



General: Manager Development Report with Competency Feedback

for **Suzanne Example**

4/15/2003

[Introduction](#)

[Reading Your Report](#)


[The Model](#)

[Your ASSESS Results](#)

[Development Suggestions](#)

[Action Planning: Using Your ASSESS Results for Career Development](#)

[Graphic Profile](#)

This report can be viewed in the following languages: 



Copyright © 1998-2006 Bigby, Havis & Associates, Inc. and David G. Bigby, Ph.D. All rights reserved.

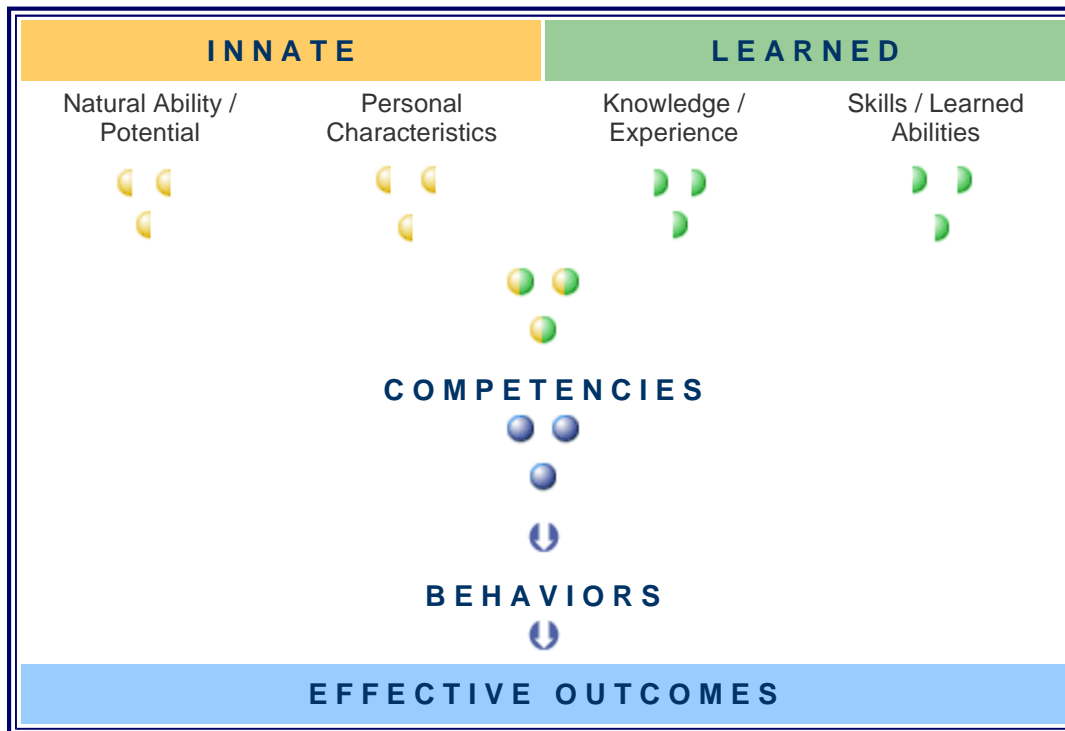
Norms used for this report: US General Norm

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

Most organizations define what they need from people in terms of competency -- What competencies does a person need to regularly display to be effective in a current position or develop to be effective in a future position?

How do you improve or develop competency? The first step is to understand what competencies are required in your job or the job to which you aspire. This ASSESS report provides the competency model for a specific job (current or future position) as defined by your organization.

The second step is to target and develop some of the building blocks of these competencies. Competency in an area is the result of many factors working together, which include innate characteristics (natural ability, personality) and learned characteristics (knowledge, experience and skills) as is presented in the following chart.



The ASSESS system evaluates your work personality and (in some cases) abilities and helps you to consider how these innate characteristics impact competency.

Overview of Your Development Report

The first section of this report presents your Competency Model and feedback on your ASSESS results. These results will be interpreted in terms of how your personality and abilities may help or hinder the development or display of each competency.

Next, specific development suggestions are provided to help you develop in the areas highlighted by ASSESS.

Finally, the last section of the report provides you with a framework for setting goals and creating a development action plan.

Who Should See This Report

This report has been written for your personal use. We hope it will help you to think about and plan for your career development. You may want to share all or parts of this report with others, especially if you trust their judgment and wisdom, and if they can assist you with career and development resources or advice. People to consider might include a family member, a current or past manager, a trusted mentor, a Human Resources representative or a career counselor.

Interpretation Assistance

This report is written using a computerized expert system that interprets your results and writes your report in the same manner that a Bigby, Havis & Associates psychologist would. It is designed to be read by you, the person evaluated, without special interpretation by a professional. However, additional assistance from a professional can be provided through your sponsoring organization. See your ASSESS coordinator to make arrangements.

In Reviewing Your Report, Keep The Following In Mind:

The results are based on your self-perceptions and may be influenced by a favorable or unfavorable self-image. Others may see you differently than you see yourself.

We have compared your raw scores on the ability tests and the personality survey to a professional norm group (people who work in jobs which, for the most part, require education or training beyond the high school level) to make the statements and suggestions you will find in this report. It may be useful to think "compared to most professionals" as you read each.

The report does not take into account your background, training, technical skills or experience. Therefore, the results do not measure your personal effectiveness or the quality of your job performance; rather, they describe abilities and characteristics that (along with these other factors) may influence your job performance.

Many of the characteristics described in this report could be assets in some circumstances and liabilities in others. You will notice that a characteristic may appear as a strength in relation to one competency, but a weakness when considered in relation to another competency.

Be careful not to overemphasize specific statements. Instead consider the overall picture and how your assessment results fit with your job, career and personal expectations (how you would like to be).

Take the time to read and consider the ASSESS Report information:

1. Take an open, non-defensive attitude when reviewing the material. Review each section carefully and, as you consider the feedback statements, try to think of specific examples that can confirm which assets and liabilities do or do not apply to you.
2. If you are not sure that a statement in the report describes you, ask someone you feel will give you honest feedback for their opinion.
3. After reviewing your results, use the Goal Setting section of this report and the additional resources provided at www.bigby.com/systems/ASSESSv2/resources/employee to help you set goals for your development and to construct an action plan for achieving your goals.




Over time, people change. If several years have passed since the date of this report, the results may no longer fit you. Remember, when you completed the assessment instruments you were at a particular age, stage of development, level of experience, etc. With the passage of time, the characteristics measured by ASSESS may have changed.

General: Manager

Decisive Judgment	Making good decisions in a timely and confident manner.
Championing Change	Taking action to support and implement change initiatives effectively.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Coaching And Developing Others	Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.
Relationship Management	Developing and maintaining positive relationships with individuals outside their work group.
Business Acumen*	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Integrity*	Upholding a high standard of fairness and ethics in everyday words and actions.
Written Communication*	Having the skills to communicate to others in a written format.

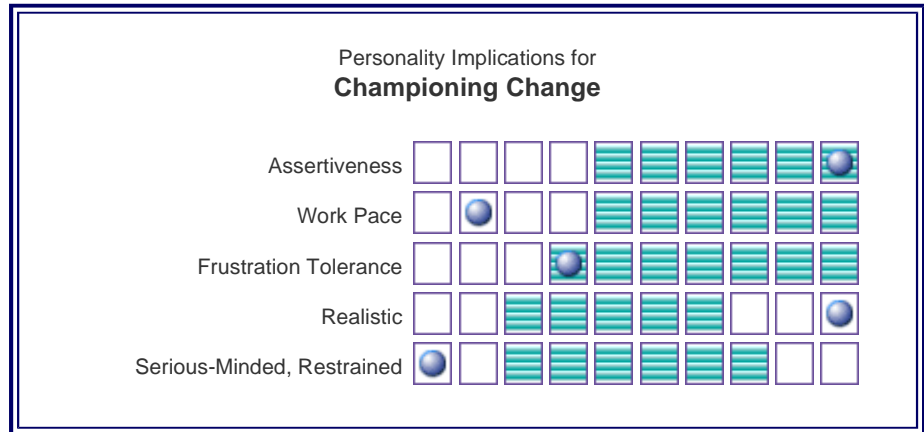
**Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

Reading The Competency Graphs:

- For each personality characteristic, a distribution of possible scores (from less to more) is displayed in deciles (1-10% = 1st decile, 11-20% = 2nd decile, etc.) using ten graph blocks.
- This distribution is based on a professional norm group of approximately 40,000 respondents.
- Your score on each personality characteristic is represented by the graphic character .
- Overlaid on the normative distribution, the colors and shading on the graph represent desirable ranges on each characteristic for a particular competency.
- Ranges in which a characteristic may help are marked with most shading ().
- Ranges in which a characteristic may be a potential concern have no shading ().
- You will notice from the pattern of shadings that low scores are not necessarily bad and high scores are not necessarily good.
- Also notice that the *Helps* and *Potential Concerns* ranges for a characteristic may differ by competency. For example, a higher level of assertiveness may be more desirable for one competency than another.

Championing Change

Taking action to support and implement change initiatives effectively.



Comments:

Helps

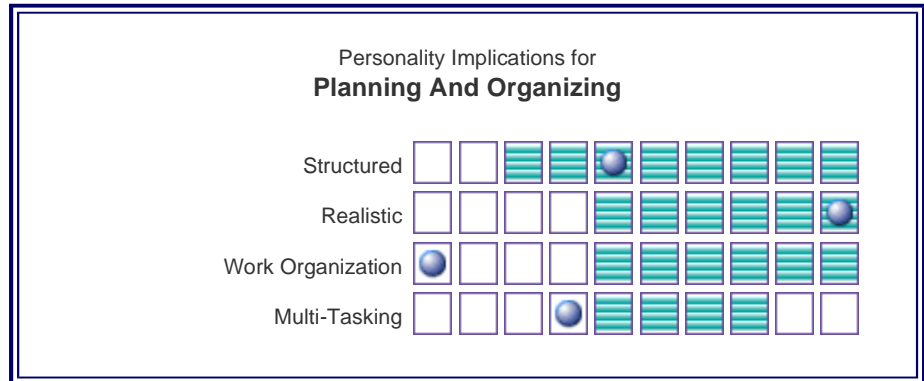
- Your assertive nature should be an asset in a change leadership role. You should be capable of persuading people to adopt new courses of action.
- Your generally positive and resilient personality should be an asset to a change initiative. You should be able to remain positive and resilient under most circumstances.

Potential Concerns

- Because of your preference for a slower than average work pace, it may be difficult for you to bring enough energy to a change initiative to be effective. To the degree that your Work Pace score is a true indicator of your nature, you may have to discipline yourself to be more energetic than normal to instigate real change in your organization.
- Your very pragmatic orientation may lead you to resist new approaches or ideas. You may overrely on how things have been done in the past.
- You seem less restrained than most and may have a tendency to react too quickly. Be careful that you do not adopt or reject ideas without full consideration.

Planning And Organizing

Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.



Comments:

Helps

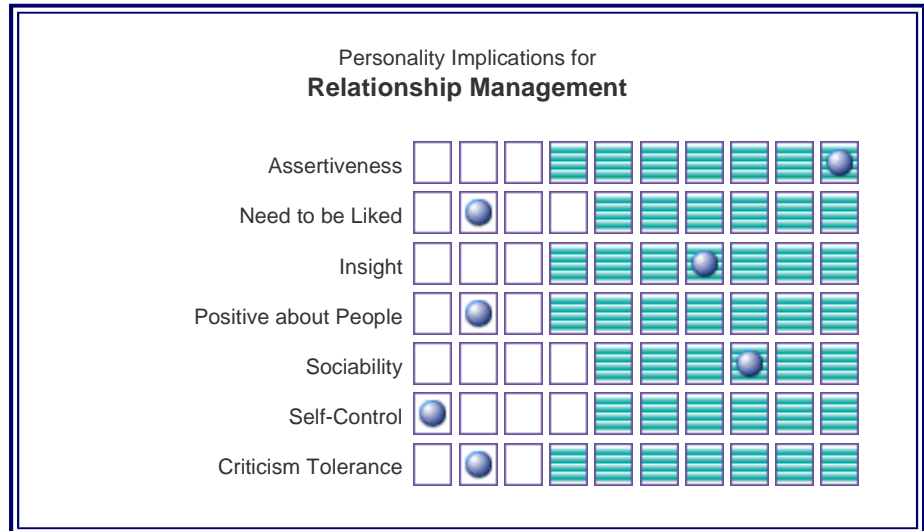
- You appear to be willing to apply a certain amount of logical and systematic thought to the planning process. This should help you to conceptualize and plan work activities.
- Strongly pragmatic by nature, you should emphasize realistic goals and the development of workable plans.

Potential Concerns

- Without proper self-discipline, you will not be as organized in your personal work as is needed for this competency.
- Your preference for routine and working on a limited number of tasks at one time may sometimes interfere with your ability to manage the planning and organizational aspects of your job, especially when faced with multiple, competing demands.

Relationship Management

Developing and maintaining positive relationships with individuals outside their work group.



Comments:

Helps

- Your assertiveness score suggests a high level of self-confidence. You should have little difficulty initiating new business relationships.
- Your strong interest in understanding other people should help you to recognize their diverse motives and adapt your approach to fit the individual. It is likely that you will be more attuned to subtle social issues than most.
- Your interests in and comfort with the social aspects of work should allow you to develop and maintain relationships across the organization. You are likely to seek opportunities to network.

Potential Concerns

- Your low concern for how you are perceived by others may interfere with your ability to build positive alliances. At times, you may be overly competitive even when collaboration would be more appropriate.
- Your tendency to be wary of the intentions of others may make it difficult for you to develop and maintain long-term business relationships based on trust. You may be reluctant to forge business relationships with people that you do not know well. Thus, if you do not manage this characteristic, you may miss opportunities important to your business.
- Your tendency to express your thoughts and feelings readily may sometimes be problematic. While some may appreciate your openness, others may perceive you as saying or doing things without appropriate restraint. This may limit your ability to maintain the respect of people who could provide important alliances.
- Your tendency to be somewhat sensitive to criticism may occasionally hinder your ability to maintain good business relationships. Especially in contentious situations, you may overpersonalize the issues and become defensive.

DEVELOPMENT SUGGESTIONS

Suzanne Example
General: Manager Development Report 4/15/2003

In this section of the ASSESS Development Report we provide Development suggestions for minimizing or compensating for potential weaknesses. We highlight these areas because we think, based on your results, you should consider them when you are setting goals and when you are writing an action plan. Some of these probably are areas you have already identified for improvement; others may be new.

For each suggestion, we highlight the competencies that it may impact and give you specific suggestions for action steps you may want to include in your Development Action Plan. These include: on-the-job activities, books to read, tapes to listen to, and/or seminars to attend. Think of these as a starting point and enlist the suggestions of others as you complete your plan in the next section of this report.

Low Serious-Minded Thinking

Competency(ies) This May Impact:

- Decisive Judgment
- Championing Change

The assessment results suggest that you are the type of person who likes to quickly evaluate a situation and decide on a course of action. While you are likely to proceed when others might be cautious and hesitant, if not properly managed, this could also result in making decisions without sufficient consideration of alternatives and possible consequences. If you find yourself making decisions that are not as well thought out as you would like or doing things that you later regret, consider the following suggestions.

Activities

Pause a few minutes to think through your decisions or actions and their implications before reacting. Avoid making snap decisions or quick assumptions.

Develop the habit of reviewing alternatives and their potential consequences before responding.

Especially for important decisions, follow the maxim of "think once, think twice, and sleep on it" before committing yourself.

In general, follow these guidelines for decision making:

- Identify and gather all the information you need.
- Look for the real cause of the problem.
- Weigh different solutions.
- Avoid making snap decisions. Once you have made your decision, keep an open mind to new information.

When implementing an initiative, make sure that you take the time to plan your actions. Before jumping in:

- Identify the issues that may arise during implementation. Who are the affected parties? Who needs to be involved in the process? What type of information do you need to get started?
- Develop a detailed plan and time-line. (What, when, who, and how)

Books

Consider reading one or more of the following books:

[Acceptable Risk](#) by Baruch Fischhof, Stephen Derby, & Sarah Lichtenstein, Cambridge University Press, 1984.

[Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them](#) by Edward Russo & Paul Schoemaker, Fireside, 1990.

[Smart Choices: A Practical Guide to Making Better Decisions](#) by John Hammond, Ralph Keeney & Howard Raiffa, Harvard Business School Publishing, 1998.

Seminars

[The Problem Solving and Decision Making Workshop](http://www.amanet.org/seminars/cmd2/2504.htm) provided by American Management Association.
[<http://www.amanet.org/seminars/cmd2/2504.htm>]

[Strategic Planning: Processes for Formulating Winning Strategy](http://www.amanet.org/seminars/cmd2/2526.htm) provided by American Management Association.
[<http://www.amanet.org/seminars/cmd2/2526.htm>]

High Realistic Thinking

Competency(ies) This May Impact:

- Decisive Judgment
- Championing Change

Your assessment responses suggest that you tend to be very pragmatic in your thinking. While this can be useful in some situations, it may hinder your ability to try new approaches or ideas. You may tend to overrely on past or proven solutions rather than consider whether a novel or different perspective might be more effective. If you would like to broaden your way of thinking and view things from a fresh perspective, consider the following suggestions.

Activities

If you find yourself reluctant to tackle a situation in a new way, make an attempt to be aware of the reasons why you are resistant. Is the old way of doing things really the best way? Keep an open mind and look for alternative ideas rather than settling for the status quo.

When troubleshooting or making an important decision, ask for the input of others and be open to their ideas. Try to implement some of their changes.

Try to take some calculated risks by thinking outside the box. You may want to work with others who are known for their innovation or creativity.

Rather than handling the situation in the same way that has worked in the past, try to be flexible to suggestions of others. Ask a trusted co-worker to highlight times when you are being stubborn or unyielding.

When listening to the ideas of others, make an attempt not to immediately disregard ideas that sound impractical or even radical. Is there a component of the idea that has merit? Is there a way to work together to revise the idea to include a practical implementation and result?

Allow yourself to dream about possibilities. You may be so focused on what needs to happen today that you have not given yourself the opportunity to consider the future. Where would you like to see your job, your group, etc. go in the next two to three years? What would you like to see accomplished? Use these as a starting place to think about different ways of doing things.

Books

Consider reading one or more of the following books:

[Innovation: Breakthrough Thinking at 3M, DuPont, GE, Pfizer, and Rubbermaid \(Businessmasters Series\)](#) by Rosabeth Moss Kanter (Editor), Fred Wiersema (Contributor), John J. Kao, Tom Peters, HarperBusiness, 1997.

[The Creative Priority: Putting Innovation to Work in Your Business](#) by Jerry Hirshberg, HarperBusiness, 1997.

[Why Didn't I Think of That? Think the Unthinkable and Achieve Creative Greatness](#) by Charles W. McCoy Jr., Prentice Hall Press, 2002.

Jamming: The Art and Discipline of Business Creativity by John Kao, Diane Publishing Co, 1996.

Five Star Mind: Games and Exercises to Stimulate Your Creativity and Imagination by Tom Wujec, Main Street Books, 1995.

75 Cage Rattling Questions to Change the Way You Work: Shake-Em-Up Questions to Open Meetings, Ignite Discussion, and Spark Creativity by Dick Whitney, Melissa Giovagnoli, McGraw-Hill Trade, 1997.

Seminars

The Brain Power Course: Learn to Develop Your Thinking Skills provided by American Management Association [<http://www.amanet.org/seminars/cmd2/2538.htm>]

Creativity and Innovation: Thinking Creatively provided by Padgett Thompson Seminars, [<http://www.click2learn.com/ptseminarsonline/1,2912,catalog!itemdetails!c000000002226151,00.html>]

Low Work Pace

Competency(ies) This May Impact:

- Championing Change
- Driving For Results
- Managing Others

A review of your answers to the personality questionnaire suggests that your work style is likely to be unhurried. Certainly, there are many paths to productivity and effectiveness, not all of which include moving fast. Good personal organization, working smart, and being smart can all have as much or more influence as a high energy level. Getting many things done quickly may or may not be important to effectiveness in your job or to you personally. However, if you find yourself missing important deadlines that you could have met by stretching yourself a little, not getting as much done as you should, or simply wishing you could be more energetic, consider the following suggestions:

Activities

Set ambitious, urgent time deadlines in your work. This applies to important decisions as well as projects.

Set intermediate or check point deadlines for lengthy projects to ensure that you complete required steps on schedule.

Take a look at your schedule of physical exercise and make sure that you are doing some type of exercise on a consistent basis. (Be sure to check with your physician before beginning any exercise program.)

If you suffer from "afternoon fatigue," you may want to watch what you eat for lunch. Dietitians often recommend a small, high protein meal at lunchtime while avoiding alcohol and sugary desserts. Also, try to spend a short amount of time doing light aerobic exercise (for example, walking) during your lunch break. Exercising and practicing relaxation techniques on a regular basis may also increase your energy level.

Be aware that there are many time wasting events that disrupt our productivity daily. Use the guidelines below to learn how to handle some common time wasters.

Personal Disorganization:

- Finish what you start, avoid jumping around between several unfinished projects.
- Designate a spot for the paperwork, books, etc. that you use most frequently and keep them there.
- Keep your desk clear of non-current projects and paperwork.

Lack of Objectives, Priorities and Deadlines:

- Make a list of your goals and objectives at the beginning of each day (a "to do" list).
- Break large jobs into smaller pieces. Be sure to get started on parts of the job that you dislike early. Reward yourself periodically by doing a part of the job you really enjoy.

- Attempt your highest priority items at your best time of the day. (Morning is usually best.)
- Set firm deadlines for having a job done.

Indecision or Procrastination:

- Make the decision to get started on a project and go public by announcing it to others.
- Reward yourself for persistent effort with short breaks.
- Set short-term goals that lead to project completion.
- Be willing to make decisions based on partial information.

Fatigue:

- When you find yourself wasting time through daydreaming or other non-productive behavior, take a short break. Get up, walk around, and then go back to work.
- When you are genuinely tired, call it a day. Plan on being productive after you have rested.

Books

Consider reading a book on Time Management:

[First Things First Every Day: Because Where You're Headed Is More Important Than How Fast You're Going](#) by Stephen Covey, A. Roger Merrill, & Rebecca R. Merrill, Fireside, 1997.

Managing Management Time by William Oncken, Jr., Englewood Cliffs, NJ, Prentice-Hall, 1989. (Out-of-print classic. Look for it in your local library.)

[The Time Trap](#) by Alex MacKenzie, AMACOM, 1997.

[How to Get Control of Your Time and Your Life](#) by Alan Lakein, New American Library, 1996.

Books

Read a book on Procrastination or Indecisiveness such as:

[The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play](#) by Neil Fiore, JP Tarcher, 1989.

[Overcoming Procrastination; Or How to Think and Act Rationally in Spite of Life's Inevitable Hassles](#) by Albert Ellis, & William Knaus, New American Library, 1983.

[The Procrastinator's Handbook: Mastering the Art of Doing It Now](#) by Rita Emmett, Walker & Company, 2000.

Books

There are many good books on *Health and Fitness*. Some of these include:

[The Aerobics Program for Total Well-Being](#) by Kenneth Cooper, Bantam Doubleday Dell Publishing Group,

1985.

[14 Days to Wellness: The Easy, Effective, and Fun Way to Optimum Health](#) by Donald Ardell Ph.D., New World Library, 1999

[Tired of Being Tired: Overcoming Chronic Fatigue & Low Energy](#) by Michael Schmidt, Frog Ltd, 1995.

[The New Fit or Fat](#) by Covert Bailey, Houghton Mifflin Company, 1991.

Tapes

Listen to an audiotape while driving or exercising:

[Working Smarter: How to Get More Done in Less Time](#) by Michael Leboeuf, Simon & Schuster (Audio Cassette), 1995.

Low Work Organization

Competency(ies) This May Impact:

- Planning And Organizing

Your responses to the assessment suggest that you may be less organized in your work habits than the typical professional. If you find yourself having difficulty in this area, consider developing organization skills.

Activities

As you approach projects, make sure you take the time to think through the important steps. Are there things you need to do before you can proceed from one step to another? Are there tasks that can happen at the same time? What should be done during each step?

Take ten minutes at the beginning of each workday to prioritize what you will be doing that day. Keep a short list of things that are necessary to accomplish and work the list.

Once every few weeks clean your office area. File away unnecessary clutter or any finished projects. Keep in reach only the information or paperwork that you will need in the near future.

Use an electronic calendar to remind you about deadlines and to help you remember important meetings. Using the reminder features of these calendars, set intermediate deadlines to ensure that you are progressing toward your goal in a timely fashion.

Identify someone who is organized and good at planning activities. Ask them what tips and strategies they use to maintain organization.

Books

Consider reading the following books:

[The Organized Executive: A Program for Productivity: New Ways to Manage Time, Paper, People, and the Electronic Office](#) by Stephanie Winston, Warner Books, 1994.

[Stephanie Winston's Best Organizing Tips Quick, Simple Ways to Get Organized and Get on With Your Life](#) by Stephanie Winston, Fireside, 1996.

[Shortcuts for Smart Managers: Checklist, Worksheets, and Action Plans for Managers with No Time to Waste](#) by Lisa Davis, AMACOM, 1998.

[Project Skills \(New Skills Portfolio\)](#) by Sam Elbeik & Mark Thomas, Butterworth-Heinemann, 1999.

[Getting Organized: The Easy Way to Put Your Life in Order](#) by Stephanie Winston, Warner Books, 1991.

[Organize Your Office!: Simple Routines for Managing Your Workspace](#) by Ronni Eisenberg, Hyperion, 1999.

Seminars

[How To Get More Organized](http://www.pttrain.com/ptPGMO.cfm?Mode=D&Ecode=1218240) provided by Padgett Thompson Seminars. [http://www.pttrain.com/ptPGMO.cfm?Mode=D&Ecode=1218240]

[Improving Your Managerial Effectiveness](http://www.amanet.org/seminars/cmd2/2508.htm) provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2508.htm]

[Managing Multiple Projects, Objectives and Deadlines](#) provided by Skillpath Seminars.

[Fundamentals of Successful Project Management](#) provided by Skillpath Seminars.

Low Multi-Tasking

Competency(ies) This May Impact:

- Planning And Organizing

Your responses to the assessment suggest that you may prefer to focus on one or a few things at a time rather than handling multiple tasks. In addition, you may be somewhat uncomfortable when faced with unpredictability. If you would like to improve in these areas, consider the following suggestions:

Activities

At the beginning of each workday, prioritize your tasks and allocate time needed to complete them. Tackle each task according to its order of importance, but make an effort to be flexible if priorities change.

Increase your comfort level by volunteering to work on a few additional projects, but be careful not to overextend yourself. The more experience you gain juggling multiple demands, the better your ability to effectively adjust your goals and priorities will become. Start by handling a few projects and increase these as you feel more comfortable.

Schedule specific time on your calendar to work on each project. Balance your time among activities and block the time on your calendar so that others will know your schedule.

Break projects down into defined work steps so that you can focus and achieve a sense of closure at the completion of each step, rather than at the completion of an entire project.

When you find yourself feeling stressful or frustrated take a few moments to relax. Discover a relaxation method that suits you. There are many techniques that you will find in most books on stress management. For example, meditation techniques, simple stretching, walking or yoga are known to be good relaxation methods.

Books

Consider reading one or more of the following books:

[Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People \(Jossey-Bass Management Series\)](#) by J. Davidson Frame, Jossey-Bass, 1995

[1001 Ways to Take Initiative at Work](#) by Bob Nelson & Matt Wawiorka, Workman Publishing Company Inc., 1999.

[How to Stay Cool, Calm & Collected When the Pressure's on: A Stress Control Plan for Businesspeople](#) by John E. Newman, AMACOM, 1992.

Seminars

[Time Management](#) provided by American Management Association.
[<http://www.amanet.org/seminars/cmd2/2233.htm>]

Dealing with Competing Demands: Mastering the Managerial Balancing Act provided by American Management Association. [<http://www.amanet.org/seminars/cmd2/2267.htm>]

Managing Multiple Projects, Objectives and Deadlines provided by Skillpath Seminars.

Low Need to be Liked

Competency(ies) This May Impact:

- Managing Others
- Coaching And Developing Others
- Relationship Management

Your assessment responses suggest that you may not put much effort into building and maintaining harmonious relationships at work. Having cooperative work relationships can often make the difference between success and failure on a project. If you would like to build better, more cooperative, and more productive relationships at work, consider the following suggestions:

Activities

Focus on cooperation and being a team player when working with others. Try to avoid unnecessary competitiveness.

Pay attention to the needs and concerns of others. Make a concerted effort to give people credit for their contributions and pay attention to the way in which each person you work with contributes to the success of your organization.

Work on developing more of a "win-win" style in dealing with others. Recognize that compromise and accommodation can be an important in developing and maintaining effective work relationships.

Consider the development of your human relations skills in general. You will find that the payoffs, in terms of commitment and support from others, can be very large.

Below are some books you may find helpful in developing your ability to work with others.

Books

Consider reading one or more of the following books:

[People Skills](#) by Robert Bolton, Simon & Schuster, 1986.

[People Styles at Work: Making Bad Relationships Good and Good Relationships Better](#) by Robert Bolton, Dorothy G. Bolton, AMACOM, 1996.

[20 Communication Tips at Work: A Quick and Easy Guide to Successful Business Relationships](#) by Eric Maisel, New World Library, 2001.

[Working Relationships: The Simple Truth About Getting Along With Friends and Foes at Work](#) by Bob Wall, Davies-Black Pub, 1999

[Romancing the Room: How to Engage Your Audience, Court Your Crowd, and Speak Successfully in Public](#) by James Wagstaffe, Three Rivers, 2002.

Seminars

[Building Better Work Relationships: New Techniques for Results-oriented Communication](http://www.amanet.org/seminars/cmd2/2235.htm) provided by American Management Association. [<http://www.amanet.org/seminars/cmd2/2235.htm>]

[Responding to Conflict: Strategies for Improved Communication](http://www.amanet.org/seminars/cmd2/2115.htm) provided by American Management Association. [<http://www.amanet.org/seminars/cmd2/2115.htm>]

[How to Excel at Managing and Supervising People](#) provided by Skillpath Seminars.

[How to Become a Better Communicator](#) provided by Skillpath Seminars.

[Coaching and Teambuilding Skills for Managers and Supervisors](#) provided by Skillpath Seminars.

Low Positive About People

Competency(ies) This May Impact:

- Managing Others
- Coaching And Developing Others
- Relationship Management

The assessment results suggest that you tend to have a critical view of others. The positive side to this is that you are likely to catch small mistakes others make before they become large ones. Also, you are unlikely to let other people take advantage of you. The negative side is that you may tend to be too perfectionistic, critical or hard to please. If these comments ring true for you, consider the following suggestions to increase your tolerance of others:

Activities

Ask yourself if you maintain a balanced perspective on others -- that is, do you place equal emphasis on others' assets and liabilities (their strengths and their weaknesses)?

Work on being more tolerant and also more realistic in your expectations of people. Try to judge others as you would like to be judged, and try to give people the benefit of the doubt and not assume their intentions are always suspect.

Give others a second chance once in a while.

Work at establishing relationships with others who are different from you. Interacting with people of different backgrounds will help you learn about the unique contribution others have to offer.

Books

Consider reading one or more of the following books:

[Truth, Trust, and the Bottom Line: 7 Steps to Trust-Based Management](#) by Diane Tracy & William Morin, Dearborn Trade, 2001.

[Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern](#) by Robert Shaw, Jossey-Bass, 1997.

[Trust and Betrayal in the Workplace](#) by Dennis Reina & Michelle Reina, Berrett-Koehler Publishing, 1999.

[Too Perfect: When Being in Control Gets Out of Control](#) by Allan Mallinger & Jeannette Dewyze, Fawcett Books, 1993.

[The Leadership Triad: Knowledge, Trust, and Power](#) by Dale Zand, Oxford University Press, 1996.

[Resolving Conflicts At Work : A Complete Guide for Everyone on the Job](#) by Joan Goldsmith & Kenneth Cloke, Jossey-Bass, 2000.

Built on Trust: Gaining Competitive Advantage in Any Organization by Arthur Ciancutti M.D. & Thomas Steding Ph.D., Contemporary Books, 2000.

Bridging Differences: Effective Intergroup Communication by William Gudykunst, Sage Publications Incorporated, 1998.

Low Criticism Tolerance

Competency(ies) This May Impact:

- Relationship Management

Your assessment results suggest that you may tend to take negative feedback more personally than it is intended. At times, you might be hurt and offended by this feedback even when the intent of the other person is to provide you with constructive information for improvement. If not managed, this oversensitivity could interfere with the quality of your interpersonal relationships. This may be perceived as defensiveness by others and discourage them from providing you with valuable suggestions and feedback. People may stop giving you advice and you may miss the opportunity to receive genuine improvement ideas from others.

Activities

To develop more objectivity in your interpersonal relationships:

- Ask yourself why your feelings are hurt. Is it because you demand perfection of yourself and overreact to any suggestion that you are less than the best? Keep in mind that everyone has assets and liabilities (strengths and weaknesses). Be easier on yourself. Try to be good, even very good, but not necessarily perfect every time.
- The next time you feel someone is being critical of you, step back from the situation and try to view it in a more objective manner. Maybe they are just trying to give you information, not making a statement about your personal value or worth.
- Remember that all of us need feedback, both positive and negative, to grow and develop. Try to accept both gracefully. If you respond too defensively, people may stop providing you with this valuable information.

To be more effective in receiving feedback:

- Recognize that, while others may not always know how to give feedback in the most constructive or most tactful manner, the information they are trying to convey may be very useful.
- Listen carefully and try not to interrupt. Take your time to analyze the feedback and try to respond objectively.
- Ask questions to make sure you understand. (For example, "Can you give me an example of what you mean?")
- Briefly repeat, in your own words, what you think the person is saying. (For example, "You mean I overreacted when you said . . .?") They will either agree with your restatement or they will refine their point in a way that will help you understand.
- Continue this process until you both agree that you understand their feedback.
- Acknowledge valid points. Think them through and discuss them carefully.

Books

Consider reading one or more of the following books:

[The Power of Positive Criticism](#) by Hendrie Davis Weisinger, AMACOM, 1999.

[When Words Hurt](#) by Mary Lynne Heldmann, Ballantine Books, 1997.

[Breaking the Chain of Low Self-Esteem](#) by Marilyn Sorensen, Wolf Publishing Company, 1998.

[How to Raise Your Self-Esteem](#) by Nathaniel Branden, Bantam Doubleday Dell Publishing Group, 1988.

[The Six Pillars of Self-Esteem](#) by Nathaniel Branden, Bantam Books, 1995.

[Honoring the Self: The Psychology of Confidence and Respect](#) by Nathaniel Branden, Bantam Books, Incorporated, 1985.

[Self-Esteem](#) by Matthew McKay and Patrick Fanning, St Martins Mass Market Paper, 1987.

Tapes

Use driving or other down time to listen to an audiotape:

[Pulling Your Own Strings: Dynamic Techniques for Dealing With Other People and Living Your Life As You Choose \(Audio Cassette\)](#) by Wayne Dyer, Harper Audio, 1991.

[Increasing Self-Esteem by Transforming Critical Voices \(Audio Cassette\)](#) by Lynda Fudold, Genesis II, 1997.

Low Self-Control

Competency(ies) This May Impact:

- Relationship Management

The assessment results suggest that you are expressive and unrestrained in your words and actions. While these attributes can contribute to others viewing you as genuine and knowing where you stand, if not properly controlled, they may also result in saying or do things that you later regret. If this describes you, try a few of the following suggestions.

Activities

Pause a few minutes to think through your actions and words and their implications before reacting. Avoid being reactive.

Take steps to increase your diplomacy and tact in communicating with others. Become aware of how you phrase or present ideas to others. Consider how others may respond to your words and make the necessary adjustments to improve your communication style. In situations of conflict, try to remain calm. Rather than reacting, try to pause and calm down (count to ten). Once you have given yourself some time, try to respond in a manner that is productive and that will lead to a constructive resolution.

Do not be afraid to walk away from a situation until you have time to gather your thoughts and control your emotions. (If you are speaking on the telephone, ask the person if you can place them on hold for a moment.)

Avoid being too spontaneous or overly expressive. Ask a trusted friend to point out situations where you might have said or done things that lacked business maturity. When faced with that situation again, come up with a plan on how to respond in a more appropriate manner.

Books

Consider reading one or more of the following books:

[Managing Your Mouth: An Owner's Manual for Your Most Important Business Asset](#) by Robert L. Genua, AMACOM, 1993.

[How to Stay Cool, Calm & Collected When the Pressure's on: A Stress Control Plan for Businesspeople](#) by John E. Newman, AMACOM, 1992.

Seminars

[Managing Emotions in the Workplace: Strategies for Success](#) provided by American Management Association. [http://www.amanet.org/seminars/cmd2/2540.htm]

[The Essentials of Credibility, Composure and Confidence](#) provided by Skillpath Seminars.

[The Essentials of Communicating With Diplomacy and Professionalism](#) provided by Skillpath Seminars.

Overview

Many of the personality characteristics measured by ASSESS are relatively fixed by the time we reach adulthood and are slow to change. However, if we understand our basic nature and have the personal discipline to work on some of the things that can be weaknesses, we can learn to compensate for our nature. In a sense, we learn to behave in effective ways in spite of our nature. *(For example, I might be very shy by nature but I can learn to talk with strangers, how to "work a crowd" and other conversational and social skills to be more effective, in spite of my underlying shyness.)*

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

This section of the report will help you set goals and write action plans to develop your areas of weakness as well as capitalize on your areas of strength. These Action Plans will help you manage, accentuate, or compensate for innate personal characteristics as you work to effectively display the competencies and behaviors needed to be successful in your role.

(Remember, as was discussed earlier in this report, ASSESS is designed to help you consider the impact of your personality and (in some cases) your general abilities on competency. A complete development plan should also consider the knowledge, skills and experience needed to display desired behaviors.)

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 continuous process to be worked throughout your career.

Additional Resources

Additional development resources are available through the ASSESS participant's website at 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

Capitalizing On Strengths

Start first by recognizing your strengths and thinking about how you can build upon them or capitalize on them to be effective in your job. Your ASSESS results can help you to highlight these areas.

Review your ASSESS feedback for potential strengths. Think about your current job and potential future jobs. List on a sheet of paper those aspects of your personality and abilities that enable you to do your job well and could help you to be successful in the future.

Next to each strength, list how this strength could help you to contribute more in your current or future role. Try to really stretch your thinking and find 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 am assertive and enjoy influencing others.

Contribution:

- Helps me to promote ideas (mine and others)
- Others see me as a leader
- I am able to influence others to try new things

In the next 6 months: I will volunteer to be the presenter for our team at the next communications meeting where we have to request additional budget and resources.

Recognizing Areas for Improvement

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

Again, review your ASSESS feedback and, especially, your development suggestions to identify areas for improvement. Think about your current role and future roles. List on a sheet of paper those aspects of your personality and abilities that might hinder you in your job performance.

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: High Realistic Thinking

Limitations:

- Not as creative as I would like to be
- I tend to rely on old ways of doing things
- I can be stubborn about change.

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 capitalize on a strength or compensate for a weakness.

Example goals to capitalize on strengths might be:

- Better utilize my social skills and interests to build networks within the organization
- Better utilize my reflective thinking style by becoming more involved in strategic planning

Example goals for improving a potential weakness might be:

- Increasing my assertiveness so that I am better at influencing others
- Becoming more flexible and creative in my thinking
- Improving my time management
- Developing a more positive outlook

After you have reviewed your ASSESS Feedback and your development suggestions, and after you 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 tackle first, second, third, etc?

Select your high priority goals (we usually recommend that you tackle 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 Plan 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 personality or ability area you have identified either as an area to accentuate (an existing strength that you want to utilize more) or as a development area (something that could hinder your performance if not properly managed).
2. *Desired Outcomes* - As a result of working this plan, what new outcomes will be achieved? What competency or competencies will this impact? 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.)

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.
- Continuous 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.

GRAPHIC PROFILE

Thinking

Reflective	Low need to probe	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>							●				Thoughtful, philosophical
						●							
Structured	Avoids step-by-step	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				●							Logical, systematic
			●										
Serious-Minded, Restrained	Quick to decide	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										Serious, careful, cautious
●													
Fact-Based	Intuitive	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									●		Factual
								●					
Realistic	Imaginative	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> </tr> </table>										●	No-nonsense, pragmatic
									●				

Working

Work Pace	Unhurried	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										Active, busy
●													
Self-Reliance	With others	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									●		By self
								●					
Work Organization	Dislikes structure, order	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										Prefers structure, order
●													
Multi-Tasking	Routine, one task at a time	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				●							Multiple tasks, variety
			●										
Need for Task Closure	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										High
●													
Acceptance of Control	Dislikes rules, controls	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			●								Welcomes rules, controls
		●											
Frustration Tolerance	Sensitive	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				●							Resilient
			●										
Need for Freedom	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									●		High
								●					
Need for Recognition	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									●		High
								●					
Detail Orientation	Dislikes details	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										Enjoys detailed work
●													

Relating

Assertiveness	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> </tr> </table>										●	High
									●				
Sociability	Shy or uninterested	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									●		Outgoing
								●					
Need to be Liked	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										High
●													
Positive about People	Skeptical, cautious	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										Trusting, positive
●													
Insight	Does not analyze others	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									●		Analyzes others
								●					
Optimism	Pessimistic	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				●							Positive, optimistic
			●										
Criticism Tolerance	Subjective, sensitive	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										Objective, thick-skinned
●													
Self-Control	Expressive	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	●										Reserved, careful
●													
Cultural Conformity	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				●							High
			●										

Others

Positive Response Factor 1	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					●						High
				●									
Positive Response Factor 2	Low	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">●</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						●					High
					●								