Highlands Leadership Report

Leadership Version

Know What You Do Best

Confidential Leadership Report 2.0

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Report Type: Leadership

The Highlands Company
Publisher of the Highlands Ability Battery™
Larchmont, NY 10538

www.HighlandsCo.com

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Highlands Leadership Report

NATURAL ABILITIES AND LEADERSHIP

Effective leaders understand at their core the importance of knowing themselves. As a leader, you may have taken other assessments which have informed you about your personal style, behavioral tendencies, others' perceptions of you, interests, etc. A complete understanding of your effectiveness in leadership roles includes information about your natural abilities and how they impact your self awareness and self management.

You have a starting place on each of the ability continuums on the HAB. And, you have learned, or can learn, to move up and down those continuums by developing specific skills. Being aware of your natural abilities enables you to know which skills to develop, helps you identify others who have talents different from your own, and provides you with an understanding of the behaviors you are likely to revert to under stress. Understanding yourself can result in small yet significant changes in your style.

Knowing your natural abilities can help you answer questions such as:

- Are my talents in alignment with the responsibilities required in my work?
- Are there select skills I want to develop?
- What are my potential blind spots?
- Do I have natural abilities that currently have no outlet?
- How can I continue to grow in my work?

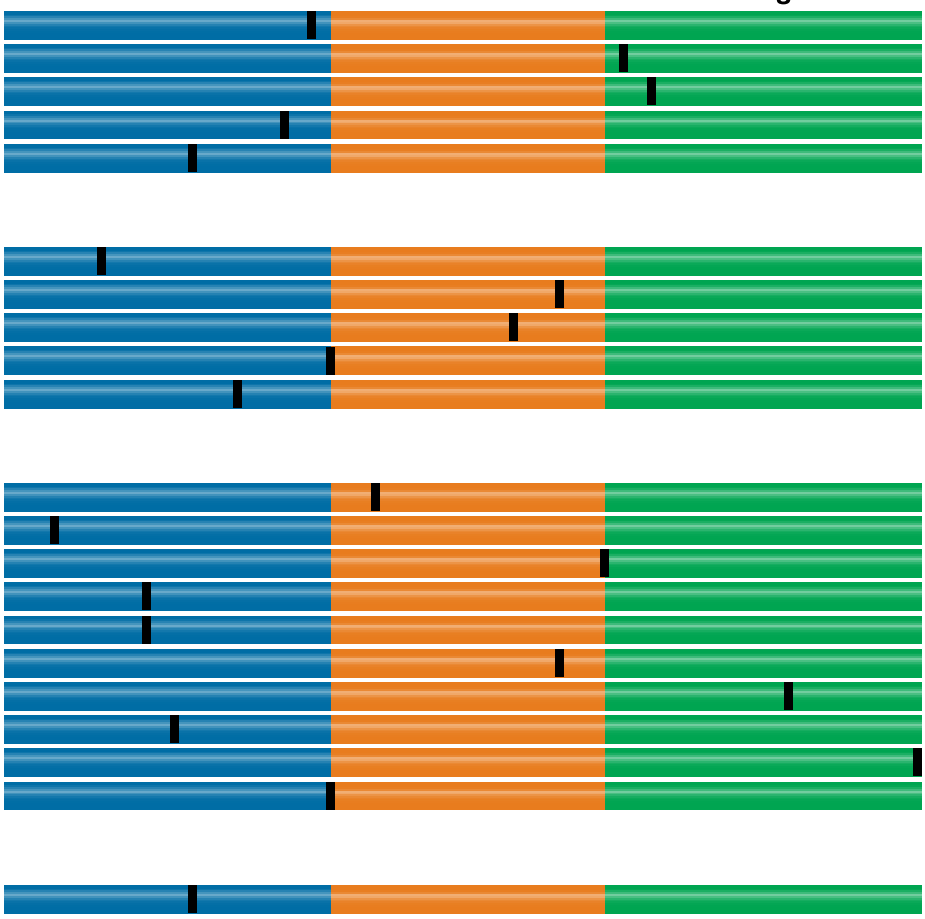
Knowing your abilities can help you steer toward tasks and leadership roles that use your talents, and encourage others to help you achieve the results you want.

This Self Management tool for Leaders can help create shifts in how you think about your position and work roles such as:

Move from thinking	Move to thinking
I will know how to lead when I am selected for a leadership role.	I need to be aware of what I don't know when I take on a leadership role.
Leadership roles require me to do what I already do, just on a bigger scale.	Leadership roles require additional competencies that may require some skill building.
As a leader, I will make changes I know need to be made by using my knowledge and expertise.	As a leader, decision-making will be more complex, and I need to know how to work through others and use influence.
My current effectiveness as a leader will carry over to other leadership roles.	Effectiveness in a leadership role is a combination of my talents and the circumstances.
Leaders are expected to be focused on the work, avoiding anything personal to leak into their roles and responsibilities.	"You hire a person for a job and the whole person shows up for work." (Quote from Chester Barnard, Industrial and Organizational Psychologist)."

Your Highlands Ability Profile

Click On Each Ability For Fuller Explanations



Interpreting Your Scores

As you have discovered, the HAB measures your abilities objectively by requiring you to perform specified tasks on the computer, not by asking you to describe yourself or by asking you to answer questions about yourself. This enables you to know what kinds of tasks come easily to you, and also which tasks are more difficult for you.

Most of the HAB ability worksamples you took were timed. The speed with which you do a particular task is one important measure of how easy that task is for you. When a task needs more effort – when the answers do not come quickly - it may be because the ability required is not a strong ability for you. In some worksamples, we measure not only your speed but your accuracy in performing a particular task.

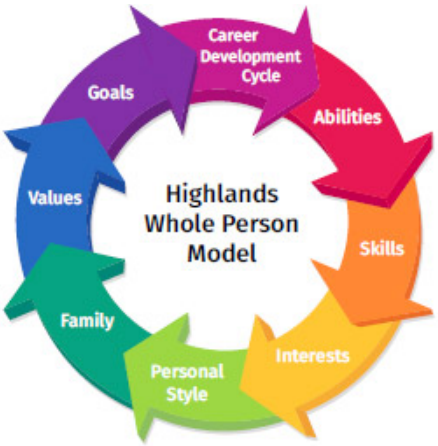
For each worksample, you are given a percentile ranking score or how you scored relative to everyone in our database. This provides you with an objective comparison of how you did on the worksample relative to how other people have done. If you scored high in an ability as compared to other people, you can conclude that this is a strong natural ability for you. High scores do not guarantee high performance in roles requiring an ability, only that you have the capacity to do so.

If you scored *low*, this means successful performance of tasks requiring this ability will require more time, effort or energy than someone who scores higher. It does not mean you cannot perform that task effectively, only that it will take more effort. For example, if you score low in Idea Productivity, leadership roles requiring you to stay focused on a single project will be easier for you than those requiring multiple, simultaneously competing demands. If you score high in Idea Productivity, the reverse is true; leadership roles requiring multiple, simultaneously competing demands will be easer for you than those requiring a singular focus. Remember - it's not important to have a high score on every worksample; but, it is important to know and understand what each of your scores means for you as a leader or prospective leader.

We use the terms "**ability**" and "**natural abilities**" to mean degrees or qualities of performance which stabilize at or about age fourteen. We distinguish them from **skills and achievement**. Skills are learned through education, training, practice and experience. We define **achievement** to mean present level of performance - i.e., what we are able to do at this moment by calling upon the **combination** of our **natural abilities** and our **skills**. These definitions do not necessarily agree with the definitions used by others, but we have found that they serve to mark essential differences in our performance in school and at work.

Abilities In Context

Any assessment you take should be considered within a broader context of who you are – a combination of 8 critical factors including your abilities, skills, interests, personal style, goals, values, family history, age, and position in the leadership hierarchy. It would be a mistake if you were to use abilities or any other measure alone to make important work and life decisions. Abilities constitute one basic and foundational part of our Whole Person Model.



Remember, natural abilities:

- Define which roles are easy for you and which are more challenging.
- Can cause dissatisfaction if ignored.
- Remain relatively stable over time.
- Can come in many patterns – none of them inherently good or bad.
- Determine what kind of leadership role fits you best.
- Reveal your ideal leadership style.
- Act as guides to how you learn and how you communicate

YOUR RESULTS

The following sections discuss your results on each of the nineteen worksamples which make up the HAB. Each result is a measure of one of your natural abilities. You will see a general definition of the ability; how the ability was measured; your individual score; and how to interpret your score in your role as leader or potential leader.

To make them easier to understand and review, the abilities are grouped under the headings **Personal Style, Driving Abilities, Specialized Abilities**, and **Vocabulary**. The scores shown are the same as in your Ability Profile.

Everyone has his or her own pattern of abilities. There are no "good" patterns or "bad" patterns. Every pattern means that some things will be easy to do or learn, others more difficult. In using the information you get from the HAB, it's important to move toward leadership roles that capitalize on your own pattern of strengths.

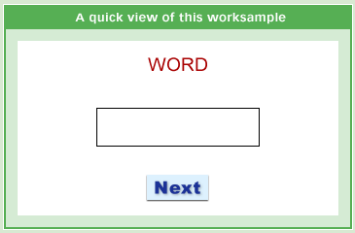
Among other things, you will want to take your abilities into account when:

- Self-assessing the fit between your abilities and the responsibilities of your current or future leadership roles.
- Determining the steps you need to take to reach the ideal leadership role.
- Managing your responses to specific challenges and people.
- Managing your work schedule.
- Utilizing your best way to get up to speed and learn new information.
- Communicating your ideas and decisions in a way that encourages others to respond and/or follow you.
- Maximizing your performance at work and seeking confidence in your approach.
- Relating to your fellow workers.
- Achieving satisfaction and harmony in your life.

PERSONAL STYLE

This section discusses your results on three scales which indicate the style with which you approach your work; the Generalist/Specialist scale, the Extrovert/Introvert scale, and the scale which measures your Time Frame Orientation. Each scale is a continuum, and your score represents where you naturally fall on that continuum.

Generalist-Specialist



Specialist 67%

This scale tells us how people respond to group dynamics such as consensus-building and ownership of work. It also influences a person's natural need for broad and/or detailed information and tendencies when communicating with associates. At one end, Generalists enjoy a broad approach including a wide variety of interests and projects, often sharing in all of the responsibilities for completion; at the other end, Specialists enjoy digging deep into and completing their own projects independently, often developing areas of specialization and knowledge.

No one is completely a Generalist or a Specialist - everyone shows some aspects of both. Your score indicates that you are a strong **Specialist**. This means that you:

- ✔ Have a unique, individual way of looking at the world. You see things somewhat differently from others.
- ✔ Have a different perspective on most things. You will not usually come up with the "regular" response or express the majority view.
- ✔ Pursue goals and solve problems best by working independently and autonomously.
- ✔ Want to do your work in your own way.
- ✔ Need to ensure that your work enables you to explore subjects in depth and to become an expert in some aspect of your field.
- ✔ Focus on your areas of expertise and may find it difficult to focus on wide-ranging tasks simultaneously.
- ✔ Like to contribute and be treated as an expert.
- ✔ Work primarily for yourself and have a clear idea of your objectives.
- ✔ Advance in organizations by becoming more and more knowledgeable in a particular area, until you know more about it than anyone else.
- ✔ Are very involved in your work and have difficulty separating work from the other aspects of your life.

Leaders who score as **Specialists** focus on their own specialized aptitudes and knowledge first. This often translates into a strong preference to limit their contributions to those things they know well rather than to expand their influence over the group in other areas. Their natural inclination is to do whatever it takes to become experts in their areas of interest. **Specialists** usually expect that everyone will want to do the same thing they do - i.e., become an expert at something the group needs.

The orientation of **Specialists** to new information is often referred to as taking "a foot wide and a mile deep" approach. This tendency to focus on concentric detail often creates the perception that **Specialist** leaders micro-manage, that they do not incorporate the work of others and that they don't see the big picture.

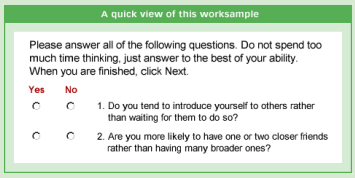
This orientation also affects how they communicate and how they prefer to be communicated with. The biggest contribution of a **Specialist** leader may be to provide a new or different perspective on a common project. Although this perspective may take additional time to explain, or for others to understand, it may also represent a new solution to an old problem.

As leaders, **Specialists** tend to shy away from delegating assignments for which they feel responsible and consensus-building is not a high priority for them. They usually have a unique and well-defined way of viewing their responsibilities, their work assignments, and their criteria for measuring success and achievement. In a leadership role, **Specialists** need either to share their perspectives and convince others to follow them, or to learn how to disengage themselves enough to feel that changes suggested by others are not criticisms directed at them personally.

TIPS: If you need or want to sharpen your leadership skills, you may need to learn to:

- Avoid "selling" your solution as the ony solution to a problem.
- Be comfortable with the process of asking for, receiving, and using input from the group before making a critical decision.
- Give your associates credit for their ideas and their achievements.
- Behave as a member of the group instead of an isolated contributor.
- Help others to feel that they belong in the group; if some members seem isolated, you should find out why.
- Listen carefully to the majority view to understand how your own innovative ideas can be accepted by the largest number of people.
- Curb your instinct to learn more about a subject than you need to know to complete the job.
- Extend your study and knowledge into all the areas you need to know to accomplish your objectives, even if your interest level is unequal in all areas.
- Express and communicate the details of each project in the simplest possible terms.
- Look for, understand and cope with the feelings and frustrations of your associates and subordinates, especially those who have more difficulty with detail than you do.

Extrovert-Introvert



Extrovert 70%

This scale tells us how individuals react to the people around them and with whom they work - what energizes them and what drains them. It tells us how people prefer to think through or process new information. Extroverts are energized by interacting with others and thinking out loud; introverts are self-energized and are reflective thinkers.

No one evidences Introversion or Extroversion all of the time; everyone shows some characteristics of both. Your score indicates that you have a preference for **Extroversion**.

Extroverts get energy from being with and talking to others, and they especially like Unstructured interactions. **Extrovert**/leaders enjoy being highly visible. On the other hand, they tend to wilt when they're forced to spend large chunks of time alone - working on reports, budgets, and presentations. The optimal work environment for the **Extrovert**/leader is one that allows for a great deal of interaction with people. This tendency of **Extrovert**/leaders to be visible and outgoing puts a premium on extroversion as the prime leadership style, rather than on those who are more reserved and work behind the scenes.

Extrovert/leaders tend to process information aloud - in other words, their preference is to talk through options for the problems they're facing. In fact, they may need to process their thoughts aloud in order to arrive at a definitive solution. Because they tend to reveal their thought processes to others before they announce a decision, they can be viewed by others as fickle or indecisive. Also, as **Extroverts**, they may find it difficult to withhold information - trade secrets, experiments, etc. that they know they are not permitted to share. The need to be circumspect and protect confidences can be very challenging for an **Extrovert**.

As an **Extrovert** you:

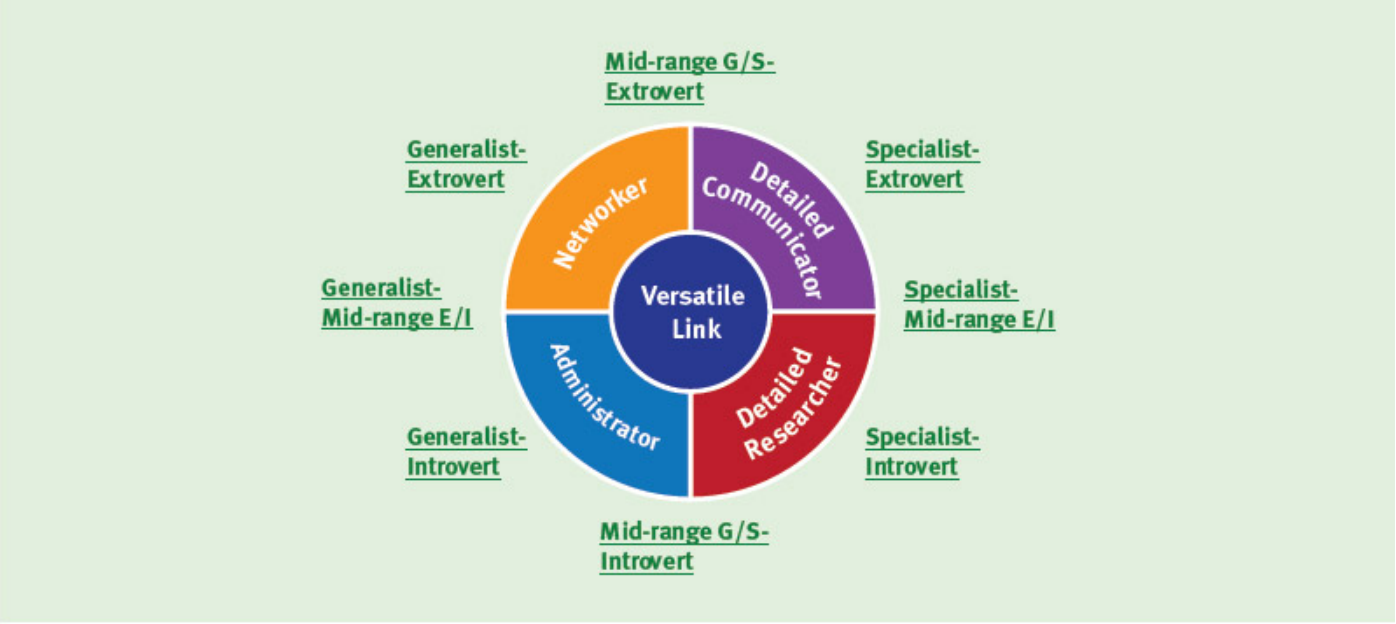
- ✔ Enjoy being around others for a good part of your work day.
- ✔ Gather energy from events, experiences, and social interactions and like variety in your work.
- ✔ Become drained of energy when you have to work alone for a long period of time.
- ✔ Tend to speak first, reflect later. Be careful to consider the impact of your ideas on your colleagues and direct reports before you announce them.
- ✔ Like to develop your ideas by discussing them with others and often prefer to communicate face-to-face.
- ✔ Tend to be sociable and expansive and enjoy initiating and sustaining interaction with others.

- ✔ Learn best by discussion and interaction with others.
- ✔ Tend to avoid long, slow jobs or projects, particularly if they do not include interaction with others.

TIPS: If you need or want to sharpen your leadership skills, you may need to learn to:

- Structure your work day to incorporate energizing periods of interaction with others.
- Break up solitary work activities to incorporate "people" breaks.
- Incorporate people who complement your style (i.e., people who are more introverted) to create balance in accomplishing the work.
- Let people know when you are "thinking out loud," so what you say is not interpreted as telling people what to do.
- Select appropriate sounding boards (these can be external to the organization -a career coach, an attorney, an executive in an associated company) to share ideas and/or problems.
- Be aware that your need to process information aloud may be misunderstood by others who process information in their heads.
- Learn to understand and work with people who are different from you - especially those who are more introverted than you.

PERSONAL STYLE COMBINATIONS

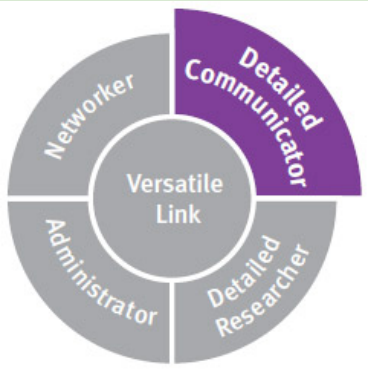


Leaders can easily identify their primary or most natural personal style by measuring each of the nine patterns or combinations from our graphic against their normal daily activities. The most natural combination of Generalist/Specialist and Extrovert/Introvert elements will be the one that enables them to perform these activities with the greatest satisfaction and energy and with the smallest expenditure of time, effort and stress. Leaders do not all fall into any one pattern any more than other people do, but, as leaders, they will face more situations than other people in which their natural style will require modification and adjustment to another style.

Nothing in a typical leader's profile would suggest an inability to adapt to and perform well in a different style. The process of adapting to a different style becomes a skill that successful leaders learn over time and use often.

The best leaders monitor the drain on their natural levels of energy and stamina when using a different style and learn to adjust in one or both of two ways:

- They move out of the adopted style pattern and back into their own as soon as possible by finding and working with an associate for whom that style is more natural.
- They stay in the adopted style for as long as necessary by making adjustments in their other responsibilities and activities in order to maintain their natural levels of energy and stamina.

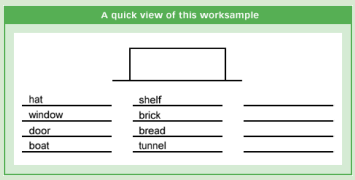


Your combination as a **strong Specialist** and **strong Extrovert** indicates you function most comfortably in roles capitalizing on your natural **Detailed Communicator** Personal Style.

Leaders with a **Detailed Communicator** Personal Style exhibit style patterns that are seemingly inconsistent or even incompatible. As **Specialists**, they prefer to delve alone into areas that interest them - they find that others do not need or want to know a topic in as much detail as they do. As **strong Extroverts**, they want to share their special knowledge as soon as they have enough information to feel comfortable talking about it - they become energized by the process of sharing what they know with others.

Leaders with this style shine in situations requiring them to convey their specialized knowledge on a regular basis and publicly. They prefer to be in the forefront in order to communicate and explain processes or policies to others. Because they're "up front," they may strike others as "know-it-alls." They should be careful to recognize that they are not always right. This style is particularly useful in roles that require lots of communication - the public interaction of museum directors, the comprehension and translation skills of editors of scientific journals, the "sale" of a new company policy by a newly-appointed CEO.

Time Frame Orientation



Immediate 20%

This scale tells us how different leaders think about and utilize time and naturally consider the impact of present actions on future plans. Time Frame Orientation influences the time horizon a leader is most comfortable with in deciding upon his or her objectives, plans, and future. How far into the future is the leader likely to look? What is his or her tolerance for the length of time between a decision and a result? What steps will he or she take if a goal is not reached within the time allotted? At what point does the leader provide encouragement or rewards? What is the Time Frame for the work environment within which the leader must function?

While everyone tends towards one of three natural Time Orientations (Immediate, Intermediate and Long-range), successful leaders know that they have to build skills and methods which enable them to operate in all three. When a production goal is not reached, for example, a leader will want to know why and will respond either by moving in a different direction all together or by modifying and extending the date for completion. Leaders need to know their natural time horizon, however, in order to select the kind of project they will be most comfortable with (e.g., a short-term advertising campaign vs. an extended pharmaceutical research project).

Your results in this worksample indicate that you have an **Immediate** Time Frame Orientation. You most naturally plan and work on projects that can be completed within a year. You may find it difficult to project your plans beyond that period.

As a person with a short or **Immediate** Time Frame Orientation, you naturally:

- ✔ Prefer to look into the future one year or less for making plans, plotting your career, or considering the impact on your career of your current job and projects.
- ✔ Can accomplish goals requiring more time by consciously breaking them down into time segments that fall within your natural orientation - one step at a time.
- ✔ Are able to move from task to task – and complete each one - without excessive concern for their impact on longer-term goals.
- ✔ Will find this orientation helpful in jobs that demand relatively immediate closure or completion.
- ✔ Should be aware that your hunger for immediate results can undercut your ability to complete projects that demand more time.

Leaders whose Natural Time Frame Orientation is **Immediate** naturally prefer to plan for and see immediate results. Their internal focus is often transactional (e.g., a procedure by a surgeon, the sale of a parcel of real estate by a lawyer, a sale by a retailer of commodities on the shelf). They prefer to be in the middle of a project rather than talk about plans for the future. Their style is to address challenges and issues quickly and to deal with the consequences as simply another challenge or issue. Their tendency is to think from the here-and-now to the next step, rather than to think backwards (i.e., from a distant goal back to the present). They lead with a sense of urgency and a vision built on a quick result or change.

Leaders with an **Immediate** Time Frame Orientation excel in putting out fires, responding to emergencies and removing immediate obstacles. They naturally keep the here-and-now in the forefront of their minds at all times and must make a conscious effort to think beyond a date six to twelve months away.

TIPS: If you need or want to sharpen your leadership skills, you may need to learn to:

- Slow down enough to consider the intermediate and long-range repercussions of their decisions, solutions and actions.
- Set mid-to-long range goals and then break them down into smaller, more immediate targets, each of which can lead to a finished result.
- Think before acting, preferably only after seeking and getting input from others.
- Use external aids (including other people) to design and structure long-term strategies.
- Delegate the management of long-term projects to others while reserving the right to be consulted in their design and implementation and in all intermediate planning.

THE FIVE DRIVING ABILITIES – HOW WE REASON

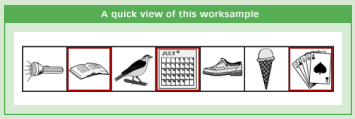
The five Driving Abilities constitute our reasoning abilities. We use our reasoning abilities to arrive at conclusions, solve problems and make decisions. Two of these - **Classification** and **Concept Organization** are called "convergent reasoning" abilities. Classification and Concept Organization, are sometimes given other names. Classification is called inductive reasoning or diagnostic thinking. Concept Organization is called deductive reasoning or analytical thinking. A third – Idea Productivity - measures divergent reasoning - the ability to solve problems by producing new ideas. The ability to reason spatially is measured by the two worksamples **Spatial Relations Theory** and **Spatial Relations Visualization**.

The five Driving Abilities are generally more assertive and difficult to ignore than the other abilities. They are like fast-moving streams which carry a swimmer easily from one place to another. With the current, the swimmer moves with grace and ease. Against the current, the swimmer may flounder. Leaders will probably have an instinctive sense which of the Driving Abilities will help them to move easily with the current and which may cause them to flounder. They may also sense which currents to follow and which to resist, and when to seek the help of another swimmer. But the wisest course for anyone who is chosen or aspires to lead is to build upon the solid foundation of self-knowledge. By studying their results on the HAB, leaders can learn to use the Driving Abilities to manage the currents around them. The newly-acquired self-knowledge will tell them when to push, and when to pull back from, the abilities that drive them.

The Driving Abilities are very powerful and pressing, and they influence almost every part of our work lives. This is true whatever an individual's results high or low. Each one of these abilities forces itself into our lives. It is important to take them into account when considering your work roles and responsibilities.

Over time and through experience, the best leaders learn to recognize which of the reasoning combinations comes most naturally and easily to them. They learn when to encourage and when to suppress this natural pattern. They become skilled at gauging when to apply it to the problem at hand, and when to adjust or modify it by adopting another pattern - at least, temporarily. As they do with the other natural abilities, the best leaders also know that fitting their work environment to their natural reasoning pattern results in enhanced performance as well as in greater job satisfaction.

Classification



Low 10%

This worksample indicates your ability to see relationships between seemingly unrelated events, situations, or information. It shows how easily you move from the specific to the more general when solvng the many problems you face every day.

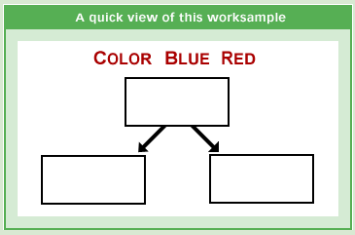
Classification (CL) is the ability to see a common link among scattered, discrete and unorganized facts or ideas. Years of research have shown that Classification is a valid measure of inductive reasoning. High CL scores are evidence of a Diagnostic or Consultative problem solving style; low CL scores indicate an Analytical or Experiential problem-solving style.

Roles and responsibilities requiring a continuous rapid pace of solving problems or are chaotic, confined by few parameters, and where a premium is placed on identifying solutions rather than implementing them are a good fit for those with high CL. For example, medical diagnosticians are often confronted with a barrage of disassociated symptoms. They must find those which are relevant to a cure, those which can be discarded, and ultimately, tie the critical facts together into one diagnosis which results in a treatment. Roles requiring study, patience in problem solving, parameters within which to implement identified solutions, or reliance on previous experiences are a good fit for those with low CL. For example, when working within a structured environment where following protocols is important. Or, when developing proteges and exercising patience with mistakes for the sake of long term development.

As a person with **low Classification**, you:

- ✔ May find it stressful to work in situations that are chronically chaotic and require rapid-fire problem solving.
- ✔ Will be happier in work situations that are already organized and somewhat stable, and that supply some structure and predictability to your day and work.
- ✔ Find it relatively easy to persevere in a work role long enough to become an expert.
- ✔ Make decisions best by reviewing your experience and knowledge.
- ✔ Like to impose some structure and order to problems when engaged in problem solving.
- ✔ Need time for decision-making based on new information when you have no direct experience with a problem or situation.
- ✔ Have the capacity to be patient with other individuals. This is an important asset for executives and managers, and anyone whose job is team building and development.

Concept Organization



This worksample indicates your ability to arrange ideas, information, or events in logical order. It shows your ability to move from the general to the specific to solve problems and to communicate the logic in doing so. Concept Organization (CO) is an aptitude for organizing and prioritizing, i.e., for planning and doing things logically. This calls upon deductive reasoning or analytical thinking.

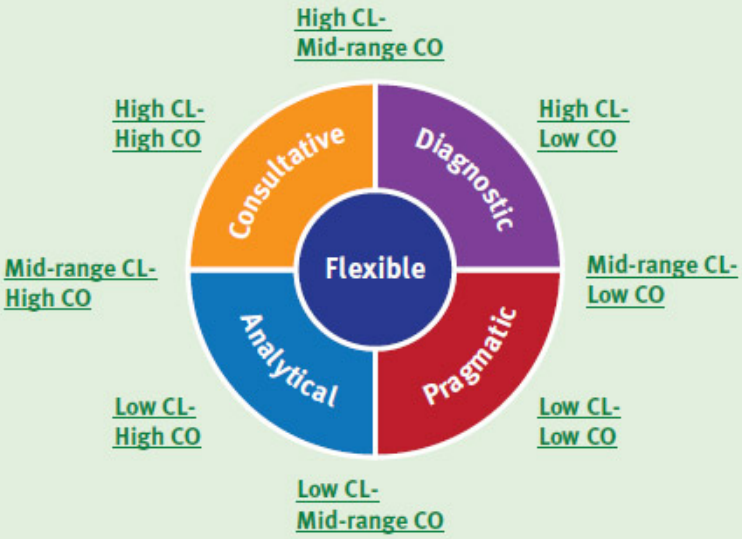
Mid-Range 60%

High CO scores are evidence of an Analytical problem-solving style; low CO scores, when combined with low CL scores, indicate a Pragmatic problem-solving style. High CO makes many tasks easier for a leader. A few examples: when the leader has to arrange and present the details of a financial report to the press; when working with architects and engineers in the planning and building of a new plant; when reviewing and revising copy for an ad or news release. These are all tasks which demand the logical organization of thought and ideas.

As a person with **mid-range Concept Organization**, you:

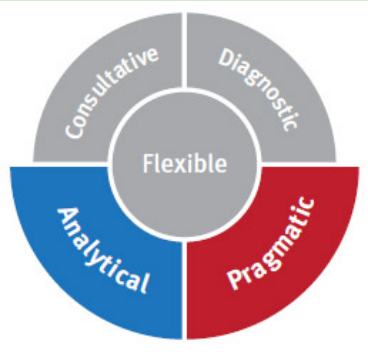
- ✔ Will use this ability to organize ideas or plans in a logical and useful sequence.
- ✔ Can use this ability in the workplace for any planning activity. It makes it easy for you to predict, order, and plan schedules.
- ✔ Will find this ability useful in communicating ideas, and plans to others - especially in business communication, which is generally sequential and logical.
- ✔ Will have enough opportunity to use it in your daily life and in almost any job to satisfy the instinctual pressure to use it.
- ✔ Can use this ability as a foundation for research and writing.

PROBLEM SOLVING COMBINATIONS



In our experience, combining CL and CO creates nine distinct and identifiable problem-solving patterns. These problem-solving patterns are influenced by an individual's natural abilities for inductive reasoning (Classification) and/or deductive reasoning (Concept Organization) - each combination of abilities determines how that individual will most easily and naturally approach the process of problem-solving. Because many leader responsibilities involve anticipating, confronting and solving problems at every turn, it becomes essential to have self-awareness about your natural tendencies.

As leaders study and observe others with different problem-solving patterns, they realize that it's relatively easy to master the patterns which are closest to their own natural or preferred pattern (see graphic). The most difficult pattern to master is the style which is most unlike their own style. These principles apply also when a leader communicates or interrelates with a person possessing a different pattern. For example, a leader who naturally approaches problem solving Diagnostically, may find it difficult to communicate with, or to mentor, an individual whose natural approach is Analytical. On the other hand, the Diagnostic Problem Solver will probably find it relatively easy to work with or to guide someone with a blended Diagnostic/Consultative style or someone with a blended Diagnostic/ Pragmatic style. The ideal, of course, is to learn how to work with and leverage the talents of people with styles different from your own in order to accomplish group or organizational goals.



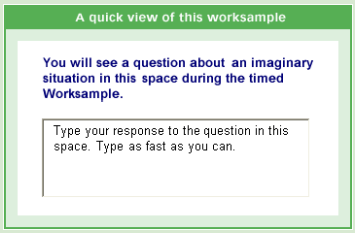
Your combination of **low Classification** and **mid-range Concept Organization** indicates you will feel most comfortable functioning in roles capitalizing on your natural blended **Analytical/Pragmatic** Problem Solving Style.

Leaders with a blended **Analytical/Pragmatic** Problem Solving Style are able to understand and satisfy the need to impose logical steps in a process. With mid-range CO, they can systematically go from point A to point Z although they may be comfortable skipping steps, too. Their style affords solutions which are well-conceived and thorough, and they can be slow and methodical in coming to a decision. Low Classification means they will ultimately be able to find a logical solution for a problem.

An ideal work environment for leaders with a blended **Analytical/Pragmatic** Problem Solving Style is moderately paced with the opportunity to create processes, procedures, explanations or demonstrations. These leaders will be a steadying influence on a team or in a project. They will not easily be diverted from completing the current project. Leaders with this problem solving style may need to learn to:

- Work with whatever relevant information is available when dealing with an urgent problem, (i.e. skip some steps you might ordinarily consider necessary.)
- Avoid slowing down the process of arriving at a reasonable solution if the sole purpose of delay is to appear more thorough and precise.
- Ensure the solution which is adopted moves in the right direction and is not bogged down by an excessive concern for detail.
- Express your decisions to your colleagues in clear and cogent terms.
- Designate a person with a complementary style (i.e., high CL) to assist in identification of an excessive concern for detail.
- Resist the natural temptation to draw the plans yourself, or to decide on all the - intervening steps.

Idea Productivity



Mid-Range 55%

Your divergent reasoning ability was assessed using the Idea Productivity worksample which measures the number of new ideas you are able to generate within a given time in response to a set of new and imaginary facts. It does not reflect the quality or creativity of the ideas. It is simply a measure of the volume or flow of your ideas.

As it relates to problem-solving, rapid Idea Productivity becomes extremely useful when you are forced to face a new situation or when you have no personal experience upon which to base a decision. As it relates to communication, Idea Productivity allows for persuasion or thinking of different approaches to reach a listener.

Idea Productivity can also influence the natural ability to stay focused on one task or idea and the preference for responding to new ideas. Some leaders prefer to articulate and focus on one idea at a time ("focusing"); others prefer to let their minds generate lots of possibilities and to consider many ideas at once ("brainstorming").

Your score is in the **mid-range** for **Idea Productivity**. Leaders who score in the mid-range have the ability to generate new ideas and the ability to discriminate among a large flow of ideas to select one or two that merit follow-up and careful study. They excel as chairmen or managers of meetings at which ideas are produced and exchanged. They are most effective in roles that draw on their strength in producing their own ideas, in inducing others to produce theirs, and in motivating the discussion and selection of ideas that lead to a concerted plan or solution.

Because they are in the **mid-range**, these leaders can handle several projects simultaneously, but they may have some difficulty maintaining a single focus for a prolonged period of time.

These leaders can avoid the risk of confusing the people they work with by controlling the flow of their ideas. As new ideas occur to them, they should consider them carefully before they announce them to others. Otherwise, their workers may shift their time and energy from one project to another, feel frustrated by the inability to complete anything, and become confused about goals and priorities.

On the other hand, because they are in the **mid-range**, these leaders will also feel a pull towards staying focused. They may need to consciously manage their workflow in a way that allows for a balance between dispersing their thinking across multiple tasks and focusing on just one.

In brainstorming sessions, they may want to listen to and sift through all the ideas being generated, identify one or two of the best, and bring the group back to focus on the principal goal as more ideas are generated and reviewed.

In achieving a balance between many undisciplined ideas and one or two really constructive ideas, the mid-range leader will make a vital contribution to the success of the organization.

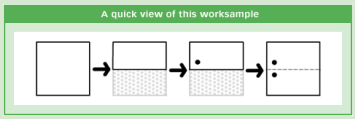
As a leader with **mid-range Idea Productivity**, you:

- ✔ Can generate plenty of ideas and can concentrate, focus, and follow through on details.
- ✔ Should plan to use this ability in your work. If your Idea Productivity is not used at work, you should find some other outlet for it outside of work.
- ✔ May find it difficult to focus on a task or train of thought that requires long-term attention.
- ✔ May find yourself restless over time in a task that is mostly routine or rote, one with very little change or opportunity for idea production.
- ✔ Can use your relatively strong idea flow to come up with solutions for problems, or in persuading others to your point of view.
- ✔ Will enjoy working in environments with a moderate amount of change, but with some demand for problem-solving and persuasion.
- ✔ Do not require new data or information to begin the generation of ideas.
- ✔ Will find this ability useful in many jobs, including executive leadership and management.

TIPS: To make maximum use of your **mid-range Idea Productivity**, you may want to:

- Assess the environment in which you are working and adjust your natural inclinations in order to achieve the current goals at hand.
- Intentionally adjust your natural idea generation when working with and developing others.
- Ask for feedback regarding the quantity of ideas you are sharing with your colleagues/ team and their perceived expectations for follow through.
- Encourage occasional roles and environments that require intense focus or concentration.
- If appropriate, ask workers if they need to focus on one idea or task, or if they prefer having multiple work assignments.
- Let others know you are available to assist in assessing and sorting ideas or in helping them generate new ones.
- Decide when focusing is appropriate and when it is time to consider new ideas.
- Encourage people who are relatively unable to focus but have a steady stream of ideas; one of the ideas may be the key to the solution you need.

Spatial Relations Theory



Low 35%

Spatial Relations Theory (SRT) measures the ability to "see" (conceive) and manipulate three-dimensional objects in space. It can be a helpful tool in solving theoretical problems. A nuclear scientist, for example, mentally reasons and contemplates rather than manually handles or manipulates to unravel the structure of atomic particles. Einstein did not develop the theory of relativity by building something with his hands.

This worksample helps us to measure whether a leader thinks first or most easily in the theories which control the functioning of systems – both intangible systems like astronomy or computer science – or in the tangible components of those systems. To restate the difference – do you understand easily the principle which enable mechanical or inter-personal structures to operate, or do you prefer to apply yourself to the practical application of those principles? In directing a project or exercising leadership, do you prefer to develop theories and broad concepts and leave the implementation and details to others, or do you prefer to define and direct the details yourself?

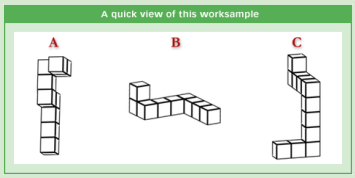
Leaders with high SRT are able to design a new bridge or building or a new industrial or medical product without necessarily touching any of the materials required in the construction. In the corporate or organizational environment, this ability enables the leader to show the way in personnel alignment, long range organizational goals and targets, product design, distribution channels, communication facilities, and workplace design. Leaders high in SRT are most satisfied when they can say, "I conceived this," or "I designed this."

Leaders who are low in SRT have their feet firmly on the ground. They like to manage projects and get things done. They are the leaders who keep groups and organizations on a steady keel. Leaders with low SRT are most satisfied when they can say, "I did this."

As a leader with **low SRT**, you:

- ✔ Prefer work responsibilities where the emphasis is on what is present, practical and has a direct connection to solutions to a problem.
- ✔ Place a premium on direct contact with people.
- ✔ Focus easily on a specific department, area, product or service rather than on an entire system, organization or business.
- ✔ Do not have to understand the theory behind needed actions.

Spatial Relations Visualization



Low 25%

Spatial Relations Visualization (SRV) measures the natural ability to work with tangible objects and problems or intangibles such as concepts, perceptions and ideas. SRV can be a helpful tool in occupations which involve working "hands on." People who score high in this ability need to see and feel the results of their work. They're most satisfied when they can say, "I built that", or "I made this." SRV is one of the abilities most likely to affect job satisfaction.

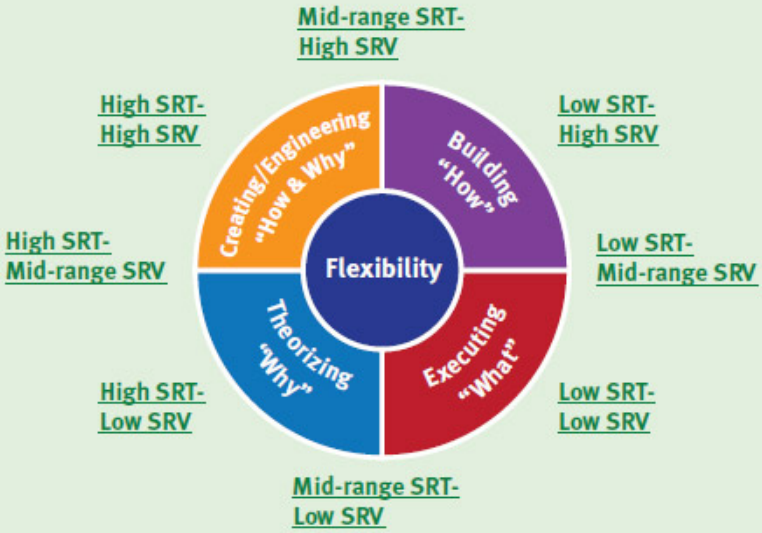
In the corporate or organizational world, leaders high in SRV will be drawn to supervision of construction, management of a lab or technical facility, or direction and management of a production team or process. Leaders who are low in SRV are most satisfied when they can say, "I solved this." They are exhibiting the tendencies required for work in the service and financial industries.

Psychiatrists and surgeons both receive medical training, but psychiatrists work with patients over long periods of time without necessarily achieving tangible results, while surgeons always work in the concrete world of hospitals, operating rooms, surgical instruments and immediate "hands-on" applications. Both may achieve positive results, but the surgeon would probably not be satisfied in the theoretical world of the psychiatrist, and the psychiatrist may find the life of the surgeon too impersonal and stressful.

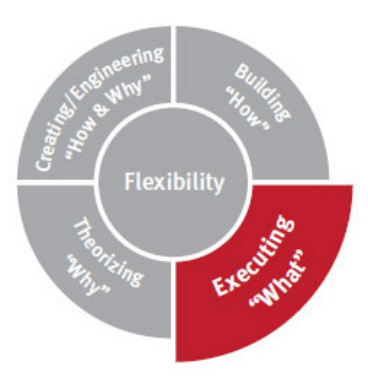
As a leader with **low SRV**, you:

- ✔ Prefer work responsibilities related to the intangible world of ideas, words, concepts, emotions or people.
- ✔ Feel little press to work in structural fields or with "things".
- ✔ Are attuned to interpersonal preferences, reactions and relationships.
- ✔ Have to work at operationalizing (making concrete) your thoughts and ideas.

SPATIAL REASONING COMBINATIONS



Because SRT and SRV both influence an individual's ability to deal with the three-dimensional world, we have created a graphic showing how different scores in both relate to each other in suggesting the ideal role for you.



Your combination of **low SRT** and **low SRV** indicates you will be most comfortable functioning in roles capitalizing on your natural **Executing** Spatial Reasoning abilities.

Leaders with Detailed Spatial abilities operate most comfortably as custodians of company policies and functions. They are drawn not to the "how" or the "why", but to the "what". They want to know what needs to be accomplished, and they can move into action without having to consider in advance how the work will be accomplished or why it needs to be done. They tend not to have any preconceptions and readily entertain and evaluate many different suggestions to get the work accomplished. They think more practically than hypothetically about relationships and systems.

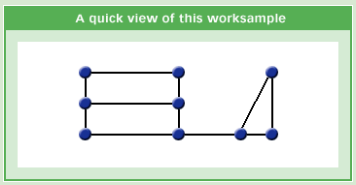
These leaders may need to learn to:

- Demonstrate their appreciation of subordinates who are able to work well at the concrete level.
- Use concrete examples to move from one goal to another.
- Gain an understanding of the formal and informal relationships controlling the business or organization.
- Focus on the work people are doing and the feelings they are creating in others and getting from others.
- Make a determined effort to be aware of company politics (as well as those general political issues which affect the business) by gathering the information themselves or relying on trusted interpreters.
- Dedicate themselves to achieving and implementing a common result or target.
- Flex your natural inclination to simply execute what needs to be accomplished to your less-practiced ability to create or engineer projects and/or solutions.

SPECIALIZED ABILITIES

In addition to measures of Personal Style and Reasoning Abilities, the HAB measures a group of Specialized Abilities. Different groups of these abilities help leaders know how they learn best, how they respond to the work environment most effectively, how quickly and proficiently they process new information, and how to develop the skills to communicate their ideas and decisions in a way their associates can understand and follow accurately.

Design Memory



Design Memory is the ability to recall two-dimensional graphic forms. It influences the ability to learn new information through pictures, graphs, charts and other visual cues.

Mid-Range 40%

If this is a strong learning channel, the use of outlines, graphic organizers, color-coding, highlighting, flip charts, power points and white boards will help you learn, recall and communicate effectively. Symbols or drawings placed in the margins of reading material, and use of a variety of fonts or handwriting styles, can enhance the comprehension and retention of printed matter.

Providing graphics, pictures and charts for image learning can be the key to effective organization of large amounts of data. This can simplify the comprehension of key points, and create visually pleasing and powerful presentations of new material.

Your score is in the **mid-range** for Design Memory. As a leader with **mid-range Design Memory**, you:

- ✔ Can consider this a helpful learning channel and will find it useful to reduce any information you receive to graphics, such as diagrams and drawings.
- ✔ Find it relatively easy to remember two-dimensional visual patterns and are able to work comfortably with visual material, as, for example, with maps, architectural designs, and diagrams of any kind.
- ✔ Find it relatively easy to remember such things as the location of objects in a room, your way around a new area, or directions on a map.
- ✔ Will find this ability useful in many scientific, technical, and/or artistic tasks.
- ✔ Can make use of this ability in communicating with others - reduce your thoughts and conclusions to diagrams and graphs.
- ✔ Will find this ability helpful in dealing with staff and workers engaged in design – industrial designers, engineers, marketing and advertising personnel, sign makers, etc.
- ✔ Can find this ability useful in many artistic and technical tasks, but you should not experience any particular stress if your work does not require use of this ability.

Observation

Low 5%

This worksample measures your ability to pay attention to visual details, to perceive and remember changes in your field of vision, and to notice irregularities. It is a test of visual perception.

Observation, like Design Memory, is one of the visual abilities. Leaders who are strong in both Design Memory and Observation are particularly sensitive to visual cues and stimuli. If Design Memory is the stronger of the two, the leader will respond most to the overall layout or pattern of objects. This explains why some people keep their current work within constant sight, putting parts of the project into stacks and folders that they can see.

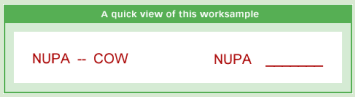
If Observation is the stronger ability, the leader's natural tendency will be to break things down into their component parts and to see small visual discrepancies, whether on paper, in the physical environment, or in facial expressions or body language. Leaders who are strong in Observation can be visually distracted, especially in a new or strange environment. Even in familiar surroundings, leaders with strong Observation may need to keep "clutter" out of sight. They may turn their backs to the door when they're on the phone, and turn off their monitors when they talk with someone.

When both Design Memory and Observation are strong, leaders can see both the whole and all its details. These leaders respond to "the look" of things - products, documents, physical surroundings. They can use their sensitivity to visual cues to work efficiently with architects, engineers, draftsmen, ad agencies, typesetters and graphic artists. They can also contribute to the work of the company's designers.

Your score is in the **low-range** for Observation. As a leader with **low Observation**, you:

- ✔ May experience difficulty in remembering visual details and noticing changes and inconsistencies in objects and documents.
- ✔ Can use visual prompts (notes, sketches, photographs) if you need to remember the details of an event.
- ✔ Are less likely to be visually distracted than most people in work involving rapid changes in a visual field.
- ✔ May need to rely on associates to inspect and report on the need for repairs and improvements in equipment and machinery.

Verbal Memory



High 65%

This is the ability to learn new information through written or printed materials. Reading is one of the two learning channels used most in our schools, and our society relies on it heavily.

A vast amount of information has been accumulated through the centuries in books, treatises, magazines and newspapers - all of it accessible only by reading. Only since the development of telephones and radio have we been able to transmit information widely in any other form than the printed word. If your score in Verbal Memory shows that reading is your strongest learning channel, then continued reference to books, manuals, and other written material is critical to your role as leader.

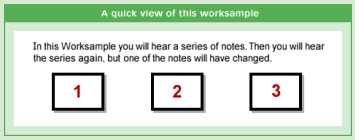
The availability of information on the Internet has reduced the need to rely so heavily on printed material. It's possible now to read and learn virtually everything we need to know with our computers. If we wish to keep a permanent record of our new knowledge, we can download and print. E-mail has also provided an important new tool for people who learn best by writing and reading. A leader who depends exclusively on the Web for research should remember that it may be a source of instant enlightenment but that it may be necessary to go more deeply into a subject by reading source material.

Verbal Memory plays a significant part also in associative memory. This is the ability to associate one fact with another with which it is related - for example, the ability to translate a word in one language into its equivalent in another language, or to learn the technical or scientific equivalent of a common word. This ability will be a help to leaders who have to read and digest a lot of printed material.

Your score is in the **high-range** for Verbal Memory. As a leader with **strong Verbal Memory**, you:

- ✔ Use this strength as a primary learning channel.
- ✔ Understand complicated explanations and instructions in books and manuals relatively quickly.
- ✔ Learn, memorize and use written and printed material more easily than many.
- ✔ Write clear and focused prose in letters, memos, outlines, instructions, manuals, news releases and marketing pieces, assuming an appropriate vocabulary.
- ✔ Deal with and respond well in writing to reporters, directors, stockholders and staff.
- ✔ Learn new technical terms and a foreign language, vital tools for leaders who need or want to communicate at all levels, especially in rapidly growing foreign markets.
- ✔ Learn to communicate in the language of your technical staff - engineers, mechanics, designers, researchers, statisticians, etc. - a critical tool for leaders.

Tonal Memory



Low 15%

This is the ability to remember tunes and tonal sequences. It influences the ability to learn new information by hearing it. Listening is the second of the traditional learning channels used in our schools.

By the time students graduates from high school, virtually everyone knows whether they learn better by listening to teachers and classmates or by reading textbooks, although some people are fortunate enough not to sense any material difference between the two.

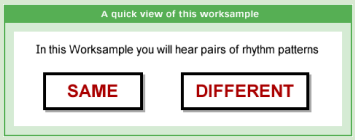
In the work place, as in school, we learn through lectures and the give-and-take of discussion. We listen to the radio and television every day; we "read" books on tape. Increasingly, we listen to new learning material through our computers; and businesses conduct aural training sessions by telephone and by computer audio.

Leaders who perceive that listening is their strongest learning channel learn to talk and listen to their subordinates instead of writing to them. They prefer meetings to memos and e-mail. They learn to read notes, e-mail, and memos aloud to understand and retain them better. They don't hesitate to tell others that they prefer meetings and telephone calls to letters, memos and e-mail. Letting others know of their preference for learning through listening encourages others to communicate with them verbally.

Your score is in the **low-range** for Tonal Memory. As a leader with **low Tonal Memory**, you:

- ✔ May have difficulty remembering information you hear, so you should try to study and learn in another medium- reading a book, newspaper article or memo, or using the computer.
- ✔ Take careful notes when you listen to a lecture, take part in a meeting, or listen to a recording. Compare with a colleague to ensure accuracy afterwards.
- ✔ Communicate with your associates and staff in writing and through the use of charts and graphs. At a meeting, appoint someone to take notes, but review them carefully before distributing them.
- ✔ May have limited ability to learn and use a foreign language. If you have to communicate in a foreign language, make sure you avoid misunderstandings by using an interpreter who is fluent in both languages.
- ✔ Encourage your exposure to music, not reject it. You may find that you enjoy listening to a particular kind of music even when you are unable to reproduce it.
- ✔ Request your associates communicate with you through e-mail and memos.

Rhythm Memory



Low 15%

Rhythm Memory, or Kinesthetic Learning, is the ability to remember rhythm patterns. It influences the ability to learn through movement. It is the ability to perceive and reproduce – both mentally and physically a series of patterns or actions governed by intervals of time.

Rhythm Memory deals with the relationship between the brain and the body's motor skills. Scoring high on this worksample is helpful to athletes. Rhythm Memory is essential for success in music, especially for conductors and teachers of music. Generally, a person can tell the strength of this ability. A person high in this ability will excel at dancing or soccer, for example, without the need for extensive practice.

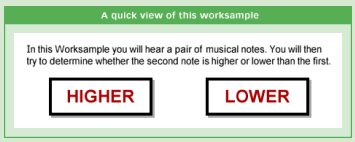
For leaders, Rhythm Memory can be as important as a cue to the expressions and conduct of people around them, including their perception of changes in speech and body language. Whether the other person is alone or in a group, a leader with strong rhythm memory will be able to detect whether the other person is displaying tension, anger or hostility - or resignation - or sympathy - or pleasure. This ability is especially useful when the other person's words belie his actions.

Rhythm Memory can also influence the need for physical movement throughout the day. The stronger the Rhythm Memory, the stronger the need to incorporate physical movement. Rhythm Memory, or Kinesthetic Learning, is the ability to remember rhythm patterns. It influences the ability to learn through movement.

Your score is in the **low-range** for Rhythm Memory. As a leader with **low Rhythm Memory**, you:

- ✔ May find it difficult to reproduce physical movements or a musical rhythm and beat.
- ✔ Are not likely to experience a strong need or push to use this ability.
- ✔ Can work to develop enjoyment and appreciation of music even though singing or playing an instrument may be difficult for you.
- ✔ Should consider kinesthetic learning a weak learning channel for you and look to the other learning channels.
- ✔ Should avoid showing embarrassment when other people are able to perform physical movements more easily, as in sports or dance.
- ✔ Whenever it's important to demonstrate a technique or an activity to your staff, train someone with strong Rhythm Memory to carry out the demonstration.

Pitch Discrimination



Mid-Range 60%

Pitch Discrimination is the ability to make fine auditory discriminations in frequencies and pitch and influences your sensitivity in many sensory areas. The stronger your Pitch Discrimination the more naturally able you are to sense the tiniest of differences in what you hear, smell, feel (tactile) and/or taste.

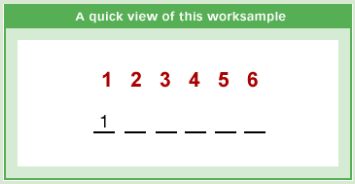
The HAB offers worksamples in three abilities related to music - Tonal Memory, Rhythm Memory and Pitch Discrimination. We have already described the part played by Tonal Memory and Rhythm Memory in your learning. Your scores in these worksamples also indicate your ability to sense nuances in speech and language. Each musical or auditory ability relates to a different aspect of speech or language. Tonal Memory can be used to remember what is being said, and those who are strong in this ability can often recall verbatim what they have heard. Those strong in Rhythm Memory pick up on the cadence of speech. They can detect the different speech patterns that represent excitement, boredom, cautiousness, fear, nervousness, interest, anger, affection,etc. Those with strong Pitch Discrimination are able to detect the changes in voice inflection that accompany changes in a person's emotional state.

Any one or all of these musical or auditory abilities can be called upon when a leader is required to respond to changes in the environment. Unconsciously, the leader will use the relative strength of each ability to help respond to the changes. The musical or auditory abilities are important to language learning. A leader who recognizes the importance of precision in communication and who has to deal often with people in other countries, will turn to bilingual translators and interpreters to make sure the information is understood. These interpreters should be fully bilingual and able to speak both languages without perceptible error.

Your score indicates that your Pitch Discrimination is in the **mid-range**. As a person with **mid-range Pitch Discrimination**, you:

- ✔ Have the ability to sense subtle changes in tone, an ability useful for leaders generally and in such fields as diplomacy, mediation, law or psychiatry.
- ✔ Should have adequate ability to sing or play a musical instrument.
- ✔ Have the ability to make the kinds of fine sensory discriminations required in such diverse tasks as gourmet cooking, photography, artistic painting, working with small instruments or machines, microscopy, or astronomy.
- ✔ Should be able to learn the inflection and accent of a foreign language.
- ✔ May not feel a need to use this in your everyday work life, but you will find it strong enough to be helpful to you both in music and in other sensory areas.

Number Memory



High 85%

This is the ability to learn and remember numbers - especially those you need in your work. It indicates an ability to recall numerical data to solve problems. As a learning channel, Number Memory is the ability to learn through rote memorization.

People who learn this way enjoy working with facts and numbers. They remember miscellaneous facts about the things they are interested in, remember lists or facts more easily if they are numbered, and process information numerically (not necessarily mathematically).

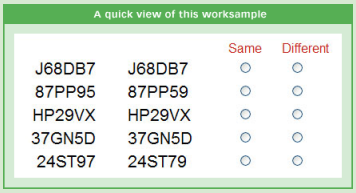
The stronger the Number Memory, the easier it is to remember information that is based on numbers especially when related to areas of interest. For example, a person interested in baseball may remember miscellaneous baseball statistics, those with an interest in finance may retain stock prices or the adjustments in interest rates, and educators might remember graduation rates. A general interest in people may result in memorizing birthdays, phone numbers, or population counts on road signs. The reverse is also true; with no interest, there is little recall of the factoids. Interest in a subject comes first, data-gathering later.

Leaders high in Number Memory can capitalize on their ability to process numbers by organizing a subject in a numerical format or in lists. For example, they can define a project by listing seven tasks they have to complete in a day, or by projecting a target into the future through numbers and percentages, or by organizing data in numbers or pie-charts. Leaders who understand the need of some workers to learn through numbers will organize the tasks of these workers to accommodate this ability. Many systems for enhancing number memory have been designed. One system associates each number with a symbol - a spear for the number 1, a sail for the number 4. Another uses words that rhyme - shoe for the number 2, heaven for the number 7.

Your score is in the **high-range** for Number Memory. As a leader with **high Number Memory**, you:

- ✔ Are able to remember numbers and related facts and images without apparent effort.
- ✔ Are able to associate numbers and other data with each other.
- ✔ May not be conscious of the process by which you learn new facts.
- ✔ Will use this ability in any setting in which you have many things to remember quickly, as when you have to prepare for a meeting or presentation.
- ✔ Have an advantage in any roles that require instant access to facts and information.

Visual Speed and Visual Accuracy



Visual Speed Low 18%
Visual Accuracy High 99%

Visual speed and Accuracy is known as Visual Proficiency and is the ability to read and interpret written symbols quickly and accurately. It is used to process words and numbers, both in reading and in arithmetic/ accounting tasks. This ability is used in clerical tasks, paperandpencil work, and activities where visual speed and precision are needed.

One inescapable, critical, and potentially log-jamming challenge facing most leaders is the mountains of paperwork they are required to deal with. Paperwork includes e-mail, contracts, presentations, performance evaluations, employee documentation, invoices, reports and much more. The sheer volume of paperwork you, as a leader, are expected to handle makes it imperative that you know and utilize your own natural approach to detail. Developing a strategy for creating and processing paperwork quickly and efficiently can make a major difference in your effectiveness.

The HAB measures two abilities which define how an individual is wired to handle detail and paperwork. They are Visual Speed and Visual Accuracy, both measured in the same worksample. When Visual Speed is significantly stronger than Visual Accuracy, a leader's natural inclination is to handle paperwork quickly with less attention to accuracy. A leader with this combination knows the best strategy is to:

- Move paperwork along quickly, but make sure that someone else checks it.
- Delegate paperwork when someone else can do it better, but makes sure to review and approve it.
- Allot extra time to handle important documents, including additional review time.
- Learn to slow down when handling critical paperwork.

When Visual Accuracy is significantly stronger than Visual Speed, a leader's natural inclination is to be meticulous but slow with paperwork. Although there will be few errors, the demand for perfection may take more time. A leader in this combination knows that the best strategy is to:

- Determine when accuracy is more important than speed and slow the work down.
- Spend less time on drafts and memos and more on the final product.
- Delegate routine paperwork, but make sure to communicate the commitment to accuracy.
- Make sure to be the last set of eyes on important documents.

When a leader's Visual Speed and Visual Accuracy are both strong, handling paperwork becomes relatively easy and may even be enjoyable. A leader in this category can review paperwork quickly and still catch most errors. This leader can feel comfortable in moving completed paperwork along to others. A leader with this combination knows the best strategy is to:

- Allocate and divide work time between paperwork and other responsibilities.
- Be available to review important documents prepared by staff.
- When acting as a mentor, make sure that mentees understand how the paperwork is to be completed.

When a leader's Visual Speed and Visual Accuracy are both low, handling paperwork becomes a challenge. It may be an inefficient use of time for this leader to handle paperwork at all. A leader with this combination knows the best strategy is to:

- Delegate as much paperwork as possible to others who have proven themselves to be accurate, reliable and efficient in their use of time.
- Reserve some time each day to read and review critical documents.
- Insist that long and complicated paperwork - e.g., contracts, leases, policy memos - be reduced first to outlines and summaries.

Your score in **Visual Speed** is in the **low-range** and your score in **Visual Accuracy** is in the **high-range**. As a leader with this pattern of abilities, you:

- ✔ Take comfort in knowing that accuracy is almost always more important in work than speed.
- ✔ Be confident of your ability to check for accuracy in reports, budgets and financial statements.
- ✔ Delegate routine paperwork, but make sure you communicate your interest in accuracy.
- ✔ Make sure you review all important documents before they go out.
- ✔ Understand that your relatively low Visual Speed is not likely to create any problems for you unless you face a critical deadline.
- ✔ Experience very little difficulty with work that requires a large amount of paperwork or inspection of numbers and symbols, as long as you allow yourself enough time.
- ✔ Should plan the use of your time by creating day-by-day schedules and deadlines.

COMBINATIONS OF SPECIALIZED ABILITIES

The Five Learning Channels

The most effective leaders know how they take in and process new information best. The HAB measures five distinct learning channels. They represent the foundation for an understanding of how people learn. Several other abilities contribute to facility in learning, including some of the Problem Solving abilities and Personal Style. The level of a leader's Vocabulary is also a critical factor in the learning process. Leaders who know their primary learning style, or the most efficient means to learn new information, have an advantage over those who do not. They know to seek out the most comfortable and effective medium when they need to learn something new. Learning is a core competency in any leadership position. The best leaders know how to develop a working knowledge of new subjects, projects, processes and work environments quickly by using the right tools. Unaware, some leaders may also expect others to learn via the same channels they themselves use. High performance leaders understand that different people learn in different ways. They teach themselves to transmit their instructions and messages by the most productive means – measured not by their own learning needs, but by the needs of the individual. Thus, a leader who learns best by the spoken exchange of ideas (speaking and listening) may assume that a worker will also learn best by listening. Unfortunately, the leader may find the worker understood very little of what was heard and that a written memo would have been infinitely more effective. On the other hand, in this day of electronic communication, many leaders limit themselves to an exchange of e-mail when a face-to-face meeting would be much more productive.

Effective leaders learn that when they are required to communicate with large groups - stockholders, the press, community activists, the board of directors, groups of employees - they must provide their presentations in as many formats as possible. To reach the greatest number of people, they convey their message in writing; through pictures, graphs and charts; by spoken presentation; or by inducing the audience to "walk through the process". For many, using multiple learning channels in tandem with one another, is the most efficient means for taking in new information. Ultimately, the effectiveness of the learning process will depend upon which learning channel is used, the amount of time available for learning, the learner's previous knowledge of the subject, interest level in the topic, and the consequences to the learner of not learning. If the information is not available in the one medium that is strongest for the learner (e.g., reading), then the learner may have to call upon one or more of the other learning tools (e.g., listening and re-writing notes).

An important note: High performance leaders are aware that their learning never stops, that learning is a force that drives them on. The greater the number of strong learning channels, the greater the need to find new things to learn. A leader who has three or more strong learning channels may feel driven to move on if the current job no longer offers new opportunities to learn. The drive to learn may compel a leader to seek new challenges. If a leader is happy with colleagues, associates and the work environment, and can't find new challenges at work, turning to opportunities outside of work can provide the answer. Examples include taking courses in a local college, joining a discussion group, becoming a political activist, or volunteering for work with a non-profit organization. On the next page you will find your customized learning channels summary chart. The chart shows the HAB worksample which is used to measure your strength in each channel, the order in which your strengths fall, and how you can put your strengths to the best use.

How You Learn & Communicate

Learning Numbers **Number Memory** Low Med High 85%	• Relating information to numbers is a strong learning tool for you • Use this learning tool to arrange schedules and time tables for projects • Investigate majors and careers that require instant access to facts and data • Remember that others may be slower at working with numbers • Take time to reduce what you learn to lists
Learning By Reading **Verbal Memory** Low Med High 65%	• Reading is a very important tool for learning • Utilize text books, magazines, newspapers, internet sites, texts, and social media for learning • Encourage others to communicate with you in writing • Put your thoughts, questions and requests in writing • Work constantly to expand your vocabulary
Image Learning **Design Memory** Low Med High 40%	• Learning through graphics and charts is relatively easy for you • Explore which occupations use plans, maps, designs, diagrams, or flowcharts often • Helpful in many scientific, technical and artistic tasks • Communicating with others who also use visual design is relatively easy for you • Following directions using maps and visual plans is probably comfortable for you
Learning By Listening **Tonal Memory** Low Med High 15%	• Remembering what you hear may be difficult for you • Take careful notes when you attend classes or meetings • Communicate with others in writing • Ask others to communicate with you in writing • Learning any language through spoken communication alone may be difficult for you
Kinesthetic Learning **Rhythm Memory** Low Med High 15%	• Reproducing body movements or a musical beat may be difficult for you • You are not likely to feel a drive towards physical activity to help you think • Bolster limitations in physical activity by practicing diligently • Request that others demonstrate a technique or activity • If your work requires physical movement to succeed, seek instruction and practice

Additional Combinations

There are certain combinations of the Specialized Abilities that can be important to consider. Your HAB results indicate the following combinations are important for ***you***.

Moderate Visual Proficiency. Visual proficiency (or dexterity) includes both Visual Speed and Visual Accuracy. Your combination of scores indicates **moderate** visual ability related to paper work tasks. Your natural inclination is to emphasize accuracy over speed when proofing, working with numbers, coding, or tracking inventory.

Vocabulary

Although Vocabulary-building is not considered an innate ability, its importance to achievement in the professional world is unquestioned. In large organizations, there is a positive correlation between job level and general Vocabulary - the higher the job level, the more extensive the Vocabulary. Although some fields and professions require and depend upon their own specialized Vocabularies, the scope of one's general Vocabulary can become the most critical factor in his or her rise from one level to another.

Several tests conducted among the presidents of large corporations have also shown relatively high Vocabularies. In the words of Johnson O'Connor, progenitor of abilities testers:

"The final answer [to the reason that large vocabularies characterize executives and, possibly, successful people in all fields] seems to be that words are the instruments of thought by which men and women grasp the thoughts of others, and with which they do most of their thinking."

People tend to be most comfortable when they can communicate with other people whose Vocabulary is at a level similar to their own. Leaders with a strong Vocabulary realize this and never miss the opportunity to learn and use a new word or phrase – they refer to dictionaries and web search engines constantly.

Because Vocabulary is a developmental skill rather than an innate ability, leaders with mid-range to low Vocabularies can always improve with diligent and focused effort. To improve most efficiently, they will learn to apply one or more of their most effective learning channels. **Image learners** can associate each new word with a picture that represents the meaning of the word, or they can color-code the list of new words they want to learn. [Students of Chinese and Japanese know that many of the characters suggest their meaning in their design.] **Readers** can look new words up in a dictionary or enroll in a computerized word-a-day email program. **Listeners** can read and reread the new definitions aloud or utilize recordings in the car or at home. **Kinesthetic learners** can move (walk on a treadmill, pace, act out the meaning) while they recite the definitions of new words. And **Number learners** can organize new words into lists that include their synonyms, antonyms or other keys.

The norms for the Vocabulary worksample on HAB are at the level of the average College student.

Your score on this worksample is in the **low-range**. As a leader with a **limited Vocabulary**, you:

- ✔ May have creative and innovative ideas, but you may have difficulty communicating them effectively. Increasing the precision and breadth of your vocabulary can help tremendously in increasing your ability to articulate and communicate new ideas.
- ✔ May find that you are inhibiting the use of your natural abilities and the potential to rise in your career.
- ✔ Should work to raise the level of your vocabulary by resorting to all the learning channels, especially through reading and list-making. The higher the vocabulary, the easier the road.
- ✔ May feel frustrated in your work because of your limited ability to follow instructions in manuals and guides.
- ✔ Can compensate by asking the help of your fellow workers and by watching training films, demonstrations, and other hands-on learning tools.
- ✔ If you were raised to speak another language, read and listen to new material in that language and then translate and study in the English equivalent.

CONCLUSION

This report reflects your results on the Highlands Ability Battery (HAB). It provides you with a detailed explanation of your natural abilities, what they mean for you, and how they relate to your role in Leadership. Your Highlands Certified Consultant will review your results with you individually or as part of a group. This Debrief will build upon the information in this report so you can make maximum use of your natural abilities now and in the future.

Our Certified Consultant have received 30+ hours of HAB-specific training to become certified. They have the knowledge to help you understand your ability patterns and apply your results to your specific roles and responsibilities. They can help you look at the future and to figure out ways to continuously apply your abilities.

If friends or family members are interested in taking the HAB, ask your Certified Consultant about making those arrangements. You can also find all of our HCCs listed on the Highlands Company website www.highlandsco.com.

The Highlands Company retains all client reports. You are welcome to contact us if you need help locating your information in the future by contacting:

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