



Sue Student

Style: Inquirer

DISC Personality Style Report

Thursday, July 25, 2013

Your report uses the DISC Personality System. The DISC Personality System is the universal language of behavior. Research has shown that behavioral characteristics can be grouped together in four major groups. People with similar styles tend to exhibit specific behavioral characteristics common to that style. All people share these four styles in varying degrees of intensity. The acronym DISC stands for the four personality styles represented by the letters :

- D = Dominant, Driver
- I = Influencing, Inspiring
- S = Steady, Stable
- C = Correct, Compliant

Knowledge of the DISC System empowers you to understand yourself, family members, co-workers, and friends, in a profound way. Understanding behavioral styles helps you become a better communicator, minimize or prevent conflicts, appreciate the differences in others and positively influence those around you.

In the course of daily life, you can observe behavioral styles in action because you interact with each style, to varying degrees, everyday. As you think about your family members, friends and co-workers, you will discover different personalities unfold before your eyes.

- Do you know someone who is assertive, to the point, and wants the bottom line?

Some people are forceful, direct, and strong-willed.

This is the D Style

- Do you have any friends who are great communicators and friendly to everyone they meet?

Some people are optimistic, friendly, and talkative.

This is the I Style

- Do you have any family members who are good listeners and great team players?

Some people are steady, patient, loyal, and practical.

This is the S Style

- Have you ever worked with someone who enjoys gathering facts and details and is thorough in all activities?

Some people are precise, sensitive, and analytical.

This is the C Style

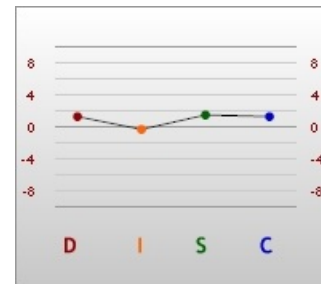
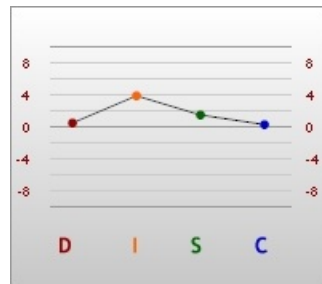
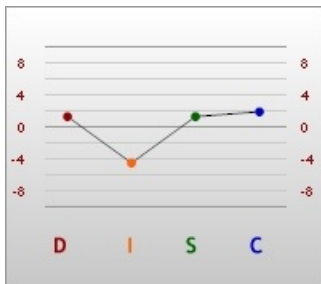


The chart below helps put the four dimensions of behavior into perspective.

	D = Dominant	I = Influencing	S = Steady	C = Compliant
Seeks	Control	Recognition	Acceptance	Accuracy
Strengths	Administration Leadership Determination	Persuading Enthusiasm Entertaining	Listening Teamwork Follow-Through	Planning Systems Orchestration
Challenges	Impatient Insensitive Poor Listener	Lack of Detail Short Attention Span Low Follow-Through	Oversensitive Slow to Begin Dislikes Change	Perfectionist Critical Unresponsive
Dislikes	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
Decisions	Decisive	Spontaneous	Conferring	Methodical

Because human personality is comprised of varying intensities of the four behavioral styles, the DISC graph helps make the personality style more visual. The DISC graph plots the intensity of each of the four styles. All points above the midline are stronger intensities, while points below the midline are lesser intensities of DISC characteristics. It is possible to look at a DISC graph and instantly know the personality and behavioral characteristics of an individual.

Below are your three DISC graphs, and a brief explanation of the differences between the graphs.



DISC graph 1 represents your "public self" (the mask)

This graph displays the "you" others see. It reflects how you perceive the demands of your environment, and your perception of how you believe others expect you to behave.

DISC graph 2 represents your "private self" (the core)

This graph displays your instinctive response to pressure, and identifies how you are most likely to respond when stress or tension are present. This would be your instinctive reaction.

DISC graph 3 represents your "perceived self" (the mirror)

This graph displays the manner in which you perceive your typical behavior. It could be referred to as your self perception. Although at times you may be unaware of the behavior you use with other people, this graph shows your typical approach.

understanding your style

Sue's style is identified by the keyword "Inquirer".

Sue, as an Inquirer style, is patient, controlled, and enjoys digging for clues and facts. Inquirers are easy going and amiable. They plan their work carefully, but aggressively. They ask questions and collect data then they work consistently in directed channels. Being a considerate, modest individual, Sue relates well to most people. Sue is a consistent, accommodating individual. An Inquirer's reserved people skills dominate while their task-oriented traits are close behind. Sue enjoys people, but is neither pushy nor gets in the way.

Inquirers are slow to take initiative and do not adapt quickly to change. They welcome the status quo and may have trouble meeting deadlines. Close relationships are very important to them, but they are selective in choosing friends. They desire predictable work environments and need inspiration, some challenges and sincere appreciation. Sue is also service oriented and very dependable.

Because of their dogged determination, Inquirers are successful at many things. Inquirers' calm, steady and perseverant characteristics contribute to their success. Tenacious after starting a project, they fight hard for objectives. Independent and questioning in approach, Sue is thorough and possesses follow-through. Sue uses logic and analysis to make decisions, and is firm almost to the point of stubbornness after making these decisions. Inquirers may be open to other people's beliefs and opinions but have very strong personal convictions. If these convictions are challenged, they will respond to the challenge and be convincing in their justification by utilizing facts. Sue does not normally initiate conflict, but has very strong feelings about resolving conflict and will rise to the occasion and not back down.

A very creative person, Sue is often willing to seek out new solutions to problems, is self motivated and often works at a fast pace to accomplish goals. Sue likes new challenges and is usually able to make decisions easily, even under pressure.

A thoughtful, caring person who likes to be around others, Sue is one who appreciates relationships and enjoys being involved in social functions, but does not usually care to be the center of attention. Sue seeks balance between personal and social time, and enjoys a quiet evening with a few close friends as a good mix of the two.

Recognizing the value of a good relationship, Sue is very patient and caring when relating to others. This is an individual who usually remains calm, relaxed and even paced, even in situations that may ruffle others. Sue likes the role of a peacemaker, and when working through problems, they try to rely on successful strategies that have proven results.

Neat and orderly, others usually see Sue as practical. This individual needs adequate information to make decisions, and will consider the pros and cons. Sue may be sensitive to criticism and will tend to internalize emotions. Sue likes to clarify expectations before undertaking new projects and will follow a logical process to gain successful results.

Careful, thorough thought processes
Possessive, building of security and systems
Slow to make changes; predictable
Strong willed, not pushed around

General Characteristics

Recognition for loyalty and dependability
Approval of their high quality work
Being able to lead a project
Activities they can start and finish

Motivated By

Practical procedures and systems
Stability and predictability
Tasks that can be completed at one time
A team atmosphere and authority in an area

My Ideal Environment

Historical Characters

Famous people who share your personality

Roger Bannister

1929-present

English Athlete and Doctor

Inquirers have a tendency to analyze whether they believe a goal is achievable and then to put the tenacity of their personality into the achievement of those that are. Bannister trained to be a doctor at Oxford, and he completed his medical training at St. Marys Hospital in London. At an athletics meeting at Oxford, Bannister became the first man in the world to run the mile in under 4 minutes, demonstrating an astonishingly aggressive pursuit of a goal that he felt was possible in the face of incredible opposition. Just one year later, Bannister retired from athletics to pursue his medical career.

"The man who can drive himself further once the effort gets painful is the man who will win."

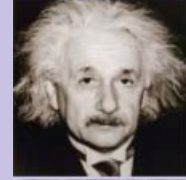
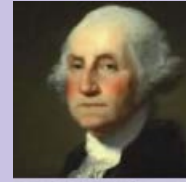
Charlie Chaplin

1889-1977

English Comedian and Filmmaker

Raised in the poverty of Londons slums, Chaplin and his family frequently went without the barest necessities of life. Both his parents were music hall entertainers and he was introduced early to the stage life that he would come to know so well. Inquirers seek stability and relate well to people. Chaplins need for stability may have come from the early events that shaped his life -- his mother had a nervous breakdown and his father died when Charlie was five. This left he and his brother on the street, in and out of charity homes. By age eight, Chaplins tenacity and determination brought him back to the stage, and by eighteen he was a leading comedian. His drive to achieve his goals brought him to the United States, where he became the first movie star.

"The saddest thing I can imagine is to get used to luxury."



Communicating

with the Inquirer style

Remember, an Inquirer may want:

- Security in situations, sincere appreciation, sense of loyalty to them, time to adjust to change, areas of specialization that they are in charge of, clear definitions of their roles and rewards for adhering to them

Greatest fear:

- Loss of security, being threatened or criticized

When communicating with Sue, an Inquirer, DO:

- Create a favorable environment that is personal and agreeable
- Express a genuine interest in them as a person, be patient with them
- Provide them with clarification for tasks and answers to "how" questions
- Present ideas or departures from current practices in a non-threatening manner; give them time to adjust
- Clearly define goals, procedures and their role in the overall plan
- Assure them of personal follow-up support

When communicating with Sue, an Inquirer, DO NOT:

- Threaten their security
- Be too confrontational or critical of their actions
- Deny them follow up
- Force them to make quick decisions

While analyzing information, Sue, an Inquirer may:

- Take time to get their buy in
- Hesitate to share feedback during presentations
- Not be willing to move until convinced
- Require additional information and supporting materials

Motivational Characteristics

- **Motivating Goals:** Maintaining status quo and clear systems
- **Evaluates Others by:** Standards of friendship and loyalty
- **Influences Others by:** Consistency of performance, accommodation
- **Value to Team:** Planner, consistent, relates well to others, diligent
- **Overuses:** Modesty, conservatism
- **Reaction to Pressure:** Holds grudges, internalizes conflict
- **Greatest Fears:** Change, disorganization
- **Areas for Improvement:** Don't worry so much about criticism, prioritize, be more focused on deadlines



Knowledge comes, but
wisdom lingers.

- Alfred Lord Tennyson

Communicating

with the Inquirer style

Sue Student

Value to the group:

- Good work ethic, reliable, dependable
- Loyal team worker, driven to finish
- Weighs pros and cons then makes strong determination in right direction
- Will take task from beginning to end

Inquirers possess these positive characteristics in groups:

- Instinctive research and developers
- Participative managers who accomplish goals through personal relationships
- Takes an idea and helps to advance it
- Can see a process for doing things
- Focused and intuitive about people and relationships
- Loyalty to team and team goals
- Dependable and unvarying
- Identify strongly with the team
- Strive to build relationships
- Provide stability, uses common sense
- Consider elements of a total project
- Realistic and practical
- Provide specialized skills
- Strong drive to finish a project

Personal growth areas for Inquirers:

- Be more expressive of feelings
- Focus on overall goals of the team rather than specific procedures
- Deal with confrontation constructively
- Develop more flexibility
- Increase pace to accomplish goals
- Show more initiative



You can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere.

- Lee Iacocca

relating to others

Your S, D and C plotted above the midline, your style is identified by the keyword "Inquirer".

This next section uses adjectives to describe where your DISC styles are approximately plotted on your graph. These descriptive words correlate as a rough approximation to the values of your graph.

D -- Measures how decisive, authoritative and direct you typically are. Words that may describe the intensity of your "D" are:

- **FORCEFUL** Full of force; powerful; vigorous
- **RISK TAKER** Willing to take chances
- **ADVENTURESOME** Exciting or dangerous undertaking
- **DECISIVE** Settles a dispute, question, etc
- **INQUISITIVE** Inclined to ask many questions; curious

I - Measures how talkative, persuasive, and interactive you typically are. Words that may describe the intensity of your "I" are:

- **WITHDRAWN** Retreating within oneself; shy; reserved; abstract
- **RETICENT** Silent or uncommunicative; disinclined to speak; reserved

S -- Measures your desire for security, peace and your ability to be a team player. Words that may describe the intensity of your "S" are:

- **PASSIVE** Submissive; influenced without response
- **PATIENT** Enduring pain, trouble; refusing to be provoked
- **LOYAL** Faithful to persons and ideals
- **PREDICTABLE** Behavior, actions, and reactions can be easily foretold
- **TEAM-PERSON** Enjoys being part of a group working toward a common goal

C -- Measures your desire for structure, organization and details. Words that may describe the intensity of your "C" are:

- **ANALYTICAL** Dissecting a whole into its parts to discover its nature
- **SENSITIVE** Easily hurt; highly intellectually and emotionally responsive
- **MATURE** Developed



The only way to change is by changing your understanding.

- Anthony De Mello

Communication Tips

how you communicate with others

Sue Student

How You Communicate with Others

Please return to the "Communicating" section of this report and review the communicating "DO" and "DO NOT" sections for your specific style. Reviewing your own communication preferences can be an eye-opening experience or simply confirmation for what you already know to be true. Either way, you have your communication characteristics in writing. This information is powerful when shared between colleagues, friends, and family. Others may now realize that some approaches do not work for your style, while other ones are received well by you. Equally important is that you now see that THE WAY YOU SAY SOMETHING can be as important as WHAT IS SAID. Unfortunately, we all have a tendency to communicate in the manner that we like to hear something, instead of the method another person prefers.

Your style is predominately an "S" style, which means that you prefer receiving information that allows you to feel part of a team. But, when transferring that same information to a client or co-worker, you may need to translate that into giving them precise facts, or just the end result.

This next section of the report deals with how your style communicates with the other three dominant styles. Certain styles have a natural tendency to communicate well, while certain other styles seem to be speaking different languages all together. Since you are already adept at speaking your "native" language, we will examine how to best communicate and relate to the other three dominant languages people will be using.

This next section is particularly useful for a dominant "S" style as you may have the tendency to not voice your opinions as much as others around you, while at the same time others will value the input you have.

The Compatibility of Your Behavioral Style

The "S" and the "D" will work well together as the "S" will provide support the "D" needs and will help to keep the environment at a level they both can freely work together. The "S" may wish the "D" style would slow down the pace and be more people oriented when it comes to personal relationships.

The "S" and the "I" style get along well in the work environment since the "S" will serve as support for the "I" in making sure tasks stay on track. In relationships the "I" may want to be more socially oriented while the "S" would prefer to spend more quality time with less people and outside activities.

Two "S" styles work well together and also get along well in personal relationships as they both strive to work together as a team and provide a very sincere and meaningful relationship.

The "S" and the "C" complement each other and work well together, as each style prefers to work at a pace that provides for accuracy. Also, both styles like to work on something together until completion, while the "I" and the "D" has a tendency to multitask rather than focus on one area until completion.



Speech is the mirror
of the soul; as a man
speaks, so is he.

- Publilius Syros

Communication Tips

compatibility of your behavioral style

How the "S" Can Enhance Interaction with Each Style

S with D

You will tend to view a high D as argumentative, dictatorial, arrogant, domineering, nervous and hasty. You will likely resent them giving you orders, and be intimidated by their dictatorial approach. Although you will not get angry, you will be sorely tempted to get even. When confronted by the D, you will tend to withdraw and slow down the action.

Relationship Tip: It is imperative that you establish direct communication, and learn to deal with issues in a straightforward manner. Develop the ability to negotiate goals and commitments with them on an equal basis. The D will respect your desire to be direct, and it will enhance communication.

S with I

You will tend to view a high I as egotistical, superficial, overly optimistic, glib, too self-assured and inattentive. On the surface, the relationship will look good, but internally you'll find yourself attempting to slow down the I's pace; even though you'll avoid confronting them.

Relationship Tip: Be friendly, they are more sincere than they seem be. Be complimentary and listen to their ideas. They will appreciate it if you recognize and discuss their accomplishments.

S with S

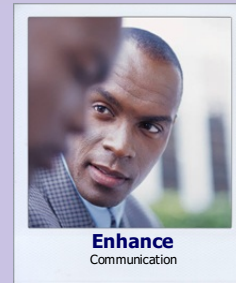
You will view another S as dependable, self-controlled, patient, kind, accommodating and attentive. You will enjoy supporting each other, but little will be accomplished in the process. Each of you will avoid confrontation; and if you disagree, you won't do so openly. To accomplish results, you'll likely need some external means of setting goals.

Relationship Tip: Move towards goals at a steady pace. Express sincere appreciation for one another. You will enjoy the long lasting friendships you establish with another S and find them rewarding.

S with C

S's tend to view high C's as overly dependent, evasive, defensive, too focused on the details, too cautious and overly compliant. You'll be similar in that neither of you will want to hurry, nor will you desire to take charge and make a decision. However you may translate the C's coolness as rejection. Your tendency will be wanting to build a relationship too soon for them.

Relationship Tip: Move at a slower pace than you think you should; use the patience that epitomizes your personality. When presenting facts in a discussion, do so in a clear and organized manner. Be prepared for discussion, but expect the C to express doubts and put off a decision until they have considered the matter fully; so provide time for them to give full consideration to the ideas you present.



Communication works
for those who work at
it.

- John Powell

Communication Tips Worksheet

Changes in your graphs indicate your coping methods. The human personality is profoundly influenced by changes in our environment. Typically, people change significantly from graph one to graph two as a result of stressors or environmental changes. Recognizing the differences or changes between these two graphs helps us understand our instinctive coping mechanism, and indicates how to better adapt in the future.

Instructions: Each of your graphs illuminates different aspects of your personality. A closer look at those changes reveals valuable insights. Please refer to both graphs (if necessary, reference data throughout your profile). Compare the D, I, S, and C points on graphs one and two. Finally, read the analysis of your answers, and consider how your environment affects your decisions, motivations, actions and verbal messages.

D Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "D" higher or lower than the "D" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more control in stressful situations. If the D goes up considerably, you can become very controlling when you become stressed. A lower value indicates someone who desires less control in stressful situations. If the D goes down considerably, you may want someone else to lead you and you will follow.

I Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "I" higher or lower than the "I" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more social influence in stressful situations. If the I goes up considerably, you may try to use your communication skills to smooth things out. A lower value indicates someone who desires less social influence in stressful situations. If the I goes down considerably, you rely less on verbal means to come to a resolution.

S Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "S" higher or lower than the "S" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires a more secure environment in stressful situations. If the S goes up considerably, you may tend to avoid any conflict and wait until a more favorable environment is available before making any changes. A lower value indicates someone who desires a less secure environment in stressful situations. If the S goes down considerably, you become more impulsive in your decision-making.

C Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "C" higher or lower than the "C" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more information before making a decision in stressful situations. If the C goes up considerably, you will probably not want to make a decision until you have significantly more information. A lower value indicates someone who desires less information before making decisions in stressful situations. If the C goes down considerably, you may make decisions based more on gut feelings.

Which one of your points makes the most dramatic move up or down? What does that tell you about how you react to pressure?

How could your coping method help or hinder you in making decisions? How can you use this information to help you see possible blind spots in your reaction to pressure?

your strengths in leadership

INFLUENCING - Above Average

You are always considered when a leader is needed. You have great strengths, and know that you possess wonderful insight into systems and people. Others are willing to follow you because of your charisma and enthusiasm. While sometimes seeming a bit assertive, your optimism and warmth soon have others remembering how important you are to the team.

DIRECTING - Above Average

Quality work and meeting tight deadlines are only two of your strengths others see. You may appear a bit task-oriented at times, but your attention to detail and your inner drive allow others to respect you and see the great value you add to the team. Take time to let others get to know you. They like you for a person as well as what you do for them.

PROCESSING - Above Average

Hands on and following through, you inspire others to be as conscientious as you are. You are the type that others rely on to make the team look good because of your work ethic and follow through. You may have a hard time delegating at times, but you are able to do so when necessary. Others see you as loyal and caring, a real team player.

DETAILING - Above Average

You have an ability to logically look at a situation and rearrange things for a more efficient operation. You pay attention to even the smallest details and put the finishing touches on projects. Your surroundings are neat and efficient and you appreciate when others follow suit.

CREATING - Above Average

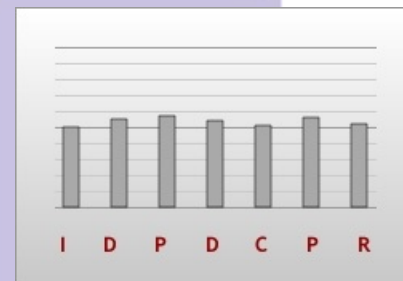
You like to use your creativity to perfect basic concepts that other team members develop. You can oversee and help keep accountability in areas that others may compromise.

PERSISTING - Above Average

Others like working together with you because you typically do more than your share of whatever is required and this makes the entire team look good. You will maintain a hands-on approach and let others visibly see that you are a team player.

RELATING - Above Average

You value relationships and know what it takes to nurture them. You go out of your way to make new team members feel welcome and want to be included.



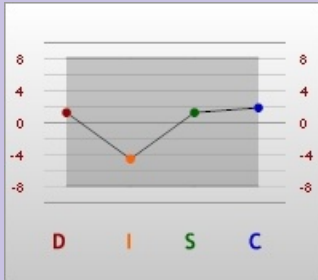
Developing excellent communication skills is absolutely essential to effective leadership.

The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can't get a message across clearly and motivate others to act on it, then having a message doesn't even matter.

- Gilbert Amelio

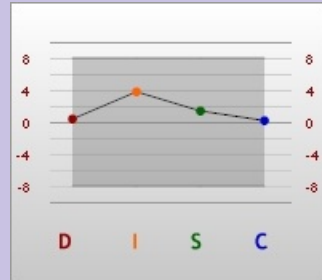
Personality Style Graphs

Public Perception



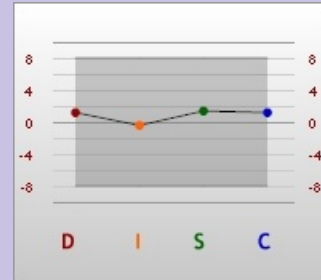
D=1.26, I=-4.64, S=1.3, C=1.81

Stress Perception



D=0.47, I=3.73, S=1.48, C=0.3

Mirror



D=1.14, I=-0.46, S=1.46, C=1.12

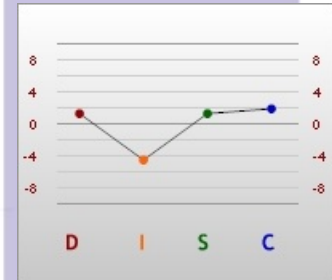
Each of the three graphs reveals a different snapshot of behavior, depending on the conditions of the environment. Within a given environment, Graph 1 reveals the "Public Self;" Graph 2 displays the "Private Self;" and Graph 3 portrays the "Perceived Self."

These three graphs or snapshots are defined in detail below.

Graph 1 - Mask, Public Self

Behavior Expected By Others

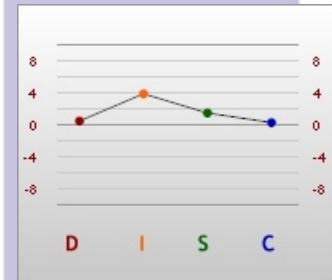
Everyone acts according to how they think other people expect them to act. This behavior is the public self, the person projected to others. Sometimes, there is no difference between the true person and their public self. However, the public self can be very different from the "real" person; it is a mask. Graph 1 is generated by the "Most" choices on The Personality System, and has the greatest potential for change.



Graph 2 - Core, Private Self

Instinctive Response To Pressure

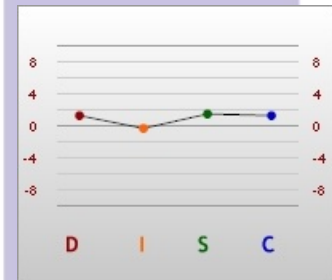
Everyone has learned responses from the past: consequently, these are behaviors which the person accepts about him/herself. Under pressure or tension, these learned behaviors become prominent. This is the graph which is the least likely to change because these are natural and ingrained responses. A person's behavior under pressure may be drastically different than his/her behavior in Graphs 1 and 3. Graph 2 is generated by the "Least" choices on The Personality System, and has the lowest potential for change.



Graph 3 - Mirror, Perceived Self

Self Image, Self Identity

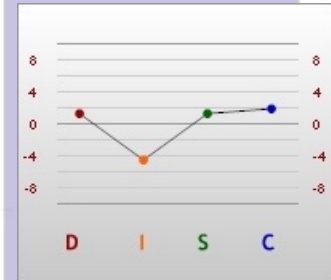
Everyone envisions him/her self in a particular way. Graph 3 displays the mental picture that one has of him/her self, the self image or self identity. Graph 3 combines the learned responses from one's past with the current expected behavior from the environment. Change in one's perception can occur, but it is usually gradual and based on the changing demands of one's environment. Graph 3 is generated by the difference between Graph 1 and Graph 2.



Continued

Different Graphs Indicate Change or Transition

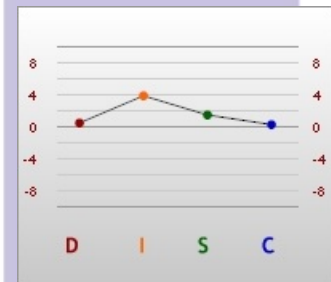
- If Graph 1 is different than Graph 2, the demands of the environment are forcing behavior that is not congruent with the core, or instinctive behavior. In such a situation, a person trying to modify his/her behavior to meet the demands of the environment will most likely experience stress.
- If Graph 1 is different than Graph 2, but similar to Graph 3, the individual has been able to successfully alter his/her behavior to meet the demands of the environment without altering his/her core. This individual is probably fairly comfortable with the behavior shown in Graph 3 (Perceived Self), and is probably not experiencing stress.
- If Graph 1 is different than Graph 3, an individual may be in a period of growth (and some discomfort) while he/she attempts to alter behavior to meet the demands of a new environment. A person's behavior may fluctuate during this period of adjustment.



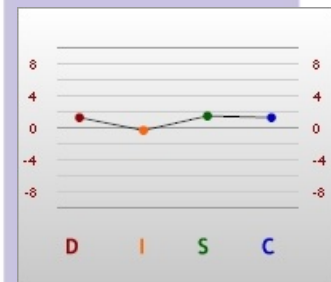
Similar Graphs Indicate Few Demands For Change

An individual who perceives the current demands of the environment (Graph 1) to be similar to his/her past (Graph 2) will have little need to change his/her self-perception (Graph 3). This may be due to any of the following factors:

- The behavior demanded by the present environment is similar to demands in the past.
- This individual controls what others demand of him/her.
- The behavior demanded by the present environment is different than demands in the past. However, instead of altering behavior, this person has chosen to augment style. To accomplish augmentation, this individual has surrounded him/herself with people of complimentary styles, thus creating a team with combined strengths.



Your keyword style of Inquirer(SDC) and the contents of this report are derived from Graph 3.



Improving Your Interpersonal Skills

Sue's Action Plan

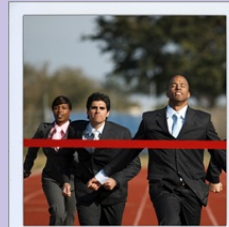
This worksheet is a tool to enable effective communication between you and others with whom you interact on a regular basis. The goal is to help you maximize your strengths and minimize the effects of potential limitations. It addresses work-related and general characteristics that are common to your style as a whole, and is not derived directly from your graphs.

This section gives you an opportunity to sit down with a co-worker, employer, friend, spouse, etc., and assess your personality style, getting feedback from someone who knows you well. Although doing so is beneficial, it is not required to have anyone else present while completing this section. If you choose to get feedback from another, you may print the report and do so that way.

Instructions:

Step 1: The items listed below are areas to reflect upon between you and your closest contacts. After printing out this report, give this page to another person who knows you well (associate, team member, teacher, family member, friend) and ask them to read each item. They should consider whether or not they perceive the item to describe your traits. Then, check either Yes or No beside each item. Open dialogue is encouraged and any blind spots (areas of your personality that you are blind to) should be discussed. Since communication is a two way street, it is recommended that two people complete one another's worksheets.

Competent and steady	<input type="checkbox"/> Y <input type="checkbox"/> N	Not goal oriented	<input type="checkbox"/> Y <input type="checkbox"/> N
Needs additional self motivation	<input type="checkbox"/> Y <input type="checkbox"/> N	Good administrative ability	<input type="checkbox"/> Y <input type="checkbox"/> N
Difficulty starting tasks	<input type="checkbox"/> Y <input type="checkbox"/> N	Avoids conflicts/confrontation	<input type="checkbox"/> Y <input type="checkbox"/> N
Sometimes careless or inefficient	<input type="checkbox"/> Y <input type="checkbox"/> N	Good under pressure	<input type="checkbox"/> Y <input type="checkbox"/> N
Discourages others ideas	<input type="checkbox"/> Y <input type="checkbox"/> N	Observer rather than participant	<input type="checkbox"/> Y <input type="checkbox"/> N
Sees the big picture	<input type="checkbox"/> Y <input type="checkbox"/> N	Undertakes leadership roles	<input type="checkbox"/> Y <input type="checkbox"/> N
Seeks practical solutions	<input type="checkbox"/> Y <input type="checkbox"/> N	Rash decision maker	<input type="checkbox"/> Y <input type="checkbox"/> N
Persistent and thorough	<input type="checkbox"/> Y <input type="checkbox"/> N	Hesitant to start projects	<input type="checkbox"/> Y <input type="checkbox"/> N
Needs excessive planning time	<input type="checkbox"/> Y <input type="checkbox"/> N	Prefers analysis to work/action	<input type="checkbox"/> Y <input type="checkbox"/> N
Often resourceful and inventive	<input type="checkbox"/> Y <input type="checkbox"/> N	Sees the problems/finds solutions	<input type="checkbox"/> Y <input type="checkbox"/> N



Action Plan
Improving Your Interpersonal Skills

A man is but a product of his thoughts. What he thinks, he becomes.

- Mahatma Gandhi

Continued

Step 2: Now, select the three items that would benefit the most from focused attention. Discuss and determine specific outcomes and a reasonable time frame for their achievement. Write the details in the spaces provided, along with notes helpful to achieving specific outcomes. Set a date 60-90 days from now for a discussion with your contact to review your progress. The person who works with you on this is important to your growth and should help you stay accountable to your plan.

1. The first item upon which I will focus:

- Review Date:

- Specific actions I will take on this item in the next 60 to 90 days:

- Specifics to address

2. The second item upon which I will focus:

- Review Date:

- Specific actions I will take on this item in the next 60 to 90 days:

- Specifics to address

3. The third item upon which I will focus:

- Review Date:

- Specific actions I will take on this item in the next 60 to 90 days:

- Specifics to address



We continue to shape our personality all our life. If we know ourself perfectly, we should die.

- Albert Camus