

Develop Report™

Name: Nicolas Payen

Organization: Corporate Entrepreneurs, LLC

Job: Social Intrapreneur

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Corporate Entrepreneurs, LLC
www.corporate-entrepreneurs.com
781-662-9513

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Understanding Your Devine Inventory Develop Report™:

About the Assessment:

The Devine Inventory® has been in use for over 40 years and provides information targeting 33 different behavioral areas and designated competencies for this job position.

Devine Inventory Develop Report™ Contents:

- **The Devine Inventory® Behaviors:** Thirty-three behaviors and their definitions
- **The Role of the Learner**
- **Nicolas Payen: At a Glance:** Summary of your matches to the Success Profile, plus a graphical chart displaying competency results.
- **Competency Breakouts:** Detailed display of behaviors and percentile scores that comprise the competency result, along with an explanation of the results.
- **Behavior Summary:** Graphical display of behaviors, scores and matches to the Success Profile.
- **Devine Inventory® Profile:** Detailed display of the individual's scores on a 0-9 scale, with explanation of the meaning of each score.
- **Growth & Development Review:** Provides explanations of behavior strengths and opportunities. For development areas, the New Behavior Model forms a vision for future success and the Growth Tips suggest actions and knowledge to create change.
- **Your Growth & Development Plan:** Helps synthesize key focus areas and create a development plan of action. Encourages collaboration with your supervisor for goal accomplishment.

The Devine Inventory Develop Report™ will help you evaluate your match to the Success Profile™ which has been created specifically for the Social Intrapreneur position within your organization.

The Success Profile: Two major components.

1. First, the 33 behaviors are ranked according to their importance to fulfilling job requirements within the culture of your organization. The behaviors are ranked and presented in 3 pages of 11 behaviors each, with the first page of primary importance, the second page of secondary importance, etc.
2. The second component designates the required behavioral strength. The desired range of behavioral development scoring is designated within the overall 0 - 9 scale for each behavior.

Note: A Success Profile should only be prepared in consultation with a Certified Devine Inventory Expert.

Behavior Match Considerations:

- A score is considered a match if it is in the desired success profile range or higher as long as it is not a "High Marginal" (9) score.
- Behavior scores that fall below the desired Success Profile range should be carefully reviewed as they can represent potential detractors to successful job performance.
- If the score is in the "High Marginal" (9) area, development is also needed.
- If a behavior has two scores (split score), it is not considered a match unless both scores are a match. The split score indicates that variances exist in the behavior pattern based on circumstances.

The Devine Inventory® Behaviors

Behavior

Affiliation
Assertiveness
Authority Relationships
Closure
Communications
Competitive Style
Concentration
Conflict Management
Creativeness
Decisiveness
Detail Orientation
Ego
Emotional Composure
Empathy
Goal Orientation
Influence
Initiative
Instructiveness
Intensity
Learning
Listening
Mobility
Negotiating
Planning
Presentation Style
Response to Change
Schedule Orientation
Self Responsibility
Sociability
Structure
Task Completion
Time Competency
Vitality

Definition

Supporting the organization's goals and directives.
Being assertive and taking charge.
Demonstrating cooperation and respect for leaders.
Agreeing upon and completing courses of action with others.
Giving and receiving information.
Obtaining advantage through team or individual effort(s).
Focusing and avoidance of distractions.
Weighing in on and resolving differences.
Envisioning new options, either practical or theoretical.
Choosing a course of action with speed and ease.
Attention to facts and experiences making one a competent and skilled expert.
Gaining respect and demonstrating confidence.
Maintaining professionalism and poise.
Sensing what others are feeling and responding to their needs.
Ambition and desire to be the best.
Gaining acceptance of ideas.
Taking action without being told.
Coaching, teaching or sharing information with others.
The amount of pressure and stress one feels.
Advancing knowledge, skills and abilities.
Seeking to understand what others are saying.
Accommodating to requirements for moving about and/or travel.
Bargaining effectively for a strongly held position.
Thinking and organizing strategies, for either near or long-term.
Holding others' attention while presenting.
Modifying work practices to accommodate new direction.
Creating and meeting time commitments.
Taking personal accountability.
Building a network of relationships.
Creating order and staying organized.
Staying with a task until it has been thoroughly accomplished.
Managing time efficiently.
Maintaining energy and stamina.

The Role of the Learner

Learning is a continuous process based on personal motivation to construct meaningful experiences leading to growth and development.

What is an effective learner?

- > Demonstrates self motivation
- > Sets standards and holds self accountable
- > Exhibits natural curiosity
- > Listens carefully
- > Is willing to take risk
- > Invests time and energy
- > Acknowledges what is not known
- > Draws from different sources

How to use Devine Inventory Develop™

- > Read the entire report carefully
- > Complete the Growth and Development Plan form
- > Do not try too many ideas at once
- > Arrange a time and place to discuss your plan with your supervisor
- > Focus the meeting on performance improvement
- > State your development goals and action plans
- > Discuss how your supervisor can help to support your development
- > Listen for understanding
- > Establish a follow-up date to review progress

Nicolas Payen: At a Glance

BehaviorMatch™

Total Matches

28

Top 11 Behaviors

10

Middle 11 Behaviors

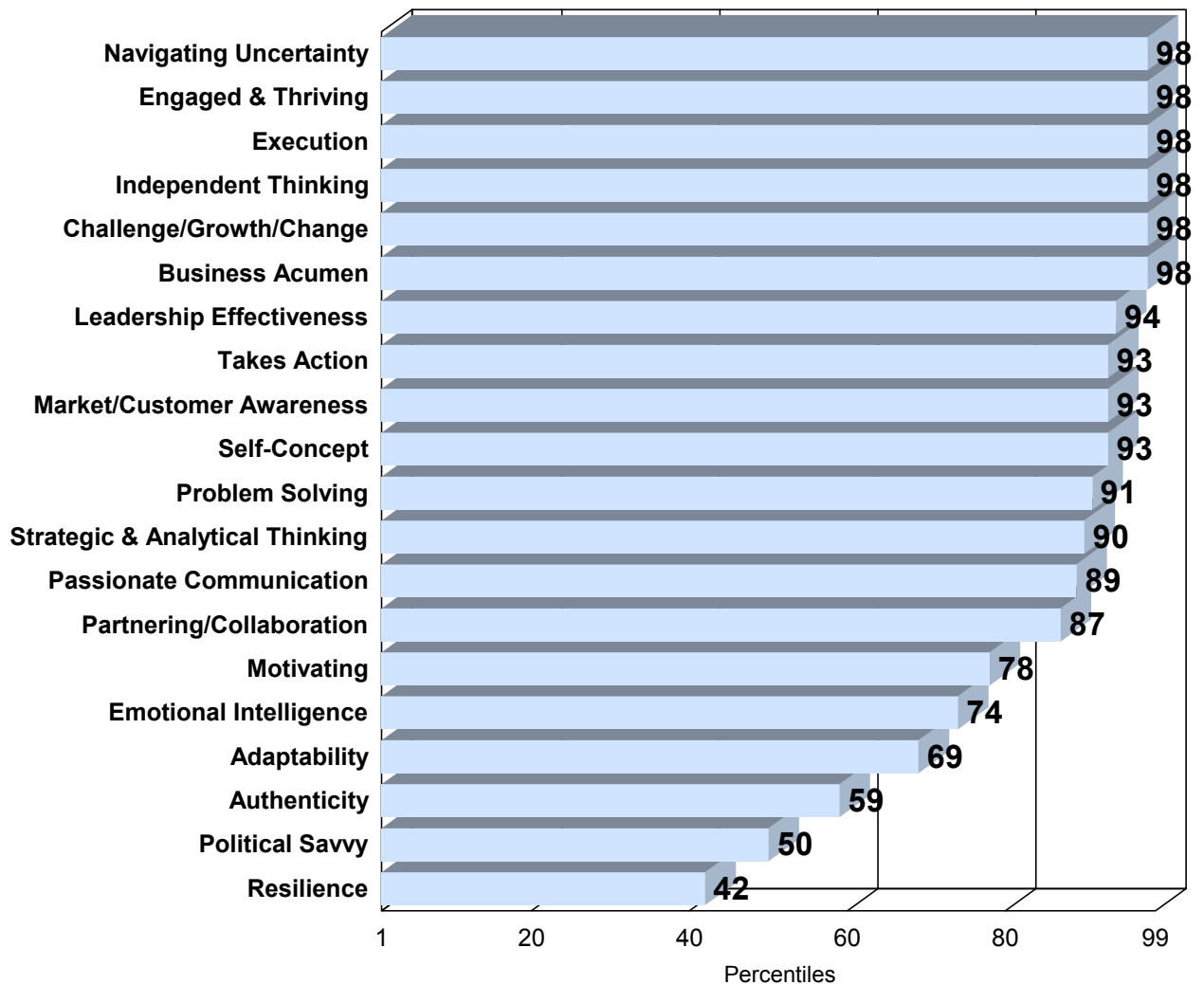
9

Bottom 11 Behaviors

9

Average number of matches for this Success Profile is 19.

Competencies



Competency Breakouts

98% Business Acumen *(Knows how organizations work)*

| | | |
|-----------------------|------------------|------------------------|
| Competitive Style (6) | Creativeness (7) | Influence (6) |
| Initiative (8) | Learning (6) | Response to Change (4) |

98% Execution *(Ambition and execution skills to establish and achieve challenging goals)*

| | | |
|----------------------|-----------------------|---------------------|
| Closure (5) | Competitive Style (6) | Creativeness (7) |
| Goal Orientation (6) | Initiative (8) | Intensity (4) |
| Negotiating (6) | Planning (8) | Time Competency (6) |

98% Challenge/Growth/Change *(Displays willingness to take risks to change current comfort zone)*

| | | |
|-----------------------|------------------------|---------------------|
| Competitive Style (6) | Creativeness (7) | Decisiveness (8) |
| Goal Orientation (6) | Initiative (8) | Instructiveness (7) |
| Learning (6) | Response to Change (4) | |

98% Independent Thinking *(Prefer the freedom to create new and innovative approaches, self-reliant)*

| | | |
|-----------------------|-----------------------------------|-----------------------|
| Assertiveness (4) | (Inv) Authority Relationships (2) | (Inv) Affiliation (4) |
| Competitive Style (6) | Creativeness (7) | Ego (6) |
| Learning (6) | Planning (8) | |

98% Navigating Uncertainty *(Ability to deal proactively with ambiguity and the unknown)*

| | | |
|----------------------|------------------------------|------------------------|
| Decisiveness (8) | (Inv) Detail Orientation (2) | Ego (6) |
| Goal Orientation (6) | Planning (8) | Response to Change (4) |

98% Engaged & Thriving *(Driven and motivated by the excitement of a challenge)*

| | | |
|-------------------|---------------------|----------------------|
| Assertiveness (4) | Ego (6) | Goal Orientation (6) |
| Initiative (8) | (Inv) Intensity (4) | Planning (8) |
| Vitality (7) | | |

94% Leadership Effectiveness *(Integrates resources to meet objectives and ensures competitive advantage)*

| | | |
|---------------------|-----------------------|------------------|
| Assertiveness (4) | Competitive Style (6) | Decisiveness (8) |
| Ego (6) | Goal Orientation (6) | Initiative (8) |
| Time Competency (6) | | |

93% Self-Concept *(Displays optimism and healthy respect for self and others)*

| | | |
|-------------------------------|------------------------|----------------|
| (Mid) Assertiveness (4) | Decisiveness (8) | (Mid) Ego (6) |
| (Mid) Emotional Composure (1) | Influence (6) | Initiative (8) |
| (Mid) Empathy (5) | Response to Change (4) | |

93% Takes Action *(Displays resolve to follow through to honor obligations to self and others)*

| | | |
|-------------------------|------------------|------------------------|
| Closure (5) | Decisiveness (8) | Initiative (8) |
| Intensity (4) | Mobility (6) | Response to Change (4) |
| Self Responsibility (4) | Vitality (7) | |

93% Market/Customer Awareness *(Initiates actions to meet market and customer needs)*

| | | |
|------------------------------|--------------|------------------------|
| (Inv) Detail Orientation (2) | Empathy (5) | Learning (6) |
| Listening (5) | Mobility (6) | Response to Change (4) |

91% Problem Solving *(Defines complex problems and brings about viable solutions)*

| | | |
|------------------|-------------------------------|--------------|
| Creativeness (7) | (Mid) Emotional Composure (1) | Learning (6) |
| Listening (5) | Planning (8) | |

90% Strategic & Analytical Thinking *(Develops broad, long-ranged objectives and plans that meet contingencies)*

| | | |
|----------------------|------------------|------------------------------|
| Concentration (6) | Creativeness (7) | (Mid) Detail Orientation (2) |
| Goal Orientation (6) | Planning (8) | Structure (5) |
| Listening (5) | | |

89% Passionate Communication *(Openly express thoughts and feelings, transparency)*

| | | |
|---------------------|-------------------------------|---------------|
| Communications (5) | (Inv) Emotional Composure (1) | Influence (6) |
| Instructiveness (7) | Presentation Style (5) | |

87% Partnering/Collaboration *(Forms & promotes partnerships to advance a common cause)*

| | | |
|-----------------|-----------------------|-----------------------------|
| Affiliation (4) | Communications (5) | (Mid) Competitive Style (6) |
| Influence (6) | (Mid) Sociability (5) | |

78% Motivating *(Displaying ability to understand and motivates team members and then do it)*

| | | |
|---------------------|-------------------------|-------------------|
| Communications (5) | Conflict Management (2) | Influence (6) |
| Instructiveness (7) | Intensity (4) | (Mid) Empathy (5) |
| Listening (5) | | |

74% Emotional Intelligence *(Have well developed interpersonal communication savvy and self awareness)*

| | | |
|-------------------------|-------------------------|---------------|
| Communications (5) | Emotional Composure (1) | Influence (6) |
| Instructiveness (7) | Empathy (5) | Learning (6) |
| Self Responsibility (4) | | |

69% Adaptability *(Deals with the unexpected challenges or circumstances)*

| | | |
|------------------|-------------------------|-------------------------|
| Decisiveness (8) | Emotional Composure (1) | Learning (6) |
| Mobility (6) | Response to Change (4) | Self Responsibility (4) |

59% Authenticity *(Demonstrates a genuine connection between speaking & action. Does not withhold)*

Able to align words & actions. Need to increase the level of disclosure of feelings & thoughts without appearing defensive

Conflict Management (2)

(Mid) Ego (6)

(Mid) Emotional Composure (1)

Instructiveness (7)

(Mid) Empathy (5)

Listening (5)

Self Responsibility (4)

50% Political Savvy *(Clearly sees organization/political reality & impact of alternative actions)*

Authority Relationships (2)

Affiliation (4)

Ego (6)

Emotional Composure (1)

Influence (6)

Response to Change (4)

(Mid) Sociability (5)

42% Resilience *(Handles disappointment and/or rejection while maintaining effectiveness)*

Ego (6)

Emotional Composure (1)

Intensity (4)

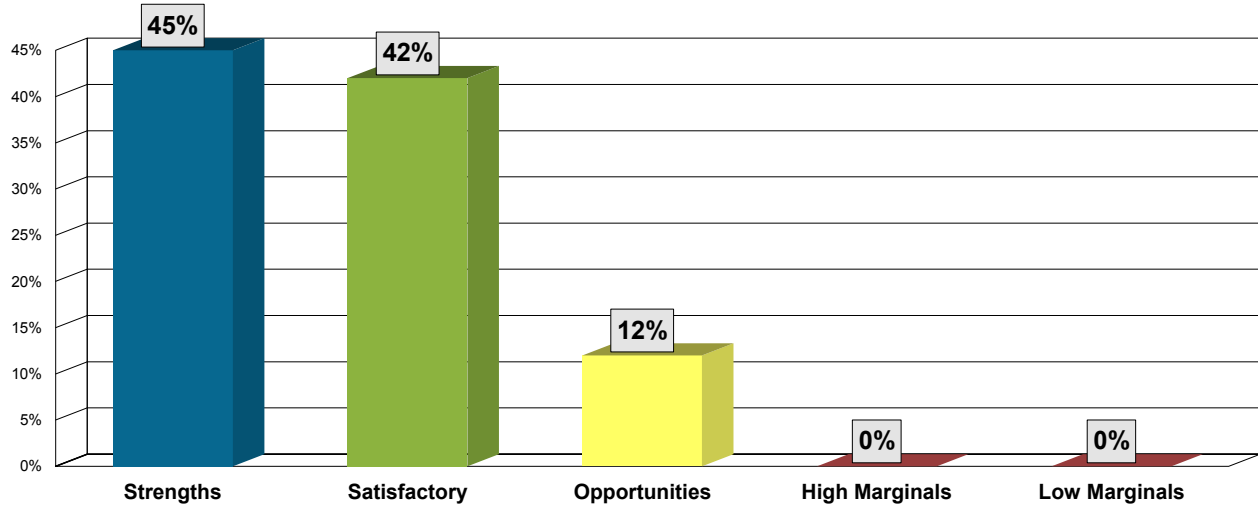
Response to Change (4)

Self Responsibility (4)

Vitality (7)

Behavior Summary

Behavior Scores



Strengths

- ☒ Competitive Style (6)
- ☒ Concentration (6)
- ☒ Creativeness (7)
- ☒ Decisiveness (8)
- ☒ Ego (6)
- ☒ Goal Orientation (6)
- ☒ Influence (6)
- ☒ Initiative (8)
- ☒ Instructiveness (7)
- ☒ Learning (6)
- ☒ Mobility (6)
- ☒ Negotiating (6)
- ☒ Planning (8)
- ☒ Time Competency (6)
- Vitality (7)

Satisfactory

- ☒ Affiliation (4)
- ☒ Assertiveness (4)
- ☒ Closure (5)
- ☒ Communications (5)
- ☒ Empathy (5)
- ☒ Intensity (4)
- ☒ Listening (5)
- ☒ Presentation Style (5)
- Response to Change (4)
- ☒ Schedule Orientation (5)
- ☒ Self Responsibility (4)
- ☒ Sociability (5)
- ☒ Structure (5)
- ☒ Task Completion (4)

Opportunities/Marginals

- ☒ Authority Relationships (2)
- Conflict Management (2)
- Detail Orientation (2)
- Emotional Composure (1)

☒ = is a match with Success Profile

Devine Inventory® Profile

TOP 11 BEHAVIORS (10 of 11 are matches)

| TOP 11 BEHAVIORS (10 of 11 are matches) | | | | | | | | | | |
|--|--|----------------------------|---|--------------|---|---|-----------|---|---|------------------------|
| Low Marginal | | Needs Developed | | Satisfactory | | | Strengths | | | High Marginal |
| 0 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| <input checked="" type="checkbox"/> LEARNING (6) Seeks out opportunities to gain knowledge or skills. | | resists | | | | | | | | relentless pursuit |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> COMMUNICATIONS (5) Cooperatively participates in discussions to develop needed information. | | restrictive | | | | | | | | talks randomly |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> SOCIABILITY (5) Engages in friendly exchanges with others on a recurring basis. | | choosy/ selective | | | | | | | | contrived friendliness |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> INFLUENCE (6) Advances ideas sincerely and in a manner that allows others to disagree. | | passive | | | | | | | | forces ideas |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> INSTRUCTIVENESS (7) Openly shares knowledge with others; encourages questions and comments. | | withholds/ self-protective | | | | | | | | over shares/ preaches |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> PLANNING (8) Utilizes a well-defined list of objectives, clear definitions of duties, and proper organization and resource application. | | reactionary | | | | | | | | dwells on future |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> DECISIVENESS (8) Quickly responds to decision-making by weighing the positive and negative results of each option in advance. | | agonizes | | | | | | | | risky/ impulsive |
| | | | | | | | | | | |
| RESPONSE TO CHANGE (4) Strongly tackles new tasks, but will not accept more than can be done effectively. | | justifies status quo | | | | | | | | enamored with change |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> INITIATIVE (8) Volunteers for problem-solving ventures; recognizes problems early and immediately acts on them. | | direction required | | | | | | | | oversteps boundaries |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> CREATIVENESS (7) Finds little justification for maintaining the status quo; encourages inventive imagination. | | unimaginative | | | | | | | | inventive/ impractical |
| | | | | | | | | | | |
| <input checked="" type="checkbox"/> NEGOTIATING (6) Holds fast to principles, yet thoughtfully considers input from others. | | avoids/ retreats | | | | | | | | win at any cost |
| | | | | | | | | | | |

☒ is a match with Success Profile

● participant's score

■ participant's self score

— desired range based on Success Profile

Devine Inventory® Profile

MIDDLE 11 BEHAVIORS (9 of 11 are matches)

| Low Marginal | Needs Developed | | Satisfactory | | | Strengths | | | High Marginal |
|----------------------------|-----------------|---|--------------|---|---|-----------|---|---|-------------------------------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| stiff | | | | — | — | — | — | | overly dramatic |
| | | | | | ● | | | | |
| entrepreneurial | — | — | — | — | | | | | loyalty to org. at all cost |
| | | | | ● | | | | | |
| fatigued | | | | — | — | — | | | compulsive energy |
| | | | | | | | ● | | |
| self-satisfied/ complacent | | | | — | — | — | | | never satisfied |
| | | | | | | ● | | | |
| dominated | | | | — | — | — | | | aggressive |
| | | | | ● | | | | | |
| wasteful | | | | | — | — | — | — | rigidly manages time |
| | | | | | | ● | | | |
| dodges blame | | | | — | — | — | — | | burdened |
| | | | | ● | | | | | |
| self-deprecating | | | | | — | — | — | | engineers recognition |
| | | | | | | ● | | | |
| volatile | | — | — | — | — | | | | controlled/ undemonstrative |
| | ● | | | | | | | | |
| false start/ vacillates | | | | — | — | — | | | non-productive push on others |
| | | | | | ● | | | | |
| selectively tunes out | | | | — | — | — | | | suspicious/ over attentive |
| | | | | | ● | | | | |

✓ is a match with Success Profile

● participant's score

■ participant's self score

— desired range based on Success Profile

Devine Inventory® Profile

BOTTOM 11 BEHAVIORS (9 of 11 are matches)

| | Low Marginal | | Needs Developed | | Satisfactory | | | Strengths | | | High Marginal | |
|---|-----------------------|---|-----------------|---|--------------|---|---|-----------|---|---|-----------------------------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| <input checked="" type="checkbox"/> EMPATHY (5) Projects sensitivity and a willingness to help others through actions. | impersonal | | | | — | — | — | | | | overly sensitive | |
| | | | | | | ● | | | | | | |
| <input checked="" type="checkbox"/> MOBILITY (6) Responds affirmatively to travel requests and is involved in the planning. | stationary | | | | | — | — | — | | | wasted motion/ on-the-go | |
| | | | | | | | ● | | | | | |
| <input checked="" type="checkbox"/> COMPETITIVE STYLE (6) Tries to distract opponents to gain a competitive advantage. | group dependent | | | | | — | — | — | | | relentless push to win | |
| | | | | | | | ● | | | | | |
| <input checked="" type="checkbox"/> SCHEDULE ORIENTATION (5) Makes allowances for interruptions or unexpected events; learns from past failures in meeting schedules. | won't commit | | | — | — | — | | | | | over commits | |
| | | | | | | ● | | | | | | |
| CONFLICT MANAGEMENT (2) Will conscientiously back away from confrontation rather than risk causing anger or displeasure. | retreats | | | | | — | — | — | | | orchestrates advantage | |
| | | ● | | | | | | | | | | |
| <input checked="" type="checkbox"/> INTENSITY (4) Periodically evaluates and makes changes to conditions that inhibit relaxation. | laid back | | | | — | — | — | | | | over stressed | |
| | | | | | ● | | | | | | | |
| DETAIL ORIENTATION (2) Big picture oriented, only becomes thoroughly knowledgeable on significant details, not every little detail. | disdains details | | | | — | — | — | | | | trivial pursuit of details | |
| | | ● | | | | | | | | | | |
| <input checked="" type="checkbox"/> STRUCTURE (5) Adapts easily to new procedures for classifying, storing and retrieving information. | disorganized | | | — | — | — | | | | | rigidly organized | |
| | | | | | | ● | | | | | | |
| <input checked="" type="checkbox"/> TASK COMPLETION (4) Commits to completing most urgent/important tasks. Asks for help on matters that require special effort to complete. | depends on others | | | — | — | — | | | | | sets unrealistic standards | |
| | | | | | ● | | | | | | | |
| <input checked="" type="checkbox"/> CONCENTRATION (6) Diplomatically focuses on a myriad problems with others while keeping discussions concise. | unfocused/ distracted | | | | — | — | — | | | | tunnel vision/ over focused | |
| | | | | | | | ● | | | | | |
| <input checked="" type="checkbox"/> AUTHORITY RELATIONSHIPS (2) Wants minimal supervision; freely expresses independent thoughts and ideas. | challenges/ resistant | — | — | — | — | | | | | | blind loyalty | |
| | | ● | | | | | | | | | | |

☒ is a match with Success Profile ● participant's score ■ participant's self score — desired range based on Success Profile

Growth & Development Review

Well Developed Strengths

There are certain behavior patterns that contribute to high-level performance. Knowledge about these behavior patterns can be especially useful when making choices about challenges—both now and in the future. Each strength that is well developed serves as a positive model or example for others. Analysis of your completed Devine Inventory indicates strengths in the following areas:

Behavior Strength: Competitive Style (6)

Individual competition is not something that scares you. Instead, you seek out challenges to develop and refine your skills and abilities. Others see you as courageous and full of conviction. You are willing to maintain strict self-discipline to prepare for whatever tasks and challenges you may face. Those in higher authority rely on you for special assignments, thus increasing your chances of getting ahead. While competing with others, you exhibit a high standard of ethics and fairness because you are not willing to sacrifice your personal values.

Behavior Strength: Concentration (6)

You are able to focus on your immediate task while managing unforeseen interruptions. By concentrating on business objectives, you're able to steer discussions toward accomplishing specific, predetermined goals. You are also aware of conditions that negatively affect people's concentration and you attempt to minimize them (by allowing break periods, appropriately utilizing people's talents and abilities, etc.). Finally, you act courteously and professionally, being careful not to interfere with others' concentration.

Behavior Strength: Creativeness (7)

You are inventive, imaginative and open to new ideas. Creative people like you have evolved from mere innovation to respectfully challenging current values and practices. Always optimistic about the future, you want to be involved in improving the work environment to its best possible level. You also realize that good ideas need to be tested and challenged, an effort that stretches your own thinking as well as that of others.

In the face of criticism, you will persevere as well as defend the right of others to express their ideas. You feel it is important to allow others to freely explore and expand their individuality. Finally, you are energetic and diligent in your search for the means, methods and people needed to accelerate progress on a large scale.

Behavior Strength: Decisiveness (8)

The rapid pace of some work environments requires fast decision-making skills and a willingness to take risks. Like most individuals able to function in this manner, you pride yourself on being knowledgeable about your work and believe it is important to reach objectives quickly. You are able to evaluate situations quickly, identify competent people whom you may need to call on later for expertise, and know the proper questions to ask. You have a strong desire to help the business grow—and grow quickly—in order to maintain and enhance your organization's competitive advantage.

Behavior Strength: Ego (6)

You exhibit personal confidence and self-esteem, especially with those in authority. You put forth a conscious and deliberate effort to let others notice your presence. You believe that being adaptable as well as accommodating to new people reflects pride in your values, work activity and associations. Because you communicate comfortably and openly with all decision-makers, you regularly receive acknowledgement for your contributions. Your confident presentation style tends to impress people and helps in commanding, rather than demanding, attention from others.

Behavior Strength: Goal Orientation (6)

You optimistically see the world as it could be rather than as it is. As soon as you accomplish one goal, you immediately set a new and more demanding one. You have strong ambition and belief in the ability to overcome both seen and unforeseen obstacles. In your opinion, it is better to fail in accomplishing a great and challenging goal than not to have tried. Periodically, you evaluate and update your skills in a desire to be the best. Because you are not easily satisfied and continually push yourself to accomplish more, you have no qualms about putting pressure and demands for excellence on others.

Behavior Strength: Influence (6)

You confidently express and push your ideas and views, especially with authority figures, in a way that does not alienate others. You always seem to know what to say to various individuals and exactly how to say it, to the point of using language that the other person will find appealing. You also do not waste the time of the person whom you are attempting to influence.

Refusing to be intimidated by skeptics who ask questions, you do not easily give up. In fact, you expect tough questions and will ask plenty of your own. Your core belief is that ideas expressed convincingly, openly and honestly have a good chance of materializing.

Behavior Strength: Initiative (8)

You are a self-starter who is always interested in assuming new projects/roles beyond your normal work responsibilities. Your flexibility and interest in new jobs are apparent to higher authority. You recognize problems early and act immediately to resolve them. Additionally, you anticipate the need for action and are able to respond quickly to prevent further problems. If problems arise outside of your assigned area of expertise, you still volunteer your assistance. In your opinion, seeking approval with higher authority is not always necessary. In fact, you believe independent initiative allows for greater personal contribution and performance.

Behavior Strength: Instructiveness (7)

It is natural for you to help others learn by coaching, instructing or sharing information with them, and doing so makes you proud. You believe progress is contingent on sharing information and ideas. Your leadership style is one of teaching and actively supporting others; you encourage questions and give prompt responses to them. Knowing the company products and services is only one part of business success; the other is communicating that knowledge with pride and integrity. You are an asset and an important contributor to a performance-driven organization.

Behavior Strength: Learning (6)

You are an active learner, always seeking new information that can add value to your efforts. Each person is a potentially valuable source of knowledge, in your eyes. This belief stimulates you to make contacts, ask questions and take mental or written notes about pertinent information. Sharing information with others is important to you and you are able to openly admit when you lack knowledge in a particular area.

You make a point of expressing appreciation for others' contributions to the learning process, and you strongly relate to well-informed colleagues. In your opinion, being knowledgeable is essential for anyone who wishes to contribute to the accomplishment of goals and objectives.

Behavior Strength: Mobility (6)

You prefer to be on-the-go and consider travel or frequently moving around necessary and useful for both work productivity and personal satisfaction. You are willing to meet extensive travel requirements in order to expedite results. You realize that being mobile is a service that must be given to an organization or activity. Not only are you ready to travel at a moment's notice, you also believe that travel broadens one's outlook on life. This may be why you consistently look for opportunities to travel or stay on-the-go in your job or personal life.

Behavior Strength: Negotiating (6)

You are a skillful negotiator who believes the world is a competitive place and people who do not respond to competitive pressures will lose out. Winning is important to you, so you keep your goals in sharp focus at all times. In negotiations, you are objective, you hold fast to your principles, you do not give away your position and you keep the pressure on others.

You make decisions carefully and, once you have taken a position, will modify it only if there is a strong and compelling reason to do so. You are always mindful of identifying key players and understanding their rationale or motives. Furthermore, you realize that patience and the ability to move the negotiating process along are essential factors in getting others to commit to a plan.

Behavior Strength: Planning (8)

You are future-oriented, believing there must be long-term plans as well as alternatives and options to consider in solving problems. Utilizing a well-defined list of objectives, having clear definitions of duties, and implementing proper organization and resource applications are important to you. You understand the necessity of being flexible and staying aware of the actions others are taking so as not to repeat mistakes. Asking questions of others and working to prevent problems, rather than just reacting to and correcting them, is of utmost importance because you are focused on the future of your organization. This behavior is important for success in a high-level position.

Behavior Strength: Time Competency (6)

You exercise good time management and have an ability to correctly gauge the amount of time required to accomplish goals and objectives. Skillful prioritizing is important to you and you do not allow your attention to be unnecessarily diverted. You also project a professional attitude and are able to discover more efficient ways of completing work and apply them without seeking management's approval.

The effort you put forth helps maintain a competitive advantage, both for yourself and for the organization. Those in higher authority admire the contributions that you are able to make.

Behavior Strength: Vitality (7)

Maintaining physical health and wellness is high on your list of priorities. You maintain a consistent exercise routine, exhibit a high energy level and are able to remain alert for significant periods of time. Though you have boundless energy, you are aware of the varied energy levels of others and do not place unrealistic demands on them. You also realize that it may be necessary to adapt work requirements to accommodate different energy rhythms. Encouraging good health practices among friends and colleagues is important to you. In fact, you regularly seek professional advice about how to optimize your health and eagerly share this information with others.

Development Opportunity: Authority Relationships (2)

Current Behavior

- ☐ At times, you are convinced that decisions made by higher authority are wrong or are inconsistently derived. You are so confident about it that you will directly question authority on their decisions. Though you do not deliberately try to be negative, you feel compelled to state your opinion and ask "why." You refuse to simply tell others what they want to hear. Those on the receiving end of your questions may perceive this behavior as unsupportive or uncooperative.

New Behavior Models

- ☒ When you ask questions in an effort to better understand the reasons for orders or directions, it is possible for you to feel more comfortable in carrying out your duties and responsibilities. Such behavior also helps higher authority to feel that you have more than just a superficial interest in what you are asked to do. Better and more complete understanding sometimes results in being sought out for advice and explanation by other employees. This will represent an effort on your part to be taken more completely into the confidence of higher authority. By being better informed, it becomes possible for you to initiate action more quickly and to better focus your energies.
- ☐ Upper management depends upon the cooperation of each person in the organization in order to achieve good results. Each time you demonstrate your willingness to be cooperative, higher authority will feel positive that you can be trusted, and there will be a stronger identification with you as part of the team. However, this does not mean you should not ask questions. Cooperation means you place importance on the goals of the company, and, if the occasion requires you to make some personal sacrifice, you will do so. Keeping the company healthy will be a matter of importance to you, and you will offer encouragement to people who question the motives of their leaders. In effect, you will consciously desire to assist your leaders to be successful. When speaking of the organization, you will indicate your support and belief in the future of the business so as to bring about goodwill attitudes toward those in authority and the business. If you do have differences with higher authority, you will not express these differences in a manner which will undermine confidence in the company. However, by expressing these differences, you will help in designing good solutions. Such openness should always be a matter of great importance to you because you will recognize that the best possible effort is accomplished by offering all those involved a chance to contribute their ideas.

Growth Suggestions

- ☐ Listen carefully to directions; make mental or written notes of instructions; be polite and indicate willingness to be cooperative; use proper form when addressing others.
- ☐ Do not assume that higher authority is operating on the basis of desiring to be hurtful to you; assume that criticism is offered as a means of helping you perform better.
- ☐ Do not allow concerns about "who might be the favored person" overrule your attention for meeting the standards of performance for your own position.
- ☐ Rather than constantly presenting your concerns or criticism to management, think through issues and offer constructive positive action suggestions.
- ☐ Do not interrupt and think that only your concerns are of top priority; express your appreciation of constructive criticism about your performance.
- ☐ Familiarize yourself with policies, procedures and any rules and regulations that have been established; in addition, adhere to such guidelines.
- ☐ If you have differences with your supervisor, discuss these privately in a joint problem solving manner.
- ☐ Ask higher authority if you can be of assistance when higher authority is overloaded with work.
- ☐ Communicate through personal contact rather than depending on memos.
- ☐ Avoid emotionalism in dealing with problem solving situations.
- ☐ *Ask the Right Question!*, by Rupert Eales-White.
- ☐ *Mindset Management: The Heart of Leadership*, by Samuel Culbert.
- ☐ *Don't Kill the Bosses!: Escaping the Hierarchy Trap*, by Samuel A. Culbert and John Ullmen.

☒ = New Behavior Model for participant to consider

Development Opportunity: Conflict Management (2)

Current Behavior

- ☐ When differences arise, you feel somewhat uncomfortable and tend to withdraw from the situation. Because you have little experience in dealing with conflict, you have not developed the skills and self-confidence needed to manage these situations. You would rather be agreeable and compliant, maintaining peace and harmony whenever possible. You believe there is too little to be gained from making yourself vulnerable. When you retreat, however, you do not necessarily regroup or gather resources to better cope with the situation. Instead, you may refer confrontational issues to those who are more capable in dealing with them.

New Behavior Models

- ☒ The skill in being able to express differences of opinion to another person so the person responds positively and appreciatively is not developed overnight. It takes time, but it is a skill that can be learned. Observing people who are skillful can be beneficial in accelerating the process of learning. One should accept the fact that conflict because of differences between people will always be a fact of life. However, that does not mean that conflict which leads to disrespect or dissolution of relationships needs to occur. In the business of dealing with differences, you offer encouragement to get the differences out on the table, and an important first step has been taken. If you keep the differences the basis for discussion rather than taking them as a personal attack, it is easier to make progress in resolving differences or reaching agreement. When you feel yourself becoming emotional and your responses are likely to be an attack on the other person, back off. Such a momentary retreat will help in keeping discussions at a professional level in which there is mutual respect. Offering your opinions about what can be done to keep the discussion productive for yourself will open the door so that the other party becomes aware of the rules by which you wish to engage in the conflict-resolution situation.
- ☐ Fairness and conflict are not incompatible. Because you are able to recognize the importance of obtaining input from others, you are in a position to be respected and looked upon as a person who will put value on being well informed before taking action. From time to time, you will involve yourself in defending individuals who are intimidated by aggressive and insensitive persons. Although winning is important, it is not so important that the rights of people are overlooked. The challenge of relating to ruthless people will not be avoided because it is sometimes the price that one must pay in defending human values and ethical procedures and practices. For the best solution to a problem, those affected most must be consulted, and there must be a high degree of commitment to obtaining facts and promoting the belief that differences can be resolved peacefully. On those occasions in which you may feel no longer adequate, there will be no remorse in stepping aside to allow another to do what needs to be done. Solicitation of help or assistance from a variety of sources is always evident and reinforces the value that is placed upon obtaining high quality and enduring solutions.

Growth Suggestions

- ☐ Attend a course on conflict management at a local college, university or use a web-based training module.
- ☐ Do not raise your voice or behave in a manner that is threatening to the other person.
- ☐ Place emphasis on obtaining proof or verification of information as opposed to merely obliquely accepting what is said without questioning.
- ☐ When you find yourself experiencing disagreement with the views of another person, ask questions to discover underlying reasons for the different perspective.
- ☐ When you have exhausted your arguments, "hang up the gloves" and continue the discussion at an agreed upon later time; leave the impression with the other person that you intend to reach a conclusion.
- ☐ When you anticipate that there may be conflict in a scheduled meeting, role play the discussion ahead of time so as to develop strategies for handling the situation which will help you feel more comfortable in reaching a productive outcome.
- ☐ Agree on the rules for the discussion before engaging.
- ☐ *Crucial Conversations: Tools for Talking When Stakes are High*, by Kerry Patterson, Joseph Grenny, Ron McMillian, Al Switzler and Stephen R. Covey.
- ☐ *Difficult Conversations: How to Discuss what Matters Most*, by Douglas Stone, Bruce Patton, Sheila Heen and Roger Fisher.
- ☐ *Resolving Conflict With Others and Within Yourself*, by Gini Graham Scott.
- ☐ *Stand Up, Speak Out, Talk Back*, by Robert Alberti and Michael Emmons.
- ☐ *Your Perfect Right*, by Robert Alberti and Michael Emmons.

☒ = New Behavior Model for participant to consider

Development Opportunity: Detail Orientation (2)

Current Behavior

- ☐ You prefer to focus on broad, principled concepts rather than technical details. Your need to see the big picture may at times obscure the need to identify and review complex issues. Over-simplifying things can result in your having to revisit decisions or resources to reach your objectives. Learning to identify the pertinent details from the trivial ones will ensure that you review priorities prior to making decisions.

New Behavior Models

- ☒ When presenting information, it is important that the message be clearly stated. Sometimes too much detail overshadows the message that you wish to give. Before writing or talking, you should think about what you have to say and evaluate what the receiver needs or wishes to read or to hear. Asking about these needs will help in focusing on what is really important. Decide on what and how the details will be presented before presenting. Afterwards, ask for any suggestions that could help the message be more readable or understandable. Set some limit on the amount of time or space that you are going to devote to the message. Quite often, wordiness can be boring to the other person, even though our own words are like music to our ears. Carefully observing how the receiver of your messages talks or writes will give you some picture of what would be positively received. Your awareness of the responses of your receiver will give some clues as to what part of your message is "getting through" and what is not. Keeping detailed information close at hand will help you to provide whatever level of information may be required. Reviewing backup detail before face-to-face meetings will help in responding to questions you might not ordinarily anticipate.
- ☐ Using detail to overpower another person is not only bad manners, it is also bad business practice. Individuals who are knowledgeable about details can make a lasting and positive impact on others because use of details when presenting information helps in projecting yourself as a knowledgeable person. Too much detail makes for difficulty in remembering what is said. Of course, when you ask your audience to let you know what detail they need, you are in a good position to relate your presentation to their needs. In many instances, individuals may already know what you are saying. Encouraging people to ask questions during your presentation will help because people will ask for more detail, if needed, for better understanding. Ask yourself how much time the individual or group will have to get your message, and this will give you a good perspective on how to arrange the details in a most efficient manner.

Growth Suggestions

- ☐ Make written notes of discussion to which you can refer at a later date; identify the key points, dates and special information in writing.
- ☐ Have your reading skills analyzed by a reading specialist, including speed, word recognition, comprehension and span.
- ☐ Use computer and software communications technology to help you to quickly and accurately "pin down" details for future retrieval and presentation purposes.
- ☐ What are the most important details about the job that you are doing? Does your view match up well with that of your supervisor? Sit down with your supervisor and make comparisons.
- ☐ Refer to charts, diagrams or other useful, visually prepared items; visually inspect items with which you are working, remember that visual inspection is extremely important as a source of learning.
- ☐ Understand the difference between making inquiry and conducting an inquisition; let the other person know ahead of time the information that you will be requesting.
- ☐ Ask questions when you do not understand.
- ☐ *Choosing the Future*, by Stuart Wells.

☒ = New Behavior Model for participant to consider

Development Opportunity: Emotional Composure (1)

Current Behavior

- ☐ Though most people operate with emotional restraint, you feel a need to express your emotions—both positive and negative. You may display emotion by raising your voice or using physical gestures. However, you won't allow yourself to completely lose control. Others may question the credibility of your input because your feelings may obscure your opinions. You must try to create outlets in your life where you can safely express your feelings and find personal happiness; otherwise, disappointment and dissatisfaction may affect all other areas of your life, including work.

New Behavior Models

- ☒ The expression of emotions carries with it some opportunities, as well as some consequences. Certainly, such behavior draws the attention of others to concerns that you have which, if left unresolved, could result in diminished contribution. However, you should not lose sight of the fact that emotional outpourings also result in creating an identity as a troublemaker or difficult person. Saying how you feel in a well-balanced voice is an entirely different matter, since such control offers encouragement for others to engage in a dialogue with you without fear that things are going to get out of control. The important point here is that you convey your message better when you are in control. Under these circumstances, you are not pleading for help, you are requesting ideas and an exchange of thought. You want to continue to grow in your interpersonal relationships. Emotional balance enables others to see you as contributing to the improvement of performance, whereas imbalance will put you out of the mainstream of communications. This quality of balance is also more likely to cause others to seek you out for contribution to the problem-solving process.
- ☐ Making people guess about what you are thinking will not help in keeping real issues on the table so problems can be identified and effectively solved. Productive use of emotions is a two-way street, so you approach the use of emotions in a thoughtful, tactful, diplomatic manner. By properly containing your feelings so as not to display excessive anger, you will be seen as fair and as a person with whom and to whom others enjoy communicating their feelings. Such composure, however, should not prevent you from letting others know your opinions, ideas or attitudes. Keeping the morale of others at a high level is part of your makeup, and you will offer encouragement that problems can be overcome best by using or applying reasoning and logic. When you are asked how you feel about something, state your feelings. Don't always feel you have to wait to be asked. Even crisis situations will not bear witness to any out-of-control behavior on your part. You will hold to the belief that it is better for you personally to maintain composure, rather than do something that would shake the confidence of others and put your sound reasoning under question.

Growth Suggestions

- ☐ Clearly tell the other person the things you both agree on before dealing with the points of disagreement. This approach provides a positive starting point by building bridges between people.
- ☐ Wearing your emotions "on your sleeve" is a part of who you are and is displayed in both good (laughing) and bad (sharp response) situations.
- ☐ People rely significantly on non-verbal mannerisms during communications to fully understand the message. You are extraordinarily composed which can frustrate others because they do not receive the non-verbal cues they have come to depend on.
- ☐ Learn to gracefully exit yourself from potentially explosive situations; excuse yourself and leave; reestablish contact when you are more relaxed and constructively responsive. Speak courteously. Do not shout or use abusive language.
- ☐ Consider a regular physical examination to identify and eliminate any potential physical causes for emotionalism.
- ☐ Work off emotional frustrations through physical exercise, reading, or other activity that you find enjoyable.
- ☐ Take a short term course in stress management offered by a qualified professional or organization.
- ☐ *Anger Kills : Seventeen Strategies for Controlling the Hostility That Can Harm Your Health*, by Redford Williams .
- ☐ *The Dance of Connection: How to Talk to Someone When You're Mad, Hurt, Scared, Frustrated, Insulted, Betrayed, or Desperate*, by Harriet Lerner.
- ☐ *Taking Charge of Anger: How to Resolve Conflict, Sustain Relationships, and Express Yourself Without Losing Control*, by W. Robert Nay.
- ☐ *The Dance of Anger*, by Harriet Lerner.
- ☐ *Emotional Intelligence*, by Daniel Goleman.
- ☐ *Emotional Prosperity for Life*, by Kevan E. Schlamowitz.
- ☐ *Anger, the Misunderstood Emotion*, by Carol Tavris.

☒ = New Behavior Model for participant to consider

Your Growth & Development Plan

INSTRUCTIONS:

1. Read your Devine Inventory Develop Report™.
2. Complete each of the three sections below.
3. Be clear, specific and realistic on what you expect from yourself and your supervisor.
4. Meet with your supervisor to discuss your development plan ideas.
5. Listen for understanding.
6. Commit to development actions with your supervisor.
7. Establish a follow-up date with your supervisor.

STEP 1: YOUR STRENGTHS

From Devine Inventory® results, list the top 3-5 strengths you consider most critical for successful job performance. Provide on-the-job examples.

| Behavioral Strengths | Work Examples |
|----------------------|---------------|
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| | |

STEP 2: YOUR DEVELOPMENT NEEDS

From your Devine Inventory® results, list below the top two growth and development needs related to your job requirements.

Next, select and list 1 or 2 Growth Suggestions activities from the Devine Inventory Develop Report™ for each behavior listed below. Growth Tips are development actions that you and your supervisor agree will be most important for your growth over the next year. Also reflect back on growth and development needs identified during your last performance review.

| Behavioral Needs | Growth Suggestions*/Action Items <i>(completed by employee)</i> |
|------------------|---|
| | |
| | |

* May be selected from your DI Develop Report™

STEP 3: SUPERVISOR'S COACHING AND SUPPORT

Identify help and support your supervisor can provide to enhance your performance on the above development needs.

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STEP 4: SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Follow-Up Date: ____/____/____