

Adaptive Index™ Report

for Customer Service

Participant C

Company ABC

April 2008

Developed by: Dr. Kenneth Rabinowitz

The Adaptive Index™

Thank you for taking the Adaptive Index. I hope the Adaptive Index provides you with further insight about your "adaptive self - how you tend to adapt to your world, as you respond to change, problems, tasks, people and roles."

The Adaptive Index was developed to help you discover your cognitive, work and interpersonal patterns. You'll find a series of graphs showing you how adaptive you are in five different scales referred to as the DEBSI. Each graph is followed by interpretations that explain your personality and work style. At the end of the graphs section, you'll find a comprehensive summary of your work style; your most natural and frequently used patterns.

The Adaptive Index is the only instrument that measures three key elements of performance –

- ♦ **Personality**; your natural and predictable behaviors, as well as your strengths and weaknesses. The Personality Section describes your "reflexive" behavior (which accounts for approximately 90 - 95% of your thoughts and actions) on five scales; results, change, moderation, process and quality orientations.
- ♦ **Adaptiveness**; how adaptive you are in seven behavioral dimensions: *how you think, listen, communicate, relate, work, manage problems, conflicts and change.*
- ♦ **Work Style**; how you perform in a designated role such as: leadership, sales, service, project management, team member or general employee.

The Adaptive Index provides you with an in-depth review of your "adaptive" self, as it shows you how to expand your thinking, decision making, communication, listening, relationships, productivity and the bottom line; job performance.

The Adaptive Index "generalizes about your natural tendencies and patterns" by identifying patterns of behavior that you emphasize and rely on. If you read something you disagree with, please keep in mind that we are discussing your natural tendencies, not behaviors that you may have learned to modify or improve.

I hope you enjoy the Adaptive Index. And you rediscover what you probably already know about yourself in one form or another. You should find yourself smiling and agreeing with the majority of what you read.

I also hope that you take advantage of this opportunity to learn more about your adaptive self, as you learn the secrets of adaptive behavior. Our studies of adaptive people show that "adaptiveness" is positively correlated with success, whether it is problem solving, being more productive, handling change and uncertainty, or building more effective and fulfilling relationships. We've found that top performers, regardless of their field (management, sales, service, operations, technical, research, etc.) differentiate themselves by their ability and willingness to *adapt*. That their ability to adapt is the single most important factor in their success!

If you have any comments, questions or concerns, please contact me at drken@consultpdg.com or call me at 800-836-5870. I also hope you will contact us if you would like to know more about our books, training and coaching programs designed to help you develop your AQ - Adaptive Intelligence.

Enjoy!

Dr. Kenneth Rabinowitz,
Developer of the Adaptive Index

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Introduction

What Your Report Contains

Your Adaptive Index Report consists of the following sections -

Your Personality

- ♦ This section measures and describes your personality, using the DEBSI as the key concept. DEBSI measures the degree that you emphasize or de-emphasize - results (D), change (E), moderation (B), process (S) and quality (I).
- ♦ You will receive an "individualized" analysis of your personality, a style description and a DEBSI Graph showing you your behavioral tendencies.
- ♦ You'll receive a ranked list of your strengths and weaknesses.
- ♦ The Consistency Analysis Graph tells you how consistent you are in each of the DEBSI patterns. This component will show you not only how consistent you are in using each of the DEBSI traits, it will also measure how valid and accurate your report is.

Your Adaptability

Cognitive Adaptiveness

- ♦ The Cognitive Graph tracks your thinking and decision making patterns. This graph measures the degree that you are linear, creative, pragmatic, circular and analytical in your cognitive style. It shows you how to think more adaptively.

Listening Adaptiveness

- ♦ The Listening Graph measures your listening patterns. It shows you how you tend to listen; the degree that you are a consequential, conceptual, concrete, contextual and complex listener. You'll learn how to broaden your listening style, as you become an adaptive listener.

Communication Adaptiveness

- ♦ The Communication Graph measures your communication patterns. It measures how you express yourself; the degree that you are pointed, persuasive, parallel, practical and precise as a communicator.

Interpersonal Adaptiveness

- ♦ The Interpersonal Graph measures your relationship patterns; how you relate to others. It measures how directive, supportive, logical, responsive and expressive you are with others.

Work Adaptiveness

- ♦ The Work Graph measures your work patterns; how you perform tasks, projects and responsibilities. You'll receive a graph showing how efficient, reliable, thorough, implemental, and innovative you are.

Problem Adaptiveness

- ♦ The Problem Management Graph measures your response to both conflicts and problems. It analyzes how controlled, constructive, confrontive, collaborative and challenging you are in handling problems and conflicts.

Change Adaptiveness

- ♦ The Change Management Graph measures how you adapt to change; how you deal with the dynamics between the new and old. This graph will tell you what your change management style is; whether you are steady, integrative, encouraging, driven and balanced in your approach.

Your Preferences

- ♦ This section identifies the responsibilities and tasks that you like most and least.

Your Work Style

- ♦ This section, examines your work style (for example - management, sales, service, project, individual). Here you will learn about your performance patterns and your overall style. You'll discover how you tend to operate within a particular role. And how you can become more effective as you learn the "secrets" of adaptive performance.

Your Personality

Your Personality

The DEBSI Personality Graph - Your personality patterns

On page 8, you'll find your DEBSI Personality Graph. This graph measures your personality traits on five scales -

- ♦ **Results** orientation - the D Factor
- ♦ **Change** orientation - the E Factor
- ♦ **Moderation** orientation - the B Factor
- ♦ **Process** orientation - the S Factor
- ♦ **Quality** orientation - the I Factor

We estimate that approximately 90% of your thoughts and actions are "personality based." And that most of what we do is shaped by underlying behavioral patterns or traits. These behaviors (DEBSI patterns) are well imbedded in our personality, and are both reflexive and unconscious.

As you review your DEBSI Personality Graph, you'll discover –

- ♦ What your personality is like; how you think, adapt, work, communicate and relate to others.
- ♦ What motivates and de-motivates you.
- ♦ Which of the DEBSI patterns you rely most and least on, as you adapt to your environment.

We begin to develop our personality in infancy and continue to refine it through aging. Our personalities are fairly well established by early adulthood, and are less likely to change very much, at least through conscious effort.

The 90% factor suggests that most of our thoughts and actions are unconscious, reflexive and patterned ways of adapting to our environment. While we often choose to vary our "conscious" behavior; most of our actions are automatic, unconscious and reflexive. Again, we estimate that 90% of our behavior is personality based, suggesting that our personalities are fairly fixed and automatic. While we can change our behavior and make all types of improvements, our personality is less subject to "conscious change."

Your Personality

The DEBSI Factor

The DEBSI Factor characterizes our personality traits as well as our behavioral patterns. Each DEBSI pattern is an "adaptation" or adjustment to the situation we experience.

Each DEBSI pattern is driven by different set of "motivators". As a result, each cluster takes on certain common characteristics. The DEBSI Factor Table below, summarizes each of the DEBSI patterns.

The DEBSI Factor Table

| PATTERN | DESCRIPTION |
|----------|---|
| D | The D score represents the degree that you emphasize RESULTS. The higher your D score, the more decisive, linear, driven, directive, efficient, bottom-line and results oriented you are. |
| E | The E score represents the degree that you emphasize CHANGE. The higher your E score, the more creative, persuasive, engaging, expressive, flexible, big picture and change oriented you are. |
| B | The B score represents the degree that you emphasize MODERATION. The higher your B score, the more pragmatic, cautious, hands-on, realistic, responsive, implemental, controlled and moderation oriented you are. |
| S | The S score represents the degree that you emphasize PROCESS. The higher your S score, the more practical, reasonable, supportive, steady, collaborative, reliable and process oriented you are. |
| I | The I score represents the degree that you emphasize QUALITY. The higher your I score, the more analytical, logical, precise, thorough, fair-minded, rational and quality oriented you are. |

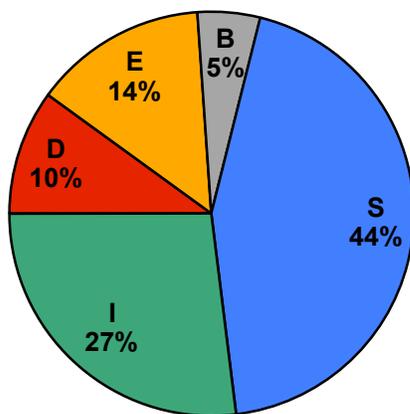
Your Personality Style

You have a Stabilizer personality style. Your personality is characterized by the following traits -

| Stabilizer Traits | | | |
|-------------------|---------------|------------|------------|
| Steady | Methodical | Supportive | Careful |
| Reliable | Collaborative | Amiable | Empathetic |

As you can see in the graph below, your personality is broken into percentages. Each of the DEBSI patterns measures how much emphasis and de-emphasis you place on the five traits as you naturally respond to your environment.

Your DEBSI Personality



Scoring Meaning

- 0 - 9%** **Very Low score** - means you rarely rely on that trait. You find it difficult to function this way for sustained periods of time.
- 10 - 16%** **Low score** - means you de-emphasize that trait. You emphasize this trait only when you need to and find it difficult to sustain.
- 17 - 23%** **Moderate score** - means you utilize this trait when you need to, but in a moderate and balanced way. You prefer a less extreme use of this trait.
- 24 - 30%** **High score** - means that you rely on this trait, and are comfortable utilizing it. This trait is an important aspect of your personality.
- 31 - 50%** **Very high score** - means that you depend strongly on this trait. You strongly emphasize this trait whenever you can. This trait characterizes your personality.

| PATTERN | INTERPRETATION |
|------------------------|--|
| D Results | Your low D score suggests that you are less of a bottom line type of person. You believe in the importance of process. You place greater emphasis on the process or approach than you typically do on the bottom line. As a result, you tend to be more careful, more responsive and more collaborative in your approach. You get the job done through process and relationships. You are collaborative with others, and careful to reduce unnecessary risk and conflict. You de-emphasize the D trait as you emphasize other traits instead. |
| E Change | Your E score is low. This means that you tend to prefer stability over change. You tend to "maintain and sustain" the situation you are in. In general you would prefer not to "fix what isn't broken." You'd rather strengthen and improve the process, than to change it. You prefer more of the old, and less of the new. You are reliable and are viewed as dependable, trustworthy, stable and consistent by those who know you well. You de-emphasize the E trait, as you emphasize other traits instead. |
| B Moderation | Your B score is very low. This score suggests that you have less of a moderate nature. You prefer to take risks and to feel free to make whatever choices make sense to you. You are open-minded and ready to consider the options. You focus more on the future and less on the immediate. You are less cautious and controlled. Instead, you are adventurous and are comfortable taking certain risks. You believe in the axiom, "nothing ventured, nothing gained." You are a high reactor - you react strongly to most situations, people and tasks. |
| S Process | Your S score is very high. You are very process oriented. You place greater emphasis on the process than on the bottom line. You would rather do something the right way, than just do it. You work well with both systems and structure. You are very practical, cooperative, helpful, supportive, dependable, steady and methodical. You work hard to be as stable and dependable as possible. You are trustworthy and reliable. You judge others on their ability to meet expectations and to "close the loop." You believe in the axiom, "what goes around, comes around." You are both relationship and process oriented. |
| I Quality | Your I score is high. You are quality oriented. You do things right. You prefer being more in-depth and substantive. You are analytical, logical, precise and thorough. You are comfortable operating in a more detailed, exacting way, when needed. You expect accuracy and logic. You are rational, precise and thorough. You are fair minded and prefer logic to intuition. You try to base your decisions on facts and rationale. You like to be precise in the way you think, work and communicate. |

Your Personality - Strengths

Primary Strengths

The following six strengths were identified and ranked by you out of a group of 48 possible strengths to choose from. These strengths are "reflexive" qualities you have developed over a lifetime of learning. Reflexive behavior is automatic and without conscious thought.

While these strengths are important elements to your success, you may want to consider that "your strengths often become your weaknesses, if you take the strength to an extreme." For example, being a hard worker when taken to the extreme can easily produce workaholic tendencies. Another example, being tactful when taken to the extreme can mean you are being too indirect and not assertive enough.

There are four strategies to help you maximize your strengths –

- ♦ Stop yourself from becoming too extreme and excessive in that behavior.
- ♦ Try to put yourself in situations that capitalize on your strengths.
- ♦ Be as "adaptive" as you can in applying your strengths. There are many situations that require less of that behavior.
- ♦ Appreciate your strengths. It is better to focus on what you do well, than on what you don't do well. This strategy doesn't suggest that you deny or ignore your weaknesses and failures. Instead it means, "don't get down on yourself."

| Your Top 6 Strengths | |
|----------------------|-------------|
| 1 | Supportive |
| 2 | Encouraging |
| 3 | Cooperative |
| 4 | Empathetic |
| 5 | Sensitive |
| 6 | Assertive |

Your Personality - Weaknesses

Primary Weaknesses

You were also asked to identify and rank your six most significant weaknesses from a list of 48 possibilities.

These weaknesses are also reflexive; they are innate behaviors that fail to produce the results you want in either your work or your relationships. Most weaknesses are well ingrained into personality and are difficult, if not impossible, to eliminate.

Here are a few strategies to help you "manage" your weaknesses –

- ♦ Don't dwell on your weaknesses; it becomes debilitating. Instead, be aware of them.
- ♦ Don't become defensive about your weaknesses. We all have them. There isn't anyone who can boast they are perfect. Never has been, and never will be.
- ♦ Learn how to minimize your weaknesses. Try to conceal them by doing the types of things that make your innate weaknesses less obvious or harmful.
- ♦ Don't compare yourself too much to others. There is always someone better at something you do. Instead, learn what people do well, and if you can, apply it to your situation without being fake or phony.
- ♦ Practice continuous improvement – as long as you don't obsess about it. Try to learn and improve, but also accept who you are. Again, we each have weaknesses. The only difference is which behaviors we are weaker in, and how well we minimize them.

| Your Top 6 Weaknesses | |
|-----------------------|-----------------------|
| 1 | Too hesitant |
| 2 | Not supportive enough |
| 3 | Not creative enough |
| 4 | Not bold enough |
| 5 | Not expressive enough |
| 6 | Not concise enough |

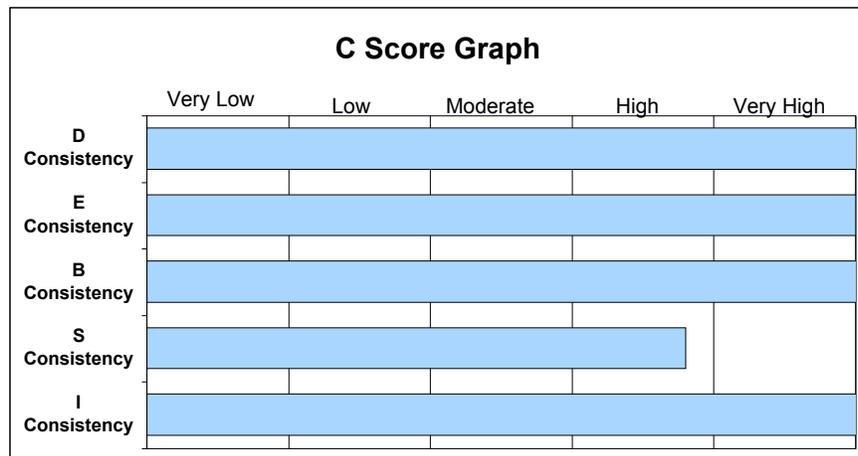
Your Personality - Consistency Analysis

Consistency Analysis

The **C Score Graph** below, measures consistency, which is defined as "how likely you are to adhere to a particular tendency."

Please note that your DEBSI has nothing to do with consistency. Whether your DEBSI score is low, moderate or high, consistency tells you how likely you are to apply that behavioral tendency.

- ♦ If your C Score is lower, it suggests that you are less consistent and more erratic in that behavioral tendency.
- ♦ If your C Score is moderate, you exhibit that tendency with some degree of consistency.
- ♦ If your C Score is high, you are consistent in that behavioral tendency; you rely heavily on that trait.



| Trait | C Score | Interpretation |
|-------------------------|---------|---|
| D Consistency | High | You are consistent in your low D tendencies. |
| E Consistency | High | You are consistent in your low E tendencies. |
| B Consistency | High | You are consistent in your low B tendencies. |
| S Consistency | High | You are consistent in your high S tendencies. |
| I Consistency | High | You are consistent in your high I tendencies. |

Your Adaptability

Your Adaptive Behavior

Adaptability

Section Two measures your **adaptability** – *"your willingness and ability to adjust successfully to different needs, changes, problems and relationships."*

Adaptability is "agility". It's the agility to "produce the right results, the right way". Adaptability means making the right decision, communicating effectively, building an effective relationship or being productive.

Our research studies on "high performance and success," have found that the single most important factor behind successful performance is "adaptability - the agility to produce the right results, the right way." People who are more successful in both their work and relationships are significantly more adaptive.¹ I refer to this as AQ™ - Adaptive Intelligence.²

We've found that the higher your AQ™, the more successful you are in your relationships, your work and in managing whatever situations you encounter.

But what is high AQ™? It's a three step process of –

- ♦ **assessing** the situation
- ♦ **adapting** skillfully to each situation
- ♦ **achieving** the right results, the right way

Track your Adaptiveness

The Adaptive Index Report is specially designed to track your adaptiveness – on seven scales. It will tell you how you tend to adapt as you think, work, listen, communicate, relate interpersonally, manage change, conflicts and problems. This insight should enable you to increase your agility by learning to vary your approach, and not becoming fixed or rigid in the way you handle a situation, task or relationship. There are several ways to handle a situation – being adaptive means, finding a better approach.

You will receive seven adaptability graphs -

- ♦ **Cognitive Adaptability** - how you tend to think and make decisions
- ♦ **Listening Adaptability** - how you listen and build understanding
- ♦ **Communication Adaptability** - how you express yourself
- ♦ **Interpersonal Adaptability** - how you build and sustain relationships
- ♦ **Work Adaptability** - how you perform tasks and projects
- ♦ **Problem Adaptability** - how you manage problems and conflicts
- ♦ **Change Adaptability** - how you manage change; the new versus the old

¹ Kenneth Rabinowitz, (1990, 1992, 1998, 2001, 2004) has conducted a series of studies measuring "high performance and success. He has found a significant relationship between Adaptive Intelligence (adaptive behavior) and high performance on both an individual and team basis.

² The concept of Adaptive Intelligence was developed and trademarked by Dr. Rabinowitz in 2002.

Your Adaptive Behavior

As you review the seven graphs, please -

- ♦ **Recognize that most people show variance from one graph to another.** In other words, don't be concerned if your D, E, B, S or I scores vary from graph to graph. Variance simply suggests that you tend to adapt differently in different roles. For example, you may be a high S listener, and a low S worker.
- ♦ **Don't be concerned with low scores.** A low score doesn't necessarily mean that you are less effective in that area. You might in fact be highly effective in that cluster, but not utilizing that tendency as much as you need to. Low scores indicate that you de-emphasize that behavioral cluster. You have to determine whether or not you are as skilled and as effective in that cluster as you need to be.
- ♦ **A low score is an opportunity.** Identify lower scores, and begin to use those behavioral clusters more often, when it seems appropriate. You can begin to "raise your AQ™", by learning to emphasize behaviors that you naturally de-emphasize (assuming that behavior is appropriate to the situation).
- ♦ **A high score is also an opportunity.** Higher scores usually suggest that you favor this cluster of behavior, and in most cases are not only more comfortable, but more competent in performing that cluster. The opportunity with high scores, is to learn to skillfully "de-emphasize" that behavior in favor of a more appropriate one that is less likely to be utilized (a low score). For example, if you are High D in the way you work (efficiency), you should adapt or shift into a different cluster when the need arises, such as a High I (precision).
- ♦ **Don't let your strengths become your weaknesses.** Be careful not to let your high scores become too extreme. If you take a strength and overdo it and take it to an extreme, it will become a weakness. For example, if you are too assertive, you begin to become aggressive. Or if you work too hard, you become a workaholic. My point is – be careful not to take any of these tendencies to the extreme, or you will find that strength is actually doing more harm than good!
- ♦ **Complete the Adaptability Plan at the end of this report.** This action plan will help you target a variety of ways to "raise your AQ™."

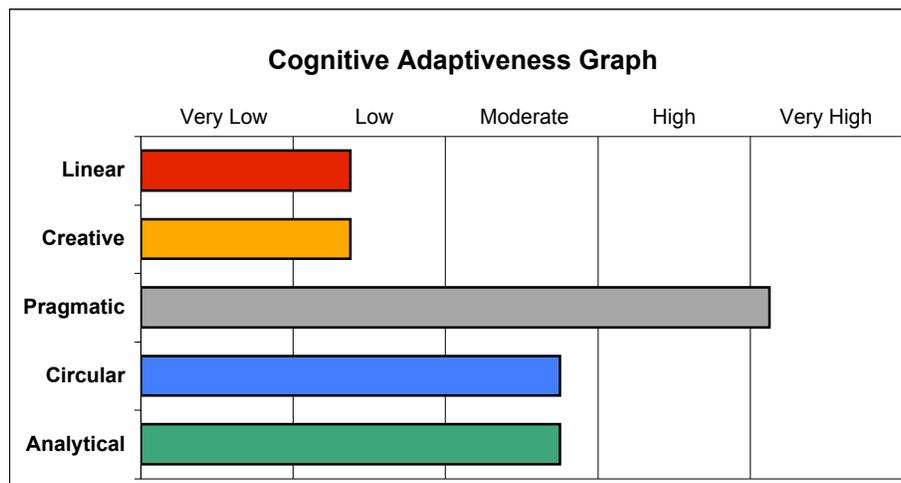
Cognitive Adaptiveness

Cognitive Adaptiveness is how you tend to adapt as a thinker and decision maker. It measures how adaptive you are as a thinker on five DEBSI scales –

Linear (D), Creative (E), Pragmatic (B), Circular (S), Analytical (I)

| Cognitive Factor | | DESCRIPTION |
|---------------------------------|---|--|
| D Linear Thinking |  | Linear thinking (D) is a decisive approach that focuses on the results and bottom-line. It is decisive, efficient, clear and definitive. It is a "forward moving" type of thought process focused primarily on goals, solutions and results. Linear thought is fast. The linear thinker prefers the "ready, fire, aim" method of decision making. |
| E Creative Thinking |  | Creative thinking (E) focuses on change and growth. It is an "outer moving" type of thought process. Creative thought is loose. Creative thinking is a flexible, resourceful, big picture, conceptual, dynamic thought process that operates "out of the box." Creative thinkers prefer a "ready, flex, fire" approach to decision making. |
| B Pragmatic Thinking |  | Pragmatic thinking (B) focuses on the immediate needs. It is a careful, cautious, realistic, responsive way of thinking; one that closely "parallels" the situation. Pragmatic thought is grounded. This thought process focuses on the most immediate needs and realities. Pragmatic thinkers rely on a "ready, realistic, fire" method of decision making. |
| S Circular Thinking |  | Circular thinking (S) focuses on the process. It is a practical, reasonable, collaborative and dependable way of thinking. Circular thought is steady. It "closes the loop", seeking closure and consistency. The circular thinker prefers a "ready, practical, fire" approach to decision making. |
| I Analytical Thinking |  | Analytical thinking (I) focuses on quality and depth. It is an "inward moving" process that is highly substantive, thorough, challenging, precise, deductive and analytical. Analytical thinking is the most in-depth process. The analytical thinker prefers a "ready, aim, fire" approach to decision making. |

The **Cognitive Adaptiveness Graph** measures how you think: from perception to interpretation to decision making. A high score suggests that you rely primarily on that cognitive pattern. A moderate score indicates that you limit your use of that pattern. And a low score indicates that you are less likely to effectively utilize that pattern.



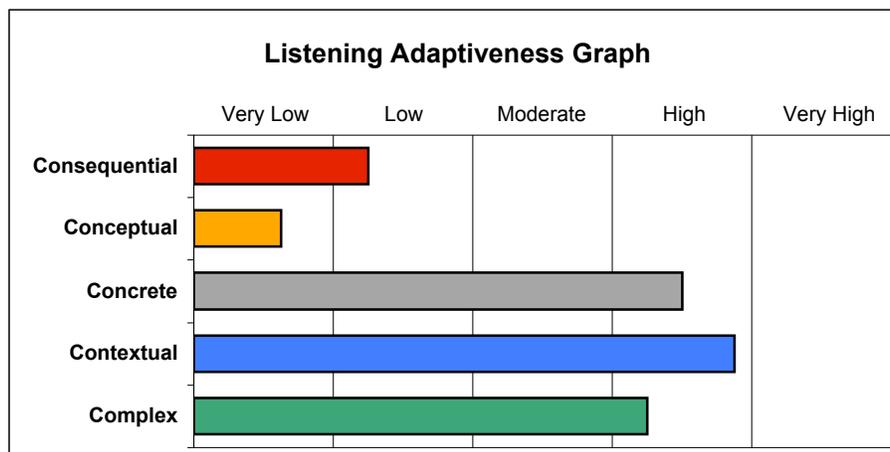
Listening Adaptiveness

Listening Adaptiveness analyzes your listening patterns and preferences. It measures the degree that you emphasize and utilize each of the DEBSI listening patterns. This graph will tell you what type of listener you are—

Consequential (D), Conceptual (E), Concrete (B), Contextual (S), Complex (I)

| Listening Factor | | DESCRIPTION |
|-------------------------|---|---|
| D Consequence |  | Consequential listeners listen for the bottom line. They focus on results, problems, solutions, progress and goals. They tend to generalize and focus on the key point, and are less attentive to both feelings and details. They are impatient and less empathetic. They are rarely fooled, and will confront confusion or game playing. They are excellent in listening for the bottom line and consequences. They are clear. |
| E Conceptual |  | Conceptual listeners listen for the concept. They focus on ideas, opinions, progress, needs, small talk and feelings. They tend to generalize and focus on the key point, and less to the facts and details. They are bored by complexity and detail. They read people well and notice most signals. They aren't easily misled. They are excellent in picking up the key point and conveying empathy. They are aware. |
| B Concrete |  | Concrete listeners listen for reality. They focus on the situation, performance, concerns, roles, responsibilities, details, facts, progress and needs. They listen for specifics and focus mostly on the concrete aspects of the message. They are less interested in either ideas or complexity. They are excellent in listening for the concrete aspects of the message and are attentive to the situation. They are realistic. |
| S Contextual |  | Contextual listeners listen for the situation. They focus on the process, progress, responsibilities, context, consistency, concerns, feelings and needs. They specify more than generalize. They focus on people's actions and needs. They are less interested in the bottom line or the big idea. They are excellent in listening for the contextual aspects of a situation. They are both empathetic and attentive. They are responsive. |
| I Complex |  | Complex listeners listen for accuracy. They focus on the logic, facts, details, analysis, accuracy, depth and substance of the message. They tend to specify and focus on the logic, complexity and accuracy of the message. They are less interested in feelings or opinions. They are excellent in listening critically for accuracy and logic. They are less empathetic and more objective. They are knowledgeable. |

The **Listening Adaptiveness Graph** measures your listening patterns. Good listeners "adapt" to the message and messenger. This graph measures your listening tendencies. A high score suggests that you rely primarily on that listening pattern. A moderate score indicates that you limit your use of that pattern. And a low score indicates that you are less likely to effectively utilize this pattern; that you are less adaptive with that pattern.



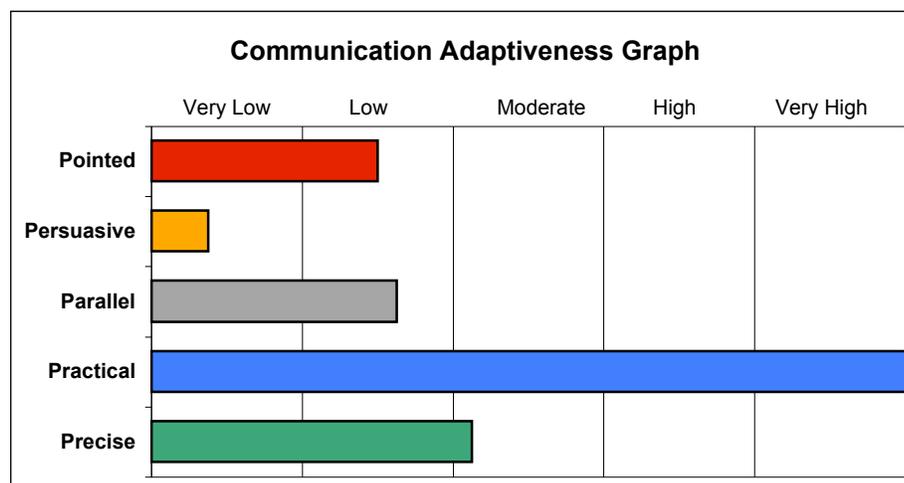
Communication Adaptiveness

Communication Adaptability measures your communication style. There are five different communication patterns (strategies) –

Pointed (D), Persuasive (E), Parallel (B), Practical (S), Precise (I)

| Communication Factor | | DESCRIPTION |
|------------------------|---|---|
| D Pointed |  | Pointed communication (D) is perceived as "direct." It is often characterized as a "telling" type of communication style. It is usually "concise, clear and to the point." It is a "short, fast, louder, definitive" sounding message, that is accompanied with pointed hand gestures, direct eye contact and upright posture. Pointed communicators tend to talk more about the key point, the problem, the goal, the solution, the result. They are pointed. |
| E Persuasive |  | Persuasive communication (E) is perceived as "expressive." It is often characterized as a "selling" type of communication style. It is usually "convincing, engaging and dynamic." It is a "longer, faster, louder, flexible" sounding message. The body language is characterized as open, circling hand gestures, friendly eye contact and relaxed posture. Persuasive communicators focus more on the big picture, relationship, idea, experience, need, action or opinion. They are persuasive. |
| B Parallel |  | Parallel communication (B) is perceived as "responsive." It is often characterized as a "specifying" type of communication style. It is usually "careful, controlled and responsive." It is a "shorter, faster, softer, flexible" sounding message, with controlled hand gestures, less eye contact and "on edge" posture. Parallel communicators focus more on reality, concerns, problems, responsibilities, specifics and satisfaction. They are specific. |
| S Practical |  | Practical communication (S) is perceived as "supportive." It is often characterized as a "suggesting" type of communication style. It is usually "cooperative, realistic and supportive." It is a "shorter, slower, softer, flexible" sounding message, with limited hand gestures, steady eye contact and an attentive posture. Practical communicators focus more on feelings, needs, processes, concerns, specifics and relationships. They are amiable. |
| I Precise |  | Precise communication (I) is perceived as more "logical." It is often characterized as a "descriptive" type of communication style. It is usually "credible, substantive and logical." It is a "longer, slower, softer, flatter" sounding message. The hand gestures are more "wristy," there is less eye contact, and more of an angled posture. Precise communicators focus more on facts, logic, grammar, substance, details and precision. They are substantive. |

The **Communication Adaptiveness Graph** measures how reliant you are on each of the DEBSI communication patterns. Better communicators learn how and when to adapt their communication to the listener. This means, adapting your strategy to the situation. A high score suggests that you rely primarily on that pattern of communication. A moderate score indicates that you limit your use of that pattern. And a low score indicates that you are less likely to effectively utilize that pattern.



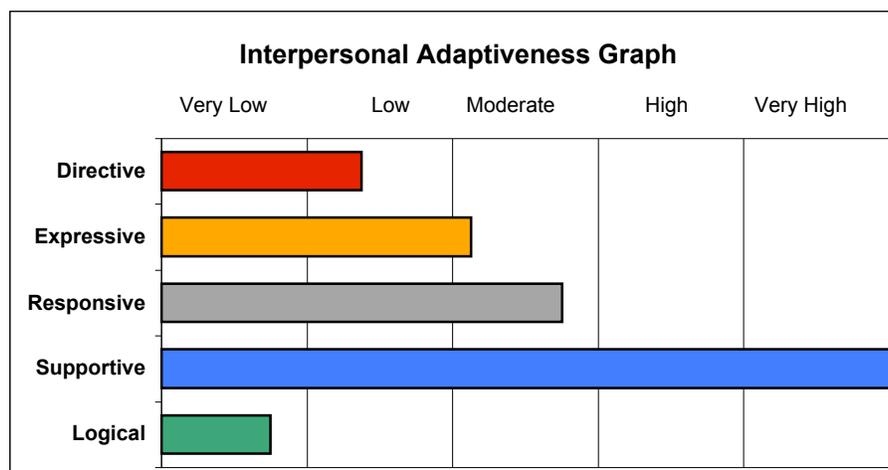
Interpersonal Adaptiveness

Interpersonal Adaptiveness is how you tend to interact and relate to others. It is "your ability and willingness to adapt to the communication and relationship needs of the people you are interacting with." Interpersonal Adaptiveness measures your interpersonal patterns on five scales -

Directiveness (D), Expressiveness (E), Responsiveness (B), Supportiveness (S), Logicalness (I)

| Interpersonal Factor | | DESCRIPTION |
|------------------------|---|--|
| D Directive |  | Directiveness (D) is pointed – a concise and straightforward interpersonal approach. Directiveness is clear and definitive. Directives expect others to be clear, concise and straightforward with them. They are annoyed by indirect, tentative and confusing behavior. Most Directives respect others that are assertive, clear and straightforward. Directives will either seek or provide "direction." Directives try to build respect into their relationships. They tend to prefer a "telling" style of communication. |
| E Expressive |  | Expressiveness (E) is persuasive – a convincing, engaging, expressive type of interpersonal approach. Expressiveness is convincing and dynamic. Expressives expect others to be flexible, open-minded and willing to share. The Expressive, because of their dynamic tendencies enjoy being with people who are more engaging and expressive. Most have a difficult time with people they feel are too blunt, insensitive or boring. They build rapport and get along well with most people they meet. They are quick to make new friends and to develop instant rapport. Expressives tend to prefer a "selling" style of communication. |
| B Responsive |  | Responsiveness (B) is parallel – a careful, helpful, realistic, grounded type of interpersonal approach. Responsiveness is simple, clear, helpful and down to earth. Responsives expect others to be helpful, realistic, responsible and of course, responsive. They enjoy people who are more controlled and moderate. Responsives often are bothered by people who are unreasonable, unrealistic, not responsible or helpful. Responsives build confidence as they demonstrate their sense of responsibility. They often prefer a "specifying" style of communication. |
| S Supportive |  | Supportiveness (S) is practical – a cooperative, reasonable, amiable, dependable type of interpersonal relationship. Supportiveness is collaborative, empathetic, reliable, trustworthy and amiable. Supporters expect others to be trustworthy, practical, reasonable and collaborative. They enjoy people who they trust and depend on, and have an amiable nature. Supporters are bothered by people who are too pushy, deceptive, unreliable, impractical, aggressive or unreasonable. The Supporter is a trust builder. They usually prefer a "suggesting" style of communication. |
| I Logical |  | Logical (I) is precise – an articulate, rational, fair, objective, inquisitive and credible type of interpersonal relationship. Logical behavior is objective, analytical, substantive, deductive and fair minded. Logicals expect others to be knowledgeable, logical, factual, inquisitive and committed to quality. They enjoy people who are credible and articulate. Logicals are bothered by those they view as inarticulate, sloppy or lazy with details, illogical, imprecise, not in the "know," too subjective and emotional. Logicals build credibility. They prefer a "descriptive" style of communication. |

The **Interpersonal Adaptiveness Graph** measures how you adapt to individual needs as you communicate, listen, negotiate and relate to others. A high score means that you rely primarily on that interpersonal pattern as you build and sustain relationships. A moderate score indicates that you limit your use of that interpersonal pattern. And a low score suggests that you are less likely to make effective use of that interpersonal pattern.



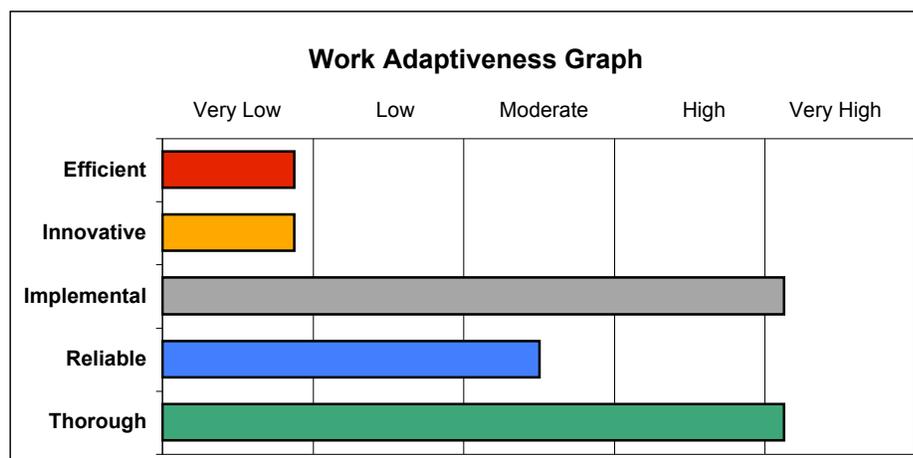
Work Adaptiveness

Work Adaptiveness is the "ability and willingness to adapt the way you work on tasks and projects." Similar to cognitive and interpersonal adaptiveness, we use DEBSI as the foundation for understanding adaptive behavior. You are measured on five work scales -

Efficiency (D), Innovation (E), Implementation (B), Reliability (S), Thoroughness (I)

| Work Adaptiveness Factor | | DESCRIPTION |
|--------------------------|---|---|
| D Efficiency |  | Efficiency is shaped by goals and objectives, along with an overriding emphasis on results. Working efficiently usually means getting enough of the right things done. Efficiency is dependent on several factors; planning, organization, streamlining, implementation. The key to efficiency is finding the quickest, shortest, simplest way to produce as much of the right outcome as is needed. There is less emphasis on quality (how well something is done), and more emphasis on productivity (getting the most accomplished). Efficiency is driven by the need to produce value. And "ROI; a return on investment." |
| E Innovation |  | Innovation is "creating a better outcome." Innovation means change, whether it is doing something bigger, better or different. This approach is characterized as a fast paced, unstructured, variable way of working. The goal of innovation is to improve, expand or modify something. The emphasis is on the outcome, and less on the process. Innovation requires a certain degree of creativity, conceptualization, practicality, flexibility and variation. The more innovative you are (change), the less reliable (consistent) you become. Innovation is driven by the need to create change and growth. |
| B Implement |  | Implementation is "a balanced, hands-on, responsive way of working, with a focus on completing the most immediate task." It is characterized as a moderate, by the book approach that focuses primarily on the most immediate and pressing needs. Implementation is hands-on; rolling up your sleeves and doing what's needed. People who are implementation oriented try to be both responsive and responsible. They "implement, operationalize, maintain and fulfill their responsibilities." |
| S Reliability |  | Reliability is "meeting and exceeding expectations and needs through a steady, methodical approach." How you do something becomes more important than the outcome itself. In other words, the process overrides the outcome. Doing it the right way is what reliability is about. "The ends do not justify the means." Shaped by process, roles and responsibilities, reliability is a steady, consistent way of getting the job done. Consistency, follow through and closure are characteristics of this process driven approach to work. Innovation, which is characterized as variable and inconsistent by definition, is usually de-emphasized as reliability is emphasized. |
| I Thorough |  | Thoroughness is "working in a more detailed, logical, exacting way." Thoroughness is a process oriented way of working, with the emphasis on quality, details, depth, analysis, logic and accuracy. Working thoroughly means, going into as much depth and detail as needed. The emphasis is on quality, and not on efficiency. The more thorough someone is, the less efficient they are. Thoroughness often involves additional steps and processes such as checking, verifying, deliberating, analyzing and testing. The more thorough you are, the less efficient you become. |

The **Work Adaptiveness Graph** measures your work patterns. It measures how you work on tasks and projects by scoring how efficient, innovative, implemental, reliable and thorough you tend to be. A high score suggests that you rely on that work process to a large extent. A moderate score suggests that you limit your use of that work pattern. A low score indicates that you are less apt to utilize that pattern effectively.



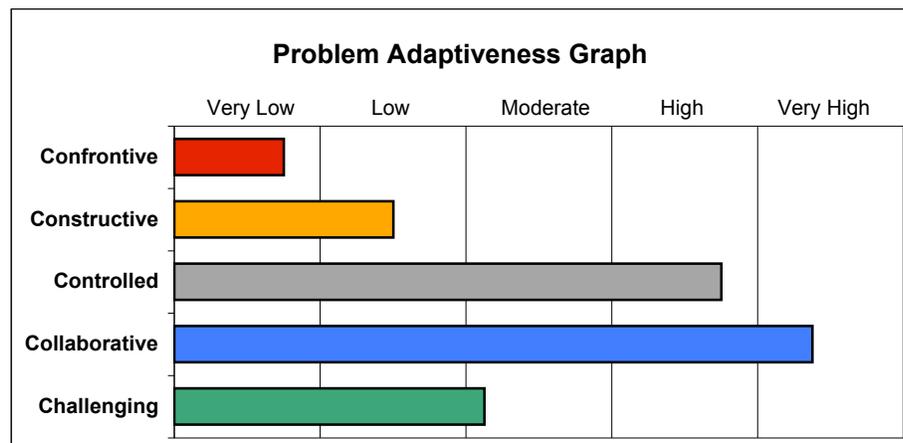
Problem Adaptiveness

Problem Management Adaptiveness is the “ability and willingness to adaptively manage problems and conflicts”. There are five equal, but different approaches or strategies that should be used when adapting to the various problems and conflicts that occur –

Confrontive (D), Constructive (E), Controlled (B), Collaborative (S), Challenging (I)

| Problem Mgt Factor | | DESCRIPTION |
|---------------------------|---|--|
| D Confrontive |  | Confrontives are quick to confront a problem or conflict. They are outspoken and direct. They tell it like it is, and are known for being straightforward and confrontive when they need to be. They try to be "fair and clear," as they manage problems and interpersonal conflicts. They are more definitive and less flexible. They are assertive, and if they aren't careful, can become aggressive by being too confrontive and demanding. Confrontives on the other hand, are often respected for their willingness to speak their mind. They expect solutions. |
| E Constructive |  | Constructives are quick to confront a problem or improvement. They are opinionated and persuasive. They are diplomatic and selective in how much they challenge or confront. They are upbeat and encouraging; with the primary goal to improve the situation. They are more flexible and less definitive. Given the Constructive's less direct and confrontational style, they need to be careful of not being viewed as having hidden agendas, of being evasive or even manipulative. |
| B Controlled |  | Controllers are quick to voice their concerns. They are realistic and aware. They expect prompt solutions and improvements. They are most interested in dealing with the immediate situation. They become nervous if they don't see remedial action. They are responsive. They expect improvement. They expect responsiveness. They use more of a cautious and controlled approach in dealing with conflicts and problems. They expect prompt action. |
| S Collaborative |  | Collaboratives are quick to cooperate with others. They are practical minded and expect teamwork, cooperation, trust and dependability. Of the five patterns, Collaboratives tend to be most accepting and have a tendency to avoid difficult conflict situations. They are more assertive with problems and less with interpersonal conflicts. They expect process improvement. They become bothered by politics and distrust. They are more flexible and less definitive. They are empathetic. They work steadily to resolve problems and conflicts. They believe in "better together." They expect support. |
| I Challenging |  | Challengers are quick to challenge both problems and conflicts. They are analytical and rational in their approach. They are bothered by superficiality and mistakes. They are more definitive and not particularly flexible. They analyze problems with facts and logic and will struggle with the problem until they see a marked improvement. With interpersonal conflicts, they demand a high degree of fairness and objectivity. They assertively challenge situations that they feel are wrong or unfair. They expect others to analyze problems, think logically, be factual and fair minded. They drive quality. |

The **Problem Adaptiveness Graph** measures your most natural and reflexive ways of handling both problems and conflicts. A high score suggests that you rely primarily on that problem management pattern. A moderate score indicates that you limit your use of that pattern. And a low score indicates that you are less likely to effectively utilize that pattern. The key to Problem Management is to apply the right strategy to the right problem and conflict situation. Learn to become more adaptive, by developing your skills and use of each of the DEBSI strategies.



Change Adaptiveness

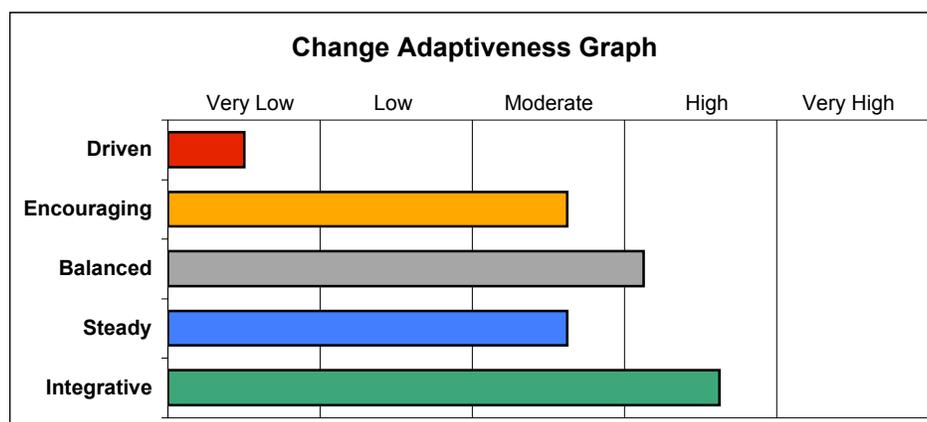
Change Adaptiveness is “the ability and willingness to successfully adapt the new with the old; to manage the change process”. There are five different approaches to change –

Driving (D), Encouraging (E), Balancing (B), Steadying (S), Integrating (I)

| Change Factor | | DESCRIPTION |
|-----------------------|--|--|
| D Drive |  | D's drive change. They are goal oriented and push for results and success. They initiate change when they believe it increases productivity and achievement. They are “linear” minded, working hard to stay on course. They become bored with too much stability and bothered by mediocrity. They drive change in their quest for bigger and better results. |
| E Encourage |  | E's are proactive with change. They encourage change, as they promote growth and variation. They are quickly bored by process and too much stability. They trigger change, viewing it as an opportunity to do things better. As a result, E's seek out the new and different. They try to make the best of negative change. They encourage growth and change. |
| B Balance |  | B's are responsive to change that they think makes sense and can be quickly applied to their situation. They try to balance change, as they focus on the “here and now.” They are often suspicious of too much change, too fast. They are cautious and controlled. They try to keep the current situation afloat and to keep things working. They “balance” the new with the old. |
| S Steady |  | S's like gradual change. They try to stabilize and steady new situations. They prefer the “old to the new,” based on their concern for consistency and reliability. They want to understand how the change will impact them and others. They try to build a system or process to handle change. They feel that “if it's not broken, don't fix it.” They “steady” new situations with plenty of process and common sense. |
| I Integrate |  | I's like change when it “improves” their situation. They incorporate the new with the old, when they think it adds quality; depth, precision, substance, knowledge. They look for opportunities to learn, to improve on something, and to analyze the situation. They fix what is broken and try to ensure that “things” are done right. They “integrate” the new with the old. |

The **Change Adaptiveness Graph** measures how you tend to manage change and stability. As in the other DEBSI Graphs, there is no right or wrong score. This graph shows you how you tend to adapt to change, and how you negotiate the new with the old. A high score means that you rely primarily on that change pattern as you adapt to change and stability. A moderate score suggests that you limit your use of that change pattern. A low score indicates that you shy away from that pattern, and are less comfortable utilizing it as an adaptive strategy.

You can learn to manage change better, by “matching” the right DEBSI “strategy” to the right situation. This means, that you will want to become more comfortable and competent when applying each of the DEBSI change strategies.



Summary of Your Adaptive Patterns

The table below summarizes your adaptive patterns from the seven preceding graphs.

High scores suggest a strong reliance on that adaptive pattern. The higher the score, the more likely you are to excel in that skill area. Moderate scores indicate a more restrained (and moderate) use of that adaptive pattern. Low scores suggest less reliance or use of that pattern. The lower the score, the less effective we tend to be in that particular cluster of skills.

| Adaptive Dimension | High Adaptability | Moderate Adaptability | Low Adaptability |
|---|-----------------------------------|------------------------------|-----------------------------------|
| Cognition How you think | Pragmatic | Circular Analytical | Linear Creative |
| Listening How you listen | Contextual Concrete Complex | | Consequential Conceptual |
| Communication How you express yourself | Practical | Precise | Pointed Persuasive Parallel |
| Interpersonal How you relate to others | Supportive | Responsive Expressive | Logical Directive |
| Work How you work | Thorough Implemental | Reliable | Innovative Efficient |
| Problem How you manage conflicts/problems | Controlled Collaborative | Challenging | Constructive Confrontive |
| Change How you manage change | Integrative Balanced | Steady Encouraging | Driven |

Your Job Preferences

Your Job Preferences

Job Responsibilities

You were given a list of 45 job responsibilities and asked to choose 10-15 responsibilities that BEST describe your "ideal job." You then ranked your selections from 1 (like most) to 10.

You were then asked to choose 5 responsibilities that you LEAST like to work on in your "ideal job," and rate them from 1 (like least) to 5. The results are reported below.

Job responsibilities that you MOST like to work on:

1. Working with customers
2. Working with service problems
3. Working in a changing, emerging role
4. Working in a problem solving role
5. Working in a creative role
6. Working in a "fix it" role
7. Working with procedures
8. Working in a role that ends at the end of the work day
9. Working with lots of people
10. Working in a support role

Job responsibilities that you LEAST like to work on:

1. Working in an administrative role
2. Working in a manufacturing role
3. Working with ideas
4. Working in a physically mobile role
5. Working in a management role

Your Job Preferences

Job Tasks

You were given a list of 54 tasks and asked to choose 10 that you MOST like to work on and then rank them from 1 (like most) to 10.

You were then asked to choose 5 tasks you LEAST to work on and rate them from 1 (like least) to 5. The results are reported below.

Tasks that you MOST like to work on:

1. Tasks that involve meeting/contacting people
2. Tasks that require interpersonal tact
3. Tasks that require technical skill and knowledge
4. Tasks that are new and different
5. Tasks that involve continuous learning
6. Tasks that require moderate computer skills (ex: word processing, spreadsheets)
7. Tasks that involve organizing
8. Tasks that require thoroughness, detail, time
9. Tasks that require common sense, street smarts
10. Tasks that involve research

Tasks that you LEAST like to work on:

1. Tasks that require advanced computer skills (ex: graphics, programming)
2. Tasks that are unstructured
3. Tasks that require supervising others
4. Tasks that involve retention, memory
5. Tasks that are fast and furious

Your Work Style

The final section of the Adaptive Index is the Work Style Inventory® Report. This report takes the data generated about your Personality and Adaptive Performance, and describes your Role Performance (leadership, sales, project management, service, employee.)

Please note this report is written in generalities. You should view it as a series of generalities that "are mostly correct." As you read through your Work Style Inventory Report, ask whether you think this behavior is more likely and more characteristic of the way you tend to perform this role.

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The Stabilizer Style

“Cooperative, Reliable, Persistent, and Practical”

You have a **Stabilizer** customer service style. This style is popular with most people. Stabilizers are often well-liked and respected, cooperative, and team-oriented. You are known for your sense of reliability. You keep your commitments and work hard to be trustworthy and consistent. You are stable and steady in your approach.

You are persistent — you don’t easily give up. You will persevere until you have accomplished your commitments.

You are practical and try to be realistic and reasonable. You prefer to make decisions with lower risks and higher gains. You try to be careful in what you do and how you do it.

You try to make the most of a situation or relationship. You usually prefer to maximize rather than change things.

Your most striking traits are your:

- | | | |
|-------------------|----------------|-------------|
| ▲ cooperativeness | ▲ reliability | ▲ stability |
| ▲ persistence | ▲ practicality | ▲ empathy |

You are well-organized and focus on the process. You are people-oriented and work hard to build trust and cooperation.

How You Are Perceived

Most people will perceive you as:

- | | | |
|---------------|---------------|--------------|
| ▲ trustworthy | ▲ helpful | ▲ reliable |
| ▲ diligent | ▲ loyal | ▲ persistent |
| ▲ careful | ▲ reasonable | ▲ sincere |
| ▲ soft-spoken | ▲ cooperative | ▲ fair |

The Stabilizer Style

How You Think

Stabilizers are practical thinkers. You look at situations carefully and focus on the realities. You tend to focus more on the impact, the feelings, and the needs. You then look at the practical options. You seek out the most appropriate and reasonable approach. Most stabilizers look for the least costly and most beneficial approach.

How You Work with Others

Stabilizers are known for their trustworthiness, reliability, and cooperative, helpful nature. You are seen as someone who is highly responsive to other people's needs. You are trusted and seen as sincere about your intentions. People usually like working with you because of your cooperative approach. You enjoy working with reasonable and reliable people. You have more difficulty working with people who are pushy or confrontational. You usually find confrontational people intimidating and insensitive.

How You Work on Tasks

Stabilizers are reliable. You meet expectations and “sense” what is needed. You work steadily. You are usually organized and try to work within the structure and processes. You are careful and make few mistakes. You are also skilled in estimating and predicting what it realistically takes to complete your work well.

How You Make Decisions

Stabilizers are practical decision makers. You are careful and try to reduce risk and unnecessary change. You tend to include people in your decisions as you build acceptance and “buy-in.” You are usually a more deliberate decision maker. You are careful and moderate. You are practical and you work hard to make decisions which can be well implemented.

The Stabilizer Style

Administrative Performance

You are a capable administrator. You are attentive to details and have strong follow-through. You are practical and realize the importance of structure and process. Most stabilizers are well-respected for their administrative skills.

How You Communicate — “Discussing”

You are soft-spoken. You like to talk more slowly and softly — key elements of your communication style, “discussing.” You try to relate to people. You like to discuss and describe. You are less convincing or directive in your delivery. Instead, you try to be pleasant and tactful, building mutual understanding.

What Motivates You — Reliability

You are often motivated when you sense:

- | | |
|---------------|-----------------|
| ▲ cooperation | ▲ practicality |
| ▲ trust | ▲ moderation |
| ▲ stability | ▲ reliability |
| ▲ structure | ▲ understanding |
| ▲ teamwork | ▲ clarity |
-

What Demotivates You

You often feel demotivated by:

- | | |
|--------------------------------|---|
| ▲ challenges and confrontation | ▲ feeling that things are out of your control |
| ▲ too much sudden change | ▲ people you feel are not practical |
| ▲ too much risk taking | ▲ a perceived lack of cooperation |

The Stabilizer Style

Your Strengths

You possess many strengths. You are:

- | | | |
|---------------|---------------|--------------|
| ▲ realistic | ▲ moderate | ▲ empathetic |
| ▲ persistent | ▲ reliable | ▲ methodical |
| ▲ loyal | ▲ trustworthy | ▲ careful |
| ▲ cooperative | ▲ soft-spoken | ▲ stable |

How You Like to be Treated

You tend to want others to be:

- | | | | |
|--------------|---------------|--------------|------------|
| ▲ empathetic | ▲ stable | ▲ persistent | ▲ reliable |
| ▲ reasonable | ▲ cooperative | ▲ consistent | ▲ sincere |
| ▲ realistic | ▲ practical | ▲ pleasant | ▲ helpful |

How You Like Others to Work

You like others to work:

- | | | |
|----------------|------------------|-------------------------------|
| ▲ methodically | ▲ carefully | ▲ in a more structured manner |
| ▲ steadily | ▲ on the details | ▲ pleasantly |
| ▲ sensibly | ▲ responsively | |

What You Like to Work On

You often prefer working with:

- | | | |
|--------------|------------------|----------------------------|
| ▲ systems | ▲ service | ▲ supervision |
| ▲ teams | ▲ customer needs | ▲ processes and procedures |
| ▲ structures | ▲ operations | |
-

The Stabilizer Style

When You Are at Your Best

You often work best when you are given:

- ▲ explanation
- ▲ discussion
- ▲ input opportunities
- ▲ logic
- ▲ parameters
- ▲ expectations/requirements
- ▲ trust
- ▲ respect
- ▲ cooperation

What You Can Do to Maximize Your Style

While you have many strengths, you usually have to minimize five natural weaknesses which tend to characterize your style. You tend to be:

- ▲ Overcautious — You should take more risks.
- ▲ Too Controlled — You should be more spontaneous and less guarded.
- ▲ Less Assertive — You should be more outspoken and willing to confront and challenge.
- ▲ Less Persuasive — You should sell your ideas more convincingly.
- ▲ Less Innovative — You should look for more options and opportunities. Be more adaptive to change, conflict, and chaos.

Summary

Stabilizers are well-liked and trusted. You get the job done through teamwork, modeling, and collaboration. You build relationships and processes as you work steadily within your roles. Stabilizers are “solid” employees who can be counted on to deliver consistent performance. You are strong and steady — someone who makes things happen nicely. You stabilize your relationships and the processes you work on.

Adaptiveness Plan

Adaptiveness Plan

1. To what extent do you agree with your Adaptive Index Report?

- _____ I agree with the majority of the report
- _____ I agree somewhat with the report
- _____ I disagree with the majority of the report

2. Please review the Personality Section and identify what you think are the most significant points made about your personality.

3. Next, review your strengths and weaknesses section and list what you believe are the –

Three greatest strengths you want to build on –

Three weaknesses you want to limit and control –

4. In the Consistency Section of your report, please comment on the interpretation given for each of your D, E, B, S, I traits. How consistent are you in applying the DEBSI traits?

D - _____

E - _____

B - _____

S - _____

I - _____

Adaptiveness Plan

5. Next, let's go to the Adaptiveness Section. Please complete the Adaptive Improvement Table below, using the seven Adaptability Graphs. The goal is to identify specific actions you can take to raise your AQ□ - *to become more agile and more successful.*

Adaptive Improvement Table

| Adaptive Dimension | Your interpretation | What you will do better ... | What you will do more of ... | What you will do less of ... |
|--------------------|---------------------|-----------------------------|------------------------------|------------------------------|
| Cognitive | | | | |
| Listening | | | | |
| Communication | | | | |
| Interpersonal | | | | |
| Work | | | | |
| Problem/Conflict | | | | |
| Change | | | | |

Adaptiveness Plan - Setting Goals

Raising your AQ□ isn't easy. It requires you to "operate beyond your comfort zone". And to be vigilant to follow the "Three Step Process" –

Assess – determining what's needed

Adapt – adjusting to the situational needs

Achieve – adding value to whatever you do

You'll have more Adaptive Success, by setting goals that are SMART –

Specific – targeted enough so that you can measure your efforts and success

Milestones – successes and outcomes that tell you that you are progressing and succeeding

Attainable – set goals that are within your reach

Relevant – work on goals that will have a significant impact on you and others

Timed – set a time frame to measure your milestones and success

Please complete the Adaptive Goals Table below. Good luck, and keep on "*raising your AQ□*"

Adaptive Goals Table

| Adaptive Goal | Milestones | Measures | Status | Time Frames |
|---------------|------------|----------|--------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |