Workplace Personality Inventory™–II for Pharmacy Students

Development Report

Student Name: Jane Sample

Date of Testing: 04-10-2018
Six Drivers of Professional Performance

**Achievement:** Consistently and proactively initiates tasks and takes on responsibilities, sets ambitious goals, and strives to successfully meet or exceed those goals; persists in the face of stiff challenges or setbacks.

**Social Influence:** Comfortably initiates interpersonal exchanges, seeks people out, and enjoys working with others; willing to lead others and proactively offer input and advice.

**Interpersonal:** Presents an approachable, encouraging, and cooperative demeanor. Is sensitive to the needs of others and maintains a pleasant or good-natured style.

**Self Adjustment:** Adapts and adjusts personal reactions and behaviors; manages emotions productively and tolerates stress with resilience.

**Conscientiousness:** Consistently strives to deliver quality work on time. Carefully follows rules and procedures and is seen by others as a reliable colleague.

**Practical Intelligence:** Uses innovation, analytical thinking and an independent approach to solve problems and get work done.

---

**Domain Percentile Score (1–99)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Percentile Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>91</td>
</tr>
<tr>
<td>Social Influence</td>
<td>38</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>33</td>
</tr>
<tr>
<td>Self Adjustment</td>
<td>86</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>80</td>
</tr>
<tr>
<td>Practical Intelligence</td>
<td>58</td>
</tr>
</tbody>
</table>

---

**How to Use the Workplace Personality Inventory–II Development Report**

Understanding your work personality is an important step toward professional development. This report is designed to help you increase your self-awareness.

The Workplace Personality Inventory for Pharmacy Students measures work-relevant attitudes and behaviors that contribute to or impede professional performance. The scores reflect how someone is likely to approach their work or interact with others in a professional setting.

This report begins with a snapshot of your results (see above). Pages 3–8 describe each domain in detail, characteristics of high and low scores, and development suggestions based on your results. Pages 9–11 offer step-by-step guidance on how to develop your skills.

---

**Understanding Your Results**

Your scores are based on how you responded to the questions and how your performance compares to the performance of a group of pharmacy students in their final year of professional study. Your scores can change over time, but change typically requires insight into your work style and focused effort to intentionally change behavior.

**Comparison (Norm) Group is Final Year Pharmacy Students:** The scores are presented as percentiles. A score of 75% means that you scored higher than 75% of others in your comparison group.

**Validity of this Report:** Your responses suggest that you acknowledged common self limitations and responded to questions more openly than most individuals in the selected norm group. The results of your report appear to be valid.
ACHIEVEMENT

Achievement/Effort: Exerts limited effort toward achieving goals; does not set challenging goals

Persistence: May not persist in the face of difficulties, obstacles, or when success seems unlikely

Initiative: Limited interest in volunteering for or taking on new work responsibilities or challenges

Achievement/Effort: Establishes and exerts extensive effort toward achieving challenging goals

Persistence: Tends to be highly persistent on the job, even when faced with obstacles or difficulties

Initiative: Enjoys taking on new or additional responsibilities and challenges

Low Scorers

Deliver inconsistent results

Procrastinate

Give up too easily or compromise too quickly

High Scorers

Pursue projects with a strong need to finish

Push self to achieve high quality results

Respond to challenging goals with hard work and positive energy

How to Become a High Achiever

Set a stretch goal - one that will stretch your skill set and push you to grow. Consult with your manager and look for an area where you can achieve clear results with effort. Check resources and plan carefully to increase success.

You have a strong need to stick with it and finish what you have started. This is a strength. Make sure you balance this quality with flexibility when evidence suggests a change is in order.

You enjoy taking on new responsibilities and challenges. Make sure that these activities strategically add value to your group/company. Be selective so that you aren't spread thin across many low impact tasks/projects.

How Faculty Advisors/Mentors Can Support Development

Actively point out and discuss priority-setting so it becomes easier for them to see which activities are most crucial for the group's success and which ones are less so.

Reinforce persistent behavior, but discuss criteria for when persistence is most valuable and when it could be a detriment or counter-productive.

Reinforce initiative in areas/activities that will have a significant impact. Encourage and support strategic focus and cumulative gain rather than a shotgun approach to volunteering/initiating.
SOCIAL INFLUENCE

Leadership Orientation: Limited interest in taking charge and directing or leading others; may hesitate to provide input or opinions

Social Orientation: Prefers working alone or in small groups; does not actively seek out personal connections with colleagues

Low Scorers

- Have difficulty influencing or persuading others
- Fail to establish strong interpersonal networks
- Have difficulty taking charge of team projects or groups

How to Increase Social Influence

When leading a project or group, think about what you want to communicate before you speak. Write down the points you want to make and how you want to communicate them (e.g., level of energy, enthusiasm). Make eye contact and avoid long pauses. Make sure you offer your ideas and opinions when working on a team. Keep track of how often you make a comment, offer your opinion, and agree or disagree with someone. Compliment deserving others and explain why you like what they have done.

High Scorers

- Exert influence and present a compelling message
- Seek out others; come across as outgoing and friendly
- Emerge as a team or project leader

How Faculty Advisors/Mentors Can Support Development

Ask for their input in every meeting. Create space for them to speak and actively encourage them to offer input, opinions and advice. Help increase their visibility.

You are very outgoing, which is typically an asset. Make sure that you don't expend too much time on people activities that drain your energy. Make sure that your attention toward people does not interfere with getting results.

Make sure they have ample opportunity for interacting with others. They will typically be energized by teamwork and drained by a lot of individual work. Help them use their gregarious style to achieve results and team goals.
INTERPERSONAL

Your Scores

Cooperation: May not consistently demonstrate a good-natured, helpful, pleasant style

Concern for Others: May not consistently show empathy and insight into the feelings and needs of others

68

Cooperation: Likely to be seen by others as good-natured, approachable, and quick to help others

Concern for Others: Viewed by others as perceptive and caring, able to discern other peoples' feelings and needs

Low Scorers

Fail to establish relations with peers

Are perceived as impersonal or insensitive

Fail to consider how their behavior impacts others

High Scorers

Are seen as a team player

Gain trust and support from others

Are empathic and tactful; strive for cooperative and courteous relationships

How to Increase Interpersonal Effectiveness

Study three people who are very effective at cooperating with others. When do they cooperate, how do they do it, and when do they pull back? Compare your behavior with what they do and look for ways to improve. Make a list of factors that make it easy versus hard to cooperate, and the steps you can take to shift a situation from hard to easy. When you are in collaborative situations, use the list and steps to increase cooperation.

Showing concern for others involves listening and understanding their perspective. Focus more on asking questions and showing interest in others and less on giving advice or pushing your position. Come across as critical? Avoid quick judgments. Spend more time on understanding situations and brainstorming solutions than on making judgments.

How Faculty Advisors/Mentors Can Support Development

Coach deeper cooperation skills by focusing on how to create clear goals and outcomes for all involved and the importance of understanding work requirements as part of the collaborative effort.

Drill down to the mechanics of showing concern for others: listening without interruption, taking the perspective of the other person, suspending judgments. Discuss their skill level in each area and role-model concern for others by providing ongoing constructive feedback on these skills.
SELF ADJUSTMENT

Your Scores

<table>
<thead>
<tr>
<th>Self Control: Expresses emotions openly and may have difficulty containing emotions when provoked</th>
<th>75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress Tolerance: Becomes uncomfortable in high pressure situations or when under stress; sensitive to criticism</td>
<td>85</td>
</tr>
<tr>
<td>Adaptability/Flexibility: Prefers a standard, predictable, routine environment</td>
<td>86</td>
</tr>
</tbody>
</table>

Self Control: Keeps emotions in check even in difficult situations

Stress Tolerance: Remains calm in high pressure situations; accepts criticism

Adaptability/Flexibility: Enjoys change and variety in the workplace; comfortable with ambiguity

Low Scorers

Lose their composure

Have trouble managing stress

Become uncomfortable with change or ambiguity

High Scorers

Manage emotions productively

Remain calm in stressful or high pressure situations

Remain open to change and deal constructively with uncertainty or ambiguity

How to Increase Adjustment

You typically manage your emotions at work. Take the next step by paying more attention to your emotional reactions - enthusiasm, frustration, impatience, etc. Notice what you are feeling and your corresponding behavior. This will help you manage nonverbal communication.

You are well suited for high pressure situations. Look for opportunities where you can use your skill of handling difficult or tense situations. Offer leadership on how to stay calm and focused under pressure.

You enjoy change and variety. Look for opportunities where you can support or lead change initiatives and do different types of work. As a leader, avoid change for the sake of change, and remember that most others are less comfortable with change than you.

How Faculty Advisors/Mentors Can Support Development

Discuss frustrations that they are likely to face in the future. Help them prepare by anticipating and analyzing these types of new situations.

The ability to not get rattled or anxious is a strength. Look for opportunities where this skill can be leveraged.

Being comfortable with change, variety and ambiguity is a strength. Look for situations where this skill can be leveraged.
CONSCIENTIOUSNESS

Your Scores

Dependability: May be casual or inconsistent about completing obligations
- Low: 67
- High: 89

Attention to Detail: May miss or overlook important details
- Low: 59
- High: 89

Rule Following: May not strictly adhere to rules or regulations across all situations
- Low: 59
- High: 89

Dependability: Seeks to consistently fulfill obligations with quality work

Attention to Detail: Likely to excel at tasks requiring a strong focus on details and thoroughness

Rule Following: Strictly adheres to rules and regulations; does things "by the book"

Low Scorers

Need to be reminded about commitments and due dates
May overlook important details in plans or projects
Set their own standards or create their own rules

Performance in a Professional Setting

High Scorers

Complete work on a timely basis as promised
Are thorough in checking the quality of their work
Follow rules and protocol with great care and consistency

How to Become More Conscientious

You typically follow through on your commitments and responsibilities. When occasional lapses occur look to see if there is a pattern and take corrective action.

You are reasonably careful about details and fact-checking. In most situations, this level of detail is appropriate. Give yourself extra time for high stakes material.

You strongly prefer following rules and may feel challenged in situations that are ambiguous. In those situations, focus on gathering more information before making judgments.

How Faculty Advisors/Mentors Can Support Development

Support and compliment consistency, follow-through, and commitment to delivering quality outcomes. Look for areas where this behavior is a clear and consistent strength and offer specific and positive feedback.

Their attention to detail is average. Identify situations where a high level of detail is necessary. Help them be prepared for those special circumstances.

Compliment their high level of integrity. Give them a stretch opportunity in an ambiguous situation and coach them on how to handle situations that do not have clear rules.

Name: Jane Sample
Date: 04-10-2018
PRACTICAL INTELLIGENCE

**Your Scores**

<table>
<thead>
<tr>
<th>Innovation:</th>
<th>Analytical Thinking:</th>
<th>Independence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>67</td>
<td>70</td>
</tr>
</tbody>
</table>

Innovation: Follows a conventional approach and uses established practices when addressing issues or problems.

Analytical Thinking: May not analyze complex issues in depth; may miss opportunities to use logic to resolve issues or problems.

Independence: Prefers others to define tasks and ways of doing things; may be uncomfortable with ambiguity.

**Low Scorers**

*Have difficulty adopting new or innovative methods or practices*

*Fail to organize and analyze complex issues so that they can be solved more effectively*

*Struggle when required to create their own work plans and processes*

**High Scorers**

*Pursue different or new ways to approaching problems*

*Are prone to use a logical problem-solving and decision-making approach*

*Guide themselves with little or no supervision*

**How to Increase Practical Intelligence**

You prefer sticking with established methods. Identify three established processes or procedures at work. Review each and list three things that could be done differently to add value or efficiency. Learn more by reading about brainstorming techniques and creativity. To open your mind to possibilities, practice asking more “what if” questions and suspending judgment.

Read about critical thinking and learn basic steps and techniques that will help you think more analytically. These tools will help when dealing with ambiguous and complex situations.

You are usually comfortable defining how to accomplish your goals and projects. Challenge yourself by looking at more complex situations and thinking about how to best approach them.

**How Faculty Advisors/Mentors Can Support Development**

Describe and discuss examples of effective innovation within the organization. Explain why and how the innovation was beneficial for the organization. Discuss the key factors that led to success. Ask how they would have approached these situations.

Give them stretch assignments that require analysis of complex situations. Help them work through the strategic goals and how to identify which information is relevant, how to analyze it, and how to make recommendations.

Place them on a sophisticated or troublesome project that is not clearly defined; coach them on how to clarify goals and develop and monitor work plans. Ask questions and offer feedback, but let them figure things out on their own.
PLAN YOUR DEVELOPMENT

Be specific

Building professional skills requires a well thought-out and detailed plan of action.

1. Select a domain for development. (See Drivers of Performance, p.2).

Which domain will you focus on first?

2. Review the full page description of that domain. (Place a checkmark by the suggestions you want to practice).

Describe what you will do in your academic or professional setting.

What will you do more frequently? What will you stop doing?

More

Stop

How can your faculty advisor/mentor best help you?

Tip
It is best to focus on one development area at a time and to practice and receive feedback for 3-6 months.

Tip
Ask your faculty advisor/mentor for input. Make sure you both agree on priority.

Tip
Work on specific behaviors to build specific skills.

Understanding how specific behaviors connect to outcomes helps you learn more quickly.
PLAN YOUR DEVELOPMENT

Practice

Skill building requires practice. Commit to the time it will take.

1. Practice your target skills and avoid unwanted behaviors.

When or in what situations will you practice the behaviors you want to increase?

Tip
Each morning review your schedule and identify opportunities where you can practice positive and avoid unwanted behaviors.

When do you slide into behaviors that you want to stop doing (i.e., behaviors that interfere or compete with your goals)?

Tip
Create a weekly log and put a checkmark by each day that you practice the target skill. At the end of each week, review how many days you actually practiced. Practice each day. Even if it is only one action, doing something daily will help you apply your skills more consistently in the future.

Get Feedback

Timely, accurate, and constructive feedback is essential for growth.

1. Give your faculty advisor/mentor a copy of your report so that he/she can use the coaching suggestions. Review the report together.

How often will you get feedback from your faculty advisor/mentor?

Who else do you want to get feedback from?

Tip
Ask for feedback from someone who will help you develop — someone who can give you informed, honest, constructive, and respectful feedback.
POST YOUR PLAN

My Development Plan

Review each day to reinforce learning.

I will increase:

<table>
<thead>
<tr>
<th>Action(s) I will take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Who will give me feedback?

<table>
<thead>
<tr>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

How will I know I'm making progress?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>