



CoreCoach™ Report

Name: Jane Manager

Organization: Testing, Inc.

Job: Leadership

Date: 9/8/2004



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Guidelines to Understanding Jane Manager's CoreCoach™ Report:

The information contained in this report should not be used as the sole discretionary source of information. Close attention and consideration should be given to the employee's education, training, previous job experience(s) and personal performance.

About the Devine Inventory™:

The Devine Inventory™ has been in use for over 30 years and provides information targeting 33 different behavioral areas and 12 competencies.

CoreCoach™ Contents:

- **The Devine Inventory™ Behaviors:** Thirty-three behaviors and their definitions
- **The Role of the Coach**
- **Jane Manager: At a Glance:** Summary of the individual's 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.
- **Coaching Tips:** Explanation of scores and suggested ways the coach or supervisor can support and encourage further development.
- **Employee Growth & Development Plan:** Practical steps to determine significant findings and set a plan for developmental change through a collaborative process.

The Success Profile: This report will help you evaluate Jane Manager's match to the Devine Inventory™ Success Profile which has been created specifically for the Leadership position with your organization.

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 Devine Inventory™ Success Profile should only be prepared in consultation with a certified expert trained in the Devine Inventory System™.

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

Aggressiveness	Being assertive and taking charge.
Authority Relationships	Demonstrating cooperation and respect for leaders.
Closure	Agreeing upon and completing courses of action with others.
Commitment	Supporting the organization's goals and directives.
Communications	Giving and receiving information.
Competitiveness	Obtaining advantage through team or individual effort(s).
Concentration	Focusing and avoidance of distractions.
Conflict Management	Weighing in on and resolving differences.
Creativeness	Envisioning new options, either practical or theoretical.
Decisiveness	Choosing a course of action with speed and ease.
Detail Orientation	Attention to facts and experiences making one a competent and skilled expert.
Ego	Gaining respect and demonstrating confidence.
Emotional Composure	Maintaining professionalism and poise.
Goal Orientation	Seeking challenges toward reaching objectives.
Influence	Gaining acceptance of ideas.
Initiative	Taking action without being told.
Instructiveness	Coaching, teaching or sharing information with others.
Intensity	Effectively controlling stress.
Intimacy	Sensing what others are feeling and responding to their needs.
Learning	Advancing knowledge, skills and abilities.
Listening	Seeking to understand what others are saying.
Mobility	Accommodating to requirements for moving about and/or travel.
Negotiating	Bargaining effectively for a strongly held position.
Planning	Thinking and organizing strategies, for either near or long-term.
Presentation Style	Holding others' attention while presenting.
Response to Change	Modifying work practices to accommodate new direction.
Schedule Orientation	Creating and meeting time commitments.
Self Responsibility	Taking personal accountability.
Sociability	Building a network of relationships.
Structure	Creating order and staying organized.
Task Completion	Staying with a task until it has been effectively, promptly and thoroughly accomplished.
Time Competency	Managing time efficiently.
Vitality	Maintaining energy and stamina.



The Role of the Coach

Coaching is a managerial supervisory style that offers encouragement to employees in accepting personal responsibility for achieving a high level of job performance.

What is an Effective Coach?

- > Acts as a strong role model
- > Sets standards and holds employees accountable
- > Offers encouragement and provides support
- > Listens and provides feedback and credit when warranted
- > Emphasizes and re-emphasizes employee strengths
- > Is accomplished at giving and receiving feedback

How to use CoreCoach™

- > Read the entire report carefully
- > Highlight ideas that can quickly be put to use
- > Do not try too many ideas at once
- > Complete the Employee Growth and Development Plan form provided
- > Arrange a time and place to meet with your employee
- > Focus the meeting on performance improvement
- > Allow the employee to express his/her ideas on their development goals
- > Listen for understanding
- > Describe behaviors that need changing
- > Reemphasize the employee's strengths
- > Establish a follow-up plan to review progress

Jane Manager: At a Glance

BehaviorMatch™

Total Matches
22

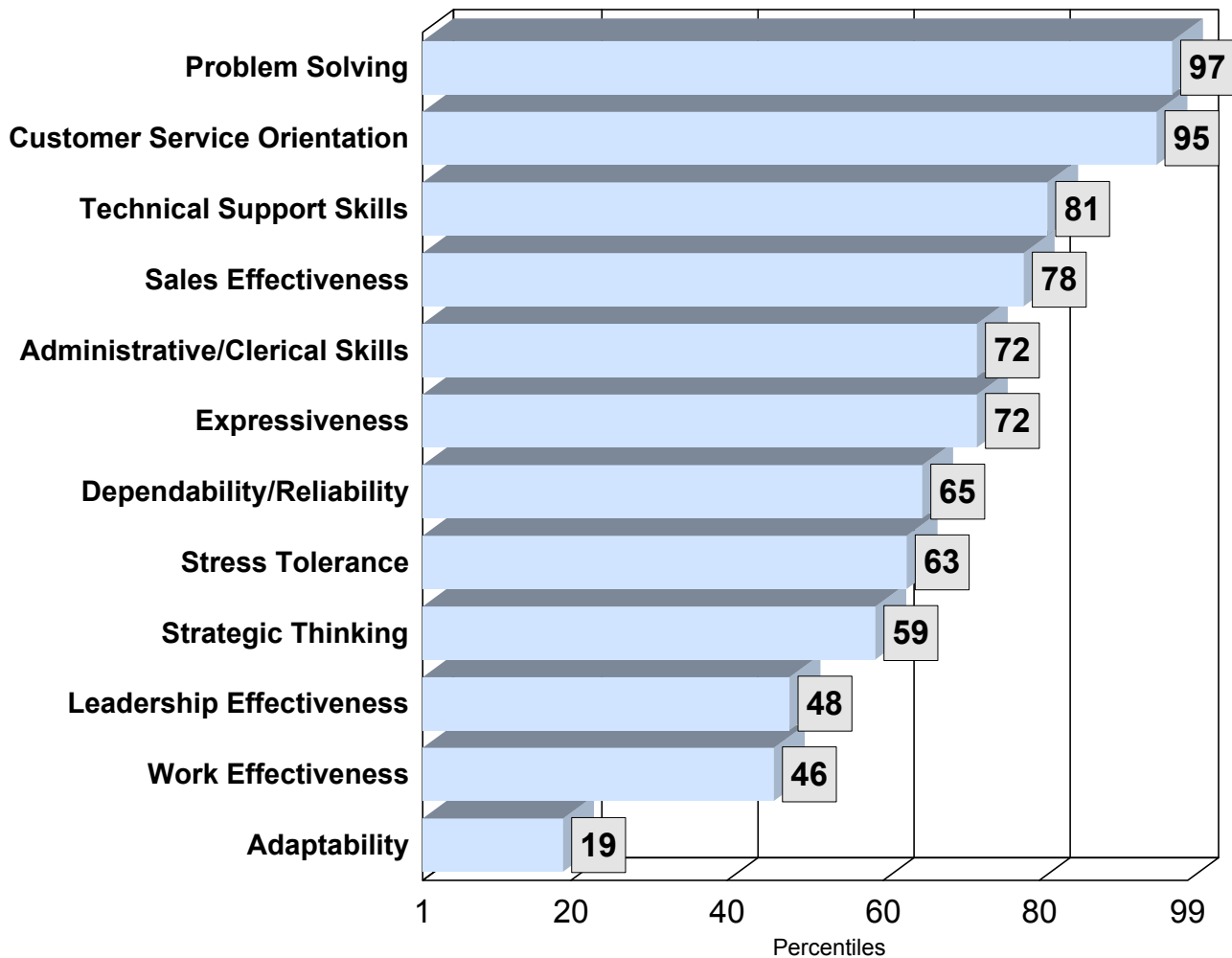
Top 11 Behaviors
6

Middle 11 Behaviors
8

Bottom 11 Behaviors
8

Average number of matches for this Success Profile is 19.

Competencies



Competency Breakouts

97% Problem Solving (*Ability to define complex problems & bring about viable solutions*)
Prepares carefully and maintains agreeable communication which serves to encourage others to listen carefully and to freely express their own views/opinions.

Closure (6)	Communications (5)	Creativeness (3)
Emotional Composure (5)	Learning (6)	Negotiating (7)
Planning (7)	Self Responsibility (6)	

95% Customer Service Orientation (*Readily initiates actions to meet or exceed the needs of others*)
The realization of a trusting relationship is cherished and serves to drive an on-going, supportive, responsible dynamic.

Communications (5)	Conflict Management (7)	Emotional Composure (5)
Influence (6)	Instructiveness (5)	Intimacy (7)
Listening (4)	Self Responsibility (6)	

81% Technical Support Skills (*Application of knowledge & skills related to work specialization*)
Sets an example of professionalism in the area of specialization by maintaining currency about new information and willingly responding to inquiries from others.

Closure (6)	Concentration (4)	Detail Orientation (3)
Emotional Composure (5)	Learning (6)	Negotiating (7)
Self Responsibility (6)	Task Completion (4)	

78% Sales Effectiveness (*Ability to persuade through relationships based on mutual trust & commitment*)
Deliberative planning in the handling of selling interactions is geared toward sharp targeting of information to meet the needs of clients and prospects alike.

Aggressiveness (7)	Closure (6)	Ego (2)
Goal Orientation (4)	Influence (6)	Negotiating (7)
Sociability (3)		

72% Administrative/Clerical Skills (*Transactional, clerical & organizational expertise used to process information*)
Regular auditing and updating of procedures to expedite the processes of managing and utilizing information contributes to a high level of efficiency.

Authority Relationships (7)	Closure (6)	Commitment (7)
Communications (5)	Listening (4)	Schedule Orientation (3)
Structure (4)	Task Completion (4)	

72% Expressiveness (*Strong human relationship & interpersonal abilities*)
Presents rationale for ideas/opinions and stimulates others to ask questions which are responded to in an engaging and receptive manner, through evoking openness/frankness.

Communications (5)	Instructiveness (5)	Intimacy (7)
Listening (4)	Presentation Style (7)	Sociability (3)



65% Dependability/Reliability (*Predictability in conforming to expectations for completing work*)
Almost always meets scheduled appointments and adapts to schedule changes; Anticipants factors that require reallocation of time.

Authority Relationships (7)	Commitment (7)	Concentration (4)
Listening (4)	Schedule Orientation (3)	Self Responsibility (6)
Structure (4)	Task Completion (4)	

63% Stress Tolerance (*Balanced reaction to duress needed to sustain expected performance levels*)
Maintains emotional composure and refrains from alienating or causing distress, emotional or physical; Engineers cooperation among those who differ, so as to reach satisfactory results.

Decisiveness (3)	Emotional Composure (5)	Inverse Intensity (4)
Learning (6)	Response to Change (3)	Vitality (7)

59% Strategic Thinking (*Develops broad, long-ranged objectives & plans that meet contingencies*)
Application of practical and economically feasible ideas often contribute to prevention of similar problem reoccurrences.

Concentration (4)	Creativeness (3)	Inverse Detail Orientation (3)
Goal Orientation (4)	Listening (4)	Planning (7)
Structure (4)		

48% Leadership Effectiveness (*Ability to integrate resources to meet objectives & ensure competitive advantage*)
Understands managerial responsibilities and attempts to balance work loads and relies quite heavily on achieving consensus. Some flexibility in managerial style.

Aggressiveness (7)	Competitiveness (5)	Decisiveness (3)
Goal Orientation (4)	Influence (6)	Initiative (3)
Time Competency (3)		

46% Work Effectiveness (*Efficiently executes tasks to achieve desired results*)
Observes sound self-management principles under most circumstances through regular assessment of conditions that inhibit effectiveness.

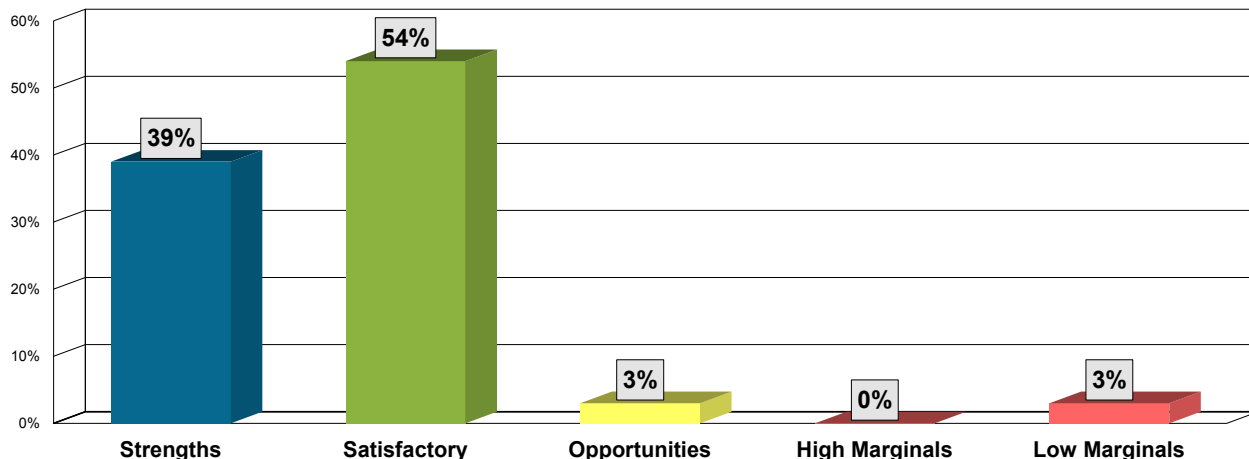
Closure (6)	Concentration (4)	Listening (4)
Schedule Orientation (3)	Structure (4)	Task Completion (4)

19% Adaptability (*Willingness to deal with unexpected challenges or circumstances*)
Sometimes resists change, preferring to maintain the status quo, due to anticipating potential negative consequences from being identified as a change-agent.

Decisiveness (3)	Emotional Composure (5)	Learning (6)
Mobility (0)	Response to Change (3)	Self Responsibility (6)

Behavior Summary

Behavior Scores



Strengths

- Aggressiveness (7)
- Authority Relationships (7)
- Closure (6)
- Commitment (7)
- Conflict Management (7)
- Influence (6)
- Intimacy (7)
- Learning (6)
- Negotiating (7)
- Planning (7)
- Presentation Style (7)
- Self Responsibility (6)
- Vitality (7)

Satisfactory

- Communications (5)
- Competitiveness (5)
- Concentration (4)
- Creativeness (3)
- Decisiveness (3)
- Detail Orientation (3)
- Emotional Composure (5)
- Goal Orientation (4)
- Initiative (3)
- Instructiveness (5)
- Intensity (4)
- Listening (4)
- Response to Change (3)
- Schedule Orientation (3)
- Sociability (3)
- Structure (4)
- Task Completion (4)
- Time Competency (3)

Opportunities/Marginals

- Ego (2)
- Mobility (0)

= is a match with Success Profile

Devine Inventory™ Profile

TOP 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	
GOAL ORIENTATION (4) Always seeks to balance material goals with high quality people relationships.						—		—	—	—	never satisfied
					●						
<input checked="" type="checkbox"/> PLANNING (7) Places emphasis on preventing problems and establishing courses of action that get results.	reactionary					—	—	—	—		dwells on future
								●			
<input checked="" type="checkbox"/> AGGRESSIVENESS (7) Accepts others as equals, advances opinions and ideas to create mutually comfortable relationships and respect.	dominated					—	—	—	—		dominant
								●			
<input checked="" type="checkbox"/> SELF RESPONSIBILITY (6) Takes personal accountability for mistakes by being willing to do what others may not be willing to do.	dodges blame					—	—	—	—		burdened
								●			
<input checked="" type="checkbox"/> COMPETITIVENESS (5) Occasionally volunteers to engage in competition; thereby, helping to draw in others who may lack confidence.	group dependent					—	—	—	—		relentless push to win
						●					
INITIATIVE (3) Checks with authority to gain approval for taking action and keeps supervisor informed of progress.	direction required					—	—	—	—		oversteps boundaries
				●							
TIME COMPETENCY (3) Beginning to show some capability in giving sufficient time to high priority matters.	wasteful					—	—	—	—		rigidly manages time
				●							
RESPONSE TO CHANGE (3) Will carefully evaluate new changes and indicate readiness to address tasks not previously done.	justifies status quo					—	—	—	—		enamored with change
				●							
EGO (2) Gives undue credit to others rather than being self accrediting.	self-deprecating					—	—	—	—		engineers recognition
		●									
<input checked="" type="checkbox"/> CONFLICT MANAGEMENT (7) Conflict is accepted as part of life, and extra effort is made to cooperate and to get things done.	retreats					—	—	—	—		orchestrates advantage
								●			
<input checked="" type="checkbox"/> EMOTIONAL COMPOSURE (5) Comfortable in relating to others emotionally in order to proceed without confrontation or possible alienation of relationship.	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 (8 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"/> INFLUENCE (6) Advances ideas sincerely, yet in a manner that causes others to feel that they can differ.	passive					—	—	—	—	forces ideas
<input checked="" type="checkbox"/> CLOSURE (6) Infuses personal opinions and attitudes about goals/objectives set forth by higher authority in a positive, supportive manner.	false start/ vacillates				—	—	—			non-productive push on others
CREATIVENESS (3) Demonstrates interest in new ideas, but withholds participation unless being directed to help in the implementation.	unimaginative					—	—	—		inventive/ impractical
DECISIVENESS (3) Exercises care when examining and evaluating facts by giving serious thought to the downside or consequences of a wrong choice.	agonizes					—	—	—	—	risky/ impulsive
<input checked="" type="checkbox"/> NEGOTIATING (7) Maintains a strong bargaining position, but adapts if new evidence is introduced which will provide a defensible and believable rationale.	avoids/ retreats					—	—	—	—	win at any cost
SCHEDULE ORIENTATION (3) Desires to have flexibility in developing and executing work schedules.	won't commit					—	—	—		over commits
<input checked="" type="checkbox"/> VITALITY (7) Seeks professional counsel/advice on health and wellness habits and cheerfully discusses benefits with others to promote interest.	fatigued					—	—	—	—	compulsive energy
<input checked="" type="checkbox"/> LEARNING (6) Seldom overlooks new opportunities to add knowledge or skill.	resists					—	—	—	—	relentless pursuit
<input checked="" type="checkbox"/> CONCENTRATION (4) Properly gathers information and prepares for meaningful examination of facts, while keeping focused on objectives to be accomplished.	unfocused/ distracted					—	—	—	—	tunnel vision/ over focused
<input checked="" type="checkbox"/> COMMUNICATIONS (5) Cooperatively responds to questions to develop needed information.	restrictive					—	—	—	—	talks randomly
<input checked="" type="checkbox"/> PRESENTATION STYLE (7) Depends on personal qualities such as frankness, honesty and directness to stimulate interest of listeners.	stiff					—	—	—	—	overly dramatic

= is a match with Success Profile

● = participant's behavior score

— = desired range based on Success Profile

Devine Inventory™ Profile

BOTTOM 11 BEHAVIORS (8 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"/> COMMITMENT (7) Volunteers to represent the company on special occasions that will promote the company, its products, services and practices.	entrepreneurial					—	—	—		loyalty to org. at all cost
								●		
<input checked="" type="checkbox"/> STRUCTURE (4) Responds positively and quickly to administrative changes and works cooperatively with those who are offering suggestions for improvement.	disorganized				—	—	—			rigidly organized
					●					
TASK COMPLETION (4) Obtains assistance from others in matters requiring special effort to complete a job.	depends on others					—	—	—		sets unrealistic standards
					●					
<input checked="" type="checkbox"/> LISTENING (4) Gives impression of listening carefully; at the same time often allows attention to be diverted to filter out elements of the message.	selectively tunes out				—	—	—			suspicious/over attentive
					●					
MOBILITY (0) Little, if any, interest in travel preferring to remain at one work location.	stationary				—	—	—	—		wasted motion/on-the-go
	●									
<input checked="" type="checkbox"/> AUTHORITY RELATIONSHIPS (7) Exhibits loyalty by ably defending company policies and practices to promote goodwill and support.	challenges/resistant				—	—	—			blind loyalty
								●		
<input checked="" type="checkbox"/> INTIMACY (7) There may be periods when thoughtfulness and sensitivity to needs of others may not be appreciated; perseverance will prevail.	impersonal		—	—	—					overly sensitive
								●		
<input checked="" type="checkbox"/> SOCIABILITY (3) Some close friendships can develop at work because of common interests.	choosy/selective			—	—	—				contrived friendliness
				●						
<input checked="" type="checkbox"/> DETAIL ORIENTATION (3) Attempts to balance the need to apply technical know-how with the need to keep abreast of new developments in area of specialization.	disdains details		—	—	—					trivial pursuit of details
				●						
<input checked="" type="checkbox"/> INSTRUCTIVENESS (5) Initiates transmittal of information helpful to others.	withholds/self-protective				—	—	—			over shares/preaches
							●			
INTENSITY (4) Periodically evaluates factors which inhibit plans to relax, and makes conscious efforts to modify or eliminate those conditions.	laid back							—	—	over stressed
					●					

= is a match with Success Profile

● = participant's behavior score

— = desired range based on Success Profile

Coaching Tips

Aggressiveness (7)

There is no shyness about the subject's response to expression of important differences of opinion. The boldness in expressing views is accompanied by an effort to infuse energy and to underscore and stress points-of-view. Certainly this is a person who believes that resolution of differences is vital to the problem-solving process.

Have the subject explain to others the importance of good solid preparation prior to participation in joint problem-solving activity. In meeting with the subject, focus on unresolved problems to which the aggressiveness of the subject can be best put to use.

Authority Relationships (7)

A strong sense of loyalty is readily apparent in the manner in which the subject communicates support for initiatives generated by higher authority. The conveyance of trust and belief in the essential motives of leadership helps to draw support from others in the immediate sphere of contact with the subject.

Take the subject into your confidence. Continue to share critical and important information with the subject. Reveal to others in high authority that you have trust because of the subject's demonstrated behavior.

Closure (6)

The process for exploring and discovering what is needed in concluding a deal is well known to the subject. Maintaining flexibility in engineering problem solving discussions helps in keeping open the lines of communication. Persisting with confidence, despite resistance, contributes to closure. The fact that the subject conveys both urgency and a need to find options which are agreeable to all parties results in openness in sharing feelings, attitudes, and values.

Have the subject debrief you on progress in obtaining closure on important projects. Ask the subject to explain reasons underlying strategy. Put yourself in the role of the person who assumes the position of questioning everything. Give positive response when the subject persists and holds to a well thought-out position.

Commitment (7)

A commitment to long term identification with the company is certainly possible. Moreover, the subject projects a positive feeling and attitude regarding the potential outcome of such association.

Take the subject into your confidence. Ask the subject to accompany you to special meetings and activities in which there will be interaction with higher-level authority. Be sure that a career development plan has been spelled out for the subject.

Communications (5)

Spend some time with the subject prior to important meetings in order to decide on approaches for stimulating interest, cooperation and participation. Point out those individuals who will need to be drawn into the discussion. Provide any specialized help and assistance that the subject will need.

Competitiveness (5)

Cohesiveness of the team and cooperative working relationships are maintained and nurtured by the subject. This is accomplished partly by not intruding on the areas of responsibility assigned to others. There is some indication that the subject is realistic in sizing up situations and, as a result, there is growing confidence in being able to cope competitively.

Have the subject participate in establishing rules and guidelines for competition. Be sure to thoroughly inform the subject about any changes that will affect fairness in competition. As strength is evidenced in performance, reassign the subject to work in a team or group situation in which there are higher levels of competition.

Concentration (4)

There is a preference to avoid interruptions when performing tasks, but not to the extent of being unpleasant if an interruption occurs. If discussions deviate from a central objective, there will be sufficient flexibility to accommodate the inclusion of new issues. As yet, the subject is not able to consistently achieve a high level of concentration either in individual or in group interactions.

Clearly state the goals/objectives to be accomplished and limit them in number. Expect the subject to take notes during meetings and to review those notes with you. Meet with the subject at times when alertness levels are good. Keep a cap on the amount of time devoted to meetings. Don't interrupt the subject unnecessarily.

Conflict Management (7)

Conflict is acknowledged by the subject to be an inevitable part of life. As such, differences are looked upon as an opportunity to enlarge understanding and to test convictions and opinions. A keen awareness of the importance of resolving differences enables the subject to engage in the exchange of deep emotional feelings and attitudes without, however, disengagement from ultimate joint resolution of problem(s).

Involve the subject at the early or beginning stage of activity in which conflict is definitely bound to occur. Meet regularly with the subject to keep updated on progress. Upon request of the subject, make interventions or special contributions that will help in expediting the productive process.

Creativeness (3)

Practical, readily usable ideas are welcomed by the subject--almost to the point of discomfort in trying new ideas. This maintenance of the status quo can put the subject on the side of resisting adaptive inventions and innovations.

Caution the subject not to be quickly judgmental about new ideas. Mention that generating a number of ideas is helpful in bringing about a high level of participation and a better chance of evolving useful approaches. Discuss the different ways by which the subject can positively motivate others to offer their suggestions.

Decisiveness (3)

Quick, impulsive choices are avoided by the subject. When there is doubt about decisions, the advice of others will be solicited. For the subject, the process of reaching decisions is one of carefully deliberating, of obtaining facts, of eliminating conjecture.

Inform the subject of the parameters of decision making authority inherent in the assigned position. Don't make decisions for the subject. Tighten up the deadline dates for decision making. Be specific in identifying the criteria for making decisions.

Detail Orientation (3)

Development of standards for evaluating the usefulness of information helps the subject in the investigation of problems and development of solutions. Acquiring new information poses no significant problem because adequate time is allowed for maintaining knowledge. If there are uncertainties about the validity of information, attempts will be made to substantiate and verify such data.

Pass through to the subject those communications which require expert knowledge for evaluation. Seek out the assistance of the subject in the editing of communications for distribution, either within or outside the organization.

Ego (2)

Don't forget to acknowledge contributions made by the subject. However, explore with the subject those matters or situations which cause discomfort or lack of confidence. Assign important work which will result in broader, more general acceptance.

Emotional Composure (5)

There is little likelihood that the subject will fail to maintain control of emotions during crisis situations. When emotional behavior appears, the subject will make an effort to bring discussions back into focus. This will consist of acknowledging feelings while at the same time recasting or restating objectives.

Invite the subject to accompany you to meetings that are likely to involve conflict or differences of opinion. Provide the subject with a thorough analysis and update about the persons and issues involved and do so prior to such meetings. Highlight your observations on both positive and negative aspects of emotional expression as these relate to reaching agreement(s).

Goal Orientation (4)

Realistic goal setting is a characteristic of the subject. Such an orientation allows the subject to accrue experience and develop skills which serve as a foundation for self-confidence. Performing satisfactorily against the expectations of higher authority is important to the subject.

Work closely with the subject in developing new challenges so as to avoid complacency and self-satisfaction in accomplishment. Review the subject's workload to ensure that there is optimal application of capabilities; consider job restructuring to accommodate evolving skills.

Influence (6)

The subject is interested in applying different techniques in relating as an influence person both on and off-the-job. Each situation is seen as a unique opportunity for establishing relationships that will result in creating a sphere of influence. This reflects the readiness of the subject to make interventions that are timely and appropriate.

Keep the subject apprised of organizational changes and appointments. Arrange for the subject to have contact with influential people in the organization. Legitimize contact of the subject with your supervisor during periods of your absence. Make opportunities available for the subject to present ideas to decision makers.

Initiative (3)

Differences in the interpretation of objectives or in the realignment of priorities can be confusing for the subject, particularly when the subject refrains from requesting clarification (or in certain cases, when the subject asks too often for such clarification). Allowing this pattern to exist will compromise relationships with higher level people because it places responsibility in the office of higher authority rather than more appropriately dispersing it throughout the system.

Be careful and clear in stating objectives. Don't rely on verbal communication--put the objectives in writing. Identify the rewards for those who do take personal initiative. Initially, review activity of the subject on a weekly basis.

Instructiveness (5)

The subject actively seeks out opportunities to function in an instructional capacity, either with individuals or in groups. There is an appreciation for the need to share information and to make such information useful.

Spend some time with the subject prior to important meetings in order to decide on approaches for stimulating interest, cooperation and participation. Point out those individuals who will need to be drawn into the discussion. Provide any specialized help and assistance that the subject will need.

Intensity (4)

The subject is aware of those activities which have a stress-relieving effect. When situations are too stressful, it is possible for the subject to "back off" in order to regroup. There is progress in feeling more at ease in contributing to the lessening of tension.

Request the assistance of the subject in sharing approaches and techniques for obtaining balance in dealing with stressful circumstances. Exchange ideas about relaxing.

Intimacy (7)

The thoughtfulness and consideration of the subject will be exhibited in responding to the moods and concerns expressed by others. This ability to quickly sense the needs and feelings of others assists the subject in maintaining friendly and expressive communications linkage. At no time will the subject cause embarrassment to another person. The protecting of the dignity of each individual is insured by safe-guarding private and highly personal communications as privileged information.

Ask the subject to keep you updated on issues related to human rights and relationships in the work environment. Place the subject on special assignment to review personnel policies and practices and to suggest improvements. Redeploy the subject into areas which require upgrading of morale and stronger belief in the motives of management.

Learning (6)

Various means/methods are employed by the subject to accelerate learning. When new techniques are put forth by others, there is a willingness to participate and be involved in trying out new ideas. It is a matter of some considerable significance to the subject to be part of a learning-oriented work environment.

Route information to the subject on learning materials, programs, and activities. Then, follow through to secure participation and involvement. Assign new learning opportunities. Keep personnel record updated regarding completed learning experiences.

Listening (4)

Hearing and understanding what is being communicated are becoming more and more important to this individual. The net result is that others feel respected and encouraged to communicate thoroughly. There is also a growing consciousness about the positive and negative consequences of non-verbal behavior.

When practical, tape interactions with the subject and ask the subject to review the tapes for recapping at the next meeting. In situations in which there are a number of people engaged in communicating, ask the subject to summarize the main points.

Mobility (0)

Assign tasks that require moving about as opposed to full-time sedentary work. Balance travel arrangements so that the subject shares these assignments with other workers.

Negotiating (7)

There is the ability to strongly represent the interests of the organization. Sound evidence must be present in order to change position. In effect, the subject does not readily back down, and this has the beneficial effect of not losing control in interaction situations with others.

Provide the subject with all the necessary back-up information prior to handling negotiations. Keep this information updated. Expect the subject to keep you updated on the progress or lack of progress. Be available to the subject prior to, during, and after critical negotiations. Designate the subject as a resource for training individuals in need of stronger negotiating skills.

Planning (7)

A quickness in grasping abstract concepts and a desire for intellectual stimulation are both evident in the behavior of the subject. Keeping abreast of new developments and anticipating difficulties helps in preventing problems.

Identify innovative and advanced planning skill development programs and activities and support participation of the subject. Subsequently, arrange to have the subject share learnings with others in the immediate work group and in other organizational components. Provide up-to-date reading materials so as to sustain currency.

Presentation Style (7)

A dynamic flavor in communications and an obvious ease in a wide variety of situations serve as the basis for generating interest in, and attention to, what the subject has to say. Furthermore, the willingness to improve at all times and to utilize sound instructional aids/materials helps in bringing about positive attitudes toward learning.

Assign the subject to work closely with individuals who may have difficulty in making presentations. Advise the subject about situations outside the company in which talents can be put to use. Talk with the subject about application of skill in enhancing response and cooperation. Obtain advice from the subject on your own presentations.

Response to Change (3)

Some reluctance exists in taking on additional tasks. Essentially, the subject exercises care and discretion so as to feel comfortable in effectively managing assignments. There is a definite orientation toward project work.

Give advance notice of anticipated changes in work assignment(s). Highlight the importance of maintaining flexibility. Establish cross training experiences.

Schedule Orientation (3)

The subject places importance on getting the job done, but there is also a realization that there is need for some flexibility in modifying schedules. As a result, completion dates are viewed as flexible. This provides opportunity for requesting additional time, but does not necessarily result in performing against the expectations of others.

Be definite about dates for work completion; discuss and analyze regular work activity pattern(s) so as to revise activity appropriately and according to desired schedule; give feedback on any failure to keep appointments.

Self Responsibility (6)

The subject will volunteer for additional and demanding assignments. There is willingness to acknowledge mistakes and to engage in discussions that will focus on resolving any problems related to successfully performing against established responsibilities. There is capacity to make realistic judgments about what is required in new situations.

Present new opportunities to the subject. Let the subject know of your satisfaction with acceptance of personal responsibility. Incorporate information obtained from the subject into updated job descriptions.

Sociability (3)

Some degree of distance is maintained by the subject in relating with others on a social basis. Relationships are formal, businesslike, and somewhat devoid of friendly, warm expressions of interest and concern. Any activity that might compromise objective, detached and well informed judgments is avoided. Overemphasis on this behavior can result in the subject becoming isolated from group activities, thus diminishing impact in sustaining a high level of group morale.

Invite the subject to participate in social activities. Give the subject sufficient advance notice of such activities. Put the subject in some responsible role or position which requires being present and active in social events.

Structure (4)

The subject organizes in a practical manner so as not to allow the desire for orderliness to get in the way of readjusting or adapting to new systems requirements. On occasion, the attention of the subject may be diverted from important objectives.

Be specific and uncomplicated when stating objectives. Avoid elaborate language. Ask the subject to rephrase objectives so as to obtain clarity. Be firm in stating the importance of prompt and accurate compliance with administrative requirements.

Task Completion (4)

Sometimes the subject allows attention to be diverted from agreed-upon objectives/goals and this can compromise desired pacing of work productivity. Usually, this occurs as a result of personal judgments that the subject places on the relative importance of tasks, which may not be in keeping with the expectations of the next higher level of management. The motive for task completion is present, but there may be some interruptions which are preventing acceleration of performance in this area.

Require the subject to obtain proper approval for any rearrangement of priorities. Make yourself accessible so as to help the subject to cope with the problem of balancing requests from various sources. Use your authority to resolve interference situations not readily resolvable by the subject.



Time Competency (3)

There is an evolving awareness of the fundamentals of effective time management, but as yet skillful use of such principles and the ability to self-program activities are not sufficiently well developed.

When meeting with the subject, be very precise in establishing specific task objectives; ask the subject to repeat the objectives so as to reinforce understanding; be sure to emphasize the importance of working in blocks of time and avoiding interruptions.

Vitality (7)

The subject has an excellent level of energy. Maintaining good health, exercise, and nutritional habits is a matter of high priority. The result is a comfort in coping with unusual work requirements on a consistent basis.

If possible, obtain some advice from the subject on setting up individual and group activities aimed at promoting good health practices. Identify assignments for the subject that require high energy levels.

Employee Growth & Development Plan

To establish an effective employee development plan a meeting with the employee and supervisor is scheduled by the supervisor. The purpose of the initial meeting is to identify areas of growth and support needed to accelerate individual development. In preparation, both the employee and supervisor should complete the Employee Growth and Development plan form by referencing the employee's Devine Inventory™ results. The supervisor then initiates a meeting to discuss ideas and finalize the Employee Growth and Development Plan.

INSTRUCTIONS:

1. Read this CoreCoach™ report.
2. Complete each of the three sections below. Be clear, specific and realistic on expectations.
3. Schedule a meeting with your employee to discuss his/her development plan ideas.
4. Allow the employee to express his/her ideas first. Listen for understanding.
5. Emphasize areas you are in agreement. Recognize demonstrated areas of strengths.
6. Come to consensus on priority needs development areas, ways you can support the employee's development and review what actions the employee will initiate.
7. Finalize the plan, sign and date. A copy should be provided for both the employee and the supervisor.
8. Establish a follow-up date to meet with the employee, preferably in 3-6 months to review progress.

STEP 1: EMPLOYEE STRENGTHS

From Devine Inventory™ results, list the top 3-5 strengths you consider most critical for successful job performance. Provide on-the-job examples where the employee has demonstrated these strengths.

Behavioral Strengths	Work Examples

STEP 2: EMPLOYEE DEVELOPMENT NEEDS

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

Ask the employee to select Growth Tips activities from his/her CoreDevelop™ report. Offer other tips and techniques during the meeting that are proven "best practices" that you know to work.

Behavioral Needs	Growth Choices*/Action Items <i>(completed by employee)</i>

** May be selected from employee's CoreDevelop™ report*

STEP 3: SUPERVISOR'S COACHING AND SUPPORT

Identify help and support that you as the supervisor can provide to enhance employee's performance on the above development needs. The CoreCoach™ report will give you ideas or you may have some of your own.

STEP 4: SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Follow-Up Date: ____/____/____