PEGASUS INTERNATIONAL, INC.

SELF PERCEPTION EXERCISE
Personal Feedback Report

Prepared For

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Respondents

Self: 1
All Others: 7
        Reports: 4
        Peers: 1
        Supervisor: 1
        Blank: 1

The SPE is an objective personality assessment designed to motivate personal growth and development. An understanding of our personality is important when considering personal behavior change. Our personality influences how we perceive and respond to our environment. A classic definition of personality is "the dynamic organization within the individual of those psychosocial systems that determine his (or her) characteristic behavior and thought" (Allport, 1961, p.28). Since our personality predisposes our behavior, insights into our personality will help refine and optimize our behavior change efforts.

Please focus your attention on the personality results displayed in
  • Table 1,
  • Figure 1, and
  • Table 2.

The top section of Table 1 shows "normed" personality results for the 5 primary personality traits often referred to as the "Five Factor Model." The bottom section of Table 1 shows results for 8 additional traits which seem to combine elements of the 5 primary traits. Table 1 includes data from the forms you filled out describing yourself as well as from the forms all of your other raters filled out describing you.

Figure 1 graphs the 4 most socially-oriented traits from Table 1 using just the data from the raters other than yourself. These 4 traits are
  • Extraversion (named for high extraversion scores),
  • Agreeableness (named for high agreeableness scores),
  • Dominant (high scores combine high extraversion with low agreeableness), and
  • Cheerful (high scores combine high extraversion with high agreeableness).

Since the Dominant and Cheerful scales both reflect elements of Extraversion and Agreeableness, all 4 scales can be graphed together. This graph illustrates how others report it feels to interact with you socially. The bigger the wedge, the stronger the impression reported by others. Smaller wedges indicate more average impressions.

Table 2 lists those adjectives which your other raters have used to make specific developmental suggestions. Each "+" sign following an adjective stands for 1 person suggesting you could benefit from being more like that adjective. Each "-" sign stands for a suggestion you could benefit from being less like that adjective. You can probably profit most from focusing on those adjectives with the most "be more" or "be less" suggestions.

Use the information from these 3 sources to generate a personal development plan. Combine the SPE results with what you already know about yourself. However, use Table 1 to look for blind spots as well, i.e. large differences in how you and your other raters described you. Try to identify consistent themes and patterns which resonate with your priorities. Hopefully, the SPE results will deepen your understanding of your personality and behavior as it affects others. It is also likely that the SPE will reinforce and reenergize some of your previous efforts to deal with behavior change.

The feedback you receive through the SPE Personal Feedback Report is very high quality feedback. It is high quality feedback because 1) all ratings are anonymous, 2) the ratings are made using an objective rating scale, 3) the ratings are averaged over many raters, 4) the SPE personality scales and adjectives measure important traits and characteristics, and 5) there is time to reflect before you react, i.e., you are not required to react immediately to the feedback.

It is very important to understand that the SPE Personal Feedback Report is not about whether the feedback is good or bad. The SPE trait scales should not be viewed as good or bad by themselves. It might be that in your situation, you could be more effective if you could adjust your behavior to meet a specific organizational need. However, it is better if you enter into this exercise with the mind set that there are no good or bad personality traits. Personality strengths in one situation might prove to be liabilities in a different situation. The SPE feedback is about obtaining accurate perceptions of your behavior and comparing your own assessments with the perceptions of others.

This high quality feedback is about celebrating those things you do relatively well and seeking opportunities for further improvement. Regardless of the absolute ratings on the scale, just compare all of your personal ratings and identify areas in which you tend to be rated higher as well as areas in which you tend to be rated lower. It is also interesting to identify areas with the biggest differences between your self ratings and the ratings from others. The "Less/More Suggestions" add another rich dimension to the SPE. Your raters have selectively suggested items which they felt were worthy of special consideration as you examine your feedback and formulate plans for your personal development. After some study of the feedback results, you will be able to focus on a few key opportunities for improvement. Try to reduce these to one or two important goals for the coming year with which you can challenge yourself to become a more effective leader.

The only "bad" feedback is the feedback no one listened to or failed to act on. Try not to become "hung up" on whether your feedback numbers are "good or bad." Pretend like there is no one to compare your results with. Just look at your own results comparing ratings across factors and items. Look for your highest ratings and celebrate your strengths. Then look for things which concern you and develop a plan to work on those areas. In the end, it will have been "good" feedback, if it helps you become a better leader. It will have been "good" feedback, if it stimulates you to grow and develop and mature as a leader. The worst feedback, is the feedback you fail to use. Remember, everyone needs feedback.

Table 1
Normed Trait Scores: Self vs. All Others

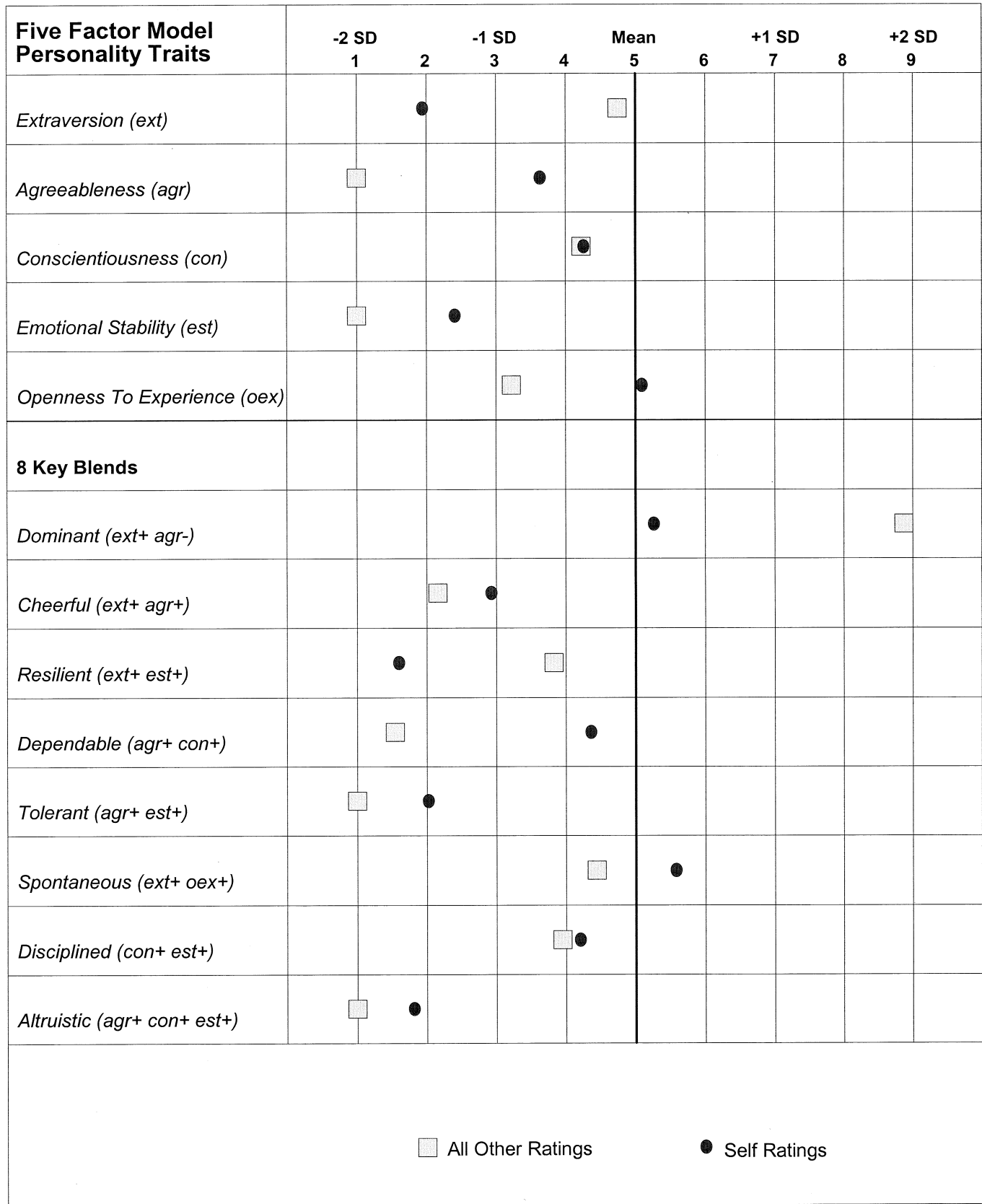| Five Factor Model Personality Traits	-2 SD		-1 SD		Mean		+1 SD		+2 SD
	1	2	3	4	5	6	7	8	9
Extraversion (ext)		●			□				
Agreeableness (agr)	□		●						
Conscientiousness (con)				⊡					
Emotional Stability (est)	□	●							
Openness To Experience (oex)			□		●				
8 Key Blends									
Dominant (ext+ agr-)					●			□	
Cheerful (ext+ agr+)		□	●						
Resilient (ext+ est+)		●		□					
Dependable (agr+ con+)		□		●					
Tolerant (agr+ est+)	□	●							
Spontaneous (ext+ oex+)				□	●				
Disciplined (con+ est+)				□●					
Altruistic (agr+ con+ est+)	□	●							

□ All Other Ratings   ● Self Ratings

Table 1
Explanatory Guide

Table 1 lists all 13 of the personality scales measured by the SPE. The first 5 scales on Table 1 are "Five Factor Model" personality traits. Brief definitions of these 5 scales are listed below. Longer definitions are in Appendix A.

- Extraversion: active, energetic, and talkative vs. quiet, reserved, and untalkative
- Agreeableness: kind, considerate, and helpful vs. uncooperative, cold, and harsh
- Conscientiousness: organized and systematic vs. disorganized and careless
- Emotional Stability: composed and untroubled vs. nervous, anxious, and touchy
- Openness To Experience: innovative, and complex vs. uncreative and not inquisitive

Many psychologists believe these Five Factor Model traits are the major traits defining the human personality. The 5 traits constitute anchor points for thinking about personality and behavior. Note their 3 letter codes in parentheses. In addition, Table 1 includes 8 other well defined traits people routinely use to describe each other. These 8 additional traits are sometimes called "Blends," since they statistically combine elements of the Five Factor Model traits. For example, "Cheerful" people usually also exhibit the primary characteristics of both high Extraversion (ext+) and high Agreeableness (agr+). Brief definitions of these 8 "Blend" scales are listed below with longer definitions in Appendix A.

- Dominant: forceful and competitive vs. accommodating and easygoing
- Cheerful: enthusiastic and cheerful vs. detached and aloof
- Resilient: optimistic and self-confident vs. withdrawn and insecure
- Dependable: appreciative and supportive vs. inflexible and negligent
- Tolerant: trustful and patient vs. suspicious and critical
- Spontaneous: dynamic and initiating vs. docile and unadventurous
- Disciplined: thorough and steady vs. procrastinating and haphazard
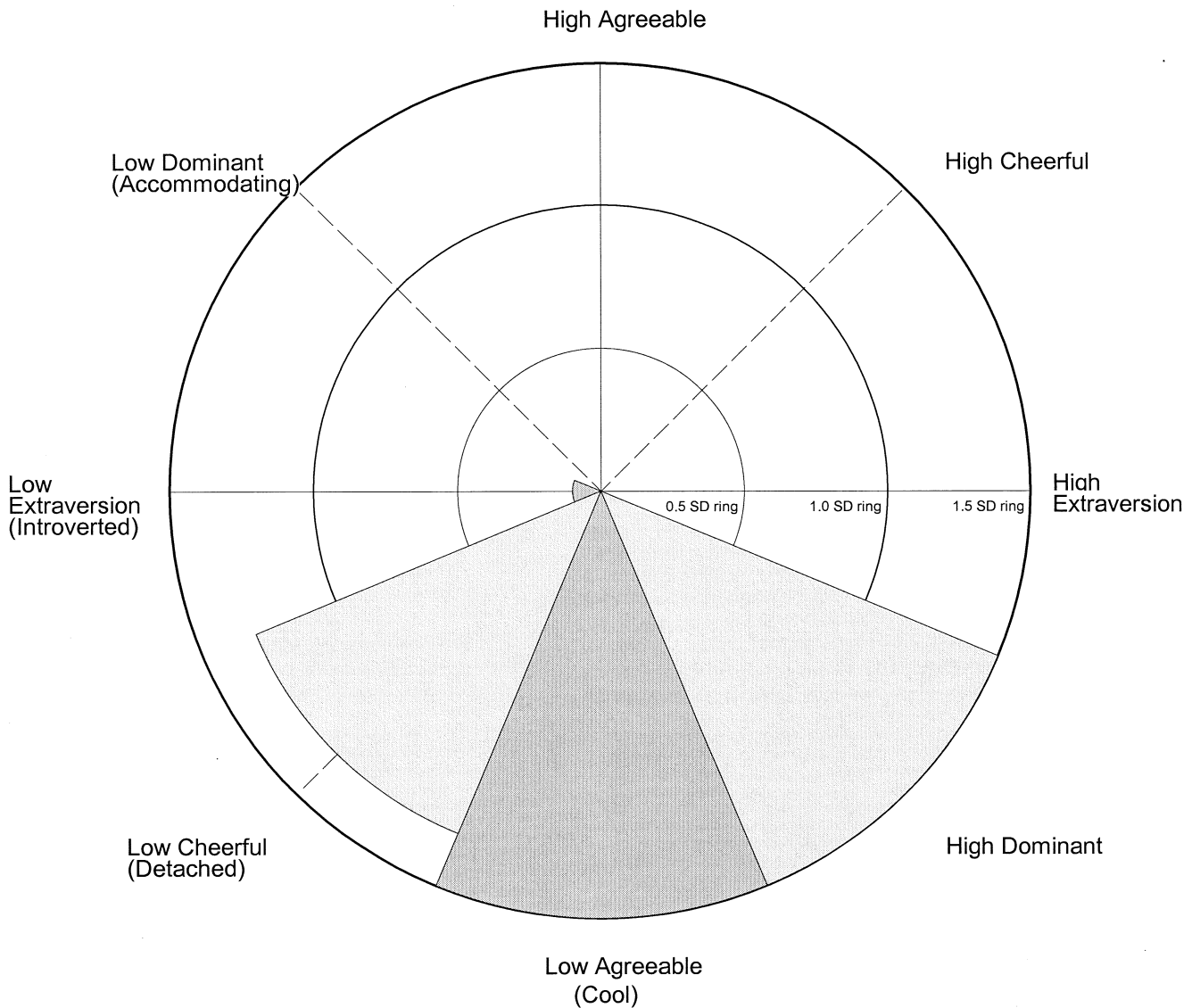- Altruistic: trustworthy vs. selfish, self-centered, and arrogant

For each of these 13 scales, Table 1 presents both your own descriptions and the descriptions from all of the other people who rated you. Your "Self" descriptions are represented with a small dark oval. The "Other" descriptions are represented with a gray square. These graphs make it easy for you to identify potential "Blind Spots" where your descriptions and those of your other raters are markedly different.

Table 1 uses a 9-point scale to present results for the 13 traits. These results are based on general "Norms." Specifically, each scale is converted so the mean (or average) is 5 with a standard deviation (SD) of 2. In general, most scores on Table 1 will fall within 3 and 7 which is -1 SD and +1 SD respectively. That means, 68% of all scores on Table 1 will fall between 3 and 7. The "Normed" SPE 9-point scale is listed below with population percentiles. For example, 16% of scores would be 3 or lower, and 16% of scores would be 7 or higher. Thus, a score of 7 would fall in the highest 16% of the population.

SPE Scale

1	2	3	4	5	6	7	8	9
2%	7%	16%	31%	50%	31%	16%	7%	2%

Figure 1
Interpersonal Style: Extraversion by Agreeableness, All Others

Figure 1 is the interpersonal window into your SPE results and graphs the 4 SPE scales from Table 1 (Extraversion, Agreeableness, Dominant, and Cheerful) which deal most with social interaction. Use this chart to understand your interpersonal style. The mix of the 4 wedges illustrates the social impression you make on others.   These scores were calculated only from your "Other" raters. The size of each wedge represents the degree your raters indicated that characteristic described you. The wedge shades have no meaning.

High Agreeable

Low Dominant
(Accommodating)

High Cheerful

Low
Extraversion
(Introverted)

High
Extraversion

0.5 SD ring   1.0 SD ring   1.5 SD ring

Low Cheerful
(Detached)

High Dominant

Low Agreeable
(Cool)

WEDGE SIZE RELATIVE TO THE STANDARD DEVIATION (SD) RINGS:
a wedge reaching the 0.5 SD ring represents a Moderate Impression
a wedge reaching the 1.0 SD ring represents a Strong Impression
a wedge reaching the 1.5 SD ring represents a Very Strong Impression

Figure 1
Interpersonal Style Interpretation Guide

Figure 1 is an objective assessment of how your "Other" raters describe their social interactions with you. Four main personality dimensions define our Interpersonal Style. These 4 dimensions (Extraversion, Agreeableness, Dominant, and Cheerful) also appear in Table 1. In Figure 1, they are plotted to give a visual interpretation of the social impression you make on others.

The Interpersonal Style is a simple graph of 4 traits on the same coordinates. The 2 main coordinates are

  • Extraversion: labeled "Extraverted" on the high side and "Introverted" on the low side
  • Agreeableness: labled "Agreeable" on the high side and "Cool" on the low side.

These two scales are primary "Five Factor Model" traits which are discussed with Table 1. The 2 diagonal axes, which are "dashed" rather than "solid," are

  • Cheerful: labeld "Cheerful" on the high side and "Detached" on the low side
  • Dominant: labled "Dominant" on the high side and "Accommodating" on the low side.

As discussed with Table 1, these 2 traits are "Blends" of Extraversion and Agreeableness.
  • High Cheerfulness blends high Extraversion with high Agreeableness, and

  • High Dominance blends high Extraversion with low Agreeableness.

The traits are graphed as "Wedges" with the main axis wedges in a darker gray and the diagonal wedges in lighter gray. Only data from "Other" raters have been graphed and the scores represent general "Norms" as in Table 1. The center of the circle represents the mean or average trait score which would be 5 on Table 1. The first ring, labled "0.5 SD ring," represents a 0.5 standard deviation which on Table 1 would be 6 on the high side and 4 on the low side. The "1.0 SD ring" on Table 1 would represent 7 or 3. The "1.5 SD ring" represents Table 1 scores of 8 or above or 2 and below.

The size of the wedge increases as the trait becomes stronger and more descriptive.

  • A wedge inside the 0.5 SD ring suggests you make a typical impression on this trait.
    Across a large population, 38% of all scores will fall inside the 0.5 SD ring.
  • Between the 0.5 and 1.0 SD rings suggests you make a reasonably strong impression.
    In general, 15% of most scores will fall in this range on the high side, and
    an additional 15% will fall between the 0.5 and 1.0 SD rings on the low side.
  • Between the 1.0 and 1.5 SD rings suggests you make a strong impression on this trait.
    Typically, 9% of most scores fall in this range on the high side, and
    an additional 9% will fall between the 1.0 and 1.5 SD rings on the low side.
  • A wedge touching the 1.5 SD ring, suggests the trait represented by the wedge
    strongly defines the social impression you make on others. In general, 7% of scores
    touch the 1.5 SD ring on the high side and an additional 7% touch on the low side.

**Figure 1
Continued**

The wedges tend to be clustered together and touching each other rather than be randomly positioned in the circular graph. This contiguous pattern reinforces the consistent social impression reported by your raters. In most cases, the larger wedges are in the middle of the group which makes it easier to identify and describe a predominate interpersonal style.

As you use Figure 1 to understand better the social impact you made on your raters, try to evaluate how your interaction with others feels to them and how it would feel to you if the circumstances were reversed. If the impressions you make on others are not the ones you want to make, begin exploring ways to adjust your mannerisms, behavior, and actions to make a different impression. Even subtle verbal tones, non-verbal facial expressions, and body postures can be important. Remember also that your thoughts may be difficult to disguise in these subtle channels which others use to interpret our social behavior and intentions.

Table 2
Adjectives with the Most "Less/More" Suggestions: All Others

Descriptive Adjective		
127. moody (est-)	------	
9. suspicious (tol-)	-----	
37. touchy (est-)	----	
41. diplomatic (xpmt)		++++
48. manipulating (dom+)	----	
57. temperamental (est-)	----	
68. dominant (dom+)	----	
147. jealous (est-)	----	
149. impatient (tol-)	----	
156. tactful (xpmt)		++++
12. excitable (xpmt)	---	
20. complaining (alt-)	---	
29. patient (tol+)		+++
49. forgiving (tol+)		+++
70. crude (alt-)	---	
74. rude (agr-)	---	
92. supportive (dep+)		+++
102. high-strung (xpmt)	---	
112. polite (dep+)		+++
120. hot-headed (alt-)	---	
124. harsh (agr-)	---	
128. opinionated (dom+)	---	
129. abrasive (tol-)	---	

Table 2
"Be Less" and "Be More" Suggestions Guide

In Table 2, the SPE offers another way to focus on your personal development. After each adjective, raters not only say how accurately the adjective describes you, they also have an opportunity to suggest whether you could benefit from being "Less" or "More" like the adjective. Raters are not required to make these "Less or More" suggestions, so the "Less/More" data offers very specific and focused developmental recommendations. Only data from your "Other" raters are included in Table 2. No "Self" "Less/More" ratings are included. These simple "Less or More" suggestions provide an excellent way to amplify and direct your SPE feedback.

The adjectives are sorted based on the number of raters making a "Less/More" suggestion for a given adjective. The adjectives are listed in Table 2 with those adjective accounting for the most "Less/More" suggestions appearing first. Each "+" sign stands for a rater making a "Be More" suggestion for that adjective, with a "-" sign standing for a single "Be Less" suggestion. No rater can be counted twice for the same adjective.

Table 2 starts by listing the 16 adjectives with the highest number of "Less/More" suggestions (assuming there are 16 adjectives with "Less/More" suggestions). If the adjective with the 17th most suggestions has the same number of "Less/More" suggestions as the 16th, it is also printed. This process continues until an adjective is reached with fewer suggestions than the 16th adjection. This means, if the 16th adjective has 2 "Less/More" suggestion, adjectives will continue to be printed until an adjective with 1 "Less/More suggestion is reached. If the 16th adjective has only 1 "Less/More" suggestion, every adjective with a "Less/More" suggestion will be printed.

Note that the 3 letter trait code is printed after each adjective listed in the Table. Knowing what trait the adjective is associated with will help you link the "Less/More" information to other SPE results and the development themes and patterns found in your SPE feedback.

Table 3
Most Accurate Adjectives: Averaged All Others

Descriptive Adjective	Other Rating	Self Rating Comparison
127. moody (est-)	8.4	6.0
9. suspicious (tol-)	8.1	6.0
57. temperamental (est-)	8.1	6.0
68. dominant (dom+)	8.0	6.0
128. opinionated (dom+)	8.0	7.0
37. touchy (est-)	7.9	5.0
99. critical (tol-)	7.7	6.0
124. harsh (agr-)	7.7	6.0
8. competitive (dom+)	7.6	6.0
14. demanding (agr-)	7.6	7.0
16. complex (oex+)	7.6	7.0
107. irritable (est-)	7.6	6.0
129. abrasive (tol-)	7.6	7.0
75. prompt (con+)	7.4	8.0
147. jealous (est-)	7.4	6.0
149. impatient (tol-)	7.4	6.0

Table 4
Most Inaccurate Adjectives: Averaged All Others

Descriptive Adjective	Other Rating	Self Rating Comparison
101. meek (res-)	1.9	4.0
133. timid (ext-)	2.1	4.0
111. withdrawn (res-)	2.1	7.0
66. unintelligent (oex-)	2.1	2.0
135. sloppy (con-)	2.3	2.0
46. not inquisitive (oex-)	2.3	4.0
31. passive (res-)	2.3	6.0
97. not perturbable (est+)	2.4	2.0
53. docile (spo-)	2.4	4.0
72. negligent (dep-)	2.6	5.0
155. careless (con-)	2.7	3.0
130. procrastinating (dis-)	2.7	6.0
32. messy (dep-)	2.7	6.0
153. quiet (ext-)	2.9	5.0
65. disorganized (con-)	2.9	3.0
49. forgiving (tol+)	2.9	7.0
47. unruffled (est+)	2.9	4.0

APPENDIX A
SPE SCALE DEFINITIONS
SPE Adjectives Underlined

EXTRAVERSION (ext+)
Extraverted people tend to be <u>talkative</u> and outgoing. They tend to be socially <u>active</u> and <u>energetic</u>. They are not <u>quiet</u> or <u>reserved</u> and can appear forward and <u>assertive</u> in social situations. Introverts tend to prefer the social company of one or two persons whereas extroverts tend be more playful and to socialize less discriminately.

AGREEABLENESS (agr+)
Individuals who score high on Agreeableness tend to be socially <u>warm</u> versus <u>cold</u>. They tend to be more caring. They like to feel <u>helpful</u> towards other people and in turn are usually viewed as <u>sympathetic</u> and <u>considerate</u>. Those who score low on the Agreeableness scale can appear <u>rude</u>. They tend to be <u>demanding</u> of others and even <u>harsh</u> at times as opposed to exhibiting a more <u>kind</u> and <u>pleasant</u> demeanor.

CONSCIENTIOUSNESS (con+)
Conscientiousness is sometimes referred to as Orderliness. Conscientious people appear <u>neat</u> and <u>organized</u> as opposed to <u>sloppy</u> and disorganized. Those who score high on the Conscientiousness scale are typically <u>efficient</u> in their approach to tasks and more <u>systematic</u> in their approach to problems. Those who score low on the Conscientiousness scale are inclined to be more <u>careless</u> regarding their responsibilities and more <u>inconsistent</u> in executing their duties.

EMOTIONAL STABILITY (est+)
Emotional Stability can be thought of as the opposite of Anxiety. In fact the negative pole, Anxiety, is easier to define than the positive pole, Emotional Stability. Persons who are less emotionally stable are typically described as <u>touchy</u> and <u>temperamental</u>. They might be seen as <u>nervous</u> about upcoming events rather than <u>composed</u> and <u>irritable</u> as opposed to <u>unruffled</u> in the face of trouble. Less emotionally stable individuals tend to be more effected by stress and report feeling more inner tension.

OPENNESS TO EXPERIENCE (oex+)
Openness to Experience is sometimes called Intellectance. While intelligence may be a component of this scale, Openness to Experience should be thought as more than simply I.Q. Persons scoring high on this scale would also be described as <u>philosophical</u> and <u>complex</u>. Individuals with lower scores on Openness to Experience would <u>not</u> be perceived as <u>perceptive</u> or <u>reflective</u>. They would be seen as less (<u>not</u>) <u>inquisitive</u> with high scorers being seen as more <u>imaginative</u> and <u>intellectual</u>.

DOMINANT (ext+ agr-)
Dominance is a social phenomenon easily observed in many social species including human beings. <u>Dominant</u> individuals tend to be willing to compete (<u>competitive</u>) for resources. They are typically willing to use some form of force (<u>forceful</u>) to achieve their goals. In social interactions they tend to be less <u>accommodating</u> and <u>easygoing</u>
and more definite with stronger opinions.

CHEERFUL (ext+ agr+)
The Cheerful scale can be thought of as a 90 degree rotation from the Dominant scale. <u>Cheerful</u> individuals are also social but with emphasis on being <u>enthusiastic</u> and getting along rather than achieving personal goals. Individuals who score low on the
Cheerful scale are viewed as socially <u>detached</u> and <u>aloof</u> rather than socially <u>participating</u> with a good sense of humor.

RESILIENT (ext+ est+)
The Resilient scale is associated with being <u>self-confident</u> and having the ability to recover from setbacks and failures. <u>Resilient</u> individuals might be viewed as being <u>thick-skinned</u> and being able to handle criticism. Persons who score lower might appear more
<u>pessimistic</u>. They might appear more socially <u>guarded</u> with a tendency to withdraw in the face of criticism and disappointments.

DEPENDABLE (agr+ con+)
Nearly everyone wants to be seen as <u>dependable</u>. Being <u>polite</u> to each other and socially <u>supportive</u> are also seen as very positive qualities. Persons who score high on the Dependable scale embody these characteristics in addition to being <u>appreciative</u> and
<u>flexible</u>. Those who score lower on the Dependable scale might appear more <u>inflexible</u> as opposed to <u>understanding</u> and more <u>negligent</u> as opposed to <u>punctual</u>.

TOLERANT (agr+ est+)
Persons who score high on the <u>Tolerant</u> scale tend to be more accepting and less <u>critical</u>. They are typically more <u>patient</u> than <u>impatient</u>. They may also be more <u>trustful</u> and less <u>suspicious</u> of the motives of others. Persons who score lower on the Tolerant scale would be viewed as willing to be more <u>blunt</u> with their words, and possibly more critical and <u>abrasive</u> in their social interactions.

SPONTANEOUS (ext+ oex+)
The <u>Spontaneous</u> scale combines positive social energy with positive intellectual energy. High scores are typified by being personally <u>independent</u> and having a willingness to take <u>dynamic</u> action. Low scores would describe individuals who are more <u>unadventurous</u>
than <u>pioneering</u> and taking a more <u>docile</u> attitude towards the world as opposed to frequently <u>initiating</u> events.

DISCIPLINED (con+ est+)
The <u>Disciplined</u> scale defines a certain steadiness (<u>steady</u>) which comes from a sense of personal orderliness which is not disturbed by emotional turmoil in one's personal life. High scorers tend to be more <u>thorough</u> and less <u>impulsive</u>. They would tend to use their logic to make clear decisions. Low scorers on the Disciplined scale might also be viewed as <u>procrastinating</u> and perhaps <u>haphazard</u>.

ALTRUISTIC (agr+ con+ est+)
The Altruism blends several important social characteristics. Persons who score high on this scale tend to be less <u>self-centered</u>. Their other-orientation would help them appear less <u>selfish</u> in their social interactions. Persons who score lower on the Altruism scale would exhibit less other-orientation and could sometimes appear <u>arrogant</u>. They might also tend to slip more easily into <u>sarcastic</u> and even <u>crude</u> exchanges with others.

APPENDIX B
SPE Personal Feedback Report
Personal Development Guide

The following is a guide to processing your SPE Personal Feedback Report. Your goal is to identify feedback patterns and themes in your SPE Report which you will be able to incorporate into a personal development plan.

There are five steps suggested here to assist you in summarizing your feedback results. It is usually helpful to make notes about your feelings and thoughts at each stage. Hopefully, after taking all your notes and working through each of the five steps, clear patterns and themes will emerge that will form the basis of your developmental plans.

Step One.
Table One: "All Other "Ratings"
Begin with Table 1. Table 1 shows all 13 traits measured by the SPE and compares your self-ratings with the average ratings of the people that completed SPE forms about you. A good approach here is to start with the first 5 traits which are the "Five Factor Model" core personality traits of Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness To Experience. These core traits are major personality landmarks that can help orient you in your search for accurate descriptions of how others perceive you. Note that each of the 5 core traits is followed by a 3 letter code in parentheses. This "short hand" code is used throughout the report to indicate where these important "Five Factor Model" traits come into play.

If you are not already comfortable with the meaning and interpretation of the Five Factor Model traits, read through their definitions in Appendix A and the further explanations in Appendix C. Focus on the "All Other Ratings." Try to link your knowledge of how you interact with others and previous verbal feedback you have received with your "Other" rating of the 5 core traits. If what you know about yourself and your previous constructive verbal feedback fits with where you have received lower ratings on 1 or more the 5 core traits, you have identified at least 1 "anchor point" for your personal development plan. Make notes about your observations. Your observations may provide part of the key themes or patterns you wish to address in your personal development plan.

Next look at the "Other" ratings of the 8 "Key Blend" traits. These traits are sometimes seen as "blends" of the 5 core personality traits. This means these 8 traits are more complex in that they seem to combine elements of 2 or more of the 5 core personality traits. However, the SPE measures the 8 "blend" traits independently and does not simply derived them from the scores of the core traits with which they are associated. You will notice that the names of these 8 blended traits are followed by the abbreviations of the core traits with which they are associated. For example, a high Cheerful score is shown as a "blend" of high Extraversion (ext+) and high Agreeableness (agr+).

If necessary, refer to Appendix A and Appendix C to increase your understanding of the 8 blend traits. Also notice how closely the 8 blend "Other" scores are to the averages of their component core traits. For example, is the Tolerant score a rough average of the Agreeableness and Emotional Stability scores. If a blend score is more extreme than the average its component traits, that may a message for you. (Note for the Dominant scale, the Agreeableness score must be reversed.) In addition to relating the "All

Other" blend scores to their component scores, try to relate them to what you know about yourself and to previous constructive feedback you have received.

Study the "Other" ratings on all 13 scales. Assess which ratings are the most positive for you and which traits might offer the most developmental opportunity. Try to focus on one or two areas which pleased you as well as one or two possible opportunities for development. It is usually helpful to take notes on both the pluses and the minuses including your reasons for selecting these areas.

Step Two.
Table One: "Self" vs. "Other" Ratings
Continue with Table 1. As a second step for Table 1, examine the thirteen personality scales for differences between the "Other" ratings and your "Self" ratings. Discrepancies which you discover could be clues to "Blind Spots" in your own self-perception. "Blind Spots" are areas where you have given yourself significantly higher scores than you received from your "Other" raters. Focus on areas where you have rated yourself 2 points or more higher than your "Other" raters. Try to focus on one or two areas which seem most interesting. Again, it is usually helpful to take notes on your reactions and why you selected each of the one or two chosen areas.

If you have consistently over- or under-rated yourself relative to your "Other" raters, try to understand why this has occurred. If you have consistently under-rated yourself, are you typically self-critical and interested in self-improvement? If so, try to use this motivation to develop and carry through a focused personal development plan. However, remember to focus, since it can be very difficult to try to improve too many areas at once. If you have consistently over-rated yourself, have you been told this before? Why would others consistently rate you less favorably than you rated yourself? Try to understand this and its possible implications, but also try not to become defensive. Remember, this is objective feedback for you to use constructively with your personal development.

Step Three.
Figure 1: Interpersonal Style
Turn to Figure 1, which presents the more social aspects of your personality. Figure 1 plots 4 of the personality traits listed in Table 1: Extraversion and Agreeableness as well as Dominant and Cheerful. The Dominant and Cheerful scales can be added to the plotting of Extraversion and Agreeableness because, as is indicated in Table 1, they are seen as blends of Extraversion and Agreeableness with high Cheerful scores representing high Extraversion plus high Agreeableness and with high Dominant scores representing high Extraversion plus low Agreeableness. Because of the circular presentation, of these 4 traits, a descriptor for the low end of each scale has been included in parentheses and are as follows: for Low Extraversion, "Introverted," for Low Agreeableness, "Cool," for Low Cheerful, "Detached," and for low Dominant, "Accommodating."

These 4 traits measure complementary aspects of your interpersonal style. They describe the patterns you use when interacting with others and the perceptions others form about you when interacting with you socially. Each of the 4 traits is graphed with a wedge. The 4 corresponding wedges show how others have described their interactions with you. The size of the wedges along with the concentric rings show the strength of the impression you make for each trait. (As noted in the Figure 1 Interpretation Guide, 50% of all scores will fall on either side of the center. Then, 31% of the scores will fall

on the 0.5 standard deviation ring or beyond; 16% reach the 1.0 ring or beyond; and only 7% of all ratings reach the 1.5 ring.)

Step three is to evaluate the collective social impact these 4 interpersonal tendencies have on others. Try to understand how these 4 impressions combine to create an overall impression. Strive to evaluate what Figure 1 can tell you about how others feel as they interact with you. It is a good idea to write down your interpretations of these feelings. Ideally, this grouping of the 4 most socially-oriented traits will provide you with a fresh appreciation of the impressions others have when they socially interact with you. If these are the impressions you want to make on others, celebrate. If not, begin exploring ways to make different impressions.

Note whether your observations from Figure 1 are consistent with your observations from Step One and/or Step Two. If you have identified a concern in Figure 1 which reinforces a concern identified in Step One or Step Two, you may have discovered an important theme or pattern which will become a focus in your development plan.

Step Four.
Table 2: Less/More Suggestions
Table 2 provides the Less/More suggestions at the adjective level. Only those adjectives which received the most Less/More suggests are listed in Table 2. You may choose to look at all the adjectives in Table 2 or perhaps only focus on those adjectives which received more "Votes," if you will. Note the 3 letter code to the right of each adjective indicating with which trait that adjective is associated. In studying the adjectives, sorting them by trait will make it easier to summarize your feedback. Try to determine two or three categories which include the majority of the adjectives you have judged as important. List the categories and their adjectives as well as the thinking that went into your conclusions. Then attempt to link your categories back to the developmental concerns identified in previous steps. Making links with concerns identified in previous steps reinforces those concerns as important themes and patterns for your personal development plan.

Step Five.
Summarizing Recurring Themes.
The final step is to review your notes for each of the previous four steps and look for patterns. Identifying consistent patterns are important for optimizing your response to the SPE feedback. Ideally, recurring themes will have appeared in several of the previous steps. Summarizing these themes and identifying one, two, or at most three key areas will place you on a firm foundation for designing a personal development plan.

It may take a few days to consolidate your feelings about the SPE feedback. It may be important to have discussions with important friends and mentors before you are finally comfortable with your developmental goals and ready to finalize your plans. Ultimately, your development plan may include several ideas and goals for each of the key areas.

It is very likely that some of your goals will be consistent with previous self understanding, previous feedback, and even previous developmental goals. If so, use your prior experience in shaping your future plans. Otherwise, explore many ideas for shaping and refining and refining your behavior. Your personal development plan should become a guide for experimenting with the best of these ideas.

Your plans should be specific. Ways to measure your progress should be incorporated. Informal mentoring on how behavior changes are proceeding should be included as well, if possible. Times and dates when certain events should take place and when milestones should be reached should also be part of an objective, behaviorally-oriented development plan. In any case, remain flexible, and if something doesn't work out, try something else. Do not let setbacks discourage you. Find successes and new insights to celebrate and remain focused on your ongoing personal growth and development.