# DNLA

**Discovering Natural Latent Abilities**

## SC - SUCCESS PROFILE SOCIAL COMPETENCE

## Evaluation for the mentor

Simon Sample

# SUCCESS PROFILE SOCIAL COMPETENCE - DEVELOPMENT COCKPIT

## INITIAL NOTES TO BUILDING POTENTIAL AND PERSONAL DEVELOPMENT

Welcome to the DNLA SC Success Profile Social Competence Development Guide,

You have taken on responsibility for the personal development of a person – your employee, your colleague or your client – as a consultant, as a trainer, as a supervisor, as a human resources professional or as a mentor.

The task you have been entrusted with is one of the most important and rewarding in any business. Because no matter what business, what organization, what industry it is: In the end, it always comes down to people. Only with the help of the employees, the people in an organization, can new ideas be created and implemented, new strategies be successful, goods and services be provided to customers and clients in the desired manner.

The good news right from the start: You are not alone with this important and responsible task! For the personal development, many actors contribute their part:

- First of all, of course, the person concerned: mentors, analysis methods and learning aids can only provide suggestions and support for personal development. The will to work on oneself and to change something must come from the person concerned.
- The environment: The best development impulses and ideas get bogged down in everyday life when the environment (supervisors, colleagues, corporate culture, private environment) counteract these impulses.
- You, in your role as a consultant, trainer, mentor, coach or supervisor.
- The DNLA expert system: Many things can also be recognized and assessed more easily for the participants themselves (keyword "blind spot") if a clear data basis is shown on the basis of an objective, scientifically based measurement gets as DNLA - Discovering Natural Latent Abilities offers them.

The system also gives you access to a wealth of expert and  practical knowledge and many concrete tips and tools. You can find them below.

This combination of standardized materials, individual development plans, solutions, personal advice and support offers a package that optimally helps the participants to (re)discover and develop their personal potential and that f' r offers the right solution for everyone.



I wish you every success.
Best regards, your DNLA team

# DNLA ANALYSIS GENERAL

| | |
|---|---|
| Participant: | Simon Sample |
| Profile: | Team leader (up to 5 team members), Sales / Marketing |
| Date of execution: | 16.07.2012 18:13:59 |
| Evaluated by: | test Entwicklung |

## Response behaviour

To ensure that the result really reflects the way Simon Sample thinks and acts, the DNLA-program automatically checks his answers for internal consistency and for distinctive patterns. The result:

Simon Sample's answers show a certain tendency towards the middle. According to the available indicators, he has avoided taking an unambiguous position, especially on questions that could not be clearly assessed, and has tried to aim for the "safe center" ("yes and no"). In some factors, the result is therefore less pronounced (both positive and negative). On the one hand, this may mean that he is a rather balancing character and that the results are accurate. On the other hand, Simon Sample may has deliberately withheld his true opinion. In the latter case, the response-process should be repeated.

## STRESS

Simon Sample has been asked about events and situations that may currently affect his performance. The length of the bar gives an indication of how strong the stress load could be:

no influence    little influence    possible infl.    Noticeable infl.    significant infl.

Stress: 0 points

## THE CATEGORIES - BRIEFLY EXPLAINED

DNLA works according to the principle of "Benchmarking with the Best" - so the benchmark for determining one's own position is not all people or all colleagues who pursue a comparable activity, but only those who pursue their profession with success, commitment and pleasure and who thus achieve very good results. The standard is therefore a little higher (see picture). For this reason, the result - values are to be understood and classified as follows:
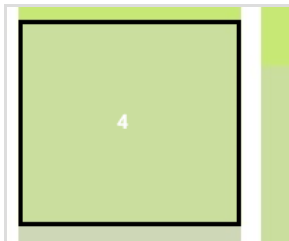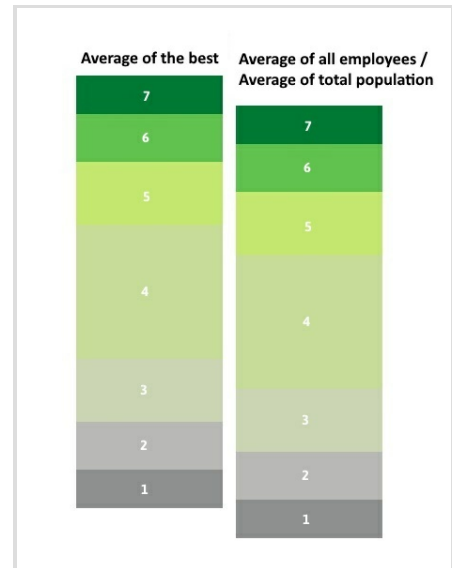
### 4: At eye level with the best

The potential here is already very well developed. Thus, the participant has the necessary "tools" to cope well with the daily challenges in everyday professional life.
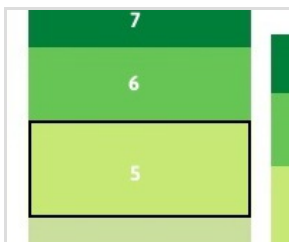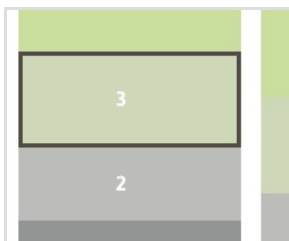
### 5: Above the average of the best

The potential here is even above the average of the best. This means that even small fluctuations in performance or difficult, challenging situations can be mastered well. In addition, these qualities may help the participant to compensate for other areas that are not so pronounced.
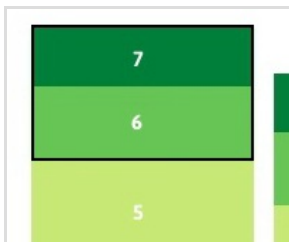
### 6 and 7: Very strong, even far above the average of the best

The potential here is very strong. This is the basis for excellent performance. Here you have one of the absolute strengths. The participant can use this quality to the benefit of himself and the people in his professional environment. However, there is sometimes already the danger that people expect too much from themselves or from others. If, for example, strong self-confidence turns into overconfidence or self-initiative turns into restless hyperactivity, then caution is advised. Then strength can become a problem.

### 3: Slightly below the average of the best

The potential here is in itself still well developed. Normal situations at work are usually handled well. In some situations, however, problems may arise, e.g. that certain things are not as easy as they should be. The good thing is that the naturally existing (see **DNLA** = **D**iscovering / **D**eveloping **N**atural **L**atent **A**bilities!) potential in this area can grow again and even be built up and strengthened in a targeted manner. The DNLA evaluation provides information on this.
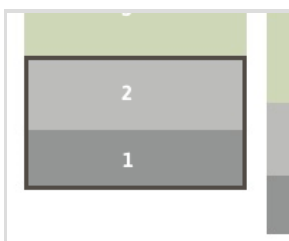
### 2 and 1: Clearly below the average of the best

The potential that is intrinsically present in this area is currently clearly diminished or blocked. The reasons for this can be many and varied. But the good is also here: The naturally existing potential (see **DNLA** = **D**iscovering / **D**eveloping **N**atural **L**atent **A**bilities!) can grow again and even be built up and strengthened in a targeted manner. The DNLA evaluation provides information on this. A consultant can also help the participant to regain his or her full potential.
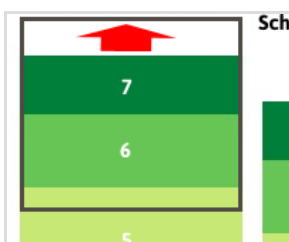
### OSZ = Oscillation = occasionally exaggerated fluctuation

When oscillating, the potential of the participant in this factor fluctuates between the displayed value and the exaggeration. The extreme case (1 OSZ) means that the participant is sometimes well below the average of the best and sometimes above the 7 - value, depending on the situation. Especially for the fellow human beings this often has an incalculable effect.

## DETAIL RESULTS - AREA „ACHIEVEMENT DYNAMICS"

### SELF-RESPONSIBILITY

| Factors | Results |
| --- | --- |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Self-responsibility** | | | | | 5 | | |
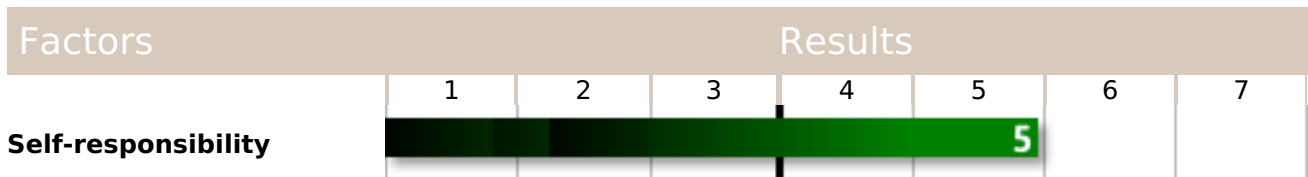
The self-responsibility factor describes the degree to which someone believes / feels that he or she can influence his or her own successes or failures. Psychologists refer to this as "self-efficacy". If an individual assumes a mindset of "the harder I try and the better I prepare myself, the more likely I am to succeed and to achieve my goals", then this will incentivize this person to exert more effort, which in turn leads to a higher probability of achieving one's goals. If, on the other hand, we interpret our successes as being largely dependent on factors beyond our control, then this acts as a disincentive and, in extreme cases, can even lead to utter resignation and passivity.

**The result**
The self-responsibility of Simon Sample is very well developed at the moment. People with a high degree of self-responsibility will accept and master the challenges and tasks in their profession positively, because they know that their own commitment and personal qualities are a decisive factor for the success of the respective thing. They work hard for their professional success and are committed to achieving their goals. They are therefore also willing to work on themselves and always want to learn and to improve. This is an important basis for lasting success. In difficult situations their self-responsibility helps them to influence things positively, even where "obstacles" and difficulties arise in order to overcome them in the end.

## DETAIL RESULTS - AREA „ACHIEVEMENT DYNAMICS"

### DRIVE AND APPLICATION

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Drive and Application** | | | 3 | | | | |

The "drive and application" factor describes two things:

- Firstly, it's about goals - goals that are set by your boss, by your company or by your client, or even goals we set ourselves - and how we react to these goals. These goals are a good orientation, a guideline for us; they show us where we stand and they help us to develop, to grow and to strive for higher things. In the worst case, they seem unattainable and even create total performance blockades. The result is not a drive to perform, but fears, provoked by the set goals
- The second aspect here is performance under pressure or in exceptional situations: how well do we perform in situations when it comes to delivering our best performance, e.g. in an exam situation or during an important presentation to the client? Can we deliver our best performance when it really counts or are we inhibited? Are we able to perform under any circumstances or can we maybe only perform at our best when we are in a quiet, "protected" environment? All of these considerations form part of the "drive and application" factor.

**The result**

The "Drive and Application" of Simon Sample is in itself well developed and will certainly suffice in many situations. Sometimes, however, he may find himself in situations where his urge and ability to perform are blocked and not sufficient to master all situations and challenges in the job perfectly.

**Possible causes**

The "Drive and Application" has a lot to do with goals and how we deal with them. When we are confronted with goals that are not communicated properly and we cannot understand them, when goals seem unattainable or - almost even worse but unfortunately very often the case - when the goals are not clear at all (what is expected of me? Until when? In what quality? What resources can I draw on? Which support can I get?) - then this can lead to a reduction of the "Drive and Application" and hence the actual performance can suffer or even be totally blocked. A goal then often no longer serves as orientation, as it should, but it has a stressful effect or can even make you really afraid ("How am I supposed to get all this done?").

A setback suffered recently can also lead to the fact that a person's natural urge to perform, the "Drive and Application", is reduced - one does not want to experience a "defeat" again immediately and therefore reacts cautiously when it comes to new goals or challenges - and the more ambitious they appear, the more so.

However, then there will also be no new experiences of success. This does not contribute to rebuilding and strengthening the urge to perform, but can, in extreme cases, even set a real "downward spiral" in motion. Here one can and should counteract urgently. In addition there´s the danger of creating a self-fulfilling prophecy: Those who already believe that they will not be able to achieve something are also less likely to reach and achieve this goal.

**Influence of stress**

If there is a high level of stress in the professional or private environment, this can also lead to a reduction in the actual "Drive and Application". An example: If somebody is strongly challenged at the moment to take care of his or her family (e.g. because of an illness or because of a child who has massive problems at school and is bullied) then this person will not right now, in that moment, also accept new challenges thankfully.

**Hints for individual development**

In our working lives, we constantly encounter challenges and targets in different forms. Some goals are set by the company or by our senior managers, some are set by customers and outsiders, and others we set ourselves.

What we have to learn to deal with is how these goals affect us and how they influence our actions. As long as goals guide and inspire our actions, they are helpful and serve their purpose. However, as soon as pressure prevails or even causes fear and leads to blockages, they are counter-productive and no longer serve their purpose. It is important for a person whose potential in "drive and application" is currently depleted, to learn to deal with the (self-)set goals and with situations of pressure and challenges in such a way that they have a performance-enhancing effect, are mastered in a positive way and lead to a sense of achievement.

- The targets should be agreed upon together. Make sure that the goals are set appropriately. In addition, it is important that it is understandable for Simon Sample how these goals are arrived at (What goal? Why this goal? At what level? Why is this feasible? On which ways? / With which strategies? / With which means?)
- A sense of achievement and the achievement of (sub-)goals strengthen the drive to perform and the self-confidence. -> One's own abilities and potential grow and successively the level of can be raised.
- -> This results in a learning and growth curve that will benefit both Simon Sample (personal development) and the company.
- Help to create an objective list of already achieved successes with Simon Sample. Such a list can or should be kept regularly, e.g. in the form of a success diary. Such a list is also helpful as a "mental list", which can be kept e.g. on the way home from work or before going to bed. For Simon Sample it is simply a matter of becoming aware of and recalling the successes that have already been achieved.
- This gradually takes away the fear of challenges and of difficult situations. "Performance situations" are no longer automatically experienced as something negative and stressful.
- Talking directly with you or with other outsiders can also be very helpful here, in becoming aware of which successes have already been achieved.
- The same applies to dealing with pressure situations: Here, too, it is best to increase the demands only gradually and to introduce participants to such situations step by step. If, for example, someone has difficulty presenting to customers at an important meeting and speaking in front of a larger group/in front of important people, then the best thing to do is to gain experience and confidence first, e.g., via internal presentations, via events in small circles, or by presenting to less important contacts. In this way, the necessary potential can be developed and the participants learn how to deal with even difficult challenges and pressure situations.
- Involvement and dialog or feedback: It is very important to always talk to each other. Regardless of whether we are talking about situations, specific goals, or activities in day-to-day business, those

affected by a lack of potential in "drive and application" are even more dependent than other employees on learning what was good and what was not so good. What can be modified and in what way, in order to have an even better chance of success next time? How do people assess my performance on a particular point? What's next for me? This type of dialog helps the person concerned to (re)gain confidence in their own capabilities and to be able to achieve better performance in the long term.

- If employees feel that they have support and know that they can get help if they need it, then the anxiety about the tasks and challenges ahead is reduced and the likelihood of achieving goals and acting successfully increases.

**Group-level**

If you have indications that the low level of potential in the factor "drive and application" is not an individual problem, but one that affects many employees from the same group (team, department, hierarchy level...), then you should take further steps in addition to the individual development.

These include:

- Analysis of communication, in particular the communication of targets and target achievement
- Analysis of the culture of failure in the company / in the department in question.
- Review of performance appraisals and expectations.
- Joint workshops
- as well as specifically developed, collective measures.

## DETAIL RESULTS - AREA „ACHIEVEMENT DYNAMICS"

### SELF-CONFIDENCE

| Factors | Results |
|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| **Self-confidence** | | | | | | 6 | |
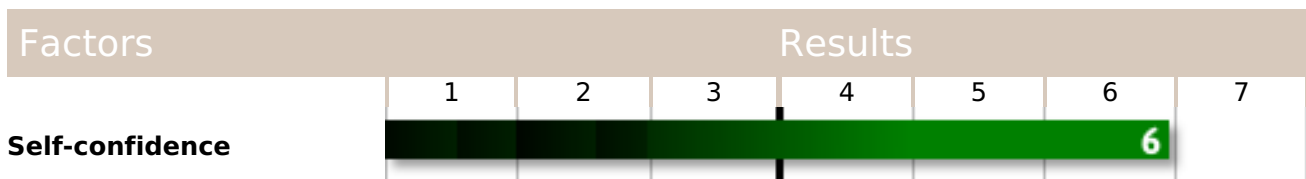
The "self-confidence" factor describes how someone assesses their own capabilities in relation to the difficulty of an upcoming task. On the one hand, one assesses (quite subconsciously) one's own abilities and experiences, and on the other hand, one assesses the difficulty of the task at hand: "What is expected of me?"; "What do I have to deliver and when?". If both are matching, and one judges one's own abilities to be sufficient to fulfill the requirements, then the consequence is self-confidence: you trust yourself to take on the responsibility that the task demands. The most interesting aspect here, however, is that both assessments - of one's own performance and of the difficulty of the task ahead - are initially subjective. A lack of self-confidence could therefore be caused both by the fact that one *under*estimates oneself and one's own abilities, or by the fact that one *over*estimates the difficulty of the task. The latter is often the case in practice, when it is not yet clear exactly what is expected and demanded. If you don´t know what others are expecting from you, it will be difficult to have confidence that you will fulfill their expectations. Overconfidence, on the other hand, could come from *over*estimating yourself or from *under*estimating the difficulty of a task.

**The result**

The self-confidence of Simon Sample is very well developed at the moment. People with a very high degree of self-confidence are strongly convinced of themselves and their ability to perform. Accordingly, professional challenges and difficult situations are not seen as problematic, but on the contrary are welcomed as an opportunity to prove one's abilities and to use one's potential to achieve peak performance. These people are 100% convinced of what they are doing and therefore they find it easy to present (and, if necessary, to defend) their own point of view and their approach.

It always becomes problematic when self-confidence threatens to turn into overconfidence. The art is, in spite of all the successes achieved and in spite of all the good and justified confidence in one's own abilities, to assess one's own capabilities realistically and not to make commitments or pursue things that one cannot manage to achieve in the end. You put (unnecessary) pressure on yourself and either you are successful - but then you always work at the limit, which in the long run can have negative consequences, especially for your own health - or at some point you will experience that you fail. The damage caused by overestimating and overtaxing oneself could be very serious and hit the company hard in the end. A case of overestimating oneself would also be negative for the person concerned, for their own self-conception, because they would be confronted quite harshly with their own limits and be brought back "down to earth". So it is better to recognize the own personal limits and to find a good balance in time and to use one´s own qualities not only to know what one can do, but also to recognize clearly when one is not good at something. This makes a person, by the way, even more likeable and human. Because if someone gives the impression that he or she can accomplish anything (like a "Superman" or a "Super woman"), they quickly seem arrogant and presumptuous to others..

## DETAIL RESULTS - AREA „ACHIEVEMENT DYNAMICS"

**MOTIVATION**

| Factors | Results |
| --- | --- |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Motivation** | | | | | 5 | | |
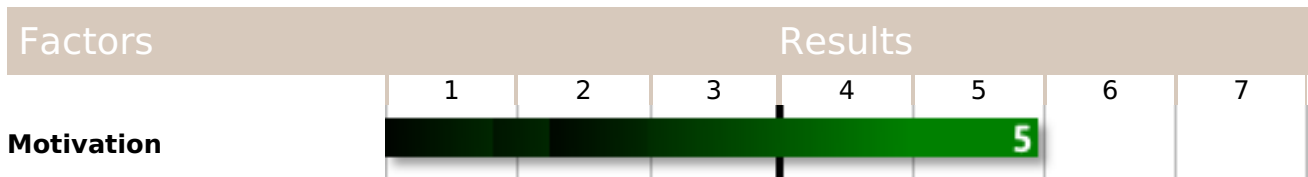
The "motivation" factor (or what psychologists call *"intrinsic motivation"*) describes to what extent a person identifies with his or her work and tasks. Ideally, the goals and values of the company you work for will be congruent with your own. People with a high degree of motivation derive a great deal of satisfaction from their work; they apply all of their energy, their ideas and their commitment to their jobs. If someone is motivated like this, it will be clear to the people around them and it will be clear in the results they deliver, irrespective of whether someone´s passion is baking and selling cupcakes or a sales manager who identifies fully with his product and enterprise. People with high levels of intrinsic motivation and a high degree of emotional engagement for their work and task are usually much more successful than people with low levels of emotional engagement.

**The result**     The achievement motivation of Simon Sample is well developed. People with a high degree of achievement motivation identify strongly with their work and with their tasks. They have a strong *emotional engagement* with what they do. As a rule, these people draw satisfaction and self-affirmation, energy and the good feeling of having achieved something meaningful and good from their work. They experience positive feedback from their work and feel a sense of purpose behind their work. These are all good and necessary prerequisites for doing a *really* good job in the long run and for being successful at work. The *willingness* and the *ability* to perform are accordingly high: one *can* perform very well and one also *wants* to do so. Highly motivated people also often infect others with their commitment and motivate them likewise to show high levels of engagement and motivation at work and to contribute a very good performance.

## DETAIL RESULTS - AREA „INTERPERSONAL ENVIRONMENT"

**SOCIABILITY**

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Sociability** | | | | 4 | | | |
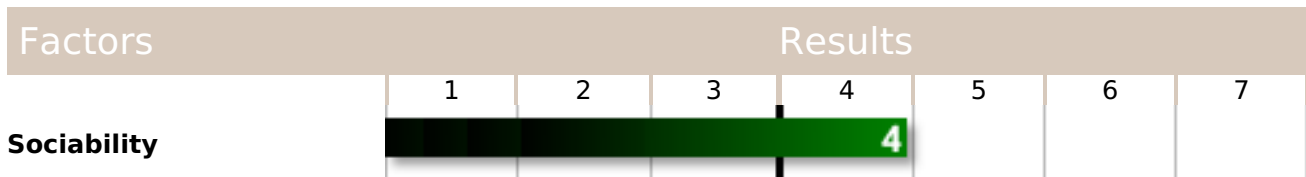
The "sociability" factor is not about whether or not someone likes to talk, nor is it about how extroverted one is. Rather, sociability is the ability to build good personal relationships with people and to connect with them. One discovers, for example, unexpected similarities and unknown qualities in the other person, including talents and interests that one might never have suspected there. You discover common interests or experiences that you have already made yourself and that you have in common with the other person. However, for this to happen, you must make the other person open up a little while you are also opening up to them. What purpose does this quality serve in our professional lives? The effect is that distance is reduced; we become "approachable" and those we interact with can better assess with whom they are dealing. Working with people with whom you have a good personal connection is simply more enjoyable, compared to a situation when someone is extremely reserved and aloof, or at least comes across as such. Issues and different viewpoints can be discussed with much greater ease if you have good personal relationships with the people you interact with and even conflicts of interest can be resolved more amicably on a relationship built on mutual trust, as opposed to a purely impersonal "employment relationship" to someone.

**The result**
The sociability of Simon Sample is well developed. People with high levels of sociability can establish a good personal relationship with the people around them. You share something about yourself, you learn something about the other and thus a personal level and sympathy or at least mutual respect and mutual understanding develops. This makes dealing with customers, colleagues and others easier. In the case of conflicts of interest and also occasional differences of opinion, one can usually find a solution and at least some common ground.

## DETAIL RESULTS - AREA „INTERPERSONAL ENVIRONMENT"

### ASSERTIVENESS

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Assertiveness** | | | | 4 | | | |
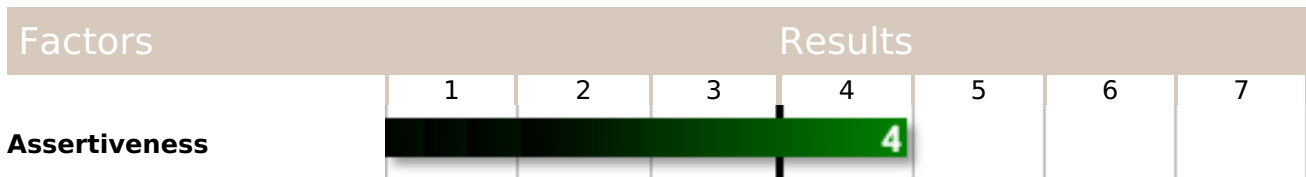
The "assertiveness" factor describes how one comes across to others and the impression one makes on them. The factor also describes - and that's why good, appropriate behavior is so important - how quickly one gains respect and recognition from these people as a result of one's own good demeanour and how well one is regarded as a conversation partner.

The "assertiveness" factor becomes noticeable, both positively or negatively, particularly in the following situations:

- First, when it comes to how well one is able to perform when not among one's peers: is it possible to leave a good, likeable, confident impression or does one come across as insecure (or even big-headed and arrogant)? For example, a professor who can only talk shop with his colleagues will have less of an influence than one who succeeds in getting students enthused about his field of expertise. A computer scientist who feels comfortable only among his peers will have a harder time in his job than one who can communicate well with customers or members of other departments within the company and whose expertise is valued everywhere.
- Second, when it comes to behaving in a competent and appropriate way when faced with socially superior people (or people who are perceived as being socially superior). Are you afraid to explain your opinion to your boss if you believe that his opinion conflicts with your own, or can you present it calmly and appropriately? Do you hesitate to provide relevant technical input when engaging with decision-makers for an important client? Such situations are typical for people with low levels of assertiveness, who are afraid to attract attention and don't have confidence in their own ideas and in how their contributions will be received by others.

**The result**
The assertiveness of Simon Sample is well developed. People with good levels of potential in assertiveness leave a good impression on others, they are appreciated as conversation partners and they earn respect and recognition from others. This enables them to express their point of view appropriately - neither arrogantly and dismissively nor submissively and with feelings of inferiority. Also in conversations with people from other social strata and with "higher-ranking" persons, they can express their points of view well, clearly and appropriately, so that they can communicate with their counterparts *at eye level* .

## DETAIL RESULTS - AREA „INTERPERSONAL ENVIRONMENT"

**EMPATHY**

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Empathy** | | | | 4 | | | |
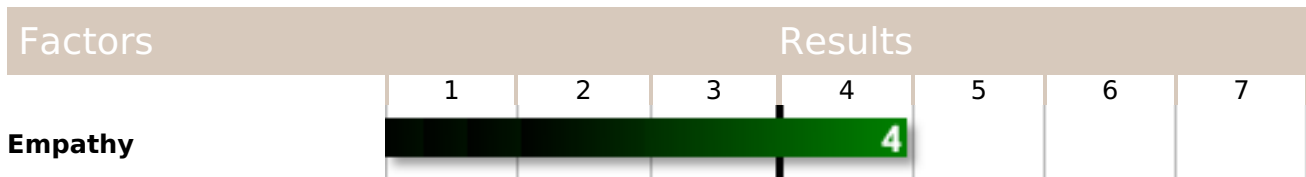
The "empathy" factor describes how well someone can perceive, understand and correctly interpret communication which is not conveyed directly, but implied. In the case of a written text, this means correctly interpreting the opinion, the intention and the mood of the person who has written the message (is this person upset? Or demanding? Objective or unobjective?). Thus, one is able - in the truest sense of the word - to "read between the lines". In direct communication, this means correctly interpreting the other person's signals, which are conveyed through words, gestures, facial expressions, tone of voice and body language.

But there is even more to it: individuals with high empathy can not only receive such signals, but they are also able to respond properly. So, for instance, an individual with high levels of empathy does not only recognize when there is a certain tension in her group - she also possesses the necessary sensitivity and the skills to defuse the situation and establish a good atmosphere for further discussion.

**The result**

The empathy of Simon Sample is well developed. People with high levels of empathy can put themselves in someone´s position, mentally. They can do this because they can recognise and correctly interpret what is not said explicitly, but "between the lines" when others express themselves - be it verbally, in a letter or in an e-mail or in a direct dialogue. This enables them to be responsive to the other person´s needs accordingly (e.g. when you can tell in an e-mail by what the sender of the message writes and i.e. *how* he writes it, that he´s not happy about something). This usually makes them persons you like to communicate with - you feel understood by them and in good hands with them.

## DETAIL RESULTS - AREA „WILL TO SUCCEED"

### COMMITMENT

| Factors | Results | | | | | | |
|---------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Commitment** | | | | | | 6 | |
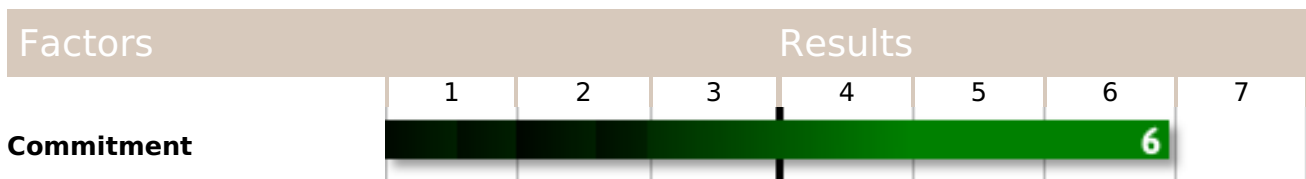
The "commitment" factor describes an individual's commitment and diligence. People with high levels of commitment work hard and commit themselves to their tasks. They are performance-oriented, resilient and work hard of their own accord, without need for supervision. These individuals like to take responsibility and are perennially reliable. Great emphasis is placed on personal development by these people and opportunities for training or taking on new responsibilities are also welcomed.

**The result**

The commitment of Simon Sample is very well developed at the moment. People with a very high level of commitment enjoy their profession and they enjoy doing good work and performing well. They are accordingly dedicated and do not shy away from taking responsibility. Their diligence and willingness to make an effort are high. Dealing with increased levels of pressure is no problem for them and they are prepared to tackle all their tasks with determination. They are therefore extremely reliable and willing to do everything in their power to meet the demands made upon them. In addition, they are strongly interested in their own personal and professional development.

&It always becomes problematic when the high level of commitment threatens to turn into excessive sacrifice for the job. Some people experience the work and the successes and the confirmation they get from it as so satisfying that they already focus too much on the work and are almost over-ambitious - or at least, they seem to be over-ambitious to others. In this situation, you have to ask yourself if such a high level of commitment to work and such a great willingness to develop yourself vocationally might not at some point affect your work-life balance negatively.   Also the colleagues and the people in your working environment could be unable to cope with this excessive dedication to work.

In any case, you should keep in mind that it is important for yourself and for the company that you remain able to perform very well *in the long run*. So if you "overdo" it in the short term and then at some point you threaten to "burn out", which is not helping anyone.

For the senior managers, the challenge is to find a good and fair mix of exciting and less exciting tasks for all employees in the team, if possible, and also to offer all employees some good perspectives for personal and professional development.

## DETAIL RESULTS - AREA „WILL TO SUCCEED"

### STATUS AWARENESS

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Status Awareness** | | | | | | | 7 |
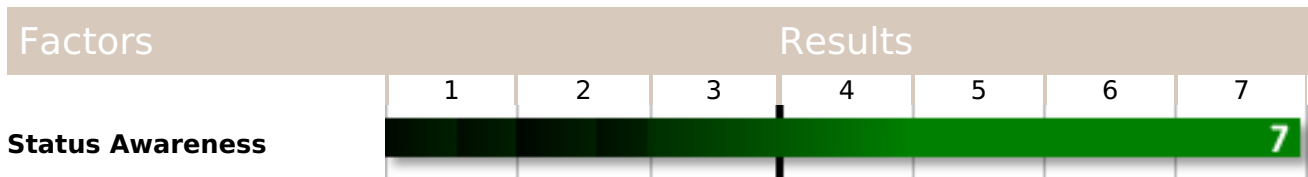
The "status awareness" factor describes how much someone can be motivated to perform through concrete material incentives. In contrast to the "motivation" factor, which describes the *"intrinsic motivation"*, the "status awareness" factor describes the extent to which a person is motivated by *extrinsic motivators*. This is the *"exchange value principle"*: through your work, you create *value* for your employer, for your company and for your clients, and in return for this value one expects an appropriate equivalent or *countervalue* in return. This countervalue represents a means to satisfy your material needs. It can also be used to achieve social prestige (title, status symbols, belonging to certain circles), power, or a certain influence as well. In addition, this countervalue, which one receives for one's own performance, also represents a signal of *appreciation* and recognition for one's contribution. In addition to money, bonuses and the like, the area of status awareness also includes non-monetary things such as opportunities for career advancement, learning opportunities, seminars and the like, as well as all kinds of titles, awards and status symbols (e.g. also the number of own employees, the size and equipment of the office and the like).

**The result**

The status awareness of Simon Sample is very well developed at the moment. People with a very high level of status awareness are very strongly motivated by material incentives. They identify very strongly with the exchange value principle: "quid pro quo" - delivering something, and getting something adequate in return. These two, value and counter-value must be in a very good relationship to each other. The payment or the total value for the work done must be perceived as fair and sufficient. The job position must offer good (material) perspectives, otherwise there may be a loss of performance. (True to the motto: "If I do not get a payment which is appropriate to my performance, then I will deliver a performance appropriate to this meager payment from now on").

p>Material things and all the factors that define social status (money, prestige and reputation) are usually considered to be very important by people with a high status motivation. They are willing to work hard for it. Appropriate performance incentives motivate them to perform very well at work, for which great efforts are also accepted.

It always becomes problematic when the material incentives are overemphasized. If extrinsic performance incentives alone motivate Simon Sample to work and he has a very low emotional engagement and commitment to his own tasks or to the own company, this can lead to loyalty conflicts. A competitor offers me a higher salary? Then let's go there!

This is a drastic example. But even in quite ordinary situations: Someone who wants to advance professionally at (almost) any price, who wants to accelerate the own career advancement and to achieve a high social status may already be over-motivated by this, which can lead to harming himself, others or his own company. A blatant example of such a situation would be an investment banker who wants to make a career at all costs and who is speculating and thus endangers the future of the entire company, or someone who, for the sake of his own career, even becomes susceptible to dirty practices or bribery.

Depending on the company, there could also be tensions with colleagues / people from the professional environment who have a different attitude and more moderate levels of status awareness.

## DETAIL RESULTS - AREA „WILL TO SUCCEED"

**SYSTEMATIC MENTALITY**

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Systematic Mentality** | | | 3 | | | | |

The "systematic mentality" factor describes whether a person approaches tasks in a logical and structured manner or whether he or she prefers to act according to his or her own whim, i.e. more spontaneously. People with a high degree of "systematic mentality" approach complicated tasks step by step, according to a precise plan. They break down complex tasks or processes into individual steps and process them successively. They are able to evaluate the importance and urgency of tasks, set priorities and proceed accordingly. This enables them to act purposefully, effectively and economically. It is also part of a "systematic mentality" to consistently pursue the path to a goal (e.g. a project for which you are responsible) over a longer period of time and not to lose sight of it, even if obstacles suddenly appear, or if other tasks have to be completed in-between.

Surely there are also situations in which you have to improvise and where you cannot plan ahead at all. In general, however, it has been demonstrated that successful people carry out their work in a structured manner and according to plan and do not simply act spontaneously.

**The result**

Simon Sample's inherent, naturally existing ability to act systematically and in a planned manner suffers when he finds himself **in** a stressful situation.

Private problems can lead to a lack of focus. One can easily be distracted from the work.

High workloads and intense occupational stress can lead to a situation where Simon Sample loses the overview. As a consequence, plans often need to be changed because new, more urgent work comes up. The whole situation threatens to become very chaotic. This is doubly regrettable, because especially in times of great turbulence, a high degree of systematics, planning and structure would be all the more necessary in order to still be able to handle the increased workload efficiently.

**Possible causes**

There are some factors that can affect the naturaly existing "systematic mentality" needed for many tasks. They make it difficult to work in a structured and planned way, even if one is trying:

- planning deficiencies, organisational deficiencies, unclear responsibilities.
- communication deficiencies, lacking agreements.
- lack of experience, lack of methodological knowledge
- frequent disturbances and interruptions at the workplace.

Here, too, managers are called upon to identify and eliminate such deficits in order to create a performance-enhancing, well-structured working environment. It is also helpful to exchange ideas with all colleagues in the team, to define rules, routines and task assignments, and also to define which tasks can be omitted or which ones have to wait at the moment. In addition, technical systems and project management tools can help to stay on top of things and to set the right priorities.

| | |
|---|---|
| **Influence of stress** | A person's inherent, naturally existing, ability to act systematically and in a planned manner suffers when they find themselves **in** a stressful situation. |
| | Private problems can lead to a lack of focus. One can easily be distracted from the work. |
| | High workloads and intense occupational stress can lead to a situation where you lose the overview. As a consequence, plans often need to be changed because new, more urgent work comes up. The whole situation threatens to become very chaotic. This is doubly regrettable, because especially in times of great turbulence, a high degree of systematics, planning and structure would be all the more necessary in order to still be able to handle the increased workload efficiently. |
| **Hints for individual development** | If you want to support someone in rebuilding potential in the factor "systematic mentality", then you should analyze the situation together in detail and work on both the "want-to-do" and and on the "dare-to-do" as well as on the "can-do" and on the "may-do" when it comes to working systematically and in a structured way. Many factors can be helpful here: |

- **Structure, involvement, information**: What may appear to the outside world and at first glance as a "chaotic" way of working and a lack of ability to work systematically is often only an expression of shortcomings in planning and organization within a company, which the employees then try (rather unsuccessfully) to iron out. Many mistakes and a lot of "back and forth" at work arise from the fact that the affected, executing employees have too little information about what really has priority or why it must have priority and also about when priorities suddenly or temporarily change. Different and missing information and conflicting interests and conflicting control impulses from different departments can easily lead to employees being confused and disoriented and then - rather "on the off chance" - setting their own priorities or trying to do justice to everything and please everyone. However, if employees know the overall context and have the necessary information at hand, they can usually make their own decisions, plan and prioritize very well - and also argue in a informed and objective manner with those who arrive with their own interests and perhaps - seen as a whole - less important, supposedly urgent things that absolutely have to be done immediately.
- **Clarification of goals**: A systematic approach - i.e. planned, goal-oriented action - cannot take place if the goal itself is not sufficiently clear. This sounds trivial, but it is not! The organization as a whole, the teams and departments, and ultimately each and every individual, need clarity about which goals are to be achieved and what is expected of whom and by when. If these expectations are clear, one can also align one's actions meaningfully with them - and, if necessary, also suggest simplifications, better solutions and ways to achieve the goals, etc..
- **Imparting experience**: Of course, this presupposes that the employees are already familiar enough with the company and the working environment, or that they already have enough practical work experience overall. If this is not the case, or if employees already signal of their own accord: "I need guidance," "I need orientation," "I need rules," then it is extremely helpful to guide them closely and to tell them what should be done when and how (and what can wait or be omitted). It is important not only to give instructions and order "now do this / now do that", but rather to still explain why such and such processes have priority or what or who in

turn depends on certain information. In this way, employees will find it easy to build up experience, gain confidence and make the right decisions in new, as yet unfamiliar situations or in the event of deviations from the normal routine.

- **Prioritization**: Help Simon Sample learn to properly assess the work and tasks at hand. The classic classification according to the guiding questions "What is important?" and "What is urgent?" will help to gain the necessary overview and to tackle the urgent or the important tasks first.
- **Procrastination**: Sometimes one knows which tasks are of high importance or of particular urgency - and would prefer to start with other, more interesting or more pleasant things. If one manages not to put off the most unpleasant things but to get them done, this contributes a lot to a successful, goal-oriented and structured way of working. Once these chores are done, then the way is clear for things that Simon Sample enjoys more, but are of lesser urgency and importance.
- **Freedom of decision, empowerment**: Paradoxical as it may sound, "less" is often "more"! Many companies and organizations try to create order and structure by regulating as much as possible and making pinpoint specifications for all work steps and processes. In theory, this looks good and should work. But practice shows that often the opposite is the case. One approach to help Simon Sample and the entire company to be more systematic would be to define only the really important things or the goals to be achieved and then, within this clearly defined framework and structure, to leave the systems - the employees and departments - the freedom to organize themselves and to find the best, most pragmatic solutions and processes. This often not only leads to better results than total regulation - it also trains the employees' ability to act in a systematic and structured, yet agile, way and gives them the necessary freedom to then use this ability.
- **Tools, systems**: The right IT systems can also help to build up a systematic approach. Whether it's re-submissions, scheduling, or sharing information and resources, technology today offers many excellent solutions and tools for every need. Some of them are even free! So if you are struggling a bit with the organization or the work environment is very complex and subject to many changes - the appropriate tools can provide orientation and structure here.

**Group-level**

If you have indications that the deficiency in "systematic mentality" is not an individual problem, but one that affects many employees from the same group (team, department, hierarchy level...), then you should take further steps in addition to the personal development measures for each individual.

These include:

- **Situation Analysis**: Problems in the area of systematics often have structural causes. If the requirements in this factor have not been fully achieved, the reasons for this should be explored.
  Disadvantageous are:
    - Frequent disruptions at the workplace
    - Planning deficiencies
    - Organization problems, communication problems
    - Frequent periods of empty time, which have to be compensated for by extra work
    - High quantity and density of tasks
    - Permanent new tasks, which one must familiarize oneself with (especially if none of the old tasks are dropped).
- **Leadership development**: In case deficiencies in systematics and organization due to the type of leadership and management practiced so far in this area are directly responsible for these problems, targeted leadership seminars and management workshops can be the right solution.-> An in-depth analysis of management and leadership in the company is provided by the DNLA Management (MM) analysis.
- **Workload, work distribution and analysis of job-related stress**: A high workload and high levels of professional stress can cause you to lose track of things or to have to change and adjust plans so frequently because new, urgent work gets in the way that the whole thing ends up being less than systematic and structured. Frequently, deficiencies in the distribution of tasks within a department or in workflow management (e.g., several internal projects that are initiated at the same time; promise of too tight delivery deadlines for customers) contribute to causing stress, which then not only affects the employees' ability to work systematically. In particular, if you notice deficiencies in the systematic approach of many members of a group, you should analyze these points in more detail and look for suitable solutions together with those affected. -> An in-depth analysis of job-related stress and suggestions, for better health management in the company, for dealing with stress and for stress prevention, are provided by the DNLA MSS - Managerial Stress Survey programs.

## DETAIL RESULTS - AREA „WILL TO SUCCEED"

### INITIATIVE

| Factors | Results |
|---------|---------|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| **Initiative** | | | | | | 6 | |
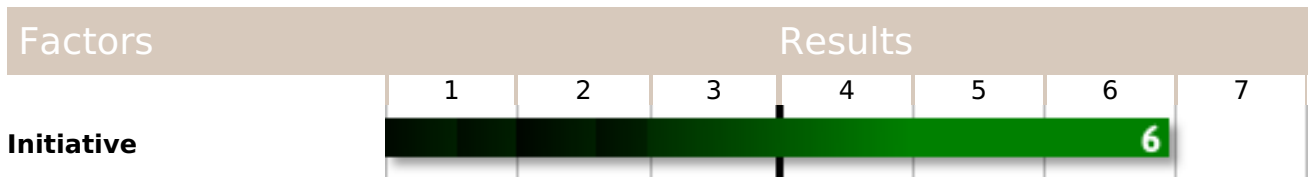
The "initiative" factor describes the extent to which a person handles tasks independently and without being prompted within their given competence framework. You set yourself priorities and goals and then you act to take the necessary steps to complete the tasks. What must be done at work is done incrementally and of one´s own accord. Excessive control and "micro-management" in the workplace is not necessary. In addition to this aspect of "self-organisation" or "self-reliance", there is another point: some people prefer to rely on the established methods and procedures when completing their tasks and in finding solutions. At most, they optimise within a given frame. Others question established routines and processes. They creatively try to find new solutions and try new ways of doing things. People with a high degree of initiative often seek to improve things, bring in new ideas and open up new potential.

**The result**

Your initiative is very well developed at the moment. People with a high degree of (self-)initiative always carry out their tasks independently and without external request. They love to bring in their own ideas and conceptions, to design processes, to improve things and to win others over to their ideas and to get them to join in. They often lead the way as "pioneers" or as "doers" and "innovators". Obstacles and challenges on the way encourage them to search for new solutions and alternatives until the desired goal is reached and the best way is found at the same time. Professionally, these people often make very good progress and reach high positions. If they are given the right framework conditions (innovative organisational climate, openness to new ideas) and - as far as possible - the necessary freedom, they can create enormous added value for the company.

The situation always becomes problematic when a high degree of initiative threatens to turn into a kind of restless "hyperactivity". People who are very innovative and creative, who always want to make themselves and their environment better and better, sometimes run the risk of encountering one of the following typical problems:

- One does not get things finished, gets "bogged down": If too many ideas and projects are pushed at the same time, then there is the danger that many things remain unfinished half way through.
- One does not care enough about the implementation, the "small details" but just focuses on the bigger picture: This is also a typical problem. But keep in mind: systems, structures (and people) often have quite a lot of inertia - changes take time and energy. Only when new ways are established and become routines, only when an idea works in practice, only when an initiative is effective on a broader scale (and not only in the "niche") - something is really achieved.
- You overtax the environment with your own pace of innovation: So please consider, if necessary, what the most important innovations and changes are *at this point in time* and also consider how you can turn the people in your environment into "supporters" for your ideas (usually by making them seeing a personal benefit or a concrete improvement / facilitation for their work) and how much innovation you can "expect" of the people in your environment within a certain period of time.
- One stretches the own scope for decision-making and limits, acts in unauthorized ways, pushes forward without permission: If you recognize these signals in Simon Sample, then you should be careful: Otherwise it can happen that his initiative - regardless of how good and useful it is *content wise* - is stopped for "formal" and "disciplinary" reasons. No good idea works without supporters, and if you turn your environment against you (and your ideas), then you will certainly not have the maximum possible effect with your ideas, compared to if you patiently and strategically cleverly place, introduce and, after you have got the "go", also implement your proposals and initiatives.

So try to help Simon Sample to take these points into account in order to achieve the maximum possible effect for everyone with his ideas, creativity and energy.

# DETAIL RESULTS - AREA „STRESS CAPACITY"

## FEEDBACK REACTION

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Feedback Reaction** | | | | 4 | | | |
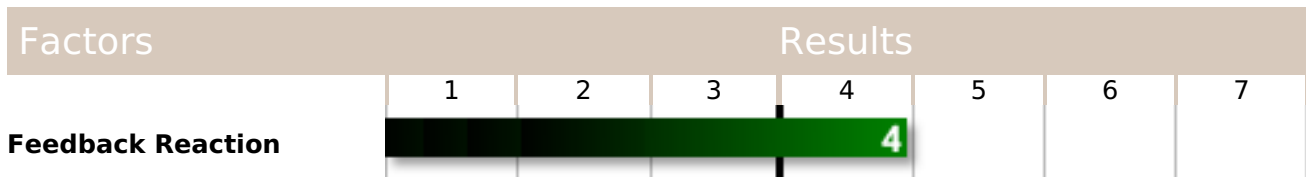
The "feedback reaction" factor describes how well someone can deal with criticism or with statements that are *perceived* as criticism. Criticism, suggestions and propositions, whether they are justified or not, are all standard occurrences and we encounter these things practically every day in our working environments. People with a high degree of "feedback reaction" are able to constructively accept criticism and use it as an opportunity to ask themselves: "why is my counterpart dissatisfied or of a different opinion to me?"; "Is there anything I can do better next time?"; and "Is there anything I can learn from this situation?". The messages contained in these statements, the core of the *feedback* they represent, are recognized and constructively processed. "Criticism" and feedback are thus recognized and used as learning opportunities and lead to one's development and maturity as a person.

**The result**    The feedback reaction of Simon Sample is well developed. Suggestions, even criticism, are generally regarded as something positive and helpful. In any case, one has the chance to learn, to accept suggestions, to question one´s own view and approach and to become better step by step. In the best case, one will even succeed in doing so, largely independently of whether the criticism is expressed appropriately or whether it is perceived as inappropriate.

## DETAIL RESULTS - AREA „STRESS CAPACITY"

### RESILIENCE

| Factors | Results |
|---------|---------|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------|---|---|---|---|---|---|---|
| **Resilience** | | | | 4 | | | |
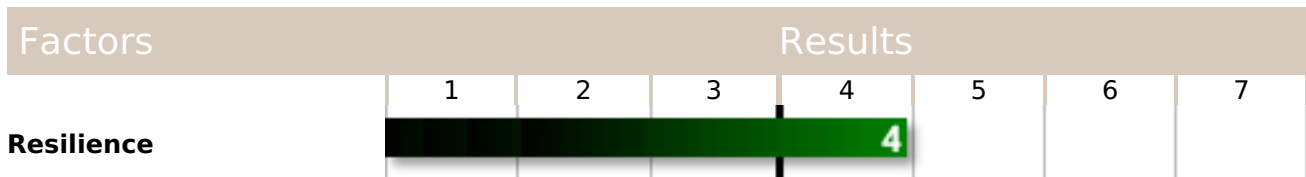
The "resilience" factor describes how well someone can deal with failure and setbacks. The fact that not everything goes as planned and as desired is something we encounter practically every day in our working environment. People with a high level of resilience nevertheless manage to deal constructively with these events and take them as a learning opportunity. These individuals ask themselves: "Why didn't it go as planned?"; "Why did I not reach my goal?"; "Is there anything I can learn from this situation that will help me do better next time?" Experiencing failure can even release energy in such moments: failures are compensated for and overcome by higher efforts. Even in tense situations you remain calm and confident. .

Similar to criticism, which is feedback from a person, failure is also a kind of "feedback" - only the feedback here does not come from a person, but from a "thing" or situation. This kind of feedback - one experiences that something is not working as planned or that one has not yet reached a goal - is used constructively instead of reacting emotionally or even giving up. If setbacks and failures are recognized and used as learning opportunities, they lead to development. And this type of incremental improvement leads to greater maturity because each small setback - each failure - can be the first step on the way to future success.

**The result**

The resilience of Simon Sample is well developed. Of course, he is not exactly happy if something doesn't go as planned and if he doesn't reach his goal. However, people with well developed resilience still succeed (perhaps after briefly not being in a very good mood or after being a bit annoyed for a short moment) in staying calm and serene and looking ahead again and thinking about how the desired goals can still be achieved despite the setback they have experienced. A setback is also seen as an opportunity to learn, to question the own views and procedures and to improve step by step. The probability that the next time you will be successful in a comparable situation increases.

**OUTLOOK**

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Outlook** | | 2 | | | | | |

The "outlook" factor concerns how we regard ourselves and our surroundings, and which aspects are emphasised and focused upon. This will have an influence both on how one approaches these things and how one is perceived by others. In people with low levels of potential in this factor, the focus (e.g. when starting a new project or when trialling a new idea) is more likely to be on what might go wrong, or on what needs to be done, in order to *avoid* certain risks and *negative* consequences. For people with high levels of potential in this factor and with a positive emotional attitude, the focus is more on the *opportunities* and *possibilities* offered by the new project or idea. One's own energy is then directed towards the realization of these ideas and on how to make them happen. People with a positive emotional attitude are able to make the best out of every situation. Even if not everything is perfect and not everything works out as desired, they do not give up. They do not allow themselves to be dragged down by such difficulties and challenges, and they do not second-guess themselves or question their environments in such moments. By adopting a generally positive attitude, individuals with high outlook can have a positive effect on both themselves and on others. On the other hand, people with low levels of potential in the "outlook" factor and with a more pessimistic attitude, are afraid of negative scenarios - including when it comes to their own actions. In many cases, these people are afraid of making mistakes, being blamed for something, or appearing in a bad light when things are not going well (in a company, for instance) and to address and analyse them critically. People with a positive outlook usually manage to present such things in a balanced way and to present them in a positive fashion. This results in a constructive contribution where the worst is not immediately assumed. By contrast, people with a more pessimistic outlook in the same situation would rather be inclined to be dismissive .

**The result**

The potential of Simon Sample in the factor "outlook" is currently very low. People with a very negative outlook find it difficult to take a balanced view of things. The focus is too much on the difficulties, on what has already gone wrong or on what could go wrong. Mistakes tend to be exaggerated and over-dramatised and the other aspects are no longer given sufficient consideration. As a result, one paints a much too one-sided and negative picture - whether it is that one focuses too much on one's own mistakes, that one judges the progress of a project or the prospects of a new idea too negatively, or that one sees the problems of the company too dramatically or the situation in the world as a whole too critically.

Some people find such a "worst-case scenario" helpful to mobilize force in order to avert it. However, the effect of these "negative vibes" on others and for one's own performance is clearly negative in the long run.

Much more often, a very low and negatively outlook leads one to resign too quickly and not to believe that there is anything that can be changed for the better any more. The problem is that this actually increases the chances that something will not work: First of all, you will drag others down too, and second, it can lead to a "self-fulfilling prophecy". The moment you notice a negative aspect or when something goes wrong, you feel confirmed. "I knew right away that it wouldn't work", "I was against it from the start!", "I told you I couldn't do it anyway!", etc. The already existing sceptical attitude is thereby further strengthened.

Sometimes this is even quite "convenient": To criticize something and to make something fail is always much easier than to build and to create something!

Therefore, it is all the more important to notice this tendency in oneself and in others, and to consciously counteract it, so as not to be infected by this attitude or not to infect others with it and not to drag them down..

**Possible causes**

There are some factors that can cause the outlook to suffer even in people who would actually – quite rightly – call themselves optimistic people. These include:

- High workload
- Stress, conflicts, tensions at the workplace
- Failure, experiences of loss
- Change, uncertainty

In order to regain a balanced perception of things, it is important to be aware of the good sides that still exist in the current situation and the different prospects that open up.

Often the external view of third parties can help to get a better, more objective picture of the situation. This helps to avoid the risk of getting an inbalanced, too negatively influenced, subjective view of things. Data, facts and evidence can also help to qualify and to correct one's own, perhaps too pessimistic or too anxious, point of view.

**Influence of stress**

A person's outlook is often influenced by longer lasting difficulties at work or at home. What we are talking about here are burdens and problems, conflicts and setbacks and any kind of change and transformation - because these are associated with challenges and uncertainty (typically you know what you are losing, what you are giving up - but what you are gaining and what you are getting is something you do not know or what is difficult yet to assess). The view on the processes, ideas and people in one's own environment can be significantly negatively influenced by these factors. It is understandable enough that faced with difficulties, failures and losses, everyone reaches his personal limit at some point, at which point it is no longer easy for him to react positively on things.

At the same time, a positive outlook will help in any situation to make the best out of it, and to deal with difficult and negative things, with problems, with conflicts and with fears as well as possible.

This makes it all the more important, especially in difficult situations, to get help from the outside if necessary in order to be able to shape both the situation itself and one's own *view* on the situation as positively as possible.

**Hints for individual development**

If you want to support someone in redeveloping a positve outlook, then you should analyze the situation together in detail. The following points can be helpful:

- **Train to develop a balanced point of view**: Neither too much optimism nor too much skepticism and pessimism are appropriate and do justice to a subject. Every idea, every project, always has at least two sides. There are always opportunities and possibilities, offset by costs and risks. You can help Simon Sample by consciously practicing with him to work out the sides to a particular topic that he just doesn't see or would emphasize on his own. So if someone tends to see things critically and to emphasize difficulties and risks, help them by deliberately practicing working out positive points and becoming aware of them.
- **Convey confidence, signal and give support**: If people are very skeptical and tend to see the bad side of something, this may have to do with fears. Perhaps these people have already had very bad experiences, which now, with the current topic, come back to their consciousness. The consequence: The affected person thinks "this will surely go wrong again!". This is where the environment comes in: if you can convey certainty, explain, make transparent why a certain "worst-case scenario" is ruled out in this case and how the current situation differs from a previous, critical situation, then this helps the affected person to deal with the issue in question less critically and more confidently. For this to work, one thing is very important: dialogue. You have to know the fears and concerns of your employees. Then they can be taken on board and fears can be reduced through appropriate explanations and information. Good dialog therefore is the key to success here.
- **Analysis and reduction of work-related stress**: Often a critical emotional attitude is also caused by professional or private problems and burdens. In the same way, conflicts at work or tensions among colleagues can have this effect. In order to be able to deal with the topic "negative emotional attitude" correctly, it is important to know these burdens and then to relieve them as far as possible. In extreme cases, therapeutic support and professional help can also be the right solution. Here, as a consultant, HR manager or supervisor, you must recognize your own limits and know when it is better to call on the advice of professionals and special counseling services. The DNLA MSS Managerial Stress Survey offers an in-depth analysis of occupational stress and suggestions for better health management in the company, for dealing with stress and for stress prevention.

**Group-level**

If you have hints that the negative outlook is not an individual problem, but one that affects many employees from the same group (team, department, hierarchical level...), then you should take further steps in addition to the individual development measures.

These include:

- **Situation analysis**: Problems in "ooutlook" can have structural causes. If there are
    - Fear about the future and fear of losing one's job
    - economic setbacks / major failures
    - experiences of loss / misfortunes
    - or similar
- then this can lead to a drop in the emotional attitude and the outlook, the way of looking at things in the group as a whole. The more employees/members of the group as a whole are affected by this, the more likely it is that this emotional state will then also be mutually reinforced. It is essential to offer help to those affected.
- **Team composition**: Often, different characters are represented in a team. By having an appropriate "mix" of characters in the team, you can ensure that both points of view are sufficiently represented. The "optimists" can inspire outsiders and promote a new project idea, the "pessimists" or "realists" can ensure that all technical, legal aspects, etc. are considered and that the project does not shipwreck. To other people who do not have such an extremely optimistic outlook, a very strongly positive emotional attitude may seem naïve. If one is in a difficult situation oneself and is desperate, exaggerated optimism or optimism that seems exaggerated can even seem cynical or hurtful. -> It is therefore important to take the other people around you seriously and to respond to their worries and concerns. If you yourself have a more optimistic view of things, that's good and you can use this to positively influence the people around you, to give them a more balanced picture of the situation and to try to ensure that they don't let themselves be overwhelmed and dragged down by problems. For this to work, however, there must be a good basis for conversation, at eye level. If the conversation partners show respect and esteem for each other and if your counterpart also notices this, it will also be easier for these people to be infected by your positive outlook.
- **Analysis of workload and analysis of job-related stress**: A high workload and intense professional stress can lead to an overall drop in morale and basic emotional attitude. Here, too, it is important to take countermeasures as quickly as possible, to clearly identify the causes and to find solutions together with those affected. The DNLA MSS – Managerial Stress Survey offers a detailed analysis of job-related stress as well as suggestions for better health management in the company, for dealing with stress and for stress prevention.

## DETAIL RESULTS - AREA „STRESS CAPACITY"

### SELF-ESTEEM

| Factors | Results |
|---------|---------|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------|---|---|---|---|---|---|---|
| **Self-esteem** | | 2 | | | | | |

The "self-esteem" factor describes how confidently a person acts and relates to others in his or her professional environment. If one's self-esteem is well-developed, thoughts, opinions and points of view will be expressed in a clear and objective way without being aggressive towards others. One can express and bring forward one's own needs objectively while standing up for one's own interests and even the interests of others without having to fear negative consequences. In work life, self-confidence is always fostered by acceptance.If one feels a high measure of acceptance and backing in one's work environment: from superiors, from colleagues, from own team members and from outsiders, one is sure of one's "standing" and one's value – both as a person and as a functionary for the company.One does not have to prove oneself again and again, day in and day out. People with high levels of self-esteem don't feel afraid of making the odd mistake, nor are they afraid of being criticized. Self-confidence also exhibits some parallels with the factor "assertiveness". The difference is that "assertiveness" is about how others perceive you, while "self-esteem" is related more to your own feelings, function and position.

**The result**

The self-esteem of Simon Sample is currently very low. People with low levels of self-esteem find it difficult to act in their professional environment. Whether it is about making decisions, pushing things forward or taking a stand - all of this is difficult and happens, if at all, only with great hesitation.

In many cases, people with a low degree of self-esteem also feel little support (which can actually be lacking or the lack of which one only feels subjectively). These people hesitate to position themselves and to express their opinions. They don't want to offend others, they are insecure and they are afraid of negative consequences. Often they think that they don't count much and that others don't appreciate their own opinion. Situations that require a certain quick-wittedness or a spontaneous reaction are avoided or are even associated with fears. People with low self-confidence usually prefer to act based on instructions and regulations "from above" (which one can refer to in case of questions or criticism).

Another, not untypical protective mechanism is to hide one's own insecurity under a protective umbrella of aggressiveness. This may happen unconsciously and in an uncontrolled way. In certain situations, in which one feels unsafe and challenged, one then tends to react rather harshly or curtly, in order to protect oneself and to avert the pressure, which one threatens to be put under.

Such reactions, doubts and mental "brakes" resulting from a lack of self-esteem are regrettable, in two different regards: For oneself they mean a loss of energy and (usually completely unjustified) fears and worries and often even a massively negative influence on thequality of life and work. For the company they mean the loss of valuable ideas, opinions, inputs and consequently a poorer quality of decisions.

**Possible causes**   There are some factors that are typical for a lack of self-confidence in the professional environment. Of course, one's own self-perception is one of these factors: Are you convinced of yourself and your own abilities, are you sure of yourself, or do you feel insecure? However, this self-perception is of course also shaped by the environment:

- Missing appreciation, lack of backing, especially from one's own superior
- Rivalries in the team, competition and rivalries for career perspectives.
- In extreme cases: bullying in the workplace!
- Fear for one's own job / fear for the future of the company
- Change processes in the company (e.g. Takeovers, new management)
- Demographic factors (beginners, newcomers or re-entrants, older employees who believe that they no longer meet the professional requirements or cannot keep up with the pace of change)
- "Hire-and-fire"-mentality in the company

In particular, beginners often have to gradually build up this self-esteem and security on the professional scene. But, as the above list shows, there are many factors that can influence, build or reduce one's own self-confidence. If the self-confidence of the employees is low and if the employees are insecure, then in particular also the high-level personnel are needed here to act stabilizing and supporting and to give security.

**Influence of stress**   A person's self-esteem is very sensitive to the influence of stress. Private problems can lead to doubting oneself and undermining one's self-esteem. Stressful situations at work - conflicts at the job, changes and challenges, rivalries, yes in the worst case even cases of bullying at work - can very easily impair the own self-esteem.

And often the lack of self-esteem on their part further impairs their quality of work and life and can even become a burden for colleagues. This is especially the case when attempts are made to conceal the lack of self-esteem by aggressive behaviour.

In such situations it is important and helpful to receive self-affirmation and support. Be it in the private environment, with family and friends, be it with colleagues, "mentors" or superiors who are well-disposed towards you and who appreciate your own qualities - everything that helps you to see your own value more clearly again, to act more confidently and calmly again is good and helps you to have access to your own potential for yourself again. One can perceive one's own professional environment more positively again and thus influence and shape it positively. In the end, both benefit: the individual and the employer.

| **Hints for individual development** | If you want to help someone rebuild potential in the factor self-esteem, the following steps can help: |
|---|---|

- **Situation analysis**: Does Simon Sample really receive the appreciation that his work deserves? Is this also expressed - very important - in corresponding future prospects in the company and in the salary? If there are strong deficits here, this will have a very negative effect on Simon Sample's self-confidence and self-esteem in the long term.
- **Praise and recognition / appreciation**: Those affected often doubt their own value or the value of their work and contributions. Unconsciously, those affected have the impression that others would certainly have done a better job. One is not sure of the value of one's own work. Because one defines oneself strongly by the value of one's own work, one is then also not sure of one's own value. Therefore, everything that strengthens the self-esteem of those affected is important: deserved praise and recognition, encouragement, e.g. with one's own ideas and initiatives - all of this helps those affected to recognize how much their work is valued. Bit by bit, they can then also build up a better self-esteem and greater self-confidence through this experience, because they realize "I have a skill and am a valuable (and valued!) part of the whole. What I do is good, and therefore I am." Vice versa, the strengthened self-esteem - the awareness that one is worth something as a person, as an employee - regardless of what one is currently accomplishing, will also improve the self-assessment of one's own, accomplished work. Vice versa, the strengthened self-esteem - the awareness that regardless of what one is currently doing, one as a human being, as an employee, is valuable, will also improve the self-assessment of one's own work.
- **Sense of achievement**: Just like praise, recognition, and appreciation, a sense of achievement contributes to a positive self-image. So if you want to support Simon Sample, create situations as often as possible where his skills and expertise can be brought to bear and where his expertise is currently in demand. You can also actively ask him to work on something ("I need you to do this"; "I need your help right now") - such experiences can serve as a strong "catalyst" in (re)building potential in the area of "self-confidence".
- **Take away fear**: People with a lower level of self-esteem have a greater need for reassurance. So it's important for them to realize that even if you don't agree with them or if they - supposedly or actually - have done something wrong, that's generally not a disaster - no one is perfect, and even if you make a mistake, your head won't be "torn off" right away. On the contrary, when something goes wrong, calmness is much more helpful than frantic attempts to patch things up. The latter often leads to even more things going wrong. So the old, simple, but nevertheless correct saying applies: "There is strength in calmness"! In general, employees must realize that their work is valued and that the contribution of each individual - whether young, old, faster or slower - is appreciated and valuable.

**Group-level**

If you have indications that the deficiency in the factor "self-esteem" is not an individual problem, but one that affects many employees from the same group (team, department, hierarchy level...), then you should take further steps in addition to the individual development measures.

- **Questioning the culture in the company / in this department**: Is there open, fair and cooperative interaction within the company, or is the collaboration characterized by mistrust? Are the employees under pressure? Do they have fears? These could contribute to a drop in "self-esteem" in the team.-> An in-depth analysis of the situation in the company is offered by the DNLA PWA analysis, a structured employee attitude survey. An in-depth analysis of the situation in the team is provided by the DNLA Team Analysis (TA).
- **Revealing tensions and exclusion**: Do the employees concerned feel excluded and not accepted? Is this perhaps a reason why they are afraid to contribute? If there is tension in the team or if someone is even bullied or feels bullied, this can also lead to a weaker self-esteem.
- **Identifying and fighting bullying**: In extreme cases, a very low value in self-esteem can also be an indication of bullying. If bullying is taking place in the workplace, it is essential that it is recognized and uncovered. Those affected need help. This help must be offered to them at all costs.
- **Fear of job cuts, job loss**: Are there rumors in the company regarding job cuts, sale of the company, relocation, rationalization measures or even concrete plans to this effect already? Fear of losing one's job and fear for one's own future can have an extremely negative effect on employees' self-esteem. Clarity in communication (to clear up rumors and false fears) is very important here. If far-reaching changes are indeed planned for parts of the workforce, then these must be accompanied professionally. Every employee must be shown a good, fair and tangible / realistic perspective for the future. Especially in times of upheaval and fear, support from outside, from the environment, is also very important.
- **Analyse der beruflich bedingten Stressbelastung**: An analysis of job-related stress levels with DNLA MSS can also help to identify anxiety and tension.
- Joint workshops as well as specifically developed collective action.

**FLEXIBILITY**

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Flexibility** | | | | | 5 | | |
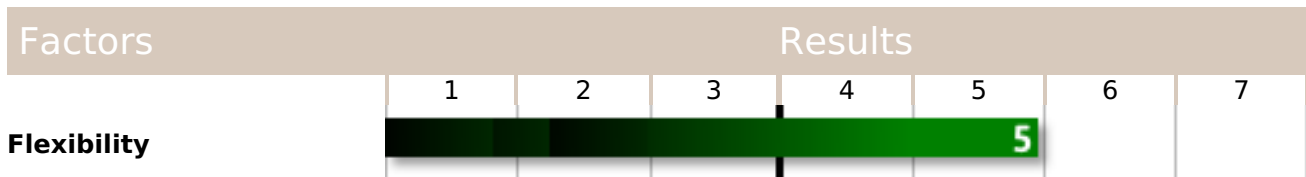
The "flexibility" factor describes how someone reacts to changes and disturbances. Do you continue to work towards the achievement of your goals, despite disruptions and changes or do you get disturbed or perhaps even frightened by such events? Do they even provoke resistance? In other words: how adaptable is the individual in question? In working life today, responsibilities, processes and priorities are inexorably changing. You are expected to deal with new people, new content and new tasks. New and unfamiliar situations as well as ambiguity about what exactly will come next, are commonplace in professional life.

People with a high degree of flexibility manage - even in the face of change and new situations - to continue to work successfully and to adapt quickly to new circumstances and environments. This does not mean that you view all changes positively, nor does it mean that you share all new ideas and take part in everything that is proposed to you. It means, however, that you are at least open-minded, that you are ready to consider all possibilities and that you are not reflexively responding to change with resistance and fear. When change occurs, people with high levels of flexibility can quickly and successfully adapt to changing circumstances, accept them and make the most out of every situation.

**The result**

The flexibility of Simon Sample is very well developed at the moment. People with high levels of flexibility are very adaptable. They are characterized by the fact that they can adapt quickly and easily to new circumstances and changed situations. They are also not distracted by disruptions in the workflow and by short-term changes; they continue to work on their tasks and goals.

They show great openness towards changes and innovations when it comes to people with a high degree of flexibility. Even if you don't welcome every innovation and don't accept every new proposal, you still face these things openly and without fear. You weigh up what you think is good and what isn't, and when it comes to changes that you can't stop anyway, you accept them, actively shape them and try to make the best of the new situation again.

## DETAIL RESULTS - AREA „STRESS CAPACITY"

### JOB SATISFACTION

| Factors | Results | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Job Satisfaction** | | 2 | | | | | |
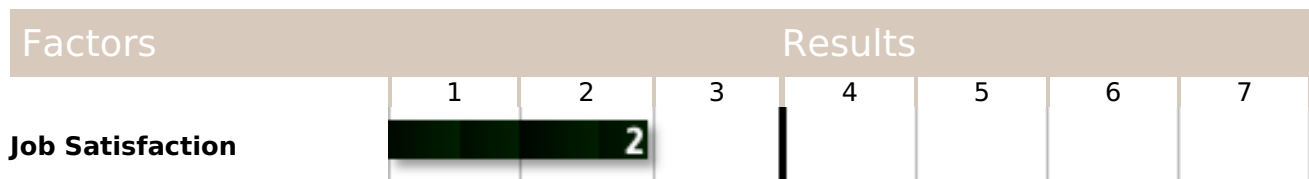
The "job satisfaction" factor describes how satisfied the individual is overall with his or her working environment, which includes working conditions and the general atmosphere in the workplace. Psychologists refer to these influence factors as "satisfiers and dissatisfiers in the workplace". These refer to the *context* of the work and, together with the motivators related to the *content* of the work ("to what extent do I identify with my tasks?", "To what extent do I feel I can contribute and introduce new ideas?", "Do I have the opportunity to do what I do best?"), these factors determine how content the individual feels at work; if job satisfaction is high, this will increase performance. Factors influencing job satisfaction include:

- the working environment (e.g. office space), work equipment, facilities
- working conditions (e.g. noise), distance from work, working hours
- Relationships with colleagues and supervisors, conflicts at work
- Work-life balance

**The result**

The job satisfaction of Simon Sample is currently very low. The working conditions and the working environment are currently perceived as far from optimal. The whole situation is not performance-enhancing, but on the contrary probably even frustrating and performance-inhibiting. Something must be done here and the good news is that something can be done. Practically always there are possibilities to change and adapt the working conditions directly or at least in the medium term in such a way that Simon Sample´s needs and wishes, as well as those of your colleagues and those of the company are in good harmony again. This is also in the interest of your company. Improvements and solutions are possible and can be found together.

People who perceive their working environment and their working circumstances positively to a large extent and who like to be together with the people with whom they work professionally, i.e. people who have a quite high degree of job satisfaction, are more able and more willing to perform well. If factors which are not yet regarded as optimal can be eliminated or improved (e.g. other, more flexible working time regulations), the job satisfaction and thus the work performance ( = the ability and the willingness to perform) can even be increased.

Thus it is worthwhile to analyse more precisely with which points one is not fully satisfied at the moment and also to develop ideas as to how these points could be improved. The own desires and needs, as well as the own ideas and suggestions should be calmly brought up. Changes are often possible and not so difficult to implement. Even small changes can contribute enormously to improving the overall situation and to improving job satisfaction.

| | |
|---|---|
| **Possible causes** | Job satisfaction depends on many factors, which are also perceived very differently by the individual. In addition, one's own needs often change over time and depending on one's life and work situation. |
| | One feels the possibility of working from home as positive, e.g. to better reconcile family and career, the other feels isolated and rather lonely in the home office. One prefers to work undisturbed, the other likes to be "in the middle of the action" (e.g. in an open-plan office) in order to get as much information as possible and to have a lot of contact and exchange with colleagues - and perhaps this preference changes when you get other, more complex tasks that require more peace and concentration. |
| | For example, at the beginning of his career, someone may appreciate appointments with customers because they see something of the world and have opportunities to learn and to get in touch with others. Later, with more experience and in a different family situation, preferences may change and you may suddenly not be so keen on business trips and external appointments any more. |
| | It is important for Simon Sample to become clear about his own personal needs and also to address them, and to look for the best solution together. The goal is, to find out how one's own needs, those of the company and the needs and wishes of colleagues can be reconciled fairly and best with each other. |
| **Influence of stress** | High stress levels in private life or at work can have a negative impact on job satisfaction. This leads to a situation where negative factors from the working environment, with which one has somehow managed to cope so far, are suddenly perceived as disturbing. Existing but still subliminal conflicts and feelings of disturbance can become more visible. It is now important to make sure that the various burdens and problems do not build up and intensify each other. |
| | Certain stress-triggering factors - e.g. a case of illness in the family - can also have quite direct effects on work and on how working conditions are perceived. Changes in working conditions (e.g. more flexible working hours, a temporary leave, a reduction in the number of working hours or the possibility to work at least partially from home) can directly contribute to reducing the stress to which one is exposed and to coping better with the situation. |
| **Hints for individual development** | Our working world is made up of conflicts, conflicting interests, differing values and goals, clashes of interests, competitive battles, small and large oppositions or disagreements with colleagues or managers. The working world is not an ideal world. Despite this, and precisely because of this, one can feel very good at work if certain limits are not exceeded. Since one cannot determine job satisfaction oneself, but is always dependent on the company environment and thus on others, one can only contribute a certain, limited part to it oneself. |
| | Dissatisfaction, frustration or even inner resignation as well as performance losses can be the consequences if there are considerable problems over a longer period of time. |
| | If you want to support someone in rebuilding potential in the factor of job satisfaction, above all a thorough analysis of the situation is necessary and helpful. Together, consider the following points in particular: |

- **Poor (technical) equipment at the workplace**: Without the right tools, any work becomes tedious. If, for example, you have to work

with outdated, slow PCs or if you don't have other important tools and work equipment at your disposal, you will quickly become frustrated. The same is true when this equipment is available, but someone literally has to apply for "every pencil" separately and go through a small bureaucratic marathon until the necessary equipment is available. This not only frustrates employees, it also very directly lowers productivity. Put plainly, think about whether you want your well-qualified and well-paid employees filling out applications or doing value-added work. So you can help employees and companies increase job satisfaction and productivity at the same time by identifying sources of unnecessary bureaucracy and developing alternatives and solutions for making it unnecessary.

- **Inadequate working conditions**: Noise at work, insufficient lighting, dirt, lack of space, unhealthy canteen food... the reasons for dissatisfaction at work can be numerous. The good news is that in the case of such "tangible" problems, a significant improvement can usually be achieved quite easily and with little effort. Take the opportunity here to get the affected people themselves involved. They are present in the working environment every day and have certainly already thought about solutions and improvements anyway. If the solution comes from those affected themselves and not "from above", this also significantly increases acceptance for the measure in question.
- **Poor work organization**: The lack of coordination among colleagues often leads to frustration and a drop in job satisfaction. If responsibilities and procedures are not regulated or processes do not mesh neatly and you have to wait for a colleague's work results, this also quickly affects job satisfaction. Again, this not only frustrates employees, it also directly lowers productivity. So you can help employees and the company to increase job satisfaction and productivity at the same time by identifying such points of friction and suboptimal processes and developing solutions together.-> An in-depth analysis of the situation in the company and in the team is offered by the DNLA Team Analysis.
- **Being underworked, overworked, or doing redundant or monotonous work**:Few things are as frustrating for employees as the feeling of doing something completely pointless. Monotony and being underchallenged at work are also real "mood killers." The feeling of not knowing how to get something done, i.e. being overworked, is also problematic. Here, managers in particular are called upon to explain the meaning and purpose of certain work, to provide help and support where necessary, and to distribute the less exciting parts of a project/work as fairly and evenly as possible.
- **Tensions at work, conflicts with colleagues**: Disagreements always happen. But when conflicts go deeper or last longer, it is essential to find a solution. DNLA SC helps in many cases to find the underlying causes of conflicts and to get to the bottom of things beyond the factual level. The clearer the causes of tension and conflict, the easier it is to find a solution together. Your (DNLA) consultant can provide valuable assistance here.
- **Injustice, unfair distribution of work**: People are very sensitive to injustices that affect them or people in their work environment. They can help those affected - the companies as well as the employees - by creating opportunities (communication channels, suggestion schemes, representatives/contact persons) on how to address these problems. This is the first step toward a solution. Another might be to give employees some leeway to work these things out among

themselves. If this works, i.e. if a self-controlling, fair system can be established and the employees handle this fairly and collegially, something like this would also be worth a try. In the final instance, of course, it is the managers who are called upon. They are responsible for the processes in the company and for their employees. For managers to be able to manage these processes properly, however, they need their employees to address the points at which they feel they are being treated unfairly and with which they are dissatisfied. If this happens, then they can also be improved and resolved together. If not, it is difficult for managers to take active and constructive action against the dissatisfaction.

- **Problems with balancing family-life and work-life**: Even if everything is going well in the company, with colleagues, etc., there can still be a drop in job satisfaction. This always happens when conflicts of interest arise between the professional and private spheres. Frequent business trips at a time when one is suddenly more challenged at home than before (e.g. after the birth of a child) would be an example for this. To ensure that this tension between professional and private interests and obligations does not have a lasting negative impact on the (work) satisfaction of employees, it is important to take action here. It is good if you help the employee to directly develop suggestions for solutions (because this is better than just naming the problems and sources of dissatisfaction) and if you consider how or to which addressees these suggestions can best be made. If the conflicts of interest cannot be solved so easily (e.g. with work in the home office), an (external) mediator can be helpful. Ultimately, the well-being of employees - i.e. also the possibility that they can reconcile important private matters well with work - is also in the interest of the employer. If no solution can be found, the employer will sooner or later risk dismissal or - almost worse - the so-called " inner resignation" of the employee.

With all the points mentioned, it is important that employees do not just have to endure and bottle up their frustration and dissatisfaction, but that they have ways and means of addressing their justified concerns. Employees must be able to do this openly and without fear, and the company must respect them and take them seriously.

**Group-level**

If there are still deficits with the involvement of the employees or with the culture in the company and if openness and a constructive and fear-free exchange still have to be learned, then the services of an experienced consultant or coach can be of invaluable help.

If you have indications that the deficiency in the point "job satisfaction" is not an individual problem, but one that affects many employees from the same group (team, department, hierarchical level. ..), then you should take further steps in addition to the individual development measures.

All the points presented in the previous section for the individual can - if they do not by their nature already affect several, namely at least two employees - also affect the entire group of employees or at least larger parts of it. The measures recommended for the individual therefore also make sense in each case at the group level.

Joint workshops as well as specifically developed, collective measures can usefully supplement the points mentioned above.

## DNLA SUCCESS PROFILE SOCIAL COMPETENTIES - OVERALL OVERVIEW

| Areas | Factors | Results | | optimum range |
|-------|---------|---------|---|---------------|
| | | 1  2  3 | 4  5  6  7 | |
| Achievement Dynamics | Self-responsibility | | 5 | 6,0 |
| | Drive and Application | 3 | | 7,0 |
| | Self-confidence | | 6 | 7,0 |
| | Motivation | | 5 | 5,5 |
| Interpersonal Relationships | Sociability | | 4 | 6,0 |
| | Assertiveness | | 4 | 6,0 |
| | Empathy | | 4 | 6,5 |
| Will to Succeed | Commitment | | 6 | 5,5 |
| | Status Awareness | | 7 | 5,5 |
| | Systematic Mentality | 3 | | 5,5 |
| | Initiative | | 6 | 5,5 |
| Stress Capacity | Feedback Reaction | | 4 | 6,5 |
| | Resilience | | 4 | 6,5 |
| | Outlook | 2 | | 6,0 |
| | Self-esteem | 2 | | 6,0 |
| | Flexibility | | 5 | 4,5 |
| | Job Satisfaction | 2 | | 4,5 |

## short-tests

| | |
|---|---|
| Logic test | Not participated |
| IT-knowledge | 18 / 25 correct answers, acceptable knowledge |
| English | Not participated |
| French | 21 / 25 correct answers, good knowledge |

**Recommendation for further development:** Self-esteem, Outlook

**LEADERSHIP FACTORS**

High potentials in the "Ability to lead" indicate that someone has the talent to inspire colleagues for visions, goals or certain tasks in such a way that these people then act accordingly in their everyday work and make the given goals their own. People with high "Ability to lead" are able to motivate other people to act. High potentials in "Willingness to lead" show that the person acts in a disciplined manner and assesses their actions and the actions of others as objectively as possible in order to then take the next necessary steps for themselves and others. "Willingness to lead" therefore means "drive". In addition to "Ability to lead" and "Willingness to lead", professional competence and methodological skills are of course also important for a good manager. It must also be ensured that decisions can be made quickly and reliably.

| Ability to lead | 3 |
| Willingness to lead | 6 |

**„NEW WORK" AND „AGILITY"**

Agile organizations are no longer managed centrally and through hierarchies, nor are they managed in the form of projects. Agility refers to the ability to act flexibly, anticipatively and proactively - and thus successfully and profitably - in a volatile competitive environment characterized by constantly changing customer requirements. Agile companies are therefore driven by customer needs and maximizing customer value.

For the everyday work of Simon Sample it follows that his own activity should be characterized by qualities such as flexibility, recognition of customer benefit, personal responsibility and sovereignty in action, high motivation and a constructive approach to feedback. These factors can already be found in detail in the above evaluation. The agility-specific questions were summarized and weighted anew here. They give you an insight into the personal "agility competence" of Simon Sample:

| Agility | 7 |

This indicator gives an idea of the extent to which Simon Sample has the prerequisites to engage in this type of work and how well prepared he is mentally for the demands involved. However, whether Simon Sample is actually able to "live" "New Work" and act accordingly, depends, as just described, again strongly on the given framework conditions.

# SOCIAL COMPETENCE - DEVELOPMENTCOCKPIT

## ACTION PLAN: TOPICS, ACTIONS AND PRIORITIES

Here you can record your personal development goals and steps.
*Before you make your entries here, ask yourself: What can I and what do I want to achieve?*
*What is most important to me at the moment? What can I do about it? And with whose help?*
→ The descriptions and notes below help you with the implementation.

### AREA I: SOCIAL COMPETENCE (= "POTENTIAL LEVEL"):

| factor / topic: | Results current: | Pursued goal: | Next steps: (keywords) | Priority |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

| | |
|---|---|
| Who is responsible? | |
| Aids / Supporters: | |
| Timetable (When should the implementation be done? | |

### AREA II: PERCEPTION BY YOURSELF (or others) (= "ENVIRONMENTAL LEVEL"):

| factor / topic: | Results current: | Pursued goal: | Next steps: (keywords) | Priority |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

| | |
|---|---|
| Who is responsible? | |
| Aids / Supporters: | |
| Timetable (When should the implementation be done? | |

### AREA III: OBJECTIVES / AIMS (= "PERFORMANCE LEVEL"):

| factor / topic: | Results current: | Pursued goal: | Next steps: (keywords) | Priority |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

| | |
|---|---|
| Who is responsible? | |
| Aids / Supporters: | |
| Timetable (When should the implementation be done? | |