



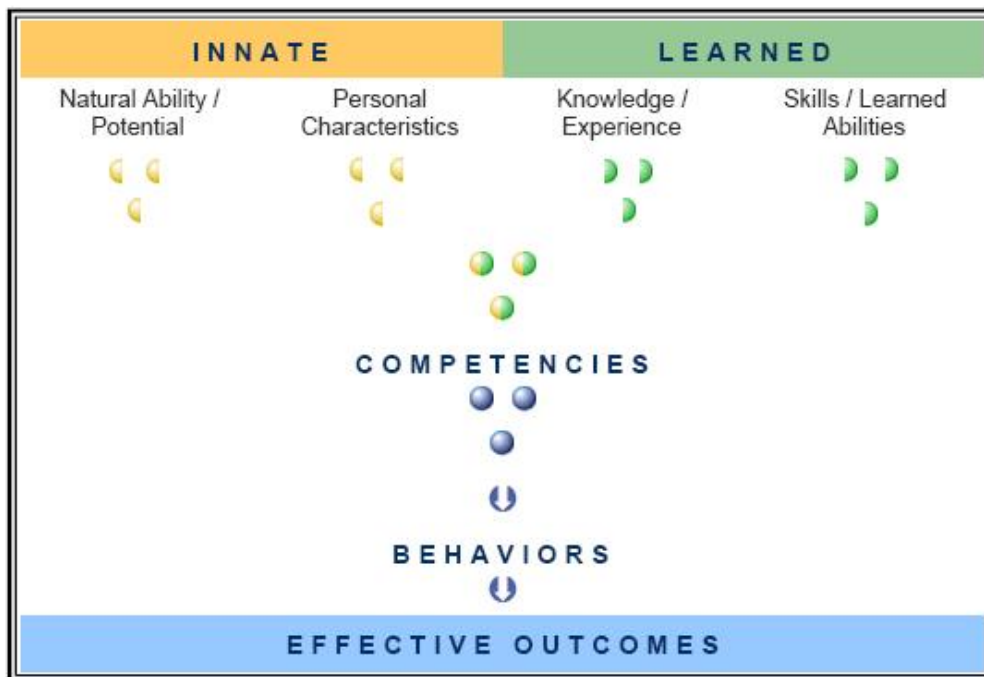
General: Manager Development with Competency Feedback - *for* Suzanne Example - 4/15/2003

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INTRODUCTION Suzanne Example - General: Manager Development 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.

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.

READING YOUR REPORT - Suzanne Example - General: Manager Development 4/15/2003
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 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.

ABILITY RESULTS - Suzanne Example - General: Manager Development 4/15/2003

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

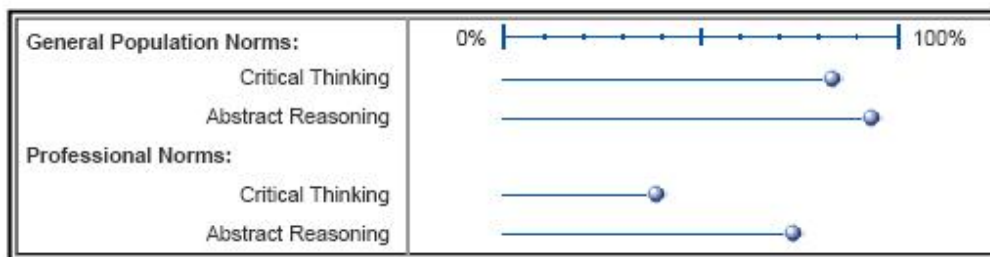
The following results are based on your performance on standardized ability tests. They are presented as percentile comparisons to professional norms (people who, for the most part, have an education at or beyond the college undergraduate level) and to general population norms (people who, for the most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

Intellectual Ability Scores Compared to:



Comments: Your critical thinking abilities appear to be as good as those of the typical professional and better than those of the average person. You should be able to understand most complex written problems, evaluate the relative merits of various interpretations of the information presented, and come to sound conclusions.

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.

T H E M O D E L - Suzanne Example - General: Manager Development 4/15/2003

Decisive Judgment	Making good decisions in a timely and confident manner.
Championing Change	Taking action to support and implement change initiatives effectively.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Coaching And Developing Others	Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.
Relationship Management	Developing and maintaining positive relationships with individuals outside their work group.
Business Acumen*	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Integrity*	Upholding a high standard of fairness and ethics in everyday words and actions.
Written Communication*	Having the skills to communicate to others in a written format.

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

PERSONALITY RESULTS - Suzanne Example - General: Manager Development 4/15/2003

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 .

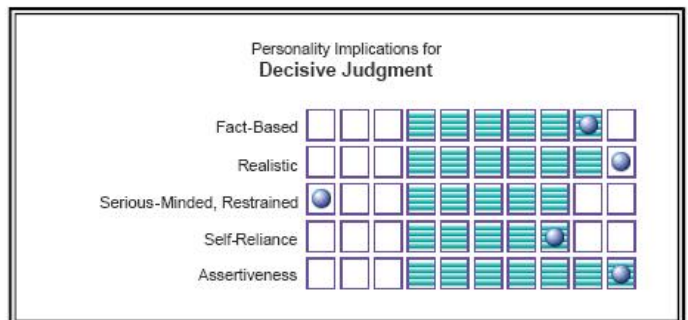
You will notice from the pattern of shadings that low scores are not necessarily bad and high scores are not necessarily good.

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.

PERSONALITY DETAIL - Suzanne Example - General: Manager Development 4/15/2003

Decisive Judgment

Making good decisions in a timely and confident manner.



Comments:

Helps

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

You are self-reliant and should be comfortable making decisions on your own. You should be willing to take responsibility for important decisions rather than relying excessively on others for support or guidance.

Your assertive style should help you to confidently convince others of the reasons for and the merits of your decisions.

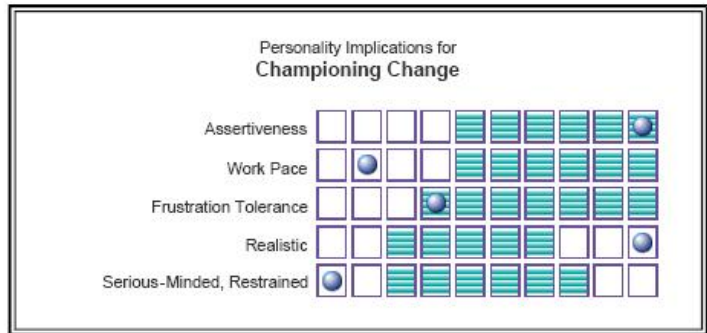
Potential Concerns

Your pragmatism may sometimes cause 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.

Your low level of restraint suggests that you will react quickly when faced with decisions. Because of this, you may sometimes make decisions without sufficient consideration of potential consequences and outcomes. The developmental suggestions provided later in this report can help you to manage this tendency and improve the quality of your decisions.

Championing Change

Taking action to support and implement change initiatives effectively.



Comments:

Helps

Your assertive nature should be an asset in a change leadership role. You should be capable of persuading people to adopt new courses of action.

Your generally positive and resilient personality should be an asset to a change initiative. You should be able to remain positive and resilient under most circumstances.

Potential Concerns

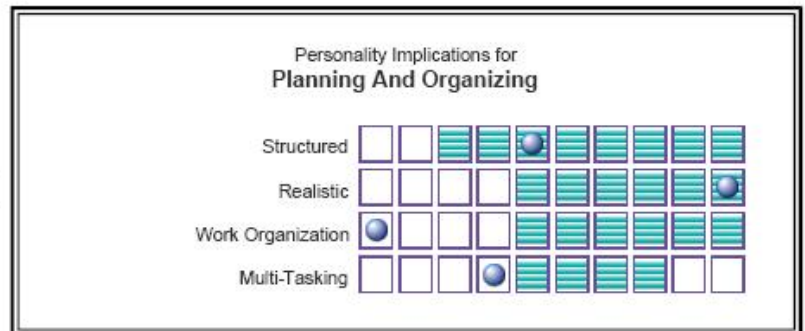
Because of your preference for a slower than average work pace, it may be difficult for you to bring enough energy to a change initiative to be effective. To the degree that your Work Pace score is a true indicator of your nature, you may have to discipline yourself to be more energetic than normal to instigate real change in your organization.

Your very pragmatic orientation may lead you to resist new approaches or ideas. You may over rely on how things have been done in the past.

You seem less restrained than most and may have a tendency to react too quickly. Be careful that you do not adopt or reject ideas without full consideration.

Planning and Organizing

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



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.

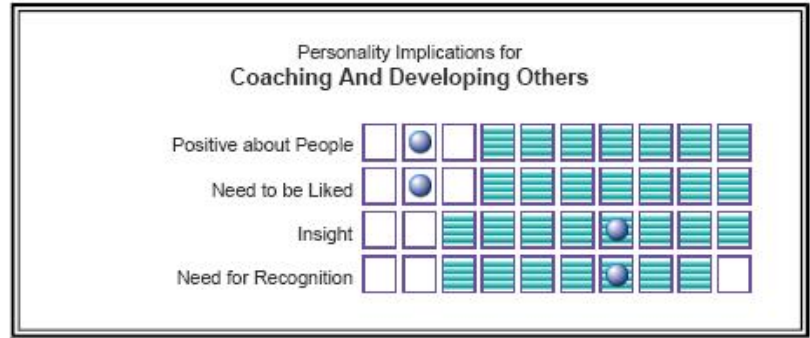
Potential Concerns

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.

Coaching And Developing Others

Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.



Comments:

Helps

Thoughtful and perceptive about people, you should be able to recognize subtle differences among people. You are likely to take the time to ensure that you understand the needs, motivations and circumstances of those you coach and to try to adapt your approach accordingly.

Your high need for personal recognition should help you to understand how meaningful praise and recognition can be to other people and the importance of using these motivational tools in coaching situations.

Potential Concerns

Apt to be guarded and distrustful of others, you may have difficulty developing and maintaining the kind of personal relationship needed in a coaching role. In order to be effective, you should make a special effort to reach out, on a personal level, to those you coach. A good starting point is to disclose some of your own weaknesses or limitations and how you have worked to overcome them.

Your relatively low need to please others may interfere with the development of a close coaching relationship. You may need to make a special effort to become more supportive and helpful. *While the dimensions measured by ASSESS can address a desire or willingness to coach and develop others, they cannot evaluate whether you have the requisite knowledge and experience to truly guide someone's development in your organization. In developing this competency, take into account feedback from others and the skills or experience you have gained from previous coaching work.*

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.

Low Serious-Minded Thinking

Competency(ies) This May Impact:

Decisive Judgment
Championing Change

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

High Realistic Thinking

Competency(ies) This May Impact:

Decisive Judgment
Championing Change

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 over rely 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.