



AMPM - Ab - R3 (Advanced Multidimensional Personality Matrix - Abridged - 3rd Revision)

Coaching report for: Deb Demo

Completed on: November 28, 2017 at 4:07 pm

Completed in: 02 min

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Introduction

Based on the Five Factor Model credited to Goldberg, Costa and McRae, AMPM is designed to provide insight into Deb's character and disposition. All human personality traits belong to one of five broad dimensions of personality. Using factor analysis - a technique that reduces a set of characteristics into a smaller number of underlying factors - personality psychologists discovered that five recurring factors seemed to encompass all others: Emotional Stability, Extroversion, Openness, Agreeableness, and Conscientiousness. Each of the five main personality traits stretches along a continuum.

Research has consistently shown that high conscientiousness is linked to better job performance.

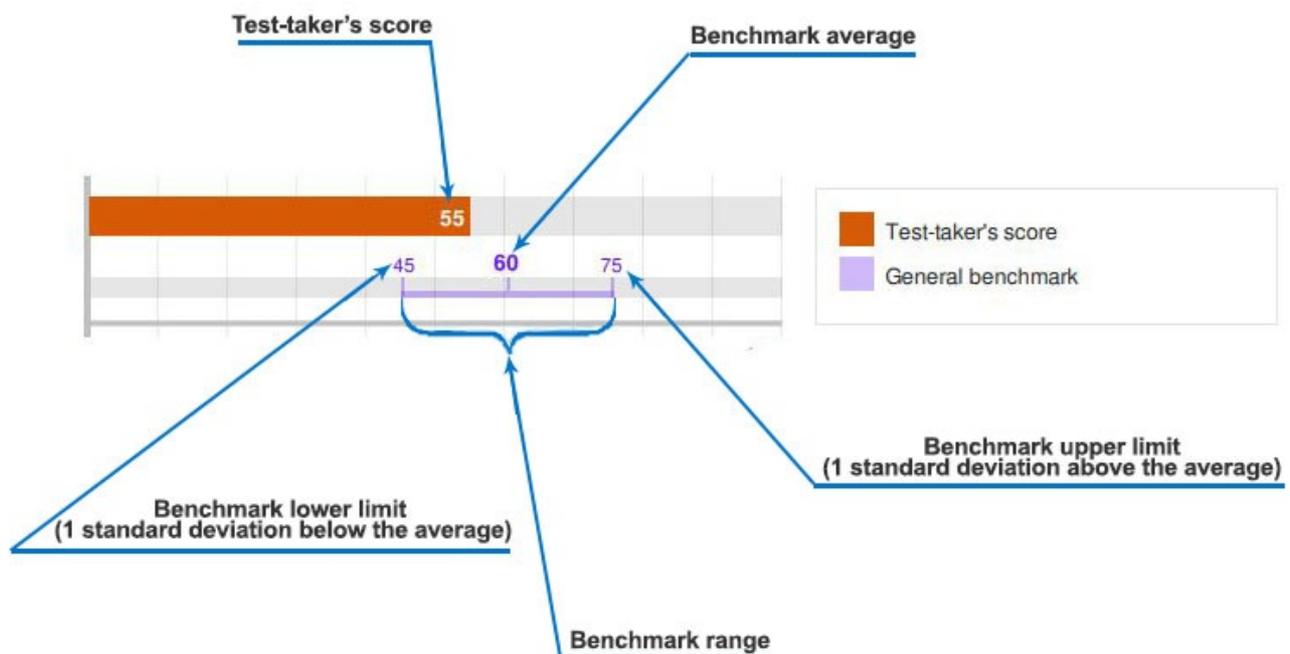
Our personalities have an impact on how we interact with others, how we approach our work, and how we handle challenges, stress, and hardship. That being said, it's important not to look at a particular personality profile as either "right/wrong" or "good/bad". Essentially, when using personality tests for HR purposes, keep in mind that the ideal personality is the one that best fits the job, current team, clientele, and company culture.

This report is designed as a coaching resource to help guide Deb to reach her fullest potential. It will provide:

- A profile of Deb's personality.
- Specific coaching tips tailored to her scores.
- Exercises you can work together on to develop and enhance her performance.

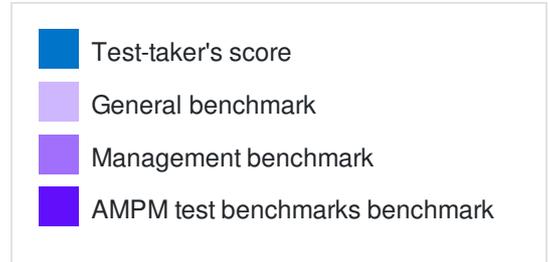
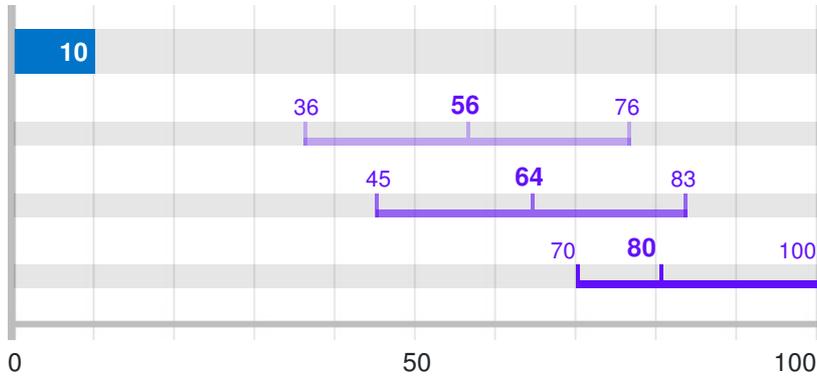
How to read the graphs

The legend below shows an example of the type of graph you will see in the report, with an explanation of what each element means. **Note:** If you choose not to use benchmarks in the coaching reports, the graph will only display the test-taker's score.

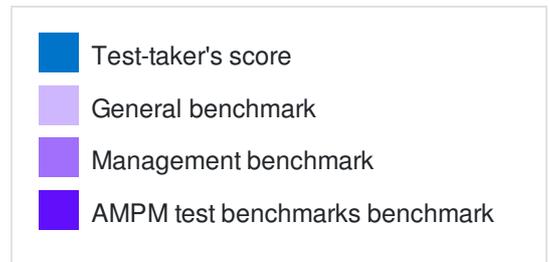
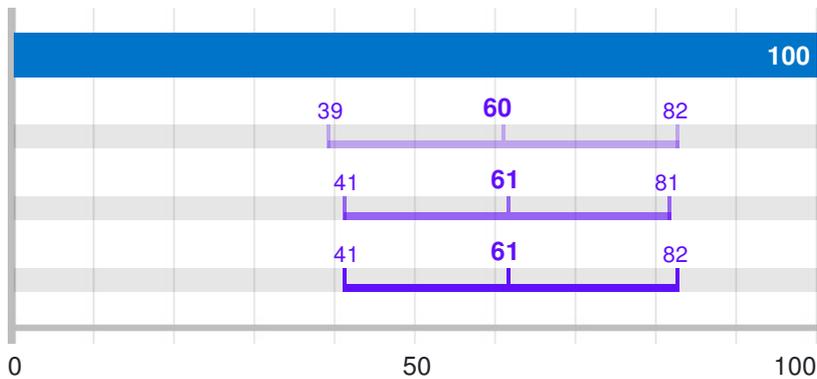


Graphs

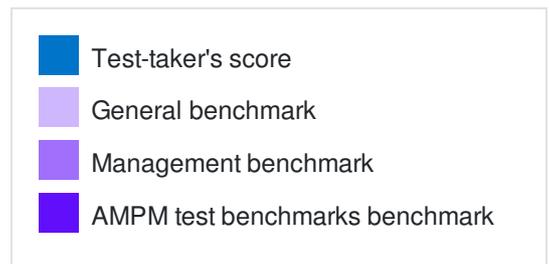
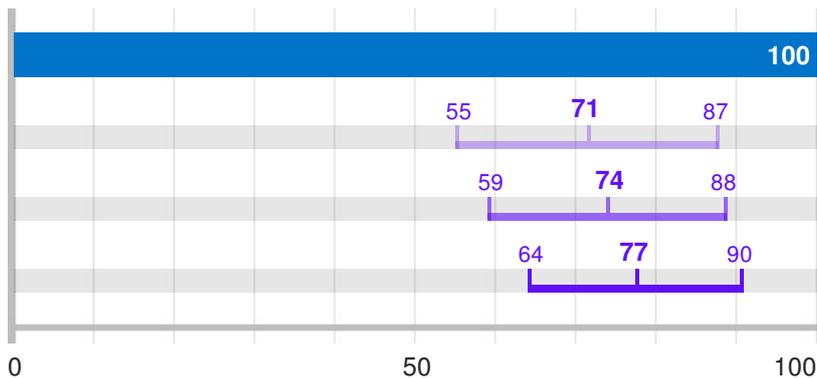
Emotional Stability



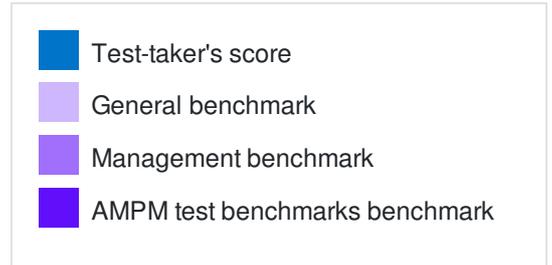
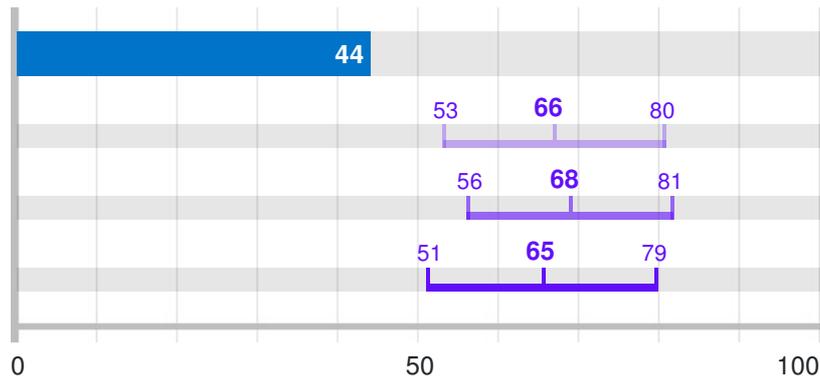
Extroversion



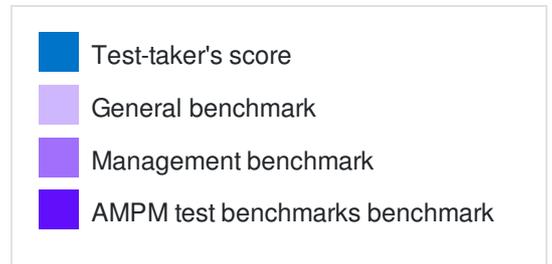
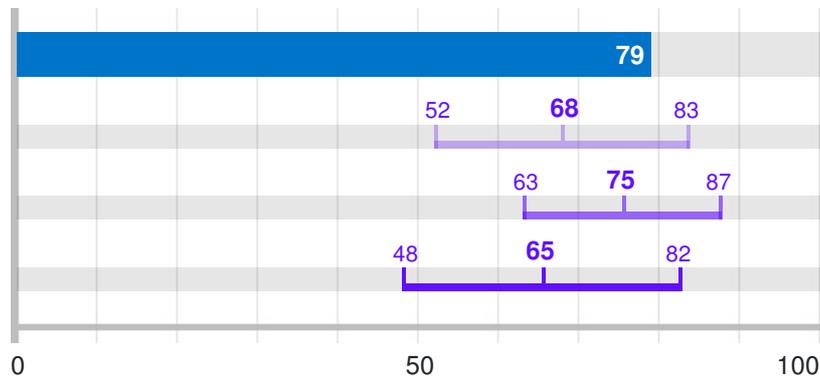
Openness



Agreeableness



Conscientiousness



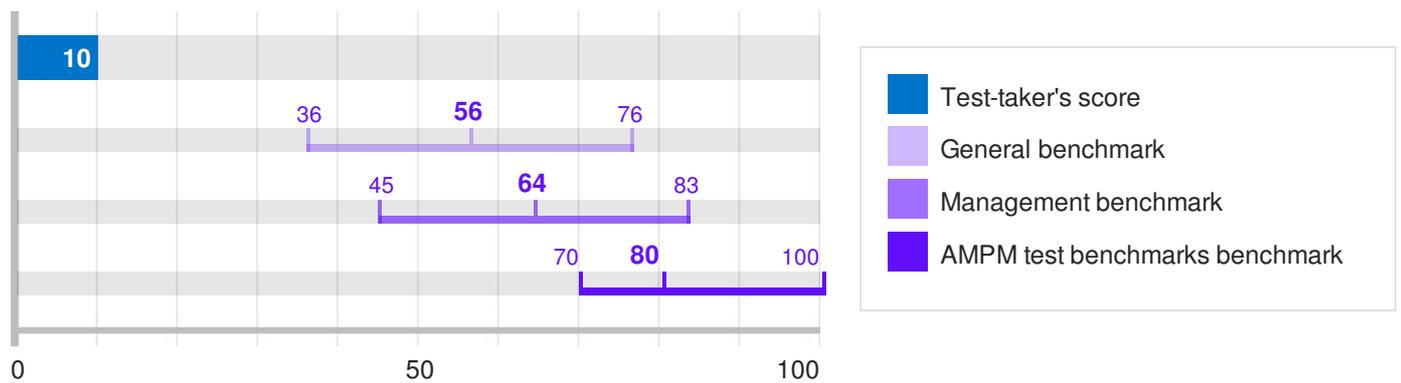
Details

Emotional Stability

score 10

What it measures

Assesses a person's overall level of calmness and emotional security. High scorers are composed, even under difficult circumstances. Low scorers tend to be more volatile, and struggle to stay calm and composed in stressful conditions.



Synopsis

It is often a challenge for Deb to maintain her composure when faced with difficult or emotionally charged situations. She is prone to frequent emotional ups and downs, which likely affects her attitude and behavior, and her ability to cope with stress.

Coaching Tips

- It's important to determine Deb's "triggers," and then to help her work her way through her emotions. For example, if one of her triggers is rude people, she first needs to compel herself to take a few moments to think before reacting:
 - "This person really annoys me and I really want to tell them off. However, will this help my situation? Will it make things better or worse? How will the person react if I am just as rude? Could this hurt my reputation or my job?"
- Once the situation passes and Deb has regained control of her emotions, she can then analyze the situation objectively:
 - "Why was the person so rude? What are some possible reasons why he/she behaved this way?"
 - "Is there anything I may have said or done to trigger this behavior?"
 - "Why did this person's behavior bother me so much? What does it trigger in me? How does it make me feel deep down? Am I more than just angry or do I also feel hurt and disrespected?"
- Help Deb find a healthy emotional outlet that works for her. This could include writing her feelings out,

talking to someone she trusts, or undergoing anger management training. Her tolerance for emotional situations needs to build up gradually.

- Remind Deb that self-control is not about ridding herself of unwanted emotions - it is a means of regulating her emotions so that they do not force her behavior. We all experience the full gamut of emotions and not all of them are pleasant. Just as joy, excitement, and pride are common feelings, so too are anger, bitterness, and jealousy. Once Deb accepts that her emotions are a part of her nature, she can begin to exercise control over them. Experiencing anger, for example, is not "bad" but how Deb expresses it matters.

Coaching Exercise

In the heat of the moment, we tend to go with the flow of our emotions. People are bound to push Deb's buttons sometimes. This exercise helps to remind her to take a step back, breathe, keep things in perspective, and then find a resolution.

Scenario 1

You are on the phone with a client who is very unhappy with the quality of a product/service you provided. This is someone you've done business with for a long time. He tells you point blank that he would never have expected such poor quality work from you, and demands to know what you will do to remedy the situation. He is positively fuming.

- What would be your first, gut reaction to this? How would you feel and what actions would you take?
- If you were given 10 minutes to think about the situation, what would be your reaction? How would you feel and what actions would you take?
- If you had 24 hours to think about the situation, what would be your reaction? How would you feel and what actions would you take?

Scenario 2

Your longtime friend has an unfortunate habit of always being late, but it's been getting worse lately. You had invited her and her partner over for dinner at 7pm, but she decided to stroll in at 8pm - no phone call, no valid excuse ("I lost track of time").

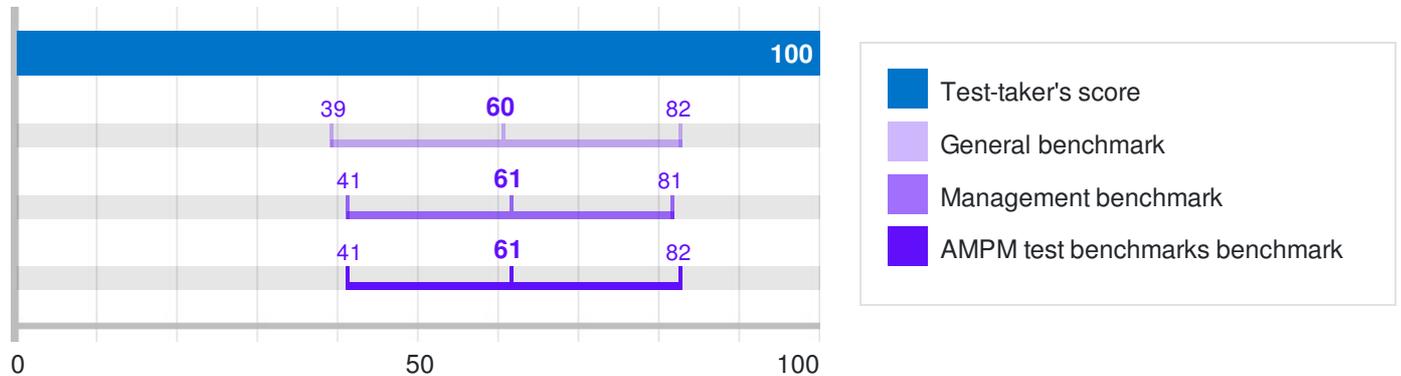
- What would be your first, gut reaction to this? How would you feel and what actions would you take?
- If you were given 10 minutes to think about the situation, what would be your reaction? How would you feel and what actions would you take?
- If you had 24 hours to think about the situation, what would be your reaction? How would you feel and what actions would you take?

Extroversion

score 100

What it measures

Refers to an outward and interactive personal orientation. High scorers are extroverted while low scorers are introverted.



Synopsis

Deb is a total extrovert, and prefers being with people to spending time alone. Chances are that when she is feeling stressed or needs to brainstorm new ideas, she will turn to others for input and support. Deb is totally at ease interacting with others, and this makes it easy for her to deal with a variety of social settings.

Coaching Tips

- Assess whether Deb's job is well-suited to her social orientation. It all depends on Deb's personal threshold for solitude, but too much solitude may bore and stifle her. If this is the case for Deb, assess the methods she uses to cope. See if it is feasible for her to take on projects at work that involve more interaction like handling customers, organizing social events, volunteering to work on committees, volunteering for teamwork, joining a brainstorming meeting, or organizing team activities.
- While Deb is likely comfortable interacting in social situations, this doesn't necessarily mean her skills are in top shape. Assess whether Deb could benefit from training to enhance her listening skills, social skills, conflict-resolution skills, or emotional intelligence in general.
- Remind Deb that being extroverted or a good conversationalist does not necessarily mean she has to speak incessantly and take complete control of a conversation. Talking too much can put off listeners. It's also important to make sure Deb can naturally transition to situations in which she is required to interact with people who are not as outgoing and social as she is.
- Make sure Deb is conscious of how her need for social interaction impacts her productivity at work. A highly extroverted person craves social contact and as a result, may create opportunities to satisfy that need, which may disturb others or break their concentration.

Coaching Exercise

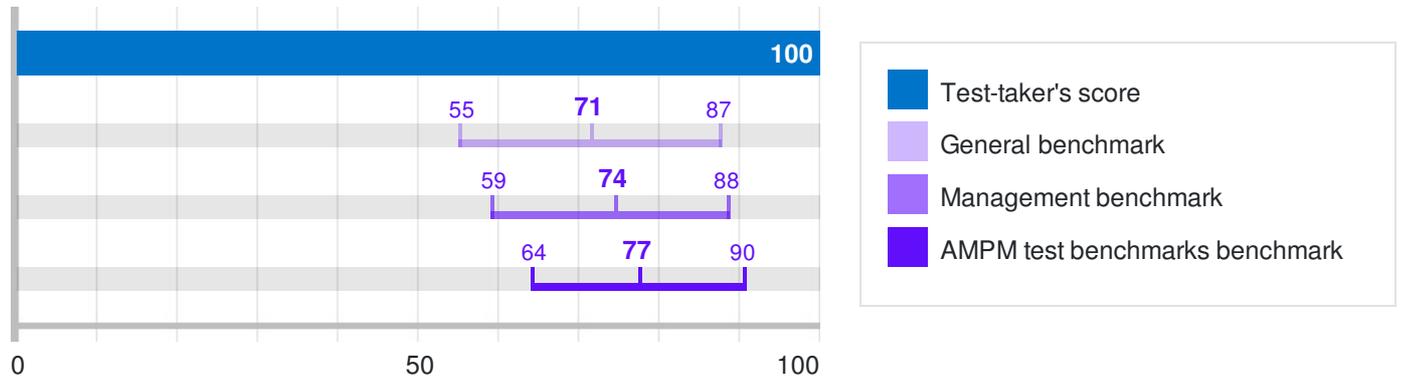
Sometimes, we can develop misconceptions about people who are very different from us, and introverts and extroverts are no different. Have Deb think of both orientations, and then free associate different words and impressions that come to mind when she thinks of introverts and extroverts. The benefit of this exercise is twofold: She can acknowledge and challenge any misconceptions she may have developed about introverts, and work through any misgivings and discomforts she has about being an extrovert.

Openness

score 100

What it measures

Degree to which a person is interested in novel experiences. High scorers thrive on and seek out new experiences. Low scorers prefer to stick with what's familiar and to what they know.



Synopsis

Deb is very flexible, has a broad range of interests, and may enjoy indulging her imagination. She refuses to maintain the status quo, and is always looking for new things to learn, new ideas to test, and new adventures.

Coaching Tips

- If she isn't doing so already on a regular or semi-regular basis, encourage Deb to consciously make big changes in her life. For example, she can:
 - Learn a skill that extends beyond her area of expertise
 - Make a new friend or network connection
 - Go through her possessions and get rid of things she doesn't use anymore (and that someone else can really use)
 - Get into volunteering or charity work
 - Read an article or go to a convention she would normally ignore
- Encourage Deb to regularly take on challenges that take her out of her comfort zone (e.g. learning a new language, learning how to do a task that someone else would normally take care of, etc.). The more she exposes herself to new things, the easier it is to adjust to different changes - not to mention the fact that learning a new skill can come in handy.
- Figure out which of Deb's work tasks could be automated/computerized, like an auto-filter for emails, an auto-responder, creating dashboards, etc. This could free up some of her time for tasks which require more dedicated time and effort.
- One of the challenges of being open-minded is the potential for boredom or a dislike for routine. It might be a good idea for Deb to develop a strategy to spice up routine tasks to make them more enjoyable, or create a system of rewards for completing routine tasks. She can also arrange her day so routine tasks are done when she needs a break or is not

feeling creative.

Coaching Exercise

Deb is likely aware of the short-sightedness of negative stereotypes, but even positive stereotypes can be a misconception and can still be hurtful to people. A person can be open-minded but still make unfounded and uninformed judgments! Have Deb think of some positive stereotypes she may fall victim to. Here are some examples:

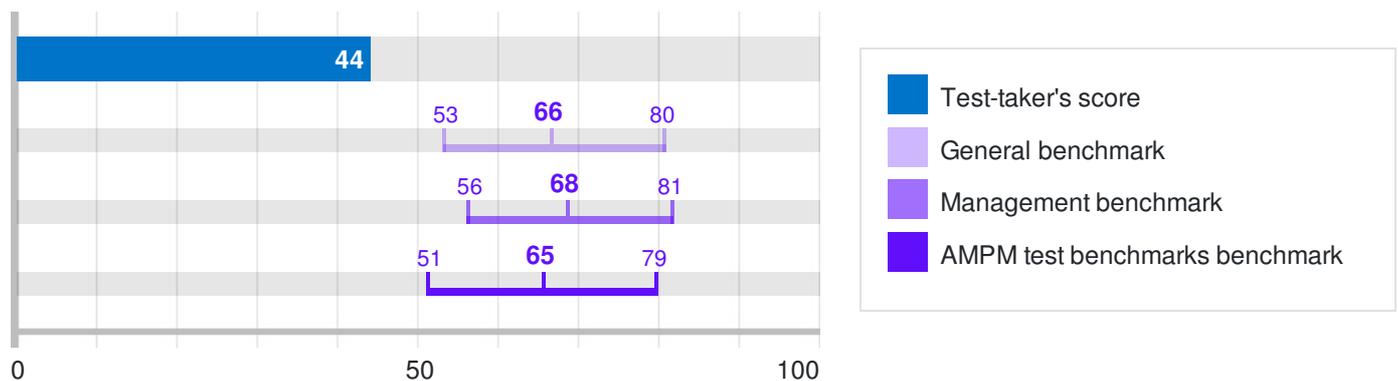
- All introverts are good listeners
- All extroverts are good conversationalists
- Colleagues who don't have a competitive nature are easier to get along with

Agreeableness

score 44

What it measures

Refers to general good-naturedness and likeability. High scorers are affable, both in terms of their words and their conduct. People who interact with a high scorer feel comfortable and accepted. Low scorers may, whether intentionally or not, alienate or daunt other people. They often appear standoffish.



Synopsis

Deb's demeanor and attitude could have a significant impact on her relationships with other people. At this point, some people may hesitate to approach her, as she can give off the impression that she does not want to be bothered, or that she is aloof. Sometimes, her words or actions don't make her appear very welcoming and open.

Coaching Tips

- Assess Deb's demeanor and communication style for standoffish or disagreeable words/actions. Does she cut people off? Does she insist that she is right? Does she belittle people or use sarcasm? All of these behaviors can put people off and make Deb seem unpleasant and unfriendly.
- While soft skills are an important factor in being agreeable, it has a lot more to do with how Deb deals with herself - her own emotions and behavior. For example, if Deb lacks resilience, stressful situations could make her moody or lash out at others. If she lacks patience, she could be prone to emotional outbursts. In order to improve her likeability, Deb needs to start by working on herself.
- Emphasize the importance of being aware of her audience. Deb needs to adjust not only the content of what she says but the style and manner in which she expresses herself to accommodate the age, background, experience, and temperament of the people she is interacting with. This doesn't mean Deb has to change her personality to please others - only the way she interacts with them. For instance, it probably wouldn't be a good idea for her to be as laidback and open with a colleague, customer, or manager as she would with a close friend.
- It's a simple and old rule, but one that Deb may need to be reminded of: Think before speaking. Specifically, before offering any input that could potentially be construed as offensive, Deb should consider the following questions: "Is what I am about to say worth saying? Will it contribute to the conversation? Is there a chance that the other person will take it the wrong way? If I do say it, what would be the most tactful way of doing so?"

Coaching Exercise

While Deb may not intend to do come off as unfriendly or abrasive, her words and actions are saying otherwise. Come up with a list of statements and types of body language that say, "I am not approachable." Some examples have been provided:

Statements that say, "I am not approachable."

- "What's your problem?"
- "I can't help you with this. Ask someone else."
- "We're really busy today. Just check our website for more information."

Body language that says, "I am not approachable."

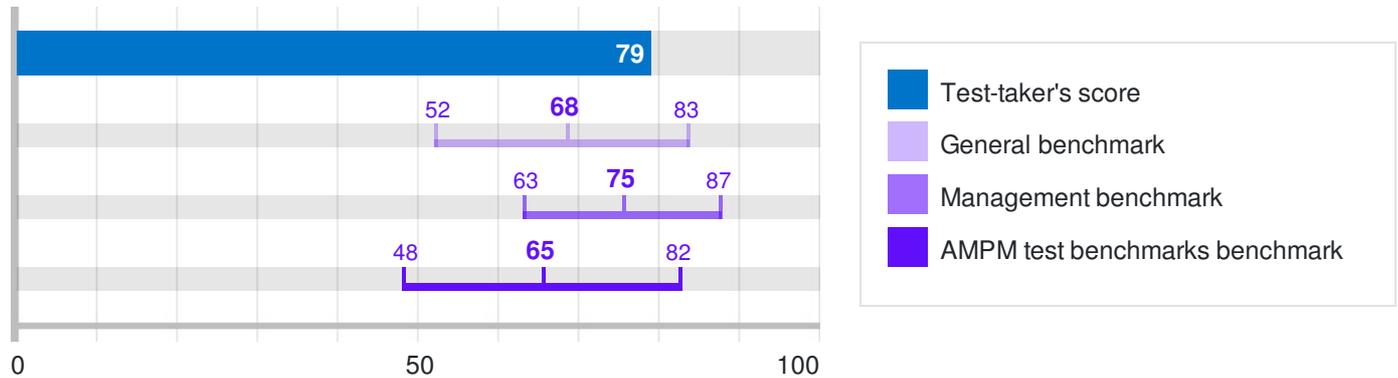
- Crossed arms
- Frowning
- Angry sigh

Conscientiousness

score 79

What it measures

Refers to a competency and productivity orientation. High scorers are responsible and industrious. Low scorers tend to be lackadaisical and less concerned about getting work done effectively and efficiently.



Synopsis

Deb is generally a reliable and conscientious person. She could still be a little careless or disorganized occasionally, but this is more likely to be the case when she is stressed out or busy. Overall, she has developed a natural tendency towards being diligent and responsible.

Coaching Tips

- Show Deb how to harness the power of a personal to-do list. Start by writing down everything that has to be done, including regular tasks, occasional tasks, and future tasks. Then prioritize them and put them into a calendar, spreading them evenly over days, weeks, and months. Assign specific days for doing certain regular tasks. For example, Deb can plan to pay bills on the last day of each month.
- Working fast isn't as important as working smart. Rather than jumping into a new task at full speed, Deb should take a few moments to analyze what needs to be done, create a plan on how to approach it, and determine all the tools she will need. For example, if she is creating a report, she needs to make sure to have all the material she will need before starting. This might include an outline, research she has conducted, a list of the details she needs to include, etc. Spending more time on planning will translate to less time wasted when completing a task.
- In terms of taking conscientious, calculated risks, work with Deb to create a cost/benefit analysis template that she can use when she needs to take a risk. Include all the information she will need to take into consideration before making her decision. She can also use a pros and cons list - they are deceptively effective. A pros and cons list is a visual representation of all her possible options. This can be very helpful technique that puts the situation in perspective, even when she doesn't have a great deal of time in which to make a choice.

Coaching Exercise

If Deb sometimes finds herself scrambling to get things done, suggest that she keep a log of her tasks for two weeks. Once she has completed it, analyze it carefully. You may discover tasks that could be done more efficiently or that can be delegated to someone else.

Include the following information:

- Each task that needs to be completed
- How often each task needs to be completed
- How long it takes Deb to complete each task
- How long it takes others to complete the task (if relevant)
- Interruptions or distractions that prevented Deb from completing a task

Notes



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