



## **ASSESS360 - Executive Competencies**

*for* Pat Example

22/4/2010

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<b>Solid Energy</b>	
<b>Visioning</b>	Identifying long-term goals and championing the implementation of different or alternative ideas.
<b>In-Depth Problem Solving And Analysis</b>	Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.
<b>Championing Change</b>	Taking action to support and implement change initiatives effectively.
<b>Courage Of Convictions</b>	Having the personal courage to address difficult issues in the face of potential opposition.
<b>Business Acumen</b>	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
<b>Driving For Results</b>	Challenging, pushing the organisation and themselves to excel and achieve.
<b>Integrity</b>	Upholding a high standard of fairness and ethics in everyday words and actions.
<b>Continuous Learning</b>	Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.
<b>Influencing And Persuading</b>	Convincing others to adopt a course of action.
<b>Managing Others</b>	Directing and leading others to accomplish organisational goals and objectives.
<b>Organisational Savvy</b>	Recognising and understanding organisational politics and working within organisational dynamics to accomplish objectives.
<b>Interpersonal Communication</b>	Communicating clearly and effectively with people inside and outside of the organisation.
<b>Presentation Skills</b>	Having the skills to effectively communicate to an audience in a formal setting.

### Solid Energy

Your Summary Competency Ratings

| = ALL   
 \* = Self (1)   
 ⊙ = Boss (1)   
 □ = Peer (4)   
 ▽ = DirRpt (6)

Competency	Average Score					Average Score	By Group					Rank	Notes
	1	2	3	4	5		1	2	3	4	5		
Visioning						3.06						10	
In-Depth Problem Solving And Analysis						4.34						1	
Championing Change						2.52						13	●
Courage Of Convictions						2.58						12	●
Business Acumen						4.29						2	
Driving For Results						3.19						8	
Integrity						4.13						3	
Continuous Learning						3.74						4	
Influencing And Persuading						3.1						9	
Managing Others						3.28						7	
Organisational Savvy						2.98						11	●
Interpersonal Communication						3.71						5	
Presentation Skills						3.44						6	

This column shows the rank order of your scores on each competency from highest to lowest. (1-13)

Detailed results are provided for each competency on the following pages. From these results, Assess 360 has attempted to determine those competencies you should consider first in a developmental plan. Based on this, developmental suggestions are provided in this report for the following competencies:

- Championing Change
- Courage Of Convictions
- Organisational Savvy

Relative Competency Rank



Low.....

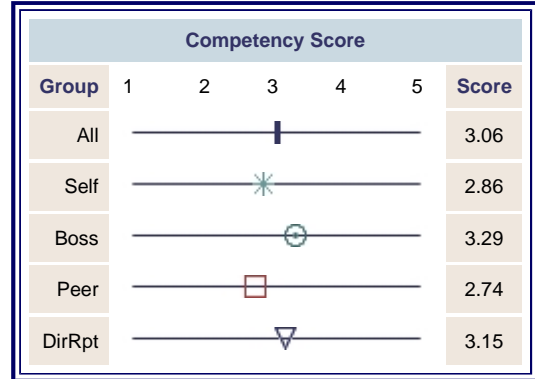
.....High

**Visioning**

Identifying long-term goals and championing the implementation of different or alternative ideas.

People who are competent at visioning generate creative and strategic solutions that can be successfully implemented. They think in innovative ways and support similar thinking in others. They challenge and push the organisation to constantly improve and grow.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75   - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Thinks in innovative and creative ways	+			+	
2. Views tactical problems or initiatives from a broad perspective and emphasises solutions that support strategic objectives	+	+		+	+
3. Generates new ideas/solutions that can be successfully implemented		+	+		+
4. Challenges and pushes the organisation to constantly improve and grow	-	-	-	-	-
5. Identifies long-term, future goals for the organisation and/or the department	+	+			
6. Champions his/her ideas to successful implementation	-	-	-	-	-
7. Supports and champions the strategic initiatives of others	-				

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

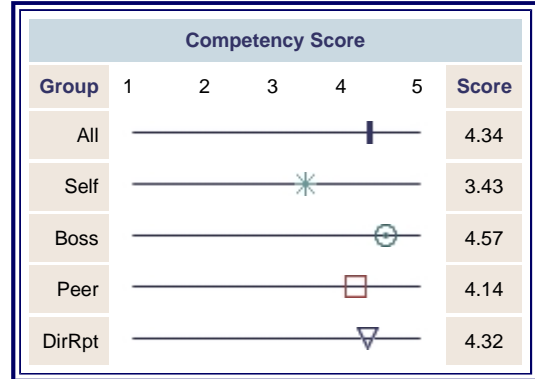
.....High

**In-Depth Problem Solving And Analysis**

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

People who are competent at in-depth problem solving and analysis are capable of generating good solutions to difficult problems. They consider many sources of information, systematically process and evaluate the information against possible courses of action, and carefully deliberate before a final decision is made.

Strongly Disagree = 1 ... Strongly Agree = 5

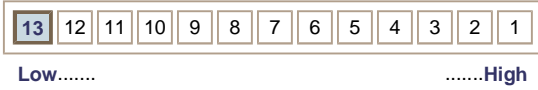


Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75    - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Considers many sources of information		+	+	+	+
2. Evaluates information in an objective, pragmatic manner		+	+	+	+
3. Systematically evaluates possible courses of action and potential consequences	+	+	+	+	+
4. Carefully deliberates before a final decision is made	+	+	+	+	+
5. Applies thorough analysis to problems that merit this level of evaluation	+	+	+	+	+
6. Does not overanalyse problems that do not merit this level of attention	-		-	-	
7. Generates good solutions to difficult problems	+	+		+	+

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank

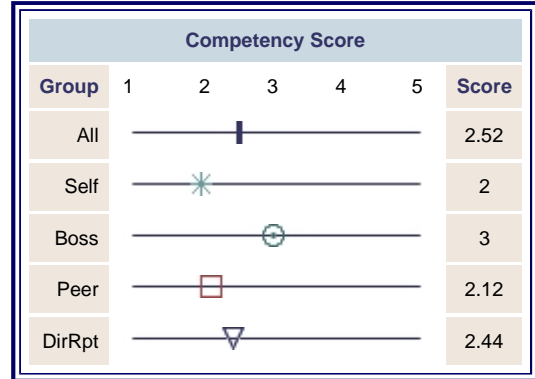


Championing Change

Taking action to support and implement change initiatives effectively.

People who display this competency actively lead change efforts through their words as well as their actions. They build the support of those affected by the change initiative and take personal responsibility to ensure that changes are successfully implemented.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75   - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Accepts change openly and willingly		+	-	-	
2. Readily adapts and adjusts to new or changing circumstances			-	-	
3. Is willing to change the way he/she works by adopting new methods, processes, etc.	-				
4. Anticipates the need for change	-				
5. Actively promotes change initiatives in his/her group or the organisation as a whole	-	-	-	-	-
6. Assumes personal responsibility to see that necessary change is adopted and effectively implemented	-		-		

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

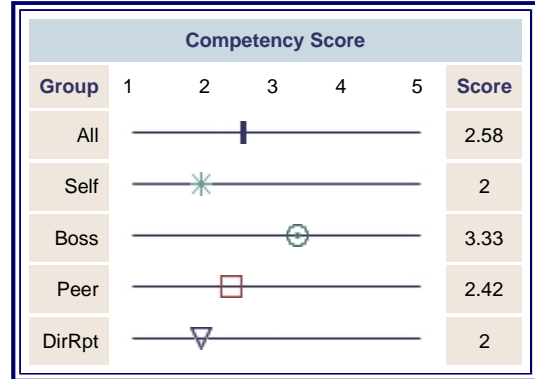
.....High

**Courage Of Convictions\***

Having the personal courage to address difficult issues in the face of potential opposition.

People who display this competency place a high importance on addressing the difficult issues. They are willing to say and do what they think is right, even when others around them have a different perspective.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key:	Self	Boss	Peer	DirRpt	ALL
+ = mean rating above 3.75    - = mean rating below 2.25					
1. Is willing to stand up for issues/positions he/she strongly believes in, even in the face of dissent or unfavourable consequences	-			-	
2. Is not intimidated by criticism or opposing views	-	+	-	-	
3. Is willing to say and do what he/she thinks is right, even when others have a different perspective	-			-	

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



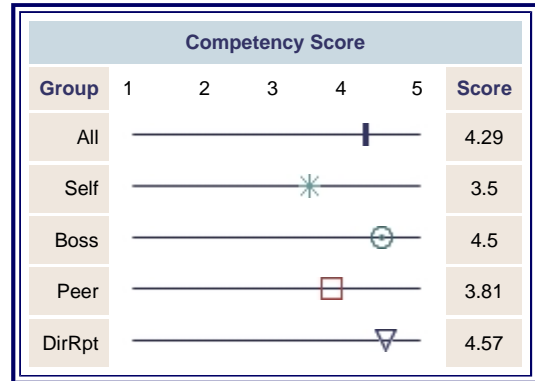
Low..... .....High

**Business Acumen\***

Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.

People who display this competency will have a good understanding of general business and financial concepts. They are effective at using this knowledge to understand important business issues related to their work.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75    - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Has an excellent understanding of general business concepts		+	+	+	+
2. Effectively applies his/her general business knowledge to the issues faced in this organisation	+	+		+	+
3. Has an excellent understanding of general accounting and financial concepts		+	+	+	+
4. Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organisation	+	+	+	+	+

( ) = no rating

See [Appendix](#) for actual scores and template ranges.



Relative Competency Rank



Low.....

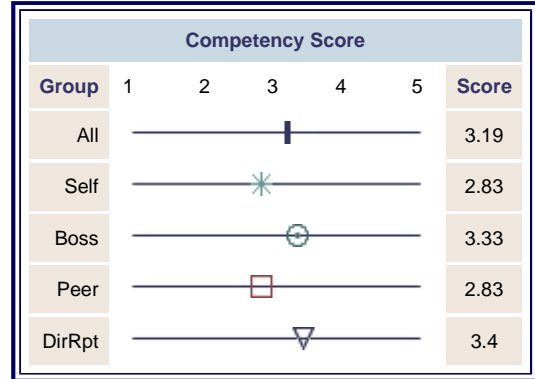
.....High

Driving For Results

Challenging, pushing the organisation and themselves to excel and achieve.

People who exhibit a drive for results establish or help establish objectives and contribute to their accomplishment. They assume personal responsibility for the success of the organisation and persist, even when faced with obstacles, to achieve results.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75   - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Challenges self and the organisation to set high expectations	-	+			
2. Sets or helps to set appropriate goals and objectives		+			
3. Exerts the personal effort and hard work to achieve results	+	+		+	
4. Does not give up easily, persists	-	-			
5. Overcomes obstacles to achieve results					
6. Achieves results	+			+	

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

**Relative Competency Rank**



Low.....

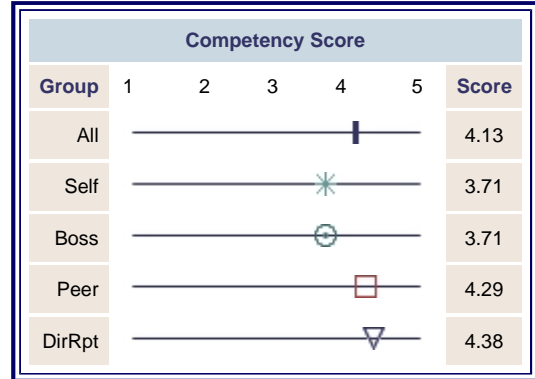
.....High

**Integrity\***

Upholding a high standard of fairness and ethics in everyday words and actions.

People who display this competency conscientiously and reliably behave in an ethical and honest manner in their dealings with management, peers, direct reports and customers. They are fair in their expectations of others and behave toward others with equal fairness.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75    = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Is ethical and honest in all his/her business dealings	+	+	+	+	+
2. Is ethical and honest in all his/her dealings with people	+	+	+	+	+
3. Is fair in his/her expectations of others	+	+	+	+	+
4. Holds him/herself to a high standard and will do what is right in spite of the consequences for him/herself	+	+	+	+	+
5. Does not promise that which he/she cannot deliver			+	+	+
6. Delivers what he/she has promised			+	+	+
7. Is worthy of the personal trust of others	+	+	+	+	+

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

.....High

Continuous Learning\*

Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.

People who display this competency always strive to improve their knowledge, understanding, abilities and skills throughout their working lives. Through their example or by direct encouragement, they also inspire others to be lifelong learners.

Strongly Disagree = 1 ... Strongly Agree = 5

Competency Score						
Group	1	2	3	4	5	Score
All	----- ----- ----- ----- -----					3.74
Self	----- ----- ----- ----- -----					3.5
Boss	----- ----- ----- ----- -----					3.83
Peer	----- ----- ----- ----- -----					3.59
DirRpt	----- ----- ----- ----- -----					3.79

Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75   - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Is eager to learn new things	+	+	+	+	+
2. Regularly exerts the effort to learn new skills or abilities, develop new or improved knowledge, etc.		+	+	+	+
3. Regularly attends training programs, completes formal coursework or other similar educational programs	+	+		+	+
4. Seeks out and learns from mentors and other knowledgeable people in the organisation	+	+	+		+
5. Takes, or is willing to take, the jobs and assignments that will prepare him/her for future advancement		+		+	+
6. Inspires and encourages others to learn and grow throughout their work life					

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

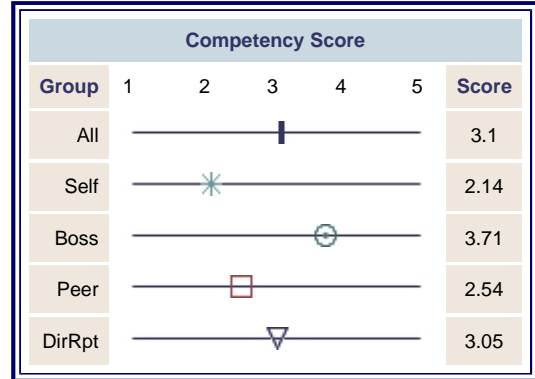
.....High

**Influencing And Persuading**

Convincing others to adopt a course of action.

People who display this competency influence others without being excessively aggressive or pushy. They understand their audience and modify their method of persuasion accordingly. They are confident and do not give up easily.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75   - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Has ideas, points of view or desired outcomes that he/she wants others to adopt		+			+
2. Does his/her homework and develops the information necessary to support his/her position	+	+		+	+
3. Attempts to understand his/her audience and adapt his/her message to fit the audience		+			
4. Picks those issues most important and persists on these until his/her objectives are met	-		-		
5. Cedes on less important issues in order to maximise his/her influence on important issues	-	+			
6. Has the courage or strength of purpose to want to convince others	-	-	-	-	-
7. Effectively persuades and influences others	-		-	-	-

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

.....High

Managing Others

Directing and leading others to accomplish organisational goals and objectives.

People who display this competency effectively manage and direct the activities of others. They work through other people to accomplish objectives, and they encourage performance through motivation and feedback. They hold people accountable.

Strongly Disagree = 1 ... Strongly Agree = 5

Competency Score						
Group	1	2	3	4	5	Score
All	----- ----- ----- ----- -----					3.28
Self	----- ----- ----- ----- -----					3.25
Boss	----- ----- ----- ----- -----					3.38
Peer	----- ----- ----- ----- -----					3.29
DirRpt	----- ----- ----- ----- -----					3.17

Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75    - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Has a desire to lead or direct others and exerts the effort to do so	-	-	-		-
2. Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives		+	+		
3. Knows the strengths and weaknesses of each of the members of his/her group	+				
4. Sensibly delegates and assigns tasks to others according to their capacities	+	+			
5. Is fair and objective and does not play favourites	+	+	+	+	+
6. Educates, trains and otherwise prepares his/her people to be effective in their jobs		+	+		+
7. Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability		-	-	-	-
8. Assumes personal responsibility for the success or failure of his/her group, collectively and individually		+	+	+	+

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

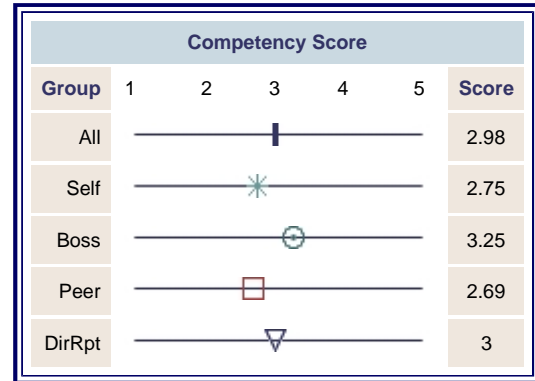
.....High

**Organisational Savvy**

Recognising and understanding organisational politics and working within organisational dynamics to accomplish objectives.

People who exhibit organisational savvy understand the social and political dynamics within an organisation and build and maintain partnerships and alliances. They understand people's roles in the organisation and can effectively work through others to get needed resources and accomplish objectives.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75   - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Understands the social and political dynamics within the organisation	-	+		+	
2. Builds and maintains partnerships and alliances across organisational boundaries					
3. Uses cross-organisational skills and understanding to effectively facilitate the needs and objectives of his/her group		+			
4. Uses cross-organisational skills and understanding to effectively facilitate the needs and objectives of the larger organisation		-	-		

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

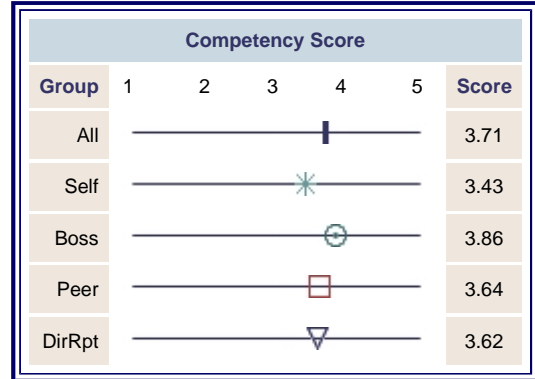
.....High

Interpersonal Communication

Communicating clearly and effectively with people inside and outside of the organisation.

People who are competent at interpersonal communication listen effectively and develop rapport with others. They are able to articulate their thoughts and ideas clearly, they present information in a straightforward and logical way, and they ensure that they are understood. They share information with others that will improve overall work progress.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75    - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Develops a good communication rapport with other people				-	
2. Listens to others	+	+	+		+
3. Readily shares useful information and knowledge	+				
4. Articulates thoughts and ideas clearly	-			+	
5. Closes the information loop by making sure he/she understood others and they understood him/her		+			
6. Is truthful and constructive in his/her communications	+	+	+	+	+
7. Does not spread rumours or malicious gossip	+	+	+	+	+

( ) = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

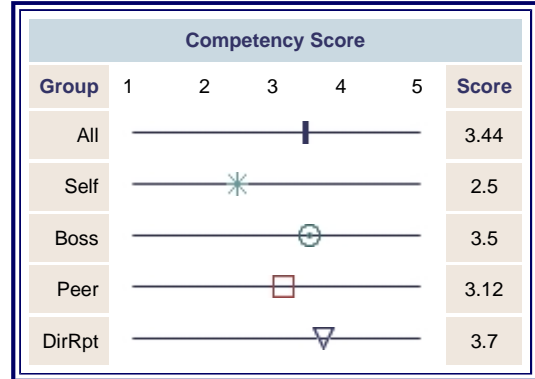
.....High

Presentation Skills\*

Having the skills to effectively communicate to an audience in a formal setting.

People who display this competency are able to organise and articulate their thoughts and ideas clearly. They use visual presentation tools to deliver information in a straightforward and logical way. They prepare well, adjust their message to their audience, and deliver smoothly.

Strongly Disagree = 1 ... Strongly Agree = 5



Behaviour Strengths and Weaknesses					
Comparison Key: + = mean rating above 3.75   - = mean rating below 2.25	Self	Boss	Peer	DirRpt	ALL
1. Is able to organise and articulate his/her thoughts and ideas clearly	-	+		+	
2. Uses visual presentation tools to deliver information in a straight-forward and logical way		+		+	+
3. Is well prepared before he/she presents	+	+	+	+	+
4. Presents a mix of broad issues and detail appropriate for the audience		+		+	
5. Delivers smoothly	-	-			
6. Engages the audience	-	-			

( ) = no rating

See [Appendix](#) for actual scores and template ranges.



**Visioning**

DirRpt	<i>Is one of the most analytical, forward thinking people I know.</i>
Self	<i>I enjoy the research aspects of the projects I work on</i>
Peer	<i>Has a tremendous amount of knowledge and great ideas that would help the department. Could improve in this area by being less hesitant in presenting ideas.</i>

**In-Depth Problem Solving And Analysis**

DirRpt	<i>Sometimes gets bogged down in his analysis.</i>
Peer	<i>Is an asset to the team when it comes to evaluating information and considering alternatives. However, has the tendency to over-analyse information and is hesitant to make a final decision. As a peer this can be frustrating when we are trying to meet a deadline.</i>
Peer	<i>Spends a lot of time analysing and thinking about decisions, which helps most of the time. However, often spends too much time on small issues.</i>
Boss	<i>Great problem solver; is a resource to others when the team has difficult and complex problems to solve. Persistent in finding a solution.</i>

**Championing Change**

DirRpt	<i>Comes up with great ideas on ways to improve how things are done. Able to explain very thoroughly what the changes are and then will follow-up with us until it is complete.</i>
DirRpt	<i>Has difficulty doing things differently than the way it has been done. Given time, will agree that the change was necessary.</i>
Peer	<i>Gets easily frustrated when things change. Could work to be more effective at convincing others and pushing change initiatives through.</i>
Boss	<i>Sometimes is slow to adopt new changes that are part of our organisation. Once the change is understood, is generally open to it. I sense some initial resistance which may be carrying over to the team.</i>

**Courage Of Convictions\***

Peer	<i>Has good ideas, but needs to have more confidence.</i>
Peer	<i>Could improve in this area by not being afraid to share ideas with the group. While the idea may receive criticism, it isn't personal. We are all trying to do what's best for the organisation.</i>

**Business Acumen\***

Peer	<i>Knowledge and business expertise are highly respected.</i>
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**Driving For Results**

Self	<i>I sometimes get over focused and struggle when handling multiple demands.</i>
Peer	<i>On some projects, has difficulty communicating to the team the most critical issues, which impacts our ability to complete the project.</i>
Peer	<i>Is personally very effective, but gets frustrated when faced with opposition.</i>
Peer	<i>Does not want to be challenged or challenge others.</i>
Boss	<i>Needs to work more efficiently to ensure that the team is achieving the results needed. Should push team a bit more to make sure that the goals are being met.</i>

### Integrity\*

Peer	<i>Is seen as someone with absolute integrity. Is trustworthy, ethical and fair.</i>
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### Continuous Learning\*

Peer	<i>Very bright and is always eager to learn more. Has made a commitment to attend extra training classes to learn new techniques and approaches on several occasions.</i>
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### Influencing And Persuading

Self	<i>My boss and I have discussed growing my abilities in this area.</i>
Peer	<i>Is reserved and non-assertive, and doesn't come across as very persuasive.</i>
Peer	<i>Could improve in this area by spending time to get to know others on a personal level and not being afraid to speak up when an issue is important</i>
Boss	<i>Has compelling ideas, but needs to be more confident and convincing in discussions. When comfortable with the audience, can be very influential.</i>

### Managing Others

Peer	<i>Very fair and well respected by team.</i>
Boss	<i>Does a good job building individual relationships with the team. Developmentally, I would suggest holding people more accountable to their goals and provide more direction and feedback.</i>

### Organisational Savvy

Peer	<i>Very low-key and doesn't seem to care much for organisational politics. Approach is more about doing a good job and hoping to get recognised for efforts.</i>
Peer	<i>Could improve in this area by spending time building social relationships within the organisation to help facilitate the needs of the group and organisation more effectively.</i>

### Interpersonal Communication

Peer	<i>Is very low-key in interpersonal style. Early on is shy and timid, but after time begins to warm up to others.</i>
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### Presentation Skills\*

DirRpt	<i>Presentations have great content; probably needs to work on delivery to make sure desired impact is reached for the group.</i>
Self	<i>This is not a strong area for me...</i>
Peer	<i>Always well prepared, but sometimes drills down too much for the audience.</i>

## HIGHEST AND LOWEST RATED BEHAVIOURS

Pat Example  
22/4/2010

This section lists the ten highest and ten lowest rated behaviours. More than ten will be listed when behaviours tied for rank.

Highest Rated Behaviours	Lowest Rated Behaviours
<ol style="list-style-type: none"> <li>1. Carefully deliberates before a final decision is made (4.94) (In-Depth Problem Solving And Analysis)</li> <li>2. Considers many sources of information (4.92) (In-Depth Problem Solving And Analysis)</li> <li>3. Applies thorough analysis to problems that merit this level of evaluation (4.86) (In-Depth Problem Solving And Analysis)</li> <li>4. Systematically evaluates possible courses of action and potential consequences (4.81) (In-Depth Problem Solving And Analysis)</li> <li>5. Does not spread rumours or malicious gossip (4.72) (Interpersonal Communication)</li> <li>6. Has an excellent understanding of general business concepts (4.5) (Business Acumen*)</li> <li>7. Has an excellent understanding of general accounting and financial concepts (4.47) (Business Acumen*)</li> <li>8. Is ethical and honest in all his/her business dealings (4.39) (Integrity*)</li> <li>9. Is ethical and honest in all his/her dealings with people (4.33) (Integrity*)</li> <li>10. Listens to others (4.31) (Interpersonal Communication)</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively promotes change initiatives in his/her group or the organisation as a whole (1.81) (Championing Change)</li> <li>2. Has the courage or strength of purpose to want to convince others (1.81) (Influencing And Persuading)</li> <li>3. Challenges and pushes the organisation to constantly improve and grow (1.94) (Visioning)</li> <li>4. Champions his/her ideas to successful implementation (2) (Visioning)</li> <li>5. Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability (2.08) (Managing Others)</li> <li>6. Has a desire to lead or direct others and exerts the effort to do so (2.11) (Managing Others)</li> <li>7. Effectively persuades and influences others (2.25) (Influencing And Persuading)</li> <li>8. Uses cross-organisational skills and understanding to effectively facilitate the needs and objectives of the larger organisation (2.28) (Organisational Savvy)</li> <li>9. Readily adapts and adjusts to new or changing circumstances (2.31) (Championing Change)</li> <li>10. Does not overanalyse problems that do not merit this level of attention (2.42) (In-Depth Problem Solving And Analysis)</li> </ol>

## DEVELOPMENT SUGGESTIONS

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Listed below are the competencies ranked in order of highest to lowest scores. Development suggestions for the three lowest competencies immediately follow this page, however, you may view the development suggestions for any of the competencies by clicking on the competency name.

1. [In-Depth Problem Solving And Analysis](#)
2. [Business Acumen](#)
3. [Integrity](#)
4. [Continuous Learning](#)
5. [Interpersonal Communication](#)
6. [Presentation Skills](#)
7. [Managing Others](#)
8. [Driving For Results](#)
9. [Influencing And Persuading](#)
10. [Visioning](#)
11. Organisational Savvy - *following*
12. Courage Of Convictions - *following*
13. Championing Change - *following*

## Championing Change

Change is an inevitable part of the modern business environment. Organisations, and the people within them, must constantly re-invent themselves to remain competitive. As a result, today's leaders must do more than manage the status quo; leaders must be champions of the change process. But becoming an effective change agent is not easy. While change may be inevitable, the success of change initiatives is not. The skills and techniques of successful change facilitation are complex and, thus, beyond the scope of this report. The following broad suggestions will get you started on the path to becoming a champion of positive change in your organisation. The additional recommended resources are more comprehensive.

### Choose Your Battles Carefully

Choose your change initiatives carefully and thoughtfully. Even the most change-oriented people have limits on their ability to adapt. When inundated with change messages, there is a risk that people will begin to view each new change initiative as the latest fad likely to be soon replaced by a different fad. In these circumstances many people, especially the most resistant to change, will ignore a new initiative hoping that it will eventually go away or be replaced by something they like better.

How do you decide which change initiatives to champion? Consider the following:

- Remember that the change must have both real value and perceived value to the people affected. As you evaluate your change initiatives, ask yourself what real, tangible value will be created. Then ask yourself how others will perceive the value you see. Will the value be obvious to them or will it be difficult to convince them?
- Link change to broader business goals. Make sure you have a clear business strategy and that the proposed initiative is well aligned with this strategy. If you cannot clearly align an initiative with critical aspects of business strategy, it may not merit consideration.
- Think of change efforts consuming precious resources (time, money and energy). Is the expected result worth the cost? If there several possible initiatives, which is likely to produce the most valuable result for the least cost?

### Lay the Groundwork

Change, by its nature, tends to create disorganisation and turmoil. Careful planning beforehand can reduce much of this turmoil and prevent resistance to change.

**Consider the culture.** Every organisation has a collective personality or culture. Carefully consider the culture of your organisation before planning the introduction of your initiative.

- Is it a fast-paced, innovative culture? Is it steady and consistent? How is power and influence distributed in the organisation? In general, how open are people to change?
- What behaviours are rewarded in the organisation? What behaviours are discouraged?
- What other change initiatives have been implemented in the past? Talk to those who were involved. What went right? What went wrong? What barriers did they face?



### Plant the seeds of change.

Change has become a fact of life in today's business environment. Change leaders must foster a working environment that prepares people to accept and embrace change. Set the tone by continuously engaging everyone in discussions concerning the changes that have occurred in the market, industry, technology, competitors and the customer in the past five years. Challenge them to anticipate future changes and how these changes will affect their business areas or direct role. Encourage them to take personal responsibility for proactively adapting to changing needs and expectations.

- Can the organisation adopt a radical change or would a series of incremental steps to the same objective be better accepted?

**Target key influencers.** Change is inherently about changing the behaviour of people in your organisation. As you think about your campaign, think about the people involved. Enlist the aid of key influence leaders in the organisation - people whom others respect and look to for their opinions on important issues. If you do not have credible people involved in or actively supporting the change effort, it is likely to fail. Look for people who have:

- *Power* -- not all of the top executives must be involved, but you do need some power and authority on your side to prove that this is an important initiative.
- *Credibility* - involve people who are trusted and believed in by others in the organisation.
- *Experience* - involve people who know the organisation well and have experience in effectively introducing change.

**Anticipate obstacles.** Anticipate obstacles, resistance, and reactions to the change before moving forward with implementation.

- Identify the biggest challenges you think you will face based on organisational culture and dynamics. Create a group to help you brainstorm possible ways to address these obstacles. Use this information to help you shape your communication message.
- Who will be impacted by the change? Who has the most to win? Who has the most to lose? Who will feel threatened by the change? For example, if you are introducing a new technology that will make customer interactions more efficient, does that mean you may need fewer customer service representatives? Think about the potential reactions of different parties involved and develop a plan to address these reactions.

**Craft your message.** The success of a change initiative often hinges on a well-crafted information campaign. You must create a communication campaign that speaks clearly and directly to those involved.

- Keep your message positive and emphasise the important results the change will yield.
- Keep your campaign message simple. Although the change initiative and the underlying issues may be complex, find a way to conceptualise the change and the reason for change in a way that people can easily understand and personalise. Analogies and stories are great ways to communicate a complex message.
- Make sure that your message links the change results to the business direction and goals.
- Test your message with different groups to make sure it has the desired effect and makes sense to all. People will gravitate to a message that appeals to their common sense.
- Create a message for each stage of the initiative. What is the message? Who is the target audience? Should there be different variations of the message for different groups? How will we reach them?

## Shepherd the Change

Change is difficult for people. Change requires people to make a conscious effort to modify their habits, and, without an ongoing impetus to change, then will tend to fall back to old habits. Successful change initiatives require ongoing facilitation and management until the new behaviours become comfortable habits.

**Communicate regularly.** Most resistance or anxiety about change comes from a lack of understanding. Eliminate as much ambiguity as is possible by informing people well.

- Follow up. Many change agents make the mistake of developing a great "kick-off" message but then failing to communicate ongoing progress, successes, setbacks, etc. Give those affected regular updates.
- Use multiple formats. Different people respond better to different media. Most are better influenced when the

message is reinforced by multiple sources. Use combinations of letters, memos, emails, bulletin boards, websites, informational meetings and supervisor briefings.

- Encourage two-way communication. Dialogues create more commitment than monologues and the process of responding to objections or requests for information will help you to refine your message.
- Be honest. Hiding and obscuring the negative aspects of the change will undermine your credibility and may, ultimately, sabotage the change effort. Be open about the downsides of the change and try to help people see the necessity of paying this short-term cost to achieve the long-term gain. If you are uncertain about how the change will impact a specific group, admit it and assure the group that you will continue to communicate with them as the change is implemented.

***Empower and reward positive change.*** People often want to change, but do not know how to start. Provide resources to help people understand how to integrate the change into their own work and empower them to implement these changes. Then reward those who demonstrate positive change.

- Help people to know what will be expected of them during and after the change. What skills will they need? How will their role change? Help them to assess their current skills and to formulate a plan to gain the skills that are necessary in the new environment.
- Identify those people who are more likely to embrace change and solicit their help as you introduce the change to others. Ask your supporters to promote the benefits of the initiative to others and to help you overcome potential barriers. Reward their support with public recognition.
- Allow others the freedom to indirectly or directly control change. Look for ways to allow others to participate in the change process.

***Discourage resistance.*** A certain amount of resistance is inevitable in any change initiative. While the main focus of your effort should be to encourage positive change, you may need to take some steps to discourage resistance as well.

- Expect and plan for resistance. Allow for a defined grace period while people become accustomed to the change. After the grace period, clearly communicate expectations and the consequences for negative or inconsistent behaviours.
- Remove barriers. Use input from resisters to find barriers to adoption. Try to remove these barriers.
- Walk the talk. Model the new behaviours for others with your own activities. Require your managers to do the same. For example, do not send top management to an expensive retreat while championing a cost-cutting initiative.

***Maintain momentum.*** Organisations typically expend the greatest effort at the beginning of a change initiative. Remember, however, change initiatives are often most vulnerable after the initial phase (six to twelve months after their introduction) when the organisation is still in transition. People tire of the topic, messages are lost, and the change falters or never takes hold. This is where your true change leadership skills come into play.

- Continue to communicate. Continue to send clear messages regarding the change. Continue to spotlight people who have been champions for the change effort. Report stories about how the change is having an impact on customers, workforce productivity, etc.
- Provide ongoing commitment in the form of financial resources, time investment, and priorities. Be constant and unwavering.
- Once a change has been implemented, make sure that it becomes ingrained in your culture. Incorporate it into your business vision, departmental strategy, etc. Make sure that it becomes part of new-hire indoctrination and training. Include key behavioural elements in performance appraisals and promotion evaluations.



### Books

[The Heart of Change \(2002\)](#) John P. Kotter and Dan S. Cohen . [Overview](#)  
[Deep Change: Discovering the Leader Within \(1996\)](#) Robert E. Quinn . [Overview](#)  
[Harvard Business Review on Turnarounds \(2001\)](#) Harvard Business School . [Overview](#)  
[Leading Change \(1996\)](#) John P. Kotter . [Overview](#)  
[Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom \(1995\)](#) James O'Toole . [Overview](#)  
[Winning through Innovation: A Practical Guide to Leading Organizational Change and Renewal \(2002\)](#) Charles A. O'Reilly III, Michael L. Tushman . [Overview](#)  
[Harvard Business Review on Change \(1998\)](#) Harvard Business School Publishing . [Overview](#)  
[Harvard Business Review on Culture and Change \(2002\)](#) Harvard Business Review . [Overview](#)

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### Multimedia

[Getting Results in the Face of Rapid Change](#) Stanford Graduate School of Business . [Overview](#)  
[Managing Change](#) Harvard Business Online . [Overview](#)  
[Managing Change](#) Stanford Graduate School of Business . [Overview](#)  
[Managing Change](#) AIM Learning Group, Inc. . [Overview](#)  
[A System of Change](#) Entrepreneurship Institute of Canada . [Overview](#)  
[Managing Organizational Change: What Works, What Doesn't, and Why](#) National Technological University . [Overview](#)  
[Coping with Change in the High-Tech Environment](#) Stanford Graduate School of Business . [Overview](#)

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### On-line Learning

[Managing Organizational Change: What Works, What Doesn't, and Why](#) National Technological University . [Overview](#)  
[Effective Change Management](#) tutorials.com . [Overview](#)  
[Harvard ManageMentor Module: Capitalizing on Change](#) Harvard Business Online . [Overview](#)  
[Managing Change](#) Harvard Business Online . [Overview](#)  
[Managing Change](#) National Technological University . [Overview](#)  
[Peter Drucker: Driving Change](#) Corpedia Education . [Overview](#)  
[The Conference Board - An Introduction to Managing Change](#) Corpedia Education . [Overview](#)  
[Managing with Change: The Change Process](#) Serebra . [Overview](#)



## Courage Of Convictions

A willingness to support the positions you believe in or represent and refusing to be intimidated by criticism or opposing views can be critical to success in your job. People who are courageous in this way place high importance on addressing the difficult issues. They are willing to say and do what they think is right, even when others have a different perspective.

You may be considering this suggestion because others gave you feedback that you should improve in this area, or you may have decided you want to further improve where others see you as doing well. Regardless, the following suggestions should be helpful.

### Know something; have an opinion

Make a habit of thinking about important issues at work. What do your customers want? What are your competitors doing? How is your organisation responding? How should it respond? What is the right thing to do for your customers? For the stockholders? For the people who work at your company? Read, discuss and think about these and other issues so that you can form opinions and take positions on issues that are important to the well being of your organisation.

If you are uninformed, you cannot, with integrity, argue for a position. If, however, you have exposed yourself to multiple sources of information, have weighed the issues from various perspectives and formed a reasoned judgement, you can speak with conviction and argue for doing the right thing in the face of resistance from others.

### Approach all issues with integrity

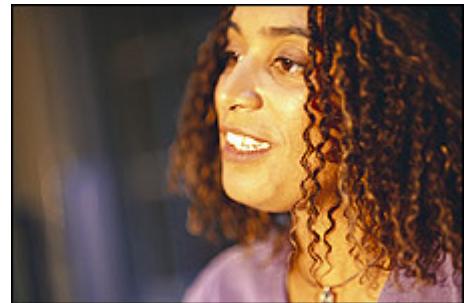
Holding fast to one's convictions when they are formed with a lack of information or without reasoned judgement is simple stubbornness and ignorance. Doing so for self-gain reflects poorly on your integrity as well as your judgement. Standing firm is the type of courage needed for your organisation to prosper in the long term if your position meets the following criteria:

- It is in the best interests of the organisation
- It is a fair attempt at best meeting the needs of all constituencies
- It is honourable, ethical and honest
- It addresses difficult or ambiguous problems that others are unwilling to face

Combining this type of courage with an ability to listen to opposing points of view, incorporate new information into your judgement and, when appropriate, change your position and admit your error will increase your ability to influence others.

### Be prepared to argue for your position

Assuming you have a well-considered position on an issue, how can you prepare to present it?



#### People who are courageous typically

- Know enough about the issues to form an opinion
- Care enough to argue for their position

#### Those with the most influence

- Have enough skill to present their position to others
- Consistently act with integrity, honesty and fairness
- Maintain their position in spite of initial opposition
- Listen to others, weigh new information, and change their position when appropriate

- Develop a message that conveys your position. Think about how you will explain your position in a way that is clear and understandable. What are the facts that others need to know? How do they lead you to adopt the position you have taken? What additional information should you have available to support your position?
- Think of questions or challenges you may get, and develop responses to these challenges. Practice responding to criticisms of your ideas until you are comfortable defending your position. Use note cards to list criticisms and organise your points of response. Use these cards to practice or as references in future discussions.
- Practice defending your stance on less important issues - the same verbal tools you will use to defend your favourite sports team to a friend are the ones that can help you at work. Take an opposing view on a minor issue within your circle of friends and stick to your position. Practice maintaining a calm demeanour as you make your point clearly.
- Display confidence in yourself and your position. Use positive language when talking about your views. Avoid equivocation and vacillation -- "Well.... I think we should do this.... but then again, maybe we should do that...."
- No matter what the situation is, above all else, maintain your professionalism. Arguing your views effectively should rarely include raising your voice or becoming excessively aggressive. Quiet confidence and preparedness are more likely to help you to make your points convincingly. They are also more likely to promote reasoned discussion and, ultimately, the adoption of the best alternatives.

### Remember the ultimate objective

The best course of action, the best decision or, in some cases, the most timely good decision is what really matters, not who won the debate. Effectively courageous people are the ones who can take a strong stand on an important issue until the right solution is found. They then support that solution regardless of its source.

*The following resources may help you begin your developmental programme to stand firm when confronted or questioned by others. Depending on your preference, consider some of the books, audiocassettes, or seminars below.*



#### Books

[The Leadership Challenge \(2002\)](#) James M. Kouzes, Barry Z. Posner . [Overview](#)  
[The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow \(1999\)](#) John C. Maxwell . [Overview](#)  
[Working with Emotional Intelligence \(2000\)](#) Daniel Goleman . [Overview](#)  
[Primal Leadership: Realizing the Power of Emotional Intelligence \(2002\)](#) Daniel Goleman , Richard Boyatzis , Annie McKee . [Overview](#)  
[Critical Thinking : Tools for Taking Charge of Your Professional and Personal Life \(2002\)](#) Richard Paul and Linda Elder . [Overview](#)  
[Managing Assertively: How to Improve Your People Skills: A Self-Teaching Guide \(1995\)](#) Madelyn Burley-Allen . [Overview](#)  
[Managing Conflict with Peers \(2003\)](#) Talula Cartwright . [Overview](#)  
[First, Break All the Rules: What the World's Greatest Managers Do Differently \(1999\)](#) Marcus Buckingham, Curt Coffman . [Overview](#)



#### Multimedia

[Leading from the Inside](#) Harvard Business Online . [Overview](#)  
[Managing Difficult Conversations](#) Harvard Business Online by Chris Argyris; Peter M. Senge; Bill Noonan . [Overview](#)  
[Leaders of Character: Leadership - The West Point Way](#) advanced training source . [Overview](#)  
[Leadership and Self-Deception](#) advanced training source . [Overview](#)  
[Dealing With Conflict and Confrontation](#) CareerTrack . [Overview](#)  
[What Titans Can Teach Us](#) Harvard Business Online . [Overview](#)  
[Assertiveness Skills for Managers & Supervisors](#) Fred Pryor Seminars & CareerTrack . [Overview](#)  
[Develop Your Interpersonal Effectiveness: Sharpen Your Emotional IQ](#) National Technological University . [Overview](#)  
[Self-Discipline & Emotional Control](#) Fred Pryor Seminars & CareerTrack . [Overview](#)



#### On-line Learning

[The New IQ: Your Influence Quotient](#) National Technological University . [Overview](#)  
[Managing Difficult Conversations](#) Harvard Business School Publishing eLearning . [Overview](#)  
[Peter Drucker - Managing Oneself](#) Corpedia Education . [Overview](#)  
[4-Dimensional Leadership: Putting Four Dimensional Leadership in Action](#) CareerTrack . [Overview](#)  
[Communicating Successfully: Assert to Achieve](#) Serebra . [Overview](#)

[Working Collaboratively: Assert Your Influence](#) Serebra . [Overview](#)  
[Develop Your Interpersonal Effectiveness: Sharpen Your Emotional IQ](#) National Technological University . [Overview](#)  
[Engaged Leadership: A Comprehensive Approach to Leadership](#) SHRM e-learning . [Overview](#)  
[Assertiveness Skills for Managers & Supervisors](#) CareerTrack . [Overview](#)

### Organisational Savvy

The concept of "organisational politics" often conveys behaviour that, at its best, is unsavoury and, at its worst, is unprincipled and unethical. However, "political" behaviour is, by definition, neither positive nor negative. Political skills involve the understanding and use of power and authority. The "goodness" or "badness" of political behaviours resides not in the wielding of influence itself but in the means used and the objectives obtained.

Especially in large organisations, political skills are required in certain roles. You must be able to understand and navigate the political landscape of power and influence to achieve results for your group and the organisation. People who influence successfully within and outside of their direct area of responsibility understand the underlying issues, the personalities involved, potentially competing interests and unwritten guidelines that influence business decisions.

#### Know and understand the organisational landscape

Understand the organisational culture, each group's roles and responsibilities, and know who the key influencers are in each area.

- If you are new to the organisation, learn what image and reputation your organisation hopes to project. Learn the history of the organisation. From where has it come? What are the most important core values? What business models, ways of doing business, organisational schemes, etc. are central?
- Learn the organisational culture, customs and norms. Listen to and observe others' behaviour. Notice the behaviours that are considered acceptable in the organisation. (E.g. when do employees arrive and leave work? Is humour a part of the workplace? How are those in powerful positions addressed and treated?)
- Who has influence in the organisation? Remember that organisational influence comes from many sources: title and direct authority, credibility, expertise, or a long history within the organisation.
- Learn about each department or group in the organisation - especially those with whom you work closely. What do they do? What contribution do they make? Who are the key influencers in each of these groups? How can your group help them or contribute to their success?

#### Build partnerships and alliances

Building alliances within the organisation can help you to achieve your objectives.

- Network with those you already know and with whom you have common interests.
- Expand beyond this immediate network to include people that you do not know but whom share mutual or complimentary needs. Challenge yourself to identify and meet these people in important areas of your organisation.
- Set up short initial meetings with the people or groups you have identified to introduce yourself and discuss ways you might be able to help each other be effective.



#### Politics

Definition: (1) The theory and practice of forming and running governmental organisations; (2) the totality of interrelationships in a particular area of life - work, in this case - involving power, authority, or influence and their manipulation; (3) the use of tactics and strategy to gain influence in a group or organisation.

- Follow up by maintaining contact after the initial meeting. Look for opportunities to provide some help to the people you have met and ask for commensurate help in return.

### Maintain partnerships and alliances

- Support your allies. Remember that you need to give something in order to get something in return, now or in the future. Show loyalty, help them with their needs and keep your promises.
- Try to win over your adversaries by considering their interests and giving something to them when possible.
- Be they friend or foe, try not to insult others or cause harm. If you have done so inadvertently, try to make amends promptly.
- Sometimes you may "inherit" enemies as a result of your alliances. Remember that loyalty to your ally does not always require that you fight their adversaries. (The enemy of your friend need not be your enemy.)
- Give praise or credit when it's due - to friend and foe alike.
- Always respect others - even those that oppose you - and choose your words carefully.
- Do not be overcritical of past decisions or ideas. They may have been proposed by the people you want to make or keep as allies.
- Practice compromise and win-win negotiation. You will need to negotiate again with this person another day.
- If you must fight, fight a fair fight and try to exact as little damage as possible to your foe.



You must develop and nurture your influence and reputation in order to be politically effective in an organisation. Practice the following:

- Be genuine and value the contribution of all people in the organisation.
- Create a positive impression by acting in predictably honourable and ethical ways.
- Do not promise that which you cannot deliver; always deliver that which you promise.
- Promote your accomplishments. While you want to avoid obnoxious bragging, highlighting your group's successes will help others to notice the contributions of you and your team.
- Work to gain the trust of people who can provide information or support important to your success.
- Avoid behaviours that could jeopardise others' opinions of you. Be above reproach in your personal conduct.



#### Books

[Networking Smart: How to Build Relationships for Personal and Organizational Success \(2000\)](#) Wayne E. Baker . [Overview](#)  
[Power and Influence: Beyond Formal Authority \(1985\)](#) John P. Kotter . [Overview](#)  
[Do Business with People You Can Trust: Balancing Profits and Principles \(2002\)](#) L. J. Rittenhouse . [Overview](#)  
[Harvard Business Review on Corporate Governance \(2000\)](#) The Harvard Business Review Paperback Series . [Overview](#)  
[Sharing Expertise: Beyond Knowledge Management \(2002\)](#) Mark Ackerman, Volkmar Pipek, Volker Wulf . [Overview](#)  
[Knowledge Sharing in Practice \(2002\)](#) Marleen Huysman, Dirk De Wit . [Overview](#)



#### Multimedia

[Knowledge Transfer: Sharing What You Know "A Guide to Transferring Knowledge Effectively and Smoothly"](#) National Technological University . [Overview](#)  
[The Science Behind Six Degrees](#) Harvard Business Online . [Overview](#)  
[Leading from the Inside](#) Harvard Business Online . [Overview](#)  
[Communities of Practice: The Organizational Frontier](#) Harvard Business Online . [Overview](#)  
[If Only We Knew What We Know: Identification and Transfer of Internal Best Practices](#) California Management Review . [Overview](#)



**On-line Learning**

[Managing Knowledge Across Your Organization : Quantum Course Suite](#) Cardean University . [Overview](#)

[How to Make Cross-Functional Teams Work: Achieving Results as a Cross-Functional Team](#) Fred Pryor Seminars & CareerTrack . [Overview](#)

[Cross-Cultural Business Communication: Addressing Cross-Cultural Business Situations](#) Serebra . [Overview](#)

[Cross-Cultural Business Communication: Understanding Cultural Differences](#) Serebra . [Overview](#)

[Herding Cats: Getting Individuals, Teams, and Departments Working Together](#) National Technological University . [Overview](#)

[Knowledge Transfer: Sharing What You Know "A Guide to Transferring Knowledge Effectively and Smoothly"](#) National Technological University . [Overview](#)

### Overview

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

Most organisations define what they need from people in terms of competency - the competencies required for a person to be effective in a current position or to be developed to be effective in a future position.

Your Assess 360 Feedback Report will help you to understand how effectively you display each of the competencies important to your role. For those areas you wish to improve, developmental suggestions are provided to help you grow.

Ultimately, for most of us, our success in current and future jobs is mostly dependent on the level of effort, self-discipline and self-development we apply.

### Process

The career development process includes three stages:

- Awareness
- Goal Setting
- Action Planning

This part of the report will guide you through each of these stages. In the exercises that follow, you will take stock of your strengths and your weaknesses (self-awareness), select the most important areas 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 continuing process to be worked throughout your career.

### Additional Resources

Additional development resources are available through the ASSESS Career Development website at [www.bigby.com/systems/assessv2/resources/employee](http://www.bigby.com/systems/assessv2/resources/employee). In this website you will find sample action plans, goal setting & action planning worksheets, and more.

### Self Awareness

#### *Capitalising On Strengths*

Start first by recognising your strengths and thinking about how you can use them or build upon them to be effective in your job. Your Assess360 results can help you to highlight these areas.

Review your report for potential strengths. Think about your current job and the competencies that are important to success in your role. List on a sheet of paper those competencies that enable you to do your job well and could help you to be successful in the future.

Next to each competency, list how this strength could help you to contribute more in your current or future role. Try to list 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 plan and organise well.

*Contribution:*

- Helps me to effectively manage projects (mine and others)
- I am better able than most people to manage multiple tasks
- I usually have the resources I need available when I need them

*In the next 6 months:* I will take the lead for our team to develop a project plan for the development and production of a new product.

#### *Recognising Areas for Improvement*

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

Again, review your Assess 360 feedback and, especially, your development suggestions to identify areas for improvement. Think about your current role and the competencies important for success. List on a sheet of paper those competencies that might hinder your job performance. Consider the feedback from your overall group as well as that from specific groups (boss, peers, direct reports, etc.)

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:* Decisive Judgement

*Limitations:*

- I miss opportunities because I take too long to decide
- Others hesitate to involve me because I may delay their decisions
- For some decisions, I seek more information than I need and waste time (mine and others')



### 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 capitalise on a strength or compensate for a weakness.

*Example goals to capitalise on strengths might be:*

- Better utilise my problem solving skills to help our team solve complex problems
- Better utilise my planning skills to coordinate projects for my group

*Example goals for improving a potential weakness might be:*

- Be willing to make decisions quicker, with less information
- Develop more tact in working with others outside my team so that we can help each other
- Become more supportive of change efforts

After you have reviewed your feedback and your development suggestions, and after you have 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 work on first, second, third, etc?

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

### Building Your Development Action Plans

Much like the other projects you undertake at work, your development plans 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 competency (or behaviour) you have identified either as an area to accentuate (an existing strength that you want to utilise more) or as a development area (something that could hinder your performance if not improved).
2. *Desired Outcomes* - As a result of working this plan, what new outcomes will be achieved? Try to tie these directly to your current job or to a desired future job. List at least three observable differences.
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](http://www.bigby.com/systems/assessv2/resources/employee).)*

### 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.
- Continual 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.

Visioning

█ = All \* = Self ⊙ = Boss □ = Peer ▽ = DirRpt

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Averages	1	2	3	4	5	█	*	⊙	□	▽
<b>Behaviour1:</b> Thinks in innovative and creative ways						3.45	4	3	2.75	4.6
<b>Behaviour2:</b> Views tactical problems or initiatives from a broad perspective and emphasises solutions that support strategic objectives						3.92	4	5	2.75	4
<b>Behaviour3:</b> Generates new ideas/solutions that can be successfully implemented						3.75	3	4	3.75	3.5
<b>Behaviour4:</b> Challenges and pushes the organisation to constantly improve and grow						1.94	2	2	2	1.83
<b>Behaviour5:</b> Identifies long-term, future goals for the organisation and/or the department						3.64	4	4	3.25	3.67
<b>Behaviour6:</b> Champions his/her ideas to successful implementation						2	1	2	2	2
<b>Behaviour7:</b> Supports and champions the strategic initiatives of others						2.78	2	3	2.67	2.67

Responses	Self *					Boss ⊙					Peer □					DirRpt ▽					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>				1					1		1		2	1					2	3	1		3	4	3
<b>Behaviour2</b>				1					1			2	1	1				1	4	1		2	2	6	2
<b>Behaviour3</b>			1						1			1		2	1		2		3	1		3	1	6	2
<b>Behaviour4</b>		1					1				1	2	1			3	1	2			4	5	3		
<b>Behaviour5</b>				1					1			2		1	1		1	1	3	1		3	1	6	2
<b>Behaviour6</b>	1						1				1	2	1			2	2	2			4	5	3		
<b>Behaviour7</b>		1						1				1	2			1	2	1	2		1	4	4	2	

### In-Depth Problem Solving And Analysis

  = All  
 \* = Self  
 ⊕ = Boss  
 □ = Peer  
 ▽ = DirRpt

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

Averages	1	2	3	4	5	All	Self	Boss	Peer	DirRpt
<b>Behaviour1:</b> Considers many sources of information						4.92	3	5	4.75	5
<b>Behaviour2:</b> Evaluates information in an objective, pragmatic manner						4.17	3	4	4	4.5
<b>Behaviour3:</b> Systematically evaluates possible courses of action and potential consequences						4.81	4	5	4.75	4.67
<b>Behaviour4:</b> Carefully deliberates before a final decision is made						4.94	5	5	5	4.83
<b>Behaviour5:</b> Applies thorough analysis to problems that merit this level of evaluation						4.86	4	5	4.75	4.83
<b>Behaviour6:</b> Does not overanalyse problems that do not merit this level of attention						2.42	1	3	2.25	2
<b>Behaviour7:</b> Generates good solutions to difficult problems						4.3	4	5	3.5	4.4

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>			1							1				1	3					6			1	1	10
<b>Behaviour2</b>			1						1				1	2	1				3	3			2	6	4
<b>Behaviour3</b>				1						1				1	3				2	4				4	8
<b>Behaviour4</b>					1					1					4				1	5				1	11
<b>Behaviour5</b>				1						1				1	3				1	5				3	9
<b>Behaviour6</b>	1							1			1	1	2			1	4	1			3	5	4		
<b>Behaviour7</b>				1						1			3		1				3	2			3	4	4

### Championing Change

| = All  
 \* = Self  
 ⊕ = Boss  
 □ = Peer  
 ▽ = DirRpt

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

Averages	1	2	3	4	5		*	⊕	□	▽
<b>Behaviour1:</b> Accepts change openly and willingly						2.72	3	4	2	2.17
<b>Behaviour2:</b> Readily adapts and adjusts to new or changing circumstances						2.31	3	3	1.75	2.17
<b>Behaviour3:</b> Is willing to change the way he/she works by adopting new methods, processes, etc.						2.75	2	3	2.75	2.5
<b>Behaviour4:</b> Anticipates the need for change						2.92	1	3	2.75	3
<b>Behaviour5:</b> Actively promotes change initiatives in his/her group or the organisation as a whole						1.81	1	2	1.25	2.17
<b>Behaviour6:</b> Assumes personal responsibility to see that necessary change is adopted and effectively implemented						2.64	2	3	2.25	2.67

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>			1						1		2	1		1		1	3	2			3	4	3	2	
<b>Behaviour2</b>			1					1			2	1	1				5	1			2	6	4		
<b>Behaviour3</b>		1						1				1	3			1	2	2	1		1	4	6	1	
<b>Behaviour4</b>	1							1				2	1	1			3	1	1	1	1	5	3	2	1
<b>Behaviour5</b>	1						1				3	1				1	3	2			5	5	2		
<b>Behaviour6</b>		1						1			1	2		1		1	3		1	1	2	6	1	2	1

**Courage Of Convictions**

█ = All  
 ✱ = Self  
 ⊙ = Boss  
 □ = Peer  
 ▽ = DirRpt

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

		Averages	1	2	3	4	5	█	✱	⊙	□	▽
<b>Behaviour1:</b> Is willing to stand up for issues/positions he/she strongly believes in, even in the face of dissent or unfavourable consequences								2.5	2	3	2.5	2
<b>Behaviour2:</b> Is not intimidated by criticism or opposing views								2.82	2	4	2.25	2.2
<b>Behaviour3:</b> Is willing to say and do what he/she thinks is right, even when others have a different perspective								2.44	2	3	2.5	1.83

Responses	Self ✱					Boss ⊙					Peer □					DirRpt ▽					All █					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Behaviour1</b>		1						1			1			3			2	2	2			3	3	6		
<b>Behaviour2</b>		1							1			3	1			1	2	2			1	6	3	1		
<b>Behaviour3</b>		1						1			1			3			2	3	1			3	4	5		

**Business Acumen**

= All  
  = Self  
  = Boss  
  = Peer  
  = DirRpt

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

	Averages	1	2	3	4	5	All	Self	Boss	Peer	DirRpt
<b>Behaviour1:</b> Has an excellent understanding of general business concepts							4.5	3	5	4	4.5
<b>Behaviour2:</b> Effectively applies his/her general business knowledge to the issues faced in this organisation							4.03	4	4	3.5	4.6
<b>Behaviour3:</b> Has an excellent understanding of general accounting and financial concepts							4.47	3	5	4	4.4
<b>Behaviour4:</b> Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organisation							4.18	4	4	3.75	4.8

Responses	Self *					Boss					Peer					DirRpt					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behaviour1			1							1			1	2	1				3	3			2	5	5
Behaviour2				1					1			1	1	1	1				2	3		1	1	5	4
Behaviour3			1							1			1	2	1			1	1	3			3	3	5
Behaviour4				1					1				2	1	1				1	4			2	4	5



Driving For Results

█ = All \* = Self ⊕ = Boss □ = Peer ▽ = DirRpt

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	Averages	1	2	3	4	5	█	*	⊕	□	▽
<b>Behaviour1:</b> Challenges self and the organisation to set high expectations	3.38		*	□	▽	⊕	2	4	2.75	3.4	
<b>Behaviour2:</b> Sets or helps to set appropriate goals and objectives	3.39			□	█	⊕	3	4	3	3.17	
<b>Behaviour3:</b> Exerts the personal effort and hard work to achieve results	3.61			□	█	⊕	4	4	3	3.83	
<b>Behaviour4:</b> Does not give up easily, persists	2.58	*	⊕	□	▽		1	2	2.75	3	
<b>Behaviour5:</b> Overcomes obstacles to achieve results	2.89			□	█	▽	3	3	2.5	3.17	
<b>Behaviour6:</b> Achieves results	3.28			□	█	▽	4	3	3	3.83	

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>		1							1			1	3				1	2	1	1		3	5	2	1
<b>Behaviour2</b>			1						1				4				2	1	3			2	6	4	
<b>Behaviour3</b>				1					1			1	2	1				2	3	1		1	4	6	1
<b>Behaviour4</b>	1						1					2	1	1			2	2	2			1	5	3	3
<b>Behaviour5</b>			1					1				3		1			1	3	2			4	5	3	
<b>Behaviour6</b>				1				1				1	2	1				1	5			1	4	7	

### Integrity

  = All  
 \* = Self  
 ⊕ = Boss  
 □ = Peer  
 ▽ = DirRpt

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

Averages	1	2	3	4	5	<span style="border: 1px solid black; padding: 0 2px;"> </span>	*	⊕	□	▽
<b>Behaviour1:</b> Is ethical and honest in all his/her business dealings						4.39	4	4	4.5	4.67
<b>Behaviour2:</b> Is ethical and honest in all his/her dealings with people						4.33	4	4	4.5	4.5
<b>Behaviour3:</b> Is fair in his/her expectations of others						4.28	4	4	4.5	4.33
<b>Behaviour4:</b> Holds him/herself to a high standard and will do what is right in spite of the consequences for him/herself						4.14	4	4	3.75	4.67
<b>Behaviour5:</b> Does not promise that which he/she cannot deliver						3.81	3	3	4.25	4.17
<b>Behaviour6:</b> Delivers what he/she has promised						3.81	3	3	4.25	4.17
<b>Behaviour7:</b> Is worthy of the personal trust of others						4.14	4	4	4.25	4.17

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All <span style="border: 1px solid black; padding: 0 2px;"> </span>				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>				1					1					2	2				2	4				6	6
<b>Behaviour2</b>				1					1					2	2				3	3				7	5
<b>Behaviour3</b>				1					1					2	2				4	2				8	4
<b>Behaviour4</b>				1					1				2	1	1				2	4			2	5	5
<b>Behaviour5</b>			1					1						3	1				5	1			2	8	2
<b>Behaviour6</b>			1					1						3	1				5	1			2	8	2
<b>Behaviour7</b>				1					1					3	1				5	1				10	2

Continuous Learning

█ = All \* = Self ⊕ = Boss □ = Peer ▽ = DirRpt

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Averages	1	2	3	4	5	█	*	⊕	□	▽
<b>Behaviour1:</b> Is eager to learn new things						4.05	4	4	3.75	4.4
<b>Behaviour2:</b> Regularly exerts the effort to learn new skills or abilities, develop new or improved knowledge, etc.						4.05	3	4	3.75	4.4
<b>Behaviour3:</b> Regularly attends training programs, completes formal coursework or other similar educational programs						3.97	4	4	3.67	4.25
<b>Behaviour4:</b> Seeks out and learns from mentors and other knowledgeable people in the organisation						3.78	4	4	4.33	3
<b>Behaviour5:</b> Takes, or is willing to take, the jobs and assignments that will prepare him/her for future advancement						3.9	3	4	3.5	4.2
<b>Behaviour6:</b> Inspires and encourages others to learn and grow throughout their work life						2.78	3	3	2.75	2.6

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>				1					1			1		2	1				3	2		1		7	3
<b>Behaviour2</b>			1						1			1		2	1				3	2		1	1	6	3
<b>Behaviour3</b>				1					1				1	2				1	1	2			2	5	2
<b>Behaviour4</b>				1					1					2	1		2	1	2			2	1	6	1
<b>Behaviour5</b>			1						1			1	1	1	1				4	1		1	2	6	2
<b>Behaviour6</b>			1						1		1		2	1		1	2		2		2	2	4	3	

### Influencing And Persuading

| = All  
 \* = Self  
 ⊙ = Boss  
 □ = Peer  
 ▽ = DirRpt

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

Averages	1	2	3	4	5		*	⊙	□	▽
<b>Behaviour1:</b> Has ideas, points of view or desired outcomes that he/she wants others to adopt						3.83	3	5	3	3.5
<b>Behaviour2:</b> Does his/her homework and develops the information necessary to support his/her position						4.22	4	5	3.5	4.17
<b>Behaviour3:</b> Attempts to understand his/her audience and adapt his/her message to fit the audience						3.56	3	4	3	3.67
<b>Behaviour4:</b> Picks those issues most important and persists on these until his/her objectives are met						2.58	1	3	2.25	2.5
<b>Behaviour5:</b> Cedes on less important issues in order to maximise his/her influence on important issues						3.44	2	4	3	3.33
<b>Behaviour6:</b> Has the courage or strength of purpose to want to convince others						1.81	1	2	1.25	2.17
<b>Behaviour7:</b> Effectively persuades and influences others						2.25	1	3	1.75	2

Responses	Self *					Boss ⊙					Peer □					DirRpt ▽					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>			1							1		1	2	1			1	2	2	1		2	5	3	2
<b>Behaviour2</b>				1						1		1		3					5	1		1		9	2
<b>Behaviour3</b>			1							1		2		2			1	1	3	1		3	2	6	1
<b>Behaviour4</b>	1							1				3	1				4	1	1		1	7	3	1	
<b>Behaviour5</b>		1								1		1	2	1			1	3	1	1		3	5	3	1
<b>Behaviour6</b>	1						1				3	1				2	1	3			6	3	3		
<b>Behaviour7</b>	1							1			2	1	1			2	2	2			5	3	4		

Managing Others

█ = All \* = Self ⊕ = Boss □ = Peer ▽ = DirRpt

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

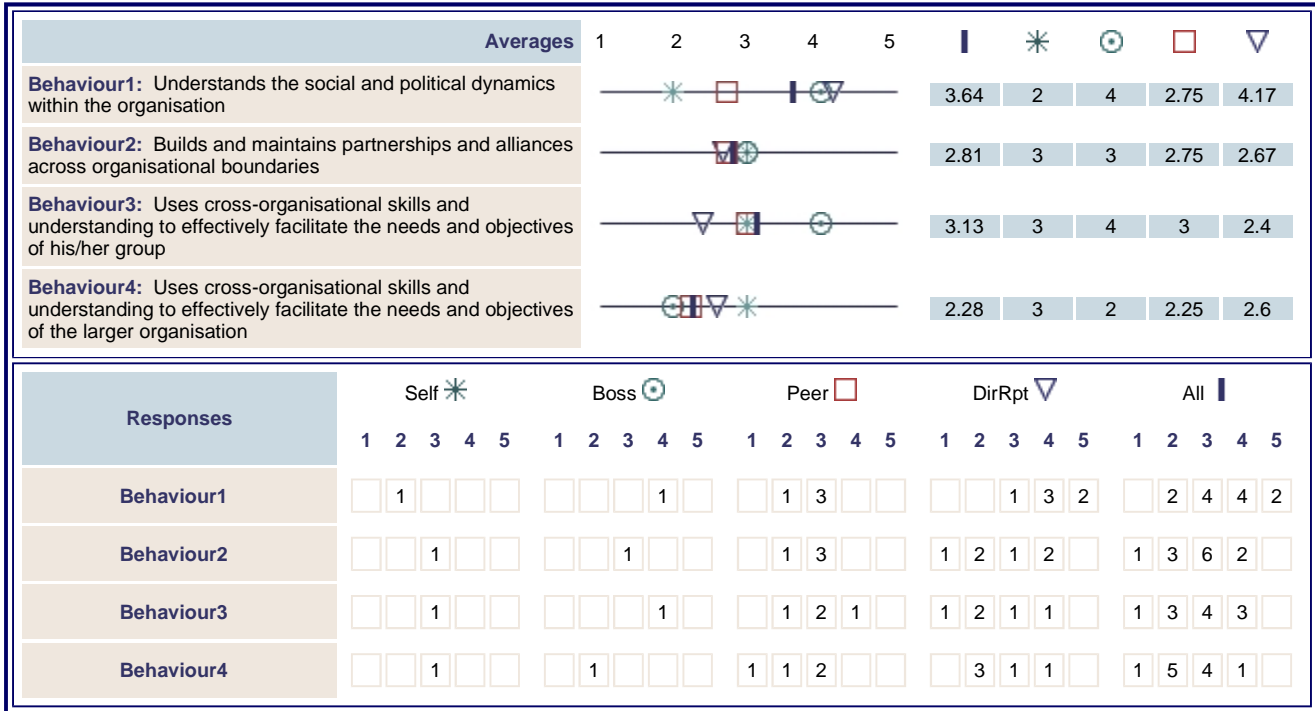
Averages	1	2	3	4	5	█	*	⊕	□	▽
<b>Behaviour1:</b> Has a desire to lead or direct others and exerts the effort to do so						2.11	2	2	2	2.33
<b>Behaviour2:</b> Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives						3.64	3	4	3.75	3.17
<b>Behaviour3:</b> Knows the strengths and weaknesses of each of the members of his/her group						3.14	4	3	3.25	3.17
<b>Behaviour4:</b> Sensibly delegates and assigns tasks to others according to their capacities						3.39	4	4	3.33	2.83
<b>Behaviour5:</b> Is fair and objective and does not play favourites						4.14	4	4	4.25	4.17
<b>Behaviour6:</b> Educates, trains and otherwise prepares his/her people to be effective in their jobs						3.75	3	4	3.75	3.5
<b>Behaviour7:</b> Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability						2.08	3	2	2.25	2
<b>Behaviour8:</b> Assumes personal responsibility for the success or failure of his/her group, collectively and individually						4.05	3	4	3.75	4.4

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>		1					1				2	1		1		1	3	1	1		3	6	1	2	
<b>Behaviour2</b>			1						1			1		2	1	1		3	1	1	1	1	4	4	2
<b>Behaviour3</b>				1					1				3	1			2	2	1	1		2	6	3	1
<b>Behaviour4</b>				1					1				2	1			4		1	1		4	2	4	1
<b>Behaviour5</b>				1					1				1	1	2				5	1			1	8	3
<b>Behaviour6</b>			1						1			1		2	1		1	2	2	1		2	3	5	2
<b>Behaviour7</b>			1						1		1	1	2				6				1	8	3		
<b>Behaviour8</b>			1						1				1	3					3	2			2	7	2

### Organisational Savvy

█ = All  
 ✱ = Self  
 ⊙ = Boss  
 □ = Peer  
 ▽ = DirRpt

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree



Interpersonal Communication

█ = All \* = Self ⊕ = Boss □ = Peer ▽ = DirRpt

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Averages	1	2	3	4	5	█	*	⊕	□	▽
<b>Behaviour1:</b> Develops a good communication rapport with other people						2.72	3	3	3	2.17
<b>Behaviour2:</b> Listens to others						4.31	4	5	4.25	3.67
<b>Behaviour3:</b> Readily shares useful information and knowledge						2.92	4	3	2.75	3
<b>Behaviour4:</b> Articulates thoughts and ideas clearly						3.5	2	3	3.5	4
<b>Behaviour5:</b> Closes the information loop by making sure he/she understood others and they understood him/her						3.64	3	4	3.25	3.67
<b>Behaviour6:</b> Is truthful and constructive in his/her communications						4.14	4	4	4.25	4.17
<b>Behaviour7:</b> Does not spread rumours or malicious gossip						4.72	4	5	4.5	4.67

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>			1					1			1		1	2		1	4		1		2	4	3	3	
<b>Behaviour2</b>				1					1					3	1		1	1	3	1		1	1	7	3
<b>Behaviour3</b>				1				1			2	1	1			2	2	2			4	4	4		
<b>Behaviour4</b>		1						1				2	2						6			1	3	8	
<b>Behaviour5</b>			1						1		1	1	2				2	4			1	4	7		
<b>Behaviour6</b>				1					1				3	1				5	1				10	2	
<b>Behaviour7</b>				1					1				2	2				2	4				5	7	

Presentation Skills

█ = All \* = Self ⊕ = Boss □ = Peer ▽ = DirRpt

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Averages	1	2	3	4	5	█	*	⊕	□	▽
<b>Behaviour1:</b> Is able to organise and articulate his/her thoughts and ideas clearly	* ——— □ —   — ▽ —					3.58	1	4	2.75	4
<b>Behaviour2:</b> Uses visual presentation tools to deliver information in a straight-forward and logical way	————— □* — ▽ — ⊕ —					4	3	5	3	4
<b>Behaviour3:</b> Is well prepared before he/she presents	————— ▽* —					4	4	4	4	4
<b>Behaviour4:</b> Presents a mix of broad issues and detail appropriate for the audience	————— □* —   — ⊕ —					3.6	3	4	3	3.8
<b>Behaviour5:</b> Delivers smoothly	⊕ — □ — ▽ —					2.72	2	2	2.75	3.4
<b>Behaviour6:</b> Engages the audience	⊕ —   — □ —					2.75	2	2	3.25	3

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Behaviour1</b>	1								1			2	1	1				1	3	1	1	2	2	5	1
<b>Behaviour2</b>			1							1	1		1	2				1	3	1	1		3	5	2
<b>Behaviour3</b>				1					1				1	2	1			1	3	1			2	7	2
<b>Behaviour4</b>			1						1			2		2				2	2	1		2	3	5	1
<b>Behaviour5</b>		1					1					2	1	1			1	1	3			5	2	4	
<b>Behaviour6</b>		1					1					1	1	2			1	3	1			4	4	3	



