

Personal Development Assessments Pack

June 2020

Introduction

This toolkit contains a range of personal development self-assessments. Its purpose is to help you understand more about yourself, your preferences, your strengths, your preferred style(s) and identify where you may have areas you can develop or build on. It will also enable you to choose learning methods/activities which best suit these to enable you to meet your development needs effectively.

It is important to remember that the self-assessments are aids to understanding overall personality, preferences, strengths, style(s) etc. which is always a mixture in each individual person. **There are no right or wrong, good or bad, no expected or desirable responses.** When answering the self-assessments, **be honest** - focus on the way you really are, not the way you “ought to be” for someone else or the way you would like to be. You might find it helpful to choose a time/place when you are unlikely to be disturbed and when you are feeling quite relaxed.

The toolkit is intended to be used flexibly as and when you prefer. You can complete as many or as few of the self-assessments as you wish, according to your individual situation/needs. Your outputs are confidential to you unless you wish to share them to support others’ understanding. Where you feel comfortable, along with assessing yourself, it may be beneficial to ask your manager and/or a trusted colleague/peer to assess you by completing one or more of your chosen self-assessments, so you are able to compare your outputs with their outputs and discuss similarities/differences to enhance your learning.

Based on your development areas and learning preferences/styles that you identify from the self-assessments, **we recommend you then explore the range of [self-development resources/activities](#) on the Staff Support site.**

We hope you find the toolkit a useful resource to help you discover more about yourself to support your development. Should you have any queries about the toolkit or have feedback on specific tools (including how they have helped you), please drop a line to: OrganisationalDevelopmentTeam@oldham.gov.uk

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If you wish to explore additional similar tools, a number of mini quizzes/self-assessments, covering a range of topics, can also be found on the Mind Tools website:

<https://www.mindtools.com/pages/main/SelfTestsIndex.htm>

1. Learning Styles Self-Assessment

The purpose of this self-assessment is to help you identify the way you prefer to learn as well as recognise the learning preferences of others.

Over time you will have built “learning” habits. Since you probably do not realise these, the self-assessment will help you focus exactly on your learning preferences. You will be able to understand the learning style(s) that best suit your nature and are most beneficial to you, particularly in choosing development activities which most suit your style(s) or that you can tailor. It is also possible to improve yourself in other learning styles providing an opportunity to practice them at times when you may have to learn in a specific way or adapt your style according to a situation or others’ needs/styles.

What to do

The accuracy of the results depends on your honesty. There are no right or wrong questions. If you rather agree with the statement, tick the box next to it. If you rather disagree with the statement, cross the box next to it. Make sure each box is either ticked or crossed.

- 1. I have strong belief about what is right and wrong, good and bad.
- 2. I often act without considering the possible consequences.
- 3. I tend to solve problems using a step-by-step approach.
- 4. I believe that formal procedures and policies restrict people.
- 5. I have a reputation for saying what I think, simply and directly.
- 6. I often find that action based on feelings is as sound as those based on careful thought and analysis.
- 7. I like the sort of work where I have time for thorough preparation and implementation.
- 8. I regularly question people about their basic assumptions.
- 9. What matters most is whether something works in practice.
- 10. I actively seek out new experiences.
- 11. When I hear about a new idea or approach, I immediately start working out how to apply it in practice.
- 12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- 13. I take pride in doing a thorough job.
- 14. I get on best with logical, analytical people and less well with spontaneous “irrational” people.

- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
- 16. I like to reach a decision carefully after weighing up many alternatives.
- 17. I'm attracted more to novel, unusual ideas than to practical ones.
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
- 20. I like to relate my actions to a general principle.
- 21. In discussions I like to get straight to the point.
- 22. I tend to have distant, rather formal relationships with people at work.
- 23. I thrive on the challenge of tackling something new and different.
- 24. I enjoy fun-loving, spontaneous people.
- 25. I pay meticulous attention to details before coming to a conclusion.
- 26. I find it difficult to produce ideas on impulse.
- 27. I believe in coming to the point immediately.
- 28. I am careful not to jump to conclusions too quickly.
- 29. I like to have as many sources of information as possible – the more data to think over the better.
- 30. Flippant people who don't take things seriously enough usually irritate me.
- 31. I listen to other people's points of view before putting my own forward.
- 32. I tend to be open about how I'm feeling.
- 33. In discussions I enjoy watching the manoeuvrings of the other participants.
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning etc.
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- 37. I tend to judge people's ideas on their practical merits.
- 38. Quiet, thoughtful people tend to make me feel uneasy.
- 39. I often get irritated by people who want to rush things.
- 40. It is more important to enjoy the present moment than to think about the past or future.

- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 42. I tend to be a perfectionist.
- 43. In discussions I usually produce lots of spontaneous ideas.
- 44. In meetings I put forward practical, realistic ideas.
- 45. More often than not, rules are there to be broken.
- 46. I prefer to stand back from a situation and consider all the perspectives.
- 47. I can often see inconsistencies and weaknesses in other people's arguments.
- 48. On balance I talk more than I listen.
- 49. I can often see better, more practical ways to get things done.
- 50. I think written reports should be short and to the point.
- 51. I believe that rational, logical thinking should win the day.
- 52. I tend to discuss specific things with people rather than engaging in social discussion.
- 53. I like people to approach things realistically rather than theoretically.
- 54. In discussions I get impatient with irrelevancies and digressions.
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- 56. I am keen to try things out to see if they work in practice.
- 57. I am keen to reach answers via a logical approach.
- 58. I enjoy being the one that talks a lot.
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
- 60. I like to ponder many alternatives before making up my mind.
- 61. In discussion with people I often find I am the most dispassionate and objective.
- 62. In discussion I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
- 63. I like to be able to relate current actions to a longer-term bigger picture.
- 64. When things go wrong, I am happy to shrug it off and "put it down to experience".
- 65. I tend to reject wild, spontaneous ideas as being impractical.
- 66. It's best to think carefully before taking action.

- 67. On balance I do the listening rather than the talking.
- 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- 69. Most times I believe the end justifies the means.
- 70. I don't mind hurting people's feelings so long as the job gets done.
- 71. I find the formality of having specific objectives and plans stifling.
- 72. I'm usually one of the people who puts life into a gathering/party.
- 73. I do whatever is expedient to get the job done.
- 74. I quickly get bored with methodical, detailed work.
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- 76. I'm always interested to find out what people think.
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics.
- 79. I enjoy the drama and excitement of a crisis situation.
- 80. People often find me insensitive to their feelings.

Learning Styles Questionnaire Scoring

The numbers below relate to that statement in the questionnaire. **Circle** in each column those statements which you ticked . You get one point for each tick. You get no points for the crossed boxes.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49

	40	39	42	50
	43	41	47	53
	45	46	51	54
	48	52	57	56
	58	55	61	59
	64	60	63	65
	71	62	68	69
	72	66	75	70
	74	67	77	73
	79	76	78	80
TOTALS				
	A	R	T	P

Circle your scores in this table for each style to show which learning style(s) you have the most preference for and which the least:

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	Very strong preference
19		19		
18			19	
17	19	18		
16			18	
15		17		
14			17	
13	18	16		
12	17	15	16	Strong preference
	16			
11	15	14	15	Moderate preference
10	14	13	14	
9	13		13	
8		12		
7	12	11	12	Low preference
6	11	10	11	
5	10	9	10	
4	9	8	9	Very low preference
3	8		8	
	7	7	7	
2	6	6	6	
	5	5	5	

	4	4	4	
1	3	3	3	
	2	2	2	
	1	1	1	
0	0	0	0	

Scores Interpretation: Applying your style(s)

Individuals naturally show a preference for one or two learning styles. Each of these styles is associated with a different set of learning activities which will enable you to choose development activities which best suit your style(s) or that you can tailor. Review the overviews & summary table below for your most preferred style(s).

It is possible to improve yourself in other learning styles providing an opportunity to practice them at times when you may have to learn in a specific way or adapt your style according to a situation or others' needs/styles. Review the overviews/summary for your least preferred style(s) - consider how you might practice/adapt to these where required.

Activist

Activists like to be involved in new experiences. They have an open mind and accept new ideas with excitement but sometimes are bored after they are established. They like working with others and they like to be seen.

As an ACTIVIST you will learn **best** from activities where:

- you can engross yourself in short "here and now" activities such as business games, competitive teamwork tasks, role-playing exercises
- you can generate ideas without constraints of policy, structure or feasibility
- you are thrown in at the deep end with a task you think is difficult i.e. when set a challenge with inadequate resources and adverse conditions
- you are involved with other people i.e. bouncing ideas off them, solving problems as part of a team

As an ACTIVIST you will learn **least** from activities where:

- learning involves a passive role i.e. listening to lectures, monologues, explanations, statements of how things should be done, reading, watching
- you are required to engage in solitary work i.e. reading, writing, thinking on your own
- you are offered statements you see as "theoretical" i.e. explanations of cause or background
- you have precise instructions to follow with little room for manoeuvre

Reflector

Reflectors like to keep at the back and watch the situation from different perspective. They collect data and think twice before they come to a conclusion. They watch others and will listen to their insights, before offering their own.

As a REFLECTOR you will learn **best** from activities where:

- you are allowed or encouraged to watch/think/chew over activities
- you can think before acting, to process information before commenting e.g. time to prepare/think about something beforehand, read a brief/report etc in advance,
- you are asked to produce carefully considered analyses and reports
- you can reach a decision in your own time without pressure and tight deadlines

As a REFLECTOR you will learn **least** from activities where:

- you are “forced” into the limelight i.e. to act as leader/chairperson, to role-play in front of onlookers
- you are involved in situations which require action without planning
- you are given insufficient data on which to base a conclusion
- you are worried by time pressures or rushed from one activity to another

Theorist

Theorists like to adjust and compile their observations into complex and reliable theories. They think through problems step by step. They tend to be perfectionists and like things to fall into a rational scheme. They apply analytical thinking rather than taking an emotional and subjective approach.

As a THEORIST you will learn **best** from activities where:

- what is being offered is part of a system, model, concept, theory
- you have the chance to question and probe the basic methodology, assumptions of logic behind something i.e. by taking part in a question and answer session, by checking a paper for inconsistencies
- you can analyse and then generalise the reasons for success or failure
- you are offered interesting ideas and concepts even though they are not immediately relevant

As a THEORIST you will learn **least** from activities where:

- you have to participate in situations emphasising emotions and feelings
- you are asked to act, or decide, without a basis in policy, principle or concept
- you feel yourself out of tune with other participants i.e. when with lots of activists

Pragmatist

Pragmatists are excited if they can try something out in practice. They want concepts applicable in their work. Long discussions arouse their impatience. They are realists and keep their feet on the ground.

As a PRAGMATIST you will learn **best** from activities where:

- there is an obvious link between the subject matter and a problem or opportunity on the job
- you have the chance to try out and practice techniques with coaching/ feedback from a credible expert i.e. someone who is successful and can do the techniques themselves
- you are given immediate opportunities to implement what you have learned
- you can concentrate on practical issues i.e. drawing up action plans with an obvious end goal/output, suggesting short-cuts, giving tips

As a PRAGMATIST you will learn **least** from activities where:

- the learning is not related to an immediate need you recognise/you cannot see, an immediate relevance/practical benefit
- there is no practice or clear guidelines on how to do it
- there are political, managerial or personal obstacles to implementation
- you can't see enough reward from the learning activity i.e. more sales, shorter meetings, promotion

Summary

Learning Style	Attributes	Suggested Learning Activities
Activist	<ul style="list-style-type: none"> • Learn by doing, and happy to jump in • Enjoy the challenge of new experiences, without bias • Often guilty of acting before they think • Do not learn well from teaching, theory, reading or analysing data 	<ul style="list-style-type: none"> • Puzzles • Competitions • Role-play • Brainstorming • Problem-solving
Theorist	<ul style="list-style-type: none"> • Like to understand the theory behind actions • Enjoy models, concepts and facts • Analyse and synthesise testable hypotheses • Not suited to learning without instruction • Not good in situations that involve 'feelings' or when objectives/instructions are ambiguous 	<ul style="list-style-type: none"> • Models • Statistics • Stories • Quotes • Applying theories
Pragmatist	<ul style="list-style-type: none"> • Need to be able to see how they apply their learning to the real world • Abstract concepts are useless if they cannot see how it is applicable • Enjoy trying new theories and techniques • Do not happily engage when objectives and instructions are unclear, or when it is heavy in theory 	<ul style="list-style-type: none"> • Thinking about how to apply theories to reality • Case studies • Problem-solving • Discussion
Reflector	<ul style="list-style-type: none"> • Learn through observation and reflecting on results • Prefer to watch from the side-lines • Take information in from multiple perspectives and work to a conclusion • Prefer not to lead activities or be rushed, with no preparation 	<ul style="list-style-type: none"> • Observing activities • Feedback from others • Coaching • Paired discussions

Activity

To help you meet your learning needs/goals, note below what types of learning / development activities are likely to work best for you based on your preferred learning style(s):

How might you improve yourself in other learning styles to help you adapt to a specific learning situation or meet the needs of others' styles.

2. VAK Learning Styles Self-Assessment

The Visual-Auditory-Kinaesthetic (VAK) learning styles model provides a simple way to explain and understand your own learning style (and learning styles of others). 'Learning style' should be interpreted to mean an individual mixture of styles i.e. everyone has a mixture of strengths and preferences, no-one has exclusively one single style or preference.

What to do

Circle or tick the answer for each statement that most represents how you generally behave. Only one answer must be ticked for each statement. (It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for traveling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook

4. If I am helping someone to do something new, I tend to:
 - a) write instructions down for them
 - b) give a verbal explanation
 - c) demonstrate first and then let them have a go

5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go

6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
- a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out
8. When I am choosing a holiday I usually:
- a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there
9. If I was buying a new car, I would:
- a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends
 - c) test-drive lots of different types
10. When I am learning a new skill, I am most comfortable:
- a) watching what the trainer/teacher is doing
 - b) talking through with the trainer/teacher exactly what I am supposed to do
 - c) give it a try myself and work it out as I go
11. If I am choosing food off a menu, I tend to:
- a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like
12. When I listen to a band, I can't help:
- a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music
13. When I concentrate, I most often:
- a) focus on the words or pictures in front of me
 - b) discuss the problem and the possible solutions in my head
 - c) move around a lot, fiddle with pens and pencils and touch things
14. I choose household furnishing because I like:
- a) their colours and how they look
 - b) the descriptions the sales-people give me
 - c) the textures and what it feels like to touch them
15. My first memory is of:
- a) looking at something
 - b) being spoken to
 - c) doing something

16. When I am anxious, I:
- a) visualise the worst-case scenarios
 - b) talk over in my head what worries me most
 - c) can't sit still, fiddle and move around constantly
17. I feel especially connected to other people because of:
- a) how they look
 - b) what they say to me
 - c) how they make me feel
18. When I have to revise for an exam/test, I generally:
- a) write lots of revision notes and diagrams
 - b) talk over my notes, alone or with other people
 - c) imagine making the movement or creating the formula
19. If I am explaining to someone I tend to:
- a) show them what I mean
 - b) explain to them in different ways until they understand
 - c) encourage them to try and talk them through my ideas as they do it
20. I really love:
- a) watching films, photography, looking at art or people watching
 - b) listening to music, the radio or talking to friends
 - c) taking part in sporting activities, eating fine foods and wines and dancing
21. Most of my free time is spent:
- a) watching television
 - b) talking to friends
 - c) doing a physical activity or making things
22. When I first contact a new person, I usually:
- a) arrange a face to face meeting
 - b) talk to them on the telephone
 - c) try to get together while doing something else, such as an activity or a meal
23. I first notice how people:
- a) look and dress
 - b) sound and speak
 - c) stand and move
24. If I am angry, I tend to:
- a) keep replaying in my mind what it is that has upset me
 - b) raise my voice and tell people how I feel
 - c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
- a) faces
 - b) names
 - c) things I have done
26. I think you can tell if someone is lying if:
- a) they avoid looking at you
 - b) their voice changes
 - c) they give me funny vibes
27. When I meet an old friend:
- a) I say "It's great to see you!"
 - b) I say "It's great to hear from you!"
 - c) I give them a hug or a handshake
28. I remember things best by:
- a) writing notes or keeping printed details
 - b) saying them aloud or repeating words and key points in my head
 - c) doing or practicing the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
- a) writing a letter
 - b) complaining over the phone
 - c) taking them back to the store or posting them back to head office
30. I tend to say:
- a) I see what you mean
 - b) I hear what you are saying
 - c) I know how you feel

Scoring

Now add up how many A's, B's and C's you selected.

A's =	B's =	C's =
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If you chose mostly A's you have a preference for a **VISUAL** learning style

If you chose mostly B's you have a preference for an **AUDITORY** learning style

If you chose mostly C's you have a preference for a **KINAESTHETIC** learning style

People commonly have a dominant or preferred learning style, there is no right or wrong style. However, some people find that their learning style may be a blend of two or three styles where you find you may have similar scores for two or three of the styles.

VAK Learning Styles Explanation

Read the learning styles explanations below and consider how this might help you to identify learning and development that best meets your preferences.

- Someone with a **visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flipchart, etc. These people will use phrases such as “show me”, “let’s have a look at that” and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists, written directions and instructions.
- Someone with an **auditory** learning style has a preference for the transfer of information through listening: to the spoken word of self or others, of sounds and noises. These people will use phrases such as “tell me”, “let’s talk it over” and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the phone and tend to remember all the words to songs they hear!
- Someone with a **kinaesthetic** learning style has a preference for physical experience – touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as “Let me try”, “how do you feel?” and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

When you know your preferred learning style(s) you better understand the types of learning and development that work best for you. You may also become more aware of others’ preferred style which may be different from yours. There are types of learning that are right for your own preferred learning style and that are right for others.

Revisiting the statements 1-30, will help you to better understand how your learning style affects your day to day approach and where you notice differences in others’ approach.

Activity

To help you meet your learning needs/goals, make a note below of what types of development activities are likely to work best for you based on your preferred style(s).

3. Multiple Intelligences Self-Assessment

We are happiest and most successful when we learn, develop, and work in ways that make best use of our natural intelligences (in other words, our strengths and style and brain-type). As such, based on seven intelligences, **this self-assessment will help you to focus on the sorts of learning and work that will be most fulfilling and rewarding for you.**

What to do

For each statement, mark the appropriate box labelled with the ratings 1-5. Think carefully about your knowledge, beliefs, preferences, behavior, and experience. Decide quickly and move on. There is no right or wrong, good or bad, no expected or desirable response. Use your heart as well as your head. Focus on the way you really are, not on the way you “ought to be” for someone else or the way you would like to be.

Statement	Rarely 1	Occasionally 2	Sometimes 3	Usually 4	Almost Always 5
1. I am careful about the direct and implied meaning of the words I choose.					
2. I appreciate a wide variety of music.					
3. People come to me when they need help with math problems or any calculations.					
4. In my mind, I can visualise clear, precise, sharp images.					
5. I am physically well-coordinated.					
6. I understand why I believe and behave the way I do.					
7. I understand the moods, temperaments, values, and intentions of others.					
8. I confidently express myself well in words, written or spoken.					
9. I understand the basic precepts of music such as harmony, chords, and keys.					
10. When I have a problem, I use a logical, analytical, step-by-step process to arrive at a solution.					
11. I have a good sense of direction.					
12. I have skill in handling objects such as scissors, balls, hammers, scalpels, paintbrushes, knitting needles, pliers, etc.					
13. My self-understanding helps me to make wise decisions for my life.					
14. I'm able to influence other individuals to believe and /or behave in response to my own beliefs, preferences, and desires.					
15. I am grammatically accurate.					
16. I like to compose or create music.					
17. I am rigorous and skeptical in accepting facts, reasons, and principles					
18. I am good at putting together jigsaw puzzles and reading instructions, patterns, blueprints.					
19. I excel in physical activities such as dance, sports, or games.					

20. My ability to understand my own emotions helps me decide whether or how to be involved in certain Situations.					
21. I would like to be involved in "helping" professions such as teaching, therapy, or counseling.					
22. I can use spoken or written words to influence or persuade others.					
23. I enjoy performing music such as singing or playing a musical instrument for an audience.					
24. I require scientific explanations of physical realities					
25. I can read maps easily and accurately.					
26. I work well with my hands as would an electrician, seamstress, plumber, tailor, mechanic, carpenter, 3-D artist.					
27. I am aware of the complexity of my own feelings, emotions, and beliefs in various circumstances.					
28. I can work as an effective intermediary in helping other individuals and groups to solve their problems.					
29. I am sensitive to the sounds, rhythms, inflections, and meter of words, especially as found in poetry.					
30. I have a good sense of musical rhythm.					
31. I would like to study the work of people such as chemists, engineers, physicists, astronomers, or mathematicians.					
32. I can produce graphic depictions of the spatial world as in drawing, painting, sculpting, drafting, or map-making.					
33. I relieve stress or find fulfillment in physical activities.					
34. My inner self is my ultimate source of strength and renewal.					
35. I understand what motivates others.					
36. I enjoy reading frequently and widely.					
37. I have a good sense of musical pitch.					
38. I find satisfaction in dealing with numbers.					
39. I like the hands-on approach to learning when I can experience personally the objects, I'm learning about					
40. I have quick and accurate physical reflexes and responses.					
41. I am confident in my own opinions and am not easily swayed by others.					
42. I am comfortable and confident with groups of people.					
43. I use writing as a vital method of communication.					
44. I am affected both emotionally and intellectually by music.					
45. I prefer questions that have definite "right" and "wrong" answers.					
46. I can accurately estimate distances and other measurements.					
47. I have accurate aim when throwing balls or in archery, shooting, etc.					

48. My feelings, beliefs, attitudes, and emotions are my own responsibility.					
49. I have a large circle of close associates.					

Scoring

In the chart below, the numbers in the left columns are the same as the statement numbers in the questionnaire. You made a rating judgment (from 1-5) for each statement – place your rating in the right-hand columns against each statement number. Add up each column and write the total at the bottom to determine your score in each of the seven intelligences. Then review the interpretations below the chart.

Verbal – Linguistic		Musical – Rhythmic		Logical – Mathematical		Visual – Spatial		Kinaesthetic		Intrapersonal		Interpersonal	
1		2		3		4		5		6		7	
8		9		10		11		12		13		14	
15		16		17		18		19		20		21	
22		23		24		25		26		27		28	
29		30		31		32		33		34		35	
36		37		38		39		40		41		42	
43		44		45		46		47		48		49	
Totals:													
After reading below, write in the 7 boxes, T, S or P preference based on your score for each													

Scores interpretation

To some degree we possess all these intelligences, and all can be enhanced. We are each a unique blend of all seven; however, we all differ in the degree to which we prefer and have the competence to use each of the intelligences. Below are interpretations for the scores in three ranges of low, moderate, and high. **Your highest scores indicate your natural strengths and potential - your natural intelligences.**

7 – 15: Low Intensity

Tertiary preference (3). You tend to “avoid” it and are probably uncomfortable when required to use it. This intelligence probably is not one of your favourites. In most circumstances, you lack confidence and will go out of your way to avoid situations involving intensive use of this intelligence. Your competence is probably relatively low. Unless you are unusually motivated, gaining expertise might be frustrating and likely would require significant effort. However, all intelligences, including this one, can be enhanced throughout your lifetime.

16 – 26: Moderate Intensity

Secondary preference (2). You tend to “accept” it and/or use this intelligence with some comfort and ease. You could take or leave the application or use of it. Though you accept it, you do not necessarily prefer to use it although you would not necessarily avoid using it. This may be because you have not developed your ability/competence to use it or because of only having a moderate preference for it. Gaining expertise would be satisfying but would require quite a lot effort.

27 – 35: High Intensity

Primary preference (1). You tend to “prefer” this intelligence and use it often with comfort and ease. You enjoy using and applying it. You are excited and challenged by it. Given the opportunity, you will usually select it. Others know you prefer it. Your competence is probably relatively high if you have had opportunities to develop it. Becoming an expert should be rewarding and fulfilling and will probably require little effort compared to a moderate preference.

Explore the table below to understand more about your primary and secondary preferences.

Gardner's Multiple Intelligences - descriptions, preferences, personal potential, related tasks and tests				
intelligence type	intelligence description	typical roles, preferences, potential	related tasks, activities or tests	preferred learning style
1. Linguistic	words and language , written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
2. Logical - mathematical	logical thinking , detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers, bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3. Musical	musical ability , awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm
4. Bodily - Kinesthetic	body movement control , manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess work-station ergonomics	physical experience and movement, touch and feel
5. Spatial - Visual	visual and spatial perception ; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect.	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	pictures, shapes, images, 3D space
6. Interpersonal	perception of other people's feelings ; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, communications, cooperation, teamwork
7. Intrapersonal	self-awareness , personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model	self-reflection, self-discovery

My most preferred intelligences are:

What does this tell you about your strengths and potential?

How can you use this knowledge to support your learning and development?

4. What's My Motivational Learning Style?

This self-assessment offers insight about how you are motivated to learn.

Motivation is the force that draws you to move toward something. It can come from a desire or a curiosity within you or can be from an external force urging you on. Motivation styles vary for different situations and topics but nonetheless, you draw on them especially when you try to learn something challenging. If you can recognise your predominant motivational style, you can identify the situations that best satisfy your needs. Likewise, you can't motivate anyone else. All you can do is invite them to learn.

What to do

Take a few minutes to complete the following questionnaire assessing your preferred motivation style. These questions have no right or wrong answers.

- Begin by reading the words in the left-hand column.
- Of the three responses to the right, circle the one that best characterises you, answering as honestly as possible with the description that applies to you now.
- Count the number of circled items and write your total at the bottom of each column for Goal, Relationship and Learning.

1. I'm proud when I...	Get things done.	Help other people.	Solve problems by thinking things through.
2. I mostly think about...	What's next.	People.	Different ideas.
3. To relax, I tend to...	Rely on a consistently relaxing activity.	Hang out and talk with friends.	Learn something new.
4. I like to do things...	Right away or on schedule.	When everyone else can do it with me.	When it feels right to me.
5. When online, I like to...	Search for specific information.	Write emails, text message, or chat.	Follow links in many directions.
6. Projects should be...	Finished on time.	Done in groups.	Meaningful to my life.
7. In a school setting, I used to like to...	Ask questions.	Make friends.	Explore many topics.
8. I believe schedules...	Keep me organised.	Help me coordinate plans with other people.	Are useful tools to keep me on track.
9. I like to be recognised for...	Being organised, neat, and on time.	Being thoughtful, Considerate and kind to others.	Being smart, clever, curious, and a good problem solver.
10. In terms of completing things...	I finish what I start.	I enlist the help of other people.	I want to be learning from start to finish.
Totals	Goal:	Relationship:	Learning:

The column with the **highest total** represents your primary motivation style.
The column with the **second-highest total** is your secondary motivation style.

My primary motivation style is:

My secondary motivation style is:

Scores Interpretation

Read the descriptors below for each of the styles.

A/ If you are **goal-oriented**, to achieve clear-cut objectives/goals, you most likely follow a direct and obvious learning route. You look at learning as a way to solve problems, pursue particular interests, and accomplish tasks/projects. Every project started will have a goal at the end. This might lead you to a specific resource, the internet, or to speak to an expert—whatever means is available. You usually prefer meeting in person if it's the most effective method for help towards your goals. You don't find learning itself much fun.

B/ If you are **relationship-oriented**, you are a social learner and take part in learning mainly for social contact. When you meet and interact with people, you learn things along the way. You may not like working independently or focusing on topics (separately from people) because that doesn't give you the interactivity you crave.

C/ If you are **learning-oriented**, the practice of learning itself drives you, you seek knowledge for its own sake and may become frustrated by anything that requires you to spend more time following procedures than on actual learning. You are most likely an avid reader and choose jobs and make other decisions in life in terms of the potential for growth which they offer.

Each of the three motivational styles has its fundamental strengths and weaknesses. It can be beneficial if you train/develop yourself to have two motivational styles e.g.

- a goal motivated learner can be motivated to learn if what they see as a goal is making a social connection
- a relationship motivated learner may have a secondary motivation to learn if they just want to learn for their own knowledge while knowing whoever they may meet they can connect with.
- The learning motivated learner may be motivated with the goal of getting to know more than one peer/colleague.

Activity

What do you feel are the strengths and weaknesses of your primary motivation style?
What could you do to further develop your secondary motivation style?

5. Emotional Intelligence (EI) Self-Assessment

This self-assessment is designed to get you thinking about the various emotional intelligence competencies as they apply to you. Emotional intelligence is the ability to recognise, understand and manage your own emotions and to understand how others are feeling.

Being aware of and managing your emotions is very important in developing resilience, particularly in managing negative emotions. Distinguishing what is within and outside of our control can be helpful in controlling these emotions. This can help to increase our tolerance of frustration and stop us getting worked up/upset over disappointments which we cannot influence. When people are in a positive frame of mind, and experiencing positive emotions, they are more likely to be generous, supportive and tolerant of one another. This then reinforces team-work and commitment. It also fosters an environment where people can openly talk about mistakes and learn from them increasing the likelihood of achievement and success.

Having a high degree of emotional intelligence includes five competencies:

Self-awareness

The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

Managing emotions

The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret.

Motivating oneself

The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

Empathy

The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

Social Skill

The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

What to do

1. **Assess and score** each of the questionnaire's statements using a scale from 1-5 where:
1 indicates that the statement **does NOT apply at all**

3 indicates that the statement **applies about HALF the time**

5 indicates that the statement **ALWAYS applies to you**

Focus on the way you really are, not on the way you “ought to be” for someone else.

2. **Total and interpret your results.** Transfer your scores to the calculation table and total your results. *Remember, this tool is not a validated psychometric test - the answers you give are likely to vary depending on your mood when you take it.*
3. **Consider your results and identify up to three development actions you can take immediately to strengthen your emotional intelligence.**
4. **Add to your personal development plan.**

Assess and score how much each statement applies to you

Read each statement and decide how strongly the statement applies to you. Score yourself from 1 to 5 based on the following guide, circling the appropriate number.

1 = Does **not** apply at all ~ 3 = Applies **half** the time ~ 5 = **Always** applies

1 I realise immediately when I lose my temper	1 2 3 4 5
2 I can 'reframe' bad situations quickly	1 2 3 4 5
3 I am always able to motivate myself to do difficult tasks	1 2 3 4 5
4 I am always able to see things from the other person's viewpoint	1 2 3 4 5
5 I am an excellent listener	1 2 3 4 5
6 I know when I am happy	1 2 3 4 5
7 I do not wear my 'heart on my sleeve'	1 2 3 4 5
8 I am usually able to prioritise important work activities & get on with them	1 2 3 4 5
9 I am excellent at empathising with someone else's problem	1 2 3 4 5
10 I never interrupt other people's conversations	1 2 3 4 5
11 I usually recognise when I am stressed	1 2 3 4 5
12 Others can rarely tell what kind of mood I am in	1 2 3 4 5
13 I always meet deadlines	1 2 3 4 5
14 I can tell if someone is not happy with me	1 2 3 4 5
15 I am good at adapting and mixing with a variety of people	1 2 3 4 5
16 When I am being 'emotional' I am aware of this	1 2 3 4 5
17 I rarely 'fly off the handle' at other people	1 2 3 4 5
18 I never waste time	1 2 3 4 5
19 I can tell if a team of people are not getting along with each other	1 2 3 4 5
20 People are the most interesting thing in life for me	1 2 3 4 5
21 When I feel anxious, I usually can account for the reason(s)	1 2 3 4 5
22 Difficult people do not annoy me	1 2 3 4 5
23 I do not evade/dodge an issue	1 2 3 4 5
24 I can usually understand why people are being difficult towards me	1 2 3 4 5
25 I love to meet new people and get to know what makes them 'tick'	1 2 3 4 5
26 I always know when I'm being unreasonable	1 2 3 4 5
27 I can consciously alter my frame of mind or mood	1 2 3 4 5
28 I believe you should do the difficult things first	1 2 3 4 5
29 Other individuals are not 'difficult' just 'different'	1 2 3 4 5
30 I need a variety of work colleagues to make my job interesting	1 2 3 4 5
31 Awareness of my own emotions is very important to me at all times	1 2 3 4 5

- 32 I do not let stressful situations or people affect me once I have left work 1 2 3 4 5
- 33 Delayed gratification is a virtue that I hold to 1 2 3 4 5
- 34 I can understand if I am being unreasonable 1 2 3 4 5
- 35 I like to ask questions to find out what is important to people 1 2 3 4 5
- 36 I can tell if someone has upset or annoyed me 1 2 3 4 5
- 37 I rarely worry about work or life in general 1 2 3 4 5
- 38 I believe in 'action this day' 1 2 3 4 5
- 39 I can understand why my actions sometimes offend others 1 2 3 4 5
- 40 I see working with difficult people as simply a challenge to win them over 1 2 3 4 5
- 41 I can let anger 'go' quickly so that it no longer affects me 1 2 3 4 5
- 42 I can suppress my emotions when I need to 1 2 3 4 5
- 43 I can always motivate myself even when I feel low 1 2 3 4 5
- 44 I can sometimes see things from others' point of view 1 2 3 4 5
- 45 I am good at reconciling differences with other people 1 2 3 4 5
- 46 I know what makes me happy 1 2 3 4 5
- 47 Others often do not know how I am feeling about things 1 2 3 4 5
- 48 Motivation has been the key to my success 1 2 3 4 5
- 49 Reasons for disagreements are always clear to me 1 2 3 4 5
- 50 I generally build solid relationships with those I work with 1 2 3 4 5

Total and interpret your results

1. **Record** your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organises the statements into 5 emotional competency lists.

Self-awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

2. **Calculate** a total for each of the 5 emotional competencies.

Total = (SA)		Total = (ME)		Total = (MO)		Total = (E)		Total = (SS)	
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3. **Interpret** your totals for each emotional competency using the following guide.

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are less developed will bring good results.
10-17	Make this area a development priority .

4. **Record** your result below for each competency based on the guide:

1. strength 2. needs attention 3. development priority.

	Self-awareness	Managing emotions	Motivating oneself	Empathy	Social Skill
1. Strength					
2. Needs attention					
3. Development priority					

5. **Activity: Consider** your results and referring to the reflective questions/development tips below, identify up to **three** development actions you can take immediately to strengthen your emotional intelligence. Put them into your development plan.

Reflection tips

- Do you notice when you are experiencing strong emotions?
- What is the feeling trying to tell you?
- Are you aware of yours and others' emotions?
- Identify a situation which you feel unhappy, disgruntled or stressed about.
 - What emotions are you feeling?
 - How could these emotions get in the way of your functioning or making the right choices/decisions?
 - What can you do to feel better?
 - What can you do to change these emotions to be more positive?
 - What can you learn about yourself from this?
- Consider how it might be in the other's shoes – ask yourself:
 - What is going on for this person right now?
 - How might they be feeling?

Development tips

Emotional intelligence is something we can choose to develop. The development tips below will help you to raise your levels of emotional intelligence and start to improve the quality of relationships you hold and the performance you deliver.

- Seek feedback from a range of colleagues/peers/friends who you trust to be honest to grow your understanding of how others experience you.
- Consider finding a coach with whom you can start to understand what the triggers for your emotions are.
- Take responsibility for your own feelings – recognise that no one can 'make you' feel a certain way, you 'choose' how you respond.
- Increase your level of listening – don't just pay attention to the words being said, look for voice changes and notice changes in body language of the other person.
- Avoid jumping to conclusions, making assumptions, stereotyping or labelling people or situations.
- Show a genuine interest in others, what they have to say/how they feel about situations.
- Acknowledge and allow others to have their emotions.

Action 1	
Action 2	
Action 3	

6. Strengths Exploration Self-Assessment

In this self-assessment, you will identify your strengths and ways in which you are already using them. Additionally, you will explore new ways to use your strengths to your advantage.

Those who know their strengths and tend to use them frequently tend to have more success in several areas. They feel happier, have better self-esteem, and are more likely to accomplish their goals.

To use your strengths effectively, it's important to have a clear idea of what they are, and how they can be used. Some of your greatest strengths might be easy to recognise, while others go unnoticed because they may feel ordinary to you (even if they aren't).

Circle your strengths from the choices below or add your own at the bottom			
Wisdom	Artistic ability	Curiosity	Leadership
Empathy	Honesty	Open Mindedness	Persistence
Enthusiasm	Kindness	Love	Social awareness
Fairness	Bravery	Cooperation	Forgiveness
Modesty	Common Sense	Self-Control	Patience
Gratitude	Love of Learning	Humor	Spirituality
Ambition	Creativity	Confidence	Intelligence
Athleticism	Discipline	Assertiveness	Logic
Optimism	Independence	Flexibility	Adventurousness

Relationships (family, friendships, romantic, work)

List the strengths you possess that help you in your relationships.
Describe a specific time your strengths were able to help you in a relationship.
Describe two new ways you could use your strengths in relationships. 1. 2.

Work/Career (past or present work or other professional endeavours)

List the strengths you possess that help you (& have helped you) in your work/career.
Describe a specific time your strengths were able to help you in your work / career.
Describe two new ways you could use your strengths in your professional life. 1. 2.

Personal fulfillment (hobbies, interests, leisure activities, wellbeing)

List the strengths you possess that help you achieve personal fulfillment.
Describe a specific time your strengths were able to help you with personal fulfillment.
Describe two new ways you could use your strengths for personal fulfillment. 1. 2.

7. Self-Confidence Self-Assessment

This self-assessment will help you explore how you are currently feeling related to your self-confidence.

What to do

Complete each sentence below by selecting one of the four options about how confident you are currently feeling.

1. When it comes to achievement and success, I am

- a. Mostly confident in my capacity for success and expect good outcomes.
- b. Confident in some areas of work and life but have doubts in several others.
- c. Just confident enough to maintain the status quo, but not feeling capable of making my life or career much better.
- d. Lacking confidence in most of my abilities and feel very limited in my capacity for success.

2. In social interactions, I feel

- a. Completely confident walking into a room full of new people and conversing easily.
- b. Slightly uncomfortable meeting new people but force my way through it.
- c. Very uncomfortable in new social situations and try to stay invisible.
- d. So uncomfortable that I avoid these situations entirely.

3. Compared to other people I know, I

- a. Am just as intelligent and successful as most people I know.
- b. Probably could be as smart and successful if I felt surer of myself.
- c. Am less successful and capable than most people I know.
- d. Am the least intelligent and successful of my peers and family.

4. At work or in social situations, I

- a. Often take initiative and share my thoughts and ideas easily.
- b. Sometimes take initiative and share ideas, but only if I feel pretty sure I'll be accepted.
- c. Rarely take initiative or share my thoughts and ideas.
- d. Almost never take initiative or share my thoughts and ideas. I feel too nervous.

5. Generally I feel

- a. Good about myself and relaxed and at ease with who I am.
- b. Okay with who I am, but sometimes insecure and anxious.
- c. Mostly uncomfortable about myself and often insecure and anxious.
- d. Negative and unhappy about myself and almost always insecure and anxious.

6. When it comes to my appearance and body image, I am

- a. Happy with how I look and how others perceive my appearance.
- b. Mostly satisfied with my appearance but have areas of my body and face that I dislike and that others find unattractive.
- c. Not very attractive and feel very unhappy about my appearance and body.
- d. Greatly unhappy about my appearance and feel a sense of shame/judgment from others.

7. When it comes to trying new things or taking risks, I am

- a. Almost always willing to give it a try and don't worry much if it doesn't work out.

- b. Willing to try if I feel secure about the potential outcome and the risk of failure is very small.
- c. Rarely willing to try new things or take risks.
- d. Never willing to try new things or take risks.

8. When making big decisions or solving problems, I will

- a. Always rely on my own judgment, intuition, and skills, knowing I'm as capable as anyone else.
- b. Sometimes seek reinforcement or input from others, as I don't completely trust my own judgment.
- c. Go to others first for ideas/input and follow their advice even if it goes against my own judgment.
- d. Always seek the direction of others because they know the answers better than I do.

9. When I have negative, limiting thoughts about myself, I

- a. Can easily dismiss them and move on with confidence, knowing that past mistakes, problems, or failures don't define me.
- b. Sometimes believe the thoughts and beliefs and feel bad about myself for a time, but eventually let them go.
- c. Feel trapped by them quite frequently and feel unmotivated and depressed.
- d. Accept those thoughts as the truth about who I am, and nearly always feel unmotivated and depressed.

10. In my close relationships with my spouse, partner, and family, I feel

- a. Lovable, likeable, and secure about myself and the relationship.
- b. Mostly secure and likeable but sometimes insecure in the relationship.
- c. Worried much of the time that I'm not good enough or lovable.
- d. Always insecure and worried about rejection.

Scoring

Calculate a self-confidence score by giving yourself:

4 points for every (a) answer	3 points for every (b) answer	2 points for every (c) answer	1 point for every (d) answer
Score:	Score:	Score:	Score:
Overall score:			

Scores Interpretation & Development Opportunities

If you scored between 34-40 - you have an average to high degree of self-confidence.

You feel good about yourself and about your intelligence and ability to succeed. You feel optimistic about the future, are comfortable in social settings and when meeting new people. You have a healthy attitude about your appearance and can take risks and move past life difficulties without much trouble. You have strong, positive relationships and generally feel comfortable in your own skin.

Look at any areas where you answered with b, c, or d responses. These are specific areas where you can identify development opportunities to work on your confidence to build on your success and stretch yourself further.

If you scored between 26-33 - you have a moderate degree of self-confidence.

There are some areas where you feel capable and self-assured, but other areas where you are lacking confidence. These latter areas can begin to undermine your confidence in all areas if you don't acknowledge them and work to improve your confidence.

If your low confidence scores relate to your ability to be successful, begin by exploring the following questions:

- why do you doubt yourself and your abilities?
- what triggering event or events undermined your confidence?
- are those events still relevant?
- what skills do you need to develop/improve to feel more confident?

If you have difficulty with social interactions, identify

- why do you feel uncomfortable in social settings or in your relationships?
- how can you challenge yourself in small ways to strengthen your communication skills and your comfort level around others?

Review the areas where you answered with b, c, or d. Pick the area that is causing you the most difficulty and begin focusing your energy there. Take small development steps to improve your confidence in this area, then move on to the next area.

If your score was between 16-25 - you have a low degree of self-confidence.

Often you don't feel confident in who you are, your interpersonal skills, or your ability to be successful. You may have some areas of self-confidence, but they are often overshadowed by your lack of confidence in other areas. Your low confidence is holding you back from opportunities and relationships that could be life-changing. The longer you leave these confidence issues unaddressed, the more they may impact your overall self-esteem as your feelings of worthiness sink lower. The concern is that low self-esteem can turn into debilitating mental health issues like depression and anxiety.

Taking steps to work on your confidence will help you gain the inner strength to achieve your dreams, have better relationships, and feel happier. The support of a coach or counsellor* may particularly benefit you in helping determine the triggers and causes for your low self-confidence so you can start to turn it around. You will also become more confident once you learn the skills that will support you and begin to practice them.

Below 15 - you have very low self-confidence.

Your self-esteem is likely very low as well. When you don't feel good about yourself, your appearance and your capacity for success, you can feel trapped in a vicious cycle that can lock you in despair, negativity and fear.

If you're feeling depressed or anxious about your lack of confidence and low self-esteem, and you've been feeling this way for awhile, it would be recommended that you seek help from a professional counsellor* or your doctor. Don't allow your depression to go untreated. As you begin to address the issues underneath the depression and self-esteem problems, you'll get stronger and more motivated to take steps to improve your self-confidence. Some of the work in building your confidence should also improve your feelings of self-worth. The more confident actions you take, the better you'll begin to feel about yourself. Just learning the skills needed to improve your confidence can give you a sense of purpose that lifts your spirits and supports your mental health.

[*Visit the Staff Support site for information about workplace and mental health support including counselling via the Employee Assistance programme and coaching.](#)

8. Resilience Self-Assessments

Once we reach adulthood, our personalities remain relatively stable. However, our levels of resilience can vary considerably. Fortunately, everyone has the ability to build and maintain their levels of resilience. **The self-assessments below will provide an initial insight into understanding your resilience level to help you to identify where and how you can develop your resilience.**

Both assessments are short and slightly different in terms of outputs - you can complete one or both. Following this, if you wish to complete a more in-depth, free self-assessment which generates an electronic report, the i-resilience questionnaire is recommended and can be found via the following link: <http://www.robertsoncooper.com/iresilience/>

A/ Resilience Self-Assessment 1: What to do

This self-assessment is adapted from The Resilience Advantage (2015) by Al Siebert, PhD. For each statement, score yourself between 1 and 5, as below:

1	2	3	4	5
Strongly disagree	Disagree	Agree and disagree	Agree	Strongly agree

Statement	Your score
1. I'm usually optimistic. I see difficulties as temporary and expect to overcome them.	
2. Feelings of anger, loss and discouragement don't last long.	
3. I can tolerate high levels of ambiguity and uncertainty about situations.	
4. I adapt quickly to new developments. I'm curious. I ask questions.	
5. I'm playful. I find the humour in rough situations and can laugh at myself.	
6. I learn valuable lessons from my experiences and from the experiences of others.	
7. I'm good at solving problems. I'm good at making things work well.	
8. I'm strong and durable. I hold up well during tough times.	
9. I've converted misfortune into good luck and found benefits in bad experiences.	
TOTAL	

Scoring & Interpretation

Find your total score in the section below which will give you an indication of current your resilience level along with some development tips. Then move to **section C - How to Boost your Resilience**, which details 10 areas important to developing resilience.

<i>Less than 20: Low Resilience</i>	<i>10-30: Some Resilience</i>	<i>30-35: Adequate Resilience</i>	<i>35-45: Highly Resilient</i>
<p>You may have trouble handling pressure or setbacks and may feel deeply hurt by any criticism. When things don't go well, you may feel helpless and without hope.</p> <p>Consider seeking some outside counselling or coaching support to help you develop your resiliency skills. Seek out learning activities to complement this e.g. courses, webinars etc. Connect with others who share your developmental goals.</p>	<p>You have some valuable pro-resiliency skills, but also plenty of room for improvement.</p> <p>Strive to strengthen the characteristics you already have and to cultivate the characteristics you lack. Consider learning activities that would help e.g. courses, webinars, reading articles, coaching, mentoring etc.</p>	<p>You are a self-motivated learner who recovers well from most challenges.</p> <p>Learning more about resilience, and consciously building your resiliency skills, will empower you to find more joy in life, even in the face of adversity. Consider learning activities that would help e.g. courses, webinars, reading articles etc.</p>	<p>You bounce back well from life's setbacks and can thrive even under pressure.</p> <p>You could be of service to others who are trying to cope better with adversity e.g. through offering some informal mentoring.</p>

B/ Resilience Self-Assessment 2: What to do

This is an abbreviated version of the Nicholson McBride Resilience Questionnaire (NMRQ) which will provide an initial insight into how resilient you are. For each statement, score yourself between 1 and 5, as below:

1	2	3	4	5
Strongly disagree	Disagree	Agree and disagree	Agree	Strongly agree

Statement	Your score
1. In a difficult spot, I turn at once to what can be done to put things right.	
2. I influence where I can, rather than worrying about what I can't influence.	
3. I don't take criticism personally.	
4. I generally manage to keep things in perspective.	
5. I am calm in a crisis.	
6. I'm good at finding solutions to problems.	
7. I wouldn't describe myself as an anxious person.	
8. I don't tend to avoid conflict.	

9. I try to control events rather than being a victim of circumstances.	
10. I trust my intuition.	
11. I manage my stress levels well.	
12. I feel confident and secure in my position.	
TOTAL	

Scoring & Interpretation

Find your total score in the section below which will give you an indication of current your resilience level. Then move to **section C - How to Boost your Resilience**, which details 10 areas important to developing resilience.

0 – 37	38 - 43	44 - 48	49 - 60
<p>A developing level of resilience. Your score indicates that, although you may not always feel at the mercy of events, you would benefit significantly from developing your resilience.</p>	<p>An established level of resilience. Your score indicates that you may occasionally have tough days when you can't quite make things go your way, but you rarely feel ready to give up.</p>	<p>A strong level of resilience. Your above average score indicates that you are pretty good at rolling with the punches and you have an impressive track record of turning setbacks into opportunities.</p>	<p>An exceptional level of resilience. Your score indicates that you are very resilient most of the time and rarely fail to bounce back – whatever life throws at you. You believe in making your own luck.</p>

C/ How to Boost your Resilience

Review the following 10 areas to help you identify where you can become more resilient.

1. Visualise success
2. Boost your self-esteem
3. Enhance your efficacy, take control
4. Become more optimistic
5. Manage stress
6. Improve decision-making
7. Ask for help
8. Deal with conflict
9. Learn
10. Be yourself

1. Visualise success

Resilient people create their own vision of success. This helps them achieve their goals by providing a clear sense of where they're headed. Your vision needs to be rounded and vibrant and based on what is currently possible; resilient people don't waste time on impossible dreams or hankering after things they'll never have. They recognise the fine line between goals that are stretching and those that are unrealistic.

2. Boost your self-esteem

Some people are naturally blessed with high self-esteem. Others – perhaps most of us – need to work on self-esteem, which involves understanding where it comes from and what makes you feel good about yourself. The checklist below may help.

- Identify what you're good at. What can you feel positive about? What are your strengths?
- Remind yourself of these things regularly.
- Ask and recognise/accept what other people appreciate about you.
- Allow others to praise you and resist the temptation to brush compliments aside.
- When something goes wrong try to avoid beating yourself up unnecessarily;
- Try not to compare yourself with other people.
- When things go well for others feel genuinely pleased for them.
- Enjoy it when something goes better than you thought it would.
- Praise yourself.

3. Take control

Resilient people believe they can make a difference and be successful. Others suffer from unhelpful beliefs. Here are a few common ones:

- a. ***I am the victim of my past*** – Your past may have an impact but is not an excuse for not improving yourself now.
- b. ***There's so much to do it's not even worth trying*** – Life is complex, and you now have to often do more with less. As a result, you may come to believe there are simply so many challenges that you can't see where to start. Psychologists call this 'agglomeration' – feeling overwhelmed by the volume and complexity of the issues. Try to break a challenge down, establish key priorities and take first things first.
- c. ***There's a right answer to everything*** – Analysts dream that by scrutinising data hard enough, the 'correct' answer will emerge. This rarely happens in real life. The danger is that analysis becomes a substitute for, rather than a prelude to, action.
- d. ***I'm on my own*** – It's easy to believe that you are the only one suffering and that you must weather a storm alone. Acting on the adage 'a problem shared is a problem halved' works well in these circumstances; talking things through with a trusted individual e.g. a friend, colleague, manager etc. is a source of strength, not a sign of weakness.
- e. ***This isn't fair*** – Doctors claim that perpetrators of crimes heal more quickly than their victims. If you believe you have in some way contributed to a problem, you may feel more motivated to resolve it. If you are not to blame i.e. a victim, you may dwell on the unfairness of the situation rather than on what can be done.

Reflect on unhelpful beliefs you may have and learn to reframe these into helpful beliefs. Recognise when your thinking is negative and immediately turn it around, so it becomes positive.

4. Become more optimistic

Optimism is one of the most important characteristics of resilient people; it is vitally important to develop the habit of looking on the bright side, having confidence in your own abilities, and salvaging what you can from problematic situations. Even those who lean towards the 'glass-half-empty' mindset can learn.

5. Manage stress

Psychologists see stress as an energising force – up to a point, beyond which it becomes debilitating. Highly resilient people have a higher tipping point and, when things threaten to get them down, they know how to deal with it.

Sources of stress are unique to you: to boost your resilience, you need to identify what your stressors are and how to counteract them. There are also personality traits that make some individuals more stress-prone. Look at the list below. If you tend towards any of these, try to discipline yourself to reduce or eliminate them:

- Displaying hostility
- Hiding feelings
- Being unable to listen properly
- Being over-perfectionist
- Having difficulty relaxing
- Being generally critical

Stress management falls into 2 categories – distraction and resolution. Distraction techniques include exercise, breathing deeply/meditation/mindfulness, walking or extracting yourself from the situation. Resolution is focused on solving the problem.

6. Improve decision-making

Resilience requires you to make rather than avoid decisions. Resilient people trust their own judgement but aren't afraid to challenge their minds. They know that decisions are rarely irreversible, and that procrastination is the enemy of resilience. Understanding your preferred decision-making approach is a critical step towards building resilience. Tips for shifting your style are given below.

- **Becoming more intuitive** – Build experience – understand your decision-making shortcuts – trust your gut – establish the worst-case scenario – take a risk – learn
- **Becoming more rational** – Stand back/don't rush to judgement – gather data – talk to the relevant parties – establish criteria – use a rational process – 'sense check' the answer

7. Ask for help

You don't have to do this alone; resilient people know when to reach out to others – and who is best to turn to? What does your network look like? If not, map it out.

- Draw a circle on a sheet of paper – this is you.
- Draw your network, with others depicted as circles too: the more important they are to you, the larger the circle; the stronger the relationship, the closer they are to you.
- Draw lines linking you to others and others to one another, dotted lines for indirect relationships.
- Consider what you want from them and what you can offer and add this to the map.
- What actions do you need to take to get and give support? NB. *You might also wish to try the Networking self-assessment (No. 14) to understand more about networking, your strengths and potential areas to focus your development.*

8. Deal with conflict

Conflict occurs when our views differ from those of another person which can happen quite often. The ability to handle it constructively is an important part of resilience – ensuring that the style of resolution is appropriate, given the nature of the conflict and the other party. Below are some examples and suggested tactics.

Nature of problem	Possible approach
Although I'm annoyed, it's a trivial matter	This is one to let drop – get over it.
My solution is better than the other person's, but their approach could work.	It's not worth fighting over. Win credit for your flexibility.
This is important, something that requires a well-thought-through solution. I have strong views but so does the other person.	Honest, constructive talking and listening. Collaborate to find a solution acceptable to both parties.
I'm convinced I'm right and the other person is wrong.	Sell the benefits of your idea or say it's the way it must be – but in a way that preserves your relationship.

9. Learn

Thinking regularly about what lessons can be drawn from your experiences strengthens your 'learning muscle' and helps you build resilience. Figure out how you learn best (*you may wish to complete one or more of the learning styles self-assessments in this toolkit*) and learn what you can from experience's life throws at you.

Learning more about resilience, and consciously building your resiliency skills, will also empower you to find more enjoyment and improved wellbeing, even in the face of adversity. Consider learning activities that will help you to do this and based on how you learn best e.g. courses, webinars, reading articles etc.

10. Be yourself

You may be determined to enhance your resilience, but you won't succeed if your plan for doing this does not align with your core identity and values/beliefs – exploring what these are will enhance your self-awareness. The most resilient leaders are as self-aware, as they are self-confident!

Activity

Identify three key areas you will focus on to develop your resilience skills and the strategies and/or learning activities you will use to help you.
1.
2.
3.

9. Customer Care Skills Self-Assessment

Where you are in a customer/client facing role, this self-assessment will enable you to reflect on your day to day practice, helping you to identify your current skills/strengths to maintain and sustain and to develop an action plan with regard to areas you would benefit from improving so you are able to excel in the customer care you provide.

What to do

Using the score levels below from 1 – 5, rate yourself for each statement. You are encouraged to provide examples/comments from your day to day practice to back up each rating.

1	2	3	4	5
To a very great extent – something you do extremely well	To a great extent	To a moderate extent	To a small extent	Not at all - real opportunity area!

1. BEING READY

Anticipating the needs of customers; having the information I need or knowing where to get it, having all the equipment I need in working order; use of technology; knowing and preparing for times of peak demand.

1 2 3 4 5

Please provide examples and/or comment on your score:

2. WELCOMING

Greeting customers and conveying an attitude that shows them I am interested and willing to help through tone of voice, verbal language and body language.

1 2 3 4 5

Please provide examples and/or comment on your rating:

3. LISTENING

Hearing and remembering the feelings, facts and the significant concerns that my customers express.

1 2 3 4 5

Please provide examples and/or comment on your rating:

4. ASKING

Asking effective questions to understand my customers' situation and what they really need

1 2 3 4 5

Please provide examples and/or comment on your rating:

5. RESTATING

Letting my customers know I understand what we said/discussed – both their feelings and facts of the situation; being sure that we agree on what they are asking.

1 2 3 4 5

Please provide examples and/or comment on your rating:

6. OFFERING INFORMATION AND OPTIONS

Giving my customers' useful information; providing them with options.

1 2 3 4 5

Please provide examples and/or comment on your rating:

7. SETTING EXPECTATIONS AND GETTING AGREEMENT

Letting my customers know what I can and cannot do; being clear; giving specific details.

1 2 3 4 5

Please provide examples and/or comment on your rating:

8. SUMMARISING AND CHECKING

Summarising key points and checking for satisfaction.

1 2 3 4 5

Please provide examples and/or comment on your rating:

9. THANKING

Expressing appreciation to external and internal customers; making customers' feel important.

1 2 3 4 5

Please provide examples and/or comment on your rating:

10. FOLLOWING UP

Ensuring that when what was promised to the customer is what they received; if passing my customer to another colleague, making sure the transition is handled smoothly.

1 2 3 4 5

Please provide examples and/or comment on your rating:

11. HANDLING OBJECTIONS

Responding to objections stated by my customers; changing an objection into an opportunity.

1 2 3 4 5

Please provide examples and/or comment on your rating:

12. HANDLING CHALLENGING SITUATIONS

Doing my best to understand and help customers who may be angry or upset; recovering from mistakes made by myself or the organisation.

1 2 3 4 5

Please provide examples and/or comment on your rating:

Activity

THREE STRENGTHS – Areas to Maintain and Sustain

- 1.....
- 2.....
- 3.....

THREE IMPROVEMENT AREAS – Action Planning

Please detail below any areas for improvement and how you will go about making these improvements?

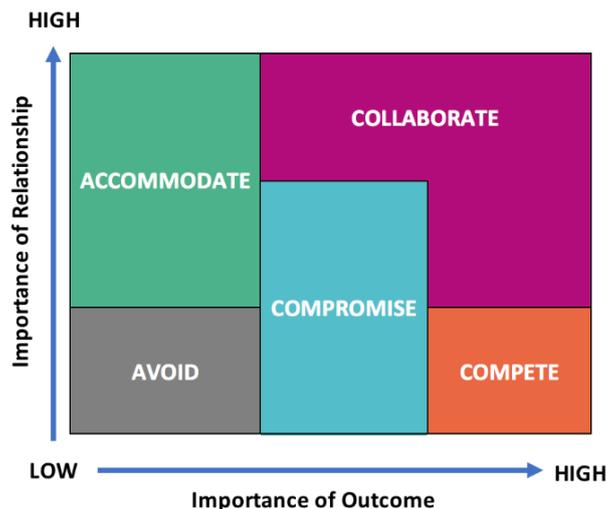
- 1.....
- 2.....
- 3.....

10. Conflict Management Style Self-Assessment

This self-assessment will help you identify your preferred conflict management style – the results are not intended to label individuals but provide an indication of preference, as different situations will require different styles of conflict management.

No two people have the same expectations and desires, therefore, from time to time you may experience conflict when speaking to colleagues. We each have our own way of dealing with conflict. The techniques we use are based on many variables such as our basic underlying temperament, our personality, our environment and where we are in our professional career.

Thomas Kilmann's Conflict Management Model measures conflict based on the importance of maintaining the relationship with someone against the importance of achieving the outcome. The model has five defining behaviours/styles for responding to conflict depending on where you are on the model. In order to address conflict, we draw from a **collaborating, competing, avoiding, accommodating** or **compromising style**. None of these strategies is superior in themselves. How effective they are, depends on the context in which they are used.



What to do

For each question below, *circle* either option 'A' or option 'B': Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

- A. There are times when I let others take responsibility for solving the problem.
B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
- A. I try to find a compromise solution.
B. I attempt to deal with all of another's and my concerns.
- A. I am usually firm in pursuing my goals.
B. I might try to soothe the other's feelings and preserve our relationship.
- A. I try to find a compromise solution.
B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other's help in working out a solution.
B. I try to do what is necessary to avoid useless tensions.
6. A. I try to avoid creating unpleasantness for myself.
B. I try to win my position.
7. A. I try to postpone the issue until I have had some time to think about it.
B. I give up some points in exchange for others.
8. A. I am usually firm in pursuing my goals.
B. I attempt to get all concerns and issues immediately out in the open.
9. A. I feel that differences are not always worth worrying about.
B. I make some effort to get my way.
10. A. I am firm in pursuing my goals.
B. I try to find a compromise solution.
11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.
12. A. I sometimes avoid taking positions which would create controversy.
B. I will let another have some of their positions if they let me have some of mine.
13. A. I propose middle ground.
B. I press to get my points made.
14. A. I tell another my ideas and ask them for theirs.
B. I try to show him the logic and benefits of my position.
15. A. I might try to soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tension.
16. A. I try not to hurt the other's feelings.
B. I try to convince the other person of the merits of my position.
17. A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid useless tensions.
18. A. If it makes the other person happy, I might let them maintain their views.
B. I will let the other person have some of their positions if they let me have some of mine.
19. A. I try to get all concerns and issues immediately out in the open.
B. I try to postpone the issue until I have had some time to think it over.
20. A. I attempt to immediately work through our differences.
B. I try to find a fair combination of gains and losses for both of us.
21. A. In approaching negotiations, I try to be considerate of the other person's feelings.
B. I always lean toward a direct discussion of the problem.
22. A. I try to find a position that is intermediate between mine and another person.
B. I assert my wishes.

23. A. I am often concerned with satisfying all my wishes.
B. There are times when I let others take responsibility for solving problems.
24. A. If the other's position seems important to them, I would try to meet their wishes.
B. I try to get the other person to settle for a compromise.
25. A. I try to show the other person the logic and benefits of my position.
B. In approaching negotiations, I try to be considerate of the other person's wishes.
26. A. I propose a middle ground.
B. I am nearly always concerned with satisfying all my wishes.
27. A. I sometimes avoid taking positions that would create controversy.
B. If it makes the other person happy, I might let them maintain their views.
28. A. I am usually firm in pursuing my goals.
B. I feel that differences are not always worth worrying about.
29. A. I propose middle ground.
B. I feel that differences are not always worth worrying about.
30. A. I try not to hurt the other person's feelings.
B. I always share the problem with the other person so that we can work it out.

Scoring

To find your most preferred style, total the points in each category. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy.

	Competing	Collaborating	Compromising	Avoiding	Accommodating
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	

20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A
	Total:	Total:	Total:	Total:	Total:

Scores interpretation

Having identified your preferred conflict management style(s), below are some pros and cons for each individual style. When you may have to deal with conflict on a regular basis, you may need to blend some of these styles together in order to achieve the desired outcome. Revisiting the statements 1-30, marking each style against them using the table above, will also help you to better understand each style's approach in practice.

Conflict Management Style		Pros	Cons
Collaborating	<i>Problems solved in ways in which an optimum result is provided for all involved. Both sides get what they want and negative feelings are minimised.</i>	<i>Creates mutual trust Maintains positive relationships Builds commitments</i>	<i>Time consuming Energy consuming</i>
Competing	<i>The more authoritarian approach</i>	<i>Goal Orientated Quick/decisive</i>	<i>Competitive nature/may breed hostility Lack empathy</i>
Accommodating	<i>Giving in to maintain relationships.</i>	<i>Minimises negative impact Maintains relationships</i>	<i>Can be taken advantage of through lack of assertion</i>
Compromising	<i>The middle ground approach</i>	<i>Useful in complex issues without simple solutions Creates solutions for equal success/ all parties equal in power</i>	<i>Neither part is 100% satisfied, less than optimal solutions implemented</i>
Avoiding	<i>The non-confrontational approach.</i>	<i>Does not escalate conflict Postpones difficulty</i>	<i>Problems can remain unaddressed or unresolved</i>

Activity

Which conflict management style(s) would you benefit from developing further and how might you do this?

11. What Are My Work Values?

This self-assessment will help you explore several work-related values, things that make work meaningful, that are important to you. There are no right or wrong answers; no better or worse values. Values are what matter to you.

If you want to be fully satisfied in your work life, the work you do must be in line with the values that you hold close. For example, if you value creativity, you probably will not be happy working where everything is structured and pre-programmed. If you value teamwork, you probably will not be happy working in an isolated office/environment with a computer all day long. If you value independence, you probably will not be happy having to get approval for every action you take. So, just like life interests, values matter.

Our values are what we care about most. Values give direction to our work and our lives, enriching each day with a heightened sense of meaning. Most of us have many important values. Asked to describe them, we might say, “time to spend with my family,” “challenging work,” “decent income,” and so on. However, the reality is that some values are more important to us than others.

In thinking about your career and your life, you need to know what is most important to you. Otherwise, you may end up drifting or making bad decisions. Sometimes our core values conflict with or are not satisfied by the work we are required to perform. In these cases, we must decide what matters to us most: do we stay in our work role for practical reasons and seek to have our values fulfilled elsewhere, or do we look for a new role or work assignments that are more congruent with our values?

What to do

1. Read the statements under each work-related value below and place a tick beside those statements that, in a work-related capacity, are **very** important to you.
2. Once you have completed this for all work-related values, review the values to determine which ones you have ticked the most statements for. Choose your top 3 to 5 values – these are the values that are most important to you in a work context and that ideally you would want to have the opportunity to develop or be exposed to in your current role/service area or to be the focus of your next work role/situation. Then complete the ‘Activity’ section.

VARIETY

It is important for me to:

- do different tasks every day
- find new ways to complete tasks
- have several different responsibilities
- have surprises and frequent changes
- develop new skills

INDEPENDENCE

It is important for me to:

- work on my own
- be able to organise my own schedule and make my own hours
- be left to figure out things for myself and come up with my best ideas
- work without a lot of direct supervision
- make decisions on my own

STRUCTURE

It is important for me to:

- have regular working hours that do not change from day-to-day
- have clearly defined responsibilities so I know what to do and how to do it
- follow a regular routine
- have some supervision and/or someone I can ask for guidance
- know information in advance so I can plan, prepare, organise etc

CREATIVITY

It is important for me to:

- find new ways to complete tasks and solve problems
- be able to use my artistic/creative talents in the work I do
- use my imagination to express myself
- be part of creating something original and unique
- be able to incorporate unconventional ideas into the work that I do

SECURITY

It is important for me to:

- be able to count on my job for the long term
- have high-paying work
- be able to count on regular pay increases
- have benefits such as health insurance from my employer
- have a safe job with little chance of on-the-job injury

IMPACT

It is important for me to:

- help others
- dedicate my work to causes in which I believe
- know that my work affects the lives of others
- try to make the world a better place
- make a difference, even where I might not be recognised

TEAMWORK

It is important for me to:

- brainstorm ideas in a group
- work with others rather than work alone
- be able to cooperate, collaborate and share with others
- have equality in a working group
- work with a diverse group of people so many ideas/perspectives influence my work

AUTHORITY

It is important for me to:

- take on a lot of responsibility
- be a leader and able to influence others
- be able to make decisions
- be responsible for medium and/or long-term planning
- be able to direct projects, people or situations

PRESTIGE

It is important for me to:

- be recognised for the work I do
- know that others respect and look up to me for the work I do
- know many people and/or be well known in the organisation/community
- have a good salary, nice office, or extra work benefits associated with my position
- be able to associate with important/powerful people because of my work

TIME

It is important for me to:

- have time outside of work to pursue hobbies and interests
- be able to deal with family and personal situations without feeling guilty
- be able to work accurately at a steady pace and not feel rushed
- be able to structure overtime hours in a way that best suits me

Activity

My top 3-5 work related values are:

What does this tell me about my current role and where I might focus my career planning/development moving forward?

What does this mean for my learning and development needs now and moving forward?

12. Career Choice and You Self-Assessment

This self-assessment is focused on identifying the themes or patterns that keep recurring in your life. They are based on your life interests.

Our life interests start showing themselves in childhood and remain relatively stable throughout our lives, even though they may reveal themselves in different ways at different times. We like this, we do not like that; we value this, we think that is worthless; we are drawn to this, indifferent to that. The sum of all these patterns is “who we are”.

You may have a clear picture of your life interests, or only be vaguely aware of them. They may have been front and centre when you made life career decisions—or been completely ignored. Frequently when people find themselves in the “wrong” job, it is because they do not know what kind of activities will make them happy, and they do not know their own deeply embedded life interests. However, you can become aware of the patterns in your life, those themes or interests that keep recurring in whatever work, education, leisure activities, and experiences bring you the greatest satisfaction.

Dr John Holland, a noted career development theorist, developed an easy way in 1985 of identifying the themes or patterns that keep recurring in your life. Holland classified life interests according to **six personality themes or types**. While each of us is more than one type, we tend to have stronger preferences for certain types of interests. Once you are aware of why types of interests make you most happy, you are in a better position to understand what types of work activities/career will make you most satisfied and fulfilled over the long term.

What to do

This activity requires you to use your imagination. Picture yourself at a school or college/university reunion. Everyone is there when you arrive, and they have already gathered in groups according to similar interests. You are wondering which group you want to spend the evening with. Which groups will be most interesting to you? Which groups will have people with the same interests as you? Follow the steps below.

1. “Wander” from group to group on the following page and read the description of each group. Ask yourself if you are interested in this conversation.
 - Would you have anything to talk about with those people?
 - Would you want to know them and spend more time with them?
2. Underline any interests or activities in the descriptions that you share with the members of each group. If you find that you are underlining most of the activities, then you can cross out the ones that do not interest you.
3. When you have circulated around the room, decide which of the groups closely match your own interests, ideally one or two, also referring to the hexagon diagram at the end. These themes likely represent your long-held interests for certain types of activities, and therefore, hold a vital clue to the kinds of work that would bring most satisfaction.

You may find it quite easy to identify one group that closely matches your own interests, but have difficulty identifying the second group – as such, you can just choose one group. You may be equally interested in several groups. You may also find it easy to identify certain groups that do not interest you, that you would not want to join – this is good information as it shows where you do not want to be.

4. Activity

The themes (R I A S E C) most closely similar to me are:

What does this mean for my choice of work/career?

How does this reflect my lifestyle?

Career Interest Groups (R I A S E C)

R-Realistic people are intrigued by the inner workings of things. They enjoy working with technology, tools, machines, and equipment. They are curious about knowing how things work, finding better ways to solve problems, or redesigning processes, systems, and operations. They prefer concrete problems to ambiguous, abstract problems, and want to see tangible results. For recreation, they like to be outdoors, be physically active, or build and fix things. They read computer magazines/technical manuals for fun; they are excited when the office installs new computer hardware. In short, they are excited by the possibility that things can be tinkered with and improved. They like to work with their hands, to fix things, to solve problems by DOING.

I-Investigative people love to think and talk about abstract ideas. They are more interested in the 'why' of a strategy rather than the 'how'. They enjoy pondering 'big picture' concepts, gathering information, uncovering new facts or theories, and analysing/interpreting data. They are often drawn to academic/research environments and enjoy pursuing advanced degrees. For fun, investigative people like to tinker with computers, do puzzles or read mysteries, or watch nature and scientific television programmes. They often prefer to work independently rather than with others in a group project. They like to analyse data and solve problems by THINKING.

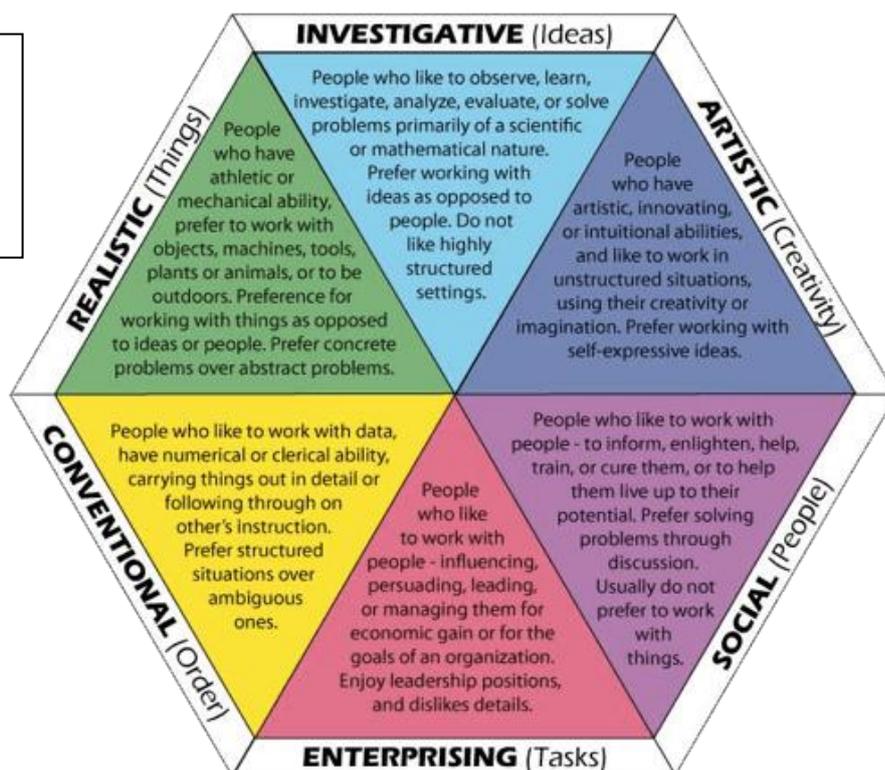
A-Artistic people are often seen as imaginative, out-of-the-box thinkers. They often enjoy making things or performing in front of other people. They thrive on newness, making something original, and coming up with unconventional ideas. Artistic types frequently express their artistic interests in leisure or recreational activities (designing, writing, performing, creating artwork, playing musical instruments, etc.), as well as in career activities. You can often recognise them by how excited they are when talking about their latest creative production. Many artistic types prefer to work independently and like flexibility in their lives. They like to solve problems by being CREATIVE.

S-Social people like to work with other people, often on teams. They enjoy caring for others, teaching and/or guiding others in a mentoring, coaching, or counselling capacity. They like to help others grow and improve and are drawn to organisations that provide services they perceive to hold a high social value. They like to work with groups through leading discussions, soliciting input, offering feedback, and acknowledging feelings. Many are drawn to hobbies and volunteer work that allow them to perform hands-on community service. They like to solve problems by using their FEELINGS.

E-Enterprising people enjoy working with people too, but in a different way. They derive a great deal of satisfaction from working with and managing people in order to accomplish goals and outcomes. Selling, purchasing, political manoeuvring, entertaining clients, leading committees or groups, and giving speeches or talks are activities that provide satisfaction. Enterprising people often liked to organise activities even when they were children: they like to make things happen and tend to ask for as much responsibility as possible in any work situation. Enterprising people may like to take financial and interpersonal risks and to participate in competitive activities. They like to start projects, make decisions and solve problems by TAKING CHARGE.

C-Conventional people like activities/roles that are structured and require organisation, attention to detail, and accuracy. They often enjoy working with numbers and instructions, organising data and writing reports. They may enjoy conducting financial analysis, forecasting, building systems procedures, setting up accounting practices, analysing research data, studying charts and graphs, etc. They may prefer to use quantitative analysis in order to figure out business solutions, forecast future performance, undertake organisational analysis. Conventional people prefer hobbies and recreational activities where they follow directions (whether it is recipes, patterns, rules, instructional manuals, etc.). They solve problems by BEING METHODICAL.

Career Interest Groups Summary



13. Career Planning Beliefs Self-Assessment

What beliefs do you hold about making career decisions? This self-assessment will help you explore your perceptions around the value of career planning.

People have many beliefs or perceptions about career development and how to move ahead with their life. Some of these beliefs have come as a result of personal experience, or what people have heard through the grapevine, but blind faith acceptance of these beliefs can influence the way you live and how you make decisions about your life. If you never examine your beliefs to see how valid they may be, you can limit your vision of your future, never dare to dream, or risk, or push yourself beyond the safe and predictable (which is often no longer safe and predictable anyway).

What to do

For each belief below, choose one of the following answers:

Strongly Agree (S/A) Agree (A) Disagree (D) Strongly Disagree (S/D)

Belief		S/A	A	D	S/D
1.	It's whom you know, not what you know, that gets you a job				
2.	You can get ahead if you don't mess up				
3.	Counselling professionals can tell you what to do with your life				
4.	It doesn't matter what I'd like to do; it's what job I can get				
5.	The position is filled before they even run the competition				
6.	It's all luck or chance if you're happy in your career				
7.	I've been at this job so long, I couldn't get another one				
8.	It is silly to talk about satisfaction in a job; your job is what you are paid to do				
9.	I have no control over my future				
10.	Jobs go to the person with the best interviewing skills				
11.	If you're good at what you do, they want to keep you in that job				
12.	Adults should know what they want out of life				
13.	If you stay around long enough, you'll be next in line for a promotion				
14.	Getting a job is all about being in the right place at the right time				

Scores: What are your beliefs?

A/ If you Agreed or Strongly Agreed with statements 2, 3, 4, 6, 8, 9, or 12

You may have some misconceptions about career life planning. It may indicate you are taking a passive approach to your career (i.e., “I have no control,” “it’s all luck,” “it doesn’t matter,” “satisfaction is for those who can afford it,” “dreaming is for kids”. In other words, you are accepting an “all or nothing view of the world.” You are saying, “that’s how it is, and that’s how it will be; there is no point in dreaming or in trying anything new.”

However, if you want to be more proactive, keep in mind that new beginnings start with a first step, and each step takes you to the next, and over time the steps gather momentum, and soon you are moving in the direction of your goal.

As you begin your journey, you will find that along the way, you are accumulating knowledge, skills, and insights that keep you energised, keep you focused, and keep you moving. Maybe you never reach your original goal; maybe you change your mind about your goal. As the saying goes, “It’s the journey, not the destination.” The very act of starting down that road means that you are more open to seizing opportunities when they come your way, more attuned to getting the most out of every experience, and more intentional in guiding your future in the direction that is best for you.

B/ If you Agreed or Strongly Agreed with statements 1, 5, 7, 10, 11, 13, or 14

You may have some misconceptions about the job search process.

Many of us probably know people who have got jobs/promotions based on who they know; personality, waiting their turn, playing it safe, and the like. So, knowing people who can hire you or refer you is an advantage. Being liked and having a pleasing personality is an asset and being in the right place at the right time does help.

However, increasingly, these attributes on their own do not ensure a person gets a job or progresses in their career. Fair hiring practices require that recruitment/selection is based on a set of pre-established screening criteria and standard interview procedures. Downsizing and increased workloads mean that managers are seeking the best qualified people for every position.

Within this framework, you can increase your opportunities of being a strong candidate by developing a network of contacts, being pro-active in taking on new assignments within your organisation, implementing new practices or procedures, and continuing to learn new skills. If you believe that every competition is “fixed” and there is no point in even trying, you will deny yourself the opportunity to learn about other options, meet new contacts, or become known to others as someone who is interested in making a move.

Activity

Based on your scores above, what does this mean for your learning and development currently and going forward?

14. Networking Self-Assessment

This self-assessment tool will help you determine the degree to which you use effective networking behaviours - where your strengths are and the areas where you may wish to focus your development.

Think about your networking skills – for each statement below, rate yourself from 1 to 4 using this scale:

1 Never	2 Occasionally	3 Regularly	4 Always
--------------------------	---------------------------------	------------------------------	---------------------------

Number	Question	Rating
A. Networking Self Awareness		
1	I know why I network	
2	I am clear about my expertise and the resource I can be to others	
3	I have an awareness of major sector issues, trends and policies	
4	I have a career plan that links to the role of networking	
5	I have a clear picture of the size and diversity of my network	
6	I am aware of the effect that I have on others when I am networking	
Total		

B. Being professional and welcoming as you network		
7	I present professionally and clearly represent who I am and what I do	
8	I introduce myself in a way that is clear, concise and personable and that generates interest	
9	I am at ease in groups and use conversation starters/ generators effectively	
10	I reintroduce myself to people rather than waiting for them to remember me	
11	I focus on people as they are introduced to me so that I remember their name and who they are	
12	I am comfortable playing host at networking events	
13	I am comfortable promoting and creating visibility for myself and my organisation	
Total		

C. Having a system for networking		
14	I have an up-to-date business card which represents who I am and what I do	
15	I have enough cards with me whenever I am networking	
16	I give out my business cards appropriately	

17	I make notes on business cards that I receive as memory joggers and follow up reminders	
18	I have established an effective system for organising and accessing my network	
19	I return phone calls within twenty-four hours	
20	I organise my thoughts before making a call etc. to people in my network	
Total		

D. Nurture Your Network		
21	I receive and give acknowledgements daily	
22	I acknowledge the people who inspire me whether or not I personally know them	
23	I nurture my network with calls, messages, notes, gifts in a timely and appropriate manner	
24	I have personalised note cards	
25	I graciously receive and accept acknowledgement and support	
26	I have a reciprocal sense of giving and taking when networking	
27	I value and respect diversity when it comes to networking	
28	I see networking as an opportunity to build relationships and learn continuously from them	
29	I engage others and make them feel important when networking	
Total		

E. Getting value from your network		
34	I ask for and use the support of others	
35	I make requests of my network in a clear, concise and non-demanding manner	
36	I consistently find opportunities to ask, "Who do you know who...?"	
37	I follow up promptly on leads for new introductions to my network	
32	I say no to events, activities and meetings that drain my time, energy or focus	
33	I prepare for networking events in order to make the most of each opportunity	
34	I am proficient in using technology e.g. social media, for powerful and effective communication and networking	
Total		

F. Creating visibility and growth		
35	I am a member of several professional organisations	
36	I serve on a committee or board of an organisation	
37	I regularly give referrals to and make requests of my network	
38	I am a member of local, regional and national networks	

39	I am a member of many different networks at different status levels	
40	I cross-fertilise: I don't just stick to my own specialist groups/ community when networking	
41	I create new networks	
42	I consistently re-evaluate and add to my network	
43	I use a range of sources (e.g. social media sites) to develop opportunities and make connections in networking	
Total		

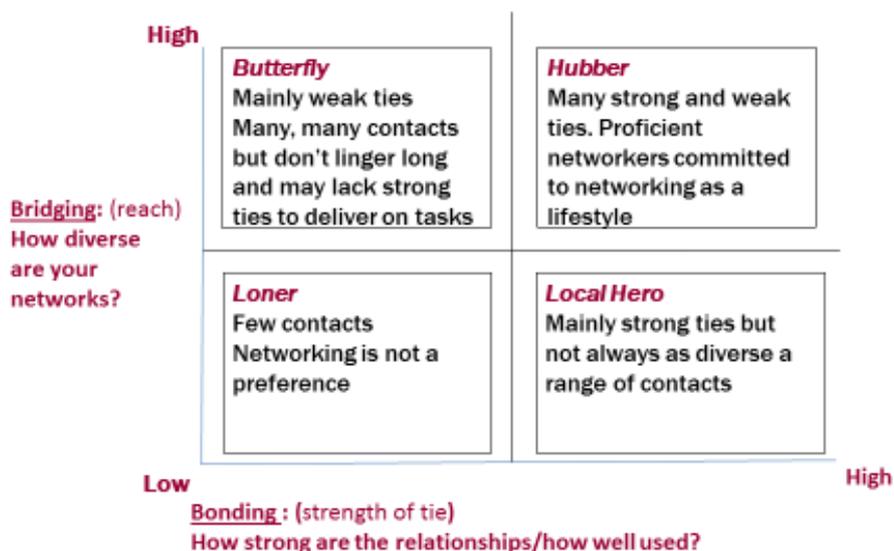
G. Developing a Personal Approach		
44	I deliver what I promise when networking	
45	I am committed to the success of the people in my network	
46	I am an active and perceptive listener	
47	I operate with integrity in all my interactions and endeavours	
48	I approach each contact and opportunity with an open mind	
49	I keep my voice mail and email/social media messages short, simple, powerful and easy to respond to	
50	I regularly assess my networking effectiveness	
Total		

Overall Score	
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Scores:	Networking type
160 plus	Hubber
110-160	Local Hero
60-110	Butterfly
Up to 60	Loner

Looking at the networking 'bonding and bridging matrix' below, relate your scores to the matrix. **Do you agree with your self-assessment?**

What type of networker are you?



Activity

As a goal-oriented activity, effective networking involves setting clear results-oriented goals and developing the network of contacts necessary to accomplish them. Developing and improving networking skill requires a strong self-awareness of one's current networking skill level and where you can improve, setting developmental objectives, and measuring progress in achieving them.

Considering the different aspects of networking covered in the self-assessment (sections A-G), your scores and the 'bonding and bridging' matrix, explore the questions below:

1. What are your strengths in networking?
2. What are your development areas?
3. What are your goals for networking? (what do you want to achieve & why)
4. Considering your strengths, development areas and networking goals, which 2-3 strengths can you build on and which 2-3 networking skills/behaviours would be most beneficial for you to develop? <u>Strengths</u> <u>Networking skills/behaviours</u>
5. What type of development activities would support your response to question 4?
6. Who might be able to assist you in reaching your networking goals and/or supporting your development?
7. How will you measure your overall progress?