



PEARMAN™

PERSONALITY INTEGRATOR

Leadership Lens

for Mariana Felicita

January 20, 2016

WITH




EQ-i^{2.0}®

Participant Summary

Age: Not Provided

Gender: Female

 Completion Time: 4 mins. (Unusually short response time)

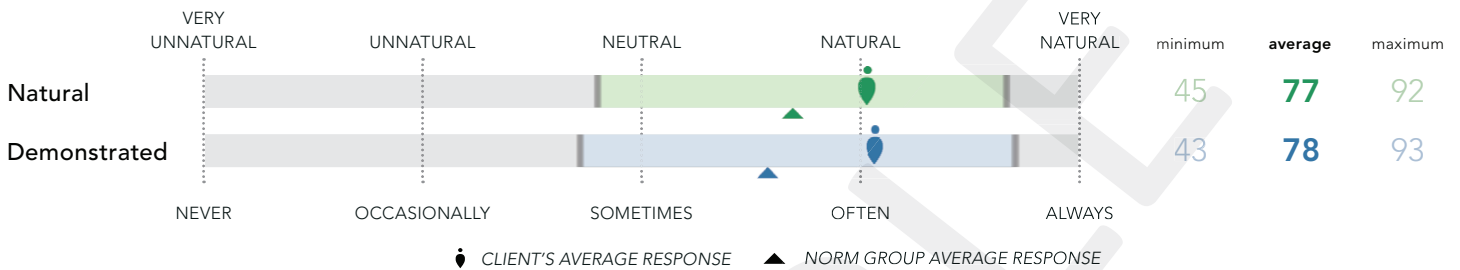
Date of Completion: January 20, 2016

Norm Region: U.S./Canada

Norm Type: Professional - Overall

PART I

Response Distribution

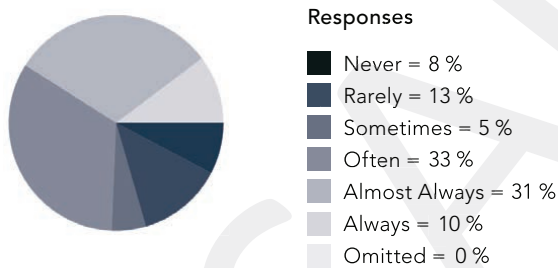


Omitted Items

0 No omitted items in Part I.

PART II

Response Distribution



Omitted Items

0 No omitted items in Part II.

Positive Impression

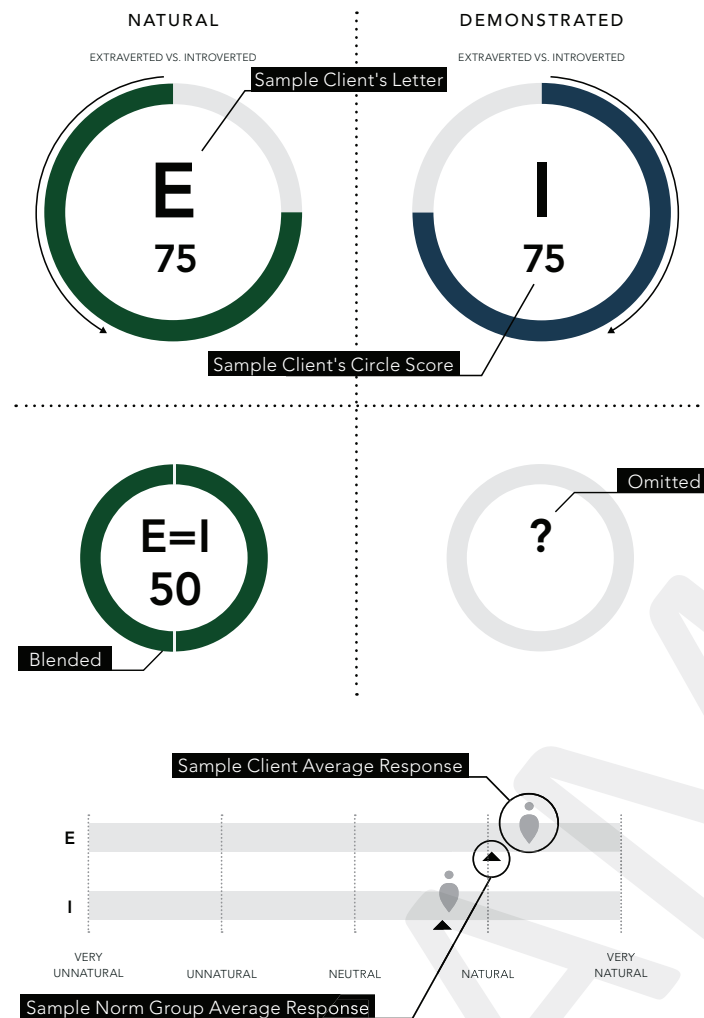
2 The Positive Impression scale is lower than 3, indicating that responses were not likely the result of an overly positive response style. You may want to ask: "Tell me about your process for responding to the items." "What did you think of the items? Were any particularly difficult to respond to?"

Inconsistency Index

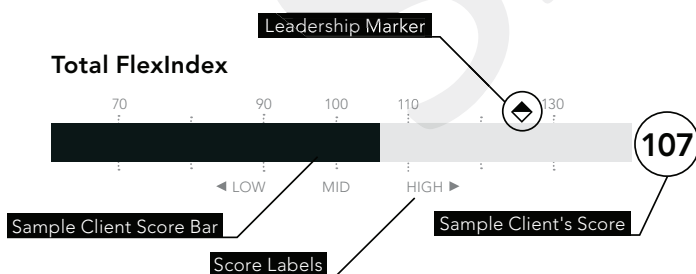
2 The Inconsistency Index is lower than 8, indicating consistency in responses across pairs of items measuring similar content. However, if the score is greater than zero, you may want to evaluate each individual item pair for inconsistent responses (see the Part II: Item Responses pages for more details).

How to Use This Report

SAMPLE PART I GRAPHS



SAMPLE PART II GRAPHS



With the selection of the leadership lens, a leadership marker (♦) is provided to indicate where top leaders score on each FlexIndex skill.

The Circle

The circles provide your client's personality scores, which contrast his or her results for each of the personality types. Each circle contains two components: the letter and the circle score. There are both "Natural" circles and "Demonstrated" circles for each personality attitude or function. The letter represents the personality type that your client has comfort with or uses. The example on the left shows the letter "E" for "Extraversion". An individual with that letter is naturally more comfortable with extraverted behaviors than with introverted (I) behaviors.

The circle score (75 in the example) represents the degree of comfort (for Natural) or use (for Demonstrated) of the personality type indicated by your letter. Each circle score ranges from 51-99. A score of 51 would indicate an almost equal comfort with or use of extraverted and introverted behaviors, while a score of 99 would indicate a greater comfort for or use of extraverted behaviors. The fill of the circle is a visual representation of your client's circle score.

Average Response Bar

The average response bars help you understand your client's letters and circle scores. The marker (♦) on each bar represents your client's average responses for each scale (in the example, you can see the average responses for all Extraversion [E] items and all Introversion [I] items). The marker with the higher average score (i.e., the one closest to the right of the bar) will be equal to your client's letter. In the example, the "E" average is higher than the "I" average, and this resulted in an E in the circle. The size of the distance between the markers is also important. The further apart the markers are, the higher your client's circle score will be (indicating a higher relative degree of comfort/use of the personality type indicated by your letter).

Additionally, your client's average responses are compared to other individuals with the same letter. If his or her circle letter is "E," your client's average responses will be compared to other extraverts in the Pearman™ normative group. (Shown with the ▲ symbol.) In this example, the individual's comfort with extraverted behaviors is above the average for extraverted individuals. His or her comfort with introverted behaviors is also above the average for extraverted individuals.

Part II Scores

The Pearman FlexIndex™ uses a different type of score. Each FlexIndex skill score is provided on a bar where the average score is 100. Higher scores indicate more flexibility, while lower scores indicate less flexibility. Score labels provide a visual guide, indicating if a score falls into a low (less than 90), mid (90-109), or high (110 or higher) range.

Overview of Scores for Part I

This page provides an overview of your client's overall attitude, perceiving, and judging functions. Overall Attitude reflects how your client interacts and engages with the world. The Overall Perceiving function reveals how your client observes and takes in information. The Overall Judging function illustrates how your client makes decisions based on information collected.

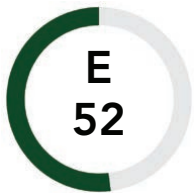
Circle scores are divided into what your client feels most comfortable doing (Natural) and what he or she does most often (Demonstrated). This is only an overview, it is important that your client's personality type is examined further by exploring and understanding each of his or her mental functions found later in this report.

Overall Attitude: Extraversion (E) vs. Introversion (I)

Extraversion (E) focuses on external experiences, stimuli in the outer world, and directing energy toward the external world and the people in it.

Introversion (I) focuses on internal experiences, stimuli in the internal world, and directing energy internally towards ideas, thoughts, and perceptions.

NATURAL



As a Natural extravert:

- Your client is more comfortable with engaging in group interactions
- He/she naturally initiates discussions with others
- Your client favors a focus on the world outside of himself/herself

DEMONSTRATED



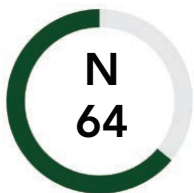
As a Demonstrated introvert:

- In your client's everyday life one-on-one discussions are more common
- He/she often reenergizes by spending time alone
- Your client needs to formulate ideas internally before sharing

Perceiving Functions: Intuiting (N) vs. Sensing (S)

Intuiting (N) is a focus on possibilities, ideas, and big picture thinking. People who are comfortable with or display intuiting behaviors will likely focus on the connections and trends in information over the verifiable facts.

Sensing (S) is a focus on specific details, tangible objects and dealing with the task at hand. People who are comfortable with or display sensing behaviors will likely choose practical information over abstract concepts.



As a Natural intuitor:

- Your client is naturally inclined to engage in big-picture thinking
- He/she tends to see connections between ideas
- Your client prefers to focus on the future and possibilities



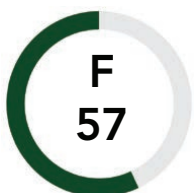
As a Demonstrated intuitor:

- In your client's day-to-day life he/she engages in big-picture thinking
- He/she spends time seeing connections between ideas
- Your client more often than not focuses on the future and possibilities

Judging Functions: Feeling (F) vs. Thinking (T)

Feeling (F) is an emphasis on using personal values and ideals and arriving at a solution that feels right when weighed against one's personal beliefs.

Thinking (T) is an emphasis on making observations, critiquing findings, and analyzing outcomes. Decisions are evaluated based on alignment with a known theory or logic.



As a Natural feeler:

- Your client tends to make decisions based on principles and values
- He/she is comfortable being diplomatic
- Your client naturally looks to understand others' point of view



Demonstrated Blended Judging means your client:

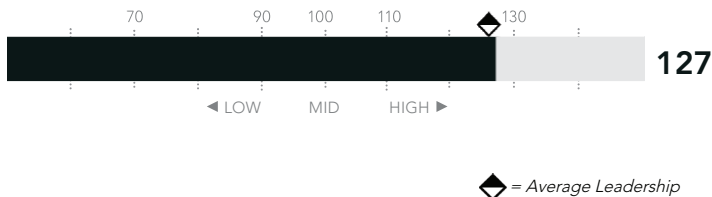
- Tends to balance values and analytical options
- Day-to-day he/she balances results with group harmony
- Evaluates decisions from many angles

== Blended

Overview of Scores for Part II



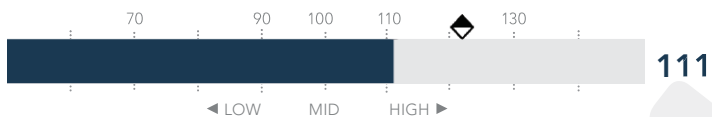
Your Total FlexIndex



The Pearman Flex Index encompasses the skills, abilities, and preferences that provide the agility and resilience needed to solve problems, remain composed, connect with others, seek beneficial experiences, and cope with and recover from strain. Your client's Total Flex Index score indicates that he or she excels at using these skills. Be sure to examine the *Part II: Flex Index* section in his or her report to identify areas in which your client can harness skills and implement strategies for leveraging them in alternative contexts.

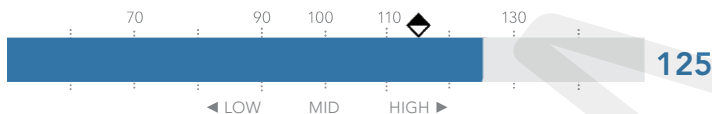
SUBSCALE DESCRIPTIONS

Proactivity



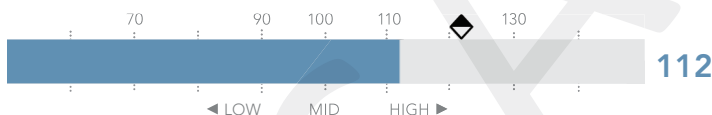
Proactivity refers to the skills necessary for active problem-solving and taking decisive action when faced with a challenge. Your client's score indicates that he or she is highly proactive. Keep this strength in mind as your client moves through different sections of his or her report.

Composure



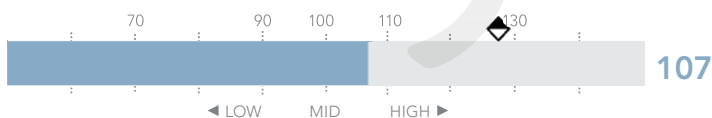
Composure involves being able to remain calm and controlled under times of stress or criticism. Your client's score shows that he or she is able to remain level-headed during high-pressure situations. Think about how different situations test your client's ability to keep his or her cool.

Connectivity



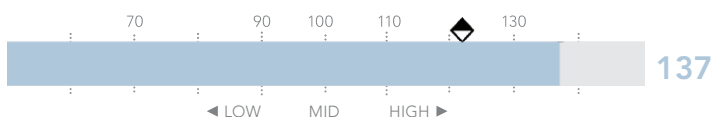
Connectivity involves being connected with others, forming beneficial relationships, and seeking and reciprocating social support. Your client's score indicates that he or she is almost always able to create and maintain beneficial relationships but may also be able to fine tune this skill.

Variety-Seeking



Variety-Seeking refers to the preference for novel experiences, variety over routine, and openness to new opportunities. Your client's score suggests that he or she is sometimes open to new experiences. Your client's report provides a number of strategies for improving his or her ability to manage new events.

Rejuvenation

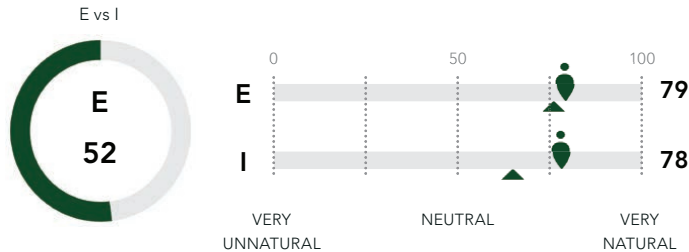


Rejuvenation involves positive coping strategies used to maintain health and minimize stress. Your client is well equipped to maintain overall well-being. Moving through his or her report, have your client reflect on how these skills can be leveraged or fine-tuned in alternative contexts or situations.

Part I: Overall Functions

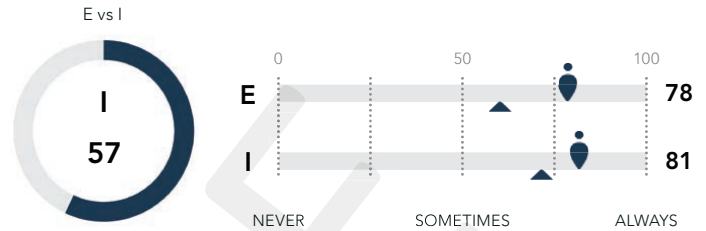
NATURAL

Overall Attitude



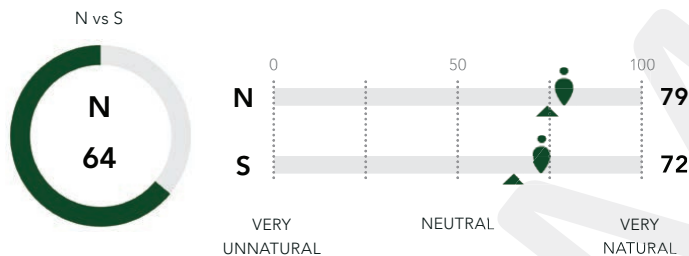
The Natural circle score of your client indicates that he or she is only slightly more comfortable with extraverted than introverted behaviors. That is, your client is marginally more comfortable with outward expression than with focusing on his or her internal thoughts.

DEMONSTRATED

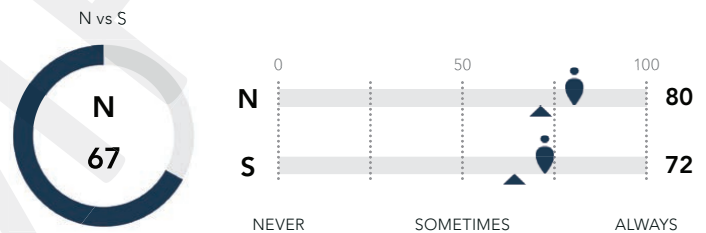


The Demonstrated circle score of your client indicates that he or she displays slightly more introverted behaviors than extraverted behaviors. That is, your client is marginally more likely to focus on his or her internal thoughts than to display outward expression.

Overall Perceiving

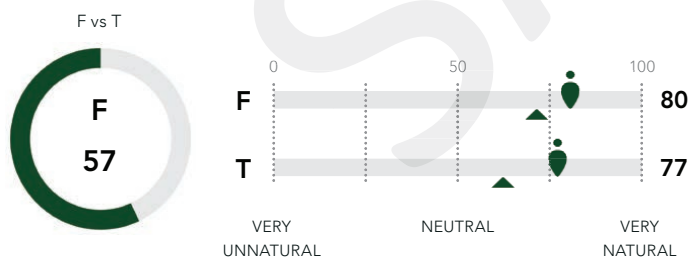


The Natural circle score of your client indicates that he or she is moderately more comfortable with intuiting than sensing behaviors. That is, your client is somewhat more comfortable with focusing on the big picture than focusing on concrete details.

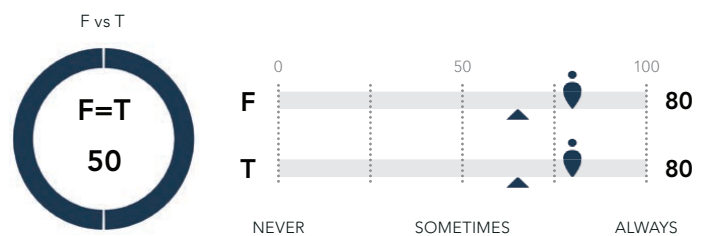


The Demonstrated circle score of your client indicates that he or she displays moderately more intuiting behaviors than sensing behaviors. That is, your client is somewhat more likely to focus on ideas and possibilities than he or she is to focus on the details and realities of the situation.

Overall Judging



The Natural circle score of your client indicates that he or she is only slightly more comfortable with feeling than thinking behaviors. That is, your client is marginally more comfortable with making decisions based on ideals and values compared to logic and results.



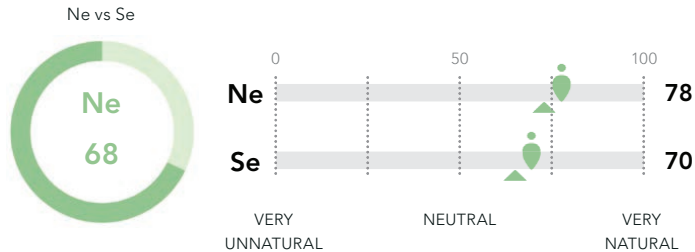
The Demonstrated circle score of your client indicates that he or she displays equal amounts of feeling and thinking behaviors. That is, your client is similarly likely to focus on ideals and values as he or she is to focus on logic and results when making a decision.

▲ NORM GROUP AVERAGE RESPONSE

Part I: Extraverted Mental Functions

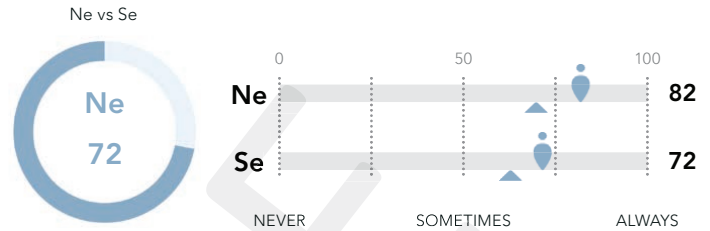
NATURAL

Perceiving



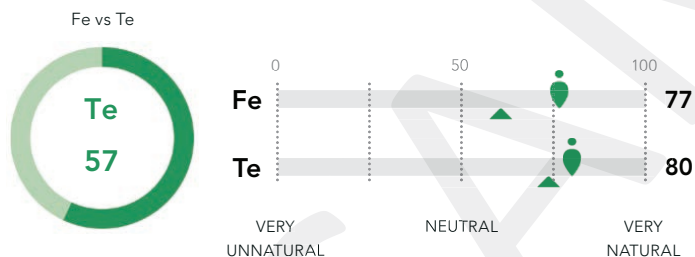
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other extraverted intuitors (see response bar). Your client is as comfortable with both extraverted intuiting and extraverted sensing behaviors as other extraverted intuitors. This suggests that your client might have the same facility with sharing patterns and practically relevant information as his or her extraverted intuiting counterparts.

DEMONSTRATED

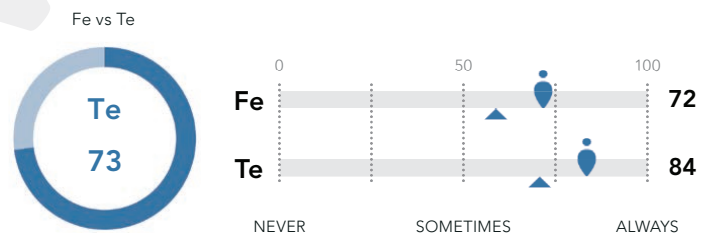


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other extraverted intuitors (see response bar). Your client exhibits more extraverted intuiting behaviors than other extraverted intuitors. However, your client demonstrates a comparable amount of extraverted sensing behaviors as other extraverted intuitors. This suggests that your client might have access to a similar range of expressing practically relevant information actions as his or her extraverted intuiting counterparts.

Judging



In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other extraverted thinkers (see response bar). Your client has the same level of comfort with extraverted thinking behaviors as other extraverted thinkers. Interestingly, your client is more comfortable with extraverted feeling behaviors than other extraverted thinkers. This suggests that your client might have more facility with emphasizing others' point of view than his or her extraverted thinking counterparts.

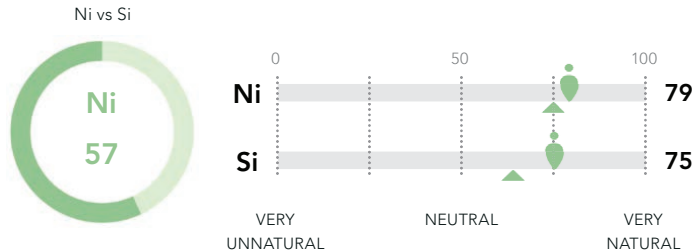


In terms of how frequently your client displays both types of behaviors, your client's responses were compared to those of other extraverted thinkers (see response bar). Your client exhibits more extraverted thinking and extraverted feeling behaviors than other extraverted thinkers. This suggests that your client might have access to a wider range of outwardly results-oriented and harmony-emphasizing actions than his or her extraverted thinking counterparts.

Part I: Introverted Mental Functions

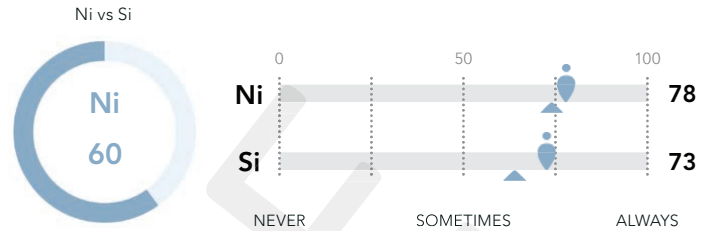
NATURAL

Perceiving



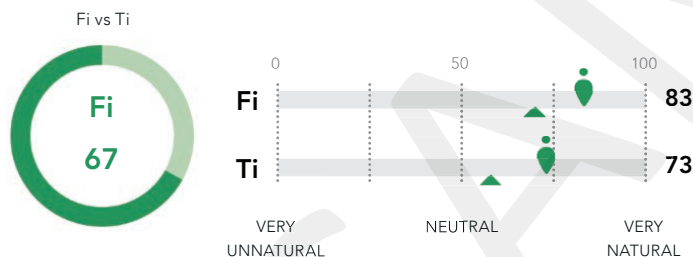
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other introverted intuitors (see response bar). Your client has the same level of comfort with introverted intuiting behaviors as other introverted intuitors. Interestingly, your client is slightly more comfortable with introverted sensing behaviors than other introverted intuitors. This suggests that your client might have more facility with utilizing tried and true methods than his or her introverted intuiting counterparts.

DEMONSTRATED

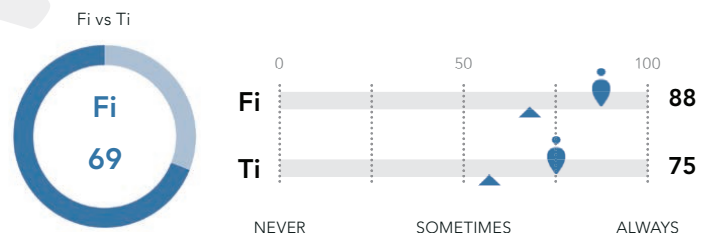


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other introverted intuitors (see response bar). Your client exhibits a similar amount of introverted intuiting behaviors as other introverted intuitors. Interestingly, your client demonstrates more introverted sensing behaviors than other introverted intuitors. This suggests that your client might have access to a wider range of internally cataloging actions than his or her introverted intuiting counterparts.

Judging



In terms of how much comfort your client experiences with both types of behaviors, your client's responses were compared to those of other introverted feelers (see response bar). Your client is more comfortable with both introverted feeling and introverted thinking behaviors than other introverted feelers. This suggests that your client might have more facility with internalizing what is meaningful and analyzing the effectiveness of actions than his or her introverted feeling counterparts.



In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other introverted feelers (see response bar). Your client exhibits more introverted feeling and introverted thinking behaviors than other introverted feelers. This suggests that your client might have access to a wider range of internalizing ideals and autonomy, and a wider range of precision actions, than his or her introverted feeling counterparts.

Part I: Item Responses

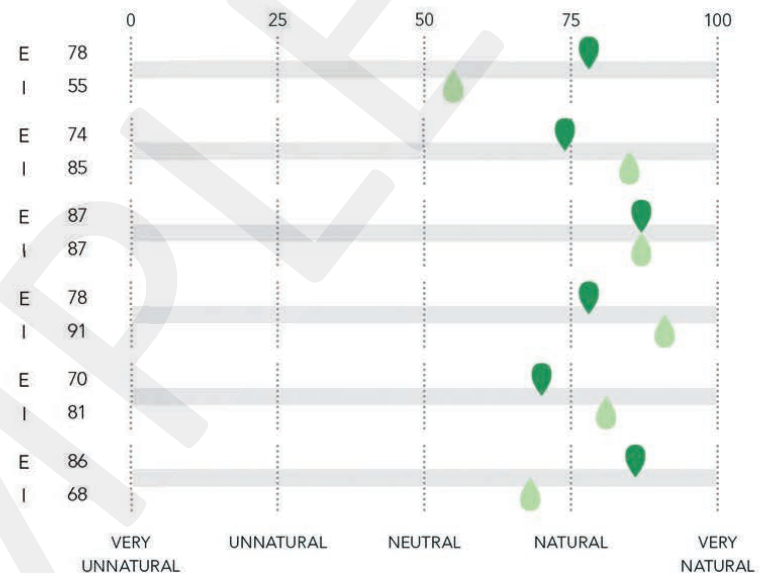
ATTITUDE

Responses to Extraverted (E) and Introverted (I) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the assessment. If any single

item of a pair (i.e., E or I) is omitted, the entire pair is not included for scoring. However, responses from non-omitted items are shown here for coaching purposes, even if the corresponding item of the pair has been omitted.

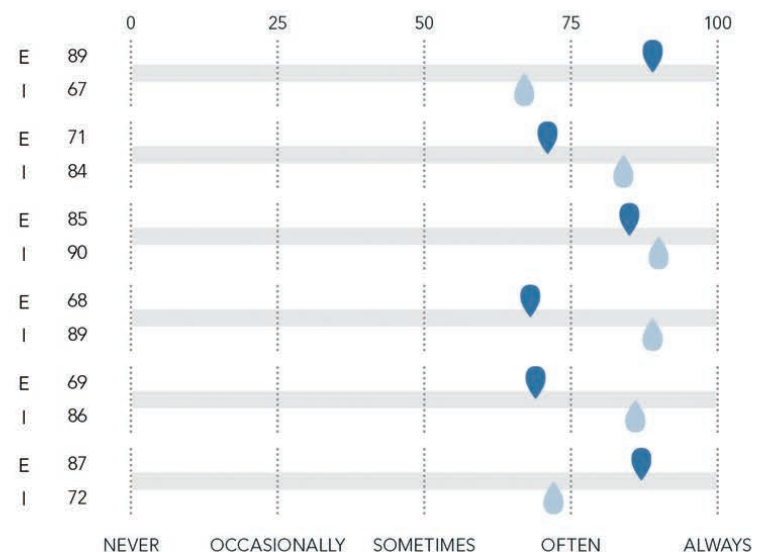
How natural is it for you to...

4. [blurred]
4. [blurred]
8. [blurred]
8. [blurred]
13. [blurred]
13. [blurred]
15. [blurred]
15. [blurred]
21. [blurred]
21. [blurred]
24. [blurred]
24. [blurred]



How often do you...

4. [blurred]
4. [blurred]
8. [blurred]
8. [blurred]
13. [blurred]
13. [blurred]
15. [blurred]
15. [blurred]
21. [blurred]
21. [blurred]
24. [blurred]
24. [blurred]



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Part I: Item Responses

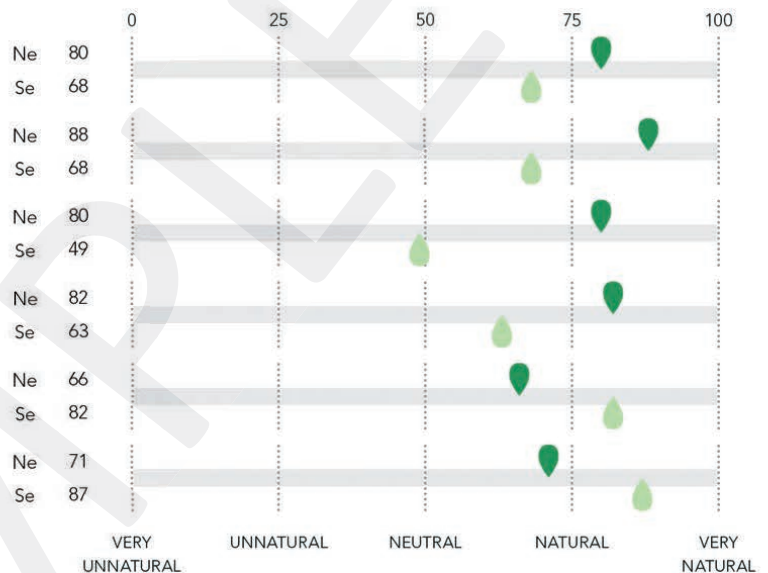
EXTRAVERTED PERCEIVING

Responses to Extraverted Intuiting (Ne) and Extraverted Sensing (Se) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the

assessment. If any single item of a pair (i.e., Ne or Se) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes, even if the corresponding item of the pair has been omitted.

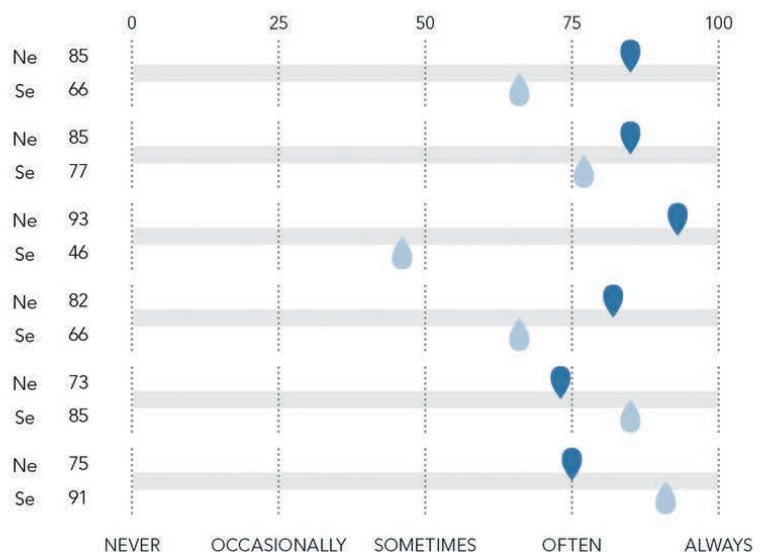
How natural is it for you to...

6. [blurred]
6. [blurred]
9. [blurred]
9. [blurred]
18. [blurred]
18. [blurred]
22. [blurred]
22. [blurred]
25. [blurred]
25. [blurred]
29. [blurred]
29. [blurred]



How often do you...

6. [blurred]
6. [blurred]
9. [blurred]
9. [blurred]
18. [blurred]
18. [blurred]
22. [blurred]
22. [blurred]
25. [blurred]
25. [blurred]
29. [blurred]
29. [blurred]



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Part I: Item Responses

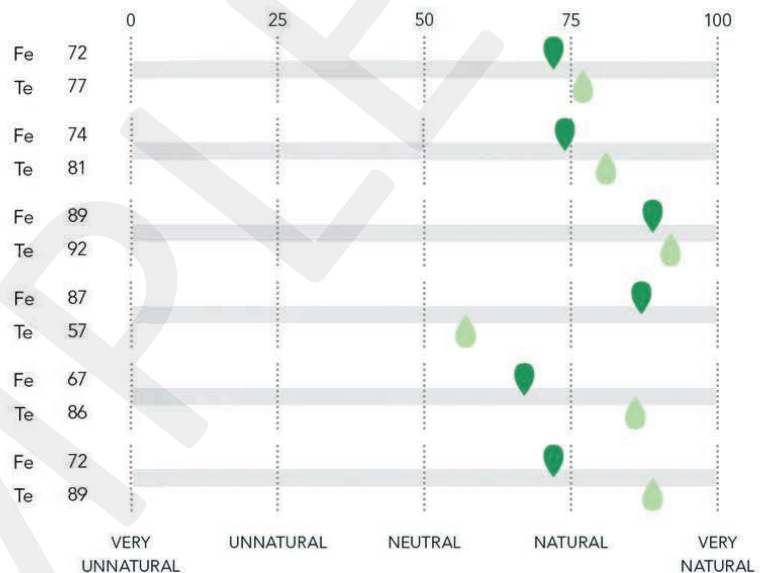
EXTRAVERTED JUDGING

Responses to Extraverted Feeling (Fe) and Extraverted Thinking (Te) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the

assessment. If any single item of a pair (i.e., Fe or Te) is omitted, the entire pair is not included for scoring. However, responses from non-omitted items are shown here for coaching purposes, even if the corresponding item of the pair has been omitted.

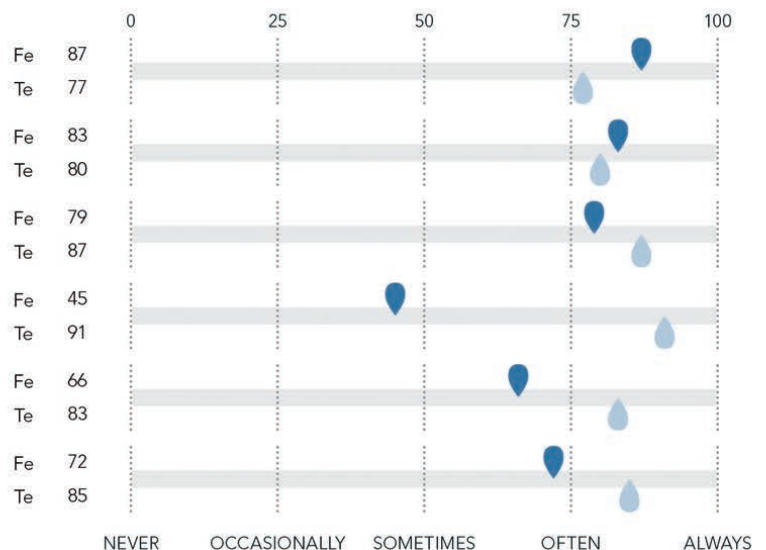
How natural is it for you to...

1. [blurred]
1. [blurred]
10. [blurred]
10. [blurred]
14. [blurred]
14. [blurred]
19. [blurred]
19. [blurred]
23. [blurred]
23. [blurred]
30. [blurred]
30. [blurred]



How often do you...

1. [blurred]
1. [blurred]
10. [blurred]
10. [blurred]
14. [blurred]
14. [blurred]
19. [blurred]
19. [blurred]
23. [blurred]
23. [blurred]
30. [blurred]
30. [blurred]



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Part I: Item Responses

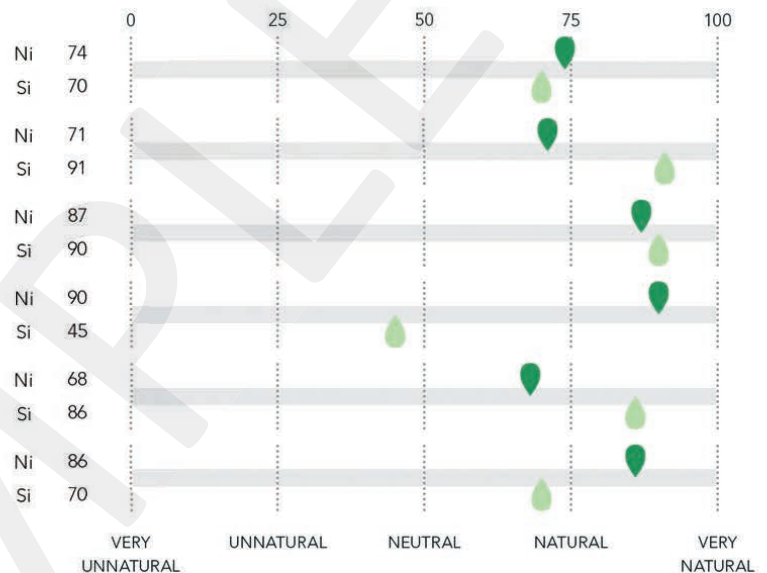
INTROVERTED PERCEIVING

Responses to Introverted Intuiting (Ni) and Introverted Sensing (Si) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the

assessment. If any single item of a pair (i.e., Ni or Si) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes, even if the corresponding item of the pair has been omitted.

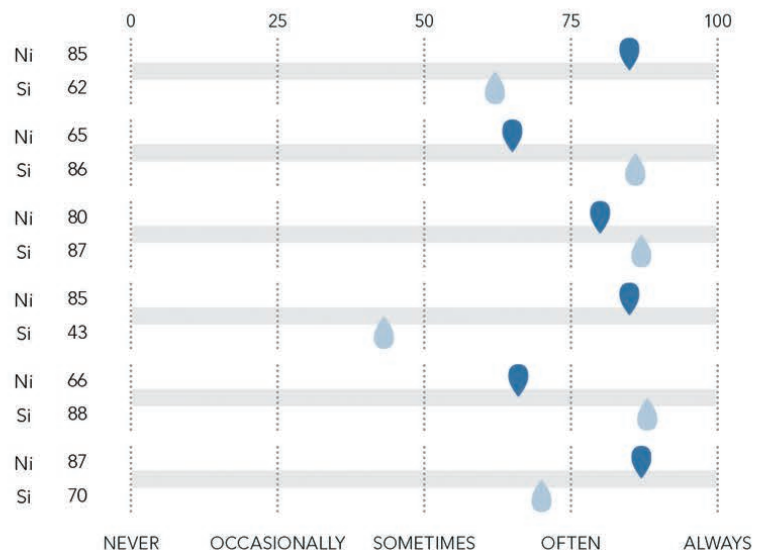
How natural is it for you to...

3. [blurred]
3. [blurred]
7. [blurred]
7. [blurred]
12. [blurred]
12. [blurred]
17. [blurred]
17. [blurred]
20. [blurred]
20. [blurred]
27. [blurred]
27. [blurred]



How often do you...

3. [blurred]
3. [blurred]
7. [blurred]
7. [blurred]
12. [blurred]
12. [blurred]
17. [blurred]
17. [blurred]
20. [blurred]
20. [blurred]
27. [blurred]
27. [blurred]



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Part I: Item Responses

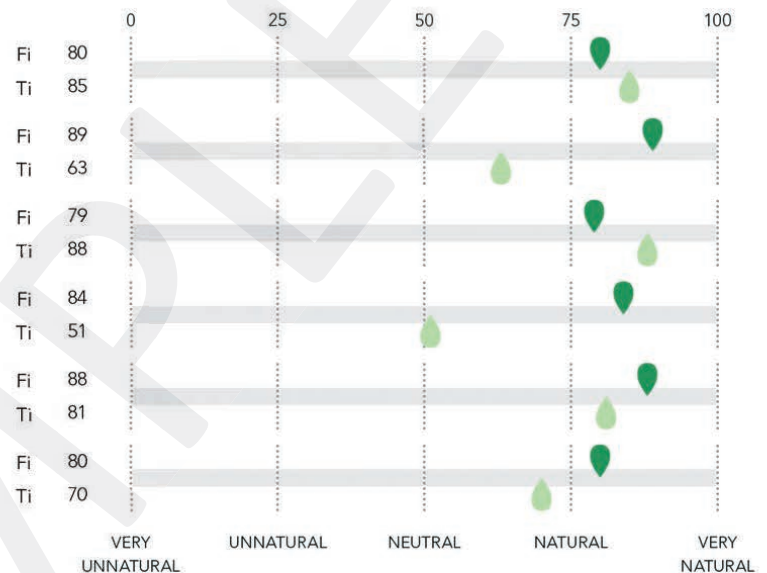
INTROVERTED JUDGING

Responses to Introverted Feeling (Fi) and Introverted Thinking (Ti) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the

assessment. If any single item of a pair (i.e., Fe or Te) is omitted, the entire pair is not included for scoring. However, responses from non-omitted items are shown here for coaching purposes, even if the corresponding item of the pair has been omitted.

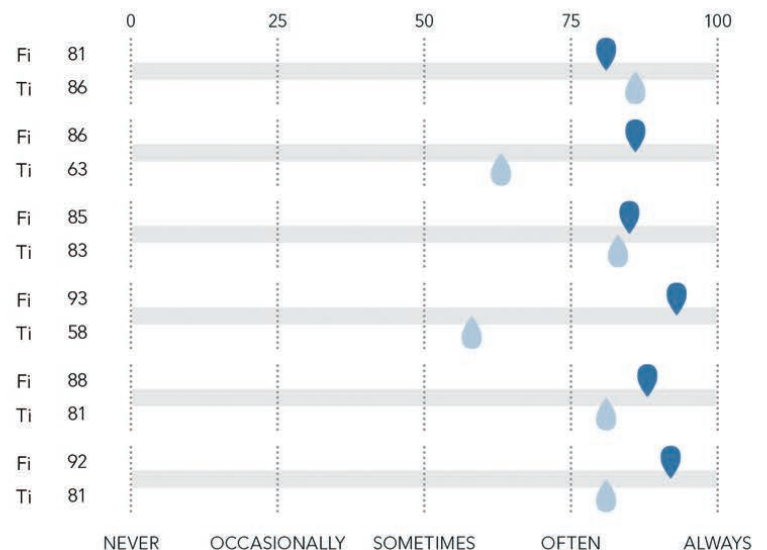
How natural is it for you to...

2. [blurred]
2. [blurred]
5. [blurred]
5. [blurred]
11. [blurred]
11. [blurred]
16. [blurred]
16. [blurred]
26. [blurred]
26. [blurred]
28. [blurred]
28. [blurred]



How often do you...

2. [blurred]
2. [blurred]
5. [blurred]
5. [blurred]
11. [blurred]
11. [blurred]
16. [blurred]
16. [blurred]
26. [blurred]
26. [blurred]
28. [blurred]
28. [blurred]



This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the assessor, **this section must be removed.**

Part II: Item Responses



Responses are shown by item on the following two pages. Items are shown by subscale and are exactly as they appeared on the assessment. The higher the response indicated, the more frequent the behavior.

0 = Never 3 = Often ? = Omitted
1 = Rarely 4 = Almost Always
2 = Sometimes 5 = Always

*This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the assessor, **this section must be removed.***

Composure

3.		0
10.		0
17.		0
19.		1
22.		1
30.		1
32.		1
37.		1
39.		2

Variety-Seeking

2.		3
6.		3
13.		3
16.		3
21.		3
33.		3

Proactivity

4.	persist and keep working at resolving a situation?	4
9.	gather information to solve an issue?	4
12.	take action to prevent problems?	3
20.	promptly address issues?	5
27.	decide on a course of action when faced with a problem?	4
31.	take steps to achieve an objective?	3
36.	tackle a problem with actions rather than words?	4

Connectivity

7.		4
11.		4
14.		2
18.		3
24.		4
28.		3
34.		3
38.		4

Rejuvenation

1.		5
5.		4
15.		5
23.		5
25.		4
29.		4
35.		4

Part II: Item Responses



0 = Never 3 = Often ? = Omitted
 1 = Rarely 4 = Almost Always
 2 = Sometimes 5 = Always

This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the assessor, **this section must be removed.**

POSITIVE IMPRESSION

3.		0	26.		3
8.		3	28.		3
10.		0	37.		1

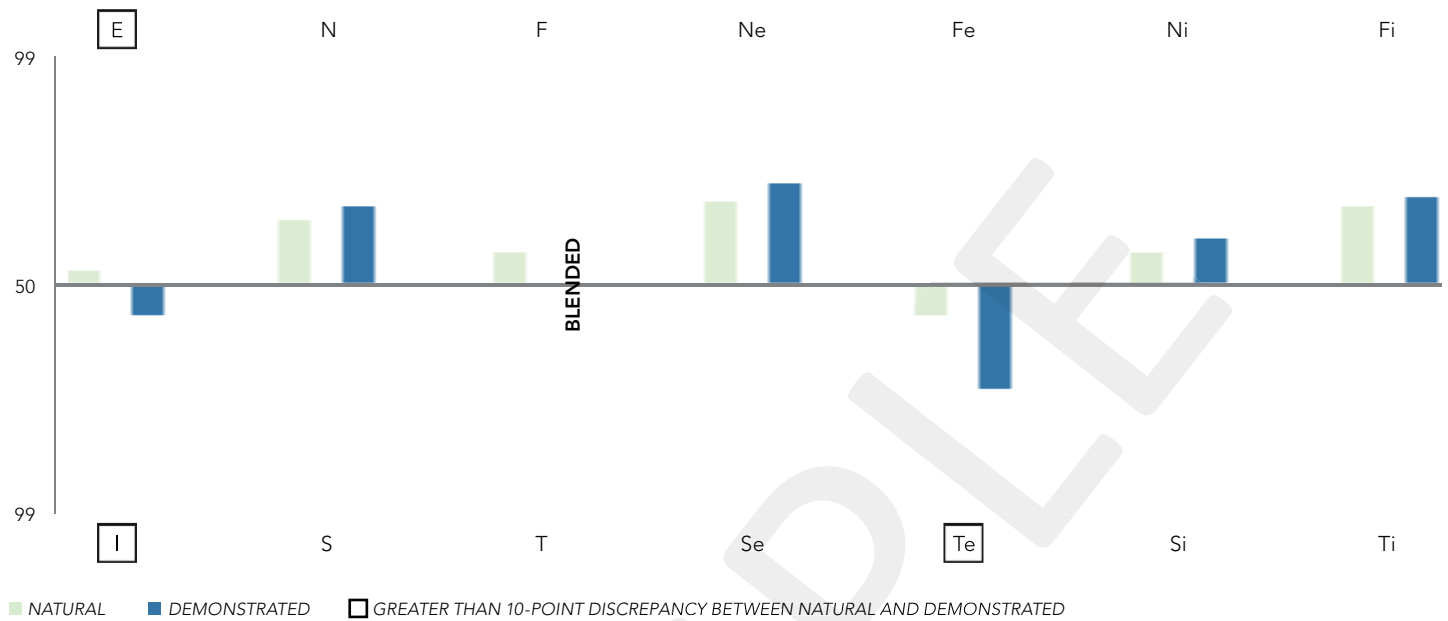
INCONSISTENCY INDEX

4.	4	30.	1
27.	4	39.	2
6.	3	7.	4
16.	3	38.	4
20.	5	18.	3
31.	3	34.	3
29.	4		
35.	4		

≠ INDICATES INCONSISTENT RESPONSES (with a two or more point difference)

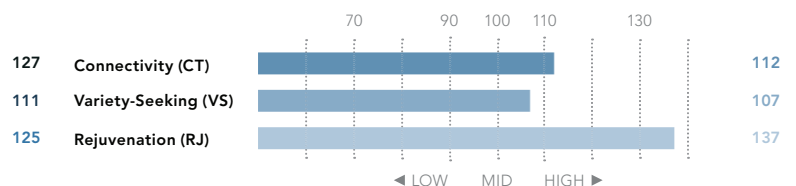
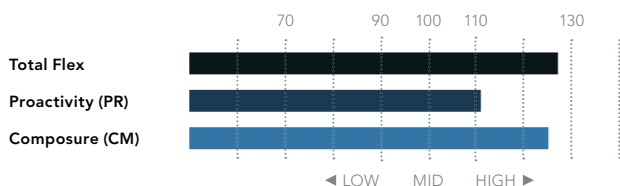
Integrator Section

PART I: PEARMAN PERSONALITY



FUNCTION	NATURAL ITEM PLACEMENT	DEMONSTRATED ITEM PLACEMENT
Extraversion (E)	Within Average	Above Average
Introversion (I)	Above Average	Above Average
Intuiting (N)	Within Average	Above Average
Sensing (S)	Within Average	Within Average
Feeling (F)	Above Average	Above Average
Thinking (T)	Above Average	Above Average
Extraverted Intuiting (Ne)	Within Average	Above Average
Extraverted Sensing (Se)	Within Average	Within Average
Extraverted Feeling (Fe)	Above Average	Above Average
Extraverted Thinking (Te)	Within Average	Above Average
Introverted Intuiting (Ni)	Within Average	Within Average
Introverted Sensing (Si)	Above Average	Above Average
Introverted Feeling (Fi)	Above Average	Above Average
Introverted Thinking (Ti)	Above Average	Above Average

PART II: PEARMAN FLEXINDEX



Leadership Integration

This page integrates your client's FlexIndex scores with a model of leadership based on four competencies: authenticity, coaching, insight, and innovation. Particular FlexIndex subscales are associated with stronger performance in certain leadership competencies and thus have been divided into primary and secondary subscales. Those subscales related to all four leadership competencies are labeled as primary. Those related to only one or two competencies are labeled as secondary.

Authenticity

An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.

Coaching

A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.

Insight

A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.

Innovation

An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.

Primary Subscales

Proactivity. Compared to top leaders, your client appears to be engaging in fewer proactivity behaviors. Your client is almost always able to anticipate needs and tasks ahead of time and take action. This means that he or she is almost never left pressed for time, making it easy to find time to develop and mentor team members. This also means that your client is able to anticipate difficulties, be future-oriented, and question long-term assumptions.

Connectivity. Your client's proficiency lets him or her form deeper relationships with direct reports, allowing your client to be seen as a role model, provide growth opportunities for hidden competencies, tailor vision to selectively inspire, and understand who to let operate autonomously and when to spur ideas. However, when compared to top leaders, your client appears to be engaging in fewer connectivity behaviors.

Variety-Seeking. Your client's responses indicate that he or she engages in less variety-seeking behaviors compared to top leaders. Your client's openness may make it easier to inspire others with a transparent vision and learn from risky opportunities. It also allows him or her to nurture others who would benefit from creative growth opportunities and outside-the-box inspiration.

Secondary Subscales

Composure. Compared to top leaders, your client appears to be even more capable of remaining composed when under pressure and facing criticism. In high-pressure environments where stress and ingenuity create an element of risk, your client is exceptionally skilled at remaining calm and collected in order to communicate a clear vision, and being patient to inspire others towards innovative breakthroughs.

Rejuvenation. Your client's skill with rejuvenation behaviors is higher than top leaders. Ingenuity and innovation are often found in unlikely places, especially when your client takes the time to renew his or her health and refocus the mind, something that your client seems to be doing quite a lot of.

Putting It All Together

As a leader, it is your client's responsibility to promote positive skill development and establish an environment that encourages transparency, shared purpose, ingenuity, and autonomy. Crafting a truly innovative and inspiring culture is challenging work that requires forward thinking, a calm demeanor, relationship management, openness, and a fresh perspective. Targeting development to bring his or her lower performing subscales in line with the rest will better equip your client with the skills needed to create an environment where passion and learning thrive.

Type and FlexIndex Integration



Flexibility and agility will help your client to work with his/her personality type in two ways: (1) **within mental function** flexibility allows him/her to use the full range of talents within the function; and (2) **across mental function** flexibility allows your client to constructively use the opposite of his/her natural type. Developing your client's **FlexIndex** skills can help him/her increase within mental function and across mental function flexibility.

EXTRAVERTED ATTITUDE

PERCEIVING	EXTRAVERTED SENSING (Se)	EXTRAVERTED INTUITING (Ne)	EXTRAVERTED THINKING (Te)	EXTRAVERTED FEELING (Fe)	JUDGING
	WITHIN FUNCTION FLEXIBILITY: focusing on immediate awareness and identifying tangible experiences.	WITHIN FUNCTION FLEXIBILITY: focusing on possibilities, patterns, and finding themes and trends.	WITHIN FUNCTION FLEXIBILITY: focusing on the results of a situation and identifying options to achieve long-term outcomes.	WITHIN FUNCTION FLEXIBILITY: focusing on connecting with others and being comfortable with interpersonal differences.	
	ACROSS FUNCTION FLEXIBILITY: accessing Intuiting to identify possibilities and innovations.	ACROSS FUNCTION FLEXIBILITY: accessing Sensing to catalog methods and processes for developing ideas.	ACROSS FUNCTION FLEXIBILITY: accessing Feeling to understand connections between individuals and acknowledge other perspectives.	ACROSS FUNCTION FLEXIBILITY: accessing Thinking as a way to investigate probable outcomes of solutions and choices.	
	FLEXINDEX GROWTH: developing Composure will allow for the redirection of energy as needed.	FLEXINDEX GROWTH: developing Rejuvenation will ensure that energy is not depleted when brainstorming or innovating.	FLEXINDEX GROWTH: developing Connectivity will assist in the creation of networks for practical reasons.	FLEXINDEX GROWTH: developing Composure will help to provide calm and patience for effective analysis.	
	INTROVERTED SENSING (Si)	INTROVERTED INTUITING (Ni)	INTROVERTED THINKING (Ti)	INTROVERTED FEELING (Fi)	
	WITHIN FUNCTION FLEXIBILITY: focusing on concrete details and cataloging information to be retrieved from memory.	WITHIN FUNCTION FLEXIBILITY: developing a full awareness of scenarios that emerge and identifying meaningful symbols.	WITHIN FUNCTION FLEXIBILITY: focusing on logic and abstracting underlying principles or models.	WITHIN FUNCTION FLEXIBILITY: focusing on ideals and values, and using universal principles for making decisions.	
	ACROSS FUNCTION FLEXIBILITY: accessing Intuiting so that trends and patterns in the data begin to become evident.	ACROSS FUNCTION FLEXIBILITY: accessing Sensing to anchor details and specific observations about situations.	ACROSS FUNCTION FLEXIBILITY: accessing Feeling to consider ideals and the consequences of decisions for others.	ACROSS FUNCTION FLEXIBILITY: accessing Thinking as a way to deduce the logical outcomes of a course of action.	
	FLEXINDEX GROWTH: developing Variety-Seeking will help in accessing more experiences and ideas.	FLEXINDEX GROWTH: developing Rejuvenation will allow for more energy to stretch and use creativity.	FLEXINDEX GROWTH: developing Proactivity will prompt an examination of consequences for other people in situations.	FLEXINDEX GROWTH: developing Variety-Seeking will provide experience to expand understanding of possible actions.	

INTROVERTED ATTITUDE

**Name: Mariana Felicita**

Completion Date: January 26, 2012

Time to Completion: 10:58

Norm Type: Professional - Overall

Norm Region: Global

Inconsistency Index: 0 Positive Impression: 0

Negative Impression: 0 Omitted Items: 0 %

OVERALL SCORES**TOTAL EI****SELF-PERCEPTION COMPOSITE**

Self-Regard Respecting oneself; confidence



Self-Actualization Pursuit of meaning; self-improvement



Emotional Self-Awareness Understanding own emotions

**SELF-EXPRESSION COMPOSITE**

Emotional Expression Constructive expression of emotions



Assertiveness Communicating feelings, beliefs; non-offensive



Independence Self-directed; free from emotional dependency

**INTERPERSONAL COMPOSITE**

Interpersonal Relationships Mutually satisfying relationships



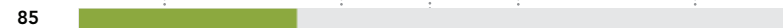
Empathy Understanding, appreciating how others feel



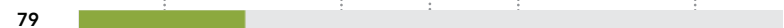
Social Responsibility Social consciousness; helpful

**DECISION MAKING COMPOSITE**

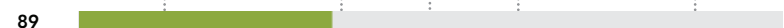
Problem Solving Find solutions when emotions are involved



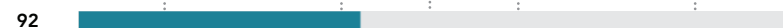
Reality Testing Objective; see things as they really are



Impulse Control Resist or delay impulse to act

**STRESS MANAGEMENT COMPOSITE**

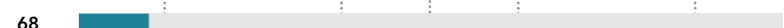
Flexibility Adapting emotions, thoughts and behaviors



Stress Tolerance Coping with stressful situations



Optimism Positive attitude and outlook on life

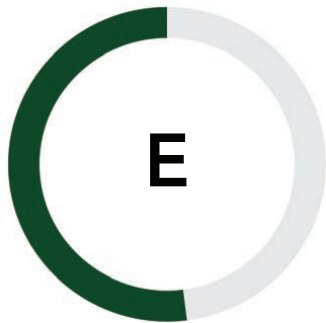
**HAPPINESS** Satisfied with life; content

LOW RANGE MID RANGE HIGH RANGE



PEARMAN AND EQ -i 2.0 INTEGRATION

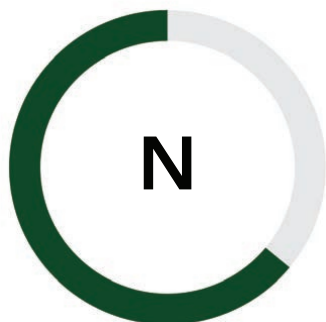
This page serves to integrate your client's overall attitude, overall perceiving, and overall judging functions with specific subscales from his or her EQ-i 2.0. Chosen based on theory and research, the specific EQ-i 2.0 subscales highlighted for each attitude and function allow you to understand the connection between your client's natural personality type and related aspects of his or her emotional and social functioning.



Impulse Control



As an extravert, Impulse Control can be useful in helping your client become more selective in what is shared with the group and when to share it. Picking the right time to speak up and act is useful when attempting to get others to see your point of view or establish buy-in on new ideas. Your client's Impulse Control score suggests difficulty resisting the temptation to act or immediately share what he or she is thinking with others. Taking a minute to pause and think about the situation and the audience can help your client determine if what he or she is about to say or do should be saved for a time when it would have a bigger impact or a more effective reception.



Reality Testing



Optimism



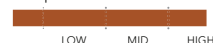
As an intuitor, Reality Testing and Optimism can impact how your client's natural preference plays out in his or her behavior. Reality Testing provides the checks and balances needed to stay grounded in perceptions of and excitement for themes and the big picture. Your client's Reality Testing score indicates that your client is generally able to see ideas, connections, and patterns as they truly are, and when some may be too impractical to execute. Also, your client's high level of Optimism suggests that he or she is quite confident in his or her ideas and can see them working out. Balancing this with more Reality Testing should allow your client to stay grounded during extensive brainstorming sessions.



Problem Solving



Independence



As a feeler, Problem Solving and Independence are important skills that can modify how your client makes decisions and evaluates information. Your client's Problem Solving score suggests that he or she may not always be able to channel emotions towards effective solutions. Further development will allow your client to effectively manage his or her emotions and preference so that he or she does not become overly focused on his or her individual ideals when proposing resolutions. Your client's Independence score suggests that he or she is quite self-directed when making decisions. He or she is conscious of seeking others' input as it can be easy to focus too much on aligning decisions with their values and ideals. Integrating his or her proficiency into his or her feeling preference allows your client to balance a focus on operating autonomously with appeasing everyone's opinions and ideas.

Follow-Up Questions

PART I: MENTAL FUNCTIONS

The following questions are suggestions to help you to probe further into your client's results. Questions are listed by mental function for Part I: Pearman Personality and by subscale for Part II: Pearman FlexIndex.

Extraverted Sensing (Se)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Extraverted Intuiting (Ne)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Introverted Sensing (Si)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Introverted Intuiting (Ni)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Extraverted Thinking (Te)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Extraverted Feeling (Fe)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Introverted Thinking (Ti)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Introverted Feeling (Fi)

1. How do you spend your time when you are not working?
2. How do you spend your time when you are not working?
3. How do you spend your time when you are not working?
4. How do you spend your time when you are not working?

Follow-Up Questions

PART II: FLEXINDEX

Proactivity

1. How do you plan to be proactive when you have your limited resources?
2. How do you handle your limited resources? Do you have a plan?
3. How do you handle your limited resources? Do you have a plan?
4. How do you handle your limited resources? Do you have a plan?

Composure

1. How do you handle your limited resources? Do you have a plan?
2. How do you handle your limited resources? Do you have a plan?
3. How do you handle your limited resources? Do you have a plan?
4. How do you handle your limited resources? Do you have a plan?

Connectivity

1. How do you handle your limited resources? Do you have a plan?
2. How do you handle your limited resources? Do you have a plan?
3. How do you handle your limited resources? Do you have a plan?
4. How do you handle your limited resources? Do you have a plan?

Variety-Seeking

1. How do you handle your limited resources? Do you have a plan?
2. How do you handle your limited resources? Do you have a plan?
3. How do you handle your limited resources? Do you have a plan?
4. How do you handle your limited resources? Do you have a plan?

Rejuvenation

1. How do you handle your limited resources? Do you have a plan?
2. How do you handle your limited resources? Do you have a plan?
3. How do you handle your limited resources? Do you have a plan?
4. How do you handle your limited resources? Do you have a plan?

Action Plan

The steps that your client takes towards achieving his or her goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide your client closer to his or her goals.

Have your client write down up to five skills or behaviors to further develop in his/her own action plan. Then, transfer your client's goals into the action plan template below. The information provided throughout his or her report may be useful for determining individual actions that your client can either begin to do (START), do less of (STOP), or do more of (GROW).

Remember to use the SMART goal-setting criteria for each goal.

SPECIFIC
MEASUREABLE
ACTION-ORIENTED
REALISTIC
TIMELY

START



STOP



GROW



ACTION PLANNER TEMPLATE

SMART GOAL	TIME FRAME	BENEFITS	MEASURE OF SUCCESS	SUPPORT AND RESOURCES NEEDED	POTENTIAL BARRIERS

I commit to this action plan _____

Signature

Development Commitment

The Development Commitment is a tool to help hold your client accountable for accomplishing the goals outlined in the Action Plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get engrossed in

all of our tasks and responsibilities. By outlining your client's objectives here and ensuring that your client does the same in his or her report, you help your client to be more accountable to reach his or her personal goals.

MY CLIENT'S DEVELOPMENT GOALS

My client's action plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

Your Signature _____

Your Client's Signature _____

Coach's Guide to a Pearman Feedback Session

PREPARING THE DEBRIEF

After the report has been generated, the interpretation work begins. Both the Coach and Client Reports have been designed to intuitively follow the recommended interpretation sequence. The interpretive sequence provided here is a condensed version of that found in the *Understanding the Results* section of the Pearman User's Handbook available online.

1. Assess the Validity of the Results



2. Interpret Pearman Personality and FlexIndex Scores



FlexIndex Personality



3. In-depth Interpretation of Pearman Personality



Coach's Guide to a Pearman Feedback Session

PREPARING THE DEBRIEF

4. In-depth Interpretation of Pearman FlexIndex



Further interpretation of the Pearman FlexIndex should be provided beyond the initial interpretation of what the scores tell us about athletes. The coaches are encouraged to highlight individual athletes' strengths and weaknesses and to provide feedback on these areas. The coaches are also encouraged to provide feedback on the athlete's overall performance and to provide feedback on the athlete's overall health and well-being.

5. Interpret Item Responses



The Coach's Guide to a Pearman Feedback Session provides a detailed interpretation of the Pearman FlexIndex scores. The guide includes a detailed interpretation of the scores and a detailed interpretation of the item responses. The guide also includes a detailed interpretation of the scores and a detailed interpretation of the item responses. The guide also includes a detailed interpretation of the scores and a detailed interpretation of the item responses.

6. Additional Sources of Information

In order to provide a more complete picture of the athlete's performance, coaches should also consider other sources of information. These sources include the athlete's self-report, the coach's observations, and the athlete's performance in other activities. Coaches should also consider the athlete's overall health and well-being, as well as the athlete's overall performance in other activities.

Coach's Guide to a Pearman Feedback Session

CONDUCTING THE DEBRIEF

The steps laid out on this page and the next provide a guideline for conducting a debrief with your client. These stages of the debrief should be used as guidelines in conjunction the information found in the User's Handbook and the *Preparing the Debrief* pages of this report. Other sources of information should be used to ensure best practices and ethical guidelines are followed.

STAGE	NOTES
<p>1. Review the Report with the Client</p> <p>Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have.</p>	<p>Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have.</p> <ul style="list-style-type: none"> Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have. Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have. Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have. Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have. Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have. Review the report with the client and discuss the findings. This stage is critical to ensure the client understands the report and the findings. It is also an opportunity to address any questions or concerns the client may have.
<p>2. Discuss the Findings with the Client</p> <p>Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have.</p>	<p>Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have.</p> <ul style="list-style-type: none"> Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Discuss the findings with the client and provide feedback. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have.
<p>3. Develop a Plan of Action with the Client</p> <p>Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have.</p>	<p>Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have.</p> <ul style="list-style-type: none"> Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have. Develop a plan of action with the client and discuss the findings. This stage is critical to ensure the client understands the findings and the feedback. It is also an opportunity to address any questions or concerns the client may have.

Coach's Guide to a Pearman Feedback Session

CONDUCTING THE DEBRIEF

<p>1. Review the Session</p> <p>Review the session with the participant and the coach. Discuss the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p>	<p>The debrief is an opportunity for you and the participant to review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <p>Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <p>Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <p>Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <ul style="list-style-type: none"> • How did the participant feel about the session? • How did the participant feel about the session? • How did the participant feel about the session?
<p>2. Review the Session</p> <p>Review the session with the participant and the coach. Discuss the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p>	<p>Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <p>Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <p>Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <p>Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience. Review the session and the participant's experience.</p> <ul style="list-style-type: none"> • How did the participant feel about the session? • How did the participant feel about the session? • How did the participant feel about the session?