

The Success Profiler™

Book Three: The Personal Skills Map® Education Version 1–Short Version

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IMPORTANT NOTICE!!!

The short version of the **Personal Skills Map** (84 items) is not as valid an assessment instrument as the full version (244 items) of the Personal Skills Map. The short version does not possess the validity and reliability that the full version has demonstrated. It should be used as a quick indicator of skills that are assessed by the full version of the **Personal Skills Map**.

ADMINISTRATION INSTRUCTIONS

General Instructions

When filling out the **Personal Skills Map**, there are a few key points to keep in mind . . .

1. The **Personal Skills Map** is part of a positive development approach to assessing and learning essential skills for success.
2. To be of value, personal skills must be understood and practiced. As you fill out the **Personal Skills Map**, claim only those skills you use and practice in actual career/life situations.
3. As you read the descriptions, select those which accurately describe what you regularly do—not those that you could or should do. Be honest; tell the truth.

Specific Instructions

1. Use a pencil or ball point pen.
2. Read each item and circle the answer that best applies to you in ONE given area of your life, such as work or school. In part one, answer all items. In each situation treat each response independently of the other two.
3. "M" stands for most of the time, "S" stands for some of the time, and "L" stands for least of the time.
4. Circle the letter and the number for each item. Transfer the number only to the box at the end of the item.

SCORING INSTRUCTIONS

1. After completing the entire **Personal Skills Map**, add the score values in each column and record the total at the end of each of the four parts of **The Personal Skills Map**. Part One will have 3 scores. Part Two will have 3 scores. Part Three will have 5 scores. Part Four will have 3 scores.
2. Transfer the total scores for each skill area to the appropriate place on the profile at the end of **The Personal Skills Map** by placing a large DOT where your score would appear. Use the 'scale scores' and not the standard scores.
3. Assertion will be the first score used. Place this score in the Assertion scale (which is the second from the top). Do this for all of the other scores.
4. Start on the left side of the profile, draw a line from the margin to the dot for each scale and make a bar graph.

Name: _____ Date: _____

School/Organization: _____

Part One–Personal Skills Map–Short Version

SITUATION: When I am really angry with someone, I usually feel:

- 1. M/2 S/1 L/0 Some tension, but comfortable in expressing exactly what is on my mind
- 2. M/2 S/1 L/0 Anxious and confused about what to say
- 3. M/2 S/1 L/0 Hostile, and a need to verbally attack

SITUATION: When someone is really angry with me, I usually behave by:

- 4. M/2 S/1 L/0 Showing my own anger, and escalating the fight
- 5. M/2 S/1 L/0 Asking for a further explanation of the anger and dealing with the feelings in a straightforward manner
- 6. M/2 S/1 L/0 Backing off, apologizing, or not really saying what I feel

SITUATION: When I communicate with a person who has "authority", I usually feel:

- 7. M/2 S/1 L/0 Defensive and a need to develop a strategy in my approach to the person
- 8. M/2 S/1 L/0 Comfortable and straightforward in my approach to the person
- 9. M/2 S/1 L/0 Nervous and hesitant about approaching the person

SITUATION: When another person makes an important request/demand of me, I usually think:

- 10. M/2 S/1 L/0 That I have the right to say "yes" or "no" and feel comfortable about either response
- 11. M/2 S/1 L/0 That I don't like being imposed on and usually say "no" even if I feel "maybe" or "yes"
- 12. M/2 S/1 L/0 That I say "yes" many times even when I feel like saying "no"

SITUATION: When I make an important request/demand of another person, I usually feel:

- 13. M/2 S/1 L/0 Anxious or reluctant about approaching him/her
- 14. M/2 S/1 L/0 Determined more about getting what I want than concerned with the feelings of the other person
- 15. M/2 S/1 L/0 Confident and comfortable in my right to make requests of him/her

SITUATION: When I am around a new group of people and need to initiate communication, I usually behave:

- 16. M/2 S/1 L/0 Cautiously and, as a rule, wait until someone comes to talk to me
- 17. M/2 S/1 L/0 By talking too much, and I often come on too strong
- 18. M/2 S/1 L/0 In a relaxed manner, by introducing myself to someone who looks interesting or by just visiting around

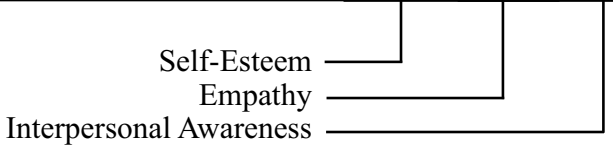
Totals for Part One (Transfer to Personal Map)

Interpersonal Assertion
 Interpersonal Aggression
 Interpersonal Deference

Part Two– Personal Skills Map–Short Version

19.	M/2	S/1	L/0	I am a caring person, and people seem to sense this in me .		<input type="checkbox"/>	
20.	M/2	S/1	L/0	I am an important person	<input type="checkbox"/>		
21.	M/2	S/1	L/0	My feelings are not easily hurt	<input type="checkbox"/>		
22.	M/2	S/1	L/0	I know when to talk and when to listen			<input type="checkbox"/>
23.	M/2	S/1	L/0	I can understand and be patient with a person who is experiencing a lot of emotions.		<input type="checkbox"/>	
24.	M/2	S/1	L/0	I am a self-confident person	<input type="checkbox"/>		
25.	M/2	S/1	L/0	I am the kind of person that people are really able to talk to about personal problems		<input type="checkbox"/>	
26.	M/2	S/1	L/0	I like myself, and I feel very comfortable with the way I am as a person	<input type="checkbox"/>		
27.	M/2	S/1	L/0	For me, anything is possible if I believe in myself	<input type="checkbox"/>		
28.	M/2	S/1	L/0	My handshake is confident and firm and communicates a solid feeling about me to others			<input type="checkbox"/>
29.	M/2	S/1	L/0	I know how close I can be to another person without making him/her uncomfortable			<input type="checkbox"/>
30.	M/2	S/1	L/0	I have a good ability to listen to and really understand another person's feelings		<input type="checkbox"/>	
31.	M/2	S/1	L/0	I feel in control of my life	<input type="checkbox"/>		
32.	M/2	S/1	L/0	I can tell how friendly I can be with a stranger			<input type="checkbox"/>
33.	M/2	S/1	L/0	I can accurately understand how a person feels when he/she is talking to me		<input type="checkbox"/>	
34.	M/2	S/1	L/0	I have the ability to be comfortable with all kinds of people			<input type="checkbox"/>
35.	M/2	S/1	L/0	I know when it is OK for me to put my hand on another person's shoulder			<input type="checkbox"/>
36.	M/2	S/1	L/0	I seem to be able to accurately feel what another person feels		<input type="checkbox"/>	

Totals for Part Two (Transfer to Personal Map)						
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Part Three—Personal Skills Map—Short Version

Totals from
Previous Page

- | | | | | | | | | | |
|-----|-----|-----|-----|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| 57. | M/2 | S/1 | L/0 | My tendency is not to give up easily when confronted with a difficult problem | | <input type="checkbox"/> | | | |
| 58. | M/2 | S/1 | L/0 | I am not satisfied with my decision-making ability | | | | | <input type="checkbox"/> |
| 59. | M/2 | S/1 | L/0 | I have the ability to stick to a job even when I do not feel like it. | | <input type="checkbox"/> | | | |
| 60. | M/2 | S/1 | L/0 | I finish things that I start. | | <input type="checkbox"/> | | | |
| 61. | M/2 | S/1 | L/0 | I keep my appointments on time. | | | | | <input type="checkbox"/> |
| 62. | M/2 | S/1 | L/0 | I seldom regret the decisions that I have made | | | | <input type="checkbox"/> | |
| 63. | M/2 | S/1 | L/0 | I am able to effectively work on several projects at the same time with good results | | | | | <input type="checkbox"/> |
| 64. | M/2 | S/1 | L/0 | I seem able to "sell myself" to authority figures just by being myself | <input type="checkbox"/> | | | | |
| 65. | M/2 | S/1 | L/0 | I have a strong desire to be a success in the things that I set out to do. | | <input type="checkbox"/> | | | |
| 66. | M/2 | S/1 | L/0 | I make decisions easily and with good results | | | | <input type="checkbox"/> | |

Totals for Part Three (Transfer to Personal Map)

- Sales Orientation/Leadership
- Drive Strength/Motivation
- Decision Making
- Time Management
- Change Orientation

Part Four—Personal Skills Map—Short Version

- | | | | | | | | | | |
|-----|-----|-----|-----|--|--------------------------|--|--|--------------------------|--------------------------|
| 67. | M/2 | S/1 | L/0 | I am considered a dependable person | | | | | <input type="checkbox"/> |
| 68. | M/2 | S/1 | L/0 | I am not bothered by physical symptoms, such as headaches, insomnia, ulcers, hypertension. | <input type="checkbox"/> | | | | |
| 69. | M/2 | S/1 | L/0 | When something needs to be done, people turn to me | | | | | <input type="checkbox"/> |
| 70. | M/2 | S/1 | L/0 | Physically, I feel healthy and full of energy | | | | <input type="checkbox"/> | |
| 71. | M/2 | S/1 | L/0 | I have often worked day and night on projects to meet a deadline that I have set for myself or have agreed to. | | | | | <input type="checkbox"/> |
| 72. | M/2 | S/1 | L/0 | I can usually let myself go and have fun | <input type="checkbox"/> | | | | |
| 73. | M/2 | S/1 | L/0 | I am able to relax at the end of a hard day and go to sleep easily at night | <input type="checkbox"/> | | | | |

(add all three columns and carry to next page)

Part Four–Personal Skills Map–Short Version

Totals from
Previous Page

74.	M/2	S/1	L/0	I have developed nutritious and healthy eating habits			<input type="checkbox"/>	
75.	M/2	S/1	L/0	When I decide to do something, I carry through and do it.				<input type="checkbox"/>
76.	M/2	S/1	L/0	I do not tire quickly and have good physical stamina			<input type="checkbox"/>	
77.	M/2	S/1	L/0	I feel comfortable and relaxed with the way I live	<input type="checkbox"/>			
78.	M/2	S/1	L/0	I exercise regularly to keep my body in good shape			<input type="checkbox"/>	
79.	M/2	S/1	L/0	I am a healthy person, and I take good care of myself emotionally and physically			<input type="checkbox"/>	
80.	M/2	S/1	L/0	I effectively deal with tension, and I have learned a variety of healthy ways to relax	<input type="checkbox"/>			
81.	M/2	S/1	L/0	People admire my ability to accomplish what I set out to do				<input type="checkbox"/>
82.	M/2	S/1	L/0	In school or at work, I can avoid tension	<input type="checkbox"/>			
83.	M/2	S/1	L/0	I complete assignments and obligations even when I encounter personal difficulties				<input type="checkbox"/>
84.	M/2	S/1	L/0	I wake up fresh and rested most mornings			<input type="checkbox"/>	
Totals for Part Four (Transfer to Personal Map)								

Stress Management _____
 Physical Wellness _____
 Commitment Ethic _____



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PERSONAL SKILLS MAP-SHORT VERSION

An interpretive guide for the results of your Personal Skills Map-Short Version

PERSONAL SKILLS MAP-SHORT VERSION

The **Personal Skills Map-Short Version** is a positive approach to the self-assessment of skills that are essential in a learning organization. The purpose of self-assessment with the **Personal Skills Map-Short Version** is to provide you with a map or guide for your personal and professional growth and change. By understanding your **Personal Skills Map-Short Version** profile you may become more aware of your strengths as a person and identify potential areas of possible change and growth. The **Personal Skills Map-Short Version** provides a self-assessment of your present level of perceived skill development in essential areas of personal and professional effectiveness. **Personal Skills Map-Short Version** results may be considered in planning educational, skill-building, or personal growth experiences that will assist you in developing or enhancing your unique potential as a person as well as a contributing member of your school or organization. The profile (Personal Map) of your **Personal Skills Map-Short Version** results provides a self-assessment of: (1) your present level of development in intrapersonal, interpersonal, career/life effectiveness, and personal wellness skills (2) your interpersonal communication and conflict resolution style, and (3) your present orientation or readiness for personal skill changes.

PERSONAL SKILL SCALES

Your results for each scale of the **Personal Skills Map-Short Version** in the major dimensions of personal skills are presented on this profile. Your level of skill development for each of the eleven scales has been plotted on the profile. A scale score may be considered a skill strength if the score is at or beyond a standard score of 60. A standard score on any skill scale between 40 and 60 may be thought of as a "normal" or "average" level of skill development. A standard score below 40 can be thought of as an indication for skill changes and may indicate that personal skills in this area are not functionally developed.

Name: _____

PERSONAL MAP

SKILLS	STANDARD SCORES														SKILLS
	INTRAPERSONAL SKILLS	20	25	30	35	40	45	50	55	60	65	70	75	80	
SELF ESTEEM	1		4		6			8			10			12	SELF ESTEEM
INTERPERSONAL SKILLS						S									INTERPERSONAL SKILLS
INTERPERSONAL ASSERTION	1	D	4		6			8			10		12	E	INTERPERSONAL ASSERTION
INTERPERSONAL AWARENESS	1	E	4		6			8			10		12	N	INTERPERSONAL AWARENESS
EMPATHY	1	V	4		6			8		10			12	H	EMPATHY
CAREER/LIFE SKILLS		E												A	CAREER/LIFE SKILLS
DRIVE STRENGTH/MOTIVATION	1	L	4		6	N		8			10		12	N	DRIVE STRENGTH/MOTIVATION
DECISION MAKING	1	O	4		6	G	8		10			12		C	DECISION MAKING
TIME MANAGEMENT	1	P	4		6	T		8			10		12	E	TIME MANAGEMENT
SALES ORIENTATION/LEADERSHIP	1		4			H	6		8		10		12		SALES ORIENTATION/LEADERSHIP
COMMITMENT ETHIC	1		4		6	E	8		10			12			COMMITMENT ETHIC
PERSONAL WELLNESS						N									PERSONAL WELLNESS
STRESS MANAGEMENT	1			4			6		8			10		12	STRESS MANAGEMENT
PHYSICAL WELLNESS	1			4			6		8			10		12	PHYSICAL WELLNESS

INTERPERSONAL COMMUNICATION MAP PERSONAL COMMUNICATION STYLE

COMMUNICATION STYLE	LOW				NORMAL				HIGH				COMMUNICATION STYLE
INTERPERSONAL AGGRESSION		1					4		6	8	10	12	INTERPERSONAL AGGRESSION
INTERPERSONAL DEFERENCE	1					4	6		8	10		12	INTERPERSONAL DEFERENCE

PERSONAL CHANGE ORIENTATION

SCALE	LOW				NORMAL				HIGH				SCALE
PERSONAL CHANGE ORIENTATION	1					4			6	8	10	12	PERSONAL CHANGE ORIENTATION

UNDERSTANDING YOUR RESULTS

(Personal Skills Map-Long Version and Personal Skills Map-Short Version)

PROFILING YOUR RESULTS

By darkening in the corresponding raw score totals on each of the fourteen scales shown on the profile sheet, your obtained raw scores are automatically converted to standard scores for interpretation by their position on the profile sheet. You can now see how your scores compare to a general sample in the U.S.

The results that you have plotted on the fourteen scales of the **Personal Skills Map** are your personalized map or guide for you to consider in further developing your personal and career effectiveness. Your personal skills are changeable, and you are capable of life-long learning and positive growth. As you change, develop, and learn new skills, your **Personal Skills Map** profile will be strengthened. Your **Personal Skills Map** scores cannot be accurately thought of as fixed personal “traits” or “factors.” Think of your results as self-descriptions of your current level of personal skills, and focus on your skill strengths. Then consider the skill areas that you want to change and are willing to more fully develop.

The fourteen scales on the **Personal Skills Map** can be related to five major dimensions important in personal and career effectiveness. The first eleven scales of the **Personal Skills Map** are considered personal skills and each scale contributes to the four major skill dimensions. The first major dimension may be thought of as Intrapersonal (by yourself) and includes the Self-Esteem (SE) score. This skill dimension is related to how you evaluate and accept yourself as a person. Research has demonstrated that self-esteem, as measured by the **Personal Skills Map**, is related to personal and career effectiveness.

The second major skill dimension on the **Personal Skills Map** focuses on Interpersonal (with others) skills and how you tend to communicate in stressful situations. This dimension includes the **Personal Skills Map** skill scales of Interpersonal Assertion (IA), Interpersonal Awareness (IAw), and Empathy (E).

The third major dimension focuses on skills that are important in effectively managing your daily environment and demands from your school/work setting. This Career/Life Effectiveness dimension includes the **Personal Skills Map** skill scales of Drive Strength/Motivation (DS), Decision Making, (DM), Time Management (TM), Sales Orientation/Leadership (SO), and Commitment Ethic (CE).

The fourth major dimension on the **Personal Skills Map** is Personal Wellness skills, and includes the Stress Management (SM) and Physical Wellness (PW) scales. This skill dimension is extremely important in both emotional and physical well-being.

The fifth dimension is related to problematic behaviors. **Personal Skills Map** research has clearly indicated that the Interpersonal Aggression (IAg), Interpersonal Deference (ID), and Change Orientation (CO) scales are indicators of problematic behaviors that negatively influence personal mental health and career effectiveness.

STRENGTHS AND CHANGE MAPS

Your **Personal Skills Map** results have indicated your present level of skill development in key areas of personal and professional effectiveness. You may have identified skill strengths and skill changes that may serve as a map or guide for your future development. The acknowledgement, acceptance, and use of skill strengths are necessary to further realize your potential for personal growth, interpersonal relationships, and career/life effectiveness.

If skill changes were indicated on your **Personal Skills Map** profile, you may want to focus and concentrate personal energy on learning new skills in the areas indicated. You will need to select the areas you need to develop. Each area has a corresponding skill-building unit that you will work on in order to increase your potential effectiveness.

INTERPRETING YOUR PROFILE

In the section that follows, major **Personal Skills Map** dimensions and scales have been defined, explained, and generally interpreted in terms of perceived strengths or change areas. Once you are aware of your skill strengths and have identified areas for change, you can develop a personal learning and training plan to improve your personal/career effectiveness.

A standard score at or beyond the value of 60 (top of profile) may be considered a current skill strength. A standard score between 40 and 60 represents an average or expected level of skill development. A standard score below 40 can be thought of as an awareness of a personal need to make changes and learn and develop new skills in that area.

You will soon have a chance to work on some of those skill areas.

SKILL DIMENSION 1: INTRAPERSONAL SKILLS

SELF-ESTEEM (SE): Self-concept, Self-image: Your score on this scale reflects how positively you view your current ways of thinking, feeling, and behaving. A high score (skill to enhance) indicates a healthy personality with a positive sense of self-worth. A low score (skill to develop) indicates a negative evaluation of self and dissatisfaction with ways of thinking and feeling. How you think, feel, and accept yourself as a person is directly related to the other personal skills you have assessed in completing the **Personal Skills Map**.

SELF-ESTEEM

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Frequently experiences self-doubt. Persistent sense of inadequacy and inferiority in relation to the skills and abilities of others. Achievement and performance inhibited by intense lack of self-confidence.

SKILL TO STRENGTHEN

Sometimes feels capable and competent. Self-directed appreciation is inconsistent. Feelings of pride in work and personal life endeavors are gratifying but sporadic.

SKILL TO ENHANCE

Usually feels confident and capable. Experiences high self-regard. Is frequently satisfied with performance level at work and play.

Self-perception characterized by a sense of pride and accomplishment.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

There are times when I don't feel good about myself. I'm not always comfortable with the way I'm thinking and relating to other people. I am not achieving as much as I think I can.

SKILL TO STRENGTHEN

Sometimes I feel good about who I am and sometimes I really dislike myself. Basically, I like myself and think I am somebody and that I can make a difference.

SKILL TO ENHANCE

I like who I am and feel confident about my ability to succeed. I think I am more able than the average person. I relate well to others and can take care of myself in most situations. I am proud of myself. I really like myself and the way I am right now and feel that I do make a difference.

SKILL DIMENSION 2: INTERPERSONAL SKILLS

INTERPERSONAL ASSERTION (IA): Your score on this scale indicates your current assessment of how effectively you employ direct, honest, and appropriate expression of thoughts, feelings, and behaviors in your dealings with others. A high score (skill to enhance) indicates that you possess assertive communication skills and have the ability to be direct and honest in communicating with others without violating your rights as a person or the rights of others. A low score (skill to develop) indicates a lack of assertive skills and a tendency toward indirect, self-inhibiting, and self-defeating communication styles. Low assertive skills may lead to giving in to others constantly (Deference).

INTERPERSONAL ASSERTION

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Frequently ineffective in communicating desires and ideas to others. Usually acquiesces to others' demands and priorities in decision-making situations. Tends to overreact in stressful interpersonal situations and responds inappropriately.

SKILL TO STRENGTHEN

Will sometimes communicate thoughts and feelings openly and directly. May not always defend a stated position. May avoid participation when discussion becomes heated, even when strong convictions are held.

SKILL TO ENHANCE

Has little difficulty communicating and being understood. Possesses strong negotiation skills. Can exercise persistence in a manner that respects the feelings and needs of all parties. Is adept at orchestrating win-win propositions in negotiating situations.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

Sometimes, when people put me down, I don't stand up for myself. When I am angry or feel very strongly about something, I often either clam up or say things I wish I hadn't. I need to learn how to speak up in an appropriate and effective manner.

SKILL TO STRENGTHEN

Sometimes I am direct and straightforward with others under stress, but often I am not. I am not able, at times, to express my feelings or discuss things about which I have strong feelings. More often than not, I think I react appropriately.

SKILL TO ENHANCE

When I am under stress, I understand my feelings and communicate them in a positive, direct, and straightforward way. I can describe my feelings and communicate them to someone else. The other person knows where I stand and understands me. He or she knows I have treated him or her with respect.

SKILL DIMENSION 2: INTERPERSONAL SKILLS

INTERPERSONAL AWARENESS (IAw): Your score on this scale is an indication of your current evaluation of how well you judge appropriate social, emotional, and physical distance in verbal and nonverbal interactions with others. A high score (skill to enhance) on Interpersonal Awareness indicates an ability to express feelings appropriately and spontaneously and to foster mutually comfortable, self-assured, and relaxed communications with others. A low score (skill to develop) on this scale indicates some difficulty in relating comfortably to others, manifested by behavior that is either too reticent or too brash.

INTERPERSONAL AWARENESS

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Usually ill-at-ease in social situations, especially with strangers. Frequently has a sense of being avoided. Has difficulty initiating conversations. Ruminates over having spoken or acted inappropriately. Often feels isolated.

SKILL TO STRENGTHEN

Occasionally enjoys social situations and feels gratified from participation. Has a general sense of social aptitude and is reasonably comfortable in interactions with others. Usually understands when to intervene or limit interpersonal engagement.

SKILL TO ENHANCE

Naturally gregarious. Open, honest, and uninhibited with respect to initiating conversation, sharing thoughts and feelings. Skilled collaborator and team player. May exhibit charismatic leadership traits.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

At times, I am very cautious about making new friends. Sometimes this is a difficult process for me. I often wait and let others make the first move. Sometimes I'm not sure that other people accept me. I need to learn to be more comfortable with myself and sure of my ability to make friends easily.

SKILL TO STRENGTHEN

I do alright with people, whether I know them well or not. I'm not at a loss for words. Being friendly and relating to people is not my strongest suit, but it does not hinder me either.

SKILL TO ENHANCE

I make friends easily and others like to be around me. I am open and trusting of others. I am friendly and initiate (start) conversation. I express my feelings with others in a comfortable, self-assured way. I like being with people—all kinds of people.

SKILL DIMENSION 2: INTERPERSONAL SKILLS

EMPATHY (E): Sensitivity: Your Empathy score is an indication of how you view your current skill and ability to sense, understand, and accept another person's thoughts, feelings, and behaviors. Empathy is a primary characteristic of skilled communicators. Persons with strong Empathy tend to be sociable, outgoing people. A high score (skill to enhance) on Empathy indicates skill in understanding and sensing what others are saying, feeling, and doing. A low score (skill to develop) may indicate a lack of awareness of how others are trying to communicate their thoughts or emotions.

EMPATHY

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Emotionally unconnected to other people. Unable to hear and understand another's thoughts and feelings. Poor listening skills. Fails to invite collaboration and trust in interpersonal relationships.

SKILL TO STRENGTHEN

Is sometimes confided in by others. Lacks patience when others are speaking. Has some capacity to listen, understand, and give feedback, but such skills are not adequately developed.

SKILL TO ENHANCE

Often considered understanding and supportive by others. Listens attentively—giving frequent indication of both hearing and deeply understanding the situation being described. Evokes a high level of trust and security in interpersonal relationships.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

Sometimes I have a hard time listening to other people. I prefer not to be around people I don't like. I tend not to like people who are different from me. If strong emotions are involved, I can get defensive. I need to learn how to listen to people, how to respect our differences and accept myself and others as we are.

SKILL TO STRENGTHEN

I'm not the most sensitive person in the world, but when I work at it I can come to understand what most people are saying and feeling. They seem to know that when they get my attention, I am able to listen well to what they are trying to communicate.

SKILL TO ENHANCE

I can really understand other people very well, no matter who they are. I can almost walk in their shoes. My ability to gain acceptance from a wide variety of people is one of my strong suits. And that happens because people feel understood and valued by me—even people who are different from me.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

DRIVE STRENGTH/MOTIVATION (DS): Motivation, Goal Setting: Your score on this skill is an indication of how you view your ability to marshal your energy and motivation toward the accomplishment of personal goals. Persons scoring high (skill to enhance) on Drive Strength appear to share and live by many of the values of self-actualizing people. High Drive Strength appears to be related to high self-regard and inner-directedness. A low score (skill to develop) may indicate difficulty in setting and accomplishing goals, a reluctance to experiment or take risks, and a lack of energy or motivation. Low Drive Strength may lead to an unyielding stance and resistance to a change in direction or an active course of action. An offshoot of low Drive Strength is often a refusal to accept responsibility for one's actions.

DRIVE STRENGTH/MOTIVATION

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Lacks energy and enthusiasm. Rarely initiates projects or works independently. Fails to set goals and work steadily toward completion. Has difficulty completing work assignments or keeping commitments.

SKILL TO STRENGTHEN

Can set goals and carry out responsibilities under certain circumstances. Has energy bursts where productivity and resolve are high, but not consistently. Needs strong external motivators to experience full commitment to projects.

SKILL TO ENHANCE

Possesses strong internal motivators. Effectively directs energy and attention to achieve specific goals and objectives. Can manage multiple tasks. Willing to experiment and take risks. Learns from, and is further energized by failure.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

Sometimes, I'm not sure where I'm going. I have a tendency to drift without clearly defined goals or plans. If an opportunity comes along, I might consider it or I might not. Sometimes my initiative and energy are low. I need to look more clearly at my dreams, establish some goals, and actively reach for them.

SKILL TO STRENGTHEN

There is a general sense of direction to where I am going with my life, and I like to make things happen. My attention is generally divided in several directions at once rather than focused on one or two specific things. I feel motivated about my work. I can set goals fairly well.

SKILL TO ENHANCE

I have high energy, and there is no shortage of things that excite me. I can set as well as achieve my goals. I have an ability to focus on what's most important and take action on it. It's like having a one-track mind at that time. I never feel like I'm spinning my wheels. I know where I am going and that feels good.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

DECISION MAKING (DM): Your score on the Decision Making scale of **The Personal Skills Map** indicates your perceived skill in formulating and initiating effective problem-solving procedures. Persons scoring high (skill to enhance) on Decision Making tend to be self-actualizing, assertive, and inner-directed. Good decision-making skills are an important element in mental health. The ability to make decisions is a key ingredient of self-acceptance and positive self-regard. A low score (skill to develop) on this scale indicates a lack of decision-making skills and difficulty in solving problems.

DECISION MAKING

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Has difficulty weighing alternatives and arriving at conclusions. Agonizes over choices. Spends an inordinate amount of time on minor as well as major decisions. Requires constant guidance and reassurance from friends or co-workers.

SKILL TO STRENGTHEN

Has some degree of developed skill in data analysis and problem solving. Usually participates in group decision-making processes. Can anticipate some short- and long-term consequences in relation to available choices.

SKILL TO ENHANCE

Possesses an advanced capacity to understand the overall context in which a decision is needed. Is generally self-assured and can apply focused critical thinking skills to deal with a wide variety of situations. Analyzes options and selects an appropriate course of action quickly and efficiently.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

At times I am a procrastinator. I put off making decisions or solving problems. Sometimes other people have found this frustrating. It bothers me at times, too. I need to learn how to be more direct in making decisions and solving problems. I need to see that when I procrastinate, I am, in effect, making a decision to do nothing.

SKILL TO STRENGTHEN

Decision making is not easy for me, but I can usually do it well enough to get what I want. Sometimes I can solve problems effectively and at other times I don't do as well. I'm not very good at analyzing information, but I seem to know the best thing to do in many situations.

SKILL TO ENHANCE

When I get into a bind, I can readily assess the situation and get out of it. I have a process for solving problems that I turn to when necessary. Whether by myself or in groups, I can usually get a handle on options and select from them an action that generally improves things. I am confident in my ability to analyze information and then make a decision.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

TIME MANAGEMENT (TM): This scale is an assessment of your ability to organize and use time to further individual and career goals. A high score (skill to enhance) on Time Management is related to high self-regard, a sensitivity to one's own needs, and perseverance in completing tasks. A low score (skill to develop) may indicate a lack of skill or inability to organize time, difficulty in completing daily tasks, and a tendency to let events control one's actions rather than take charge and fulfill self-imposed commitments.

TIME MANAGEMENT

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Does not utilize organizational tools and procedures. Prone to procrastination. Work area may be cluttered and in a constant state of disarray. Is unable to prioritize work, exercise focus, and accomplish tasks systematically.

SKILL TO STRENGTHEN

Usually meets deadlines by doing 80% of the work in the last 20% of available time. Practices some proven time-management strategies. Experiences frustration when it is necessary to progress on several tasks simultaneously.

SKILL TO ENHANCE

Plans effectively for use of time. Prioritizes work, manages interruptions, and stays on task without neglecting on-going responsibilities. Regularly applies new techniques and technologies to increase efficiency and performance.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

It seems that I never have enough time to get everything done. I spend a lot of time worrying about this. I can work a lot of hours, but somehow, a million different interruptions prevent me from getting the important stuff done. There often seem to be too many loose ends. I need to learn how to plan my time more effectively so that the things that are truly important to me get done.

SKILL TO STRENGTHEN

Usually, I am on top of what I have to do. At least the important things get done. When I'm hassled, I work a little harder at being organized and pull through it okay. I'm not a super-organized person, but I can be when absolutely necessary. I don't want to spend more than so much energy worrying about unfinished projects.

SKILL TO ENHANCE

When I have a lot to do, I draw up a plan for myself and follow it. When people try to interrupt, I politely tell them to wait. I use my time effectively, and I feel well-organized most of the time. I do not feel pulled apart in all directions. I avoid procrastinating as much as possible. I schedule my time for learning, thinking, planning, and doing. I continually look for ways to improve my organizational skills.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

SALES ORIENTATION/LEADERSHIP (SO): Leadership, Interpersonal Impact, Persuasiveness: This score reflects your assessment of how well you can influence people and have a positive impact on them. A high score (skill to enhance) indicates self-assured behavior and assertiveness in one's relationships with others. Persons scoring high on this scale may assume leadership of a group and demonstrate enthusiasm, energy, and warmth. A low score (skill to develop) may indicate a perceived inability to have an impact on others or a lack of skill in influencing others. Persons scoring low on this scale may be unable to see themselves as having a positive influence on others and may be uncomfortable or timorous in their approach to others.

SALES ORIENTATION/LEADERSHIP

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Has difficulty getting ideas across. Rarely makes a lasting impression on people in the work environment or other organizational settings. Unable to guide or influence decision-making processes. Frequently changes position on issues. Often caught in contradiction.

SKILL TO STRENGTHEN

Occasionally emerges as the lead figure in group and team activities. Has some influence over decisions and actions that impact the work of others. Can sometimes articulate purpose in a way that fosters commitment from others. Usually behaves in accordance with a consistent set of values and beliefs.

SKILL TO ENHANCE

Frequently functions in a leadership role. Regularly viewed by others as a role model and standard setter. Facilitates strong commitments through clear and consistent sharing of vision, mission, and values. Leads by example. Encourages and supports others to succeed. Perceived as highly trustworthy.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

Sometimes I feel I don't have any say on the way things should go. Often, people don't listen to my good ideas. At times I feel ignored. I need to learn how to develop my ability to influence other people.

SKILL TO STRENGTHEN

In groups, my ideas are usually listened to and sometimes they are followed. I am not always the leader, but I don't feel like I'm always the follower either. I have about as much influence on others as I want. I frequently get the things I really want and try for.

SKILL TO ENHANCE

I am usually acting in a leadership capacity. I am almost always a leader if and when I want to be. I know that I have a lot of influence on other people—on how they think and act. I am told that I am persuasive. Groups tend to go in the direction I suggest. Even when others have better ideas, my ideas are followed.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

COMMITMENT ETHIC (CE): Task Completion: Your score on this scale indicates your perceived skill in your ability to complete projects and job assignments dependably and successfully. Persons scoring high (skill to enhance) on Commitment Ethic tend to be inner-directed and persevering in completing projects regardless of difficulties encountered. These persons trust themselves and are usually perceived by others as being dependable and committed. A low score (skill to develop) indicates a perceived inability or lack of skill in following through to meet responsibilities and commitments. These individuals may have a tendency to take on projects and then let them lapse because of a lack of commitment.

COMMITMENT ETHIC

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Rarely stays with a task or project from beginning to end. Has limited sense of connection to organizational goals and purpose. Has difficulty relating immediate tasks to long term benefits. Experiences few internal or external motivational factors.

SKILL TO STRENGTHEN

Has some sense of involvement and feels that work is important and appreciated by others. Usually sticks with tasks and projects to completion. Understands personal role in organizational mission.

SKILL TO ENHANCE

Can always be relied upon to complete work, even when setbacks are encountered. Is internally rewarded when commitments are met. Works effectively under pressure. Has strong sense of belonging and strives for quality as well as quantity.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

I often find myself feeling tired in the middle of a project. If the project becomes more difficult, I just feel that much more exhausted. I would like to deliver better than I do. I tend to leave things until it's too late. I need to learn how to keep my energy flowing in the middle of any difficult task so that I can finish it in the most effective and efficient manner.

SKILL TO STRENGTHEN

In general, I am dependable. I can be counted on even though I am not a marathon person. Sometimes I jump from one thing to the next and afterwards wish I had stayed to the end to get the reward I had worked for. If something is important, I finish it; but on other things, I procrastinate.

SKILL TO ENHANCE

I complete projects no matter what and my word is good. If I say, "I'll do it", I'll do it, no matter what. I'm durable, and I'm there for the duration. It may not be perfect, but it'll be done, even if I have to work all night to finish it. My commitment has no exceptions.

SKILL DIMENSION 4: PERSONAL WELLNESS SKILLS

STRESS MANAGEMENT (SM): Your score on this scale reflects your perceived skill in managing stress and anxiety. A high score (skill to enhance) indicates that you have developed skills for managing stress positively. Persons scoring high on Stress Management are competent managers of time, flexible, self-assured, stable, and self-reliant. Good Stress Management skills are essential to creative and healthful living and are a key element of a healthy personality. A low score (skill to develop) indicates an inability or lack of skill in dealing with stress. Extremely low stress management skills may result in negative reactions to life stress with behavioral patterns and habits that may be psychologically or physically self-destructive. Eating and sleep disturbances and physical symptoms such as persistent headaches, digestive problems, and hypertension are negative reactions to life stress and the results of stress skill deficits.

STRESS MANAGEMENT

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Often experiences physiological symptoms such as anxiety, hypertension, headaches, digestive problems, and insomnia. Life style includes few opportunities for relaxation. Does not enjoy work. Behaviors reflect impatience towards others.

SKILL TO STRENGTHEN

Is usually comfortable and easy going around classmates/co-workers. Has non-destructive outlets for revitalizing self and relief of tension. Confronts pressure with reasonable stability. Experiences limited instances of irritability and tension.

SKILL TO ENHANCE

Consistently enjoys a healthy and productive life style. Incorporates a wide array of self-nurturing and growth activities. Experiences few physical problems. Viewed as steadfast and calm in crisis situations. Always approachable by others.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

Sometimes, I feel overwhelmed and not in control. This creates stress which only increases my feelings of anxiety in the face of everything that needs to get done. I just don't see when I'm going to get time to relax. I need to learn how to relax in the middle of all the anxiety. I need to learn how to use the tension creatively to boost my energy so that I can accomplish whatever comes my way.

SKILL TO STRENGTHEN

I have a lot of stress right now, but I can't say it gets me down. I usually am on top of it. I reserve some stress-free moments to refresh myself. I could manage myself better than I do, but I'm not doing badly either.

SKILL TO ENHANCE

I manage my life well. I work hard, but don't feel under more stress than I want. I feel satisfied and in charge of myself. I enjoy some tension, and it never gets me down. I have learned to relax and do it. When stressful situations occur, I know they will end. In fact, some stress keeps me sharp.

SKILL DIMENSION 4: PERSONAL WELLNESS SKILLS

PHYSICAL WELLNESS (PW): Your score on this **Personal Skills Map** scale reflects the extent to which you have currently developed healthy attitudes and living patterns that are important to your physical health and well being. Physical Wellness is closely related to positive stress management and self-esteem as measured by the **Personal Skills Map**. A high score (skill to enhance) on this scale indicates that you see yourself as a person who has developed healthy self-control of potentially harmful behavior patterns and who is currently physically healthy. A low score (skill to develop) indicates perceived problematic behaviors and the awareness of a personal need to further develop life skills that are important to physical and emotional health.

PHYSICAL WELLNESS

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

SKILL TO DEVELOP

Lacks appreciation and understanding of the importance of taking care of the physical self. Never exercises, possesses problematic behaviors related to maintaining a healthy life style. Possesses no control over self-destructive behaviors.

SKILL TO STRENGTHEN

Sometimes demonstrates a healthy attitude toward taking care of the physical self. Can demonstrate some self-control over self-destructive behaviors. Sometimes exercises.

SKILL TO ENHANCE

Demonstrates a healthy attitude toward taking care of the physical self. Exercises regularly. Possesses self-control of potentially harmful behavior patterns. Has control over personal emotions and is physically healthy.

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

I do not take care of myself. At times, I feel that it is hopeless, and don't really care what happens to me. I have little control over my self-destructive behavior. I know that for a person my age I am not in great shape. I need to learn to take better care of myself.

SKILL TO STRENGTHEN

I can sometimes do the things that are necessary to maintain my health. At times I see myself as leading a good and healthy life. I am also aware that at times I just don't care to take care of myself. I know I can do better, but I'm doing OK for now.

SKILL TO ENHANCE

I take care of my physical self every day. I exercise daily, I eat the right foods and get plenty of rest. I can easily avoid potentially harmful behaviors all the time. I am in control of my emotions and my physical health.

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

YOUR INTERPERSONAL COMMUNICATION MAP: How effectively you communicate with others is an important element in effective interpersonal relationships. The communication styles of Interpersonal Assertion (IA), Aggression (IAG), and Deference (ID) identify your primary and secondary communication styles. Interpersonal Assertion is manifested in direct, honest, and appropriate communication of thoughts and feeling to others. Note: The score for Interpersonal Assertion is found in SKILL DIMENSION II: INTERPERSONAL SKILLS . Interpersonal Aggression and Interpersonal Deference are negatively correlated to the other skills on the Personal Map. High scores on these skills may indicate self-defeating communication styles.

UNDERSTANDING YOUR COMMUNICATION STYLE: Most persons use all three communication styles (assertion, aggression, and deference) to some extent in all their communications with others. Your highest score on these three scales indicates your primary communication style, and the next highest score indicates your secondary style.

If your highest score is in Assertion, that is your primary interpersonal communication style. That is, you employ direct, honest, and appropriate expression of thoughts, feelings, and behaviors in communication with others. A high (primary) score on either Aggression or Deference may indicate a lack of communication skills or the need to adjust them. An effective assertion style is important for a healthy personality. An excess of either aggression or deference in interpersonal communication negatively impacts on all the other personal skills and gives rise to self-defeating behaviors.

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

INTERPERSONAL AGGRESSION (IAg): A measurement of the degree to which an individual employs a personal communication style that violates, overpowers, dominates, or discredits the other person's rights, thoughts, feelings, or behaviors. A high score on this scale may indicate insensitivity toward others and low self-acceptance expressed by hostile and attacking behaviors in interpersonal exchanges. High Interpersonal Aggression is related to the personality characteristics of rebelliousness, resentment, and oversensitive response to real or imagined affronts.

INTERPERSONAL AGGRESSION

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

LOW

Communication style is positive and forthright. Rarely displays ill-temper or aggressiveness when interacting with others. Experiences positive self-regard and is open and comfortable.

NORMAL

Consistently demonstrates self-control in most interpersonal transactions. Tolerates and accommodates diverse perspectives even in an atmosphere of heated controversy.

HIGH

Communicates in an offensive manner that violates, discredits, and/or dominates another's thoughts and feelings. Actively avoided by others. Frequently defensive and uncompromising in group processes.

WHAT THIS MEANS IS (check the appropriate box):

LOW

I know how to control my temper. When I do get angry, I control my thoughts and words and do not violate the rights of others. When someone is angry with me, I can defuse the situation and calm that person down. I don't come on too strong in social situations. I accept others' views.

NORMAL

I sometimes come on a little too strong, but for the most part I can control my statements. I can tolerate and accept other peoples' views most of the time. In order to get my point across, I sometimes get a little pushy. I do try to respect other peoples' views and feelings.

HIGH

I always get what I want no matter what the cost to other people. I force my way into conversations and interrupt people. I do not respect the rights of other people. I am often defensive and uncompromising with others.

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

INTERPERSONAL DEFERENCE (ID): A measurement of the degree to which an individual employs a personal communication style that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, and behaviors. A high score on this scale may indicate a lack of skill in interpersonal dealings and difficulty in standing up to others. High Interpersonal Deference is related to the personality characteristics of apprehensiveness, shyness, and over-sensitivity to threat or conflict.

INTERPERSONAL DEFERENCE

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

LOW

Predominantly self-assured, confident, and direct in interpersonal transactions. Has little difficulty defending positions on issues and adhering to personal principles and values.

NORMAL

Comfortable and forthright in most interactions with individuals and groups. Usually assertive and persistent in a respectful and professional manner. Will generally strive to find mutually acceptable solutions in conflictive situations.

HIGH

Frequently apprehensive and timid in dealings with others. Unable to articulate a position and usually concedes defeat when interests conflict. Self-denying and overly sensitive.

WHAT THIS MEANS IS (check the appropriate box):

LOW

I can defend my positions easily. I do not let people walk over me. I feel comfortable in initiating conversations with others. I feel comfortable imposing on others when I need to. When someone asks me to do something I don't want to, I feel comfortable saying "no" to them. When someone is angry with me, I can calmly state my reasons for my actions.

NORMAL

Sometimes I can defend my positions. When I am angry with someone, I am usually calm and relaxed and express myself. Most of the time I feel comfortable in initiating conversations with others. Most of the time I can get what I want without having to back down on my demands.

HIGH

I can never defend my position. I often feel apprehensive, shy, and timid in dealing with others. When in an argument, I usually back down and let the other person win. I often become overly sensitive to others' comments. I usually let others get their way.

PERSONAL CHANGE ORIENTATION

Your Personal Map and Interpersonal Communication Map chart your current assessment of eleven personal skills and indicate what you perceive as your primary and secondary communication styles. The score on your Personal Change Orientation is an indication of the magnitude of change you perceive as desirable for developing your personal and professional effectiveness.

Research has demonstrated that self-assessed change areas (high scores) on the Interpersonal Aggression (IAg), Interpersonal Deference (ID), and Change Orientation (CO) scales may reflect self-defeating behaviors. Three or more low scores (skills to develop) on any of the eleven **Personal Skills Map** skills scales, a primary communication style of either Interpersonal Aggression (IAg) or Deference (D), and a high score on Change Orientation (CO), present a definite awareness and recognition of the need for specific training in skill enhancements in order to expand personal skills, improve interpersonal relationships, and promote career/life effectiveness.

CHANGE ORIENTATION (CO): Your score on this scale indicates the degree to which you are motivated and ready for change in the skills measured by the **Personal Skills Map**. Change Orientation is negatively correlated to all personal skill scales except Interpersonal Aggression and Interpersonal Deference. A high score on Change Orientation indicates dissatisfaction with current skills and a strong conviction of the need to make personal changes.

Persons scoring high on this **Personal Skills Map** scale manifest an awareness and a need for personal change. Feelings of stress, anxiety, and tension regarding current behavior may be characteristic of persons scoring high on this scale. Low scores on Change Orientation indicate satisfaction with current skills and behavior.

PERSONAL CHANGE ORIENTATION

ACCORDING TO YOUR **PERSONAL SKILLS MAP** RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

LOW

Highly satisfied with existing skill levels and behavioral conduct. Confident, self-accepting and possessive of a profound internal sense of personal strength and competence across a wide range of indicators.

NORMAL

Generally satisfied with current level of ability and strength in most critical areas. Aware of and actively addressing skill development needs.

HIGH

Intensely conscious of skill deficiency in a number of areas crucial for personal success. Frequently ruminates and experiences anxiety over inability to function effectively in many settings. Thoughts and feelings dominated by pessimism.

WHAT THIS MEANS IS (check the appropriate box):

LOW

I am satisfied with myself. I don't see the need to make many changes in my behavior because things are going well as they are. I feel comfortable with myself, and I know I am a very competent person who has a lot to give. I am satisfied in the way I perform my work. I am successful at work and in life in general.

NORMAL

I know I need to improve in some areas, but for the most part I feel pretty good about myself. I see the need to make a few minor adjustments in my behaviors. I feel pretty good about my ability to handle problems in conflictive situations. I need just a little more work in a few areas, and I will be very successful.

HIGH

I know I need to make a lot of changes in my life if I am going to be a successful person. My outlook is poor unless I make the necessary changes.