



THE HIGHLANDS
ABILITY BATTERY

CONFIDENTIAL REPORT

for

Jim Knox

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Online Version

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This report contains four sections interpreting your results on the Ability Battery.

Your Ability Profile. This is a representation in graphic form of your results in twenty-one measures. The results are expressed as percentiles. They indicate how your results relate to the results of all other persons who have completed the Battery.

Your Individual Abilities. This section shows your results on the nineteen worksamples in the Highlands Ability Battery. Your natural abilities are important to consider when making educational, career or life decisions. They influence:

- the work or school environment that feels most comfortable to you
- how you learn new information most easily
- how you solve problems and make decisions most efficiently
- how you communicate with others most effectively

As you have discovered, the Highlands Ability Battery™ measures abilities objectively. It does this through actual samples of performance called worksamples. These enable you to know what kinds of tasks and jobs will come quickly and effortlessly and also what kinds of tasks will be more difficult.

Most of the ability worksamples you took were timed. A true ability is demonstrated when a particular task comes easily, quickly, and effortlessly. When a task needs more effort, when it does not come as quickly, it is probably not a strong ability.

Your results are given as percentiles. This means that your results on each worksample were compared to the results of all persons who have taken the same worksample. Your percentile score gives us an objective way to compare how you did on the worksample with how other people have done. If you scored high in an ability as compared to other people, you can infer that this is a strong ability for you. Remember that it is not important to have high scores on every worksample; rather, it is important to know and understand what each of your scores means for you as an individual.

Everyone has a pattern of abilities, with some strong abilities and some weak abilities. The measure of your abilities' impact on you is your own pattern of strong and weak abilities. There are no "good" patterns or "bad" patterns. Every pattern means that some things will be easy for you to do or learn, others more difficult. In using this information, it's important to move toward roles that capitalize on your strengths.

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

- Figuring out the best way to study, read and learn
- Identifying possible careers
- Identifying possible major areas of study
- Planning internships or work study programs that fit
- Changing your career
- Identifying new directions for your current career
- Re-entering the work force
- Maximizing your performance at work

- Relating to your fellow workers
- Achieving satisfaction and harmony in your life

Knowing your abilities can help you steer toward tasks and roles that use your best talents, and steer away from tasks that would be naturally difficult for you to do.

Remember that any educational or career decision you make should take into account not only your abilities, but also other important life factors - such as your interests, personality, goals, values, family of origin and experience, and your stage of career development. Abilities alone should not determine what career and life decisions you make. Abilities should be considered a basic and important piece of the whole picture.

Remember, abilities:

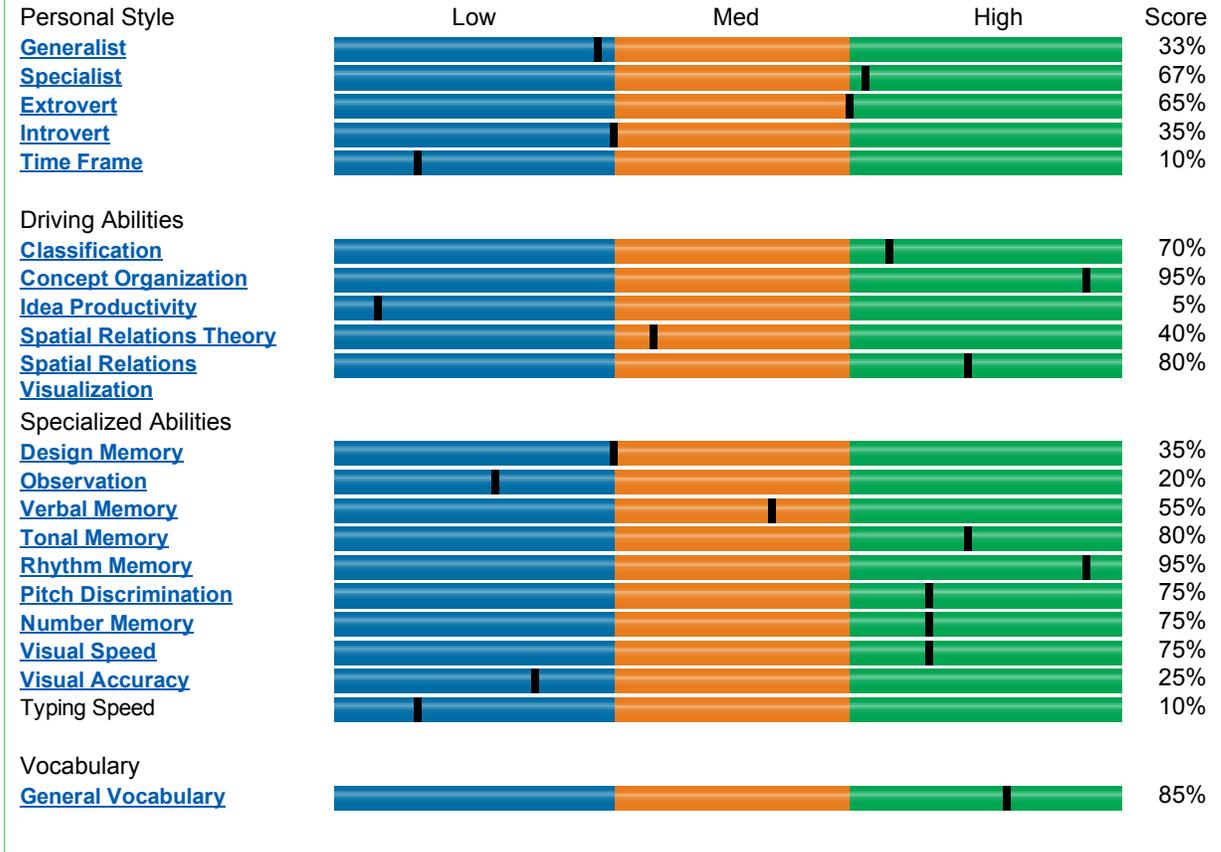
- Are crucial in defining which tasks are naturally easy and which tasks are more challenging
- Can cause dissatisfaction if ignored
- Do not deteriorate with neglect but remain with you forever - unlike skills
- Create many patterns - none of them inherently good or bad; each pattern indicates that some tasks and roles are easy for you and others more difficult.

Four Key Dimensions. This section relates your abilities to the four key dimensions of your work life: Work Environment / Personal Style / Learning & Problem Solving / Decision Making & Communication.



Your Highlands Ability Profile

Click On Each Ability For Fuller Explanations



Your scores are given as percentiles. Each percentile compares your score to the scores of all persons who have taken the same worksample.

Jim Knox



ABILITIES

This report describes each of your abilities. It tells you: the general definition of the ability; how the ability was measured; your score; and how to interpret your score. The abilities are grouped under the headings **Personal Style**, **Driving Abilities**, **Specialized Abilities**, and **Vocabulary** to make them easier to understand and discuss. The scores shown are the same as in your Ability Profile.

PERSONAL STYLE

This section shows your results in three scales which interpret the frame of reference from which you approach your work: the Generalist/Specialist scale, the Introvert/Extrovert scale, and Time Frame scale.

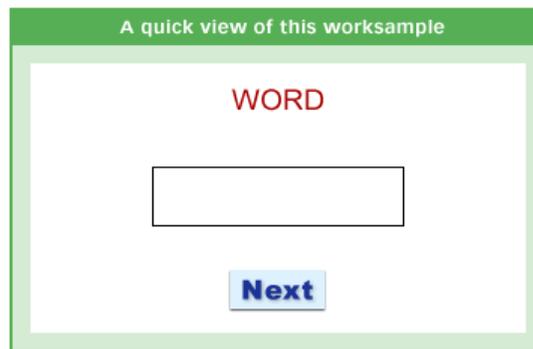
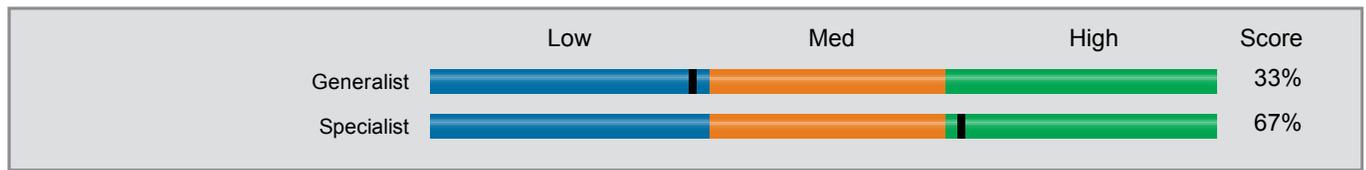
Both the Generalist/Specialist scale and the Extrovert/Introvert scales are continuums which show your relative position on the scales. The Generalist/Specialist scale is an indicator of your overall orientation in whatever work you do. Your relative position on this scale speaks more to the role you should play at work than to the kind of work you should do. Your relative position on the

Introvert/Extrovert scale is an indicator of the kind of interpersonal work environment which you will most enjoy. Neither scale determines the type of work you should do, nor the role you should play at work. A manager may be an Introvert or an Extrovert, but he or she may have a different style, and create a different interpersonal working environment, than another manager.

Finally, your Time Frame Orientation helps you understand your orientation towards planning, goal setting and accomplishing tasks.

Generalist/Specialist

This worksample determines your preference for independent work or for working as part of a group.



No one is completely a Specialist or a Generalist. Everyone shows some aspects of both. You can consider yourself a strong Specialist.

As a Specialist, you...

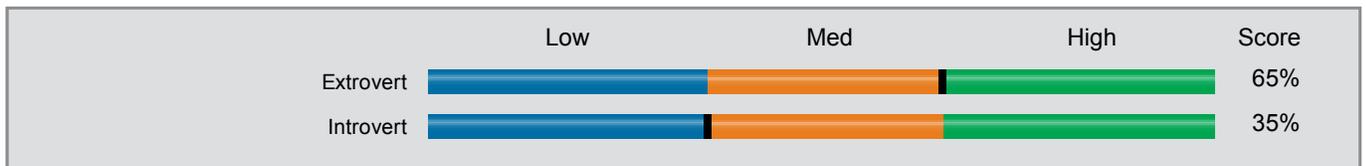
- Share your attributes with 20% of the population.
- Have a unique, individual way of looking at the world. You see things somewhat differently from others.
- Have a unique perspective on things. If expected to come up with the "regular" response, or to be "part of the herd," you will be working against yourself.
- 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 more narrowly on your areas of expertise and find it difficult to focus on multiple jobs at once.
- Like to contribute from the point of view of 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.

- Find bureaucratic organizations difficult.
- Are very involved in your work and have difficulty separating work from the other aspects of your life.

Introvert / Extrovert

This worksample determines the interpersonal environment you prefer in the workplace, and how you prefer to divide your time between working alone and working with people.



A quick view of this worksample

Please answer all of the following questions. Do not spend too much time thinking, just answer to the best of your ability. When you are finished, click Next.

Yes **No**

1. Do you tend to introduce yourself to others rather than waiting for them to do so?
2. Are you more likely to have one or two closer friends rather than having many broader ones?

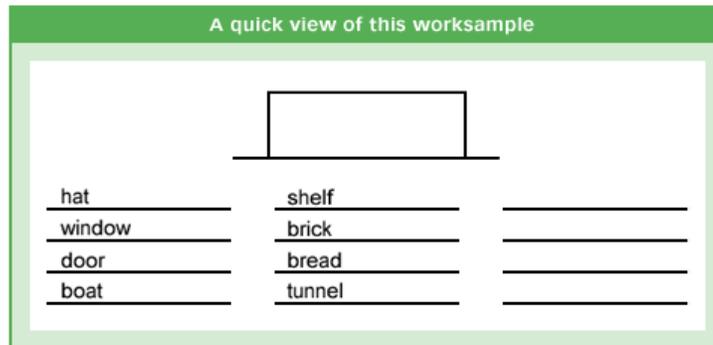
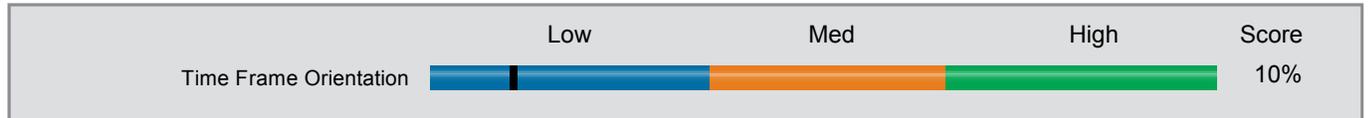
No one prefers Introversion or Extroversion all of the time; everyone has some characteristics of both. Your score indicates that you have a preference for Extroversion.

As an Extrovert, you...

- Get energy from being with people; you like being around others through a good part of your day. You can become stressed and dissatisfied in jobs that require you to be alone all of the time.
- Gather energy from external events, experiences, and interactions and like variety and action.
- Are drained of energy if required to work alone for a long period of time.
- Tend to speak first, reflect later. It is important for you to get an idea out for discussion, without necessarily thinking it through first yourself.
- Like to develop your ideas by discussing them with others and often prefer to communicate by talking.
- Tend to be sociable and expressive and enjoy initiating and sustaining interactions.
- Learn best by interaction, prefer to work with others, and enjoy discussion.
- Tend to avoid long, slow jobs or projects, particularly if they do not include interaction with others.

Time Frame Orientation

This worksample measures the span of time you tend to project and consider when making future plans or working on projects. It indicates how you consider naturally the impact of present actions on future plans.



As a person with a short or immediate Time Frame Orientation, you...

- Have a natural Time Frame of about six months to one year for making plans, thinking about your future, or considering the impact on your life of what you are doing now.
- Can work to accomplish a goal requiring longer Time Frame (five years, for example) by consciously breaking it into clear segments that fall within your natural Time Frame.
- Are able to move from project to project easily without being encumbered by a fixed, long-term view of things.
- Can 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 longer completion times. You will need to manage your natural Time Frame Orientation in such projects by consciously breaking them up into shorter steps and then focusing on each step.

DRIVING ABILITIES

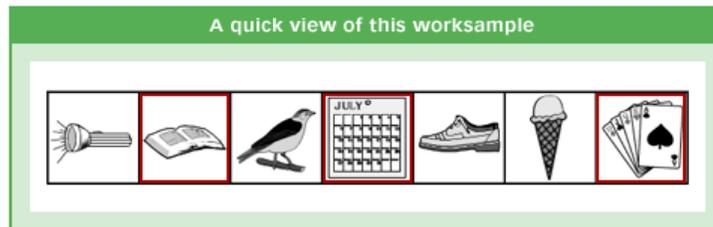
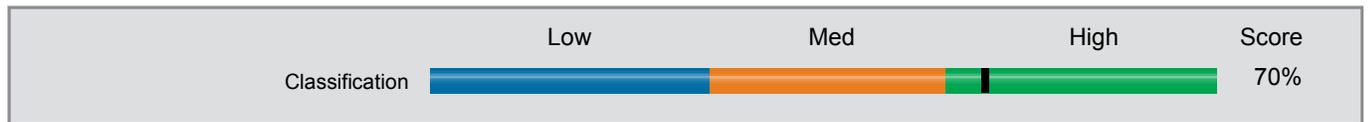
This section shows your results in five worksamples. Together, they are called the Driving Abilities. They are: **Classification**; **Concept Organization**; **Idea Productivity**; **Spatial Relations Theory**; and **Spatial Relations Visualization**.

The Driving Abilities are very powerful and influence almost every part of our work lives. This is true whatever an individual's results. Each one of these abilities asserts itself in our lives. It is absolutely critical to take them into account when considering what role you should play at work.

Classification

This worksample indicates your ability to see relationships between seemingly unrelated events,

situations, or information. It shows your ability to move from the specific to the general when solving the many problems you face every day.

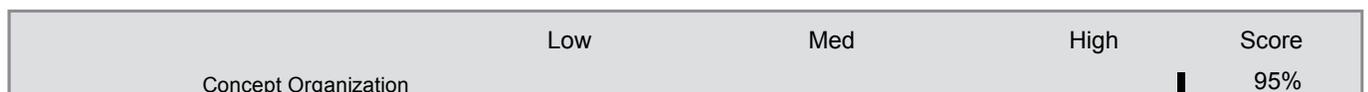


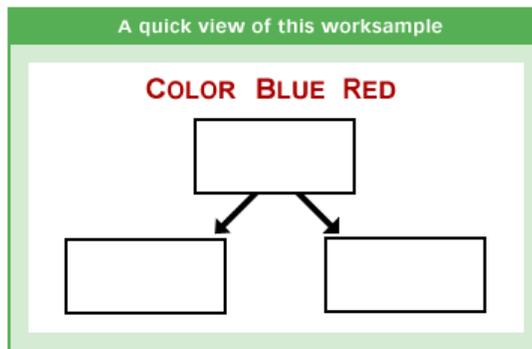
As a person with high Classification, you...

- Can easily and quickly see patterns and relationships among data and objects.
- Will find that this ability demands use and will influence almost every aspect of your working life.
- Need problem-solving as a foundation of your work
- Are likely to get positive enjoyment from using this ability, and to be unhappy in positions that do not use it.
- Love to solve new problems and to figure things out.
- Are able to quickly summarize a set of points and jump to the end of an argument.
- Can see pros and cons in any situation and the problems in a plan quickly and easily. On the negative side, unless you exercise self-discipline, you can be indecisive as a manager or decision-maker, because it is so easy for you to focus on alternatives.
- Can be easily bored in positions that require mostly routine, or rote, work.
- Do not like to be bothered learning the details of any subject and can usually gather enough information to get by or "wing it."
- Must use education and self-discipline to channel this ability properly - just because something is learned quickly does not necessarily mean it has been learned well.
- Can use this ability in any role where the major activity involves rapid-fire problem-solving, fixing, advice-giving or consulting.
- May find it difficult to communicate your solutions to others. (Classification is non-verbal and non-logical. See your results in Concept Organization.)
- Must find a steady means of applying this ability. You can become very dissatisfied if you are not using it regularly.

Concept Organization

This worksample indicates your ability to arrange ideas, information, or things in a 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.



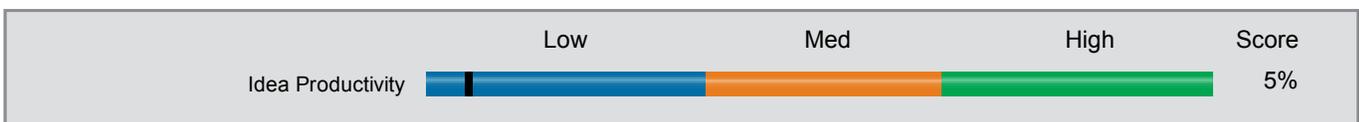


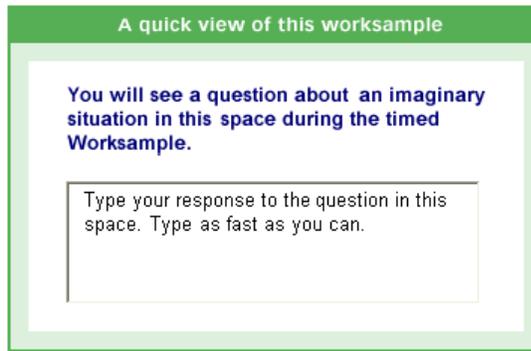
As a person with high Concept Organization, you...

- Are able to analyze ideas and concepts and to arrange them easily into their logical sequence. This enables you to make ideas clear to others. This is the primary ability for the communication of ideas to other people.
- Are able to see the logical consequences of events, making it possible for you to predict, order, and plan schedules showing when things will happen.
- Can see how all the pieces of a project fit together in a linear sequence.
- Can use this ability easily for any planning activity.
- Are able to organize internally and may not need to organize everything on your desk or around your house. (Others may see you as messy!)
- Enjoy arranging the parts of a task in sequence. You do not like to leave steps out of a sequence.
- Have an advantage in any kind of academic task that requires analytic thinking (i.e. literature, history, research, etc.).
- Will be able to use this ability effectively in any work in which there is a recurring need to analyze and organize materials or information; or to plan, prioritize or develop logical conclusions and consequences.
- Find that you will use this ability often, both in and outside of work. The opportunity to use it constantly in your life may substitute for the need to use it as part of your job.

Idea Productivity

This worksample measures the number of new ideas you can generate within a given time in response to a given stimulus. It does not reflect the quality or creativity of the ideas. It is a measure of the volume or flow of your ideas.



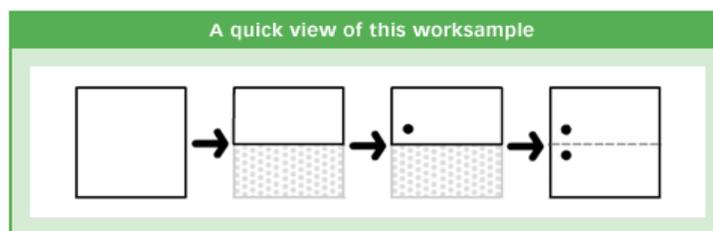
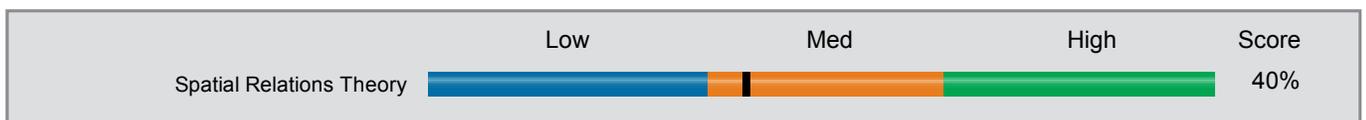


As a person with low Idea Productivity, you...

- Are able to focus well and work undistracted on a given project for a considerable length of time.
- Will probably want to avoid situations in which you are required to persuade or sell ideas to others in an impromptu manner.
- Are an asset in management and executive leadership positions and any work areas that require a high degree of concentration.
- Should look for roles that emphasize the quality of ideas rather than the speed or quantity of ideas.
- May feel uncomfortable in roles that constantly require the rapid production of new ideas, problem solving, and adjusting to new ideas.
- Will find that this ability is helpful to you in any task that requires attention to details and follow-through to a conclusion.
- Will probably work most effectively in a stable environment where your ability to maintain undistracted focus is a positive strength, rather than a rapidly changing work environment.

Spatial Relations Theory

This worksample indicates your ability to see the theoretical relationships which exist in the working of the mechanical universe. It is the ability to understand how systems work: this applies to mechanical systems and interpersonal systems.



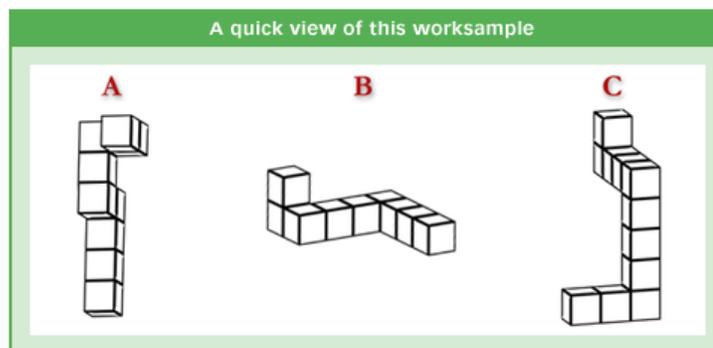
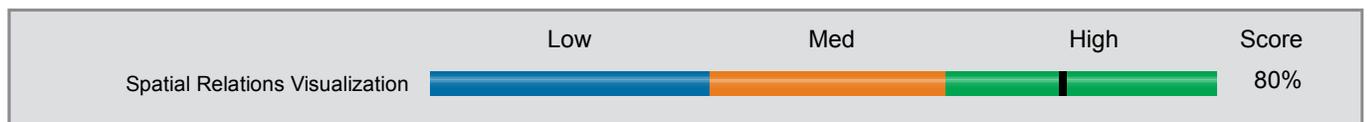
As a person with medium Spatial Relations Theory, you...

- Are able to draw upon this ability to solve abstract problems in a three-dimensional world

- Have some facility to understand theoretical and abstract situations. For example you can understand the theoretical relationships of mechanical systems - such as those used in engineering, astronomy, computer systems, and higher mathematics.
- Can see and mentally picture the interpersonal dynamics in systems such as corporations and families.
- Are able to design pieces of equipment and other tangible structures but are not necessarily interested in building them. (The ability to build tangible structures increases as this ability becomes stronger.)
- Need work enabling some direct contact with people and things and offering opportunities for developing theories and explanations about how they function and interact.

Spatial Relations Visualization

This worksample indicates your ability to see in three dimensions when shown only two. Spatial Relations Visualization is also related to needing "hands-on" experience and work.



As a person with high Spatial Relations Visualization, you...

- Are a structural thinker and can easily think in three dimensions, as well as visualize and mentally manipulate objects in space.
- Have a drive to deal with the real world of three-dimensional objects and space and want to see the results of what you are doing in a concrete and tangible way.
- Are most at home in areas of work that utilize physical objects, products, machinery, and tools.
- Enjoy the touch and feel of tangible, concrete objects that are found in hands-on occupations.
- Can have a feeling that roles and tasks that deal mainly with ideas or relationships lack reality.
- Need to take this ability into account in your daily work.

SPECIALIZED ABILITIES

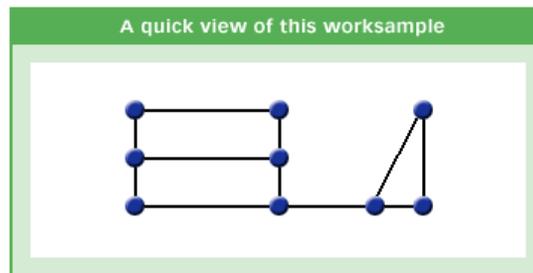
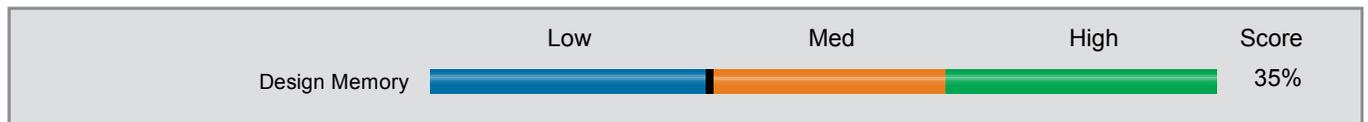
This section shows your results in nine worksamples. Together, they are called the Specialized

Abilities. They are: **Design Memory**; **Observation**; **Verbal Memory**; **Tonal Memory**; **Rhythm Memory**; **Pitch Discrimination**; **Number Memory**; and **Visual Speed and Accuracy**.

The Specialized Abilities help or enhance our work and lives. While most of them do not assert themselves as strongly as the Driving Abilities, it is important to pay attention to the patterns which form when these abilities combine with one another as well as with the Driving Abilities.

Design Memory

This worksample measures your ability to recall an overall pattern or picture presented in two dimensions; e.g., charts, diagrams, sketches and patterns of any kind.

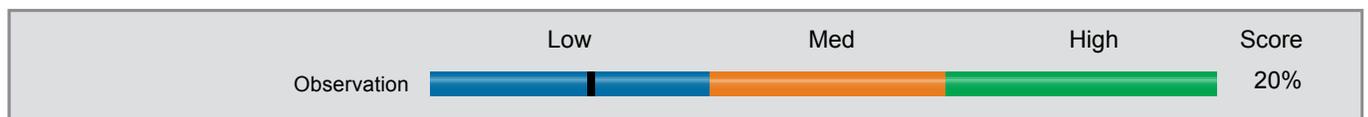


As a person with low Design Memory, you...

- May have difficulty in recalling patterns, textures, and designs.
- May experience some difficulty in remembering the overall pattern of visual fields, such as directions from maps or parts of diagrams.
- Can find it helpful to translate purely pictorial or graphic information into another learning channel, such as physical movement or the spoken or written word.
- Should avoid roles that depend heavily on memory of overall or complicated designs or patterns.

Observation

This worksample measures your ability to pay close attention to visual details, to perceive and remember small changes, and to notice irregularities.



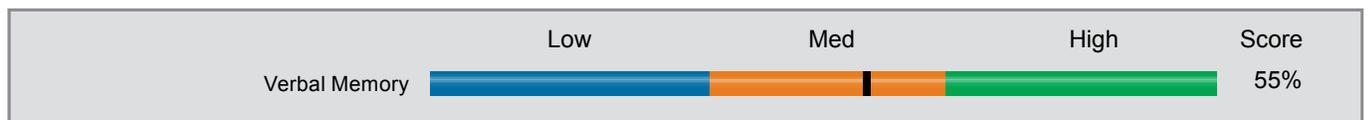


As a person with low Observation Ability, you...

- May experience difficulty in remembering visual details and noticing visual changes and inconsistencies.
- Can use visual prompts (notes, sketches, photographs) if you need to remember the details of a visual field.
- Are less likely to be visually distracted in work involving rapidly changing visual fields than people with high Observation.
- Need time for review and study of related tasks.

Verbal Memory

This worksample measures your ability to learn new words and recall what you have read quickly and easily.

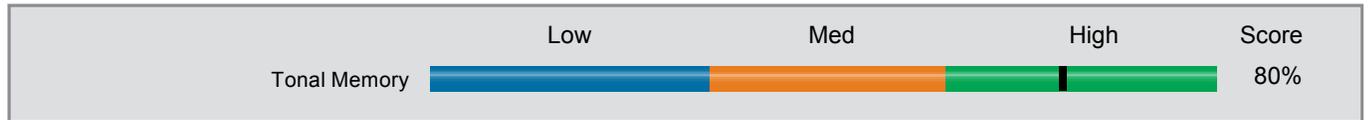


As a person with medium Verbal Memory, you...

- Should be able to memorize information from the written word without any particular problem.
- Find this learning channel to be an advantage in any formal learning or training environment.
- Find this ability helpful in building your vocabulary, learning a foreign language or working in a field that has its own language or technical jargon.
- Should consider Verbal Memory a significant learning channel.

Tonal Memory

This worksample measures your ability to remember what you hear, including tunes and tonal sequences.



A quick view of this worksample

In this Worksample you will hear a series of notes. Then you will hear the series again, but one of the notes will have changed.

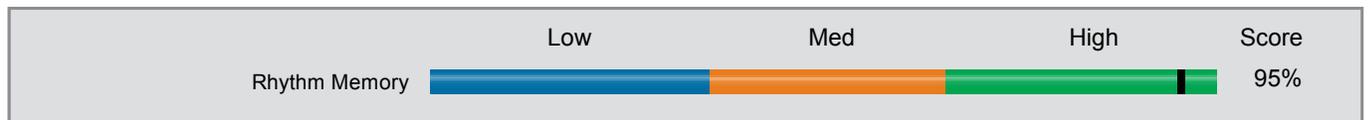
1 **2** **3**

As a person with high Tonal Memory, you...

- Have a strong facility to remember tunes and tonal sequences, which you may use to sing and play music by ear.
- Have the auditory memory to reproduce the accent and tones of a foreign language.
- Should consider Tonal Memory a very important learning channel.
- Will feel a press to use this ability and may feel dissatisfied if you are not using Tonal Memory in some way. If any other scores on the other music abilities (Rhythm Memory and Pitch Discrimination) are in the medium range or above, this press to use Tonal Memory will be even stronger.
- Should experience very little problem in learning to play a musical instrument, especially one that "tunes" itself (e.g., keyboard or drums), particularly if you have some support from at least one of the other music abilities.

Rhythm Memory

This worksample measures your ability to remember rhythm patterns. It also relates to kinesthetic learning, which is learning through movement.



A quick view of this worksample

In this Worksample you will hear pairs of rhythm patterns

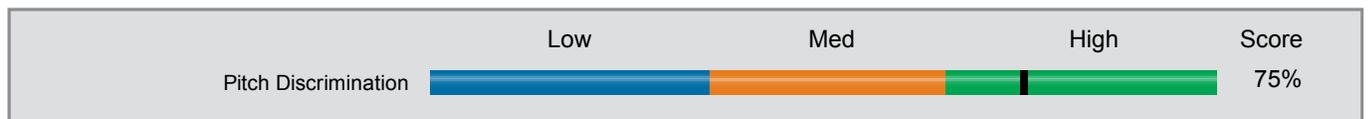
SAME **DIFFERENT**

As a person with high Rhythm Memory, you...

- Can play music or musical instruments that lean heavily on rhythm or beat.
- May feel a demand for an outlet for this ability and can feel restless and unhappy if you ignore it.
- Have a general need for physical activity. Sitting at a desk all day will be hard for you unless you do something physical with your body. Walking, jogging, or playing sports are some ways to release this ability.
- Have a strong ability to remember movements of your body. Anytime you "act out" or "walk through" a learning activity, you are taking advantage of this ability.
- Should consider Rhythm Memory a strong learning channel.

Pitch Discrimination

This worksample measures your ability to distinguish fine differences in pitch. It also applies to perceptual discrimination across the senses.



A quick view of this worksample

In this Worksample you will hear a pair of musical notes. You will then try to determine whether the second note is higher or lower than the first.

HIGHER

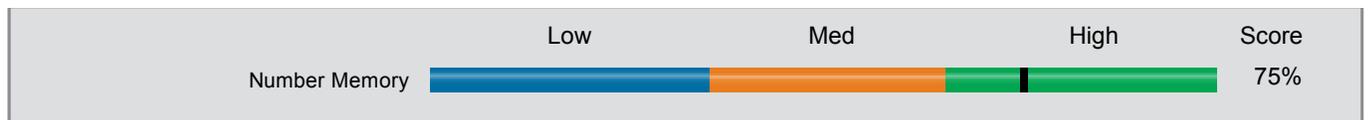
LOWER

As a person with high Pitch Discrimination, you...

- Score well enough to sing or play a musical instrument well, even instruments like the violin or trumpet that lean heavily on the ability to distinguish pitch.
- (There is some evidence that you) have a strong 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.
- Will find it easy to learn the inflection and accent of a foreign language.
- Will feel a press or need to use this ability and, depending on your other musical abilities (Tonal and Rhythm), should consider learning a musical instrument.
- Can pick up subtle changes in tone or inflection of voice, an ability useful in diplomacy and mediation.

Number Memory

This worksample measures your ability to recall miscellaneous facts and data. It indicates an ability to use numerical information to solve problems and make decisions.



A quick view of this worksample

1 2 3 4 5 6

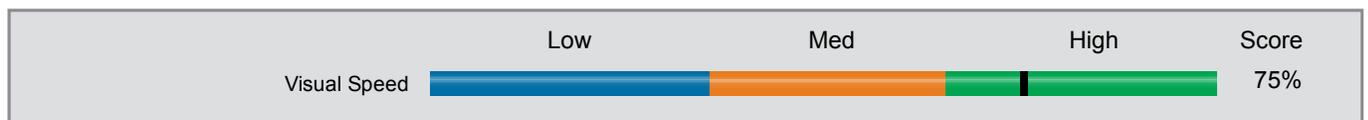
1 _ _ _ _ _

As a person with high Number Memory, you...

- Are able to remember numbers and unrelated or miscellaneous facts quickly and easily, without apparent effort.
- Are probably not aware of making any effort to remember this data..
- Can find this ability helpful in any setting in which you have many things to remember and keep at your fingertips.
- Have an advantage in any roles that require instant access to facts and information.

Visual Speed & Accuracy

This worksample measures your ability to read and interpret written symbols quickly and accurately.



A quick view of this worksample

		Same	Different
J68DB7	J68DB7	<input type="radio"/>	<input type="radio"/>
87PP95	87PP59	<input type="radio"/>	<input type="radio"/>
HP29VX	HP29VX	<input type="radio"/>	<input type="radio"/>
37GN5D	37GN5D	<input type="radio"/>	<input type="radio"/>
24ST97	24ST79	<input type="radio"/>	<input type="radio"/>

As a person with high Visual Speed and low Accuracy, you...

- Are able to move your eyes quickly; however, your low accuracy may cause difficulty where precision is important.
- May improve your accuracy, which is relatively more important in most tasks, by going at a slower rate. Over time, as you become more accustomed to the task, your speed will improve also.
- Can experience problems in tasks which require precision in paperwork and reading for accuracy,

as in research, reading musical scores, etc.

Vocabulary

Vocabulary is a personal tool developed by each individual over time, rather than a natural ability, but the range of your vocabulary will affect how effectively you can use some of your innate abilities. More than anything else, your result on this worksample will determine the verbal level of people with whom you can interact most easily and naturally. It is considerably easier to interact and share ideas with people who are similar to you in their level of Vocabulary than with those who are not.

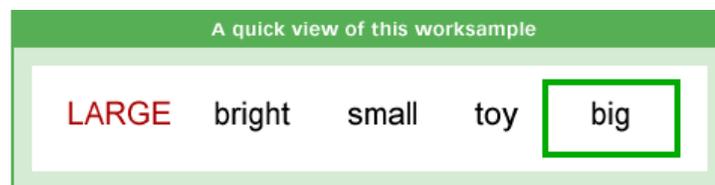
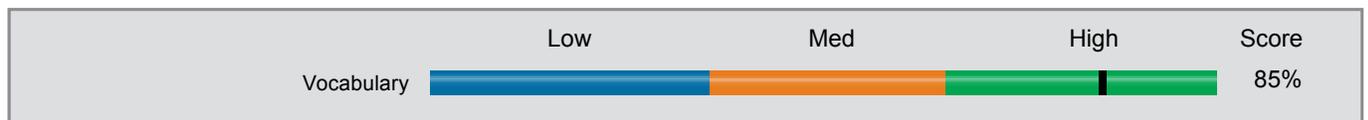
Because Vocabulary is developed and not innate, you can increase your Vocabulary level through study and concentration. Any work you can do to build your Vocabulary will be of great benefit in helping you advance in your career. Start working on words that you may have read or heard before, but for which you do not have a precise definition. Improving the precision of your Vocabulary is by far the best and most efficient way to increase the precision of your thoughts and ideas.

Your vocabulary can also be improved by good reading. As you read, you should keep a dictionary nearby to look up and study the words you don't know.

The norms for the Vocabulary worksample are at the level of the average college student.

Vocabulary

This worksample indicates the verbal level at which you communicate ideas to others.



If you work with people who have lower Vocabulary levels, you may find yourself frustrated by your inability to communicate at your own Vocabulary level. As a person with high Vocabulary, you...

- Have a broad general knowledge that affects your outlook in any work situation.
- Have a Vocabulary level similar to that of executives, individuals in literary and academic fields, doctors and lawyers, and those at or near the top of almost every other profession.
- May find yourself bored or feeling somewhat disconnected if you spend the majority of your day in close contact with people who have significantly lower Vocabulary than you have.
- Can use your Vocabulary to rise to high levels in an organization.
- Should consider working in an academic environment.



FOUR KEY DIMENSIONS

Understanding each of your abilities is an important first step in understanding yourself. Understanding how groups of your abilities work together is a powerful tool. As a way of summarizing your results, we include a description of how your abilities relate to the four key dimensions of work life: **Work Environment/ Personal Style; Learning; Problem Solving/Decision Making; and Communication.**

WORK ENVIRONMENT/PERSONAL STYLE

As a key dimension of work life, Work Environment refers to the context or environment that is most conducive to your performing at your best. In determining whether a Work Environment is good for you, you must consider such factors as the pace of work, the amount of teamwork required and the amount of interaction with people involved.

Your preference for Extroversion indicates that you are energized more by external forces and events than by internal ones. You prefer many opportunities throughout your day to interact with others, in small and in large groups. You may not like working on projects which demand that you work completely alone. Throughout your day you may prefer a great deal of activity, which energizes you. Individuals who prefer Extroversion tend to have a wide range of interests and may enjoy multiple activities in the course of their work. The best strategy for them is to sandwich solitary work between periods of interaction with others. This allows them to concentrate better on their more solitary activities.

As a strong Specialist you are likely to be more fulfilled in your job when you can demonstrate an area of expertise or give advice from the perspective of the expert. Your score indicates that you may be happiest when you work from great passion or commitment. You may see the world uniquely and offer that unique view to the organization. Typically, you require autonomy and independence in the workplace, and you may prefer to work in smaller teams, if this is possible.

With a short Time Frame Orientation you are likely to be at an advantage in situations or in organizations that expect you to contribute to tactical objectives. If you need to accomplish longer-term goals, break them into shorter segments upon which you can focus more easily. Your strength is in executing short-term projects.

Your Classification ability is very strong. This means you are able to solve many problems so quickly and easily that you enjoy being in work situations in which you are solving one problem after another. People with high Classification often enjoy learning new jobs, tasks and roles. This gives them an outlet to use this very powerful ability. Sometimes people with high Classification have a hard time understanding that other people need to solve problems in a different way, so that what seems obvious to them may not be obvious at all to others. With high Classification, you may find that you are able to see potential problems in new plans or ideas almost immediately. It is important to be aware of this tendency to see and explain problems. You may need to make sure that others also hear the things you find positive in a plan, idea or piece of work.

Your Idea Productivity score indicates you can concentrate and focus on the task at hand. You are able to concentrate for long periods of time, so look for Work Environments that stress this over those that emphasize brainstorming or creative solutions of multiple ideas.

Your Concept Organization ability is very strong. This means that it is very easy for you to solve

problems by means of a linear string of logic. Any time you are presenting ideas to another person, planning into the future, figuring out strategy, writing your ideas down, or trying to figure out what went wrong if something fails, you will in all likelihood be using your powerful Concept Organization ability. These are all tasks that lean heavily on your ability to place elements in logical, linear succession. Some other kinds of tasks, such as rapid-fire problem-solving or trying to come up with multiple ideas about something, are difficult to solve with logic. By recognizing those tasks which maximize your use of Concept Organization, you can increase your productivity by bringing this ability to bear.

With your strong Rhythm Memory score you are likely to find greater satisfaction in a Work Environment that does not require you to sit still for long periods of time. You will prefer to be active and to move about, rather than sit behind a desk all day.

You will be far happier in a work situation in which a tangible product or substance is produced by your efforts. At the very least, your work should result in a paper report. You will function most effectively in an environment which enables you to produce something you can hold or touch with your hands in some way. You need to produce an object with physical and tangible dimensions rather than something abstract or theoretical.

Your musical abilities are so strong that they will press to have expression in your life on a daily basis. You should involve music in some manner in your life: listen to music regularly, or, perhaps, learn to play a musical instrument.

LEARNING STRATEGIES

This key dimension of school and work life refers to how you take in new information. Understanding your learning channels helps you identify what you need to do to facilitate learning and to remember new information. Knowing about how you learn best - through reading, listening, diagrams or a combination of these - also enables you to request information in particular formats. Understanding your learning channels can help you understand more about yourself: why you enjoy having reading material around; why you remember data better when someone shows it to you on a graph; or why you remember more when you hear someone speak on a topic than when you try to read about it.

You can help yourself a great deal when trying to learn new material by utilizing more than one learning channel. For example, if you need to remember a complex written description of a concept or process, you can read and reread the written text, draw a picture representing what you need to remember, say it all aloud, or even act it out. This will bring all the learning channels into play and dramatically increase your retention of the material. In all, we measure five learning channels: Verbal Memory; Number Memory; Tonal Memory; Design Memory and Rhythm Memory.

In this section of the Report, we list those results which have relevance in your learning process.

RHYTHM MEMORY

Rhythm Memory is a kinesthetic memory channel. It is the ability to remember and reproduce rhythm patterns and physical movements. It involves large muscle memory and is related to body coordination and motor activities. We use it when we are learning such things as new dance steps; tennis, golf, and baseball swings; football tackling maneuvers; martial arts movements; swimming

strokes; and the blocking involved in stage productions. Rhythm Memory is also involved in the larger arm and body movements used in such actions as drawing, painting, and playing musical instruments.

Your Rhythm Memory score indicates a great capacity to learn new information by putting it to a rhythm or actually walking through a process. Rhythm Memory engages the large muscles of the body, so once you have walked through a sports play, for example, you will understand it better. You can use this ability to learn by setting factual information to a beat to reinforce it.

SUGGESTIONS FOR MAXIMIZING YOUR RHYTHM MEMORY

- Add movement to anything you are learning, i.e., walk, dance, use a treadmill or stair-stepper while you are memorizing or studying.
- Even in class, finger-tapping, foot jiggling, or other inobtrusive movements can aid kinesthetic memory without distracting others.
- The physical movement associated with writing will help you remember what you are writing.
- If you are learning any kind of complex sequences, act them out.

HOW DO YOUR OTHER ABILITIES IMPACT YOUR RHYTHM MEMORY?

Your preference for Extroversion means you can-

- Can maintain your energy level when studying in groups of people.
- May have trouble with the long, solitary study periods which are sometimes necessary for successful achievement without losing energy.

Suggestion:

- Try alternating solitary study with group study. Try to find practice partners.

Your Tonal Memory can enhance Rhythm Memory when you add songs, raps, and tunes of any kind, to physical movements you are trying to remember.

Your Classification level presses you to make connections quickly and jump to conclusions, thus making it difficult for you to concentrate long enough on the physical movements you are learning to learn them thoroughly. You are likely to want to learn something new, rather than go over the same material to get proficiency, so you can easily get impatient and want to go on to something else rather than finish the task at hand. Because learning something rapidly does not mean you have learned it well, you should discipline your learning process to become proficient (i.e., practice, practice, practice!).

Suggestions:

- Be aware of your quick mental leaps and desire to move on to something new. Slow yourself down consciously to give yourself time to think about what you are learning.
- Recognize that you may be very good at something quickly, but be unable to sustain your good performance.
- To maintain proficiency in a task, you may need you to repeat the task many times.

TONAL MEMORY

Tonal Memory is the ability to remember what you hear. This ability relates to being able to learn vocabulary words and to reproduce the accents of languages and dialects. It is actually the ability used to remember and reproduce sequences of sounds, such as words, sentences, musical tunes, and any other mechanical or natural sounds.

Tonal Memory is referred to as true musical ability: people who have medium to strong scores can easily reproduce musical tunes, as well as other sound sequences, from memory. As a purely musical ability, it has application in singing and playing musical instruments without looking at musical notes (playing by ear).

Your strong Tonal Memory score indicates a powerful ability to recall what you hear. It indicates that in a meeting you may need to take very few notes and will be able to recall the flow, as well as content, of the proceedings. You may find that you recall lines of dialogue from movies or performances. You may also find it quite easy to reproduce sounds and sequences of sounds. This is helpful in music as well as in learning a foreign language.

SUGGESTIONS FOR MAXIMIZING YOUR TONAL MEMORY

Keep in mind that if Tonal Memory is a primary learning channel, you need to find and use resources to let you hear whatever you are trying to learn.

- Don't miss class lectures (especially if Verbal Memory is limited)! Going in class and hearing the information can save you time later.
- Take courses in the "hearing" formats when possible, i.e., lectures, seminars, and discussions.
- Tape lectures and use a Walkman to listen to the tapes to review. Since there is a significant drop in memory after 24 hours and then another drop after two weeks, listen to your tape soon after the class and again during the next two weeks. The early and frequent review will help you retain the material.
- Listen to books-on-tape when available.
- Learn to ask instructors (or anyone) to repeat information for you until you have understood it.
- Read over introductions, look over bold-faced terms and read summaries.
- Make time to listen often and repeatedly to material you are in the process of learning.
- Make use of your own voice to get information into hearing form.
- Repeat to yourself anything you want to memorize (i.e., talk to yourself). Repeating the information in your own words helps with long-term memory.
- Read your class notes, textbooks, and other written information out loud to yourself or onto a tape to listen to later. Try reading textbooks onto tape so that you can use your Tonal Memory for later reviewing.
- Tape summaries and major points of information for quick review.
- Study with a partner (or a group) who will repeat information out loud to you. Be sure to discuss the major points and even record the discussion if possible.
- Put any information into tune, rhythm, or rhyming form, i.e., songs, raps, chants, or rhymes. This may be especially helpful when you are learning totally unfamiliar lists of terms or facts.
- Associate tunes or tone sequences with anything you are memorizing. Just as a sight-impaired person can learn telephone numbers by memorizing the touch tone sequence of sounds, you can

associate tonal sequences with other information you want to remember.

HOW DO YOUR OTHER ABILITIES IMPACT YOUR TONAL MEMORY?

Your preference for Extroversion means you can be around people while you are learning and maintain your energy level.

It can also make listening quietly for long periods difficult because talking and interacting are your best methods for processing information and staying energized. Extroversion can also make it difficult to spend the long periods of alone time which are sometimes necessary to take in certain kinds of material.

Suggestions:

- Arrange for study groups (or partners) with which you can process out loud what you are learning.
- Practice "balancing" talking and listening, giving equal time to each.
- Sit near the front of class, and not near anyone you know, so that you can listen to lectures, discussions, etc.
- Schedule socializing times, especially after lengthy structured lectures or seminars.
- Schedule short periods alone for quiet listening, and reward yourself afterwards with group activities.

Your score in Classification enables you-

- To quickly understand the significance of what you are hearing.
- To grasp the facts, summarize the information, and come to conclusions without having to hear every word being said, or take the time to logically think things through.

Because you like to make connections quickly, and to jump to conclusions about the things that you hear, you may become impatient, finding it difficult to slow down and listen. Since you prefer to learn something new rather than review information you have already heard, you must learn to discipline yourself to focus on the material you are hearing in order to learn it well.

Suggestions:

- Be aware that your quick conclusions about what you hear are not necessarily right. Experience and education determine the quality of your conclusions.
- Develop patience and discipline to help you listen carefully and repeatedly to difficult material.
- When listening to lectures, resist the temptation to interrupt or leap ahead and ask questions before the speaker has finished his or her thought. Try jotting down your questions and asking those that remain unanswered when the speaker is finished.
- Tape lectures and schedule time to review what you have heard.

Your score in Concept Organization helps you mentally organize and order what you are hearing into outline or other easy-to-remember forms.

Your limited Idea Productivity helps you avoid being distracted by many competing ideas. It supports your use of Tonal Memory to remember information you are hearing. Use this ability to focus and to

concentrate.

Your level in Vocabulary, which is learned and not a true ability, measures your breadth of general knowledge and helps you understand the information you are hearing. The broader and more precise your Vocabulary is, the more quickly and clearly you can grasp what you are hearing. Vocabulary is strongly related to academic success, and any effort you put into increasing it will enhance your ability to understand and remember what you hear.

Your limited Observation means you-

- Are relatively unlikely to be visually distracted by what is going on around you, and therefore, can enhance Tonal Memory.
- Can focus on what you are hearing.
- Can listen to your audio tapes for learning information in a variety of environments (jogging, riding in your car, etc.) without being distracted.

Your score in Verbal Memory helps you-

- Learn lists of specialized Vocabulary words (e.g., of a foreign language or a profession like accounting, engineering, or psychology) when you are in group learning formats, such as discussion or study groups.
- When you read along with what is being said.
- When you read class notes or any material out loud to yourself and you combine your strengths in both your verbal and tonal memory abilities.

Although your level of Rhythm Memory can cause you to be physically restless and distracted when you are trying to focus on hearing information, you can also make it work for you.

Suggestions:

- You can use small movements (without disturb others): swinging your feet, quietly tapping fingers or feet, and rocking.
- When you are listening to taped information, you can enhance the power of your Tonal Memory to retain what you're hearing by walking, rocking, dancing, or through any movement.
- You can also use Rhythm Memory to enhance what you hear by translating information into rhythmic devices like poems, raps, songs, etc.
- Get regular exercise daily and especially before long classes or lectures. You can listen to tapes of lectures while walking.
- When possible, get up and move about, take breaks and associate movement with what you are hearing (small movements can aid kinesthetic memory).
- Take taped material on trips. The motion of a car can enhance your learning.

Your strong Pitch Discrimination causes you-

- To notice fine differences in pitch.
- To bring this ability into play when learning the accents of any language or dialect, and especially in learning Oriental languages where words that are spelled the same depend upon pronunciation for their meaning.

Your strong Spatial Relations Visualization can often cause abstract kinds of information (like ideas, principles, concepts, values, etc.) to seem irrelevant, "unreal," or useless, unless you can have a hands-on experience of it, and/or see a tangible, concrete product.

Suggestions:

- When possible, concentrate your course work on subjects that deal with or produce tangible, concrete results. For example, take hands-on lab courses when possible.
- Devise hands-on experiences to accompany more abstract subjects (i.e., look for related work, internships, and teaching assistantships that can make these subjects more real to you).
- Make tangible representations or models of information from clay, wood, Legos, Tinkertoys, etc.
- Take field trips to museums, trade shows, factories, parks, construction sites, etc. and take guided tours when possible.
- Making any kind of concrete association with the abstract information you are hearing will help you remember it. When you can't get immediate hands-on experience with information, give yourself time to imagine three-dimensional models, or representations of what you are hearing.

PROBLEM SOLVING/DECISION MAKING

This key dimension of work life refers to how you most efficiently solve problems, resolve issues and make decisions. In addition to identifying your style of solving problems, other important aspects of this dimension include how you think through problems, the time frame you use most naturally, and the perspective represented by your solutions.

You have very strong Classification ability. This means that you have a powerful ability to handle one problem after another all day long. You may find that the faster and more chaotic the situation, the more you like it, because it is precisely this kind of problem-solving that strong Classification handles best. Strong Classification also makes it easy for you to do diagnostic problem-solving. You are able to sift through many facts and ideas and find almost immediately what problem a concept or a piece of work may represent. This particular aspect of Classification may make it difficult for you to be decisive at times. If you can see easily all the problems that lie in a particular idea, it may be difficult to decide on a course of action. By placing yourself in roles in which you can solve many new problems at work all day long, you will use your strong Classification and increase your overall satisfaction and productivity.

You have a very strong score in Concept Organization. This means that such problem-solving tasks as planning, prioritizing, ordering, writing and communicating precise content and meaning can be very easy for you. You are so strong in this ability that you undoubtedly use it constantly all day long. For tasks and roles that require a logical, linear approach, Concept Organization is ideal. However, for tasks that require quick, non-logical or creative thinking, Concept Organization can at times be a liability. Concept Organization by its nature is a linear and methodical way to solve problems. If you are using this ability, you can be more productive by giving yourself time and space to work through the steps of solving difficult problems.

You have a consultative problem-solving style. You are able to evaluate seemingly unrelated

information and logically explain it to others. With this type of problem-solving style, you are able to draw conclusions quickly and accurately as well as explain how you arrived at the solution. Individuals with this type of problem-solving style excel in fast-paced environments where there are multiple problems to solve and others to listen, follow through, and carry out the work.

Specialists prefer to work as individuals and often make contributions from the point of view of an expert. As a Specialist you tend to approach problems from your own unique perspective. You can bring your expertise to situations and are likely to know your particular area better than anyone else. When faced with new problems, Specialists usually have a unique point of view. This can be a decided asset on teams that value new, creative, "outside the box" ideas and solutions. This can also be a little disorienting on teams that want the usual or standard solution to problems.

As an Extrovert, you recharge by interacting with others and benefit most by solving problems with others. You think out loud and need to talk through your problem-solving process to be most effective. Since you process information externally, your first statement about a decision or solution may not represent your final conclusion. When you do not have the benefit of talking with others prior to making a decision, you may need to change course once things are underway.

With a score in the lower range of Idea Productivity you are able to focus well. You can focus on the critical points of solving a problem without being distracted by ideas that may not pertain to the solution. The impact of limited Idea Productivity depends upon the work environment. A more structured, stable work environment may favor and reward lower levels of Idea Productivity.

Your high Spatial Relations Visualization score indicates that you think structurally, and that you may gravitate toward solutions that are more concrete, involving a real-world physical solution.

With a score in the low range in Time Frame Orientation, you are most likely to think of solutions to problems that focus on or bear results from six months to a year in the future. You consider most easily the immediate impact of your solutions, and tend to develop the steps that need to happen first.

COMMUNICATION

This key dimension of work life refers to how you communicate with others or the context/situation in which you feel most comfortable communicating. Two important aspects of communication to consider include the methods of communication you prefer and the size of the group with which you are most at ease. Other important aspects to consider are your ability to remember what you hear, and how aware you are of those with whom you are communicating. Also important to consider are the number of ways in which you can communicate an idea and the types of examples you may use.

Specialists have their own unique language and perspective. As a Specialist, you prefer to work as an individual and to make a contribution from an expert or particular point of view. You will tend to communicate your view with passion and intensity, because you often "own" your work as a personal extension of yourself. You tend to communicate from your own unique position and tend to have a unique way of seeing almost any issue. Because 80% of the population consists of Generalists, the Specialist is likely to appear and feel out of sync in communicating with a group of Generalists. Sometimes it can be difficult for you to understand how others feel at work, and your communication may not appear to be connected to the group or team goal. Any effort you can expend checking out how others on a team or in a group may feel can be of enormous benefit to you in understanding how to work best with the whole team.

Extroverts like and need to interact with others to recharge their batteries, and usually prefer communication on the phone or face-to-face. As an Extrovert, you often prefer to speak rather than listen. You can initiate and sustain interactions, because interacting with others is a rewarding end in itself for you. You like and need free social interaction during communications. Situations that require communicating in structured, stereotyped formats will feel stressful and energy-draining. You often process information by talking ideas or information over with others before drawing a conclusion. This can mean that when you communicate your thoughts or ideas, they may represent a series of possible suggestions rather than a final conclusion. You may react immediately to a thought or idea; but your initial reactions may not express your final conclusions.

Your Classification score is very high. This fact can have significant impact on your communication style. People who are as high as you are in Classification often appear impatient with others, wishing they would hurry up and get to the point. You have a strong ability to draw conclusions from complicated sets of facts. You may find that you like situations in which there are many things going on at once and communication happens quickly, with many kinds of communication happening simultaneously. You will probably enjoy a fast pace in general and a generally quick pace to communication. All of this may well make you impatient at times. You may often think - 'OK, get to the point' when talking to others. You may find it difficult at times to slow down enough to listen to other points of view. Your communication style may improve if you consciously pay attention to the solutions offered by those with slower problem-solving styles.

With your very high score in Concept Organization, you are able to communicate your thoughts logically and persuasively to others, either in writing or orally. You are able to gather, arrange and prioritize the information you want to communicate in such a way that your ideas will be clear to others. Although you should be able to organize your thoughts relatively quickly, Concept Organization is not instantaneous. You need to give yourself time to organize your thoughts when you are speaking or writing. This will help you to use your Concept Organization capability to the fullest. You can help yourself by being aware that, as powerful a tool as Concept Organization is, it is not an ideal tool for every situation. There may be some tasks at work for which your high score works against you. In brainstorming or creative situations, for instance, a logical answer may not be what is initially needed. By being aware of when this ability works for you and when it doesn't, you can increase your overall satisfaction and productivity at work.

With a score in the lower range of Idea Productivity you can concentrate on the communications of others to hear what they are saying. You may have difficulty communicating in situations requiring a concept to be related in several different ways. Situations in which there is a need to communicate with many people, or in which an individual is having difficulty understanding, may be particularly challenging.

Your very high score in Spatial Relations Visualization may mean that it is easy for you to deal with technical or mechanical issues and it may also be easy for you to overlook the human or abstract issues that require communication. You may find that you are more task-oriented than people-oriented. It may help in your communication to be conscious of the more abstract elements that can have impact on situations - elements like interpersonal relationships, feelings and ideas.

Your very high score in Vocabulary means that you have the ability to communicate at the level of people who end up in the upper management of corporations. It also means that you may feel somewhat isolated if you are usually around people with significantly lower Vocabulary levels than your own. This isolation may not occur if your vocabulary reflects a particular field of expertise.

A high score in Tonal Memory can aid in remembering another's spoken communication. Also, when changes in voice intonation are important, or the only means for communication is auditory, then your

high Tonal Memory score will become more valuable.



CONCLUSION

This report reflects your results on the The Highlands Ability Battery. It has given you a detailed explanation of your abilities, what they mean for you, and how they relate to your best Learning Channels and Work Strategies.

We urge you now to schedule and complete your feedback conference with a certified Highlands Affiliate. This conference will teach you how to make maximum use of your natural abilities today and in the future.

Feedback Consultations

Our Certified Affiliates have been especially trained to interpret the results of the Battery. They have the knowledge to help you understand your ability patterns and apply your results to your own life. They can help you to look at the future and to figure out what direction your abilities should take you in.

If you haven't already contacted a Highlands Affiliate, you may choose an Affiliate by going to our website at www.highlandsco.com . Click on "Find an Affiliate." You will be able to find an Affiliate both geographically and alphabetically.

WorkShops

If you are taking part in a group or corporate workshop or training program utilizing The Highlands Ability Battery, a review of this report just before the program will enable you to derive the greatest personal benefit from the program.

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