

Individual Report



This Report Was Prepared For
EMAD HASAN

Date Printed
29 February 2012



This Report Was Prepared For

EMAD HASAN

G3V97G

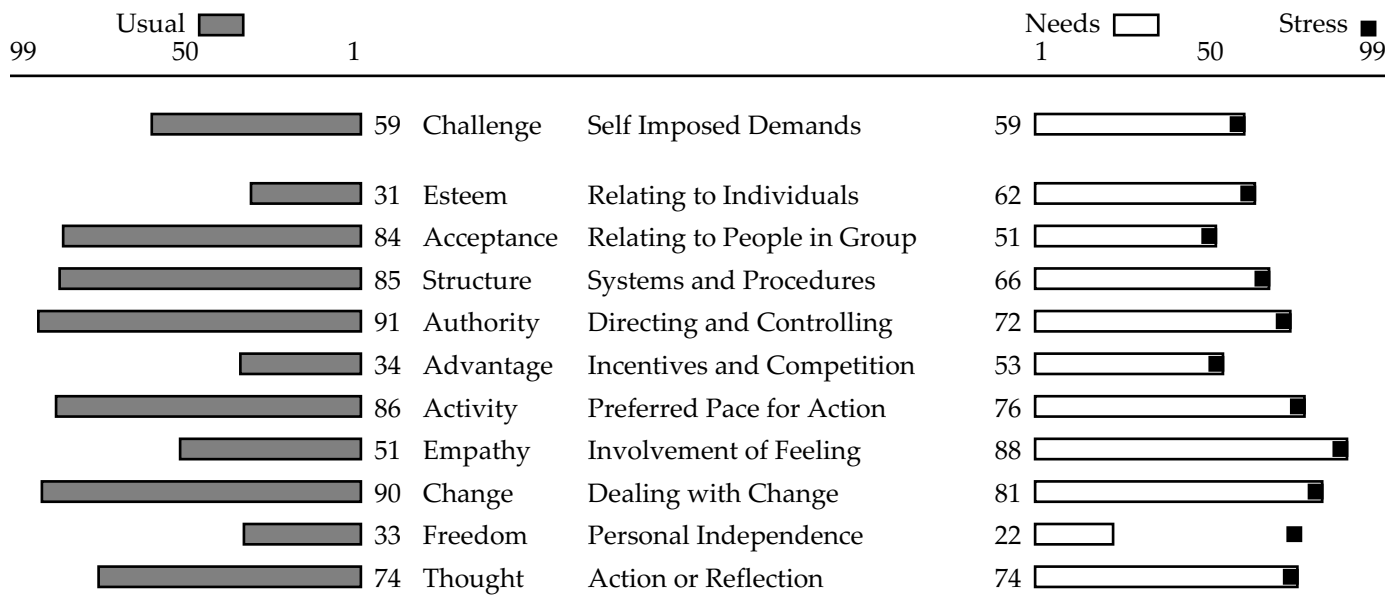
Executive Education

UCLA Anderson School of Management

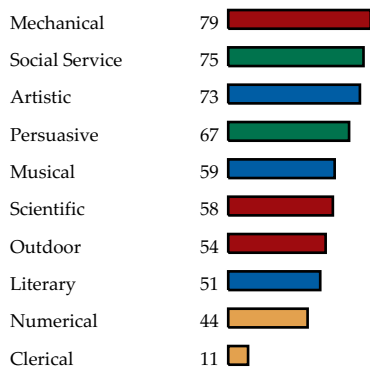
ORGANIZATIONAL FOCUS for : EMAD HASAN

Similarity to others in this job arena:	Intensity	Intensity
Red - Operations/Technology		
Blue - Design/Strategy		
Yellow - Admin/Fiscal		
Green - Sales/Marketing		

Components



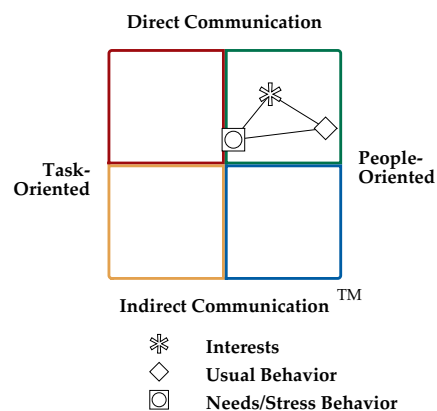
Areas of Interest



Preferred Work Styles



Life Style Grid®



Preferred Work Styles

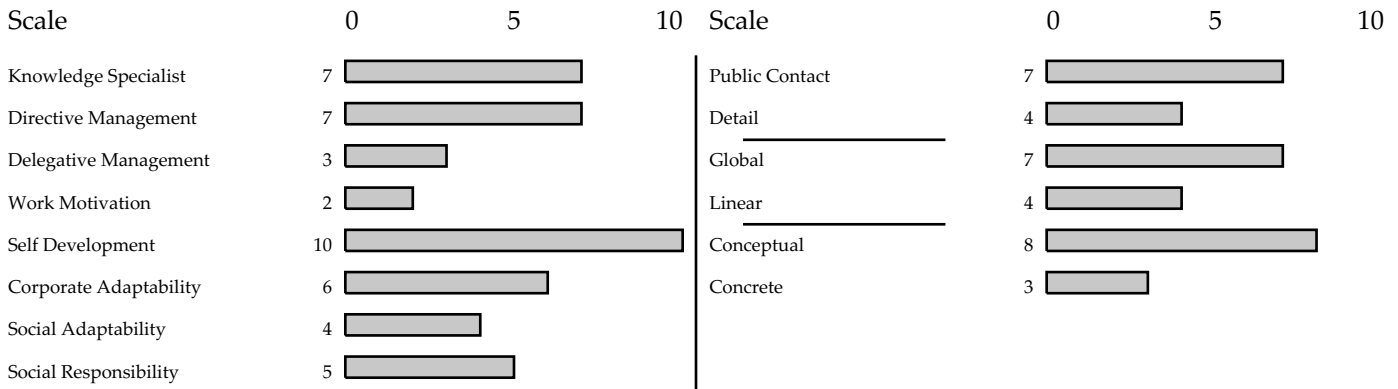
This Report Was Prepared For

EMAD HASAN

G3V97G

Executive Education

UCLA Anderson School of Management



The following are descriptions of typical behaviors of High Scores (7-10).

Knowledge Specialist: Contributes and leads by utilizing personal expertise and knowledge to find solutions. Leads by example. This includes managers and executives who are leaders in technical, educational, consulting and other specialized fields.

Directive Management: Personal, direct involvement in problem solving, controlling and implementing. Leads from the front in exercising authority. Includes managers and executives in action-driven organizations.

Delegative Management: Utilizes plans and strategies. Arranges resources and assists co-workers and teams in dealing with resource and implementation issues. Includes managers and executives in plan-driven organizations.

Work Motivation: A positive attitude toward work; exhibits a responsible outlook toward work rules and assigned functions. Able to find value in most jobs/roles.

Self Development: A positive attitude toward personal growth and development; utilizes classic educational systems more than hands-on experience. Motivated to make contributions and exercise professional or managerial responsibility.

Corporate Adaptability: A positive commitment to relationships and organizational goals necessary for advancing in the organization and corporate structure/culture. Dedicated to and identifies with the corporate initiatives that require significant individual and team commitment.

Social Adaptability: Adaptability to people, social situations, corporate and legal rules. Positive attitudes toward others, ability to withstand extended stress. Meets unexpected changes in an optimistic, tolerant manner, extends trust to others easily.

Social Responsibility: Values and supports social conventions in own social group. Provides and supports stability in work, family, legal and social relationships.

Each pair below has a combined score of 11.

Public Contact: Prefers activities involving social contact. Seeks solutions through people. Focused on people being central to organizational effectiveness.

Detail: Concern for the procedural and detailed aspects of work. Focused on processes as central to organizational effectiveness.

Global: Problem solving that involves a relational and holistic process. Thinking and actions need not follow a set, sequential pattern.

Linear: Preference for activities and tasks that follow a logical, sequential analysis and process.

Conceptual: Utilizes abstract information, experience, intuition and knowledge to find fresh and imaginative solutions.

Concrete: Uses analysis and facts to solve problems. Emphasis is on concrete, immediate, visible results.

Organizational Focus - Individual

This Report Was Prepared For

EMAD HASAN

Executive Education





UCLA Anderson School of Management

G3V97G

ORGANIZATIONAL FOCUS - INDIVIDUAL

The Organizational Focus shows you the best working environment for you. It's generated by determining how similar you are to people who work in four different work environments.

ORGANIZATIONAL FOCUS for : EMAD HASAN

Similarity to others in this job arena:	Intensity	Intensity
Red - Operations/Technology		
Blue - Design/Strategy		
Yellow - Admin/Fiscal		
Green - Sales/Marketing		

Description of Organizational Focus (by color):

Red - Operations/Technology

- A work environment that emphasizes a practical, hands-on approach, usually with a tactical focus.
- A product-focused culture with strong emphasis on implementation.

Green - Sales/Marketing

- A work environment that emphasizes selling, promoting, directing, and motivating others.
- A communications-based culture designed to influence others.

Yellow - Admin/Fiscal

- A work environment that emphasizes standards, tracking, and quality assurance.
- A culture based on efficient procedures and policies.

Blue - Design/Strategy

- A work environment that emphasizes planning, innovating, and creating.
- A culture of ideas, usually with a strong strategic focus.

Organizational Focus - Individual

This Report Was Prepared For

EMAD HASAN

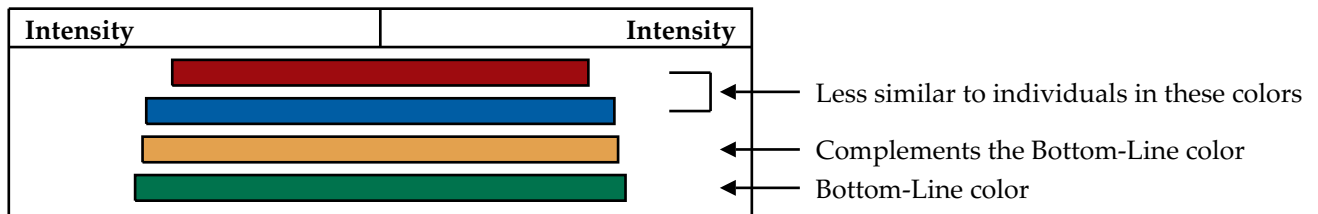
Executive Education

UCLA Anderson School of Management

G3V97G

Rather than represent you in terms of your strongest Organizational Focus, we use all four. The color bars that describe your Focus may be of varying lengths: all long, all short, or a mixture.

The bottom color of the four is always the longest. The longer the bar, the more you are likely to identify with the work environment represented by that color.



The second longest bar is your supporting color. It's less significant for you than your bottom-line color, but it will give you additional information about the work environment that fits you best.

The two remaining bars represent work environments which are likely to be less attractive for you, and where you are less likely to "fit".

Job Families/Job Titles

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

JOB FAMILIES / JOB TITLES

Similarity to others in this Job Family	◀ Least Similar Most Similar ▶	The Job Titles you most closely matched within each Job Family
---	-------------------------------------	--

Life, Physical, & Social Science



Applying scientific knowledge and expertise to specific life, physical, or social science domains. Duties may include researching, collecting/analyzing qualitative and quantitative data, conducting experimental studies, devising methods to apply laws and theories to industry and other fields (e.g., mental health, agriculture, chemistry, meteorology, plant and animal life, human behavior and culture).

- Medical Scientists & Epidemiologists
- Biochemists & Biophysicists
- Chemists
- Microbiologists
- Chemical, Environmental, & Geological Technicians

Education, Training, & Library



Teaching/training individuals or groups of people academic, social, or other formative skills using various techniques/methods. Duties may include instructing children, adolescents, adults, individuals with special needs, or other specific samples within a formal or informal setting, creating instructional materials and educational content, and providing necessary learning resources.

- Social Sciences Teachers (Postsecondary)
- Special Education School Teachers
- Business Teachers (Postsecondary)
- Middle School Teachers (Except Special Education)
- Secondary School Teachers (Except Special Education)

Protective Service



Serving and protecting the best interests of the community, environment, and/or individuals, adhering to federal, state, and local laws. Duties may include investigating criminal cases, regulating traffic and crowds, fire fighting, ticketing/arresting perpetrators, inspecting baggage or cargo, responding to emergency situations, patrolling designated areas, guarding establishments, and providing other security measures.

- Police & Sheriff Patrol Officers
- Security Guards
- Security, Police, & Fire Fighting Enforcement Managers

Computer & Mathematical Science



Designing, developing, and maintaining databases, software, hardware, networks, and other information/logic systems. Duties may include collecting/organizing data, computer programming, providing technical support, web design, and configuring communication systems, among other data-driven functions.

- Data Warehousing & Mining Analysts
- Web Designers, Masters, Administrators, & Writers
- Computer Support Specialists
- Database Administrators
- Computer Software Engineers (Systems Software)

Sales & Related



Selling goods or services to a wide range of customers across various industries. Duties may include selling retail, appliances, furniture, auto parts, medical services, insurance, real estate, financial or consulting services, securities and commodities, as well as other products/services.

- Real Estate Brokers
- Sales Engineers
- Retail Salespersons
- Financial Goods & Services Sales Agents
- Supervisors Of Non-Retail Sales Workers

Job Families/Job Titles

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

JOB FAMILIES / JOB TITLES

Similarity to others in this Job Family	◀ Least Similar Most Similar ▶	The Job Titles you most closely matched within each Job Family
---	-------------------------------------	--

Farming, Fishing, & Forestry



Performing various outdoor activities related to agriculture, horticulture, aquaculture, and/or forestry. Duties may include attending to live farm, ranch, or aquacultural animals, planting, cultivating, and harvesting crops, hunting and trapping wild animals, developing, maintaining, or protecting forested areas and woodlands, and/or cutting, sorting, and grading trees for multiple uses.

Arts, Design, Sports, Media, & Entertainment



Creating and/or expressing ideas or demonstrating talents through various media for entertainment, informational, or instructional purposes. Duties may include acting, dancing, singing, designing graphics, operating media equipment, translating text, writing literature, producing/directing movies or plays, public speaking, radio announcing, competing in sporting events, news reporting, among other specific functions within the media.

Fashion Designers
Public Relations & Communication Managers
Editors

Transportation & Material Moving



Piloting, driving, operating, or navigating transport vehicles or material moving machinery (e.g., aircraft, automobiles, water vessels, construction cranes, locomotives, tractors). Duties include flying commercial airplanes, directing air traffic, driving public or school buses, taxis, trucks, ambulances, commanding motor-driven boats, inspecting freight and cargo, conducting trains, operating forklifts, among other transportation and material moving tasks.

Transportation, Storage, & Distribution Managers
Freight, Stock, & Material Handlers
Supervisors Of Vehicle Operators

Community & Social Services



Counseling, rehabilitating, and/or supporting social and psychological matters of individuals, groups, or communities. Duties may include helping individuals maximize their mental and emotional well-being, cope with addictions, and lead healthy lifestyles, as well as providing spiritual, moral, or vocational guidance.

Counselors & Therapists
Social & Human Service Assistants
Directors (Religious Activities & Education)

Engineering & Architecture



Applying principles and technology of chemistry, physics, and other scientific disciplines into the planning, designing, and overseeing of physical systems and processes. Duties may include creating, testing, developing, and maintaining tools, machines, electrical equipment, buildings/structures, or other physical entities.

Architects
Safety, Quality Assurance, & Environmental Managers
Chemical Engineers
Civil Engineers

This Report Was Prepared For


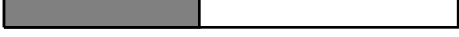


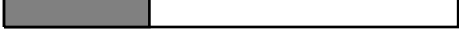
EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

JOB FAMILIES / JOB TITLES

Similarity to others in this Job Family	◀ Least Similar Most Similar ▶	The Job Titles you most closely matched within each Job Family
<p>Management</p> <p>Planning, directing, and coordinating high-level activities within an organization. Duties may include managing personnel, creating budgets, developing and implementing strategies, creating organizational policies, and supervising company operations. These managerial functions are similar in nature across various industries and fields (e.g. engineering, sales, human resources, medical).</p>		<p>Transportation, Storage, & Distribution Managers Safety, Quality Assurance, & Environmental Managers Chief Information Officers Education Administrators (Elementary & Secondary) Industrial Production Managers</p>
<p>Building/Grounds Cleaning & Maintenance</p> <p>Cleaning and maintaining hotels, hospitals, offices, and other establishments, as well as landscapes. Duties may include groundskeeping, planting trees, watering plants, housekeeping, washing windows, vacuuming, exterminating pests, among other cleaning and maintenance tasks.</p>		<p>Supervisors Of Maids, Janitors, & Groundskeepers Maids, Janitors, & Groundskeepers</p>
<p>Legal</p> <p>Researching, litigating, and documenting matters relating to the law, specializing in litigation, arbitration, transcription, investigation, or negotiation of legal issues. Duties may include representing clients in legal proceedings, examining legal statutes, documenting agreements, drafting contracts, investigating cases, and transcribing hearings.</p>		<p>Litigation Lawyers (Win-Lose Outcomes) Paralegals & Legal Assistants Corporate Lawyers (Consensual Outcomes)</p>
<p>Installation, Maintenance, & Repair</p> <p>Performing hands-on work functions related to the installation, maintenance, and repair of various machinery, systems, vehicles, and other serviceable equipment. Duties may include diagnosing, adjusting, servicing, and overhauling engines, telecommunications and/or security systems, heating, vacuuming, and air-conditioning units, and electronics.</p>		<p>Transportation Mechanics & Technicians Automated Teller & Office Machine Repairers Electrical & Electronics Repairers</p>
<p>Construction & Extraction</p> <p>Performing hands-on work functions related to the building of structures or the removal of materials from natural settings for use in construction or other applications. Duties may include bricklaying, carpentry, masonry, roofing, plumbing, inspecting integrity of structures according to building codes, mining, drilling, and disposal of construction by-products, using specialized tools and equipment.</p>		<p>Supervisors Of Construction & Extraction Workers Carpenters Construction Managers</p>

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

JOB FAMILIES / JOB TITLES

Similarity to others in this Job Family	◀ Least Similar Most Similar ▶	The Job Titles you most closely matched within each Job Family
---	-------------------------------------	--

Healthcare Practitioner & Technician

Providing medical care and treatment in an effort to achieve optimal mental and physical patient well-being. Duties may include assessing patient health, diagnosing illnesses, performing surgery, prescribing medication, implementing prevention strategies, conducting/reviewing laboratory diagnostics, and supervising medical support staff. Most of these occupations require a graduate education.

Child, Family, & School Social Workers
 Medical & Health Services Managers
 Medical Technologists & Technicians

Healthcare Support

Providing support functions in the healthcare field. Duties may include assisting physicians with patient care and treatment, rehabilitation, record keeping, transcription, and other routine medical functions.

Medical Assistants & Transcriptionists
 Nursing Aides, Orderlies, & Attendants

Food Preparation & Serving-Related

Preparing and cooking foods and/or serving patrons in dining establishments or other settings. Duties may include checking food quality, mixing drinks/ingredients, cleaning dishware, taking orders, planning menus, and other food/serving-related functions.

Bartenders
 Waiters & Waitresses
 Supervisors Of Food Preparation & Serving Workers

Production

Producing, creating, and/or manufacturing a variety of products (e.g., food, lumber, electrical equipment, fabrics, metals, plastics, stones, fuel) through the operating of specialized tools and/or equipment. Duties may include baking pastries, binding books, cutting, shaping, and assembling furniture, assembling electronics, shaping molten glass, fabricating jewelry, welding metal components, among other specific production tasks.

Industrial Production Managers
 Packaging & Filling Machine Operators & Tenders
 Machinists

Personal Care & Service

Providing personal assistance, care, and services to individuals in various contexts. Duties may include attending to children, caring for the elderly or disabled, coordinating tourist travel, ensuring safety and comfort to travelers, providing cosmetic services, coordinating recreational activities for residential facilities, as well as other personal care and service tasks.

Hairstylists, Manicurists, & Morticians
 Child Care Workers & Home/Personal Care Aides

Office & Administrative Support

Providing clerical support within an organization. Duties may include preparing statements, tracking accounts, record keeping, bill collecting, making phone calls, scheduling appointments, entering data, providing customer service, ordering and tracking inventory, handling monetary transactions, among other administrative support tasks.

Secretaries (Except Legal, Medical, & Executive)
 Billing & Posting Clerks & Machine Operators
 Property Managers

Job Families/Job Titles

This Report Was Prepared For

EMAD HASAN

Executive Education

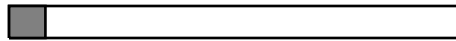
UCLA Anderson School of Management

G3V97G

JOB FAMILIES / JOB TITLES

Similarity to others in this Job Family	◀ Least Similar Most Similar ▶	The Job Titles you most closely matched within each Job Family
---	-------------------------------------	--

Business & Finance



Analyzing and evaluating business/financial information for the purposes of documenting, making recommendations and/or ensuring adherence to business protocol. Duties may include preparing financial reports, developing investment strategies, analyzing general business trends, or assessing risk/liability, to streamline the operations of an organization.

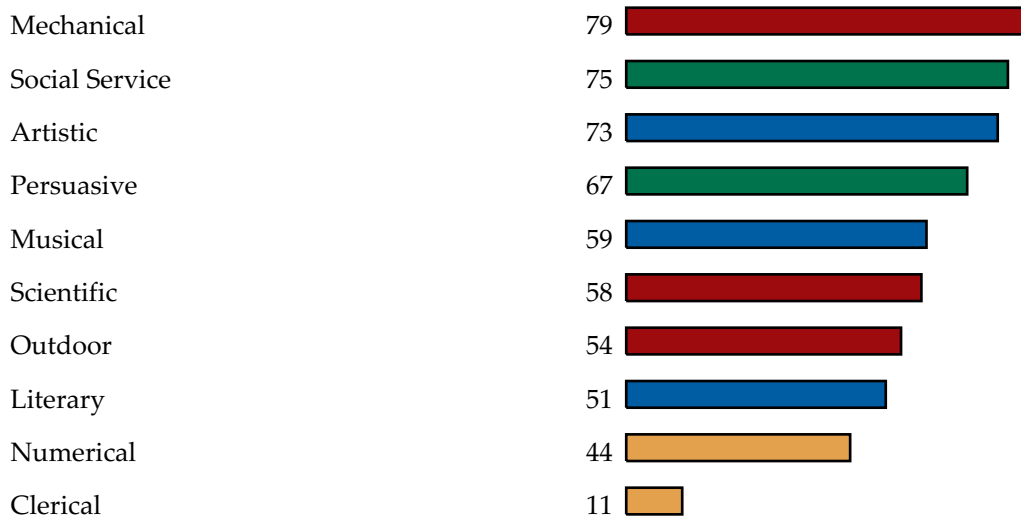
Functional Training & Development Specialists
 Fund-Raising Directors
 Financial Analysts

This Report Was Prepared For
 EMAD HASAN
 Executive Education
 UCLA Anderson School of Management

G3V97G

Areas of Interest

The numbers listed below indicate percentile rank in broad **occupational areas** and give a *good indication* of the individual's *occupational interest*.



Persuasive - Persuasive interactions with others. Motivating others to accept ideas, actions or opinions through means of persuasion, reasoning or argument.

Social Service - Organized assistance and services to support and advance social conditions of the individual and community through social programs, agencies and organized religious involvement.

Scientific - Involvement in professions or avocations that assist others through research. Occupations in health services, technology and medical paraprofessionals, nutritional or pharmaceutical services involving scientific interests.

Mechanical - Hands-on work with a broad range of technical responsibilities from power-driven machine operations to high tech electronics. Interests may include design, maintenance, operation or repair of motors and machinery, power-driven or automated.

Outdoor - Hands-on work in an outdoor or natural environment. These activities can include physical or mental exertion outside of office confines. Some individuals score high because of environmental concerns.

Numerical - Combining numbers analytically and factually to arrive at practical, quantitative conclusions. Utilizing numbers in business bookkeeping, accounting and tax procedures.

Clerical - Being involved in administrative positions including recording, data processing, numeric detail and personnel functions that require predictable results and specific controls.

Artistic - Creating imaginative works of aesthetic value, expressing ideas artistically. Working or performing in the visual arts.

Literary - Creative interest in writing and in sophisticated language skills. Indicates appreciation for abstract ideas conveyed in various mediums and materials.

Musical - Involvement with music in its many forms. Interests may include melodies, compositions, attending concerts, supporting the musical arts, or simply appreciating music. Professional musicians would be expected to have a high degree of this interest.

Components at a Glance

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

Components

		Usual Behavior	Needs	Stress Behavior
Esteem	Relating to Individuals	31	62	62
Acceptance	Relating to People in Group	84	51	51
Structure	Systems and Procedures	85	66	66
Authority	Directing and Controlling	91	72	72
Advantage	Incentives and Competition	34	53	53
Activity	Preferred Pace for Action	86	76	76
Challenge	Self Imposed Demands	59	59	59
Empathy	Involvement of Feeling	51	88	88
Change	Dealing with Change	90	81	81
Freedom	Personal Independence	33	22	75
Thought	Action or Reflection	74	74	74

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

Dictionary for the Components

Esteem

Sensitivity in relating to individuals - the way the individual prefers or needs to deal with close, personal, one-on-one relational issues.

Acceptance

Relating to people in groups - the way an individual relates to others in groups or casual situations. The degree of participation and involvement the individual prefers in work, teams, group and social settings.

Structure

Systems and procedures - how the individual controls issues associated with detail, structure, follow - through, and routine.

Authority

Directing and controlling - how an individual deals with authority.

Advantage

Idealism versus realism - individual and team competitiveness, how comfortably an individual deals with security and materialism with financial or prestige risk.

Activity

Preferred pace for action - the degree to which an individual engages in energetic action or movement. How energy is expressed, directed and recharged.

Challenge

Self-imposed demands for achievement - how an individual manages or maintains commitment and overall self-worth.

Empathy

Involvement of feeling - how an individual expresses and deals with emotions and feelings; openness or comfort with the emotional aspects of life.

Change

Dealing with change - how an individual handles interruptions and disruptions of significant priorities.

Freedom

Personal independence - how unconventional a person is in outlook. The degree of spontaneity in life and work situations.

Thought

Active versus reflective orientation - how an individual deals with decision making. How much time and thought a person requires and expects from others when making decisions.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

INTERPERSONAL NEEDS SUMMARY

Major behavioral needs are listed below.

GETTING ALONG WITH OTHERS

You need the companionship and sincere respect of individuals more than group popularity or acceptance.

GIVING AND ACCEPTING DIRECTION

A need for independence and freedom from formal group control is indicated.

HANDLING CONFLICT AND COMPETITION

You need opportunities to settle differences of opinion in a competitive, but still personal, way.

EMOTIONAL AND PHYSICAL STAMINA

Activities should be challenging and physically demanding.

ORGANIZING AND PLANNING

Notwithstanding the traits described above, your planning activities should normally involve a minimum of organizational control or routine.

PROBLEM-SOLVING AND DECISION-MAKING

Your responsibilities and activities should not consistently require quick and decisive action.

IN/2

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

Relating to People Individually

(Esteem 31/ 62)

Prefers to be direct and straightforward and is matter-of-fact; but has a need to feel the genuine respect and appreciation of people in return.

Relating to People in Groups

(Acceptance 84/ 51)

Enjoys working in a group and is socially at ease with people; but needs to be able to spend a certain amount of time alone as well as have opportunities to work with groups.

Systems and Procedures

(Structure 85/ 66)

Prefers organizing work according to some definite plan and values system and order; and needs organizational support and guidance and the benefit of recognized systems and procedures.

Direction and Control

(Authority 91/ 72)

Likes to be self-assertive and actively enjoys supervising and directing others; and needs opportunities for forceful self expression against a background of firm direction and control.

Teamwork and Individual Competitiveness

(Advantage 34/ 53)

Prefers to be trustful and to value an approach based on intangibles rather than competition; but needs the stimulus of an environment which to a degree encourages competitiveness.

Preferred Pace for Action

(Activity 86/ 76)

Likes to be very active and displays a high energy level; and needs the stimulus of a busy schedule and an active environment.

Demands of Work

(Challenge 59/ 59)

Combines a degree of self-assurance with a liking for reasonably challenging tasks; and needs to be offered assignments that present something of a challenge without being unrealistic.

Involvement of Feeling

(Empathy 51/ 88)

Prefers to combine a fairly objective outlook with a certain sensitivity to people's emotions; but needs the support of an environment that is genuinely sensitive to people's feelings.

Dealing With Change

(Change 90/ 81)

Likes to introduce a good deal of variety and novelty into personal routine; and needs to be offered plenty of opportunity for novelty and change.

Personal Independence

(Freedom 33/ 22)

Prefers to be restrained and consistent in personal attitude; and needs the support of a familiar and predictable environment.

Action or Reflection

(Thought 74/ 74)

Likes to consider all possible alternatives before committing to a decision; and needs to be offered plenty of time for decisions.

This Report Was Prepared For

EMAD HASAN

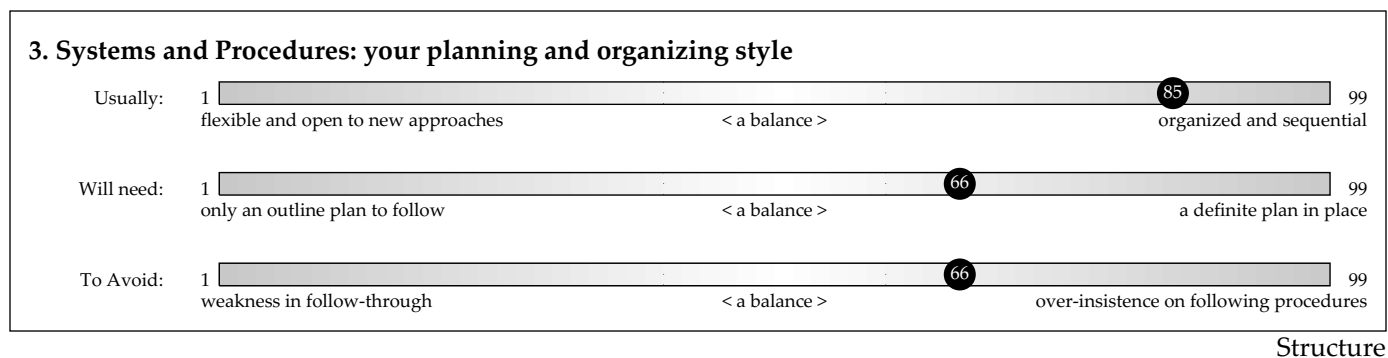
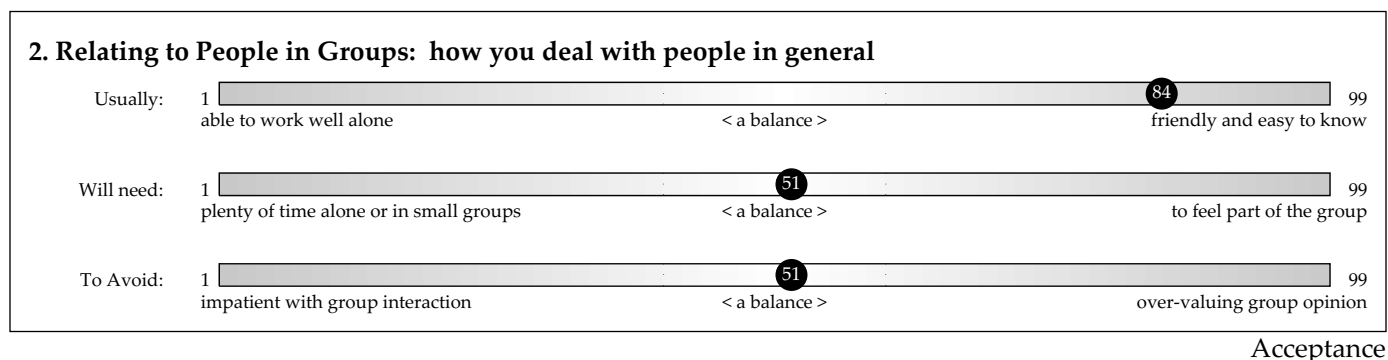
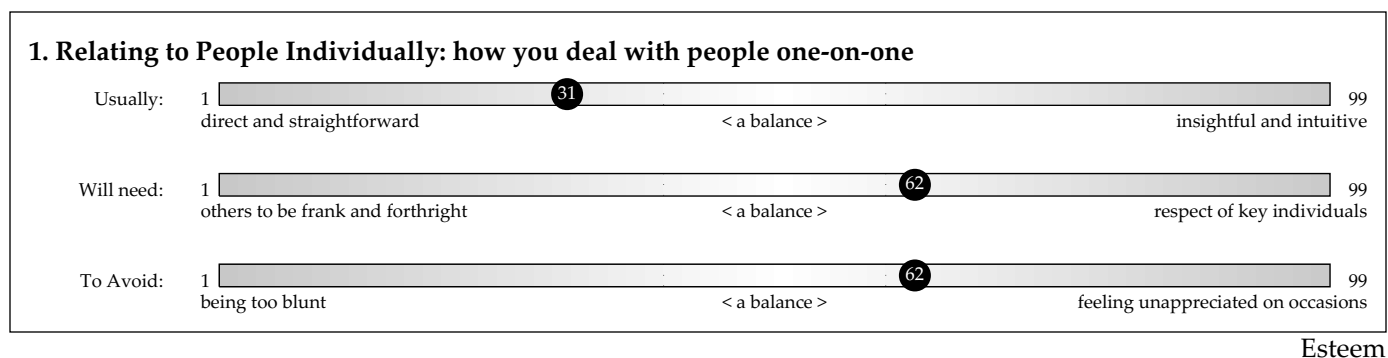
G3V97G

Executive Education

UCLA Anderson School of Management

For each area, there are three bars, showing your usual style, your motivational needs, and the stress behavior which may result if the need is consistently unmet. Your scores appear in the circles on each bar.

For any bar, the closer your score is to 99, the more the description on the right is likely to apply; the closer your score is to 1, the more the description on the left is likely to apply.



Needs Graph

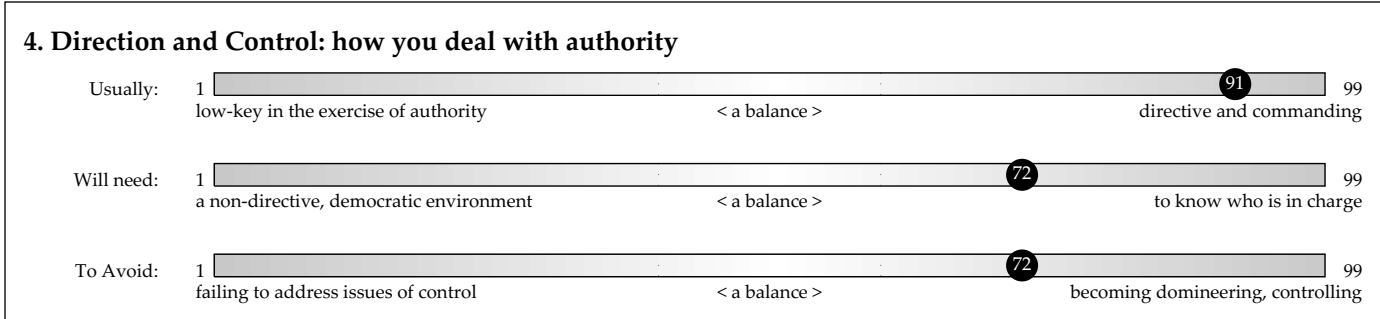
This Report Was Prepared For

EMAD HASAN

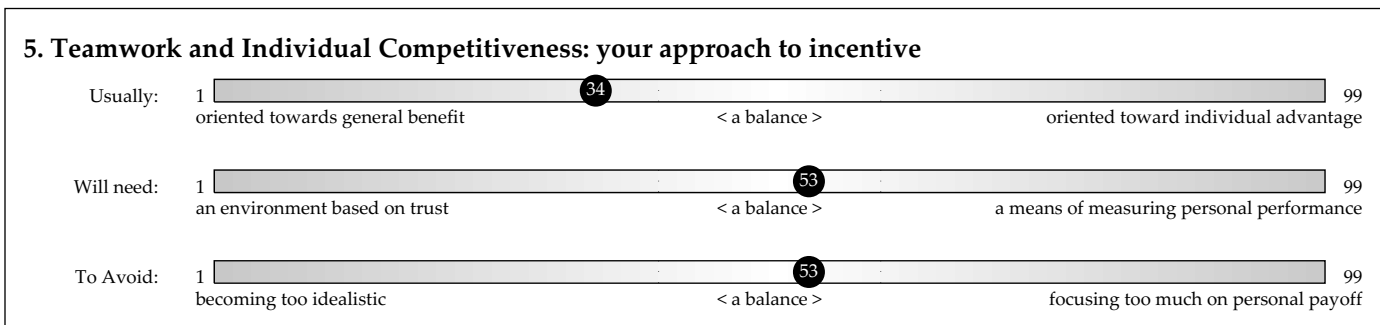
G3V97G

Executive Education

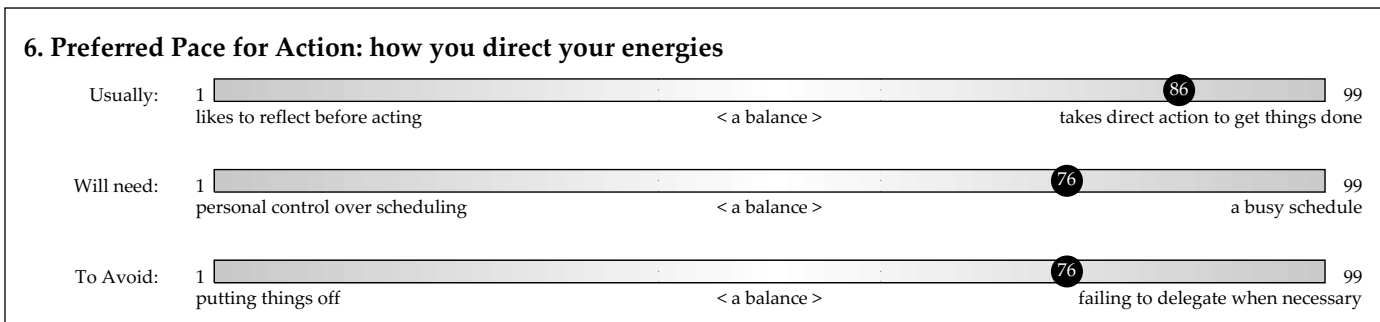
UCLA Anderson School of Management



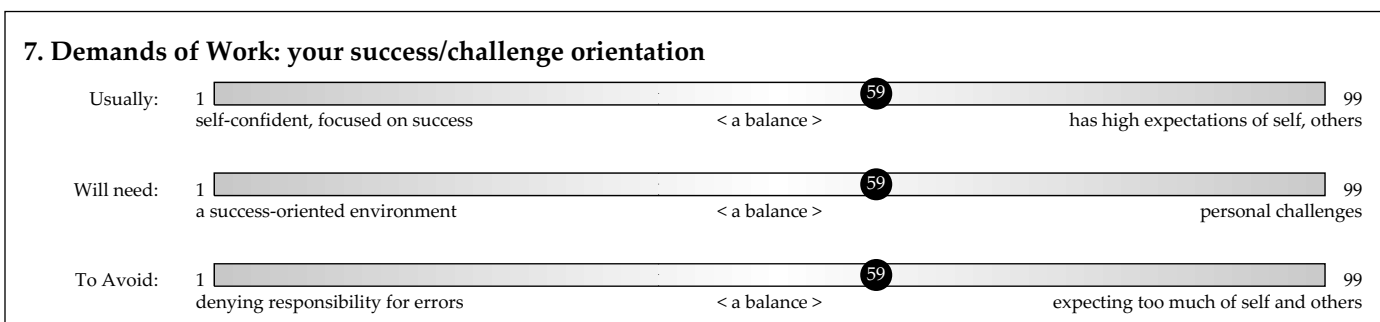
Authority



Advantage



Activity



Challenge

Needs Graph

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

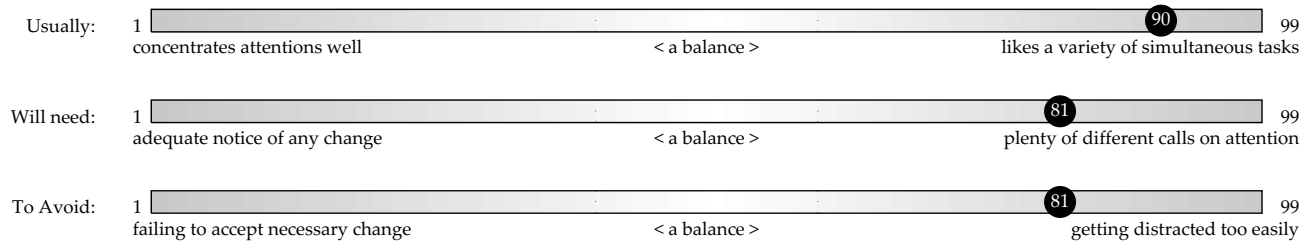
G3V97G

8. Involvement of Feeling: your subjectivity and objectivity



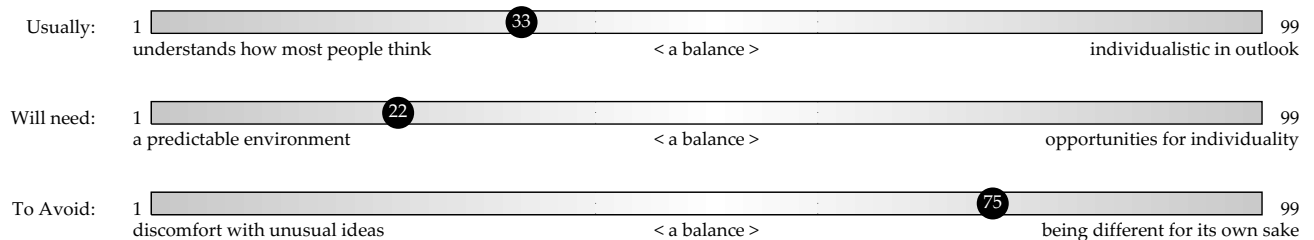
Empathy

9. Dealing with Change: how you handle variety



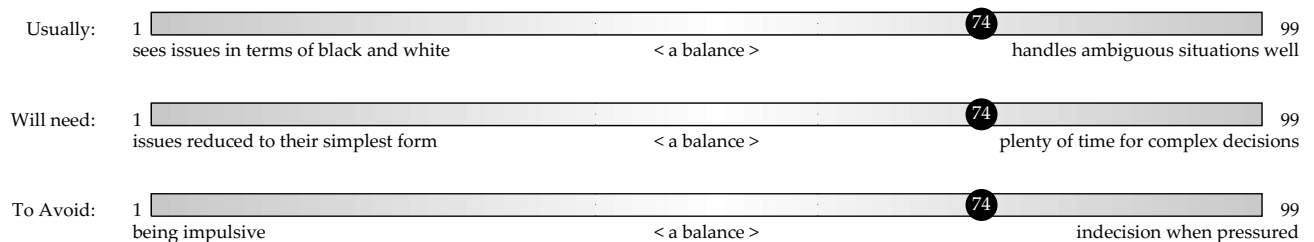
Change

10. Personal Independence: how characteristic you are in outlook



Freedom

11. Action or Reflection: how you handle issues in decision-making



Thought

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

STRENGTHS AND NEEDS PAGES

The enclosed "Strengths and Needs" pages consist of twelve pages of individualized description and interpretation of the basic needs. The actual scores for the components are not reported on these pages.

For those of you who are steeped in numbers, let us assure you that there are several advantages to this approach. First, it eliminates the concern for the relative "goodness" or "poorness" of a given score. Secondly, while each page can stand totally by itself in terms of its message, the complete information is now easy to understand and comprehend, making it entirely possible to give each person constructive, usable feedback.

The format of the pages is this: there is a beginning paragraph outlining these strengths (Usual Behavior) associated with the particular style. These statements are very positive, and indicate your natural, effective behavior. Then, there is a paragraph describing your Basic Needs. These statements are non-judgmental but help you understand that being maximally productive is dependent on having certain basic needs met. Finally, there is a paragraph outlining POTENTIAL behavior in the event that the need is not met. There is nothing absolute about this Stress Behavior description, but it can easily be used in developing an "early warning system" in identifying and coping with stress.

Organizationally, these pages can help you accomplish many things. As feedback, they are helpful. They provide a foundation to teambuilding sessions and other relational programs. For supervisors and managers, the information is invaluable when dealing with individual problems and conflict resolution. They could easily be integrated into any stress management program, or actually provide the basis for such a program. Coupled with the predictive material, they could become a narrative profile of the individual.

Strengths and Needs

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

Your Report

This Personal Strengths & Needs report describes your behaviors and motivations. No attempt has been made to measure your talents or abilities.

The pages that follow describe information from your Usual, Needs and Stress scores.

This Report Was Prepared For
EMAD HASAN
Executive Education
UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

ESTEEM: *ONE-ON-ONE RELATIONSHIPS*

Among your strengths are your ability to avoid beating around the bush, and the ease with which you relate to others in a direct and straightforward manner. Things that embarrass and trouble most people cause you little bother.

Strengths:

straightforward
unevasive
matter-of-fact

NEED: However, you need to sense that other people have a certain respect and appreciation for your personal feelings, especially the significant people in your life. But this need is not extreme, and the sensitivity should be balanced with frankness and openness.

CAUSES OF STRESS: When others are too blunt with you, you may find your feelings hurt; but too much sentiment and evasiveness can raise the discomfort of suspicion on your part.

Possible stress reactions:

becoming sensitive to criticism
becoming impersonal

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

ACCEPTANCE: *SOCIAL RELATIONSHIPS*

One of your real strengths is a genuine social awareness. As a rule, you accept people and offer pleasant attention or understanding as needed. Your natural friendliness toward others tends to keep you interested in group activities.

Strengths:

sociable
communicative
at ease in groups

NEED: However, you indicate that your need constitutes more of a balance from a social point of view. Having one or two really close friends complements your outgoing style, and helps provide the balance that you need to maintain your sense of well-being.

CAUSES OF STRESS: Because of your need for both casual and personal social interactions, you can feel the anxiety of too much of either one. On one hand, you may become anxious to withdraw from crowds or impersonal groups; on the other hand feel it very important to be accepted by a group with which you have identified yourself.

Possible stress reactions:

popularity-seeking
over-emphasis on solitude

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

STRUCTURE: *ORGANIZING*

Recognizing the importance of tending to detail, you are generally careful and thorough. You prefer to rely on concepts and procedures that have been tried and proven, reasoning in terms of what is orderly and systematic.

Strengths:

systematic
detail-oriented
procedure-minded

NEED: At the same time, you have plenty of initiative that needs expression. It is important that you balance your reliance on system and procedure with opportunities to be self-directive. A sense of control in this regard is satisfying for you.

CAUSES OF STRESS: When required to devote too much attention to minute details, you react adversely, causing you to lose sight of the need for routine procedures and control. Also, pressure to change your plan of action is likely to be met with resistance.

Possible stress reactions:

overlooking routine
attempting to over-control

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

AUTHORITY: *AUTHORITY RELATIONSHIPS*

It is easier for you than most people to take charge and direct activities, and see to it that pre-arranged plans are carried out. You are comfortable with authority, and can exercise it in the form of procedure and control, or verbally.

Strengths:

- self-assertive
- seeks to influence and excel
- enjoys directing others

NEED: It is good for you to be around people who enjoy discussion and friendly disagreement, but who also value your opinion. When being directed, you need clear, unambiguous instruction.

CAUSES OF STRESS: While you respect and appreciate strength in others, you are likely to find "weak" people a bother. Your morale and enthusiasm can wane when you are forced to deal with people who have difficulty exercising their authority.

Possible stress reactions:

- over-assertive
- argumentative tendencies
- demanding personal attention

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

ADVANTAGE: *IDEALISM AND REALISM*

While your attitudes constitute a balance between idealism and realism, you openly admit to having competitive drives. You pursue winning, and are not inclined to hide your motives. Competing against your own performance can be particularly enjoyable.

Strengths:

trustful, yet careful
balance of idealism and realism
resourceful but cooperative

NEED: Occasional feelings of having a competitive advantage over others, with opportunities to help others, combine to keep you from becoming too self-promotional or too idealistic. A background of moderation in this area allows you to be at your best.

CAUSES OF STRESS: Due to your moderate need, you are inclined to react with suspicion or opportunism when others become impractical in their idealism, or too quick to protect their own personal interests.

Possible stress reactions:

being distrustful
becoming self-promotional

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

ACTIVITY: *REFLECTION AND ACTION*

Your remarkable energy reserves add considerably to your overall energetic nature, strengthening your determination and endurance. Being physically active, even for extended periods, is something you not only find easy, but also enjoy doing.

Strengths:

vigorous and persuasive
enthusiastic
energetic

NEED: Having lots of opportunities to be physically active is a key to releasing your energies. You are easily stimulated by a busy schedule and situations that require immediate action.

SOURCES OF STRESS: Your energy and enthusiasm will begin to build up if not allowed to be released through regular or frequent periods of activity, and this generates restless tension. Idleness may make you prone to act without thinking.

Possible stress reactions:

impatience
wasted energy
edginess

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

CHALLENGE: *YOUR VIEW OF YOURSELF*

You are able to avoid being too self-confident as well as being overly critical, largely a result of your balanced outlook on yourself and other people. Recognizing that everyone has both strengths and weaknesses, you have an "I'm OK, you're OK" attitude.

Strengths:

enthusiastic
analytical, but also accepting
balance of introspection and confidence

NEED: You will be most comfortable in the company of others who share your general outlook and who provide mutual support and encouragement. The satisfaction of an occasional challenge can reassure you and help keep you in touch with your strengths.

CAUSES OF STRESS: You may find it difficult to relate to others who seem to be self-confident in the extreme, or who are too critical and demanding of themselves or others.

Possible stress reactions:

reduced emotional strength
becoming self-punishing
oppositional attitudes

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

EMPATHY: *DEALING WITH EMOTIONS*

You have a genuine understanding and even sympathy for others' feelings; but you guard your sensitivity cautiously, not getting overly involved in the emotional problems of other people. You recognize the importance of keeping the facts in sight.

Strengths:

objective, yet warm
sympathetic, yet practical

NEED: In some contrast, you indicate a need to sense that others are aware of your personal feelings. You need to feel comfortable expressing and working out your emotions, and this is best supported by people who respond to the importance of your problems.

CAUSES OF STRESS: You are subject to periods of discouragement whenever you sense that your personal feelings are being overlooked or ignored by other people. This results from your tendency to react by magnifying your problems.

Possible stress reactions:

becoming too subjective
tendency to magnify problems
getting discouraged

This Report Was Prepared For
EMAD HASAN
Executive Education
UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

CHANGE: *DEALING WITH CHANGE*

Your above-average resilience to change is largely a result of your sense of adventure and a readiness to start new things. Added to this strength is the stimulation you find in the prospect of undertaking fresh and novel activities.

Strengths:

easy to stimulate
responsive and attentive
adaptive

NEED: Frequent changes of activity and an environment in which you are free to move around provide positive reinforcement for your strengths. You make good use of opportunities for variety.

CAUSES OF STRESS: Without the stimulation of novelty and change you are likely to become restless and bored. You can easily experience the monotony of excessive emphasis on routine.

Possible stress reactions:

boredom
difficulty concentrating
restlessness

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

FREEDOM: *INDEPENDENCE*

You have a greater-than-average understanding of how most people think and feel. With this asset, you are generally cooperative, consistent and restrained, placing a rather high value on conventional attitudes and values.

Strengths:

consistent
conventional
restrained

NEED: A background that is familiar and reasonably predictable provides the best support for your strengths. You seem to expect others to share your value system - an expectation that implies a need for protection from uncertainty.

CAUSES OF STRESS: Surprises can be unpleasant for you at times, since they can upset feelings of familiarity. Protection from uncertainty is very important so that you don't become overly individualistic.

Possible stress reactions:

withdrawal
rebellious
non-conformist attitudes

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

PERSONAL STRENGTHS AND NEEDS

THOUGHT: *MAKING DECISIONS*

You have a greater-than-average ability to see many shades of gray, and to identify the subtle complexities of issues that others may miss. You generally dislike making quick or snap decisions.

Strengths:

thoughtful
reflective
concerned with consequences

NEED: Since the easy, surface answer does not satisfy you, you need ample time to examine all the possibilities and consider the consequences of each. You need to feel that you have looked carefully at all aspects of situations before committing to a decision.

CAUSES OF STRESS: Being pushed to make a decision can make you feel rushed and hurried, and lead to feelings of insecurity. You may have difficulty coping with a problem in a casual way, since you tend to think of a variety of solutions to a problem.

Possible stress reactions:

unnecessary worry
fear of making mistakes
tendency to postpone decisions

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

Introduction: "The Stress Pages" The Birkman Method® and Stress Management

We know that the ability to manage stress has vital consequences in our professional and personal lives. The Birkman Method®'s **Stress Pages** report provides a specific report targeted to better self-management.

In this eight page report, the Stress Pages address four areas where stress can easily occur. Since few of us take the time to acknowledge or articulate our own needs, we may especially react to unmet needs in these situations:

1. Interpersonal Relationships
2. Schedules and Details
3. Conflict
4. Decision Making

This Stress Pages report offers information to help you manage to your own individual Needs (as described by the Birkman behavioral Components) and to more easily avoid areas of potential stress.

In each of these areas, the first page identifies some symptoms of Stress that you may express, feel or exhibit in this situation. The report then provides suggestions as to what you can do to prevent or at least minimize those behaviors that might further increase the Stress that you may be feeling. When asterisks also appear on the page, they indicate that intensity or priority of the information.

The second page of each section provides information that relates to your motivational Needs. When your Needs are generally met, you can more easily use your Strength Behaviors. This report also helps you to understand what may be happening (which Need is not being met) when you do experience symptoms of Stress.

Finally, the report provides suggestion as to how you can proactively *manage* Stress by taking specific actions to meet your own Needs on an on-going basis.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

STRESS OF INTERPERSONAL RELATIONS

The Stress Behaviors surrounding the area of interpersonal relations relate to the *Esteem* and *Acceptance* Components. Your Stress scores in these areas are 62 (*Esteem*) and 51 (*Acceptance*).

Your Stress scores do not suggest that this is an area of significant concern for you.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

MANAGING NEEDS FOR ESTEEM AND ACCEPTANCE

The Stress Behaviors surrounding the area of interpersonal relations relate to your *Esteem and Acceptance Needs*. Your Need scores in these areas are 62 (*Esteem*) and 51 (*Acceptance*).

Based upon these scores, it is likely that you need:

Respected titles and status	Acceptance and support from groups
Personalized benefits	Work responsibilities you can share
Criticism balanced by praise	Team spirit and co-operation
Genuine pats on the back	Signs of group popularity
Close individual ties	Large numbers of friends

In order to build resistance to or avoid stress in this area, we recommend that you:

Spend more time with that special person who always makes you feel good about yourself (spouse, best friend, parent, etc.).

Keep a list of your recent successes and re-read it when you feel discouraged.

Reward yourself by spending a little time doing those things that you always feel good about after you finish.

Take the time to have casual exchanges with your superiors.

Work to establish several support groups that help you feel accepted and well liked.

Spend more time with small groups of persons with whom you share interests or projects.

Take the initiative in establishing a few regular social events through the year, not just in December or the summer, and accept more invitations.

Schedule regular informal meetings or outings with key members of your work group throughout the year.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

STRESS OF DEALING WITH SCHEDULES OR DETAIL

The Stress Behaviors surrounding issues dealing with details and schedules relate to the *Structure* and *Change* Components. Your Stress scores in these areas are 66 (*Structure*) and 81 (*Change*).

Based upon these scores, when you are feeling Stress in this area, we expect you may begin to:

Get bored with essential detail, and not follow through on schedule.

Feel restless and impatient, and become distracted by little things.

Have trouble exercising self-discipline or concentrating on the task at hand.

Become annoyed by anything that delays action.

Disrupt orderly processes in your impatience to get on to something new.

When these behaviors occur:

Set up procedures to handle distractions during the most tedious or routine parts of a project.

Check the progress of each task on a regular basis; avoid adding new priorities to the top of the list until old priorities are finished or formally abandoned.

Remember that existing priorities must be attended to when accepting the challenge of a new project.

Work to compartmentalize projects and stay focused on the task at hand.

Develop a careful list of your tasks and responsibilities, and establish their relative priorities.

This Report Was Prepared For
EMAD HASAN
Executive Education
UCLA Anderson School of Management

G3V97G

MANAGING NEEDS FOR STRUCTURE AND CHANGE

The Stress Behaviors surrounding issues dealing with details and schedules relate to your *Structure and Change Needs*. Your Need scores in these areas are 66 (*Structure*) and 81 (*Change*).

Based upon these scores, it is likely that you need:

Organizational support	Novelty and change in your day
Detailed instructions	Frequent shifts in your activities
Steady, predictable income	An independent work role
Clearly defined responsibilities	Varied or complex work activities
Specific rules and policies	Changes in the group or the scenery

In order to build resistance to or avoid stress in this area, we recommend that you:

Identify an important recurring task that you do well, and schedule time to perform that task at the beginning of a work period or cycle rather than the end.

Schedule the important tasks in your work cycle in a way that allows for interruptions but protects the important tasks; establish your schedule in writing.

Set aside time every day to organize your thoughts and plan your day, or to review the day's progress and plan the next day.

Build up a stockpile of small, worthwhile projects to work on when you need a break from a boring task.

Develop schedules and time management habits that allow you to routinely work on or monitor several tasks every day.

Keep variety and a sense of newness in your hobbies and social life.

Avoid taking on home projects that will require you to do essentially the same thing every night for months on end.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

STRESS OF HANDLING CONFLICT

The Stress Behaviors surrounding issues with conflict relate to the *Authority* and *Freedom* Components. Your Stress scores in these areas are 72 (*Authority*) and 75 (*Freedom*).

Based upon these scores, when you are feeling Stress in this area, we expect you may begin to:

Be rebellious or unconventional, and resist control by others over insignificant issues.

Feel that others are getting in your way or exercising too much control over your actions.

Violate simple rules and conventions just to express your independence.

Insist on your own way in a situation and fail to take other people's needs or desires into account.

Become unpredictable in your thoughts and actions.

When these behaviors occur:

Work on identifying common goals and purposes with those who suggest new approaches or raise issues with you.

Assume that others are just as interested in solving the problem as you are, and listen to their ideas.

Work to remain open to possibilities others are raising; look for parts of their ideas that are compatible with your own.

Listen carefully before reacting to or arguing with ideas presented by others.

Practice looking for the value in uniformity - rules and procedures.

This Report Was Prepared For
EMAD HASAN
Executive Education
UCLA Anderson School of Management

G3V97G

MANAGING NEEDS FOR AUTHORITY AND FREEDOM

The Stress Behaviors surrounding issues of conflict relate to your *Authority* and *Freedom* Needs. Your Need scores in these areas are 72 (*Authority*) and 22 (*Freedom*).

Based upon these scores, it is likely that you need:

Opportunities to debate or argue	Protection from uncertainty
Directive, face to face authority	Predictable, stable relationships
Opportunity to direct others	Familiar, well-established routines
Forceful superiors who listen	Order and consistency around you
To be heard by others	Complete instructions and directions

In order to build resistance to or avoid stress in this area, we recommend that you:

Develop opportunities to join other strong-willed persons in spirited but friendly exchanges about low-threat issues.

Spend more time debating philosophical or meaningful topics with friends who seem to enjoy a good argument.

Try to remind close associates that you need opportunities to discuss issues thoroughly before decisions are made that affect you.

Since you think better when bouncing ideas off others, try to develop a good brainstorming relationship with a co-worker.

Spend more casual time with persons who share your values and social attitudes.

Share do-it-yourself type projects with friends who seem to enjoy working with others, especially if it is a community project.

Work with others in your group to define clearly the goals and objectives of each project or program.

Where possible, seek clear ties with the past in important decisions so that change can be seen as evolutionary rather than as revolutionary.

This Report Was Prepared For
EMAD HASAN
Executive Education
UCLA Anderson School of Management

G3V97G

STRESS OF MAKING DECISIONS

The Stress Behaviors surrounding decision-making issues relate to the *Activity and Thought Components*. Your Stress scores in these areas are **76 (Activity) and **74 (Thought)**.**

Based upon these scores, when you are feeling Stress in this area, we expect you may begin to:

Feel impatient and act without thinking just to be able to get started on a project.

Do too much yourself because you don't have time to explain the task to someone else.

Take on too much pressure to do things and get too involved with multiple projects.

Get impatient with group meetings or other situations that require you to sit and concentrate for long periods.

Begin to feel impatient and restless when you must wait on others before going somewhere or starting something.

When these behaviors occur:

Take adequate time to obtain relevant information, and quit short-circuiting decisions.

Work with those around you and develop signals to alert you when you are getting impatient and going too fast.

Look for ways to reduce your restless energy and to concentrate on the options before making a decision.

Practice looking for at least three approaches or possible solutions to a given problem before deciding on a course of action.

Work toward balancing action with thought, respect that sometimes thought before action can save time in the end.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

MANAGING NEEDS FOR ACTIVITY AND THOUGHT

The Stress Behaviors surrounding decision-making issues relate to your *Activity and Thought* Needs. Your Need scores in these areas are 76 (*Activity*) and 74 (*Thought*).

Based upon these scores, it is likely that you need:

Competitive work and play

Outlets for your enthusiasm

Many definite things to do

Social outlets for your energy

Physical activities

Time to think decisions through

Support from others on decisions

Opportunities to talk out worries

Offers of assistance and help

Cautious decision-making by others

In order to build resistance to or avoid stress in this area, we recommend that you:

Work up a good physical activity/exercise program that fits your health and life style.

Take every opportunity to burn energy through action, especially during periods when you must sit through long meetings or do paperwork for long periods.

Develop intermediate goals and targeted progress points for longer projects, and use each milestone to help you see the end approaching.

Spend social time with others who share your level of energy, and do things that let you be active and enthusiastic.

Build life goals and important plans carefully using thorough discussion with those close to you and advice from knowledgeable advisors.

Develop close relations with patient and effective advisors who will reflect on your ideas with you and will help you think carefully about important issues.

Keep abreast of major developments in your work area, so that you are ready to deal with issues when they arise and have a good idea of where to go for assistance or information.

Remind those close to you that you need careful preparation before making a decision, and elicit their support in developing several options to consider.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

GUIDE PAGE TO EMOTIONAL STABILITY USUAL BEHAVIOR

You see action as the key to solving most problems. You are naturally inclined to take action personally and to encourage others to do the same -- a consequence of your high level of physical energy. You approve of a style which emphasizes practical, hands-on involvement over a more thoughtful approach which may involve unnecessary delay.

You are inclined to believe that most issues have both an objective and subjective component to them. It is important to you, not only to understand the logical underpinnings of a situation, but also to appreciate the extent to which that situation may be affected by your own and other people's feelings.

You are more at ease with "shades of gray" in decision-making than are most people. You know that it is often the little issues that determine what the best decision will be, and therefore you prefer to spend a reasonable amount of time on exploring these matters which might appear irrelevant to other people.

In brief, you show an unusual balance of a liking for immediate action with a more considered decision-making style. When people's feelings are involved or there is some ambiguity in situations, you are generally able to temper your drive for action with a more considered approach.

UNDERLYING NEEDS

You respond best when others present situations to you in all their complexity and when they talk out the more subjective aspects, even though in general you prefer the stimulus of a busy environment.

STRESS BEHAVIOR

When stress begins to build, your physical energies require some outlet even if it may be inappropriate. At these times you may find it hard to delegate, may be tempted to micro-manage situations that would be better delegated, and even to interfere in issues which are not part of your mandate.

If you sense that your feelings or the feelings of others are being ignored, you can begin to experience negative emotions yourself. Under these circumstances, your overall performance can be adversely affected by these unpleasant feelings, and you can find it hard to see the positive aspects of the issues that confront you.

In these more stressful circumstances, you can begin to give over-much attention to decisions. Your decision-making begins to slow, as you start to look too closely at minor issues that may not really be important. Under great pressure, you may refuse to commit yourself to any decision at all.

These tendencies taken together can result in your worrying needlessly, particularly about important and complex decisions. While your level of energy generally means these negative feelings are not too severe, it also means that it becomes progressively more difficult for you to delegate issues rather than micro-managing them.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

GUIDE PAGE TO

EXTRAVERSION

USUAL BEHAVIOR

You are friendly and meet people easily. You do not find it difficult to relate to people in large groups, and you are seen in turn as someone who is open and easy to talk to.

These assets come from your ability to "read" groups. Instinctively, you know when it is appropriate to say something and when you should listen. You also understand that people work better together when they are able to spend at least some time on supposedly "irrelevant" issues, because this enables them to establish effective working relationships.

You prefer to relate to other people by being direct and straightforward. You believe that being open and frank is the best way of communicating with others: it saves time and enables you to be forthright.

This directness can be an effective approach to others. It permits you to cut through irrelevancies and address the issue at hand in an open manner.

To summarize: Your relationships are characterized by openness and friendliness. You are at your best when dealing with people in groups and being direct and to the point.

UNDERLYING NEEDS

You are stimulated by a combination of group activities and more intensive work with small groups or on your own. Knowing that you have the genuine respect and appreciation of all these people is an important motivator for you.

STRESS BEHAVIOR

When stress starts to build, you find it hard to handle social extremes. Too much group-based activity increases the pressure you feel. You are tempted to withdraw or to "shut down" socially, becoming increasingly silent or even absenting yourself from important social occasions.

On the other hand, if you feel you are being excluded from significant group activities, your response may be the opposite. You can start to worry about your popularity, or agree with people whom privately you believe to be wrong.

When things start to go wrong, you begin to worry unnecessarily about the extent to which you are respected and appreciated by others. To regain and retain the respect of key individuals becomes too large a part of your personal agenda.

Much of this concern on your part is not real. Your underlying sensitivity is now working against you, and it becomes too easy for you to imagine that others are thinking the worst of you when that is not in fact the case.

In other words, you do not respond well to continued exposure to social extremes. Under these circumstances, you become over-sensitive to real or imagined slights.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

GUIDE PAGE TO CONSCIENTIOUSNESS USUAL BEHAVIOR

You are organized in your thinking and in your approach to most issues that you deal with. You find it easy to adapt to the existing organizational or other structure, and you have a natural orientation towards order and method.

You tend to focus on detail rather than looking at the broad picture. You are careful in both planning and execution, and what your plans may lack in novelty they more than make up for in dependability.

Where risks are involved, you prefer to calculate these carefully, to the extent that this is possible. Established procedures and processes are more to you than merely proven systems. You understand that other people derive a sense of comfort and stability from methods that have been tried and tested, and you will not willingly abandon these simply because someone else thinks they have a "good idea."

To sum up, therefore, you primarily value an approach which is organized and structured, and which is built where possible on existing systems whose worth has been proved.

UNDERLYING NEEDS

You need to feel the support of an organized environment where existing systems and procedures can be depended upon.

STRESS BEHAVIOR

When situations start to become unpredictable, your level of stress can begin to rise. The absence of a firm plan to follow makes you feel uneasy. You can become resistive to necessary changes because they cannot be fitted into an existing schema, even though the reason for those changes is precisely because your existing systems and procedures are inadequate.

You can respond by becoming over-insistent that even the minutest of procedures be followed. This reflects, not the need for such control, but your fears as you believe things are getting out of hand.

You can be tempted to use bureaucratic oversight and "yesterday" thinking in order to feel secure. When this happens, the goal that was originally agreed can become lost in a mass of unimportant and irrelevant detail.

In short, you are most likely to find yourself under stress when dealing with new situations for which there are few or no suitable guidelines.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

GUIDE PAGE TO

AGREEABLENESS

USUAL BEHAVIOR

You find it easy to exercise authority -- it comes almost naturally to you. It is generally quite clear to people what you want to happen. Your use of direct orders or commands is not domineering -- it is simply an economical expression of what is to be done.

When things are going well, you are untroubled by matters of who is in charge. In your experience, some authority should come naturally, whether or not it reflects any formal structure of command.

It is part of your make-up to think in terms of team rather than individual effort. Your experience leads you to believe that a group can achieve more if they work in concert than if they are competing unnecessarily with one another.

This team focus reflects your basic orientation towards abstract values such as trust and loyalty. Under normal circumstances, you feel you can get things done more easily on the basis of trust and cooperation, because these are values in which you really believe.

Your strongly directive style of authority, therefore, is accompanied by a commitment towards common, abstract goals and team-based motivation.

UNDERLYING NEEDS

The boundaries of your personal authority should be clearly established for you to be most effective. A combination of teamwork and individual incentives will ensure your best performance.

STRESS BEHAVIOR

When things start to go wrong, you can begin to make your own attempts at direction and control even though these may be inappropriate.

At these times, you can speak up and voice your opposition even if it involves ignoring any formal chain of command. Such behavior can antagonize more domineering authority figures, and provoke others into resisting you silently but effectively.

In stressful scenarios, you are apt to misread the situation. On the one hand, you over-estimate the extent to which other people may be motivated by abstract values.

On the other hand, sometimes your liking for individualized incentives can cause discomfort to those who value team effort and who are driven by personal ideals.

You respond equally poorly, therefore, to environments which are too idealistic or too competitive. In both cases, your temptation is to argue or to attempt to dominate the situation.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

GUIDE PAGE TO

RESTLESSNESS

USUAL BEHAVIOR

You are naturally responsive and attentive, even when presented with issues which may not directly affect your long-term goal.

As a result, you like to spread your attention over several matters at the same time, and you do not hesitate to interrupt others if you feel that the issue demands a response from them, no matter how engrossed they may be.

The effect of this approach, when all is going well, is to increase both productivity and creativity. You and those around you are naturally alert to minor issues which might impact the overall project. Your time is typically dedicated to several matters simultaneously. The result is that more work gets done, while you remain open to the influence of unexpected events on the long-term goal.

To sum up, therefore, your success is generally built on your ability to focus on more than one thing at the same time.

UNDERLYING NEEDS

You need the stimulus of an environment that offers a variety of different matters to which you can give your attention.

STRESS BEHAVIOR

When your situation does not provide the level of variety you need, you tend to become less focused. These are the times when you divert your attention to matters that may be interesting but whose relevance to the immediate task is marginal.

You become restless for instant results which can give you a sense of achievement. What you like to think of as "multi-tasking" becomes simply an inability to sit still and concentrate.

Self-discipline now becomes hard. Delays in the overall project can become increasingly frustrating to you, as the prospect of achieving the central goal in a timely manner becomes more remote.

In short, your style of becoming less-than-productive is to over-focus on less significant matters when the main goals are overlooked.

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

MANAGERIAL AND ORGANIZATIONAL STYLE

Preferred Style when Planning

POLICIES AND PROCEDURES

- Applies authoritarian methods as base of company policy and planning
- Gives primary consideration to innovative, imaginative planning as essential to long-range growth

IMPROVING OPERATIONS

- Emphasizes personal direction of individuals
- Emphasizes new approaches and opportunities for personal involvement as means of improvement
- Bases improvement on probing and evaluating planning options and alternatives

SCHEDULING

- Pushes completion of planning, innovation, and getting started

Preferred Style when Organizing

ESTABLISHING RELATIONSHIPS

- Carefully defines respective boundaries of authority and encourages direct debate
- Emphasizes personal interaction between members of units

PROMOTING TEAMWORK

- Takes into account team stability and individual feelings of team members

COMPENSATING

- Recognizes necessity for interest in and concern for individual team members as individuals

ASSIGNING RESPONSIBILITIES

- Places precise limits on areas of authority when allocating responsibilities. Allocates to those willing to speak up
- Carefully analyzes situations before assigning responsibility

DELEGATING

- Formally defines chain of command by personal, one-on-one delegation of responsibility

IMPLEMENTING

- Initiates action with the support of superior authority

IMPROVING EFFICIENCY

- Stresses personal involvement and interdependence of team members
- Emphasizes procedures which allow for change and flexibility

Preferred Style when Directing

This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

MANAGERIAL AND ORGANIZATIONAL STYLE

Preferred Style when Directing (cont.):

COMMUNICATING

- Emphasizes personal authority and influence in communicating

MOTIVATING

- Gives individuals close, firm direction
- Sets high standards, emphasizes secure relationships and shows personal interest in employees

NEGOTIATING

- Emphasizes face-to-face debate, gaining edge on opponent
- Takes abrupt changes of position in stride

CORRECTING

- Solves problems by open debate and airing of disagreement and conflict

Preferred Style when Controlling

REVIEWING PERFORMANCE

- Makes outspoken evaluations of performance
- Determines performance standards by conferring with associates and thinking over results

DISCIPLINING

- Defines and limits freedom by imposing authority directly
- Remains aware of sensitivity of individuals and dispiriting effects of impersonal discipline
- Carefully reviews and evaluates performance to discern the various possibilities for corrective action

REPORTING

- Centers authority and accountability in spoken, personalized reporting on a person-to-person basis

MAINTAINING QUALITY/QUANTITY PERFORMANCE

- Maintains performance by personal face-to-face supervision

MANAGING CHANGE

- Applies rules and guidelines flexibly. Encourages when and where needed

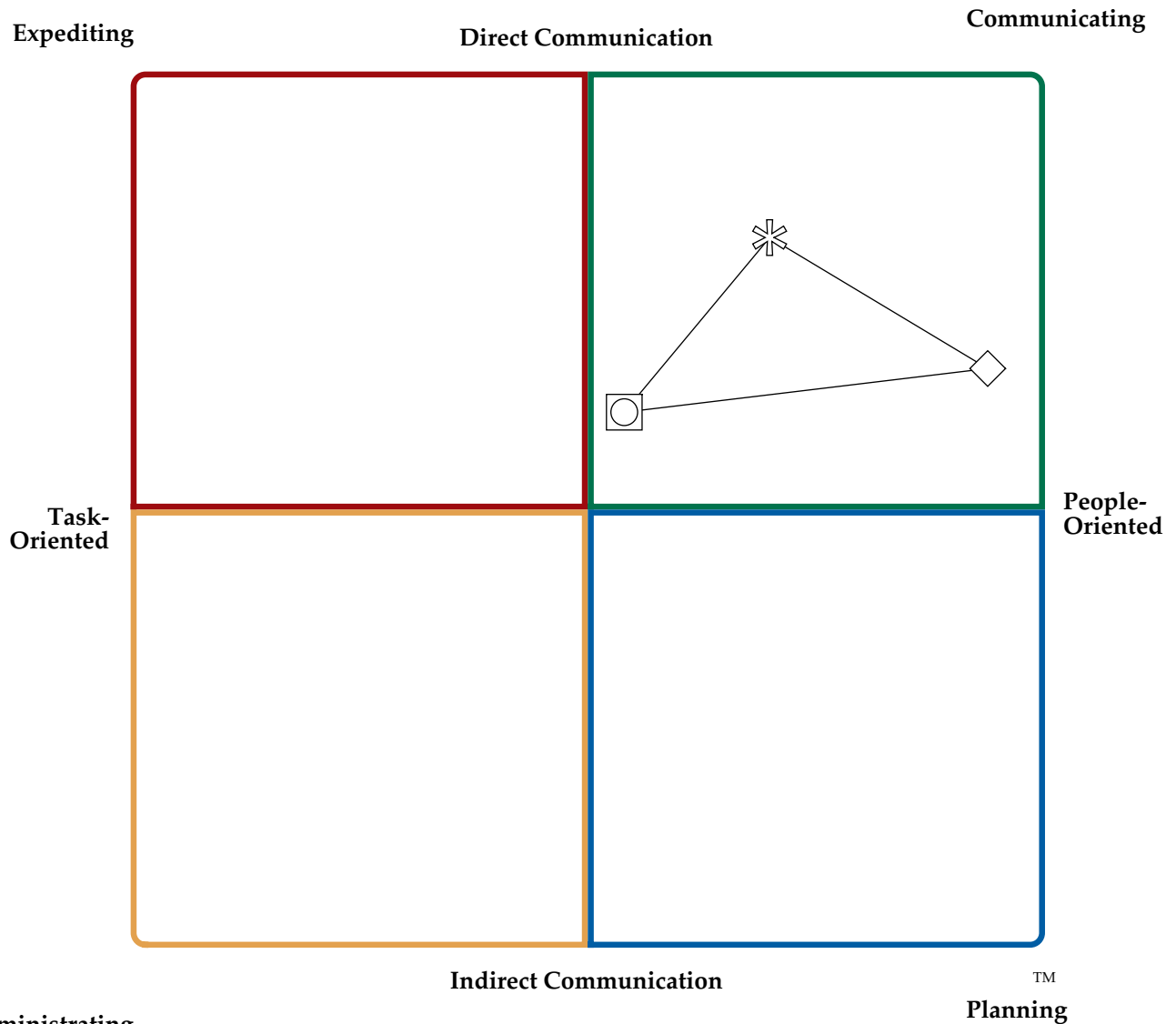
HANDLING GRIEVANCES

- Emphasizes importance of feelings. Considers insight into behavior and motivation crucial to problem-solving and control

This Report Was Prepared For
 EMAD HASAN
 Executive Education
 UCLA Anderson School of Management

G3V97G

This page provides a summary of the information presented in the preceding pages. The characteristics of your Asterisk, Diamond, Circle and Square are described below.



Administrating

- ✱ (Green): You enjoy very people-centered activities which involve presenting ideas and influencing the thinking of others.
- ◇ (Green): When you are working effectively, you tend to be persuasive and insightful.
- (Green): To be most effective, you can use to good advantage the support offered by all four quadrants. Under stress, you may exhibit some of the stress behaviors from all four quadrants.

Life Style Grid Summary

This Report Was Prepared For

EMAD HASAN

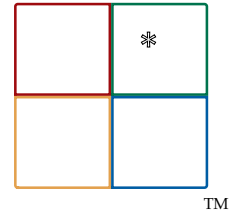
Executive Education

UCLA Anderson School of Management

G3V97G

Your GREEN Asterisk shows that you may like to:

- sell or promote
- direct people
- motivate people
- build agreement between people
- persuade, counsel or teach

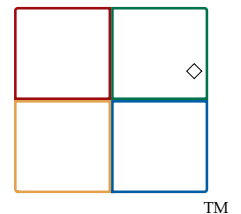


Your GREEN Diamond shows that you generally are:

- responsive and independent
- flexible and enthusiastic

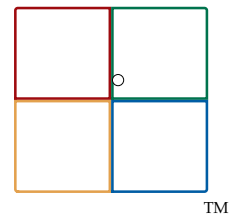
You also tend to be:

- selectively sociable
- thoughtful
- optimistic



Your GREEN Circle shows you are most comfortable when people around you:

- do not show extremes in behavior

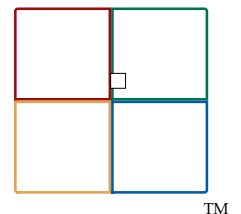


Your GREEN Square shows that your stress behavior may include your being:

- domineering, distracted and disorganized

You may also become:

- inflexible and resistant to change
- insensitive and impatient
- defensive



This Report Was Prepared For

EMAD HASAN

Executive Education

UCLA Anderson School of Management

G3V97G

EMAD HASAN:

In *working with others*, he uses candor well but is sensitive to the feelings of others;

When *giving or accepting direction*, he generally prefers clearly defined responsibilities; he is self-assertive. He enjoys debate and active, participative discussion.

As to *competitiveness and stamina*, he seeks encouragement from others. Energetic, sometimes intensely so, he can persevere, but is also prone to impulsive energy-wasting.

When *organizing or planning*, he is both alert and easily distractible; he is somewhat individualistic, yet depends on knowing exactly what is expected. He prefers to think before acting.

Suggestions for coaching EMAD HASAN:

Provide him opportunities for one-on-one discussions. Express appreciation personally but without excessive sentiment. *Esteem*

Arrange some opportunities for him to express his personal initiative. *Structure*

* Keep debates controlled and positive. *Authority*

Demonstrate reassuring understanding at every opportunity to help bolster his spirit. *Empathy*

Keep busy with definite activities. *Activity*

* Change his activities frequently to help stimulate and maintain his positive attitude. *Change*

Make sure he knows any requirements well in advance. *Freedom*

Provide him special opportunities to talk out his worries. Don't expect or require quick decisions. *Thought*

*** Particularly significant; may impact other areas**