



CONFIDENTIAL ASSESS DEVELOPMENTAL REPORT

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Overview Career development today emphasizes individual ownership and continuous development of skills and capabilities -- regardless of one's stage, position or aspirations. For most people, though, the first question is: "Where do I start?"

You can begin by learning more about yourself. Your work effectiveness is influenced by many factors, such as your personality, skills and capabilities, values, and background. Some of these factors are outside the scope of this report; however, ASSESS can help you with personality characteristics and general abilities (if you completed intellectual ability tests).

The ASSESS *Development Report* provides a description of your results and draws implications about how you might act or behave based on these results. As you read the report, remember there is no "best" or "less than best" personality. We all have strengths and weaknesses. The value of this information is to help you to recognize both and to aid you in developing strategies to capitalize on your strengths and minimize or compensate for your weaknesses.

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).

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.

Who Should See This Report? The ASSESS *Developmental Report* has been designed 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. The *Developmental Report* 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.

Other Reports:

Career Manager The *Career Manager Report* contains information that can aid you in making a job or career transition. It includes specific suggestions for managing your personality during a job search and activities to help you evaluate your "fit" with job and career opportunities.



READING YOUR REPORT

The Report In reviewing this 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 profiles 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 nor 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. For maximum benefit, your results should be considered in the context of your particular job or work environment.
- Take the time to read and consider the ASSESS Report information:
 1. Take an open, nondefensive 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 Part III of this report and the accompanying worksheets to help you set goals for your development and to construct an action plan for achieving your goals.

The Graphic Profile

The ASSESS Developmental Report may sometimes include a Graphic Profile. If you received a profile with this report, please keep the following in mind:

- The profile is a quick summary which will allow you to see an overview of your results on each of the characteristics measured by ASSESS. We encourage you to use the detailed report to develop an in-depth understanding of your results.
- The small darkened rectangles indicate your percentile score compared to professional norms. From this you can quickly see whether you are similar to most professionals (your score falls between the 25th and 75th percentiles), or whether you "stand out" from others as noticeably high or low.
- High scores are not necessarily good; low scores are not necessarily bad. You should consider your results in the context of your job and work environment.
- Of particular interest will be the shaded bars. These indicate the average range (25th to 75th percentile range) of another comparison group. This "template" is an indication of how most people in the comparison group scored.

ASSESS can provide templates for many specific professional positions (e.g., accountant, sales, etc.) as well as a managerial template. If you would like to review your results compared to a particular group, see your ASSESS coordinator.

- To be successful in a job does not require that your scores fall within the shaded bars (typical range); however, on those characteristics where your score falls outside the bar, you may want to consider whether this is a strength on which to build or a potential weakness.
- *(Note: The Graphic Profile is printed separately from this report.)*



PART I: YOUR ASSESS FEEDBACK

Abilities

(No ability test scores were available for evaluation.)

Thinking

This section of the report provides feedback on your intellectual usage or thinking style (how you solve problems, make decisions, etc.). People vary considerably in this regard. For example, some people are inclined to take an in-depth, thoughtful approach in evaluating information; others tend to make quick decisions. Some people are better suited to dealing with big-picture issues, while others like to focus on practical solutions to immediate problems.

In reviewing your results for this section keep in mind that the focus is on how you use your intellectual abilities, not how effective you are at solving problems or making decisions. An evaluation of your intellectual or problem solving effectiveness would require consideration of your educational background, technical skills and job related experience -- all of which are beyond the scope of this ASSESS Report.

Your Results

Your thinking style results are summarized as follows:

Your responses to the personality questionnaire suggest that you have an average tendency to probe into issues and that, when you take the time, you can be as perceptive as most other people when analyzing problems or people. However, you do not appear to be restrained or deliberate and may have difficulty disciplining yourself to be as thoughtful as you could be. You may wish to develop more patience and self-discipline in this area.

Apparently much less cautious and reserved than the typical professional, you are likely to make decisions and adopt courses of action without excessive deliberation. At your best, you probably will not waste effort on the evaluation of simple, straightforward decisions. At your worst, you may be undisciplined in your approach and may take unnecessary risks. Try to make conscious decisions about how much consideration each decision merits. For some, there will be little real risk of a bad decision; for others, one choice will be as good as another. Your natural tendencies will probably work for these types of situations. However, for complex problems or situations that have potentially serious ramifications, we recommend that you slow down and carefully weigh options and consequences before acting.

While you appear to be realistic in your outlook, the results suggest that you are sometimes more subjective than objective in how you react to situations. That is, you appear prone to evaluating information from a personal perspective and may have difficulty disciplining your feelings. Consequently, you probably tend to allow your feelings to influence your judgment. Your decisions are probably most effective when you take the time to obtain the perspective of a trusted mentor (someone who can be relied upon to be objective and unbiased) to balance your personal point of view. You may also want to work on developing more objectivity in your thinking.

Your results suggest that you are as systematic and organized in your thinking as the typical professional.

Working

This section contains a description of your work style (how you go about getting a job done) and the potential effects of various motivational influences on your performance. For example, some people are highly energetic, while others are methodical. Some people are most strongly motivated

by recognition and praise, while others need personal freedom to do their best work.

Your Results Your work style results are summarized as follows:

A review of your results suggests that you are likely to prefer a slower than average work pace. Alternatively, you may be a "spurt worker" -- one who can rise to the occasion to get something done, but then needs time to rest and recover. You may find that you are more productive when you discipline yourself to set regular time deadlines.

Apparently much more thinking-oriented than action-oriented, you may be better suited to a position in which it is legitimate to emphasize thinking over doing and in which there is little pressure to act quickly.

You appear to be a strongly self-reliant person who should assume responsibility and take initiative on your own. Further, you do not seem to mind working within the regulations and constraints placed upon you in your job. Probably, you are the type of person who assumes responsibility and can handle things on your own, but does not usually mind working within the system.

You appear to have an average ability to handle pressure and frustration; you should recover from setbacks as quickly as most professionals.

You expressed a moderately high need for personal attention and feedback; you are likely to be motivated by recognition but not be overly concerned about it.

You seem to enjoy personal involvement in activities calling for exactness and precision.

Relating *This section provides feedback on your approach to (and interest in) interacting with others and draws implications about your interpersonal style in business settings. For example, some people are very outgoing and are likely to be comfortable in situations where they must interact with many different kinds of people. Others have little need for this type of social contact and can be comfortable in solitary or individual contributor roles.*

In reviewing these results it is important to keep in mind that they are based on your self-report rather than how others may describe you.

Your Results Your interpersonal style results are summarized as follows:

An evaluation of your profile suggests that you are outgoing and social. You should prefer jobs with relatively high levels of social interaction rather than those where you primarily work alone.

Apparently highly assertive as well as socially outgoing, you are likely to be an initiator of social interactions. You should make a strong first impression. In your long-term relationships, you are likely to demonstrate personal power and an ability to exert control and influence over others. While this may be an asset in many circumstances, you may need to be careful that you do not intimidate people.

You are likely to state your attitudes and opinions freely. Generally, people should know where you stand, but this may occasionally result in unnecessary conflict.

Although you appear to have some tendency to analyze people and their motivations, your perspective is likely to be negative. Your assessments of others could be unnecessarily critical and fault finding. You may wish to work on being more tolerant and on having a more balanced view of people.

You describe yourself as less friendly and agreeable than many professionals, and, in general, do not appear to worry about whether you please people or are liked by them. Without proper self-control, you may sometimes be unpleasant and disagreeable.

You also appear to be a competitive person who enjoys winning. If you are not careful, this competitiveness may carry over into aggressive, me-first behavior. You may find that others will like you better and will be more willing to help you if you can learn to be more cooperative.

You appear to have a temper and it may sometimes show. If it does, work at trying to control it to ensure that it does not have a negative impact on your work relationships and your image as a professional.

In your responses to the questionnaire, you presented yourself to be as positive in your outlook as most professionals but less reserved or controlled than is typical. It is expected that you will show your feelings and be easy for others to read.

You appear to be somewhat more sensitive to criticism than the typical professional and may tend to interpret negative feedback more personally than it is intended. If so, try to view criticism less as an indicator of your self-worth and more as useful information for self-improvement. See the detailed suggestions on "Low Criticism Tolerance" provided in the "Developmental Suggestions" section.

You appear to be about average both in your need to conform to conventional or traditional behavior codes and in your wish that others conform.

Influencing *This section of the report draws some conclusions about how your personality may affect your ability to persuade, influence, or manage others. When reviewing these results, keep in mind that these abilities are also influenced by your experience and training in this area -- factors outside the scope of this ASSESS Report.*

Your Results The following conclusions are suggested by your results:

You appear to enjoy dealing with people in a directive or persuasive manner and probably seek opportunities to influence or manage others. Your style is likely to be strong, forceful and assertive.

In your dealings with others, you should be able to use the following tools, techniques and styles:

- Personal power
- Common sense

Your dealings with people could be adversely affected by the following:

- Aggressiveness or excessive competitiveness
 - Sensitivity to criticism
 - Low concern for others
 - Speaking before you think
 - Suspiciousness of others
 - Uncooperativeness and disagreeableness
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PART II: YOUR DEVELOPMENTAL SUGGESTIONS



In this part of the your ASSESS report, we provide developmental suggestions for minimizing or compensating for potential weaknesses. These are associated with those characteristics where you "stood out" as noticeably high or low from the professional norm group. We highlight these areas because we think, based on your results, you should consider them when you are setting goals and when you are drafting your action plans. Some of these are probably areas you have already identified for improvement; others may be new.

Read and carefully consider each of the following suggestions. As you construct your action plans in Part III of this report, you can use the suggestions here as a starting point. You will want to tailor these suggestions to your circumstances. For example, you will add other on-the-job activities, company or community sponsored training, educational opportunities, etc.

Low Objectivity The assessment results suggest that you tend to be a somewhat subjective person. That is, you may be inclined to view situations and events from a personal perspective and have some difficulty adopting an objective point of view. In your general thinking style, you may sometimes allow your feelings to influence or bias your judgment and your decision making. When this happens, your personal point of view or your personal reaction could influence your perception of the "facts." If this potential for subjectivity is not managed, it may lead to poor judgments and decisions. *(For example, if your experience with a particular person is negative in an early interaction, you may allow that experience to prejudice you against that person in future experiences. You may tend to discount what they have to say regardless of the merit of their ideas.)*

Activities To develop more objectivity in your thinking:

- Try to become more aware of any biases or prejudices that may impact the way you view situations.
- Ask a trusted friend, colleague or manager for feedback about areas where you may be thinking emotionally without realizing you are doing so.
- When faced with a decision, make a list of the "facts" as you see them. Review the list (perhaps with a trusted friend, colleague or manager) to ensure the facts are accurate rather than colored by your personal perceptions.
- Select an advisor or coach (someone you know is objective) and use them as a sounding board in your decision making. Ask them how they make decisions and how they avoid letting their feelings influence their judgment.
- Before making a quick impulsive or instinctive decision, take the time to distance yourself from the situation. When you are calmer, reassess the situation and then make your decision.

Books

Consider reading one or more of the following books:

[Beyond Feelings : A Guide to Critical Thinking](#) by Vincent Ruggiero, Mayfield Publishing Company, 1997.

[*The Art of Thinking* by Allen Harrison & Robert Bramsom, Berkley Publishing Group, 1996.](#)

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

[*The Power of Logical Thinking : Easy Lessons in the Art of Reasoning... And Hard Facts About Its Absence in Our Lives* by Marilyn vos Savant, St. Martin's Press, 1997.](#)

[*The Psychology of Judgment and Decision Making* by Scott Plous, McGraw-Hill Higher Education, 1993.](#)

[*Sources of Power : How People Make Decisions* by Gary Klein, MIT Press, 1999.](#)

**Low Criticism
Tolerance**

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 that 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:

- Recognize 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 analyze 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*](#) by Wayne Dyer, Harper Audio, 1991.

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

Low Restraint

The assessment results suggest that you can be a spontaneous and unrestrained person. These attributes can contribute to an ability to enjoy life and a willingness to try new things. However, if not properly controlled, they may also contribute to making impulsive decisions without sufficient consideration of alternatives. If you find yourself making decisions that are not as well thought out as you would like or committing to courses of action that you later regret, consider the following suggestions:

Activities Pause a few minutes to think through your decision and its implications before reacting. Avoid making snap decisions.

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.

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 & J. Schoemaker, Simon & Schuster Trade, 1990.

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

Low Energy

A review of your answers to the personality questionnaire suggests that your work style is likely to be methodical and somewhat slow-paced. 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: To Live, to Love, to Learn, to Leave a Legacy* by Stephen Covey, A. Roger Merrill, Rebecca Merrill, Fireside, 1996.](#)

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

[*The Time Trap* by Alec 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, 1995.](#)

High Assertiveness

In your responses to the personality questionnaire you described yourself as a highly assertive person who should be comfortable in a leadership role. 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" type of 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 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 Burly-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* by Roger Dawson, Nightingale-Conant Corporation, 1989.](#)

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

Moderating Competitiveness

The assessment results show you to be a very competitive and perhaps aggressive individual. While your competitiveness probably helps you in situations that require a forceful "will to win" style, it may also result in unnecessary conflicts or competition in situations where cooperation would be more appropriate and more effective.

Activities

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

Also, consider the development of your human relations skills in general. You will find the payoffs, in terms of the motivation, commitment, and support from others, can be very large. Below are some books you may find helpful in developing your "people expertise."

Books

Consider reading one or more of the following books:

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

[*Social Style/Management Style* by Robert Bolton & Dorothy Bolton, AMACOM, 1984.](#)

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

[*Coping With Difficult People* by Robert Bramson, Dell Books, 1988.](#)

[*How to Work With Just About Anyone : A 3-Step Solution for Getting Difficult People to Change* by Lucy Gill, Fireside, 1999.](#)

[*Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others* by Richard Carlson, Hyperion, 1998.](#)

High Self-Reliance

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, NY, 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 & Co., 1995.](#)

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

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

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

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

[*The One Minute Manager* by Kenneth Blanchard & Spencer Johnson, 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

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

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

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

**Low Positiveness
About People**

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 Univeristy 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., Cntemporary Books, 2000.

[Bridging Differences : Effective Intergroup Communication](#) by William Gudykunst, Sage Publications Incorporated, 1998.



PART III: USING YOUR ASSESS RESULTS FOR YOUR CAREER DEVELOPMENT

Overview In today's workplace career development is not as clearly defined as it was in the past. There are no defined paths. Organizations today are leaner, flatter and more fluid. Roles and responsibilities change rapidly in response to business needs. At the same time, much of the responsibility for personal growth and development has shifted to the individual.

The ASSESS Developmental Report is designed to help increase your awareness of your work-related personality and general abilities (if you completed intellectual ability tests) and how these might impact your job effectiveness.

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, 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 to strangers, how to "work a crowd" and other conversational and social skills to be more effective in sales or supervision, 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.

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 that are in need of improvement (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 developmental plans as you go forward. Remember that development is a continuous process to be "worked" throughout your career.

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 (*Part I of this report*) 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 which 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

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 (*Part I of this report*) and especially your Developmental Suggestions (*Part II*) to identify areas for improvement. Think about your current role and future roles to list on a sheet of paper those aspects of your personality and abilities which 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: Avoiding Black-or-White 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.

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 compensate for a weakness or help you to capitalize on a strength.

Example goals might be:

- Improving my decision-making skills
- Assuming a team-leader role
- Improving my time management
- Influencing others
- Managing pessimism

After you have reviewed your ASSESS Feedback and your Developmental Suggestions, and after you highlighted your most important strengths to accentuate and your most important weaknesses to develop, write a list of developmental goals.

Once you have written this list, set your developmental 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.

Building Your Development Action Plans

Use the developmental suggestions provided in Part II to help you will write an action plan to achieve each of the goals you identified. Much like the projects you undertake in your work, your development plan needs to be clearly outlined and well executed. For each of your top two to four goals, you will construct an Action Plan. (*Action Plan Worksheets are printed separately from the report.*)

The key elements in an action plan are:

- *Your Goal* - Remember, this may be an area for improvement or it may be a strength on which you want to continue to build.
- *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.
- *Action Steps* - These should include the training and education opportunities you will complete, books you will read, role models you will enlist, on-the-job or volunteer activities you will engage in to hone your skills in this particular area.
- *Target Dates* - The dates you will begin each action step and the dates you expect to complete them.
- *Progress Indicators* - Observable changes that will tell you that you are making progress toward your goal as a result of completing the action step.
- *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.

To be successful, your action plan should be **SMART**:

- **S**pecific in describing exactly what you will do.
- **M**easurable so that you can observe whether the outcome is achieved.
- **A**ttainable and realistic.
- **R**elevant to improved job effectiveness and job satisfaction.
- **T**argeted so that you will not dilute or scatter your efforts.

(Blank Action Plan Worksheets and examples of completed action plans may be printed separately from this report.)

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 audio tapes.
- 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 developmental 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.