational awareness and adapts to changing circumstances to ensure mission success
Organisational	Sets clear objectives and priorities to focus planning efforts of sub-units on achieving unit's and HQ's intent; develops plans to address a wide range of scenarios in an uncertain environment; leverages on technology and the expertise of team members to improve planning outcomes; develops flexible and integrated plans that can be adapted quickly as the situations changes.	Identifies solutions that strike a balance between current and future needs; knows when to make a command decision and when to confer with staff in a deliberate process; remains rational and objective when making life and death decisions; seizes and exploits the initiative to gain a decisive advantage; exercises autonomous decision making which aligns with organisational intent of continuously discussing and debating the best course of action	Leverages on available technology to ensure mission success; synergises resources from various sub-units to enhance overall capabilities; controls extraneous influences to allow sub-units to focus on the mission and prevents self-interest from hindering the achievement of higher objectives; seizes and exploits the situation to gain a decisive advantage; manages risks and uncertainties to sustain capabilities and readiness of sub-units
Strategic	Spearheads the development of long term plans to meet strategic challenges; prioritises defence spending to ensure maximum benefits; institutes effective knowledge management systems so that past planning experiences can be captured and shared effectively throughout the organisation; adjusts strategic planning in line with constant changes in the operating context	Makes sound decisions with limited available and sometimes incomplete information, leveraging on past experience and specialist knowledge of others.	Leverages on new technology to improve the SAF's defence capabilities; mobilises assets quickly crisis to defend national interests; takes a multi-faceted and integrated approach to accomplishing the mission; raises the standards of organisational performance by fostering a climate of accountability at all levels; commands by balancing centralised and decentralised control



#### 4. DEVELOPMENTAL COMPETENCY

	<b>Developing People</b>	<b>Developing Teams</b>	<b>Improving Organisation</b>
<b>Overall</b>	Demonstrates interest in the development of each individual under command; creates a challenges through delegation and empowerment to ensure that everyone can reach their full potential; provides feedback, coaching and counselling; recognises and rewards achievement; motivates and inspires subordinates to grow	Creates a spirit of comradeship and trust within the team; ensures that team members are unified through the achievement of common goals; builds team morale and resolves conflict; ensures team learning	Proactive in recognising the need to transform; creates the rationale for change; champions, manages and sees through the change efforts; sees beyond or beneath the ways things are conventionally done, and continually seeks ways to improve organisation
<b>Direct</b>	Develops subordinates by sharing experiences with them and empowering them; providing timely and constructive feedback to address performance issues; recognises and rewards accomplishments	Builds cohesion and trust in team by involving team in decision making and setting team rules to ensure fairness; manages diversity in the team and channels the strengths of each individual towards achieving team goals; resolves conflicts within the team	Displays openness and adaptability to change; implements change by operationalising new ideas and practices; explains the need for change and the benefits of change to others; helps others to adapt to change
<b>Organisational</b>	Ensures individual development by planning subordinates' route of advancement and assigning suitable mentors; identifies talent and grooms them to be future leaders; motivates individuals to take ownership for individual development	Builds team capabilities to ensure they can function independently; creates shared ownership for results between all team members; seeks to prevent conflict within team by encouraging team members to engage each other constructively to discuss differences and focus on shared super-ordinated goals	Identifies changes in the external environment and their implications for change in the organisation; see beyond or beneath the way things are continually done drives change by identifying change agents; tackles resistance to change by involving others in the change process
<b>Strategic</b>	Creates a culture of continuous learning and development in the organisation and puts in place structures and processes to encourage empowerment throughout the organisation; develops leadership talent pool by implementing systems to attract, develop and retain talent; establishes recognition and reward systems	Creates an environment conducive to teamwork and co-operation; inspires others to move in common direction by articulating a desirable end state; resolves conflicts with external parties by emphasizing mutual benefits	Fosters an adaptive climate to ensure organisational renewal by encouraging experimentation and challenging paradigms; acts as a change champion and takes proactive actions to respond to the changing environment; continually seeks ways to improve organisation

5. SELF COMPETENCY

	<b>Self-Awareness</b>	<b>Self-Management</b>	<b>Personal Mastery</b>
<b>All Levels</b>	Recognises one's own moods, emotions and drives, as well as their effects on others; demonstrates a deep understanding of one's strengths and limitations	Controls one's own emotions and impulses; remain calm and composed under stress; maintains confidence in one's abilities and adopts a positive outlook; demonstrates cognitive-behavioural flexibility in adapting to ambiguous or changing situations	Continually reflects and raises own consciousness by journaling personal beliefs/ assumptions and current reality; engages in personal visioning and goal setting; leverages on own strengths and actively seeks out learning opportunities to develop; commits to continual personal growth and constantly seeks and values personal feedback



## NOTES

## NOTES



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FOR  
LEADERSHIP DEVELOPMENT**

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# CLD

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