

Your Training Needs Analysis Report

Prepared for:

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Leadership

Training Needs Analysis

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www.criticalskillsboost.com

Introduction

Congratulations! You have completed your Training Needs Analysis. The aim of the assessment is to provide a systematic self-analysis of your capability in motivating, leading and empowering a team of people. The assessment focused on eight phases of leadership and asks you to rate yourself across 72 capabilities in total.

YOUR PERSONALISED REPORT

This report is intended to help you navigate the Critical Skills Boost program based on your needs and requirements. It is tailored especially for you and in it you will find suggestions and recommendations that will help you develop skills and knowledge in the areas identified for you.

Section 1 is an overview of your self assessment results as they relate to each of the eight distinct phases of leadership. The impact of your formal training increases significantly when it is applied to your work and is discussed with mentors, coaches and colleagues. For each leadership phase you will receive learning and development recommendations to support your development.

Section 2 details your learning plan recommendations. Here you will see the e-Learning modules assigned to support you in your current role. You will also see the training workshops that have been prioritised for you. Together with your manager use these suggestions to decide which training workshops you should attend throughout the year.

DISCUSS WITH YOUR MANAGER

The Queensland public sector is focused on building sustainable procurement capability across agencies and government. It is important to address skill gaps across the entire public sector, and as individuals we should also be aware and focused on our specific development needs.

Part of this process needs to involve discussions with your senior manager to ensure the training you are receiving aligns to your organisation's objectives, any previous conversations about your personal learning and development needs as well as your career aspirations.

Your organisation and you

During your registration process at criticallskillsboost.com you provided information to us. This information is displayed below for your reference.

YOUR REGISTRATION INFORMATION

First Name	Alan
Last Name	Myers
Email Address	Alan.myers@dsiti.qld.gov.au
Manager's First Name	David
Manager's Last Name	Craig
Manager's Email Address	David.craig@dsiti.qld.gov.au

YOUR DETAILS

Organisation	Science, Information Technology and Innovation
Division	Qss
Location	Brisbane
Role	Contract Manager
Level	Operational Leader
Position	Contract manager
The nature of the goods/services that you most commonly procure, or manage contracts for?	ICT
Phone number	37219810

Your assessment summary

This summary provides you with an overview of your assessment results.

Your overall score is **388.00** out of a maximum score of 504.

This represents an average score of **76.98%** per phase of the process.

The table below details your assessment results for each step of the Training Needs Analysis.

This is calculated as an average of your rating.

ASSESSMENT TABLE

Phase	Your Rating	Level
Strategic Leader	80.95%	Practitioner
Building Trust	79.37%	Practitioner
Communicate and Engage	74.60%	Practitioner
Emotional Intelligence	73.02%	Practitioner
Endorse, Support and Develop	73.02%	Practitioner
Culture and Change Leader	79.37%	Practitioner
Relationship Management	74.60%	Practitioner
Coach and Mentor	80.95%	Practitioner

Note

The level column describes the average rating received and aligns to the wording of the assessment scale below.

SCORING GUIDE

Novice	Awareness	Understanding	Practitioner	Expert
0 No awareness.	1 Some awareness, never practiced.	2 Starter knowledge, novice in practice.	3 Some knowledge, occasional practice.	4 Intermediate knowledge, intermittent practice.

1. Strategic Leader

What is this?

Leaders translate the ‘what and how’ of organisational strategy and they align this to output and performance.

A strategic leader is equipped to develop, define, articulate and drive a strategy – from creation through to realisation by having employees believe the vision, take ownership for the strategy, and bring it to life through group performance.

Why is it relevant?

A strategic leader is able to:

- Improve stakeholder engagement & management
- Deliver consistent performance planning & review strategies
- Translate organisational strategy
- Understand the impact of PESTLE factors

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **80.95%**.

EXPECTED COMPETENCY LEVELS

You are able to design and implement some organisational and team development initiatives, and review the contribution that was made by the team to overall organisational performance. You may not yet be able to relate the outcomes to improvement initiatives, or to influence others to commission subsequent team or organisational development initiatives in light of the outcomes.

You will also be able to develop measures to assess the effectiveness of the team's corporate governance and integrity in their business dealings, and report this when necessary to other peers or managers.

However, you may not yet be able to report to more senior managers, team or organisational initiatives that might be required to improve compliance. In addition, you will be able to develop leading indicators of change from the external environment and engage with business stakeholders in developing appropriate business responses, though you may need support to influence more senior managers to design and sponsor congruent team or organisational initiatives.

Furthermore, you will be able to articulate the organisation's strategic direction in plain language, and relate how functional or team based plans contribute to the overall goals of the team or organisation, though you may need support to influence other managers to develop appropriate strategies to support cross-functional, team or organisational goals.

Finally, you will be able to develop strategies that are consistent with other concurrent initiatives currently being undertaken across the organisation, to link and co-ordinate with them.

2. Building Trust

What is this?

Trusted leaders create a collaborative environment using tools and techniques to build trust amongst the team and create a connected workplace.

Trusted leaders pay attention to the 'temperature' of a team - gaging the collaborative output - and adjusting practices, within and across team boundaries, to increase team trust and employee engagement.

Why is it relevant?

A trusted leader is able to:

- Align people, structure and strategy
- Increase collaboration with cross-functional teams
- Drive accountability and engagement
- Create positive culture and set behavioural norms

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **79.37%**.

EXPECTED COMPETENCY LEVELS

You are able to design monitoring and feedback mechanisms to identify behaviour that is non-compliant with Company Policies. You will also be able to develop a business case for related initiatives that increase positive behaviours and identify the potential impact and benefits to your team and stakeholders.

You will be able to describe the contents of a team based workforce plan, identify the sources of information that would contribute to the plan, and explain how the outputs enhance the quality of decision-making within the team or organisation.

In addition, you will be able to relate the team or organisation's structure to the strategy and explain the links between the two, and you will be able to develop measures to assess the performance of the team or specialist function within the team.

Furthermore, you will be able to design initiatives which invest in the team with learning and development and how this can contribute to performance and trust at an individual, team and organisational level, linking individual and overall capability development based on the vision of future team and organisational goals.

Finally, you will be able to assess diversity via types of personality profiling and team collaboration tools and describe the features of each tool. You will be able to identify measures that may be used to assess the performance of your team and encompass diversity through the strengths each individual brings to the team. You will have a focus on collaboration within and across multi-disciplined teams and understand the drivers for each area that promote trust with each other.

3. Communicate and Engage

What is this?

Engaging leaders capture the hearts and minds of people.

They are effective communicators who use various techniques to engage and lead, for example, they understand the needs and motivators of people, they actively ask questions to assess situations clearly and they communicate decisions and solutions in a cohesive and collaborative way.

Why is it relevant?

Engaging leaders are able to:

- Influence others with communication styles whilst building credibility
- Make informed & democratic quality decisions
- Use emotional intelligence to connect
- Create a culture of curiosity and enquiring thinking

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **74.60%**.

EXPECTED COMPETENCY LEVELS

You are able to develop and communicate explicit links between your team and the organisation's business priorities and the congruent objectives for your team to allow them to perform and contribute.

You will be able to build networks amongst peers and use the networks to share ideas and advance your own professional development. You will also be able to manage the process to identify and engage internal and external stakeholders and proactively build appropriate business relationships.

You are able to utilise many different styles of communication for your team members, peers and stakeholders and can adjust your own style accordingly to suit others styles for achieving appropriate outcomes. You proactively use behavioural flexibility when communicating, creating greater engagement with people who are in your sphere of influence. You can identify stress factors for your team, and you initiate conversations to rectify situations that may cause undue stress and therefore, impact engagement.

Furthermore, you are able to ascertain the root cause factors of situations, both positive and constructive, and make sound decisions in the absence of information. You are confident in discussing decisions with your team and delegate many decisions to them based on their sphere of influence, demonstrated skills, ideas and opinions. You practice corporate and emotional (personal) transparency around your own decision-making, which encourages your team and peers to do the same.

You can identify factors that enhance employee engagement and contribution, and you proactively seek these factors in your team or organisation. In addition, you will be able to state sources of information or tools to improve engagement within your team or organisation, and you may seek team and peer input in implementing your ideas around this.

Finally, you will be able to brief any new incoming team member, leader, coach or consultant sourced from

outside the organisation to orientate them around the organisation's cultural web. You seek linkages to set them up for success and show empathy whilst they are in their learning phase.

4. Emotional Intelligence

What is this?	Why is it relevant?
<p>Emotionally intelligent leaders use behavioural flexibility to impact an outcome or interaction through awareness of self and others.</p> <p>For example, a leader that has insight into a situation and the people involved can communicate, negotiate, and build trust by flexing their emotional state, by controlling their actions and by being purposeful in their actions. This, in turn, imbues the same emotionally intelligent behaviours in others.</p>	<p>Emotionally intelligent leaders are able to:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Provide advice that is trusted<input checked="" type="checkbox"/> Negotiate and understand the drivers of others<input checked="" type="checkbox"/> Improve workplace relationships<input checked="" type="checkbox"/> Increase collaboration through trust and rapport

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **73.02%**.

EXPECTED COMPETENCY LEVELS

You are able to develop leadership attributes and behaviours of well rounded, respected and stable leaders that relate to high employee engagement and satisfaction. You do this by demonstrating these attributes within yourself and by coaching others. You understand the impact of behaviours between people and situations and can read situations well to understand the drivers of any behaviours, and the impact changing them can have with attracting, retaining and developing employees within the organisation. Peers and stakeholders in the organisation look to you for leadership and guidance.

In addition, you will be able to use a wide range of behaviours and often anticipate when you will require flexibility, within reason, to adjust your own or other people's behaviours to ensure successful outcomes from conversations and communication. You will be able to advise others on how to use behavioural flexibility, and guide others appropriately.

Furthermore, you will also be able to list the factors that initiate, influence and administer small or large organisational change and can understand the impacts this can have on employees as they adjust to the varying stages of change. You can anticipate their reactions to change and you seek out the right systems or support required at varying stages of change to set people up for success where possible.

Finally, you can show assertive behaviour when it is called for to peers, management and your team. You are self aware of reactions and the reactions of others when being assertive and you transparently communicate the reasons behind the emotions used to remove assumption so that you can continue to build assertiveness as a more effective communication style.

5. Endorse, Support and Develop

What is this?

Developmental leaders are active ‘flag bearers’ for the team, being advocates of them and encouraging opportunities for growth and personal development.

They are leaders who create team structures and opportunities that allow people to flourish since they understand the innate human need for growth and development. These leaders are supportive of the team and their individual needs, creating the next level of technical experts and leaders.

Why is it relevant?

Developmental leaders are able to:

- Develop critical talent
- Build robust organisational and team capability
- Increase retention and engagement
- Create future leaders and specialists

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **73.02%**.

EXPECTED COMPETENCY LEVELS

You are able to develop a business case for diversity for your team or organisation, and champion that business case with other managers. You develop a range of measures to track the benefits of diversity across the team or organisation. In addition, you encourage your team members to think in diverse ways and to encompass the full skill set they bring to their role.

You can design and conduct a process of structured decision-making to reach an individual or team based conclusion based on the analysis of facts, data and information and you teach your team to do the same. You can develop and mentor others in a structured approach to problem solving and decision-making utilising a variety of approaches for reaching an appropriate outcome. The processes will feature repeatable methodologies and defensible processes. The outcome will be team members are encouraged to be solutions focused.

When approached for advice by team members or peers, you will be able to design and conduct a structured process to specify the advice needed, address when and why it is needed, and provide conditional advice that best meets the needs of those seeking input.

Finally, you will be able to participate in discussions with team members and peers on topical issues and discuss the potential opportunities for you, your team and/or organisation. You will be able to influence others both within and external to your team or organisation, and your position will reflect both the content of the issue and the needs and issues presented within your team and/or organisation.

6. Culture and Change Leader

What is this?

Change leaders exemplify the behaviours that create engagement whilst building new norms and proactively leading change.

They anticipate change and the impact of it on people. With a focus on culture, this leader displays the expectations they have of their teams - they create a transparent culture of "do as I do" and with this, they drive cultural consistency.

Why is it relevant?

Culture and change leaders are able to:

- Improve stakeholder engagement
- Drive a sustainable performance culture
- Lead the way with change
- Drive positive cultural behaviours and norms

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **79.37%**.

EXPECTED COMPETENCY LEVELS

You are able to apply a recognised change management methodology to a change program and develop a coherent plan that reflects the actual barriers, risks and opportunities within your team or organisation. The selection of change methodologies will be appropriate to the context and scale of the change needed, and the methodologies will be correctly applied. You understand the factors required for resilience in times of change, and you communicate this with others involved in any change to build resilience at varying stages of change and enhance a change culture.

You can translate new ideas from published research sources into practical opportunities to adopt new and better managerial practices. You identify the supporters and potential barriers to change, and act on each appropriately. In addition, you will be able to engage with more senior managers and 'tune in' to their priorities to develop clear plans to support realisation of the team and/or organisation's goals. You may need support to influence their priorities to align with what is most appropriate.

You will be able to adopt improvements to your managerial and leadership development through a structured process, based on championing your personal development through leadership growth. You will also be able to identify development for future leaders, who display the appropriate leadership cultural behaviours and norms, and support and enhance their development and succession within the organisation.

You can create opportunities and a culture around innovation, which enhances work performance or team and organisational efficiency, and sponsor the recognition of new ideas or new ways of working from your team and leaders. You are also able to influence other stakeholders to act as change agents or to champion innovation within the organisation.

7. Relationship Management

What is this?

Relationship leaders identify key stakeholders who may impact on organisational and team success and they actively build genuine connections, whilst nurturing and leveraging these relationships for mutual benefit.

Relationship leaders understand the value of relationships as a driver of success and they teach their team the same – this creates a team unit who actively drive meaningful interactions that underpin outcomes.

Why is it relevant?

Relationship leaders are able to:

- Demonstrate a link between strategy and collaboration
- Lead by example
- Improve business partnerships
- Put people before process thereby increasing engagement

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **74.60%**.

EXPECTED COMPETENCY LEVELS

You actively identify the behaviours and activities commonly used to build and maintain effective strategic relationships with relevant, internal and external, key business partners and you proactively make decisions to rectify potential issues in these relationships. You will be able to openly discuss your business and team needs to your stakeholders and service providers (and vice versa) and you negotiate their needs to meet mutual outcomes. Your approach is 'inclusive' and aligned to delivering tangible organisational outcomes.

You develop guidance, training and/or policy to support team members in achieving and maintaining effective working relationships, and managers approach you for advice. You can list the attributes, behaviours and alignment to values of effective team members, future leaders and business partners and you proactively assist them to leverage the workplace relationship within their sphere of influence.

Furthermore, you deeply understand the characteristics of an effective and positive working relationship, both internally and externally, and you can identify early indicators in order to trigger appropriate responses to address relationship risks. You will be able to list a selection of methodologies and tactics that may be used to rectify current and present relationship risks, and you can anticipate unplanned or unforeseen risks, including the consequences surrounding the impact the relationship has on the business.

Finally, you will be able to design and conduct stakeholder and peer reviews and capture lessons learned and feedback those lessons into continuous improvement initiatives to your team for greater impact in their workplace relationships.

8. Coach and Mentor

What is this?	Why is it relevant?
<p>Coaches and mentors see their success and failures to share experience and lessons learned so others may grow.</p> <p>For example, a leader who can use effective questioning, story telling, collaboration and development tools to develop the skills of others, actively imparting what they know gained through years of experience and learning.</p>	<p>Coaches and mentors are able to:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Question for greater understanding and appreciation<input checked="" type="checkbox"/> Improve performance planning<input checked="" type="checkbox"/> Be seen as a trusted advisor<input checked="" type="checkbox"/> Translate organisational or industry knowledge into personal development<input checked="" type="checkbox"/> Increase emotional intelligence and connections

YOUR RESULT

In this step you assessed yourself at the **Practitioner Level**. Based on your assessment the accumulated average across the nine self-assessment questions is **80.95%**.

EXPECTED COMPETENCY LEVELS

You proactively access up to date information around industry practices relating to your field and often seek them out to share with your team. You can identify trends when they are hot topics and regularly initiate conversations with your team and peers about their thoughts and opinions on them and seek ways to stay ahead of the curve. You practice thought leadership and you feel confident sharing your opinions and discuss 'what if' scenarios to generate original thought.

You understand the attributes of a high performing leader and a high performing team and seek out opportunities for your team to be exposed to stretching their skill sets, coaching them through increasing their performance and contribution. You understand the processes that underpin positive performance management and can understand the impact this can have on employee satisfaction, engagement and retention when mapping out opportunities to up-skill, grow and contribute.

You can create an open dialogue with your team, peers and more senior managers about business performance and offer up the services of your team and yourself to assist them if you see you can add value.

Finally, you show a healthy balance between managing the business and leading and coaching people. You can manage upwards effectively when there is pressure from the business and cascade what is appropriate to your team so that they can remain focused on their roles and how they contribute.



Alan Myers

*Get ready to embark on
your 2015-2016
skills boost program!*

This program has been specifically designed for you
and includes an e-Learning Plan together with
workshops that will suit your role and your skills.



**Queensland
Government**

Welcome to the
**Critical Skills
Boost Program**



In partnership with 
comprara
Critical Skills Boost Program

Your high priority workshops

These are your high-priority training workshops.

Note: This summary is intended to be used as a guide only and all recommendations are intended to be discussed with your line manager to ensure alignment with organisational, team and individual requirements.

ENABLING EFFECTIVE CONTRACT MANAGEMENT

This workshop aims to equip participants with the underpinning knowledge to support effective leadership of the contract management function. It is aimed at leaders and senior managers who are responsible for contract management in their organisation. Attendance will help raise understanding of contract management and how better outcomes may be achieved through effective leadership of the process. As well as this, participants will gain three key benefits from attending:

- ✓ More appreciation of what 'good practice' looks like in contract management
- ✓ More appreciation of the capabilities needed to drive effective contract management
- ✓ Less likelihood of the contract management process failing to achieve the planned outcomes due to poor functional leadership.

[CLICK HERE TO LEARN MORE ABOUT THIS WORKSHOP >](#)

ENABLING BETTER BUSINESS OUTCOMES FROM THE PROCUREMENT PROCESS

This workshop aims to equip participants with the underpinning knowledge to support effective leadership of the category management and/or sourcing function. The workshop is aimed at leaders and senior managers who are responsible for the delivery of procurement outcomes in their organisation. Attendance will help raise understanding of the procurement process and the how better outcomes may be achieved through effective leadership of the process. As well as this, participants will gain three key benefits from attending:

- ✓ More appreciation of what 'good practice' looks like in managing the procurement process
- ✓ More appreciation of the capabilities needed to manage the procurement process
- ✓ Less likelihood of the procurement process failing to deliver the planned outcomes due to poor functional leadership.

YOUR KEY LEARNING OUTCOMES

1. Identify the key success factors for a procurement process which drives value for money outcomes
2. Define what 'good' looks like for key enablers of the procurement process
3. Identify the capabilities that underpin superior performance in managing the procurement process
4. Develop appropriate metrics and reports to monitor the performance and contribution of the procurement process

[CLICK HERE TO LEARN MORE ABOUT THIS WORKSHOP >](#)

Your leadership team workshops

INTRODUCTION

Based on Patrick Lencioni's New York Times best-seller, 'The five dysfunctions of a team' and customised to highly functioning procurement leadership, Comprara brings you a leadership program that will help you to overcome these obstacles that prevent even the most talented teams from delivering results.

This program consists of five intensive leadership workshops.

These workshops are based on the model shown below and will reveal attitudes that may be holding your team back. Practical application provides leaders with information and strategies to apply immediately and expedite the delivery of real results.



LEADERSHIP IN ACTION

A key development program for our Procurement and Contract Management leaders.

www.criticalskillsboost.com





OVERCOME FIVE KEY OBSTACLES



Leadership Behavior	Obstacle	Result
Delivers by working across boundaries	Intention of RESULTS	Focus on delivering measurable results
Champions innovative ideas & solutions	Avoidance of ACCOUNTABILITY	To take accountability requires prior commitment
Leads change	Lack of COMMITMENT	Commitment follows healthy conflict
Navigates ambiguity & politics	Fear of CONFLICT	Healthy conflict implies candid debate
Demonstrates broad perspective	Absence of TRUST	Building trust requires vulnerability

Procurement Leadership in Action
+ Workforce Capability Success Profile
= delivering business outcomes.

[CLICK HERE TO LEARN MORE ABOUT THIS WORKSHOP >](#)



Gain a globally recognised qualification.

To achieve a qualification

The Procurement Academy is an on-line portal containing the world's largest collection of high impact e-learning modules where you complete on-line training modules over **12 months** to receive your qualification. You will also have access to articles, on-line simulations and tasks. The qualification requires you to complete 4 written assignments which need to be approved by your manager prior to achieving your qualification.

Certified International Procurement Professional (CIIPP)

62.5 hours of online learning (approx.)

For the qualification – students are awarded upon successful completion of on-line modules that cover 9 competencies: Sourcing, Negotiation, Legal, Finance, Cost Management, Operational Procurement, Contract Management, Strategy and Sourcing.

Certified International Advanced Procurement Professional (CIAPP)

99 hours of on-line learning (approx.)

For the qualification – students are awarded upon successful completion of on-line modules that cover 10 competencies: Sourcing, Negotiation, Legal, Finance, Cost Management, Operational Procurement, Contract Management, Strategy and Sourcing, Category Management.

While every student has a specific learning plan for their qualification – they also have access to the entire catalogue of e-learning available through the Procurement Academy for a period of 12 months. The portal enables the delegate to access online educational modules and complete activities and tasks including simulations as a way to embed the learning and gain their qualification.



AWARDING BODY

The International Federation of Purchasing and Supply Management (IFPSM)

These qualifications are achieved through the IFPSM. The International Federation of Purchasing and Supply Management (IFPSM) is the union of 48 national and regional purchasing associations worldwide, who have around **200,000 purchasing professionals** as members:

<http://www.ifpsm.org/>

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Critical Skills Boost Program

A partnership between Comprara and Queensland Government

About Comprara

is delivered to you by Comprara

Comprara work with ASX 200 companies including some of the largest organisations in Australia and New Zealand in Telecommunications, Health, Energy, Financial Services, Retail Banking, Aviation, Manufacturing, Utilities, Transport, FMCG, Resources as well as the Public Sector including water authorities, local government and not-for-profit organisations.

PROCUREMENT SOLUTIONS THAT HELP YOU GAIN MORE GROUND

Typically Comprara is appointed by the Chief Procurement Officer to deliver quick results, minimise supply risks, review and transform processes, recover delinquent projects, build capabilities and tackle tough spend categories. You can lean on us to help you reduce the overall cost of acquisition through best practice sourcing and purchasing strategies, processes and technologies.



Strategy
By taking the unbeaten road,
our clients make discoveries
they had never seen before.



Solutions
Toolkits packed with smarts.
We've done the thinking
for you.



Services
From operational to
mission critical, it's our job
to secure supply.



Training
Achieve better pricing,
lower risks and unlock
greater value.



GAIN MORE GROUND

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