



General: Sales Manager Development Report with Competency Feedback

for **Allison Example**

10/8/2007

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Norms used for this report: US General Norm

SPECIAL NOTE

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Candid Response Pattern

You answered the personality questionnaire somewhat more candidly or self-critically than most respondents. This type of response pattern suggests one or more of the following:

1. Compared to most respondents, you were more serious in your desire to use the testing process and any feedback you might receive for developmental purposes and, therefore, answered in a manner to emphasize the areas in which you might need to improve;
2. You were more willing to admit weaknesses or limitations; or
3. You lack confidence or tend to be somewhat self-critical.

While the ASSESS system has made some adjustments in your scores to compensate for your candidness, the report may still overstate potential weaknesses and downplay potential strengths. Carefully consider the possibilities listed above and make a special effort to confirm the statements made in this report. Ask those who know you well (and are willing to give you a candid opinion) to provide you with their feedback.

INTRODUCTION

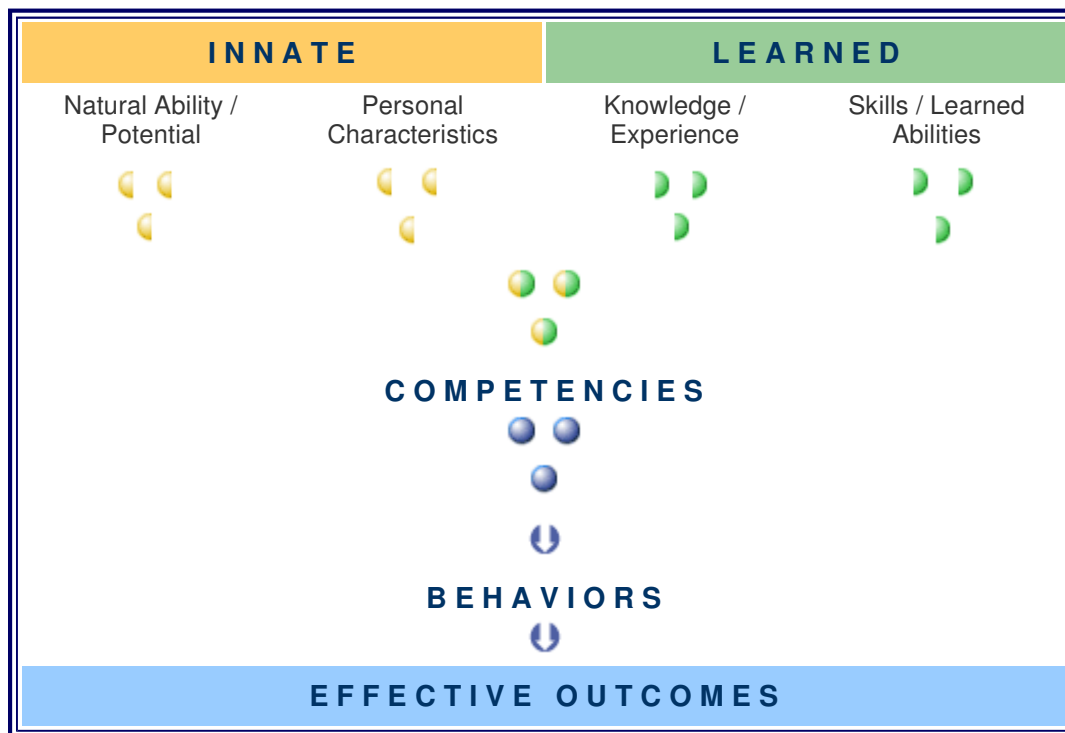
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In today's work environment, it is a given that we all must take personal responsibility for maintaining and improving our abilities and potential at work -- so that we are prepared to maintain our current value in the workplace and improve our value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

INTRODUCTION

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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.

READING YOUR REPORT

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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 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.

THE MODEL

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General: Sales Manager




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

**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

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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.

PERSONALITY DETAIL

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Resilience

Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.

Comments:

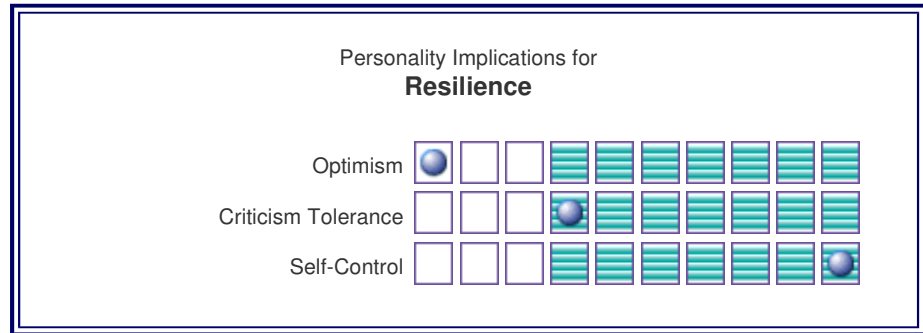
Helps

- Objective in most situations, you should be able to accept criticism in a constructive manner without becoming overly defensive.
- When faced with problems and day-to-day pressure, you should have the self-control needed to restrain your words and actions. You will likely consider situations before reacting.

Potential Concerns

- Your results suggest that you are more negative in your outlook than most people. You are likely to be affected by stress and frustration and may have difficulty recovering from disappointments. If this sounds like you, pay particular attention to the developmental suggestions given later in this report to help you develop a more optimistic and positive outlook.

While your high level of self-control should mask your emotions most of the time, under stress you may have a tendency to vent pent-up frustrations. When this happens, others may perceive you as over-reacting to something seemingly small. To combat this, learn to express yourself more and release frustrations when they are small and before they fester into strong feelings.

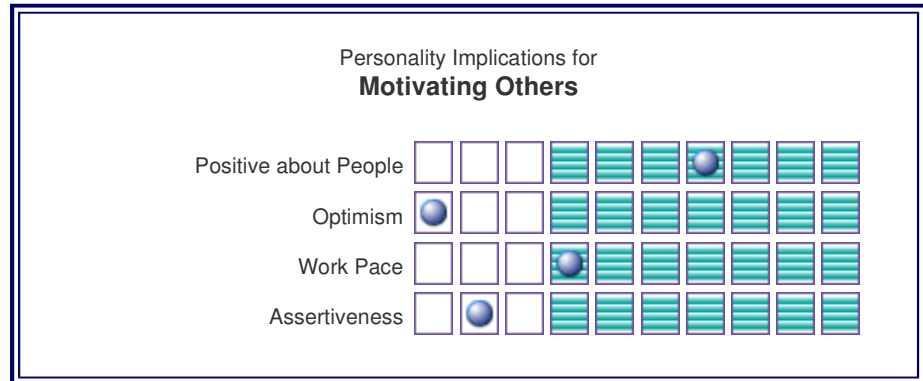


PERSONALITY DETAIL

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Motivating Others

Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.



Comments:

Helps

- You are likely to focus on others' strengths and trust them to perform. This tendency to assume the best from other people should inspire them to rise to your high expectations.
- Your work pace and energy level should be sufficient to encourage and motivate others through your own personal effort.

Potential Concerns

- Your ability to generate a sense of enthusiasm that will inspire and motivate others may be hindered by your tendency to dwell on the negative aspects of situations. Try to guard against conveying a sense of pessimism that de-motivates others.
- Your low Assertiveness score suggests that you may have difficulty displaying the personal forcefulness and confidence needed to optimally motivate people. In order to better inspire others, you may need to push yourself to communicate a passion for your message. Use the developmental suggestions later in this report to help you become more assertive.

DEVELOPMENT SUGGESTIONS

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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.

DEVELOPMENT SUGGESTIONS

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High Serious-Minded Thinking

Competency(ies) This May Impact:

- Decisive Judgment

In your responses to the personality questionnaire, you have described yourself as a very serious-minded and cautious person. While it is important to be disciplined in your thinking and to avoid unnecessary risks, you may be so cautious that you miss important business opportunities.

Activities

When faced with a decision, consider the time sensitivity of the situation. Give yourself a strict deadline by which you must have completed your necessary research, evaluated the alternatives and determined your course of action.

Remember that sometimes it is better to just decide and move on. Especially for less important decisions, balance your need to carefully consider the situation with the investment of your (and others') time and resources.

Practice taking small risks to increase your general comfort with the unknown. Look for opportunities where you can be less cautious in your approach and take some calculated risks.

Try to maintain an open-minded attitude when considering new business ideas or opportunities.

Books

Consider reading one or more of the following books:

[Risk Assessment and Decision Making in Business and Industry: A Practical Guide](#) by Glenn Robert Koller, CRC Press, 1999.

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

DEVELOPMENT SUGGESTIONS

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Low Work Pace

Competency(ies) This May Impact:

- Driving For Results
- Persuading To Buy

A review of your answers to the personality questionnaire suggests that your work style is likely to be unhurried. Certainly, there are many paths to productivity and effectiveness, not all of which include moving fast. Good personal 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.

DEVELOPMENT SUGGESTIONS

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Low Frustration Tolerance

Competency(ies) This May Impact:

- Driving For Results
- Negotiation

The assessment results suggest that you may be more susceptible to the effects of stress or frustration than others and, as a result, you may be less resilient when faced with difficult circumstances. If you find that you become upset too easily, the following suggestions may help.

Activities

Avoid putting yourself in stressful situations. If work pressures are a problem, consider developing skills in areas such as time management, work planning, and decision making.

Take the situation to a neutral person, someone who can see the situation from an objective, third-party perspective. If you cannot find a neutral person, try to play this role for yourself and consider what advice such a person would offer:

- Try to see yourself and the situation from an objective point of view so that you can solve the problem without your feelings getting in the way.
- Think in terms of actions.
- What can you do to solve this problem?
- Also, think about the events that led up to the problem situation and try to find ways to avert trouble in the future.

Discover a relaxation method that suits you and your lifestyle. There are many techniques that you will find in most books on stress management. For example, yoga and meditation techniques are known to be good relaxation methods. A simple walk in a peaceful setting can be very effective.

One effective way to deal with stressful situations or problems is to approach them directly and come to a resolution or solution as quickly as possible, rather than just brooding over them. If the problem is something that you cannot fix, try to accept or ignore it and focus your efforts on things that you can control or influence. Avoid wasting your energy worrying about things beyond your control.

Books

Reading a book in the area of personal adaptation or stress management may be useful. There are many available in most bookstores, usually in a Self-Help or Psychology section. Some which we can recommend include:

[Career Success/Personal Stress: How to Stay Healthy in a High Stress Environment](#) by Cristine Leatz & Mark Stolar, The McGraw-Hill Companies, 1992.

[How to Make Yourself Happy and Remarkably Less Disturbable](#) by Albert Ellis, Impact Publishers Incorporated,

1999.

[Stress for Success](#) by James Loehr & Mark McCormack, Times Books, 1998.

[The 14 Day Stress Cure: A New Approach for Dealing with Stress That Can Change Your Life](#) by Mort Orman & Frank Reuter, Breakthru Publishing, 1991.

[Pulling Your Own Strings : Dynamic Techniques for Dealing With Other People and Living Your Life As You Choose](#) by Wayne Dyer, Harper Mass Market Paperbacks, 1994.

[The Power of Positive Thinking](#) by Norman Peale, Ballantine Books, 1996.

[Think Straight Feel Great: 21 Guides to Emotional Self-Control](#) by Bill Borchardt, Professional Resource Exchange, 1989.

A New Guide To Rational Living by Albert Ellis, Cedar Knolls, NJ, Wehman, 1975. (Out-of-print classic. Look for it in your library.)

Tapes

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

[Staying on Top When Your World Turns Upside Down \(Audio Cassette\)](#) by Kathryn Cramer, Simon & Schuster Trade, 1994.

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

[The Power of Positive Thinking \(Audio Cassette\)](#) by Norman Peale, Simon & Schuster, 1993.

Seminars

[Managing Emotions in the Workplace: Strategies for Success](#) provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2540.htm]

[Moving Ahead: Breaking Behavior Patterns at Work](#) provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2255.htm]

[The Conference on Customer Service](#) provided by Skillpath Seminars.

DEVELOPMENT SUGGESTIONS

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Low Assertiveness

Competency(ies) This May Impact:

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

Your responses to the personality questionnaire suggest that you may be somewhat low keyed or nonassertive. While this may not be problematic in some situations, you may be less effective or less comfortable than you would like to be in situations that require you to take the initiative or to lead others. (*For example, you may often find yourself saying "yes" when you would like to say "no."*) To become more assertive, consider the following suggestions:

Activities

Attend an assertiveness training course or workshop at your local community center, community college, university, or other source of adult education and self-development courses. The best way to learn effective assertiveness skills is through the guided practice in this type of workshop.

Observe others who are assertive and influential in your organization. Try to incorporate some of their techniques into your personal style.

Offer your ideas first in meetings.

State your perspective in clear declarative sentences.

Look for opportunities outside of work where you can practice being more vocal and persuasive without as much risk.

When challenged, try not to back down quickly. Instead, restate your ideas to ensure others understand your perspective.

Books

Consider reading one or more of the following books on *assertiveness*:

[Asserting Yourself](#) by Sharon Bower & Gordon Bower, Perseus Press, 1991.

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

[When I Say No I Feel Guilty: Vol. II, for Managers and Executives](#) by Manuel Smith, A Train Press, 2000.

[How to Win Friends and Influence People](#) by Dale Carnegie, Pocket Books, 1994.

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

Books

Read one of the following books 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.

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

[Essentials of Negotiation](#) by Roy Lewicki, David Saunders & John Minton, Irwin Professional Publishers, 1996.

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

[Getting Together: Building Relationships As We Negotiate](#) by Roger Fisher & Scott Brown, Viking Penguin, 1989.

[The Power of Positive Confrontation: The Skills You Need to Know to Handle Conflicts at Work, Home, and in Life](#) by Barbara Pachter & Susan Magee, Marlowe & Co, 1999.

Tapes

Use driving or exercise time to listen to an audiotape:

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

DEVELOPMENT SUGGESTIONS

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Low Sociability

Competency(ies) This May Impact:

- Persuading To Buy
- Managing Others

Your responses to the personality questionnaire suggest that you may not be particularly outgoing or comfortable with people in purely social situations or that you have low social interests. While you are unlikely to waste productive time on the job socializing, your lack of social interest, or social comfort, may limit your effectiveness with customers, or potential customers, in developing good working relationships, in speaking before groups, etc. If you would like to improve your social confidence and your ability to comfortably relate to other people, consider the following suggestions:

Activities

Set a goal for yourself to initiate some type of social interaction with co-workers or subordinates, such as having lunch with someone that you do not know particularly well at least once a week.

Join a Toastmasters Club. Toastmasters is a communication and leadership program that focuses on improving your interpersonal communication skills (both formal presentation and informal conversation skills). Contact your local Chamber of Commerce to obtain a list of clubs in your area.

Join any social organization like the Lions or Rotary Club that promotes social gatherings on a regular basis. This would provide an opportunity to interact freely with people whom you do not know and allow you to develop broader social skills in a safe environment - one that does not directly impact your career.

Look for networking opportunities in your business. Join professional organizations where you have opportunity to meet and discuss common interests with others whom you do not know well.

Volunteer for a task force where you will work with others outside of your daily group.

Books

[How to Win Friends and Influence People](#) by Dale Carnegie, Pocket Books, 1994.

[Conversationally Speaking: Tested New Ways To Increase Your Personal & Social Effectiveness](#) by Alan Garner, Lowell House, 1997.

[The Fine Art of Small Talk: How to Start a Conversation, Keep It Going, Build Rapport -- And Leave a Positive Impression](#) by Debra Fine, CareerTrack Publications, Inc, 1997.

[How to Work a Room: Learn the Strategies of Savvy Socializing - For Business and Personal Success](#) by Susan RoAne, Warner Books Incorporated, 1989.

[Shyness: What It Is, What to Do About It](#) by Philip Zimbardo, Perseus Publishing, 1990.

[The Quick and Easy Way to Effective Speaking](#) by Dale Carnegie, Pocket Books, 1990.

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

DEVELOPMENT SUGGESTIONS

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High Need to be Liked

Competency(ies) This May Impact:

- Managing Others
- Negotiation

You describe yourself as a friendly and agreeable person. People probably respond well to your cooperative style and your interest in maintaining amiable relationships. However, you may have a tendency to be too agreeable or to avoid conflict unnecessarily. You may have difficulty telling others "no"; or you may compromise too quickly rather than standing your ground. If this describes you, it could be helpful if you developed some skills in the areas of conflict management and negotiation.

Activities

If you have negotiation responsibilities in your job, consider attending a formal negotiations training course such as those offered by the American Management Association.

Enroll in an assertiveness training course.

Books

Consider reading a book on *conflict resolution*:

[Managing Conflict: A Complete Process-Centered Handbook](#) by Roy Bruehl & Margaret Pneuman, Prentice Hall Trade, 1982.

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

[The Power of Positive Confrontation: The Skills You Need to Know to Handle Conflicts at Work, Home, and in Life](#) by Barbara Pachter & Susan Magee, Marlowe & Co, 1999.

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

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.

[When I Say No I Feel Guilty: Vol. II, for Managers and Executives](#) by Manuel Smith, A Train Press, 2000.

DEVELOPMENT SUGGESTIONS

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Low Optimism

Competency(ies) This May Impact:

- Resilience
- Managing Others
- Motivating Others

Your responses to the personality questionnaire suggest that you may be somewhat pessimistic in your outlook. You may be inclined to worry and have periods when your work morale is low. If this is true for you, the following suggestions may be useful in developing a more positive outlook.

Activities

Develop a personal strategy for constructively handling your feelings. No one strategy works for everyone. Below are a few methods that many people have used to successfully manage their feelings. One or a combination of these control strategies may work for you. Decide which are most comfortable for you and try one or more for at least one week on a consistent basis. It will take some practice before you see results. Do not give up.

Journalizing: Write about situations that trigger your frustrations or negative feelings. Ask yourself the following types of questions:

- "Why do I let myself become so upset?"
- "Is this a pattern I have repeated throughout my life?"
- "What can I recognize to tell me that I'm heading for another crisis?"
- "How do I avoid these situations?"
- "What should I do to change?"

Let the journal be your own counselor. Answer your own questions and try to do so in creative ways. Use the journal to help you to see problems from a unique perspective. Use it to prescribe change.

Letter Writing: If you feel upset (or angry) with someone, try writing the person a letter you never send. Many people find that they can better understand their own feelings by trying to communicate in this more formal and thoughtful manner. Also, it will allow you to vent your feelings without producing a counterproductive outcome.

Avoid Negative Self-Talk: If you find self-defeating phrases (e.g. "This is terrible, " "I always make a mess of things," etc.) come quickly to you when you are upset, try Thought Stopping. Think loudly "Stop!, Stop!" Immediately replace the destructive train of thought with more appropriate, problem solving thoughts like:

- "Why is this so upsetting?"
- "What can I control, and what is beyond my control?"
- "What are my options?"

- "What steps will I take?"

By doing this you are well on your way to rational thinking even during periods of turmoil.

Many times negative feelings can be counteracted by becoming active and involved in things that you enjoy. Such things can include reading a favorite book or author, going to a movie, calling a friend, or engaging in some type of physical exercise. Also, it often helps to take time out to indulge yourself in a hobby or special activity such as taking a walk, riding a bike or going to a museum.

Books

Reading a book in the area of personal adaptation or stress management may be useful. There are many available in most book stores, usually in a Self-Help or Psychology section. Some which we can recommend include:

[The 10 Emotions of Power: How to Make Your Emotions Work for You](#) by Lawrence Salliotte, Proctor Publishing, 1998.

[How to Make Yourself Happy and Remarkably Less Disturbable](#) by Albert Ellis, Impact Publishers Incorporated, 1999.

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

[The Road Less Traveled](#) by M. Scott Peck, Simon & Schuster, 1997.

[I'm Ok - You're Ok](#) by Thomas Harris, Galahad Press, 1999.

[How to Stop Worrying and Start Living](#) by Dale Carnegie, Pocket Books, 1985.

[Learned Optimism](#) by Martin Seligman, Pocket Books, 1998.

Tapes

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

[The 7 Habits of Highly Effective People \(Audio CD\)](#) by Stephen Covey, Covey Leadership Center, 2001.

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

Seminars

[How to Manage Workplace Negativity](#) provided by American Management Association.
[<http://www.amanet.org/seminars/cmd2/2545.htm>]

[Managing Emotions in the Workplace: Strategies for Success](#) provided by American Management Association.
[<http://www.amanet.org/seminars/cmd2/2540.htm>]

[Moving Ahead: Breaking Behavior Patterns at Work](#) provided by American Management Association.
[<http://www.amanet.org/seminars/cmd2/2255.htm>]

ACTION PLANNING

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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 www.bigby.com/systems/assessv2/resources/employee. In this website you will find sample action plans, goal setting & action planning worksheets, and more.

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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.

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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 www.bigby.com/systems/assessv2/resources/employee.)

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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.

GRAPHIC PROFILE

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Thinking

Reflective	Low need to probe	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Thoughtful, philosophical
Structured	Avoids step-by-step	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Logical, systematic
Serious-Minded, Restrained	Quick to decide	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Serious, careful, cautious
Fact-Based	Intuitive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Factual
Realistic	Imaginative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No-nonsense, pragmatic

Working

Work Pace	Unhurried	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Active, busy
Self-Reliance	With others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	By self
Work Organization	Dislikes structure, order	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Prefers structure, order
Multi-Tasking	Routine, one task at a time	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Multiple tasks, variety
Need for Task Closure	Low	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Acceptance of Control	Dislikes rules, controls	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Welcomes rules, controls
Frustration Tolerance	Sensitive	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Resilient
Need for Freedom	Low	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Need for Recognition	Low	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Detail Orientation	Dislikes details	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Enjoys detailed work

Relating

Assertiveness	Low	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Sociability	Shy or uninterested	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Outgoing
Need to be Liked	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	High
Positive about People	Skeptical, cautious	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Trusting, positive
Insight	Does not analyze others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Analyzes others
Optimism	Pessimistic	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Objective, thick-skinned
Self-Control	Expressive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Reserved, careful
Cultural Conformity	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High

Others

Positive Response Factor 1	Low	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Positive Response Factor 2	Low	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High