

## **General: Executive Development Report** with Competency Feedback

*for* **Suzanne Example**

*5/7/2010*

Introduction

Reading Your Report

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The Model

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Action Planning: Using Your ASSESS Results for Career Development

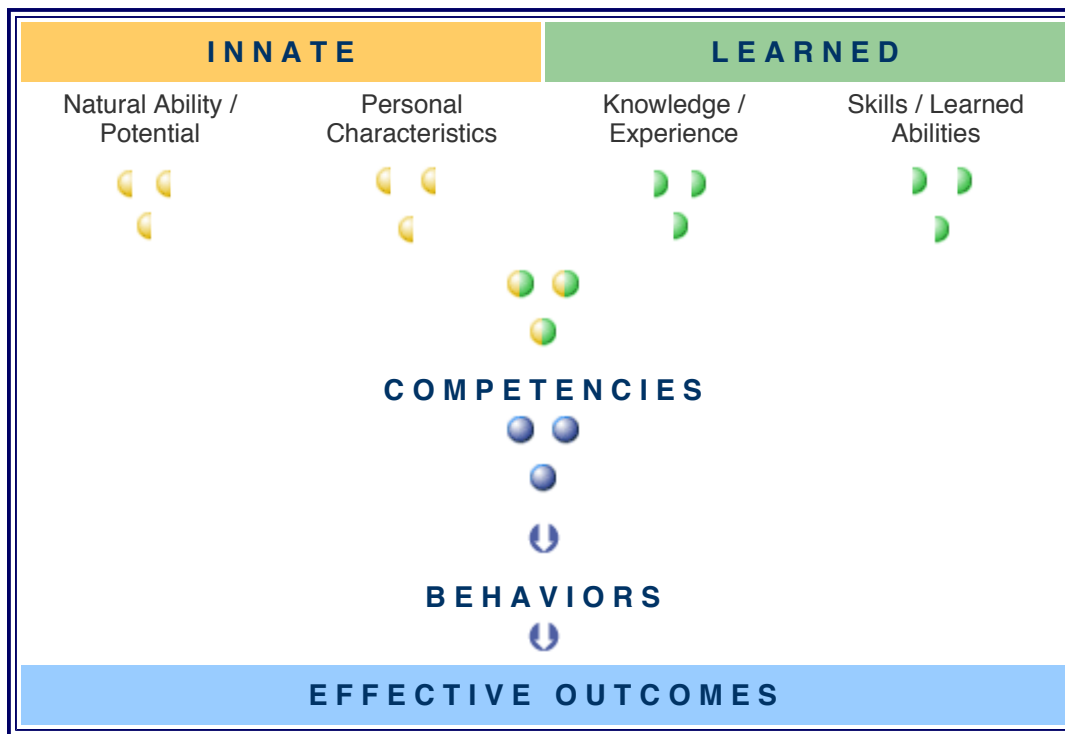
Graphic Profile

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](http://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.

# ABILITY RESULTS

Since abilities can impact most competencies, they are reported separately here.

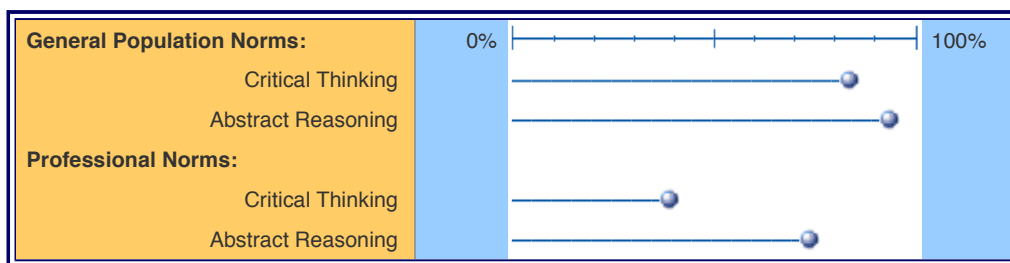
The following results are based on your performance on standardized ability tests. They are presented as percentile comparisons to professional norms (people who, for the most part, have an education at or beyond the college undergraduate level) and to general population norms (people who, for the most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

Intellectual Ability Scores Compared to:



**Comments:** Your critical thinking abilities appear to be as good as those of the typical professional and better than those of the average person. You should be able to understand most complex written problems, evaluate the relative merits of various interpretations of the information presented, and come to sound conclusions.




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.

General: Executive

|  |  |
|--|--|
| <b>Visioning</b>                             | Identifying long-term goals and championing the implementation of different or alternative ideas.  |
| <b>In-Depth Problem Solving And Analysis</b> | Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.                                       |
| <b>Championing Change</b>                    | Taking action to support and implement change initiatives effectively.   |
| <b>Driving For Results</b>                   | Challenging, pushing the organization and themselves to excel and achieve.   |
| <b>Influencing And Persuading</b>            | Convincing others to adopt a course of action.   |
| <b>Managing Others</b>                       | Directing and leading others to accomplish organizational goals and objectives.  |
| <b>Organizational Savvy</b>                  | Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.   |
| <b>Business Acumen*</b>                      | Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.        |
| <b>Integrity*</b>                            | Upholding a high standard of fairness and ethics in everyday words and actions.  |
| <b>Courage Of Convictions*</b>               | Having the personal courage to address difficult issues in the face of potential opposition.   |
| <b>Presentation Skills*</b>                  | Having the skills to effectively communicate to an audience in a formal setting.   |
| <b>Continuous Learning*</b>                  | Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work. |

*\*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.





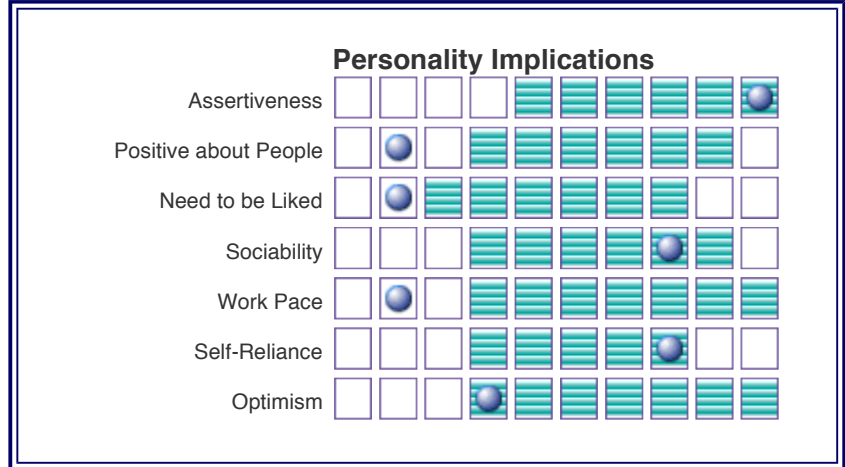






**Managing Others**

*Directing and leading others to accomplish organizational goals and objectives.*



**Comments:**

*Helps*

- Naturally assertive, you will enjoy a leadership role. Your forceful and directive style will enable you to actively lead your group.
- Socially outgoing, you should be comfortable interacting with your subordinates on a personal level.
- Self-reliant, but not excessively so, you should be willing to do the work yourself or allow subordinates to participate, as appropriate for the situation.
- Your generally optimistic outlook should have a positive impact on the morale of your group.

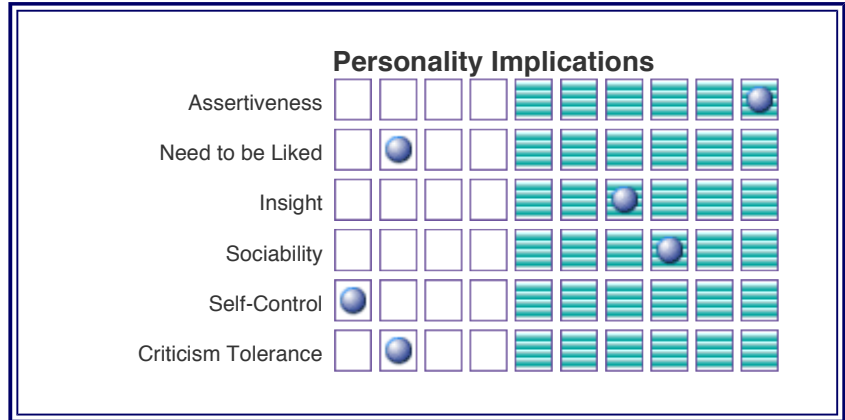
*Potential Concerns*

- Sometimes your tendency to be skeptical about people in general may lead you to be too critical of subordinates. Try to make a special effort to consider the assets and contributions of the people you manage and, when giving feedback, focus on being positive and constructive.
- Your measured need to be liked is less than optimal for many management roles. This suggests that while you should be able to take an unpopular position when necessary, you may also be unnecessarily disagreeable. If this is true, you may have difficulty fostering a cooperative work environment among those you manage. Please consider the developmental suggestions that follow this section of your report.
- Your work pace may be slower than desired for a management role. You may not consistently exert the level of personal effort (energy and work pace) needed to effectively manage people. As a result, you may sometimes need to push yourself, and others, to achieve objectives in a timely manner.

*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 conflict and detract from group morale if not properly managed.*

**Organizational Savvy**

*Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.*



**Comments:**

*Helps*

- Your high assertiveness score suggests a high level of self-confidence. This should help you to build relationships with powerful and influential people.
- Your strong interest in understanding other people should help you to recognize their motives and adapt your approach to better influence them. It is likely that you will be more attuned to subtle social and political issues than most.
- Your interest in and comfort with social relationships should assist you to develop and maintain contacts across the organization. You are likely to seek opportunities to network and build strategic business relationships.

*Potential Concerns*

- Your moderately low concern for how you are perceived by people will occasionally interfere with your ability to build alliances across organizational boundaries. When this happens, you may not be as collaborative as might be optimal.
- Your very low level of self-control is likely to be problematic for this competency. If you are not careful, you may say or do things without appropriate consideration of how you will be perceived by others and by the organization as a whole. This may limit your ability to gain the respect of important and influential people.
- Your tendency to be sensitive to criticism will likely hinder your ability to interact with powerful or difficult people. Especially in contentious circumstances, you may overpersonalize issues and become defensive.

*While the dimensions addressed above by ASSESS are good indicators of the personality factors that will influence the effective display of this competency, perhaps the most important issues involve the understanding of the political and social environment of the organization. If you are new to the company or new to this role, you should pay particular attention to learning the formal and informal bases of power and influence within the organization. Try to find an experienced and savvy mentor to help you.*

## 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.

### Low Serious-Minded Thinking

Competency(ies) This May Impact:

- Visioning
- In-Depth Problem Solving And Analysis
- Championing Change

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

#### *Activities*

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

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

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

In general, follow these guidelines for decision making:

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

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

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

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 Confrontations](#) Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2009. [Overview](#)  
[Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them](#) Edward  
Russo, 2008. [Overview](#)  
[Acceptable Risk](#) Baruch Fischhof, et.al., 2008. [Overview](#)  
[Power Thinking for Success](#) John N. Mangieri & Cathy Collins Block, 2008. [Overview](#)  
[Don't Jump to Solutions: Thirteen Delusions That Undermine Strategic Thinking](#) William Rouse, 2008. [Overview](#)  
[Harvard Business Review on Making Smart Decisions](#) Harvard Business Review, 2011. [Overview](#)

### ***Multimedia***

[Developing Your Intuition: A Guide to Reflective Practice](#) Center for Creative Leadership, 2009. [Overview](#)  
[Decision Making](#) Harvard Business Online, 2010. [Overview](#)

### ***On-line Learning***

[Communicating Successfully: Manage Better by Listening](#) Serebra, 2009. [Overview](#)  
[Making Team Decisions: Brainstorm as a Team](#) Serebra, 2010. [Overview](#)  
[Making Team Decisions: Choose Between Alternatives](#) Serebra, 2009. [Overview](#)  
[Defining the Issue: Determine the Real Problem](#) Serebra, 2009. [Overview](#)  
[Project Management Professional: Risk Management](#) Serebra, 2009. [Overview](#)

### ***Public Courses***

[Critical Thinking](#) American Management Association, 2011. [Overview](#)  
[Responding to Conflict: Strategies for Improved Communication](#) American Management  
Association, 2011. [Overview](#)  
[Get Sharp: Smarter Decision Making and Critical Thinking for Administrative Professionals](#) American  
Management Association, 2011. [Overview](#)  
[Managing Chaos: How to Set Priorities and Make Decisions Under Pressure](#) American Management  
Association, 2011. [Overview](#)

### High Realistic Thinking

Competency(ies) This May Impact:

- Visioning
- In-Depth Problem Solving And Analysis
- Championing Change

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

#### *Activities*

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

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

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

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

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

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

The following resource(s) should be helpful:

#### *Books*

[Breakthrough Thinking: The Seven Principles of Creative Problem Solving](#) Gerald Nadler, 2008. [Overview](#)

[Sources of Power: How People Make Decisions](#) Gary Klein, 2008. [Overview](#)

[Think Out of the Box](#) Mike Vance & Diane Deacon, 2008. [Overview](#)

[Innovation: Breakthrough Thinking at 3M, DuPont, GE, Pfizer, and Rubbermaid](#) Rosabeth Moss Kanter, Fred Wiersema & John Kao (Editors), 2008. [Overview](#)

[The Creative Priority: Putting Innovation to Work in Your Business](#) Jerry Hirshberg, 2009. [Overview](#)

[Jamming: The Art and Discipline of Business Creativity](#) John Kao, 2008. [Overview](#)

[Five Star Mind: Games and Exercises to Stimulate Your Creativity and Imagination](#) Tom Wujec, 2008. [Overview](#)  
[75 Cage Rattling Questions to Change the Way You Work](#) Dick Whitney & Melissa Giovagnoli, 2008. [Overview](#)  
[Don't Jump to Solutions: Thirteen Delusions That Undermine Strategic Thinking](#) William Rouse, 2008. [Overview](#)  
[The 2000 Percent Solution: Free Your Organization from "Stalled" Thinking to Achieve Exponential Success](#) Donald Mitchell, 2009. [Overview](#)  
[Creative Problem Solving: The Door to Individual Success and Change](#) Thomas W. Dombroski, 2009. [Overview](#)  
[Why Didn't I Think of That?: Think the Unthinkable and Achieve Creative Greatness](#) Charles W. McCoy, 2009. [Overview](#)  
[Executive Thinking: The Dream, the Vision, the Mission Achieved](#) Leslie L. Kossoff, 2011. [Overview](#)

### ***Multimedia***

[Fostering Innovation: 11 1/2 Weird Ideas that Work](#) 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](#)  
[The Entrepreneur's Toolkit: Strategies for Success](#) Harvard Business Online, 2011. [Overview](#)  
[Change the Way You Persuade](#) Harvard Business Online, 2010. [Overview](#)  
[Managing for Creativity](#) Harvard Business Online, 2010. [Overview](#)

### ***On-line Learning***

[Making Team Decisions: Brainstorm as a Team](#) Serebra, 2010. [Overview](#)  
[Creativity and Innovation: Thinking Creatively](#) Serebra, 2009. [Overview](#)

### ***Public Courses***

[Moving from an Operational Manager to a Strategic Thinker](#) American Management Association, 2010. [Overview](#)  
[Get Sharp: Smarter Decision Making and Critical Thinking for Administrative Professionals](#) American Management Association, 2011. [Overview](#)

### Low Work Pace

Competency(ies) This May Impact:

- Visioning
- Championing Change
- Driving For Results
- Influencing And Persuading
- Managing Others

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

#### *Activities*

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

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

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

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

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

Personal Disorganization:

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

Lack of Objectives, Priorities and Deadlines:

- Make a list of your goals and objectives at the beginning of each day (a "to do" list).

- Break large jobs into smaller pieces. Be sure to get started on parts of the job that you dislike early. Reward yourself periodically by doing a part of the job you really enjoy.
- Attempt your highest priority items at your best time of the day. (Morning is usually best.)
- Set firm deadlines for having a job done.

Indecision or Procrastination:

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

Fatigue:

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

The following resource(s) should be helpful:

### ***Books***

[1001 Ways to Take Initiative at Work](#) Bob Nelson, 2008. [Overview](#)  
[How to Get Control of Your Time and Your Life](#) Alan Lakein, 2008. [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, 2008. [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, 2008. [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, 2008. [Overview](#)  
[Overcoming Doubt, Fear & Procrastination Workbook](#) Barbara Wright Sykes, 2008. [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](#)  
[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](#)  
[How to Manage Projects, Priorities & Deadlines](#) National Seminars Group, 2010. [Overview](#)

### ***On-line Learning***

[Taking Control of Your Workday: Analyze Your Use of Time](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)  
[Improving Personal and Workgroup Productivity](#) Cornell University, 2010. [Overview](#)  
[The Power of Managing Your Time and Personal Priorities](#) Cornell University, 2010. [Overview](#)  
[Expanding Time: Develop SMART Goals](#) Serebra, 2010. [Overview](#)  
[Expanding Time: Remove Your Barriers](#) Serebra, 2010. [Overview](#)  
[Expanding Time: Focus on What is Important](#) Serebra, 2010. [Overview](#)  
[PrimeEffectiveness](#) PrimeLearning, 2011. [Overview](#)  
[Converting Strategy into Action](#) Stanford University, 2009. [Overview](#)  
[Project Management Professional: Time Management II](#) Serebra, 2009. [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, 2011. [Overview](#)  
[Managing Multiple Projects, Objectives and Deadlines](#) SkillPath Seminars, 2010. [Overview](#)  
[Time Management](#) American Management Association, 2011. [Overview](#)  
[Managing Chaos: How to Set Priorities and Make Decisions Under Pressure](#) American Management Association, 2011. [Overview](#)  
[Managing Multiple Priorities](#) Cornell University, 2010. [Overview](#)  
[High-Impact Decision Making: Reducing Risks, Maximizing Results](#) American Management Association, 2011. [Overview](#)

### High Assertiveness

Competency(ies) This May Impact:

- Influencing And Persuading

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***

[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, 2008. [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, 2008. [Overview](#)

[Social Style/Management Style](#) Robert Bolton, 2008. [Overview](#)

[How to Speak, How to Listen](#) Mortimer J. Adler, 2008. [Overview](#)

[Effective Listening Skills](#) Dennis Kratz, 2008. [Overview](#)

[Developing Positive Assertiveness](#) Sam Crisp, 2008. [Overview](#)

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

[Managing Assertively: How to Improve Your People Skills](#) Madelyn Burley-Allen, 2008. [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, 2008. [Overview](#)  
[If You Want It Done Right, You Don't Have to Do It Yourself!: The Power of Effective Delegation](#) Donna M. Genett, 2008. [Overview](#)  
[Verbal Judo: The Gentle Art of Persuasion](#) George Thompson, 2008. [Overview](#)  
[The Gentle Art of Verbal Self-Defense at Work](#) Suzette Haden Elgin, 2008. [Overview](#)

### ***Multimedia***

[Yo, Listen Up: A Brief Hearing on the Most Neglected Communication Skill](#) Harvard Business Online, 2010. [Overview](#)  
[How to Listen](#) Harvard Business Online, 2010. [Overview](#)  
[Coaching the Alpha Male](#) Harvard Business Online, 2010. [Overview](#)  
[Leading with Persuasion](#) Advanced Training Source, 2011. [Overview](#)  
[Confrontation Without Conflict](#) Harvard Business School, 2011. [Overview](#)

### ***On-line Learning***

[Working with Difficult People: Recognize Work Styles](#) Serebra, 2009. [Overview](#)  
[Communicating Successfully: Manage Better by Listening](#) Serebra, 2009. [Overview](#)  
[Communicating Successfully: Assert to Achieve](#) Serebra, 2009. [Overview](#)

### ***Public Courses***

[Interpersonal Skills: Developing Effective Relationships](#) Management Concepts Incorporated, 2010. [Overview](#)  
[Negotiating to Win](#) American Management Association, 2011. [Overview](#)  
[Responding to Conflict: Strategies for Improved Communication](#) American Management Association, 2011. [Overview](#)  
[Assertiveness Training](#) American Management Association, 2011. [Overview](#)  
[Building Better Work Relationships: New Techniques for Results-oriented Communication](#) American Management Association, 2011. [Overview](#)  
[How to Become a Better Communicator](#) SkillPath Seminars, 2011. [Overview](#)  
[Assertiveness Training for Managers](#) American Management Association, 2011. [Overview](#)

### Low Need to be Liked

Competency(ies) This May Impact:

- Managing Others
- Organizational Savvy

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 and Kenneth Cloke, 2008. [Overview](#)

[Crucial Confrontations](#) Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2009. [Overview](#)  
[Since Strangling Isn't an Option...: Dealing With Difficult People - Common Problems and Uncommon Solutions](#) Sandra Crowe, 2008. [Overview](#)

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

[20 Communication Tips at Work: A Quick and Easy Guide to Successful Business Relationships](#) Eric Maisel, 2008. [Overview](#)

[The Empowered Manager: Positive Political Skills at Work](#) Peter Block, 2008. [Overview](#)

[Working Relationships: The Simple Truth About Getting Along With Friends and Foes at Work](#) Bob Wall, 2010. [Overview](#)

[Getting Past No](#) William Ury, 2009. [Overview](#)

[Getting Together: Building Relationships As We Negotiate](#) Roger Fisher and Scott Brown, 2008. [Overview](#)

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

## *Multimedia*

[Win-Win with Mark Gordon](#) Harvard Business Online, 2010. [Overview](#)  
[Negotiation Advice: A Synopsis](#) Harvard Business Online, 2010. [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](#)  
[Confrontation Without Conflict](#) Harvard Business School, 2011. [Overview](#)  
[Relationship Strategies](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)  
[Building Effective and Efficient Personal Networks](#) Harvard Business Online, 2011. [Overview](#)

## *On-line Learning*

[Cultivating Great Teams: Resolve Conflicts Positively](#) Serebra, 2010. [Overview](#)  
[Dealing with Conflict and Confrontation: Resolving Conflict Through Problem Solving](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)  
[Achieving Success with Difficult People](#) Clemson University, 2008. [Overview](#)  
[Managing Without Authority](#) Stanford University, 2009. [Overview](#)

## *Public Courses*

[Coaching and Counseling for Outstanding Job Performance](#) American Management Association, 2011. [Overview](#)  
[Moving Ahead: Breaking Behavior Patterns That Hold You Back](#) American Management Association, 2011. [Overview](#)  
[Building Better Work Relationships: New Techniques for Results-oriented Communication](#) American Management Association, 2011. [Overview](#)  
[How to Become a Better Communicator](#) SkillPath Seminars, 2011. [Overview](#)  
[Interpersonal Skills: Developing Effective Relationships](#) Management Concepts Incorporated, 2010. [Overview](#)  
[Responding to Conflict: Strategies for Improved Communication](#) American Management Association, 2011. [Overview](#)  
[Communication and Interpersonal Skills: A Seminar for IT and Technical Professionals](#) American Management Association, 2011. [Overview](#)

### Low Positive About People

Competency(ies) This May Impact:

- Managing Others

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 and Kenneth Cloke, 2008. [Overview](#)  
[Discipline Without Punishment: The Proven Strategy That Turns Problem Employees into Superior Performers](#) Dick Grote, 2009. [Overview](#)  
[Bringing Out the Best in People: How to Enjoy Helping Others To Excel](#) Alan McGinnis, 2008. [Overview](#)  
[Coaching for Improved Work Performance](#) Ferdinand Fournies, 2008. [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, 2008. [Overview](#)  
[Why Employees Don't Do What They're Supposed to Do and What to Do About It](#) Ferdinand F. Fournies, 2010. [Overview](#)

#### *Multimedia*

[Motivating People for Improved Performance: The Results-Driven Manager Series](#) Harvard Business Online, 2010. [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](#)  
[Forget For Success](#) AIM Learning Group, 2009. [Overview](#)  
[Improving Performance Through Empowerment](#) Advanced Training Source, 2009. [Overview](#)  
[The Story of a New One Minute Manager](#) Advanced Training Source, 2009. [Overview](#)  
[Motivating Employees from a Distance](#) Unknown, 2009. [Overview](#)

### ***On-line Learning***

[Motivation: Fostering Employee Motivation](#) Serebra, 2009. [Overview](#)  
[Motivation: Empowering to Increase Motivation](#) Serebra, 2009. [Overview](#)  
[Succeeding as a First-Time Manager: Lead and Develop Your Staff](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)  
[Cultivating Great Teams: Create an Invincible Team](#) Serebra, 2009. [Overview](#)

### ***Public Courses***

[The Ultimate Supervisor](#) Fred Pryor Seminars & CareerTrack, 2010. [Overview](#)  
[Anytime Coaching](#) Management Concepts Incorporated, 2011. [Overview](#)  
[Excelling as a Highly Effective Team Leader](#) SkillPath Seminars, 2010. [Overview](#)  
[Coaching and Counseling for Outstanding Job Performance](#) American Management Association, 2011. [Overview](#)  
[Dealing Effectively With Unacceptable Employee Behavior](#) SkillPath Seminars, 2010. [Overview](#)  
[Coaching: A Strategic Tool for Effective Leadership](#) American Management Association, 2011. [Overview](#)  
[Leadership Skills and Team Development for IT and Technical Professionals](#) American Management Association, 2011. [Overview](#)

### Low Criticism Tolerance

Competency(ies) This May Impact:

- Organizational Savvy

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***

[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, 2008. [Overview](#)  
[When Words Hurt: How to Keep Criticism from Undermining Your Self-Esteem](#) Lynne Heldmann, 2008. [Overview](#)

### ***Multimedia***

[Managing Yourself and Others](#) Harvard Business Online, 2010. [Overview](#)  
[Productive Business Dialogue \(Simulation\)](#) Harvard Business Online, 2010. [Overview](#)  
[Performance Matters: The Need for Constructive Criticism](#) Advanced Training Source, 2011. [Overview](#)  
[Communicating Non-Defensively](#) Advanced Training Source, 2011. [Overview](#)

### ***On-line Learning***

[Working Collaboratively: Communicate Your Goals](#) Serebra, 2010. [Overview](#)  
[Measuring Team Performance: Measure for Success](#) Serebra, 2009. [Overview](#)  
[Communicating with Customers: Service Face to Face](#) Serebra, 2009. [Overview](#)  
[Applying Emotional Intelligence in the Workplace](#) QuicKnowledge, 2008. [Overview](#)

### ***Public Courses***

[Projecting a Positive Professional Image](#) American Management Association, 2011. [Overview](#)  
[Responding to Conflict: Strategies for Improved Communication](#) American Management Association, 2011. [Overview](#)

### Low Self-Control

Competency(ies) This May Impact:

- Organizational Savvy

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](#)  
[The 10 Emotions of Power: How to Make Your Emotions Work for You](#) Lawrence L. Salliotte, 2008. [Overview](#)  
[Since Strangling Isn't an Option...: Dealing With Difficult People - Common Problems and Uncommon Solutions](#) Sandra Crowe, 2008. [Overview](#)  
[How to Stay Cool, Calm & Collected When the Pressure's on: A Stress Control Plan for Businesspeople](#) John E. Newman., 2011. [Overview](#)  
[Stop Smiling, Start Kvetching: A 5-Step Guide to Creative Complaining](#) Barbara S. Held, 2008. [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, 2008. [Overview](#)

#### ***Multimedia***

[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](#)

### *On-line Learning*

[Achieving Success with Difficult People](#) Clemson University, 2008. [Overview](#)

### *Public Courses*

[Managing Emotions in the Workplace®: Strategies for Success](#) American Management Association, 2011. [Overview](#)

[Dealing with Difficult People](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)

[Projecting a Positive Professional Image](#) American Management Association, 2011. [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, 2011. [Overview](#)

[Creating an Executive Image that Wins Friends and Influences People](#) Dale Carnegie Training, 2011. [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](http://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](http://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

## Abilities

|                    |     |   |  |   |  |  |   |  |  |   |  |  |      |
|--------------------|-----|---|--|---|--|--|---|--|--|---|--|--|------|
| Critical Thinking  | Low | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |  |   |  |  | ● |  |  |   |  |  | High |
|                    |     |   |  | ● |  |  |   |  |  |   |  |  |      |
| Abstract Reasoning | Low | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |  |   |  |  |   |  |  | ● |  |  | High |
|                    |     |   |  |   |  |  | ● |  |  |   |  |  |      |

## Thinking

|                            |                     |   |   |  |  |   |   |  |   |   |  |   |                            |
|----------------------------|---------------------|---|---|--|--|---|---|--|---|---|--|---|----------------------------|
| Reflective                 | Low need to probe   | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  |   |   |  |   | ● |  |   | Thoughtful, philosophical  |
|                            |                     |   |   |  |  |   | ● |  |   |   |  |   |                            |
| Structured                 | Avoids step-by-step | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  | ● |   |  |   |   |  |   | Logical, systematic        |
|                            |                     |   | ● |  |  |   |   |  |   |   |  |   |                            |
| Serious-Minded, Restrained | Quick to decide     | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |  |   |   |  |   |   |  |   | Serious, careful, cautious |
| ●                          |                     |   |   |  |  |   |   |  |   |   |  |   |                            |
| Fact-Based                 | Intuitive           | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  |   |   |  |   | ● |  |   | Factual                    |
|                            |                     |   |   |  |  |   | ● |  |   |   |  |   |                            |
| Realistic                  | Imaginative         | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> </tr> </table> |   |  |  |   |   |  |   |   |  | ● | No-nonsense, pragmatic     |
|                            |                     |   |   |  |  |   |   |  | ● |   |  |   |                            |

## Working

|                       |                             |   |   |  |   |   |   |  |  |   |  |  |                          |
|-----------------------|-----------------------------|---|---|--|---|---|---|--|--|---|--|--|--------------------------|
| Work Pace             | Unhurried                   | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |   |   |   |  |  |   |  |  | Active, busy             |
| ●                     |                             |   |   |  |   |   |   |  |  |   |  |  |                          |
| Self-Reliance         | With others                 | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |   |   |   |  |  | ● |  |  | By self                  |
|                       |                             |   |   |  |   |   | ● |  |  |   |  |  |                          |
| Work Organization     | Dislikes structure, order   | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |   |   |   |  |  |   |  |  | Prefers structure, order |
| ●                     |                             |   |   |  |   |   |   |  |  |   |  |  |                          |
| Multi-Tasking         | Routine, one task at a time | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |   | ● |   |  |  |   |  |  | Multiple tasks, variety  |
|                       |                             |   | ● |  |   |   |   |  |  |   |  |  |                          |
| Need for Task Closure | Low                         | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |   |   |   |  |  |   |  |  | High                     |
| ●                     |                             |   |   |  |   |   |   |  |  |   |  |  |                          |
| Acceptance of Control | Dislikes rules, controls    | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  | ● |   |   |  |  |   |  |  | Welcomes rules, controls |
|                       |                             | ●   |   |  |   |   |   |  |  |   |  |  |                          |
| Frustration Tolerance | Sensitive                   | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |   | ● |   |  |  |   |  |  | Resilient                |
|                       |                             |   | ● |  |   |   |   |  |  |   |  |  |                          |
| Need for Freedom      | Low                         | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |   |   |   |  |  | ● |  |  | High                     |
|                       |                             |   |   |  |   |   | ● |  |  |   |  |  |                          |
| Need for Recognition  | Low                         | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |   |   |   |  |  | ● |  |  | High                     |
|                       |                             |   |   |  |   |   | ● |  |  |   |  |  |                          |
| Detail Orientation    | Dislikes details            | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |   |   |   |  |  |   |  |  | Enjoys detailed work     |
| ●                     |                             |   |   |  |   |   |   |  |  |   |  |  |                          |

## Relating

|                       |                         |   |   |  |  |   |   |   |  |   |   |  |                          |
|-----------------------|-------------------------|---|---|--|--|---|---|---|--|---|---|--|--------------------------|
| Assertiveness         | Low                     | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  |   |   |   |  |   | ● |  | High                     |
|                       |                         |   |   |  |  |   |   | ● |  |   |   |  |                          |
| Sociability           | Shy or uninterested     | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  |   |   |   |  |   | ● |  | Outgoing                 |
|                       |                         |   |   |  |  |   |   | ● |  |   |   |  |                          |
| Need to be Liked      | Low                     | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |  |   |   |   |  |   |   |  | High                     |
| ●                     |                         |   |   |  |  |   |   |   |  |   |   |  |                          |
| Positive about People | Skeptical, cautious     | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |  |   |   |   |  |   |   |  | Trusting, positive       |
| ●                     |                         |   |   |  |  |   |   |   |  |   |   |  |                          |
| Insight               | Does not analyze others | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  |   |   |   |  | ● |   |  | Analyzes others          |
|                       |                         |   |   |  |  |   | ● |   |  |   |   |  |                          |
| Optimism              | Pessimistic             | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  | ● |   |   |  |   |   |  | Positive, optimistic     |
|                       |                         |   | ● |  |  |   |   |   |  |   |   |  |                          |
| Criticism Tolerance   | Subjective, sensitive   | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |  |   |   |   |  |   |   |  | Objective, thick-skinned |
| ●                     |                         |   |   |  |  |   |   |   |  |   |   |  |                          |
| Self-Control          | Expressive              | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> | ● |  |  |   |   |   |  |   |   |  | Reserved, careful        |
| ●                     |                         |   |   |  |  |   |   |   |  |   |   |  |                          |
| Cultural Conformity   | Low                     | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |   |  |  | ● |   |   |  |   |   |  | High                     |
|                       |                         |   | ● |  |  |   |   |   |  |   |   |  |                          |

## Others

|                            |     |   |  |   |  |  |   |  |  |   |  |  |      |
|----------------------------|-----|---|--|---|--|--|---|--|--|---|--|--|------|
| Positive Response Factor 1 | Low | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |  |   |  |  | ● |  |  |   |  |  | High |
|                            |     |   |  | ● |  |  |   |  |  |   |  |  |      |
| Positive Response Factor 2 | Low | <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> <td style="border: 1px solid #ccc; width: 20px; height: 20px;"></td> </tr> </table> |  |   |  |  |   |  |  | ● |  |  | High |
|                            |     |   |  |   |  |  | ● |  |  |   |  |  |      |