



CoreCoach™ Report

Name: Jane Salesperson

Organization: Dynamic Sales, Inc.

Job: Salesperson

Date: 11/1/2004



10200 Alliance Road, Suite 310
Cincinnati, Ohio 45242
Tel 513.792.7500 Fax 513.793.8535
support@devinegroup.com
www.devinegroup.com

Printed January 04, 2005



Guidelines to Understanding Jane Salesperson's CoreCoach™ Report:

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

About the Devine Inventory™:

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

CoreCoach™ Contents:

- **The Devine Inventory™ Behaviors:** Thirty-three behaviors and their definitions
- **The Role of the Coach**
- **Jane Salesperson: At a Glance:** Summary of the individual's matches to the Success Profile, plus a graphical chart displaying competency results.
- **Competency Breakouts:** Detailed display of behaviors and percentile scores that comprise the competency result, along with an explanation of the results.
- **Behavior Summary:** Graphical display of behaviors, scores and matches to the Success Profile.
- **Devine Inventory™ Profile:** Detailed display of the individual's scores on a 0-9 scale, with explanation of the meaning of each score.
- **Coaching Tips:** Explanation of scores and suggested ways the coach or supervisor can support and encourage further development.
- **Employee Growth & Development Plan:** Practical steps to determine significant findings and set a plan for developmental change through a collaborative process.

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

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

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

Behavior Match Considerations:

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

The Devine Inventory™ Behaviors

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



The Role of the Coach

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

What is an Effective Coach?

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

How to use CoreCoach™

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



Jane Salesperson: At a Glance

BehaviorMatch™

Total Matches
23

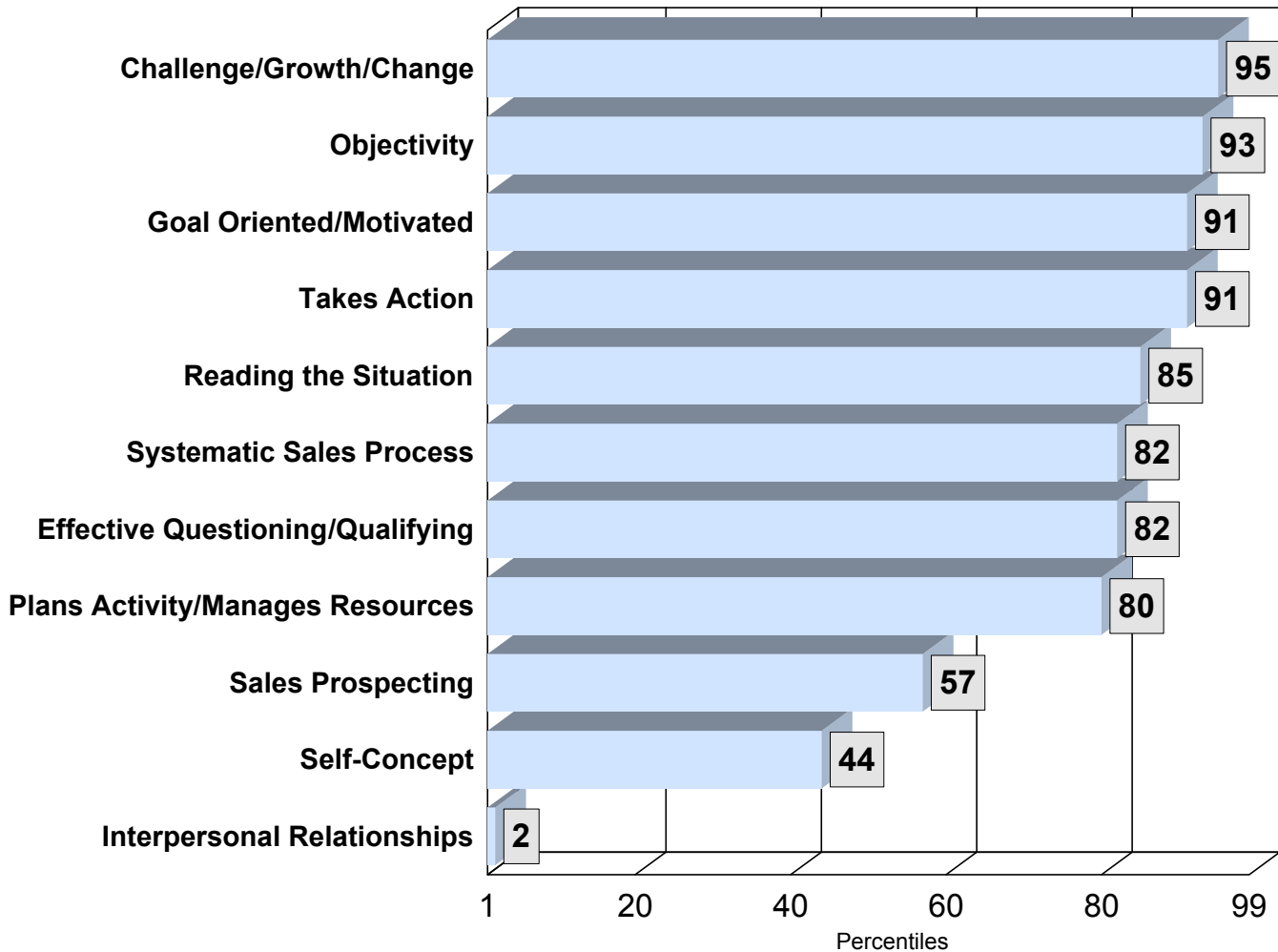
Top 11 Behaviors
8

Middle 11 Behaviors
6

Bottom 11 Behaviors
9

Average number of matches for this Success Profile is 20.

Competencies





Competency Breakouts

95% Challenge/Growth/Change *(The willingness to take the risk to change current comfort zone)*

Competitiveness (9)	Creativeness (9)	Decisiveness (5)
Goal Orientation (7)	Initiative (6)	Learning (7)
Mobility (6)	Response to Change (6)	

93% Objectivity *(The ability to participate while not taking things personally)*

(Inv) Authority Relationships (5)	(Inv) Commitment (5)	Competitiveness (9)
Conflict Management (8)	(Mid) Ego (6)	(Inv) Intimacy (1)
(Inv) Self Responsibility (4)	(Inv) Sociability (3)	

91% Goal Oriented/Motivated *(Displays ambition, keeps written goals, has drive to achieve)*

Competitiveness (9)	Decisiveness (5)	Goal Orientation (7)
Initiative (6)	Intensity (5)	Learning (7)
Vitality (3)		

91% Takes Action *(Displays resolve to follow through to honor commitments to self and others)*

Closure (7)	Decisiveness (5)	Initiative (6)
Response to Change (6)	Self Responsibility (4)	

85% Reading the Situation *(Internalizing sales process but interpreting individual situations correctly)*

Creativeness (9)	Decisiveness (5)	Detail Orientation (7)
Emotional Composure (2)	Initiative (6)	Learning (7)
Listening (3)		

82% Effective Questioning/Qualifying *(Guide prospects effectively to the discover their own compelling reasons to buy)*

Aggressiveness (8)	Conflict Management (8)	Decisiveness (5)
(Mid) Detail Orientation (7)	(Mid) Ego (6)	(Mid) Emotional Composure (2)
(Inv) Intimacy (1)	Listening (3)	

82% Systematic Sales Process *(Following consistent sales process, effectively incorporates learning into practice)*

Closure (7)	Concentration (5)	Planning (7)
Schedule Orientation (4)	Structure (5)	Task Completion (5)
Time Competency (6)		



80% Plans Activity/Manages Resources *(Systematically plans to make the most effective use of resources)*

Closure (7)	Concentration (5)	Instructiveness (3)
Planning (7)	Schedule Orientation (4)	Structure (5)
Time Competency (6)		

57% Sales Prospecting *(Consistently and proactively reaching out for new business)*

Communications (2)	Goal Orientation (7)	Initiative (6)
Intensity (5)	(Inv) Intimacy (1)	Sociability (3)
Time Competency (6)	Vitality (3)	

44% Self-Concept *(Has healthy respect for self & others, displays optimism)*

(Mid) Aggressiveness (8)	Decisiveness (5)	(Mid) Ego (6)
(Mid) Emotional Composure (2)	Influence (7)	Initiative (6)
(Mid) Intimacy (1)	Response to Change (6)	

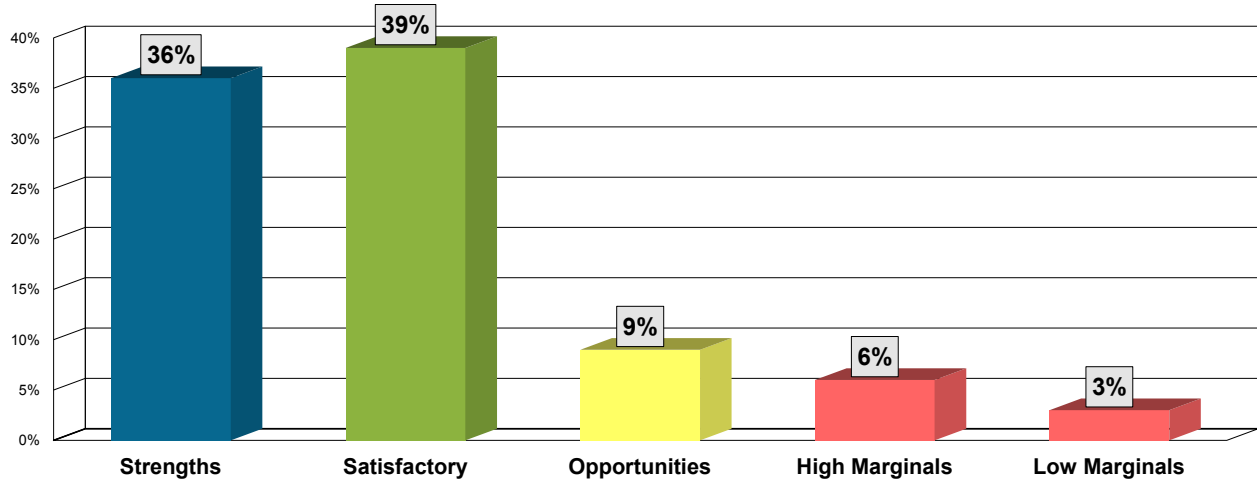
2% Interpersonal Relationships *(Ability to bond with others to create mutual trust and effective relationships)*

Communications (2)	(Mid) Ego (6)	Instructiveness (3)
Intimacy (1)	Listening (3)	Presentation Style (0)
Sociability (3)		



Behavior Summary

Behavior Scores



Strengths

- Aggressiveness (8)
- Closure (7)
- Conflict Management (8)
- Detail Orientation (7)
- Ego (6)
- Goal Orientation (7)
- Influence (7)
- Initiative (6)
- Learning (7)
- Mobility (6)
- Negotiating (6)
- Planning (7)
- Response to Change (6)
- Time Competency (6)

Satisfactory

- Authority Relationships (5)
- Commitment (5)
- Concentration (5)
- Decisiveness (5)
- Instructiveness (3)
- Intensity (5)
- Listening (3)
- Schedule Orientation (4)
- Self Responsibility (4)
- Sociability (3)
- Structure (5)
- Task Completion (5)
- Vitality (3)

Opportunities/Marginals

- Communications (2)
- Competitiveness (9)
- Creativeness (9)
- Emotional Composure (2)
- Intimacy (1)
- Presentation Style (0)

= is a match with Success Profile

Devine Inventory™ Profile

TOP 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"/> AGGRESSIVENESS (8) Conveys self-confidence and conviction when expressing opinions; values useful opinions offered by others.	dominated						—	—	—	dominant
<input checked="" type="checkbox"/> GOAL ORIENTATION (7) Periodically evaluates and upgrades his or her abilities and skills to reach higher goals.	self-satisfied/ complacent						—	—	—	never satisfied
<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
COMMUNICATIONS (2) Uses relevant and direct language when responding to questions.	restrictive			—	—	—	—			talks randomly
COMPETITIVENESS (9) Strives relentlessly to win with little consideration for the effect on opponents.	group dependent					—	—	—		relentless push to win
<input checked="" type="checkbox"/> DECISIVENESS (5) Sensibly evaluates options in an effort to be seen as fair and unbiased.	agonizes					—	—	—		risky/ impulsive
<input checked="" type="checkbox"/> CONFLICT MANAGEMENT (8) Encourages others to state their own beliefs by asking nonthreatening questions.	retreats					—	—	—		orchestrates advantage
EMOTIONAL COMPOSURE (2) Demonstrates emotional feelings and concerns, but does not lose control.	volatile			—	—	—	—			controlled/ un-demonstrative
<input checked="" type="checkbox"/> INITIATIVE (6) Accurately assesses risks and takes voluntary action when needed.	direction required					—	—	—		oversteps boundaries
<input checked="" type="checkbox"/> RESPONSE TO CHANGE (6) Values the opportunity to develop capability of handling different roles and responsibilities.	justifies status quo					—	—	—		enamored with change
<input checked="" type="checkbox"/> LEARNING (7) Shares information with others and admits when he or she lacks knowledge.	resists					—	—	—		relentless pursuit

= is a match with Success Profile

● = participant's behavior score

— = desired range based on Success Profile

Devine Inventory™ Profile

MIDDLE 11 BEHAVIORS (6 of 11 are matches)

	Low Marginal	Needs Developed		Satisfactory			Strengths			High Marginal
	0	1	2	3	4	5	6	7	8	9
VITALITY (3) Periodically tries to exercise or eliminate a harmful habit, but does not sustain the effort.	fatigued					—	—	—		compulsive energy
				●						
<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
							●			
INTIMACY (1) Seems impersonal and uncaring about others' personal problems.	impersonal			—	—	—				overly sensitive
		●								
PRESENTATION STYLE (0) Fails to fully engage listeners; does not use gestures or other materials to hold interest.	stiff					—	—	—		overly dramatic
	●									
<input checked="" type="checkbox"/> PLANNING (7) Emphasizes problem prevention and establishing strategies that get results.	reactionary					—	—	—		dwells on future
								●		
SELF RESPONSIBILITY (4) Understands his/her own responsibilities; does not intrude on responsibilities of others.	dodges blame					—	—	—		burdened
					●					
<input checked="" type="checkbox"/> EGO (6) Has confidence coping with adversity; quickly puts things in a positive perspective.	self-deprecating					—	—	—		engineers recognition
								●		
<input checked="" type="checkbox"/> CLOSURE (7) Seeks opportunities to showcase personal support for advancing work output.	false start/ vacillates			—	—	—				non-productive push on others
								●		
<input checked="" type="checkbox"/> INSTRUCTIVENESS (3) Will enthusiastically share knowledge and skills as others inquire.	withholds/ self-protective			—	—	—				over shares/ preaches
			●							
LISTENING (3) Thinks of his/her message rather than preparing a response to others' comments; considered a "bottom-line" listener.	selectively tunes out				—	—	—			suspicious/ over attentive
			●							
<input checked="" type="checkbox"/> NEGOTIATING (6) Holds fast to principles, yet thoughtfully considers input from others.	avoids/ retreats				—	—	—			win at any cost
							●			

= is a match with Success Profile

● = participant's behavior score

— = desired range based on Success Profile

Devine Inventory™ Profile

BOTTOM 11 BEHAVIORS (9 of 11 are matches)

	Low Marginal	Needs Developed		Satisfactory			Strengths			High Marginal
	0	1	2	3	4	5	6	7	8	9
<input checked="" type="checkbox"/> DETAIL ORIENTATION (7) Enjoys troubleshooting and demonstrating in-depth technical skills.	disdains details				—	—	—			trivial pursuit of details
								●		
SOCIABILITY (3) Will develop some close work friendships because of common interests.	choosy/ selective				—	—	—			contrived friendliness
			●							
<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
						●				
CREATIVENESS (9) Is unconcerned about the practicality of ideas; prefers complete freedom to invent and to challenge the status quo.	unimaginative				—	—	—			inventive/ impractical
										●
<input checked="" type="checkbox"/> INTENSITY (5) Adjusts his or her work schedule to include relaxation time.	laid back					—	—	—		over stressed
						●				
<input checked="" type="checkbox"/> MOBILITY (6) Responds affirmatively to travel requests and is involved in the planning.	stationary				—	—	—			wasted motion/ on-the-go
								●		
<input checked="" type="checkbox"/> STRUCTURE (5) Adapts easily to new procedures for classifying, storing and retrieving information.	disorganized			—	—	—				rigidly organized
						●				
<input checked="" type="checkbox"/> AUTHORITY RELATIONSHIPS (5) Supports the directives of higher authority while tactfully offering new ideas within established protocols.	challenges/ resistant			—	—	—				blind loyalty
						●				
<input checked="" type="checkbox"/> COMMITMENT (5) Inquires about new policies and procedures; eagerly contributes to work demands.	entrepreneurial			—	—	—				loyalty to org. at all cost
						●				
<input checked="" type="checkbox"/> SCHEDULE ORIENTATION (4) Balances various activities well and is able to accommodate last-minute schedule changes.	won't commit			—	—	—				over commits
					●					
<input checked="" type="checkbox"/> TASK COMPLETION (5) Proudly does the lion's share of the work when completing a task.	depends on others			—	—	—				sets unrealistic standards
						●				

= is a match with Success Profile

● = participant's behavior score

— = desired range based on Success Profile

Coaching Tips

Aggressiveness (8)

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 a vital part of the problem-solving process.

Be sure to mention that aggressiveness can sometimes reach a level that is perceived as cockiness by others. This may lead to "ganging up" on the subject and even stiffening resistance. Underscore style flexibility as a means of accommodating to different circumstances. Assign the subject to work with tough-minded people with whom others have had difficulty in resolving issues and reaching agreements.

Authority Relationships (5)

The need to project loyalty to higher authority is an ingrained aspect of the subject's behavior pattern. There is a readiness to challenge views or opinions of higher management, but this is usually done in a courteous and respectful manner.

Ask the subject to represent you in activities in which there are significant differences between your position and that of others. Indicate to the subject that you have confidence in the manner in which such situations will be handled. Always relate to the subject in a courteous manner.

Closure (7)

The subject pre-strategizes situations in order to maximize effective response. As soon as agreements are reached, the subject will have appropriate materials available and ready for signature by both parties. Under no circumstances will the subject accept conditions unfavorable to self or to the organization. There is an underlying desire or motivation on the part of the subject to reach closure in a manner that allows both parties to feel comfortable.

Have the subject talk about the needs of the other party and the accommodations that might be necessary for reaching closure. Offer some challenges to the position of the subject in order to expose weaknesses or strengths in position(s). On occasion, bring others into such discussions with the subject so that learning is stimulated for all.

Commitment (5)

The subject is alert to opportunities to exhibit strength of commitment to company objectives and goals. This interest is demonstrated through volunteering for challenging work assignments.

Post new and challenging opportunities in order to continuously stimulate the subject to volunteer. Devote a sufficient amount of time with the subject to explaining what is known about the new opportunity. Explain the criteria for selection of the subject on such projects.

Communications (2)

Suggest intensive training that will strengthen the skills of the subject in sending and receiving messages. This can best be realized under professional training guidance and direction. Review different methods/techniques for conveying ideas to others so as to gain acceptance.



Competitiveness (9)

Suggest intensive training that will strengthen the skills of the subject in sending and receiving messages. This can best be realized under professional training guidance and direction. Review different methods/techniques for conveying ideas to others so as to gain acceptance.

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.

Conflict Management (8)

Conflict is acknowledged by the subject to be an inevitable part of life. As such, differences are looked upon as an opportunity to enlarge understanding and to test convictions and opinions. A keen awareness of the importance of resolving differences enables the subject to engage in the exchange of deep emotional feelings and attitudes without, however, disengagement from ultimate joint resolution of problem(s). No challenge is so great as to cause the subject to refrain from participating or contributing to better understandings and more workable processes.

Review your long term plans with the subject and concentrate on potential undesirable results that could occur as these plans unfold. Develop cooperatively with the subject alternate actions that can be taken by the subject to minimize such negative occurrences.

Creativeness (9)

Conflict is acknowledged by the subject to be an inevitable part of life. As such, differences are looked upon as an opportunity to enlarge understanding and to test convictions and opinions. A keen awareness of the importance of resolving differences enables the subject to engage in the exchange of deep emotional feelings and attitudes without, however, disengagement from ultimate joint resolution of problem(s). No challenge is so great as to cause the subject to refrain from participating or contributing to better understandings and more workable processes.

Review your long term plans with the subject and concentrate on potential undesirable results that could occur as these plans unfold. Develop cooperatively with the subject alternate actions that can be taken by the subject to minimize such negative occurrences.

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 (7)

Expect the subject to keep up-to-date. Mention new ideas in the subject's area of specialization, either related to or not related to his or her job. Clearly delineate the detailed supportive evidence to be presented in reports. Assign the subject to work with people who are well informed and personally motivated to maintain that position.

Ego (6)

Recognition for personal contributions is desired by the subject. Others will tend to remember interactions with the subject because the self-confidence of this person is strongly evident. This may take the form of being eager to meet different types of people, either inside or outside the company (especially people in positions of power and authority).

Provide opportunities for the subject to meet key people. Acknowledge contributions--privately and publicly. Explain some of your insights about political aspects of the work environment. Ask the subject to share such insights with you.

Emotional Composure (2)

Confer with the subject in a private setting regarding potentially emotional issues. Don't raise your voice. Acknowledge feelings and indicate appreciation for letting you know the extent and depth of feelings. Speak calmly and reassuringly about resolving problems.

Goal Orientation (7)

A considerable amount of ambition and desire to be the best is clearly evident to others with whom the subject has contact. In relating to higher authority, the subject will indicate a strong desire to take on new challenges. For this individual, nothing will get in the way of keeping goals in focus and marshaling energies and abilities in this direction.

Give the subject advance warning of new opportunities that are coming up. Express confidence in the capacity of the subject to accelerate and broaden contribution. Examine remuneration to insure that there is consistency with broadened contribution. Give the subject special projects in which there is increased opportunity for acknowledgment and recognition. Obtain involvement of the subject in setting goals for the work group.

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.

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.



Instructiveness (3)

There is a certain security that the subject finds in protecting personal knowledge and insights as opposed to conveying what has been learned to others. If the subject holds to the position, the behavior will be a retardant to improved performance and may even be resented. It is not as though the subject will withhold information in all instances. It is more precise to state that the subject will selectively share what is known.

Request that the subject keep others well informed. In meetings, ask questions which will require the subject to elaborate and to share personal knowledge with colleagues. (For example: "Carol, what are your thoughts on this matter? Tell us from your own personal experiences the approaches you have found to be helpful.")

Intensity (5)

The subject recognizes some of the negative consequences of being uptight. There is also a commitment on the part of the subject to being work-centered. Being perceived by others as a relaxed person is not something with which the subject is, as yet, comfortable.

Ask the individual to review some new publications on reducing stress and to discuss the results with you. Periodically examine assignments of the subject so as to avoid involvement of the subject in situations or circumstances of unusual stress. Speak to the subject in a relaxed manner. Be sure that vacations are taken as scheduled.

Intimacy (1)

Be thoughtful and sensitive to personal concerns of the subject. Indicate interest in being informed about the impact of these concerns. Identify yourself as a source of counsel. Ask for the subject's assistance and help as opposed to ordering it because the subject will respond best to this type of leadership.

Learning (7)

There is an enthusiastic response to challenges related to maintaining currency and knowledge of both work and non-work issues. Asking questions and being naturally inquisitive are both part of this pattern. The behavior serves as a good role model in promoting positive attitudes about learning on the part of others.

Carefully set out a long term development plan which will include exposure to different methods and techniques of learning. Request the subject to read and to report on new developments. Direct the individual to proper organizational components for expert advice and counsel on learning.

Listening (3)

There is some difficulty in listening attentively to others. The subject is easily distracted and must exert considerable effort to maintain focus.

Be brief and focused in your communications with the subject. Choose words carefully and speak clearly. Avoid communicating with the subject in an atmosphere in which there is likely to be interference such as noise, ringing telephones, etc.

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.

Negotiating (6)

The subject recognizes the value of negotiating skill in resolving troublesome or difficult circumstances. Pre-planning strategies is now becoming a routine pattern so as to improve the predictability of outcomes. Before acquiescing or relinquishing a position, there will be thoughtful and penetrating inquiry.

Inquire about the subject's need for counsel and support during the actual negotiating session and arrange for that support. Appoint the subject as your representative in negotiating situations. When doing this, let others know about your confidence in the subject.

Planning (7)

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

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

Presentation Style (0)

Advise the subject to "trial run" speeches in order to obtain helpful critique. Whenever possible, encourage the use of technical equipment to enhance animation and effectiveness of presentation(s). Video and audio tape presentations of the subject; then jointly analyze strengths and potential adaptations.

Response to Change (6)

The need to identify with the process of change and the dynamics of new developments compels the subject to initiate changes rather than merely responding to directions from others.

Keep the subject informed about new developments. Obtain the subject's ideas and opinions about taking on challenges related to new tasks. Reapportion present assignments so as to accommodate added responsibility.

Schedule Orientation (4)

Being prompt is important, but not so important that the subject will be unnecessarily apologetic for a few moments' lateness. Sufficient courtesy exists so as to be acceptably responsive if others are sometimes late to meetings.

Remind the subject to make a note of scheduled meeting time(s). Give the subject a pre-meeting alert by personal or telephone contact. Express satisfaction on adherence to schedules. Make an effort not to be late yourself.



Self Responsibility (4)

There is a willingness to accept responsibility—to hold oneself accountable for mistakes. Sufficient concern exists about being respected by co-workers, and there is little likelihood that there will be intrusion on the responsibility of others. This helps in promoting a feeling of professionalism.

Evaluate the individual's level of responsibility prior to modifying or enlarging duties. Express your satisfaction with the acceptance of responsibility. Conduct interim audits so as to avoid overlap of responsibility with other individuals.

Sociability (3)

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

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

Structure (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.

Task Completion (5)

Daily activities and expenditure of energies are directed toward personal follow-through on assigned tasks. Those who attempt to divert the attention of the subject from tying up loose ends will meet with some resistance.

Review the nature of the tasks for which the subject is held accountable and provide additional task challenge. Discuss the approaches and techniques of the subject in bringing about cooperative help and assistance in the completion of task assignments.

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.



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.

Employee Growth & Development Plan

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

INSTRUCTIONS:

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

STEP 1: EMPLOYEE STRENGTHS

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

Behavioral Strengths	Work Examples

STEP 2: EMPLOYEE DEVELOPMENT NEEDS

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

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



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

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

STEP 3: SUPERVISOR'S COACHING AND SUPPORT

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

STEP 4: SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Follow-Up Date: ____/____/____