



## **Ascentia Development Report Sample - Sales Director** with Competency Feedback

*for* **Suzanne Example**

4/15/2003

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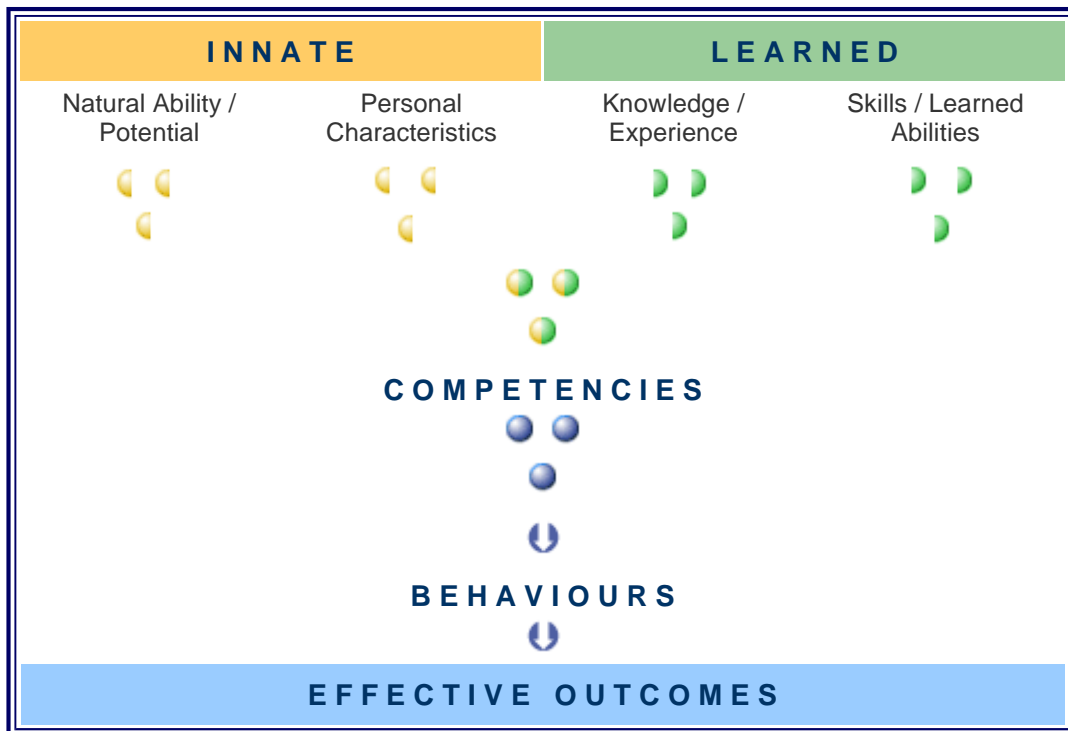
Norms used for this report: UK

In today's work environment, it is a given that we all must take personal responsibility for maintaining and improving our abilities and potential at work -- so that we are prepared to maintain our current value in the workplace and improve our value over time.

Most organisations define what they need from people in terms of competency -- What competencies does a person need to regularly display to be effective in a current position or develop to be effective in a future position?

How do you improve or develop competency? The first step is to understand what competencies are required in your job or the job to which you aspire. This ASSESS report provides the competency model for a specific job (current or future position) as defined by your organisation.

The second step is to target and develop some of the building blocks of these competencies. Competency in an area is the result of many factors working together, which include innate characteristics (natural ability, personality) and learned characteristics (knowledge, experience and skills) as is presented in the following chart.



The ASSESS system evaluates your work personality and (in some cases) abilities and helps you to consider how these innate characteristics impact competency.

### Overview of Your Development Report

The first section of this report presents your Competency Model and feedback on your ASSESS results. These results will be interpreted in terms of how your personality and abilities may help or hinder the development or display of each competency.

Next, specific development suggestions are provided to help you develop in the areas highlighted by ASSESS.

Finally, the last section of the report provides you with a framework for setting goals and creating a development action plan.

### Who Should See This Report

This report has been written for your personal use. We hope it will help you to think about and plan for your career development. You may want to share all or parts of this report with others, especially if you trust their judgement and wisdom, and if they can assist you with career and development resources or advice. People to consider might include a family member, a current or past manager, a trusted mentor, a Human Resources representative or a career counsellor.

### Interpretation Assistance

This report is written using a computerised expert system that interprets your results and writes your report in the same manner that a Bigby, Havis & Associates psychologist would. It is designed to be read by you, the person evaluated, without special interpretation by a professional. However, additional assistance from a professional can be provided through your sponsoring organisation. See your ASSESS coordinator to make arrangements.

### In Reviewing Your Report, Keep The Following In Mind:

The results are based on your self-perceptions and may be influenced by a favourable or unfavourable self-image. Others may see you differently than you see yourself.

We have compared your raw scores on the ability tests and the personality survey to a professional norm group (people who work in jobs which, for the most part, require education or training beyond the high school level) to make the statements and suggestions you will find in this report. It may be useful to think "compared to most professionals" as you read each.

The report does not take into account your background, training, technical skills or experience. Therefore, the results do not measure your personal effectiveness or the quality of your job performance; rather, they describe abilities and characteristics that (along with these other factors) may influence your job performance.

Many of the characteristics described in this report could be assets in some circumstances and liabilities in others. You will notice that a characteristic may appear as a strength in relation to one competency, but a weakness when considered in relation to another competency.

Be careful not to over emphasise specific statements. Instead consider the overall picture and how your assessment results fit with your job, career and personal expectations (how you would like to be).

Take the time to read and consider the ASSESS Report information:

1. Take an open, non-defensive attitude when reviewing the material. Review each section carefully and, as you consider the feedback statements, try to think of specific examples that can confirm which assets and liabilities do or do not apply to you.
2. If you are not sure that a statement in the report describes you, ask someone you feel will give you honest feedback for their opinion.
3. After reviewing your results, use the Goal Setting section of this report and the additional resources provided at [www.bigby.com/systems/ASSESSv2/resources/employee](http://www.bigby.com/systems/ASSESSv2/resources/employee) to help you set goals for your development and to construct an action plan for achieving your goals.

Over time, people change. If several years have passed since the date of this report, the results may no longer fit you. Remember, when you completed the assessment instruments you were at a particular age, stage of development, level of experience, etc. With the passage of time, the characteristics measured by ASSESS may have changed.

Since abilities can impact most competencies, they are reported separately here.

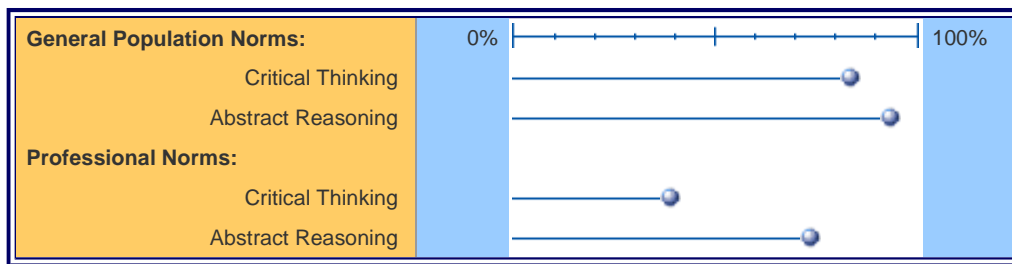
The following results are based on your performance on standardised ability tests. They are presented as percentile comparisons to professional norms (people who, for the most part, have an education at or beyond the college undergraduate level) and to general population norms (people who, for the most part, have a high school education).

With few exceptions, if you are in or are considering a position requiring a college degree, you should pay most attention to the professional norm group comparisons. However, if you have limited formal education, the general population comparisons may be more appropriate.

Remember, your results on the intellectual ability tests are only a partial indication of your potential to be successful at a job. Other factors such as education, technical training, job-related experience, personal accomplishments and character are different, but equally important, indicators of potential future success.

Scores were available for the following ability tests:

**Intellectual Ability Scores Compared to:**



**Comments:** You should be able to perform arithmetic calculations as well as the typical professional and better than the average person.

You should have no difficulty solving business math problems or converting word problems to quantitative relationships.

You have a very good vocabulary and should, therefore, have no difficulty reading and understanding written materials of various types and should be capable of communicating your ideas well.

You should be able to analyse and reason through verbal information quickly and without difficulty.

While you should be able to reason through verbal and quantitative information to solve problems more quickly than the average person, you may be somewhat slower or less skilled than the typical professional. It is possible that your somewhat low score on this test reflects a careful or methodical thinking style rather than low-average abilities. You may be the type of person who is best suited to a job where you can take your time solving these types of problems. Alternatively, your verbal or math reasoning skills may be weak. If so, consider the developmental suggestions provided in a later section of this report.

You should be able to solve problems that involve complex, abstract information as well as the typical professional and better than the average person. You should also be capable of grasping new ideas and solving problems that are outside your usual experience.






**Ascentia Development Report Sample - Sales Director**

<b>Customer Focus</b>	Anticipating customers' needs and designing, promoting or supporting the delivery of products and services that exceed customers' expectations.
<b>Decisive Judgement</b>	Making good decisions in a timely and confident manner.
<b>Driving For Results</b>	Challenging, pushing the organisation and themselves to excel and achieve.
<b>Managing Others</b>	Directing and leading others to accomplish organisational goals and objectives.
<b>Motivating Others</b>	Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.
<b>Negotiation</b>	Identifying the needs and motives of both parties involved and working toward mutually beneficial agreements.
<b>Resilience</b>	Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.
<b>Persuading To Buy</b>	Convincing others to buy a product or service.

*\*Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

## Reading The Competency Graphs:

- For each personality characteristic, a distribution of possible scores (from less to more) is displayed in deciles (1-10% = 1st decile, 11-20% = 2nd decile, etc.) using ten graph blocks.
- This distribution is based on a large professional norm group across multiple industries and organisational levels.
- Your score on each personality characteristic is represented by the graphic character .
- Overlaid on the normative distribution, the colours and shading on the graph represent desirable ranges on each characteristic for a particular competency.
- Ranges in which a characteristic may help are marked with most shading (  ).
- Ranges in which a characteristic may be a potential concern have no shading (  ).
- You will notice from the pattern of shadings that low scores are not necessarily bad and high scores are not necessarily good.
- Also notice that the *Helps* and *Potential Concerns* ranges for a characteristic may differ by competency. For example, a higher level of assertiveness may be more desirable for one competency than another.

















## DEVELOPMENT SUGGESTIONS

In this section of the ASSESS Development Report we provide Development suggestions for minimising or compensating for potential weaknesses. We highlight these areas because we think, based on your results, you should consider them when you are setting goals and when you are writing an action plan. Some of these probably are areas you have already identified for improvement; others may be new.

For each suggestion, we highlight the competencies that it may impact and give you specific suggestions for action steps you may want to include in your Development Action Plan. These include: on-the-job activities, books to read, tapes to listen to, and/or seminars to attend. Think of these as a starting point and enlist the suggestions of others as you complete your plan in the next section of this report.

## Low Serious-Minded Thinking

Competency(ies) This May Impact

- Decisive Judgement

The assessment results suggest that you are the type of person who likes to quickly evaluate a situation and decide on a course of action. While you are likely to proceed when others might be cautious and hesitant, if not properly managed, this could also result in making decisions without sufficient consideration of alternatives and possible consequences. If you find yourself making decisions that are not as well thought out as you would like or doing things that you later regret, consider the following suggestions.

### *Activities*

Pause a few minutes to think through your decisions or actions and their implications before reacting. Avoid making snap decisions or quick assumptions.

Develop the habit of reviewing alternatives and their potential consequences before responding.

Especially for important decisions, follow the maxim of "think once, think twice, and sleep on it" before committing yourself.

In general, follow these guidelines for decision making:

- Identify and gather all the information you need.
- Look for the real cause of the problem.
- Weigh different solutions.
- Avoid making snap decisions. Once you have made your decision, keep an open mind to new information.

When implementing an initiative, make sure that you take the time to plan your actions. Before jumping in:

- Identify the issues that may arise during implementation. Who are the affected parties? Who needs to be involved in the process? What type of information do you need to get started?
- Develop a detailed plan and time-line. (What, when, who, and how)

### *Books*

Consider reading one or more of the following books:

[Acceptable Risk](#) by Baruch Fischhof, Stephen Derby, & Sarah Lichtenstein, Cambridge University Press, 1984.

[Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them](#) by Edward Russo & Paul Schoemaker, Fireside, 1990.

[Smart Choices: A Practical Guide to Making Better Decisions](#) by John Hammond, Ralph Keeney & Howard Raiffa, Harvard Business School Publishing, 1998.

### High Fact-Based Thinking

Competency(ies) This May Impact

- Decisive Judgement

The assessment results show you to be very fact-based in your thinking. While this approach can be an asset, you may be so data driven that you tend to view things in a black-or-white manner and fail to allow room for grey areas or exceptions to rules. Consider the following suggestions:

#### *Activities*

Challenge yourself to "read between the lines" rather than assuming things are black or white. Make a conscious effort to look for the subtleties of situations before coming to a conclusion or forming an opinion. Guard against being stubborn or overly opinionated in your views.

Before making a decision, ask for input from those who will be affected by the decision. Try to use (or at least consider) this input when making your decision.

Play devil's advocate for yourself. Look at the other point of view before defending your own.

Remember that intuition can be just as important as (and sometimes more important than) facts. When others feel strongly about something, take time to consider their perspective. Allow them the opportunity to build a case for their opinion.

Make a greater effort to remain open-minded to new ideas. Truly innovative concepts may not yet have had a chance to be proven or supported by data. Rather than discounting, try to conceive of a way to test the theory.

#### *Books*

Consider reading one or more of the following books:

[Breakthrough Thinking: The Seven Principles of Creative Problem Solving](#) by Gerald Nadler & Shozo Hibino, Prima Communications Inc., 1998.

[Lateral Thinking: Creativity Step-by-Step](#) by Edward De Bono, Harper and Row Publishers Inc., 1990.

[Listening: The Forgotten Skill](#) by Madelyn Burley-Allen, John Wiley & Sons Incorporated, 1995.

## Low Work Pace

Competency(ies) This May Impact

- Customer Focus
- Driving For Results
- Managing Others
- Motivating Others
- Persuading To Buy

A review of your answers to the personality questionnaire suggests that your work style is likely to be unhurried. Certainly, there are many paths to productivity and effectiveness, not all of which include moving fast. Good personal organisation, working smart, and being smart can all have as much or more influence as a high energy level. Getting many things done quickly may or may not be important to effectiveness in your job or to you personally. However, if you find yourself missing important deadlines that you could have met by stretching yourself a little, not getting as much done as you should, or simply wishing you could be more energetic, consider the following suggestions:

### *Activities*

Set ambitious, urgent time deadlines in your work. This applies to important decisions as well as projects.

Set intermediate or check point deadlines for lengthy projects to ensure that you complete required steps on schedule.

Take a look at your schedule of physical exercise and make sure that you are doing some type of exercise on a consistent basis. (Be sure to check with your doctor before beginning any exercise program.)

If you suffer from "afternoon fatigue," you may want to watch what you eat for lunch. Dieticians often recommend a small, high protein meal at lunchtime while avoiding alcohol and sugary desserts. Also, try to spend a short amount of time doing light aerobic exercise (for example, walking) during your lunch break. Exercising and practicing relaxation techniques on a regular basis may also increase your energy level.

Be aware that there are many time wasting events that disrupt our productivity daily. Use the guidelines below to learn how to handle some common time wasters.

### Personal Disorganisation:

- Finish what you start, avoid jumping around between several unfinished projects.
- Designate a spot for the paperwork, books, etc. that you use most frequently and keep them there.
- Keep your desk clear of non-current projects and paperwork.

### Lack of Objectives, Priorities and Deadlines:

- Make a list of your goals and objectives at the beginning of each day (a "to do" list).
- Break large jobs into smaller pieces. Be sure to get started on parts of the job that you dislike early. Reward yourself periodically by doing a part of the job you really enjoy.
- Attempt your highest priority items at your best time of the day. (Morning is usually best.)

- Set firm deadlines for having a job done.

Indecision or Procrastination:

- Make the decision to get started on a project and go public by announcing it to others.
- Reward yourself for persistent effort with short breaks.
- Set short-term goals that lead to project completion.
- Be willing to make decisions based on partial information.

Fatigue:

- When you find yourself wasting time through daydreaming or other non-productive behaviour, take a short break. Get up, walk around, and then go back to work.
- When you are genuinely tired, call it a day. Plan on being productive after you have rested.

*Books*

Consider reading a book on Time Management:

[First Things First Every Day: Because Where You're Headed Is More Important Than How Fast You're Going](#) by Stephen Covey, A. Roger Merrill, & Rebecca R. Merrill, Fireside, 1997.

Managing Management Time by William Oncken, Jr., Englewood Cliffs, NJ, Prentice-Hall, 1989. (Out-of-print classic. Look for it in your local library.)

[The Time Trap](#) by Alex MacKenzie, AMACOM, 1997.

[How to Get Control of Your Time and Your Life](#) by Alan Lakein, New American Library, 1996.

*Books*

Read a book on Procrastination or Indecisiveness such as:

[The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play](#) by Neil Fiore, JP Tarcher, 1989.

[Overcoming Procrastination; Or How to Think and Act Rationally in Spite of Life's Inevitable Hassles](#) by Albert Ellis, & William Knaus, New American Library, 1983.

[The Procrastinator's Handbook: Mastering the Art of Doing It Now](#) by Rita Emmett, Walker & Company, 2000.

*Books*

There are many good books on *Health and Fitness*. Some of these include:

[The Aerobics Program for Total Well-Being](#) by Kenneth Cooper, Bantam Doubleday Dell Publishing Group, 1985.

[14 Days to Wellness: The Easy, Effective, and Fun Way to Optimum Health](#) by Donald Ardell Ph.D., New World Library, 1999

[Tired of Being Tired: Overcoming Chronic Fatigue & Low Energy](#) by Michael Schmidt, Frog Ltd, 1995.

[The New Fit or Fat](#) by Covert Bailey, Houghton Mifflin Company, 1991.

*Tapes*

Listen to an audiotape while driving or exercising:

[Working Smarter: How to Get More Done in Less Time](#) by Michael Leboeuf, Simon & Schuster (Audio Cassette), 1995.

## High Self-Reliance

Competency(ies) This May Impact

- Decisive Judgement
- Managing Others

You describe yourself as a highly self-reliant person. This is a strong personal asset in that you should be capable of taking the initiative, deciding upon courses of action, and handling things on your own. However, some highly self-reliant people have difficulty involving others in their activities. They tend to try to do too much themselves and may not collaborate, ask for assistance, or delegate sufficiently. If this describes you, consider the following suggestions:

### *Activities*

Convince yourself that you do not need to "do it all." It is okay to rely on others.

Make a conscious effort to involve others in the decision making process. Subordinates (or others less capable or less knowledgeable than you) may not make decisions as good as yours the first time they try. However, they will improve with the practice they will get if you involve them. Furthermore, as they grow in their capabilities, you can spend more of your time on more important issues, more complex problems, etc. Think of this as a short-term investment for long-term gain.

Similar points could be made for sharing or delegating responsibilities. Others may not be able to do the task as well as you, but they will never get better if you continue to do things yourself. You will find that the extra effort you invest in overseeing the work of others while they learn (to do the task as well as you could have) will reap large rewards in the long term. They will become more capable and will need less help, and you will have more time to concentrate on the more important tasks in your job.

Some general suggestions for delegation include:

- Recognise the fact that others can assume responsibilities and can frequently accomplish tasks as well as you can.
- Delegating is an excellent way of training people and developing their skills.
- Avoid delegating only those jobs you do not want to do yourself. When you have to delegate a "dirty job," assure the employee that this job is important and that they will not always get the "dirty jobs" to do.

Steps in the delegation process include:

1. Periodically review your key tasks and evaluate the readiness of your subordinates.
2. Ask yourself which tasks could which subordinates do now, if they stretched themselves a little with your help.
3. Identify tasks suitable for delegation.
4. To each subordinate, communicate the task and your confidence in their ability.
5. Train, coach and offer performance feedback when needed.

6. Check on results or progress.

### *Books*

Consider reading one or more of the following books:

Managing Management Time by William Oncken, Jr., Englewood Cliffs, NJ, Prentice-Hall, 1989. (Out-of-print classic. Look for it in your local library.)

[Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together](#) by Robert Hargrove, Pfeiffer & Company, 1995.

[The One Minute Manager Meets the Monkey](#) by Kenneth Blanchard, William Oncken, Jr. & Hal Burrows, Quill, 1991.

[In Search of Excellence: Lessons From America's Best-Run Companies](#) by Tomas Peters & Robert Laterman, Jr., Warner Books, 1988.

[Bringing Out the Best in People: How to Enjoy Helping Others To Excel](#) by Alan McGinnis, Augsburg Fortress Publishers, 1985.

[The Empowered Manager: Positive Political Skills at Work](#) by Peter Block, Jossey-Bass, 1991.

[The One Minute Manager](#) by Spencer Johnson & Kenneth Blanchard, Berkley Publishing Group, 1993.

[The 3 Keys to Empowerment: Release the Power Within People for Astonishing Results](#) by Kenneth Blanchard, John Carlos & Alan Randolph, Berrett-Koehler Publishers, Inc., 1999.

### *Tapes*

[Do's and Don'ts of Delegation \(Audio Cassette\)](#) by Gary Fellows, Simon & Schuster, 1988.

[The One Minute Manager \(Audio Cassette\)](#) by Kenneth Blanchard & Spencer Johnson, Simon & Schuster, 1994.

[The One Minute Manager \(Audio CD\)](#) by Spencer Johnson & Kenneth Blanchard, 2001.

### Low Follow-Through

Competency(ies) This May Impact

- Driving For Results

Your responses to the assessment suggest that, while your intentions may be good, you may not always complete the tasks that you start or consistently fulfil your commitments. It may be that you commit to doing too much or fail to focus on key priorities. This may hinder your performance as well as the performance of others who are depending on you. To increase your persistence and follow-through, consider the following suggestions.

#### *Activities*

organisation skills can help you manage your activities. Take 10 minutes at the end of each workday (or first thing in the morning) to make a list of what you will be doing that day. Prioritise your activities and focus on the high priority tasks first.

Make sure that you keep track of deadlines. Use a whiteboard or an electronic calendar to remind you of important deadlines. Set interim deadlines to ensure that you are progressing on tasks.

Always finish what you start. You may find yourself in situations where you have taken on more than you can handle, and so you delay something to do at a later time. For some tasks this may be fine, and even necessary in order to focus on higher priority issues, but make sure you communicate this to others, and make sure that the task you delay is not something that others are depending on.

Try to avoid over committing yourself. Do not agree to do something you cannot deliver. Be honest with others. Everyone is busy, and most people understand that there is only so much you can do. Try saying something like "Typically, I would not mind taking on that project/task, and would be happy to do it, but unfortunately this is a really busy week and I have many deadlines. Is it something that can wait until next week?"

Keep a record of how long it takes you to complete certain projects and tasks. This will help you to better project how long it will take you to complete something, and better predict a completion date.

Develop a time-organisation system. Write down all meetings, commitments, and deadlines so that others can depend on you.

When you complete a project, try to follow up with all those involved and give a status report. Set a reminder on your calendar to ensure you close the loop with others.

#### *Books*

Consider reading one or more of the following books:

[1001 Ways to Take Initiative at Work](#) by Bob Nelson & Matt Wawiora, Workman Publishing Company Inc., 1999.

[Beware the Naked Man Who Offers You His Shirt: Do What You Love, Love What You Do and Deliver More Than You Promise](#) by Harvey Mackay, Ballantine Books (Trd Pap), 1996.

## High Assertiveness

Competency(ies) This May Impact

- Negotiation

In your responses to the personality questionnaire you described yourself as a highly assertive person who should be comfortable directing and influencing others. Certainly this is an asset in most business situations, as well as life in general. However, if not properly restrained, assertiveness can degenerate into aggressiveness, that is, taking or demanding what you want at the expense of the needs of others. Also, exceedingly assertive people can intimidate less forceful people with the result that important feedback, suggestions, alternatives, and cooperation are inhibited. Consider some of the following suggestions to help you temper your assertiveness:

### *Activities*

Develop your listening skills so that you can become better aware of the impact your strong style has on others. You may find one of books listed below to be helpful.

Temper your directives to others with statements acknowledging that you hear and understand their opinions and comments.

To avoid sounding abrasive, remember to confront the issue instead of the person when you have a problem that you want to resolve.

Find other areas or activities where you can vent aggressiveness, such as running, walking, swimming, tennis or other vigorous exercise. (Be sure to consult a doctor before starting any exercise program.)

If you tend to control and direct others rather than approaching things from a "we" or "team" orientation, consider participating in a team building development exercise.

Attend an assertiveness training course at your local community centre, community college, university, or other source of adult education. In particular, look for one where you will have the opportunity to role play and receive feedback on the difference between assertion and aggression.

### *Books*

Read one or more of the following books on *listening skills*:

[Listening: The Forgotten Skill](#) by Madelyn Burley-Allen, John Wiley & Sons Incorporated, 1995.

[How to Speak, How to Listen](#) by Mortimer Adler, Collier Books, 1997.

[Effective Listening Skills](#) by Dennis Kratz & Abby Kratz, Irwin Professional Publishing, 1995.

### *Books*

Read a book on *win-win negotiations*:

[Getting to Yes: Negotiating Agreement Without Giving In](#) by Roger Fisher, William Ury, & Bruce Patton, Penguin USA, 1991.

[Getting Ready to Negotiate: The Getting to Yes Workbook](#) by Roger Fisher & Danny Ertel, Penguin USA, 1995.

[Getting Past No: Negotiating Your Way From Confrontation to Cooperation](#) by William Ury, Bantam Doubleday Dell Publishing, 1993.

[Bargaining for Advantage: Negotiation Strategies for Reasonable People](#) by G. Shell, Penguin USA, 2000.

#### *Books*

Consider a book on *positive assertiveness*:

[Managing Assertively: How to Improve Your People Skills: A Self-Teaching Guide](#) by Madelyn Burley-Allen, John Wiley & Sons Incorporated, 1995.

[Developing Positive Assertiveness](#) by Sam Crisp & Michael Lloyd, Crisp Pubns. Inc., 1995.

#### *Tapes*

Use driving or other down time to listen to one of the following audiotapes:

[The Secrets of Power Negotiating: You Can Get Anything You Want \(Audio Cassette\)](#) by Roger Dawson, Nightingale-Conant Corporation, 1989.

[Getting to Yes: How to Negotiate Agreement Without Giving In \(Audio Cassette\)](#) by Roger Fisher & William Ury, Simon & Schuster Trade, 1986.

### Low Need to be Liked

Competency(ies) This May Impact

- Managing Others
- Negotiation

Your assessment responses suggest that you may not put much effort into building and maintaining harmonious relationships at work. Having cooperative work relationships can often make the difference between success and failure on a project. If you would like to build better, more cooperative, and more productive relationships at work, consider the following suggestions:

#### *Activities*

Focus on cooperation and being a team player when working with others. Try to avoid unnecessary competitiveness.

Pay attention to the needs and concerns of others. Make a concerted effort to give people credit for their contributions and pay attention to the way in which each person you work with contributes to the success of your organisation.

Work on developing more of a "win-win" style in dealing with others. Recognise that compromise and accommodation can be an important in developing and maintaining effective work relationships.

Consider the development of your human relations skills in general. You will find that the payoffs, in terms of commitment and support from others, can be very large.

Below are some books you may find helpful in developing your ability to work with others.

#### *Books*

Consider reading one or more of the following books:

[People Skills](#) by Robert Bolton, Simon & Schuster, 1986.

[People Styles at Work: Making Bad Relationships Good and Good Relationships Better](#) by Robert Bolton, Dorothy G. Bolton, AMACOM, 1996.

[20 Communication Tips at Work: A Quick and Easy Guide to Successful Business Relationships](#) by Eric Maisel, New World Library, 2001.

[Working Relationships: The Simple Truth About Getting Along With Friends and Foes at Work](#) by Bob Wall, Davies-Black Pub, 1999

[Romancing the Room: How to Engage Your Audience, Court Your Crowd, and Speak Successfully in Public](#) by James Wagstaffe, Three Rivers, 2002.

### Low Positive About People

Competency(ies) This May Impact

- Customer Focus
- Managing Others
- Motivating Others
- Negotiation

The assessment results suggest that you tend to have a critical view of others. The positive side to this is that you are likely to catch small mistakes others make before they become large ones. Also, you are unlikely to let other people take advantage of you. The negative side is that you may tend to be too perfectionist, critical or hard to please. If these comments ring true for you, consider the following suggestions to increase your tolerance of others:

#### *Activities*

Ask yourself if you maintain a balanced perspective on others -- that is, do you place equal emphasis on others' assets and liabilities (their strengths and their weaknesses)?

Work on being more tolerant and also more realistic in your expectations of people. Try to judge others as you would like to be judged, and try to give people the benefit of the doubt and not assume their intentions are always suspect.

Give others a second chance once in a while.

Work at establishing relationships with others who are different from you. Interacting with people of different backgrounds will help you learn about the unique contribution others have to offer.

#### *Books*

Consider reading one or more of the following books:

[Truth, Trust, and the Bottom Line: 7 Steps to Trust-Based Management](#) by Diane Tracy & William Morin, Dearborn Trade, 2001.

[Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern](#) by Robert Shaw, Jossey-Bass, 1997.

[Trust and Betrayal in the Workplace](#) by Dennis Reina & Michelle Reina, Berrett-Koehler Publishing, 1999.

[Too Perfect: When Being in Control Gets Out of Control](#) by Allan Mallinger & Jeannette Dewyze, Fawcett Books, 1993.

[The Leadership Triad: Knowledge, Trust, and Power](#) by Dale Zand, Oxford University Press, 1996.

[Resolving Conflicts At Work : A Complete Guide for Everyone on the Job](#) by Joan Goldsmith & Kenneth Cloke, Jossey-Bass, 2000.

[Built on Trust: Gaining Competitive Advantage in Any Organization](#) by Arthur Ciancutti M.D. & Thomas Steding Ph.D., Contemporary Books, 2000.

Bridging Differences: Effective Intergroup Communication by William Gudykunst, Sage Publications Incorporated, 1998.

## Low Criticism Tolerance

Competency(ies) This May Impact

- Negotiation
- Resilience

Your assessment results suggest that you may tend to take negative feedback more personally than it is intended. At times, you might be hurt and offended by this feedback even when the intent of the other person is to provide you with constructive information for improvement. If not managed, this oversensitivity could interfere with the quality of your interpersonal relationships. This may be perceived as defensiveness by others and discourage them from providing you with valuable suggestions and feedback. People may stop giving you advice and you may miss the opportunity to receive genuine improvement ideas from others.

### *Activities*

To develop more objectivity in your interpersonal relationships:

- Ask yourself why your feelings are hurt. Is it because you demand perfection of yourself and overreact to any suggestion that you are less than the best? Keep in mind that everyone has assets and liabilities (strengths and weaknesses). Be easier on yourself. Try to be good, even very good, but not necessarily perfect every time.
- The next time you feel someone is being critical of you, step back from the situation and try to view it in a more objective manner. Maybe they are just trying to give you information, not making a statement about your personal value or worth.
- Remember that all of us need feedback, both positive and negative, to grow and develop. Try to accept both gracefully. If you respond too defensively, people may stop providing you with this valuable information.

To be more effective in receiving feedback:

- Recognise that, while others may not always know how to give feedback in the most constructive or most tactful manner, the information they are trying to convey may be very useful.
- Listen carefully and try not to interrupt. Take your time to analyse the feedback and try to respond objectively.
- Ask questions to make sure you understand. (For example, "Can you give me an example of what you mean?")
- Briefly repeat, in your own words, what you think the person is saying. (For example, "You mean I overreacted when you said . . .?") They will either agree with your restatement or they will refine their point in a way that will help you understand.
- Continue this process until you both agree that you understand their feedback.
- Acknowledge valid points. Think them through and discuss them carefully.

### *Books*

Consider reading one or more of the following books:

[The Power of Positive Criticism](#) by Hendrie Davis Weisinger, AMACOM, 1999.

[When Words Hurt](#) by Mary Lynne Heldmann, Ballantine Books, 1997.

[Breaking the Chain of Low Self-Esteem](#) by Marilyn Sorensen, Wolf Publishing Company, 1998.

[How to Raise Your Self-Esteem](#) by Nathaniel Branden, Bantam Doubleday Dell Publishing Group, 1988.

[The Six Pillars of Self-Esteem](#) by Nathaniel Branden, Bantam Books, 1995.

[Honoring the Self: The Psychology of Confidence and Respect](#) by Nathaniel Branden, Bantam Books, Incorporated, 1985.

[Self-Esteem](#) by Matthew McKay and Patrick Fanning, St Martins Mass Market Paper, 1987.

### *Tapes*

Use driving or other down time to listen to an audiotape:

[Pulling Your Own Strings: Dynamic Techniques for Dealing With Other People and Living Your Life As You Choose \(Audio Cassette\)](#) by Wayne Dyer, Harper Audio, 1991.

[Increasing Self-Esteem by Transforming Critical Voices \(Audio Cassette\)](#) by Lynda Fudold, Genesis II, 1997.

### Low Self-Control

Competency(ies) This May Impact

- Negotiation
- Resilience

The assessment results suggest that you are expressive and unrestrained in your words and actions. While these attributes can contribute to others viewing you as genuine and knowing where you stand, if not properly controlled, they may also result in saying or do things that you later regret. If this describes you, try a few of the following suggestions.

#### *Activities*

Pause a few minutes to think through your actions and words and their implications before reacting. Avoid being reactive.

Take steps to increase your diplomacy and tact in communicating with others. Become aware of how you phrase or present ideas to others. Consider how others may respond to your words and make the necessary adjustments to improve your communication style. In situations of conflict, try to remain calm. Rather than reacting, try to pause and calm down (count to ten). Once you have given yourself some time, try to respond in a manner that is productive and that will lead to a constructive resolution.

Do not be afraid to walk away from a situation until you have time to gather your thoughts and control your emotions. (If you are speaking on the telephone, ask the person if you can place them on hold for a moment.)

Avoid being too spontaneous or overly expressive. Ask a trusted friend to point out situations where you might have said or done things that lacked business maturity. When face with that situation again, come up with a plan on how to respond in a more appropriate manner.

#### *Books*

Consider reading one or more of the following books:

[Managing Your Mouth: An Owner's Manual for Your Most Important Business Asset](#) by Robert L. Genua, AMACOM, 1993.

[How to Stay Cool, Calm & Collected When the Pressure's on: A Stress Control Plan for Businesspeople](#) by John E. Newman, AMACOM, 1992.

### Overview

Many of the personality characteristics measured by ASSESS are relatively fixed by the time we reach adulthood and are slow to change. However, if we understand our basic nature and have the personal discipline to work on some of the things that can be weaknesses, we can learn to compensate for our nature. In a sense, we learn to behave in effective ways in spite of our nature. *(For example, I might be very shy by nature but I can learn to talk with strangers, how to "work a crowd" and other conversational and social skills to be more effective, in spite of my underlying shyness.)*

Ultimately, for most of us, how effective and successful we are in our current and future jobs is mostly dependent on the level of effort, self-discipline and self-development we apply.

This section of the report will help you set goals and write action plans to develop your areas of weakness as well as capitalise on your areas of strength. These Action Plans will help you manage, accentuate, or compensate for innate personal characteristics as you work to effectively display the competencies and behaviours needed to be successful in your role.

*(Remember, as was discussed earlier in this report, ASSESS is designed to help you consider the impact of your personality and (in some cases) your general abilities on competency. A complete development plan should also consider the knowledge, skills and experience needed to display desired behaviours.)*

### Process

#### The career development process includes three stages:

- Awareness
- Goal Setting
- Action Planning

This part of the report will guide you through each of these stages. In the exercises that follow, you will take stock of your strengths and your weaknesses (self-awareness), select the most important areas on which to focus (goal setting) and write an action plan for your development.

As you work on your plan, think of self-development as a continuing cycle. You will not be finished when you complete your plan or even when you have completed all of the action steps in your plan.

To stay abreast or ahead of the workplace of the future, you will need to reassess yourself and your goals at regular intervals. Adjust or add to your development plans as you go forward. Remember that development is a continuous process to be worked throughout your career.

### Additional Resources

**Additional development resources are available through the ASSESS Career Development website at [www.bigby.com/systems/assessv2/resources/employee](http://www.bigby.com/systems/assessv2/resources/employee). In this website you will find sample action plans, goal setting & action planning worksheets, and more.**

### Self Awareness

#### *Capitalising On Strengths*

Start first by recognising your strengths and thinking about how you can build upon them or capitalise on them to be effective in your job. Your Assess360 results can help you to highlight these areas.

Review your report for potential strengths. Think about your current job and the competencies that are important to success in your role. List on a sheet of paper those competencies that enable you to do your job well and could help you to be successful in the future.

Next to each competency, list how this strength could help you to contribute more in your current or future role. Try to list at least three ways this strength helps you.

Finally, identify at least one specific way you will apply this strength in the next six months. *For example:*

*Strength:* I plan and organise well.

*Contribution:*

- Helps me to effectively manage projects (mine and others)
- I am better able than most people to manage multiple tasks
- I usually have the resources I need available when I need them

*In the next 6 months:* I will take the lead for our team to develop a project plan for the development and production of a new product.

#### *Recognising Areas for Improvement*

The second part of self-awareness is recognising your weaknesses. Remember that all of us have weaknesses as well as strengths; the key is to recognise them so that you can improve.

Again, review your Assess 360 feedback and, especially, your development suggestions to identify areas for improvement. Think about your current role and the competencies important for success. List on a sheet of paper those competencies that might hinder you in your job performance. Consider the feedback from your overall group as well as that from specific groups (boss, peers, direct reports, etc.)

Next to each area for improvement, list how it might limit your effectiveness now and how it might limit your potential in the future. *For example:*

*Area for Improvement:* Decisive Judgement

*Limitations:*

- I miss opportunities because I take too long to decide
- Others hesitate to involve me because I may delay their decisions
- For some decisions, I seek more information than I need and waste time (mine and others')

### Goal Setting

Once you have identified your strengths and your potential weaknesses, you are ready to set goals for your development. These goals might help you to capitalise on a strength or compensate for a weakness.

*Example goals to capitalise on strengths might be:*

- Better utilise my problem solving skills to help our team solve complex problems
- Better utilise my planning skills to coordinate projects for my group

*Example goals for improving a potential weakness might be:*

- Be willing to make decisions quicker, with less information
- Develop more tact in working with others outside my team so that we can help each other
- Become more supportive of change efforts

After you have reviewed your feedback and your development suggestions, and after you have highlighted your most important strengths to accentuate and your most important weaknesses to develop, write a list of development goals.

Once you have written this list, set your development priorities. That is, if your time and resources were limited (which they are), which of these would you work on first, second, third, etc?

Select your high priority goals (we usually recommend that you select between two and four goals) and begin building your Development Action Plans.

### Building Your Development Action Plans

Much like the other projects you undertake at work, your development plans should be clearly outlined and well executed. For each of your goals, you should construct an Action Plan.

The key elements in an Action Plan are:

1. *Your Goal* - This is the competency (or behaviour) you have identified either as an area to accentuate (an existing strength that you want to utilise more) or as a development area (something that could hinder your performance if not improved).
2. *Desired Outcomes* - As a result of working this plan, what new outcomes will be achieved? Try to tie these directly to your current job or to a desired future job. List at least three observable differences.
3. *Action Steps* - These are on-the-job activities that you will do, training and education opportunities you will complete, books you will read, role models you will enlist, or volunteer activities you will engage in. Ensure that your actions steps are detailed and specific, and will have a direct affect on the outcome of your goal. (If this is an area for development, the Development Suggestions included in your report should help you with the content of your action steps.)
4. *Target Dates* - The dates you will begin each action step and the dates you expect to complete them. Ensure that these dates are aggressive, but attainable and realistic.
5. *Progress Indicators* - Observable changes that will tell you that you are making progress toward your goal as a result of completing the action step.
6. *Barriers* - Anticipate what things may hinder your ability to complete the action step and develop a strategy to overcome them. Barriers might include time, resources, money, support from others, etc.

(Blank Action Plan Worksheets and examples of completed action plans may be printed separately from this report by going to [www.bigby.com/systems/assessv2/resources/employee](http://www.bigby.com/systems/assessv2/resources/employee).)

### Implementation

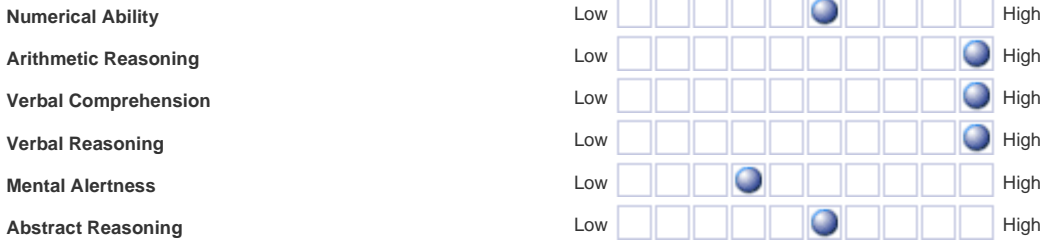
The best advice we can give you in implementing your development plan is to **BEGIN NOW. TODAY**, after completing your plan, you are motivated; tomorrow, as your work and personal life intrude, you will be distracted. Take action today.

- Schedule a meeting with your manager, coach or mentor to review your plan and refine it based on their good advice.
- Enrol in the necessary courses and training.
- Visit the library or local bookstore to obtain books or audiotapes.
- Make a list of other on-the-job activities you will begin this week.

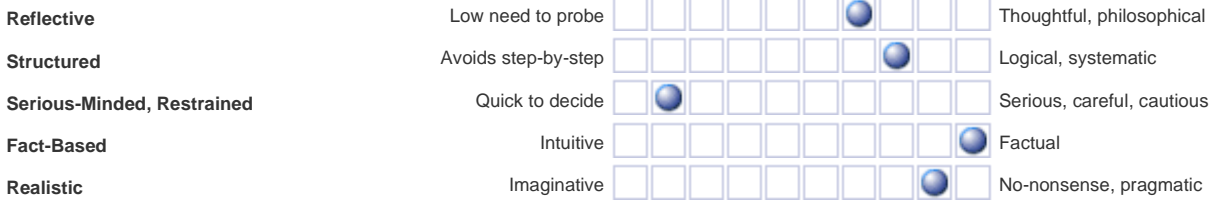
Remember that you are ultimately responsible for making the change. As you continue your development process keep the following in mind:

- Do not give up. Commit to pursuing your goals and persist in your efforts.
- Review your action plan often to ensure that you are on the right path and working to achieve your goals within your time frame.
- Reward yourself when you meet your goals and desired outcomes.
- Continual improvement is the key to self-development. Once you have achieved the goals in this action plan, reassess your situation, review your results, set new goals, and continue on your path of growth and self-improvement.

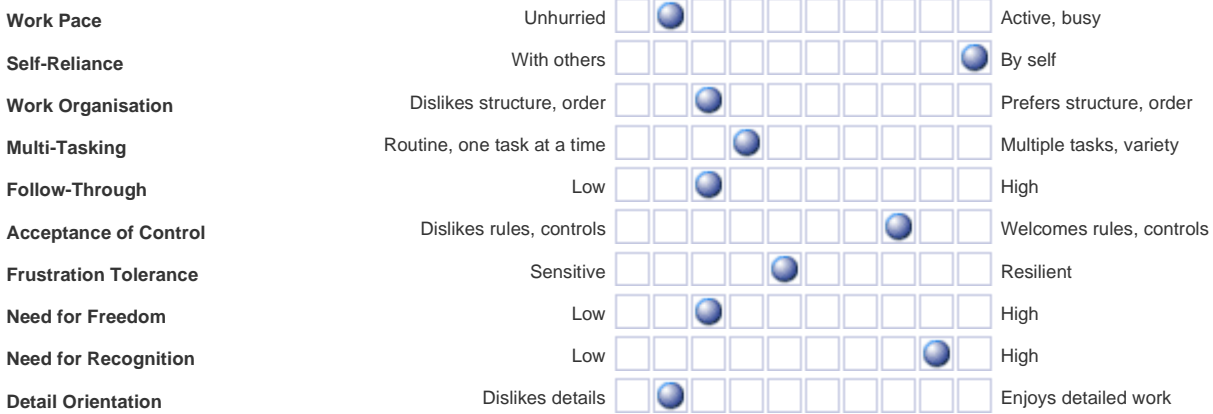
**Abilities**



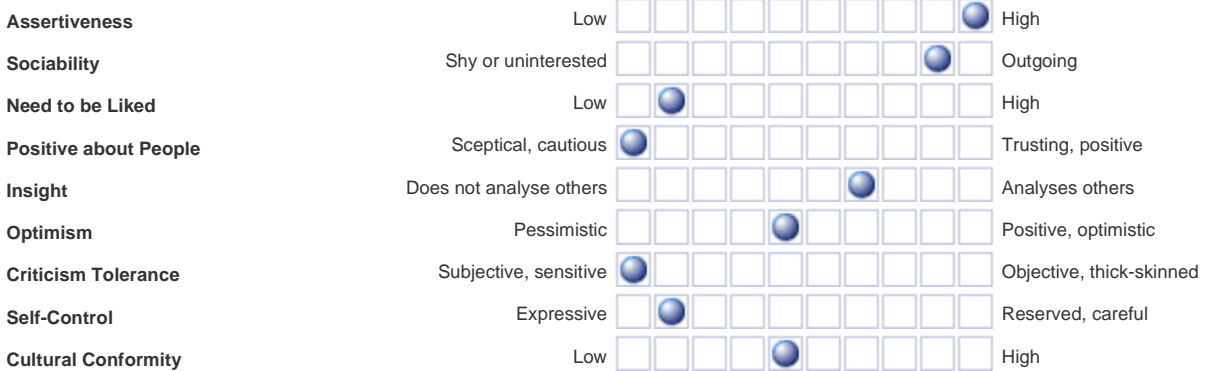
**Thinking**



**Working**



**Relating**



**Others**

