

INDIVIDUAL ASSESSMENT REPORT

Discover the practical education in your college experiences



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cred-ABLE

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INTRODUCTION

The Importance of Feedback for Your Growth!

The report contains an analysis of your cred-ABLE skills assessment. Your responses are considered in relation to how you were assessed by the individuals you asked for feedback (anonymous). The report provides you with important information on your strengths and skill areas that may need to be bolstered.

It isn't easy to ask others for feedback, and it can be a little intimidating finding out something about yourself you did not expect. For example, maybe you believe your problem-solving or empathy skills are at a certain level, but the individuals who provided ratings assessed you lower than you assessed yourself. So here are a few things to keep in mind when reviewing your feedback.

- You are not alone. Many individuals score themselves higher compared to how others score them, at least on some skills. This reflects human psychology but also the fact that we're not experienced in asking and getting feedback from others. So don't sweat it.
- For some skills, you may strongly believe that you're more capable than others think you are. If they aren't seeing you as you see yourself, it's possible that you haven't demonstrated these skills enough through your choices and behavior.
- This assessment focuses on your potential to grow. The feedback doesn't mean you can't change your skill levels. In fact, we expect you to continue to develop these skills by using this feedback.
- Finally, the individuals you asked for feedback understand that you want to develop your competencies and grow. They provided the feedback with this in mind. If they provided low scores, they don't think any less of you. In contrast, they care and have much faith in your ability to fulfill your potential!

The next page provides context for thinking about the purpose of this assessment.

Using this Assessment to Undertake Meaningful Educational Experiences

The future by definition is unknowable. Many of you at one time or another have probably felt unsure about your major, what you want to do in life, whether you'll be able to get a job, what courses to take, or what extracurricular experiences matter. There is much uncertainty because you want to make good choices about your future.

This is a place where awareness of and practice of the cred-ABLE skills can help. Having a meaningful college experience doesn't just happen; you need to impose some structure on it so that you don't feel lost or unsure about how you should spend your time.

If you're intentional in your use of this report and your college's resources, cred-ABLE can:

- help you pursue skills and learning experiences across a broad range of courses and activities without feeling there is no coherence to your choices or path
- help you become more attractive to employers
- help you develop skills for adaptation that you can take from one job or career to the next one, while also serving as a basis for updating what you previously learned

Creating meaningful experiences sounds mysterious, but it isn't. You need to be able to structure your college experiences with the right framework so that they cohere and make sense; you need to have consistent educational goals; and you need to pursue learning opportunities that matter for you right now but that will also have value for you when you finish school. The active use of the cred-ABLE feedback and skills can help with this.

The next page provides a framework for understanding the cred-ABLE skills.

SUMMARY OF ASSESSOR RESPONSES



COGNITION



MEDIUM



MOTIVATION



MEDIUM



ACTION



HIGH



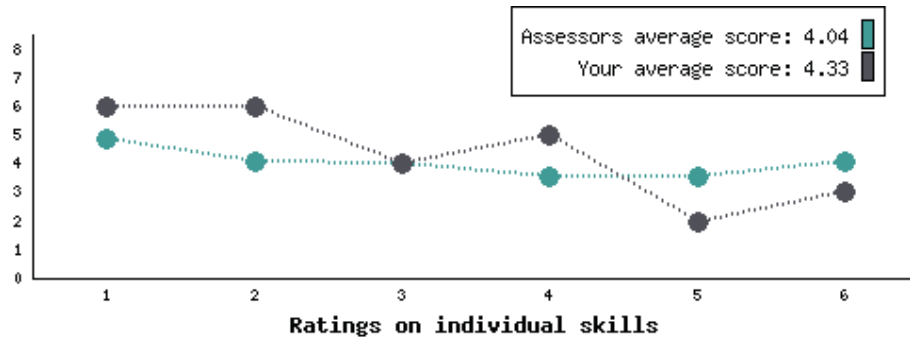
CONNECTION



MEDIUM

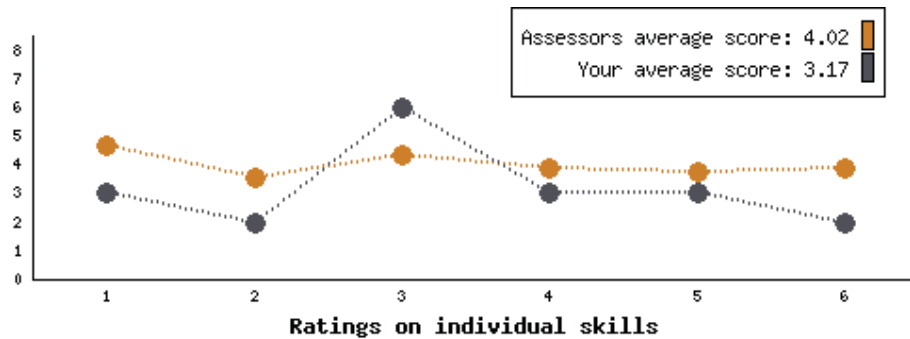
The icons above represent the four cred-ABLE categories, and each is comprised of several skills you were assessed on and that will be reviewed in the following pages of this report. The summary serves as a general guide for where to place your attention.

FOUR FOUNDATIONAL SKILL CATEGORIES



COGNITION

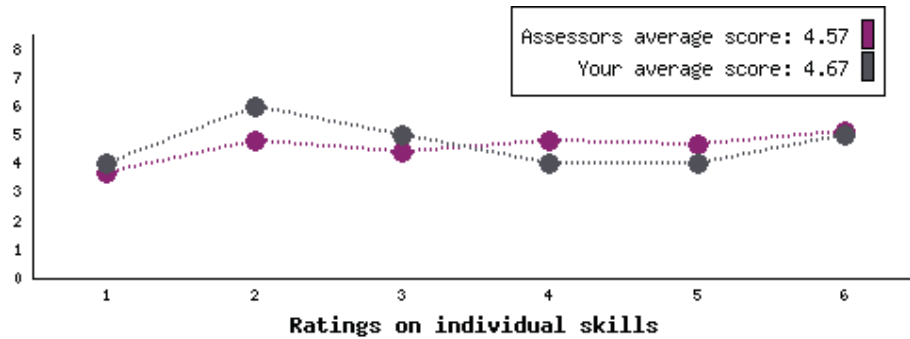
Medium: Your score for this skill category is medium. This indicates you have been working on these skills but may need to find additional ways to practice and demonstrate your capabilities for gathering and using information to diagnose situations, to show that you are sensitive to problematic situations and can reason about them, and to seek opportunities for practicing and displaying your judgment about events in order to adjust goals and plans.



MOTIVATION

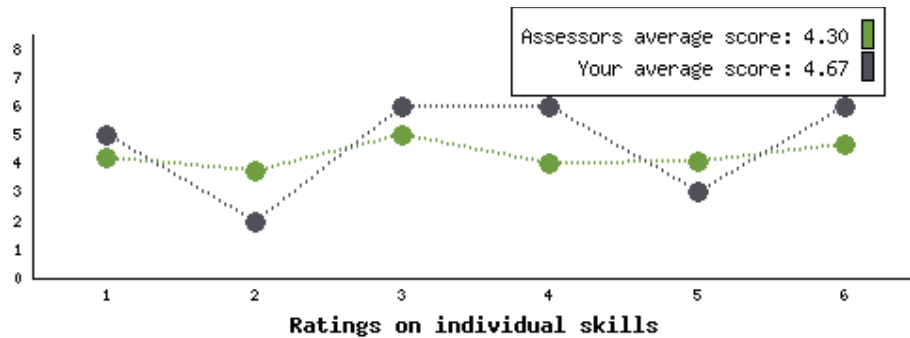
Medium: Your score for this skill category is medium. This indicates you have been working on these skills but may need to find additional ways to practice and demonstrate your capabilities for engaging deeply with your work, to show your curiosity and interest in learning new subjects, and to pursue longterm projects or goals that require persistence and resilience when challenges arise.

FOUR FOUNDATIONAL SKILLS CATEGORIES



ACTION

High: Your score for this skill category is high. This indicates you have been regularly practicing and demonstrating to others your capabilities related to leading and taking action, your willingness to deal with events filled with uncertainty, and in taking calculated risks by experimenting with new ways of doing things.



CONNECTION

Medium: Your score for this skill category is medium. This indicates you have been working on these skills but may need to find additional ways to practice and demonstrate your capabilities for communicating clearly in tactful ways, to show that you can consider and discuss with others different points of view, and that you can make choices that integrate what you want but that also reflect the needs of the group or organization.

STRENGTHS BASED ON ASSESSOR RESPONSES

Based on the average of the ratings your assessors provided, the skill areas below are the ones in which you were assessed the highest. Skill areas with a green gauge reading can be considered strengths, and any above a 5 is a skill area where your peers judged that they have observed you demonstrate it consistently. Skill areas in the 3-4.5 range reflect some recognition that you possess these skills, but also suggest that more time, attention, and practice are needed to further develop these skills to the point they stand out in your interactions and work with others.

AVERAGE OF ASSESSOR RATINGS



Execution



Intercultural



Problem-Solving



Influence



Initiative and Bias for Action



Creative and Entrepreneurial



LESS DEVELOPED AREAS BASED ON ASSESSOR RESPONSES

Based on the average of the ratings your assessors provided, the skill areas below represent your lowest evaluations compared to all the other skill areas in the assessment. Skill areas in the 1-2.75 (red) range represent potential weaknesses in that these skills have been only modestly demonstrated to others. It is important for you to address these areas, not just to reduce their impact in your interactions and work with others, but because they represent skills employers are interested in.

AVERAGE OF ASSESSOR RATINGS



Grit and Work Ethic



Quantitative



Analytical and Detail Focus



Leadership



Dedication



Empathy



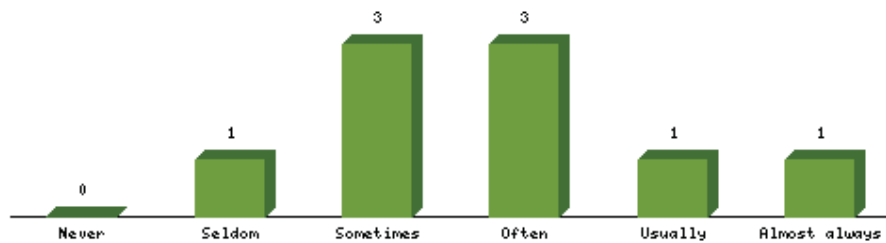
DISCREPANCIES AMONG YOUR ASSESSORS

Knowing your scores on the different cred-ABLE skill areas is of obvious importance. But it's also important to know the level of agreement among assessors. For example, you could have a medium score on a skill area, but there could be disagreement among assessors, some rating you lower and others higher. The skill areas below show the largest discrepancies among assessors and suggest areas to be aware of so that you can express them more consistently across situations.

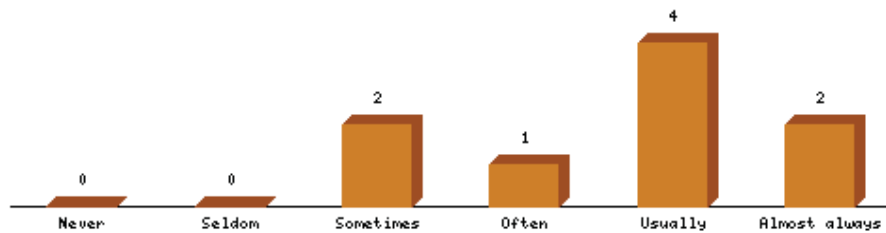
Each bar below represents the number of individuals who gave you a specific score for that skill area, and the whole bar chart gives you the full distribution of scores.

If no skill areas are listed below, that reflects higher agreement across assessors.

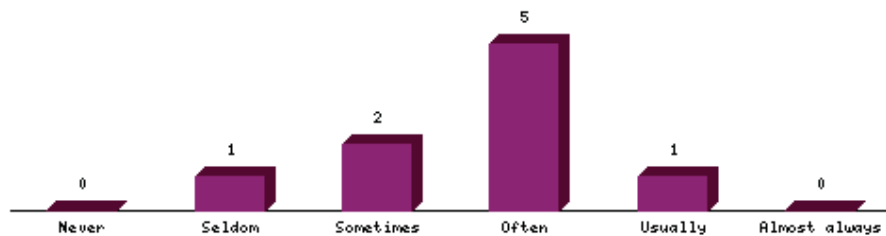
Empathy



Passion and Curiosity



Leadership



Communication

