

Highlands Leader Report



Confidential Leadership Report

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Highlands Leadership Report

Prepared for
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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 of the Highlands Ability Battery (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.

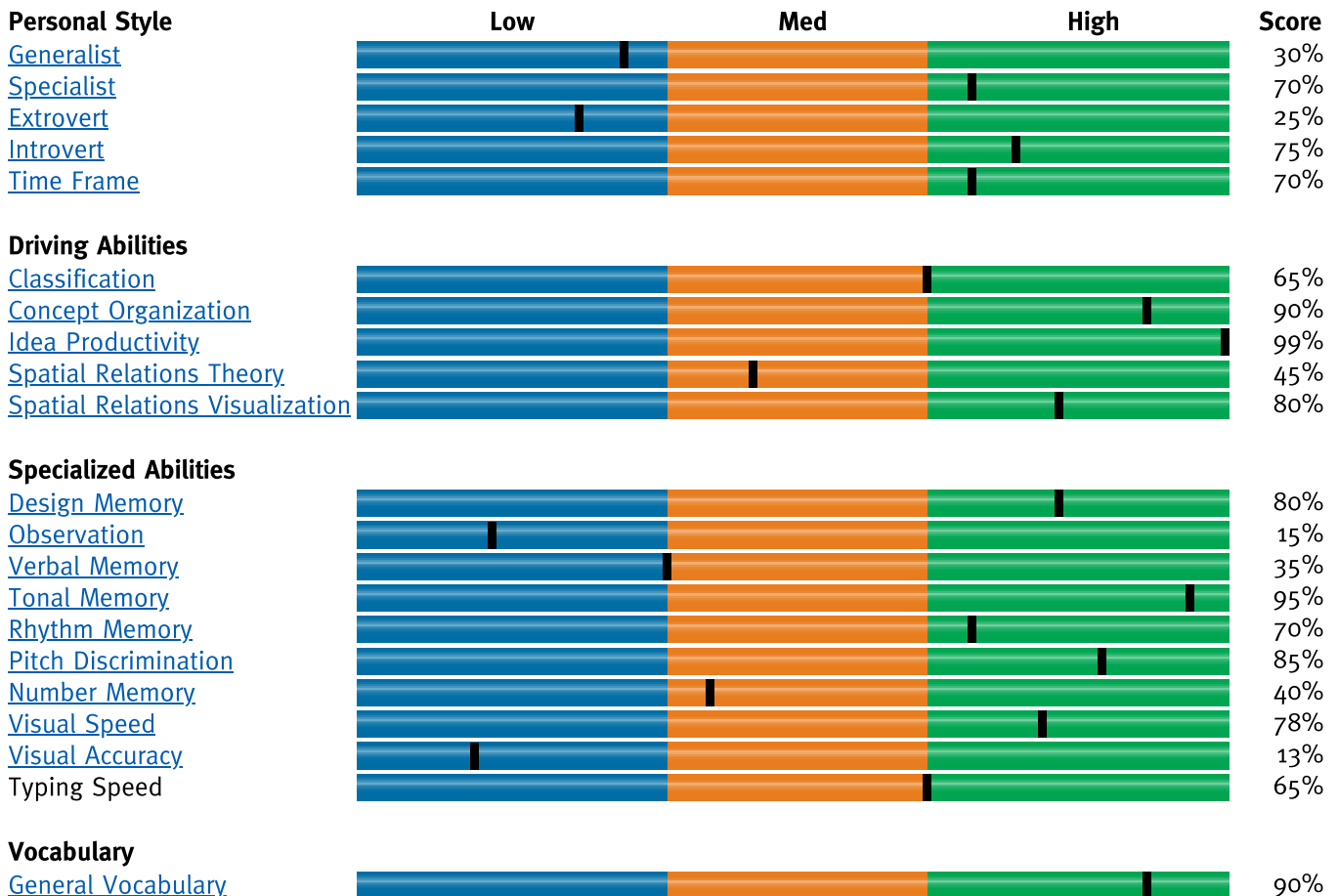
This Self Management tool for Leaders can help create shifts in how you think about your position and work roles such as:

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 easier 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



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:

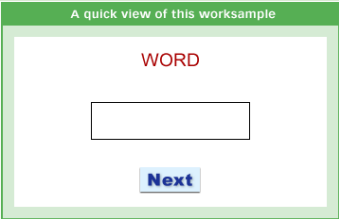
- Self-assessing the fit between your abilities and the responsibilities of your current or future leadership roles.
- Determining the steps you need to take to reach the ideal leadership role.
- Managing your responses to specific challenges and people.
- Managing your work schedule.
- Utilizing your 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

A quick view of this worksample



Specialist 70%

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 only 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

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	
<input type="radio"/>	<input type="radio"/>	1. Do you tend to introduce yourself to others rather than waiting for them to do so?
<input type="radio"/>	<input type="radio"/>	2. Are you more likely to have one or two closer friends rather than having many broader ones?

Introvert 75%

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 the time; everyone shows some characteristics of both. Your score indicates that you function primarily as an **Introvert**.

Introvert/leaders get their energy by working alone or with small groups. They prefer structure in their interactions with others - they want meetings to be set at regular intervals and at specific meeting times; they contribute best if the meeting agenda is fixed and distributed before the meeting – this gives them time to (internally) reflect on the issues and feel more prepared to express their thoughts in a group.

Conversely, **Introvert**/leaders tend to lose energy when they are forced to spend continuous chunks of time with large groups of people. Although they may be quite effective in giving presentations and meeting people, they tend to find a full day of social interaction exhausting. This sometimes gives others the perception that they are not “people-oriented” or that they are generally disinterested in people. The optimal work environment for **Introvert**/leaders allows them to work in small groups or one-on-one, and provides them with time to work alone.

Introvert/leaders tend to process information in their heads, quietly. They think through their ideas and options before saying much about them to others. They need time for their thoughts to simmer in order to arrive at “the solution” when presented with new problems or situations. In group discussions, **Introvert**/leaders may be regarded by others as standoffish, disinterested, or uninvolved. This is because most people think leaders should generally demonstrate their involvement by talking and getting others to talk—about the alternatives. In fact, leaders are often asked to give their opinions on the spot – this can be challenging and daunting for an **Introvert**.

As an **Introvert**, you:

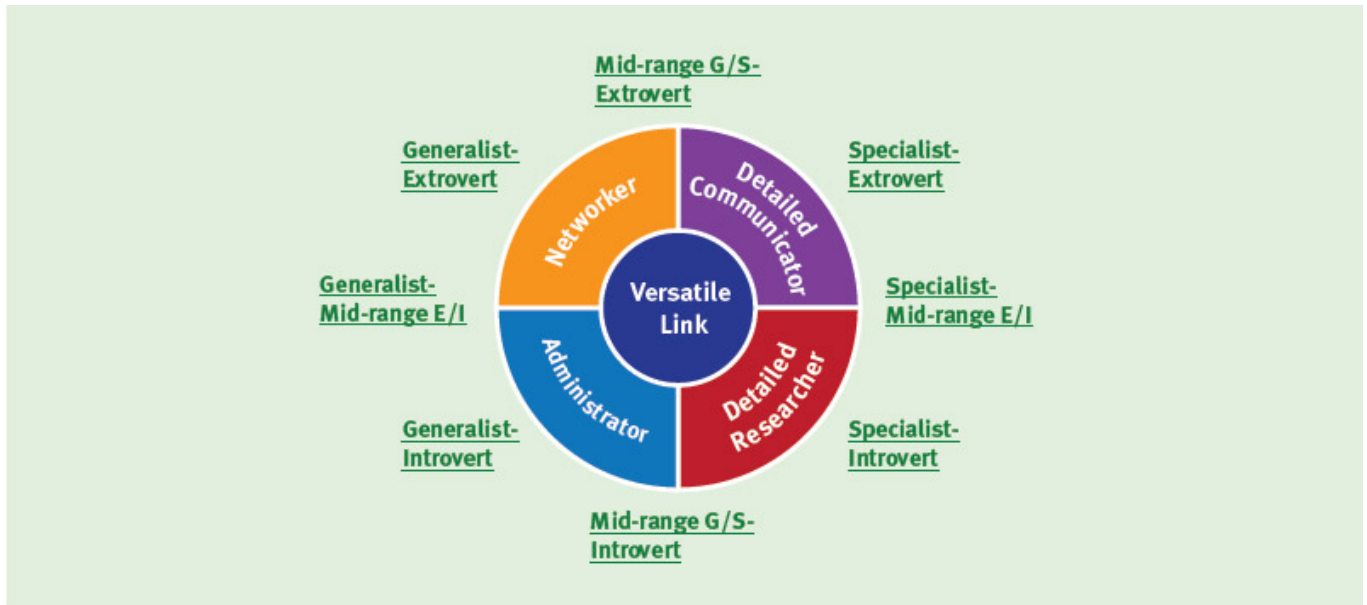
- ✓ Often get energy and renewal from time spent by yourself.
- ✓ Find yourself somewhat drained of energy after you’ve spent a good part of your time interacting with others no matter how skilled you are at it.
- ✓ Are able to concentrate on solitary tasks for long periods of time without undue stress.
- ✓ Can choose between having and not having social interactions.

- ✓ Like time to reflect before responding and to think before acting.
- ✓ Like quiet for concentration and reflection in developing ideas.
- ✓ Prefer to communicate through correspondence and e-mail.
- ✓ Tend to be more private and contained and like structure in your relationships and interactions; you prefer to have a reason to interact with others.
- ✓ Learn best by pausing to digest and think.
- ✓ Prefer lectures to interactive group discussion.

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

- Structure your work days to divide your time comfortably between interaction with others and time spent alone.
- Inject into days requiring a lot of people-interaction, several breaks “alone.”
- Incorporate into your work-groups people who complement your style (i.e., people who are more extroverted) to create balance in accomplishing the work.
- Let people know you need time to study a problem before offering an idea or a suggestion.
- Anticipate and prepare the answers to questions that are likely to arise at a meeting, or that are contained in the meeting agenda.
- Be aware that your own need to process information internally may be misunderstood by others who process information aloud; learn to understand and work with people who are different from you - especially those who are strong Extroverts.

PERSONAL STYLE COMBINATIONS

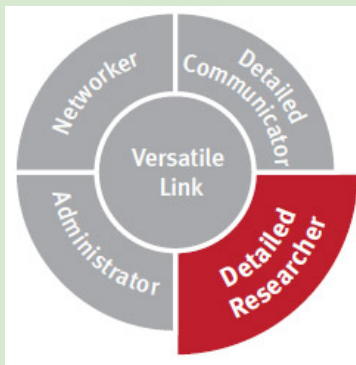


Leaders can easily identify their primary or most natural personal style by measuring each of the nine patterns or combinations from our graphic against their normal daily activities. The most natural combination of Generalist/Specialist and Extrovert/Introvert elements will be the one that enables them 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.

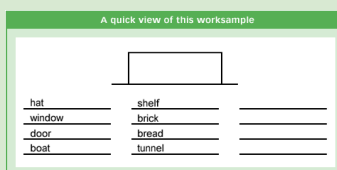


Your combination as a **strong Specialist** and **strong Introvert** indicates you function most comfortable in roles capitalizing on your natural **Detailed Researcher** Personal Style.

Leaders with a **Detailed Researcher** Personal Style work with two essentially complementary style elements. As **Specialists**, they gravitate toward activities which utilize their own direction and knowledge, and as **Introverts** they get energy from working alone. Their natural inclination is to focus on and acquire more and more information about a specific area of interest, and it's relatively easy for them to become more knowledgeable on a particular topic or issue than anyone else in the group. When they function as leaders, others often see them as intense and even remote.

Leaders with this style do especially well in focused, less public environments requiring expert knowledge. They are particularly helpful in roles that demand specialized knowledge. In a law firm, for example, a lawyer with broad knowledge of her state's code of professional ethics will serve as advisor to all the other lawyers in the firm on questions of ethics. In a lab committed to medical research, the quiet expert who has devoted himself to finding a cure for prostate cancer will lead and instruct the other researchers when he finally discovers the new cure. In the world of finance, the lead will fall to the expert who designs a new investment program; in manufacturing, to the expert who produces a car that runs on solar power.

Time Frame Orientation



Long-Range 70%

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 prefer to plan and work with a **Long-Range** Time Frame Orientation. You naturally keep track of targets and plans which are more than five years in the future.

As a person with a **Long-Range** Time Frame Orientation, you naturally:

- ✓ Have a predisposition to look 5-10 years into the future for making plans, or considering the impact of your present job on your career.
- ✓ Find your orientation helpful in jobs that require long-range planning, trend analysis, research, or extended negotiations.
- ✓ Can work to accomplish shorter time-range targets by consciously breaking your long-term goals into short-term segments.
- ✓ May become so focused on the future that you lose control of the immediate present and of your short-term goals.
- ✓ Can manage work in the short-term by keeping long-range goals on one list and the shorter targets for each on another. This will force you to pay attention to tasks in the shorter term.

Leaders whose natural Time Frame is **Long-Range** focus on goals and projects in the long-term future - more than 5 years from the present. Their strength lies in defining and setting long-term goals and in anticipating the effect or impact of current projects on these goals. The direction of their thinking is typically backwards from a long-term vision or target to the current work and decisions that will enable them to reach the target. Although they rarely have each step mapped out between the here-and-now and the future, they are able to sense whether their current decisions will get them closer to, or take them farther away from, their goals. They lead with patient guidance and continued articulation and implementation of a long-range plan or vision, and are able to find, retain and motivate workers who can see the connection between their jobs and the leader's long-term vision.

Leaders with **Long-Range** time horizons often resist events, activities, or work requirements which have no apparent connection to the long-range future. If they can't see how their work connects to something long-term, they may feel the work is irrelevant. The sense of having "all the time in the world" can result in worker procrastination - a problem long-range leaders must learn to manage.

TIPS: Leaders with a **Long-Range** Time Frame Orientation may need to:

- Use external aids (or people) to help keep the here-and-now organized.
- Break long-term goals into well-defined and shorter targets.
- Articulate clearly and often the connection between seemingly unimportant requirements in the here-and-now and the future.
- Help workers to organize systems to promote commitment and prevent procrastination.
- Monitor and redirect when necessary the path to the long-range vision or target - learn to see when adjustments in direction are needed.
- Manage your natural instinct to avoid participation in the here-and-now.
- Recognize and reward "baby steps" along the way to achieving long-term results.

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

A quick view of this worksample



High 65%

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 solving 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.

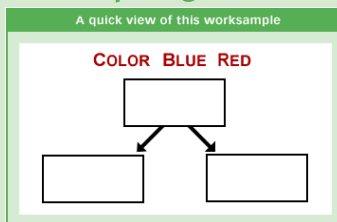
Roles and responsibilities requiring a continuous rapid pace of solving problems or are chaotic, confined by few parameters, and where a premium is placed on identifying solutions rather than implementing them are a good fit for those with high CL. For example, medical diagnosticians are often confronted 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 longterm development.

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

- ✓ See patterns and relationships quickly and easily among discrete data and objects.
- ✓ Constantly use this ability with it influencing almost every aspect of your working life and can find it difficult not to use.
- ✓ Need challenges in problem-solving as a foundation of your work.
- ✓ Are likely to get enjoyment from using this ability, and to be unhappy in positions that don't use it.
- ✓ Love to solve new problems and to "figure things out".
- ✓ Summarize sets of ideas quickly and jump to the end of discussions.
- ✓ See pros and cons in a plan or idea quickly and easily. On the negative side, unless you exercise self-discipline, you can be indecisive as a manager or decision-maker, because you are constantly weighing alternatives.

- ✓ Can be easily bored in positions that require routine and repetitive tasks.
- ✓ Do not like to be bothered with details 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.
- ✓ Will usually enjoy activities that involve rapid-fire problem-solving, advice-giving or consultation.
- ✓ Will usually find it difficult to not use; likely to experience impatience with those who don't see things as quickly as you do.

Concept Organization



High 90%

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.

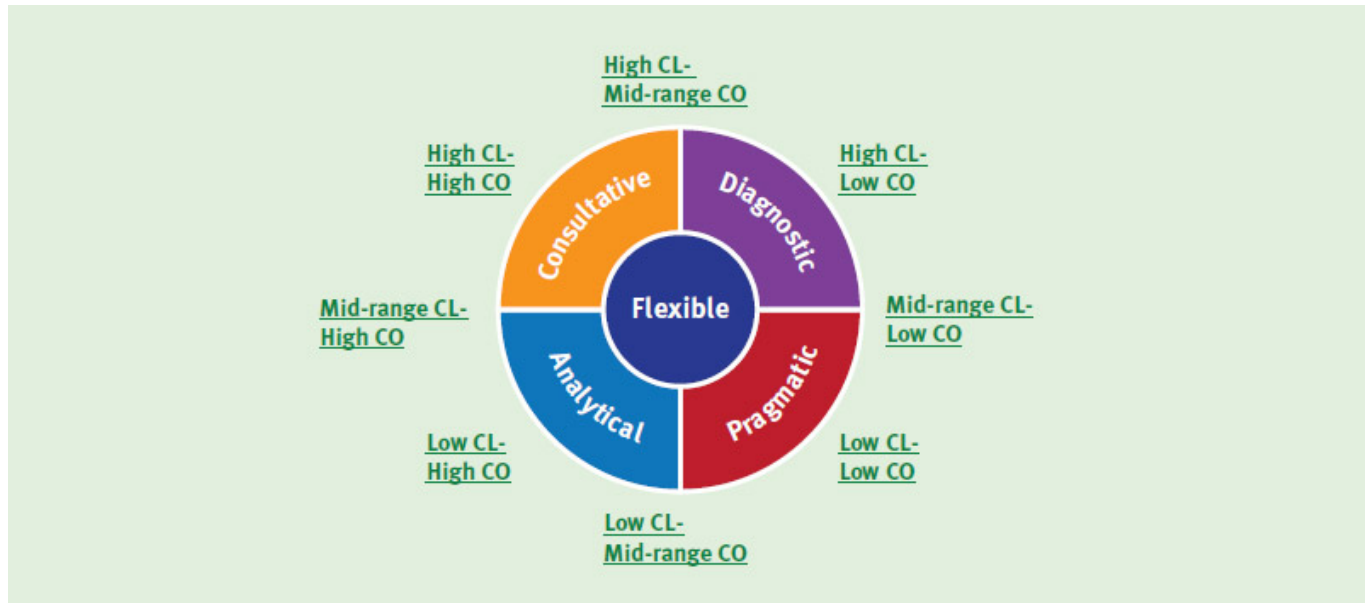
High CO scores are evidence of an Analytical problem-solving style; low CO scores, when combined with low CL scores, indicate a Pragmatic problem-solving style. High CO makes many tasks easier for a leader. A few examples: when the leader has to arrange and present the details of a financial report to 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 **high Concept Organization**, you:

- ✓ Communicate ideas using a logic track that others can follow.
- ✓ Analyze ideas and concepts and arrange them easily into their logical sequence. This enables you to make ideas clear to others.
- ✓ 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.
- ✓ Can use this ability easily for any planning activity.

- ✓ Organize internally/mentally and may not need to organize objects around you externally.
- ✓ Enjoy arranging the steps in a task in sequence with the urge not to leave out any steps.
- ✓ Have an advantage in any kind of task that requires analytical thinking (e.g., literature, history, research, accounting, etc.).
- ✓ Can use this ability effectively in any work with a recurring need to organize materials or information; or to plan, prioritize or develop logical conclusions and plans.
- ✓ Will use this ability often, both in and outside of work. The opportunity to use it in your other activities may substitute for the need to use it as part of your job.
- ✓ Will be able to see problems and pitfalls when work schedules are not analyzed and organized.

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 **high Classification** and **high Concept Organization** indicates you will be most comfortable functioning in roles capitalizing on your natural **Consultative** Problem Solving Style.

Leaders with a **Consultative** Problem Solving Style are able to arrive at solutions quickly and then explain the logic behind their solutions clearly and persuasively. Their preference is to have problems to solve, although they are less likely to enjoy the time-consuming steps required to implement the solutions they come up with. Because of their relatively high CO scores, leaders with a Consultative Problem Solving Style enjoy explaining their solutions to others.

High Classification allows these leaders to perform well and feel most at home in fast-paced or hectic environments (a hospital emergency room, a criminal court room, a political campaign).

An ideal environment for leaders with a **Consultative** Problem Solving Style is one in which they must constantly face problems and identify solutions, deploy and instruct a group or team, and monitor the group's progress. Because their style adjusts best to constant problem-solving, these leaders need to learn to:

- Slow down enough to ensure they have all the relevant information they need to solve a particular problem.
- Curb the tendency to be impatient and to interrupt their thoughts and speech.
- Review staff performance of the work they delegate to keep projects and processes on target.
- Confirm that team members understand their instructions and reasons for a solution.
- Review their initial decisions with others to avoid a rush to implement them.
- Resist the natural inclination to view every discussion or conversation with subordinates as an opportunity to solve a problem.

Idea Productivity

A quick view of this worksample

You will see a question about an imaginary situation in this space during the timed Worksample.

Type your response to the question in this space. Type as fast as you can.

High 99%

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 **high range** for **Idea Productivity**. Leaders who score **high** generate ideas continually. A measure of the quantity of ideas produced, and not of their quality or originality, **high Idea Productivity** results in a continuous stream of sometimes-related and frequently-unrelated ideas and in multiple streams of virtually simultaneous thought. These leaders excel in roles that draw on their strength in producing their own ideas, inducing others to produce theirs, and motivating the discussion and selection of ideas that lead to a concerted plan or solution.

Because one idea tends to trigger another, leaders with **high Idea Productivity** often work on several projects simultaneously; they may actually have difficulty maintaining a single focus for prolonged periods of time. If they have ten tasks and ten days in which to complete them, these leaders will devote some time to each of the tasks every day and may or may not complete them by the deadline.

When delegating or assigning work, leaders with **high Idea Productivity** run the risk of confusing the people they work with. As new ideas occur to them, these leaders will often share them with others without thinking them through or expecting them to be acted upon. Each new idea will burst forth as if it were the key to the problem. The result is that employees may shift their time and energy aimlessly from one project to another, feel frustrated by the inability to complete anything, and become confused about goals and priorities.

As a leader with **high Idea Productivity**, you:

- ✓ Have a large number of ideas in your head at any one time. You may have trouble turning the flow of ideas off at will.

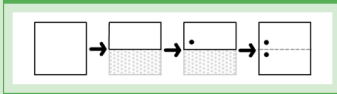
- ✓ Enjoy putting this ability to work.
- ✓ Can call on this ability in solving problems and overcoming the objections of others.
- ✓ Are likely to be restless and dissatisfied in roles that demand routine tasks and attention to small detail.
- ✓ May find it difficult to concentrate for long periods of time on a single subject or project, unless it falls within your range of interests.
- ✓ Are able to see and explain a new way to look at a problem and to make people understand your message.
- ✓ Enjoy working on jobs in which the major roles are problem-solving and persuasion.
- ✓ Need an outlet; if rapid ideation is not a regular part of your work responsibilities, find an outlet for it outside of work.

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

- Find ways to record and measure your ideas as they occur and develop a system that enables you to review and confirm your priorities throughout the day. If you don't record them, you may lose them.
- Develop routines and habits that keep you focused when you need to be.
- Gravitate towards roles and environments that require or encourage new and varied ideas - e.g., advertising, editing, and theatre.
- Ask if others are open to your ideas before you jump in and suggest them.
- Let others know they are a resource for new ideas and that you will consider their ideas carefully.
- Identify when brainstorming is appropriate and when it is time to stay on task (to avoid pulling the group off target).
- Set and communicate your priorities.
- Edit or review the quality of your ideas before sharing them with others.

Spatial Relations Theory

A quick view of this worksample



Mid-Range 45%

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?

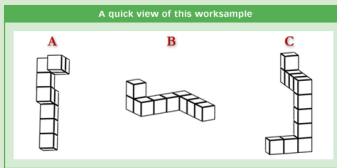
Leaders with high SRT are able to design a new bridge or building or a new industrial or medical product without necessarily touching any of the materials required in the construction. In the corporate or organizational environment, this ability enables the leader to show the way in personnel alignment, 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 **mid-range SRT**, you:

- ✓ Can theorize about and study interactions in a subject for a future or hypothetical solution.
- ✓ Enjoy a blend of tasks that emphasize imagining relationships and interactions that do not really exist and those that are practical.
- ✓ Understand the importance of the interrelationships within a system and the individual components.
- ✓ Understand spatial concepts and can solve structural problems in your head, **and** understand the necessity for what is present and practical to provide direct solutions to a problem.

Spatial Relations Visualization



High 80%

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.

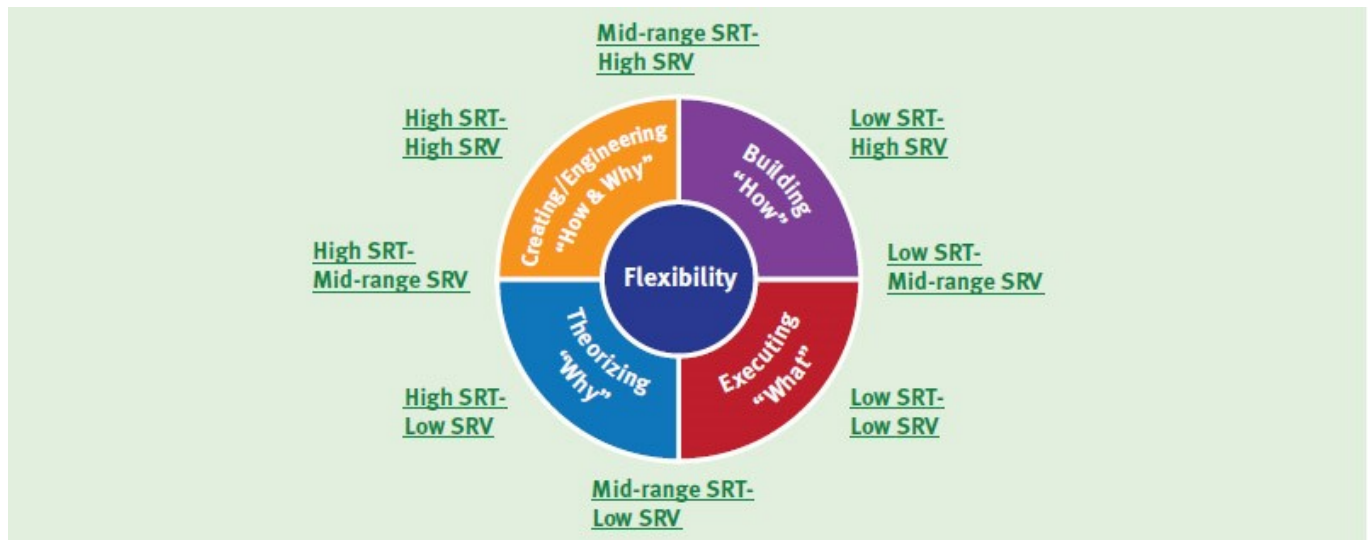
In the corporate or organizational world, leaders high in SRV will be drawn to supervision of construction, management of a lab or technical facility, or direction and management of a production team or process. Leaders who are low in SRV are most satisfied when they can say, “I solved this.” They are 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.

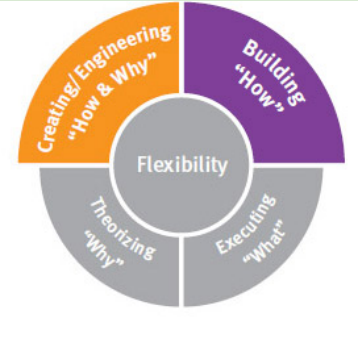
As a leader with **high SRV**, you:

- ✓ Prefer work responsibilities related to the tangible world.
- ✓ Seek connection to work with your hands or concrete facts.
- ✓ Have a sense of accomplishment when you produce something that can be seen, felt or touched.
- ✓ Can generate and relate well to concrete examples.

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 **mid-range SRT** and **high SRV** indicates you will be most comfortable functioning in roles capitalizing on your natural blend of **Spatial Creating/Engineering and Building** abilities.

Leaders with blended **Spatial Creating/Engineering and Building** abilities relate best to the physical or structural world, and have a preference for concreteness in their work. They know how to make and build tangible projects and objects, but they are also capable of understanding why things need to be designed or produced in a particular way. In simple terms, they understand naturally the “how” of things, and they are able to implement the “why”. As a result, they are able to follow instructions and get to work because they understand the concepts or theories that resulted in the product they’re working on.

These leaders may need to learn to:

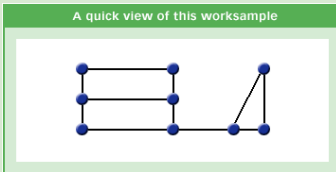
- Demonstrate their appreciation for, and encourage discussion of, theories contributed by others.
- Avoid the instinct to jump in and do the work themselves.
- Lean on workers who produce new theories supporting the “big picture”.
- Encourage workers who are able to reduce theories and abstractions to simple and concrete terms and instructions to do so themselves (rather than rely on the leader to do so).
- Help subordinates express their theories and concepts in concrete terms and with concrete examples.
- Allow a project to begin even if they are unclear of the shape of the final product (i.e. the development of a new drug or surgical procedure).
- Understand the importance of relationships, both informal and formal (study the company’s organizational chart).
- Appreciate the important role of feelings in the work environment.
- Make a determined effort to attend to intangible elements of work such as policies, interpersonal and relationship differences, and the influence of emotions and feelings on productivity.
- Become less involved in production (doing) and more involved in policy and direction-setting (directing) - let others handle the production.

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

A quick view of this worksample



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.

High 80%

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 **high-range** for Design Memory. As a leader with a **high Design Memory**, you:

- ✓ Can consider this to be a significant learning channel in and of itself and can easily translate and communicate the information you receive through graphics, diagrams and drawings.
- ✓ Find it easy to remember two-dimensional visual patterns and are able to work comfortably with visual material such as maps, architectural designs, and diagrams.
- ✓ Likely find it easy to remember the location of objects in a room, your way around a new area, or directions on a map.
- ✓ Need to find activities requiring expression of this ability regularly, or you may feel vaguely dissatisfied.
- ✓ Will find this ability useful in many scientific, technical, and/or artistic tasks.
- ✓ Should 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.

Observation



Low 15%

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

A quick view of this worksample

NUPA - COW

NUPA _____

Low 35%

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 **low-range** for Verbal Memory. As a leader with **low Verbal Memory**, you:

- ✓ May experience some difficulty in retaining information from the written or printed word. Reading may be a relatively slow learning channel for you.
- ✓ Need to give yourself adequate time when working with written material.
- ✓ Can help yourself by "translating" the written word into other learning channels - i.e., by listening to books on tape, drawing diagrams, reading aloud, or associating words with pictures, diagrams or numbers.
- ✓ Should encourage your associates to communicate with you in face-to-face meetings.
- ✓ Can appoint a staff member to express your instructions, directions and memos in writing.

Tonal Memory

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

High 95%

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.

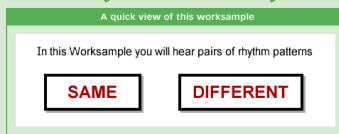
In the work place, as in school, we learn through lectures and the give-and-take of discussion. We listen to the radio and television every day; we “read” books on tape. Increasingly, we listen to new learning material through our computers; and businesses conduct aural training sessions by telephone 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 **high-range** for Tonal Memory. As a leader with **high Tonal Memory**, you:

- ✓ Can regard and utilize this ability as a primary learning channel.
- ✓ Can take advantage of lectures, audio tapes, and other auditory devices to improve your understanding of a subject - even if your scores in the other learning channels are high.
- ✓ May develop your strong auditory facility to enjoy and participate in musical activities.
- ✓ Can learn a foreign language through audio tapes, CD's or conversational courses – this process will be easy for you, especially if you score either mid-range or high in Verbal Memory.
- ✓ Experience frequent pressure to use this ability; you may feel frustrated if you don't.
- ✓ Should check your scores on the other music abilities (Rhythm Memory & Pitch Discrimination); if they are in the mid-range or above, include music in your professional or social life.
- ✓ Have very little difficulty in learning to play a musical instrument, especially one that “tunes” itself (e.g., keyboard or drums).

Rhythm Memory



High 70%

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 **high-range** for Rhythm Memory. As a leader with **high Rhythm Memory**, you:

- ✓ Can translate your sense of motion and time into a significant learning tool.
- ✓ Can master any activity which requires repeated actions in a given time sequence.
- ✓ Can sense changes in the facial expressions and body movements of people around you and determine changes in their mood or attitude.
- ✓ Can sing or play a musical instrument that leans heavily on rhythm or beat.
- ✓ May feel a demand for physical activity and can feel restless and unhappy if you ignore it.
- ✓ Can communicate with your staff by demonstrating the steps in a technique or action.
- ✓ Have a general need for physical activity. Sitting at a desk all day may be hard for you.
- ✓ You may feel a need to use small, fidgety movements while you sit (i.e., pencil-tapping, toe-tapping, etc.).
- ✓ Walking, jogging, or playing sports are ways to release your tensions.
- ✓ Have a strong ability to recapture movements of your body. Anytime you "act out" or "walk through" a learning activity, you are taking advantage of this ability.

Pitch Discrimination

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

High 85%

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 **high-range**. As a leader with **high Pitch Discrimination**, you:

- ✓ Can pick up changes in tone, a talent useful for leaders generally and in such tasks as negotiation, conflict-resolution, interpersonal diplomacy, or mediating between teams or team members, and in conducting interviews and teaching.
- ✓ Can sing or play a musical instrument well, including those instruments like the violin or trumpet that lean heavily on the ability to distinguish pitch.
- ✓ Have the ability to make fine distinctions in such tasks as gourmet cooking, photography, creative painting, working with small instruments or machines, microscopy, or astronomy.
- ✓ Should find it easy to learn the inflection and accent of a foreign language.
- ✓ May 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.

Number Memory

A quick view of this worksample

1 2 3 4 5 6

1 _ _ _ _ _

Mid-Range 40%

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 **mid-range** for Number Memory. As a leader with **mid-range Number Memory**, you:

- ✓ Are able to remember numbers and related facts and images quickly and without much effort.
- ✓ Are able to relate numbers and facts to each other.
- ✓ Can recall the facts and numbers you need in your day-to-day tasks.
- ✓ Find this ability useful in roles that require instant access to facts and information.
- ✓ Will use this ability when you have a lot to remember quickly, as in preparing for a meeting.

Visual Speed and Visual Accuracy

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"/>

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, paper and pencil work, and activities where visual speed and precision are needed.

Visual Speed High 78%
Visual Accuracy Low 13%

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

- ✓ Are able to move paperwork along quickly, but you should let someone else check your work.
- ✓ Should delegate paperwork to someone who is more accurate than you, but make sure that you review the final results.
- ✓ Are able to move your eyes rapidly, but your accuracy may not be strong enough to handle tasks requiring careful attention to detail.
- ✓ Should work to improve your accuracy, which is generally more important than speed in most business tasks, by maintaining a steady but slower pace.
- ✓ Should force yourself to slow down when you are handling critical paperwork.

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

<p>Learning By Listening Tonal Memory</p> <p>Low Med High</p>  <p>95%</p>	<ul style="list-style-type: none"> • Listening/hearing is a primary learning tool for you • Relative fluency in a foreign language is likely manageable • Speak with others face-to-face while allowing for differences in learning styles • Read important documents and communications aloud • Listen to audio books, lectures, podcasts, and other auditory sources of information
<p>Image Learning Design Memory</p> <p>Low Med High</p>  <p>80%</p>	<ul style="list-style-type: none"> • Incorporating graphic elements into the information you study is a strong learning tool • You may work comfortably with visual materials such as plans, maps, designs • Use visual presentation software, graphs, maps, and charts in communicating with others • Use show-and-tell when introducing a new topic or project • Use graphics to communicate with others while allowing for other learning styles
<p>Kinesthetic Learning Rhythm Memory</p> <p>Low Med High</p>  <p>70%</p>	<ul style="list-style-type: none"> • Using physical movement is a primary learning tool for you • Learn the meaning behind facial expressions and body movements • Respond to the natural demand for physical activity • Instruct others by physically demonstrating an activity • Remember that your colleagues may have different learning styles
<p>Learning Numbers Number Memory</p> <p>Low Med High</p>  <p>40%</p>	<ul style="list-style-type: none"> • Remembering essential numbers and data is relatively easy for you • May not be conscious of the importance of remembering numbers • Can use this ability when you have to remember details quickly • Have some advantage in roles requiring working with numbers • Use this ability to arrange schedules and time tables
<p>Learning By Reading Verbal Memory</p> <p>Low Med High</p>  <p>35%</p>	<ul style="list-style-type: none"> • Reading may be a relatively slow way for you to learn • Give yourself plenty of time when working with written material • Read important documents aloud or manipulate the data to use a stronger learning channel • Supplement your reading with audio books and podcasts • Take good notes and keep them organized

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**.

Naturally Musical. Music abilities include Tonal Memory, Rhythm Memory and Pitch Discrimination. Your combination of scores indicates you have a **strong** natural music ability. You will derive a great deal of satisfaction from actually playing music or taking part in some musical expression. You may feel dissatisfied if you are not using these abilities in some way either as part of your work responsibilities or in your personal life.

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

Influential Creative Orientation. The HAB does not have a direct measure of creativity or artistic ability. The combination of Idea Productivity (thinking of many ways of doing something), Design Memory (remembering the overall pattern of a visual image), and Pitch Discrimination (a sensitivity to small nuances of change and the effects of such a change) indicate a creative or artistic orientation. In addition to visual art, these abilities allow you to be creative with any kind of task you do. Your combination of scores indicates you have a **strong** natural artistic/creative orientation and you will want to choose work roles and other activities that allow you to express your creative side.

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 **high-range**. As a leader with a **strong Vocabulary**, you:

- ✓ Have a head start in moving up in the executive ladder.
- ✓ Possess a broad range of knowledge that enables you to function well in any assignment or job requiring quick comprehension and the ability to communicate.
- ✓ Can easily understand and handle the work required of corporate 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 disconnected if you spend the majority of your day in close contact with people who have a significantly lower vocabulary than your own.
- ✓ Feel comfortable communicating with a wide range of people.
- ✓ May need to adjust your speech with people on other vocabulary levels to be understood by them.



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:

The Highlands Company
Toll free 866-528-3069
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