ADEPT-15 - workstyles report

Sample Candidate

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Online Assessment
Online Assessment

Introduction

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 Personality Model used as the baseline for this report is organized around six Styles. Each Style provides insight into your approaches to both individual and communal activities. Each of these six Styles is further divided into a total of fifteen Aspects of personality. Your standing on these fifteen Aspects was assessed using Aon'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

Although this report reflects a detailed summary of each of your Styles and Aspects of personality, 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.
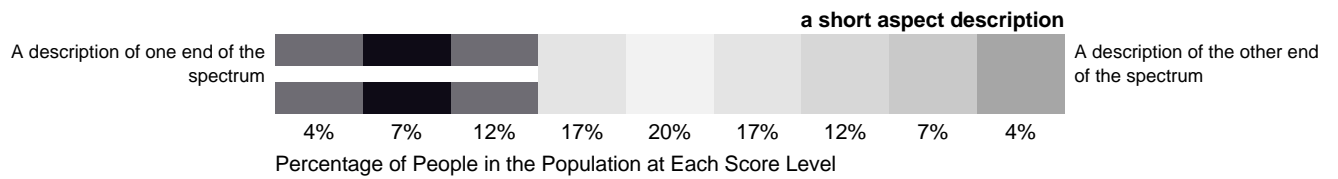
Individual personality tends to be relatively static and stable across an individual's lifespan. However, an individual's exact standing on these Aspects of personality can vary and shift over that period for a variety of reasons. In addition, the display of specific behaviors in the workplace is also 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.

To interpret your results, start by reviewing your overall Styles. Then proceed to the detail for each of the Aspects that constitute those Styles. Each of the fifteen Aspects is presented with a single short description along with descriptions at each end of the continuum.

Aspect: 2

a short aspect description

A description of one end of the spectrum

A description of the other end of the spectrum

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

Percentage of People in the Population at Each Score Level

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

Styles Overview

Styles Profile

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 Styles of Personal Agency, 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 have a balanced profile between Styles of Personal Agency and Communal Styles. This indicates you are as likely to be motivated by working with others as you are to pursue task-based work.

Performance Styles   **Communal Styles**

Task   Teamwork

Adaption   Emotional

Achievement   Interaction

Styles & Aspects

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 Styles of Personal Agency 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.

Adaption

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.

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.

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.

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.

Task Style

Summary

3

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: 3

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:

- Somewhat easy going and relaxed
- Able to move from task to task but may, at times, leave some unfinished
- May occasionally appear less concerned with deadlines, seeing them as flexible
- Somewhat less likely to focus on a single task for extended periods, may get distracted
- Occasionally likely to procrastinate
- May be perceived as less interested in difficult tasks that require perseverance

Structure: 2

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:

- Comfortable with ambiguity or the absence of clear directions
- Preferring spontaneity
- Often interested in the big picture and doing things in unconventional or new ways
- Less interested in detailed planning, organizing, and time management
- Likely to bend the rules and engage in behavior that some see as risky or rebellious
- Lacking sufficient appreciation for details and the importance of timeliness

Task Types

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.** The next time you find yourself making excuses for not achieving a goal, reflect on what part of the situation you were accountable for. Is there anything you could have done differently to reach the goal?

- **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.

- **Prioritizes.** List your primary accountabilities and rank each by importance. Adjust your priorities to ensure your daily work aligns with your most critical responsibilities. Keep a detailed record of how you spend your time and determine whether you are devoting the bulk of your time to your high-priority work.

Structure

- **Attends to Critical Detail.** Ask for assignments that require planning and attention to detail. Keep notes of how you determined timelines and your success at meeting them. Then, meet with your manager to discuss things you did well and areas for improvement. Using this feedback, generate strategies to improve your performance.

- **Manages Resources.** When faced with a large task, divide it into more manageable pieces. Start with the first thing that has to be accomplished, then divide that first task into subtasks. Focus on the parts you know how to do first. Make a checklist of these subtasks and monitor your progress.

- **Provides Direction.** Meet with your manager to discuss your performance at all stages of a project planning process: time allocation, use of resources, keeping your manager apprised of progress, etc. Use this feedback to improve your planning. Meet with your manager again to monitor your growth.

Adaption Style

Summary

6

Adaptation Style relates to a person's openness to experience and approach to learning and adapting to situations. Your results suggest you are likely to look for new ideas, to spur new theories and an integrated view of work problems and challenges. However, consider carefully how your degree of Mastery may impact whether you are being overly focused on identifying new ways of doing things and process improvements at the expense of being tactically focused on getting things done efficiently.

Conceptual: 6

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:

- Generally having broad and varied ideas and intellectual interests
- Somewhat more progressive and forward thinking
- Focused on innovation and creativity at times
- Mostly enjoying to work with theoretical or abstract issues and ideas
- Somewhat more interested in focusing on long term strategy and direction
- Subject to being abstract at times

Flexibility: 7

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:

- Somewhat open to new ideas and experiences
- Mostly flexible and adaptable; preferring variety and change
- Generally looking to evolve opinions and approaches
- Easily bored in some circumstances
- Somewhat inconsistent or occasionally viewed as changing opinions too often
- Attempting to, at times, advocate or pursue unnecessary change

Mastery: 4

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:

- Somewhat preferring to leverage strengths more than developing new ones
- Generally believing that people should do what they are good at and not worry about trying to develop skills for which they have no natural talent
- At times, less interested in personal development without immediate practical value
- Not interested in challenging opportunities where there is a high risk of failure
- Not always concerned with helping others to learn and develop

Adaption Types

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

- **Thinks Systemically.** Consider roles and tasks where strategic thinking and innovation are valued. Apply your natural tendency to think creatively and progressively in these situations.

- **Fosters Innovation.** Consider someone you know or have worked with who is especially strong at taking big or creative ideas and translating them into clear, practical solutions. 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?

- **Analyzes Information.** Seek problem solving opportunities where you have to synthesize information from internal and external sources to develop an action plan. Ask your supervisor to review your efforts and give you feedback, then incorporate this feedback in your next attempt.

Flexibility

- **Behaves Flexibly.** Consider whether others perceive your opinion or perspective as consistently shifting or wavering. Ask your peers for feedback on this characteristic and whether they see it hurting your credibility. Then, seek feedback on ways to improve.

- **Champions Change.** Consult with others who have been successful in implementing ideas across the organization. Ask them about their general strategies and about how they initiated the process. Try to apply these techniques when implementing your own ideas. Report to them on how their techniques have worked (or not worked) for you.

- **Champions Change.** Before implementing change, consider the challenges and resistance you're likely to face. What issues affect each of the group? Create a list of potential obstacles, organized by the group likely to present them. Then develop strategies to address each one.

Mastery

- **Coaches for Performance.** Make a list of areas where you, and potentially each of your direct reports or mentees, need development. Consider possible reasons for development needs. Work to identify the nature of development needs. Next, develop a plan to improve performance based on specific needs. Include regular assessments and rewards for success.

- **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.

- **Develops Oneself.** Think through the skills you have developed and refined over the course of your career. Next, think about those skills that you would like to further develop. Speak with your manager about the specific actions that will help you master these new skills.
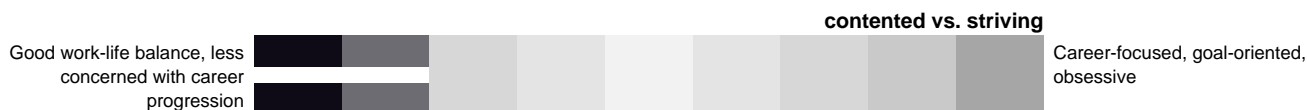
Achievement Style

Summary

3

Need for achievement, including focus on career goals and influence over others is captured by Achievement Style. With low Ambition scores, you may find yourself placing greater value on work-life balance instead of rapid or aggressive career progression. Coupled with a lower standing on Power, be mindful you do not miss opportunities to take on new roles and responsibilities that would be valuable to your career. With a higher score on Power, take care others do not view your desire to focus on personal goals as an opportunity to question your commitment to the organization when you are trying to take control of issues.

Ambition: 1

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:

- More interested in personal rather than career goals
- Having good work-life balance
- Not concerned with being the best
- More interested in enjoying work than being promoted
- Preferring achievable rather than highly challenging work objectives
- Less proactive in managing own career and work goals

Power: 4

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

Achievement Types

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

- **Applies Political Savvy.** Recognize that the timing for moving up in an organization may never be perfect. Ask successful people what sacrifices they may have made as they moved up in their career. Getting a new role well suited to your skills won't likely be offered to you if you do not seek it out.

- **Inspires Others.** Volunteer to lead or participate on a project with senior leaders. Ask for help from successful people to ensure you promote good ideas and actionable solutions. Showing leaders you have such skills can open opportunities within the organization you may not have considered.

- **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.

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.

- **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.

- **Provides Direction.** 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.

Interaction Style

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 prefer to avoid confrontation, even when you disagree. A lower Liveliness score would suggest you may find constant interaction with others to be draining, especially when interacting with others that are highly opinionated. You may need time to yourself to recharge. A higher Liveliness score would suggest you really enjoy spending time being around others, but are not likely to dominate the discussion.

Assertiveness: 3

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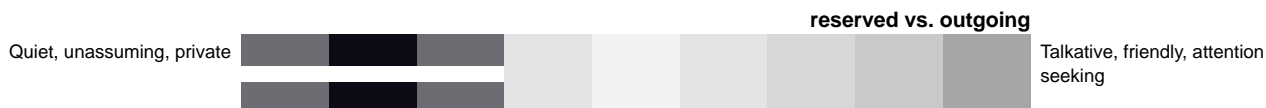
People who fall within this range of the Liveliness scale may be seen as:

- 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

Interaction Types

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.

Emotional Style

Summary

6

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: 5

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:

- Aware of both the positive and negative aspects of people and situations
- Generally optimistic and hopeful about the future, but also realistic
- Usually realistic and accurate when making promises
- Able to overcome negative feelings and concerns with support from others
- Often resilient in the face of setbacks, but can become anxious and self-critical when under stress

Awareness: 6

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:

- Possessing a good understanding of how their behavior impacts others
- Largely aware of their own strengths and weaknesses
- Generally seeking feedback
- At times, overly impacted by unfair or inaccurate criticism
- At risk of being overly concerned with what others think

Emotional Types

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.

- **Manages Stress.** When your team or peers are facing significant pressure, stress, or uncertainty, hold a meeting to discuss strategies for remaining productive, optimistic and persistent. Ask for examples of how others cope with stress. Make a list of these strategies and distribute them to others.

Positivity

- **Demonstrates Resilience.** As you consider upcoming work projects, list possible barriers or problems that may arise. Could there be budgeting or resource problems? Is there a potential administrative issue? Create an approach for handling the anticipated problem. Pay attention to coordinating the sequence of activities for effectively handling any obstacles.

- **Demonstrates Resilience.** Ask people whom you admire for an example of how they bounced back from a setback at work. Make a list of the different strategies they used to move forward. Try these techniques when you face a setback, make a note of which strategies helped you.

- **Manages Stress.** Feeling overwhelmed and negative in response to work pressures may occur, especially when demands increase. Learning to think more positively can be difficult. However, concretely thinking about and listing the positive elements of a situation (especially in writing), can further reinforce them and focus your thoughts in a more productive way.

Awareness

- **Develops Oneself.** If you consistently pursue feedback from one source, consider other sources where you can get feedback. If you often ask your manager for feedback, next time ask others including peers, direct reports, or customers.

- **Develops Oneself.** If you find that you ask for feedback a lot and people are responding there is nothing new to report, consider if you are over relying on feedback and asking for it too much.

- **Fosters Learning.** You are reflective and self-aware, but be careful not to spend too much time reflecting and thinking about yourself. If you find you spend significantly more time on this activity, compared to other successful employees, it may be time to seek more balance.

Teamwork Style

Summary

5

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: 7

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:

- Generally preferring to work in a team rather than independently
- Mostly collaborative, consensus-focused
- Largely considerate, polite, and helpful
- Respectful of authority, always doing what is asked
- At times, too trusting and overly focused on accommodating others

Sensitivity: 3

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:

- Mostly comfortable giving feedback and making difficult people decisions
- Somewhat less influenced by appeals to emotion
- Less interested in understanding people's behavior
- Largely unsympathetic to misfortunes perceived to be caused by poor decisions
- Generally selective with praise and recognition

Humility: 5

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:

- Effective at advocating for their own interests when necessary
- Interested in achieving status to the same degree as most people
- Proud of achievements and success, but willingly shares credit with others
- Generally humble, but occasionally self-promoting when facing competition
- Honest and sincere in most situations

Teamwork Types

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.

Sensitivity

- **Creates Emotional Attachment.** Practice giving your undivided attention to speakers. When the speaker is finished, probe for additional information. Ask open-ended questions without yes or no answers, and provide answers to questions that demonstrate your understanding. Use body language that indicates interest in what the other person is saying.

- **Coaches for Performance.** Select a few people whose interpersonal skills you admire. Ask them what they do to make their colleagues feel respected and heard. Select three techniques they use and commit to a date in the near future to begin using these. Report back to them on how their techniques have worked.

- **Creates Emotional Attachment.** Be responsive to direct reports' and/or peers' information and opinions. When you have a large audience, foster a supportive atmosphere by listening to questions and diplomatically responding to those who disagree.

Humility

- **Models Integrity.** Consider someone you have worked with who is a strong model for integrity. 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?

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

- **Models Integrity.** Model behavior that instills public trust. Balance the need to achieve results with the highest ethical standards. Review your organization's ethical standards with your employees. Link actions taken by the team to the ethics of your organization.

Aspect Summary

Aspect Profile

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

Drive: 3

Relaxed, distractible, unconcerned

relaxed vs. focused

Hard working, reliable, overly task-focused

Structure: 2

Comfortable with ambiguity, spontaneous, unorganized

big picture vs. detail focus

Organized, careful, detail-focused, perfectionist

Conceptual: 6

Pragmatic, concrete, overly tactical

practical vs. abstract

Inquisitive, imaginative, overly theoretical

Flexibility: 7

Predictable, consistent, inflexible

consistent vs. flexible

Open to new ideas and experiences, inconsistent

Mastery: 4

Focused on doing, less concerned with learning and development

doing vs. improving

Seeks challenges, focused on learning and development

Ambition: 1

Good work-life balance, less concerned with career progression

contented vs. striving

Career-focused, goal-oriented, obsessive

Power: 4

Interested in contributing, open to others taking control

contributor vs. controller

Interested in leading, having influence, controlling

Assertiveness: 3

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: 5

Realistic, nervous, self-critical

concerned vs. hopeful

Resilient, cheerful, overly optimistic

Awareness: 6

Unconcerned with criticism, resistant to feedback

insulated vs. self-aware

Reflective, open to feedback, overly concerned with criticism

Cooperativeness: 7

Self-reliant, independent, skeptical

independent vs. team-oriented

Team-oriented, accommodating, overly trusting

Sensitivity: 3

Stoic, direct, unsentimental

stoic vs. compassionate

Warmhearted, empathetic, unwilling to be tough

Humility: 5

Boastful, shrewd, status-focused

proud vs. humble

Modest, genuine, self-effacing

About

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. 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 **consistent response pattern.** There is very little evidence of inconsistent responding that may invalidate the results.

Model of Personality

The Aon 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 **General adult population**.

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