



Highlands Leadership Report

Leadership Version



Know
What
You Do
Best

Confidential Leadership Report

Client Name: Leader Name
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Phone No.: 000-000-0000
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Report Type: Leadership

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

www.HighlandsCo.com

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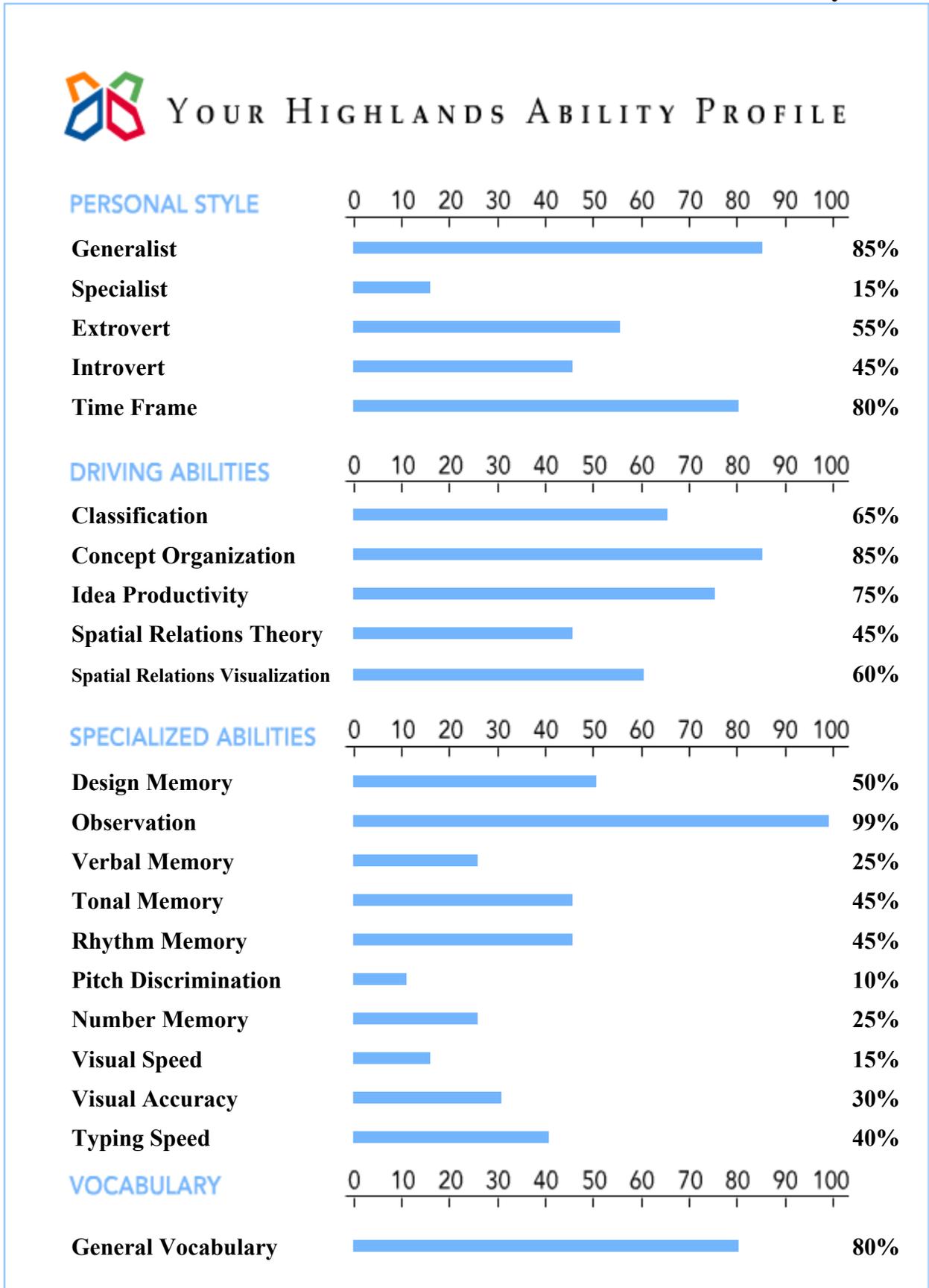
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Part I

Your Personal Ability Profile



Sample Leader

Part II - A Review of Natural Abilities

The following sections discuss your results on each of the nineteen worksamples which make up tHAB. 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.

We use the terms "**ability**" and "**natural abilities**" to mean degrees or qualities of performance which mature at or about age fifteen. We distinguish them from **skills and achievement**. We define **skills** to mean performance enhanced through learning, 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.

Your natural abilities are important to your effectiveness in leadership roles. As a leader, knowledge of your abilities can help you to:

- Draw on your abilities to manage yourself and your reactions to people & events.
- Adjust your natural leadership style to another style which may be more suited to the problem at hand or to the people you're dealing with.
- Train and apply for leadership positions consistent with your personal style.
- Solve problems more easily and effectively.
- Make use of your abilities when learning new information.
- Communicate your ideas and decisions so that people can respond & follow you.
- Adjust and respond to the styles of people you work with.

As you have discovered, tHAB measures your abilities objectively by requiring you to perform specified tasks on your 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 tHAB 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 also your accuracy in performing a particular task.

For each worksample, your results are given in percentiles. This means that your results were compared to the results of all persons who have taken the same worksample over the last six years. Your results give 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 conclude that this is a strong ability for you. If you scored low, this will tell you something important about yourself (e.g., if you score low in Time Frame, you will be able to handle short-term projects more easily than projects that require focusing on a more distant goal). 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.

Everyone has his 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 tHAB, 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:

- Assessing your level of comfort in the leadership roles available to you.
- Determining the steps you need to take to reach the ideal leadership role.
- Learning to adjust your natural abilities to maintain your leadership position.
- Adjusting your responses to specific challenges and people.
- Managing your work schedule.
- Choosing the most effective response to any given situation.
- Utilizing the best way to study and learn.
- Developing your skills at communicating ideas and inspiring confidence.
- 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 leadership roles that use your best talents, and encourage others to help you achieve the results you want.

Any assessment you undertake should identify not only your abilities, but also several other critical factors - your skills, interests, personal style, goals, values, family history, age, and position in the leadership hierarchy. Abilities alone should not control the decisions you make. They should constitute one basic & essential part of a whole picture.

Remember, natural abilities:

- Define which roles are easy for you and which are more challenging.
- Can cause dissatisfaction if ignored.
- Do not change with time but remain with you forever - unlike skills or interests.
- 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.

Part III (A)- Personal Style

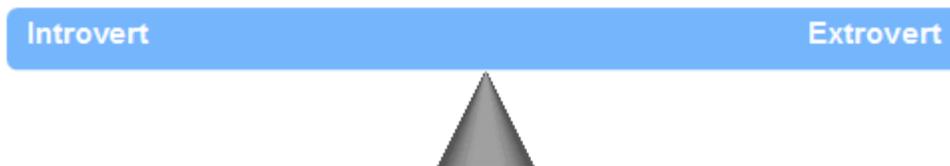
This section discusses your results on three scales which indicate the style with which you approach your work: the Generalist/Specialist scale, the Extrovert/Introvert scale, and the scale which measures your Time Frame Orientation. Each scale is a continuum, i.e., a series of values starting at one end of the series and ending at the other end.

The scales are constructed as follows:

The **generalist-specialist scale** (specialists at one end, generalists at the other - degrees of each in between).



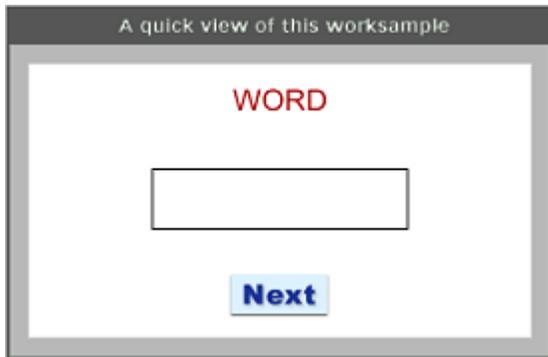
The **extrovert-introvert scale** (extroverts at one end, introverts at the other - degrees of each in between).



The **time-frame orientation scale** (people with the shortest orientations at one end, people with the longest at the other - degrees of each in between).

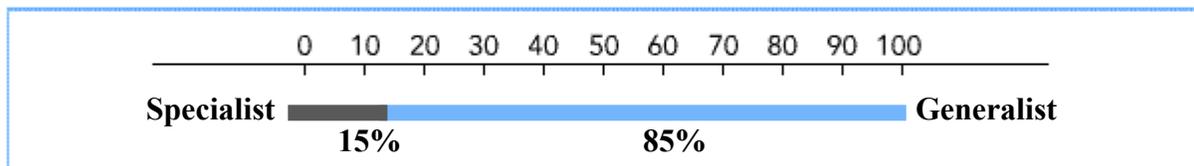


Generalist-Specialist scale:



This scale tells us how people process and take in information, how they communicate with their associates, and how they respond to and manage such group dynamics as consensus-building and loyalty. At one end, Generalists enjoy a variety of interests and projects; at the other end, Specialists like to focus on their own projects and develop their own areas of knowledge.

Your Results



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

- Share your style with the majority of people.
- Focus first on the team or organization rather than the individual.
- Expect others to pitch in to reach a common objective.
- Enjoy a variety of tasks and responsibilities.
- Can generally anticipate how your subordinates will react to new assignments.
- Are more comfortable working with others than alone.
- Find it relatively easy to delegate and to accept new responsibilities.
- Understand the process of organizing individuals into teams.
- Can act as facilitator of meetings and the builder of consensus.

As leaders, Generalists tend to like variety in their jobs and work. They demonstrate interest in many aspects of the work, although they may prefer not to know any one area in-depth. Their orientation to new information is often referred to as being "a mile wide and a foot deep." This orientation affects how they communicate and how they prefer to be communicated with - usually, with a top-line summary and those back-up details that are necessary for a specific outcome.

Generalists tend to appreciate and rely upon the skills and knowledge of their associates - at least, upon those who are able to work for a common purpose and towards group consensus.

To increase your effectiveness as a leader, you may need to:

- Learn to be comfortable imposing a decision when the group cannot agree.
- Take credit - some, but not all of the time - for your ideas and for successful outcomes.
- Refuse to be "just a member" of the team and insist on leading the way.
- Understand and incorporate the ideas of associates who function best as individual contributors.
- Encourage productive challenges to the ideas and values of the majority.
- Study and learn the functions and duties of each member of your team to enable you to talk to each of them sympathetically.
- Map out and monitor the details of each project to make sure that every participant knows exactly what's expected of him or her.
- Look for, understand and cope with the feelings and frustrations of those of your associates and subordinates who manifest a different style from yours.

Extroversion-Introversion Scale:

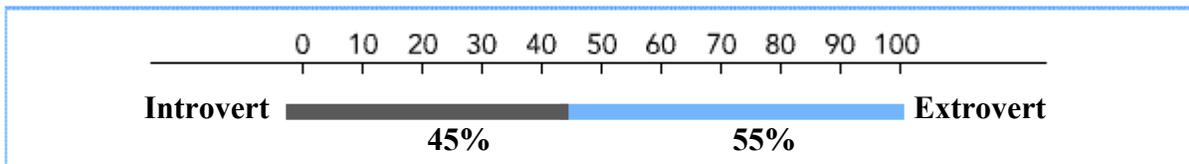
A quick view of this worksample

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? |

This scale tells us how individuals react to the people around them and with whom they work - which contacts energize them and which are draining. It tells us how people prefer to think through or process new information. Extroverts enjoy working with others; introverts tend to look inward and like structure in their relationships.

Your Results



No one evidences Introversion or Extroversion all of the time; everyone shows some characteristics of both. Your score indicates that you have some characteristics of an Extrovert and some of an Introvert.

Extroverts get energy from being with and talking to others, and they especially like unstructured interactions. Leaders who are extroverts enjoy being highly visible. They tend to wilt when they're forced to spend large chunks of time alone - working on reports, budgets, and presentations. The optimal work environment for the extroverted leader is one that allows for a great deal of interaction with people.

Introverts 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 study the issues.

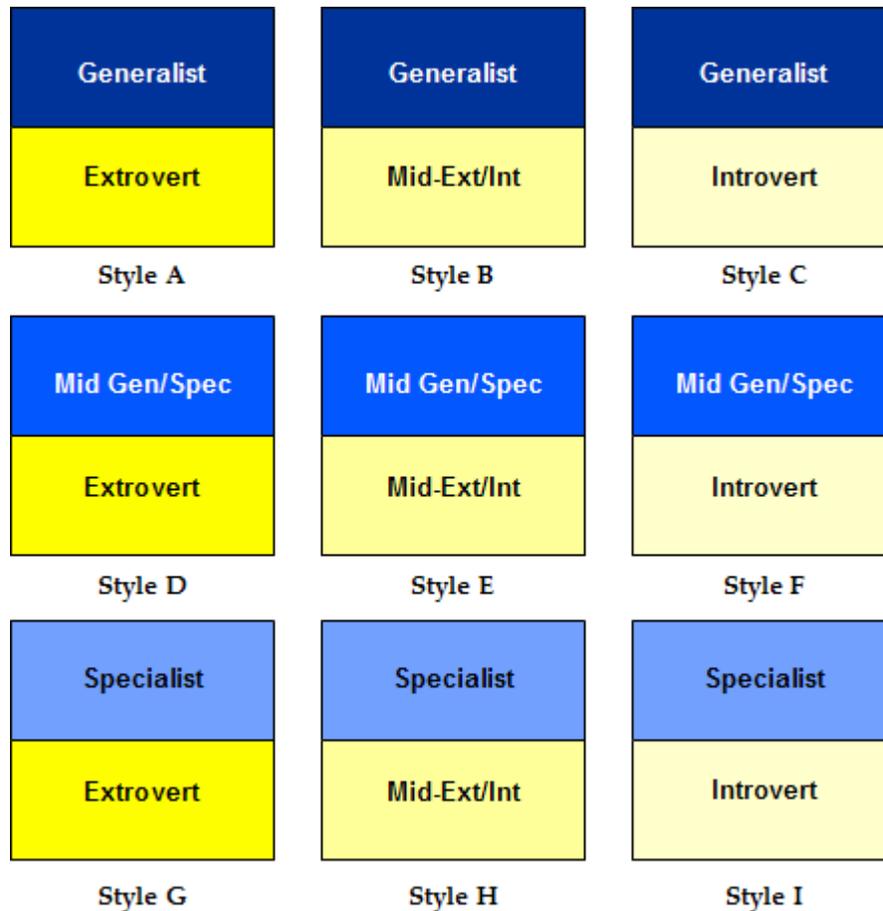
Because you are in the mid-range:

- From your Extrovert side, you get energy from being and working with people; you can become stressed and dissatisfied in jobs that require you to work alone all of the time.
- From your Introvert side, you get energy and renewal from time spent alone; no matter how skillful and sensitive you may be, long periods of interaction with others will leave you drained.
- You can effectively divide your time between work with others and work that requires solitary effort for sustained periods.
- You enjoy interactions with others; on the other hand, you are able to be alone some of the time and you enjoy this as well.
- You may find that you lean more to one style than the other; if so, you may need to structure a good balance between being with others and being by yourself.
- You will probably find it easy to restore any energy imbalance you feel at work through activities after work.

In your capacity as a leader, you should try to:

- Divide your work day between time alone and time with others.
- Learn to identify the Extroverts and the Introverts among your subordinates and adjust your style to theirs when you work with them.
- Use your introversion side to talk one-on-one with the introverts in your group.
- Use your extroversion style when you conduct meetings and conferences.
- Find a sounding board (personal coach, lawyer, executive friend) to share your ideas with.
- Walk away from arguments and controversies with your superiors - tell them you need time to reflect.
- Urge your subordinates to approach you even at times when you seem tense and remote; make it clear that you're always available to them.

Combinations of Personal Style Elements

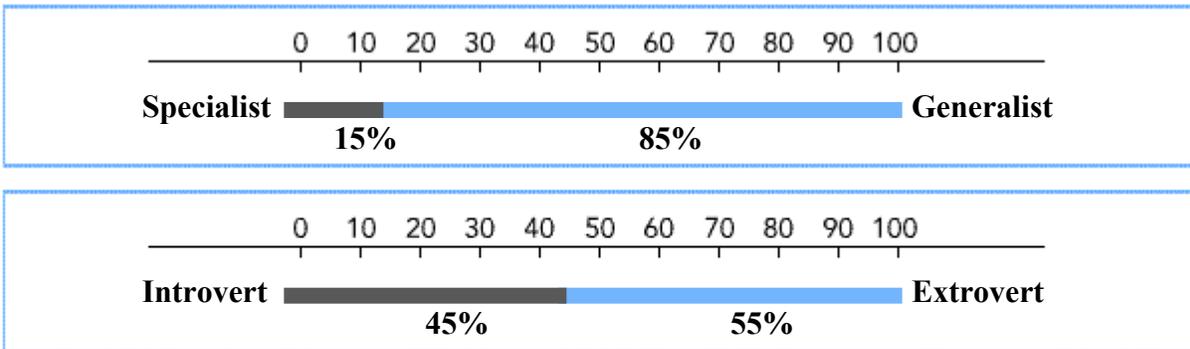


Leaders can easily identify their primary or most natural personal style by measuring each of the nine patterns or combinations on our chart against their normal daily activities. The most natural combination of generalist/specialist and extrovert/introvert elements will be the one that enables them 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 they learn to adjust in one or both of two ways:

1. 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.
2. 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 Results



Your results on the generalist-specialist scale and the introvert-extrovert scale indicate that you are a strong generalist and that you are in the mid-range on the extroversion/introversion scale. You will be most comfortable when you function in Style B.

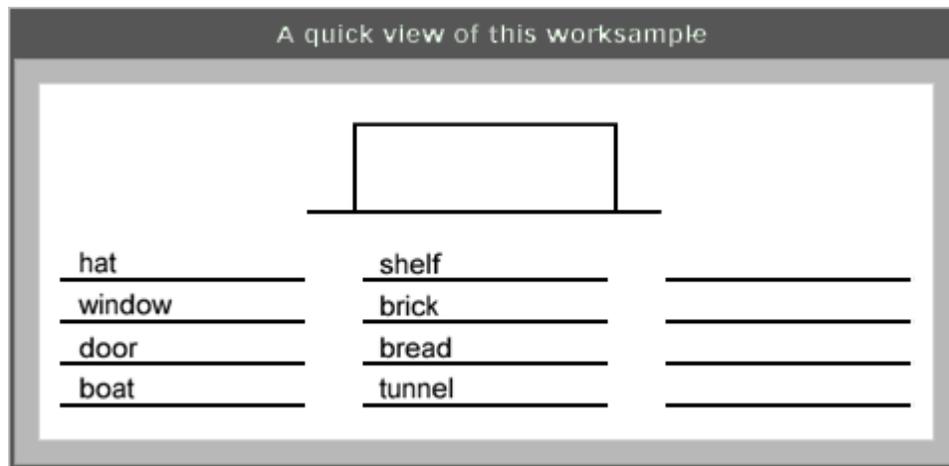
As generalists, Style B leaders prefer to pursue a variety of interests and activities; as people in the middle of the extrovert/introvert scale, they are able to choose between involving others in their activities or in conducting them alone. While they can enjoy being part of a group, team or organization, they may sometimes prefer to carry out their responsibilities by themselves and to bring a cohesive idea or product to the group for its comments and reactions.

Leaders with this style excel in situations requiring a broad-based understanding of multiple elements and the integration of these elements into a consistent and well-defined concept or plan. They prefer to act as the hub of a wheel - the center which holds the spokes together. They serve as project managers, liaison between teams, mediators and judges.

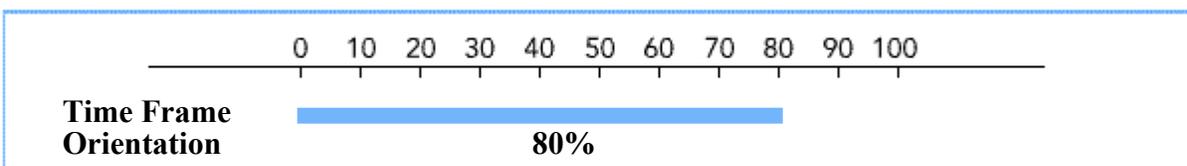
Part III (C) - Time Frame Orientation

Time Frame Scale. This scale tells us how different leaders think about and utilize time - 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?

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



Your results in this worksample indicate that you prefer to plan and work in a long timeframe orientation. You are capable of keeping track of targets and plans which are more than five years in the future.

As a person with a long-term timeframe orientation, you:

- Have a predisposition or inclination to look five to ten years into the future for making plans, plotting your career, or considering the impact on your career of your present job.
- Are able to sustain efforts that are largely unrewarded in the present to reap rewards later.
- 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 (two years, for example) 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 help yourself to control work in the short term by writing a list of your long- range goals and another list on which you break each goal into shorter targets. This will force you to break through your natural timeframe and pay attention to tasks in the shorter term.

Leaders whose natural timeframe is long-range naturally 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.

Leaders with long-term orientation may need to:

- Use external aids (or people) to help keep the here-and-now organized and directed towards the future vision.
- 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.
- Fight against and control their natural instinct to avoid participation in and control of the here-and-now.

Part IV - The Five Driving Abilities

This Part of the Report shows your results in five worksamples. 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 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 what role you should play at work.

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. If the swimmer swims with the current, he moves with grace and ease. If the swimmer swims against the current, he 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 tHAB, leaders can learn to use the Driving Abilities to control 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 Problem-Solving Abilities

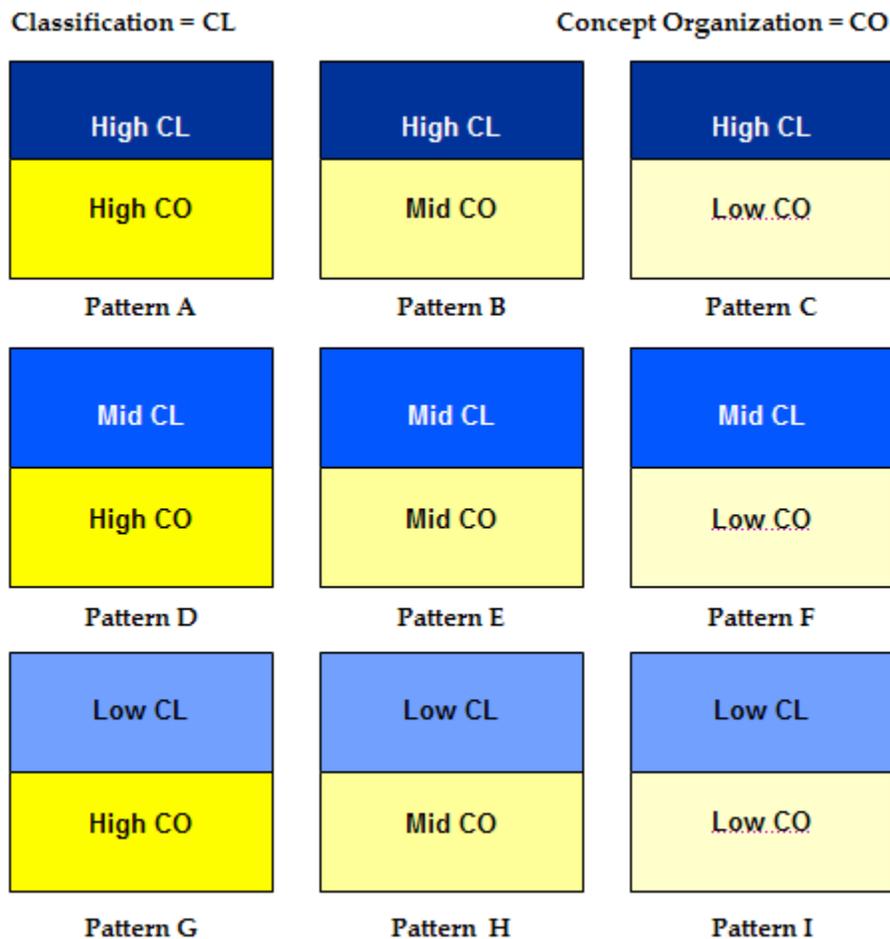
The five Driving Abilities constitute our problem-solving abilities. Two of these - Classification and Concept Organization - are called the "convergent thinking" abilities. A third - Idea Productivity - measures the ability to solve problems by producing new ideas. The ability to solve problems relating to space is measured by the two worksamples in Spatial Relations. 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.

Over time and through experience, the best leaders learn to recognize which of the problem-solving combinations comes most naturally and easily to them. And they learn when to encourage and when to suppress this natural pattern for problem-solving. 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 problem-solving pattern results in enhanced performance as well as in greater job satisfaction.

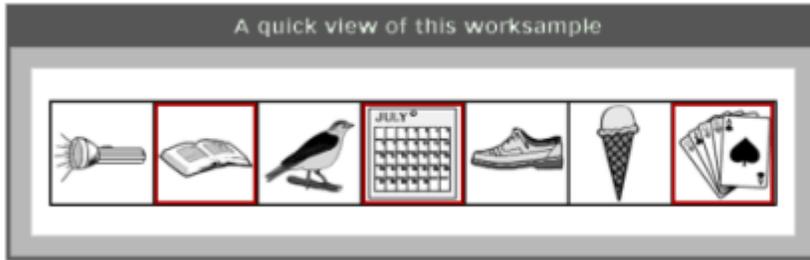
Our experience has shown that when we arrange them in patterns or combinations, CL and CO together yield nine distinct and identifiable problem-solving patterns. These problem-solving patterns are controlled by an individual's natural abilities for inductive reasoning (Classification) and/or deductive reasoning (Concept Organization) - each combination of abilities determines how that individual will most easily and naturally approach the process of problem-solving. Because a leader is forced by his position in the organization to confront and solve problems at every turn, it becomes essential to know his pattern in dealing with new problems.

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 diagram below). 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 possesses Pattern C may find it difficult to communicate with, or to mentor, an individual with Pattern G. On the other hand, he will probably find it relatively easy to work with or to guide a problem-solver with Pattern B or Pattern A.

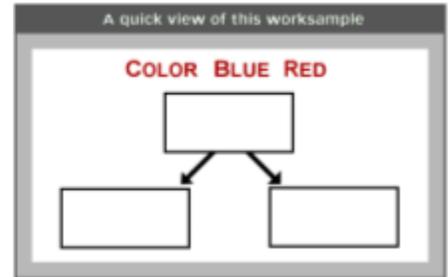
The Problem-Solving Patterns



Classification



Concept Organization



Classification

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.

High CL ability is demonstrated in the fields of diagnostic medicine and scientific research. A medical diagnostician, for example, is often confronted with a barrage of disassociated symptoms. He has to wend his way through these symptoms to find those which are relevant to his cure and those which can be discarded. Ultimately, he is able to tie the critical facts together into one diagnosis which he can proceed to treat. Low CL scores are advantageous to leaders who are inclined to wait until they have studied or experienced a problem or situation before they are comfortable enough to adopt or report a decision.

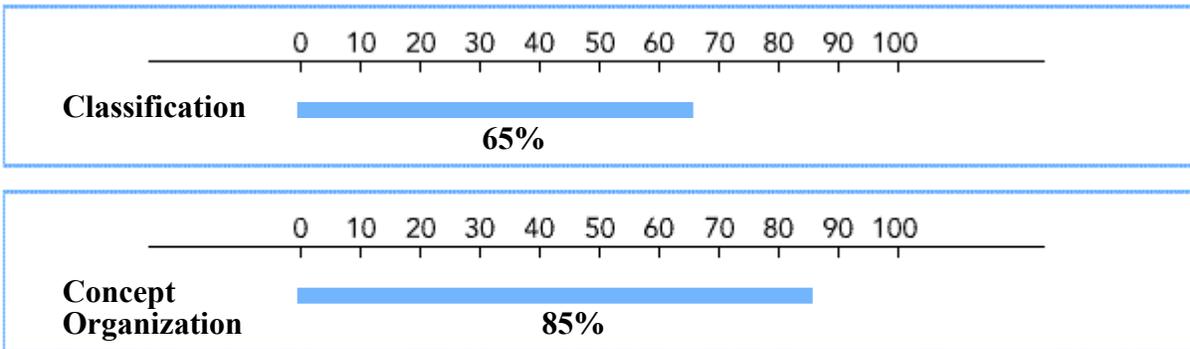
Concept Organization

This worksample indicates your ability to arrange ideas, information, or events in logical order. It shows your ability to move from the general to the specific to solve problems and to communicate the logic in doing so.

Concept Organization ("CO") is an aptitude for the organization of detail, 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 an Experiential 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 he has to deal with architects and engineers in the planning and building of a new plant; when he has to review and revise copy for an ad or news release. These are all tasks which demand the logical organization of thought and ideas.

Your Results



Pattern A Problem Solvers

Your scores in Classification and Concept Organization indicate that you are most naturally a Pattern A Problem Solver (High CL, High CO).

As a person with high Classification, you:

- Can easily and quickly see patterns and relationships among discrete data and objects.
- Will find that this ability is in constant use and will influence almost every aspect of your working life.
- 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".
- Are able to quickly summarize a set of ideas and jump to the end of a discussion.
- Can 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 enjoy activities that involve rapid-fire problem-solving, advice-giving or consultation.

As a person with high Concept Organization, you:

- Will find this is the primary ability for the communication of ideas.
- 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.
- 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.
- Can use this ability easily for any planning activity.
- Are able to organize internally and may not need to organize objects around you.
- Enjoy arranging the steps in a task in sequence. You do not like to leave any steps out.
- Have an advantage in any kind of task that requires analytical thinking (e.g., literature, history, research, accounting, etc.).
- Will be able to 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 find that you 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.

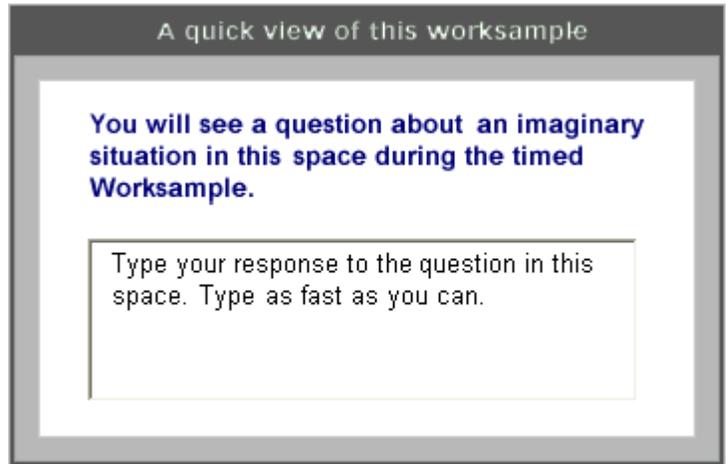
Leaders who score high in both CL and CO are able to arrive at solutions quickly and then are able to explain the logic behind their solutions clearly and persuasively. Because they share with Pattern B and Pattern C leaders a high score in CL, their preference is to have problems to solve, although 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, Pattern A problem-solvers enjoy explaining their solutions to others.

High Classification causes 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 Pattern A problem-solvers 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, Pattern A leaders should 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.

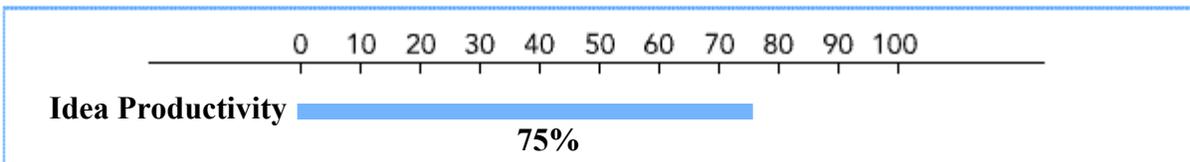
IDEA PRODUCTIVITY

In Idea Productivity, we measure 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 a problem-solving ability, 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.



We assess the capacity of leaders for idea generation, their ability to stay focused on one task or idea, and their natural preference for the way in which to respond to new ideas. Some leaders prefer to articulate and focus on one idea at a time ("focusing"); others prefer brainstorming sessions in which people are urged to articulate and consider many ideas at once ("brainstorming").

Your Results



Leaders who score high in idea productivity (Brainstormers) generate ideas continually. A measure of the quantity of ideas produced, and not of their quality, high idea productivity results in a continuous stream of sometimes-related and frequently-unrelated ideas and in multiple streams of virtually simultaneous thought. Brainstorming 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 10 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, Brainstormers 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.

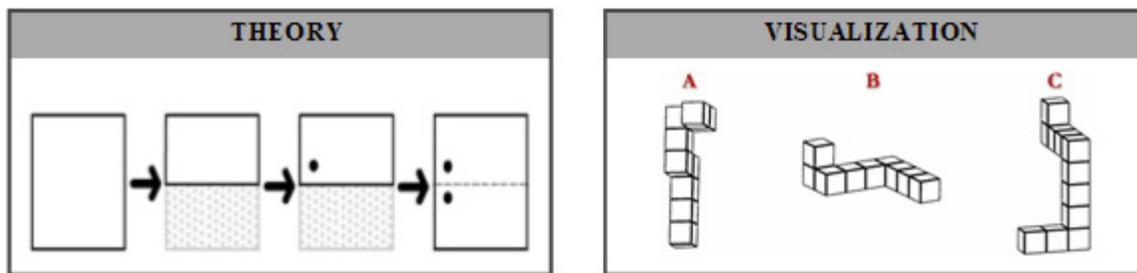
As a leader with high Idea Productivity, you:

- 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.
- Should look for outlets to use this in your work. If rapid ideation is not one of your duties, find an outlet for it outside of work.

To make the best use of your high Idea Productivity, you should learn 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



The Spatial Relations abilities are the best understood and most researched of all the abilities. The Highlands Ability Battery splits these abilities into two worksamples - Spatial Relations Theory (SRT) and Spatial Relations Visualization (SRV). 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, works within his brain, not with his hands, to unravel the structure of atomic particles. Einstein did not develop the theory of relativity by building something with his hands.

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 organization 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 control projects and get things done. They are the leaders who keep groups and organization on a steady keel. Leaders with low SRT are most satisfied when they can say, "I did this."

SRV, on the other hand, demonstrates the ability to work with tangible objects and problems. It 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 are 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.

Leaders who are low in SRV and relatively strong in SRT tend to turn to jobs and professions dealing with abstractions. They don't need to find validation or satisfaction in working with their hands. They prefer to work with words and ideas. In the corporate world, these leaders will serve as general legal counsel, HR directors, and heads of the marketing and public relations departments. All these leaders will find satisfaction in the world of ideas and expression.

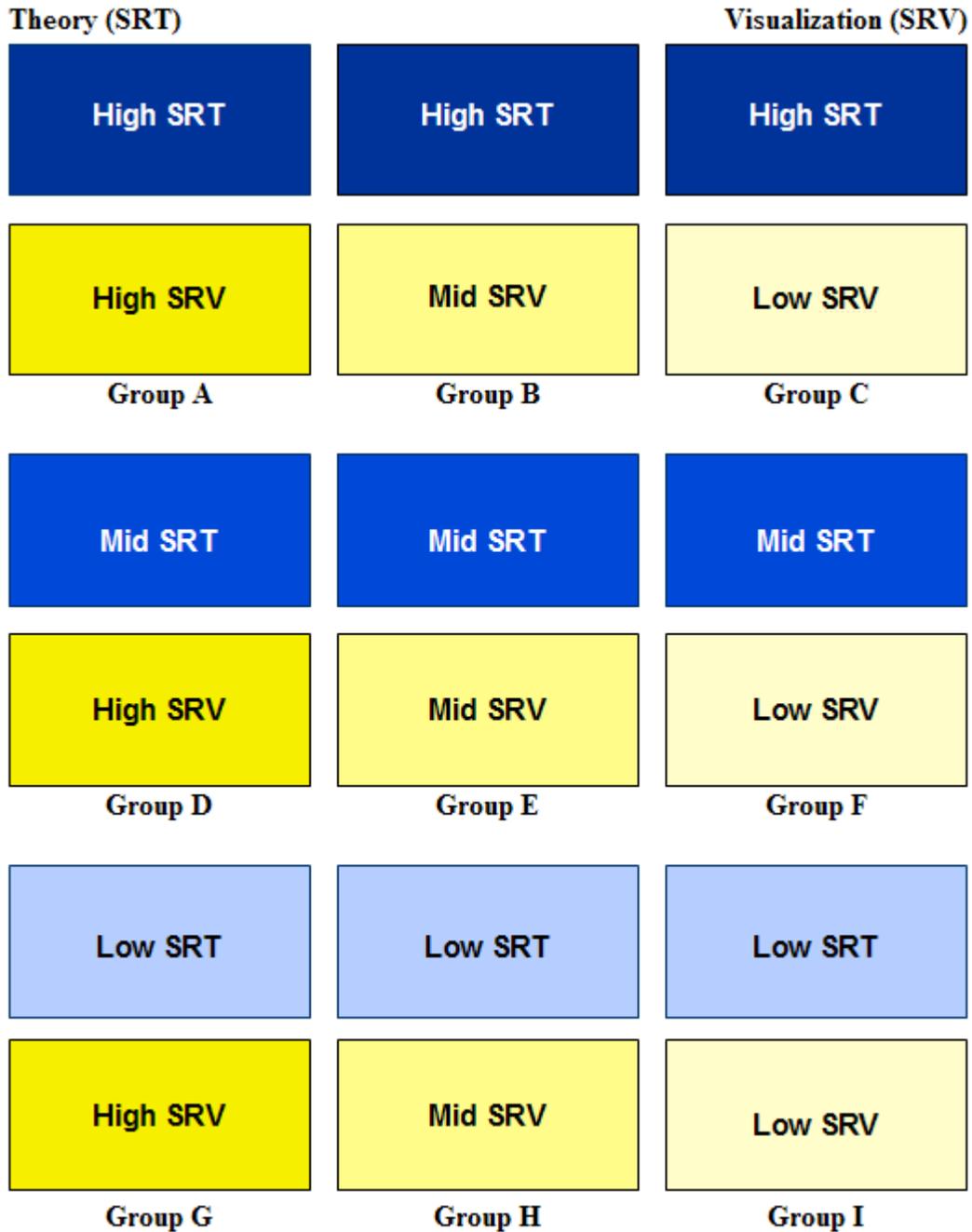
Psychiatrists and surgeons both receive medical training, but psychiatrists work with patients over long periods of time without necessarily achieving tangible results, while surgeons always work in the concrete world of hospitals, operating rooms, surgical instruments and immediate "hands-on" applications. 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.

Spatial Relations Theory (SRT): 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 principles which enable mechanical or inter-personal structures to operate, or do you prefer to apply yourself to the practical, concrete application of those principles - e.g., designing or using tools to repair or build an engine? In directing a project or exercising leadership over others, 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?

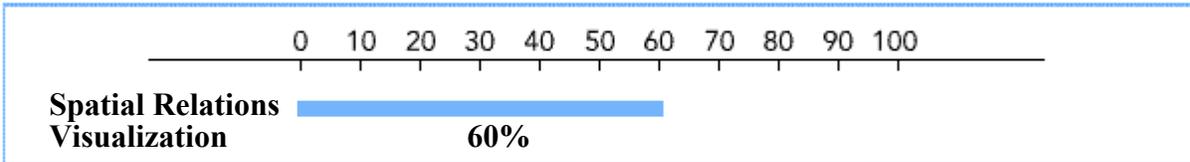
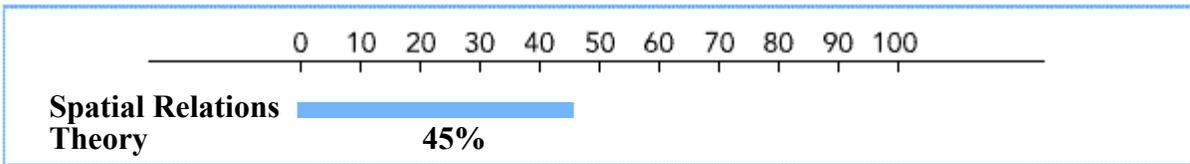
Spatial Relations Visualization (SRV): This worksample confirms whether a leader relates best to the world of concepts and ideas or to the structural, concrete world. When she engages in a project, or manages the work of others, is an idea as real to her as a tangible object, or is it difficult for her to become engaged unless the work will result in a tangible product - a new drug, a bridge, a building? The partnership between architects and construction foremen illustrates the differences that arise when we measure the visual and structural abilities. When we wish to design a bridge as inspiring and beautiful as the Golden Gate Bridge or the George Washington Bridge, for example, we call upon the services of an architect. To the architect we assign the task of conceiving the shape and design of the bridge - a function which requires abstract thought and conception. To the construction foremen who work with the architect's plans, we assign the job of putting in place the structures and facilities which are dictated by the size, shape and traffic-load of the bridge.

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

Your Orientation to Space and Work (Spatial Relations)



Your Results



Group E (Mid-range SRT / mid-range SRV). Leaders in the mid-range in both worksamples are able to visualize and work in the world of theories, physical laws, and math. At the same time, they are able to participate and coordinate the construction of tangible objects and products. They excel at coordinating and supervising the work of teams made of theoreticians and mechanics. They are able to follow instructions and set to work because they understand the concepts or theories that resulted in the product they're working on. On construction crews, they will function well as crew chiefs and team managers.

Leaders with this profile should:

- Lean on workers who can produce new theories and contribute to the "big picture".
- Find and utilize workers who are able to reduce theories and abstractions to simple and concrete terms and instructions.
- Help their subordinates to express their theories and concepts in concrete terms and with concrete examples.
- Allow a project to begin even if they are unclear of the form and shape of the ultimate product (e.g. 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.

PART V. THE SPECIALIZED ABILITIES

tHAB requires the completion of several worksamples which measure other leadership abilities. We find that these abilities - which we call the Specialized Abilities - help leaders to 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 their decisions to their associates and their subordinates, so that they are able to understand and follow the leaders accurately.

The Five Learning Channels

The most effective leaders know how they take in and process new information best - some read to learn; some listen to learn; some learn through movement; some rely on pictures, charts and graphs; and some depend on their ability to remember and recall numbers.

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. They know whether to get and keep the information by reading about it, hearing about it, working with it, reducing it to graphs, cataloging it or making lists, or utilizing a combination of learning methods.

Unfortunately, some leaders may also believe - often erroneously - that they can communicate most effectively with their employees - one-on-one or in groups - by expecting the same learning channels from these employees as they themselves are able to use.

For example, a leader who learns most effectively through reading may assume that a written document is the best way to supply his staff with new information or to assist them in learning something new. Unfortunately, this is not always a sound assumption.

High performance leaders understand that different people learn in different ways. They will teach themselves to transmit their instructions and messages to their subordinates by the most productive means - measured not by their own learning needs, but by the needs of the individual subordinates. Thus, a leader who learns best by the spoken exchange of ideas (speaking and listening) may assume that a worker who needs instruction will also learn best by listening. Unfortunately, he may find that the worker has actually understood very little of what he hears 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 learning styles as possible. A leader who can convey his message in various forms - in writing; through pictures, graphs and charts; by spoken presentation; or by inducing his audience to "walk through the process" - will reach the greatest number of people. Communications that are unclear to the recipient or that must be translated into other learning channels will only create confusion and misunderstanding.

Learning channels can be used in tandem with one another, or, when necessary, one can be substituted for another. The extent to which information is learned will depend on the medium which is used to transmit the information to the learner. 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, his interest 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 him (e.g., reading), then the learner may have to call upon one or more of the other tools (e.g., listening and re-writing notes). The key is to evaluate the form in which the information is first available; it may be more effective to translate the information into another medium.

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 find that he's ready to move on if his job no longer offers new opportunities to learn. The drive to learn will force him to seek new challenges. If he's happy with his associates and his work environment, however, and can't find new challenges at work, he may be able to cure his ennui by taking courses in a local college, joining a discussion group, becoming a political activist, or volunteering for work with a non-profit organization.

tHAB 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 (classification and concept organization) and personal style (generalist/specialist scale, extroversion/introversion scale). The level of a leader's Vocabulary is also a critical factor in the learning process.

We include a chart identifying the five learning channels. The chart shows the tHAB 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

| | |
|--|---|
| <p>Image Learning Design Memory</p> <p> 50%</p> | <ul style="list-style-type: none"> • It's relatively easy for you to learn through graphics and charts • Work & communicate with visual materials - plans, maps, designs • Helpful in many scientific, technical and artistic tasks • Easy for you to deal with designers, engineers, advertising agencies • You are comfortable with following directions in maps and plans |
| <p>Kinesthetic Learning Rhythm Memory</p> <p> 45%</p> | <ul style="list-style-type: none"> • It's relatively easy for you to reproduce physical movements • Practice activities requiring skill in performance • Will feel a need for moderate physical activity • Demonstrate new ideas & projects through show-and-tell • Relax by participating in sports, dance and music |
| <p>Learning By Listening Tonal Memory</p> <p> 45%</p> | <ul style="list-style-type: none"> • It will be relatively easy for you to remember what you hear • Turn to lectures, tapes, discussions to learn new things • Learn a foreign language useful in your work • Include some music in your life • Communicate with your associates face-to-face or at meetings |
| <p>Learning Numbers Number Memory</p> <p> 25%</p> | <ul style="list-style-type: none"> • It may be difficult for you to retain numerical data • List and memorize the facts and figures you need every day • Record important data in an easily accessible file • Utilize proven techniques to enhance number memory • Make use of associates with good number memory |
| <p>Learning By Reading Verbal Memory</p> <p> 25%</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 • Supplement your reading with books-on-tape, lectures, etc. • Appoint a staff member to reduce your instructions in writing |

Image Learning (Design Memory)

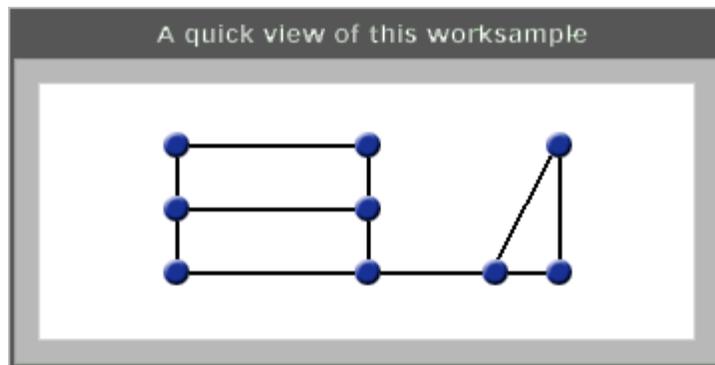
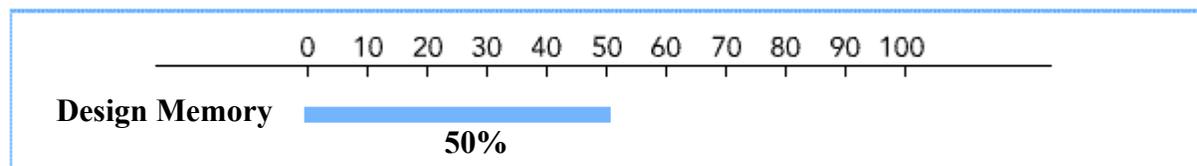


Image Learning is the ability to learn new information through pictures, graphs, charts and other visual cues. Leaders who are aware that these tools help with their learning and who understand the effectiveness of graphics in learning and memory-recall will include in their communication tool-kits the use of outlines (organized as graphics), color-coding, and highlighting, as well as flip charts, power-

point or white boards. 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 Results



As a person with medium Design Memory, you:

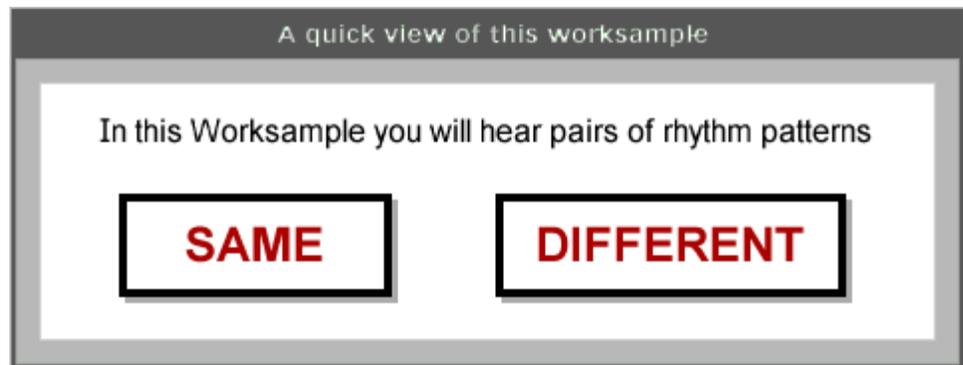
- Can consider this to be a helpful learning channel and will find it useful to reduce any information you receive to graphics, such as diagrams and drawings.
- Find it relatively easy to remember two-dimensional visual patterns and are able to work comfortably with visual material, as, for example, with maps, architectural designs, and diagrams of any kind.
- Should find it easy to remember such things as the location of objects in a room, your way around a new area, or directions on a map.
- Will find this ability useful in many scientific, technical, and/or artistic tasks.
- 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.
- Can find this ability useful in many artistic and technical tasks, but you should not experience any particular lack or stress if your work does not use this ability.

Kinesthetic Learning (Rhythm Memory)

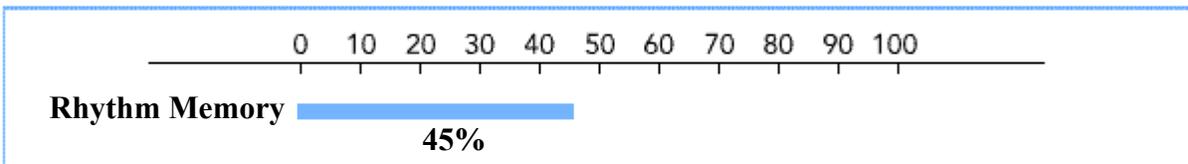
Rhythm Memory, or Kinesthetic Learning, is the ability to learn through movement. It is the ability to perceive and reproduce - both mentally and physically - a series of patterns or actions governed by

intervals of time. It deals with the relationship between the brain and the body's motor skills. Athletes usually score high on this worksample. The ability is essential for success in music, especially for conductors and teachers of music. Generally, a person can tell whether he is strong in this ability. A person high in this ability will enjoy and excel at dancing or soccer, for example.

For leaders, Rhythm Memory is 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.



Your Results

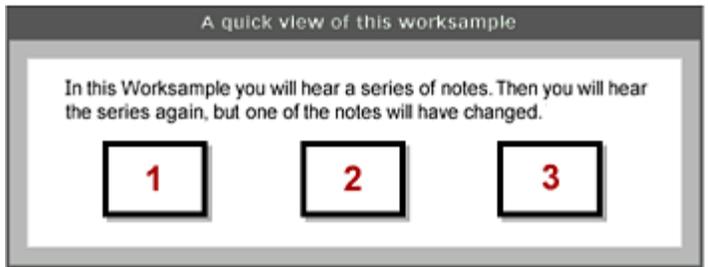


As a leader with medium Rhythm Memory, you:

- Can translate your sense of motion and time into a significant learning tool.
- Can master an activity which requires repeated actions in a given time sequence.
- Can communicate with your staff by demonstrating the steps in a technique or action.
- Have some ability to reproduce physical movements. Anytime you "act out" or "walk through" a learning activity, you are taking advantage of this ability.
- Should experience no particular problem in responding to music, learning a musical instrument (especially one with a strong beat, like the drums), or moving "in sync" with others in a physical activity.

Learning by Listening (Tonal Memory)

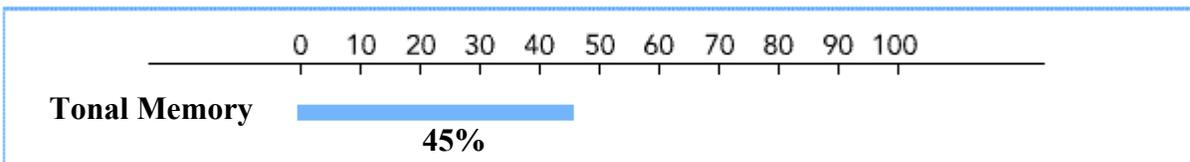
This is the ability to learn new information by hearing it. Listening is the second of the traditional learning channels used in our schools. By the time he graduates from high school, virtually everyone knows whether he learns better by listening to his teacher and his classmates or by reading his textbooks, although some people are fortunate enough not to sense any material difference between the two.



In any event, there's no gainsaying the importance of listening to the learning process. In school, we learn through lectures and the give-and-take of classroom 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.

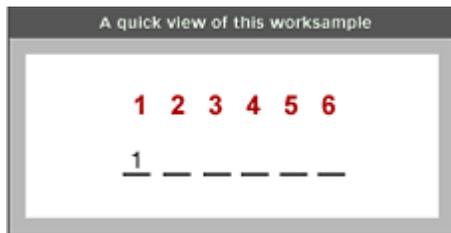
Your Results



As a leader with medium Tonal Memory, you should:

- Consider this ability a significant learning channel and use it in any formal study.
- Use auditory experiences or devices - e.g., lectures, tapes, discussion groups - to learn new things, unless your score in verbal memory is also in the midrange or higher and you are more comfortable reading new material than listening to it.
- Learn a foreign language through audiotapes, CD's and conversation - this will be relatively easy for you, especially if you score medium or high in verbal memory.
- May experience pressure to use this ability; you may feel frustrated if you don't.
- Check your results in Rhythm Memory and Pitch Discrimination; if they are in the medium range or above, include access to music in your life.
- Have some facility to remember tunes and tonal sequences. This will enable you to sing and play music by ear, and to reproduce the accent and sounds of another language.
- Enjoy learning to play a musical instrument or participate in a chorus.

Learning Numbers (Number Memory)

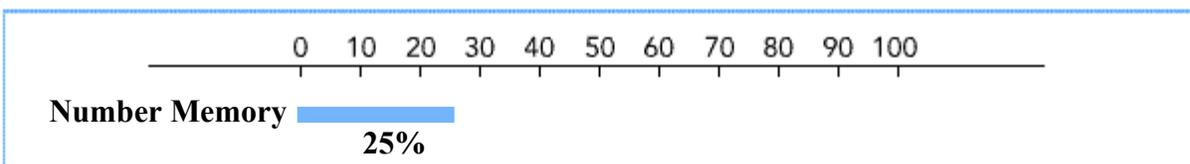


This is the ability to learn and remember numbers - especially those you need in your work. It indicates an ability to use numerical data to solve problems. At its most fundamental, this enables us to create associations between numbers and concepts. It is helpful in fields which have a specialized vocabulary or in learning a foreign language. Doctors, for example, have to learn the medical term for the common name of an illness, and the many variants for the generic and product names of drugs.

Number Memory is the ability to learn "through osmosis", i.e., through effortless assimilation. People who learn this way enjoy working with facts and numbers. They are interested in anything and everything. They remember information that is based on numbers - e.g., baseball statistics. If they become interested in finance, they will retain stock prices listed in a table or the adjustments in interest rates. These learners often concentrate on facts within their areas of interest. Some of the best of them will have no interest whatever in some fields, even when numbers are involved. Interest in a subject comes first - data-gathering later. They may manifest their interest in people by memorizing birthdates and phone numbers, or by recording population counts on road signs.

Leaders high in Number Memory can capitalize on their ability to process numbers and related verbal associations 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 Results



As a leader with a low score in this worksample, you:

- Can remember those facts and numbers you need in your day-to-day tasks, but may have difficulty recalling other numbers or data.
- Should develop compensatory skills for retaining numbers and related data.
- Should record important data in an easily accessible file.
- Should carry a list of key numbers in your pocket or wallet.
- Can compensate by making a list of associative words or symbols for numbers you need to use regularly.

Learning by Reading (Verbal Memory)

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

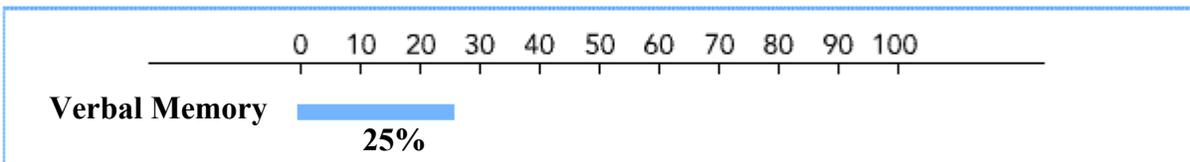


accumulated through the centuries in books, treatises, magazines and newspapers - all of it accessible only by reading. Only since the development of telephones and radio have we been able to transmit information widely in any other form than the printed word. If your score in Verbal Memory shows that 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 for his research exclusively on the Web 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 Results

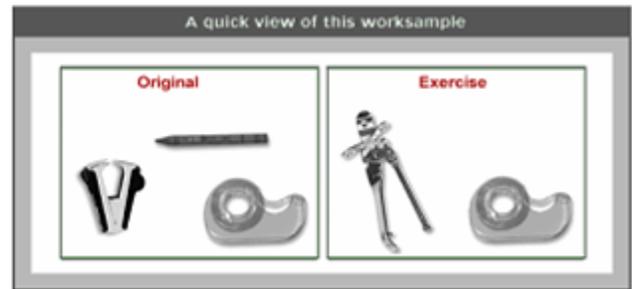


Your score is in the low range in Verbal Memory. As a leader with low Verbal Memory, you:

- 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 - e.g., 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.

Observation

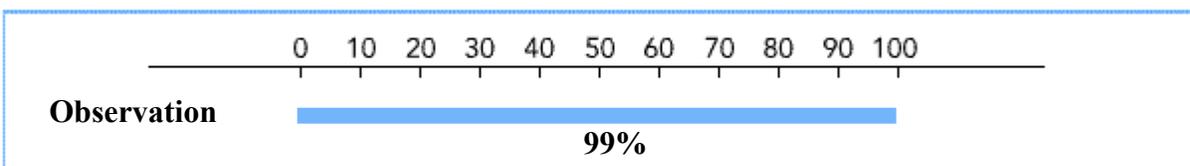
This worksample measures your ability to pay attention to visual details, to perceive and remember changes in your field of vision, and to notice irregularities. It is a test of visual perception. Observation, like Design Memory, is one of the visual abilities. Leaders who are strong in both Design Memory 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, i.e., to a broad perspective into which he will fit each object. This explains why some people keep their current work within constant sight, putting parts of the project into stacks and folders that are always in sight.



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, a leader can see both the whole of an object and all its details. He responds to "the look" of things - products, documents, physical surroundings. He can use this sensitivity to visual cues to work efficiently with architects, engineers, draftsmen, ad agencies, typesetters and graphic artists. He can also contribute to the work of the company's designers.

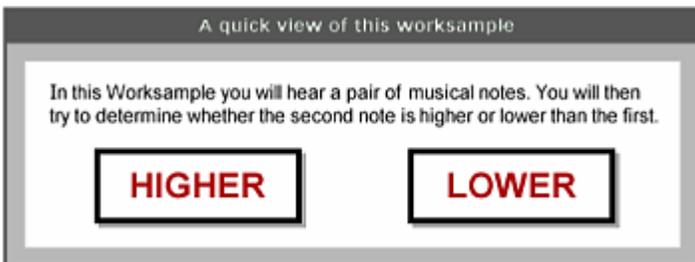
Your Results



As a leader with high Observation Ability, you:

- Will find this ability useful in many areas that require close attention to detail and to visual changes and inconsistencies.
- Can easily bring this ability into play in artistic and visual tasks.
- Can find this ability helpful any time you need to describe the details of some experience, notice small parts of an event, or perceive changes in something you're looking at.
- Can use this ability in a hobby if it is neglected or underused at work.
- Can use this ability to read facial expressions and the body language of others.
- May need to avoid visual distractions when you work.

Pitch Discrimination

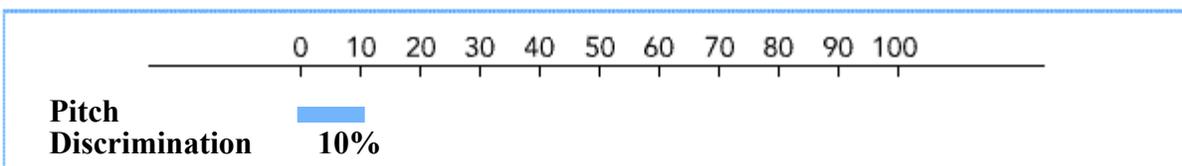


Highlands tHAB offers worksamples in three abilities related to music - Tonal Memory, Rhythm Memory and Pitch Discrimination. We have already described the part played by Tonal Memory and Rhythm Memory in your learning (see Learning Channels, p. 28). Your scores in these worksamples also indicate

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 her relative strength in each of the abilities to help in responding 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 he is understood and that he understands. These interpreters should be fully bilingual - they should be able to speak both languages without perceptible error.

Your Results



Your score indicates that your ability to hear changes in Pitch is limited.

As a person with low Pitch Discrimination, you:

- Have limited ability to pick up subtle changes in tone or inflection by people you deal with.
- Can compensate for this limited ability by concentrating on the normal tone or inflection of these people and detecting and identifying changes.
- Will learn to play a musical instrument more easily if you choose an instrument like the piano that does not require you to set or adjust pitch constantly.
- Should not feel a great press or need to use this ability.
- Are probably not particularly interested in activities that require fine sensory discriminations in color, pitch, taste or scent.

Visual Speed & 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"/> |

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

The Highlands tHAB 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 a leader's visual speed is significantly stronger than his visual accuracy, he will manifest a natural inclination to handle his paperwork quickly and to reconcile himself to an occasional error. A leader in this category knows that his best strategy is to:

- Move paperwork along quickly, but make sure that someone else checks his work.
- Delegate paperwork when someone else can do it better, but make sure he reviews and approves it.
- Allot extra time to handle important documents, including additional review time.
- Force himself to slow down when handling critical paperwork.

When a leader's visual accuracy is significantly stronger than his visual speed, he is likely to be meticulous but slow with his paperwork. Although his work will contain few errors, his demand for perfection will slow him down. A leader in this category knows that his best strategy is to:

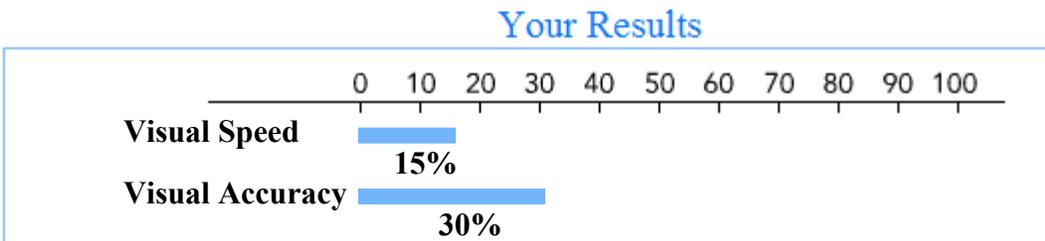
- Determine when accuracy is more important than speed and slow the work down.
- Spend less time on drafts and memos and more on the final product.
- Delegate routine paperwork, but make sure he communicates his commitment to accuracy.
- Make sure his are the last set of eyes on important documents.

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 his paperwork quickly and still catch most errors. He can feel comfortable in moving his paperwork along to others. His best strategy is to:

- Allocate and divide his time between his paperwork and his other responsibilities.
- Make himself available to review important documents prepared by his staff.
- When acting as a mentor, make sure that the people he's mentoring understand how he wants their paperwork done.

When a leader's visual speed and visual accuracy are both low, handling paperwork becomes a challenge. It may be an inefficient use of his time to handle paperwork at all. A leader in this category knows that his best strategy is to:

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



Your score in Visual Speed is in the low range and your score in Visual Accuracy is also in the low range.

As a leader with this pattern of abilities, you:

- Probably find administrative and bookkeeping tasks slow and frustrating.
- Can improve both your speed and accuracy with practice; you can also help yourself by avoiding tasks that require extensive attention to columns of numbers or words.
- May experience difficulty handling the paperwork required by your job and need to allow yourself enough time to accomplish what you know you have to do.
- May have to take more time to absorb information presented visually.
- Should delegate as much paperwork as possible to your subordinates, but make sure you see and review the final results.
- Must take enough time each day to review and approve critical documents.
- Ask for memos and summaries to help you through long and complicated documents.

PART VI - Vocabulary

Although the aptitude for vocabulary-building is not generally considered an innate ability, its importance to achievement in the professions and in business 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.

Lawyers, for example, have a specialized vocabulary taken principally from Latin (e.g., habeas corpus, stare decisis). But, as a group, they also exhibit relatively high general vocabulary. 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:

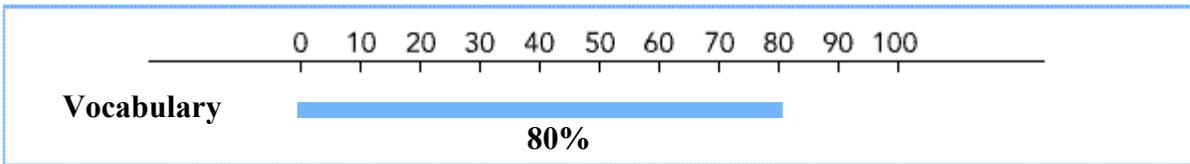
"The final answer [to the reason that large vocabularies characterize executives and, possibly, successful people in all fields] seems to be that words are the instruments of thought by which men and women grasp the thoughts of others, and with which they do most of their thinking."

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 e-mail program. **Listeners** can read and reread the new definitions aloud or utilize tapes or CDs 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 tHAB are at the level of the average college student.

Your Results



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 want to appoint as your immediate subordinates people with the same level of vocabulary - including a shared specialized vocabulary - as your own.
- May need to adjust your speech with people on other vocabulary levels to be understood by them.

The logo for the conclusion section features three interlocking geometric shapes: a blue triangle, a green square, and a red diamond, arranged to form a larger, irregular shape. To the right of these shapes, the word "CONCLUSION" is written in a bold, black, sans-serif font.

CONCLUSION

This report reflects your results on the The Highlands Ability Battery (tHAB). It gives you a detailed explanation of your abilities, what they mean for you, and how they relate to your role in Leadership.

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 as you face your leadership challenges 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 role as leader. 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 locate an Affiliate both geographically and alphabetically.

Group Programs & WorkShops

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

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