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Sample Assessment Center

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1. Overview

Introduction:

This assessment/development center process is focused on behaviors most applicable to your performance and was designed to capture many of the important characteristics of your role. The scenarios provided to you were neutral in nature to ensure a level and fair playing field for all participants. Inputs gathered from all exercises were used to gauge your performance. This feedback report focuses on your overall performance in all the tasks presented, rather than on "right or wrong" responses.

Report Content:

This report contains feedback on your performance on all the exercises you attempted. It showcases score descriptions along with your strengths and areas of improvement on competencies identified as imperative for success.

2. About the report

2.1. How to read the report?

A. The integrated rating on the Jombay competencies has been arrived at by taking into account data gathered by all the tools. However, it is likely that you demonstrate a behavior as an area of strength through one tool and as an area of development through another. For example, while a person may have a preference to plan and prioritize, he/she may not actually demonstrate planning and prioritization. Such differences provide valuable data and should be factored in while planning development pathways and journeys.

B. We recommend that you review this report and reflect on the development priorities highlighted in it. This should help bring sharper clarity on the development areas that you should focus on. The objective is for you to continue leveraging your strengths and building on them, while being cognizant of your development needs. Your development journey or pathway should be based on your personal aspirations and the key focus areas highlighted within this report.

C. The section titled 'Individual Development Plan' will help in planning the development journey or pathway. This can be filled based on the results of this exercise.

D. Based on the competencies and behaviors assessed, this report uncovers facets that are your strengths, as well as areas which you need to develop. These competencies and behaviors are measured on a 5 point scale which is described as follows:

Score	Description	Scoring Scale	Scoring Description
1	Least Effective Behaviors	Novice	A Novice is relatively new to learning and demonstrating this competency.
2	Least Effective Behaviors	Practitioner	A Practitioner is an advanced beginner in demonstrating this competency.
3	Moderately Effective Behaviors	Competent	A Competent performer demonstrates adequate knowledge and skills related to this competency and is able to meet its basic expectations.
4	Most Effective Behaviors	Proficient	A Proficient performer is sufficiently knowledgeable in this competency and consistently applies it across situations.
5	Most Effective Behaviors	Expert	An Expert demonstrates mastery over application of knowledge related to this competency and serves as a role model for it.

2.2. Overview of competencies and behaviors measured

A. Inner Elasticity

Displays elasticity in balancing biases and fostering a growth mindset.

Balancing Biases

Values good judgment and questions assumptions to eliminate biases in the thought process. Examines all hypotheses before drawing conclusions.

Growth Mindset

Strives to collect information, master new and existing capabilities, through a learning outlook. Exhibits a willingness to get hands dirty to try novel, unconventional approaches.

B. Psychological Stamina

Displays resilience in the face of challenges and works towards maintaining a psychologically safe environment for all.

Resilience

Demonstrates perseverance and hardiness in ambiguous and challenging situations. Is transparent about existing realities. Manages stress and bounces back quickly. Recognizes the need to take a step back to recharge as and when required.

Psychological Safety

Creates and sustains an environment of trust and mutual respect that allows everyone to take risks without fear of punishment and rejection. Sincerely lends a patient, empathetic ear to team members in order to make them feel comfortable in sharing their views openly.

C. Cognitive Velocity

Demonstrates coherent processing of information and sound agility in decision making.

Coherent Processing

Cognitively grasps opportunities and challenges, and compares information from different sources to determine the pros and cons. Takes action that is consistent with available data and information along with learnings from past experiences.

Sound Agility

Embraces a solution-oriented and responsive approach to address problems. Moves swiftly from thoughts to concrete actions with a focus on achieving results. Fosters a fast-paced yet organized and thought-through work culture within the team.

D. Balancing Paradoxes

Balances two ends of a spectrum by storyboarding the expected result and providing guided autonomy throughout the project lifecycle.

Storyboarding

Effectively communicates desired outcomes to team members by providing an outline, assembling key information, and building a common understanding of the end goal. Ensures that team members have access to sufficient resources, guidance, and bandwidth to accomplish tasks at hand.

Guided Autonomy

Enables a liberated and positive work environment where team members are entrusted with the freedom to accomplish tasks and reach their highest potential. Identifies, develops, and nurtures talent without getting overly involved in the day-to-day processes.

E. Impact Thinking

Engages in big picture thinking and embraces stewardship of the brand.

Big Picture Thinking

Cognizant of a broader view of the organization's mission, innovations, market trends, and opportunities. Thinks through and factors in both long-term and short-term goals of the organization.

Brand Stewardship

Actively participates in narrating the big picture to team members in an engaging manner as a passionate ambassador for the organization. Enables them to have a broader understanding of the business world and implications of their individual role as part of the bigger picture by leveraging storytelling in one's communication.

3. Pen Picture

Proactively take steps to minimize biases in one's thought process by thoroughly examining underlying assumptions. Demonstrates mastery in judging the extent to which relevant information has been assimilated, in order to extensively evaluate arguments or inferences. Promptly and thoroughly analyzes various potential hypotheses before deducing conclusions.

Maintains an active interest in identifying development opportunities and takes responsibility for mastering new and existing skills. Proactively seeks feedback from all relevant stakeholders and tends to encourage others to evaluate one's approach. Recognizes opportunities for innovation and exhibits a willingness to take risks to implement novel, unconventional approaches. Exhibits an eagerness to take up challenges that will impel one to grow.

Strongly believes that they control their own future and have influence over their surroundings. Tends to believe that one can influence the outcome of important events and proactively takes steps to deal with negative life experiences. Tends to remain calm, composed, and focused during a crisis or challenging period. Proactively assesses one's emotional state and professional limits when faced with a challenging situation, and steps back to recharge as and when required. When faced with setbacks, likely to bounce back quickly and focus one's attention on identifying ways to overcome the stressful situation. Sustained efforts to constructively deal with crises can help achieve expertise.

May occasionally broaden one's search for information from different sources, but this may not be extensive. May need to evaluate pros and cons before arriving at decisions. Further, needs to take action that results from inferences based on the amalgamation of acquired information with learnings from past experiences.

Attempts to guide team members towards task completion. However, overlooks the importance of providing autonomy to team members to enable a positive work environment. May occasionally find oneself getting excessively involved in tasks that may not require one's attention. By taking efforts to consistently provide autonomy across tasks, one might be able to empower team members to achieve their goals independently.

Likely to adopt tunnel vision by focusing on a single outcome and overlooking the bigger picture in the process, tends to promote the same within the team. May prefer to factor in and work with market trends and opportunities available in plain sight. Distancing oneself from immediate goals and assimilating the broader view of the organization could significantly improve the quality of outcomes.

4. Strengths and Areas of Improvements

4.1 Strengths

- Balancing Biases
- Growth Mindset
- Resilience

4.2 Areas of Improvement

- Big Picture Thinking
- Coherent Processing
- Guided Autonomy

5. Competency and Behavior Overview

5.1. Competency-wise Proficiency Score

1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

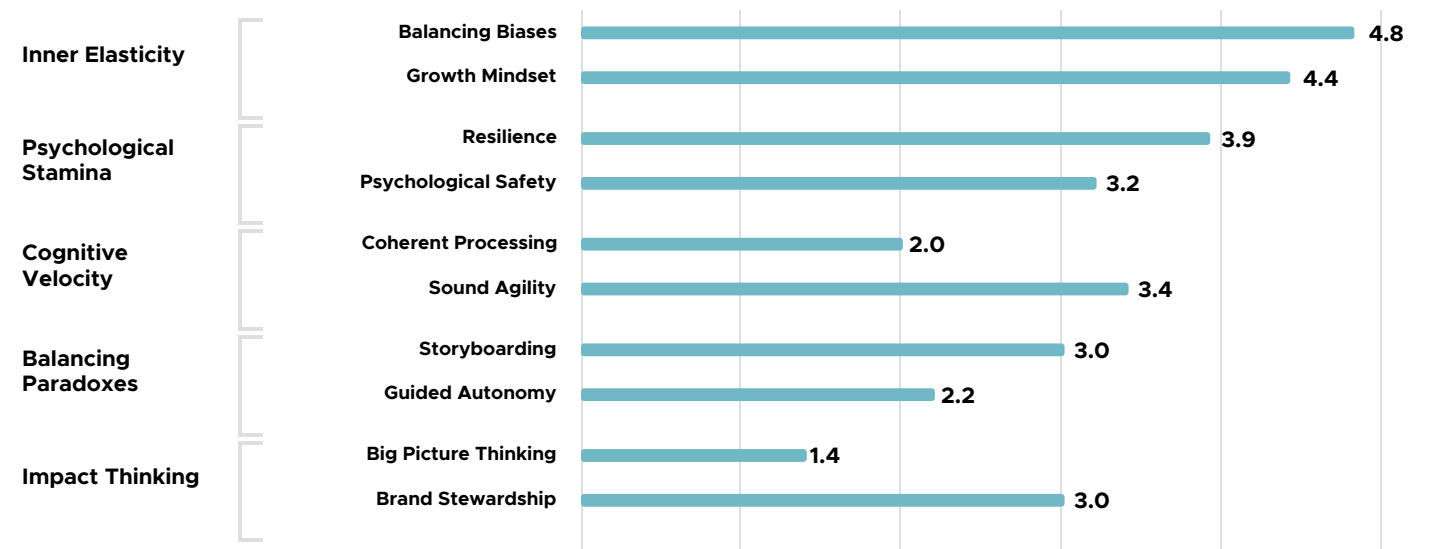
Refer above scale to map the score points

Inner Elasticity	1	2	3	4	4.6	5
Psychological Stamina	1	2	3	3.55	4	5
Cognitive Velocity	1	2	2.7	3	4	5
Balancing Paradoxes	1	2	2.6	3	4	5
Impact Thinking	1	2	2.2	3	4	5

5.2. Competency-wise Behavior Score

1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

Refer above scale to map the score points



6. Competency & behavior detailed report

6.1. Inner Elasticity

1	2	3	4	4.6	5
Novice	Practitioner	Competent	Proficient	Expert	

Refer above scale to map the score points

Scores for behaviors included in Inner Elasticity:

Balancing Biases

Expert I

- In the caselet-based Leadership Simulation, responses indicated the ability to think beyond the face-value of information available to make objective inferences. This approach is applied in interpersonal as well as organizational situations.

- In the Behavioral Event Interview, responses given highlighted a strong tendency towards arriving at impartial conclusions based on a thorough examination of all hypotheses present. Responses exhibit a preference to deep-dive into problems at hand while keeping underlying assumptions at bay.

- In the 27 Echo Personality Assessment, the responses exhibited a strong preference to rely on objective evidence to make decisions and to seek relevant data before arriving at any conclusions.

- In the 27 Echo Personality Assessment, responses indicated an inclination to approach complex problems by breaking them down into manageable parts, analyzing them thoroughly to arrive at practical solutions. Responses also demonstrate the ability to extract relevant information from a pool of data before analyzing it. The ability to recognize assumptions, evaluate arguments, and draw logical conclusions was also highlighted in the responses.



Growth Mindset

Proficient I

- In the caselet-based Leadership Simulation, responses articulated display a tendency to take the road less taken, maintaining the overarching goal as one's focus throughout the journey. The discourse indicated a leadership approach that allows one to learn, unlearn and relearn as required.

- In the Behavioral Event Interview, responses demonstrated strong presence of a learning outlook, applied across new opportunities and challenges taken on. Responses exhibit readiness towards unconventional approaches that may require exploring uncharted waters.

- In the 27 Echo Personality Assessment, responses indicated a tendency to remain optimistic about risk-taking despite negative consequences faced in the past. Responses also demonstrated comfort with experimenting, testing out new ideas and methods, and staying committed to action despite uncertain outcomes.

- In the 27 Echo Personality Assessment, responses demonstrated a drive to capitalize on opportunities to learn beyond one's domain and stay updated about current trends and developments across multiple verticals and domains.



6.1.1. Classification of behaviors

Least Effective

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Moderately Effective

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Most Effective

Balancing Biases
Growth Mindset

6.1.2. Development guide of behaviors

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6.1.3. Tools used

BEI

Behavioral Event Interview

CLS

Caselet-based Leadership Simulation

2PA

27-Echo Personality Assessment

6.2. Psychological Stamina

1	2	3	3.55	4	5
Novice	Practitioner	Competent	Proficient		Expert

Refer above scale to map the score points

Scores for behaviors included in Psychological Stamina:

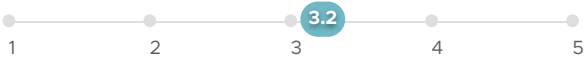
Resilience



Proficient |

- In the Day-In-Life Simulation, responses indicated the ability to bounce back from tough situations and setbacks and pave the way forward for the organization. The discourse seemed to provide inspiration and guidance to deal with setbacks to teams facing disappointment and worry.
- In the caselet-based Leadership Simulation, responses indicated the ability to follow through in a high-pressure situation by attempting to resolve a misunderstanding with concerned stakeholders and arrive at a mutually beneficial resolution.
- In the 27 Echo Personality Assessment, responses exhibited a drive to pursue tasks to a successful end, carry through, and accomplish the required results, despite setbacks and obstacles. Responses also indicated an inclination to continuously monitor progress towards goal achievement, and act decisively when progress is stalling.
- In the 27 Echo Personality Assessment, the responses demonstrated the ability to remain calm and optimistic during stressful and ambiguous situations, as well as being able to quickly recover when working under pressure or resistance. Responses also demonstrated strong endurance abilities, and willingness to invest in effectively addressing issues and bottlenecks, and focussing on solutions even during stressful situations.

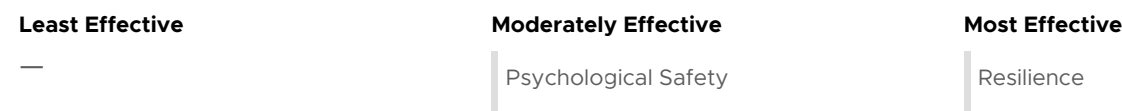
Psychological Safety



Competent |

- In the Day-in-Life Simulation, the responses demonstrated a gentle and reassuring approach to the failures and setbacks of the teams. However, it was observed that the setbacks were not adequately supported with the encouragement to continue taking risks and innovate, without being wary of failures.
- In the caselet-based Leadership Simulation, responses indicated a leadership approach wherein one prioritizes its people in the face of challenging circumstances. The discourse suggests a tendency to enable a safe space for one's team members within the organization.
- In the 27 Echo Personality Assessment, responses indicate a fair understanding of people's emotions, thoughts, and circumstances as well as leveraging this understanding to build relationships based on trust, exchange, and mutual interest.
- In the 27 Echo Personality Assessment, responses point towards keeping an open mind towards the perspectives of others as well as willingness to accept differences of opinion. Responses demonstrate an inclination to listen carefully to understand others' perspectives and opinions and take into consideration others' feelings and concerns while conversing with them.

6.2.1. Classification of behaviors



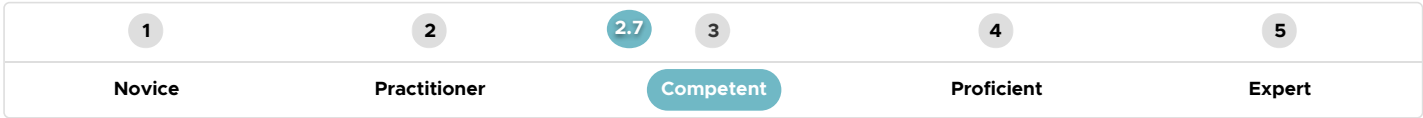
6.2.2. Development guide of behaviors

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6.2.3. Tools used



6.3. Cognitive Velocity



Refer above scale to map the score points

Scores for behaviors included in Cognitive Velocity:

Coherent Processing

Practitioner I

- In the Day-in-Life Simulation, responses exhibited an approach that was based on partial consideration of the available information to make a decision. Responses overlook the importance of thoroughly evaluating pros and cons during decision-making.
- In the caselet-based Leadership Simulation, responses indicated an orientation towards assimilating readily-available information without broadening one's perspective beyond a certain point. The discourse highlights a decision-making process that overlooks examining all pros and cons of an approach.
- In the 27-Echo Personality Assessment, the responses indicated an inclination to either delay making decisions or banking on others to make critical decisions. Responses also highlight hesitance to take personal ownership of decisions made. Responses highlight the preference to wait for approval before making up one's mind.
- In the psychometric assessment, responses indicated an inclination to approach complex problems by breaking them down into manageable parts, analyzing them thoroughly to arrive at practical solutions. Responses also demonstrate the ability to extract relevant information from a pool of data before analyzing it. The ability to recognize assumptions, evaluate arguments, and draw logical conclusions was also highlighted in the responses



Sound Agility



Competent |

- In the Day-in-Simulation, responses demonstrated an ability to make quick, solution-focused decisions in the face of tough situations. However, the responses exhibited a tendency to become overwhelmed when making critical decisions, which could, at times, affect the soundness of the decision.

- In the caselet-based Leadership Simulation, an attempt was made to respond swiftly to the situation at hand with actionable solutions. Responses indicated a result-oriented disposition, while the quality and clarity of solutions can be enhanced to have well-rounded outcomes.

- In the psychometric assessment, responses demonstrated a preference to work on one task at a time, but an ability to handle multiple tasks if required. Along with an inclination to seek variety in one's assignments, the responses are also indicative of the drive to stay active and occupied.

- In the psychometric assessment, responses exhibited a tendency to take up challenges and push oneself to achieve one's goals. While there is a preference towards setting reasonable standards of excellence, responses indicate the need for encouragement to take on tasks beyond one's comfort zone.

- In the psychometric assessment, the responses demonstrated an inclination to organize work and prioritize tasks than approaching them spontaneously. However, tends to be able to do so with ease only for simpler tasks.

6.3.1. Classification of behaviors

Least Effective

Coherent Processing

Moderately Effective

Sound Agility

Most Effective

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6.3.2. Development guide of behaviors

Coherent Processing

- Before taking action, consider information from all available sources. This could be relevant data, past experiences, knowledge of theories, external inputs, as well as your intuition. Let this multi-perspective approach guide your decision.

- Use Occam's Razor to slice through a problem. Occam's Razor says that the hypothesis with the least assumptions is correct. Recollect 2-3 occasions in the past when you were struggling to solve a problem. Would Occam's Razor have worked?

6.3.3. Tools used

CLS Caselet-based Leadership Simulation **DS** Day-in-Life Simulation **2PA** 27-Echo Personality Assessment

6.4. Balancing Paradoxes

1	2	2.6	3	4	5
Novice	Practitioner	Competent	Proficient	Expert	

Refer above scale to map the score points

Scores for behaviors included in Balancing Paradoxes:

Storyboarding

Competent |

- In the Day-in-Life Simulation, an attempt was made to outline the nature, expectations, and goals of the task to its stakeholders. However, the responses did not demonstrate strong support for the accomplishment of goals, in terms of providing guidance and resources.

- In the Behavioral Event Interview, responses exhibit a tendency to provide a rough outline of expected outcomes to team members. However, the responses seemed to indicate a lack of preference towards ensuring that the team has what they need, such as adequate guidance and resources, to get the job done beyond set expectations.



Guided Autonomy

Practitioner |

- In the psychometric assessment, responses exhibited a tendency to prefer individual tasks over group projects and reluctance to create personal connections with team members beyond work.

- In the psychometric assessment, the responses demonstrated a lesser focus on understanding the team's strengths, aspirations, despite having an interest in helping team members by coaching them.

- In the Day-in-Life Simulation, responses indicated a tendency to take over responsibilities of team members that appeared unsure of their capabilities, instead of offering overall guidance and entrusting them to get the job done. The intervention articulated highlighted one's involvement in the task to the extent that the team member's potential may have been overshadowed.

- In the Behavioral Event Interview, responses suggest the ability to enable a task-oriented team. However, the responses signal towards a leadership approach that refrains one from delegating tasks and providing autonomy, which is a crucial step towards developing talent within the organization.



6.4.1. Classification of behaviors

Least Effective

Guided Autonomy

Moderately Effective

Storyboarding

Most Effective

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6.4.2. Development guide of behaviors

Guided Autonomy

- Micromanagement creates a stressful environment, demotivating team members. Focus on the outcomes instead. Achieve this by establishing choice within the team as a key motivator. Encourage your team members to achieve their targets in their own way and trust them to deliver the results.

- Distinguish between providing autonomy and being hands-off. Firm boundaries, and a system to hold people accountable for results, are essential for autonomy to flourish. To ensure this, set specific objectives for each team member and guide them through the process. Track their progress at regular intervals and be a part of their development journey.

6.4.3. Tools used

BEI

Behavioral Event Interview

DS

Day-in-Life Simulation

2PA

27-Echo Personality Assessment

6.5. Impact Thinking

1	2	2.2	3	4	5
Novice	Practitioner		Competent	Proficient	Expert

Refer above scale to map the score points

Scores for behaviors included in Impact Thinking:

Big Picture Thinking

Novice |

- In the Day-in-Life Simulation, responses were indicative of a short-term focus, not accounting for long-term consequences of decisions. The discourse did not adequately elucidate alignment to the organization's values and goals.

- In the caselet-based Leadership Simulation, responses indicated a heavy focus on short-term goals that led to taking decisions in line with immediate returns. The discourse highlighted bypassing the broader priorities of the organization.

- May prefer working with concrete ideas rather than abstract and theoretical ones. Responses highlighted the ability to identify obvious relationships, connections, and trends, but not hidden patterns underlying seemingly unrelated phenomena.

- In the psychometric assessment, the responses indicated a reluctance to anticipate future implications of current decisions. Responses also demonstrated lesser focus on anticipating obstacles or constraints while completing tasks and being ready with backup plans.

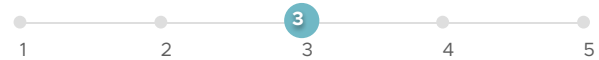


Brand Stewardship

Competent |

- In the caselet-based Leadership Simulation, an attempt was made to align the team with the organization's core values. Responses indicated a focus on the nature of information itself, without narrating it in a manner that was necessarily impactful for all audiences.

- In the Day-in-Life Simulation, the responses exhibited an inclination to propel the organization's core value to all of its stakeholders. While efforts were made to align the stakeholders to the message, the discourse was low on inspiration and impactful communication.



6.5.1. Classification of behaviors

Least Effective

Big Picture Thinking

Moderately Effective

Brand Stewardship

Most Effective

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6.5.2. Development guide of behaviors

Big Picture Thinking

- It is vital to be up-to-date with current events that revolve around one's industry and how they impact one role, department, and organization. Consider a recent market disruption. How do you see it impacting your role, department, organization, and industry? What changes should you drive to align with this disruptive event to gain, sustain, and leverage a competitive advantage?

- Practice big-picture thinking by finding out how your role impacts the overall organization. Study your organization's vision and mission statement. List down three things that you do daily that will enable your organization to achieve this vision and mission.

6.5.3. Tools used

DS

Day-in-Life Simulation

2PA

27-Echo Personality Assessment

7. Individual Development Plan

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