

# CAREER MENTOR





**Holistic career fulfilment includes workplace performance, workplace leadership as well as work satisfaction**

Workplace performance skills are essential for satisfactory work performance both cognitive and otherwise.

Workplace leadership skills are essential both for working within teams as well as efficiently leading our teams.

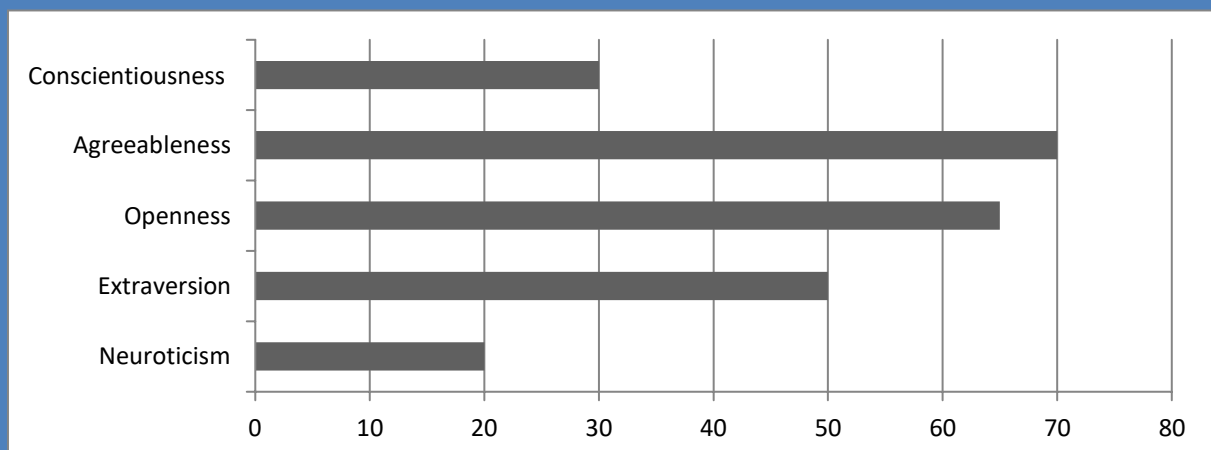
Work satisfaction is necessary to keep the client motivated to continue efficiently in the work.

Current solution provides clients an assessment of their current status as well as growth recommendations.

# Personality —

It refers to an individual's characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: Various characteristics come together as a whole in influencing how an individual interacts with environment. One way of defining personality uses the following 5 components -

Component	Description	Status
Openness to experience	Active imagination, Aesthetic sensitivity, Attentiveness to inner feelings, preference for variety, Intellectual curiosity and tendency to challenge authority. It is related to identifying new and novel solutions to work related problems.	Satisfactory
Conscientiousness	Willingness to do a task well, and to take obligations to others seriously. It is highly correlated to work related task accomplishment.	Needs immediate attention
Extraversion	Extraverts enjoy human interaction or thrive on them. It is important when we have to work with people, in teams and in highly visible roles.	Needs immediate Attention
Agreeableness	It includes kindness, warmth, sympathy, cooperation & consideration. Reasonable amount of agreeableness is required for a healthy workplace environment and cooperative working.	Satisfactory
Neuroticism	Tendency to experience negative emotions of anxiety, worry, fear or anger. Higher levels are related to personal dissatisfaction & ineffectiveness as well as unhealthy work relations.	Needs immediate attention



## Focus Areas

Conscientiousness, Extraversion, Neuroticism

## Conscientiousness - inferences, Development recommendations

### General -

- (a) It includes willingness to do a task well, and to take obligations to others seriously.
- (b) Conscientiousness predicts many significant and positive outcomes in life (e.g., better health, relationships, job performance, and school outcomes). It is relatively low among adolescents and increases between 18 - 30 years. Individual differences in conscientiousness are preserved. It is moderately correlated to satisfaction with life

### People high on this

These people display self-efficacy - belief in their ability to take up assignments. They are confident, well-prepared. They take pride in common sense and prudence

They are well-organized and methodical, exacting. They are very attentive to and concerned about accuracy & details.

They are upright and honest, respecting & following rules. They can also be moralistic.

They are ambitious, striving for excellence. They have high standards of performance and may seem to be workaholic.

They are persistent and productive. They do not procrastinate. They tend to push themselves towards higher limits.

These people are generally cautious and thoughtful. They make careful plans. Due to this, they may lack spontaneity

### Development recommendations

1. Reframe - to perceive your assignments more important, enjoyable & value aligned
2. Get more connected to your colleagues & workplace - you become more detail-oriented by boosting your sense of belonging and obligation to your work community.
3. Get the tools - Set goals & priorities, train for focus, get organized, create a routine, work on your willpower
4. Get coached & mentored by a trusted coworker/ experienced colleague
5. Therapy –
  - CBT (present-focused and time-limited approaches that focus on teaching skills needed to solve problems.),
  - Goal related metacognitive techniques - Mental contrast, Implementation intentions, Episodic future thinking

Cognitive remediation therapy - enhance an individual's cognitive processes and functions, such as attention, working memory, and social cognition.

## Extraversion - Inferences, Development recommendations

### General -

- A. Extraverts enjoy human interaction or thrive on them.
- B. Extraverts receive gratification from outside world. Extraversion helps in creating social interactions they may increase chances of positive affect.

### People high on this

1. These people are friendly and talkative. They are eager to interact on a personal level to many people. They display energetic behaviour.
2. They are sociable and like to be around people. They generally find it difficult to work alone.
3. They are forceful and assertive. They assume positions of leadership and like to be in charge of the situation.
4. They are energetic and lively. They display high activity level. Low paced work may seem unappealing to them.
5. They seek excitement. They are adventurous and daring. Sometimes they take unnecessary risks for thrills.
6. They are generally cheerful and high-spirited. They have a buoyant mood. They can laugh readily.

### Development recommendations

It is important to display a healthy mix of extraversion as well as introversion, as appropriate to situation, while being authentic.

- a) Work on your self-esteem - perception of your inherent worth.
- b) Understand the difference between introversion (a preference) and shyness (anxiety of social situations)
- c) Realize that social interactions are a means of building more meaningful connections, although you shall have to handle your own discomfort & social fatigue initially.
- d) Set-up practical goals for adapting to social situations - Gradually increase your social exposure, at a pace that you can manage and slowly improve. Consider casual discussions - not as meaningless - but as an important means to build rapport & know others. Try to figure out what people are interested in and allowing them to discuss the same. Take break from the social situation when it has started creating fatigue. Participate by being an expert listener.

## Neuroticism - Inferences, Development recommendations

### General -

- a) It includes above average tendency to experience negative emotions of anxiety, worry, fear, anger and loneliness
- b) Neuroticism predicts above average likelihood to be moody. It also predicts experiencing unhelpful feelings of anxiety, worry, fear, anger, frustration, envy, jealousy, guilt, depressed mood, and loneliness. This is expected to impact their life satisfaction. This is also expected to adversely impact workplace relations as well as performance. .

### People low on this

1. People low on this are generally relaxed and not over-sensitized in case of difficulties.
2. They do not take offence easily, display mild - temper and are easy going.
3. They do not feel discouraged or guilty often or excessively.
4. They display confidence while in in social groups and are not easily embarrassed. They don't take status differences too seriously.
5. They do not give in to impulsiveness, able to control their drives or temptations.
6. They tend to be self-reliant, cope well with crises and can deal well with stress.

### People low on this

1. Respond poorly to stressors
2. Interpret minor difficulties as hopeless situations.
3. Trouble controlling urges & delaying gratifications
4. Tend to be self-conscious & shy
5. High neuroticism is correlated to clinical mental

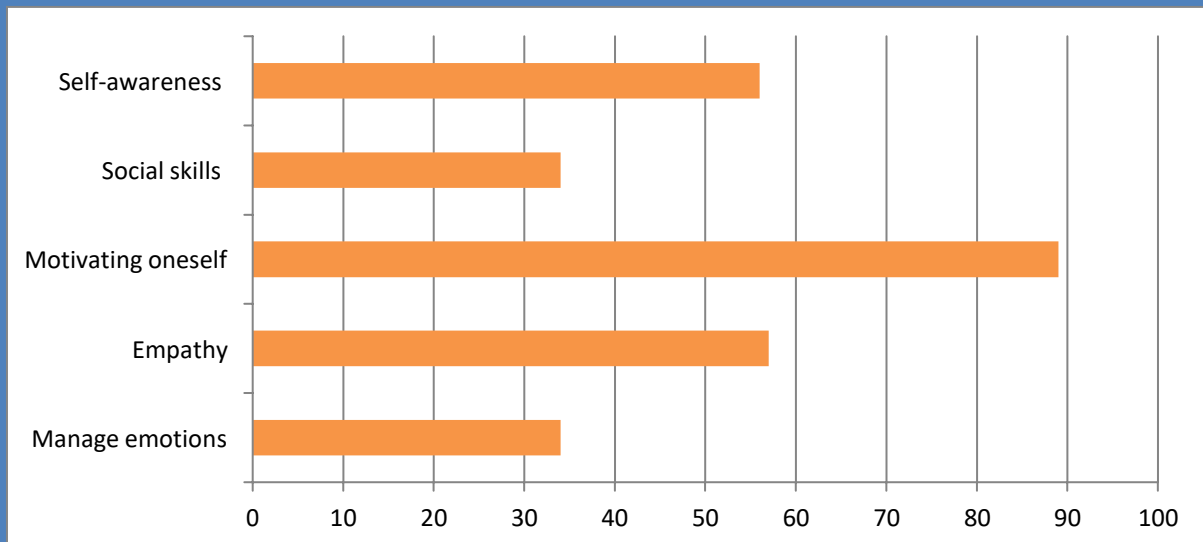
### Development recommendations

1. Develop a healthy self-esteem. Believe in your inherent worth. Truly accept & embrace yourself as you are, while being aware of improvement areas. By doing so, you might reduce some of your fears and insecurities that lead to unhelpful thoughts, feelings & behaviour.
2. Develop resilience . Work on your self-efficacy - belief in your ability to take up the challenges and responding to them.
3. Work on your emotional intelligence . Specifically self-awareness & self-management. Be aware of your emotions as they are triggered, embrace them as your own, without negative self-judgment and still slow down & take time to respond to them appropriately. While it may not completely eliminate the internal
4. turmoil, it shall safeguard you from destructive display of unhelpful emotions.–

# Emotional Intelligence —

Emotional intelligence helps us perceive emotions. It also helps us to access and generate emotions to assist thought. It helps us to understand emotions and emotional knowledge. Finally, using emotional intelligence, we can regulate emotions by reflecting upon them. Overall, it promotes our emotional and intellectual growth. The 5 emotional competencies covered in emotional intelligence are

Component	Description	Status
Self-Awareness	Being aware of our own emotions and feelings, preferences as well as intuitions	Satisfactory
Managing Emotions	Managing our emotions and impulses	Needs attention
Motivation	Emotional tendencies that guide us towards our goals.	Satisfactory
Empathy	Awareness of emotions, feelings, needs and concerns of others.	Satisfactory
Social skills	These are skills needed to effectively handle and manage emotions in others.	Satisfactory



## Focus Areas

Managing emotions

## Managing emotions - Inferences, Development recommendations

### General -

This ability saves us from engaging in disruptive behaviour. We are able to control our unhelpful impulses and moods and redirect them. We can suspend decision making in impulse and acting before thinking.

### People low on this

7. High self-management requires high self-awareness. People high on self-management have already mastered the art of self-awareness.
8. These people have the ability to slow down - They do not react instantly when they experience uncomfortable emotion. Instead they let it settle down and realize the negative impact of an inappropriate response. They then provide a response most appropriate to fulfil their long-term goals. In any case, they avoid destructive reactions.
9. They can reframe their experiences - By doing so, they can see the context and rationale of other peoples' actions. They can also re-interpret stress generating stimuli to more moderate or even positive resilience generating opportunities. In doing so, they can avoid buildup of destructive

### Development recommendations

1. Learn some hands-on techniques - Practice deep breathing & calming down, once you are aware that an emotion has been triggered
2. Practice regular reappraisal of situation, taking an uninvolved, and 3rd person perspective.
3. Use humour as a way to diffuse build-up emotions. So while you put across your point, you don't need to be ranging in anger.
4. Diffuse pent-up emotions - Relax and take life a little easy. Take care of yourself - taking breaks & giving yourself small treats, so that your overall emotional state is relatively unstressed. You can then absorb the shocks of troubling stimuli more appropriately.
5. Get a mentor - Someone you can both trust and also look upon when it comes to managing emotions. Seek help without being over dependent or being a drag on her.
6. Practice delaying reaction as well as presenting under reaction, even when doing so is initially uncomfortable.
7. Response modulation - Regular exercise (reduces emotional distress), Sleep, Counselling & psychotherapy - CBT/ ABC PLEASE)



# Extraversion vs Introversion

Extraverts derive their energy from people. They are involved in outer world of people. Introverts derive their energy through self-reflection. They are interested in inner world of concepts & ideas. E-I preference starts appearing from a very early age (3-4 years), like left & right-handedness. Understanding and respecting these preferences and exploring careers accordingly helps a healthy work adjustment.



## Signs of E-I

You are publicly vocal.

You are generally full of energy.

You show enthusiasm.

You are open and accessible.

You enjoy social gatherings.

You focus more on breadth of interests than on depth of interests.

You are generally silent.

You seem more reserved.

You are slow to open-

up. You are

introspective.

You "mind your own business"

You get drained by or get irritable in social gatherings.

You are more comfortable alone or in a small group of familiar people.

You are less distracted by environmental stimuli.

### Aptitude Score

Score	Percentile
$\leq 17$	$\leq 25$
17 - 22	25 - 50
22 - 27	50 - 75
$> 27$	$> 75$

## Definitely above average (Above 75 percentile)

Cluster	Extraverted	Introverted
Agriculture, Food & Natural Resources		Agricultural Engineers
Architecture & Construction		Architects, Civil engineers, Transportation, engineers
Arts, Audio/Video Technology & Communications	Chief Executives	Operations Research Analysts
Education & Training	Post-secondary teachers (Arts, Drama & Music)	Post-secondary teachers (Science, Engineering, Law)
Finance	Sales Agents (Securities and Commodities)	Actuaries, Credit analysts, Financial managers
Government & Public Administration		Urban and Regional Planners
Health Science		Epidemiologists, Neurologists, Surgeons, Neuropsychologists,
Information Technology		Geographic Information Systems Technicians
Law, Public Safety, Corrections & Security		Probation Officers and Correctional Treatment Specialists
Manufacturing		Industrial Engineering Technologists, Manufacturing Engineering Technologists
Science, Technology, Engineering & Mathematics		Engineers, Archeologists, Scientists, Biostatisticians, Chemists, Historians, Mathematicians, Economists

## Definite above average (50 – 75 percentile)

Cluster	Introverted	Introverted
Agriculture, Food & Natural Resources		Animal Scientists, Biological technicians, Food scientists & technologists, Soil & Plant scientists, Zoologists & Wildlife biologists
Architecture & Construction		Cost Estimators, Interior designers, Landscape architects, Surveyors
Arts, Audio/Video Technology & Communications	Agents and Business Managers of Artists, Performers, and Athletes, Choreographers, Producers, Reporters & correspondents	Art directors, Commercial & Industrial designers, Film & Video editors, Music directors, Musicians, Poets, Lyricists & creative writers
Business Management & Administration	Chief Sustainability Officers, Compensation & benefit managers, General & operations managers, Human resource managers, Labour relations managers, Meeting- convention-event planners, Purchasing managers	Biofuels Production Managers, Business continuity planners, Computer & information systems managers, Industrial production managers, Management analysts, Regulatory affairs managers, Security managers
Education & Training	Education administrators, Coaches & scouts	Adapted Physical Education Specialists, Distance learning coordinators, Post-secondary teachers (science streams)
Finance	Sales agents	Accountants, Auditors, Budget analysts, Financial analysts, Insurance examiners, Risk management specialists, Treasurers & controllers
Government & Public Administration	Equal Opportunity Representatives and Officers	Appraisers, Real Estate, Compliance officers, Regulatory affairs specialists, Statistical assistants,
Health Science	Athletic trainers, Dieticians & nutritionists, Medical & health service managers	Audiologists, Anesthesiologists, Genetic counsellor, Low vision therapist, Medical scientist, Radiologist

Cluster	Introverted	Introverted
Human Services	Industrial-Organizational Psychologists, Social and Community Service Managers, Healthcare social worker	Counseling Psychologists, School psychologist
Information Technology		Business Intelligence Analysts, Computer network architects, Computer programmers, Database administrators, Information security analysts
Law, Public Safety, Corrections & Security	Administrative Law Judges, Adjudicators, and Hearing Officers, Arbitrators, Mediators, and Conciliators	Intelligence analysts, Forensic science technicians
Manufacturing	Purchasing agents	Engineers & technologists
Marketing	Advertising and Promotions Managers, Energy brokers, Marketing managers, Public relations officers and fund managers	Market Research Analysts and Marketing Specialists
Science, Technology, Engineering & Mathematics		Anthropologists, Climate change analysts, Economists, Engineers, Geographers
Transportation, Distribution & Logistics		Pilots, Flight engineers, Logistic engineers, Transportation managers

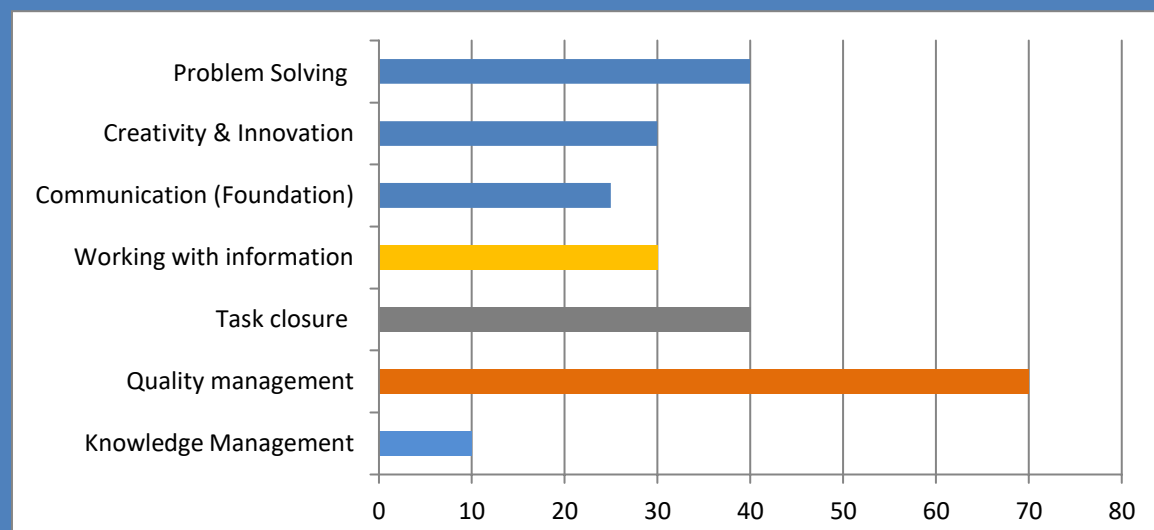
## Average or below average (up-to 50 percentile)

Cluster	Introverted	Introverted
Cluster	Extraverted	Introverted
Agriculture, Food & Natural Resources	Buyers and Purchasing Agents, Farm Products	
Arts, Audio/Video Technology & Communications	Broadcast News Analysts	Copy Writers, Editors, Proofreaders
Business Management & Administration	Fundraisers, Human resource managers, Training & development managers	Compliance Managers
Education & Training	Fitness and Wellness Coordinators, Post-secondary teachers	Archivists, Librarians, Instructional designers & technologists
Finance		Claims Examiners, Property and Casualty Insurance
		Fraud Examiners, Investigators and Analysts
Health Science		Acupuncturists, Midwives, Music-art-recreational therapists
Hospitality & Tourism	Lodging Managers, Recreational workers	
Human Services	Child, Family, and School Social Workers, Clergy, Community health worker, Health educators	Mental health counsellors, Rehabilitation counsellors
Information Technology		Document Management Specialists
Law, Public Safety, Corrections & Security	Fish and Game Wardens	
Marketing	Public Relations Specialists, Sales representatives (non-technical products)	
Science, Technology, Engineering & Mathematics		City and Regional Planning Aides, Park Naturalists

## Task Leadership –

Associated with successful task completion

Dimension	Description	Status
Communication (Foundation)	Reading comprehension, Translating or explaining, Writing, skills, Working with emails	Satisfactory
Creativity & Innovation	Thinking creatively, Innovating	Satisfactory
Knowledge Management	Learning strategies, Knowledge updating, Active learning	Needs immediate Attention
Problem Solving	Analytical thinking, problem identification, developing and evaluating alternatives,	Satisfactory
Quality management	Attention to details, maintaining accuracy, Inspecting & Monitoring, Self-monitoring	Needs attention
Systems thinking	System analysis, System evaluation	Satisfactory
Task closure	Goal setting, Time Management, Administration	Satisfactory
Working with Information	Monitoring, information gathering, evaluation and processing.	Satisfactory



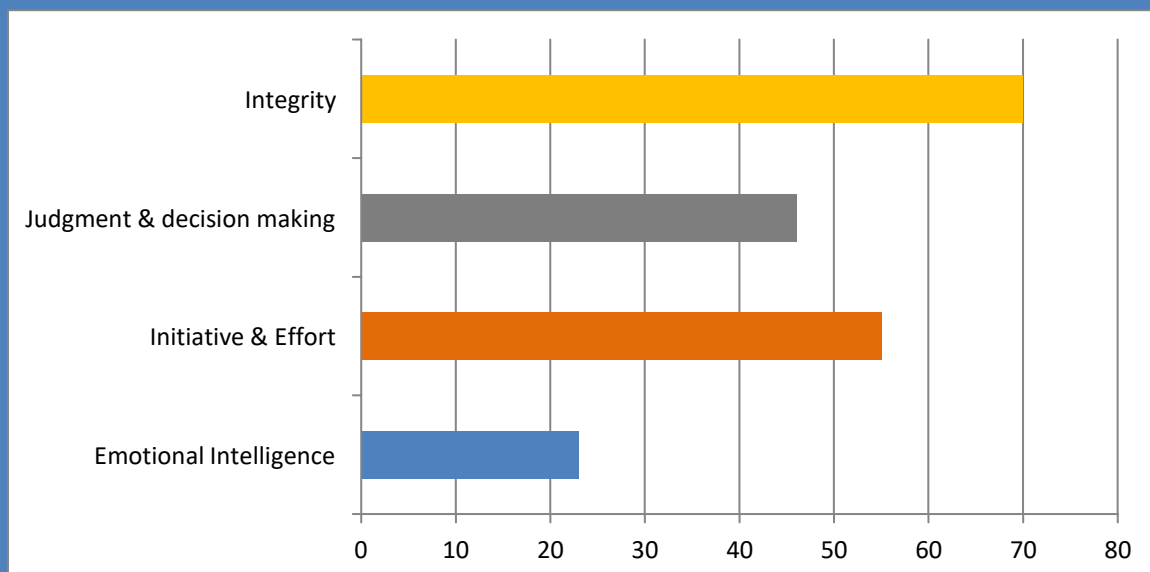
### Focus Areas

Knowledge Management, Quality Management

# Personal Leadership –

Associated with corporate citizenship

Dimension	Description	Status
Judgment & decision Making	Using judgment, Making decisions	Satisfactory
Emotional Intelligence	Self-control, Adaptability, Managing ambiguity & competition, Managing work pressure, Stress tolerance, Working in limited freedom	Needs attention
Initiative & Effort	Establishing challenging goals, actively attacking problems, putting efforts and displaying perseverance	Satisfactory
Integrity	Ethical Behaviour, Dependability	Satisfactory



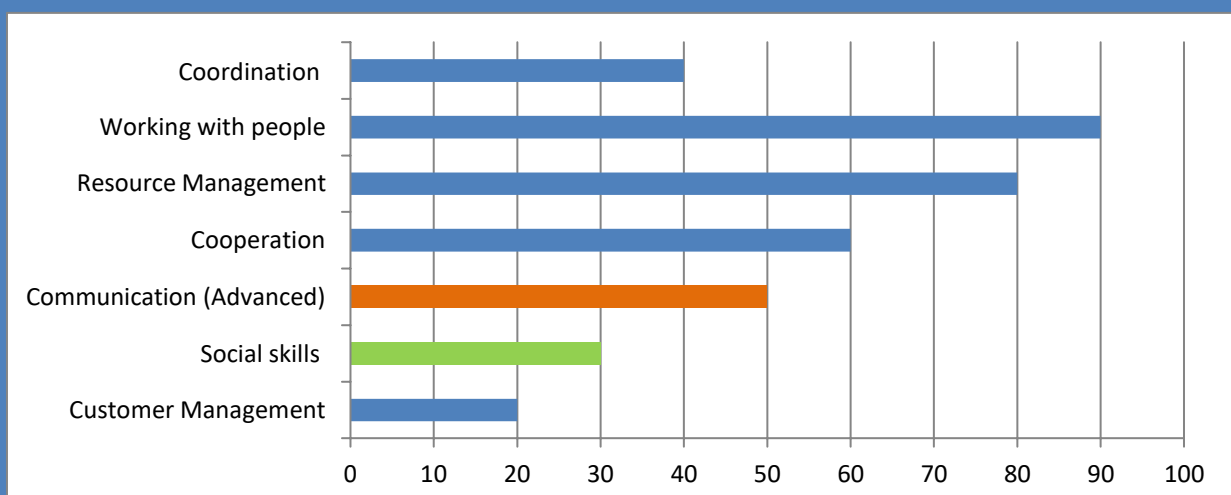
## Focus Areas

Emotional intelligence

## People leadership –

Associated with working well & leading people

Dimension	Description	Status
Communication (Advanced)	Providing information, Active Listening, Speaking, Interacting	Needs attention
Cooperation	Understanding others' feelings, Helping others	Needs attention
Coordination	Getting group members together for task Accomplishment	Satisfactory
Customer Management	Dealing with or performing for public or external customer, Facilitating others	Needs immediate attention
Influencing	Convincing others to change their minds	Needs attention
Interacting with People	Non face to face interactions, Public speaking, communicating outside organization	Satisfactory
Leadership	Goal setting, Team building, Directing, Monitoring, Leading, Negotiating, Persuading	Needs immediate attention
Resource Management	Management of people resources, staffing	Needs attention
Social skills	Social Orientation, Social Perceptiveness	Needs immediate attention



### Focus Areas

Customer Management, Leadership, Social skills



# Concerns, Suggestions

Dimension	Description	Status
Self-Control (Emotional Intelligence)	To control adverse emotions at work place	<ol style="list-style-type: none"> <li>1. Develop emotional self-awareness. This is a pre-requisite to emotional self-regulation</li> <li>2. Emotional Self-regulation - Covered in EI</li> </ol>
Social Orientation (Social Skills)	To maintain personal connection with other colleagues at work place	<ol style="list-style-type: none"> <li>1. Develop respect &amp; empathy for others - being concerned.</li> <li>2. Maintain self-esteem - believing in your ability to build connections.</li> <li>3. Be approachable, reasonable &amp; professional. Make interactions easy and enjoyable. However, set your boundaries.</li> <li>4. Offer help at times.</li> <li>5. Seek reasonable help - allow others to feel valued.</li> <li>6. Believe in a growth mindset &amp; a win-win approach.</li> <li>7. Focus on problem resolution</li> </ol>
Assisting & Caring (Social Skills)	Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.	<ol style="list-style-type: none"> <li>1. Develop respect &amp; empathy for others - being concerned.</li> <li>2. Identify how you can help most naturally - by being available, through financial assistance in need, by offering advice or expertise, etc.</li> <li>3. Offer help - Find time &amp; energy to offer help, even when it means a little discomfort or additional effort.</li> </ol>

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Knowledge updating  
(Knowledge  
Management)

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Keeping up-to-date  
technically and  
applying new  
knowledge to your  
job.

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1. Understand the purpose - Being able to perform current

responsibilities well, preparing yourself for growth to higher role, preparing for your long term aspiration, gaining respect for your subject matter expertise and satisfying your intellectual curiosity). Accordingly, identify the relevant domain of knowledge and expertise that you should invest your time on.

2. Identify the right sources - Being part of relevant projects, working with SMEs, Getting formal training (either through organization or otherwise), Reading relevant journals, Informally supporting teams working on technical projects

3. Be prepared to put sustained efforts - Being recognized as a domain expert and keeping updated on relevant knowledge requires a lot of extra efforts than just completing your assignments. It requires spending time on the resources identified in previous points, many times over and above the formal work assignment. As the domain knowledge constantly gets updated, it almost always means sustained efforts.

4. Be honest to yourself - Be clear in your mind, what role you want to play in longer term - which domain - will it be the SME or the managerial role that shall interest you. Accordingly, you need to identify the domain knowledge on which to focus.

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Stress Tolerance (Emotional Intelligence)	To handle criticism well	<ol style="list-style-type: none"> <li>1. Develop emotional self-awareness &amp; emotional self-regulation.</li> <li>2. Don't take it too personally - Criticism of work performance is not always a personal criticism. Differentiate between the two.</li> <li>3. Follow the process - Try to process the criticism as open-mindedly &amp; objectively as possible. Avoid defensiveness or excuses. Receive inputs. Give yourself some time for this to be absorbed - when initial negative emotions weaken and you can more objectively think of this as a feedback. Evaluate the feedback logically to identify areas of improvement and points to be ignored.</li> <li>4. During the entire process, maintain your respect &amp; empathy towards critic. Similarly, during the entire process, maintain your self-esteem - the feeling of being inherently worthy.</li> </ol>
Stress Tolerance (Emotional Intelligence)	To maintain calm during stressful situations	<ol style="list-style-type: none"> <li>1. Emotional self-awareness &amp; self-regulation</li> <li>2. Relaxation techniques</li> </ol>
Adaptability (Emotional Intelligence)	Being open to both positive and negative changes at workplace and am able to adapt to them	<ol style="list-style-type: none"> <li>1. Maintain a healthy balance of self-esteem &amp; self-awareness - Believing in your capacity to add value, also realize that we always have a lot to learn.</li> <li>2. Be aware of the bigger picture and how this is driving the change.</li> <li>3. Focus on improving, not proving - Manage your internal process (emotions, biases, judgments, etc) to remain open to suggestions &amp; experiences. Be patient in analyzing them before declaring them more or less suitable.</li> <li>4. Be aware of your thinking process - Is it reasonably logical or is it heavily loaded with bias or prejudice.</li> <li>5. Utilize any opportunity for discussion to discuss your view point in most constructive and non-violent manner. Utilize your social</li> </ol>

		<p>perceptiveness and other social skills while doing so.</p> <p>6. Remain motivated if some or all of your suggestions are rejected, even if it personally affect you.</p> <p>7. Choose your next actions - adapt &amp; give your best if the impact of decision is manageable or identify opportunities within/ outside organization (in case the impact is not manageable). Remember to remain professional in any situation.</p>
Social Perceptiveness (Social Skills)	Being aware of others' reactions and understanding why they react as they do.	Part of Emotional Intelligence detailing
Customer management	Dealing with external customers or general public in work related matters	<ol style="list-style-type: none"> <li>1. Develop &amp; practice service orientation - willingness &amp;</li> <li>2.</li> <li>3. activity that can help customer have an excellent experience.</li> <li>4. Develop your communication skills - active &amp; empathetic listening and respectful, reassuring speaking. Develop social perceptiveness and mastery of non-verbal communication</li> <li>5. Practice empathy &amp; patience. Develop resourcefulness and ability to close.</li> </ol>

Conflict management (Leadership)	Handling and managing conflict situations on a regular basis without losing my motivation	<ol style="list-style-type: none"> <li>1. Focus on managing conflicts as opportunities for organization learning &amp; group performance enhancement while minimizing the negative impact.</li> <li>2. Understand the various styles of conflict management -competing, compromising, collaborating, avoiding &amp; accommodating.</li> <li>3. Resolution strategy should be perceived as a win- win for the conflicting parties.</li> <li>4. If you are a mediator, then it is important to establish your personal credibility over conflicting parties through appropriate display of self-esteem, respect &amp; competence.</li> <li>5. Consider conflicts as inevitable ingredient of team working. Also believe in your ability to manage them well.</li> </ol>
Directing (Leadership)	Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.	<ol style="list-style-type: none"> <li>1. Maintain healthy self-esteem.</li> <li>2. Maintain respect and empathy for others.</li> <li>3. Believe in your capacity to guide, while acknowledging your shortcomings and weaknesses.</li> <li>4. Develop healthy working relations, through a focus on professional approach and emotional maturity.</li> <li>5. Focus on enabling teams to become competent and independent.</li> <li>6. Watch out for signs of high-handedness or overpowering in your approach. Consider yourself a mentor and enabler, while still being in-charge.</li> </ol>

Leadership	If required, taking charge of the situation quickly	<ol style="list-style-type: none"> <li>1. Have a vision - Have an idea of how success looks like for a problem they are facing. Be a problem solver. See themselves as instruments of change</li> <li>2. Be forthright in your thought and expression, without being unsupportive or unfriendly.</li> <li>3. Be a change agent - Be clear of what you want from each interaction &amp; communicate in ways that are most likely to meet goals &amp; produce results. Provide a balanced feedback that originates from a balanced perspective.</li> <li>4. Help others to behave similarly by training &amp; coaching them to be problem solvers.</li> <li>5. To achieve above - work on your need to be liked, poor confrontation skills, and fear of conflict and absence of vision.</li> <li>6. Be respectful of others. All your thoughts and actions should consider others as equals and not mere resources to meet your goals.</li> </ol>
Negotiation (Leadership)	Bringing others together and trying to reconcile differences.	<ol style="list-style-type: none"> <li>1. Maintain a healthy self-esteem - believe in your inherent worth.</li> <li>2. Respect others - treat them as equals.</li> <li>3. Know the difference between influencing &amp; manipulating - Influencing is behaving in ways that may help others reconsider their opinions, possibly leading them to change or cooperate.</li> <li>4. Develop self-awareness &amp; self-regulation.</li> <li>5. Build social perceptiveness &amp; social skills. Help others feel valued and cared - as a starting point of building rapport.</li> <li>6. Build communication skills - Develop active &amp; empathetic listening as well as comforting, reassuring yet purpose-driven speaking skills.</li> </ol>

		<p>7. Represent yourself well - Make sure to have situation -appropriate dressing &amp; mannerism.</p> <p>8. Be truly concerned about others - Educate others about the topic/ product under discussion in best possible manner. Be open to accept the short-comings and never misguide. - Be open-minded. Be ready to accept errors in your logic and possibly good suggestions from others.</p>
Persuasion (Leadership)	Persuading others to change their minds or behavior.	<p>1. Maintain a healthy self-esteem - believe in your inherent worth.</p> <p>2. Respect others - treat them as equals.</p> <p>3. Know the difference between influencing &amp; manipulating -Influencing is behaving in ways that may help others reconsider their opinions, possibly leading them to change or cooperate.</p> <p>4. Develop self-awareness &amp; self-regulation.</p> <p>5. Build social perceptiveness &amp; social skills. Help others feel valued and cared - as a starting point of building rapport.</p> <p>6. Build communication skills - Develop active &amp; empathetic listening as well as comforting, reassuring yet purpose-driven speaking skills.</p> <p>7. Represent yourself well - Make sure to have situation -appropriate dressing &amp; mannerism.</p> <p>8. Be truly concerned about others - Educate others about the topic/ product under discussion in best possible manner. Be open to accept the short-comings and never misguide. - Be open-minded. Be ready to accept errors in your logic and</p>

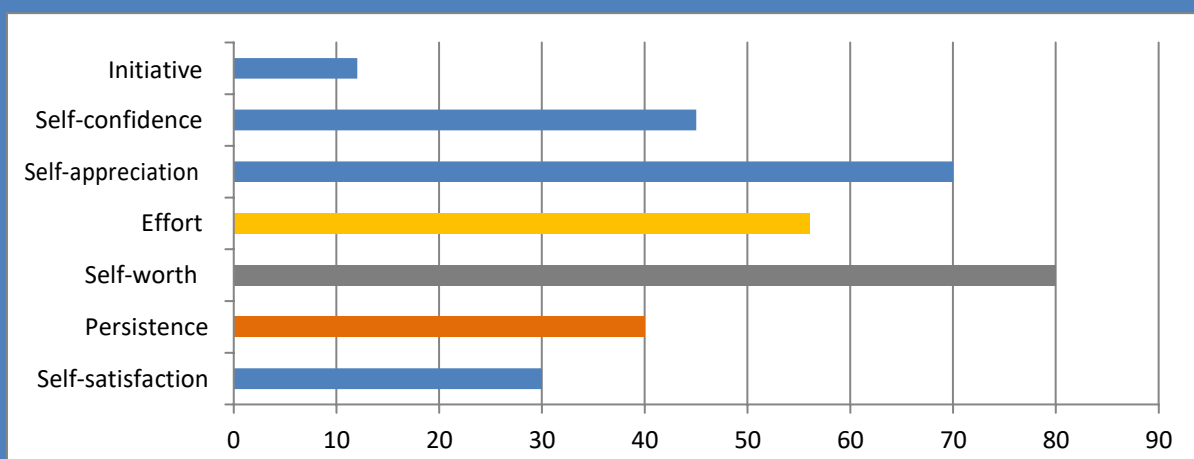
		possibly good suggestions from others.
Team building (Leadership)	Encouraging and building mutual trust, respect, and cooperation among teammembers.	<ol style="list-style-type: none"> <li>1. Shared vision - Explain the shared vision towards which the entire team, including yourself should be working.</li> <li>2. Communication - Clear, open, honest &amp; respectful communications, enabling team members to expressthemselves.</li> <li>3. Try to create as clear roles &amp; responsibilities as possible.</li> <li>4. Give a sense of fairness - without bias or prejudice</li> <li>5. Develop collaboration skills of the team - promote mutual trust &amp; appreciation, ability to express respectfully without</li> <li>5. fear, willingness to listen with open mind, affinity throughteam building exercises</li> </ol>



## Self-concept–

It includes self-esteem (our evaluation of self-worth) as well as self-efficacy (our expectation of personal mastery over important life matters. It is important both for satisfaction as well as success. It includes the following components -

Dimension	Description	Status
Self-satisfaction	Overall satisfaction with self. This is a key factor in both life and work satisfaction	Needs immediate attention
Self-worth	Considering yourself useful or having something to be proud of. This is also associated with overall life satisfaction	Needs attention
Self-appreciation	Appreciating your good qualities. This is also associated with overall life satisfaction	
Self-confidence	Belief in your ability to manage difficult situations and make things happen. This is important in putting efforts in gaining competencies for task completion and actually executing the task.	
Initiative	Ability to act on the decisions taken. This is important to put efforts in task completion.	
Effort	Willingness to put efforts for goal attainment	Needs attention
Persistence	Continue towards closure in spite of difficulties or challenges	Needs attention



### Focus Areas

Self-satisfaction, Self-worth, Persistence

## Self-esteem - Inferences, Development recommendations

### General

1. Healthy self-esteem predicts academic success, happiness and success in relationships
2. It can apply to a specific attribute or globally. It represents enduring personality trait with short term variations
3. Experience has a major impact. Early childhood - parent behaviour - authoritative parenting has a significant positive influence. Unconditional love leads to a stable sense of being cared & valued that leads to self-esteem. During school age, academic success is a strong predictor. Successful relationships among friends are a strong predictor. Social acceptance enhances self-esteem while social rejection depletes it.
4. Low self-esteem can result from various factors, including genetic factors, physical appearance or weight, mental health issues, socioeconomic status, significant emotional experiences, social stigma, peer pressure or bullying.

### People with healthy self-esteem

1. You believe in values & principles. You are ready to defend these even when experiencing opposition, feeling secure internally.
2. You are able to act according to your best experience & judgment. You do not feel guilty when others don't like you because of this.
3. You don't worry excessively about what happened in the past. You learn from your past without being overwhelmed by negative feelings about it.
4. You trust your capability to solve problems. You take failure in your stride. You learn from it without being demotivated. You seek support without hesitation and provide the same as well

### People with unhealthy self-esteem

1. Heavy self-criticism and dissatisfaction.
2. Hypersensitivity to criticism with resentment against critics and feelings of being attacked.
3. Chronic indecision and an exaggerated fear of mistakes.
4. Excessive will to please and unwillingness to displease any petitioner.
5. Perfectionism, which can lead to frustration when perfection is not achieved.
6. Neurotic guilt, dwelling on or exaggerating the magnitude of past mistakes.
7. Floating hostility and general defensiveness and irritability without any proximate cause.
8. Pessimism and a general negative outlook.
9. Envy, invidiousness, or general resentment.

### Development recommendations

1. High level of mastery predicts higher self-esteem. Hence it is important to identify potential strengths in work/ life domain and put efforts to master these.
2. Good health influences self-esteem. It is important to focus both on physical health & fitness (through exercise) and mental health (through breathing & meditation)
3. Emotional stability is a good predictor. Working on emotional intelligence can help.

## Self-esteem - Inferences, Development recommendations

## General

1. It is personal judgment of how well or poorly a person is able to cope with a given situation based on the skills they have and the circumstances they face
2. Strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make.
3. A strong sense of self efficacy promotes human accomplishment and personal well-being
4. Sources of self-efficacy - Mastery experiences

## People with high self-efficacy

1. View challenges as opportunities to master rather than threats to avoid. They attribute failures to lack of effort rather than lack of capability. They approach threatening situations with a belief that you can control them.
2. are motivated to undertake tasks and accomplish them

## People with low self-efficacy

1. View difficult tasks as personal threats and shy away from them. You focus on skills that you lack rather than those that you have.
2. Experience learned self-helplessness - a belief that no amount of effort will make a difference for task accomplishment.

## Development recommendations

1. Identify targets that are somewhat but not excessively stretch, based on your self-assessment. Use your existing skills as well as efforts to master newer skills to achieve these stretch goals. Progressively, increase the target difficulty and adversity
2. Identify mentors whom you can trust - people who can persuade you to believe in your ability to accomplish things.
3. Look around for successful people whom you can consider similar to you. If possible, find out what efforts they made to achieve the success. This shall help you strengthen self-belief

## Life-roles balance –

Individuals play multiple roles in their lives. These are

Role	Description
Study	Learning something that you consider important and useful
Work	Spending time and energy in paid employment
Home & family	As a child (relating to parents), spouse (relating to partner) & parent (relating to children)
Community Participation	Getting involved in community matters, volunteering and similar unpaid activities
Leisure/ Recreation	Spending time on leisure activities to replenish yourselves

Associated with each life role are

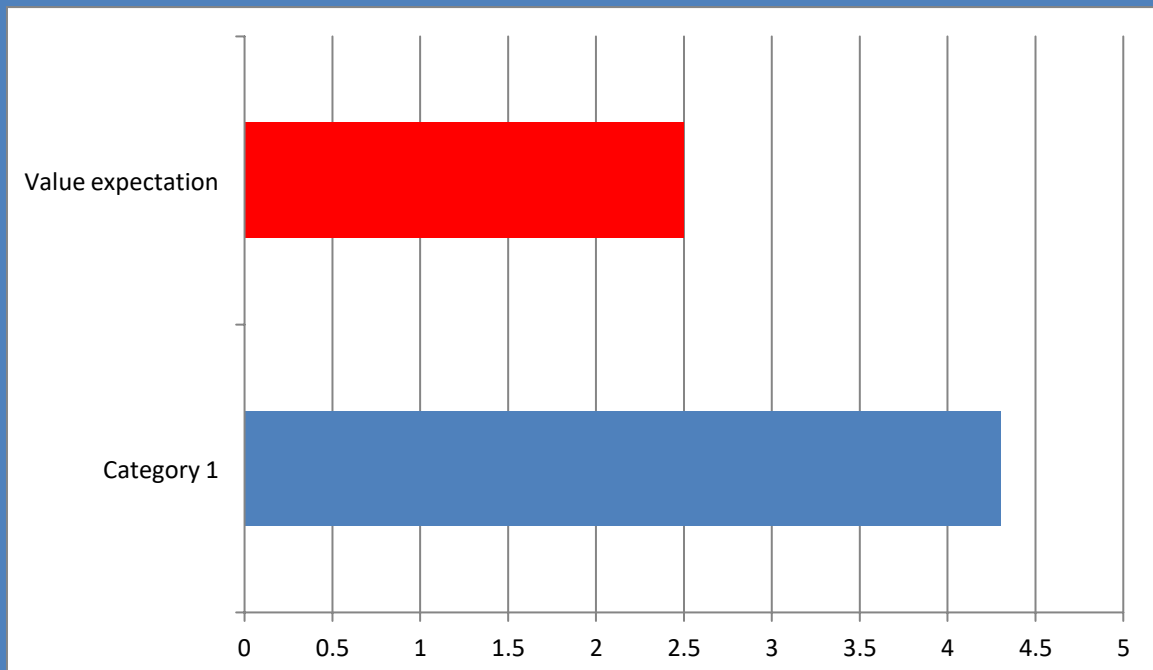
Parameter	Description
Participation	Time & resources being spent by the individual in that role.
Value fulfillment	Expectation of fulfilling some cherished value, important for personal satisfaction, by participating in that role

**Satisfaction in any life-role comes from a balance of value fulfillment (expectation that some cherished life value shall be fulfilled through that role) & participation (relevant and adequate effort to achieve desired outcomes in that role).**

## Your top needs in work

1	I could do things for other people
2	the work could give me a feeling of accomplishment
3	I make use of my abilities
4	the job would provide an opportunity for advancement
5	I would never be pressured to do things that go against my sense of right and wrong

## Your work role balance.



## Inferences, Development recommendations

Participation – Moderate, Value expectation – Low
Inferences, Development recommendations
<p>General</p> <ol style="list-style-type: none"><li>1. Work has huge impact on satisfaction. For any professional, the value fulfilment through work should ideally be high.</li><li>2. Current contribution to your overall satisfaction - Low</li></ol>
<p>Value Relook</p> <p>You must thoroughly relook your value fulfilment through your job. Your job &amp; current role must fulfil some of your cherished values. If this is not happening for you, you can</p> <ol style="list-style-type: none"><li>1. Use reframing in your current role - so that some or many of the associated activities seem meaningful to you.</li><li>2. Identify a different role in the same organization (laterally or vertically) - that gives opportunity to do activities meaningful to you</li><li>3. Identify a different job - that may give you opportunity to do meaningful activities.</li></ol> <p>In parallel, identify outside of your work, some activities in a different life role where you can do meaningful activities. This shall help you remain motivated.</p>
<p>Participation relook –</p> <p>While you relook at value fulfilment, please also relook at the efforts that you spend to give satisfactory performance at work. Even if you can't immediately relate your current job to cherished values, it is important to continue putting right efforts. This protects you from negative evaluation while you look for more meaningful roles or reframing current role to be perceived more meaningful.</p>