



BUSINESS SCHOOL
BESIGHEIDSKOOL
SEKOLO SA KGWEBE

**PORTFOLIO OF EVIDENCE 2020 - THE CHALLENGE OF PEOPLE
MANAGEMENT
DUE DATE: 5 NOVEMBER 2020**

The focus of Human Capital Management/Strategic Talent Management is to teach students the **fundamental theories, practices and skills** of organisational behaviour/work psychology. The most **critical skills** for future work are critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgement and decision-making, service orientation and complex-problem-solving. **The success of PGDIP students will depend on their application of leadership skills and their ability to manage people and resources effectively.** A key emphasis of the course is on guiding students' development of specific skills related to managing people. However, managers cannot manage people if they cannot manage themselves. Through knowing themselves, self-awareness, reflection, self-directed and social learning, managers can master themselves and prevent failures caused by interpersonal problems, not meeting objectives, team breakdowns and inability to adapt to transitions and change. Although PGDIP students learn to conduct a SWOT analysis of their organisations, they seldom conduct the same introspective assessment on themselves. Knowing ones people management strengths and weakness will help them in pursuing a successful career.

The portfolio of evidence provides evidence (POE) of personal accomplishment and a tangible demonstration of skills and learning outcomes established for the Strategic Talent Management/HRM module. Students need to assemble a POE which demonstrates competencies in the module learning outcomes. The key objective of this POE is to provide a planned exercise and assignment that require students to assess and reflect on their **strengths and weaknesses** in people management-related skills. The outcome of the POE is to ensure that learners acquire critical skills and competencies to manage people effectively and proficiently. Through self-

awareness and self-reflection, learners must develop an **individual professional development plan**. The POE requires students to complete: a) **industry analysis and organisational role assessment**; b) **conceptual-theoretical framework of the self-assessment constructs**; c) **individual self-assessments and skill practice**; and d) **plan for continued self-improvement and career management**. These four distinct sections of the POE should be completed throughout the semester. Do not wait until the end of the semester to start with your POE.

STRUCTURE OF THE POE:

Title page

Table of content

Abstract

SECTION 1: INDUSTRY ASSESSMENT

1.1 Introduction

The POE begins with a short introduction to the student's current position, the industry they are currently employed in and their general career goals and direction they wish to follow. Students provide detailed information related to the position, roles, current duties and responsibilities (i.e., a job description).

1.2 Industry assessment

Discuss the impact of the Fourth Industrial Revolution on the future of work. Focus on the skills required to succeed in the Fourth Industrial Revolution. Through a job/position, analysis students should explain the specific position (s) they see themselves working in the future. Discuss the required competencies and skills needed for this/these positions.

SECTION TWO: CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS

This section focus on the theoretical foundation of the self-assessment constructs. Define the constructs and discuss the contemporary theories on which they are based.

SECTION THREE: SELF-DEVELOPMENT ASSESSMENTS AND SKILL PRACTICES

This section of the strategic professional development plan is an assessment and analysis of a series of personal people management-oriented skill assessments that students complete throughout the semester. Section three of the strategic professional development plan consists of three parts:

3.1 Skill Assessment Surveys

This part of the assignment incorporates self-assessment tests of students' current levels of skill development. For each people management skill area, students complete a series of self-assessments that measure current competency in several specific skill areas. Throughout the semester, students are encouraged to conduct reflective reviews on all of their assessment results and apply them to their own people management skills development plans.

The POE self-assessments and learning outcomes are summarised in Table 1 below

Table 1: Self-assessments and outcomes

	Self-assessments	Outcomes
1	Self-awareness	To understand the extent to which you are consciously aware of your internal states and their interactions or relationships with others
2	Emotional intelligence	To demonstrate your level of emotional intelligence and understand how critical EI is for career success
3	Personality traits	To understand why you act the way that you and others do personality

		traits impact work
4	Organisational commitment	To understand that the success or failure of an organisation is closely related to the effort and motivation of its employees. The motivation of employees is often the product of their commitment towards their job or career. Work commitment is an extremely important topic for organisations and individuals to understand
5	Job satisfaction	To understand that irrespective of job title and pay grade, employees who report high job satisfaction tend to achieve higher productivity.
6	Decision-making style	To become aware of your decision-making style and the strengths and weaknesses associated with each
7	Quality of working life	To understand the quality of work-life or QWL and its relationship with happiness, productivity and retention.
8	Self-motivation	To gain insight into your own motivational levels
9	Training programmes	Demonstrate the capacity to assess training programmes to ensure behavioural changes and performance improvements
10	Performance management behaviour	Understand your performance management behaviour and impact on employees
11	Career path	Understand how personality traits influence your career choices and how to plan your career
12	Job stress	To understand that job stress is the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. You should recognise that stress in the workplace can contribute to poor health, which can lead to lower productivity, absenteeism, and higher healthcare costs.
13	Wellness	To understand and to create awareness that wellness is an active process of making choices toward a healthy and fulfilling life. Wellness is especially crucial as we

		age because regular exercise and proper nutrition can help prevent a variety of ailments including cardiovascular disease, obesity, and fall risk behaviours
14	Engagement	To understand that engaging employees is critical for retaining valuable talent and is a vital piece of the employee satisfaction puzzle; as disengaged employees are more likely to leave their jobs. Employees who are engaged in their work are more likely to be motivated and remain committed to their employer.
15	Burnout	To understand the meaning and symptoms of burnout and the consequences of burnout such as reduced productivity and saps your energy, leaving you feeling increasingly helpless, hopeless, cynical, and resentful. Also, to create awareness that the negative effects of burnout spill over into every area of life—including your home, work, and social life.
16	Cultural intelligence	To demonstrate the ability to relate to culturally diverse situations and work effectively in them. It is crucial for businesses to know how well you interact and communicate with people different than yourself.

3.3 Skill learning

Directly following the completion of these self-assessments, students proceed through instructor-led skill learning material and then conducted a series of skill learning activities that afford needed opportunities to practice and develop their new skill learning to increase their competency and confidence. For example, students may use the STAR technique (e.g., Situation, Task, Actions taken, Results achieved) to describe examples when they applied the people management skills to their work and/or personal lives and then provide an assessment outcome and reflection on the lessons learned.

3.3 Comprehensive summary

The third part of the personal assessment requires students to summarise their findings from the self-assessment. Report your results by only using descriptive statistics to calculate your scores. Present your scores in graphs and tables. Discuss your scores and indicate your strengths and weaknesses regarding each assessment.

SECTION FOUR: PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT.

Your plan should include the following:

- Self-evaluation, which is based on the student's self-perceived strengths and weaknesses gleaned from the skill assessments provided. In this section, students clarify what insights they gained about themselves from the self-assessments and how the assessments led to a better understanding of the students' full potential in their professional capacity and fit for their desired positions.
- Goals in this area are supplemented with a "gap analysis", whereby students identify their current skills, and needed skills, that are required for successful achievement of their desired career position.
- Compile detailed plans for achieving these goals, including incremental steps.
- Indicate your perceived rewards and benefits for achieving each goal.

REFERENCES

Technical aspects:

- The POE must be typed.
- Length: 30-40 A4-sized pages excluding the Table of contents and reference list
- Font: Arial 12. Line Spacing: 1 ½.
- Normal Margins

- All sources must be referenced by acknowledging the author(s), date of publication *as well as the relevant page number*. Example: Rothmann and Cooper (2015: 42) state that.....
- A reference list must be included but is not part of the 20-30-page limit.

Submission:

The POE must **be submitted via e-fundi before or on 5 November 2020 before 12h00. This POE will be your examination.** Therefore, it will be your **summative assignment** and will carry a weight of 40% of your final mark.

Good luck with your POE
Professor PA Botha

APPENDIX A: SELF-ASSESSMENT MEASURING INSTRUMENTS

PLEASE NOTE THAT THESE SELF-ASSESSMENTS ARE NOT FOR DIAGNOSTIC PURPOSES, BUT ONLY FOR EDUCATIONAL PURPOSES!!!!!!!!!!!!!!

1. SELF-AWARENESS SELF-ASSESSMENT

Assess your self-awareness. The reflective self-development subscale contains items representing the development of continuous attention to the self, with a focus on conscious, reflective and balanced learning. The acceptance of self and others subscale represents outcomes such as a positive self-image and confidence as well as a deeper understanding of others. The proactive at work subscale consists of items specifically related to the outcomes of self-awareness in the workplace and represents an objective and proactive approach to dealing with work. The final subscale represents the emotional costs of self-awareness and includes items representing the potential negative emotional impacts of being more aware of oneself, such as guilt, fear, vulnerability and fear.

- 1 = never
- 2 – rarely
- 3 = sometimes
- 4 = very often
- 5 = always

Subscales and items		Never	Rarely	sometimes	Very often	Always
Reflective self-development						
1	I "observe" myself	1	2	3	4	5
2	I have insight into myself	1	2	3	4	5
3	I look at why people act the way they do	1	2	3	4	5
4	I have learnt about myself and how I see the world	1	2	3	4	5
5	I am continuing to work on and develop myself	1	2	3	4	5
6	I focus on ways of amending my behaviour that would be useful	1	2	3	4	5
7	I feel generally positive about self-awareness	1	2	3	4	5
8	I reassess my own and others' responsibilities	1	2	3	4	5
9	I am aware of my abilities and limitations	1	2	3	4	5
10	I am reflective	1	2	3	4	5
11	I am realistic about myself	1	2	3	4	5

Subscales and items		Never	Rarely	sometimes	Very often	Always
Acceptance						
1	I have a good self-image	1	2	3	4	5
2	I feel on the whole very comfortable with the way I am	1	2	3	4	5
3	I have fun	1	2	3	4	5
4	I am consistent in different situations or with different people	1	2	3	4	5
5	I have compassion and acceptance for others	1	2	3	4	5
6	I interact well with colleagues or peers	1	2	3	4	5
7	I understand myself well	1	2	3	4	5
8	I am confident	1	2	3	4	5
9	I stop and think before judging	1	2	3	4	5
10	I understand my emotions	1	2	3	4	5
11	I am objective	1	2	3	4	5
Proactive at work						
1	I see my work life as something I have the power to affect	1	2	3	4	5
2	I can "take a step back" from situations to understand them better	1	2	3	4	5
3	I am content with my work situation	1	2	3	4	5
4	I think about how my personality fits with my work role	1	2	3	4	5
5	I understand how I work within a team	1	2	3	4	5
6	I have changed the way I work	1	2	3	4	5
7	I take control of my work	1	2	3	4	5
8	I recognise the stress and worry in my current work	1	2	3	4	5
9	I think about how as colleagues or peers we interact with each other	1	2	3	4	5
Emotional costs						
1	I feel vulnerable	1	2	3	4	5
2	I feel exposed	1	2	3	4	5
3	I find making changes is difficult and scary	1	2	3	4	5
4	I feel guilty for criticizing others	1	2	3	4	5
5	I feel my emotions deeply	1	2	3	4	5
6	I find it scary to try something new or step out of what I know	1	2	3	4	5
7	I have had to revisit difficult past experiences	1	2	3	4	5

Score: add up your scores for each dimension. Low scores per subscale need attention and are possible areas for self-improvement and development.

Subscales	Yours score	Converted into %
Refelctive self-developent		
Acceptance		
Proactive at work		
Emotional costs		

The benefits to practising self-awareness:

- It can make us more proactive, boost our acceptance, and encourage positive self-development (Sutton, 2016).
- Self-awareness allows us to see things from the perspective of others, practice **self-control**, work creatively and productively, and experience pride in ourselves and our work as well as general self-esteem (Silvia & O'Brien, 2004).
- It leads to better decision-making (Ridley, Schutz, Glanz, & Weinstein, 1992).
- It can make us better at our jobs, better communicators in the workplace, and enhance our self-confidence and job-related well-being (Sutton, Williams, & Allinson, 2015).

2. EMOTIONAL INTELLIGENCE SELF-ASSESSMENT

This self-assessment questionnaire is designed to get you thinking about the various competencies of emotional intelligence as they apply to you. Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

- **Self-awareness**

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

- **Managing emotions**

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

- **Motivating oneself**

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

- **Empathy**

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

- **Social Skill**

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

What to do

1. **Assess and score** each of the questionnaire's statements.

Score your assessment, using a scale where

1 indicates that the statement ***does NOT apply at all***

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

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

2. Total and interpret your results

Transfer your scores to the calculation table and total your results. Remember, this tool is not a validated psychometric test - the answers you give are likely to vary depending on your mood when you take it.

3. Consider your results and identify one or two actions you can take immediately to strengthen your emotional intelligence.

Put your actions into your self-awareness and well-being plan

1. Assess and score how much each statement applies to you

How much does each statement apply to you? Read each statement and decide how strongly the statement applies to you. Score yourself based on the following guide: 1 = Does not apply – 3 = Applies half the time – 5 = Always applies	Mark your score The number that shows how strongly the statement applies				
1 I realise immediately when I lose my temper	1	2	3	4	5
2 I can 'reframe' bad situations quickly	1	2	3	4	5
3 I can always motivate myself to do difficult tasks	1	2	3	4	5
4 I am always able to see things from the other person's viewpoint	1	2	3	4	5
5 I am an excellent listener	1	2	3	4	5
6 I know when I am happy	1	2	3	4	5
7 I do not wear my 'heart on my sleeve.'	1	2	3	4	5
8 I am usually able to prioritise important activities at work and get on with them	1	2	3	4	5
9 I am excellent at empathising with someone else's problem	1	2	3	4	5
10 I never interrupt other people's conversations	1	2	3	4	5
11 I usually recognise when I am stressed	1	2	3	4	5
12 Others can rarely tell what kind of mood I am in	1	2	3	4	5
13 I always meet deadlines	1	2	3	4	5
14 I can tell if someone is not happy with me	1	2	3	4	5
15 I am good at adapting and mixing with a variety of people	1	2	3	4	5
16 When I am 'emotional', I am aware of this	1	2	3	4	5
17 I rarely 'fly off the handle' at other people	1	2	3	4	5
18 I never waste time	1	2	3	4	5
19 I can tell if a team of people are not getting along with each other	1	2	3	4	5
20 People are the most interesting thing in life for me	1	2	3	4	5

How much does each statement apply to you? Read each statement and decide how strongly the statement applies to you. Score yourself based on the following guide: 1 = Does not apply – 3 = Applies half the time – 5 = Always applies	Mark your score The number that shows how strongly the statement applies				
21 When I feel anxious, I usually can account for the reason(s)	1	2	3	4	5
22 Difficult people do not annoy me	1	2	3	4	5
23 I do not prevaricate	1	2	3	4	5
24 I can usually understand why people are difficult towards me	1	2	3	4	5
25 I love to meet new people and get to know what makes them 'tick.'	1	2	3	4	5
26 I always know when I am unreasonable	1	2	3	4	5
27 I can consciously alter my frame of mind or mood	1	2	3	4	5
28 I believe you should do the difficult things first	1	2	3	4	5
29 Other individuals are not 'difficult' just 'different'	1	2	3	4	5
30 I need a variety of work colleagues to make my job interesting	1	2	3	4	5
31 Awareness of my own emotions is very important to me at all times	1	2	3	4	5
32 I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
33 Delayed gratification is a virtue that I hold to	1	2	3	4	5
34 I can understand if I am unreasonable	1	2	3	4	5
35 I like to ask questions to find out what it is important to people	1	2	3	4	5
36 I can tell if someone has upset or annoyed me	1	2	3	4	5
37 I rarely worry about work or life in general	1	2	3	4	5
38 I believe in 'Action this Day'	1	2	3	4	5
39 I can understand why my actions sometimes offend others	1	2	3	4	5
40 I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
41 I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5
42 I can suppress my emotions when I need to	1	2	3	4	5

How much does each statement apply to you? Read each statement and decide how strongly the statement applies to you. Score yourself based on the following guide: 1 = Does not apply – 3 = Applies half the time – 5 = Always applies	Mark your score The number that shows how strongly the statement applies				
43 I can always motivate myself even when I feel low	1	2	3	4	5
44 I can sometimes see things from others' point of view	1	2	3	4	5
45 I am good at reconciling differences with other people	1	2	3	4	5
46 I know what makes me happy	1	2	3	4	5
47 Others often do not know how I am feeling about things	1	2	3	4	5
48 Motivations have been the key to my success	1	2	3	4	5
49 Reasons for disagreements are always clear to me	1	2	3	4	5
50 I generally build solid relationships with those I work with	1	2	3	4	5

Total and interpret your results

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

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

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

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

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this area a development priority .

4. **Record** your result for each of the emotional competencies: strength needs attention or development priority.

Emotional Competencies	Strength	Needs attention	Development priority
Self-awareness			
Managing emotions			
Motivating oneself			
Empathy			
Social Skill			

5. **Consider** your results and identify one or two actions you can take immediately to strengthen your emotional intelligence. Put them into your improvement plan.

3. PERSONALITY SELF-ASSESSMENT TEST

This is a personality test, and it will help you understand why you act the way that you do and how your personality is structured. Please follow the instructions below, scoring and results are on the next page.

Instructions

In the Table below, for each statement 1-50 mark how much you agree with on the scale 1-5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree, in the box to the left of it.

Rating	I....	Rating	I.....
	1. Am the life of the party.		26. Have little to say.
	2. Feel little concern for others.		27. Have a soft heart.
	3. Am always prepared.		28. Often forget to put things back in their proper place.
	4. Get stressed out easily.		29. Get upset easily.
	5. Have a rich vocabulary.		30. Do not have a good imagination.
	6. Don't talk a lot.		31. Talk to a lot of different people at parties.

7. Am interested in people.	32. Am not really interested in others.
8. Leave my belongings around.	33. Like order.
9. Am relaxed most of the time.	34. Change my mood a lot.
10. Have difficulty understanding abstract ideas.	35. Am quick to understand things.
11. Feel comfortable around people.	36. Do not like to draw attention to myself.
12. Insult people.	37. Take time out for others.
13. Pay attention to details.	38. Shirk my duties.
14. Worry about things.	39. Have frequent mood swings.
15. Have a vivid imagination.	40. Use difficult words.
16. Keep in the background.	41. Do not mind being the centre of attention.
17. Sympathise with others' feelings.	42. Feel others' emotions.
18. Make a mess of things.	43. Follow a schedule.
19. Seldom feel blue.	44. Get irritated easily.
20. Am not interested in abstract ideas.	45. Spend time reflecting on things.
21. Start conversations.	46. Am quiet around strangers.
22. Am not interested in other people's problems.	47. Make people feel at ease.
23. Get chores done right away.	48. Am exacting in my work.
24. Am easily disturbed.	49. Often feel blue.
25. Have excellent ideas.	50. Am full of ideas.

$$\begin{aligned}
 E &= 20 + (1)______ - (6)______ + (11)______ - (16)______ + (21)______ - (26)______ + (31)______ - (36)______ + (41)______ - (46)______ = ______ \\
 A &= 14 - (2)______ + (7)______ - (12)______ + (17)______ - (22)______ + (27)______ - (32)______ + (37)______ + (42)______ + (47)______ = ______ \\
 C &= 14 + (3)______ - (8)______ + (13)______ - (18)______ + (23)______ - (28)______ + (33)______ - (38)______ + (43)______ + (48)______ = ______ \\
 N &= 38 - (4)______ + (9)______ - (14)______ + (19)______ - (24)______ - (29)______ - (34)______ - (39)______ - (44)______ - (49)______ = ______ \\
 O &= 8 + (5)______ - (10)______ + (15)______ - (20)______ + (25)______ - (30)______ + (35)______ + (40)______ + (45)______ + (50)______ = ______
 \end{aligned}$$

The scores you calculate should be between zero and forty. Below is a description of each trait.

- **Extroversion (E)** is the personality trait of seeking fulfilment from sources outside the self or in community. High scorers tend to be very social, while low scorers prefer to work on their projects alone.
- **Agreeableness (A)** reflects many individuals adjust their behaviour to suit others. High scorers are typically polite and like people. Low scorers tend to 'tell it like it is'.
- **Conscientiousness (C)** is the personality trait of being honest and hardworking. High scorers tend to follow the rules and prefer clean homes. Low scorers may be messy and cheat others.
- **Neuroticism (N)** is the personality trait of being emotional.
- **Openness to Experience (O)** is the personality trait of seeking new experience and intellectual pursuits. People that obtain high scores may daydream a lot. Low scorers may be very down to earth.

Scales and items	Strongly disagree	Moderately disagree	Slightly disagree	Neither disagree nor agree	Slightly agree	Moderately agree	Strongly agree
Affective Commitment Scale Items							
1. I would be very happy to spend the rest of my career with this organisation.	1	2	3	4	5	6	7
2. I enjoy discussing my organisation with people outside it.	1	2	3	4	5	6	7
3. I really feel as if this organisation's problems are my own.	1	2	3	4	5	6	7
4. I think that I could easily become as attached to another organisation as I am to this one. (reversed scored)	7	6	5	4	3	2	1
5. I do not feel like 'part of the family' at my organisation. (reversed scored)	7	6	5	4	3	2	1
6. I do not feel 'emotionally attached' to this organisation (reversed scored) .	7	6	5	4	3	2	1
7. This organisation has a great deal of personal meaning for me.	1	2	3	4	5	6	7
8. I do not feel a strong sense of belonging to my organisation. (reversed scored)	7	6	5	4	3	2	1
Continuance Commitment Scale Items							

Scales and items	Strongly disagree	Moderately disagree	Slightly disagree	Neither disagree nor agree	Slightly agree	Moderately agree	Strongly agree
1. I am not afraid of what might happen if I quit my job without having another one lined up. (reversed scored)	7	6	5	4	3	2	1
2. It would be very hard for me to leave my organisation right now, even if I wanted to.	1	2	3	4	5	6	7
3. Too much in my life would be disrupted if I decided I wanted to leave my organisation now.	1	2	3	4	5	6	7
4. It wouldn't be too costly for me to leave my organisation now. (reversed scored)	7	6	5	4	3	2	1
5. Right now, staying with my organisation is a matter of necessity as much as desire.	1	2	3	4	5	6	7
6. I feel that I have too few options to consider leaving this organisation.	1	2	3	4	5	6	7
7. One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives	1	2	3	4	5	6	7
8. One of the major reasons I continue to work for this organisation is that leaving would require considerable personal sacrifice.	1	2	3	4	5	6	7
Normative Commitment Scale Items							
1. I think that people these days move from company to company too often.	1	2	3	4	5	6	7
2. I do not believe that a person must always be loyal to his or her organisation. (reversed scored)	7	6	5	4	3	2	1
3. Jumping from organisation to organisation does not seem at all unethical to me. (reversed scored)	7	6	5	4	3	2	1
4. One of the major reasons I continue to work for this organisation is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	1	2	3	4	5	6	7

Low scores on a sub-scale need self-development and improvement interventions

Please circle the one number for each question that comes closest to reflecting your opinion about it. Assess your current job at your organisation on the following items ranging from strongly disagree = 1, disagree = 2, somewhat disagree = 3, neither agree nor disagree = 4, sometimes agree = 5, agree = 6 and strongly agree = 7.

Subscales and items	
	Disagree
	Somewhat disagree
	Neither agree or disagree
	Somewhat agree
	Agree
	Strongly agree
	Work itself

Subscales and items		Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Agree	Strongly agree
1. Overall, I am very pleased with the types of activities that I do on my job.	1	2	3	4	5	6	7
2. I would be more content with my job if I were doing tasks that are different from the ones I do now. (reversed-scored)	7	6	5	4	3	2	1
3. I am more satisfied with the types of work I currently do that with almost any other work I have ever done.	1	2	3	4	5	6	7
4. All in all, I am very satisfied with the things I do at work.	1	2	3	4	5	6	7
5. All in all, I would rather have some other kind of duties in my work (reverse-scored)	7	6	5	4	3	2	1
Supervision							
6. Overall, I am very pleased with the way my manager supervises me.	1	2	3	4	5	6	7
7. I would be more content with my job if my manager did not work here. (reversed-scored)	7	6	5	4	3	2	1
8. I am more satisfied with my manager than with almost anyone I have ever worked for.	1	2	3	4	5	6	7
9. All in all, I am very satisfied with this person as my manager.	1	2	3	4	5	6	7
10. All in all, I would rather work for some other manager. (reversed-scored)	7	6	5	4	3	2	1

Co-workers							
11. Overall, I am very pleased to work with my co-workers.	1	2	3	4	5	6	7
12. I would be more content with my job if my co-workers did not work here. (reversed-scored)	7	6	5	4	3	2	1
13. I am more satisfied with my co-workers than with almost anyone I have ever worked with before.	1	2	3	4	5	6	7
14. All in all, I am very satisfied with my co-workers.	1	2	3	4	5	6	7
15. All in all, I would rather work with some other kind of co-workers. (reversed-scored)	7	6	5	4	3	2	1
Pay							
16. Overall, I am very pleased with how much money I earn.	1	2	3	4	5	6	7
17. I would be more content with my job if my pay were not so low. (reversed-scored)	7	6	5	4	3	2	1
18. I am more satisfied with my pay now than I have almost ever been.	1	2	3	4	5	6	7
19. All in all, I am very satisfied with my pay.	1	2	3	4	5	6	7
20. All in all, I would rather have better pay. (reversed-scored)	7	6	5	4	3	2	1
Promotion							
21. Overall, I am very pleased with my opportunities for promotion.	1	2	3	4	5	6	7
22. I would be more content with my job if my promotion opportunities were not so poor. (reversed-scored)	7	6	5	4	3	2	1
23. I am more satisfied with my opportunities for promotion now than with almost any other promotional opportunities I have ever had.	1	2	3	4	5	6	7

24. All in all, I am very satisfied with my chances for promotion.	1	2	3	4	5	6	7
25. All in all, I would rather have more opportunities for promotion. (reversed-scored)	7	6	5	4	3	2	1

6. DECISION-MAKING STYLE SELF-ASSESSMENT

What is your preferred decision-making style?

Decision Style Inventory

Rate these options to describe your current decision style, not your preferred actions.

Choose your answers from the following: 8 = Most 4 = Often 2 = Seldom
1 = Least

My prime objective is to:	Be the best in my field	Feel secure in my job	Achieve recognition for my work	Have a position with status	
I enjoy jobs that:	Have considerable variety	Involve people	Allow independent action	Are technical and well defined	
I expect people working for me to be:	Highly capable	Receptive to suggestions	Committed and responsive	Productive and Fast	
In my job, I look for:	The best solutions	A good working environment	New approaches or ideas	Practical results	
I communicate best with others:	In writing	In a formal meeting	By having a group discussion	On a direct one-to-one basis	
In my planning, I emphasise:	Meeting objectives	Developing people's careers	Future goals	Current problems	
When faced with solving a problem, I:	Apply careful analysis	Rely on my feelings	Look for creative approaches	Rely on proven approaches	
When using information, I prefer:	Accurate and complete data	Limited data that is easily understood	Broad coverage of many options	Specific facts	
When I am not sure about what to do, I:	Search for facts	Wait before making a decision	Look for a possible compromise	Rely on intuition	
Whenever possible, I avoid:	Incomplete work	Conflict with others	Using numbers or formulas	Long debates	
I am especially good at:	Solving difficult problems	Interacting with others	Seeing many possibilities	Remembering dates and facts	
When time is important, I:	Follow plans and priorities	Seek guidance or support	Refuse to be pressured	Decide and act quickly	
In social settings, I generally:	Think about what is being said	Listen to the conversation	Observe what is going on	Speak with others	
I am good at remembering:	Places we met	People's personalities	People's faces	People's names	

The work I do provides me:	Challenging assignments	Acceptance by the group	Ability to achieve my personal goals	The power to influence others	
I work well with those who are:	Self-confident	Polite and trusting	Open minded	Energetic and ambitious	
When under stress, I:	Concentrate on the problem	Am forgetful	Become frustrated	Become anxious	
Others consider me:	Disciplined	Supportive	Imaginative	Aggressive	
My decisions typically are:	Systematic or abstract	Sensitive to the needs of others	Broad and flexible	Realistic and direct	
I dislike:	Boring work	Being rejected	Following rules	Losing control	

A=

B=

C=

D=

Typical Range of Style Scores

Chart Your Score

	Least Preferred	Backup	Dominant	Very Dominant
(A) Analytical	20 to 82	83 to 96	97 to 104	105 to 160
(B) Behavioural	20 to 47	48 to 61	62 to 69	70 to 160
(C) Conceptual	20 to 72	73 to 86	87 to 94	95 to 160
(D) Directive	20 to 67	68 to 81	82 to 89	90 to 160

Instructions: Based on your totals from the previous page, circle the box that represents your totals for each leadership style. For example, if D=94, first find the Directive row, then find the range your number fits into (90 to 160) and circle the box.

7. WORK-RELATED QUALITY OF LIFE SELF-ASSESSMENT

This questionnaire is designed to assess your quality of working life. Please do not take too long over each question. I want your first reaction, not a long thought process. Please do not omit any questions. This is not a test but simply a measure of your attitude to the factors that influence your experience at work.

Factors and statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
General well-being						
1.	I feel well at the moment	1	2	3	4	5
2.	Recently, I have been feeling unhappy and depressed (reverse score)	5	4	3	2	1
3.	I am satisfied with my life	1	2	3	4	5
4.	In most ways, my life is close to ideal					
5.	Generally, things work out well for me	1	2	3	4	5
6.	Recently, I have been feeling reasonably happy all things considered	1	2	3	4	5
Home-Work Interface (HWI)						
1.	My employer provides adequate facilities and flexibility for me to fit work in around my family life	1	2	3	4	5
2.	My current working hours/patterns suit my personal circumstances	1	2	3	4	5
3.	My line manager actively promotes flexible working hours / patterns	1	2	3	4	5

Factors and statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Job Career Satisfaction (JCS)						
1.	I have a clear set of goals and aims to enable me to do my job	1	2	3	4	5
2.	I have the opportunity to use my abilities at work	1	2	3	4	5
3.	When I have done a good job, it is acknowledged by my line manager	1	2	3	4	5
4.	I am encouraged to develop new skills	1	2	3	4	5
5.	I am satisfied with the career opportunities available for me here	1	2	3	4	5
6.	I am satisfied with the training I receive in order to perform my present job	1	2	3	4	5
Control at Work (CAW)						
1.	I feel able to voice opinions and influence changes in my area of work	1	2	3	4	5
2.	I am involved in decisions that affect me in my own area of work	1	2	3	4	5
3.	I am involved in decisions that affect members of the public in my own area of work	1	2	3	4	5
Working Conditions (WCS)						
1.	My employer provides me with what I need to do my job effectively	1	2	3	4	5
2.	I work in a safe environment	1	2	3	4	5
3.	The working conditions are satisfactory	1	2	3	4	5

Stress at Work (SAW)						
1.	I often feel under pressure at work (reverse score)	5	4	3	2	1
2.	I often feel excessive levels of stress at work (reverse score)	5	4	3	2	1

Add up the scores of each factor. The norm scores for each factor and the full scale is indicated in the Table below

Norm scores	GWB	HWI	JCS	CAW	WCS	SAW	Full score
Lower	6-21	3-10	6-21	3-10	3-10	2-6	23-81
Average	22-25	11-13	22-25	11-12	11-13	7-8	82-90
High	26-30	14-15	26-30	13-15	14-15	9-10	91-115

Use these norms to calculate your scores.

General Well-Being (GWB)

GWB reflects psychological well-being and general physical health. Your sense of GWB may be more or less independent of your work situation. General well-being both influences, and is influenced by, work. It is often closely linked with your overall Quality of Working Life.

Home-Work Interface (HWI)

The degree to which you think the organisation understands and tries to help you with pressures outside of work is measured by this subscale. HWI is related to your work-life balance and is about having a measure of control over when, where, and how you work. A poor work-life balance can have negative effects on your well-being.

Job and Career Satisfaction (JCS)

This WRQoL subscale reflects the extent to which you are content with your job and prospects at work. JCS is a very important subscale in overall quality of working life. The JCS subscale is influenced by clarity of goals and role ambiguity, appraisal, recognition and reward, personal development career benefits and enhancement and training needs.

Control at Work WRQoL (CAW)

This subscale shows how far you feel you are involved in decisions that affect you at work. Control at work reflects the level to which you feel you can exercise what you consider to be an appropriate level of control within your work environment. That perception of control might be linked to various aspects of work, including the opportunity to contribute to the process of decision making that affects you. Leading authors in the field suggest that perception of personal control can strongly affect both an individuals' experience of stress and their health.

Working Conditions (WCS)

This subscale assesses the extent to which you are satisfied with the conditions in which you work. Your score for the WCS subscale indicates the extent to which you are satisfied with the fundamental resources, working conditions and security necessary to do your job effectively. This includes aspects of the work environment such as noise and temperature, shift patterns and working hours, pay, tools and equipment, safety and security.

Stress at Work (SAW)

This subscale assesses the extent to which you see work pressures and demands as acceptable and not excessive or 'stressful'. Higher scores on this scale indicate a lower overall quality of working life. Work demands can be a positive aspect of our work experience, providing challenge and stimulation, but, where we see them as excessive and beyond our ability to cope, we are likely to feel overloaded and stressed.

Overall WRQoL

Your overall work-related quality of life score, taking into account the key factors underlying your overall experience of work overloaded and stressed.

A large proportion of most peoples' lives will be spent at work. But all too often, we tend to see work as something we just have to put up with, or something we don't expect to enjoy. Now consider your overall WRQoL score and your scores on the 6 WRQoL subscales. If one or more of your scores is in the lower range, this indicates that, generally, you may be substantially less satisfied with your work life in one or more areas than most people. You probably aren't enjoying work as much as you could, and though some aspects of work may satisfy you, there are issues which

warrant attention. You may have to spend some time thinking through the possible reasons for any lower range scores on your WRQoL profile so that you can begin to plan change for the better. For many people, most of their scores will, of course, be in the average range. Where your scores fall into the mid-range, it may indicate that your working life overall probably does not provide you with very high levels of satisfaction, but then again, you are not wholly dissatisfied either. Consideration of your subscale scores may help you identify areas where you might usefully look to see if there are positive changes you could make. Such changes could result in a higher quality of working life and help you feel good about life in general. Where you have scored in the higher range, you might simply review any areas which are not as satisfactory among the subscale scores and see if there is any action you choose to take. Many scores in the higher range indicate that, generally, your quality of working life is good and satisfying. For you, the key thing is to maintain that good quality of working life – don't take it for granted. It may help to reflect on the subscales that make you feel good about your work.

8. SELF-MOTIVATION ASSESSMENT

What are you self-motivation levels

Instructions:

This assessment tool is designed to enhance awareness of your level of self-motivation. For each statement below, place an "X" in the column that best describes you. Only one box per statement can be checked. Once completed, determine your total score and read the interpretation of your score, which includes ideas of ways to enhance your level of self-motivation.

Items		Very Rarely	Seldom	Some -times	Usually	Very Often
1	I'm confident in my ability to achieve the goals I set for myself.	1	2	3	4	5
2	When working on my goals, I put forth my best effort and work even harder if I've encountered a setback.	1	2	3	4	5
3	I set written goals and objectives on an annual basis to achieve what I aspire for in life.	1	2	3	4	5
4	I think positively about setting goals and working towards achieving them.	1	2	3	4	5
5	I reward myself when accomplishing significant	1	2	3	4	5

	goals.					
6	I believe that if I work hard and apply my abilities and talents, I will be successful.	1	2	3	4	5
7	I am aware of my deadlines and ensure I meet or exceed them.	1	2	3	4	5
8	When an unexpected situation jeopardises me from accomplishing a goal, I consider my options and work diligently towards still achieving it.	1	2	3	4	5
9	My biggest reward after completing something is the satisfaction of knowing I've done a good job.	1	2	3	4	5
10	I tend to put forth my best effort so that I feel proud of my work.	1	2	3	4	5
11	I set challenging goals for myself.	1	2	3	4	5
12	Before I embark on a new substantial goal, I clearly understand what is involved in the process, how long it will take to accomplish, and how it aligns with what is most important to me in my life.	1	2	3	4	5
Add the number of "X's" in each vertical column & place number in the yellow box:						
Multiply number in yellow box by number beneath it; put total in green box:		x 1	x 2	x 3	x 4	x 5
Add the 5 numbers in the green boxes & write total score in purple box:						
TOTAL ASSESSMENT SCORE:						

Score Interpretation:

Score	Interpretation
51 - 60	You are excellent at planning, prioritising, and getting the right things done! You make a conscious effort to stay self-motivated and focused, spending significant time and effort on setting goals and achieving them. You inspire others with your perseverance, self-discipline, and great results, with continued success anticipated in your future. Be aware that not everyone is as self-motivated as you are, and you may need to exercise patience and understanding with others.
37 - 50	You're doing fairly well with your level of self-motivation; however, it appears you could be achieving greater results. To attain more of what you desire, consciously try to increase your level of initiative when setting challenging goals by intently focusing on what you want and following a defined action plan for accomplishing it.
Up to 36	You likely allow your personal doubts and/or fears to keep you from succeeding at times. You may not believe in your own skills, abilities and talents, which may have caused a lack of self-confidence and/or self-esteem. Start by setting small goals that with hard work, you know you can attain. Once you've achieved a few successes, reward yourself and celebrate these achievements. As you begin to gradually increase your level of stretch in your goals, be sure to build a strong, positive support system around you who can help you stay focused and determined.

9. TRAINING PROGRAMME SELF-ASSESSMENT

What is your experience with a specific training programme for your organisation?

The LTSI measure 16 constructs in a transfer that will influence training transfer effectively. These constructs are based on Holton's model of transfer (Holton et al. 2000) and can be categorised into three major groups: Personal factors, Training factors, and Work Environment factors. Meanwhile, these constructs can be divided into two segments. The first segment is training event specific and will evaluate individual perception after attending a training program, consist of 11 constructs with 46 items. Whereby, the second segment evaluates training from a general perspective of the company and relates to beyond the training event. This segment includes five constructs with 23 questions. LTSI questions will be using a Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Attached are LTSI Inventory Factor, Definition, Examples and Questions adopted from Edwards, J.S. (2013) who have investigated factors affecting training transfer in supervisors and hourly employees in a manufacturing organisation.

List of Constructs are as follows:

1. Learner readiness
2. Motivation to transfer
3. Positive personal outcomes
4. Negative personal outcomes
5. Personal capacity for transfer
6. Peer support
7. Manager support
8. Manager sanctions
9. Perceived content validity
10. Transfer design
11. Opportunity to use
12. Effort-performance expectations
13. Performance-outcome expectations
14. Resistance to change
15. Performance self-efficacy
16. Feedback and coaching

Factors and items	Strongly disagree	Disagree	Slightly agree	Agree	Strongly agree
Learner readiness					
1. Prior to this training, I knew how the program was supposed to affect my performance	1	2	3	4	5
2. Before this training, I had a good understanding of how it would fit my job-related development	1	2	3	4	5
3. I knew what to expect from this training before it began	1	2	3	4	5
Performance self-efficacy					
4. I never doubt my ability to use newly learned skills on the job	1	2	3	4	5
5. I am sure I can overcome obstacles on the job that hinder my use of new skills or knowledge	1	2	3	4	5
6. At work, I feel very confident using what I learned in training even in the face of difficult or taxing situations	1	2	3	4	5
Motivation to transfer					
7. This training will increase my personal productivity	1	2	3	4	5
8. When I leave this training, I can't wait to get back to work to try what I learned	1	2	3	4	5
9. I believe this training will help me do my current job better	1	2	3	4	5
Transfer effort performance expectation					
10. My job performance improves when I use new things that I have learned	1	2	3	4	5
11. The harder I work at learning, the better I do my job	1	2	3	4	5
12. The more training I apply on my job, the better I do my job	1	2	3	4	5
Performance outcome expectation					
13. For the most part, the people who get rewarded around here are the ones that do something to deserve it	1	2	3	4	5
14. When I do things to improve my performance, good things happen to me	1	2	3	4	5
15. My job is ideal for someone who likes to be rewarded when they do something really good	1	2	3	4	5
Performance coaching					
16. People often make suggestions about how I can improve my job performance	1	2	3	4	5
17. I get a lot of advice from others about how to do my job better	1	2	3	4	5
18. People often tell me things to help me improve my job performance	1	2	3	4	5
Supervisor support					
19. My supervisor will meet with me regularly to work on problems I may be having in trying to use this training	1	2	3	4	5
20. My supervisor will meet with me to discuss ways to apply this training on the job	1	2	3	4	5
21. My supervisor will help me set realistic goals for job performance based on my training	1	2	3	4	5
Supervisor sanction					
22. My supervisor will oppose the use of techniques I learned in this training	1	2	3	4	5
23. My supervisor will think I am being less effective when I use the techniques taught in this training	1	2	3	4	5
24. My supervisor will probably criticise this training when I get back	1	2	3	4	5

Factors and items	Strongly disagree	Disagree	Slightly agree	Agree	Strongly agree
to the job					
Peer support					
25. My colleagues will appreciate my using the new skills I learned in this training	1	2	3	4	5
26. My colleagues will encourage me to use the skills I have learned in this training	1	2	3	4	5
27. At work, my colleagues will expect me to use what I learned in this training	1	2	3	4	5
Resistance to change					
28. Experienced employees in my group ridicule others when they use techniques they learn in training	1	2	3	4	5
29. People in my group are not willing to put in the effort to change the way things are done	1	2	3	4	5
30. My workgroup is reluctant to try new ways of doing things	1	2	3	4	5
31. Successfully using this training will help me get a salary increase	1	2	3	4	5
32. If I use this training, I am more likely to be rewarded	1	2	3	4	5
33. I am likely to receive some recognition if I use my newly learned skills on the job	1	2	3	4	5
34. Employees in this organisation will be penalised for not using what they have learned in this training	1	2	3	4	5
35. If I do not use new techniques taught in this training I will be reprimanded	1	2	3	4	5
36. If I do not use this training I will be cautioned about it	1	2	3	4	5
Opportunity to use learning					
37. I will be able to try out this training on my job	1	2	3	4	5
38. The resources needed to use what I learned in this training will be available to me	1	2	3	4	5
39. I will get opportunities to use this training on my job	1	2	3	4	5
Personal capacity to transfer					
40. I do not have time to try to use this training on my job	1	2	3	4	5
41. Trying to use this training will take too much energy away from my other work	1	2	3	4	5
42. There is too much happening at work right now for me to try to use this training	1	2	3	4	5
Perceived content validity					
43. The instructional aids (equipment, illustrations, etc.) used in this training are very similar to real things I use on the job	1	2	3	4	5
44. The methods used in this training are very similar to how we do it on the job	1	2	3	4	5
45. I like the way this training seems so much like my job	1	2	3	4	5
Transfer design					
46. It is clear to me that the people conducting this training understand how I will use what I learn	1	2	3	4	5
47. The trainer(s) used lot of examples that showed me how I could use my learning on the job	1	2	3	4	5
48. The way the trainer(s) taught the material made me feel more confident. I could apply it in my job	1	2	3	4	5

10. PERFORMANCE MANAGEMENT BEHAVIOUR SELF-ASSESSMENT

After reading each statement, please rate how you, as a supervisor/line manager, perceived your own performance management behaviour. Indicate your answer by selecting the description that best represents your behaviour. The descriptions range from rarely/never, once in a while, sometimes, fairly often, and very frequently/always. There are no right or wrong answers. The correct answer is the answer that expresses your honest assessment of your own behaviour. Please make a circle or cross in your answer.

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
Process of goal setting						
1.	I ensure that performance goals are linked to the strategic or operational goals of the department	1	2	3	4	5
2.	I participatively sets goals	1	2	3	4	5
3.	I assist others in setting specific and measurable performance objectives	1	2	3	4	5
4.	I assist others in developing action plans that support performance goals	1	2	3	4	5
5.	I encourage others to set challenging yet attainable goals	1	2	3	4	5
Communication						
6.	I have a communication style that causes others to become defensive*	5	4	3	2	1

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
7.	I am a good listener	1	2	3	4	5
8.	I am approachable and available to talk with others	1	2	3	4	5
9.	I provide more positive than negative feedback	1	2	3	4	5
Feedback						
10.	I give others timely feedback about their performance	1	2	3	4	5
11.	I give others specific feedback about what is good and bad about their performance	1	2	3	4	5
12.	I assist others in their career planning	1	2	3	4	5
13.	I give honest feedback	1	2	3	4	5
14.	I explain how someone's behaviour affects him/her and the workgroup when providing feedback	1	2	3	4	5
Coaching						
15.	I show others to complete difficult assignments and tasks	1	2	3	4	5
16.	I provide the resources needed to get the job done	1	2	3	4	5

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
17.	I help identify solutions to overcome performance roadblocks	1	2	3	4	5
18.	I help people to develop their skills	1	2	3	4	5
19.	I provide direction when it is needed	1	2	3	4	5
Providing consequences						
20.	I give special recognition for exceptional performance	1	2	3	4	5
21.	I rewards good performance	1	2	3	4	5
22.	I link recognition and/or rewards to performance	1	2	3	4	5
Establishing/monitoring performance expectations						
23.	I check work for accuracy and/or quality	1	2	3	4	5
24.	I keep people informed about changes, deadlines, or problems	1	2	3	4	5
25.	I communicate expectations relating to quality	1	2	3	4	5
26.	I monitor my own work performance	1	2	3	4	5

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
27.	I prioritise tasks and goals	1	2	3	4	5

* Items reverse-scored

11. CAREER PATH SELF-ASSESSMENT

Follow these easy steps to see where your interests are.

1 Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

1. I like to work on cars	☐					
2. I like to do puzzles		☐				
3. I am good at working independently			☐			
4. I like to work in teams				☐		
5. I am an ambitious person, I set goals for myself					☐	
6. I like to organize things, (files, desks/offices)						☐
7. I like to build things	☐					
8. I like to read about art and music			☐			
9. I like to have clear instructions to follow						☐
10. I like to try to influence or persuade people					☐	
11. I like to do experiments		☐				
12. I like to teach or train people				☐		
13. I like trying to help people solve their problems				☐		
14. I like to take care of animals	☐					
15. I wouldn't mind working 8 hours per day in an office						☐
16. I like selling things					☐	
17. I enjoy creative writing			☐			
18. I enjoy science		☐				
19. I am quick to take on new responsibilities					☐	
20. I am interested in healing people				☐		
21. I enjoy trying to figure out how things work		☐				
RIASEC						
Total						

22. I like putting things together or assembling things	☐					
23. I am a creative person			☐			
24. I pay attention to details						☐
25. I like to do filing or typing						☐
26. I like to analyze things (problems/situations)		☐				
27. I like to play instruments or sing			☐			
28. I enjoy learning about other cultures				☐		
29. I would like to start my own business						☐
30. I like to cook	☐					
31. I like acting in plays				☐		
32. I am a practical person	☐					
33. I like working with numbers or charts		☐				
34. I like to get into discussions about issues				☐		
35. I am good at keeping records of my work						☐
36. I like to lead					☐	
37. I like working outdoors	☐					
38. I would like to work in an office						☐
39. I'm good at math		☐				
40. I like helping people				☐		
41. I like to draw			☐			
42. I like to give speeches						☐
RIASEC						
Total						

Grand Total

RIASEC

2

and then add the two columns together for a grand total.

3

Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

R = Realistic	Total: _____
I = Investigative	Total: _____
A = Artistic	Total: _____
S = Social	Total: _____
E = Enterprising	Total: _____
C = Conventional	Total: _____

Take the three letters with the highest scores and
Add up the number of filled in circles in each column

4

record them under "My Interest Code".

MY INTEREST CODE

Turn the page to

see what this

5

means!

RESULTS Of The RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources
health Services
Industrial and Engineering
Technology
Arts and Communication

I = Investigative

These people like to watch, learn, analyse and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways health

Services
Business
Public and human Services
Industrial and Engineering
Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and human Services
Arts and Communication

S = Social

These people like to work
for Social people are...

with other people, rather than things. Good college majors

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations

Related Pathways health

Services
Public and human Services

- Education

E = Enterprising

These people like to work with others and enjoy persuading and and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business
Public and human Services
Arts and Communication

C = Conventional

These people are very detail-oriented, organised and like to work with data. Good college majors for Conventional people are...

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways health

Services
Business
Industrial and Engineering
Technology

12. JOB STRESS SELF-ASSESSMENT

Job stress management is effective in increasing your sense of control in the work setting. Increased feelings of control can improve job-related symptoms of guilt, depression, anxiety, and low self-esteem. Job stress management can also reduce job-related psychosomatic symptoms such as insomnia, ulcers, headaches, eating disorders, and lowered immunity to infection.

Time for Mastery

The initial assessment of your job stressors and your response to them can be completed in one day. Learning how to respond more effectively to job stress will take at least a month. The habit of effective job stress management may take from two months to a year to integrate into your daily life.

Take Steps Toward Managing Your Job Stress

Step 1. Identify Your Symptoms of Job Stress

Instructions: Rate each of the following items in terms of how often the symptom was true for you during the last three months.

0 = Never

1 = Occasionally

2 = Somewhat often

3 = Frequently

4 = Almost always

- _____ 1. I feel little enthusiasm for doing my job.
- _____ 2. I feel tired, even with adequate sleep.
- _____ 3. I feel frustrated in carrying out my responsibilities at work.
- _____ 4. I am moody, irritable, or impatient over small inconveniences.
- _____ 5. I want to withdraw from the constant demands on my time and energy.
- _____ 6. I feel negative, futile, or depressed about my job.
- _____ 7. My decision-making ability seems less than usual.
- _____ 8. I think that I am not as efficient as I should be.
- _____ 9. The quality of my work is less than it should be.
- _____ 10. I feel physically, emotionally or spiritually depleted.
- _____ 11. My resistance to illness is lowered.
- _____ 12. My interest in sex is lowered.
- _____ 13. I am eating more or less, drinking more coffee, tea or sodas, smoking more cigarettes, or using more alcohol or drugs in order to cope with my job.
- _____ 14. I am feeling emotionally callous about the problems and needs of others.
- _____ 15. My communication with my boss, co-workers, friends, or family seems strained.
- _____ 16. I am forgetful.
- _____ 17. I am having difficulty concentrating.
- _____ 18. I am easily bored.
- _____ 19. I feel a sense of dissatisfaction, of something wrong or missing.
- _____ 20. When I ask myself why I get up and go to work, the only answer that occurs is "my paycheck."

_____ Total Score

If you scored 0 to 25, you are probably coping adequately with the stress of your job. If you scored 26 to 40, you are suffering from job stress and would be wise to take preventative action. If you scored 41 to 55, you need to take preventative action to avoid job burnout. If you scored 56 to 80, you are burning out and must develop a comprehensive job stress management plan.

13. WELLNESS SELF-ASSESSMENT

What are your wellness levels?

Many of us recognise the importance of wellness, but it is easy to be caught up in our busy schedules where we find ourselves not maintaining a holistic regimen that consistently meets our needs.

This **Wellness Assessment** will allow you to find out your level of wellness by rating each of the following dimensions of wellness.

To complete this Wellness Assessment, please circle the number that best describes you.

	Very Unhealthy	Somewhat Unhealthy	Somewhat Healthy	Very Healthy
Physical Wellness	1	2	3	4
Social Wellness	1	2	3	4
Emotional Wellness	1	2	3	4
Environmental Wellness	1	2	3	4
Spiritual Wellness	1	2	3	4

After completing the above section, decide which area(s), if any, you think you should work on improving. Now answer the following set of questions regarding each **dimension of wellness**. Indicate how often you think the statements describe you.

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
Physical Wellness				
1. I maintain a desirable weight.	1	2	3	4
2. I engage in vigorous exercises such as brisk walking.	1	2	3	4
3. I do exercises designed to strengthen my muscles and joints.	1	2	3	4
4. I warm up and cool down by stretching before and after vigorous exercise.	1	2	3	4
5. I feel good about the condition of my body.	1	2	3	4
6. I get 7-8 hours of sleep each night.	1	2	3	4
7. My immune system is strong, and I can avoid most infectious diseases.	1	2	3	4
8. My body heals itself quickly when I get sick	1	2	3	4

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
or injured.				
9. I have lots of energy and can get through the day without being overly tired.	1	2	3	4
10. I listen to my body; when there is something wrong, I seek professional advice.	1	2	3	4
Social Wellness				
1. When I meet people, I feel good about the impression I make on them.	1	2	3	4
2. I am open, honest, and get along well with other people.	1	2	3	4
3. I participate in a wide variety of social activities and enjoy being with people who are different than me.	1	2	3	4
4. I try to be a "better person" and work on behaviours that have caused problems in my interactions with others.	1	2	3	4
5. I get along well with the members of my family.	1	2	3	4
6. I am a good listener.	1	2	3	4
7. I am open and accessible to a loving and responsible relationship.	1	2	3	4
8. I have someone I can talk to about my private feelings.	1	2	3	4
9. I consider the feelings of others and do not act in hurtful or selfish ways.	1	2	3	4
10. I consider how what I say, might be perceived by others before I speak.	1	2	3	4
Emotional Wellness				
1. I find it easy to laugh about things that happen in my life.	1	2	3	4
2. I avoid using alcohol as a means of helping me forget my problems.	1	2	3	4
3. I can express my feelings without feeling silly.	1	2	3	4
4. When I am angry, I try to let others know in non-confrontational and non-hurtful ways.	1	2	3	4
5. I am a chronic worrier and tend to be suspicious of others.	1	2	3	4
6. I recognise when I am stressed and take steps to relax through exercise, quiet time, or other activities.	1	2	3	4
7. I feel good about myself and believe others like me for who I am.	1	2	3	4
8. When I am upset, I talk to others and actively try to work through my problems.	1	2	3	4
9. I am flexible and adapt or adjust to change positively.	1	2	3	4
10. My friends regard me as a stable, emotionally well-adjusted person.	1	2	3	4
Environmental Wellness				
1. I am concerned about environmental pollution and actively try to preserve and protect natural resources.	1	2	3	4

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
2. I report people who intentionally hurt the environment.	1	2	3	4
3. I recycle my garbage.	1	2	3	4
4. I reuse plastic and paper bags and tin foil.	1	2	3	4
5. I vote for pro-environmental candidates in elections.	1	2	3	4
6. I write to my elected leaders about environmental concerns.	1	2	3	4
7. I consider the amount of packaging covering a product when I buy groceries.	1	2	3	4
8. I try to buy products that are recyclable.	1	2	3	4
9. I use both sides of the paper when taking class notes or doing assignments.	1	2	3	4
10. I try not to leave the water tap running too long when I brush my teeth, shave, or bathe.	1	2	3	4
Spiritual Wellness				
1. I believe life is a precious gift that should be nurtured.	1	2	3	4
2. I take the time to enjoy nature and the beauty around me.	1	2	3	4
3. I take time alone to think about what is important in life – who I am, what I value, where I fit in, and where I am going.	1	2	3	4
4. I have faith in a greater power, be it a God-like force.	1	2	3	4
5. I engage in acts of caring and goodwill without expecting something in return.	1	2	3	4
6. I feel sorrow for those who are suffering and try to help them through difficult times.	1	2	3	4
7. I feel confident that I have touched the lives of others in a positive way.	1	2	3	4
8. I work for peace in my interpersonal relationships, in my community, and in the world at large.	1	2	3	4
9. I am content with who I am.	1	2	3	4
10. I go for the enjoyment and experience life to the fullest.	1	2	3	4
Mental Wellness				
1. I tend to act impulsively without thinking about the consequences.	1	2	3	4
2. I learn from my mistakes and try to act the next time differently.	1	2	3	4
3. I follow directions or recommended guidelines and act in ways likely to keep others and myself safe.	1	2	3	4
4. I consider the alternatives before making decisions.	1	2	3	4
5. I am alert and ready to respond to life's challenges in ways that reflect thought and sound judgment.	1	2	3	4
6. I tend to let my emotions get the better of me, and I act without thinking.	1	2	3	4
7. I actively try to learn all I can about products and services before making decisions.	1	2	3	4

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
8. I manage my time well, rather than time managing me.	1	2	3	4
9. My friends and family trust my judgment.	1	2	3	4
10. I think about my self-talk (the things I tell myself) and then examine the real evidence for my perceptions and feelings.	1	2	3	4

Personal Wellness Checklist

Now, total your scores in each of the dimensions and compare it to the ideal score. Which areas do you need to work on? How does your score compare with how you rated yourself in the first part of the questionnaire?

	IDEAL SCORE	YOUR SCORE
Physical Wellness	40	
Social Wellness	40	
Emotional Wellness	40	
Environmental Wellness	40	
Spiritual Wellness	40	
Mental Wellness	40	

What Your Score Means

Scores of 35-40: Outstanding! Your answers show that you are aware of the importance of this area to your overall wellness. More importantly, you are putting your knowledge to work for you by practising good health habits. As long as you continue to do so, this area should not pose a serious health risk. It is likely that you are setting an example for your family and friends to follow. Although you received a very high score on this part of the test, you may want to consider other areas where your scores could be improved.

Scores of 30-35: Your health practices in this area are good, but there is room for improvement. Look again at the items you answered that scored one or two points. What changes could you make to improve your score? Even a small change in behaviour can often help you achieve better health.

Scores of 20-30: Your health risks are showing! Would you like more information about the risks you are facing and why it is important for you to change these behaviours? Perhaps you need help in deciding how to make the changes you desire.

Scores below 20: You may be taking serious and unnecessary risks to your health. Perhaps you are not aware of the risks and what to do about them.

14. ENGAGEMENT SELF-ASSESSMENT

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the “0” (zero) in the space after the statement. If you have had this feeling, indicate how often you felt it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Never	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

Factors and Items	Never	Almost never	Rarely	Sometimes	Often	Very often	Always
Vigour Scale							
1. At my work, I feel bursting with energy.	0	1	2	3	4	5	6
2. At my job, I feel strong and vigorous.	0	1	2	3	4	5	6
3. When I get up in the morning, I feel like going to work.	0	1	2	3	4	5	6
4. I can continue working for very long periods at a time.	0	1	2	3	4	5	6
5. At my job, I am very resilient, mentally.	0	1	2	3	4	5	6
6. At my work, I always persevere, even when things do not go well.	0	1	2	3	4	5	6
Dedication scale							
7. I find the work that I do full of meaning and purpose.	0	1	2	3	4	5	6
8. I am enthusiastic about my job.	0	1	2	3	4	5	6

Factors and Items	Never	Almost never	Rarely	Sometimes	Often	Very often	Always
9. My job inspires me.	0	1	2	3	4	5	6
10. I am proud of the work that I do.	0	1	2	3	4	5	6
11. To me, my job is challenging.	0	1	2	3	4	5	6
Absorption scale							
12. Time flies when I am working.	0	1	2	3	4	5	6
13. When I am working, I forget everything else around me.	0	1	2	3	4	5	6
14. I feel happy when I am working intensely.	0	1	2	3	4	5	6
15. I am immersed in my work.	0	1	2	3	4	5	6
16. I am carried away when I am working.	0	1	2	3	4	5	6
17. It is difficult to detach myself from my job.	0	1	2	3	4	5	6

Engagement subscales	Scores
Vigour scale	
Dedication scale	
Absorption scale	
Total engagement scale	

Low scores on a subscale or subscales need remedial interventions

15. BURNOUT SELF-ASSESSMENT

Part one: Personal burnout

Definition: Personal burnout is a state of prolonged physical and psychological exhaustion.

Questions:

1. How often do you feel tired?
2. How often are you physically exhausted?
3. How often are you emotionally exhausted?
4. How often do you think: "I can't take it anymore"?
5. How often do you feel worn out?
6. How often do you feel weak and susceptible to illness?

Response categories: Always, Often, Sometimes, Seldom, Never/almost never.

Scoring: Always: 100. Often: 75. Sometimes: 50. Seldom: 25. Never/almost never: 0.

Total score on the scale is the average of the scores on the items.

Part two: Work-related burnout

Definition: Work-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work.

Questions:

1. Is your work emotionally exhausting?
2. Do you feel burnt out because of your work?
3. Does your work frustrate you?
24. Do you feel worn out at the end of the working day?
5. Are you exhausted in the morning at the thought of another day at work?
6. Do you feel that every working hour is tiring for you?
7. Do you have enough energy for family and friends during leisure time?

Response categories:

Three first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree.

Last four questions: Always, Often, Sometimes, Seldom, Never/almost never. Reversed score for the last question. Scoring as for the first scale.

Part three: Client-related burnout

Definition: Client-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work with clients*.

***Clients, patients, social service recipients, elderly citizens, or inmates.**

Questions:

1. Do you find it hard to work with clients?

2. Do you find it frustrating to work with clients?
3. Does it drain your energy to work with clients?
4. Do you feel that you give more than you get back when you work with clients?
5. Are you tired of working with clients?
6. Do you sometimes wonder how long you will be able to continue working with clients?

Response categories:

The four first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree.

The two last questions: Always, Often, Sometimes, Seldom, Never/almost never.

Scoring as for the first two scales

16. CULTURAL INTELLIGENCE SELF-ASSESSMENT

Read each statement and select the response that best describes your capabilities. Select the answer that best describes you as you really are (1 = strongly disagree: 7 = strongly agree).

The 20-item four factor CQS (the CQ Scale)

CQ-Strategy:

		Strongly DISAGREE					Strongly AGREE
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	1	2	3	4	5	6 7
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5	6 7
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5	6 7
MC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5	6 7

CQ-Knowledge:

COG1	I know the legal and economic systems of other cultures.	1	2	3	4	5	6 7
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5	6 7
COG3	I know the cultural values and religious beliefs of other cultures.	1	2	3	4	5	6 7
COG4	I know the marriage systems of other cultures.	1	2	3	4	5	6 7
COG5	I know the arts and crafts of other cultures.	1	2	3	4	5	6 7
COG6	I know the rules for expressing non-verbal behaviors in other cultures.	1	2	3	4	5	6 7

CQ-Motivation:

MOT1	I enjoy interacting with people from different cultures.	1	2	3	4	5	6 7
MOT2	I am confident that I can socialize with locals in a culture that is unfamiliar to me	1	2	3	4	5	6 7
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5	6 7
MOT4	I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5	6 7
MOT5	I am confident that I can get used to the shopping conditions in a different culture.	1	2	3	4	5	6 7

CQ-Behavior:

BEH1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5	6 7
BEH2	I use pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5	6 7
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5	6 7
BEH4	I change my non-verbal behavior when a cross-cultural situation requires it.	1	2	3	4	5	6 7
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5	6 7

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Note: Use of this scale is granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to cquery@culturalq.com.

For additional information, see Ang, S., Van Dyne, L., Koh, C.S.K., & Ng, K.Y. (2004) The Measurement of Cultural Intelligence. Annual Meeting of the Academy of Management, New Orleans.