

**Corporate Logo Here**

AssessMe  
Assessment  
Workbook

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# Sample Workbook

The competences, text and data shown in this report are only for demonstration purposes as AssessMe can be configured to meet the specific requirements of your organisation.

Please visit [www.assessme.info](http://www.assessme.info) for more details

# Alan Smith

Team: Local Authority  
Section: AssessMe  
Division: Marketing  
Directorate: Nectare Ltd

Job Family: Customer Services  
Level: Frontline

Assessment Consolidated: 19/03/09  
Assessors: 6

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## Introduction

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This report consolidates and summarises feedback on a number of important issues pertaining to you and your role. It has been derived from views expressed from close colleagues who dedicated their time and attention to provide you with this useful and valuable information. As a result you will now have a unique insight into your behaviour and effectiveness within the organisation.

Taking these views into account will enable you to focus your efforts and attention on areas that can improve your managerial skills.

At first sight you may challenge some observations because they appear significantly different from how you view yourself. However, these observed views may be the sum of the subjective assessments of several people. If the observations are consistently and independently reported, the results may be more accurate than first thought. A key element of this report is that it enables you "to see yourself as others see you".

The assessment process is designed to ensure that assessors report observed behaviour rather than intentions or wishes. It is often the case that those around us are better observers of our behaviour than we are, and are therefore better placed to assess our strengths and weaknesses. You will find you'll get the most from this report if you approach your results with an open mind.

When reading this report you should consider how your assessors' perceptions of your behaviour may have emerged and why people see you this way. You should also start to get an understanding of how your behaviour impacts on your performance in the workplace.

In each section of this report we have included some questions that you should be asking yourself. There may be other questions or comments that you think of as you read the report and we recommend that you write these down on the left hand side so you can keep a record of all the issues that this report may bring to light.

The information you get from this report will help you to plan your development more effectively and therefore enable you to enhance your performance.

We hope that you will find this report a valuable tool in developing your career.

## Action Plan

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Once you have initially read through the report and answered the questions that you consider relevant, you should go through it again with your coach / mentor to ensure you have correctly identified your strengths in order to capitalise on these in the future.

You may also need to identify areas of weakness which need attention. Again your coach / mentor can help you create simple practical plans to address these issues, thus enabling you to reach your full potential and bring greater benefit to the organisation.

You can use AssessMe's personal development tools to create and store your Personal Development Plans on line. You will then be able to refer to them, or update them, at any time, from anywhere there is an internet connection.

Return to this Report from time to time when you consider it is necessary, e.g. when facing new challenges or in overcoming everyday obstacles.

## Participants

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Director	Elizabeth Moore
Manager	Sam Patel
Co-Workers	4

## Assessed Competences

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This section lists the competences that you have been assessed on and details all the performance criteria (skills and behaviour) that make up each competence.

Read through these to remind yourself of what you were assessed on.

The list is sub-divided into the different aspects of your job role.

If your line manager(s) has marked any of the competences as being of significant (high) priority to them you will see "Manager: High" printed under the title of the competence. If you have been assessed by more than one manager and more than one of them has flagged a particular competence, they will be listed separately i.e. "Manager(1) Manager(2)".

If you marked any as high priority to you, the message "Myself: High" will be printed.

Compare any competences your manager(s) has / have highlighted as high priority with any you have selected, are they the same?

**Discrepancies may appear between you and your manager(s) regarding important competences in your professional position. This may be due to the fact that you and your manager(s) have different expectations regarding this position. If you notice any discrepancies, answer for yourself the following questions:**

What does the discrepancy result from?

How can such discrepancies influence your work?

How can the discrepancies influence the assessment of your work?

How much longer may such a state of discrepancy last?

You may also consider a possible discussion over this matter with your manager(s).



## Assessed Competences

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### Customer Service

#### Operating Customer Service Systems

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Maintains, updates and corrects customer records and other related documentation.	2	2.5	2	3.0	3.0	2.3
Provides a two way flow of service between company and customer.	3	3.4	3	2.0	5.0	3.3
Monitors service problems and follows through to ensure resolution.	3	2.2	4	1.0	2.0	2.7
Explores customer requirements and explains appropriate products and services.	4	3.5	4	0.0	0.0	3.5
Maintains service when systems go wrong within available resource constraints.	3	3.2	1	5.0	1.0	3.3
<b>For this Competence:</b>	<b>3.0</b>	<b>2.9</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.9</b>

#### Developing and Maintaining Customer Relationships

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Presents positive personal and organisational image to customer.	2	2.0	1	1.0	2.0	2.3
Balances needs of customer and company.	2	2.3	3	2.0	2.0	2.5
Adapts methods of communication to suit attitude shown by customers.	3	3.2	5	2.0	4.0	3.3
Anticipates and pre-empts future requirements.	5	4.5	X	0.0	5.0	4.3
Fosters a culture which promotes customer service as a priority.	4	4.0	4	3.0	5.0	4.0
Seeks customer feedback to improve service delivery.	2	1.8	2	4.0	1.0	1.5
<b>For this Competence:</b>	<b>3.0</b>	<b>2.8</b>	<b>3.0</b>	<b>2.4</b>	<b>3.2</b>	<b>2.9</b>

#### Delivering Service to Customers

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Provides prompt response in line with Service Level Agreements.	3	2.4	5	4.0	0.0	2.0
Refers to appropriate colleagues when unable to respond to customer requirements.	3	3.5	3	4.0	5.0	3.0
Makes recommendations to improve service.	3	2.7	2	3.0	5.0	2.0
Negotiates and clarifies customer requirements.	3	3.2	0	3.0	2.0	3.5
Communicates regularly with customer on progress.	3	2.8	4	2.0	1.0	3.5
Deals with customers politely.	3	3.5	3	0.0	4.0	3.3
<b>For this Competence:</b>	<b>3.0</b>	<b>3.0</b>	<b>3.4</b>	<b>3.2</b>	<b>3.4</b>	<b>2.9</b>

## Interpersonal

### Relating to Others

Manager:High Director:High Myself: High

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Gives and takes feedback constructively.	3	3.8	1	5.0	3.0	3.8
Aware of personal impact and adjusts style accordingly.	2	2.2	4	2.0	1.0	2.5
Open and responsive when dealing with colleagues.	3	3.2	3	4.0	2.0	3.3
Shares knowledge and experience with colleagues.	4	3.5	5	4.0	5.0	3.0
Establishes and maintains productive working relationships.	2	2.2	2	1.0	0.0	2.5
Handles differences with colleagues constructively, promptly and positively.	3	3.0	2	0.0	2.0	3.3
<b>For this Competence:</b>	<b>2.8</b>	<b>3.0</b>	<b>2.8</b>	<b>3.2</b>	<b>2.6</b>	<b>3.0</b>

### Teamworking

Manager:High

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Contributes to the definition of team goals.	3	2.7	4	2.0	1.0	3.3
Works actively towards achievement of team goals.	3	2.6	2	0.0	4.0	2.3
Demonstrates concern for team unity and morale.	3	3.0	3	3.0	3.0	3.0
Willingness to participate as a full member of a team.	4	4.3	5	5.0	5.0	4.0
Effective contributor even when team is working on something of no direct personal interest.	2	1.8	0	1.0	0.0	2.0
<b>For this Competence:</b>	<b>3.0</b>	<b>2.9</b>	<b>3.5</b>	<b>2.8</b>	<b>3.3</b>	<b>2.9</b>

### Communicating Effectively

Manager:High

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Speaks clearly and confidently to people at all levels both within and outside of the company.	2	2.2	2	3.0	3.0	1.8
Listens actively, questioning when necessary and summarising clearly.	3	3.2	3	4.0	4.0	2.8
Writes clearly and concisely and structures information logically.	3	3.3	2	3.0	1.0	4.5
Contributes constructive ideas when attending meetings.	2	2.2	2	3.0	1.0	2.3
Ability to make persuasive, clear formal presentation of ideas or facts.	2	1.8	1	1.0	2.0	2.0
<b>For this Competence:</b>	<b>2.4</b>	<b>2.5</b>	<b>2.0</b>	<b>2.8</b>	<b>2.2</b>	<b>2.5</b>

### Influencing Skills

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Overcomes opposition through reasoned argument and persuasion.	2	2.7	5	4.0	2.0	2.5
Gains commitment of team and other relevant parties.	3	4.2	5	4.0	5.0	4.0
Shows ability to compromise when it facilitates progress.	2	3.8	5	5.0	3.0	3.8
<b>For this Competence:</b>	<b>2.3</b>	<b>3.6</b>	<b>5.0</b>	<b>4.3</b>	<b>3.3</b>	<b>3.4</b>

## Providing Leadership

Director:High Myself: High

	Consolidated	Avr	Self	Dirctr	Managr	C-Wrkr
Communicates a consistant sense of direction and purpose.	2	2.3	3	4.0	1.0	2.3
Uses a variety of leadership styles to suit circumstances.	3	2.5	3	1.0	3.0	3.0
Cultivates a team culture in which members accept responsibility for their actions.	3	3.0	1	2.0	5.0	2.7
<b>For this Competence:</b>	<b>2.7</b>	<b>2.6</b>	<b>2.3</b>	<b>2.3</b>	<b>3.0</b>	<b>2.6</b>

### Comments:

*Need to attend team building course. (Self)*

A) Would benefit from leadership training.

B) Needs to improve team management skills.

***Book self on to next team building course. (Consolidated)***

## First Perspective: Myself and Everyone

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This section graphically compares your own assessment with the average of the assessments of the group of people who assessed you.

The performance indicators used in the assessment process are printed below the graph.

While analysing this section ask yourself the following questions for each competence:

Q. Is your indicated performance what you expected?

*You may wish to write A beside those which you consider above your expectation and B by any which are below.*

Q. Do you think your level of performance is satisfactory?

Q. How big is the discrepancy between your self-assessment and the assessment by others?

Q. What significant conclusions can you draw from the discrepancies? How do they affect your work?

Q. Identify any areas where you may have either underestimated or overestimated some competences?

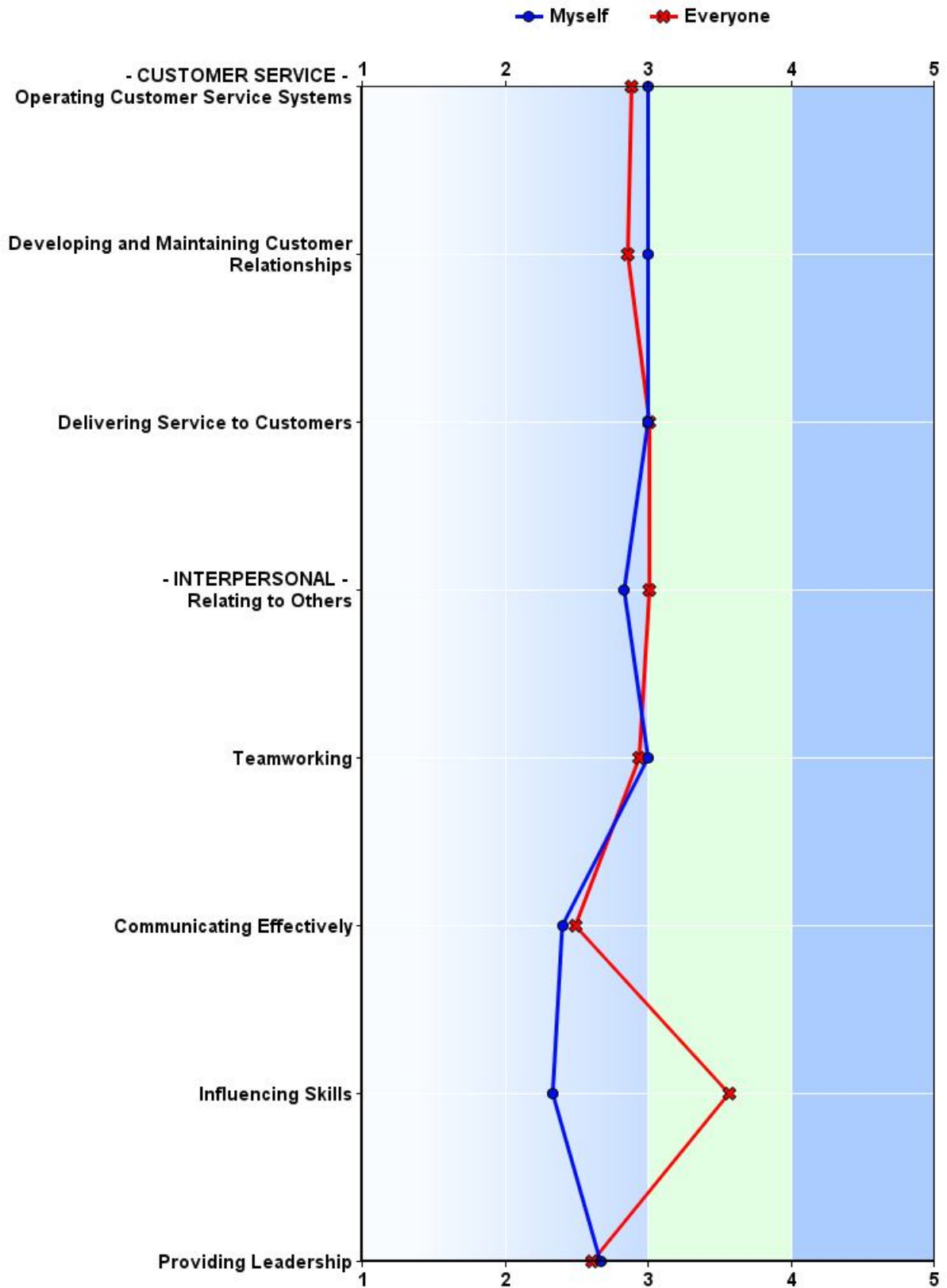
### Record here your conclusions from this section

What issues are being drawn to my attention?

What might be suitable development activities?

What benefit might this bring for me and / or the organisation?

# First Perspective: Myself and Everyone



1 - Not Effective, 2 - Sometimes Effective, 3 - Effective, 4 - Area of Strength, 5 - Area of Excellence

## Second Perspective: The View From Above

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Here the assessment of your manager\* is compared to your self assessment.

\* If you have two or three managers each of their assessments will be plotted separately. If you have more than 3 managers then, for clarity, their scores are accumulated and shown as one line.

While analysing this graph ask yourself the following questions for each competence:

Q. Where the assessments agree, are you satisfied with your level of performance?

Q. Does the view of your manager match your view of your performance?

If no:

Q. What may be the reason for the discrepancies?

Q. Consider specific events, situations which might have influenced such an assessment.

Q. Do you fully understand your manager's expectations of you?

Q. If you have more than one manager, do their assessments concur?  
If not, think of reasons why this may be the case.

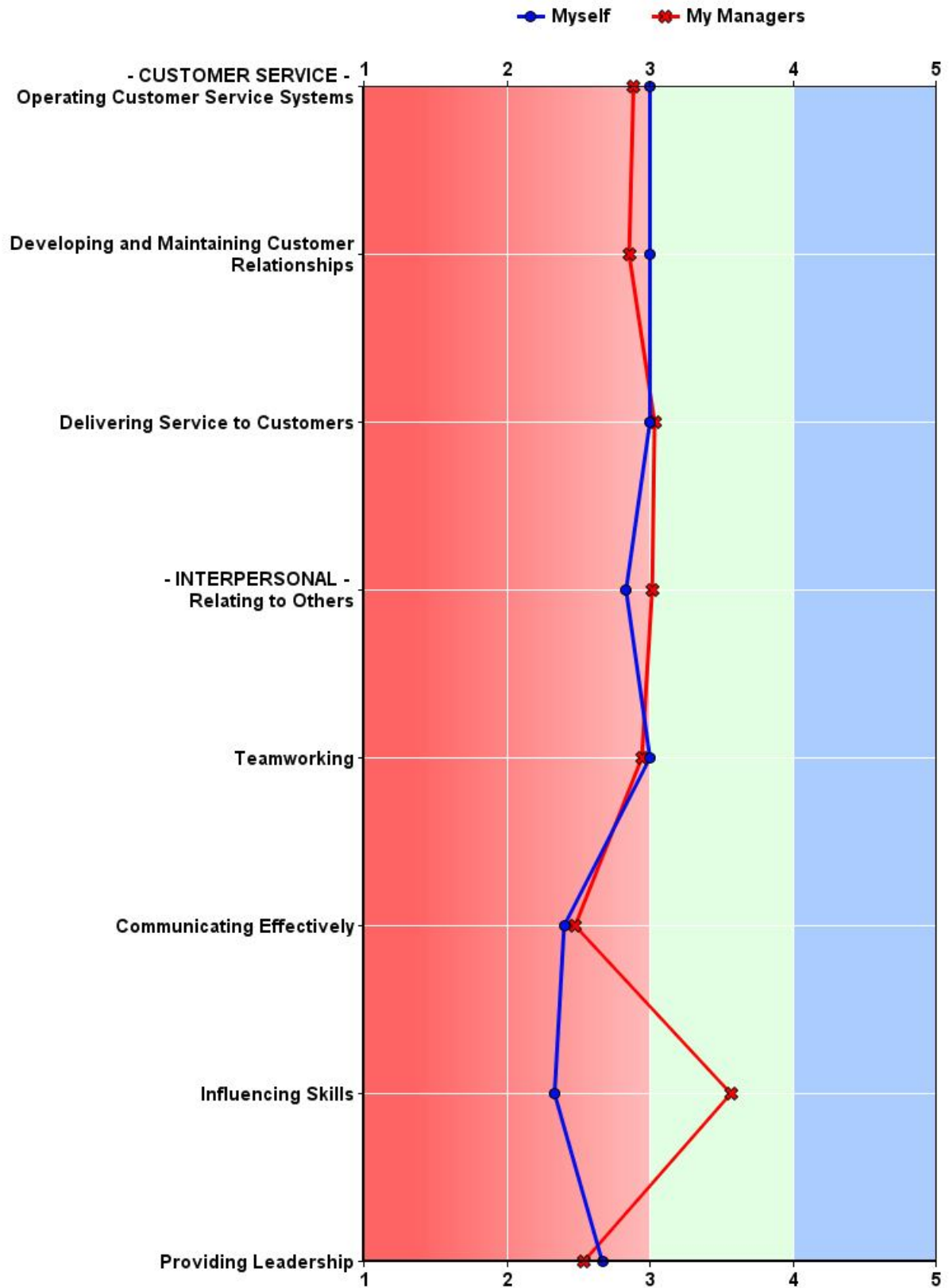
### Record here your conclusions from this section:

What issues are being drawn to my attention?

What might be suitable development activities?

What benefit might this bring for me and / or the organisation?

## Second Perspective: The View From Above



1 - Not Effective, 2 - Sometimes Effective, 3 - Effective, 4 - Area of Strength, 5 - Area of Excellence

## Third Perspective: Myself as Viewed by Specific Groups

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If you were assessed by more than one group of assessors then this graph shows how you were assessed by each group as each one is shown as a separate line. You can get an immediate picture of any differences between the groups and your view of yourself.

While analysing this graph ask yourself the following questions:

Q. What is your initial reaction when looking at the course of each line?

Q. Which group assessed your competence with highest and which with lowest grades?

Q. If there is a diversity of views, consider why this may be? Have there been any specific events or situations which might have influenced their assessments.

Where applicable:

Q. How does your manager(s) assessment compare to that of your co-workers?

Q. How does the assessment by your staff compare to that of your co-workers?

### Record here your conclusions from this section:

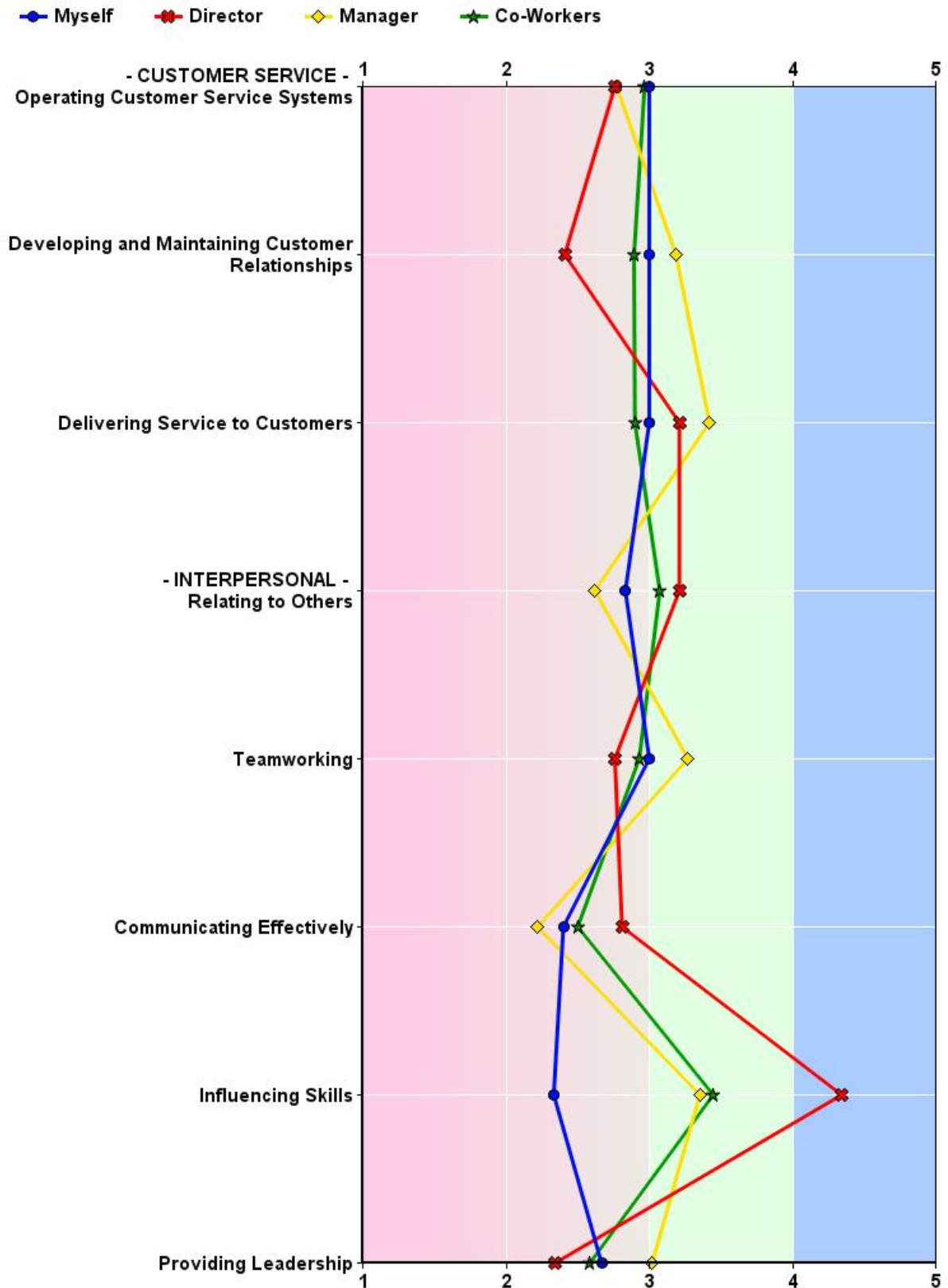
What issues are being drawn to my attention?

What might be suitable development activities?

What benefit might this bring for me and / or the organisation?



# Third Perspective: Myself as Viewed by Specific Groups



1 - Not Effective, 2 - Sometimes Effective, 3 - Effective, 4 - Area of Strength, 5 - Area of Excellence

## Summary

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On the following summary graphs the assessors scores for each competence are plotted.

The style of graph is called a “whisker graph” - as in cat’s whisker - these show any divergence in the views of the assessors by using horizontal and vertical bars. The vertical bars at the end of a line represent the lowest and highest assessment. These vertical lines are connected by a horizontal line. The average for that group is shown by a block which will either be between two vertical lines or on its own.

If only one block is shown for a group of assessees it means that either there was only one assessor, or their average assessments were the same, or virtually the same (within  $\pm 4\%$ ).

This style of graph enables you to quickly see the range of results and the differences between groups of assessees. Where there is a difference between the groups it is a good idea to analyse your particular relations with each group as it may have influenced their assessments. Think which of the relations requires your particular attention in this situation?

The average score for each competence is displayed as a coloured vertical line with the average value shown along the bottom of the chart.

## Summary

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**While analysing each competence answer the following questions:**

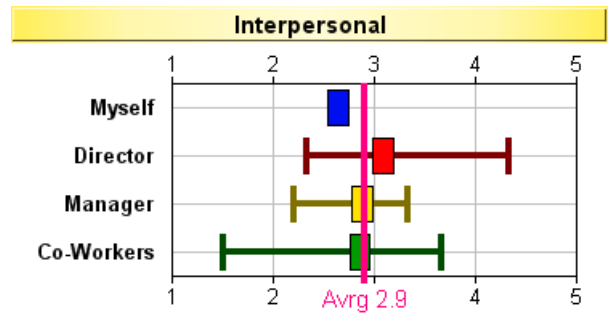
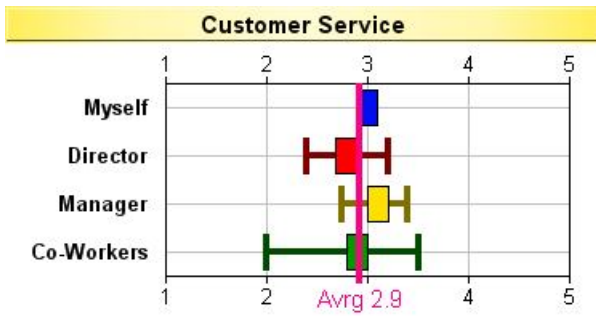
Which performance criteria within a particular competence were given the lowest grades?

In what kind of professional situations is this competence most visible?

What can you do to increase the level of this competence in everyday activities so that others can notice it?

If you do not know the reason for the low score, who could you ask for feedback and advice?

# Summary Graphs



## Skills and Behaviour

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Here you will find the assessments for all the competences.

The first graph is a summary; the average score of each assessor for all the skills and behaviours within the specific competence are plotted on the summary.

The other graphs show the results for each individual performance criteria (skill or behaviour).

The style of graph is called a “whisker graph” - as in cat’s whisker - these show any divergence in the views of the assessors by using horizontal and vertical bars. The vertical bars at the end of a line represent the lowest and highest assessment. These vertical lines are connected by a horizontal line. The average for that group is shown by a block which will either be between two vertical lines or on its own.

If, on the summary graph, only one block is shown for a group of assesseees it means that either there was only one assessor, or their average assessments were the same, or virtually the same (within  $\pm 4\%$ ).

One block on the other graphs means the assessors gave exactly the same assessment or there was only one assessor in the group.

This style of graph enables you to quickly see the range of results and the differences between groups of assesseees. Where there is a difference between the groups it is a good idea to analyse your particular relations with each group as it may have influenced their assessments. Think which of the relations requires your particular attention in this situation?

The average score for each competence / performance criteria is displayed as a coloured vertical line with the average value shown along the bottom of the chart.

On some graphs you may see, at the end of the title line numbers in brackets e.g. (5/6). This is where not all the assessors were able to assess you; the first number is the number of assessors who entered an assessment, the second number is the total number of assessors.

## Skills and Behaviour

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**While analysing each competence answer the following questions:**

Which performance criteria within a particular competence were given the lowest grades?

In what kind of professional situations is this competence most visible?

What can you do to increase the level of this competence in everyday activities so that others can notice it?

If you do not know the reason for the low score, who could you ask for feedback and advice?

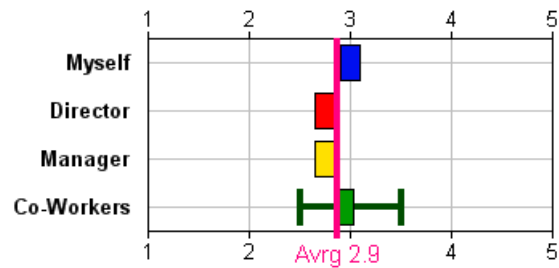
# Skills and Behaviour Graphs

## Customer Service

### Operating Customer Service Systems

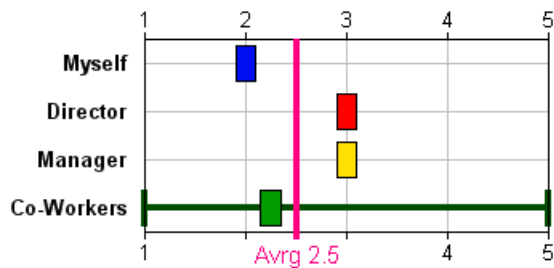
Ref: CS1

#### Summary

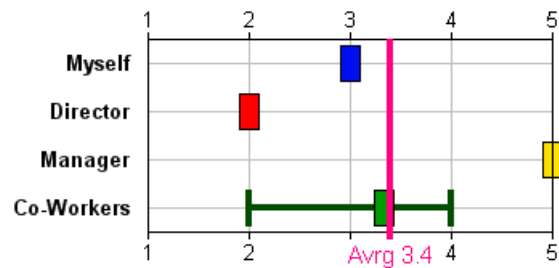


#### Performance Criteria

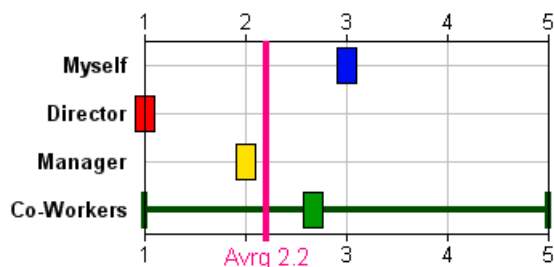
Maintains, updates and corrects customer records and other related documentation.



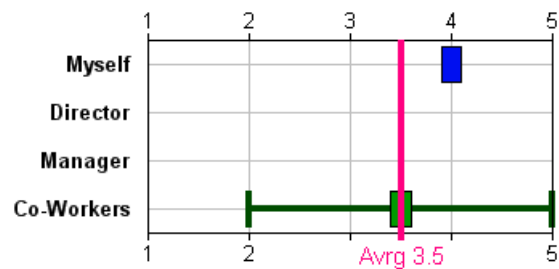
Provides a two way flow of service between company and customer (5/6).



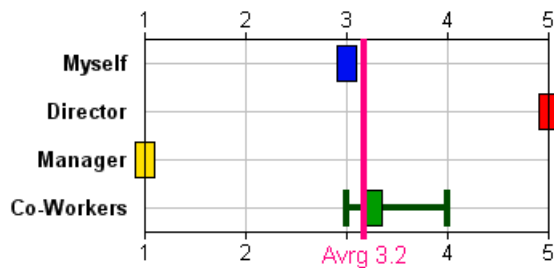
Monitors service problems and follows through to ensure resolution (5/6).



Explores customer requirements and explains appropriate products and services (2/6).



Maintains service when systems go wrong within available resource constraints.



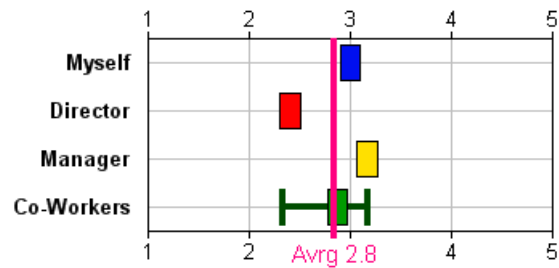
# Skills and Behaviour Graphs

## Customer Service

### Developing and Maintaining Customer Relationships

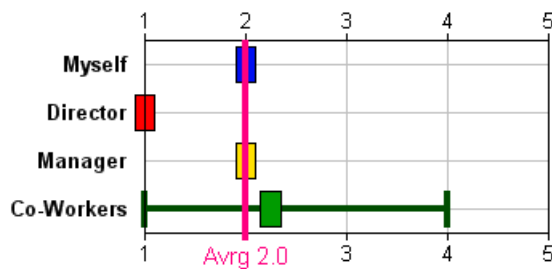
Ref: CS2

#### Summary

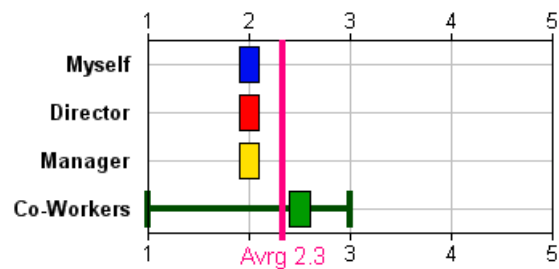


#### Performance Criteria

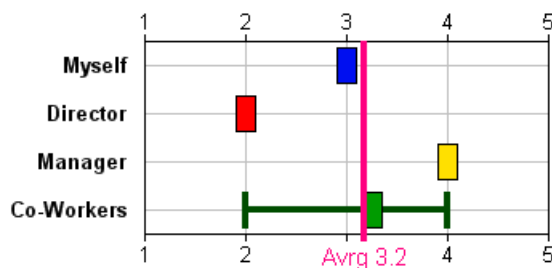
##### Presents positive personal and organisational image to customer.



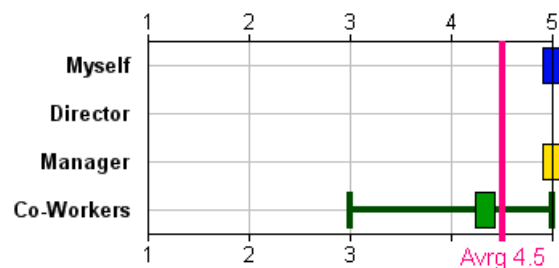
##### Balances needs of customer and company.



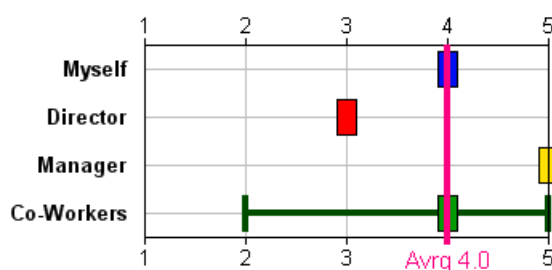
##### Adapts methods of communication to suit attitude shown by customers.



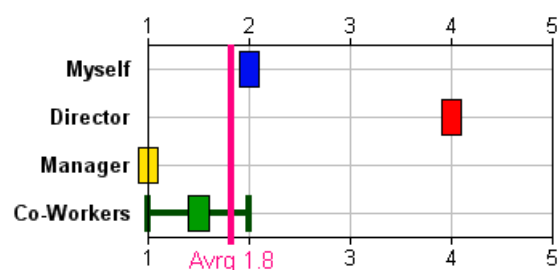
##### Anticipates and pre-empts future requirements (4/6).



##### Fosters a culture which promotes customer service as a priority (5/6).



##### Seeks customer feedback to improve service delivery.





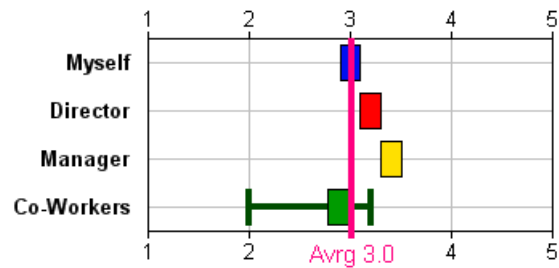
# Skills and Behaviour Graphs

## Customer Service

### Delivering Service to Customers

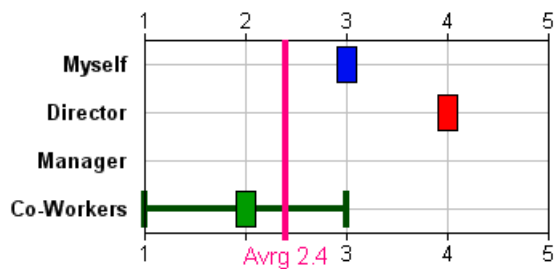
Ref: CS3

#### Summary

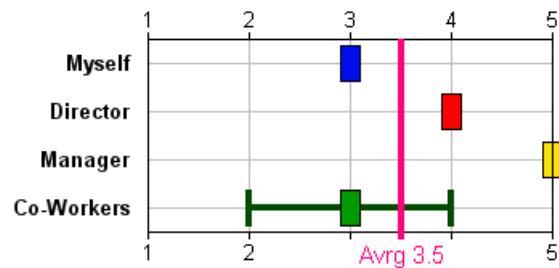


#### Performance Criteria

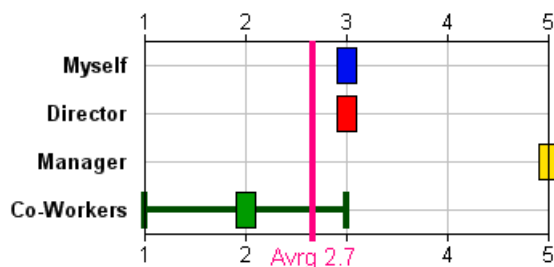
Provides prompt response in line with Service Level Agreements (5/6).



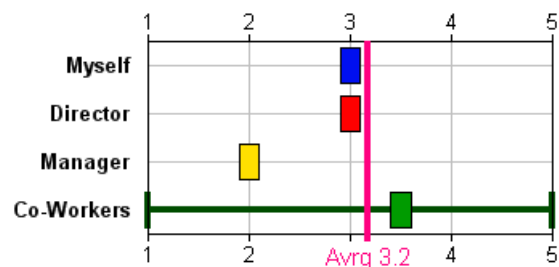
Refers to appropriate colleagues when unable to respond to customer requirements.



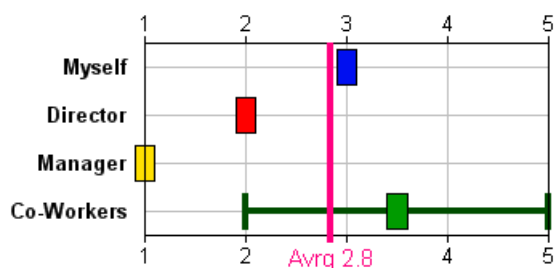
Makes recommendations to improve service.



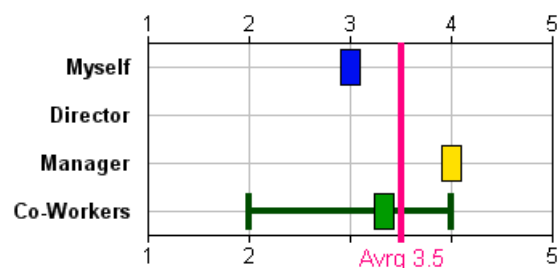
Negotiates and clarifies customer requirements.



Communicates regularly with customer on progress.



Deals with customers politely (4/6).



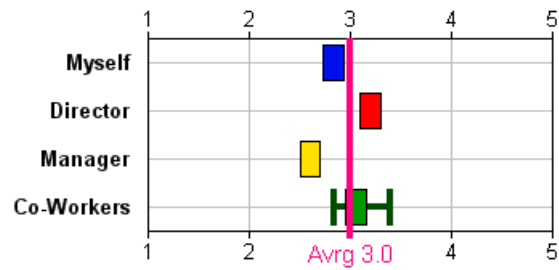
# Skills and Behaviour Graphs

Interpersonal

Relating to Others

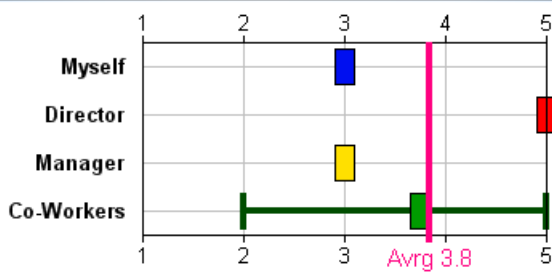
Ref: IP1

## Summary

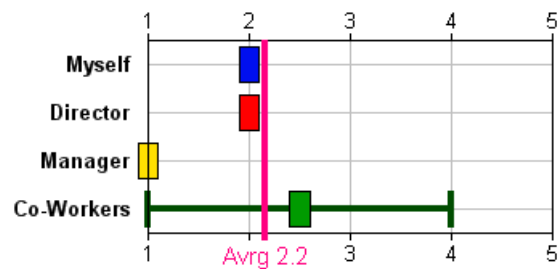


## Performance Criteria

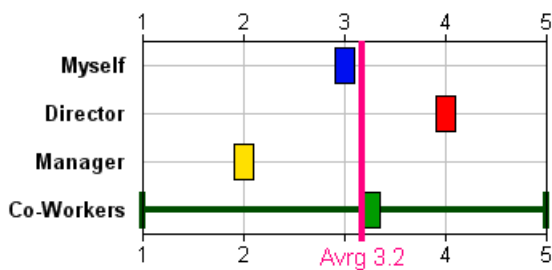
### Gives and takes feedback constructively.



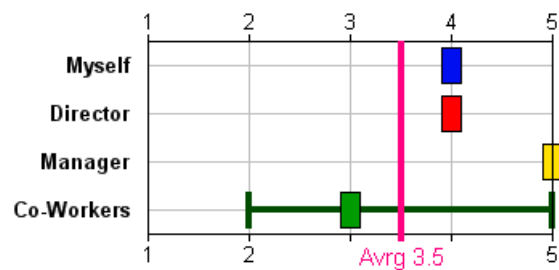
### Aware of personal impact and adjusts style accordingly.



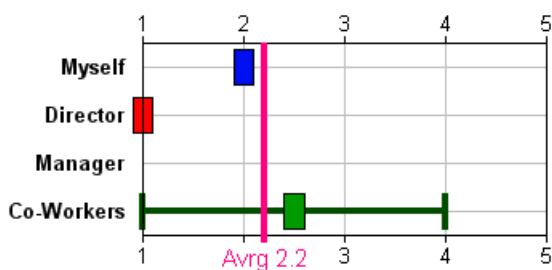
### Open and responsive when dealing with colleagues.



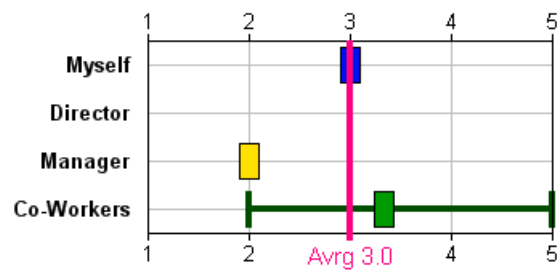
### Shares knowledge and experience with colleagues.



### Establishes and maintains productive working relationships (5/6).



### Handles differences with colleagues constructively, promptly and positively (4/6).



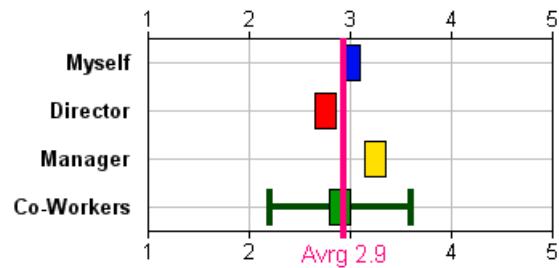
# Skills and Behaviour Graphs

Interpersonal

Teamworking

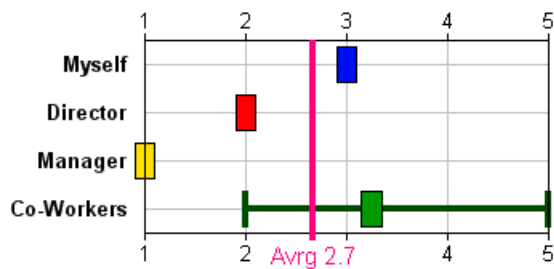
Ref: IP2

## Summary

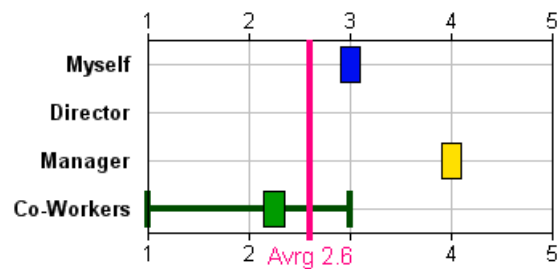


## Performance Criteria

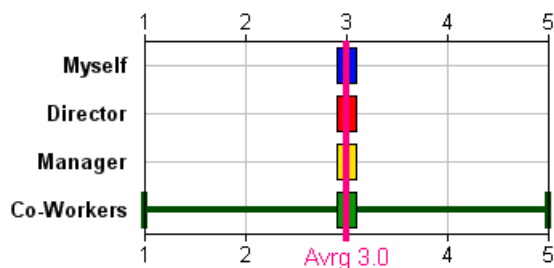
Contributes to the definition of team goals.



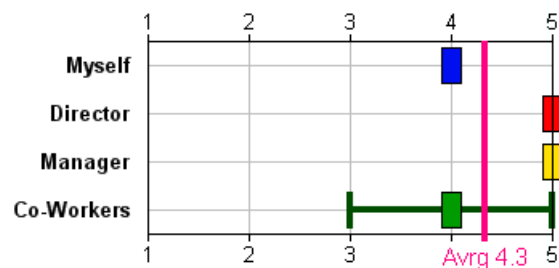
Works actively towards achievement of team goals (5/6).



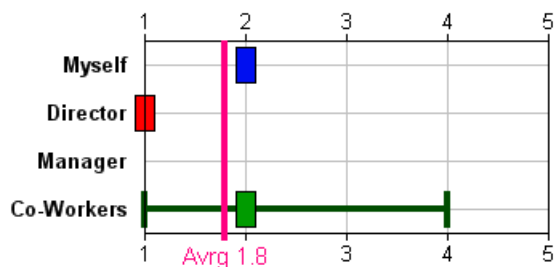
Demonstrates concern for team unity and morale.



Willingness to participate as a full member of a team.



Effective contributor even when team is working on something of no direct personal interest (5/6).



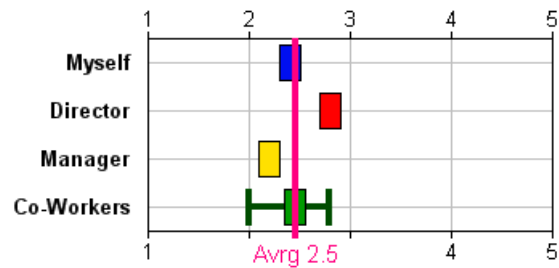
# Skills and Behaviour Graphs

Interpersonal

Communicating Effectively

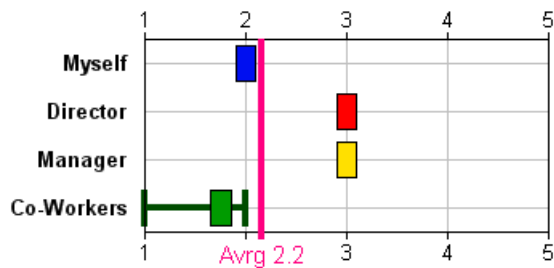
Ref: IP3

**Summary**

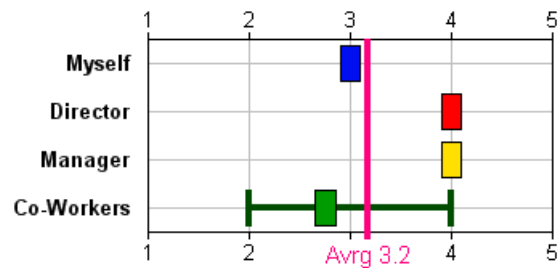


**Performance Criteria**

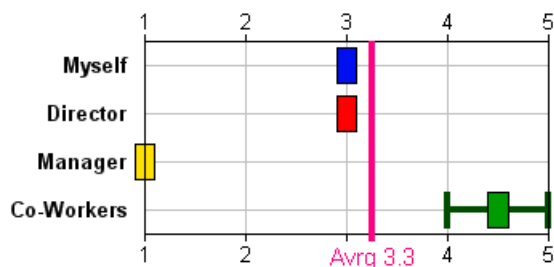
Speaks clearly and confidently to people at all levels both within and outside of the company.



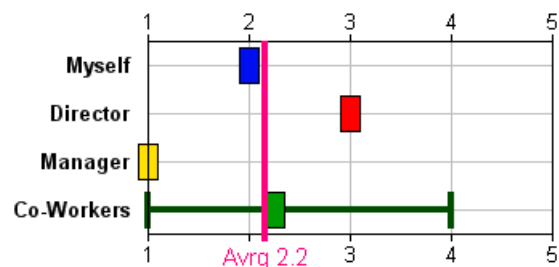
Listens actively, questioning when necessary and summarising clearly.



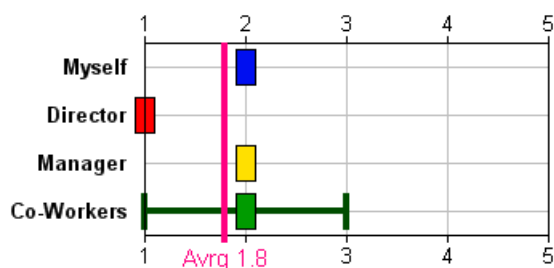
Writes clearly and concisely and structures information logically (4/6).



Contributes constructive ideas when attending meetings.



Ability to make persuasive, clear formal presentation of ideas or facts (5/6).



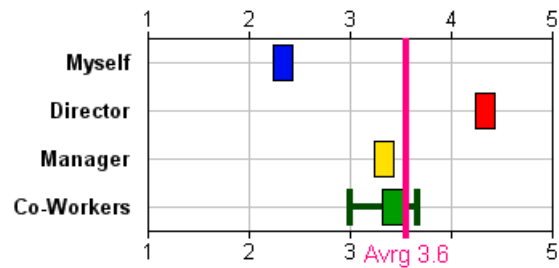
# Skills and Behaviour Graphs

Interpersonal

Influencing Skills

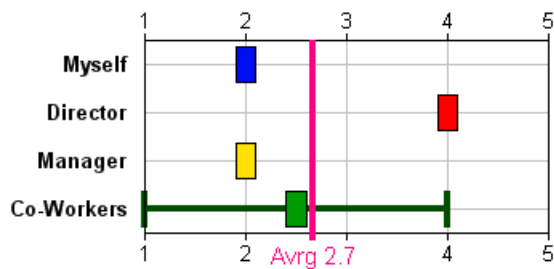
Ref: IP4

## Summary

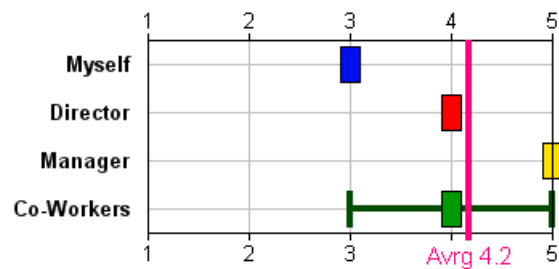


## Performance Criteria

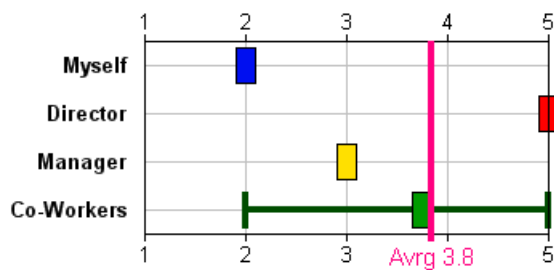
Overcomes opposition through reasoned argument and persuasion.



Gains commitment of team and other relevant parties.



Shows ability to compromise when it facilitates progress.



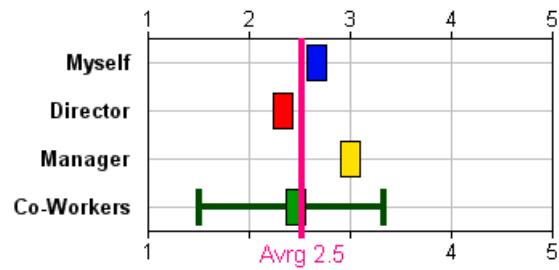
# Skills and Behaviour Graphs

Interpersonal

Providing Leadership

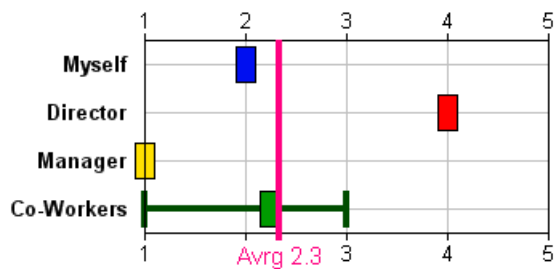
Ref: IP5

**Summary**

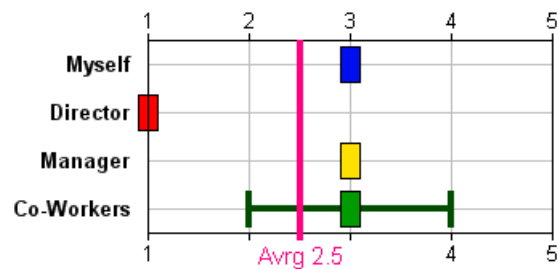


**Performance Criteria**

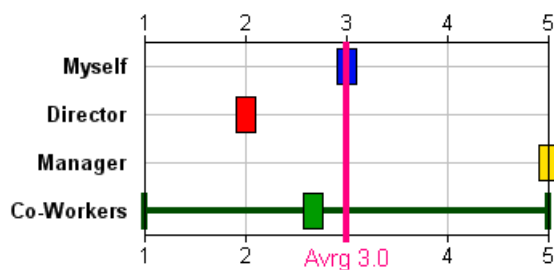
**Communicates a consistent sense of direction and purpose.**



**Uses a variety of leadership styles to suit circumstances (4/6).**



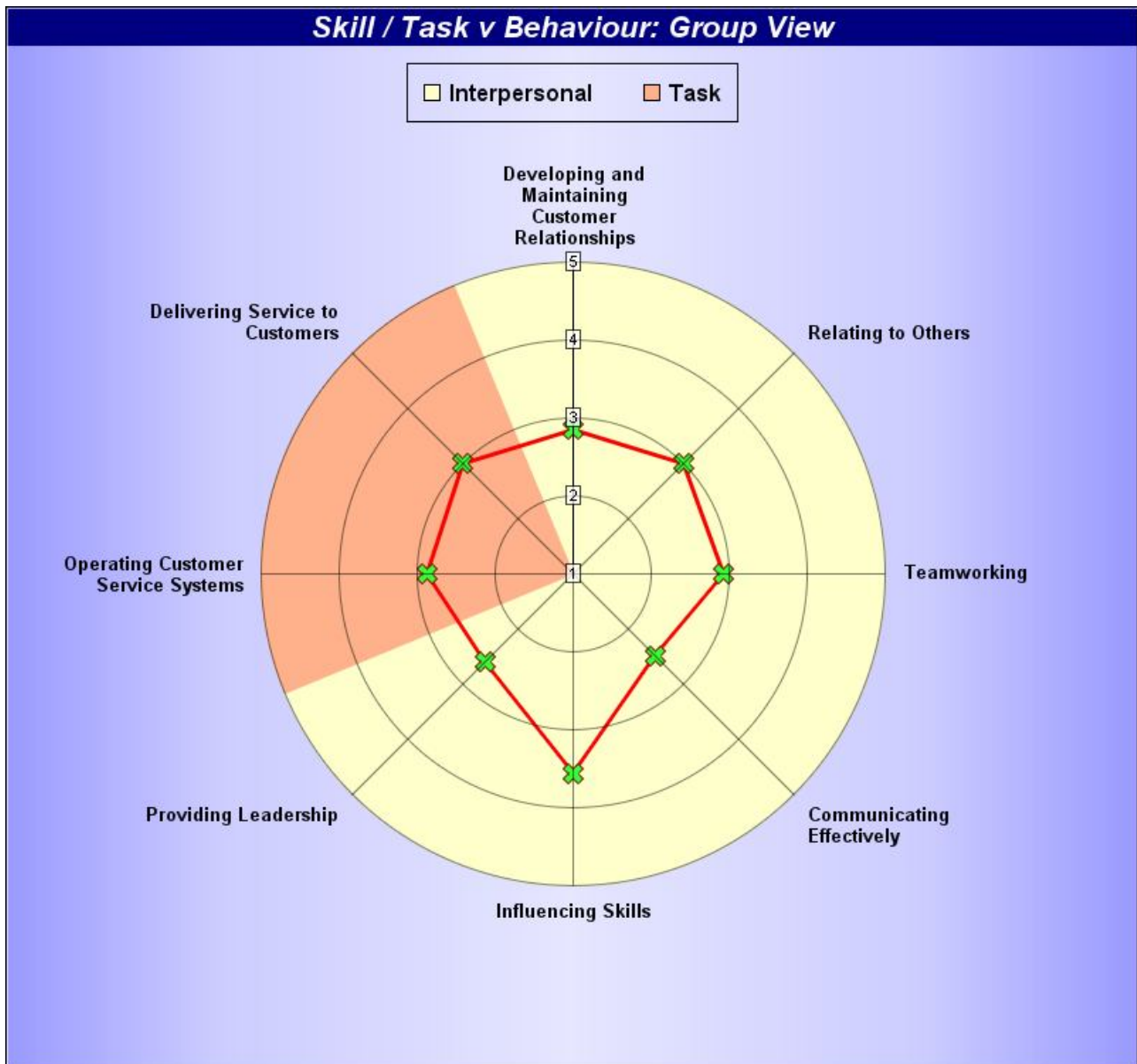
**Cultivates a team culture in which members accept responsibility for their actions (5/6).**



## Skill / Task v Behaviour: Group View

Here you will find your competence profile depicted by “type” of competence.

This polar (round) graph is divided into sections, one for each type of competence that you were assessed on. Some people excel more at tasks than at their personal relationships and some vice versa. The purpose of this graph is to help you identify such traits in yourself, as this can help you in selecting the kind of development that is best suited to your needs.

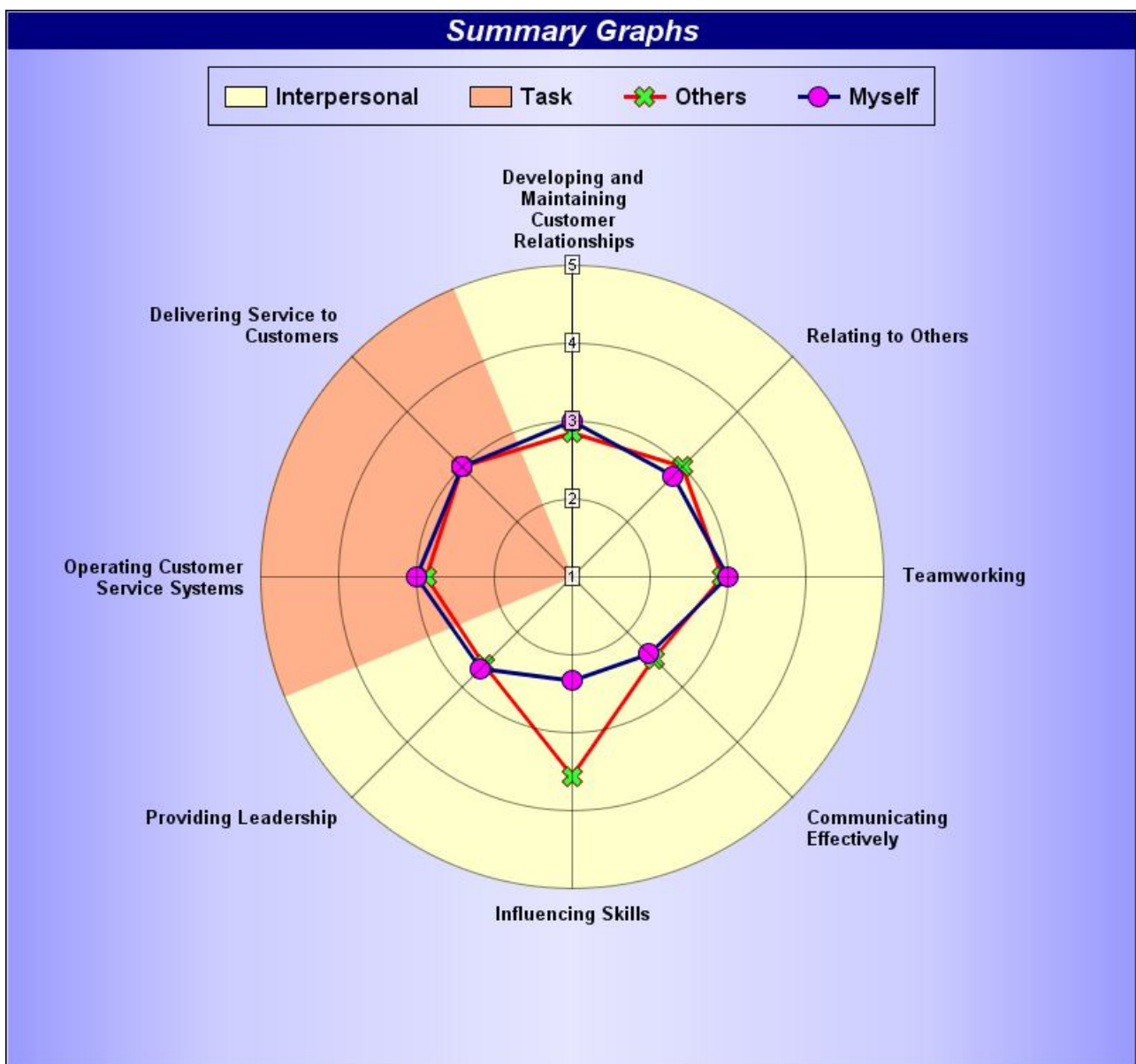


## Skill / Task v Behaviour: Comparative View

Again you will find your competence profile depicted by “type” of competence but this graph also shows the size and therefore importance of any gaps between your assessment of yourself, and of those around you.

Looking at your profile, which of the competences should you put an emphasis on, to ensure your success within the organisation?

If there are no clear talents, what conclusions might you draw from this?  
You may wish to set yourself a plan to deal with this?





## Skills and Behaviours Given the Highest Assessment

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This section contains a list of the ten highest scoring skills and behaviours.

NB. The colour of the range denotes the width of that range, eg. a range of 2-5 has a width of 3 and is coloured red, 3-5 has a width of 2 and is coloured pink.

No	Performance Criteria <i>Competence</i>	Range	Average
1	Anticipates and pre-empts future requirements Developing and Maintaining Customer Relationships (CS2)	3-5	4.5
2	Willingness to participate as a full member of a team Teamworking (IP2)	3-5	4.3
3	Gains commitment of team and other relevant parties Influencing Skills (IP4)	3-5	4.2
4	Fosters a culture which promotes customer service as a priority Developing and Maintaining Customer Relationships (CS2)	2-5	4.0
5	Shows ability to compromise when it facilitates progress Influencing Skills (IP4)	2-5	3.8
6	Gives and takes feedback constructively Relating to Others (IP1)	2-5	3.8
7	Shares knowledge and experience with colleagues Relating to Others (IP1)	2-5	3.5
8	Deals with customers politely Delivering Service to Customers (CS3)	2-4	3.5
9	Refers to appropriate colleagues when unable to respond to customer requirements Delivering Service to Customers (CS3)	2-5	3.5
10	Explores customer requirements and explains appropriate products and services Operating Customer Service Systems (CS1)	2-5	3.5

## Skills and Behaviours Given the Highest Assessment

---

Look at these high scoring performance criteria and answer the following questions:

Do any of them have anything in common?

If there is a common thread, can you identify a reason?

Can anything you have discovered about yourself here be applied to those competences where you are not performing as well?

What conclusions regarding your future may result from this list? I.e. where are your strengths going to take you?

## Skills and Behaviours Given the Lowest Assessment

---

This section contains a list of the ten lowest scoring skills and behaviours.

No	Performance Criteria <i>Competence</i>	Range	Average
30	Balances needs of customer and company <i>Developing and Maintaining Customer Relationships (CS2)</i>	1-3	2.3
31	Establishes and maintains productive working relationships <i>Relating to Others (IP1)</i>	1-4	2.2
32	Monitors service problems and follows through to ensure resolution <i>Operating Customer Service Systems (CS1)</i>	1-5	2.2
33	Contributes constructive ideas when attending meetings <i>Communicating Effectively (IP3)</i>	1-4	2.2
34	Speaks clearly and confidently to people at all levels both within and outside of the company <i>Communicating Effectively (IP3)</i>	1-3	2.2
35	Aware of personal impact and adjusts style accordingly <i>Relating to Others (IP1)</i>	1-4	2.2
36	Presents positive personal and organisational image to customer <i>Developing and Maintaining Customer Relationships (CS2)</i>	1-4	2.0
37	Seeks customer feedback to improve service delivery <i>Developing and Maintaining Customer Relationships (CS2)</i>	1-4	1.8
38	Ability to make persuasive, clear formal presentation of ideas or facts <i>Communicating Effectively (IP3)</i>	1-3	1.8
39	Effective contributor even when team is working on something of no direct personal interest <i>Teamworking (IP2)</i>	1-4	1.8

## Skills and Behaviours Given the Lowest Assessment

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**Look at these performance criteria and answer the following questions:**

Can you think of the reason why people have this view of you?

Can you identify any common threads / reasons?

What action can you take to improve your performance?

## Most Coherent Skills and Behaviours

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Coherence is the degree that assessors agree with your assessment of yourself and divergence is the degree they do not.

Here is a list of the ten most coherent performance criteria, i.e. those where you and your assessors views are the same or very similar.

NB. If you want to know how the coherence factor is calculated click on the link:  
[www.assessme.info/coherence.htm](http://www.assessme.info/coherence.htm)

No	Performance Criteria <i>Competence</i>	Average Coherence Factor
1	Ability to make persuasive, clear formal presentation of ideas or facts <i>Communicating Effectively (IP3)</i>	1.8 68%
2	Speaks clearly and confidently to people at all levels both within and outside of the company <i>Communicating Effectively (IP3)</i>	2.2 62%
3	Effective contributor even when team is working on something of no direct personal interest <i>Teamworking (IP2)</i>	1.8 61%
4	Seeks customer feedback to improve service delivery <i>Developing and Maintaining Customer Relationships (CS2)</i>	1.8 60%
5	Balances needs of customer and company <i>Developing and Maintaining Customer Relationships (CS2)</i>	2.3 59%
6	Presents positive personal and organisational image to customer <i>Developing and Maintaining Customer Relationships (CS2)</i>	2.0 57%
7	Contributes constructive ideas when attending meetings <i>Communicating Effectively (IP3)</i>	2.2 53%
8	Aware of personal impact and adjusts style accordingly <i>Relating to Others (IP1)</i>	2.2 53%
9	Establishes and maintains productive working relationships <i>Relating to Others (IP1)</i>	2.2 52%
10	Communicates a consistent sense of direction and purpose <i>Providing Leadership (IP5)</i>	2.3 50%

## Most Coherent Skills and Behaviours

---

Look at these similar scoring performance criteria and answer the following questions:

Do any of them have anything in common?

If there is a common thread i.e. reason / behaviour / skill / interest?

Can anything you have discovered about yourself here be applied to those competences where you are not performing as well?

## Least Coherent Skills and Behaviours

---

Here is a list of the ten least coherent performance criteria, i.e. those where there is the greatest difference between you and your assessors' views.

No	Performance Criteria <i>Competence</i>	Average Coherence Factor	
30	Explores customer requirements and explains appropriate products and services <i>Operating Customer Service Systems (CS1)</i>	3.5	24%
31	Willingness to participate as a full member of a team <i>Teamworking (IP2)</i>	4.3	23%
32	Open and responsive when dealing with colleagues <i>Relating to Others (IP1)</i>	3.2	21%
33	Negotiates and clarifies customer requirements <i>Delivering Service to Customers (CS3)</i>	3.2	21%
34	Maintains service when systems go wrong within available resource constraints <i>Operating Customer Service Systems (CS1)</i>	3.2	21%
35	Anticipates and pre-empts future requirements <i>Developing and Maintaining Customer Relationships (CS2)</i>	4.5	20%
36	Writes clearly and concisely and structures information logically <i>Communicating Effectively (IP3)</i>	3.3	19%
37	Shows ability to compromise when it facilitates progress <i>Influencing Skills (IP4)</i>	3.8	17%
38	Gives and takes feedback constructively <i>Relating to Others (IP1)</i>	3.8	17%
39	Fosters a culture which promotes customer service as a priority <i>Developing and Maintaining Customer Relationships (CS2)</i>	4.0	13%

## Least Coherent Skills and Behaviours

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**Look at these divergent performance criteria and answer the following questions:**

Can you think of the reason why people have such a divergent view of you?

Do the divergences concern mainly weaknesses or strengths or both?

Can you identify any common threads / reasons?

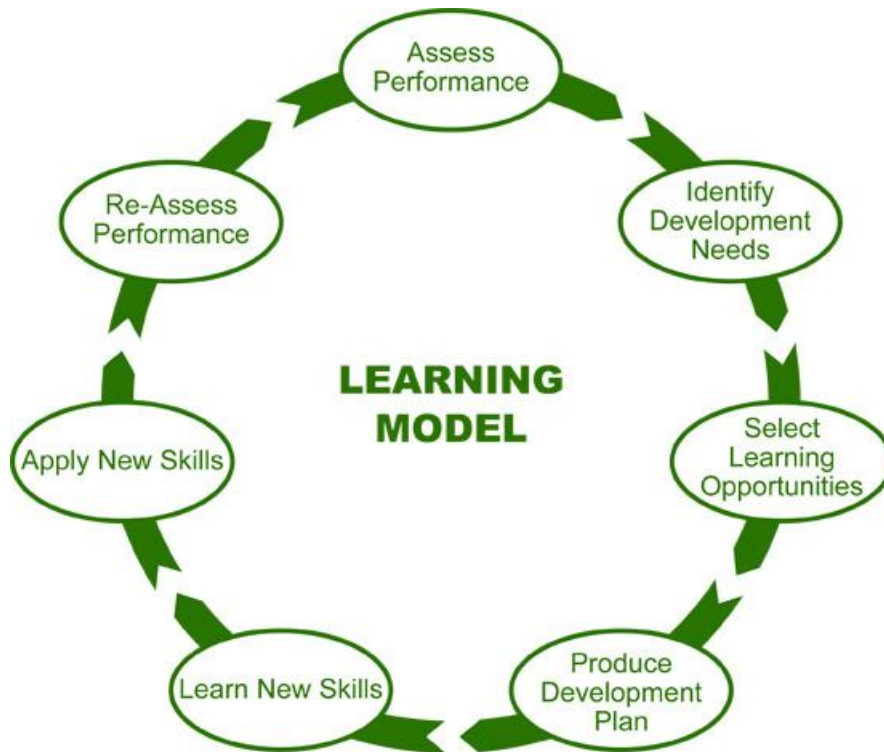
What action can you take to improve your performance?



## Identify Development Needs

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The next stage of the standard learning model is to list your development needs. I.e. Those competences, or individual skills or behaviours, that you have identified from this report as requiring improvement or enhancement.



It is unlikely that you will have the time or capacity to develop all your competences at once so you need to isolate the 3 or 4 that are the most important to you, and your role in the organisation.

You will see from the above learning model that once you have completed this development cycle you should be re-assessed and the process repeated to find the next 3 or 4 competences that can be improved.

The concept of on-going learning is that we repeat this cycle throughout our career so that we can keep up with the changing needs of our jobs.

To help you with the task of identifying your most important development needs you may find it useful to complete the personal SWOT (Strengths – Weaknesses – Opportunities and Threats) analysis form. This will help you gauge the importance of your strengths and areas of development need.

If you feel you are unable to complete the SWOT form on your own we would suggest that you seek help from your mentor or a trusted colleague.

Once you have completed the SWOT analysis enter on the Assets - Liabilities – Unimportant - Important form all the competences / performance criteria that need development or enhancement then select your top 3 or 4.

## Identify Development Needs

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**Here are some questions to help you identify your development needs:**

What are the strengths of your current behaviour and image?

With which elements of your behaviours is it worth continuing?

Which behaviours are worth modifying?

What can I do more of, and what less of, in order to be more effective in the organisation and achieve greater personal satisfaction?

## SWOT Analysis

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SWOT analysis is a powerful technique for identifying Strengths and Weaknesses, and for examining the Opportunities and Threats you may face. It can help you develop your career in a way that makes best advantage of your talents, abilities and opportunities.

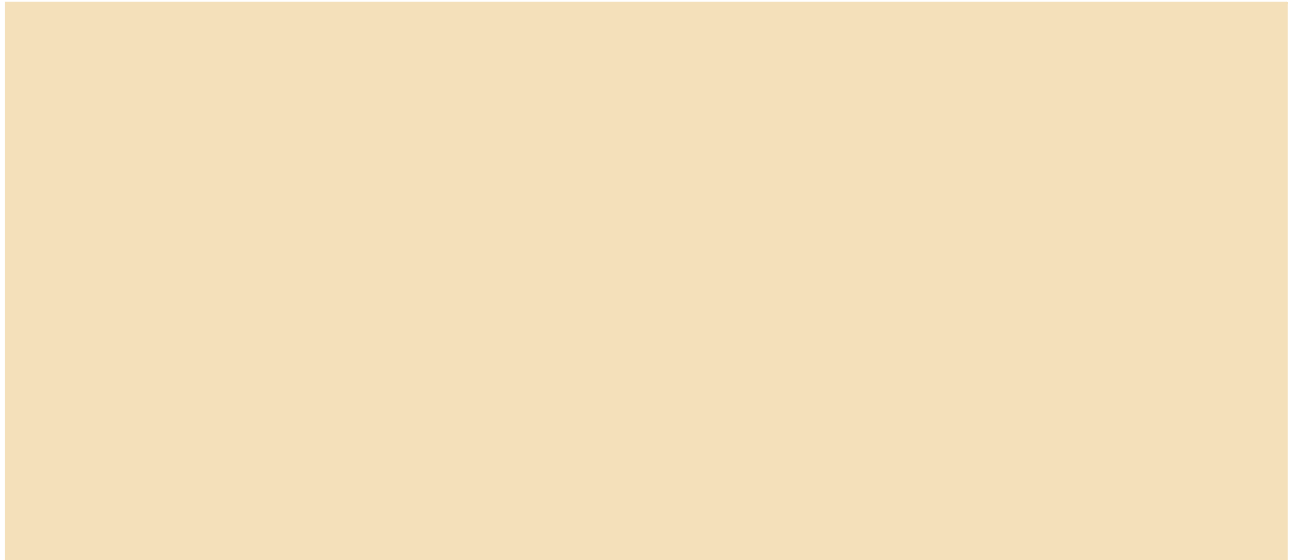
### STRENGTHS

What did your assessors say you do well?

What did your assessors (and in particular your managers) see as your strengths?

What do other people come to you for help and / or advice with?

What advantages (for example, skills, education or connections) do you have?

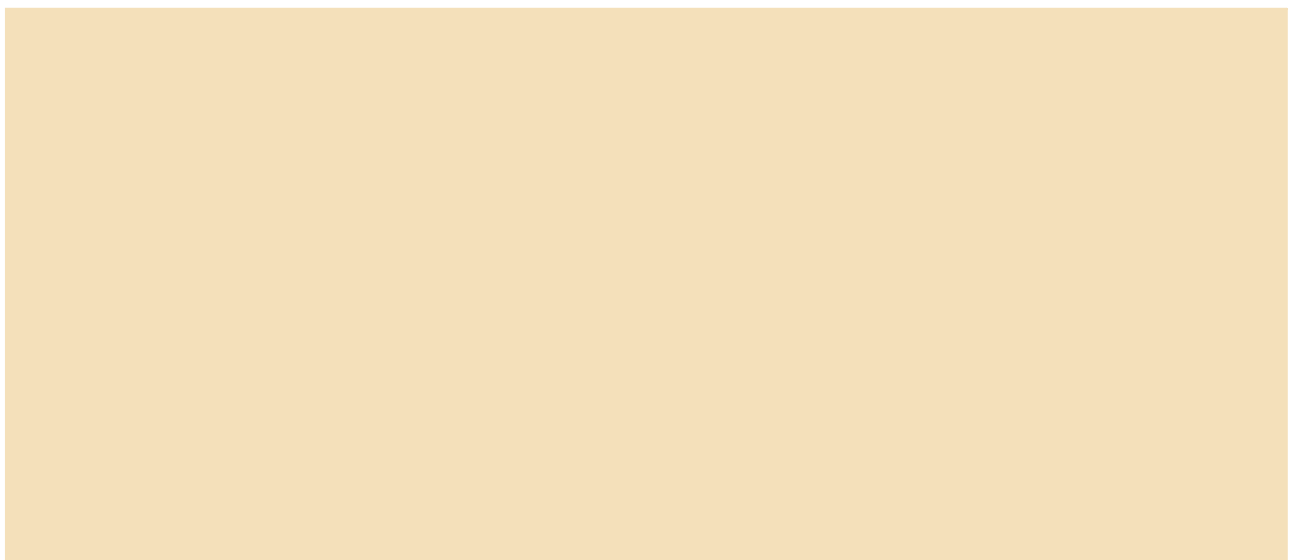


### WEAKNESSES

Where did your assessors mark you down?

Are there things you avoid doing?

Do you have fewer resources (for example qualifications, experience) than others?



## SWOT Analysis

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### OPPORTUNITIES

Making better use of those behaviours and skills where you perform well.

Changes in technology, government policy or the market place that affect your organisation or job role.

Identifying those skills and behaviours that, if improved, would benefit you and the organisation, as well as help strengthen and protect your career.

### THREATS

What obstacles do you face?

What are the people around you doing?

Is your job changing?

Are you keeping up with changes in technology, rules and regulations that affect your work?

# List Your Development Needs

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Notes:

## Select Learning Opportunities

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This section is for those organisations that wish to advise their employees of any specific and / or preferred learning opportunities that may be available to them and how those opportunities can be accessed.

This section, like all the sections in this workbook, is optional. The system administrator can exclude this section or edit the contents as required.

## Create Your Development Plan

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You are now at the stage where you have identified the 3 or 4 areas that you want to develop or enhance. You should also have made yourself aware of the learning and training opportunities that are available to you within your organisation.

The next task is to set your goals and plan what actions need to be taken to achieve them. Your goals should conform to the following simple, but effective, SMART rules to goal setting:

(S)pecific – State exactly what you want to achieve.

(M)easurable - Show how you will measure your success.

(A)mbitious – Ensure the goal is a challenge otherwise you may lose interest.

(R)ealistic - Is it realistic to achieve? – Over ambitious projects often fail and leave one with a sense of failure rather than of self improvement.

(T)ime – Set a sensible deadline for achieving your goal and make "it" a goal to stick to it!

You can either use the blank forms at the end of this report for recording your plans or store them on line.

To keep them on line, log back into AssessMe and select the Personal Development Plan option. All the competences that you were assessed on will be shown. Select the competence and / or performance criteria you have chosen to develop and click the Update button at the bottom of the screen.

Your on line Personal Development Plan will be created and you can then start entering in your goals, actions, when to start etc.

# Development Plan

## Competence Requiring Development:

Enhancing Talent

Limiting Weakness

My development goal?

When is the Deadline?

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Actions I will take?

When to put into practice?

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Who to ask for help and support?

Whose example am I going to follow?



Development Plan

Competence Requiring Development:

**Comments**

Development Need: Some / Significant    Development Priority: Low / Medium / High

<b>Development Action Plan</b>	<b>Date</b>	<b>Finished</b>
<b>Action Plan Agreed</b>	<b>Date</b>	<b>Review</b>
Employee:		
Manager:		

## Notes

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**Back cover .....**  
**Space available**  
**for up to 4 logos**  
**and / or images**  
**in bmp, gif or**  
**jpg format.**

