

# ASSESSMENT GUIDE - PERSONALITY ASSESSMENT

[Click Here to take the Assessment](#)

Take the assessment to view your report and understand your nature and personality.

## BACKGROUND & PURPOSE

The personality assessment is a tool oriented at understanding and improving one's self-awareness. Self-awareness as **Tasha Eurich writes in Insight**, has two dimensions. Internal self-awareness is "an inward understanding of your values, passions, aspirations, ideal environment, patterns, reactions, and impact on others." That is, internal self-awareness is an attunement to our inner worlds. External self-awareness on the other hand "is about understanding yourself from the outside in—that is, knowing how other people see you."

However, research shows that being aware of our inner world does not guarantee self-awareness. And likewise, neither does fixating on others' perceptions of us. True self-awareness can be developed only if we ensure both internal and external self-awareness. With this in mind, this assessment is designed to help us explore the gap between how one sees oneself and how others see us, in different contexts. This gap can be a rich source of insight, either through self-inquiry or collaborative inquiry with the peer who takes the assessment for each learner.



**It remains highly disputed whether personality is a stable or measurable feature**, as most personality tests measure **states of being rather than traits**. For this reason, the design of this assessment is inspired from the **big five theory of personality**, which gained prominence in the 1980s and 1990s. This theory groups personality traits into **five broad dimensions** which are thought to encompass (and thus act as a taxonomy of) **most known personality traits**. These dimensions, to be understood on a continuum, are openness, conscientiousness, extraversion, agreeableness, and emotional stability.

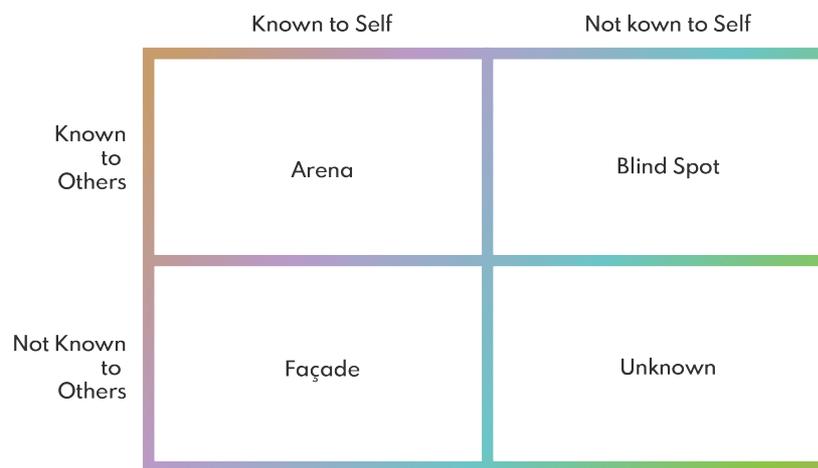
Thus, the intention is not to box ourselves into particular personality types based on the assessment results. Instead, the learner may choose to develop greater self-awareness using the results as a starting point for exploration and inquiry.

In this assessment, it is the learner's choice **whether and how they want to disclose** their hidden nature, traits, and beliefs. The learner can make this choice depending on the relationship and context shared with the peer. After taking the assessment, it is the gap between one's own and one's peer's assessment on the spectrum (and not the particular number score) that is envisioned as a starting point for inquiry into the following aspects:

1. **Nature and nurture:** Our personality is a mix of our **nature or swabhav, our nurture or our socialisation**, and the choices we have made over the course of our lives. However, how our personality is perceived by our peer is shaped by our relationship with them, the context in which we know them, and indeed the peer's own nature, nurture and life choices - in short, our peer's personality. **Facades and blindspots:** The results can be a **window** to understanding what aspects of oneself are hidden behind the facade and thus not visible to others, as well as what aspects of oneself are our blindspots, visible to others but not to ourselves. The results can also be a window into expanding our own awareness of ourselves - even in areas unknown to others and oneself - and to generating greater interpersonal awareness.

2. **Conscious learning and evolution:** Our swabhav and socialisation may be subconscious and outside our immediate awareness. So exploring blindspots may bring our limiting beliefs to our consciousness. Likewise, some aspects of our swabhav and socialisation may be conscious and within our awareness. Yet, they may be hidden from others, who see only a facade. Exploring these aspects may help us reveal ourselves more fully to our peers. It is the learner's choice whether and how they want to explore and evolve from one's blindspots. To choose to consciously explore and evolve is to **take responsibility for shaping one's future self**.

### Johari Window:



## DIMENSIONS

### Process Orientation vs Flexibility

This dimension captures the tendency to thrive in plans and structure. People on the left half of this spectrum are likely to have strengths around setting up and delivering within processes, plans, and structures. People on the right half of this spectrum are likely to have strengths around being accommodative, adaptable as well as spontaneous.

**O to Left:** Tendency to plan, preference for order. In excess cannot relax until things are ordered.

**O to Right:** Values flexibility, spontaneity. In excess can be inattentive and carefree.

### Harmony vs Assertion

This dimension captures the tendency to thrive in environments of cooperation and collaboration. People on the left half of this spectrum are likely to have strengths around finding common ground and generating consensus. People on the right half of this spectrum are likely to have strengths around asserting their views and alternate perspectives even if they are contrary to popular opinion.

**O to Left:** Tendency to harmonize, collaborate. In excess can be submissive with an inability to say no.

**O to Right:** Values putting forth one's views, challenges authority. Confrontational in excess.

### External vs Internal stimulation

This dimension captures the tendency to thrive in response to external stimulus. People on the left half of this spectrum are likely to have strengths around interacting and engaging with others. People on the right half of this spectrum are likely to have strengths around introspective solo work.

**O to Left:** Gains energy through interactions, teamwork. In excess can be attention seeking.

**O to Right:** Gains energy through introspection, deeper engagements. In excess can be socially aloof.

### Exploration vs Convention

This dimension captures the tendency to explore. People on the left half of this spectrum are likely to have strengths like openness of mind and trust in new experiences. People on the right half of this spectrum are likely to have strengths like data driven decision-making and trust in convention.

**O to Left:** Curious, willing to try new things. In excess can be unpredictable & impulsive.

**O to Right:** Values pragmatism, consistency and convention. In excess can be averse to any risk.

### Feeling vs Thinking

This dimension captures the degree of attunement to one's feelings in comparison with one's thoughts. People on the left half of this spectrum are likely to have strengths like perceiving and empathizing with others' emotional states. People on the right half of this spectrum are likely to have strengths around analytical thinking and rationalizing.

**O to left:** Emotionally oriented, aware & empathetic. In excess can be oversensitive, subject to mood swings.

**O to Right:** Decisions based on logic and data, problem solving approach. In excess can be unaware of emotional states.

## Some questions to help explore areas hidden behind the facade as well as our blindspots

### What is your relationship and context with your peer?

In requesting a peer to take this assessment, the learner must be mindful of her relationship and context with her peer. In selecting the peer to whom the learner will share the assessment, it is helpful to remember that **"forced awareness (exposure) is undesirable and usually ineffective."**

Is your peer your friend, sibling, partner, parent, or colleague from your workplace? How long and how deeply has your peer known you? How intimate is your relationship with your peer? How much do you value your relationship? What is your peer's perception of her own personality?

The learner's context and relationship with her peer can reveal many insights. For instance, the learner may take a more long-term or historical view of herself, while the peer may take a more contemporary or recent view of the learner in the assessment. The learner may account for her life's context and journey, which the peer may be oblivious to. Based on these contextual markers, the learner may decide what she chooses to draw from the assessment, and what she would like to explore and evolve from.

### How many peers took the assessment?

To get a more holistic picture of how the learner is perceived in a particular context, she may consider sharing this assessment with more than one of her peers in that context. Are there any patterns that emerge from the various peer assessments? Does the learner seem to have a common facade among her workplace colleagues? Is there a blindspot that the learner can become conscious of in the workplace that is not a concern in her personal life?

### How does one understand the hidden areas and blindspots?

We may approach our hidden areas and blindspots with conscious awareness, being curious yet nonjudgmental. One's blindspots and hidden areas can be used as starting points for conscious learning and self inquiry.

1. What do these hidden areas and blindspots reveal to the learner?
2. Do the hidden areas and blindspots get in the way of the learner's being, work, or relationships?
3. Is there a very wide gap between the peer's and the self assessment on the spectrum? If so, what could be the reason for it? Does the wide gap lead to any particular issues in your interpersonal or work relationship?

### What is the value of exploring your assessment results with your peer/s?

One possible avenue for a learner can be to explore the gaps in their assessment results with her chosen peer/s. The learner may consider asking her peer whether the hidden areas or blindspots have an impact in their relationship? If so, in what ways? If the learner shares an intimate and valuable relationship with her peer, she may also explore and uncover unknown areas of her personality - in the fourth quadrant - through a process of collaborative reflection and shared discovery.

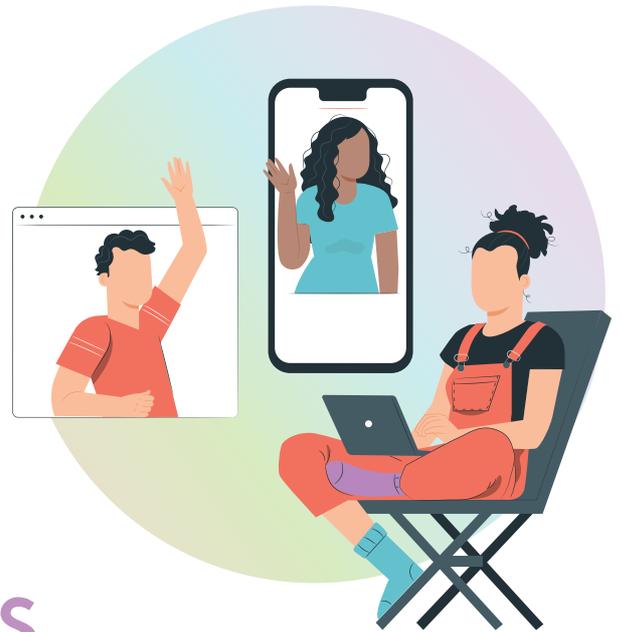


## REFLECTIVE QUESTIONS FOR FACILITATORS

1. What does your assessment indicate about your personality?
2. Does your personality affect any aspect of your facilitation practice? If so, in what way?
3. Can you build on any of your strengths to enhance your facilitation practice?
4. Are there any other ways in which you can use the Johari window to advance your facilitation practice?

# REFLECTIVE QUESTIONS FOR PARTICIPANTS

1. When you compare your self and peer assessments, do you learn anything about your closest relationships? What does the gap between your self and peer assessment teach you about your relationship with your peer?
  2. Did this assessment help you learn anything about yourself that is unknown to both you and your peers?
  3. What is personality? Does it change over time? How does it shape your behavior?
  4. Do your assessment results reveal any limiting beliefs you hold? How did these beliefs come into being? What can you do about them?
- What do you need to be or do to enable meaningful feedback from this assessment?



## LEARNING RESOURCES

1. Zaria Gorvett, *How your personality changes as you age*
2. Tasha Eurich talking about self-awareness and how we perceive ourselves and others.
3. Susan Cain, *The power of introverts*
4. Joseph Luft and Harry Ingham, *Johari Window: A Graphic Model of Awareness in Interpersonal Relations*
5. Matt Davis, *What does self-actualization mean in different cultures?*