



Coach Report™

Name: Nex Hyre

Organization: TalentMgmt, Inc

Job: Sales Manager

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Guidelines to Understanding Nex Hvre's DI Coach 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 Assessment:

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

Devine Inventory Coach Report™ Contents:

- **The Devine Inventory® Behaviors:** Thirty-three behaviors and their definitions
- **The Role of the Coach**
- **Nex Hvre: 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 Nex Hvre's match to the Success Profile which has been created specifically for the Sales Manager position within 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 Success Profile should only be prepared in consultation with a Certified Devine Inventory Expert.

Behavior Match Considerations:

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



The Devine Inventory® Behaviors

Behavior

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

Definition

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



The Role of the 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 Devine Inventory Coach™

- > 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 date to review progress



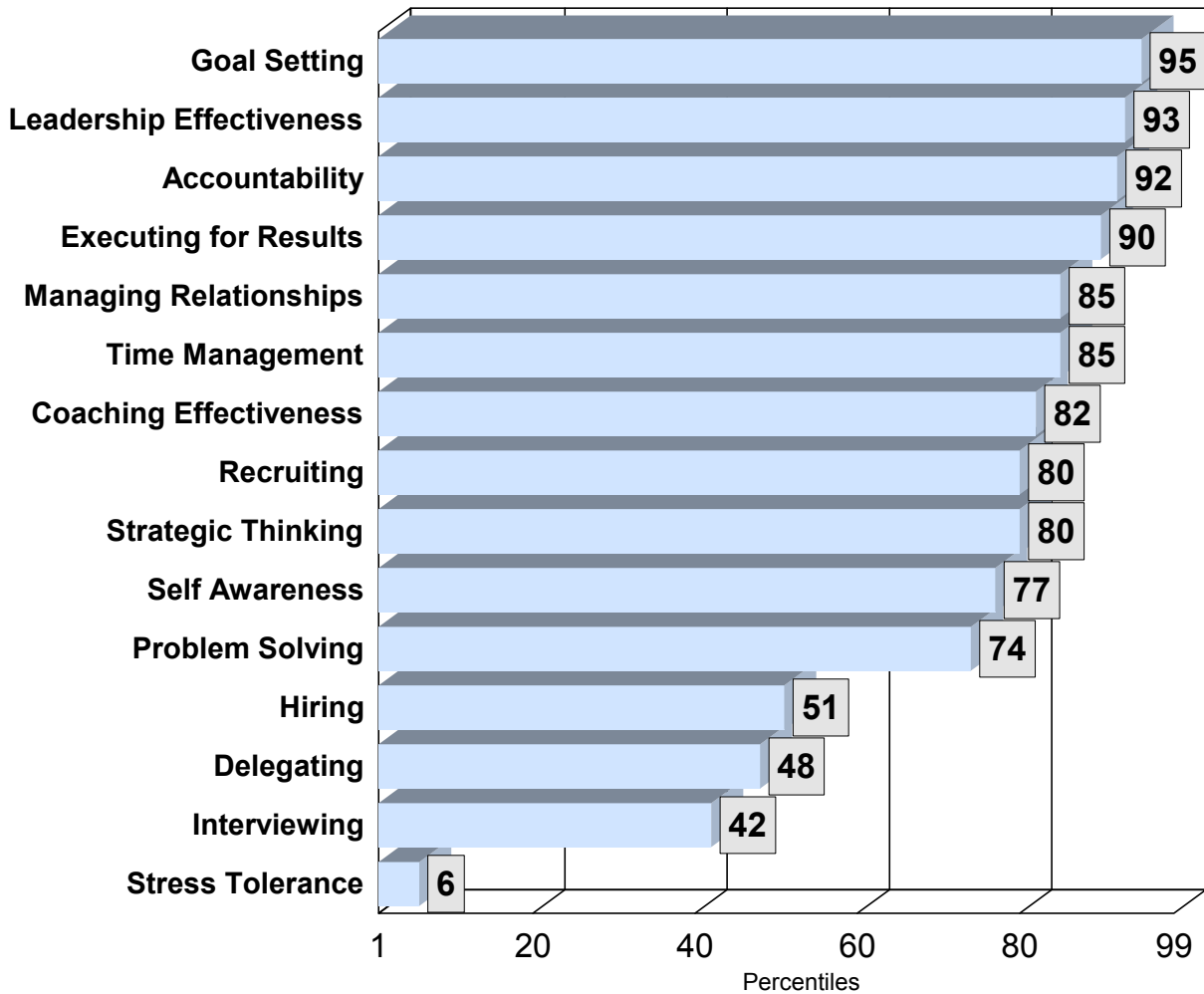
Nex Hvre: At a Glance

BehaviorMatch™

Total Matches	Top 11 Behaviors	Middle 11 Behaviors	Bottom 11 Behaviors
25	9	8	8

Average number of matches for this Success Profile is 19.

Competencies





Competency Breakouts

95% Goal Setting *(Establishes and achieves challenging goals through ambition and execution skills)*

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

93% Leadership Effectiveness *(Achieves with distinction, persevering despite resistance and influencing others)*

Assertiveness (7)	Closure (5)	Competitive Style (8)
Conflict Management (6)	Decisiveness (5)	Goal Orientation (6)
Influence (7)	Initiative (6)	

92% Accountability *(Follows up and holds employees accountable for completion of assigned work)*

Closure (5)	Concentration (5)	Conflict Management (6)
Goal Orientation (6)	Influence (7)	(Inv) Empathy (3)
Negotiating (5)	Planning (4)	

90% Executing for Results *(Drives performance through expert management of business projects and activities.)*

Closure (5)	Initiative (6)	Self Responsibility (6)
Task Completion (6)	Time Competency (6)	

85% Managing Relationships *(Establishes effective work relations; willingly and skillfully manages conflicts)*

Communications (5)	(Mid) Competitive Style (8)	Conflict Management (6)
(Mid) Emotional Composure (3)	(Mid) Empathy (3)	Listening (5)
(Mid) Negotiating (5)		

85% Time Management *(Effectively uses time so priority issues receive appropriate focus and effort)*

Concentration (5)	Decisiveness (5)	(Mid) Detail Orientation (5)
Planning (4)	Schedule Orientation (6)	Structure (5)
Time Competency (6)		

82% Coaching Effectiveness *(Instructs others so they learn and develop skills needed to achieve objectives)*

Communications (5)	Creativeness (7)	Influence (7)
Instructiveness (7)	Empathy (3)	Learning (3)
Listening (5)	Sociability (5)	

80% Strategic Thinking *(Develops broad, long-ranged objectives and plans that meet contingencies)*

Understands business conditions and develops long-term objectives for results.

Concentration (5)	Creativeness (7)	(Inv) Detail Orientation (5)
Goal Orientation (6)	Listening (5)	Planning (4)
Structure (5)		



80% Recruiting *(Continuously seeks top talent to add to their sales team.)*

Goal Orientation (6)	Initiative (6)	Planning (4)
Sociability (5)	Time Competency (6)	

77% Self Awareness *(Displays self-knowledge of strengths and needs to identify resources where there are gaps)*

Self-Insight Rating (77)

74% Problem Solving *(The aptitude to assess a situation and envision solutions which meet the client's unique needs.)*

Creativeness (7)	(Mid) Emotional Composure (3)	Learning (3)
Listening (5)	Planning (4)	

51% Hiring *(Follows standardized process to search for talent that aligns with company's needs.)*

Affiliation (3)	Closure (5)	Planning (4)
Structure (5)	Time Competency (6)	

48% Delegating *(Thinks and plans to assign workload to subordinates proactively rather than reactively.)*

(Mid) Competitive Style (8)	(Inv) Detail Orientation (5)	(Mid) Intensity (6)
Planning (4)	(Mid) Self Responsibility (6)	(Mid) Task Completion (6)

42% Interviewing *(Conducts structured interview process to qualify candidates' fit with the role.)*

Communications (5)	Learning (3)	Listening (5)
Structure (5)		

6% Stress Tolerance *(Reacts to duress in a balanced manner needed to sustain performance levels)*

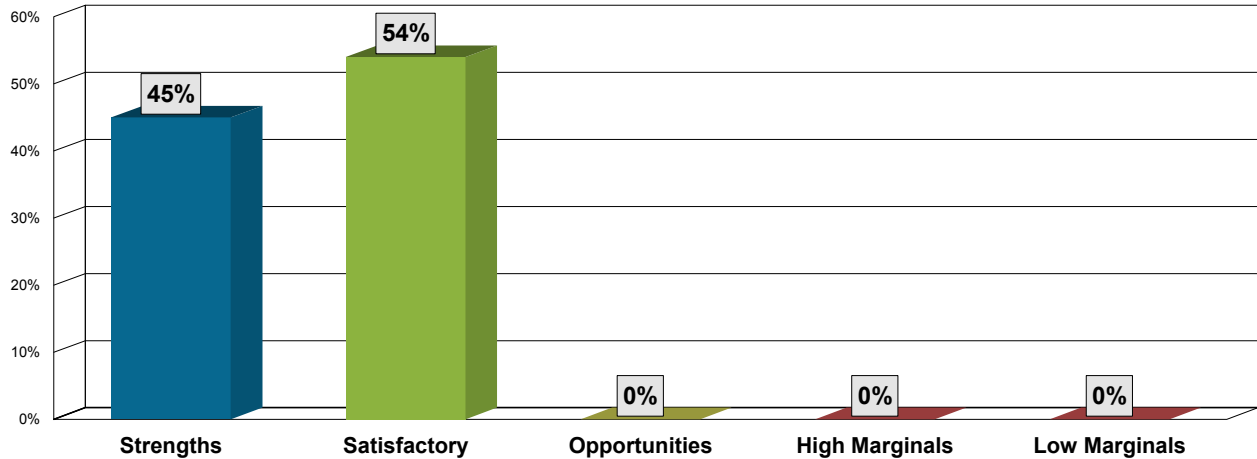
Becomes tense and sometimes emotional when under duress with others.

Decisiveness (5)	Emotional Composure (3)	(Inv) Intensity (6)
Learning (3)	Response to Change (3)	Vitality (3)

(Inv) - A low score (1-3) is desirable	(Mid) - A moderate score (3-5) is desirable
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Behavior Summary

Behavior Scores



Strengths

- Assertiveness (7)
- Competitive Style (8)
- Conflict Management (6)
- Creativeness (7)
- Ego (7)
- Goal Orientation (6)
- Influence (7)
- Initiative (6)
- Instructiveness (7)
- Intensity (6)
- Mobility (6)
- Schedule Orientation (6)
- Self Responsibility (6)
- Task Completion (6)
- Time Competency (6)

Satisfactory

- Affiliation (3)
- Authority Relationships (4)
- Closure (5)
- Communications (5)
- Concentration (5)
- Decisiveness (5)
- Detail Orientation (5)
- Emotional Composure (3)
- Empathy (3)
- Learning (3)
- Listening (5)
- Negotiating (5)
- Planning (4)
- Presentation Style (3)
- Response to Change (3)
- Sociability (5)
- Structure (5)
- Vitality (3)

Opportunities/Marginals

-

= is a match with Success Profile



Devine Inventory® Profile

TOP 11 BEHAVIORS (9 of 11 are matches)

	Low Marginal	Needs Developed		Satisfactory			Strengths			High Marginal
	0	1	2	3	4	5	6	7	8	9
<input checked="" type="checkbox"/> GOAL ORIENTATION (6) Believes in setting realistic goals that are achievable.	self-satisfied/complacent					—	—	—	—	never satisfied
<input checked="" type="checkbox"/> ASSERTIVENESS (7) Accepts others as equals; respectfully considers others' opinions and ideas; strives to create productive relationships.	dominated					—	—	—	—	aggressive
<input checked="" type="checkbox"/> COMMUNICATIONS (5) Cooperatively participates in discussions to develop needed information.	restrictive					—	—	—	—	talks randomly
<input checked="" type="checkbox"/> INFLUENCE (7) Asserts ideas with authority and confidence, hoping that the other person(s) will consider the new information.	passive					—	—	—	—	forces ideas
<input checked="" type="checkbox"/> NEGOTIATING (5) Appears fair-minded; creates a positive atmosphere for exchanging opinions.	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
<input checked="" type="checkbox"/> INSTRUCTIVENESS (7) Openly shares knowledge with others; encourages questions and comments.	withholds/self-protective					—	—	—	—	over shares/preaches
EMOTIONAL COMPOSURE (3) Dramatically expresses feelings and opinions, but not as a tool of persuasion.	volatile			●		—	—	—	—	controlled/ undemonstrative
<input checked="" type="checkbox"/> CONFLICT MANAGEMENT (6) Conveys a desire to win, but not at the expense of honesty and fairness.	retreats					—	—	—	—	orchestrates advantage
<input checked="" type="checkbox"/> LISTENING (5) Personal mannerisms convey that a message is unimportant, but the listener is still respectful toward the speaker.	selectively tunes out					—	—	—	—	suspicious/ over attentive
PRESENTATION STYLE (3) Does not use dramatic techniques to generate interest; speaks matter-of-factly.	stiff			●		—	—	—	—	overly dramatic

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



Devine Inventory® Profile

MIDDLE 11 BEHAVIORS (8 of 11 are matches)

	Low Marginal	Needs Developed		Satisfactory			Strengths			High Marginal
	0	1	2	3	4	5	6	7	8	9
PLANNING (4) Spends time finding better, faster ways to achieve results.	reactionary					—	—	—		dwells on future
<input type="checkbox"/>					●					
<input checked="" type="checkbox"/> COMPETITIVE STYLE (8) Diligently competes without compromising values/standards.	group dependent				—	—	—			relentless push to win
<input type="checkbox"/>									●	
<input checked="" type="checkbox"/> DECISIVENESS (5) Sensibly evaluates options in an effort to be seen as fair and unbiased.	agonizes					—	—	—		risky/ impulsive
<input type="checkbox"/>						●				
<input checked="" type="checkbox"/> EGO (7) Communicates with powerful decision-makers in order to receive acknowledgement for contributions.	self-deprecating					—	—	—		engineers recognition
<input type="checkbox"/>								●		
<input checked="" type="checkbox"/> CONCENTRATION (5) Is able to focus on a broad range of problems in a reasonable time frame.	unfocused/distracted				—	—	—			tunnel vision/over focused
<input type="checkbox"/>						●				
EMPATHY (3) Expresses emotions through mannerisms, posture and body language.	impersonal				—	—	—			overly sensitive
<input type="checkbox"/>			●							
<input checked="" type="checkbox"/> CREATIVENESS (7) Finds little justification for maintaining the status quo; encourages inventive imagination.	unimaginative				—	—	—			inventive/impractical
<input type="checkbox"/>								●		
<input checked="" type="checkbox"/> DETAIL ORIENTATION (5) Examines situations with appropriate care and attention to detail.	disdains details				—	—	—			trivial pursuit of details
<input type="checkbox"/>						●				
<input checked="" type="checkbox"/> INITIATIVE (6) Accurately assesses risks and takes voluntary action when needed.	direction required					—	—	—		oversteps boundaries
<input type="checkbox"/>							●			
<input checked="" type="checkbox"/> SELF RESPONSIBILITY (6) Is personally accountable for mistakes; is willing to do what others are not.	dodges blame					—	—	—		burdened
<input type="checkbox"/>							●			
RESPONSE TO CHANGE (3) Carefully evaluates changes yet ready to address new tasks.	justifies status quo					—	—	—		enamored with change
<input type="checkbox"/>			●							

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



Devine Inventory® Profile

BOTTOM 11 BEHAVIORS (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"/> SOCIABILITY (5) Engages in friendly exchanges with others on a recurring basis.	choosy/ selective			■	■	●				contrived friendliness
<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
AFFILIATION (3) Functions best when underlying reasons for policies, procedures or practices are explained.	entrepreneurial			●	■	■	■			loyalty to org. at all cost
<input checked="" type="checkbox"/> AUTHORITY RELATIONSHIPS (4) Shows an interest in the reasoning behind directives from authority; responds openly to inquiries.	challenges/ resistant			■	■	■	●			blind loyalty
<input checked="" type="checkbox"/> MOBILITY (6) Responds affirmatively to travel requests and is involved in the planning.	stationary					■	■	●		wasted motion/ on-the-go
LEARNING (3) Keeps up-to-date, but does not always translate knowledge into helping others learn.	resists			●	■	■	■			relentless pursuit
<input checked="" type="checkbox"/> STRUCTURE (5) Adapts easily to new procedures for classifying, storing and retrieving information.	disorganized					■	■	●		rigidly organized
<input checked="" type="checkbox"/> SCHEDULE ORIENTATION (6) Effectively arranges appointments and stays within the scheduled time frame.	won't commit			■	■	■		●		over commits
<input checked="" type="checkbox"/> TASK COMPLETION (6) Volunteers to help others complete their work rather than remain idle.	depends on others					■	■	●		sets unrealistic standards
VITALITY (3) Periodically tries to exercise or eliminate a harmful habit, but does not sustain the effort.	fatigued			●	■	■	■			compulsive energy
<input checked="" type="checkbox"/> INTENSITY (6) Makes an effort to readjust priorities and behaviors to facilitate reaching goals.	laid back					■	■	●		over stressed

= is a match with Success Profile

● = participant's score

■ = participant's self score

■ = desired range based on Success Profile



Coaching Tips

Matches for Top 11 Priority Behaviors

Closure (5)

The importance of closing is well understood by the subject and there is personal motivation to improve in this critical area of work. There is also recognition that this process requires considerable experience and expertise. A willingness to learn from others who are "closure competent" does in no way suggest that the subject wishes merely to be an observer. Quite the contrary, the subject wants very much to apply what is learned.

Let the subject indicate situations in which growing closure competence can be put to the test. Have the subject identify specific objectives to be obtained from closure efforts and activities and use these as a basis for auditing accomplishment and re-strategizing.

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.

Listening (5)

The subject is making progress in giving attention to what is being communicated. This may take the form of sitting closely to the speaker and deliberately avoiding distracting behavior.

Compliment the subject on maintenance of good eye contact and refraining from distracting/nervous behavior. Encourage the taking of notes during discussions. On occasion, make an audio tape of a discussion so the subject can review.

Negotiating (5)

Careful and patient observation of skills, strategies and approaches employed in negotiating is resulting in the ability to make meaningful interventions and contributions in such situations. A sense of positive anticipation about the outcome of negotiating efforts sustains the subject's confidence in participating.

Explain the conditions and circumstances of a complex situation and ask the subject to map out alternative negotiating strategies, then revise and adapt. Continue to support the attendance of the subject in skill-development/negotiating training.

Conflict Management (6)

The subject is able to keep contacts open, despite the fact that the other person(s) may hold to almost opposite views or positions. There is commitment to endure until mutually satisfying resolution occurs. In this process, the subject is able to project a sufficient degree of esteem for the other person(s) because such an orientation serves as a foundation for growth and strengthening of the conflict resolving relationships.

Put the subject in the position of being your representative in those circumstances in which unresolved differences have become a block to productive accomplishment. Let others in the group know of your confidence in the ability of the subject. Put all available information about the situation in the hands of the subject and set a schedule for being debriefed by the subject.



Matches for Top 11 Priority Behaviors

Goal Orientation (6)

Ability to perform in a manner superior to others has been realized by the subject because of a gradual and graduated set of past experiences. The need to accomplish, to contribute, and to be rewarded appropriately is an essential part of the make-up of the subject. Satisfaction is found in establishing even larger, higher, and more demanding goals.

Share your hopes and aspirations with the subject. Encourage the subject to do the same. Put the subject in a situation in which there is a need to invigorate morale and update contribution. Consider incentive income arrangements.

Assertiveness (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.

Influence (7)

Pushing forward to resolve issues or to raise significant feelings and opinions is part of the effort that the subject makes in deriving workable solutions. The possibility of being rejected is becoming less important when weighed against the potential advantage of achieving resolution of differences.

Engage the subject in mapping out strategies for coping with unusually aggressive or passive behavior of individuals, whether this be in one-to-one interactions or in group situations. Use the debriefing technique to evaluate strategies against results.

Instructiveness (7)

A deep commitment to the development of others is a vital part of the behavioral orientation of the subject. This strong belief compels the subject to teach and to share information. However, the identification with an instructive role does not interfere with responding to instruction from others.

Have the subject contribute to plans and activities aimed at enhancing individual, group and organizational performance. Commit the subject to involvement with groups in which there has been failure to share information and to realize practical working solutions to problems. Enlarge the possibilities of the subject to work with larger numbers of people.

Non-Matches for Top 11 Priority Behaviors



Non-Matches for Top 11 Priority Behaviors

Emotional Composure (3)

The subject believes the expression of feeling is an important part of the problem-solving process, even to the point of being quickly and unexpectedly emotional with others. These expressions can be verbal or non-verbal. If the subject carries this orientation too far or if such emotionalism occurs frequently, others will react negatively and will avoid involving the subject in problem-solving interactions as a means of sustaining rationality.

Speak to the subject in a calm manner. Arrange to meet at times when the subject is not under a great deal of pressure. Avoid interruptions and keep meetings short. Have the subject elaborate opinions and ideas and don't be quickly judgmental. Offer ideas as opposed to demands.

Presentation Style (3)

Although the subject does not back away from requests to exchange information with others, there is little evidence of flexibility in the style and approach of the subject. A matter-of-fact quality is apparent to others when the subject talks. It is almost as though there is over-reliance on facts "speaking for themselves." Little effort is made to sell ideas or to persuade others.

Send the subject to a short, specialized, intensive program geared to sharpen speaking skills. Make videotapes of presentations by the subject and offer critiques. If necessary, call on a specialist to work with the subject. Have the subject listen to skilled speakers. Before important presentations, have the subject give a "dress rehearsal."

Non-Matches for Bottom 22 Priority Behaviors

Affiliation (3)

Tentativeness is indicated by the subject. This is not a dedicated loyalist who blindly and obediently accepts all positions and directives of higher authority. It is almost as though the subject is taking the devil's advocate position. This is done to bring out important issues which then can be addressed and resolved.

Share with the subject your reasons for commitment to the organization. Have the subject do the same with you. Foster this openness in expression, but set some rules by which you can both function productively and positively during these discussions.

Empathy (3)

A certain degree of apprehension is experienced by the subject in relating to others on a personal basis. Expressions of thoughtfulness are not easily communicated--it is as though there is a conscious effort to prevent this from occurring. The result is that others will refrain from sharing deep, intimate feelings and confidences. This is unfortunate because such expressions may reveal circumstances or conditions that may be inhibiting performance.

Draw the subject into your confidence. Encourage the subject to relate with you in a similar way. Let the subject know of some of your deep frustrations or concerns and of your willingness to be accessible. Tell the subject that you are absolutely committed (both ethically and morally) to maintaining confidences and that you know and believe that there will be the same commitment on the part of the subject.



Non-Matches for Bottom 22 Priority Behaviors

Learning (3)

There is a significant degree of confidence in personal abilities. This is often associated with a desire to demonstrate competencies and to be self-sustaining. Others who relate to the subject will seldom volunteer advice and counsel because the subject will not usually ask for this assistance. Such behavior can slow down the process of integrating new ideas.

Initiate a learning plan for the subject, one that is based upon a definite schedule of activity as well as periodic progress reviews by yourself. Put the subject in situations with persons who are more experienced and motivated toward being instructive.

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.

Vitality (3)

At times, the subject will experience tiredness, especially during situations in which intensive effort is required. Usually, fulfillment of job responsibilities comes first and this interferes with setting up regular health/exercise routines and regimens.

Encourage the subject to have an annual physical checkup, including dental and eye examinations. As part of this, also encourage obtaining expert advice on the best and most suitable health conditioning exercises. If the individual smokes or is under an unusual amount of stress, offer to underwrite participation in formal programs focused on these issues. Review the subject's workload to avoid imbalances which compromise his or her energy levels.

Planning (4)

A strong results orientation indicates comfort in coping with business problems. It also suggests a capacity to quickly size up situations so as to accelerate accomplishment of objectives. "Will it work?" is the acid test for new ideas.

Include the subject in planning meetings. Provide exposure to new ideas and techniques for planning. Be sure the subject offers suggestions for improving the planning process.

Matches for Bottom 22 Priority Behaviors

Authority Relationships (4)

There is sufficient loyalty to higher authority, and this enables the subject to work cooperatively and supportively with upper-level management. Nevertheless, enough independence exists on the part of the subject to be able to express opinions and perspectives which are different than those held by upper-echelon people.

Indicate your appreciation for open and honest expression of differences. Assume a similar position with the subject which will allow you to communicate in a straightforward manner. Ask penetrating questions that may put the subject on the defensive in order to dramatize the importance of being tactful and diplomatic.



Matches for Bottom 22 Priority Behaviors

Concentration (5)

The subject understands the conditions and circumstances that must underwrite self-concentration. There will be an attempt to clarify the guidelines for meetings, including the goals to be accomplished. A conscious effort will be made to avoid distractions.

Have the subject offer suggestions on the agendas for meetings. Provide helpful aids to stimulate interest and concentration. When talking with the subject, speak and enunciate words clearly. If there is some deviation in concentration, stop at that point and ask the subject to recap. Repeat important points. Use examples to illustrate points.

Decisiveness (5)

There is growing confidence on the part of the subject about making decisions. And that confidence is expressed to higher authority by indicating the desire to be charged with the responsibility for making decisions. That desire is supported by providing reasonable explanations about the results that can be expected.

Allow the subject increased opportunity for making decisions. Provide background information for decision making and do so in a timely manner. Don't review or question every decision made by the individual--substitute debriefing for cross-examination.

Detail Orientation (5)

It is likely that the subject will be perceived by others to be technically proficient. Enjoyment is usually experienced in handling assignments that require application of analytical skills.

Keep the subject on regular mailing lists for information related to his or her work situation. Give him or her assignments which require analytical skills. Arrange for working situations that will result in close collaboration with knowledgeable individuals.

Sociability (5)

Deliberate and positive response to invitations is part of a heightened interest in social interactions. There is a conscious effort to become more broadly involved in such activities so as to enhance networking. Nevertheless, some reluctance may still exist in relating to certain persons who are deliberately isolating themselves from social contact and interaction.

Discuss with the subject various approaches that can be used in bringing about broader team and group activity. Concentrate on those individuals who may be pulling away from the group. Support efforts on the part of the subject to relate to colleagues both on and off the job. Share your thoughts and concerns when there is lack of cooperation as a means of drawing out the subject's ideas and involvement in overcoming those difficulties.

Structure (5)

The subject values order and orderliness and relates the system for gathering, classifying, storing and retrieving of data to the specific objectives that must be accomplished. This sense of order will be reflected in reports generated by the subject.

Carefully read reports submitted by the subject and make clear any improvements desired in the organization of information. Wherever possible, keep reporting requirements on an informal basis in order not to overload the subject with paperwork.



Matches for Bottom 22 Priority Behaviors

Initiative (6)

When certain people need encouragement to cope with problems, the subject will offer that encouragement either through serving as a role model or by exhorting others to such activity. For the subject, the risk lies in allowing problems to persist and doing nothing about them. Even in the absence of acknowledgment for self-initiative, the subject focuses attention on the objective(s) to be accomplished.

Inform the subject about the circumstances and conditions about which you wish to be kept advised. Indicate your availability as a source of help. Put the subject on project assignments that have been delayed because of lack of initiative.

Intensity (6)

The subject will, on occasion, convey tenseness through non-verbal mannerisms (fidgeting, quick eye movement, staring, etc.). It is also true that the subject may not be aware of the effect of this behavior on others.

Speak to the subject in a relaxed manner and also in an environment where there are no interruptions; be congenial and schedule meetings with the subject during periods in which there is an absence of pressure; share with the subject your experiences in reducing stress; review the nature of work assignments so as to avoid overload.

Mobility (6)

Being on-the-road is perceived as offering an indispensable opportunity for learning and for bringing about greater contribution to goals and objectives. For the subject, it is an enjoyable aspect of work which expands horizons and perspectives. Such a behavioral orientation demonstrates interest in fostering person-to-person contact--a critically important element of good problem solving.

Require the subject to share information obtained from business trips (i.e., shifts in competitive strategies, advancements in technologies, changes in market opportunities, etc.). Arrange the assignments of the subject to include those which require travel.

Schedule Orientation (6)

The subject is fully aware that schedules require periodic examination and renegotiation in order to maximize productive effort. If there are concerns that individuals have about fulfilling commitments, the subject will identify the cause of such difficulties and take these into consideration.

Continue to be supportive of the efforts of the subject in reminding others to adhere to schedules. Have the subject set up schedules and function in a consultative capacity in such matters.

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.



Matches for Bottom 22 Priority Behaviors

Task Completion (6)

The subject experiences little, if any, difficulty in completing agreed upon tasks. This is due partly to the subject's well-developed ability to redistribute and reallocate energies. A rhythm or tempo of work is established and little deviation is made from this pattern. The subject understands the importance of reporting progress so as to instill confidence in others about fulfillment of agreements.

When situations warrant, give the individual project coordination responsibility. In those instances in which there has been some obvious failure and disappointment in finishing tasks according to initial expectations, introduce the subject as a facilitator.

Time Competency (6)

The subject is aware of personal strengths as well as shortcomings, and this allows for best application of skills and abilities. Flexibility in the arrangement of task activity enables quick adaptation to changing requirements for work productivity.

Personally acknowledge any help offered by the individual to others in an effort to improve overall productivity through best use of time. Let others know of the subject's availability in offering help and assistance. Involve the subject in situations requiring the application of effective time management practices.

Creativeness (7)

The subject is adventuresome and exhibits excitement and courage in putting new ideas to the test. Even if the ideas are momentarily impractical, the subject is sufficiently intrepid to keep trying. Moreover, the subject is not overawed by concern about whether something cannot be done, but instead is directed always toward the possibilities of what might be accomplished.

Nourish slow moving groups who are inclined to be complacent through introduction of the subject into their problem solving environment. Have the subject develop rules for stimulating creative expression so that others will feel willing and comfortable to participate.

Ego (7)

Self-assurance is reflected in the behavior of the subject. Even in relatively unfamiliar circumstances, there is enough confidence to articulate personal viewpoints. Moreover, the subject is motivated toward relating with those in influence and decision making positions.

Encourage the subject to maintain communication with key individuals in the organization. Ask the subject to indicate those persons who deserve recognition but may have been overlooked. Discuss strategies with the subject on issues related to gaining broader acceptance of ideas.



Matches for Bottom 22 Priority Behaviors

Competitive Style (8)

Winning or succeeding is important to the subject. There is some considerable enjoyment derived from "head-to-head" or "toe-to-toe" competition. Others will discover that the subject will defend self-announced assertions and promises. Typically, homework in "sizing up" the circumstances has already occurred before meeting in an adversarial situation. In the event that inadequacies surface in meeting competition, the subject will quickly marshal more formidable resources so as to gain advantage.

Let the subject know of your availability in providing guidance and counsel prior to, during, and after competitive activity. Identify sources and resources, both within and outside the organization, that can be made available to the subject. Ask the subject to participate in orienting new employees about the importance of their contributions in achieving competitive success for both themselves and the organization as a whole.



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 Devine Inventory Coach 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 Suggestions activities from his/her Devine Inventory Develop Report™. Offer other tips and techniques during the meeting that are proven "best practices" that you know to work.



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

* May be selected from employee's DI Develop 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 Devine Inventory Coach 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: ____/____/____