

## Interpersonal Skills

### The tendency to have a balance of traits that relate to effective interaction with others

This report identifies the specific factors related to this Interpersonal Skills behavioral competency and shows how the employee's score for each related factor impacts success for this behavioral competency.

The length of the bar graph next to each factor indicates the potential range of impact that factor can have on success for this behavioral competency. Each factor can have a different range of impact depending upon the importance given to that factor in the Behavioral Competency Formula setup (Criteria Area).

The ball inside the bar graph represents the employee's score and its location on the bar indicates the likely impact on this behavioral competency. The color for each ball also reflects the impact of the trait. For example, a green ball indicates a positive impact on success for this competency, a yellow ball indicates a slight to moderate negative impact and a red ball indicates at least a substantial negative impact.

The system checks to see if the answers were completed honestly and while paying sufficient attention. Analysis indicates there is a high likelihood the answers were truthful, accurately self-aware, and completed with sufficient concentration.

Essential traits (in order of importance)	Negative Impact ← → Positive Impact											
	ID: 761152's Score	Very strong	Strong	Substantial	Moderate	Slight	no impact	Slight	Moderate	Substantial	Strong	Very strong
<b>Diplomatic:</b> The tendency to state things in a tactful manner Narrative: ID: 761152 may occasionally tend to lack diplomacy when communicating. This will probably have a negative impact on this behavioral competency.	3.9											
<b>Helpful:</b> The tendency to respond to others' needs and assist or support others to achieve their goals Narrative: ID: 761152 tends to be fairly helpful and conscious of others' needs. This will probably have a slightly positive impact on this behavioral competency.	6.8											
<b>Optimistic:</b> The tendency to believe the future will be positive Narrative: ID: 761152 tends to be optimistic and cheerful. ID: 761152's positive attitude will be beneficial when dealing with staff and co-workers. This will probably have a somewhat positive impact on this behavioral competency.	7.7											
<b>Outgoing:</b> The tendency to be socially extroverted and the enjoyment of meeting new people Narrative: ID: 761152 probably does not often enjoy meeting new people and may tend to be a little reserved when meeting and interacting with new people. This will probably have a somewhat negative impact on this behavioral competency.	3.9											
<b>Assertive:</b> The tendency to put forward personal wants and needs Narrative: ID: 761152 often hesitate to put forward his/her own needs. This will probably have a somewhat negative impact on this behavioral competency.	3.2											
<b>Influencing:</b> The tendency to try to persuade others Narrative: ID: 761152 probably prefers not to have to influence or persuade others. ID: 761152 may sometimes shy away from influencing staff, co-workers and clients. This will probably be sufficient for this behavioral competency.	4.4											

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### Essential traits (in order of importance)

Essential traits are traits in which higher scores generally relate to better performance.

**Negative Impact**

**Positive Impact**

	ID: 761152's Score	Very strong	Strong	Substantial	Moderate	Slight	no impact	Slight	Moderate	Substantial	Strong	Very strong
<b>Self-acceptance:</b> The tendency to like oneself ("I'm O.K. the way I am") Narrative: ID: 761152 is a little lacking in self-acceptance. This limited self-regard may interfere with positive interactions with subordinates, co-workers or clients. This will probably have a negative impact on this behavioral competency.	3.6											
<b>Self-improvement:</b> The tendency to attempt to develop or better oneself Narrative: ID: 761152 has an intention to improve himself/herself. This will probably be sufficient for this behavioral competency.	6.8											
<b>Frank:</b> The tendency to be straightforward, direct, to the point, and forthright Narrative: ID: 761152 is quite capable of being frank and tends to state things in a direct manner. This will probably have a somewhat positive impact on this behavioral competency.	7.6											
<b>Warmth / empathy:</b> The tendency to express positive feelings and affinity toward others Narrative: ID: 761152 very often expresses warmth and empathy. This will probably have a somewhat positive impact on this behavioral competency.	9.3											
<b>Tolerance Of Bluntness:</b> The level of comfort related to receiving abrupt or frank communications from others Narrative: ID: 761152 is fairly tolerant of people who are blunt. This will probably be sufficient for this behavioral competency.	7.4											

### Desirable traits (in order of importance)

Desirable traits are traits in which low scores can hinder performance. However, high scorers do not necessarily perform better than moderate scorers.

**Negative Impact**


	ID: 761152's Score	Very strong	Strong	Substantial	Moderate	Slight	no impact
<b>Flexible:</b> The tendency to easily adapt to change Narrative: ID: 761152 tends to be fairly adaptive and comfortable with change. This will probably be sufficient for this behavioral competency.	6.5						
<b>Collaborative:</b> The tendency to collaborate with others when making decisions Narrative: ID: 761152 usually enjoys collaboration and is generally willing to collaborate with others with regard to making important decisions. This will probably be sufficient for this behavioral competency.	6.8						
<b>Open / reflective:</b> The tendency to reflect on many different viewpoints Narrative: ID: 761152 very much enjoys reflecting on different ideas and opinions, and he/she is probably very open-minded. ID: 761152 is likely to be good at brainstorming. This will probably be sufficient for this behavioral competency.	8.8						

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### Desirable traits (in order of importance)

Desirable traits are traits in which low scores can hinder performance. However, high scorers do not necessarily perform better than moderate scorers.

Negative Impact ←

	ID: 761152's Score	Very strong	Strong	Substantial	Moderate	Slight	no impact
<b>Manages Stress Well:</b> The tendency to deal effectively with strain and difficulty when it occurs Narrative: ID: 761152 is generally able to manage stress. This will probably be sufficient for this behavioral competency.	5.7						
<b>Relaxed:</b> The tendency to feel at ease or calm while working Narrative: ID: 761152 is moderately at ease and relaxed while working with only some tension. This will probably be sufficient for this behavioral competency.	5.9						

### Traits to avoid (in order of importance)

Traits to avoid are traits in which high scores can hinder performance.

Negative Impact ←


	ID: 761152's Score	Very strong	Strong	Substantial	Moderate	Slight	no impact
<b>Blunt:</b> The tendency to be frank or direct without being sufficiently tactful or diplomatic Narrative: ID: 761152 probably has a moderate tendency to be blunt. ID: 761152 may unnecessarily be disruptive or create employee turnover as a result of his/her communication style unless this tendency is monitored. This will probably have a somewhat negative impact on this behavioral competency.	3.7						
<b>Defensive:</b> The tendency to be self-accepting without sufficiently intending to improve Narrative: ID: 761152 probably does not have a significant degree of defensiveness. This will probably NOT hinder this behavioral competency.	0.0						
<b>Dogmatic:</b> The tendency to be certain of opinions without sufficiently being open to different ideas Narrative: ID: 761152 probably does not have a significant degree of being dogmatic. This will probably NOT hinder this behavioral competency.	0.0						
<b>Harsh:</b> The tendency to enforce rules without giving sufficient emphasis to building rapport or being empathetic Narrative: ID: 761152 probably does not have a significant tendency to be harsh or overly strict. This will probably NOT hinder this behavioral competency.	0.0						
<b>Dominating:</b> The tendency to be assertive of one's needs without sufficiently being helpful to others Narrative: ID: 761152 probably does not have a significant degree of being dominating. This will probably NOT hinder this behavioral competency.	0.0						



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### Traits to avoid (in order of importance)

Traits to avoid are traits in which high scores can hinder performance.

Negative Impact 

	ID: 761152's Score	Very strong	Strong	Substantial	Moderate	Slight	no impact
<p><b>Permissive:</b> The tendency to be warm and empathetic without sufficiently enforcing rules or holding others accountable</p> <p>Narrative: ID: 761152 probably has a moderate tendency to be permissive. ID: 761152 may have difficulty insisting his/her subordinates follow the rules or perform to their potential. This will probably have a slightly negative impact on this behavioral competency.</p>	3.8						
<p><b>Authoritarian:</b> The tendency to make decisions independently without sufficiently collaborating with others</p> <p>Narrative: ID: 761152 probably does not have a significant degree of making decisions without sufficiently collaborating. This will probably NOT hinder this behavioral competency.</p>	1.3						

This report provides training recommendations related to attitudes, tendencies, and behaviors. It does not take into consideration hard skills such as typing or computer skills. You can choose any or all of the development suggestions below for your current position, career development, or personal growth. Some suggestions and exercises for trait development may not be applicable in every case and may need to be modified to suit your particular situation or organization. If you choose to work on more than one trait, it is recommended that you complete one before starting the next.

Changing behavior is much more difficult than learning information. It requires an adjustment of habits or patterns that may have been in place for many years. This type of change generally takes longer and requires regular attention and reinforcement.

Each section of this report contains an explanation of a trait and its relevance to career or personal development. It also includes at least one exercise. The exercises are designed to provide a practical experience and ongoing application that will develop the trait. In most cases, it is not necessary to develop a great deal of a trait. Even a small increase in a trait can create a significant improvement. You can do the exercises by answering the questions and following the instructions, however, it is highly recommended you obtain a coach or partner with whom you can discuss your answers. These developmental exercises can also be done in a classroom with other people. Your coach can support you in making the change, including helping you to give regular attention to the desired change.

This report is generated as a result of your answers to the questionnaire. The traits selected for the report are related to the position selected when running this report. The HA system automatically selects the development traits that are most likely to help you to succeed in this position. However, the system does not necessarily select your traits with the lowest scores. It may select a trait in which you are already fairly strong. If a trait is especially important to the position, you can make greater progress by further developing a fairly strong trait. The suggestions and exercises for trait development may not be applicable in every case and may need to be modified to suit your particular situation or organization. Check with your manager to confirm that the suggested actions are appropriate to your organization.

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## Development Area 1: Diplomatic

You may at times be lacking in tact. Your direct communication style may sometimes upset some people.

By being diplomatic, communications flow much more easily. Providing you are also direct, tactfulness shows respect and can build trust and rapport. It enables you to give feedback to others in ways they can hear and prevents the listener from becoming defensive. In short, diplomacy can help build long-term productive and positive working relationships.

Regardless of your position, the cost of a lack of diplomacy can be very high. It can seriously erode cooperative team efforts and communication. The resulting personal upsets can also cause a loss of productivity. In some cases, even sabotage can occur as a result of careless words. Where there is a lack of diplomacy toward customers, there will surely be a great loss to the organization. Customers will usually take their business elsewhere rather than complain. Although exiting employees will almost never cite harsh words as a reason for leaving, a lack of diplomacy on the part of the employee's manager is the most common reason for employee turnover. The cost of employee turnover is at least equal to the salary for a full year. Regardless of whom they are directed towards, careless words can cause very high expenditures without ever appearing on the balance sheet.

### **Exercise # 1 Communicating with diplomacy**

#### **Step 1 - Who are the 5 most important people with whom you interact at work?**

Reflect on and list the 5 most important people that you interact with at work. If you don't have 5 then add some people from you personal life.

1

2

3

4

5

#### **Step 2 - What feedback do you need to give each of those people?**

Reflect on and list the feedback you need to give to each of the people on the list. For subordinates, list the feedback you need to give about their performance. For your colleagues, list feedback you need to give about their interaction/cooperation with you. For your manager, list the feedback you need to give him/her about how your interaction could be improved.

1

2

3

4

5

**Step 3 - What do you like about \_\_\_\_\_ and what contribution does he/she make?**

Reflect on and list the positive aspects of each person or interactions you have had with that person.

1

2

3

4

5

**Step 4 - What do you want from \_\_\_\_\_?**

In the cases where you need to give corrective feedback, state specifically what you want the person to do rather than focusing on what you think the person is doing wrong. This enables the person to respond to you.

1

2

3

4

5

**Step 5 - What would you say to \_\_\_\_\_?**

Reflect on and list exactly what you would say to each person on the list.

1

2

3

4

5

**Step 6 - Communicate directly to each person on the list.**

Before communicating (face-to-face) with each person on the list, review the results of step 3-5. Prepare yourself to state what you like about the person, what you want from the person and what you want him/her to know. Keep communicating until you can see that the person has understood. Give the other person a chance to speak and then listen. When the person is finished, summarize what he/she has said. Then continue to try to get your point

across. If the person interrupts again ask his/her to listen in the same way you listened to him/her. Do this for each person on the list.

**Exercise # 2 - Resolving difficulties as a result of a lack of diplomacy in the past****Step 1 - Who are the important people with whom you communicate?**

Make a list of the 5 most important people that you interact with at work. (You could also include some important people you interact with outside of work.)

1

2

3

4

5

**Step 2 - In what ways has your diplomacy has been lacking with \_\_\_\_\_?**

Reflect on and list the specific ways in which you have lacked diplomacy with regard to each person on the list. What exactly have you said that could have been stated more diplomatically? How could you have been more acknowledging of his/her abilities or contributions?

1

2

3

4

5

6

7

**Step 4 - Ask each person on the list if there is anything you have said to him/her that lacked diplomacy.**



Make sure that you listen to the response without arguing or trying to defend yourself. Just try to understand how he/she interpreted what you said.

**Step 5 - Apologize to each person.**

Try to put yourself in the person's shoes and acknowledge how that must have felt. If you mention any pressures that you were under that may have caused you to lack diplomacy, make sure that you do not present that as an excuse.

**Step 6 - Ask each person to tell you when you say something that lacks diplomacy.**

Ask each person to tell you when you say something that lacks diplomacy. Make sure that when they do, you accept their communication.

## Development Area 2: Self-acceptance

You may tend to have somewhat low self-acceptance, giving yourself a hard time.

Self-acceptance is important for forming good relationships with others because accepting yourself enables you to interact with other people more effectively. A lack of self-acceptance is often the source of other problems such as a lack of self-confidence, criticalness of others, excessive competitiveness, jealousy, taking things personally, and subtle forms of exaggerated ego.

For many people, self-criticism is an automatic thought pattern. Self-critical thoughts tend to repeat themselves over and over again. In that case, you may need to learn how to consciously manage your thought process. The first step to resolving this problem is to notice that it is an automatic psychological pattern rather than believing the self-criticism. In some cases, self-criticism is related to guilt. In some cases, you may need to take some action (or stop doing something) in order to overcome the self-criticism.

The exercise below is designed to help you identify the self-critical psychological patterns and gradually overcome them. In some cases, the pattern is deeply rooted or complicated by other factors. Such cases may require more than this exercise. If you find that you are unable to adjust the self-critical pattern, a professional counselor is recommended.

### **Exercise - Reflecting on self-acceptance**

#### **Step 1 - What negative thoughts do you have about yourself?**

Reflect on and make a list of the negative thoughts you have about yourself. Write down the specific thoughts. Make a special note of the ones that occur frequently and the ones that have the greatest impact on you.

#### **Step 2 - What positive thoughts do you have about yourself?**

Reflect on and make a list of positive things about yourself. Write down the specific things that are good about you. These could be personal traits or even positive things that you have done. Share this list with a friend.

#### **Step 3 - What could you do to feel better about yourself?**

Reflect on and list anything that you could do that might make you feel better about yourself. For example, you might start an exercise program or take a course.

**Step 4 - What could you stop doing that would make you feel better about yourself?**

In some cases you may need to stop doing something to overcome self-criticism. You may be doing something that you don't feel good about. However, if that is the case, replace it with a positive activity. For example, instead of just trying to stop criticizing your spouse, replace the criticism with a positive reinforcement of something you like about him/her.

**Step 5 - What is the main negative thought you have about yourself?**

Reflect on and select the most frequent negative thought or the negative thought with the greatest impact.

**Step 6 - What are possible positive thoughts that could balance or replace your main negative thought?**

With regard to the main negative thought, write down a list of possible counter-balancing thoughts. For example, if the main negative thought is 'I'm not smart enough', the counter-balancing thought could be 'I am very sincere which is more important than cleverness'. Take the most important positive statements and post them where you will see them.

Notice each time you have the main negative thought. Then think one of the counterbalancing thoughts.

**Step 7 - To what action plan are you willing to commit in order to improve your self-acceptance?**

Reflect on and write down a series of steps to be implemented over the next 90 days that might help you to feel better about yourself. Set these into your calendar.

If you are still very critical of yourself after this period, consider working with a counselor who is trained to help you overcome these automatic self-critical patterns.