



General: Professional or Individual Contributor Development Report with
Competency Feedback

for **Suzanne Example**

5/7/2012

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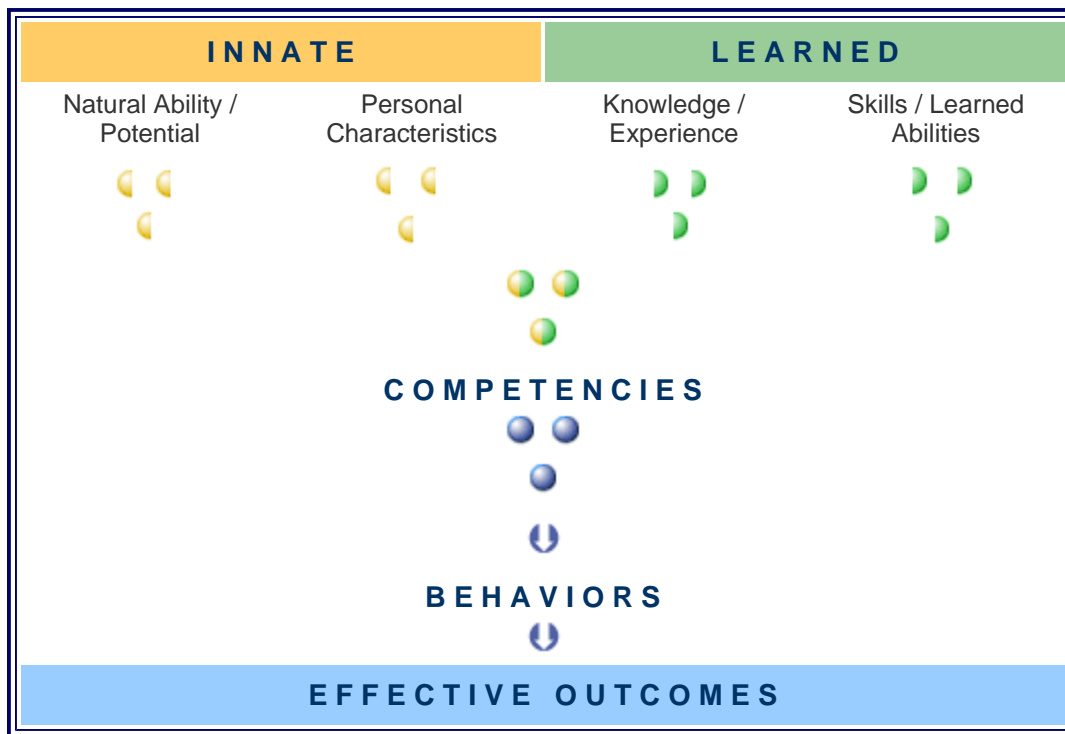
Norms used for this report: US General Norm

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: Professional or Individual Contributor

Decisive Judgment	Making good decisions in a timely and confident manner.
Adapting To Change	Adapting to changing situations and restructuring tasks and priorities as changes occur within the business and organization.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Delivering Results	Maintaining a high level of commitment to personally getting things done.
Resilience	Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.
Teamwork And Collaboration	Effectively working and collaborating with others toward a common goal.
Interpersonal Communication	Communicating clearly and effectively with people inside and outside of the organization.
Functional Acumen*	Having the skills, knowledge and abilities necessary to be effective in the specific functional content of a job.
Integrity*	Upholding a high standard of fairness and ethics in everyday words and actions.

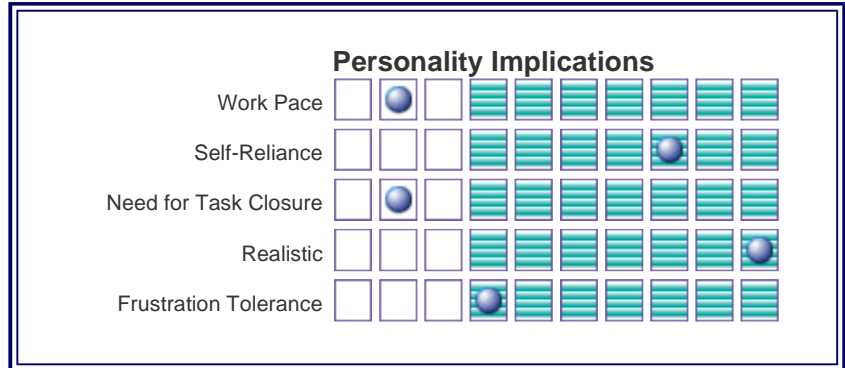
**Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

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.

Delivering Results

Maintaining a high level of commitment to personally getting things done.



Comments:

Helps

- Highly self-reliant, you should be comfortable working on your own with little support or direction.
- Practical and pragmatic by nature, you will likely emphasize tangible results and immediate outcomes.
- As resilient as most people, you should be able to remain positive despite frustration in most situations.

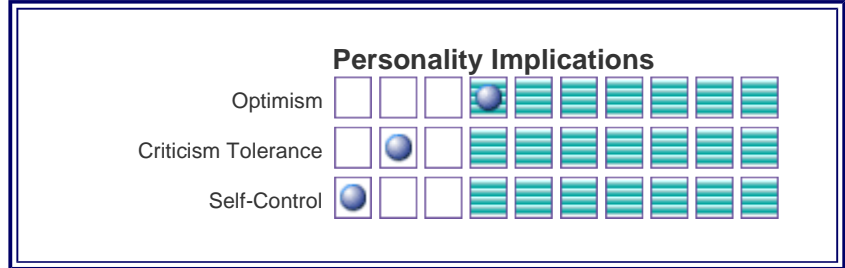
Potential Concerns

- Your slow work pace may interfere with your ability to achieve high levels of personal work output. You should make a special effort to increase your work pace and energy level to be effective at this competency.
- Your low need for task closure suggests that you are probably comfortable leaving some tasks unfinished. While this could be helpful to you in situations where priorities change frequently and you must move on to new tasks before completing others, you may need to be careful that you are not leaving important tasks undone. Use the developmental suggestion later in this report if you would like additional guidance on carrying critical tasks through to completion.

Although you seem to be highly self-reliant, your responses suggest that you may not always follow through on all of your commitments. As a result, you may occasionally take on more than you can actually accomplish. In order to be effective, you may need to avoid the tendency to overcommit and delegate tasks when you can.

Resilience

Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.



Comments:

Helps

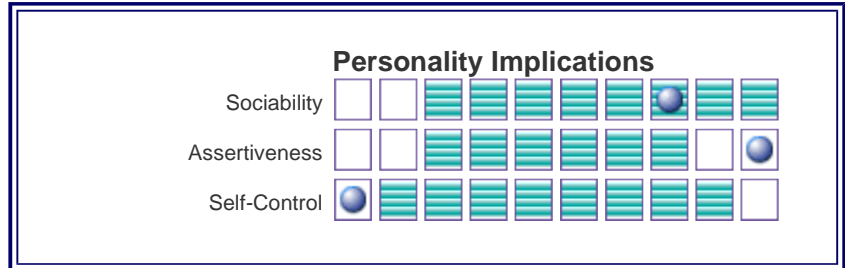
- Generally optimistic by nature, you should be able to maintain a positive outlook when faced with the everyday pressure and stress of the job.

Potential Concerns

- Your results indicate that you occasionally can be subjective in your point of view and sensitive to criticism. At these times, you may overpersonalize issues and perceive criticism even when it is not intended. When this happens you may react defensively rather than constructively. If this sounds like you, consider the developmental suggestions provided later in this report to help you to manage these characteristics.
- Much more expressive than most people, your feelings and emotions are likely to be readily apparent to others. Especially when they are negative, you may need to be careful that you do not overtly display your emotions at inappropriate times.

Interpersonal Communication

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



Comments:

Helps

- Your outgoing and social nature should lead you to seek out opportunities to talk with others and share your ideas and opinions.

Potential Concerns

- Some people with your level of assertiveness can be dominating in their interactions with others. You will need to make sure that you listen to others and give people the chance to offer their opinions and ideas. You may find the suggestions provided later in this report to be helpful in managing this aspect of your personality.
- The quality of your communications may be hindered by your tendency to express your thoughts without restraint. You should pause to consider the impact of your words before speaking.

While the above personality dimensions measured by ASSESS will have some effect on the delivery of your communications, other factors such as language skills, communications training, and knowledge of the topic are likely to have as much, if not more, impact.

The combination of your high assertiveness and low self-control may lead you to be overbearing in your communications with others. If you do not manage this, others may perceive you as tactless and inconsiderate.

DEVELOPMENT SUGGESTIONS

Suzanne Example
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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.

DEVELOPMENT SUGGESTIONS

Suzanne Example
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The Assess System includes an on-line Career Development Web site where you can learn about Career Development, including descriptions of a Job Effectiveness Model, using Assess results, goal setting and action planning information.

This report is also available for review on-line which provides access to all the Developmental Suggestions listed in this section with active links to resources. Connect to the following URL address and use your last name and the Permission Code to access your report.

Note: If you are viewing a printed or PDF version of this report and would like access to the interactive features that follow, please point your internet browser to the following address and login with information provided:

URL: www.bigby.com/systems/assessv2/resources/voice.asp?Par=1&Sub3=3

- Recipient Last Name: **Example**
- Permission Code: **26613**

Low Serious-Minded Thinking

Competency(ies) This May Impact:

- Decisive Judgment

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)

The following resource(s) should be helpful:

Books

[A Primer on Decision Making: How Decisions Happen](#) James G. March, 2009. [Overview](#)
[Making Hard Decisions with DecisionTools Suite](#) Robert T. Clemen, Terence Reilly, 2010. [Overview](#)
[Introduction to Decision Analysis](#) David C. Skinner, 2010. [Overview](#)
[Smart Choices: A Practical Guide to Making Better Decisions](#) John S. Hammond, Ralph L. Keeney, Howard Raiffa, 2009. [Overview](#)
[Winning Decisions: Getting It Right the First Time](#) J. Edward Russo, Paul J. H. Schoemaker, Margo Hittleman, 2010. [Overview](#)
[Risk Assessment and Decision Making in Business and Industry: A Practical Guide](#) Glenn Robert Koller, 2010. [Overview](#)
[Crucial Conversations Tools for Talking When Stakes are High](#) Kerry Patterson, Joseph Grenny, Ron McMillan,

& Al Switzler, 2012. [Overview](#)
[Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them](#) Edward Russo, 2005. [Overview](#)
[Acceptable Risk](#) Baruch Fischhof, et.al., 2005. [Overview](#)
[Power Thinking for Success](#) John N. Mangieri & Cathy Collins Block, 2005. [Overview](#)
[Don't Jump to Solutions: Thirteen Delusions That Undermine Strategic Thinking](#) William Rouse, 2005. [Overview](#)
[Harvard Business Review on Making Smart Decisions](#) Harvard Business Review, 2011. [Overview](#)
[Think Better: An Innovator's Guide to Productive Thinking](#) Tim Hurson, 2009. [Overview](#)

Multimedia

[Developing Your Intuition: A Guide to Reflective Practice](#) Center for Creative Leadership, 2009. [Overview](#)
[Put Your Decision Making to the Test: Communicate](#) Harvard Business Online, 2011. [Overview](#)
[The Decision to Trust](#) Harvard Business Online, 2010. [Overview](#)
[The Hidden Traps in Decision Making \(HBR Classic\)](#) Harvard Business Online, 2010. [Overview](#)
[The Leader's Toolkit, Practical Resources for Achieving Maximum Results](#) Harvard Business Online, 2010. [Overview](#)
[Are You Getting the Best Solutions for Your Problems?](#) Harvard Business Online, 2010. [Overview](#)
[Decision Making](#) Harvard Business Online, 2010. [Overview](#)
[What You Don't Know About Making Decisions](#) Harvard Business Online, 2010. [Overview](#)

On-line Learning

[Practical Problem-Solving Skills in the Workplace](#) American Management Association, 2010. [Overview](#)

Public Courses

[Critical Thinking and Problem Solving](#) ESI International, 2011. [Overview](#)
[Critical Thinking](#) American Management Association, 2012. [Overview](#)
[Critical Thinking: Real-World, Real-Time Decisions](#) Pennsylvania, University of, 2012. [Overview](#)
[Responding to Conflict: Strategies for Improved Communication](#) American Management Association, 2012. [Overview](#)
[Decision Making](#) Management Concepts Incorporated, 2012. [Overview](#)
[High-Impact Decision Making: Reducing Risks, Maximizing Results](#) American Management Association, 2012. [Overview](#)
[Managing Chaos: Tools to Set Priorities and Make Decisions Under Pressure](#) American Management Association, 2012. [Overview](#)

High Realistic Thinking

Competency(ies) This May Impact:

- Decisive Judgment
- Adapting To 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.

The following resource(s) should be helpful:

Books

[Creative Problem Solving: The Door to Individual Success and Change](#) Thomas W. Dombroski, 2009. [Overview](#)
[Sources of Power: How People Make Decisions](#) Gary Klein, 2005. [Overview](#)
[Five Star Mind: Games and Exercises to Stimulate Your Creativity and Imagination](#) Tom Wujec, 2005. [Overview](#)
[75 Cage Rattling Questions to Change the Way You Work](#) Dick Whitney & Melissa Giovagnoli, 2005. [Overview](#)
[Don't Jump to Solutions: Thirteen Delusions That Undermine Strategic Thinking](#) William Rouse, 2005. [Overview](#)
[The 2000 Percent Solution: Free Your Organization from "Stalled" Thinking to Achieve Exponential Success](#) Donald Mitchell, 2009. [Overview](#)
[Executive Thinking: The Dream, the Vision, the Mission Achieved](#) Leslie L. Kossoff, 2011. [Overview](#)

[Executing Innovation: Expert Solutions to Everyday Challenges](#) Harvard Business School Press, 2010. [Overview](#)

Multimedia

[Why Today's Business Leaders Must Be Innovators: The Importance of Creativity and Innovation in Maintaining Your Company's Competitive Edge](#) Harvard Business School Publishing eLearning, 2012. [Overview](#)

[Fostering Innovation: 11 1/2 Weird Ideas that Work](#) Harvard Business Online, 2011. [Overview](#)

[Change the Way You Persuade](#) Harvard Business Online, 2011. [Overview](#)

[Managing for Creativity](#) Harvard Business Online, 2011. [Overview](#)

[Are You Getting the Best Solutions for Your Problems?](#) Harvard Business Online, 2010. [Overview](#)

[Interpersonal Barriers to Decision Making](#) Harvard Business Online, 2010. [Overview](#)

[Creative Thinking: Breaking New Ground for Creating Innovative Business Solutions](#) Kantola Productions, 2009. [Overview](#)

Public Courses

[Moving from an Operational Manager to a Strategic Thinker](#) American Management Association, 2012. [Overview](#)

Low Work Pace

Competency(ies) This May Impact:

- Delivering Results

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.

The following resource(s) should be helpful:

Books

[1001 Ways to Take Initiative at Work](#) Bob Nelson, 2005. [Overview](#)
[How to Get Control of Your Time and Your Life](#) Alan Lakein, 2005. [Overview](#)
[Managing Management Time: Whos Got the Monkey?](#) William Oncken and Ken Blanchard, 2011. [Overview](#)
[Tired of Being Tired: Overcoming Chronic Fatigue & Low Energy](#) Michael Schmidt, 2005. [Overview](#)
[The Procrastinator's Handbook: Mastering the Art of Doing It Now](#) Rita Emmett, 2010. [Overview](#)
[The Aerobics Program for Total Well-Being](#) Kenneth H. Cooper, 2005. [Overview](#)
[The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play](#) Neil Fiore, 2011. [Overview](#)
[Motivation in the Workplace: Inspiring Motivation in the Workplace](#) Lydia Banks, 2005. [Overview](#)
[Overcoming Doubt, Fear & Procrastination Workbook](#) Barbara Wright Sykes, 2005. [Overview](#)
[Procrastination: Why You Do It, What to Do About It](#) Jane Burka and Lenora Yuen, 2011. [Overview](#)
[Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others](#) Jim Cairo, 2009. [Overview](#)
[The Balanced Scorecard: Translating Strategy into Action](#) Robert S. Kaplan, David P. Norton, 2010. [Overview](#)

Multimedia

[Simple, Quick & Stress-Free Organization Strategies](#) National Seminars Group, 2009. [Overview](#)
[Time Management Tips](#) National Seminars Group, 2011. [Overview](#)
[Guide to Getting the Right Work Done](#) Harvard Business Online, 2010. [Overview](#)
[How to Manage Projects, Priorities & Deadlines](#) National Seminars Group, 2011. [Overview](#)
[Three Keys to Effective Execution](#) Harvard Business Online, 2010. [Overview](#)
[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)
[Working Smarter: How to Get More Done in Less Time](#) Unknown, 2009. [Overview](#)

On-line Learning

[PrimeEffectiveness](#) PrimeLearning, 2011. [Overview](#)
[Converting Strategy into Action](#) Stanford University, 2009. [Overview](#)
[Taking Control of Your Workday: Analyze Your Use of Time](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[Improving Personal and Workgroup Productivity](#) Cornell University, 2012. [Overview](#)

[The Power of Managing Your Time and Personal Priorities](#) Cornell University, 2012. [Overview](#)
[How to Manage Priorities & Time - Online Audio](#) National Seminars Group, 2010. [Overview](#)

Public Courses

[Fundamentals of Successful Project Management](#) SkillPath Seminars, 2010. [Overview](#)

[High-Impact Decision Making: Reducing Risks, Maximizing Results](#) American Management Association, 2012. [Overview](#)

[Improving Your Project Management Skills: The Basics for Success](#) American Management Association, 2012. [Overview](#)

[Managing Multiple Projects, Objectives and Deadlines](#) SkillPath Seminars, 2010. [Overview](#)

[Time Management](#) American Management Association, 2012. [Overview](#)

[Managing Chaos: Tools to Set Priorities and Make Decisions Under Pressure](#) American Management Association, 2012. [Overview](#)

High Self-Reliance

Competency(ies) This May Impact:

- Teamwork And Collaboration

You describe yourself as a highly self-reliant person. This is a strong personal asset in that you should be capable of taking the initiative, deciding upon courses of action, and handling things on your own. However, some highly self-reliant people have difficulty involving others in their activities. They tend to try to do too much themselves and may not collaborate, ask for assistance, or delegate sufficiently. If this describes you, consider the following suggestions:

Activities

Convince yourself that you do not need to "do it all." It is okay to rely on others.

Make a conscious effort to involve others in the decision making process. Subordinates (or others less capable or less knowledgeable than you) may not make decisions as good as yours the first time they try. However, they will improve with the practice they will get if you involve them. Furthermore, as they grow in their capabilities, you can spend more of your time on more important issues, more complex problems, etc. Think of this as a short-term investment for long-term gain.

Similar points could be made for sharing or delegating responsibilities. Others may not be able to do the task as well as you, but they will never get better if you continue to do things yourself. You will find that the extra effort you invest in overseeing the work of others while they learn (to do the task as well as you could have) will reap large rewards in the long term. They will become more capable and will need less help, and you will have more time to concentrate on the more important tasks in your job.

Some general suggestions for delegation include:

- Recognize the fact that others can assume responsibilities and can frequently accomplish tasks as well as you can.
- Delegating is an excellent way of training people and developing their skills.
- Avoid delegating only those jobs you do not want to do yourself. When you have to delegate a "dirty job," assure the employee that this job is important and that they will not always get the "dirty jobs" to do.

Steps in the delegation process include:

1. Periodically review your key tasks and evaluate the readiness of your subordinates.
2. Ask yourself which tasks could be done now by which subordinates, if they stretched themselves a little with your help.
3. Identify tasks suitable for delegation.
4. To each subordinate, communicate the task and your confidence in their ability.

5. Train, coach and offer performance feedback when needed.
6. Check on results or progress.

The following resource(s) should be helpful:

Books

[Managing Management Time: Whos Got the Monkey?](#) William Oncken and Ken Blanchard, 2011. [Overview](#)
[The One Minute Manager Meets the Monkey](#) Kenneth Blanchard, William Oncken, Jr. & Hal Burrows, 2005. [Overview](#)
[The 2R Manager: When to Relate, When to Require, and How to Do Both Effectively](#) Peter E. Friedes, 2009. [Overview](#)
[The 3 Keys to Empowerment: Release the Power Within People for Astonishing Results](#) Ken Blanchard, John C. Carlos, & Alan Randolph, 2009. [Overview](#)
[In Search of Excellence: Lessons From America's Best-Run Companies](#) Tom Peters & Robert Waterman, 2010. [Overview](#)
[Bringing Out the Best in People: How to Enjoy Helping Others To Excel](#) Alan McGinnis, 2005. [Overview](#)
[If You Want It Done Right, You Don't Have to Do It Yourself!: The Power of Effective Delegation](#) Donna M. Genett, 2005. [Overview](#)
[Delegating for Business Success](#) Janis Fischer Chan, 2009. [Overview](#)

Multimedia

[Delegate for Results](#) National Seminars Group, 2005. [Overview](#)
[Effective Delegation](#) AIM Learning Group, 2005. [Overview](#)
[Coaching to Develop Motivation](#) Advanced Training Source, 2011. [Overview](#)
[Improving Performance Through Empowerment](#) Advanced Training Source, 2009. [Overview](#)
[The 17 Essential Qualities Of A Team Player: Becoming the Kind of Person Every Team Wants](#) Unknown, 2011. [Overview](#)
[Forget For Success](#) AIM Learning Group, 2009. [Overview](#)

On-line Learning

[How to Delegate Work and Ensure It's Done Right](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[How to Lead a Team: Team Facilitation and Decision Making](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[How to Lead a Team: Team Foundations](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)

Public Courses

[Delegation Bootcamp](#) American Management Association, 2012. [Overview](#)
[How to Excel at Managing and Supervising People](#) SkillPath Seminars, 2010. [Overview](#)
[Leadership Through People Skills: Turning Vision Into Action](#) Psychological Associates, 2012. [Overview](#)
[Excelling as a Highly Effective Team Leader](#) SkillPath Seminars, 2010. [Overview](#)
[The Conference on Leadership Development and Teambuilding](#) SkillPath Seminars, 2010. [Overview](#)

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.

The following resource(s) should be helpful:

Books

[Simplified Strategic Planning: A No-Nonsense Guide for Busy People Who Want Results Fast!](#) Robert W. Bradford, J. Peter Duncan & Brian Tarcy, 2005. [Overview](#)

[Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others](#) Jim Cairo, 2009. [Overview](#)

[The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play](#) Neil Fiore, 2011. [Overview](#)

[Organizing for the Creative Person](#) Dorothy Lehmkuhl & Dolores Cotter Lamping, 2005. [Overview](#)

[Put Time Management to Work: Get Organized, Streamline Processes, Use the Right Technology](#) Peggy Duncan, 2010. [Overview](#)

[Project Skills](#) Sam Elbeik & Mark Thomas, 2005. [Overview](#)

[The Organized Executive: A Program for Productivity](#) Stephanie Winston,, 2005. [Overview](#)

[Stephanie Winston's Best Organizing Tips: Quick, Simple Ways to Get Organized and Get on With Your Life](#) Stephanie Winston, 2005. [Overview](#)

[Organize Your Office!: Simple Routines for Managing Your Workspace](#) Ronni Eisenberg, 2005. [Overview](#)

[Shortcuts for Smart Managers: Checklist, Worksheets, and Action Plans for Managers with No Time to Waste](#) Lisa Davis, 2009. [Overview](#)

[How to Manage Your Priorities](#) Janis Fischer Chan, 2009. [Overview](#)

[Taking Control with Time Management](#) M. J. Weeks, Janis Fischer Chan, 2009. [Overview](#)

[Organized for Success: Top Executives And CEOs Reveal The Organizing Principles That Helped Them Reach The Top](#) Stephanie Winston, 2004. [Overview](#)

Multimedia

[Three Keys to Effective Execution](#) Harvard Business Online, 2010. [Overview](#)

[Time Management Tips](#) National Seminars Group, 2011. [Overview](#)

[HBR's Must-Reads on Managing Yourself](#) Harvard Business Online, 2010. [Overview](#)

[Guide to Getting the Right Work Done](#) Harvard Business Online, 2010. [Overview](#)

[How to Manage Projects, Priorities & Deadlines](#) National Seminars Group, 2011. [Overview](#)

[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)

[Working Smarter: How to Get More Done in Less Time](#) Unknown, 2009. [Overview](#)

On-line Learning

[Taking Control of Your Workday: Setting Goals and Prioritize Your Use of Time](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)

[Taking Control of Your Workday: Analyze Your Use of Time](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)

[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack, 2005. [Overview](#)

[The Power of Managing Your Time and Personal Priorities](#) Cornell University, 2012. [Overview](#)

[How to Manage Priorities & Time - Online Audio](#) National Seminars Group, 2010. [Overview](#)

Public Courses

[Fundamentals of Successful Project Management](#) SkillPath Seminars, 2010. [Overview](#)

[Improving Your Project Management Skills: The Basics for Success](#) American Management Association, 2012. [Overview](#)

[Managing Multiple Projects, Objectives and Deadlines](#) SkillPath Seminars, 2010. [Overview](#)

[Time Management](#) American Management Association, 2012. [Overview](#)

[Territory and Time Management for Salespeople](#) American Management Association, 2012. [Overview](#)

Low Multi-Tasking

Competency(ies) This May Impact:

- Adapting To Change
- 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.

The following resource(s) should be helpful:

Books

[First Things First: To Live, to Love, to Learn, to Leave a Legacy](#) Stephen R. Covey, A. Roger Merrill, Rebecca R. Merrill, 2010. [Overview](#)

[Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People](#) J . Davidson Frame, 2010. [Overview](#)

[How to Stay Cool, Calm & Collected When the Pressure's on: A Stress Control Plan for Businesspeople](#) John E. Newman,, 2011. [Overview](#)

[Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life](#) Spencer Johnson and Kenneth H. Blanchard, 2005. [Overview](#)

[Simultaneous Management: Managing Projects in a Dynamic Environment](#) Alexander Laufer, 2005. [Overview](#)

[Too Perfect: When Being in Control Gets Out of Control](#) Allan Mallinger & Jeannette Dewyze, 2005. [Overview](#)

[The 2000 Percent Solution: Free Your Organization from "Stalled" Thinking to Achieve Exponential Success](#) Donald Mitchell, 2009. [Overview](#)

[Building Resiliency: How to Thrive in Times of Change](#) Mary Lynn Pulley and Michael Wakefield, 2010. [Overview](#)

Multimedia

[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)
[What to Ask the Person in the Mirror](#) Harvard Business Online, 2010. [Overview](#)
[How to Manage Projects, Priorities & Deadlines](#) National Seminars Group, 2011. [Overview](#)
[First Things First](#) Unknown, 2010. [Overview](#)
[Change without Anxiety](#) Advanced Training Source, 2011. [Overview](#)

On-line Learning

[Taking Control of Your Workday: Setting Goals and Prioritize Your Use of Time](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[Converting Strategy into Action](#) Stanford University, 2009. [Overview](#)
[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack, 2005. [Overview](#)
[Fundamentals of Supervision and Management](#) Clemson University, 2005. [Overview](#)

Public Courses

[Improving Your Project Management Skills: The Basics for Success](#) American Management Association, 2012. [Overview](#)
[Indispensable Assistant, The](#) SkillPath Seminars, 2010. [Overview](#)
[Managing Multiple Projects, Objectives and Deadlines](#) SkillPath Seminars, 2010. [Overview](#)
[Time Management](#) American Management Association, 2012. [Overview](#)
[The Ultimate Supervisor](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[Managing Chaos: Tools to Set Priorities and Make Decisions Under Pressure](#) American Management Association, 2012. [Overview](#)
[Fundamentals of Successful Project Management](#) SkillPath Seminars, 2010. [Overview](#)
[Best Practices for the Multi-Project Manager](#) American Management Association, 2012. [Overview](#)

Low Need for Task Closure

Competency(ies) This May Impact:

- Delivering Results

Your responses to the assessment suggest that, while your intentions may be good, you may not always complete the tasks that you start or consistently fulfill your commitments. It may be that you commit to doing too much or fail to focus on key priorities. This may hinder your performance as well as the performance of others who are depending on you. To increase your persistence and follow-through, consider the following suggestions.

Activities

Organization skills can help you manage your activities. Take 10 minutes at the end of each workday (or first thing in the morning) to make a list of what you will be doing that day. Prioritize your activities and focus on the high priority tasks first.

Make sure that you keep track of deadlines. Use a whiteboard or an electronic calendar to remind you of important deadlines. Set interim deadlines to ensure that you are progressing on tasks.

Always finish what you start. You may find yourself in situations where you have taken on more than you can handle, and so you delay something to do at a later time. For some tasks this may be fine, and even necessary in order to focus on higher priority issues, but make sure you communicate this to others, and make sure that the task you delay is not something that others are depending on.

Try to avoid overcommitting yourself. Do not agree to do something you cannot deliver. Be honest with others. Everyone is busy, and most people understand that there is only so much you can do. Try saying something like "Typically, I would not mind taking on that project/task, and would be happy to do it, but unfortunately this is a really busy week and I have many deadlines. Is it something that can wait until next week?"

Keep a record of how long it takes you to complete certain projects and tasks. This will help you to better project how long it will take you to complete something, and better predict a completion date.

Develop a time-organization system. Write down all meetings, commitments, and deadlines so that others can depend on you.

When you complete a project, try to follow up with all those involved and give a status report. Set a reminder on your calendar to ensure you close the loop with others.

The following resource(s) should be helpful:

Books

[Personal Accountability : Powerful and Practical Ideas for You and Your Organization](#) John G.

Miller, 2009. [Overview](#)

[Beware the Naked Man Who Offers You His Shirt: Do What You Love, Love What You Do and Deliver More Than You Promise](#) Harvey MacKay, 2005. [Overview](#)

[1001 Ways to Take Initiative at Work](#) Bob Nelson, 2005. [Overview](#)

[How to Get Control of Your Time and Your Life](#) Alan Lakein, 2005. [Overview](#)

[The Procrastinator's Handbook: Mastering the Art of Doing It Now](#) Rita Emmett, 2010. [Overview](#)
[Self-Discipline In 10 Days, How To Go From Thinking To Doing](#) Theodore Bryant, 2009. [Overview](#)
[Procrastination: Why You Do It, What to Do About It](#) Jane Burka and Lenora Yuen, 2011. [Overview](#)
[Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others](#) Jim Cairo, 2009. [Overview](#)
[The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow](#) John C. Maxwell, 2010. [Overview](#)
[Harvard Business Essentials: Managing Projects Large and Small--The Fundamental Skills for Delivering on Budget and on Time](#) Harvard Business School, 2005. [Overview](#)
[Getting a Project Done on Time: Managing People, Time, and Results](#) Paul B. Williams, 2005. [Overview](#)

Multimedia

[Who Has the D? How Clear Decision Roles Enhance Organizational Performance](#) Harvard Business Online, 2010. [Overview](#)
[Guide to Getting the Right Work Done](#) Harvard Business Online, 2010. [Overview](#)
[How to Manage Projects, Priorities & Deadlines](#) National Seminars Group, 2011. [Overview](#)
[Journey to the Emerald City: Achieve a Competitive Edge by Creating a Culture of Accountability](#) Unknown, 2012. [Overview](#)
[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)
[Working Smarter: How to Get More Done in Less Time](#) Unknown, 2009. [Overview](#)
[The Oz Principle: Getting Results Through Individual and Organizational Accountability](#) Unknown, 2012. [Overview](#)

On-line Learning

[PrimeEffectiveness](#) PrimeLearning, 2011. [Overview](#)
[PrimeManager™](#) PrimeLearning, 2011. [Overview](#)
[Converting Strategy into Action](#) Stanford University, 2009. [Overview](#)
[Managing Without Authority](#) Stanford University, 2012. [Overview](#)
[How to Lead a Team: Team Facilitation and Decision Making](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[How to Lead a Team: Team Foundations](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)
[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack, 2005. [Overview](#)
[How to Get Things Done](#) National Seminars Group, 2009. [Overview](#)
[Fundamentals of Supervision and Management](#) Clemson University, 2005. [Overview](#)

Public Courses

[Fundamentals of Successful Project Management](#) SkillPath Seminars, 2010. [Overview](#)
[AMA's Comprehensive Project Management Workshop](#) American Management Association, 2012. [Overview](#)
[Improving Your Project Management Skills: The Basics for Success](#) American Management Association, 2012. [Overview](#)
[Partnering with Your Boss: Strategic Skills for Administrative Professionals](#) American Management Association, 2012. [Overview](#)
[Managing Multiple Projects, Objectives and Deadlines](#) SkillPath Seminars, 2010. [Overview](#)

High Need For Freedom

Competency(ies) This May Impact:

- Adapting To Change

Your responses to the personality questionnaire suggest that you have a high need for personal freedom. You are probably a person who likes to be free from what you would consider to be excessive rules, regulations, restrictions, and red tape. The positive side to this is that you are likely to question rules or procedures that seem inappropriate or ineffective. However, the potential liability or shortcoming is that you may overreact to efforts to manage or control your behavior. Remember that you can be too sensitive in this area and make a conscious effort to be receptive to the suggestions or recommendations of others. The following guidelines for dealing with external control may help:

Activities

Rather than focusing on your personal needs and automatically reacting to what you feel are attempts to control you, try to view the situation from your boss' or the organization's perspective. From this external point of view many of the restrictions and constraints may make sense and may, therefore, become more tolerable.

Recognize that you probably have more freedom in your job than you think. Most people can, if they approach the task in the right way, influence the amount of freedom and satisfaction they receive from work. Also, consider how you work with your subordinates and/or co-workers. If you are a manager of people, you understand that it is necessary to establish some rules and guidelines to coordinate the activities of others. If you are not a manager you probably have worked on group or team projects that were inefficient and unfocused until guidelines and objectives were established.

Develop organizational savvy. Take time to learn about how things are done in your organization. Rather than directly resisting others' efforts to control you, you may want to learn ways of working within the system so that you can better accomplish your long-term goals. Identify a co-worker or manager who is effective at involving others and getting things done. Observe that person's methods and adopt them if possible.

The following resource(s) should be helpful:

Books

[Leading Change](#) John P. Kotter, 2010. [Overview](#)

[Business Process Improvement Workbook: Documentation, Analysis, Design, and Management of Business](#)

[Process Improvement](#) H. James Harrington, Erik K. C. Esseling & Harm Van Nimwegen, 2005. [Overview](#)

[Establishing a System of Policies and Procedures](#) Stephen Page, 2010. [Overview](#)

[Achieving Success Through Social Capital: Tapping Hidden Resources in Your Personal and Business](#)

[Networks](#) Wayne E. Baker, 2010. [Overview](#)

[Getting Things Done When You Are Not in Charge](#) Geoffrey Bellman, 2010. [Overview](#)

[The Unwritten Rules of the Game: Master Them, Shatter Them, and Break Through the Barriers to Organizational](#)

[Change](#) Peter Scott-Morgan, 2005. [Overview](#)

[Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People](#) J . Davidson

Frame, 2010. [Overview](#)

[The Empowered Manager: Positive Political Skills at Work](#) Peter Block, 2005. [Overview](#)

[180 Ways to Effectively Deal with Change](#) Laurie Calzada, 2005. [Overview](#)

Multimedia

[Managing Change](#) Kantola Productions, 2005. [Overview](#)
[Team Player](#) AIM Learning Group, 2011. [Overview](#)
[Breaking the Functional Mind-Set in Process Organizations](#) Harvard Business Online, 2010. [Overview](#)
[How Process Enterprises Really Work](#) Harvard Business Online, 2010. [Overview](#)
[Leveraging Processes for Strategic Advantage: A Roundtable with Allaire, Herres, Leschly, and Weatherup](#) Harvard Business Online, 2010. [Overview](#)

On-line Learning

[Making Change Work: Building a Case for Change](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[Making Change Work: Manage Organizational Change Processes](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[Becoming an Effective Team Member](#) QuicKnowledge, 2005. [Overview](#)
[Designing the Organization for Execution](#) Stanford University, 2011. [Overview](#)

Public Courses

[Coaching and Mentoring for Improved Performance](#) ESI International, 2011. [Overview](#)
[Team-Building, Mentoring, and Coaching Skills for Managers & Supervisors](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[Dealing with Difficult People](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[Winning Collaboration](#) York University, 2012. [Overview](#)
[Making the Transition to Management](#) American Management Association, 2012. [Overview](#)

High Assertiveness

Competency(ies) This May Impact:

- Interpersonal Communication

In your responses to the personality questionnaire you described yourself as a highly assertive person who should be comfortable directing and influencing others. Certainly this is an asset in most business situations, as well as life in general. However, if not properly restrained, assertiveness can degenerate into aggressiveness, that is, taking or demanding what you want at the expense of the needs of others. Also, exceedingly assertive people can intimidate less forceful people with the result that important feedback, suggestions, alternatives, and cooperation are inhibited. Consider some of the following suggestions to help you temper your assertiveness:

Activities

Develop your listening skills so that you can become better aware of the impact your strong style has on others. You may find one of resources listed below to be helpful.

Temper your directives to others with statements acknowledging that you hear and understand their opinions and comments.

To avoid sounding abrasive, remember to confront the issue instead of the person when you have a problem that you want to resolve.

Find other areas or activities where you can vent aggressiveness, such as running, walking, swimming, tennis or other vigorous exercise. (Be sure to consult a physician before starting any exercise program.)

If you tend to control and direct others rather than approaching things from a "we" or "team" orientation, consider participating in a team building development exercise.

Attend an assertiveness training course at your local community center, community college, university, or other source of adult education. In particular, look for one where you will have the opportunity to role play and receive feedback on the difference between assertion and aggression.

The following resource(s) should be helpful:

Books

[Listening: The Forgotten Skill: A Self-Teaching Guide](#) Madelyn Burley-Allen, 2009. [Overview](#)

[Managing Assertively: How to Improve Your People Skills](#) Madelyn Burley-Allen, 2005. [Overview](#)

[Getting to Yes: Negotiating Agreement Without Giving In](#) Roger Fisher, William L. Ury, & Bruce Patton, 2011. [Overview](#)

[How to Work With Just About Anyone: A 3-Step Solution for Getting Difficult People to Change](#) Lucy Gill, 2005. [Overview](#)

[Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others](#) Richard Carlson, 2005. [Overview](#)

[Social Style/Management Style](#) Robert Bolton, 2005. [Overview](#)

[How to Speak, How to Listen](#) Mortimer J. Adler, 2005. [Overview](#)

[Developing Positive Assertiveness](#) Sam Lloyd, 2012. [Overview](#)

[Getting Ready to Negotiate: The Getting to Yes Workbook](#) Roger Fisher, 2009. [Overview](#)
[Getting Past No](#) William Ury, 2009. [Overview](#)
[Bargaining for Advantage: Negotiation Strategies for Reasonable People](#) G. Richard Shell, 2009. [Overview](#)
[180 Ways to Effectively Deal with Change](#) Laurie Calzada, 2005. [Overview](#)
[If You Want It Done Right, You Don't Have to Do It Yourself!: The Power of Effective Delegation](#) Donna M. Genett, 2005. [Overview](#)
[Verbal Judo: The Gentle Art of Persuasion](#) George Thompson, 2005. [Overview](#)
[The Gentle Art of Verbal Self-Defense at Work](#) Suzette Haden Elgin, 2005. [Overview](#)

Multimedia

[The Essentials of Active Listening: A Communication Course](#) National Seminars Group, 2011. [Overview](#)
[Negotiation Advice: A Synopsis](#) Harvard Business Online, 2011. [Overview](#)
[Listen and Be Listened To](#) American Management Association, 2009. [Overview](#)
[Winners \(Don't\) Take All: Creating and Claiming Value in Negotiation](#) Kantola Productions, 2012. [Overview](#)
[Coaching the Alpha Male](#) Harvard Business Online, 2011. [Overview](#)
[Negotiating Essentials](#) Harvard Business Online, 2011. [Overview](#)
[Negotiation](#) Harvard Business Online, 2010. [Overview](#)

On-line Learning

[Successful Negotiating](#) American Management Association, 2010. [Overview](#)
[How to Be a Tough-as-Nails Negotiator](#) National Seminars Group, 2009. [Overview](#)
[Leading People to Higher Performance](#) Cornell University, 2012. [Overview](#)

Public Courses

[Assertiveness Training](#) American Management Association, 2012. [Overview](#)
[Assertiveness Training for Managers](#) American Management Association, 2012. [Overview](#)
[Interpersonal Skills: Developing Effective Relationships](#) Management Concepts Incorporated, 2012. [Overview](#)
[Negotiating to Win](#) American Management Association, 2012. [Overview](#)
[Responding to Conflict: Strategies for Improved Communication](#) American Management Association, 2012. [Overview](#)
[Building Better Work Relationships: New Techniques for Results-oriented Communication](#) American Management Association, 2012. [Overview](#)
[How to Become a Better Communicator](#) SkillPath Seminars, 2011. [Overview](#)

Low Need to be Liked

Competency(ies) This May Impact:

- Teamwork And Collaboration

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 resources you may find helpful in developing your ability to work with others.

The following resource(s) should be helpful:

Books

[Resolving Conflicts At Work : A Complete Guide for Everyone on the Job](#) Joan Goldsmith, Kenneth Cloke, 2012. [Overview](#)

[Crucial Conversations Tools for Talking When Stakes are High](#) Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2012. [Overview](#)

[Networking: Building Relationships and Opportunities for Success](#) Melissa Giovagnoli, 2012. [Overview](#)

[Discipline Without Punishment: The Proven Strategy That Turns Problem Employees into Superior Performers](#) Dick Grote, 2009. [Overview](#)

[Since Strangling Isn't an Option...: Dealing With Difficult People - Common Problems and Uncommon Solutions](#) Sandra Crowe, 2005. [Overview](#)

[People Styles at Work...And Beyond: Making Bad Relationships Good and Good Relationships Better](#) Robert Bolton and Dorothy Grover Bolton, 2009. [Overview](#)

[The Empowered Manager: Positive Political Skills at Work](#) Peter Block, 2005. [Overview](#)

[The Power of a Positive No: Save The Deal Save The Relationship and Still Say No](#) William Ury, 2010. [Overview](#)

Multimedia

[Building Relationships](#) National Seminars Group, 2009. [Overview](#)

[Negotiation Advice: A Synopsis](#) Harvard Business Online, 2011. [Overview](#)
[The Tools of Cooperation](#) Harvard Business Online, 2010. [Overview](#)
[The 17 Essential Qualities Of A Team Player: Becoming the Kind of Person Every Team Wants](#) Unknown, 2011. [Overview](#)
[Relationship Strategies](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[Building Effective and Efficient Personal Networks](#) Harvard Business Online, 2011. [Overview](#)
[Change the Way You Persuade](#) Harvard Business Online, 2011. [Overview](#)

On-line Learning

[Dealing With Conflict and Confrontation](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[Managing Without Authority](#) Stanford University, 2012. [Overview](#)
[Dealing with Conflict and Confrontation: Resolving Conflict Through Problem Solving](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[PrimeEffectiveness](#) PrimeLearning, 2011. [Overview](#)
[PrimeNegotiation](#) PrimeLearning, 2011. [Overview](#)
[Achieving Success with Difficult People](#) Clemson University, 2005. [Overview](#)
[Leading People to Higher Performance](#) Cornell University, 2012. [Overview](#)
[Boundary Spanning Leadership: Catalyze Collaboration, Drive Innovation, Transform Organizations](#) Center for Creative Leadership, 2011. [Overview](#)

Public Courses

[Communication and Interpersonal Skills: A Seminar for IT and Technical Professionals](#) American Management Association, 2012. [Overview](#)
[Coaching and Counseling for Outstanding Job Performance](#) American Management Association, 2012. [Overview](#)
[Building Better Work Relationships: New Techniques for Results-oriented Communication](#) American Management Association, 2012. [Overview](#)
[How to Become a Better Communicator](#) SkillPath Seminars, 2011. [Overview](#)
[Moving Ahead: Breaking Behavior Patterns That Hold You Back](#) American Management Association, 2012. [Overview](#)
[Interpersonal Skills: Developing Effective Relationships](#) Management Concepts Incorporated, 2012. [Overview](#)
[Responding to Conflict: Strategies for Improved Communication](#) American Management Association, 2012. [Overview](#)

Low Positive About People

Competency(ies) This May Impact:

- Teamwork And Collaboration

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.

The following resource(s) should be helpful:

Books

[Resolving Conflicts At Work : A Complete Guide for Everyone on the Job](#) Joan Goldsmith, Kenneth Cloke, 2012. [Overview](#)

[Bringing Out the Best in People: How to Enjoy Helping Others To Excel](#) Alan McGinnis, 2005. [Overview](#)

[Coaching for Improved Work Performance](#) Ferdinand Fournies, 2005. [Overview](#)

[Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern](#) Robert Bruce Shaw, 2009. [Overview](#)

[Trust and Betrayal in the Workplace](#) Dennis S. Reina and Michelle L. Reina, 2009. [Overview](#)

[Built on Trust: Gaining Competitive Advantage in Any Organization](#) Arky Ciancutti and Thomas Steding, 2005. [Overview](#)

[Discipline Without Punishment: The Proven Strategy That Turns Problem Employees into Superior Performers](#) Dick Grote, 2009. [Overview](#)

Multimedia

[The Lowdown: Dodging the Bullet - Effective Risk Communication Skills](#) Audible.com, 2011. [Overview](#)

[What Followers Expect from Leaders: How to Meet People's Expectations and Build Credibility](#) Jossey-Bass, 2009. [Overview](#)

[Performance Management That Drives Results](#) Harvard Business Online, 2010. [Overview](#)

[Trust: How to Build It, Earn It,--and Reestablish It When It's Broken](#) Harvard Business Online, 2010. [Overview](#)

[The Decision to Trust](#) Harvard Business Online, 2010. [Overview](#)
[How to Communicate With Power, Diplomacy and Tact](#) National Seminars Group, 2009. [Overview](#)
[Building Cooperation & Trust with Your Employees](#) National Seminars Group, 2012. [Overview](#)

On-line Learning

[Self-Esteem: The Power to Be Your Best](#) National Seminars Group, 2010. [Overview](#)
[Overcoming Negativity in the Workplace](#) National Seminars Group, 2009. [Overview](#)
[Perfect Solutions for Difficult Employee Situations](#) National Seminars Group, 2009. [Overview](#)
[Succeeding as a First-Time Manager: Lead and Develop Your Staff](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)

Public Courses

[Coaching and Counseling for Outstanding Job Performance](#) American Management Association, 2012. [Overview](#)
[Dealing Effectively With Unacceptable Employee Behavior](#) SkillPath Seminars, 2010. [Overview](#)
[How to Influence Without Direct Authority](#) Wisconsin-Madison, University of, 2011. [Overview](#)
[Leadership Skills and Team Development for IT and Technical Professionals](#) American Management Association, 2012. [Overview](#)
[Building Trust](#) British Columbia, University of, 2011. [Overview](#)
[Anytime Coaching](#) Management Concepts Incorporated, 2012. [Overview](#)
[Excelling as a Highly Effective Team Leader](#) SkillPath Seminars, 2010. [Overview](#)
[The Ultimate Supervisor](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[Coaching: A Strategic Tool for Effective Leadership](#) American Management Association, 2012. [Overview](#)

Low Criticism Tolerance

Competency(ies) This May Impact:

- Resilience

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.

The following resource(s) should be helpful:

Books

[Communicate With Confidence](#) Dianna Booher, 2012. [Overview](#)
[Beyond Feelings: A Guide to Critical Thinking](#) Vincent Ruggiero, 2011. [Overview](#)
[A Complaint Is a Gift: Recovering Customer Loyalty When Things Go Wrong](#) Janelle Barlow and Claus Moller, 2009. [Overview](#)
[The Power of Positive Criticism](#) Hendrie Weisinger, 2012. [Overview](#)
[Breaking the Chain of Low Self-Esteem](#) Marilyn Sorensen, 2012. [Overview](#)

Multimedia

[How to Play to Your Strengths](#) Harvard Business Online, 2010. [Overview](#)
[Productive Business Dialogue \(Simulation\)](#) Harvard Business Online, 2010. [Overview](#)
[Managing Yourself and Others](#) Harvard Business Online, 2010. [Overview](#)
[How to Reach Your Personal Best](#) National Seminars Group, 2009. [Overview](#)

On-line Learning

[Get Assertive!](#) Clemson University, 2012. [Overview](#)
[Managing Communication Challenges](#) Cornell University, 2010. [Overview](#)
[PrimeEffectiveness](#) PrimeLearning, 2011. [Overview](#)

Public Courses

[Assertiveness Training](#) American Management Association, 2012. [Overview](#)
[Advanced Leadership Communication Strategies](#) American Management Association, 2012. [Overview](#)
[Developing Effective Communication Skills](#) Cornell University, 2010. [Overview](#)
[Interpersonal Skills for Managers](#) American Management Association, 2012. [Overview](#)
[Responding to Conflict: Strategies for Improved Communication](#) American Management Association, 2012. [Overview](#)
[Play to Your Strengths: Harnessing the Power of Your Personality](#) American Management Association, 2012. [Overview](#)
[Projecting a Positive Professional Image](#) American Management Association, 2012. [Overview](#)

Low Self-Control

Competency(ies) This May Impact:

- Resilience
- Interpersonal Communication

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.

The following resource(s) should be helpful:

Books

[Calm at Work: Breeze through Your Day Feeling Calm, Relaxed and in Control](#) Paul Wilson, 2010. [Overview](#)

[Since Strangling Isn't an Option...: Dealing With Difficult People - Common Problems and Uncommon Solutions](#) Sandra Crowe, 2005. [Overview](#)

[ConZentrate: Get Focused and Pay Attention, When Life Is Filled With Pressures, Distractions, and Multiple Priorities](#) Sam Horn, 2012. [Overview](#)

[How to Stay Cool, Calm & Collected When the Pressure's on: A Stress Control Plan for Businesspeople](#) John E. Newman, 2011. [Overview](#)

[Managing Your Mouth: An Owner's Manual for Your Most Important Business Asset](#) Robert L. Genua, 2011. [Overview](#)

[A Passion for Excellence: The Leadership Difference](#) Tom Peters & Nancy Austin, 2005. [Overview](#)

Multimedia

[Assertive Communication Skills for Professionals](#) Fred Pryor Seminars & CareerTrack, 2005. [Overview](#)

[How to Say What Matters Most](#) Harvard Business Online, 2010. [Overview](#)

[Barriers and Gateways to Communication](#) Harvard Business Online, 2010. [Overview](#)
[How to Manage Conflict, Anger & Emotion](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[21 Ways To Defuse Anger And Calm People Down](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)
[How to Handle Conflict and Confrontation](#) National Seminars Group, 2009. [Overview](#)

On-line Learning

[Dealing with Conflict and Confrontation: Contentious Tactics and Conflict Escalation](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)
[Achieving Success with Difficult People](#) Clemson University, 2005. [Overview](#)
[How to Handle Conflict and Confrontation](#) National Seminars Group, 2012. [Overview](#)
[How to Get Things Done](#) National Seminars Group, 2009. [Overview](#)
[Creating Balance & Letting Go of Stress](#) National Seminars Group, 2010. [Overview](#)
[How to De-Junk Your Life](#) National Seminars Group, 2010. [Overview](#)
[Making Change Work: Guide Yourself Through Change](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)

Public Courses

[Dealing with Difficult People](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)
[Projecting a Positive Professional Image](#) American Management Association, 2012. [Overview](#)
[The Essentials of Communicating With Diplomacy and Professionalism](#) SkillPath Seminars, 2010. [Overview](#)
[Moving Ahead: Breaking Behavior Patterns That Hold You Back](#) American Management Association, 2012. [Overview](#)
[Managing Emotions in the Workplace®: Strategies for Success](#) American Management Association, 2012. [Overview](#)

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="border-collapse: collapse; width: 100px; height: 20px;"> <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>						●					Thoughtful, philosophical
					●								
Structured	Avoids step-by-step	<table border="1" style="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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="border-collapse: collapse; width: 100px; height: 20px;"> <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
			●										