

Roger R. Pearman, R. Daniel Parks, and Barry Phillips

CAREER ROADBLOCKS *FINDER*

Removing Barriers to Your Career Success



HRDQ

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Finder Report

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Preface

The *Career Roadblocks Finder* is a highly researched assessment tool designed to provide you with an “early-warning” of potential barriers to your career success. *Career Roadblocks Finder* can also provide insight into the skills, behaviors, and mindset needed at the next level of your career.

Note that this tool is a self-assessment. Self-assessments are as useful as you are accurate in reporting how you behave. These tools serve a variety of purposes:

1. Provide an education about the behaviors that are important-regardless of your scores and results,
2. Identify benchmarks to evaluate potential gaps in how you want to behave compared to how you are behaving, and
3. Initiate opportunities to get additional feedback from others so you can get a full picture of the effect of your behavior on others-especially those individuals who may have an effect on your career.

The assessment is made up of reported behaviors that are highly correlated with manager, leader, or individual contributor effectiveness. You evaluated the degree to which you demonstrate each of these behaviors at work or in work-related activities.

Your results have been automatically calculated and inserted into the grid on the next page. Keep in mind that these are dynamic scores. As your role changes or you engage in new opportunities, you may alter your demonstration of behaviors, which would change your results.

Reality Check: We are hired for our skills - and fired for our behaviors.

Your Scores

The Career Roadblocks Finder measures two key career domains and 11 scales of behavior critical to career success. The domains and scales are divided into three categories: Blocker, Staller, and Accelerator. These categories are based on a normative group.

The grid below reveals your score in each scale as well as the category your score falls into.

Domains and Scales	Total Score	Category
Work-Related Behaviors		
A. Work Focus	13	Blocker
B. Working with Others	17	Staller
C. Team Sensitivity	13	Blocker
D. Relationship Building	18	Staller
E. Political Savvy	16	Blocker
Self-Management Behaviors		
F. Career Mindset	15	Blocker
G. Patience	13	Blocker
H. Information Management	16	Blocker
I. Growth Orientation	11	Blocker
J. Empathy	15	Blocker
K. Future Orientation	17	Staller

Interpreting Your Results

Categories	Scoring Range	Definitions
Blocker	16 and below, indicating behaviors that are not sufficiently demonstrated, which can lead to derailment in your role.	Your results in this category suggest that these behaviors are under demonstrated and, as such, will affect your promotions or career opportunities.
Staller	17-21, indicating behaviors that may contribute to stalling in your role.	Your results in this category suggest that these behaviors are inconsistently demonstrated, resulting in lost opportunities or spending extended time in a job with few opportunities for new experiences or promotions.
Accelerator	22-25, indicating behaviors that contribute to being effective.	Your results in this category suggest that these behaviors or perspectives are frequently demonstrated, leading to promotions or career opportunities.

Domains and Scales	Definitions
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Work-Related Behaviors	Behaviors critical to work success
Work Focus	Behaviors related to follow-through, measuring quality of work, and distribution of work among others
Working with Others	Behaviors related to dealing with feedback, delegating, and employing new problem-solving tactics
Team Sensitivity	Behaviors related to building teams, communicating with team members, and creating collaborative opportunities
Relationship Building	Behaviors related to showing interest in others, creating networks, and making time for conversations
Political Savvy	Behaviors related to managing conflict, reading the political environment, and engaging in strategy

Self-Management Behaviors	Behaviors critical to personal effectiveness
Career Mindset	Behaviors related to delivering timely work, using mentors, and adapting style to get things done
Patience	Behaviors related to planning, not interrupting, and responding during pressure
Information Management	Behaviors related to managing the flow of information, sharing risks, and encouraging sharing from others
Growth Orientation	Behaviors related to taking stretch assignments, dealing with complexity, and seeking performance information
Empathy	Behaviors related to identifying others' feelings, fulfilling promises, and influencing others
Future Orientation	Behaviors related to seeking variety, planning ahead, and enjoying ambiguity

Behavioral Implications for Learning and Taking Action

The highlighted areas in the tables below represent your scores.

It is important to keep in mind that all of these scales are related to career blockers or success. Behavioral implications are provided for your consideration. As a learning tactic, consider doing the following:

1. Evaluate the importance of each behavior for your current role. If you are happy with the results, identify ways to build on that strength. If you are NOT happy with results, ask for feedback from trusted colleagues and friends. Ask how you might improve this behavior.
2. Use the bulleted behaviors in the following Behavioral Implication chart as key terms to research on the web and find relevant TED talks on those topics or free classes in the Khan Academy.
3. Become a student of the behaviors that concern you. Seek a mentor, someone you've observed who does the selected behavior very well. Ask them to coach you.

WORK-RELATED BEHAVIORS	Blocker	Staller	Accelerator
WORK FOCUS <i>Follow-through, work quality, distribution of work among others</i>	<ul style="list-style-type: none"> • Doesn't attend to details • Can get fixated on less important tasks • Is inconsistent in the completion of projects and plans 	<ul style="list-style-type: none"> • Is usually on time with projects • Is comfortable with some level of multitasking • Uses deadline pressure for motivation to complete projects 	<ul style="list-style-type: none"> • Rarely overcommits; plans to meet deadlines • Enjoys multitasking • Starts early, anticipates, and organizes work
WORKING WITH OTHERS <i>Dealing with feedback, employing new problem-solving tactics</i>	<ul style="list-style-type: none"> • Does not demonstrate a concern for others • Misses clues from others; does not see how they are coming across • May dominate others and shut off discussion 	<ul style="list-style-type: none"> • Maintains a hierarchy in dealing with others • Prefers not to participate in personal discussions • Is seen as approachable on some issues, not others 	<ul style="list-style-type: none"> • Is curious about other people's interests • Has developed good people-reading skills • Engages easily on work and non-work topics

WORK-RELATED BEHAVIORS	Blocker	Staller	Accelerator
<p>TEAM SENSITIVITY</p> <p><i>Building and communicating with teams, being collaborative</i></p>	<ul style="list-style-type: none"> • Prefers interacting on a one-on-one basis • Does not value teams or see them as effective in getting things done • Has a desire for control, which serves to dampen team interaction 	<ul style="list-style-type: none"> • May not be the best reader of others, but is willing to engage them • Is seen as a team player who will contribute when convenient • Shares decision-making with others, but prefers to be the team spokesperson 	<ul style="list-style-type: none"> • Can mobilize and energize a group around a common purpose • Instills a mindset of team success and reward • Is skilled at recognizing and utilizing individual skills to help the team
<p>RELATIONSHIP BUILDING</p> <p><i>Showing interest, creating networks, making time for conversation</i></p>	<ul style="list-style-type: none"> • Lacks curiosity about the developmental goals of others • Fails to delegate or to encourage so that others can learn in new areas • Doesn't recognize the potential in others 	<ul style="list-style-type: none"> • Supports the development system and encourages others to develop • Plays it safe; allows a limited number of others to be involved in projects • Helps others wanting to develop only when asked 	<ul style="list-style-type: none"> • Fosters an environment and culture for supportive relationships • Has insight into different motivations and needs of others • Makes a concerted effort to help others find their distinct path that best aligns with their goals
<p>POLITICAL SAVVY</p> <p><i>Managing conflict, reading the political environment, engaging in strategy</i></p>	<ul style="list-style-type: none"> • May attempt to please too many people • Can show favoritism and exclude some team members • Judges people too quickly without giving them a chance 	<ul style="list-style-type: none"> • Avoids conflict; has not learned how to confront • May work better one on one than with groups • Is effective with people who are similar but not as much with those who are different 	<ul style="list-style-type: none"> • Is seen as a collaborator and consensus builder • Relates easily to all levels, including bosses, peers, and direct reports • Understands strategy and political issues that are involved

SELF-MANAGEMENT BEHAVIORS	Blocker	Staller	Accelerator
CAREER MINDSET <i>Using mentors, adapting style</i>	<ul style="list-style-type: none"> • Is a poor self-marketer; is hesitant to speak up on career wants and hopes • Is unsure of career options and interests • Is potentially bored or “too comfortable” 	<ul style="list-style-type: none"> • Knows what it takes, but fails to get noticed • Is ambitious, but selects unattractive projects • Hasn’t found an advocate 	<ul style="list-style-type: none"> • Actively seeks high-profile projects • Uses mentors to improve effectiveness • Is comfortable with higher management
PATIENCE <i>Listening without interrupting, responding under pressure</i>	<ul style="list-style-type: none"> • Is quick to temper or reactive • Sets unreasonable deadlines • Is unable to flex when needed 	<ul style="list-style-type: none"> • Listens on occasion, but more often has a made-up mind • Can be argumentative when irritated • Doesn’t often take others’ needs into consideration 	<ul style="list-style-type: none"> • Is a generous listener • Uses pressure to prompt problem-solving • Coaches others, even with challenging timelines
INFORMATION MANAGEMENT <i>Managing information flow, sharing with others</i>	<ul style="list-style-type: none"> • Is inconsistent about the clarity and flow of information given to others • Indulges in “information overkill” • Overuses one communication method 	<ul style="list-style-type: none"> • Usually shares information • Offers information of acceptable quality and quantity • Is rarely one of the first to know things in the organization 	<ul style="list-style-type: none"> • Seeks transparency, and communicates readily and effectively • Always provides relevant information as needed • Creates team harmony by thoughtful sharing of information

<p>GROWTH ORIENTATION</p> <p><i>Taking stretch assignments, dealing with complexity, seeking performance feedback</i></p>	<ul style="list-style-type: none"> • Has a narrow perspective; relies on the “tried and true” • Rarely suggests new approaches or takes on stretch assignments • Is skeptical about training and sees a lack of tangible results 	<ul style="list-style-type: none"> • Is viewed as a steady performer who meets deadlines but doesn’t extract lessons from experiences for future use • Never varies from SOP (Standard Operating Procedures), and doesn’t tolerate change well • Looks to the rules first in solving problems 	<ul style="list-style-type: none"> • Is an active seeker of feedback and new learning experiences • Is flexible and open to new approaches and taking a risk to learn how to use them • Anticipates the future skills that will be needed and works to develop them
<p>SELF-MANAGEMENT BEHAVIORS</p>			
<p>EMPATHY</p> <p><i>Identifying feelings, dealing with emotions fulfilling promises</i></p>	<ul style="list-style-type: none"> • Fails to acknowledge others’ emotions • Shows anger or impatience toward others • Is unsettled by emotional reactions 	<ul style="list-style-type: none"> • Is cool and calm but not demonstratively empathetic • Is somewhat sensitive to criticism • Listens to surface information and does not explore deeper implications of what others share 	<ul style="list-style-type: none"> • Is actively empathetic and listens to both content and emotional aspects of shared information • Uses emotions for constructive action • Is seen as caring and compassionate
<p>FUTURE ORIENTATION</p> <p><i>Planning ahead, enjoying ambiguity</i></p>	<ul style="list-style-type: none"> • Has little interest in learning new skills, even when facing new problems • Often perseverates on an old issue • Relies on the same people for information; rarely creates new relationships 	<ul style="list-style-type: none"> • Tends to stick to what has worked before • Has a timeline for all issues that is immediate or short term • Sometimes asks open-ended questions 	<ul style="list-style-type: none"> • Is open to new skills and tactics; is curious with a broad range of interests • Has a timeline for goals and issues that extends well into the future • Takes a logical approach to complicated issues, and builds partnerships for long-term goals

A Few Reflective Suggestions

- A. Go back and review your results in each of the scales. Look at the specific behaviors you responded to in those scales that have sparked your curiosity. Are there themes in the behaviors?
- B. Reread the three levels of Behavioral Implications: Blocker, Staller, and Accelerator. What sticks?
- C. Consider how these results and implications align with your perceptions. Get additional feedback.
- D. Use the Developmental Plan Worksheet on the following page to create a plan for overcoming a career roadblock.

Get Coaching and Use the Web for Learning

We learn first through experiences. An effective coach can assist you in selecting those career experiences that enrich your learning. Appropriate supporting materials for reflection and consideration are also important, so we strongly recommend that you utilize various resources to help address problem areas. These include an individual leader coach, appropriate courses, or guidance from a colleague. If you do not have access to coaching, consider digital sources on the web. There are many YouTube videos and topical videos (such on the TEDTalks site) that can be accessed on the web on any of the topics in this report. The Khan Academy offers free courses on most of the topics contained in this report.

Development Plan Worksheet

GOAL (Identify specific behavior)		
BENEFITS of achieving the goal		
OBSTACLES to achieving the goal		
RESOURCES to use in achieving this goal		
SPECIFIC ACTION STEPS	ACTION	DUE DATE
1		
2		
3		
4		
5		
6		
7		
BENCHMARKS (How will you know you are making progress?)		
GOAL ACCOUNTABILITY PARTNER (Individual who will contact you regularly about your goal)		

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