

With You With Me
Testing and Performance
Training Handbook

May 2020

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Introduction

WithYouWithMe (WYWM) is a military veteran founded company seeking to solve underemployment and change how talent is managed globally. Started by Australian Army Veterans to help military members find meaningful employment after service. The team quickly uncovered that the career development and skill training; hiring; talent mobility were all misaligned and somewhat broken or outdated.

Drawing together experience from the Army the team realised that humanity could benefit from a completely reimagined view on talent. Whether you are trying to promote, upskill, manage a team, find a new job or reach perfection in your current role. Industry had lost the art of building high performing teams for which it could learn from the military. The military is poised to lead the way in digital transformation, workforce agility and future preparedness.

Therein lies the importance of taking a new look at your workforce and matching to your future needs.

With years of managing talent in industry, supporting veterans on transition and building one of the fastest growing companies in Asia Pacific and supported by decades of academic research in psychology, organisational design and adult learning; WYWM provides insight into how you can optimise your workforce.

A short course on how to understand WYWM Testing to start to think differently about your workforce and access new forms of data to help drive your future decisions.

Outcomes

Understand how to use testing data to improve your individual and team capability.

Understand new ways to grow your workforce in skills, leadership and much more for the future.

You are prepared to pass on this information at an elementary level to your immediate peers, employees or similar.

Additional References / Readings

If you would like to understand some of the core research and underpinning principles found throughout this handbook and training packages here is the list of references.

Aptitude

Sir Frances Galton

https://en.wikipedia.org/wiki/Francis_Galton

Inquiries Into Human Faculty and Its Development. Macmillan. 1883.

Intelligence

https://en.wikipedia.org/wiki/Raymond_Cattell

Daniel Kahneman (2011), *Thinking Fast and Slow*

https://en.wikipedia.org/wiki/Daniel_Kahneman

Four Stages of Competence

https://en.wikipedia.org/wiki/Four_stages_of_competence

Curtiss, Paul R.; Warren, Phillip W. (1973). *The dynamics of life skills coaching*

Murray, Kenneth. (2006). *Training at the Speed of Life, Vol.1: The Definitive Textbook for Police and Military Reality Based Training*.

Understanding DISC

https://en.wikipedia.org/wiki/DISC_assessment

Marston, William M. (1928). *Emotions of Normal People*

Learning Styles

Barbe, Walter Burke; Swassing, Raymond H.; Milone, Michael N. (1979). *Teaching through modality strengths: concepts practices*.

Leite, Walter L.; Svinicki, Marilla; Shi, Yuying (April 2010). "Attempted validation of the scores of the VARK: learning styles inventory with multitrait–multimethod confirmatory factor analysis models". *Educational and Psychological Measurement*

BIG 5 (Five Factor Model)

Tupes EC, Christal RE (1961). "Recurrent personality factors based on trait ratings"

McCrae RR, Costa PT (January 1987). "Validation of the five-factor model of personality across instruments and observers". *Journal of Personality and Social Psychology*. 52 (1)

Module 1 - Testing, Training and Performance

1.0 Introduction

Welcome to Module 1. In this Module we will explore the entire WYWM Testing Suite so you have a better understanding of Why We Test, What We Test, How to Interpret Your Tests and the underlying research.

At the completion of this Module you will be capable of assessing your own testing results in great detail. Building your own personal development plans to help you improve based on your personal desired outcomes. Common outcomes include:

- Improve creativity (openness)
- Improve focus and reliability (Conscientiousness)
- Improve your leadership and communication skills
- Improve your knowledge of others or teams

For people with existing management or leadership experience you may at the completion of this module be capable of applying the new skill to help others or help improve your team, although this is explored in more detail in later modules.

2.0 Lesson 1 Testing Explained - Aptitude

2.1 Definition

Aptitude can be defined as one's natural ability to learn and master a new skill quickly, relative to their peers.

Aptitude testing therefore, is testing designed to identify someone's aptitude strengths and weaknesses, in order to accurately assign them a career path, or a training program, that rewards their strengths.

2.2 History

Aptitude testing has been studied thoroughly throughout history with notable findings from Sir Frances Galton arguably known as the father of psychometrics (the science of measuring mental faculties). His most notable book was *Inquiries Into Human Faculty and Its Development, 1883*. Interestingly militaries around the world are famous for being early adopters of aptitude testing as a means to predict performance and gain a competitive advantage over enemies.

2.3 Context

It is at this point that WYWM reinforces that we are speaking about cognitive ability (aptitude) and not personality traits. This is often confused and many of the colloquial arguments around negating the use of aptitude testing are actually regarding personality testing.

2.4 Aptitude

Aptitude typically has 12 components described below. These are the components that exist within the WYWM testing and we will break them apart in detail here for better understanding.

- Comprehension
- Verbal Reasoning
- Logical Problem Solving
- Spatial Intelligence
- Quantitative Aptitude
- Design, Analytical and Critical Thinking
- Visual Reasoning
- Numerical Reasoning
- Data Interpretation
- Cause and Effect Reasoning
- Statement and Conclusion
- Abstract Reasoning

2.5 Comprehension

Comprehension is one's ability to read written text and understand it. Then compare it with the knowledge they already retain, in order to derive new meaning and insights.

To put it simply, one's ability to learn and grow from written text.

Not surprisingly therefore, professions that reward people with high level of comprehension include lawyers, doctors, and psychologists. All of which require the study of detailed documentation and academic research, which is usually quite dry. Highly suitable for military roles where reading or learning from written documents is critical.

You will find it easier to remember things from the pam or documents like this one if you have higher Comprehension then lower.

2.6 Verbal Reasoning

Verbal reasoning is one's ability to understand and logically work through concepts, and problems, expressed in words. People who excel at verbal reasoning, are the type of people who will be able to talk about a topic in order to better understand the topic itself.

These people learn better through conversations, as opposed to reading a textbook in silence.

2.7 Logical Problem Solving

Logical problem solving is one's ability to exercise deductive reasoning, inductive reasoning and adaptive reasoning.

Deductive reasoning is essentially comparing multiple statements, in order to develop an opinion about what is true, and being certain that your conclusion is correct.

Inductive reasoning by comparison, is one's ability to review multiple statements and come to a conclusion about what is probably true.

And lastly, *adaptive* reasoning, is looking for the solution that is most probable, while also avoiding a certain conclusion.

At its core, logical problem solving, is being able to look at multiple data points and come up with a logical explanation for why something has occurred.

2.8 Spatial Intelligence

Spatial intelligence is one's ability to solve spatial problems of navigation, visualization of objects from different angles, and the ability to notice fine details.

It is often colloquially referred to as visual thinking.

You may have encountered spatial intelligence assessments before. They usually manifest as an image of an unfolded box, whereby you have to choose whether a, b, c or d, is what the box would look like once reformed.

High spatial intelligence is very useful in many military careers especially understanding how new systems and platforms work/function (weapons, maps, GPS, Vehicles etc).

2.9 Quantitative Aptitude

Quantitative aptitude refers to one's ability to analyze, understand, define and then communicate complex problems. The differentiating trait of quantitative aptitude is an enhanced ability to understand and define a problem.

2.10 Design, Analytical and Critical Thinking

Design analytical and critical thinking, by definition, is the process of breaking down complex information into smaller components, to analyze, interpret and evaluate them, as a means of solving the larger problem.

It is the ability to break big problems into smaller problems, and then solve those smaller problems to collectively solve the big problem.

2.11 Visual Reasoning

Visual reasoning is one's ability to visualize a problem, concept or object in their mind. So as to test how it may change based off different inputs.

For example, being able to visualize a Rubik's cube in your head, and hypothetically test different moves to solve the cube, before you even touch the object in real time.

High visual reasoning will find it very easy to use 'visualisation' as a training tool to optimise their individual performance at a skill.

2.12 Numerical Reasoning

Numerical reasoning is one's ability to work with numbers. These skills include calculating percentages, ratios, fractions, profit, revenue, etc..

2.13 Data Interpretation

Data interpretation is the process of assigning meaning to collected information, and then determining the conclusions significance and the implications of the findings.

Very simply put, one's ability to interpret data, and draw insights from it.

2.14 Cause and Effect Reasoning

Cause and Effect reasoning is exactly that, one's ability to derive the cause of an event.

For example, if a glass was to smash on the ground in the kitchen, someone high in this trait would be able to identify multiple possible causes, such as it slipped, was dropped, an earth quake, etc.

The military built a very robust system around Cause and Effect reasoning called 'So What'. Where you have to keep asking 'So What' when planning to build more future next actions or reactions.

2.15 Statement and Conclusion

Different to cause and effect reasoning, statement and conclusion focuses on ones ability to understand and hypothesize the effect of an event, rather than focus on the cause of an event.

2.16 Abstract Reasoning

Abstract reasoning measures your lateral thinking skills or fluid intelligence, which are your ability to quickly identify logical rules and trends in new data that you have not experienced before. And then integrate this information and apply it to solve problems.

In other words, it's one's ability to draw lines between data points that are seemingly unrelated.

A good example of abstract reasoning, is someone who is good at creating metaphors to help you contextualize and understand a concept.

2.17 Testing Aptitude

There are three ways in which you can assess aptitude.

The most common form is to do online tests, which usually appear in the form of multiple choice exams. Alternatively, you can test one's aptitude in a multiple choice exam in person, on site, as is the case with a lot of high school state exams. And lastly, you can conduct physical interviews, using puzzles that combine multi variables.

Either way, all three mediums capture one's aptitude strengths and weaknesses relatively equally, with no one exam method proving to be statistically more accurate than any other examination method.

2.18 Improving your Aptitude or that of your team members

Changing Aptitude is quite hard as this is natural ability. Aptitude is very much measuring your fluid intelligence. That is to say your natural ability to solve problems without first having to be taught a system or method to solve them. You can read more about Fluid and Crystallised Intelligence from its founder Raymond Catell in the reference list. Interestingly he also developed pivotal research findings into personality and temperament that we discuss later in this course.

One thing you can do to improve your aptitude though is simply turning your brain on! Sounds simple but most people are not accurately accessing their full aptitude potential when they conduct the tests. Some very interesting research by Daniel Kahneman around two distinct systems in the Brain; Brain 1 and Brain 2. In his famous book *Thinking Fast and Slow* he eloquently describes that most people are 'asleep at the wheel' and rely heavily on their System 1 Brain to solve problems. However, it is actually System 2 Brian that is the better problem solver and if you can tap into this and wake it up more easily you will perform better at all types of problem solving tasks whether a test or in real life.

You can also look to training to enhance performance without trying to adjust aptitude levels. Training and repetition to build robust systems to the *Unconscious Conscious¹ Level* will improve performance. Most people drive their car at the unconscious level, that's why you often don't remember events on your drive home from work. If you can get skills to this level you free up the brain's processing power (aptitude) to think about other things at the same time. This is why you can listen to a Podcast and absorb the information while you Drive; you're not thinking about driving. Lower aptitude focus on training skills and higher aptitude focus on improving your processes and systems.

¹ Four Stages of Competence https://en.wikipedia.org/wiki/Four_stages_of_competence

3.0 Lesson 2 Testing Explained - Personality/Psychometric (How you are perceived)

3.1 Introduction

In this lesson you will learn one method around personality assessment known as DISC. This connects closely with future lessons on personality/temperament with the BIG 5 and both are very useful when used together. There are multiple different personality tests in the market including the popular Myers-Briggs and Gallop strengths finder assessments. We are not trying to prove or disprove psychological theory here, we are focused on how to best use testing for outcomes. Below describes the specific reasons why DISC is integrated into the testing suite and how to use it as one of four tests to help optimise your workforce.

3.2 Definition

DISC is a behavior assessment tool based on the DISC theory of psychologist William Moulton Marston², which centers on four different personality traits which are currently Dominance (D), Influence (I), Steadiness (S), and Conscientiousness or Compliance (C).

3.3 History

Marston founded that how people act in the workplace is connected to peoples' sense of self and the interaction with the environment around them. Since its inception it has gone through a number of revisions and additions but fundamentally stayed the same as a legitimate psychological theory.

3.4 Context

At WYWM, we have come to the conclusion that the best model that exists to help identify leadership potential amongst employees is the disc model.

The extended DISC profile system is a model that has been developed to measure a person's favored behavioral style within the workplace, and is based on the world renown disc model. It is called the extended DISC because it took the original DISC model, which is a self assessment that measures how an individual prefers to interact with others and extended it to have a tangible practical application to the workforce.

The extended DISC profile system categorizes people as either people orientated(S and I) or task orientated (D and C), reserved/reactive (C and S) or active (I and D). Used correctly, it can be used to identify leadership potential in a person.

It is important to reflect back on the basic understanding of Leadership to see the connection between DISC and leadership.

² https://en.wikipedia.org/wiki/DISC_assessment
Marston, William M. (1928). *Emotions of Normal People*

Leadership is a process of social influence, which maximizes the effort of others towards the achievement of a common goal. Therefore both the leaders style and perception (connection to self and environment) is in view as well as the style and perception (connection to self and environment) of the followers. That is to say, the perception of followers creates an environment that the leader reacts to. Therefore the DISC methodology is great to understand how you are perceived by others in the workplace and how this impacts your ability to be a good leader, hence its use to identify underlying natural leadership traits.

3.5 DISC Breakdown

This image [right] provides an overview of typical behaviour of the styles.

Type	Typical Behaviour
"High D" (Dominance)	Egocentric Talk more than listen Opinionated Strong-willed Forceful Determined
"High I" (Influence)	Talk more than listen Can be emotional Convincing Political Very animated Persuasive
"High S" (Steadiness)	Ask versus tell Steady Consultative Patient Dislike change Reserved
"High C" (Compliance)	Adhere to rules Structured Careful Cautious Exactng Diplomatic

This image [right] shows how the styles interact with other people.

What They Want From Others	What They Want From Their Roles
Directness Respect To be allowed to lead To be allowed to be independent	Power and authority Prestige Challenge
Friendliness Honesty Humor To be allowed to tell people how they feel	Visible reward and recognition Approval Popularity
Relaxed manner Agreeableness Appreciation Change to be introduced slowly	Standardization Security Calm environments Status quo
Minimal socialization Accurate detail Dependability High standards	Clear expectations Autonomy Recognition of expertise Professionalism

3.6 Dominance

People who are assessed to be a D personality are the most assertive and dominant people in society. They tend to be quite competitive and results orientated, and they hate to lose control.

So, they actively focus on being in charge of tasks so that they do not need to rely on someone else. This character trait also renders them comfortable with change and challenges, because, if they are in charge, they are able to control those changes and make sure that the outcome is in line with their objectives.

D personalities excel in bigger picture thinking and multitasking. The weakness in people with a dominant personality is that they can be seen as aggressive, blunt and even rude by other people and team members.

Their need to dominate can come across as insensitive or showing a lack of concern for others as they prioritize their want and desired outcome over the sensitivities of others.

They also have a tendency to be impatient in their pursuit of progress, and as a result, they're not very good listeners and are prone to making snap decisions as they rush to get to where they want to go.

3.7 Leadership Consideration

A very common trait of high profile leaders. Great for leadership where task, mission, outcome is the primary requirement for success.

3.8 Influence

I style personalities are the opposite of dominant personalities in their pursuit of success. Rather than being individualistic, rude and unforgiving, I personalities are outgoing, social, and talkative.

Their strengths are, they are overflowing with optimism and like to be liked by their peers, which makes great at influencing others and getting people to follow them as a leader because people like them and want to be around them.

Similar to dominant personalities, Influence personalities know what they want and pursue it. They do not take charge by force however, instead preferring to align people around their cause in an accommodating and inspiring manner.

Influence personalities greatest strength can also be their greatest weakness. People like them because they like to be liked, but their pursuit of being liked can lead them to focus more on trying to win the support of the group than achieving mission success.

This manifests as making compromises to the group's needs, as opposed to forcing the group to do what is needed. I style personalities can be perceived as careless and disorganized because when they are under pressure, they have a tendency to focus more on the people and overlook important details that are required for the mission.

3.9 Leadership Consideration

A very common trait of high profile people leaders and funny enough ‘influencers’. Great for leadership where people, wellness, support and welfare are important to success. Think executive Human Resource leaders and CEOs of people focused and service companies.

3.10 Steadiness

Steadiness personalities are people who are stable and like to work hard. Their strength is that they are usually steady, calm and easygoing making them dependable and reliable.

This steadiness results in them placing high value on fairness and justice, as they like predictability and see unfair or unjust practice as an unnecessary and vindictive move away from predictable reliable behavior.

When it comes to teamwork, Steadiness personalities like to focus on cooperation and are uncomfortable with confrontation. They like to be told what, when and how they need to do something so that they can get on with the task and do it well.

Their steadiness can also be a weakness however. For example, they don’t like change and so prefer to work with people they already know as opposed to working in new teams on new problems.

They also have a tendency of being fearful of making mistakes. So they prefer to have detailed instructions on what to do and how to do it when they're asked to do something. The biggest challenge that employers have with steady personalities is that they can be yes people, and require a lot of instructions for success which can be time consuming.

3.11 Leadership Consideration

Not a common primary trait in leaders but a strong secondary trait. Great for environments where mature systems and structures are in place to remove the need for strong decisive action but allow for collaboration, motivation and focus.

3.12 Conscientiousness / Compliant

The C style profile is the profile assigned to the most analytical and detail orientated people in the work place. They prefer to focus on facts, information and proofs, as opposed to working on unknown tangibles and group dynamics.

This preference for a known constant makes them very comfortable working alone as they like to analyze tasks before commencing them and hold themselves to a high standard.

To sum it up in a sentence, they like to make sure that everything works the way it should.

Conscientiousness personalities weakness is that they can be quite critical of others. Their preclusion for detail can make them obsess with finding mistakes, whether it is theirs or others, and will point them out to people without fear of offending that person.

To team members, this character trait is often interpreted as being anal to the point of annoyance and debilitation. This can erode teams and slow projects.

3.13 Leadership Consideration

Not a common primary trait in traditional leadership roles. Mostly due to the perception of others about their leadership ability. Well suited to leadership in environments where very high attention to detail is required but not high levels of managing groups of people. Think medical, legal or engineering. This trait is more suitable to great managers.

3.14 What to do with DISC

We explore how to use DISC in later lessons but for now, consider that understanding how you are perceived is very important to helping you understand how to influence and shape actions to achieve desired outcomes. This is true for the mentoring of your teams or peers by understanding their style.

Finally DISC is a great first point of call from a testing data review if you are looking for natural leaders that can start to be taught and developed into great leaders specific to your organisations needs.

4.0 Lesson 3 Testing Explained - Learning Style

4.1 Introduction

In this lesson we will cover off on the different learning styles and why this is an important test to be included in the WYWM testing suite. You will gain an understanding of how the learning style has probably shaped your career choice, success and/or failures and much more.

4.2 History

Learning style continues to be in high debate among the academic, psychological and neuroscience community. There are a variety of different versions, theories and proven models that are popular and valid. WYWM has combined two models including the Walter, Burke, Barbe *Modality* model including Visual, Auditory and Kinesthetic³ and the Fleming VARK model and inventory including Visual, Auditory, Physical and Social⁴. Regardless of your alignment to the models its safe to say that individuals learn in different ways and often multiple ways and this presents a great opportunity.

4.3 Context

WYWM discovered through its research that learning style presented an opportunity to its model in three key areas. Firstly, the ability to improve somebody's rate of learning a new skill by appreciating their most natural learning style. The natural state has the longest attention span and most absorption for long term learning. Secondly, the impact that learning style can have on building a cohesive and functional team. Matching learning styles can be quite effective. Thirdly, the ability to improve productivity through this level of team matching and construct.

4.4 The Styles

Here we explore the definition of each of the learning styles.

4.6 Visual (spatial)

Someone who prefers using pictures, images, and spatial understanding. By presenting information spatially and with images the person is able to utilise their visual memory to learn. Learning aids include concept maps and colour coding

4.7 Kinesthetic (physical)

Someone who prefers using their body, hands and sense of touch. Learning happens when a person physically carries out an activity. Kinesthetic learners learn by doing, so it is best to have practice items they can work through.

³ Barbe, Walter Burke; Swassing, Raymond H.; Milone, Michael N. (1979). *Teaching through modality strengths: concepts practices*.

⁴ Leite, Walter L.; Svinicki, Marilla; Shi, Yuying (April 2010). "Attempted validation of the scores of the VARK: learning styles inventory with multitrait-multimethod confirmatory factor analysis models". *Educational and Psychological Measurement*

4.8 Auditory (musical)

Someone who prefers learning using sound and music. Auditory learners prefer to hear something in order to learn and commit to memory by saying it out loud. Auditory learning methods include podcasts, audio training, and asking the person to repeat back what they have learnt.

4.9 Interpersonal (social)

Someone who prefers to learn in groups or with other people, both verbally and non-verbally. Interpersonal learners are both good listeners and communicators. Learning methods should include interaction, such as storytelling and verbal questions.

4.10 Intrapersonal (solitary)

Someone who prefers to work alone and use self-study and focus best without the distraction of others. Solitary learners should be provided with the learning content and then allowed to work through the material independently.

4.11 Verbal (linguistic)

Someone who prefers using words, both in speech and writing. Learning methods for verbal learners include mnemonics (developing memory aids using abbreviations, rhymes, stories etc), role-playing, scripting, and asking them to report what they have learnt in their words (either via speaking and/or writing).

4.12 Logical (mathematical)

Someone who prefers using logic, reasoning and systems. Logical learners easily recognise patterns and connect concepts. Logical learners prefer structure and logical order in instruction and thrive off solving critical thinking issues.

5.0 Lesson 4 Testing Explained - Big 5

5.1 Introduction

In this lesson you will learn about the definitions and characteristics of the Big 5 traits and why we use it as the final test in the WYWM testing suite. Big 5 is a form of Psychometric/Personality test but is unique and well regarded in comparison to others.

5.2 Definition

Technically speaking, psychometric tests are a standard and scientific method, used to measure an individual's mental capabilities and behavioral style. Psychometric tests are designed to measure a candidate's suitability for a role, based on the roles required personality, characteristics, and cognitive abilities.

5.3 History

Big 5 also known as Five Factor Model (FFM) built by Tupes and Christal⁵ in 1961 but not reaching the academic community until the 1980s when Costa and McCrae validated the findings.⁶ The five factors have been publicly acknowledged by the academic community as the overarching five traits that accounts for all other personality traits. The research stresses the importance of the underlying sub-categories as much as the BIG 5 themselves.

5.4 Context

Regarding employment, psychometric tests provide an insight into a persons underlying character, that may remain hidden in an in-person interview. Psychometric tests therefore, provide the interviewer a forewarning of what details to try and tease out of the candidate when the interview takes place. This is how the military uses testing combined with psychological interviews to reduce risk in the recruitment process for different roles.

5.5 What do psychometric tests?

They assess skills, knowledge, abilities, attitudes, personality traits and educational achievement. Some psychometric researchers even focus on the construction and validation of assessment instruments, because the way in which someone engages with the exam itself, reveals a lot about their personality.

WYWM we use the psychometric component of our testing to assess temperament, underlying leadership potential and to help people understand how they are perceived by others.

⁵ Tupes EC, Christal RE (1961). "Recurrent personality factors based on trait ratings"

⁶ McCrae RR, Costa PT (January 1987). "Validation of the five-factor model of personality across instruments and observers". *Journal of Personality and Social Psychology*. 52 (1)

5.6 The Big 5 Categories and Sub-categories

5.7 Openness To Experience

People high in openness to experience like to learn new things and enjoy new experiences. They tend to be creative and aware of their feelings. Openness to experience can be broken into six areas:

- **Imagination:** To imaginative individuals, the real world is often too plain and ordinary. High scorers on this scale use fantasy as a way of creating a richer, more interesting world. Low scorers are on this scale are more oriented to facts than fantasy.
- **Artistic interests:** High scorers on this scale love beauty, both in art and in nature. They become easily involved and absorbed in artistic and natural events. They are not necessarily artistically trained nor talented, although many will be. The defining features of this scale are interest in, and appreciation of, natural and artificial beauty. Low scorers lack aesthetic sensitivity and interest in the arts.
- **Emotionality:** Persons high on emotionality have good access to and awareness of their own feelings. Low scorers are less aware of their feelings and tend not to express their emotions openly.
- **Adventurous:** High scorers on adventurousness are eager to try new activities, travel to foreign lands, and experience different things. They find familiarity and routine boring and will take a new route home just because it is different. Low scorers tend to feel uncomfortable with change and prefer familiar routines.
- **Intellect:** High scorers on Intellect love to play with ideas. They are open-minded to new and unusual ideas, and like to debate intellectual issues. They enjoy riddles, puzzles, and brain teasers. Low scorers on Intellect prefer dealing with either people or things rather than ideas. Intellect should not be equated with intelligence; intellect is an intellectual style, not an intellectual ability.
- **Liberalism:** Psychological liberalism refers to a readiness to challenge authority, convention, and traditional values. In its most extreme form, psychological liberalism can even represent outright hostility toward rules, sympathy for law-breakers, and love of ambiguity, chaos, and disorder. Psychological conservatives prefer the security and stability brought by conformity to tradition.

5.8 Conscientiousness

Conscientiousness is related to the way in which people control, regulate and direct their impulses. High scorers are reliable and prompt. The six areas of conscientiousness are:

- **Self-efficacy:** Self-Efficacy describes confidence in one's ability to accomplish things. High scorers believe they have the intelligence (common sense), drive, and self-control necessary for achieving success. Low scorers do not feel effective and may have a sense that they are not in control of their lives
- **Orderliness:** Persons with high scores on orderliness are well-organized. They like to live according to routines and schedules. They keep lists and make plans. Low scorers tend to be disorganized and scattered.

- **Dutifulness:** This scale reflects the strength of a person's sense of duty and obligation. Those who score high on this scale have a strong sense of moral obligation. Low scorers find contracts, rules, and regulations overly confining. They are likely to be seen as unreliable or even irresponsible.
- **Achievement-striving:** Individuals who score high on this scale strive hard to achieve excellence. Their drive to be recognized as successful keeps them on track toward their lofty goals. They often have a strong sense of direction in life, but extremely high scores may be too single-minded and obsessed with their work. Low scorers are content to get by with a minimal amount of work, and might be perceived as lazy.
- **Self-discipline:** Self-discipline-what many people call will-power-refers to the ability to persist at difficult or unpleasant tasks until they are completed. People who possess high self-discipline are able to overcome reluctance to begin tasks and stay on track despite distractions. Those with low self-discipline procrastinate and show poor follow-through, often failing to complete tasks-even tasks they want very much to complete.
- **Cautiousness:** Cautiousness describes the disposition to think through possibilities before acting. High scorers on the Cautiousness scale take their time when making decisions. Low scorers often say or do the first thing that comes to mind without deliberating alternatives and the probable consequences of those alternatives.

5.9 Extraversion

Extraverts enjoy interacting with people and are perceived as full of energy. Introverts need less stimulation, and more time alone. Extraverts get their energy from interacting with others, while introverts get their energy from within themselves. The six areas of extraversion:

- **Friendliness:** Friendly people genuinely like other people and openly demonstrate positive feelings toward others. They make friends quickly and it is easy for them to form close, intimate relationships. Low scorers on Friendliness are not necessarily cold and hostile, but they do not reach out to others and are perceived as distant and reserved.
- **Gregariousness:** Gregarious people find the company of others pleasantly stimulating and rewarding. They enjoy the excitement of crowds. Low scorers tend to feel overwhelmed by, and therefore actively avoid, large crowds. They do not necessarily dislike being with people sometimes, but their need for privacy and time to themselves is much greater than for individuals who score high on this scale.
- **Assertiveness:** High scorers Assertiveness like to speak out, take charge, and direct the activities of others. They tend to be leaders in groups. Low scorers tend not to talk much and let others control the activities of groups.
- **Activity level:** Active individuals lead fast-paced, busy lives. They move about quickly, energetically, and vigorously, and they are involved in many activities. People who score low on this scale follow a slower and more leisurely, relaxed pace.
- **Excitement seeking:** High scorers on this scale are easily bored without high levels of stimulation. They love bright lights and hustle and bustle. They are likely to take risks and seek thrills. Low scorers are overwhelmed by noise and commotion and are adverse to thrill-seeking.

- **Cheerfulness:** This scale measures positive mood and feelings, not negative emotions (which are a part of the Neuroticism domain). Persons who score high on this scale typically experience a range of positive feelings, including happiness, enthusiasm, optimism, and joy. Low scorers are not as prone to such energetic, high spirits.

5.10 Agreeableness

The agreeableness trait reflects individual differences in general concern for social harmony. High scoring individuals are friendly, cooperative, and compassionate. People with low agreeableness may be more distant. Six areas of agreeableness:

- **Trust:** A person with high trust assumes that most people are fair, honest, and have good intentions. Persons low in trust see others as selfish, devious, and potentially dangerous.
- **Morality:** High scorers on this scale see no need for pretence or manipulation when dealing with others and are therefore candid, frank, and sincere. Low scorers believe that a certain amount of deception in social relationships is necessary. It should be made clear that low scorers are not unprincipled or immoral; they are simply more guarded and less willing to openly reveal the whole truth.
- **Altruism:** Altruistic people find helping other people genuinely rewarding. Consequently, they are generally willing to assist those who are in need. Altruistic people find that doing things for others is a form of self-fulfilment rather than self-sacrifice. Low scorers on this scale do not particularly like helping those in need. Requests for help feel like an imposition rather than an opportunity for self-fulfilment.
- **Cooperation:** Individuals who score high on this scale dislike confrontations. They are perfectly willing to compromise or to deny their own needs in order to get along with others. Those who score low on this scale are more likely to intimidate others to get their way.
- **Modesty:** High scorers on this scale do not like to claim that they are better than other people. In some cases, this attitude may derive from low self-confidence or self-esteem. Nonetheless, some people with high self-esteem find immodesty unseemly. Those who are willing to describe themselves as superior tend to be seen as disagreeably arrogant by other people.
- **Sympathy:** People who score high on this scale are tender-hearted and compassionate. They feel the pain of others vicariously and are easily moved to pity. Low scorers are not affected strongly by human suffering. They pride themselves on making objective judgments based on reason. They are more concerned with truth and impartial justice than with mercy.

5.11 Neuroticism

This dimension relates to one's emotional stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions. Six areas:

- **Anxiety:** The "fight-or-flight" system of the brain of anxious individuals is too easily and too often engaged. Therefore, people who are high in anxiety often feel like something dangerous is about to happen. They may be afraid of specific situations or be just generally fearful. They feel tense, jittery, and nervous. Persons low in Anxiety are generally calm and fearless.

- **Anger:** Persons who score high in Anger feel enraged when things do not go their way. They are sensitive about being treated fairly and feel resentful and bitter when they feel they are being cheated. This scale measures the tendency to feel angry; whether or not the person expresses annoyance and hostility depends on the individual's level on Agreeableness. Low scorers do not get angry often or easily.
- **Depression:** This scale measures the tendency to feel sad, dejected, and discouraged. High scorers lack energy and experience difficulty initiating activities. Low scorers tend to be free from these depressive feelings.
- **Self-consciousness:** Self-conscious individuals are sensitive about what others think of them. Their concern about rejection and ridicule cause them to feel shy and uncomfortable around others. They are easily embarrassed and often feel ashamed. Low scorers, in contrast, do not suffer from the mistaken impression that everyone is watching and judging them. They do not feel nervous in social situations.
- **Immoderation:** Immoderate individuals feel strong cravings and urges that they have difficulty resisting. They tend to be oriented toward short-term pleasures and rewards rather than long-term consequences. Low scorers do not experience strong, irresistible cravings and consequently do not find themselves tempted to overindulge.
- **Vulnerability:** High scorers on Vulnerability experience panic, confusion, and helplessness when under pressure or stress. Low scorers feel more poised, confident, and clear-thinking when stressed.

5.12 The Archetypes

The Big 5 test aligns you to a particular archetype that is a reflection of the ideal teams/organisations you are well suited to. That is to say the types of teams and tasks that make you happy.

There are four types of Teams:

		Doer	Creative	Translator
Start Up	Innovative, problem solving, new ideas, disruptive.	25%	45%	30%
Growth	Fast growth in people, production, delivery. Lots of tasks, big goals and quick pace.	40%	35%	25%
Mature	Strong robust systems and processes. Efficient teams and effective business models.	30%	40%	30%
Turn Around (Resurgent)	Underperforming people, processes or systems. Needs to improve or already on the mend but stuck in a rut and needs to work hard to escape and grow.	50%	20%	30%

Creative. Creative people typically have high levels of openness to experience, imagination and artistic interest. They also often have comparatively lower levels of conscientious and self-discipline. The Creative within a team will typically develop high-level ideas and spend time theorising the many solutions to a problem and the consequences as well as the second (and third) order effects. They think outside the box, typically have less resistance to change and don't necessarily need structure or process to operate effectively. A higher percentage of creatives in Start-up, Growth and Resurgent teams is beneficial because they will typically challenge the status quo, theorise a better way of doing things and thrive in a dynamic environment.



Doer. The Doer is the workhorse of the team who thrives in a process-driven and structured environment. They want to be able to execute and deliver on tasks, projects and other responsibilities but can get focused on doing and achieving rather than questioning why a task or process is being undertaken. Doers are typically high in conscientiousness, self-efficacy and achievement striving. They are also typically lower than average in neuroticism and openness to experience. A high ratio of Doers is desirable in mature teams because structure and process are typically in place, and the focus is typically on business as usual rather than disruptive changes.



Translator. Translators are an essential component of the team as they're able to discuss and understand the ideas of the creative and translate them into executable action for the Doer. Translators are typically high in agreeableness, altruism and cooperation, but also tend to not have extremes in any of the psychometric assessment metrics. The percentage of Translators required within a team is typically stable irrespective of its maturity stage as their key role is to understand the premise and intent of an idea, process or function, and identify executable actions. Translators also typically have a contrasting disposition to the Creative which enables them to articulate an idea in a different way that is often more understandable to the individual(s) who will be executing. Due to their nature, translators are often able to fill the role of a doer or creative in lieu of these types within a team.



6.0 Lesson 5 - Outcomes from Testing

6.1 How WYWM uses Aptitude

Based on Aptitude scores and ongoing refinement of benchmarking aptitude against ability to learn new skills we have the ability to predict success at a new skill both in learning and on the job. This is supported by the Big 5 results which help match to team and company 'type'. What we are really saying is, if your aptitude meets a specific level we are very confident from experience that you will comfortably learn a new digital skill through the WYWM Learning Methodology and be able to employ that skill on the job. We also say you should consider these new skills even if you've never thought about them before because you will likely be very good at them. This is only one part of the equation, clearly people need to have interest and motivation to ultimately be successful. But you now have a new data point about your potential that you never had before and that is powerful.

Ultimately WYWM wants to change how the world views talent. Changing the view from only experience to ability (potential) and experience. This aligns to all organisations and industries; facing ongoing challenges in the digital revolution of our future.

6.2 Ideas on how you can use Aptitude

- Match your people to future digital skills to improve ability to handle relevant future technology challenges.
- Help build future focused career paths for people and support retention, career longevity and wellness/happiness.
- Baseline high performing aptitudes to help with matching new talent to your teams for greater success.
- Investigate individual category scores and use them to improve how you instruct, communicate and task your people and teams.

6.3 How WYWM uses Big 5

WYWM uses the Big 5 to help people realise their temperament and alignment to certain types of tasks (Doer, Creative, Translator) and certain types of work environments or teams (Start-up, Growth, Mature, Turnaround). This helps people find the right careers, right skills, right teams and optimise once they arrive there.

6.4 Ideas on how you can use the Big 5

- Map and understand your own results and that of your team.
- Compare results to types of tasks that people perform well and poorly in for insights.
- Support matching of new talent or moving of existing talent around to match 'type' with task or stage of growth.
- Hunt for types (creative) based on the outcome you need; i.e find your creatives for new projects and disruptive solutions.
- Improve individual categories (conscientiousness) to help people become the best employee they can.

More on these ideas in later modules.

6.5 How WYWM uses Psychometric testing

We use the Dominant, Influence, Steady and Conscientious test to help individuals understand how they will be perceived in the workplace or by others and therefore how to adjust their behaviour and communication to better achieve desired outcomes. This directly correlates to a persons underlying leadership potential and is great for spotting junior leaders and also enhancing existing leaders by understanding the perception and communication styles.

6.6 Ideas on how you can use Psychometric testing

Use the results of your team to shape your structured communication opportunities to see if you have an improved outcome. Align your communication method to match testing results here and deliver your information in various ways. See if people respond more positively, provide compliments etc.

Then progress to learning how to do this at an individual level by watching people and identifying what their likely traits will be based on how they speak, act and interact.

6.7 How WYWM uses learning style

We use learning style to assess how best you should learn new skills through our learning platform WYWM People. This helps us instruct skills quicker and in a much more enjoyable way for the student. Building great learning products is part of our vision and learning style helps with this. We also use it to build great teams. Matching learning style to supervisors or peers helps with team formation and learning how the team functions faster.

6.8 Ideas on how you can use learning styles

Use it the same way that WYWM does. Any opportunity to enhance how you deliver training by reviewing learning styles beforehand and crafting your content, breaks, assessments, demonstrations or class time for specific learning style outcomes. Use it when integrating new people to your teams by matching learning style to supervisors and see if it has a positive or faster integration then normal.

Module 2 - Testing Insights

1.0 Introduction

At this stage of training, whilst we are still understanding the testing methodology and how to apply it there are three immediate areas you can start to draw insights and these are explored here.

1. With Yourself (Lesson 1)
2. With Productivity (Lesson 2)
3. With Happiness and Communication (Lesson 3)

2.0 Lesson 1 - Discover Yourself

WYWM provides a revision of Module 1 on its learning platform WYWM People with a short course called Discover Yourself. This is a revision of the testing results in a slightly different format to help you take new perspective on what your personal results may reflect or show.

If you are not confident yet or want to review more about your personal results head to <https://people.withyouwithme.com/courses/discover-yourself/> and complete the course components.

3.0 Lesson 2 - Productivity

3.1 Introduction

One of the major outcomes from testing is using the results and your follow-on actions to improve productivity in your workforce. Productivity can mean many different things but at its core it is ensuring people are the most efficient with their time, resources and actions as possible. This lesson describes various different ways to make sure your workforce is productive as possible and how to incorporate the testing results into your decision making and productivity processes.

There are five short video presentations for this content that articulates the points below. You can access these at the links provided for additional training.

3.2 Task Types and Becoming Productive?

If you google 'how to become more productive' you'll find a heap of "tips for young players" and "life hacks". Maybe you've experienced these quick fixes and read a heap of books about 'highly effective people'; but can't quite get things to stick or can't quite find that really productive feeling.

You know those days when you sit in the car to drive home or get to your couch and feel accomplished and like you achieved a lot of tasks that mattered for the day. Let's explore how you can achieve this feeling and how to get there every day.

The first question you need to ask yourself is - What type of tasks should I be doing in my current role.

3.3 Optimal daily tasks should include:

- **Build tasks** - Creating something new (for the first time) whether a document, product, piece of code, client meeting or even solving a complex problem. Building, is something that you have to 'make' that contributes to your job.
- **Maintain tasks** - actions that keep your core role in motion or on track such as follow-up client calls; project milestone reviews; cold calling; review of product performance etc. These are your Business as Usual and/or KPI tasks. If you didn't do these tasks then things would fall behind.
- **Coaching tasks** - These are tasks where you need to remind or reinforce a skill (coach) that has previously been taught to someone else or a group of people. Clearly team leaders or managers will have these tasks but individuals can also coach other peers or team members to help them perform better.
- **Explanation tasks** - These are tasks where you need to teach a new skill to an individual or group of people. This could be a large part of your role such as onboarding new staff to a company (HR) or a portion of your job such as training existing staff on a new computer software program.
- **Analyse tasks** - Tasks where you complete formal or detailed analysis of data, performance, individuals or similar. Examples include reviewing the accounts at the end of a quarter or financial year, reviewing a team's performance indicators against goals, researching a customer industry or market for actionable data.

Some of your tasks might be suitable to different categories and that's ok. We are trying to avoid Recording Tasks. **Recording tasks** where you're writing things down or sending things out that never get read, actioned or contribute to propelling a project, team or task forward. Recording Tasks make us feel busy but not productive.

Recording tasks include reading and/or replying to emails that don't relate to productive tasks; keeping unnecessary lists of tasks, goals, to-dos or similar that you have to constantly check and update; moving things around or 'cleaning' things like your inbox, desk or desktop.

Finally there is a really easy way to know when you're being productive. **When people receive a surprising relative complement.** For example "Tom, you were so productive building that course content, i've never seen you focus like that". These types of compliments mean people are seeing you achieve tasks not simply be busy. Remember, being busy is not being productive.

Practical Activity. We suggest you write down all your tasks in the above categories and start to track how much of your day is consumed by productive tasks and how much by recording tasks. Perhaps start a competition with one of your peers to see who can be more productive.

3.4 When you feel overwhelmed or bored, how to overcome it?

This lesson we will talk about what you can do if you find yourself feeling this way in the workplace and how to get back to a productive state.

Starting with the feeling of being overwhelmed. You would recognise this feeling if your mind is racing through all the different tasks you have been given (over-tasked); feeling like you won't complete the tasks in time or perhaps that you don't know exactly how to solve the problems you're facing (under-trained). Overall you're struggling to focus on getting started or stay focused on the task for consistent and sufficient time. Let's explore some of the steps or actions you could take to get you back to being productive.

- One - **Stop.** Identify the signs of being unproductive and work to stop yourself from the mental spin; step back (take a breath) from trying to act or do anything. To 'stop' your mind racing you can tell yourself to stop or tell someone else that you're feeling 'unproductive' as a means to verbalise what's going on.
- Two - **Remember.** Think about a time in the past where you have overcome this feeling of having an overwhelming number of tasks and you managed to survive and get things done. Use this as a means of giving yourself confidence that you 'can get through' as opposed to hoping that it gives you the answer to your immediate problem.
- Three - **Prioritise.** Identify the one thing you need to do today (or in the next hour) and start to break it all down one small task at a time. The ability to move forward through the challenges, even in a small way is empowering.
- Four - **Break.** If nothing is working at all, take a break and walk away. Take the afternoon off, go for a coffee with a colleague and talk it out or simply separate yourself for a little bit from the situation. Stepping back can provide clarity and calmness.

What about if you're being unproductive because of boredom? Likely because you are moving through your tasks too easily or quickly (over-trained or under-tasked). The best thing to do to become more productive in this situation is to speak with your manager or team leader or peers about the type of work or quantity of work you've been allocated.

- **Type** - If you're looking to change the type of work and increase responsibility it's a good idea to demonstrate your productivity by completing your allocated work to a great standard before having a conversation with the right person (manager) asking for more of a challenge or how you can contribute more.
- **Quantity** - To increase the amount of tasks, consider first asking your peers about helping them complete tasks. This type of larger view (larger than yourself) is lacking in many teams. You may have people in the team feeling overwhelmed about their work and by helping them you can propel the entire team to be more productive. You can also consider asking your manager for more work.

The most challenging aspect is realizing that you're being unproductive because of boredom and not convincing yourself that tasks are taking a long time when you have the ability to complete them in a much more productive fashion. The exercises from video 1, where you categorised your tasks will help this greatly.

Hopefully you found this lesson useful and have a better understanding of how to recognise being overwhelmed and boredom and what you can do to become more productive.

3.5 When you lack direction or leadership, how to find it?

We are going to explore how to recognise when you're being unproductive because of a lack of reason in your work (leadership) or a lack of direction (management) and what action you should take.

Remember that one underlying reason for being unproductive might be because you don't understand 'why' you are doing a particular set of tasks. This lack of meaning can cause you to avoid getting started, to be frustrated or take longer to complete tasks. You may actually feel like you're productive and not recognise this situation; refer to video 1 to understand how to help with this.

To help with a lack of meaning you need to either try to figure it out yourself by reviewing relevant company or team documents that provide meaning. These are usually in the form of strategic directives, goals or targets, values or 'sprint' milestones. If you can go back and analyse these types of documents and align how your tasks contribute to the bigger picture you will have renewed faith in the tasks.

If you can't figure it out by yourself or with peers as above, consider approaching your team leader and manager in a non-confrontational way to figure out why you're doing the tasks allocated. We suggest an open conversation where you describe your situation; *"I'm not being productive with the tasks and I think*

it is because I don't fully appreciate 'why' they need complete and how they contribute to the company mission...". A good leader will react positively to such an approach and provide some vision and explanation to help you understand.

This might be challenging in some workplaces, but finding the right person to have this conversation is key. Remember that leaders don't have to be your direct manager. What you're looking for is perspective from someone else about how your tasks align to the bigger picture.

If your lack of productivity is coming from the feeling of confusion or you being unsure if you're doing the correct thing or heading in the right direction, you need to seek direction. Having a clear direction for tasks is a management responsibility. If you are not getting enough information or direction from managers you need to seek this out yourself. A great way to do this is approach your manager with the problem and how you are feeling. *"I've started the tasks you've allocated but i'm feeling unproductive because i'm not sure if i'm heading in the right direction [or have started it correctly]; can we review this so I can have some guidance?"*.

This approach, where you link it to productivity presents the problem in an honest and transparent manner. If this lack of regular direction is a consistent theme with your manager you could suggest a more regular catch-up or meetings that include more people so that the team can function with more information and in turn become more productive.

3.6 How to recognise a team that isn't productive and how you can help?

Much of what we have discussed so far is reflected at the team level also. Entire teams can be unproductive due to being overwhelmed; bored; lacking meaning and/or lacking direction. We don't proclaim that the identifiers and actions are exactly the same at the team level but the methodology is functionally the same. This is how it applies at the team level:

1. **Identification.** Signs that a team is being unproductive is very similar to individuals in that they may be highly distracted in the workspace, not completing tasks by deadlines, not completing the quantity of tasks expected.
2. **Interjection.** The challenging part after identifying that a team is being unproductive is broaching the subject in a meaningful way; especially if you are not part of that team. This issue is very different for each workplace and will not be effectively discussed in this lesson. With that in mind consider starting the conversation with the people or person in that team that makes the most sense. This could be a peer, team leader or natural leader and influencer of that team. Use the following steps during that conversation to try and help them understand their lack of productivity and ways to improve. If it is your team this is less of an issue and you should look to motivate the team through the following steps.

3. **Action steps.** Using the task categories you learned in video 1 are an excellent way to help a team see their own unproductive state. This is a great method of prevention to further losses in productivity. Having a team trial the task categorisation to help them break apart what work they are doing will put productivity in the forefront of their minds. It may also provide clarity, direction and structure that can further increase productivity. You can build a points system by encouraging the most types of tasks being completed in a given time to drive individuals in the team to focus on productivity.
4. **Immediate action.** If you are looking for ways to act or inform the team at the time, especially if you are a business leader or team leader then the lessons from video 3 and 4 are most effective. Look for ways to facilitate the team taking a step back from their tasks to provide perspective on their productivity. This could be taking them to a team lunch, a design thinking session, a task update and reflection session for example. During this session you can use facilitation and questioning to identify the cause of their lack of productivity. Look for signs of boredom, over tasking, under tasking, lack of reason and lack of direction. Then you can use the techniques from lessons 3 and 4 to implement strategies to build productivity back up.

4.0 Lesson 3 - Job Happiness and Communication

4.1 Introduction

In this lesson we will cover off how the different archetypes feel happiness in different roles and how to think about communicating more deliberately amongst the different archetypes. The types of tasks that the different archetypes enjoys are diverse.

4.2 Doers are really looking for outcomes, goals, checklists and structure. Clear deliverables to ensure achievement. If you want the most out of your doers you need to give the big loads of work with structure and resources to get it done. Doers won't shy away from the longer difficult solution if it shows progression and achievement.

4.3 Creatives are really looking for their first big new idea or solution. They crave problems to solve and to take people on a journey. If you ever have new processes, equipment or similar that needs to be brought into the team or organisation, give the problem to the creatives. They want to create and contribute to the whole team.

4.4 Translators are really looking to integrate and help people understand. They are looking for tasks where they can listen, learn, interpret and analyse. If you need a process or team reviewed then send your translator in to uncover whatever they can. Then get them to build the task that either need fixing (creatives) or need optimising/completing (Doers).

Practical activity. What are examples of different tasks in your workplace that would be well suited to different archetypes? Write a few down for consideration.

At the individual level, review your own tasks and identify which tasks require your Doer, Creative and Translator traits. This might give insight into why you like certain tasks better than others.

4.5 Communicating to your Doers

If you are a team leader and you have doers in your teams then consider these things when communicating to them whether individually or as part of the group.

- They like Goals, Checklists, Targets, Impossible challenges and achievement, mission. Therefore be direct, firm, and use language like "This is the mission" "Your goal is to achieve this outcome".
- When checking up on their progress I would use language like "Are you winning?" "How much have you got left to go?" "I think you can do better than that, give it more thought". This will spur them on to keep moving forward!

If you are a Doer you will want to communicate in a very efficient outcome focused way. You will say things like, Things like "Lets stay on task" "we are off topic" "what are the next steps". You will also ask really direct questions as your drive toward an outcome. Be cognisant that others may need to talk things out or spend more time on the journey to understand, learn or find a solution. Be patient.

4.6 Communicating with your Creatives

If you are creative you will prefer to explore and communicate through storytelling. You won't even think about getting to the outcome quickly you're more interested in the journey and what might happen along the way. You'll like phrases that include "I had an experience like that once, this one time.." or "That would work so well, and then this would happen, and then this would happen". You will see the flow on effects particularly if the problem is people related. Therefore communication with your creatives in a group or individual setting should revolve around a lot of questions and strong listening. You will need to guide the conversation rather than try to direct the outcome quickly. You will need to let them talk and query you so be prepared for lots of questions back. This may include having to say the same thing a few time for them to catch-up or understand. Phrases like this will help:

"We have a complex problem that I can't solve.." or "There are no restrictions, everything is on the table, come back to me with your two best ideas, not all your ideas just your best ones".

4.7 Communicating with your Translators

If you have the Translators in the team then consider using language like this:

- "I need you to help explain these two concepts.." or "This team needs some outside perspective, observe their procedures and see what you think".

They are integrators and observers remember. Analysts need tasks to analyse. They will also respond well to briefing their perspective or findings to you. They will be thinking and talking like this when you are working with them.. "Tell me more about that" "is that true, how would we use that" "That's interesting, so that applies to our situation like..".

Module 3 - High Performing Teams

Due for Release in June 2020

- Lesson 1 How Team Structures Work
- Lesson 2 Methodologies of Teams
- Lesson 3 Build a high performing team
- Lesson 4 Interpersonal relationships are key

Module 4 - WYWM Potential Platform

1.0 Introduction

Module 4 is a combination of using the WYWM Potential platform to visualise and assess results but also understanding how to interpret and use them for coaching of individuals.

Ideally this Module is for existing team leaders at any level who already have exposure to coaching methodologies. We are assessing how to incorporate the testing results into your coaching tool box and not re-visiting fundamental coaching or debriefing principles.

This module is a mixture of online recorded video tutorials and written notes within this handbook.

2.0 Lesson 1 - Coach an Individual

2.1 Introduction

This lesson is supported by a short video on how to read someone else's report and search for insights using the WYWM Platform. You can access this in the additional content links provided under the corresponding lesson title.

2.2 Assess an individual's results

To make an effective assessment of an individual's results you need to follow these steps and guidelines.

1. What are their results (Employee Tab in the Potential Platform)
2. What tasks do they need to complete?
 - A. Building a new system or process from scratch. This requires more creativity and openness. Creative. High Abstract Reasoning.
 - B. Operating a built system and optimising it for efficiency. This requires a high level of conscientiousness. Doer with High spatial, language and verbal reasoning.
 - C. Getting systems or teams to work together and open communication. This requires agreeableness and extraversion. Translator with very high verbal and language reasoning.
3. What potential would I like to see them gain in the next 6 months or year?

The number of individual scenarios is far too high and complex to build any form of template or answer.

You need to focus on how to think here and not look for a straight 'what to do' type answer. Consider some examples here on how to interpret results. Remember it is important to keep the outcome in mind (what tasks do they need to achieve).

2.3 Conscientiousness - If it is 50% or under you should be considering trying to increase this. There is no harm in doing this it will only make people more applied, focused and goal oriented. How High really depends on the task and team. If you have really mature processes that need high levels of focus, consistency and can be challenging then the higher the better. If your tasks are very diverse and you are more of a problem solving team that doesn't have to implement and deliver solutions then this does not need to be as high.

2.4 Openness - If someone is under 40% and you work in an environment where you would like your people to come up with new ideas, think critically and 'out of the box' then you should be looking at increasing this to over 60%. If you work in a very rigid environment where new ideas are not useful or productive at all or you have a dedicated team that looks after that type of ideation then you can keep it at between 10-40%. Really low Openness, under 10% going to cause friction if the tasks have any type of unpredictable problem that cannot be solved by looking at the checklist or answer sheet. Really low openness will limit autonomy of thought and decision making.

2.5 Neuroticism - If this is at the extremes ie 0-5% or 90-100% spend time considering the work environment and tasks. If they have very low scores(0-5%) but need to work with people constantly to understand their problems and needs this will not work well at all. Take into consideration Extraversion and Conscientiousness, if these are high it might be mitigated somewhat. They will more likely be happier not working with people and around emotions or feelings. If they work with machines or technology or in extremely arduous environments low scores can be positive, take into consideration their conscientiousness here, if also quite high this will be positive, if very low, ie under 30% you will find it difficult to get them to complete tasks consistently, and they won't care too much.

If neuroticism is really high, 50-80%, and they work in really arduous stressful conditions this is going to cause friction for them and you, they will struggle to quickly recover emotionally from tough circumstances and provide you the consistency and dependability required. Use conscientiousness and extraversion also here, if these are high this will be mitigated somewhat.

Practical activity. Select a couple of individuals from your team and write down their Big 5 results. Write down the task and environment they perform these tasks. Draw some insights as to whether they would improve performance by increasing or decreasing Conscientiousness, Openness and Neuroticism based on task and environment alone.

You can very effectively increase and decrease these traits through structured and deliberate coaching methods which we explore in Module 5.

3.0 Lesson 2 - Assess your team fit

This lesson is best understood through the video tutorial showing how to assess your team growth stage and fit through the platform. Go to the additional content links provided and look for the corresponding lesson title.

4.0 Lesson 3 Debriefing results and planning for growth

In this lesson we review the considerations for conducting a debrief or coaching session about someone else's results. Likely this person will be a team member or even peer of yours. The critical piece of knowledge here is that these results are personal. Remember that the testing is designed to provide data to help make decision and drive outcomes unique to your environment. The tests are not black and white and do not place people in unchangeable boxes or categories in a negative way.

Here are the key steps and considerations:

4.1 Step 1 - Plan

1. Analyse their results and write down the best communication method.
 - a. Doer - direct, goal oriented and firm.
 - b. Creative - Problem focused with the idea of 'new concepts'.
 - c. Translator - Collaborative and the 'collective'.
2. Get them to explain how they feel about their results and what they learned.
 - a. Listen intently here for examples that you can use. ie. if they disagree with results but have very low agreeableness.
3. Set the purpose/mission or outcome for the session and long term vision of the team.
4. Be kind and honest.

It is really important to make people feel safe and not judged by their testing. Build excitement around testing by giving them access to other resources or information they can view in their own time. Focus on team outcomes and goals not so much their perceived floors.

4.2 Step 2 - Structure

1. Identify the traits the team needs to be successful based on growth stage, outcome or goal. Write these down as the key outcomes you are focused on.

2. Overlay this with the individuals in the team and look for misalignment with the most optimal levels of results. Do some people have very low or High Conscientiousness, Openness results etc and is the positive or negative compared to both the rest of the team and the task types. Where does the individual you are about to debrief sit in the team?
3. Identify where you would like to see the person grow in the future and articulate the reason why. Use examples of where they have demonstrated their current performance and what you'd like to see change.

“Tom, remember those three times you’ve been late to work this week without any real reason, this is your low conscientiousness holding you back and we really want to increase this over the next 6 months” - a basic example.
4. You can also measure your current high performers and set a benchmark for your minimum expectations for the team to reach to become optimal. This is great as a team goal to bring collaboration around performance and build a benchmark for new team members joining.

4.3 Step 3 - Deliver

1. Deliver your debrief focusing on the above considerations.
2. Record your agreed goals and growth focus areas and what steps you and they will take.
3. Set the next ‘check-in’ or update session where you will verbally review the original results, and talk through improvements or not using specific examples. Update your plan.
4. After at least 3-6 months of dedicated work looking to improve someones results for outcome you should re-test them and compare the results.
5. Run a debrief session on the comparison and then rebuild your next growth plan.

Considerations on how to improve different traits is within Module 5 of this handbook.

4.4 Common questions about the testing:

- **Can you game the test?** It is difficult to game self assessment like this due to the diversity of questions linking to the same outcomes. It is possible though and the best measure of this is you, the supervisor. You know your people and extreme results that are very different to how the person is will flag with you and you can ask about their testing experience.
- **Can you sit the test multiple times?** Yes. The Big 5 test can be done multiple times without causing too much negative impacts. The question bank is large enough to sustain multiple attempts and it remains a self assessment memorizing is not that important.

Module 5 - Manager Problems

1.0 Lesson 1 Conscientiousness

Increasing conscientiousness is generally a good idea. Conscientiousness is the primary predictor of a good employee so raising this is not going to cause negative effects in almost all career streams. The best way to think about how to increase someone's results is to look at the underlying traits. We have give some examples here to consider:

- **Self Efficacy** - You need to structure the way you provide positive feedback to build up Self Efficacy. Often we don't think about positive reinforcement enough but sometimes people don't know they have done the right thing, they just got lucky. Look for opportunities to deliver meaningful positive feedback and make sure they acknowledge that they **thought and acted** in the correct way.
- **Orderliness** - Look for opportunities for the individual to be held accountable for consistent detailed tasks. Opportunity for them to hold others accountable for consistent tasks. Basic schedules and routines work here. For most effectiveness attach a new routine to an existing habit. Morning stand-up meetings or Parade make them send you their three top tasks for the day. and at the end of the day send you how they went.
- **Self Discipline** - this actually acts like a muscle you can not only train it but it also fatigues. You can lift someone's discipline by giving them the structure based on time of day. Force them to be more orderly in the first half of the day to improve discipline. Track the progress and show their increase in productivity from that focus.
- **Achievement Striving** - Work with your staff to help them great their own goals and deadlines so they hold themselves accountable. Use public recognition of the achievement but also the process they used to cement the behaviour.

2.0 Lesson 2 - Neuroticism

Why would you want to increase Neuroticism?

- Greater empathy or EQ in the workplace.
- Greater creativity (especially around social problems)
- mature teams (greater autonomy and collaboration or leadership roles (people managers)

Why would you want to decrease Neuroticism?

- Arduous environments / tasks
- High levels of stress due to time, environment or pressure.

- requirement for more steadiness and predictability of emotions (Military, Police etc)

2.1 How do you do it?

Let's focus on two of the traits that are the simplest to work on from a professional development point of view.

- **Self Consciousness** - Decrease them through things that somewhat force them to share more about themselves in a public fashion. ie they might not like public speaking so they as part of a collective exercise could tell a story or share a personal journey of pain or excitement. It will help them connect and feel more accepted by the team. Listening to other share truths will also help them feel like this. Increase - Trying to better understand how someone with higher scores might feel. pairing them with someone like this during the above activity is a great first step. Make them understand how someone unlike them thinks and feels different situations then have them talk about what they learned about the thought process.
- **Anger** - You would look to decrease anger, especially if it was high and the person is prone to high levels of frustration and short temper in the workplace. This can be done by first highlighting it to them and the negative impact it has on their perception and others. Then look at building in some basic triggers to help them remove themselves from situations when they feel anger. Furthering this to talking out or writing out their frustrations to process the emotion before looking for solutions or remedy. This is proven to be very effective.

Learning the basics of how the brain works is actually a great way to increase conscious awareness of the Nero traits. There are some fantastic books and TED X presentations on this. Learning about Fight and Flight; Biology of your emotions and how your brain works is an easy start. We often don't look back at some very old research that is very relevant. As a manager you should run weekly 'growth hack session' on human performance and nominate people to research different aspects of the above each week for discussion.

3.0 Lesson 3 - Openness

People high in openness to experience like to learn new things and enjoy new experiences. They tend to be creative and aware of their feelings.

3.1 Why would you want to increase Openness?

- Greater creative innovation or ideas
- To get out of the box suggestions/solutions
- See new perspective on old systems/processes
- Be more diverse

3.2 Why would you want to decrease Openness?

- For process optimisation once built and robust (no change).
- Highly productive mature systems and teams.
- 'Doer' teams.

3.3 How do you do it?

- **Imagination** - Build a professional development plan that is way out of the box. Reading non-military books or videos for example. Link it to their interest if you can. Ask them to solve a problem that has been solved before but in a new way. Civilian sector uses a business or work task problem for the military, uses a tactical problem or training scenario and see what they come up with. Regardless of their first solution, send them back to think more creatively.
- **Adventurousness** - For the military this is what adventure training is used for when you get pushed out of your comfort zone and hold a structured debrief on how you felt and reacted. For civilians this is an opportunity to get out of your comfort zone, as a manager how can you structure something new for your staff. The key to success though is not the activity but the debrief. You need to get people talking about how they felt, thought, acted and what they liked and didn't like. If you can build regularity around this type of activity you will significantly increase this trait.
- **Intellect** - this is a great way to build a plan around for growth of an individual. Easy things are philosophy, psychology and the arts. Most people are kind of interested in them, you can access the information in books, videos, ted talks and interesting ways (even Netflix Docos). Tie it back to their core tasks or roles by having them brief or write something about what they learned and how it changed their thinking.

4.0 Summary

These are some of the common manager problems you will have or be thinking about. The key to effectively growing your people by using testing results is consistency. You need to build structured development plans that can be actioned daily by individuals; reviewed regularly by you and then test people twice a year to see how they are progressing.

In the military you already have a number of existing systems and frameworks such as annual reporting, Platoon Commander Notebooks, Field Section notes that this type of work can easily fit within.