



Manager Development Report with Competency Feedback

for **Suzanne Example**

10/14/02

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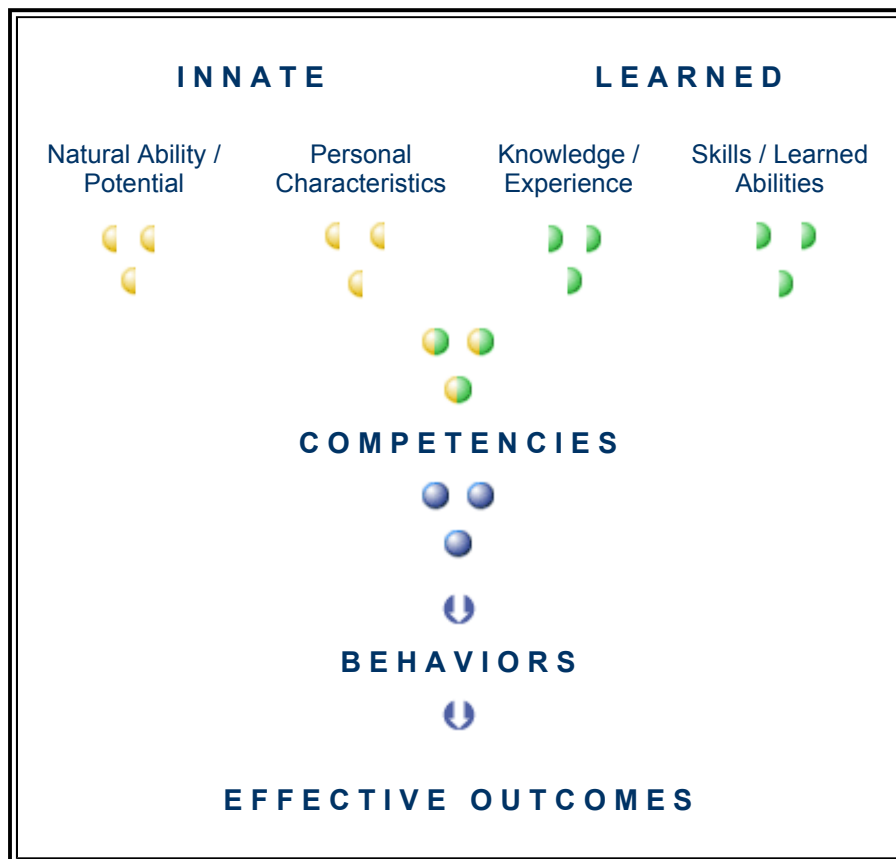
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In today's work environment, it is a given that we all must take personal responsibility for maintaining and improving our abilities and potential at work -- so that we are prepared to maintain our current value in the workplace and improve our value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

The ABC Company Manager Competency Model:

Visioning	Identifying long-term goals and championing the implementation of different or alternative ideas.
Decisive Judgment	Making good decisions in a timely and confident manner.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Planning and Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Customer Focus	Anticipating customer needs and designing, promoting or supporting the delivery of products or services that exceed customer expectations.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Motivating Others	Inspiring others to do well by actively conveying enthusiasm and a passion for doing a good job.
Relationship Management	Developing and maintaining positive relationships with individuals inside and outside of the organization.
Business Acumen*	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.

**Competencies not strongly helped or hindered by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess360 system.*

ABILITY RESULTS

The following results are based on your performance on standardized ability tests. They are presented as percentile comparisons to professional norms (people who, for the most part, have an education at or beyond the college undergraduate level) and to general population norms (people who, for the most part, have a high school education).

With few exceptions, if you are in or are considering a position requiring a college degree, you should pay most attention to the professional norm group comparisons. However, if you have limited formal education, the general population comparisons may be more appropriate.

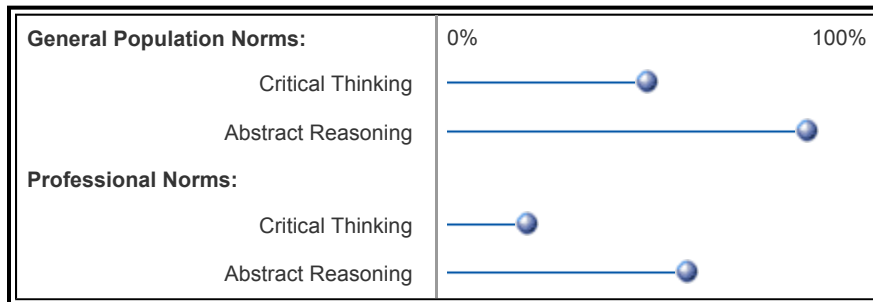
Remember, your results on the intellectual ability tests are only a partial indication of your potential to be successful at a job. Other factors such as education, technical training, job-related experience, personal accomplishments and character are different, but equally important, indicators of potential future success.

Scores were available for the following ability tests:

Critical Thinking The *Watson-Glaser Critical Thinking Appraisal* is a measure of your ability to reason through complex, multifaceted written information and to draw accurate conclusions. This capacity includes the ability to evaluate information and to recognize assumptions, facts, and situations where there is not enough information to arrive at a valid conclusion.

Abstract Reasoning The *Raven's Standard Progressive Matrices* is a measure of your ability to reason through complex, abstract, nonverbal information and to grasp new ideas. This capacity includes the ability to solve problems in new situations where one has little experience upon which to draw.

Intellectual Ability Scores Compared to:






Comments While your critical thinking abilities appear to be as good as or better than those of the average person, they may be lower than those of the typical professional. You may have difficulty evaluating some complex written information. Perhaps your test scores are an underestimate of your abilities, or it may be that you are more effective in situations where you can rely on standard methods or solutions you have learned through experience or training. Alternatively, you may be good at solving problems in your work but may not have the education to properly equip you to work with these types of formal concepts. If you would like to improve your critical thinking abilities, see the Development suggestions provided in a later section of this report.

You should have little difficulty solving problems that involve complex, abstract information. You should also be quick to grasp new ideas and solve problems that are outside your usual experience.

Special Note: The combined indications of good abstract reasoning but lower formal reasoning suggest that you are a capable person who either did not apply yourself in school or did not obtain the type of

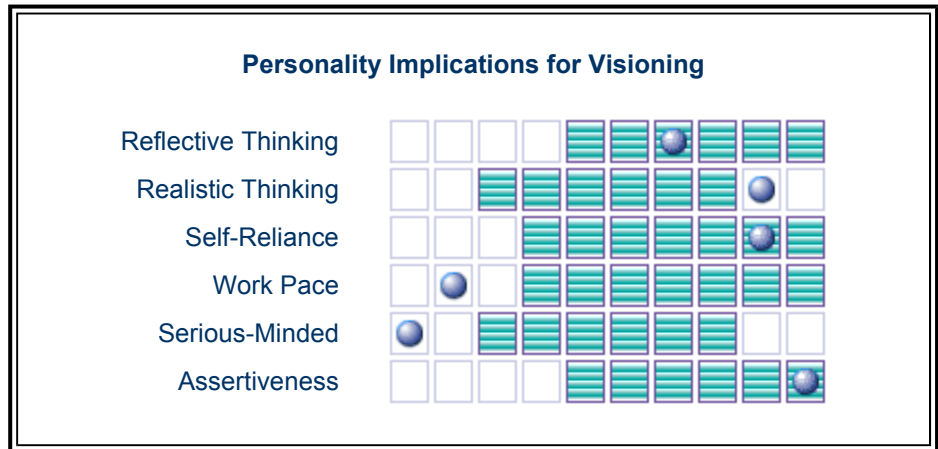
advanced education that would develop your formal abilities. Within the limits of your education and training, you should be capable. However, in comparison to others with better education, you may have some difficulty grasping and using concepts that are dependent on the types of skills developed by a good college education.

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 almost 30,000 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 and undesirable ranges on each characteristic for a particular competency.
- Ranges in which a characteristic may be a potential concern are not marked with shading ().
- Ranges in which a characteristic may help are marked with most 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 help, potential concern and hinder ranges for a characteristic may differ by competency. For example, a higher level of assertiveness may be more desirable for one competency than another.

VISIONING:

Identifying long-term goals and championing the implementation of different or alternative ideas.



Comments:

Helps

- Your tendency to be reflective and thoughtful in your thinking should help you to view issues from multiple perspectives. You should be capable of thinking broadly and considering long-term issues when setting goals and the direction of your group.
- Self-reliant, you are likely to take the initiative in championing your (and others') ideas and vision.
- Your assertive nature should facilitate your ability to communicate and champion ideas.

Potential Concerns

- While your pragmatism can certainly be an asset, you may have a tendency to overemphasize the practical at the expense of innovation and creativity.
- Your tendency toward a slower, more methodical work pace may hinder your ability to generate and champion ideas. You may need to make a concerted effort to ensure that your actions demonstrate and support your verbal commitments.
- Because you are more spontaneous than serious-minded you are likely to commit too quickly to ideas and decisions. Without self-discipline, you may have a tendency to accept or dismiss an idea or strategy before giving it proper consideration.

PLANNING AND ORGANIZING

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

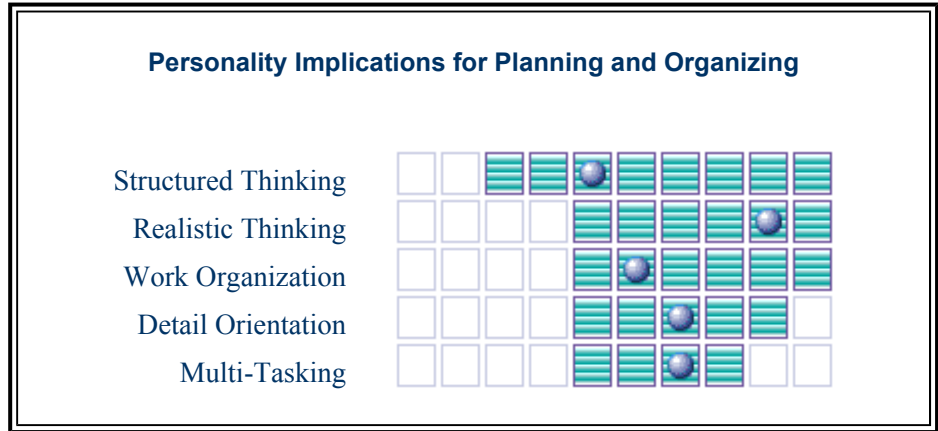
Comments:

Helps

- You appear to be fairly logical and structured in your thinking. This should help you to conceptualize the steps needed to effectively plan and organize work activities.
- Strongly pragmatic by nature, you should be able to set realistic goals and develop workable plans.
- You appear willing to plan and order your work. You should be able to attend to these activities as needed.
- Your strong detail orientation should help you to manage and attend to the important details when planning and organizing activities.
- Especially when faced with multiple, competing demands, your capacity for multi-tasking should facilitate your ability to plan and organize.

Potential Concerns

There are no areas identified as potential concerns for this competency.



The combination of your high assertiveness and low need to be liked suggests that you have a very competitive nature. While this could help drive your group to high levels of achievement, it could also lead to unnecessary aggressiveness and detract from group morale if not properly controlled.

Development Suggestions

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

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

Low Optimism and Low Frustration Tolerance

Your responses to the personality questionnaire suggest that you may be somewhat pessimistic in your outlook. You may be inclined to worry or be less resilient when faced with frequent frustrations or situations that do not go as planned. As a consequence, you may tend to be upset somewhat more easily than other people. If this is true for you, some of the following suggestions may be helpful.

Competency(ies) This May Impact

- Driving for Results
- Managing Others
- Motivating Others

Activities

If you feel that things upset you more than they should, consider one or more of the following suggestions:

Avoid putting yourself in stressful situations. If work pressures are a problem, consider developing skills in areas such as time management, work planning, and decision making.

Develop a personal strategy for constructively handling your feelings. No one strategy works for everyone. Below are a few methods that many people have used to successfully manage their feelings. One or a combination of these control strategies may work for you. Decide which are most comfortable for you and try one or more for at least one week on a consistent basis. It will take some practice before you see results. Do not give up.

Journaling: Write about situations that trigger your frustrations or negative feelings. Ask yourself the following types of questions:

- "Why do I let myself become so upset?"
- "Is this a pattern I have repeated throughout my life?"
- "What can I recognize to tell me that I'm heading for another crisis?"
- "How do I avoid these situations?"
- "What should I do to change?"

Let the journal be your own counselor. Answer your own questions and try to do so in creative ways. Use the journal to help you to see problems from a unique perspective. Use it to prescribe change.

Letter Writing: If you feel upset (often angry) with someone, try writing the person a letter you never send. Many people find that they can better understand their own feelings by trying to communicate in this more formal and thoughtful manner. Also, it will allow you to vent your feelings without producing a counterproductive outcome.

Avoid Negative Self-Talk: If you find self-defeating phrases (e.g. "This is terrible, " "I always make a mess of things," etc.) come quickly to you when you are upset try Thought Stopping. Think loudly "Stop!, Stop! . . ." Immediately replace the destructive train of thought with more appropriate, problem-solving thoughts like:

- "Why is this so upsetting?"
- "What can I control and what is beyond my control?"
- "What information do I need?"

- "What are my options?"
- "What steps will I take?"

By doing this, you are well on your way to rational thinking even during turmoil.

Replacing negative thoughts with problem-solving thoughts is much like gathering information. However, to be truly effective you must do something with the information you have. Take this information to a neutral person, someone who can see the situation from an objective, third perspective. If you cannot find a neutral person, try to play this role for yourself. Try to imagine what an objective, third person might advise you in this situation:

- Try to see yourself and the situation from this objective point of view so that you can solve the problem without your feelings getting in the way.
- Think in terms of actions.
- What can you do to solve this problem?
- Also, think about the events that led up to the problem situation and try to find ways to avert trouble.

Relaxation Techniques: Discover a relaxation method that suits you and your lifestyle. There are many techniques that you will find in most books on stress management. For example, yoga and meditation techniques are known to be good relaxation methods.

Many times negative feelings can be counteracted by becoming active and involved in things that you enjoy. Such things can include reading a favorite book or author, going to a movie, calling a friend, or engaging in some type of physical exercise. Also, it often helps to take time out to indulge yourself in a hobby or special activity such as taking a walk, riding a bike or going to a museum.

One effective way to deal with stressful situations or problems is to approach them directly and come to a resolution or solution as quickly as possible, rather than just brooding over them. If the problem is something that you cannot fix, try to accept or ignore it and focus your efforts on things that you can control or influence. Avoid wasting your energy worrying about things beyond your control.

Books

Reading a book in the area of personal adaptation or stress management may be useful. There are many available in most book stores, usually in a Self-Help or Psychology section. Some which we can recommend include:

- *The 10 Emotions of Power: How to Make Your Emotions Work for You* by Lawrence Salliotte, Proctor Publishing, 1998.
- *Career Success/Personal Stress : How to Stay Healthy in a High Stress Environment* by Cristine Leatz & Mark Stolar, The McGraw-Hill Companies, 1992.
- *How to Make Yourself Happy and Remarkably Less Disturbable* by Albert Ellis, Impact Publishers Incorporated, 1999.
- *Stress for Success* by James Loehr & Mark McCormack, Times Books, 1998.
- *The 14 Day Stress Cure: A New Approach for Dealing with Stress That Can Change Your Life* by Mort Orman & Frank Reuter, Breakthru Publishing, 1991.
- *Self-Esteem* by Matthew McKay and Patrick Fanning, St Martins Mass Market Paper, 1987.

- *Learned Optimism* by Martin Seligman, Pocket Books, 1998.

Tapes

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

- *Staying on Top When Your World Turns Upside Down* by Kathryn Cramer, Simon & Schuster Trade, 1994.
- *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change* by Stephen Covey, Fireside, 1990.
- *Pulling Your Own Strings : Dynamic Techniques for Dealing With Other People and Living Your Life As You Choose* by Wayne Dyer, Harper Audio, 1991.
- *The Power of Positive Thinking* by Norman Peale, Simon & Schuster, 1993.

Seminars

Consider attending one or more of the following seminars:

- *How to Manage Workplace Negativity* provided by American Management Association.
- *Managing Emotions in the Workplace: Strategies for Success Seminar* provided by American Management Association.

Low Work Pace

A review of your answers to the personality questionnaire suggests that your work style is likely to be methodical and somewhat slow-paced. 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.

Competency(ies) This May Impact

- Visioning
- Drive for Results
- Customer Focus
- Managing Others
- Motivating Others

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.

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.

1. 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.
2. 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.
3. 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.
4. Fatigue:
 - When you find yourself wasting time through daydreaming or other non-productive behavior, take a short break. Get up, walk around, and then go back to work.
 - When you are genuinely tired, call it a day. Plan on being productive after you have rested.

Books

Consider reading a book on **Time Management**:

- *First Things First: To Live, to Love, to Learn, to Leave a Legacy* by Stephen Covey.
- *Managing Management Time* by William Oncken, Jr., Englewood Cliffs, NJ, Prentice-Hall, 1989. (Out-of-print classic. Look for it in your local library.)
- *The Time Trap* by Alec Mackenzie, AMACOM, 1997.
- *How to Get Control of Your Time and Your Life* by Alan Lakein, Dutton, 1974.

Read a book on **Procrastination or Indecisiveness** such as:

- *The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play* by Neil Fiore, Putnam Publishing Group, 1989.
- *Overcoming Procrastination; Or How to Think and Act Rationally in Spite of Life's Inevitable Hassles* by Albert Ellis, William Krause, & William Knaus, New American Library, 1983.
- *The Procrastinator's Handbook: Mastering the Art of Doing It Now* by Rita Emmett, Walker & Company, 2000.

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

- *The Aerobics Program for Total Well-Being* by Kenneth Cooper, Bantam Doubleday Dell Publishing Group, 1985.
- *14 Days to Wellness: The Easy, Effective, and Fun Way to Optimum Health* by Donald Ardell Ph.D., New World Library, 1999
- *Tired of Being Tired: Overcoming Chronic Fatigue & Low Energy* by Michael Schmidt, Frog Ltd, 1995.
- *The New Fit or Fat* by Covert Bailey, Houghton Mifflin Company, 1991.

Tapes

Listen to an audiotape while driving or exercising:

- *Working Smarter: How to Get More Done in Less Time* by Michael LeBoeuf, Simon & Schuster, 1995.

Seminars

Consider attending one or more of the following seminars:

- *Time Management provided by The American Management Association.*

- *Juggling Competing Priorities in Today's New Workplace* provided by *The American Management Association*.

Low Need To Be Liked

The assessment results show you to be a very competitive and perhaps aggressive individual. While your competitiveness probably helps you in situations that require a forceful "will to win" style, it may also result in unnecessary conflicts or competition in situations where cooperation would be more appropriate and more effective.

Competency(ies) This May Impact

- Managing Others
- Relationship Management

Activities

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

Also, consider the development of your human relations skills in general. You will find the payoffs, in terms of the motivation, commitment, and support from others, can be very large. Below are some books you may find helpful in developing your "people expertise."

Books

Consider reading one or more of the following books:

- *People Skills* by Robert Bolton, Simon & Schuster, 1986.
- *Social Style/Management Style* by Robert Bolton & Dorothy Bolton, AMACOM, 1984.
- *Getting Past No: Negotiating Your Way From Confrontation to Cooperation* by William Ury, Bantam Books, Incorporated, 1993.
- *Coping With Difficult People* by Robert Bramson, Dell Publishing Company Incorporated, 1988.
- *How to Work With Just About Anyone: A 3-Step Solution for Getting Difficult People to Change* by Lucy Gill, Simon & Schuster Trade Paperbacks, 1999.
- *Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others* by Richard Carlson, Hyperion, 1998.

High Realistic Thinking

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

Competency(ies) This May Impact

- Visioning
- Decisive Judgment

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 evaluating your current way of handling your job responsibilities, use available resources to gather information on how things are currently done and to generate ideas on how to update and improve existing methods. Work on coming up with different possibilities or ways to improve the current situation or conventional practices.

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.

When at an impasse with others, try to think creatively for a solution that can be a win-win for all parties. Be open to what others say, and try to listen first to understand the needs of everyone.

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?

Books

Consider reading one or more of the following books:

- *Innovation : Breakthrough Thinking at 3M, DuPont, GE, Pfizer, and Rubbermaid (Businessmasters Series)* by Rosabeth Moss Kanter (Editor), Fred Wiersema (Contributor), John J. Kao, Tom Peters.
- *The Creative Priority : Putting Innovation to Work in Your Business* by Jerry Hirshberg.
- *Why Didn't I Think of That? Think the Unthinkable and Achieve Creative Greatness* by Charles W. McCoy

Jr.

- *Creative Negotiating: Proven Techniques for Getting What You Want from Any Negotiation* by Stephen Kozicki (Introduction), Doug Malouf.

Seminars

Consider attending one or more of the following seminars:

- *Creativity and Innovation: Thinking Creatively* provided by Padgett Thompson Seminars

Low Positiveness About People

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.

Competency(ies) This May Impact

- Customer Focus
- Managing Others
- Motivating Others
- Relationship Management

Activities

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

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

Give others a second chance once in a while.

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

Books

Consider reading one or more of the following books:

- *Truth, Trust, and the Bottom Line: 7 Steps to Trust-Based Management* by Diane Tracy & William Morin, Dearborn Trade, 2001.
- *Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern* by Robert Shaw, Jossey-Bass, 1997.
- *Trust and Betrayal in the Workplace* by Dennis Reina & Michelle Reina, Berrett-Koehler Publishing, 1999.
- *Too Perfect: When Being in Control Gets Out of Control* by Allan Malinge & Jeannette Dewyze, Fawcett Books, 1993.
- *The Leadership Triad: Knowledge, Trust, and Power* by Dale Zand, Oxford University Press, 1996.
- *Resolving Conflicts At Work: A Complete Guide for Everyone on the Job* by Joan Goldsmith & Kenneth Cloke, Jossey-Bass, 2000.

- *Built on Trust: Gaining Competitive Advantage in Any Organization* by Arthur Ciancutti M.D. & Thomas Steding Ph.D., NTC Publishing Group, 2000.
- *Bridging Differences: Effective Intergroup Communication* by William Gudykunst, Sage Publications Incorporated, 1998.

Low Serious-Minded and Low Self-Control

The assessment results suggest that you are the type of person who likes to quickly size-up 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. You may also speak or act without considering your impact on others. 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.

Competency(ies) This May Impact

- Visioning
- Decisive Judgment
- Relationship Management

Activities

Pause a few minutes to think through your decision and its implications before reacting. Avoid making snap decisions.

In situations of conflict, try to keep your cool. 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 resolution.

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.

Take steps to increase your diplomacy and tact in communicating with others. Become aware of how you phrase or present ideas.

Books

Consider reading one or more of the following books:

- *Acceptable Risk* by Baruch Fischhof, Stephen Derby, & Sarah Lichtenstein, Cambridge University Press, 1984.
- *Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them* by Edward Russo

& J. Schoemaker, Simon & Schuster Trade, 1990.

- *Smart Choices: A Practical Guide to Making Better Decisions* by John Hammond, Ralph Keeney & Howard Raiffa, Harvard Business School Publishing, 1998.

Low Fact-Based Thinking

The assessment results suggest that you tend to be more intuitive than data-driven in your thinking. That is, you may sometimes allow your feelings to influence or bias your judgment and your decision making. When this happens, your personal point of view or your personal reaction could influence your perception of the "facts." If this potential for subjectivity is not managed, it may lead to poor judgment and poor decisions. *(For example, if your experience with a particular person is negative in an early interaction, you may allow that experience to prejudice you against that person in future experiences. You may tend to discount what they have to say regardless of the merit of their ideas.)*

Competency(ies) This May Impact

- Decisive Judgment

Activities

To develop more objectivity in your thinking:

- Try to become more aware of any biases or prejudices that may impact the way you view situations.
- Ask a trusted friend, colleague or manager for feedback about areas where you may be overrelying on intuition without realizing you are doing so.
- When faced with a decision, make a list of the "facts" as you see them. Review the list (perhaps with a trusted friend, colleague or manager) to ensure the facts are accurate rather than colored by your personal perceptions. Ask yourself what data is available to help confirm their accuracy.
- Select an advisor or coach (someone you know is objective) and use them as a sounding board in your decision making. Ask them how they make decisions and how they avoid letting their feelings influence their judgment.
- Before making a quick impulsive or instinctive decision, take the time to distance yourself from the situation. When you are calmer, reassess the situation and then make your decision.

Books

Consider reading one or more of the following books:

Beyond Feelings : A Guide to Critical Thinking by Vincent Ruggiero, Mayfield Publishing Company, 1997.

The Art of Thinking by Allen Harrison & Robert Bramson, Berkley Publishing Group, 1996.

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

The Power of Logical Thinking : Easy Lessons in the Art of Reasoning... And Hard Facts About Its Absence in Our Lives by Marilyn vos Savant, St. Martin's Press, 1997.

The Psychology of Judgment and Decision Making by Scott Plous, McGraw-Hill Higher Education, 1993.

Sources of Power : How People Make Decisions by Gary Klein, MIT Press, 1999.

Low Criticism Tolerance

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.

Competency(ies) This May Impact

- Relationship Management

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 that you feel someone is being critical of you, step back from the situation and try to view it in a more objective manner. Maybe they are just trying to give you information, not making a statement about your personal value or worth.
- Remember that all of us need feedback, both positive and negative, to grow and develop. Try to accept both gracefully. If you respond too defensively, people may stop providing you with this valuable information.

To be more effective in receiving feedback:

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

Books

Consider reading one or more of the following books:

The Power of Positive Criticism by Hendrie Davis Weisinger, AMACOM, 1999.

When Words Hurt by Mary Lynne Heldmann, Ballantine Books, 1997.

Breaking the Chain of Low Self-Esteem by Marilyn Sorensen, Wolf Publishing Company, 1998.

How to Raise Your Self-Esteem by Nathaniel Branden, Bantam Doubleday Dell Publishing Group, 1988.

The Six Pillars of Self-Esteem by Nathaniel Branden, Bantam Books, 1995.

Honoring the Self: The Psychology of Confidence and Respect by Nathaniel Branden, Bantam Books, Incorporated, 1985.

Self-Esteem by Matthew McKay and Patrick Fanning, St Martins Mass Market Paper, 1987.

Tapes

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

Pulling Your Own Strings: Dynamic Techniques for Dealing With Other People and Living Your Life As You Choose by Wayne Dyer, Harper Audio, 1991.

Increasing Self-Esteem by Transforming Critical Voices by Lynda Fudold, Genesis II, 1997.

High Self-Reliance

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:

Competency(ies) This May Impact

- Managing Others

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 which subordinates do now, 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.

Books

Consider reading one or more of the following books:

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

Masterful Coaching : Extraordinary Results by Impacting People and the Way They Think and Work Together by Robert Hargrove, Pfeiffer & Co., 1995.

The One Minute Manager Meets the Monkey by Kenneth Blanchard, Willian Oncken, Jr. & Hal Burrows, Quill, 1991.

Bringing Out the Best in People: How to Enjoy Helping Others To Excel by Alan McGinnis, Augsburg Fortress Publishers, 1985.

In Search of Excellence: Lessons From America's Best-Run Companies by Tomas Peters & Robert Laterman, Jr., Warner Books, 1988.

The Empowered Manager: Positive Political Skills at Work by Peter Block, Jossey-Bass, 1991.

The One Minute Manager by Kenneth Blanchard & Spencer Johnson, Berkley Publishing Group, 1993.

The 3 Keys to Empowerment: Release the Power Within People for Astonishing Results by Kenneth Blanchard, John Carlos & Alan Randolph, Berrett-Koehler Publishers, Inc., 1999.

Tapes

Use driving or other down time to listen to one of the following audiotapes:

Do's and Don'ts of Delegation by Gary Fellows, Simon & Schuster, 1988.

The One Minute Manager by Kenneth Blanchard & Spencer Johnson, Simon & Schuster, 1994.

Improving Your Critical Thinking Skills

Critical thinking skills are used to sort through complex information and draw conclusions that are correct. The ability to critically evaluate information is often developed as a result of taking college courses in subjects such as logic, decision analysis, scientific methods, and law. If you would like to improve in this area, consider the following suggestions.

Activities

Take some courses or seminars in the above subjects or others that are intellectually challenging and which cause you to really think, question, and analyze information.

Look for educational computer software programs which challenge you to solve problems, weigh alternatives and make decisions in complex situations.

Try solving case studies from popular business magazines or journals.

Books

Consider reading one or more of the following books:

- *Asking the Right Questions: A Guide to Critical Thinking* by M. Browne & Stuart Keeley, Prentice Hall, 2000.
- *Critical Thinking: Step by Step* by Robert Cogan, University Press of America, 1998.
- *Great Critical Thinking Puzzles* by Michael Dispezio, Sterling Publishing Company, Incorporated, 1997.
- *Smart Choices: A Practical Guide to Making Better Decisions* by John Hammond, Ralph Keeney & Howard Raiffa, Harvard Business School Publishing, 1998.
- *The New Rational Manager* by Kepner and Tregoe, Princeton, NJ, Princeton Research Press, 1981. (Out-of-print classic. Look for it in your local library.)
- *The Brain Workout Book* by Snowden Parlette, M Evans & Company, 1997.
- *Thinking from A to Z* by Nigel Warburton, Routledge, 1996.
- *Brain Power: Learn to Improve Your Thinking Skills* by Karl Albercht, Simon & Schuster Trade, 1979.
- *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting* by Stephen Brookfield, Jossey-Bass Inc. Publishers, 1995.
- *The Art of Problem Solving Accompanied by Ackoff's Fables* by Russell Ackoff, John Wiley & Sons Incorporated, 1987.

Tapes

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

- *Masterthinkers* by Edward deBono, Simon & Schuster Trade, 1989.

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 to 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, which 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, which 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.

PERSONALITY GRAPHIC PROFILE

Suzanne Example
 Manager Development Report
 10/14/02

Abilities

Critical Thinking	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High	
Abstract Reasoning	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Thinking

Reflective	Low need to probe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thoughtful, philosophical
Structured	Avoids step-by-step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Logical, systematic
Serious-Minded, Restrained	Quick to decide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Serious, careful, cautious
Fact-Based	Intuitive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Factual
Realistic	Imaginative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No-nonsense, pragmatic

Working

Work Pace	Unhurried	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Active, busy
Self-Reliance	With others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	By self
Work Organization	Dislikes structure, order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prefers structure, order
Multi-tasking	Routine, one task at a time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multiple tasks, variety
Follow-Through	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Acceptance of Control	Dislikes rules, controls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Welcomes rules, controls
Frustration Tolerance	Sensitive	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Resilient
Need for Freedom	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Need for Attention, Recognition	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Detail Orientation	Dislikes details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enjoys detailed work

Relating

Assertiveness	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Sociability	Shy or uninterested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Outgoing
Need to Be Liked	Low	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Positive About People	Skeptical, cautious	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trusting, positive
Insight	Does not analyze others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analyzes others
Optimism	Pessimistic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Objective, thick-skinned
Self-Control	Expressive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Controlled, careful
Cultural Conformity	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High