WORK STYLES REPORT

ADEPT-15

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Purpose

The Work Styles Report is designed to provide insight into your preferences, attitudes and personal characteristics and how they relate to your behavior at work and in leadership roles. Along with our values and the situations we find ourselves in, our personality influences how others see us and how we tend to behave at work. The Aon Hewitt Personality Model used for this report is organized around six Styles and fifteen Aspects of personality. Each Style and Aspect provides insight into your approaches to both individual and communal activities. Your standing on the six Styles and fifteen Aspects was assessed using Aon Hewitt's **Ad**aptive **E**mployee **P**ersonality **T**est (ADEPT-15). Each of the Styles and their Aspects, along with your results and the implications of your scores, are described in greater detail below.
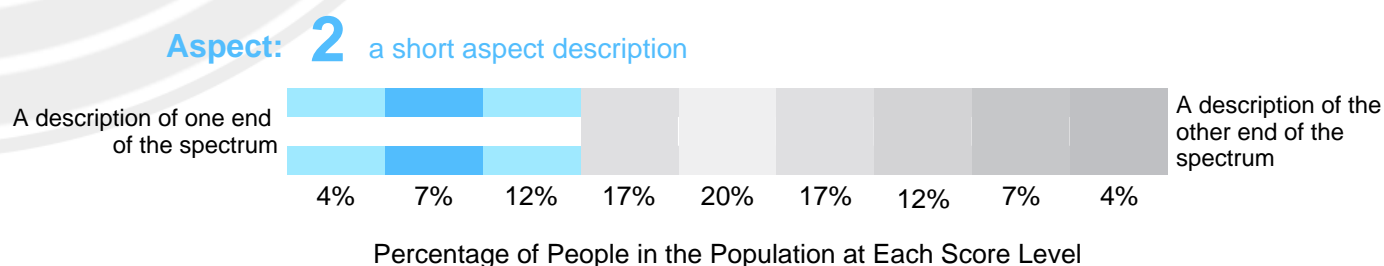
Cautions

Your ADEPT-15 results should be considered in the context of other available information. It is important not to over-emphasize any one specific statement or conclusion. It is best to consider the pattern of strengths and improvement opportunities across the personality Aspects presented and across feedback from other sources. Individual personality tends to be relatively static and stable across an individual's lifespan. However, an individual's exact standing on these Aspects of personality can vary and shift over that period for a variety of reasons. In addition, the display of specific behaviors in the workplace is also a function of the situations and contexts you are facing, which too can change over time. Therefore, it is important not to rely on results which have become dated.

Interpretation

Personality traits are best interpreted on a continuum. Low scores and high scores are neither inherently good nor bad. Both low and high scores have beneficial and undesirable implications for behavior. The scores reflect a *likelihood* of displaying certain behaviors. It is important to remember that individuals can learn to compensate for improvement opportunities through development, experience and coaching.

Interpretation of personality scores requires a comparison to others. In this report, the scores for each Aspect are communicated on a standardized nine-point scale called a stanine. As illustrated below, most people will tend to fall toward the middle of the stanine continuum on many Aspects, but will likely have higher or lower scores for some Aspects.

Each of the fifteen Aspects is presented with a single short description along with descriptions at each end of the continuum. The darker box on the graph represents your exact stanine and the lighter boxes to either side indicate the possible range of your score. For example, the graph below indicates a stanine of 2 and a possible range of scores of 1 to 3.

Aspect: **2** a short aspect description

A description of one end of the spectrum

| 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |

A description of the other end of the spectrum

Percentage of People in the Population at Each Score Level

To interpret your results, start by reviewing your overall Styles. Then proceed to the detail for each of the Aspects that constitute those Styles.

Your standing on each of the six Styles is presented in the profile below. Each segment represents one of the six Styles and the results range across nine score levels. This overview of all Styles can help identify any general themes or indicate a broad tendency to focus on Performance Styles, engage in Communal Styles or take a balanced approach. However, in any case, it is important to note details at the Aspect-level. Scores on the extremes should always be reviewed carefully as they represent a strong tendency toward a particular approach.

Your results suggests you are predominantly motivated by Communal Styles, which indicates you prefer working with others. You are motivated more by interacting with people than working on tasks.

Performance Styles   Communal Styles

Performance Styles

The first three Styles each speak to internal motivations and one's individual efforts. These Styles cover preferences, attitudes and approaches to work that are within an individual's agency to control. The results of these Performance Styles are on the left-hand side of the profile and presented first in the report.

Task

Drive assesses reliability and task focus. Those who fall toward the higher end tend to be dependable, hardworking, and accountable, but may get overly focused on narrow goals and task accomplishment. Those who fall toward the lower end tend to be more relaxed and shift more easily from goal to goal, but also tend to be less deadline-oriented and task-focused.

Structure reflects the extent to which someone is planful, detail-oriented, and rule-conscious. On the higher end, people tend to be careful, detail-focused, and orderly, but also may be seen as perfectionists. On the lower end, people tend to focus on the big picture and are comfortable with ambiguity, but also tend to be disorganized and less planful.

Adaptation

Conceptual is about being intellectually curious and imaginative. Those on the higher end tend to be inquisitive and creative, but may be overly abstract and unrealistic. Those on the lower end tend to be concrete and practical, but more conventional and less curious.

Flexibility assesses adaptability and open-mindedness. People on the higher end tend to be open to new ideas and experiences, but may come off as inconsistent or easily bored. People on the lower end may be more predictable as they seek tried-and-true approaches, but can be inflexible and set in their ways.

Mastery measures the extent to which someone is learning-oriented and improvement-focused. Those who fall toward the higher end tend to be focused on self-development, practicing to improve over time, and the belief that others can improve; though they may be unrealistic in their views of others or their own potential. Those who fall toward the lower end are often more focused on getting things done and doing what they are good at; though they tend to be less concerned with continual self-development and believe people's skills do not often change much over time.

Achievement

Ambition reflects the extent to which someone is career-oriented and focused on achieving ambitious goals. People on the higher end tend to focus on career achievements and are relentless in their pursuits, may be obsessive and may pursue individual goals in lieu of team goals. People on the lower end are often more content with their current career status and generally have a good work-life balance, but may be less interested pursuing challenging goals.

Power is the degree to which someone is controlling, directive, and motivated to lead. Those who fall toward the higher end tend to be interested in leadership, control, and influence. Those who fall toward the lower end tend to be team players, lead by example, and are willing to let others to take control.

Communal Styles

The second set of three Styles focuses on how people approach their own feelings and manage their connections with others. These Styles are communal in nature and cover preferences, attitudes and approaches to dealing with people and emotions. The results of these Communal Styles are on the right-hand side of the profile and presented in the second half of this report.

Teamwork

Cooperativeness reflects on whether people are cooperative and trusting. People who score higher tend to be team-oriented and accommodating, but can sometimes be taken advantage of by others. Those who score lower tend to be more independent, often prefer working alone, and are generally less interested in teamwork and collaboration.

Sensitivity is the extent to which someone is sympathetic, caring, and understanding. Those who score higher tend to be kind, compassionate, and tolerant, but may have difficulty providing negative feedback or being firm with others. Those who score lower tend to be tough-minded and unsentimental, but also candid and direct.

Humility combines modesty and sincerity. Higher scorers tend to be humble and honest, but may be less effective in advocating for their own interests at work. Lower scorers tend to be proud, cunning, and effective at managing situations requiring tact and posturing, but can also be seen manipulative at times.

Emotional

Composure is the degree to which someone is calm and even-tempered. People toward the high end tend to be emotionally controlled and calm under pressure, but can seem aloof and dispassionate. People toward the low end tend to demonstrate passion and excitement, but may also be seen as irritable and unpredictable.

Positivity reflects the extent to which someone is happy, optimistic, and resilient. Those who fall on the higher end tend to be hopeful and positive, but may downplay or disregard potential problems. Those who fall on the lower end tend to be realistic and recognize potential drawbacks, but may also be seen as pessimistic and anxious at times.

Awareness speaks to one's willingness to reflect and be self-aware. On the higher end people tend to be introspective and know their own strengths and weaknesses, but may be too self-critical. On the lower end people may have a static self-concept and be resistant to feedback, yet are less concerned with or care what others think about them.

Interaction

Assertiveness is the extent to which someone is outspoken, dominant, and socially confident. Those falling toward the higher end are often bold and decisive, but can be confrontational and aggressive. Those falling toward the lower end tend to be more cautious in sharing their opinions and are less likely to offend others, but may give in too easily and appear indecisive at times.

Liveliness measures how outgoing and energetic someone seems. People on higher end tend to be sociable and friendly, though they may be seen as rambunctious and attention seeking. People on the lower end tend to be more reserved and quiet, but also more comfortable being by themselves and working alone.

Summary

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The Task Style is a broad measure of conscientiousness capturing one's approach to duties, responsibilities, and getting things done. Your results on Drive suggest a comfort in moving from task to task and a more relaxed approach to work. When combined with a lower Structure score, task completion may be at risk as your tendency to leave some tasks unfinished may not be effectively checked and balanced. A high degree of Structure may suggest a healthy preference toward planning and organization which may help ensure tasks are completed.

Drive: 1 relaxed vs. focused

Relaxed, distractible, unconcerned
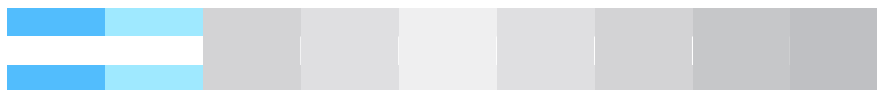
Hard working, reliable, overly task-focused

People who fall within this range of the Drive scale may be seen as:

- Easy going and relaxed
- Able to move from task to task but likely to leave some unfinished
- Less concerned with meeting deadlines, sees them as more flexible
- Less likely to focus on a single task for extended periods, may get distracted
- Likely to procrastinate
- Less interested in difficult tasks that require perseverance

Structure: 9 big picture vs. detail focus

Comfortable with ambiguity, spontaneous, unorganized
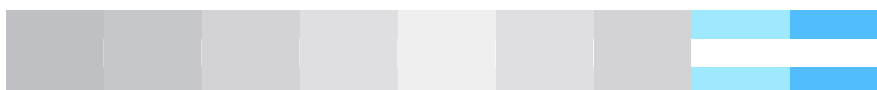
Organized, careful, detail-focused, perfectionist

People who fall within this range of the Structure scale may be seen as:

- Very practical and prudent
- Orderly and neat; often a perfectionist
- Very organized and planful, but sometimes having difficulty dealing with ambiguity or sudden changes
- Very careful and rule-oriented
- Uneasy with people who do not follow all policies and procedures
- Detail-focused, but less skilled at being creative or seeing the big picture

Competency Implications

Consider how your pattern of results across these two Aspects may help or impede your ability to handle work Tasks across different roles and situations. Review how your results on each Aspect may influence important work-related competencies:

Drive:

- **Drives Results.** Consider the value of setting goals as a motivational tool. Practice setting small, short term goals to give yourself early success at achieving goals.

- **Prioritizes.** At the beginning of each day make a To Do List of the activities that must be completed. Prioritize activities by importance. Consider why they were not finished and what you could do to accomplish more.

- **Takes Accountability.** Have a meeting with your workgroup where you explain tasks and expectations for a project. Go through each task and assign responsibility for it, clearly outlining the steps necessary to complete each task. Then define expectations for the task, including quality guidelines and a completion schedule.

Structure:

- **Makes Sound Decisions** Discuss your approach to a work project or problem with a professional at another organization. Ask for advice and input, especially with regards to how you structure the solution. The outside perspective may help you consider other ways to approach the issue that you did not initially consider.

- **Provides Direction.** Meet with your project team members or direct reports and ask them about your approach to planning and directing project work. Specifically ask them about the level of input and autonomy you provide. Listen for indications that you may be providing too much direction and not allowing them enough control over the work to fully contribute to it and learn and develop from it.

- **Attends to Critical Detail.** Ensuring work products are of high quality and accurate. However, being overly focused on details can sometimes cause delays or get in the way of more important things. When you find yourself spending a long time ensuring everything is just right, ask yourself: Is good enough sufficient for this task? If some minor details are inaccurate, is that going to have a major impact on the overall product?

Summary

5

Adaptation Style relates to a person's openness to experience and approach to learning and adapting to situations. Your results suggest that while you may avoid purely theoretical pursuits, you are likely to view the world through a pragmatic lens and prefer relying primarily on traditional and trusted approaches. Consider carefully how your degree of Mastery may impact whether you are tactically focused on getting things done at the expense of identifying new ways of doing things and process improvements.

Conceptual: **5** practical vs. abstract

Pragmatic, concrete, overly tactical

Inquisitive, imaginative, overly theoretical

People who fall within this range of the Conceptual scale may be seen as:

- Intellectually interested and creative within their areas of expertise
- Viewing the world as straightforward, but able to appreciate nuanced perspectives
- Preferring more tactical approaches, but open to considering strategic concerns
- Able to come up with novel solutions to common or familiar problems; less likely to innovate around broader or more ambiguous problems
- Less interested in theoretical or abstract ideas that lack practical application

Flexibility: **2** consistent vs. flexible

Predictable, consistent, inflexible

Open to new ideas and experiences, inconsistent

People who fall within this range of the Flexibility scale may be seen as:

- Unwavering in opinions and beliefs
- Very predictable and consistent
- Always using trusted approaches
- Uninterested in seeking out new ideas or experiences
- Inflexible and rigid
- Resistant to change

Mastery: **8** doing vs. improving

Focused on doing, less concerned with learning and development
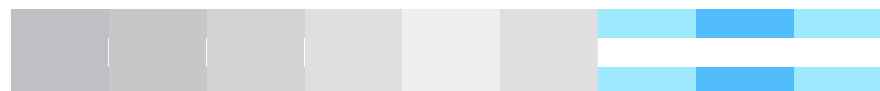
Seeks challenges, focused on learning and development

People who fall within this range of the Mastery scale may be seen as:

- Confident in ability to learn and improve over time
- Seeking challenging opportunities, even when there is a high risk of failure
- Believing anyone can learn to do something well with enough practice
- Interested in helping others to learn and develop
- At risk of overestimating own potential or the potential of others

Competency Implications

Based on your results across the three Aspects of your Adaptation Style, consider the implications for your role today. Review how your results on each Aspect may influence work-related competencies:

Conceptual:

- **Generates Solutions.** Set aside time at meetings to solicit creative ideas for improving current processes, procedures, and services. Stress to the group these ideas do not need to be well thought out. Encourage others to contribute by asking them what they like about each idea.

- **Fosters Innovation.** Constantly expose yourself to new ideas and trends. Get into the habit of reading newspapers and periodicals for current events, technical journals for new developments within your field, and books for ideas.

- **Generates Visionary Perspective.** Review your organizations' goals and strategies against your department's goals and strategies. Identify areas where there is alignment and areas where there are differences. For areas that lack alignment, discuss the differences and the reasons behind them.

Flexibility:

- **Champions Change.** Consult someone from a different industry to get a fresh perspective on a problem or opportunity that does not involve revealing sensitive information. Ask how they have handled similar issues. Then ask them how they would approach the current challenge or opportunity. Use this information to generate alternative solutions.

- **Behaves Flexibly.** When an unexpected outcome occurs, meet with your team to analyze the outcome together. List alternative courses of action as a result of this outcome and reveal how you came up with them.

- **Adapts to Individual Differences.** Make a list of all of your direct reports or people you may mentor. Think of one unique characteristic of each that may require you to adapt your approach to working with him or her. Try adapting your approach in this way and reflect on whether the response you got from that individual was any different.

Mastery:

- **Develops Oneself.** People who learn and grow in their jobs can be very effective over the course of a career. Who exhibits this behavior and what is it they do? Ask for ideas so you can ensure you consistently learn and grow as well. However, consider the time you spend on development and learning. Is it similar to the time other successful people spend, or significantly more? If much more, ensure this is not getting in the way of delivering at work.

- **Fosters Learning.** After an important meeting between yourself, a direct report or mentee, and a customer; share your thoughts on what happened, how your direct report or mentee performed during the meeting, and how you could improve and work together to strategize for your next customer meeting.

Summary

6
Need for achievement, including focus on career goals and influence over others is captured by Achievement Style. Your results suggest you are likely to strive for career progression and challenging targets. Coupled with a lower standing on Power, be mindful to look for opportunities to take on positions with additional authority and influence when it aligns with your career goals. However, with a higher score on Power, there is a strong likelihood you will actively seek out new authority and responsibilities that will serve your career goals.

Ambition: 8   contented vs. striving

Good work-life balance, less concerned with career progression
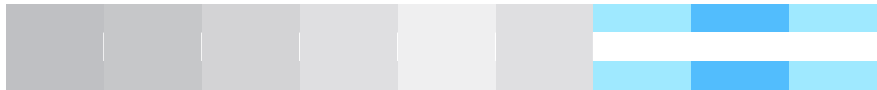
Career-focused, goal-oriented, obsessive

People who fall within this range of the Ambition scale may be seen as:

- Having high career aspirations
- Determined to be the best
- Holding themselves and others to very high standards
- Focused on the pursuit of difficult and challenging objectives
- Obsessive and occasionally ruthless in pursuit of goals
- Dissatisfied and restless when faced with barriers to goal achievement or career progression

Power: 3   contributor vs. controller

Interested in contributing, open to others taking control
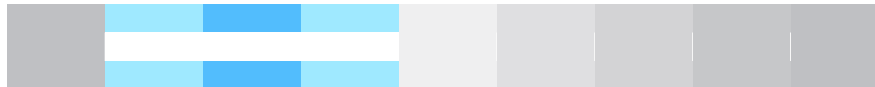
Interested in leading, having influence, controlling

People who fall within this range of the Power scale may be seen as:

- Good team players in most situations
- Occasionally preferring to lead by example rather than through direct authority and responsibility
- Generally open to taking direction from others
- Somewhat more comfortable as an individual contributor than as a leader or manager
- At times, averse to making difficult decisions
- Occasionally reluctant to tell others what to do and hold them accountable

Competency Implications

Reflect on your relative standing on the Achievement Style and the implications to your career progression and leadership responsibilities and opportunities. For both Ambition and Power, review how your results may influence work-related competencies:

Ambition:

- **Exhibits Self-Confidence.** Have a good understanding of your capabilities by asking others for feedback on your strengths and development needs, participating in multi-rater surveys, and being actively involved with development planning between you and your manager. Knowing your capabilities will help you determine the match between your skills and career goals.

- **Applies Political Savvy.** Consider whether you are focused on your current role, or consistently focusing your work on the next opportunity or big promotion. While focusing on goals will certainly help you advance in your career, ignoring team goals to pursue your own may make others feel as though you are competing against them instead of working for the organizations best interest.

Power:

- **Provides Direction.** Ask yourself if you like to get work done by working with and directing others, or by finishing it on your own. If you are comfortable letting others lead consider what roles long term (leadership role or individual contributor) will be best for you. Additionally, when volunteering to lead, or being asked to lead a project or group, consider your personal leadership style. Is your communication clear so others know what is expected of them? Are the obstacles of a project identified, with plans put in place to overcome them? Is the project organized? For areas where you are less confident, find support.

- **Delegates Authority.** Employ the delegation model when directing others to do work. This includes describing an overview of the project, then explaining the desired result. Next, clarify any limitations of the project such as budget or resource constraints. Make sure the employee understands the assignment by restating it and asking if they have any questions. Then engage in initial brainstorming on solutions to generate ideas. Finally, establish a process to monitor progress.

Summary

3 Interaction Style is a broad measure of extraversion that describes how much you seek out interaction with others and how you prefer to engage with them. Your results suggest you generally enjoy sharing your opinions, but not when the conversation becomes confrontational and may be reluctant to do so in front of larger groups. Further, you may like to spend time by yourself to recharge after an extended period of interacting with others, especially after difficult interactions or interacting with a lot of people you don't know very well.

Assertiveness: **4** cautious vs. socially bold

Non-confrontational, hesitant, indecisive

Opinionated, decisive, competitive, overbearing

People who fall within this range of the Assertiveness scale may be seen as:

- Generally preferring collaborative as opposed to competitive environments
- Occasionally willing to go along with the group
- Somewhat unlikely to offend others or appear aggressive
- Mostly cautious and thoughtful in group settings, generally hesitant to express disagreement
- Somewhat preferring to keep thoughts and opinions to themselves
- At times, indecisive or hesitant to make decisions that affect others
- Occasionally giving in to others too easily

Liveliness: **2** reserved vs. outgoing

Quiet, unassuming, private
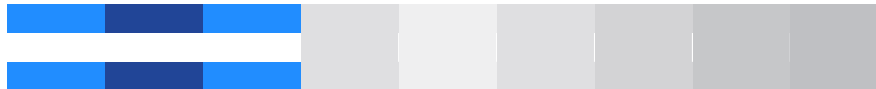
Talkative, friendly, attention seeking

People who fall within this range of the Liveliness scale may be seen as:

- Comfortable working independently without a lot of social interaction
- Preferring to spend time alone or with small groups of close friends
- Less interested in social interaction and large social events
- Quiet and sometimes uncomfortable or unwelcoming in social situations
- Unenthusiastic or disengaged from the work group
- Disliking being the center of attention

Competency Implications

Consider the impact of these results on your Interaction Style and how you work with others across different situations. Review how your results on each Aspect may influence important work-related competencies:

Assertiveness:

- **Takes Prudent Risks.** Weigh the risks of making a decision without complete information against the risks of waiting, then proceed accordingly. For decisions where there may never be complete information, explore the possibilities for what the information might be, and what the chances of each possibility are. Make a decision using these scenarios.

- **Takes Initiative.** Take action more often and be forthright when making decisions or recommendations. Demonstrate your ability to stand up to others by maintaining your position when challenged.

- **Influences Others.** In group or presentation scenarios, anticipate difficult questions by listing the top ten questions that may come up. Consider audience members' backgrounds and their likely concerns. When asked an unanticipated question, pause to prepare a clear, concise and credible response. Restate the question to give yourself time to formulate your answer.

Liveliness:

- **Builds Relationships.** After an important meeting or interaction between yourself, a colleague, and a customer, set aside time to discuss the following questions with your colleague: What elements of my interaction style worked well? and How could I have behaved to bring a better outcome?

- **Exhibits Self-Confidence.** Pay special attention to situations where you are feeling particularly confident or not confident. Take time to reflect on what the characteristics are that differentiate these situations. Try to identify what tends to undermine versus bolster your feelings of confidence.

- **Creates Emotional Attachment.** Consider whether others view you as withdrawn and consider ways to connect with them and show interest. Ask others what they are interested in and maintain eye contact while they answer your question. Spend time talking about their interests even if they are not shared by you.

Summary

5 Your Emotional Style describes how you experience and react to feelings and your degree of self-awareness. Your results suggest you are generally calm but may sometimes experience anxiety in stressful situations. At times, you may jump to conclusions, but generally maintain a balanced perspective about the likelihood of the worst versus the best case scenarios. Consider also how your degree of Awareness may help or hinder your approach to intense or frustrating situations.

Composure: **6** passionate vs. calm

Passionate, intense, reactive, moody   Stable, poised, emotionless

People who fall within this range of the Composure scale may be seen as:

- Generally calm and stable in stressful situations
- Mostly steady, level-headed, and effective at concealing feelings and emotions
- Somewhat difficult to read emotionally, aloof
- Occasionally unemotional and potentially viewed as apathetic at times
- Focusing on facts and occasionally missing emotional aspects of situations

Positivity: **6** concerned vs. hopeful
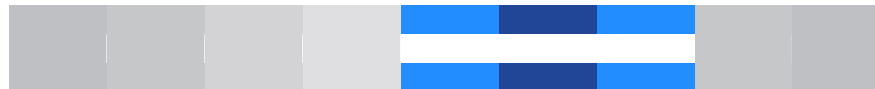
Realistic, nervous, self-critical   Resilient, cheerful, overly optimistic

People who fall within this range of the Positivity scale may be seen as:

- Generally positive and happy
- Resilient, always believing that setbacks and obstacles can be overcome
- An eternal optimist, able to see the bright side in any situation
- Overlooking negative aspects of people and situations
- Downplaying potential problems and overpromising at times

Awareness: **3** insulated vs. self-aware
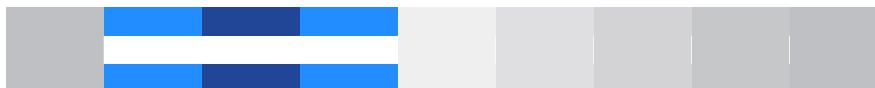
Unconcerned with criticism, resistant to feedback   Reflective, open to feedback, overly concerned with criticism

People who fall within this range of the Awareness scale may be seen as:

- Generally willing to act free from concerns about what others think
- Somewhat insulated against unfair or inaccurate criticism
- Less likely to actively seek and accept feedback
- Not always considering how their behavior and decisions impact others
- Having somewhat little knowledge of personal strengths and weaknesses

Competency Implications

Across the three Aspects of Emotional Style, review how your pattern of results may help or impede your job performance. Review how your results on each Aspect may influence work-related competencies:

Composure:

- **Manages Stress.** When others are under extreme stress, consider your own emotions and behavior. Ask whether your ability to remain composed is making you appear uncaring or unemotional. If others are showing emotion, remain open and supportive to their needs even when you are not experiencing the same feelings.

- **Demonstrates Resilience.** When your team or peers are facing significant pressure, stress, or uncertainty, hold a meeting to discuss strategies for remaining productive, optimistic and persistent. Share examples of how you cope with stress and ask others for examples as well. Make a list of these strategies and distribute them to others.

Positivity:

- **Demonstrates Resilience.** When your team or peers are under extreme stress, lead by example by showing your natural resiliency and hope. However, do not overlook their concerns by remaining overly positive. Listen to their needs and recognize that others may need more support to remain hopeful than you might. Additionally, if roadblocks and obstacles exist, do not downplay their importance or effect on a project by dismissing them and simply assuming things will work out for the best. Consider obstacles realistically and plan for ways to overcome them.

- **Manages Stress.** When others are complaining or speaking negatively about a situation, list the positive aspects that you see. Use your ability to think positively to increase the resilient perspective of the team.

Awareness:

- **Develops Oneself.** Actively participate in initiatives in your organization that help you understand your strengths and weaknesses. Examples include discussions with your manager, development planning, and multi-rater surveys. Consider a range of sources for feedback. You can ask your manager as well as peers and internal or external customers. Don't overlook people you mentor or who report to you as they can also offer valuable insight.

- **Adapts to Individual Differences.** Ensure you are aware of your audience's needs in conversations and presentations so you deliver the appropriate content. Consider the audience and how those in it will receive the information. If you are too technical and focused on details, the overarching message will be lost.

Summary

7

Teamwork Style is a broad assessment of agreeableness that describes how you approach relationships and how focused you are on the needs of others versus your own needs. Your results suggest you are very trusting and accommodating. A lower Sensitivity score, however, would suggest you may be overly direct and unsympathetic at times. A higher Sensitivity score would suggest you tend to be very understanding of others which may make it challenging for you provide difficult feedback to coworkers when they are not fully contributing. You should also consider how your degree of Humility may impact how they perceive you.

Cooperativeness: **8** independent vs. team-oriented

Self-reliant, independent, skeptical

Team-oriented, accommodating, overly trusting

People who fall within this range of the Cooperativeness scale may be seen as:

- Preferring to work in a team rather than independently
- Collaborative, consensus-focused
- Considerate, polite, and helpful
- Respectful of authority, always doing what is asked
- Overly trusting and too focused on accomodating others

Sensitivity: **9** stoic vs. compassionate

Stoic, direct, unsentimental

Warmhearted, empathetic, unwilling to be tough

People who fall within this range of the Sensitivity scale may be seen as:

- Openly sympathetic and supportive, interested in others' problems
- Always willing to give others the benefit of the doubt
- Interested in understanding people's behavior
- Hesitant to give feedback and make difficult people decisions
- Often unable to keep a healthy distance from others' difficulties

Humility: **4** proud vs. humble

Boastful, shrewd, status-focused

Modest, genuine, self-effacing

People who fall within this range of the Humility scale may be seen as:

- Generally effective at positioning circumstances to achieve their own goals
- At times, confidently advocating for their own interests
- Somewhat interested in acquiring status and impressing others
- Occasionally willing to flatter others to further their own interests
- At times, somewhat boastful about personal strengths and achievements

Competency Implications

For your Teamwork Style, reflect on how your results influence your approach to teamwork and collaboration. Review how your results on each Aspect may impact work-related competencies:

Cooperativeness:

- **Collaborates.** Consider the balance between being cooperative and agreeable with being overly trusting of others. When someone asks you to do something that you think may not be appropriate, carefully analyze the situation before agreeing, ensuring it is the right thing to do for your role and the organization. When in doubt, consult with a peer or manager you trust before acting.

- **Coaches for Performance.** Remember that it is best to give those you are mentoring or managing negative feedback right after an event occurs. When having the conversation, start with the positives, then focus directly on the area of needed growth. After you share the negative feedback, pause and wait for reaction, then listen. Next, share ideas for how the person can specifically improve the next time he or she is faced with a similar situation.
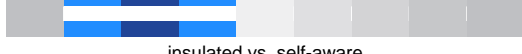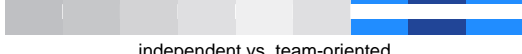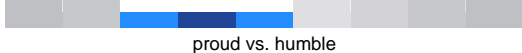
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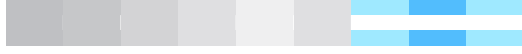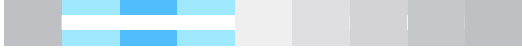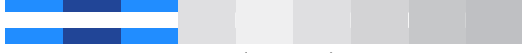
- **Creates Emotional Attachment.** Think about someone you know or have worked with who is especially strong showing a high level of sensitivity, yet can still communicate difficult information when necessary. Consider times you have been able to observe this person. What are some of the behaviors that he or she demonstrated that showed this strength? How can you model these behaviors in your own work?

- **Coaches for Performance.** Consider whether your natural tendency to be warmhearted and caring translates to an inability to make difficult human capital decisions or provide difficult feedback. Remember that providing a person with direct feedback that can help him/her improve will be more helpful to that person in the long run.

Humility:

- **Collaborates.** Consider how your approach to getting desired projects or resources may impact your relationships at work. Ask trusted supervisors or peers for feedback in these circumstances. Also, don't be afraid to share your failures, weaknesses, and blind spots with your team and peers as this can help them relate to you more easily.

- **Takes Accountability.** Assume ownership for personal and organizational mistakes. Acknowledge your role in such mistakes and accept responsibility. Share your plan for limiting any damage caused with your employees, encouraging them to face mistakes.

- **Models Integrity.** Consider someone you work with who is a strong model for integrity. What are some of the behaviors that he or she has demonstrated that show this strength? How can you model these behaviors? Strive to model behavior that instills trust in you and your actions.

Aspect Profile

Stanine scores on each of the fifteen Aspects of personality are summarized in the table below.

Drive: 1

Relaxed, distractible, unconcerned

relaxed vs. focused

Hard working, reliable, overly task-focused

Structure: 9

Comfortable with ambiguity, spontaneous, unorganized

big picture vs. detail focus

Organized, careful, detail-focused, perfectionist

Conceptual: 5

Pragmatic, concrete, overly tactical

practical vs. abstract

Inquisitive, imaginative, overly theoretical

Flexibility: 2

Predictable, consistent, inflexible

consistent vs. flexible

Open to new ideas and experiences, inconsistent

Mastery: 8

Focused on doing, less concerned with learning and development

doing vs. improving

Seeks challenges, focused on learning and development

Ambition: 8

Good work-life balance, less concerned with career progression

contented vs. striving

Career-focused, goal-oriented, obsessive

Power: 3

Interested in contributing, open to others taking control

contributor vs. controller

Interested in leading, having influence, controlling

Assertiveness: 4

Non-confrontational, hesitant, indecisive

cautious vs. socially bold

Opinionated, decisive, competitive, overbearing

Liveliness: 2

Quiet, unassuming, private

reserved vs. outgoing

Talkative, friendly, attention seeking

Composure: 6

Passionate, intense, reactive, moody

passionate vs. calm

Stable, poised, emotionless

Positivity: 6

Realistic, nervous, self-critical

concerned vs. hopeful

Resilient, cheerful, overly optimistic

Awareness: 3

Unconcerned with criticism, resistant to feedback

insulated vs. self-aware

Reflective, open to feedback, overly concerned with criticism

Cooperativeness: 8

Self-reliant, independent, skeptical

independent vs. team-oriented

Team-oriented, accommodating, overly trusting

Sensitivity: 9

Stoic, direct, unsentimental

stoic vs. compassionate

Warmhearted, empathetic, unwilling to be tough

Humility: 4

Boastful, shrewd, status-focused

proud vs. humble

Modest, genuine, self-effacing

Response Consistency

This questionnaire is specifically designed to mitigate the impact of conscious and unconscious biases, intentional inflation, and socially desirable responding which can invalidate the test results. Although the instrument was designed to decrease the impact of such factors, it is still important to evaluate the consistency of scores across the fifteen Aspects to identify inconsistent response patterns that may reduce the accuracy of the results.

The responses to this questionnaire indicate a **very consistent response pattern.** There is no suggestion of inconsistent responding that may invalidate the results.

Model of Personality

The Aon Hewitt Personality Model is firmly grounded in the well-established and empirically supported Five Factor Model (at times referred to as the Big Five). Elements of each of the traditional concepts of Extroversion, Emotional Stability, Agreeableness, Consciousness, and Openness to Experience are directly represented across ten of the fifteen Aspects of the model. The remaining five Aspects reflect traits critical for successful job performance, particularly in leadership roles, but not captured in the traditional Five Factor Model. These additional five Aspects were taken from the latest literature on authentic leadership, learning theories, and positive psychology.

Normative Group

The selection of an appropriate normative group is important for accurate interpretation of personality results. The choice of which is based on a number of factors including cultural elements and the intended use of the report. This report is based on Professionals and Managers in the US.

Aon Corporation

Aon Hewitt is the global leader in human resource solutions. The company partners with organizations to solve their most complex benefits, talent and related financial challenges, and improve business performance. Aon Hewitt designs, implements, communicates and administers a wide range of human capital, retirement, investment management, healthcare, compensation and talent management strategies. With more than 30,000 professionals in 90 countries, Aon Hewitt makes the world a better place to work for clients and their employees.

This assessment and accompanying report is provided by Aon Hewitt's team of assessment and selection professionals. Aon Hewitt is one of the world's top employers of organizational and occupational psychologists and has over 30 years of experience designing and implementing industry-leading tools for the world's leading companies.

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