



Develop Report™

Name: Sample Test

Organization: Sample Reports, Inc.

Job: Unique Value Sales

Date: 2/1/2008



7755 Montgomery Road, Suite 180
Cincinnati, Ohio 45236
Tel 513.792.7500 Fax 513.793.8535
support@wingnut.com
www.wingnut.com



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 12 competencies.

Devine Inventory Develop Report™ Contents:

- **The Devine Inventory® Behaviors:** Thirty-three behaviors and their definitions
- **The Role of the Learner**
- **Sample Test: 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 Unique Value Sales 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 Affiliations.
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



Sample Test: At a Glance

BehaviorMatch™

Total Matches

23

Top 11 Behaviors

10

Middle 11 Behaviors

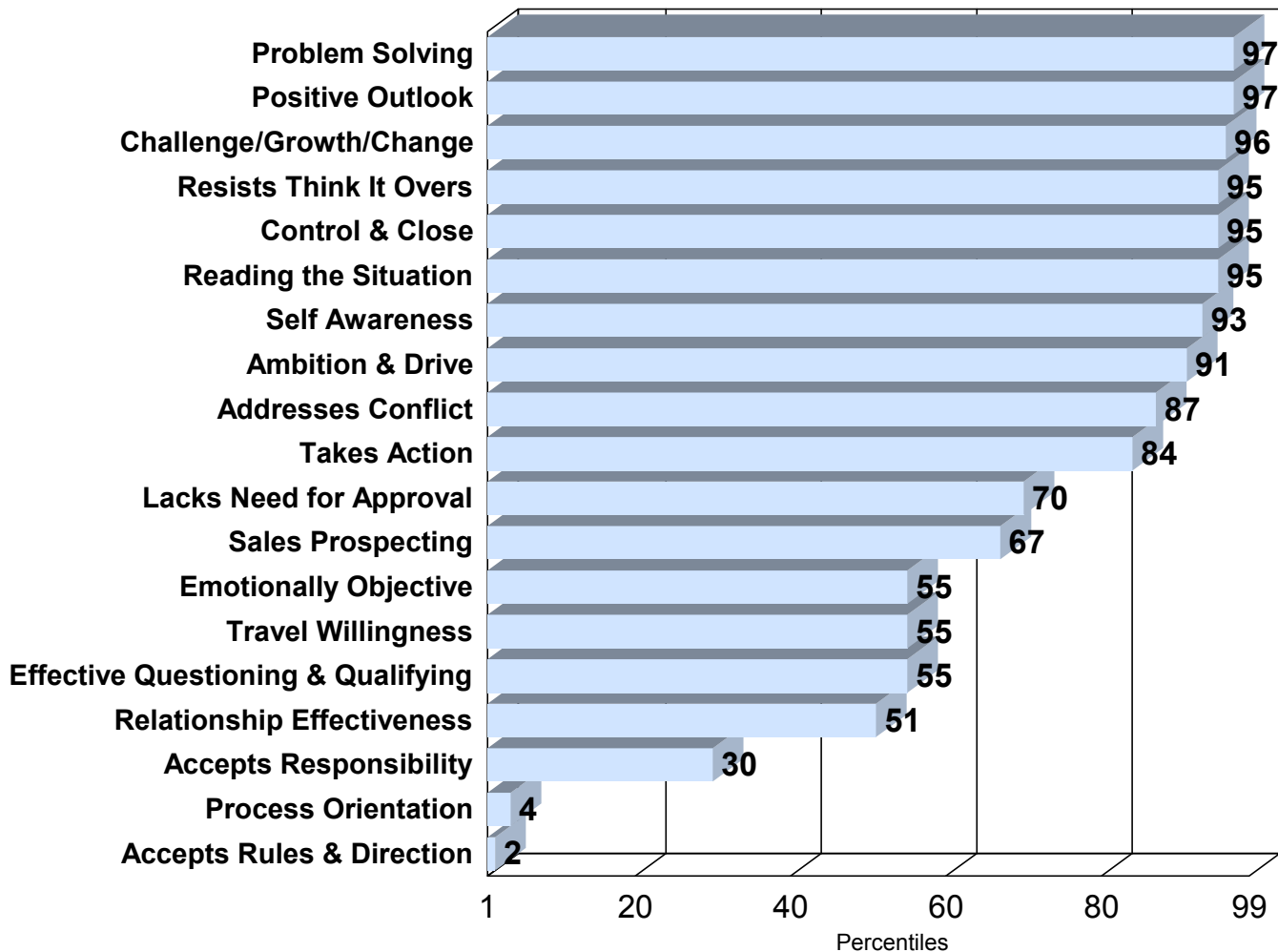
6

Bottom 11 Behaviors

7

Average number of matches for this Success Profile is 21.

Competencies





Competency Breakouts

97% Problem Solving *(The aptitude to assess a situation and envision solutions which meet the client's unique needs.)*

Listening (3)	Planning (6)	Creativeness (7)
(Mid) Emotional Composure (6)	Learning (1~7)	

97% Positive Outlook *(Displays optimism toward the future and a 'can do' attitude when managing various stages of the sales process.)*

Vitality (5)	Ego (6)	Initiative (7)
Response to Change (7)		

96% Challenge/Growth/Change *(Able to step out of their comfort zone, with an open mind to learn and accept change.)*

Initiative (7)	Learning (1~7)	Response to Change (7)
Self Responsibility (4)		

95% Resists Think It Overs *(Effectively push back when clients/prospects offer stalls and objections.)*

Assertiveness (8)	Decisiveness (8)	(Inv) Detail Orientation (2)
(Inv) Empathy (5)		

95% Reading the Situation *(Ability to observe and determine the prospect's intent toward the business relationship.)*

Listening (3)	Emotional Composure (6)	Initiative (7)
Learning (1~7)	Creativeness (7)	Decisiveness (8)
Detail Orientation (2)		

95% Control & Close *(Desire to naturally steer the sales process and move it toward a decision. Tendency to lead rather than follow.)*

Decisiveness (8)	Influence (9)	Assertiveness (8)
Competitive Style (7)	Conflict Management (9)	

93% Self Awareness *(Displays self-knowledge of strengths and needs to identify resources where there are gaps)*

Self-Insight Rating (93)

91% Ambition & Drive *(Exhibits an attitude of expecting to win and will strive to be the best they can be.)*

Time Competency (6)	Vitality (5)	Ego (6)
Goal Orientation (6)	Initiative (7)	

87% Addresses Conflict *(Deals with conflict in a constructive manner, seeking resolution while maintaining competitive advantage.)*

Conflict Management (9)	Negotiating (6)
-------------------------	-----------------



84% Takes Action *(Motivation and Affiliation to take initiative and execute objectives.)*

Initiative (7)	Response to Change (7)	Self Responsibility (4)
Intensity (3)	Closure (5)	Decisiveness (8)

70% Lacks Need for Approval *(Approach prospects and clients as business opportunities, rather than opportunities to get their needs met.)*

Ego (6)	(Inv) Empathy (5)	(Inv) Sociability (4)
---------	-------------------	-----------------------

67% Sales Prospecting *(Possesses the confidence and energy to engage in prospecting activity.)*

Communications (6)	(Inv) Empathy (5)	Self Responsibility (4)
Vitality (5)	Ego (6)	Goal Orientation (6)
Intensity (3)		

55% Travel Willingness *(Exhibits flexibility when balancing time in the field with time managing work in the office.)*

Mobility (5)

55% Emotionally Objective *(Ability to maintain objectivity and distance from the prospect when working through the sales process.)*

(Inv) Empathy (5)	Emotional Composure (6)	Planning (6)
Structure (3)		

55% Effective Questioning & Qualifying *(Confidently use a structured approach to determine potential for business fit.)*

Structure (3)	Listening (3)	Assertiveness (8)
Ego (6)	(Inv) Empathy (5)	

51% Relationship Effectiveness *(The preference to build strong relationships with prospects and clients.)*

Presentation Style (5)	Sociability (4)	Communications (6)
Instructiveness (3)	Empathy (5)	

30% Accepts Responsibility *(Take ownership for individual results, looking inward for ways to improve performance.)*

Self Responsibility (4)

4% Process Orientation *(Effectively work a territory or group of accounts and efficiently service the customer.)*

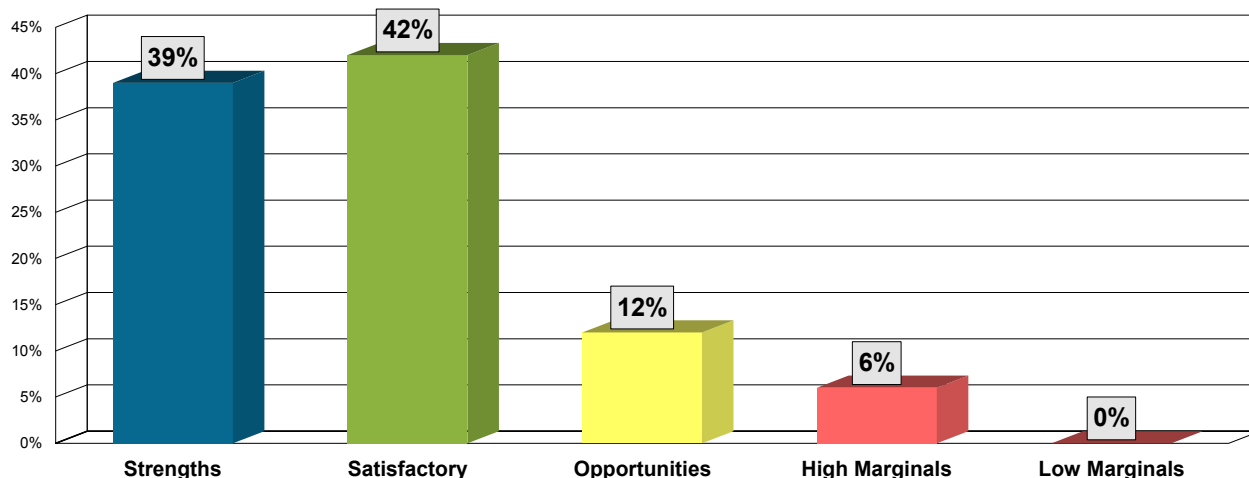
Structure (3)	Task Completion (3)	Concentration (3)
Detail Orientation (2)	Schedule Orientation (3)	

2% Accepts Rules & Direction *(Prefers interaction and supervision when managing work responsibilities.)*

(Inv) Competitive Style (7)	Authority Relationships (2)	Affiliation (2)
-----------------------------	-----------------------------	-----------------

Behavior Summary

Behavior Scores



Strengths

- ☒ Assertiveness (8)
- ☒ Communications (6)
- ☒ Competitive Style (7)
- ☒ Creativeness (7)
- ☒ Decisiveness (8)
- ☒ Ego (6)
- ☒ Emotional Composure (6)
- ☒ Goal Orientation (6)
- ☒ Initiative (7)
- ☒ Negotiating (6)
- ☒ Planning (6)
- ☒ Response to Change (7)
- ☒ Time Competency (6)

Satisfactory

- ☒ Closure (5)
- ☒ Concentration (3)
- ☒ Empathy (5)
- Instructiveness (3)
- Intensity (3)
- Listening (3)
- ☒ Mobility (5)
- ☒ Presentation Style (5)
- ☒ Schedule Orientation (3)
- Self Responsibility (4)
- ☒ Sociability (4)
- ☒ Structure (3)
- ☒ Task Completion (3)
- ☒ Vitality (5)

Opportunities/Marginals

- Affiliation (2)
- Authority Relationships (2)
- Conflict Management (9)
- Detail Orientation (2)
- Influence (9)
- Learning (1~7)

☒ = is a match with Success Profile



Devine Inventory® Profile

TOP 11 BEHAVIORS (10 of 11 are matches)

	Low Marginal	Needs Developed		Satisfactory			Strengths			High Marginal
		1	2	3	4	5	6	7	8	
<input checked="" type="checkbox"/> GOAL ORIENTATION (6) Believes in setting realistic goals that are achievable.	self-satisfied/complacent						—	—	—	never satisfied
							●			
<input checked="" type="checkbox"/> INITIATIVE (7) Anticipates the need for action and acts quickly to prevent further problems.	direction required					—	—	—	—	oversteps boundaries
								●		
<input checked="" type="checkbox"/> VITALITY (5) Makes health and wellness a priority and evaluates his/her performance regularly.	fatigued					—	—	—	—	compulsive energy
						●				
<input checked="" type="checkbox"/> EGO (6) Has confidence coping with adversity; quickly puts things in a positive perspective.	self-deprecating					—	—	—		engineers recognition
							●			
<input checked="" type="checkbox"/> TIME COMPETENCY (6) Optimizes his or her time to complete tasks effectively, even if unanticipated problems arise.	wasteful					—	—	—	—	rigidly manages time
							●			
CONFLICT MANAGEMENT (9) Manipulates the rules regardless if it's unfair to others.	retreats					—	—	—	—	orchestrates advantage
										●
<input checked="" type="checkbox"/> ASSERTIVENESS (8) Conveys self-confidence and conviction when expressing opinions; values useful opinions offered by others.	dominated						—	—	—	aggressive
									●	
<input checked="" type="checkbox"/> COMPETITIVE STYLE (7) Exhibits courage and confidence when competing.	group dependent					—	—	—	—	relentless push to win
								●		
<input checked="" type="checkbox"/> PLANNING (6) Develops alternative approaches for handling problems in future situations.	reactionary					—	—	—	—	dwells on future
							●			
<input checked="" type="checkbox"/> CREATIVENESS (7) Finds little justification for maintaining the status quo; encourages inventive imagination.	unimaginative					—	—	—	—	inventive/impractical
								●		
<input checked="" type="checkbox"/> EMOTIONAL COMPOSURE (6) Extracts emotional expressions from others in a rational, reasonable manner by using sufficient restraint.	volatile			—	—	—	—			controlled/un-demonstrative
							●			

☒ = is a match with Success Profile

● = participant's behavior score

— = desired range based on Success Profile



Devine Inventory® Profile

MIDDLE 11 BEHAVIORS (6 of 11 are matches)

MIDDLE 11 BEHAVIORS (6 of 11 are matches)											
	Low Marginal		Needs Developed		Satisfactory			Strengths			High Marginal
	0	1	2	3	4	5	6	7	8	9	
INFLUENCE (9) Pushes ideas without regard for protocol if personal self gain can be achieved.	passive					—	—	—	—	forces ideas	
										●	
<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	
								●			
LEARNING (1~7) Prefers to observe rather than participate in the learning experience - Shares information with others and admits when he or she lacks knowledge.	resists				—	—	—	—		relentless pursuit	
	●							●			
LISTENING (3) Thinks of his/her message rather than preparing a response to others' comments; considered a "bottom-line" listener.	selectively tunes out				—	—	—	—		suspicious/ over attentive	
			●								
SELF RESPONSIBILITY (4) Understands his/her own responsibilities; does not intrude on responsibilities of others.	dodges blame					—	—	—		burdened	
				●							
<input checked="" type="checkbox"/> NEGOTIATING (6) Holds fast to principles, yet thoughtfully considers input from others.	avoids/ retreats				—	—	—	—		win at any cost	
							●				
<input checked="" type="checkbox"/> CLOSURE (5) Willingly shares and receives ideas in a manner that encourages participation by others.	false start/ vacillates				—	—	—	—		non-productive push on others	
						●					
INTENSITY (3) Speaks deliberately and tries to avoid stressful methods of communicating.	laid back					—	—	—	—	over stressed	
			●								
<input checked="" type="checkbox"/> EMPATHY (5) Projects sensitivity and a willingness to help others through actions.	impersonal				—	—	—	—		overly sensitive	
						●					
<input checked="" type="checkbox"/> SOCIABILITY (4) Businesslike in relating to others; attends company social events without prompting.	choosy/ selective				—	—	—	—		contrived friendliness	
				●							
<input checked="" type="checkbox"/> COMMUNICATIONS (6) Identifies others' needs in gathering a complete set of facts about issues being discussed.	restrictive				—	—	—	—		talks randomly	
							●				

☒ = is a match with Success Profile

● = participant's behavior score

— = desired range based on Success Profile



Devine Inventory® Profile

BOTTOM 11 BEHAVIORS (7 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"/> PRESENTATION STYLE (5) Gains satisfaction from public speaking; uses diverse methods to hold audience interest.	stiff					—	—	—	—			overly dramatic
							●					
INSTRUCTIVENESS (3) Will enthusiastically share knowledge and skills as others inquire.	withholds/ self-protective					—	—	—				over shares/ preaches
				●								
<input checked="" type="checkbox"/> CONCENTRATION (3) Loses interest quickly unless facts can be immediately presented and acted upon.	unfocused/ distracted				—	—	—					tunnel vision/ over focused
				●								
<input checked="" type="checkbox"/> STRUCTURE (3) Can create organizational systems, but does not always adhere to the same system to organize information.	disorganized				—	—	—					rigidly organized
				●								
<input checked="" type="checkbox"/> TASK COMPLETION (3) Understands the importance of follow through. Inclined to ask others to assist in follow-up activities.	depends on others				—	—	—					sets unrealistic standards
				●								
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"/> SCHEDULE ORIENTATION (3) Needs flexibility to develop and execute work schedules.	won't commit				—	—	—					over commits
				●								
<input checked="" type="checkbox"/> MOBILITY (5) Enjoys travel, but is able to strike a productive balance with other activities.	stationary				—	—	—	—				wasted motion/ on-the-go
							●					
<input checked="" type="checkbox"/> RESPONSE TO CHANGE (7) Readily takes on new challenges. Values making a contribution.	justifies status quo				—	—	—	—	—			enamored with change
									●			
AUTHORITY RELATIONSHIPS (2) Wants minimal supervision; freely expresses independent thoughts and ideas.	challenges/ resistant				—	—	—					blind loyalty
			●									
AFFILIATION (2) Values the opportunity to try new approaches; will not 'jump on the bandwagon' or be a "me too" individual.	entrepreneurial				—	—	—					loyalty to org. at all cost
			●									

☒ = is a match with Success Profile

● = participant's behavior 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: Assertiveness (8)

You are self-confident and have strong conviction when expressing your opinions, even if it creates disagreements. You accept others as equals and are respectful when considering their opinions and ideas. As an action-oriented person who is always striving to create productive relationships and get ahead, you act assertively without being overbearing. Others tend to respond positively to you as a leader and are comfortable in your presence.

Behavior Strength: Communications (6)

You are diplomatic and sensitive in your communication style. Your ability to persuade is a powerful tool that supports your belief that ideas cannot stand alone; they need to be communicated effectively to have value. Furthermore, you skillfully turn arguments into discussions and criticisms into informed education. You engage others comfortably and summarize background information for better understanding. Interdepartmental communications are improved when you provide information without being asked to do so.

Behavior Strength: Competitive Style (7)

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: 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: Emotional Composure (6)

You are tactful, professional and diplomatic when you relate to others. This composure inspires confidence in your ability to solve problems with sound reasoning and judgment rather than emotion. Furthermore, your composure leads others to believe that you will be fair when receiving and evaluating ideas, suggestions and solutions. Individuals are inclined to come to you for counsel because they trust you. Your behavior is a stabilizing force, promoting goodwill and cooperation between individuals and the organization.

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: Initiative (7)

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: 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 (6)

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: Response to Change (7)

You are seen as a "change agent." Change, in your opinion, is inevitable and typically brings good things to an organization. You are eager to experiment with new ideas that may improve the current situation. You readily anticipate and accept new challenges and value making a contribution to your organization. You speak enthusiastically and with a sense of deep dedication and confidence about progress. This behavior increases employee morale.

From time to time, you will carefully review what has been done. Those who continually question and resist change will be questioned themselves and sometimes pushed aside in an effort to accelerate progress through the introduction of new ideas and technologies.



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.



Development Opportunity: Affiliation (2)

Current Behavior

- ☐ You have an entrepreneurial spirit and are committed to your personal values—though not always to the organization. Your independence may be the result of previous situations in which you were treated unfairly. Still, you are optimistic that fair treatment can be maintained. Rather than be a “yes” or “me, too” person, you prefer the freedom to think on your own. You also value the opportunity to try new approaches and you refuse to jump on the bandwagon. If problems arise, you will not hesitate to seek advice with higher authority.

New Behavior Models

- ☐ It is quite appropriate for you to indicate to others that you enjoy an association, whether that association is with a company, friends or with an activity outside of work. In the course of allowing yourself flexibility to make choices about what you intend to do with your time, talent and energies, it is best not to give all of your energies to one activity because your growth may be limited. Before making a Affiliation, be sure to question so as to find out the nature of the demands that will be made upon you. Give yourself some latitude so you can readjust your Affiliations as conditions warrant. From time to time, take a hard look at your goals, both on and off the job, so you don't go overboard either way. Always allow enough time to set your goals and to evaluate your progress, not because you are reacting to problems, but because you intend to prevent them. Before making a Affiliation, give yourself some time to think and to rearrange your present Affiliations without creating imbalances.
- ☐ The fact that you are trusting of the motives of persons in higher authority makes it possible for you to think in terms of a long-term association. What this means is that you are confident that you will be treated fairly and that promises made to you will be faithfully observed. However, you will not be so naive as to function without questioning some of the decisions made by higher authority. Through your questioning, you help make it possible for higher management to be in the position of improving its decisions. The same holds true for the manner in which you would prefer others to relate to you. Such adaptability demonstrates your willingness to grow and to contribute. By accepting challenges, your asset value constantly improves. However, you will not allow your Affiliation to your job or profession to interfere with your Affiliations in other areas of your life.

Growth Suggestions

- ☐ Search out information about future growth of the company and the skills that will be required.
- ☐ Be responsive and supportive of ideas that will improve efficiency and effectiveness.
- ☐ Familiarize yourself with company policies, rules and regulations and observe proper protocol and tactfulness when relating to others.
- ☐ Volunteer to participate in the orientation of new employees or to assist in any manner that will enhance learning and morale.
- ☐ Attend organization sponsored activities and speak positively to others about your association with the organization.
- ☐ Express to your supervisor your career goals and your interest in exposing yourself to new learning opportunities.
- ☐ Read available literature on the history of your company and seek out conversation with employees who have had long term association with the business.
- ☐ *The Brand You 50: Or Fifty Ways to Transform Yourself from and "Employee" into a Brand That Shouts Distinction, Affiliation and Passion!*, by Tom Peters.
- ☐ *The Loyalty Effect: The Hidden Love Behind Growth, Profits and Lasting Value*, by Frederick F. Reichheld.
- ☐ *Creating Contagious Affiliation: Applying the Tipping Point to Organizational Change*, by Andrea Shapiro.
- ☐ *Getting to Affiliation: Overcoming the 8 Greatest Obstacles to Lasting Connection*, by Steven Carter.
- ☐ *Art of Winning Affiliation: 10 Ways Leaders Can Engage Minds, Hearts and Spirits*, by Dick Richards.



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.
- ☐ Ask higher authority if you can be of assistance when higher authority is overloaded with work.
- ☐ If you have differences with your supervisor, discuss these privately in a joint problem solving manner.
- ☐ 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.
- ☐ *Don't Kill the Bosses!: Escaping the Hierarchy Trap*, by Samuel A. Culbert and John Ullmen.
- ☐ *Mindset Management: The Heart of Leadership*, by Samuel Culbert.



Development Opportunity: Conflict Management (9)

Current Behavior

- ☐ You are absolutely committed to resolving differences and directly handling conflict. You may overpower situations and manipulate the rules. The fact that you can recognize when others are bluffing makes you extremely confident during negotiations. Your goal is to gain the aggressive position and to extract the best possible results for yourself and/or the organization. Those who are unprepared to cope with such strength may feel resentful or hurt.

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 Affiliation 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.
- ☐ Agree on the rules for the discussion before engaging.
- ☐ When you find yourself experiencing disagreement with the views of another person, ask questions to discover underlying reasons for the different perspective.
- ☐ 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.
- ☐ 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.
- ☐ Check with local learning institutions offering programs on debating and enroll; study the rules governing the debate and apply these rules when disagreeing with another person.
- ☐ *Difficult Conversations: How to Discuss what Matters Most*, by Douglas Stone, Bruce Patton, Sheila Heen and Roger Fisher.
- ☐ Ask a third party to adjudicate disputes when you feel that you and the other party are unable to resolve differences.
- ☐ Place emphasis on obtaining proof or verification of information as opposed to merely obligingly accepting what is said without questioning.
- ☐ *Crucial Conversations: Tools for Talking When Stakes are High*, by Kerry Patterson, Joseph Grenny, Ron McMillian, Al Switzler and Stephen R. Covey.
- ☐ *Your Perfect Right*, by Robert Alberti and Michael Emmons.
- ☐ *Resolving Conflict With Others and Within Yourself*, by Gini Graham Scott.
- ☐ *Stand Up, Speak Out, Talk Back*, by Robert Alberti and Michael Emmons.



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.
- ☐ 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.
- ☐ Use computer and software communications technology to help you to quickly and accurately "pin down" details for future retrieval and presentation purposes.
- ☐ 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.
- ☐ 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.
- ☐ Ask questions when you do not understand.
- ☐ *Choosing the Future*, by Stuart Wells.



Development Opportunity: Influence (9)

Current Behavior

- ☐ You boldly and forcefully push your views and ideas onto others, often in a manipulative way. You tend to force others to choose sides; they are either with you or against you. Your desire is for others to readily accept what you have to say and to do so without asking any questions. You will do anything to protect your own position and to present yourself as someone to be approached with care and caution. If you stand to gain personally, you may push an idea without regard for organizational guidelines and practices. You always want to know "what's in it for me" and may step out of normal boundaries to reach important people whom you wish to influence. This behavior causes others to question your true objectives.

New Behavior Models

- ☐ If you are to have a positive effect on other people and the organization, you must be able to say what you think. In effect, others will expect this of you, so you are expressive of your concerns, saying what you think in peaceful, as opposed to hostile, terms. Your contributions are prefaced by saying, "It is my belief...", or "I believe that...", or "My years of experience tell me..." By entering in and becoming a participant in the problem solving process in this way, you will be seen as a moderator--a person who helps to make meetings productive. The fact that you respect the opinions and attitudes of others, as opposed to hurting feelings, will contribute to an emotionally healthful environment, and help others to be more receptive to your expression of feelings.
- ☐ If serious differences exist between you and others, you have the courage to express yourself. Your major concern is to be productive and to make contributions and not be concerned if others are upset or even angry. In a very real sense, your desire to get answers stirs others to action. Inactive persons may avoid you, but strong persons will respect you, provided you don't overplay your hand and unthinkingly hurt someone's feelings. On occasion, you will deliberately provoke "laid back" people by challenging them to come out strongly in presenting their beliefs and points of view.

Growth Suggestions

- ☐ Remember the basics: Be polite, appropriately dressed and maintain good eye contact. Ask about the interests and activities of the other person and express appreciation for useful information that is offered to you.
- ☐ Learn the backgrounds of the people you consistently interact with or with whom you intend to meet, so as to better understand them. Be careful not to name drop; however offer references when appropriate.
- ☐ Consider this approach the next time you are problem solving with a group: sit back and let others make suggestions for a solution before adding what you believe the potential answer to be.
- ☐ If you usually let others take the lead, make a point to be one of the first people to offer an idea/solution in meetings.
- ☐ Take the time to observe people in your organization who are very influential, and begin sampling the techniques that seem to work for them.
- ☐ Keep up to date on new developments in your field of work specialization and introduce stimulating ideas into your conversations with others.
- ☐ *The Leader's Voice: How Communication Can Inspire Action and Get Results*, by Boyd Clarke and Ron Crossland.
- ☐ *Influence: The Psychology of Persuasion*, by Robert B. Cialdini.
- ☐ *Guide to Executive Manners*, by Letitia Baldrige
- ☐ *The 21 Laws of Influence*, by Hellen Davis.
- ☐ *The Servant: A Simple Story About the True Essence of Leadership*, by James C. Hunter.
- ☐ *Managing With Power: Politics and Influence in Organizations*, by Jeffery Pfeffer.
- ☐ *Six Weeks to Word Power*, and *30 Days to a More Powerful Vocabulary*, by Wilfred Funk.
- ☐ *Integrity*, by Stephen Carter.



Development Opportunity: Learning (1~7)

Current Behavior

- ☐ You prefer not to learn new things unless it is required of you or you feel it is important. You are confident that you already know everything you need to know about your area of expertise. You would rather observe others than participate in learning experiences since you rely heavily on your past experiences to perform your job. Your hesitancy to learn new things may stem from past negative experiences in school, but despite the reasons behind your behavior, non-learning translates into non-growth. In the end, higher authority will wonder about the value of your long-term contribution to the organization.

New Behavior Models

- ☐ Your basic motivation is not that of impressing others with what you know. It is, however, to acquire knowledge and understanding as a way to develop self-sufficiency and competency in handling situations now and at a future date. Your response to input and assistance from others helps to keep learning an active and on-going experience. In the final analysis, you realize that openness to new ideas makes it possible to adapt to future changes and to meet new performance requirements. As a learner, you realize that you must be selective in relating to individuals who can help to accelerate your learning. Also, you attempt to achieve a balance between working things out for yourself and obtaining assistance when needed. You are not afraid to admit that you don't know, while, at the same time, expressing confidence that you can learn what needs to be known. Those with whom you relate will feel that you will shoulder your share of the burden for self-learning and that you take the appropriate steps to share your learning without being demanded to do so. The voluntary aspect of your behavior in this regard will open up more avenues by which knowledgeable and competent people will share with you.
- ☐ Each person with whom you have contact represents an important source of learning, and this motivates you to make contacts with a number of people. When you do make contact, you will make both written and mental notes of important points. During the process of acquiring input from others, you will be careful not to make undue demands that will interfere with the work rhythms of others. You will express appreciation for contributions. Strong bonds will be formed with well-informed persons. The realization that knowledge and skill are related to continuous performance accomplishment serves as a stimulus for you to keep active in setting goals and objectives for learning. You depend on yourself to do this, as opposed to believing that the responsibility belongs to someone else. That is not to say, however, that you will fail to solicit opinions from others for whom you have respect. It is to say that you enjoy learning how to learn even more efficiently. The real test for you is to put what you have learned into use.

Growth Suggestions

- ☐ Research programs/special courses offered by local schools or other community organizations.
- ☐ Write out your goals/ambitions; identify learning resources that will support the accomplishment of your goals.
- ☐ Read articles about new developments in your field and make a list of ideas, methods, techniques and new technologies that can be integrated in the day to day work environment; make suggestions to your supervisor for improvements in effectiveness.
- ☐ Acquaint yourself with professional requirements in your field of specialization; then enroll in learning activities which will promote the obtaining of certificates, licenses, etc.
- ☐ Reserve some time each day for learning; be determined to keep this schedule and not to put off your learning. Expose yourself to different methods and techniques of learning; for example case studies small group discussions, lectures, workshops, etc.
- ☐ Cautiously evaluate your propensity to acquire knowledge. Be sure you take the time to "sharpen" your existing skills prior to engaging in new learning opportunities.
- ☐ *Executive EQ: Emotional Intelligence in Leadership and Organization*, by Robert K. Cooper and Ayman Sawaf.
- ☐ *The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership and Life*, by Robert K. Cooper.
- ☐ *Change Your Questions Change Your Life: 7 Powerful Tools for Life and Work*, by Marilee G. Adams, Ph.D.
- ☐ *The Paradox of Success*, by John O'Neil.
- ☐ *The Fifth Discipline*, by Peter Senge.
- ☐ *What You Can Change and What You Can't*, by Martin Seligman, Ph.D.
- ☐ *Breaking Free*, by David Noer.



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

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.

--

STEP 4: SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Follow-Up Date: ____/____/____