

SELF & TEAM ASSESSMENT EXAMPLES

Assessment	Personal or Group	Skills or Indicators Assessed	Link/ Source	Paid or Unpaid
CliftonStrengths	Personal	Range of skills, including <ul style="list-style-type: none"> - Executing: Making things happen - Influencing - Relationship Building - Strategic Thinking 	Online Link from Gallup	Paid
Communication Style Self Assessment	Personal	Communication style	Document on page 2	Unpaid
Decision Making Profile	Personal	Decision making style	Link from Truity	Unpaid
EQ 2.0 Assessment	Personal	Emotional self and other awareness and capacity to regulate emotions	Link from TalentSmart	Paid
Foursight Assessment	Personal: Can be mapped to Group	Problem Solving Style	Link from Foursight	Paid
LEAD	Personal	Situational management style	Document on page 11	Unpaid
Leadership Practices Inventory	Personal	Range of leadership skills in five areas <ul style="list-style-type: none"> - Model the way - Inspire a shared vision - Challenge the process - Enable others to act - Encourage the heart 	Link from the Leadership Challenge	Paid
Psychological Safety Assessment	Personal	Perceived personal psychological safety	Link from the Fearless Organization	Unpaid
	Group	Examples of questions to ask of teams to assess psychological safety	Link from Psych Safety	Unpaid
Q12	Group or Personal	Employee engagement	Link from Gallup	Paid
Thomas Kilmann Instrument	Personal	Conflict Style	Link from Kilmann Diagnostics	Paid

Activity – Communication Style self-assessment

What's Your Style?

Consider each of the following questions separately and circle the *one* letter (a, b, c, or d) that corresponds to the description that best fits you. If you have trouble selecting only one answer, ask yourself which response, at work, would be the most natural or likely for you to make.

After scoring your responses, you will notice you are not just one style, and neither is anyone else so you have to adjust your communication accordingly. It is important not to label someone because we are all different and complex so no one fits into a box. This tool, as with other tools, is meant to be a guide and to give you ideas but the best learning is through trial, error, reflection and trying again.

Self- evaluation questionnaire

There are no right *answers* to these questions, so base your response on how you are today, not how you think you should be or would like to be in the future.

1. **When talking to a customer or co-worker ...**
 - a. I maintain eye contact the whole time.
 - b. I alternate between looking at the person and looking down.
 - c. I look around the room a good deal of the time.
 - d. I try to maintain eye contact but look away from time to time.

2. **If I have an important decision to make ...**
 - a. I think it through completely before deciding.
 - b. I go with my gut instincts.
 - c. I consider the impact it will have on other people before deciding.
 - d. I run it by someone whose opinion I respect before deciding.

3. **My office or work area mostly has ...**
 - a. Family photos and sentimental items displayed.
 - b. Inspirational posters, awards, and art displayed.
 - c. Graphs and charts displayed.
 - d. Calendars and project outlines displayed.

4. **If I am having a conflict with a co-worker or customer ...**
 - a. I try to help the situation along by focusing on the positive.
 - b. I stay calm and try to understand the cause of the conflict.
 - c. I try to avoid discussing the issue causing the conflict.
 - d. I confront it right away so that it can get resolved as soon as possible.
5. **When I talk on the phone at work ...**
 - a. I keep the conversation focused on the purpose of the call.
 - b. I spend a few minutes chatting before getting down to business.
 - c. I am in no hurry to get off the phone and don't mind chatting about personal things, the weather, and so on.
 - d. I try to keep the conversation as brief as possible.
6. **If a co-worker is upset ...**
 - a. I ask if I can do anything to help.
 - b. I leave him alone because I don't want to intrude on his privacy.
 - c. I try to cheer him up and help him to see the bright side.
 - d. I feel uncomfortable and hope he gets over it soon.
7. **When I attend meetings at work ...**
 - a. I sit back and think about what is being said before offering my opinion.
 - b. I put all my cards on the table so my opinion is well known.
 - c. I express my opinion enthusiastically, but listen to other's ideas as well.
 - d. I try to support the ideas of the other people in the meeting.
8. **When I make a presentation in front of a group ...**
 - a. I am entertaining and often humorous.
 - b. I am clear and concise.
 - c. I speak relatively quietly.
 - d. I am direct, specific, and sometimes loud.

- 9. When a customer is explaining a problem to me ...**
- a. I try to understand and empathize with how she is feeling.
 - b. I look for the specific facts pertaining to the situation.
 - c. I listen carefully for the main issue so that I can find a solution.
 - d. I use my body language and tone of voice to show her that I understand.
- 10. When I attend training programs or presentations ...**
- a. I get bored if the person moves too slowly.
 - b. I try to be supportive of the speaker, knowing how hard the job is.
 - c. I want it to be entertaining as well as informative.
 - d. I look for the logic behind what the speaker is saying.
- 11. When I want to get my point across to customers or co-workers ...**
- a. I listen to their point of view first and then express my ideas gently.
 - b. I strongly state my opinion so that they know where I stand.
 - c. I try to persuade them without being too forceful.
 - d. I explain the thinking and logic behind what I am saying.
- 12. When I am late for a meeting or appointment ...**
- a. I don't panic but call ahead to say that I will be a few minutes late.
 - b. I feel bad about keeping the other person waiting.
 - c. I get very upset and rush to get there as soon as possible.
 - d. I apologize profusely once I arrive.
- 13. I set goals and objectives at work that ...**
- a. I think I can realistically attain.
 - b. I feel are challenging and would be exciting to achieve.
 - c. I need to achieve as part of a bigger objective.
 - d. Will make me feel good when I achieve them.

- 14. When explaining a problem to a co-worker whom I need help from ...**
- a. I explain the problem in as much detail as possible.
 - b. I sometimes exaggerate to make my point.
 - c. I try to explain how the problem makes me feel.
 - d. I explain how I would like the problem to be solved.
- 15. If customers or co-Workers are late for a meeting with me in my office ...**
- a. I keep myself busy by making phone calls or working until they arrive.
 - b. I assume they were delayed a bit and don't get upset.
 - c. I call to make sure that I have the correct information (date, time, and so on).
 - d. I get upset that the person is wasting my time.
- 16. When I am behind on a project and feel pressure to get it done ...**
- a. I make a list of everything I need to do, in what order, by when.
 - b. I block out everything else and focus 100 percent on the work I need to do.
 - c. I become anxious and have a hard time focusing on my work.
 - d. I set a date to get the project done by and go for it.
- 17. When I feel verbally attacked by a customer or a co-worker ...**
- a. I tell her to stop it.
 - b. I feel hurt but usually don't say anything about it to her.
 - c. I ignore her anger and try to focus on the facts of the situation.
 - d. I let her know in strong terms that I don't like her behaviour.
- 18. When I see a co-worker or customer whom I like and haven't seen recently ...**
- a. I give him a friendly hug.
 - b. I greet him but don't shake his hand.
 - c. I give him a firm but quick handshake.
 - d. I give him an enthusiastic handshake that lasts a few moments.

Scoring the questionnaire

Once you have finished the questionnaire, review the following scoring sheet (shown on the next page). You will be scoring yourself on four specific working styles. They are:

- Driver (DR)
- Expressive (EX)
- Amiable (AM)
- Analytical (A)

Transfer your answers from the questionnaire to the scoring sheet and then count up the number of times you circled each style. Enter these scores at the bottom of the scoring sheet. The style where you scored the most points is your primary working style. The four terms (Driver, Expressive, Amiable, and Analytical) were originally coined by Dr. David Merrill, founder of Tracom Consulting Group. If you are interested in reading more about the research done by Dr. Merrill and his associates, read *Personal Styles and Effective Performance: Make your Style Work for You* by Dr. David Merrill and Roger Reid (Radnor, PA.: Chilton, 1981)

Scoring Form

1 a. Driver b. Amiable c. Analytical d. Expressive	6 a. Amiable b. Analytical c. Expressive d. Driver	11 a. Amiable b. Driver c. Expressive d. Analytical	16 a. Analytical b. Driver c. Amiable d. Expressive
2 a. Analytical b. Driver c. Amiable d. Expressive	7 a. Analytical b. Driver c. Expressive d. Amiable	12 a. Analytical b. Amiable c. Driver d. Expressive	17 a. Driver b. Amiable c. Analytical d. Expressive
3 a. Amiable b. Expressive c. Analytical d. Driver	8 a. Expressive b. Analytical c. Amiable d. Driver	13 a. Analytical b. Expressive c. Driver d. Amiable	18 a. Amiable b. Analytical c. Driver d. Expressive
4 a. Expressive b. Amiable c. Analytical d. Driver	9 a. Amiable b. Analytical c. Driver d. Expressive	14 a. Analytical b. Expressive c. Amiable d. Driver	
5 a. Driver b. Expressive c. Amiable d. Analytical	10 a. Driver b. Amiable c. Expressive d. Analytical	15 a. Expressive b. Amiable c. Analytical d. Driver	
Driver Score:	Amiable Score:	Expressive Score:	Analytical Score:

Peter Urs Bender's Guide to Strengths and Weaknesses of Personality Types

Each communication/personality type has different strengths & weaknesses. Here are some things to watch for in yourself, and in the people you work with.

Type	Strengths	Potential Weaknesses
Analytical	Thinking	Excludes feelings from decisions
	Thorough	Goes too far; perfectionist
	Disciplined	Too rigid or demanding of self/others
Amiable	Supportive	Tends to conform to wishes of others
	Patient	No time boundaries; things do not get done
	Diplomatic	Not assertive or directive
Driver	Independent	Has trouble operating with others
	Decisive	Does not take time to consider other perspectives
	Determined	Domineering; too focused on doing it "my way"
Expressive	Good communicator	Talks too much
	Enthusiastic	Comes on too strong
	Imaginative	Dreamer; unrealistic

The Analytical

The Analytical is polite but reserved, logical, fact- and task-oriented. This person's focus is on precision and perfection. Other strengths include persistence, diligence, caution, and a systematic approach.

Weaknesses involve being withdrawn, boring, quiet, reclusive, and even sullen at times. If he or she seems indecisive, it's because of a need to assess all the data. Perfectionism can be a fault if the Analytical pushes it too far. This person is definitely not a risk-taker.

The Analytical needs to be right, and won't openly discuss ideas until confident in a decision. His or her pleasure is accuracy. Pain is to be wrong and criticized.

- Wants to know how things work
- Wants to be accurate, have accuracy with others
- Values numbers, stats, ideas
- Loves details
- Fears being embarrassed or losing face
- Often introverted and hide feelings

The Amiable

Devoted, consistent, dependable, and loyal, the Amiable is a hard worker and will persevere long after others have given up. He or she is a team player, cooperative and easy to get along with, trustful, sensitive and a good listener. Working in groups with cooperative individuals, the Amiable tries to avoid confrontation. He or she enjoys company, performs best in a stable environment, and often has a stabilizing effect on others.

Weaknesses include indecision and an inability to take risks. Amiables are often too focused on others, conforming, quiet, and passive. They may not speak up for themselves, are too compliant and nice, and often painstakingly slow to make decisions.

The Amiable's pleasure is stability and cooperation. His or her pain is change and chaos.

- Wants to know "why", why am I doing this
- Wants to build relationships
- Loves to give support to others
- Values suggestions for others
- Fears losing trust or having disagreements
- Tend to display emotions.
- Often introverts thought

The Driver

The Driver is a high achiever – a mover and shaker who is definitely not averse to risk. The individual is extroverted, strong-willed, direct, practical, organized, forceful, and decisive. Look for someone who tells it the way it is and is very persuasive.

Watch out or you'll be worn down and bowled over. A driver is task- rather than relationship-oriented and wants immediate results. This individual is not concerned with how something is done, but what is being done, and what results can be expected. "What" is his or her battle cry. "What's going on? What's being done about it? What you should do is ...!" The Driver can be stubborn, domineering, impatient, insensitive, and short-tempered, with little time for formalities or niceties. He or she can also be demanding, opinionated, controlling, and uncompromising – or even overbearing, cold, and harsh.

The Driver's pleasure is power, control, and respect. His or her pain is loss of respect, lack of results, and the feeling that he or she is being taken advantage of.

- Wants to know "what" what will this do for me
- Wants to save time
- Values results
- Loves being in control, in charge, doing it his way
- Fears giving up control.
- Often extroverted but do not show emotions

The Expressive

The Expressive, a verbally adept personality, is engaging, accommodating, supportive of others, persuasive, socially adept, and relationship- rather than task-oriented. He or she loves to be one of the gang, and is always ready for something new and exciting, especially if the gang is ready to participate. Additional strengths include enthusiasm, diplomatic skills, and the ability to inspire others.

Weaknesses involve impatience, a tendency to generalize, verbal assaults, and sometimes irrational behavior. The Expressive can also be egotistical, manipulative, undisciplined, reactive, unorganized, and abrasive. The Expressive readily exchanges information and life experiences. His or her main need is to be appreciated and accepted.

The Expressive's pleasure is recognition and approval. His or her pain is isolation and lack of attention.

- Wants to know "who" who else is involved
- Values appreciation, applause a pat on the back
- Loves social situations and parties
- Likes to inspire others
- Fear being rejected.

Adjusting to Other Communication Styles

Communicating with a Process/Analytical oriented person:

- ◆ Be precise; state the facts.
- ◆ Organize your discussions in a logical order:
- ◆ Background
- ◆ Present situation
- ◆ Outcome
- ◆ Break down your recommendations.
- ◆ Include options and alternatives with pros and cons.
- ◆ Do not rush a process-oriented person.
- ◆ Outline your proposal.

Communicating with a People /Amiable oriented person:

- ◆ Allow for small talk; do not start the discussion right away.
- ◆ Stress the relationship between your proposal and the people concerned.
- ◆ Show how the ideas worked well in the past.
- ◆ Indicate support from well-respected people.
- ◆ Use an informal writing style.

Communicating with a Driver/Action oriented person:

- ◆ Focus on the result first; state the conclusion at the outset.
- ◆ State your best recommendation; do not offer many alternatives.
- ◆ Be as brief as possible.
- ◆ Emphasize the practicality of your ideas.
- ◆ Use visual aids.

Communicating with an Idea/Expressive oriented person:

- ◆ Allow enough time for discussion.
- ◆ Do not get impatient when he or she goes off on tangents.
- ◆ Try to relate the discussed topic to a broader concept or idea.
- ◆ Stress the uniqueness of the idea or topic at hand.
- ◆ Emphasize future value or relate the impact of the idea to the future.
- ◆ If writing, try to stress the key concepts that underlie your recommendation at the outset. Start with an overall statement and work toward the particulars.

The LEAD

Leadership Effectiveness and Adaptability Description (LEAD)

Paul Hersey and Kenneth H. Blanchard

Directions:

Assume you are involved in each of the following twelve situations. READ each item carefully and THINK about what you would do in each circumstance. Then HIGHLIGHT or UNDERLINE the letter of the alternative that you think would most closely describe your behavior in the situation presented. Indicate only one choice. For each situation, think in terms of the environment or situation in which you most often find yourself as assuming a leadership role. Say, for example, an item mentions employees -- if you think that you engage in leadership behavior most often as a supervisor then think about your staff as the employees; if as a team leader, then think of the team as the employees.

Do not change your frame of reference from one item to another. Separate LEAD instruments may be used to examine your leadership behavior in as many different settings as you wish.

1. Your employees have not been responding to your friendly conversation and obvious concern for their welfare. Their performance is in a tailspin.
 - A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
 - B. Make yourself available for discussion, but do not push.
 - C. Talk with employees, and then set goals.
 - D. Be careful not to intervene.

2. The observable performance of your group is increasing. You have been making sure that all members are aware of their roles and standards.
 - A. Be open to more input from the group, but continue to make sure that all members are aware of their roles and standards.
 - B. Take no definite action.
 - C. Do what you can to turn more decisions over to the group, they will feel important and involved.
 - D. Emphasize the importance of deadlines and tasks.

3. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.
 - A. Involve the group and together engage in problem solving.
 - B. Let the group work it out.
 - C. Act quickly and firmly to correct and redirect.
 - D. Encourage the group to work on the problem and be available for discussion.

4. You are considering a major change. Your employees have a fine record of accomplishment. They respect the need for change.
 - A. Allow group involvement in developing the change, but do not push.
 - B. Announce changes and then implement them with close supervision.
 - C. Allow the group to formulate its own direction.
 - D. Incorporate group recommendations, but direct the change.

5. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. They have continually needed reminding to do their tasks on time. Redefining roles has helped in the past.
 - A. Allow the group to formulate its own direction.
 - B. Incorporate group recommendations, but see that objectives are met.
 - C. Redefine goals and supervise carefully.
 - D. Allow group involvement in setting goals, but do not push.

6. You stepped into an efficiently run situation. The previous leader ran a tight ship. You want to maintain a productive situation, but would like to begin humanizing the environment.
 - A. Do what you can to make the group feel important and involved.
 - B. Emphasize the importance of deadlines and tasks.
 - C. Be careful not to intervene.
 - D. Get the group involved in decision making, but see that objectives are met.

7. You are considering major changes in your organizational structure. Members of the group have made suggestions about needed change. The group has demonstrated flexibility in its day-to-day operations.
 - A. Define the change and supervise carefully.
 - B. Get the group's approval on the change and allow members to organize the implementation.
 - C. Be willing to make changes as recommended, but maintain control of implementation.
 - D. Describe the change and let the group decide.

8. Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.
 - A. Leave the group alone.
 - B. Discuss the situation with the group and then initiate necessary changes.
 - C. Take steps to direct your employees toward working in a well-defined manner.
 - D. Be careful of hurting supervisor-employee relations by being too directive.

9. Your supervisor has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear about its goals. Attendance at sessions has been poor. The meetings have turned into social gatherings. Potentially, the group has the talent necessary to help.
- A. Let the group work it out.
 - B. Incorporate group recommendations, but see that objectives are met.
 - C. Redefine goals and supervise carefully.
 - D. Allow group involvement in setting goals, but do not push.
10. Your employees, usually able to take responsibility, are not responding to your recent redefining of standards.
- A. Allow group involvement in redefining standards, but do not push.
 - B. Redefine standards and supervise carefully.
 - C. Let the group work through the change, do not apply pressure.
 - D. Incorporate group recommendations, but see that new standards are met.
11. You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.
- A. Take steps to direct employees toward working in a well defined-manner.
 - B. Involve employees in decision making and reinforce good contributions.
 - C. Discuss past performance with the group and then examine the need for new practices.
 - D. Continue to leave the group alone.
12. Recent information indicates some internal difficulties among employees. The group has a remarkable record of accomplishment. Members have effectively maintained long range goals and have worked in harmony for the past year. All are well qualified for the task.
- A. Try out your solution with employees and examine the need for new practices.
 - B. Allow group members to work it out themselves.
 - C. Act quickly and firmly to correct and redirect.
 - D. Make yourself available for discussion of the problem.

Directions for Scoring Leadership Style and Range

STEP ONE: For each of the 12 situations, highlight or underline the letter (A, B, C, D) you chose as your response.

STEP TWO: Add the total number of highlighted or underlined letters in each column (1, 2, 3, 4).

SITUATIONS	COLUMNS			
	1	2	3	4
1	A	C	B	D
2	D	A	C	B
3	C	A	D	B
4	B	D	A	C
5	C	B	D	A
6	B	D	A	C
7	A	C	B	D
8	C	B	D	A
9	C	B	D	A
10	B	D	A	C
11	A	C	B	D
12	C	A	D	B
TOTAL				

STEP THREE: Transfer the column 1 score to quadrant 1 (next page)
Transfer the column 2 score to quadrant 2 (next page)
Transfer the column 3 score to quadrant 3 (next page)
Transfer the column 4 score to quadrant 4 (next page)

Leadership Style

Your dominant style is defined by the quadrant in which most of your responses fall. Your supporting style(s) is a fall-back style; one which you may tend to use when your dominant style has not been effective, or can't be used for other reasons, for example in a crisis.

Leadership Style Range

The range of your style can be determined by looking at the quadrants where most of your responses occurred. If responses are only in a few quadrants, your range of behaviors may tend to be limited. If the responses fall in several quadrants, your responses indicate a wider range of leadership behaviors.

<p>QUADRANT 3 - SUPPORTS</p> <p>This style leads with a low emphasis on directing tasks and a high emphasis on supporting people</p> <p>YOUR SCORE _____</p>	<p>QUADRANT 2 - COACHES</p> <p>This style leads with a high emphasis on directing tasks and a high emphasis on supporting people</p> <p>YOUR SCORE _____</p>
<p>QUADRANT 4 - DELEGATES</p> <p>This style leads with a low emphasis on directing tasks and a low emphasis on supporting people</p> <p>YOUR SCORE _____</p>	<p>QUADRANT 1 - DIRECTS</p> <p>This style leads with a high emphasis on directing tasks and a low emphasis on supporting people</p> <p>YOUR SCORE _____</p>

About Situational Leadership

Situational Leadership is a useful model for supervisors and team leaders when they are trying to determine what approach or "style" will best ensure productive and satisfied employees and teams. Developed by management theorists, Paul Hersey and Kenneth Blanchard, this model helps a leader decide how much directive behavior and/or how much supportive behavior will increase the performance of employees and teams in specific situations.

Tri-Dimensional Model

Situational leadership is based on the interplay among:

- The amount of guidance and direction a leader gives
- The amount of support and encouragement a leader provides
- The developmental level (readiness) that employees/teams demonstrate in performing a specific task, function, or objective

Characteristics of a Directive and Supportive Leader

Directive Behavior

- Sets goals and objectives
- Plans and organizes work in advance
- Constantly communicates job priorities
- Clarifies the leader's and follower's roles
- Sets timelines
- Determines methods of evaluation
- Shows or tells the follower how to do a specific task
- Checks work

Supportive Behavior

- Listens to the follower's problems (job or non-job related)
- Praises the follower
- Asks for suggestions or input
- Encourages or reassures the follower
- Communicates information about the total organization's operations
- Discloses information about self
- Facilitates follower problem-solving

Assessing Developmental Level

According to the Situational Leadership Model, determining the appropriate leadership style depends on the leader's assessment of the development of the followers.

Developmental level should be considered only in relation to a specific task or function to be performed, not to determine overall skill or ability.

Two Factors to Consider

Job Competence

Job competence refers to the ability to do something. Individuals who have job competence in a particular area have the knowledge, ability, and experience to perform a certain task without direction from others.

- Task knowledge and skills
- Experience
- Transferable skills

Commitment

Commitment refers to the willingness and confidence to do something. Individuals who have commitment in a particular area think that responsibility is important and have self-confidence and good feelings about themselves in that aspect of their job.

- Motivation
- Confidence

An employee or team with low task development needs more task direction from a leader (i.e., you tell the employee or team what to do and how to do it). Another employee or team with a high development level needs less structure or task behavior (i.e., you simply delegate a task to that employee or team with minimal direction). Perhaps another person or team is performing the job adequately, but would benefit from more relationship behavior.

Situational Leadership is oriented toward increasing the development level of employees and teams, so that when they succeed at a task, the leader reduces the amount of task direction.

The Four Leadership Styles

LOW SUPPORTING <-----> HIGH SUPPORTING	<p style="text-align: center;">SUPPORTING</p> <p style="text-align: center;">High focus on Supporting Lower focus on Directing</p> <p>Shifts control for ay-to-daydecision-making and problem-solving from leader to follower/ team</p> <p>Provides recognition, listens, and facilitates</p>	<p style="text-align: center;">COACHING</p> <p style="text-align: center;">High focus on Directing High focus on Supporting</p> <p>Provides direction and leads with own ideas</p> <p>Explains decisions and provides opportunity for input</p> <p>Engages in two-way communication, but leader retains control over decisions</p>
	<p style="text-align: center;">DELEGATING</p> <p style="text-align: center;">Low focus on Directing Low focus on Supporting</p> <p>Discusses problems with follower/team until joint agreement achieved on <u>problem definition</u></p> <p>Delegates total decision-making, and follower/team has significant control for deciding <u>how</u> tasks are to be accomplished</p>	<p style="text-align: center;">DIRECTING</p> <p style="text-align: center;">High focus on Directing Lower focus on Supporting</p> <p>Defines roles</p> <p>Provides specific instructions on what, how, when, and where to do tasks</p> <p>Engages in largely one-way communication</p> <p>Closely supervises performance</p>

LOW DIRECTING <-----> HIGH DIRECTING

HIGH DEVELOPMENTAL LEVEL	HIGH--MODERATE DEVELOPMENTAL LEVEL	MODERATE--LOW DEVELOPMENTAL LEVEL	LOW DEVELOPMENTAL LEVEL
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