Quality Control Manager- Development Report with Competency Feedback

for Suzanne Example

4/15/2003

I N T R O D U C T I O N

Suzanne Example
Quality Control Manager- Development Report *4/15/2003*

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 organizations 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 organization.

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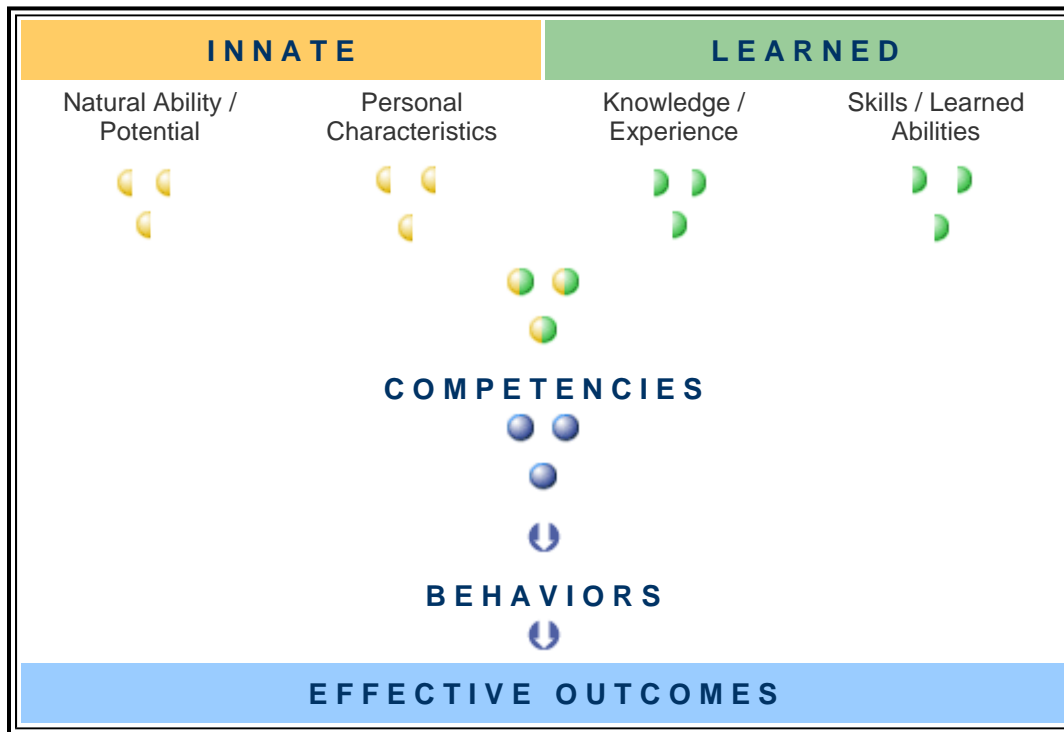
The ASSESS system evaluates your work personality and (in some cases) abilities and helps you to consider how these innate characteristics impact competency.

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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 judgment 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 counselor.

Interpretation Assistance

This report is written using a computerized 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 organization. See your ASSESS coordinator to make arrangements.

R E A D I N G   Y O U R   R E P O R T   **Suzanne Example**
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In Reviewing Your Report, Keep The Following In Mind:

The results are based on your self-perceptions and may be influenced by a favorable or unfavorable 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 overemphasize 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 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.

A B I L I T Y   R E S U L T S

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

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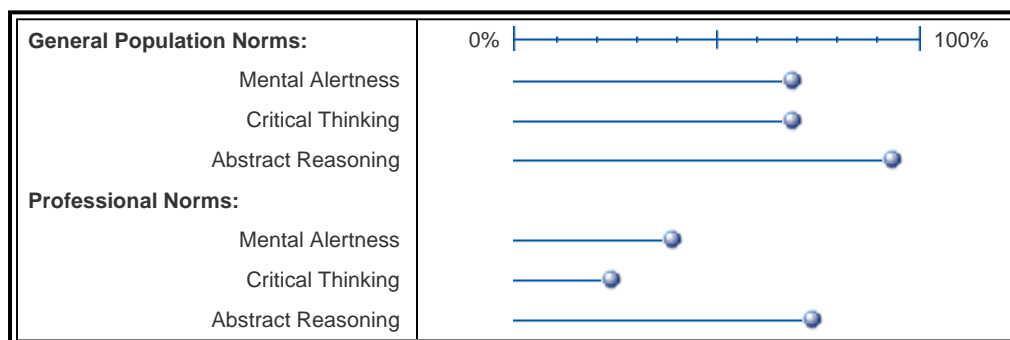
With few exceptions, if you are in or are considering a position requiring a college degree, you should pay most attention to the professional norm group comparisons. However, if you have limited formal education, the general population comparisons may be more appropriate.

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:

- The **Thurstone Test of Mental Alertness** is a measure of your language skills and your quantitative skills. It also provides an indication of your ability to shift quickly back and forth from one problem type to another.

- The **Watson-Glaser Critical Thinking Appraisal** is a measure of your ability to reason through complex, multifaceted written information and to draw accurate conclusions. This capacity includes the ability to evaluate information and to recognize assumptions, facts, and situations where there is not enough information to arrive at a valid conclusion.

- The **Raven's Standard Progressive Matrices (Abstract Reasoning)** is a measure of your ability to reason through complex, abstract, nonverbal information and to grasp new ideas. This capacity includes the ability to solve problems in new situations where one has little experience upon which to draw.

Intellectual Ability Scores Compared to:

General Population Norms:	0% ———————————— 100%
Mental Alertness	
Critical Thinking	
Abstract Reasoning	
Professional Norms:	
Mental Alertness	
Critical Thinking	
Abstract Reasoning	

Comments: 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.

While your critical thinking abilities appear to be better than those of the average person, they may be somewhat lower than those of the typical professional. Occasionally, you may have some difficulty evaluating some complex written information. If you would like to improve your critical thinking abilities, see the developmental suggestions provided in a later section of this report.

You should have little difficulty solving problems that involve complex, abstract information. You should also be quick to grasp new ideas and solve problems that are outside your usual experience.

The combined indications of good abstract reasoning but lower formal reasoning suggest that you are a capable person who either did not apply yourself strongly in school or did not obtain the type of advanced education that would develop your formal abilities. Within the limits of your education and training, you should be capable. However, in comparison to others with better education, you may have occasional difficulty grasping and using concepts that are dependent on the types of skills developed by a good college education.

T H E   M O D E L

Quality Control Manager, ABCco

Quality Improvement	Seeking opportunities to improve current processes, systems and methods to promote reliability, quality and efficiency of output.
In-Depth Problem Solving And Analysis	Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Delivering Results	Maintaining a high level of commitment to personally getting things done.
Teamwork And Collaboration	Effectively working and collaborating with others toward a common goal.
Influencing And Persuading	Effectively persuades others to follow protocol and inspires accountability throughout the plant. Influential in driving change initiatives for quality improvement.
Courage Of Convictions*	Having the personal courage to address difficult issues in the face of potential opposition.
Quality Control Knowledge And Skills*	Having the ability to develop, implement, and audit the quality programs necessary to ensure consistent adherence to established quality specifications.

*Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess360 system.

P E R S O N A L I T Y   R E S U L T S

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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 professional norm group of approximately 40,000 respondents.

- Your score on each personality characteristic is represented by the graphic character ⬤.

- Overlaid on the normative distribution, the colors 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.

P E R S O N A L I T Y   D E T A I L

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Quality Improvement

Seeking opportunities to improve current processes, systems and methods to promote reliability, quality and efficiency of output.

Personality Implications for
Quality Improvement

Realistic									●
Detail Orientation	●								
Work Organization	●								
Need for Freedom								●	

Comments:

Helps

- Your pragmatic orientation should help you to focus on modifications and improvements that are tangible and practical.

Potential Concerns

- Your strong dislike of the details may be a limitation for this competency. You may have a tendency to overlook the importance of details and the concern for accuracy that are the basis for high standards and continuous improvement.

- Your reluctance to apply organization to your personal work may interfere with your ability to closely follow the types of defined procedures usually associated with process improvement. You may need to exercise self-discipline to counteract your natural tendencies in this area.

- Because of your high need for personal independence and freedom, you may not always accept, or encourage others to accept, the established guidelines or standard procedures that are a part of process improvement. This will be more apparent in situations where you do not agree with the value or necessity of the activity.

While the above scales are good indicators of part of what is required, ASSESS cannot evaluate your personal commitment to this competency. ASSESS also cannot evaluate your education on this topic. If you have not been formally exposed to training in this area, take any courses available whose topics include quality or continuous improvement.

P E R S O N A L I T Y   D E T A I L

In-Depth Problem Solving And Analysis

Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.

Personality Implications for
In-Depth Problem Solving And Analysis

Reflective	
Realistic	
Fact-Based	
Serious-Minded, Restrained	

Comments:

Helps

- Your reflective style will lead you to delve deeply when analyzing situations. This should help you to recognize important subtleties and better understand underlying issues.

- Your fact-based orientation should be an asset when analyzing complex problems and objectively evaluating the merits of alternative solutions.

Potential Concerns

- Your strong pragmatism may lead you to overrely on past solutions rather than consider new possibilities. Try to discipline yourself to occasionally look for a new or different approach that is more effective than what has worked before.

- Less restrained and serious-minded than most, you may jump to conclusions or make decisions without sufficient deliberation. Use the suggestions provided later in the report to develop the self-discipline to think through the issues carefully and consider all the consequences before making important decisions.
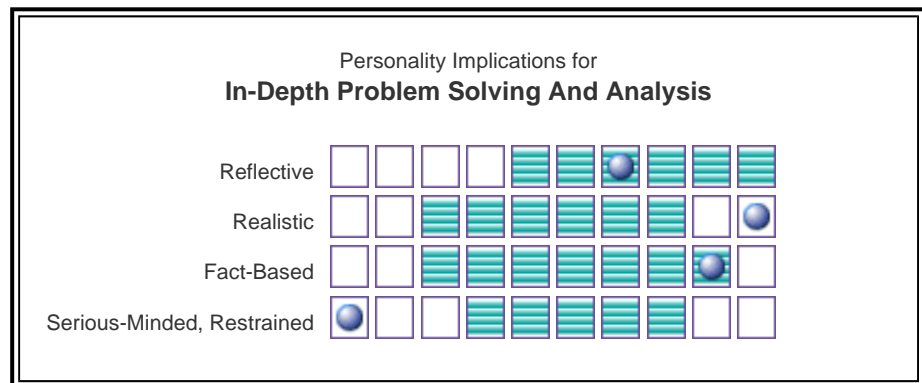
P E R S O N A L I T Y   D E T A I L

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Planning And Organizing

Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.

Personality Implications for
Planning And Organizing

Structured

Realistic

Work Organization

Multi-Tasking
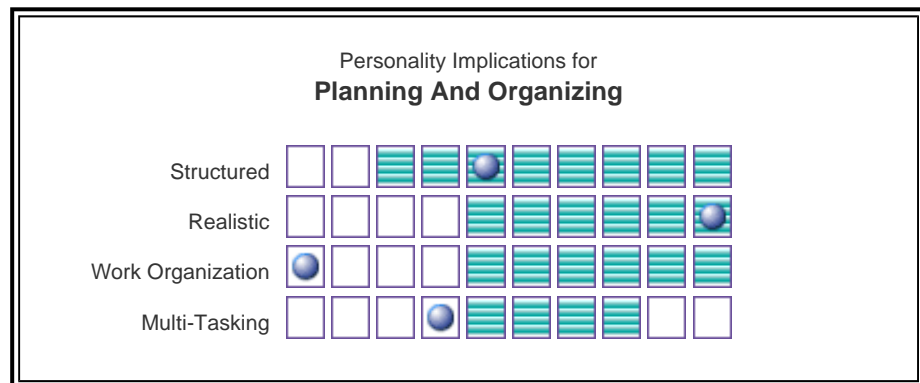
Comments:

Helps

- You appear to be willing to apply a certain amount of logical and systematic thought to the planning process. This should help you to conceptualize and plan work activities.

- Strongly pragmatic by nature, you should emphasize realistic goals and the development of workable plans.

Potential Concerns

- Without proper self-discipline, you will not be as organized in your personal work as is needed for this competency.

- Your preference for routine and working on a limited number of tasks at one time may sometimes interfere with your ability to manage the planning and organizational aspects of your job, especially when faced with multiple, competing demands.

P E R S O N A L I T Y   D E T A I L
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Delivering Results

Maintaining a high level of commitment to personally getting things done.

Personality Implications for
Delivering Results

Work Pace		
Self-Reliance		
Follow-Through		
Realistic		
Frustration Tolerance		
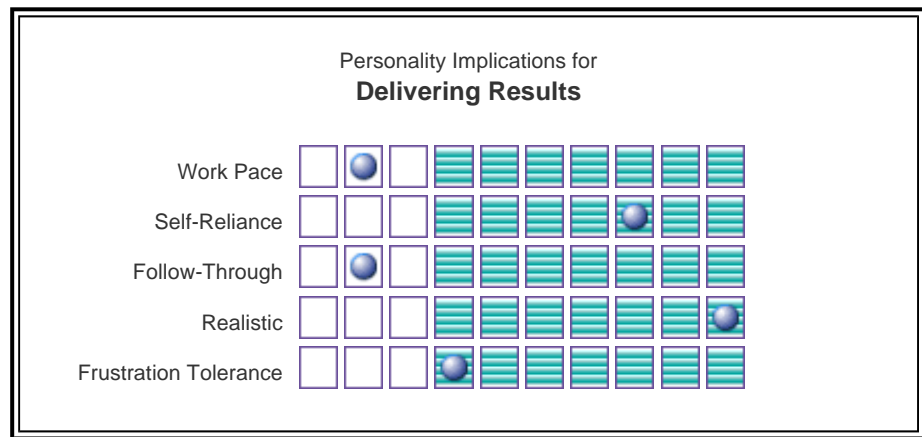
Comments:

Helps

- Highly self-reliant, you should be comfortable working on your own with little support or direction.

- Practical and pragmatic by nature, you will likely emphasize tangible results and immediate outcomes.

- As resilient as most people, you should be able to remain positive despite frustration in most situations.

Potential Concerns

- Your slow work pace may interfere with your ability to achieve high levels of personal work output. You should make a special effort to increase your work pace and energy level to be effective at this competency.

- For various reasons, sometimes you may not complete all of the tasks to which you commit. In order to be effective at this competency, you probably should learn to be more disciplined and dependable about completing projects.

Although you seem to be highly self-reliant, your responses suggest that you may not always follow through on all of your commitments. As a result, you may occasionally take on more than you can actually accomplish. In order to be effective, you may need to avoid the tendency to overcommit and delegate tasks when you can.

P E R S O N A L I T Y   D E T A I L

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Teamwork And Collaboration

Effectively working and collaborating with others toward a common goal.

Personality Implications for
Teamwork And Collaboration

Sociability	
Positive about People	
Need to be Liked	
Optimism	
Self-Reliance	
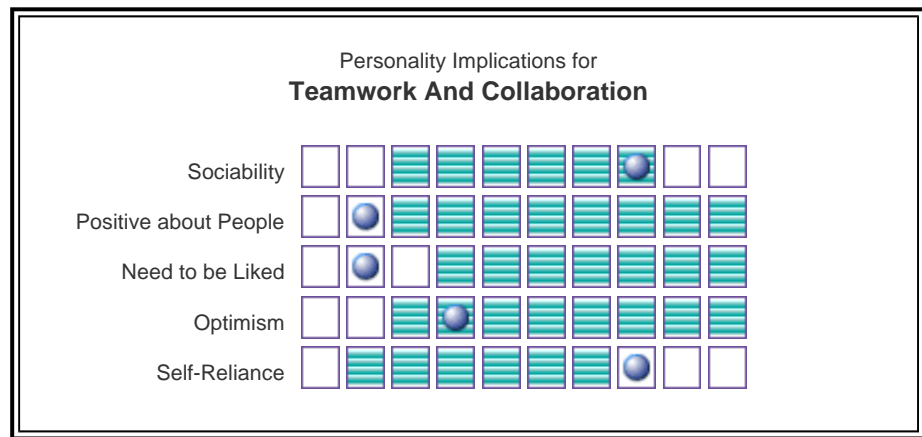
Comments:

Helps

- Your general comfort in most social situations should be an asset for this competency. You are likely to enjoy interacting with team members and should put others at their ease.

- Your outlook should generally contribute to rather than detract from a positive group morale.

Potential Concerns

- Somewhat more negative and guarded in your view of people than is desired for this competency, your wariness may sometimes interfere with developing and maintaining collaborative work relationships. Remember that positive work relationships are built on an ability to trust others and value their contributions. Try to look for the best in people and acknowledge their efforts rather the criticizing their shortcomings.

- Pleasing others and being liked are not strong concerns for you. For this reason you may sometimes be disagreeable or uncooperative in your work relationships. If you do not manage this characteristic, others may perceive you as a difficult person with whom to work.

- More self-reliant than most, you may do too much on your own and may not collaborate sufficiently with other members of your work group who will be impacted by your actions. Especially when faced with complex situations or important decisions, make a special effort to seek opinions, information and support from co-workers before making decisions or taking action.

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Influencing And Persuading

Effectively persuades others to follow protocol and inspires accountability throughout the plant. Influential in driving change initiatives for quality improvement.

Personality Implications for
Influencing And Persuading

Assertiveness

Sociability

Work Pace

Comments:

Helps

- Your outgoing nature should facilitate your ability to interact with people and build rapport.

Potential Concerns

- Highly assertive, you may sometimes be too forceful in promoting your point of view. At these times, people may become resistant and perceive your approach as overly aggressive.

- Your slow and unhurried work pace may hinder your ability to actively generate the enthusiasm that is needed to persuade others.

While the above dimensions can address part of what is needed to effectively persuade or influence others, ASSESS cannot evaluate your oral communication skills or the quality of your arguments. Please take special care to evaluate your skill and knowledge in this area by asking for feedback from others. If you feel that you need to improve in these other areas, there are many good experience-based training courses in effective communication and persuasive techniques offered by various trade organizations and the American Management Association.

D E V E L O P M E N T   S U G G E S T I O N S

In this section of the ASSESS Development Report we provide Development suggestions for minimizing 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.

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Improving Your Critical Thinking Skills

Critical thinking skills are used to sort through complex information and draw conclusions that are correct. The ability to critically evaluate information is often developed as a result of taking college courses in subjects such as logic, decision analysis, scientific methods, and law. If you would like to improve in this area, consider the following suggestions:

Activities

Take some courses or seminars in the above subjects or others that are intellectually challenging and which cause you to really think, question, and analyze information.

Look for educational computer software programs which challenge you to solve problems, weigh alternatives and make decisions in complex situations.

Try solving case studies from popular business magazines or journals.

Books

Consider reading one or more of the following books:

Asking the Right Questions: A Guide to Critical Thinking by M. Browne & Stuart Keeley, Prentice Hall, 1997.

Critical Thinking: Step by Step by Robert Cogan, University Press of America, 1998.

Great Critical Thinking Puzzles by Michael Dispezio, Sterling Publishing Company, Incorporated, 1997.

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

The New Rational Manager by Kepner and Tregoe, Princeton, NJ, Princeton Research Press, 1981. (Out-of-print classic. Look for this book in your local library.)

The Brain Workout Book by Snowdon Parlette, M Evans & Company, 1997.

Thinking from A to Z by Nigel Warburton, Routledge, 1996.

Brain Power: Learn to Improve Your Thinking Skills by Karl Albreckt, Prentice Hall Trade, 1992.

Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting by Stephen Brookfield, Jossey-Bass Inc. Publishers, 1995.

The Art of Problem Solving Accompanied by Ackoff´s Fables by Russell Ackoff, John Wiley & Sons Incorporated, 1987.

Audio

Masterthinkers (Audio Cassette) by Edward deBono, Simon & Schuster Trade, 1989.

Seminars

The Brain Power Course: Learn to Develop Your Thinking Skills provided by American Management Association [http://www.amanet.org/seminars/cmd2/2538.htm]

Critical Thinking: New Paradigm for Peak Performance provided by American Management Association [http://www.amanet.org/seminars/cmd2/2533.htm]

The Problem Solving and Decision Making Workshop provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2504.htm]

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Low Serious-Minded Thinking

Competency(ies) This May Impact

- In-Depth Problem Solving And Analysis

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.

Seminars

[The Problem Solving and Decision Making Workshop](http://www.amanet.org/seminars/cmd2/2504.htm) provided by American Management Association.
[http://www.amanet.org/seminars/cmd2/2504.htm]

[Strategic Planning: Processes for Formulating Winning Strategy](http://www.amanet.org/seminars/cmd2/2526.htm) provided by American Management Association.
[http://www.amanet.org/seminars/cmd2/2526.htm]

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High Realistic Thinking

Competency(ies) This May Impact

- In-Depth Problem Solving And Analysis

Your assessment responses suggest that you tend to be very pragmatic in your thinking. While this can be useful in some situations, it may hinder your ability to try new approaches or ideas. You may tend to overrely on past or proven solutions rather than consider whether a novel or different perspective might be more effective. If you would like to broaden your way of thinking and view things from a fresh perspective, consider the following suggestions.

Activities

If you find yourself reluctant to tackle a situation in a new way, make an attempt to be aware of the reasons why you are resistant. Is the old way of doing things really the best way? Keep an open mind and look for alternative ideas rather than settling for the status quo.

When troubleshooting or making an important decision, ask for the input of others and be open to their ideas. Try to implement some of their changes.

Try to take some calculated risks by thinking outside the box. You may want to work with others who are known for their innovation or creativity.

Rather than handling the situation in the same way that has worked in the past, try to be flexible to suggestions of others. Ask a trusted co-worker to highlight times when you are being stubborn or unyielding.

When listening to the ideas of others, make an attempt not to immediately disregard ideas that sound impractical or even radical. Is there a component of the idea that has merit? Is there a way to work together to revise the idea to include a practical implementation and result?

Allow yourself to dream about possibilities. You may be so focused on what needs to happen today that you have not given yourself the opportunity to consider the future. Where would you like to see your job, your group, etc. go in the next two to three years? What would you like to see accomplished? Use these as a starting place to think about different ways of doing things.

Books

Consider reading one or more of the following books:

Innovation: Breakthrough Thinking at 3M, DuPont, GE, Pfizer, and Rubbermaid (Businessmasters Series) by Rosabeth Moss Kanter (Editor), Fred Wiersema (Contributor), John J. Kao, Tom Peters, HarperBusiness, 1997.

The Creative Priority: Putting Innovation to Work in Your Business by Jerry Hirshberg, HarperBusiness, 1997.

Why Didn't I Think of That? Think the Unthinkable and Achieve Creative Greatness by Charles W. McCoy Jr., Prentice Hall Press, 2002.

Jamming: The Art and Discipline of Business Creativity by John Kao, Diane Publishing Co, 1996.

Five Star Mind: Games and Exercises to Stimulate Your Creativity and Imagination by Tom Wujec, Main Street Books, 1995.

75 Cage Rattling Questions to Change the Way You Work: Shake-Em-Up Questions to Open Meetings, Ignite Discussion, and Spark Creativity by Dick Whitney, Melissa Giovagnoli, McGraw-Hill Trade, 1997.

Seminars

The Brain Power Course: Learn to Develop Your Thinking Skills provided by American Management Association [http://www.amanet.org/seminars/cmd2/2538.htm]

Creativity and Innovation: Thinking Creatively provided by Padgett Thompson Seminars, [http://www.click2learn.com/ptseminarsonline/1,2912,catalog!itemdetails!c000000002226151,00.html]

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Low Work Pace

Competency(ies) This May Impact

- Delivering Results
- Influencing And Persuading

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 organization, 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 physician before beginning any exercise program.)

If you suffer from "afternoon fatigue," you may want to watch what you eat for lunch. Dietitians 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 Disorganization:

- 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 behavior, 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.

D E V E L O P M E N T   S U G G E S T I O N S

High Self-Reliance

Competency(ies) This May Impact

- Teamwork And Collaboration

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:

- Recognize 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.

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Low Work Organization

Competency(ies) This May Impact

- Quality Improvement
- Planning And Organizing

Your responses to the assessment suggest that you may be less organized in your work habits than the typical professional. If you find yourself having difficulty in this area, consider developing organization skills.

Activities

As you approach projects, make sure you take the time to think through the important steps. Are there things you need to do before you can proceed from one step to another? Are there tasks that can happen at the same time? What should be done during each step?

Take ten minutes at the beginning of each workday to prioritize what you will be doing that day. Keep a short list of things that are necessary to accomplish and work the list.

Once every few weeks clean your office area. File away unnecessary clutter or any finished projects. Keep in reach only the information or paperwork that you will need in the near future.

Use an electronic calendar to remind you about deadlines and to help you remember important meetings. Using the reminder features of these calendars, set intermediate deadlines to ensure that you are progressing toward your goal in a timely fashion.

Identify someone who is organized and good at planning activities. Ask them what tips and strategies they use to maintain organization.

Books

Consider reading the following books:

The Organized Executive: A Program for Productivity: New Ways to Manage Time, Paper, People, and the Electronic Office by Stephanie Winston, Warner Books, 1994.

Stephanie Winston´s Best Organizing Tips Quick, Simple Ways to Get Organized and Get on With Your Life by Stephanie Winston, Fireside, 1996.

Shortcuts for Smart Managers: Checklist, Worksheets, and Action Plans for Managers with No Time to Waste by Lisa Davis, AMACOM, 1998.

Project Skills (New Skills Portfolio) by Sam Elbeik & Mark Thomas, Butterworth-Heinemann, 1999.

Getting Organized: The Easy Way to Put Your Life in Order by Stephanie Winston, Warner Books, 1991.

Organize Your Office!: Simple Routines for Managing Your Workspace by Ronni Eisenberg, Hyperion, 1999.

Seminars

How To Get More Organized provided by Padgett Thompson Seminars. [http://www.pttrain.com/ptPGMO.cfm?Mode=D&Ecode=1218240]

Improving Your Managerial Effectiveness provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2508.htm]

Managing Multiple Projects, Objectives and Deadlines provided by Skillpath Seminars.

Fundamentals of Successful Project Management provided by Skillpath Seminars.

D E V E L O P M E N T
S U G G E S T I O N S

Low Multi-Tasking

Competency(ies) This May Impact

- Planning And Organizing

Your responses to the assessment suggest that you may prefer to focus on one or a few things at a time rather than handling multiple tasks. In addition, you may be somewhat uncomfortable when faced with unpredictability. If you would like to improve in these areas, consider the following suggestions:

Activities

At the beginning of each workday, prioritize your tasks and allocate time needed to complete them. Tackle each task according to its order of importance, but make an effort to be flexible if priorities change.

Increase your comfort level by volunteering to work on a few additional projects, but be careful not to overextend yourself. The more experience you gain juggling multiple demands, the better your ability to effectively adjust your goals and priorities will become. Start by handling a few projects and increase these as you feel more comfortable.

Schedule specific time on your calendar to work on each project. Balance your time among activities and block the time on your calendar so that others will know your schedule.

Break projects down into defined work steps so that you can focus and achieve a sense of closure at the completion of each step, rather than at the completion of an entire project.

When you find yourself feeling stressful or frustrated take a few moments to relax. Discover a relaxation method that suits you. There are many techniques that you will find in most books on stress management. For example, meditation techniques, simple stretching, walking or yoga are known to be good relaxation methods.

Books

Consider reading one or more of the following books:

Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People (Jossey-Bass Management Series) by J. Davidson Frame, Jossey-Bass, 1995

1001 Ways to Take Initiative at Work by Bob Nelson & Matt Wawiorka, Workman Publishing Company Inc., 1999.

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

Seminars

Time Management provided by American Management Association.
[http://www.amanet.org/seminars/cmd2/2233.htm]

Dealing with Competing Demands: Mastering the Managerial Balancing Act provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2267.htm]

Managing Multiple Projects, Objectives and Deadlines provided by Skillpath Seminars.

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Low Follow-Through

Competency(ies) This May Impact

- Delivering 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 fulfill 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

Organization 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. Prioritize 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 overcommitting 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-organization 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 Wawiorka, 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.

Seminars

Dealing with Competing Demands: Mastering the Managerial Balancing Act provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2267.htm]

Fundamentals of Successful Project Management provided by Skillpath Seminars.

Managing Multiple Projects, Objectives and Deadlines provided by Skillpath Seminars.

Advanced Supervisory Skills provided by Skillpath Seminars.

Time Management provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2233.htm]

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High Need For Freedom

Competency(ies) This May Impact

- Quality Improvement

Your responses to the personality questionnaire suggest that you have a high need for personal freedom. You are probably a person who likes to be free from what you would consider to be excessive rules, regulations, restrictions, and red tape. The positive side to this is that you are likely to question rules or procedures that seem inappropriate or ineffective. However, the potential liability or shortcoming is that you may overreact to efforts to manage or control your behavior. Remember that you can be too sensitive in this area and make a conscious effort to be receptive to the suggestions or recommendations of others. The following guidelines for dealing with external control may help:

Activities

Rather than focusing on your personal needs and automatically reacting to what you feel are attempts to control you, try to view the situation from your boss' or the organization's perspective. From this external point of view many of the restrictions and constraints may make sense and may, therefore, become more tolerable.

Recognize that you probably have more freedom in your job than you think. Most people can, if they approach the task in the right way, influence the amount of freedom and satisfaction they receive from work. Also, consider how you work with your subordinates and/or co-workers. If you are a manager of people, you understand that it is necessary to establish some rules and guidelines to coordinate the activities of others. If you are not a manager you probably have worked on group or team projects that were inefficient and unfocused until guidelines and objectives were established.

Develop organizational savvy. Take time to learn about how things are done in your organization. Rather than directly resisting others' efforts to control you, you may want to learn ways of working within the system so that you can better accomplish your long-term goals. Identify a co-worker or manager who is effective at involving others and getting things done. Observe that person's methods and adopt them if possible.

Books

Consider reading one or more of the following books:

Getting Things Done When You Are Not in Charge by Geoffrey Bellman, Simon & Schuster Trade Paperbacks, 1993.

The Unwritten Rules of the Game: Master Them, Shatter Them, and Break Through the Barriers to Organizational Change by Peter Scott-Morgan, McGraw-Hill, 1994.

Influence Without Authority by Allan Cohen & David Bradford, John Wiley & Sons Incorporated, 1991.

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Low Detail Orientation

Competency(ies) This May Impact

- Quality Improvement

Your responses to the assessment suggest that you are not particularly detail-oriented. While you may attend to details when necessary, this may not be your strength. If you want to improve in this area, consider the following suggestions.

Activities

Identify with your boss, or others, those areas of your work in which attention to detail is most critical. For these activities, make sure you allow yourself sufficient time to carefully check your work.

When you can, put your finished work (report, letter, analysis, etc.) aside for a little while, even if for just an hour. Then make a conscious effort to review it with a fresh perspective. Go through each part of it slowly and carefully. You will be surprised at the improvements that will become obvious with this fresh look.

Identify someone with whom you work who is known to be very detail-oriented. Ask them to help you review your work. Ask them to coach you or give you suggestions to improve.

When you can, and when it is appropriate, ask for help on important tasks that require preciseness and detail-mindedness.

Use software tools such as a project planner, spell checker or grammar checker to help you to catch oversights.

Books

Consider reading the following books:

If You Haven't Got the Time to Do It Right, When Will You Have the Time To Do It Over? by Jeffrey Mayer, Fireside, 1991.

Seminars

Management Skills for New Supervisors provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2248.htm]

How To Get More Organized provided by Padgett Thompson Seminars. [http://www.pttrain.com/ptPGMO.cfm?Mode=D&Ecode=1218240]

Error-Free Proofreading and Grammar Skills provided by Skillpath Seminars.

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High Assertiveness

Competency(ies) This May Impact

- Influencing And Persuading

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 physician 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 center, 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.

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D E V E L O P M E N T
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Low Need to be Liked

Competency(ies) This May Impact

- Teamwork And Collaboration

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 organization.

Work on developing more of a "win-win" style in dealing with others. Recognize that compromise and accommodation can be can 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.

Seminars

Building Better Work Relationships: New Techniques for Results-oriented Communication provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2235.htm]

Responding to Conflict: Strategies for Improved Communication provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2115.htm]

How to Excel at Managing and Supervising People provided by Skillpath Seminars.

How to Become a Better Communicator provided by Skillpath Seminars.

Coaching and Teambuilding Skills for Managers and Supervisors provided by Skillpath Seminars.

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D E V E L O P M E N T
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Low Positive About People

Competency(ies) This May Impact

- Teamwork And Collaboration

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 perfectionistic, 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.

A C T I O N   P L A N N I N G   **Suzanne Example**
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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 capitalize 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 behaviors 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 behaviors.)

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 participant's website at http://www.bigby.com/systems/ASSESSv2/resources/employee/. In this website you will find sample action plans, goal setting & action planning worksheets, and more.

A C T I O N   P L A N N I N G

Self Awareness

Capitalizing On Strengths

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

Review your ASSESS feedback for potential strengths. Think about your current job and potential future jobs. List on a sheet of paper those aspects of your personality and abilities that enable you to do your job well and could help you to be successful in the future.

Next to each strength, list how this strength could help you to contribute more in your current or future role. Try to really stretch your thinking and find 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 am assertive and enjoy influencing others.

Contribution:

- Helps me to promote ideas (mine and others)
- Others see me as a leader
- I am able to influence others to try new things

In the next 6 months: I will volunteer to be the presenter for our team at the next communications meeting where we have to request additional budget and resources.

Recognizing Areas for Improvement

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

Again, review your ASSESS feedback and, especially, your development suggestions to identify areas for improvement. Think about your current role and future roles. List on a sheet of paper those aspects of your personality and abilities that might hinder you in your job performance.

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: High Realistic Thinking

Limitations:

- Not as creative as I would like to be
- I tend to rely on old ways of doing things
- I can be stubborn about change.

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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 capitalize on a strength or compensate for a weakness.

Example goals to capitalize on strengths might be:

- Better utilize my social skills and interests to build networks within the organization

- Better utilize my reflective thinking style by becoming more involved in strategic planning

Example goals for improving a potential weakness might be:

- Increasing my assertiveness so that I am better at influencing others

- Becoming more flexible and creative in my thinking

- Improving my time management

- Developing a more positive outlook

After you have reviewed your ASSESS Feedback and your development suggestions, and after you 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 tackle first, second, third, etc?

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

A C T I O N   P L A N N I N G

Building Your Development Action Plans

Much like the other projects you undertake at work, your Development Plan 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 personality or ability area you have identified either as an area to accentuate (an existing strength that you want to utilize more) or as a development area (something that could hinder your performance if not properly managed).

2. *Desired Outcomes* - As a result of working this plan, what new outcomes will be achieved? What competency or competencies will this impact? 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 http://www.bigby.com/systems/ASSESSv2/resources/employee/.)

A C T I O N   P L A N N I N G

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.

- Enroll 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.

- Continuous 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.

G R A P H I C   P R O F I L E

Suzanne Example
Quality Control Manager- Development Report *4/15/2003*

Abilities

Competency	Low end	Position (1–10)	High end
Mental Alertness	Low	3	High
Critical Thinking	Low	2	High
Abstract Reasoning	Low	7	High

Thinking

Competency	Low end	Position (1–10)	High end
Reflective	Low need to probe	6	Thoughtful, philosophical
Structured	Avoids step-by-step	4	Logical, systematic
Serious-Minded, Restrained	Quick to decide	1	Serious, careful, cautious
Fact-Based	Intuitive	9	Factual
Realistic	Imaginative	10	No-nonsense, pragmatic

Working

Competency	Low end	Position (1–10)	High end
Work Pace	Unhurried	1	Active, busy
Self-Reliance	With others	7	By self
Work Organization	Dislikes structure, order	1	Prefers structure, order
Multi-Tasking	Routine, one task at a time	3	Multiple tasks, variety
Follow-Through	Low	1	High
Acceptance of Control	Dislikes rules, controls	2	Welcomes rules, controls
Frustration Tolerance	Sensitive	3	Resilient
Need for Freedom	Low	7	High
Need for Recognition	Low	6	High
Detail Orientation	Dislikes details	1	Enjoys detailed work

Relating

Competency	Low end	Position (1–10)	High end
Assertiveness	Low	10	High
Sociability	Shy or uninterested	7	Outgoing
Need to be Liked	Low	2	High
Positive about People	Skeptical, cautious	2	Trusting, positive
Insight	Does not analyze others	7	Analyzes others
Optimism	Pessimistic	4	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	2	Objective, thick-skinned
Self-Control	Expressive	1	Reserved, careful
Cultural Conformity	Low	4	High

Others

Factor	Low end	Position (1–10)	High end
Positive Response Factor 1	Low	5	High
Positive Response Factor 2	Low	6	High