



# **A Guide to Using Belbin for Matching People to Jobs**

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## INTRODUCTION

This guide has been prepared to help bring about improvements in the way people are matched to jobs by ensuring they are both *suitable* and *eligible*.

The general principles apply both to the recruitment and selection process and to making decisions about the career development of existing employees.

The main difference is that a more rigorous approach has to be adopted to elicit the existence of the required *eligibility* and *suitability* factors when dealing with external candidates.

## METHOD

1) Prior to commencing the job of finding the candidate who is the best fit it is important that the job is properly defined. It is suggested that the Belbin Work Role model is used for this purpose as it clearly distinguishes between different classifications of work. The enhanced clarity provided by this model minimises the risk of errors at the front end of the process and will therefore greatly improve the chances of ensuring the right person is matched to the job.

2) Having defined the job, established best practices should be used to define the *eligibility* requirements of the job. The information can then be used to draw up a shortlist of *eligible* candidates.

*Eligibility* factors include:

- Skills
- Experience
- Qualifications

3) Should it be appropriate, procedures should also be used to deal with personal attributes. Such things as:

- Appearance
- Physical attributes
- Eyesight and hearing

The procedure would need to comply with both the organisation's policy on equal opportunity, and legal requirements.

4) Having produced a shortlist of *eligible* candidates these should now be screened to identify the most *suitable* candidate - the person best matching the behavioural demands of the job.

This involves:

- a) The job specifier/s completing a Belbin Job Requirements assessment. (If this is done by more than one person the assessment should be completed by consensus)
- b) The job specifier/s, and anyone else who would be qualified to assess the behavioural requirements of the job, should each complete a Job Observation

assessment. (A separate assessment form to be completed by each assessor)

c) Each of the candidates on the shortlist completing a Belbin Self Perception Inventory and a Self Observation Assessment.

d) A minimum of four Observer Assessments being obtained for each candidate. These should be completed by work colleagues who know the person well. In the case of external candidates the Observer Assessments may be completed by a mix of work colleagues of the candidate and the interviewers. In the latter case it is important to use carefully structured interviews designed to elicit the required information.

e) References being taken up to obtain validation of the behavioural characteristics of the candidates.

CERT will provide further advice on any of the above procedures if required.

All of the assessments described in steps 1 and 4a to 4d should be sent to CERT for scoring and analysis. A detailed report will then be provided to enable an objective decision to be made.

### **Additional Comments**

- It is recommended that the aim should be to appoint someone who is adequately *eligible* and highly *suitable*. The temptation to select the most *eligible* of the *eligible* should be avoided as there is evidence to support the view that a *suitable* person who is adequately, but not over *eligible* will have some room to grow into the job - and be a longer stayer.

- This structured and well proven approach to matching the behavioural characteristics of the candidates to those required by the job will help avoid appointing a misfit and, thus, having to go through the selection process all over again.

- For key appointments consideration should be given to putting candidates through an assessment centre to elicit both *eligibility* and *suitability* factors.

### **DOCUMENTATION**

A master set of the documentation described in the above procedure is provided for photocopying and use as required.

## **COSTS**

### **Defining the Work Role**

Computer processing of WorkSet documentation and providing report.

**Charge per job £25**

### **INDIVIDUAL REPORTS**

Processing Self Perception Inventory answers and up to 6 Observer Assessments

Preparation of following reports:

- Team Role Profile
- Character Report
- Counselling Report
- Pie Chart of Self and Observer Assessments\*
- Assessment Results in Ranked Order\*
- Bar Graph of Observer Assessments\*
- List of Most Highly Rated Responses \*

\* These reports only supplied when 4 or more Observer Assessments provided.

**Charge per person £35**

### **WORKING RELATIONSHIP REPORTS**

Preparation of text and chart showing the Team Role chemistry between any two people for whom we hold individual profiles.

**Charge per report £10**

### **TEAM REPORTS**

Preparation of Team Role Combination report for groups of 3 to 15 named people or Working Relationship report for 2 people for whom individual reports have been prepared.

**Charge per report £20**

### **JOB REPORTS**

Processing Job Requirement Assessment and up to 6 Job Observer Assessments

Preparation of following reports:

- Job Direct Report and Job Counselling Report

**Charge per job £25**

- Candidate Compatibility with Job Report\*
- Candidate Suitability with Job Report\*#

\* Only available for people for whom individual reports have been prepared.

# Only available for people who have supplied 4 or more Observer Assessments provided.

**Charge per job £10**

### **Terms**

Reports are normally sent within 2 working days. Special arrangements can be made for quicker turnaround by pre-booking 14 days in advance.

All charges include sending reports by email in pdf format. Additional charges, at cost to us, will apply for reports sent by post, special courier service or by fax.

All charges are subject to VAT for UK orders.

## **DOCUMENTATION**

Photocopy these master copies as required.

# BELBIN JOB REQUIREMENTS

Job Title:

Name of Assessor:

Date: / /

The object of this exercise is to identify the "make or break" features of jobs in terms that can be related to people characteristics. After establishing the profile of the job the search can begin for candidates who have matching personal characteristics. **The results are not valid unless the person who completes the exercise is directly responsible for the job concerned or for the composition of the team.**

To complete the Job Requirements it is important to bear in mind the meaning of the five ratings as they apply to the job factors.

RATING	GRADE	DESCRIPTION
<b>CRITICAL</b>	<b>A</b>	means essential for a really good job performance or difficult to find at the required standard.
<b>IMPORTANT</b>	<b>B</b>	indicates something needed for a satisfactory performance although this capacity is not rare among qualified candidates.
<b>USEFUL</b>	<b>C</b>	refers to characteristics that may be welcome in a general sense but which do not necessarily contribute a great deal to performance on the job.
<b>IRRELEVANT</b>	<b>D</b>	covers characteristics that are neutral in the sense that they would confer on the possessor neither an advantage nor a disadvantage in the job.
<b>UNHELPFUL</b>	<b>E</b>	denotes a requirement which if fully met by the job possessor might detract from performance.

The sixteen factors are defined below. The two jobs in brackets that follow the definition indicate jobs where that factor is likely to apply, although any job title may mask actual job content. After the completion of grading the sixteen factors according to the Job demands, indicate below the **three most important factors** in order of preference:

**OF THE 16 FACTORS ASSESSED THE 3 MOST IMPORTANT ARE:**

1st

2nd

3rd

Section I	TASK DEMANDS	Grade
1. <b>Autonomy:</b>	The job holder is required to develop the individual field of work; to determine how the job should be tackled without needing to draw on the advice or direction of others. <i>(Medical Consultant, Sculptor)</i>	
2. <b>Assiduity:</b>	In order to do the job adequately the holder needs to work relentlessly and untiringly in pursuit of a particular objective or set of objectives. <i>(Market Gardener, Door-to-door Salesman)</i>	
3. <b>Meticulousness:</b>	The job requires consistent high quality work in circumstances where the consequences of failure could be serious. <i>(Surgeon, Auditor)</i>	
4. <b>Preparedness:</b>	The job demands that much time and attention are given to anticipating needs, forward planning and practical preparation. <i>(Stock Controller, Maintenance Engineer)</i>	

<b>Section II DEALING WITH PEOPLE</b>		<b>Grade</b>
<b>5. Ascendency:</b>	The job entails direct control over others, providing a lead and being ready to take potentially unpopular decisions, if need be, when dealing with subordinates.  <i>(Army Officer, Football Manager)</i>	
<b>6. Co-ordination:</b>	The job involves steering or helping to steer, often in group situations, people drawn from different jobs or positions in a hierarchy, towards some common agreed objectives.  <i>(Chief Education Officer, Town Planner)</i>	
<b>7. Diplomacy:</b>	The job requires securing the co-operation of individuals when not in a position of authority over them. This could involve acting discreetly or dealing with difficult people.  <i>(Industrial Relations Negotiator, Complaints Department Executive)</i>	
<b>8. Making Contacts:</b>	The social relationships most likely to bring success in the job are those which the job holder initiates rather than those which arise out of the established work group.  <i>(Sales Manager, Field Technical Adviser)</i>	

<b>Section III WORK CONDITIONS AND CONSTRAINTS</b>		<b>Grade</b>
<b>9. Robustness:</b>	The job conditions, or the nature of the work itself, is liable to impose considerable physical and/or mental pressure that the job holder must be able to withstand.  <i>(Newspaper Editor, Production Shift Supervisor)</i>	
<b>10. Tolerance of Routine:</b>	Embodied in the job is a significant amount of prescribed or predictable routine work that must be performed adequately and cannot be passed on to others.  <i>(College Principal or Registrar, Proof-reader)</i>	
<b>11. Tolerance of Uncertainty:</b>	The job is one where the holder is faced with ambiguous or rapidly changing situations and incomplete information. Success depends on choosing the "best in the circumstances" line of approach.  <i>(Entrepreneur, Buyer in the Fashion Trade)</i>	
<b>12. Shared Responsibilities:</b>	The job lacks defined boundaries. Much time needs to be spent in the job "territories" of others with a view to joint responsibility for the outcome of shared work.  <i>(Safety Manager, Group Project Engineer)</i>	

<b>Section IV MENTAL ABILITY, EXPERIENCE AND TRAINING</b>		<b>Grade</b>
<b>13. Originality:</b>	The job entails opening up new ground. Success depends on an imaginative and creative approach.  <i>(Advertising Executive, Research Worker)</i>	
<b>14. Analysis:</b>	The job demands the ability and willingness to interpret complex material and to understand difficult concepts.  <i>(Solicitor, Computer Programmer)</i>	
<b>15. Experience and Expertise:</b>	Effectiveness in the job depends more on intensive training and/or protracted experience than on natural aptitude.  <i>(Precision Engineer, Export Agent)</i>	
<b>16. Strategic Overview:</b>	The job entails the need to keep a broad view of everything that is going on. A number of considerations outside one's own immediate job area will have a bearing on how this job is carried out.  <i>(Computer Consultant, Stockbroker)</i>	

# BELBIN JOB OBSERVATION

Job Title:

Name of Assessor:

Date:     /     /

## LIST A:

Place a tick (✓) against up to ten words which you consider to be essential characteristics needed in this particular job.

**THEN IDENTIFY BELOW THE THREE MOST IMPORTANT OF THE WORDS THAT YOU HAVE IDENTIFIED.**

## LIST B:

Place a tick (✓) against up to three characteristics which you feel would detract from the job.

## LIST A

## LIST B

accurate	1	<input type="checkbox"/>	knowledgeable	26	<input type="checkbox"/>	aggressive	1	<input type="checkbox"/>
adaptable	2	<input type="checkbox"/>	logical	27	<input type="checkbox"/>	critical	2	<input type="checkbox"/>
analytical	3	<input type="checkbox"/>	loyal	28	<input type="checkbox"/>	easily bored	3	<input type="checkbox"/>
broad in outlook	4	<input type="checkbox"/>	observant	29	<input type="checkbox"/>	empire-building	4	<input type="checkbox"/>
calm and confident	5	<input type="checkbox"/>	opportunistic	30	<input type="checkbox"/>	erratic	5	<input type="checkbox"/>
caring	6	<input type="checkbox"/>	original	31	<input type="checkbox"/>	fearful of conflict	6	<input type="checkbox"/>
challenging	7	<input type="checkbox"/>	outgoing	32	<input type="checkbox"/>	forgetful	7	<input type="checkbox"/>
clever	8	<input type="checkbox"/>	outspoken	33	<input type="checkbox"/>	frightened of failure	8	<input type="checkbox"/>
competitive	9	<input type="checkbox"/>	perfectionist	34	<input type="checkbox"/>	fussy	9	<input type="checkbox"/>
conscientious	10	<input type="checkbox"/>	persistent	35	<input type="checkbox"/>	impatient	10	<input type="checkbox"/>
conscious of priorities	11	<input type="checkbox"/>	persuasive	36	<input type="checkbox"/>	impulsive	11	<input type="checkbox"/>
consultative	12	<input type="checkbox"/>	practical	37	<input type="checkbox"/>	indecisive	12	<input type="checkbox"/>
co-operative	13	<input type="checkbox"/>	professionally dedicated	38	<input type="checkbox"/>	inflexible	13	<input type="checkbox"/>
creative	14	<input type="checkbox"/>	realistic	39	<input type="checkbox"/>	insular	14	<input type="checkbox"/>
diplomatic	15	<input type="checkbox"/>	self-reliant	40	<input type="checkbox"/>	laid back	15	<input type="checkbox"/>
disciplined	16	<input type="checkbox"/>	shrewd	41	<input type="checkbox"/>	manipulative	16	<input type="checkbox"/>
efficient	17	<input type="checkbox"/>	single-minded	42	<input type="checkbox"/>	not interested in others	17	<input type="checkbox"/>
encouraging of others	18	<input type="checkbox"/>	technically skilful	43	<input type="checkbox"/>	over-sensitive	18	<input type="checkbox"/>
enterprising	19	<input type="checkbox"/>	tough	44	<input type="checkbox"/>	provocative	19	<input type="checkbox"/>
good at follow through	20	<input type="checkbox"/>	well organised	45	<input type="checkbox"/>	reluctant to delegate	20	<input type="checkbox"/>
hard-driving	21	<input type="checkbox"/>				resistant to change	21	<input type="checkbox"/>
imaginative	22	<input type="checkbox"/>				sceptical	22	<input type="checkbox"/>
impartial	23	<input type="checkbox"/>				slow-moving	23	<input type="checkbox"/>
innovative	24	<input type="checkbox"/>				territorial	24	<input type="checkbox"/>
inquisitive	25	<input type="checkbox"/>				unadventurous	25	<input type="checkbox"/>
						unorthodox	26	<input type="checkbox"/>
						up-in-the-clouds	27	<input type="checkbox"/>

The Three Most Important Words from List A are (by factor number):

1st

2nd

3rd

## INSTRUCTIONS FOR COMPLETING THE BELBIN TEAM ROLE SELF PERCEPTION INVENTORY

**Before completing the answer sheet the directions at the top of the inventory should be read carefully.**

When completing the inventory please bear in mind the following points:

- 1) The purpose of the inventory is not to measure skills or ability but to help identify your natural behavioural tendencies and how you interrelate with other people or contribute to a team.
- 2) Relate the sentences in each section to the statement at the top of the section when allocating points
- 3) When allocating the points please do so in the context of your work environment, rather than a social situation.
- 4) Points should be allocated in a way that describes your *natural preferences* rather than what you *have* to do because of the job constraints, if the two are different.
- 5) Check that each section of the answer sheet adds up to ten.

# BELBIN SELF-PERCEPTION INVENTORY

For each section distribute a total of ten marks among the sentences which you think most accurately describe your behaviour. These marks may be distributed among several sentences; in extreme cases they might be spread among all the sentences or 10 marks may be given to a single sentence. However try and avoid either extreme. Enter the points in the INTERPLACE answer sheet provided.

## I. WHAT I BELIEVE I CAN CONTRIBUTE TO A TEAM:

- 1.0 I think I can quickly see and take advantage of new opportunities.
- 1.1 My comments both on general and specific points are well received.
- 1.2 I can work well with a very wide range of people.
- 1.3 Producing ideas is one of my natural assets.
- 1.4 My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives.
- 1.5 I can be relied upon to finish any task I undertake.
- 1.6 My technical knowledge and experience are usually my major assets.
- 1.7 I am prepared to be blunt and outspoken in the cause of making the right things happen.
- 1.8 I can usually tell whether a plan or idea will fit a particular situation.
- 1.9 I can offer a reasoned and unbiased case for alternative courses of action.

## II. IF I HAVE A POSSIBLE SHORTCOMING IN TEAM WORK, IT COULD BE THAT:

- 2.0 I am not at ease unless meetings are well structured and controlled and generally well conducted.
- 2.1 I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing.
- 2.2 I am reluctant to contribute unless the subject contains an area I know well.
- 2.3 I have a tendency to talk a lot once the group gets on to a new topic.
- 2.4 I am inclined to undervalue the importance of my own contributions.

- 2.5 My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.
- 2.6 I am sometimes seen as forceful and authoritarian when dealing with important issues.
- 2.7 I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere.
- 2.8 I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.
- 2.9 I am reluctant to express my opinions on proposals or plans that are incomplete or insufficiently detailed.

## III. WHEN INVOLVED IN A PROJECT WITH OTHER PEOPLE:

- 3.0 I have an aptitude for influencing people without pressurising them.
- 3.1 I am generally effective in preventing careless mistakes or omissions from spoiling the success of an operation.
- 3.2 I like to press for action to make sure that the meeting does not lose sight of the main objective.
- 3.3 I can be counted on to contribute something original.
- 3.4 I am always ready to back a good suggestion in the common interest.
- 3.5 One can be sure I will just be my natural self.
- 3.6 I am quick to see the possibilities in new ideas and developments.
- 3.7 I try to maintain my sense of professionalism.
- 3.8 I believe my capacity for judgement can help to bring about the right decisions.
- 3.9 I can be relied on to bring an organised approach to the demands of a job.

**IV. MY CHARACTERISTIC  
APPROACH TO GROUP WORK  
IS THAT:**

- 4.0 I maintain a quiet interest in getting to know colleagues better.
- 4.1 I contribute where I know what I am talking about.
- 4.2 I am not reluctant to challenge the view of others or to hold a minority view myself.
- 4.3 I can usually find an argument to refute unsound propositions.
- 4.4 I think I have a talent for making things work once a plan has been put into operation.
- 4.5 I prefer to avoid the obvious and to open up lines that have not been explored.
- 4.6 I bring a touch of perfectionism to any job I undertake.
- 4.7 I like to be the one who makes contacts outside the group or firm.
- 4.8 I enjoy the social side of working relationships.
- 4.9 While I am interested in hearing all views I have no hesitation in making up my mind once a decision has to be made.

**V. I GAIN SATISFACTION  
IN A JOB BECAUSE:**

- 5.0 I enjoy analysing situations and weighing up all the possible choices.
- 5.1 I am interested in finding practical solutions to problems.
- 5.2 I like to feel I am fostering good working relationships.
- 5.3 I can have a strong influence on decisions.
- 5.4 I have a chance of meeting new people with different ideas.
- 5.5 I can get people to agree on priorities.
- 5.6 I feel I am in my element where I can give a task my full attention.
- 5.7 I can find an opportunity to stretch my imagination.
- 5.8 I feel that I am using my special qualifications and training to advantage.
- 5.9 I usually find a job gives me the chance to express myself.

**VI. IF I AM SUDDENLY GIVEN A  
DIFFICULT TASK WITH LIMITED  
TIME and UNFAMILIAR PEOPLE:**

- 6.0 I usually succeed in spite of the circumstances.
- 6.1 I like to read up as much as I conveniently can on a subject.
- 6.2 I would feel like devising a solution of my own and then trying to sell it to the group.
- 6.3 I would be ready to work with the person who showed the most positive approach.
- 6.4 I would find some way of reducing the size of the task by establishing how different individuals can contribute.
- 6.5 My natural sense of urgency would help to ensure that we did not fall behind schedule.
- 6.6 I believe I would keep my cool and maintain my capacity to think straight.
- 6.7 In spite of conflicting pressures I would press ahead with whatever needed to be done.
- 6.8 I would take the lead if the group was making no progress.
- 6.9 I would open up discussions with the view to stimulating new thoughts and getting something moving.

**VII. WITH REFERENCE TO THE  
PROBLEMS I EXPERIENCE WHEN  
WORKING IN GROUPS:**

- 7.0 I am apt to overreact when people hold up progress.
- 7.1 Some people criticise me for being too analytical.
- 7.2 My desire to check that we get the important details right is not always welcome.
- 7.3 I tend to show boredom unless I am actively engaged with stimulating people.
- 7.4 I find it difficult to get started unless the goals are clear.
- 7.5 I am sometimes poor at putting across complex points that occur to me.
- 7.6 I am conscious of demanding from others the things I cannot do myself.
- 7.7 I find others do not give me enough opportunity to say all I want to say.
- 7.8 I am inclined to feel I am wasting my time and would do better on my own.
- 7.9 I hesitate to express my personal views in front of difficult or powerful people.

# BELBIN SELF-PERCEPTION INVENTORY

## ANSWER SHEET

<b>Surname</b> [print]:	<b>Sex:</b> M / F
<b>First Name</b> [print]:	
<b>Organization:</b>	
<b>Department:</b>	<b>Date:</b> / /

**DIRECTIONS:** For each section distribute a total of exactly 10 points between the sentences that you think most accurately describe your behaviour. These points may be distributed between several sentences.

*Try to avoid both extremes of giving one sentence all ten points or allocating one point to every sentence in each section.*

*Please allocate whole numbers only - no fractions or decimals. If you have no points to allocate to a sentence, please leave the box blank.*

SECTION I	SECTION II	SECTION III	SECTION IV	SECTION V	SECTION VI	SECTION VII	
MARK	MARK	MARK	MARK	MARK	MARK	MARK	
1.0	2.0	3.0	4.0	5.0	6.0	7.0	
1.1	2.1	3.1	4.1	5.1	6.1	7.1	
1.2	2.2	3.2	4.2	5.2	6.2	7.2	
1.3	2.3	3.3	4.3	5.3	6.3	7.3	
1.4	2.4	3.4	4.4	5.4	6.4	7.4	
1.5	2.5	3.5	4.5	5.5	6.5	7.5	
1.6	2.6	3.6	4.6	5.6	6.6	7.6	
1.7	2.7	3.7	4.7	5.7	6.7	7.7	
1.8	2.8	3.8	4.8	5.8	6.8	7.8	
1.9	2.9	3.9	4.9	5.9	6.9	7.9	
<b>TOTAL</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>70</b>

## GUIDE NOTES FOR OBTAINING AND COMPLETING OBSERVER ASSESSMENTS

### IMPORTANT

The Observer Assessment has three main purposes:

- to help clarify the team role of the observed
- to stimulate discussion and mutual understanding
- to encourage the observed to develop and project their natural team roles

It achieves this by showing any variations between self perception and the perceptions of observers and by providing an overall profile using the combined results of the self perception inventory and the Observer Assessments.

It is important to emphasise that observers are not “marking” the observed against a hierarchical criteria traditionally associated with assessments. They are merely giving helpful feedback on perceived natural behavioural tendencies which have no inherent hierarchy.

### To the person seeking to obtain Observer Assessments

You should be to obtain a minimum of four Observer Assessments completed by colleagues who have worked with you closely over a reasonable period of time.

Provide each of them with a copy of the Observer Assessment form and these guide notes and emphasise that you would like them to be totally honest when completing the assessment.

### To the person completing the Observer Assessment

The instructions on the assessment should be read in conjunction with the following additional guide notes.

It is helpful to use the same name style convention for each person being profiled. The suggested format being forename and surname.

When completing the assessment it is helpful to make a comparison between the person being observed and the "average" person. A tick should only be given when the description applies beyond the average person and a double tick given when it is felt the description is extremely applicable to the observed. If any doubts exist a tick should not be awarded. **It is better to have a small number of carefully selected ticks than a large number of speculative ticks.**

### Confidentiality

We recognise that some people may feel uncomfortable about applying some of the descriptions in List B to their boss, colleague or subordinate.

For this reason it is suggested that completed Observer Assessments are sent direct to the person responsible for preparing the reports. This will ensure the observed will not be able to elicit who ticked which description.

# BELBIN OBSERVER ASSESSMENT

<b>Name of Observer:</b>	<b>Name of Observed:</b>
<b>Organization:</b>	<b>Organization:</b>
<b>Department:</b>	<b>Department:</b>

**Date:**     /     /     **Relationship of the Observer to the Observed:** Boss/Subordinate/Colleague

<p><b>Tick the words from List A that you think are descriptive of the person being observed. If you think a word is very descriptive, give a double tick (✓✓). Should you consider that there is a shortage of appropriate words then add some of your own.</b></p>	<p><b>Now tick any of the words in List B if you believe them to be at least partly applicable. The instructions are otherwise the same as for List A.</b></p>
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On List A - Do not give more than 33 ticks (double ticks count as 2), less than 6 ticks or more than 7 double ticks.

On List B - Do not give over 19 ticks or more ticks on List B than A.

## LIST A

## LIST B

<table> <tr><td>accurate</td><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>adaptable</td><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>analytical</td><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>broad in outlook</td><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>calm and confident</td><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>caring</td><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>challenging</td><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>clever</td><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>competitive</td><td>9</td><td><input type="checkbox"/></td></tr> <tr><td>conscientious</td><td>10</td><td><input type="checkbox"/></td></tr> <tr><td>conscious of priorities</td><td>11</td><td><input type="checkbox"/></td></tr> <tr><td>consultative</td><td>12</td><td><input type="checkbox"/></td></tr> <tr><td>co-operative</td><td>13</td><td><input type="checkbox"/></td></tr> <tr><td>creative</td><td>14</td><td><input type="checkbox"/></td></tr> <tr><td>diplomatic</td><td>15</td><td><input type="checkbox"/></td></tr> <tr><td>disciplined</td><td>16</td><td><input type="checkbox"/></td></tr> <tr><td>efficient</td><td>17</td><td><input type="checkbox"/></td></tr> <tr><td>encouraging of others</td><td>18</td><td><input type="checkbox"/></td></tr> <tr><td>enterprising</td><td>19</td><td><input type="checkbox"/></td></tr> <tr><td>good at follow through</td><td>20</td><td><input type="checkbox"/></td></tr> <tr><td>hard-driving</td><td>21</td><td><input type="checkbox"/></td></tr> <tr><td>imaginative</td><td>22</td><td><input type="checkbox"/></td></tr> <tr><td>impartial</td><td>23</td><td><input type="checkbox"/></td></tr> <tr><td>innovative</td><td>24</td><td><input type="checkbox"/></td></tr> <tr><td>inquisitive</td><td>25</td><td><input type="checkbox"/></td></tr> </table>	accurate	1	<input type="checkbox"/>	adaptable	2	<input 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<tr><td>knowledgeable</td><td>26</td><td><input type="checkbox"/></td></tr> <tr><td>logical</td><td>27</td><td><input type="checkbox"/></td></tr> <tr><td>loyal</td><td>28</td><td><input type="checkbox"/></td></tr> <tr><td>observant</td><td>29</td><td><input type="checkbox"/></td></tr> <tr><td>opportunistic</td><td>30</td><td><input type="checkbox"/></td></tr> <tr><td>original</td><td>31</td><td><input type="checkbox"/></td></tr> <tr><td>outgoing</td><td>32</td><td><input type="checkbox"/></td></tr> <tr><td>outspoken</td><td>33</td><td><input type="checkbox"/></td></tr> <tr><td>perfectionist</td><td>34</td><td><input type="checkbox"/></td></tr> <tr><td>persistent</td><td>35</td><td><input type="checkbox"/></td></tr> <tr><td>persuasive</td><td>36</td><td><input type="checkbox"/></td></tr> <tr><td>practical</td><td>37</td><td><input type="checkbox"/></td></tr> <tr><td>professionally dedicated</td><td>38</td><td><input type="checkbox"/></td></tr> <tr><td>realistic</td><td>39</td><td><input type="checkbox"/></td></tr> <tr><td>self-reliant</td><td>40</td><td><input type="checkbox"/></td></tr> <tr><td>shrewd</td><td>41</td><td><input type="checkbox"/></td></tr> <tr><td>single-minded</td><td>42</td><td><input type="checkbox"/></td></tr> <tr><td>technically skilful</td><td>43</td><td><input type="checkbox"/></td></tr> <tr><td>tough</td><td>44</td><td><input type="checkbox"/></td></tr> <tr><td>well organised</td><td>45</td><td><input type="checkbox"/></td></tr> </table>	knowledgeable	26	<input type="checkbox"/>	logical	27	<input type="checkbox"/>	loyal	28	<input type="checkbox"/>	observant	29	<input type="checkbox"/>	opportunistic	30	<input type="checkbox"/>	original	31	<input type="checkbox"/>	outgoing	32	<input type="checkbox"/>	outspoken	33	<input type="checkbox"/>	perfectionist	34	<input type="checkbox"/>	persistent	35	<input type="checkbox"/>	persuasive	36	<input type="checkbox"/>	practical	37	<input type="checkbox"/>	professionally dedicated	38	<input 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<tr><td>impatient</td><td>10</td><td><input type="checkbox"/></td></tr> <tr><td>impulsive</td><td>11</td><td><input type="checkbox"/></td></tr> <tr><td>indecisive</td><td>12</td><td><input type="checkbox"/></td></tr> <tr><td>inflexible</td><td>13</td><td><input type="checkbox"/></td></tr> <tr><td>insular</td><td>14</td><td><input type="checkbox"/></td></tr> <tr><td>laid back</td><td>15</td><td><input type="checkbox"/></td></tr> <tr><td>manipulative</td><td>16</td><td><input type="checkbox"/></td></tr> <tr><td>not interested in others</td><td>17</td><td><input type="checkbox"/></td></tr> <tr><td>over-sensitive</td><td>18</td><td><input type="checkbox"/></td></tr> <tr><td>provocative</td><td>19</td><td><input type="checkbox"/></td></tr> <tr><td>reluctant to delegate</td><td>20</td><td><input type="checkbox"/></td></tr> <tr><td>resistant to change</td><td>21</td><td><input type="checkbox"/></td></tr> <tr><td>sceptical</td><td>22</td><td><input type="checkbox"/></td></tr> 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# SELF OBSERVATION ASSESSMENT

<b>Surname:</b>	<b>First Name:</b>
<b>Sex: Male/Female</b>	<b>Date:</b>
<b>Organization</b>	<b>Department:</b>

Tick up to 10 words from List A that you think are descriptive of you. Optionally, add a second tick to up to 3 of the words if you feel any of the words are particularly true of you.

Tick up to 3 words from List B you believe to be at least partly applicable to you.

## LIST A

## LIST B

accurate	1	<input type="checkbox"/>	knowledgeable	26	<input type="checkbox"/>	aggressive	1	<input type="checkbox"/>
adaptable	2	<input type="checkbox"/>	logical	27	<input type="checkbox"/>	critical	2	<input type="checkbox"/>
analytical	3	<input type="checkbox"/>	loyal	28	<input type="checkbox"/>	easily bored	3	<input type="checkbox"/>
broad in outlook	4	<input type="checkbox"/>	observant	29	<input type="checkbox"/>	empire-building	4	<input type="checkbox"/>
calm and confident	5	<input type="checkbox"/>	opportunistic	30	<input type="checkbox"/>	erratic	5	<input type="checkbox"/>
caring	6	<input type="checkbox"/>	original	31	<input type="checkbox"/>	fearful of conflict	6	<input type="checkbox"/>
challenging	7	<input type="checkbox"/>	outgoing	32	<input type="checkbox"/>	forgetful	7	<input type="checkbox"/>
clever	8	<input type="checkbox"/>	outspoken	33	<input type="checkbox"/>	frightened of failure	8	<input type="checkbox"/>
competitive	9	<input type="checkbox"/>	perfectionist	34	<input type="checkbox"/>	fussy	9	<input type="checkbox"/>
conscientious	10	<input type="checkbox"/>	persistent	35	<input type="checkbox"/>	impatient	10	<input type="checkbox"/>
conscious of priorities	11	<input type="checkbox"/>	persuasive	36	<input type="checkbox"/>	impulsive	11	<input type="checkbox"/>
consultative	12	<input type="checkbox"/>	practical	37	<input type="checkbox"/>	indecisive	12	<input type="checkbox"/>
co-operative	13	<input type="checkbox"/>	professionally dedicated	38	<input type="checkbox"/>	inflexible	13	<input type="checkbox"/>
creative	14	<input type="checkbox"/>	realistic	39	<input type="checkbox"/>	insular	14	<input type="checkbox"/>
diplomatic	15	<input type="checkbox"/>	self-reliant	40	<input type="checkbox"/>	laid back	15	<input type="checkbox"/>
disciplined	16	<input type="checkbox"/>	shrewd	41	<input type="checkbox"/>	manipulative	16	<input type="checkbox"/>
efficient	17	<input type="checkbox"/>	single-minded	42	<input type="checkbox"/>	not interested in others	17	<input type="checkbox"/>
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enterprising	19	<input type="checkbox"/>	tough	44	<input type="checkbox"/>	provocative	19	<input type="checkbox"/>
good at follow through	20	<input type="checkbox"/>	well organised	45	<input type="checkbox"/>	reluctant to delegate	20	<input type="checkbox"/>
hard-driving	21	<input type="checkbox"/>				resistant to change	21	<input type="checkbox"/>
imaginative	22	<input type="checkbox"/>				sceptical	22	<input type="checkbox"/>
impartial	23	<input type="checkbox"/>				slow-moving	23	<input type="checkbox"/>
innovative	24	<input type="checkbox"/>				territorial	24	<input type="checkbox"/>
inquisitive	25	<input type="checkbox"/>				unadventurous	25	<input type="checkbox"/>
						unorthodox	26	<input type="checkbox"/>
						up-in-the-clouds	27	<input type="checkbox"/>