



PEARMAN™

PERSONALITY INTEGRATOR

---

## Leadership Lens

---

for Sample Report

September 15, 2015

EQ- 20

**Sample Report**  
Sample Consulting Firm

## Participant Summary

Age: 35

Gender: Female

Completion Time: 3 mins. (Unusually short response time)

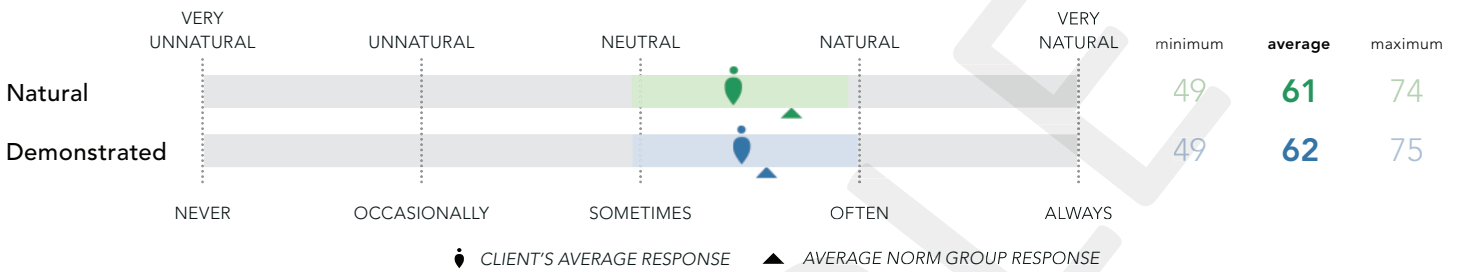
Date of Completion: September 15, 2015

Norm Region: U.S./Canada

Norm Type: Professional - Overall

### PART I

#### Response Distribution

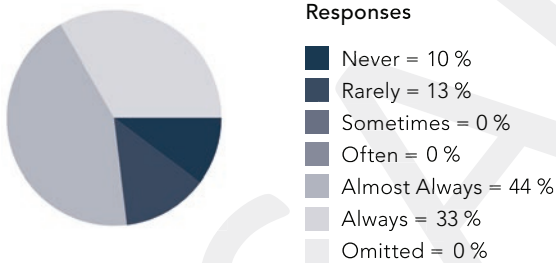


#### Omitted Items

0 No omitted items in Part I.

### PART II

#### Response Distribution



#### Omitted Items

0 No omitted items in Part II.

#### Positive Impression

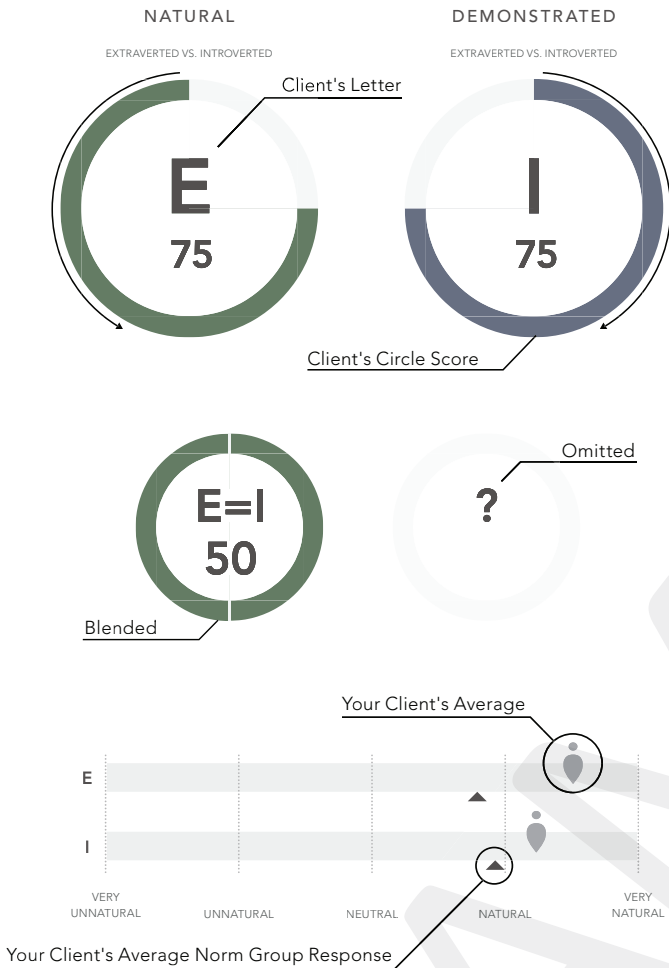
1 The Positive Impression scale is lower than 3, indicating that responses were not likely the result of an overly positive response style. You may want to ask: "Tell me about your process for responding to the items." "What did you think of the items? Were any particularly difficult to respond to?"

#### Inconsistency Index

0 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 Response pages for more details).

## How to Use This Report

### PART I GRAPHS



### The Circle

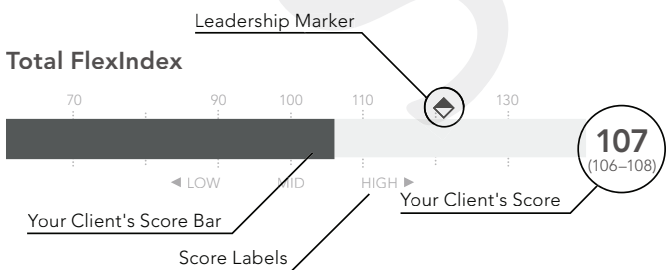
The circles provide your client's personality scores, which contrast his or her results for each of the personality types. Each circle contains two components: the letter and the circle score. There are both "Natural" circles and "Demonstrated" circles for each personality attitude or function. The letter 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 helps 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).

### PART II GRAPHS



With the selection of the leadership lens, a leadership marker is provided to indicate where top leaders score on each Flex Index skill.

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. 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.

### Scores

The Pearman Flex Index uses a different style of scores. Each Flex Index 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

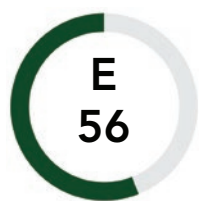
This page provides an overview of your client's overall attitude, perceiving, and judging functions. Overall Attitude reflects how your client interacts and engages with the world. The Overall Perceiving function reveals how your client observes and takes in information. The Overall Judging function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



Being extraverted means your client naturally:

- Focuses on the outside world
- Is energized by interactions
- Initiates discussions
- Seeks opportunities to connect



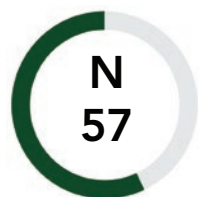
Your client demonstrates extraversion, meaning he/she:

- Engages others
- Finds ways to take action
- Works with others
- Is social and expressive

### 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.



Being an intuitor means your client naturally:

- Engages in big-picture thinking
- Focuses on the future and possibilities
- Sees connections between ideas



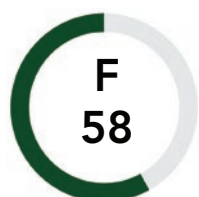
Your client demonstrates intuiting, meaning he/she:

- Pursues novelty
- Seeks out innovation
- Is an abstract thinker
- Focuses on the future

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

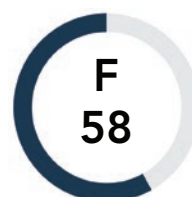
**Feeling (F)** is an emphasis on using personal values and ideals and arriving at a solution that feels right when weighed against one's personal beliefs.

**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.



Being a feeler means your client naturally:

- Makes decisions based on principles and values
- Is diplomatic
- Seeks harmony
- Understands others' points of view



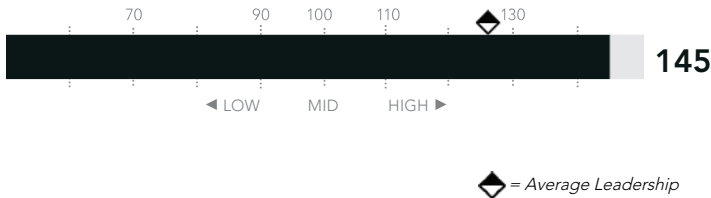
Your client demonstrates feeling, meaning he/she:

- Focuses on values and impact on others to drive decisions
- Aligns actions with values
- Expresses regard for others
- Resolves conflict in person-centered ways

## Overview of Scores for Part II



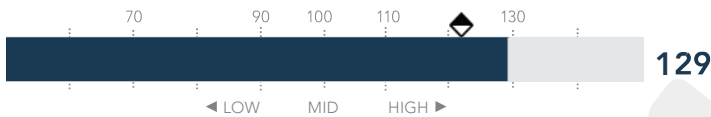
### Your Total FlexIndex



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 they excel at using these skills. Be sure to examine the *Part II: Flex Index* section in their report to identify areas in which they can harness their skills and implement strategies for leveraging them in alternative contexts.

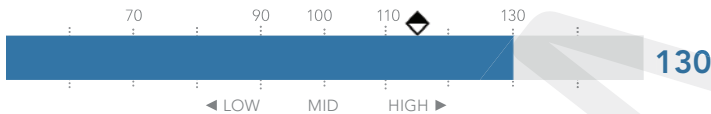
### SUBSCALE DESCRIPTIONS

#### Proactivity



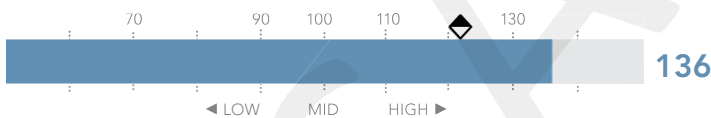
Proactivity refers to the skills necessary for active problem-solving and taking decisive action when faced with a challenge. Your client's score indicates that he/she is highly proactive. Keep this strength in mind as they move through different sections of this report.

#### Composure



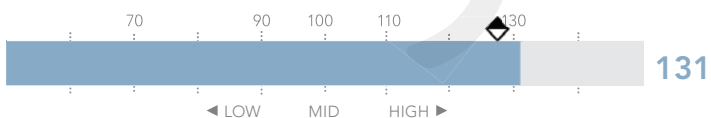
Composure involves being able to remain calm and controlled under times of stress or criticism. Your client's score shows that they are able to remain level-headed during high-pressure situations. Think about how different situations test their ability to keep their cool.

#### Connectivity



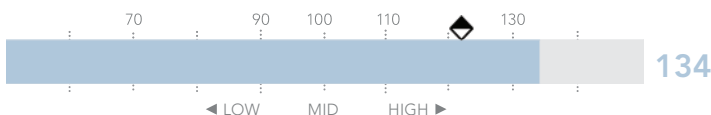
Connectivity involves being connected with others, forming beneficial relationships, and seeking and reciprocating social support. Their score indicates that they are almost always able to create and maintain beneficial relationships. They may find some useful tips in this report for fine tuning their skills.

#### Variety-Seeking



Variety-Seeking refers to the preference for novel experiences, variety, and openness to new opportunities. Your client's score suggests that they are open to experiences and often seek out opportunities. This may prove useful as he or she thinks about ways to apply their skill in new situations.

#### Rejuvenation

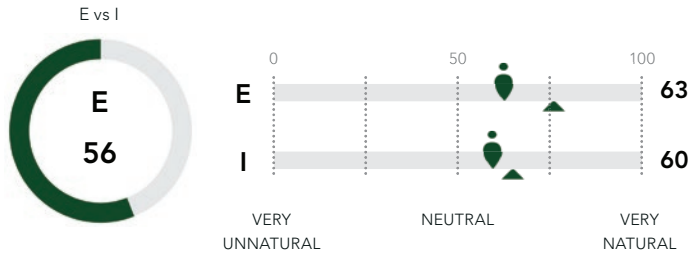


Rejuvenation involves positive coping strategies used to maintain health and minimize stress. Your client is well equipped to unwind and maintain their overall well-being. As they move through their report, have them reflect on how these skills can be leveraged or fine-tuned in alternative contexts or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

## Part I: Overall Functions

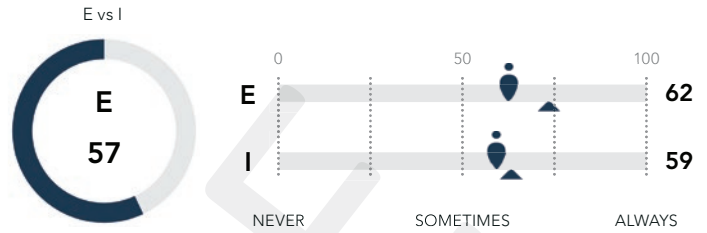
### NATURAL

#### Overall Attitude



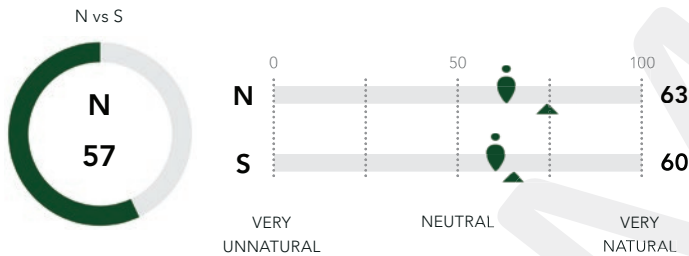
The Natural circle score of your client indicates that he or she is only slightly more comfortable with extraverted than introverted behaviors. That is, your client is marginally more comfortable with outward expression than with focusing on his or her internal thoughts.

### DEMONSTRATED

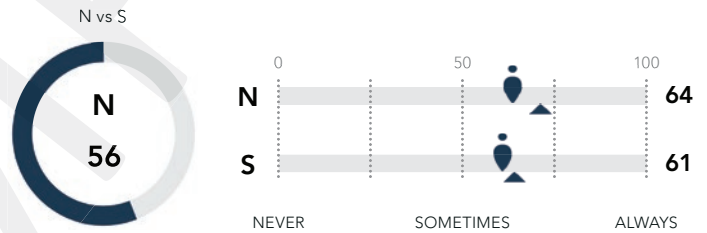


The Demonstrated circle score of your client indicates that he or she displays slightly more extraverted behaviors than introverted behaviors. That is, your client is marginally more likely to display outward expression than to focus on his or her internal thoughts.

#### Overall Perceiving

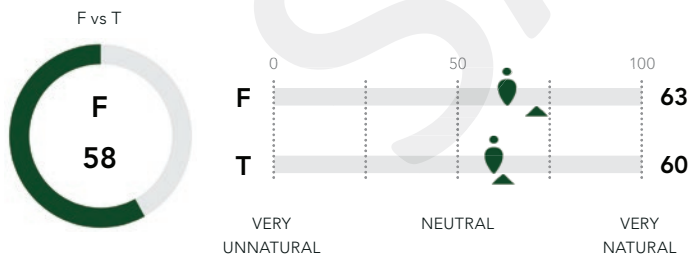


The Natural circle score of your client indicates that he or she is only slightly more comfortable with intuiting than sensing behaviors. That is, your client is marginally more comfortable with big picture thinking compared to focusing on concrete details.

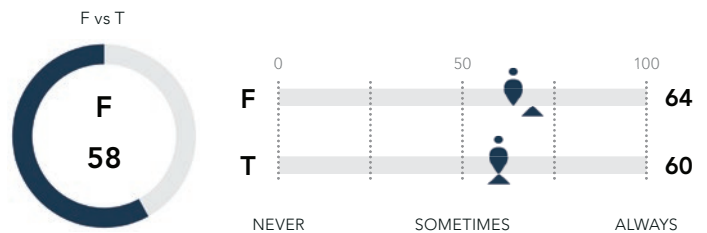


The Demonstrated circle score of your client indicates that he or she displays slightly more intuiting behaviors than sensing behaviors. That is, your client is marginally more likely to focus on ideas and possibilities than he or she is to focus on the details and realities of the situation.

#### 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.



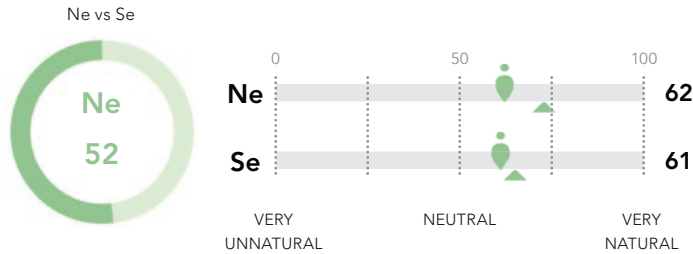
The Demonstrated circle score of your client indicates that he or she displays slightly more feeling behaviors than thinking behaviors. That is, your client is marginally more likely to focus on ideals and values than he or she is to focus on logic and results when making a decision.

▲ AVERAGE NORM GROUP RESPONSE

## Part I: Extraverted Mental Functions

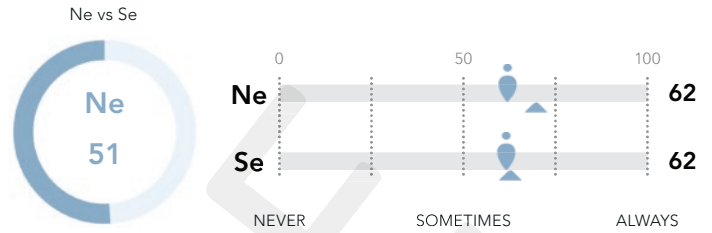
### NATURAL

#### Perceiving



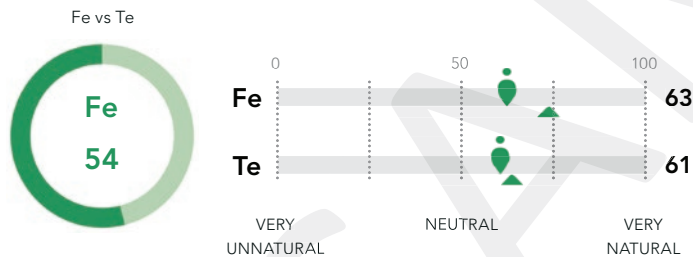
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other extraverted intuitors (see response bar). Your client is slightly less comfortable with extraverted intuiting behaviors than other extraverted intuitors. However, your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

### DEMONSTRATED

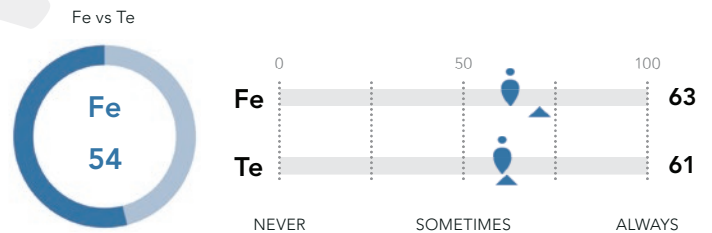


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other extraverted intuitors (see response bar). Your client exhibits a similar amount of extraverted intuiting and extraverted sensing behaviors than other extraverted intuitors. This suggests that your client might have access to a similar range of expressing patterns and 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 feelers (see response bar). Your client is slightly less comfortable with extraverted feeling behaviors than other extraverted feelers. However, your client has the same level of comfort with extraverted thinking behaviors as other extraverted feelers. This suggests that your client might have the same facility with asking logic-driven questions as his or her extraverted feeling counterparts.



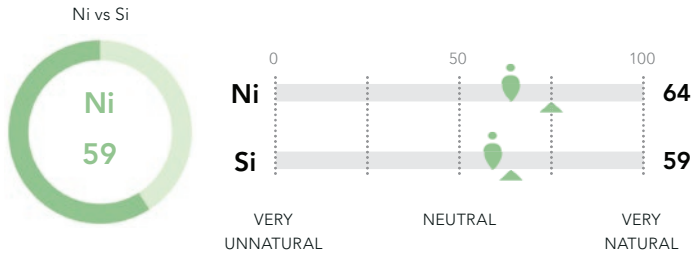
In terms of how frequently your client displays both types of behaviors, your client's responses were compared to those of other extraverted feelers (see response bar). Your client exhibits a similar amount of extraverted feeling and extraverted thinking behaviors as other extraverted feelers. This suggests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

▲ AVERAGE NORM GROUP RESPONSE

## Part I: Introverted Mental Functions

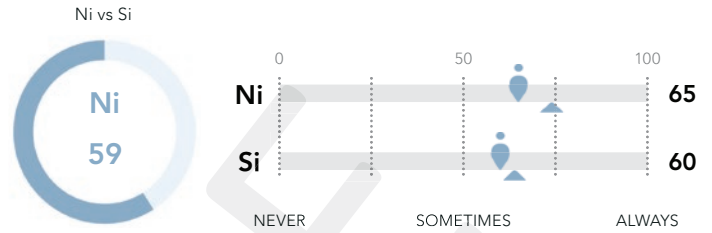
### NATURAL

#### Perceiving



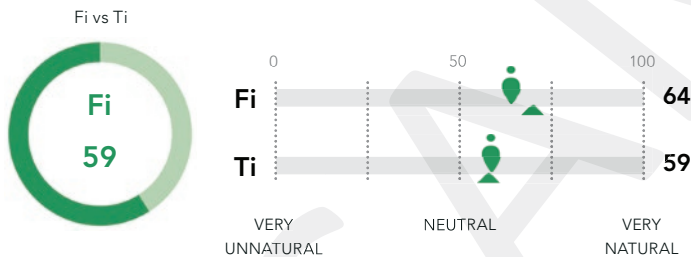
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other introverted intuitors (see response bar). Your client is slightly less comfortable with introverted intuiting behaviors than other introverted intuitors. However, your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

### DEMONSTRATED

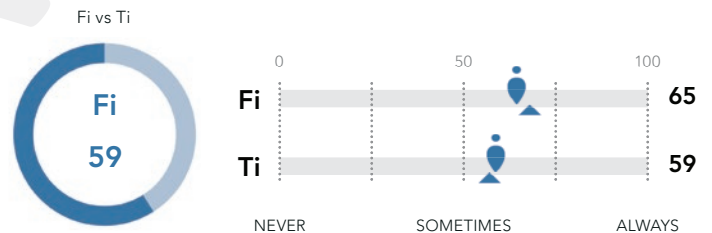


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other introverted intuitors (see response bar). Your client exhibits less introverted intuiting behaviors than other introverted intuitors. However, your client demonstrates a comparable amount of introverted sensing behaviors as other introverted intuitors. This suggests that your client might have access to a similar range of internally cataloguing actions as 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 as comfortable with both introverted feeling and introverted thinking behaviors as other introverted feelers. This suggests that your client might have the same facility with internalizing what is meaningful and analyzing the effectiveness of actions as 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 the same amount of introverted feeling and introverted thinking behaviors as other introverted feelers. This suggests that your client might have access to a similar range of internalizing ideals and autonomy, and a similar range of precision actions, as his or her introverted feeling counterparts.

▲ AVERAGE NORM GROUP RESPONSE



## Part I: Item Responses

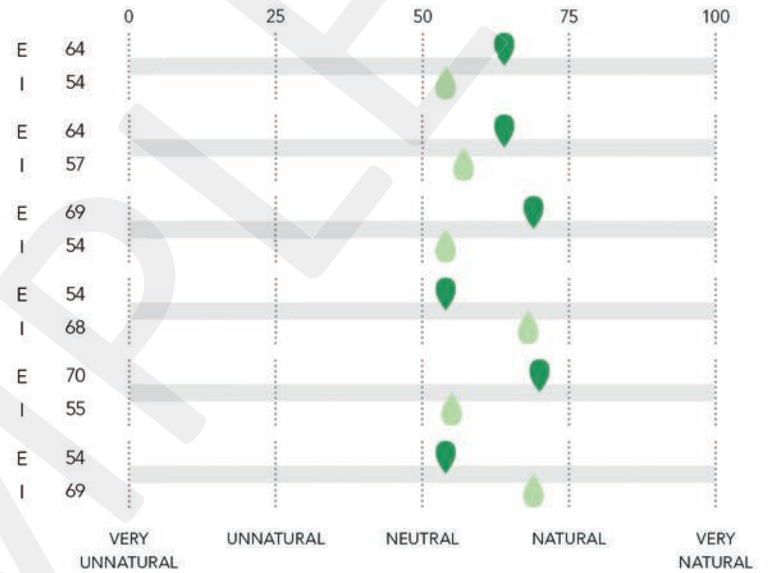
### ATTITUDE

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. Item notation

(i.e., a or b) is used in the assessment for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., E or I) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

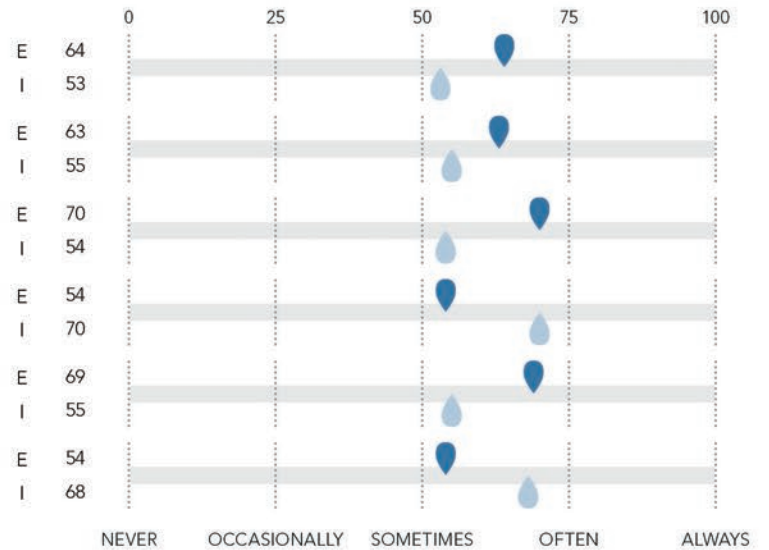
#### How natural is it for you to...

- 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]



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 I: Item Responses

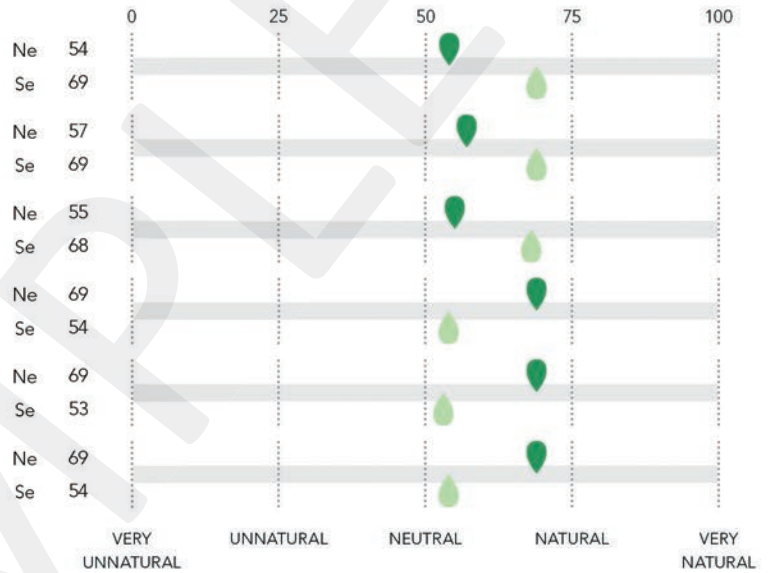
### EXTRAVERTED PERCEIVING

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. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. 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.

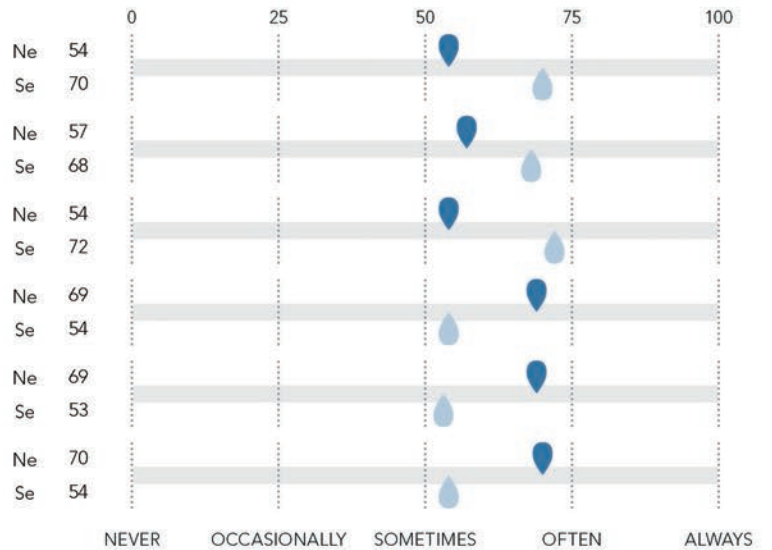
#### How natural is it for you to...

- 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]



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 I: Item Responses

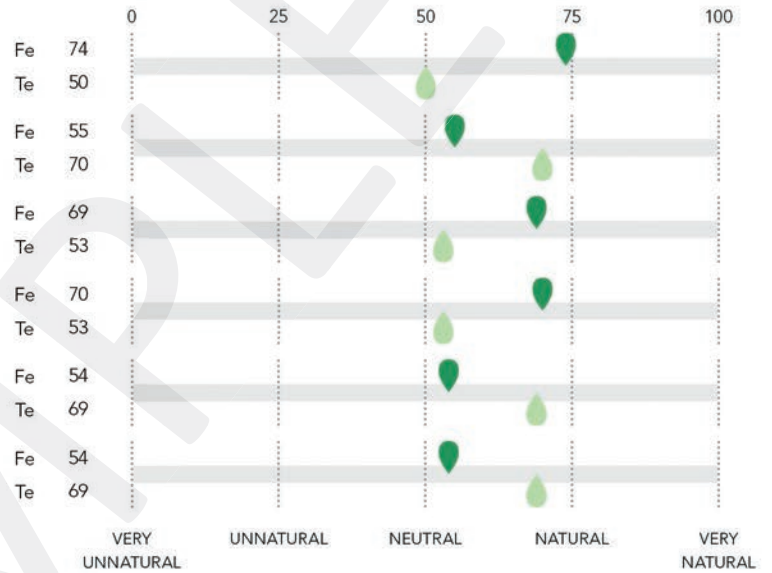
### EXTRAVERTED JUDGING

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. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., Fe or Te) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

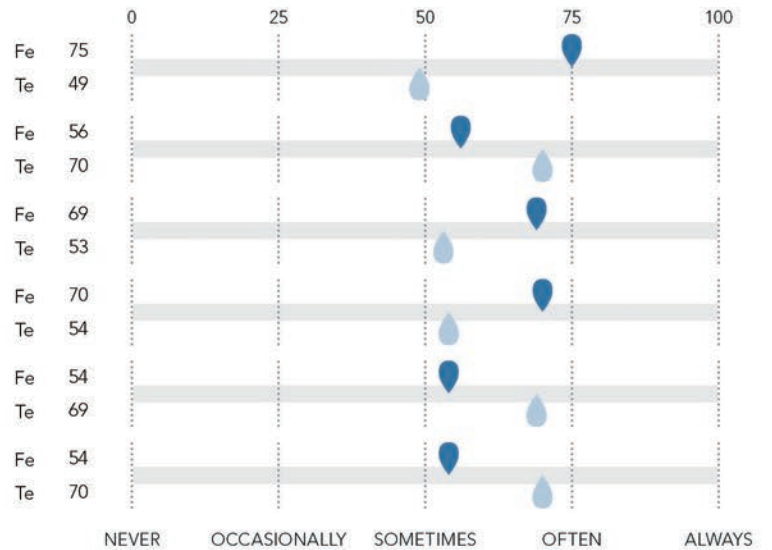
#### How natural is it for you to...

- 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]



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 I: Item Responses

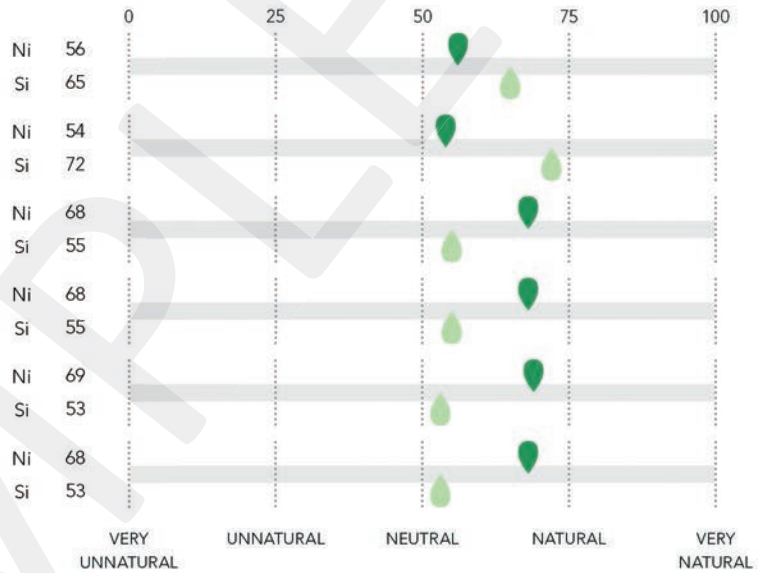
### INTROVERTED PERCEIVING

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. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. 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.

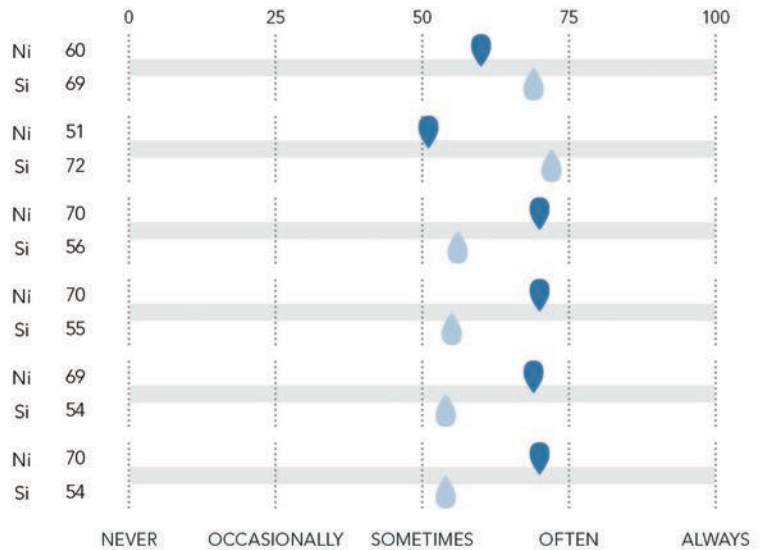
#### How natural is it for you to...

- 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]



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 I: Item Responses

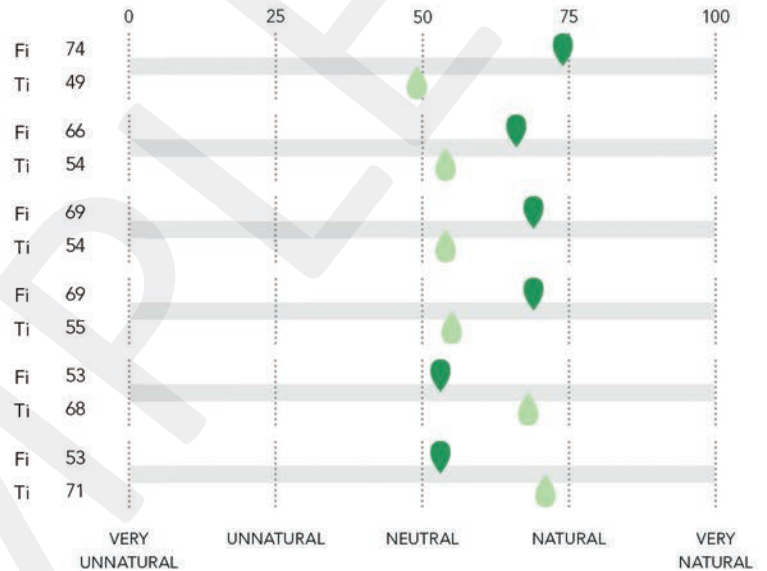
### INTROVERTED JUDGING

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. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., Fi or Ti) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

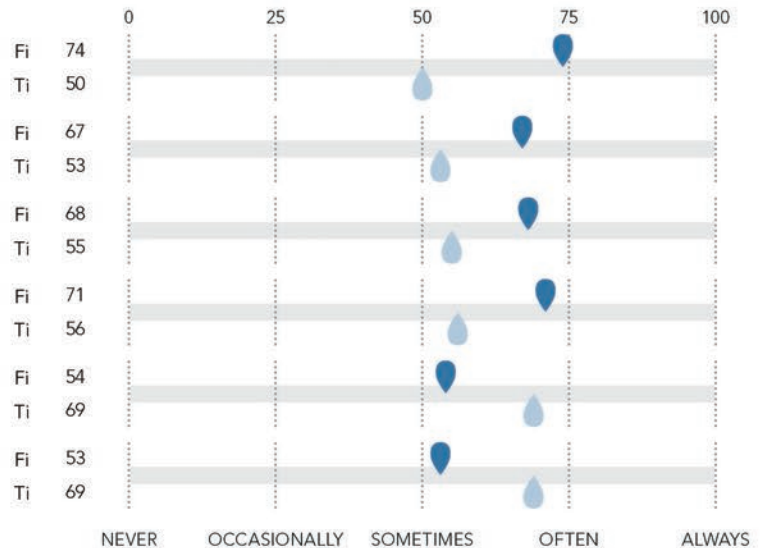
#### How natural is it for you to...

- 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. Please note that although some items use reversed language, the higher the response indicated, the more frequent is 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.		1
17.		0
19.		1
22.		1
30.		0
32.		1
37.		1
39.		0

### Variety-Seeking

2.		5
6.		4
13.		4
16.		4
21.		4
33.		5

### Proactivity

4.		5
9.		5
12.		5
20.		5
27.		5
31.		4
36.		4

### Connectivity

7.		5
11.		4
14.		5
18.		5
24.		5
28.		4
34.		4
38.		4

### Rejuvenation

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

## 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.		4
8.		4	28.		4
10.		1	37.		1

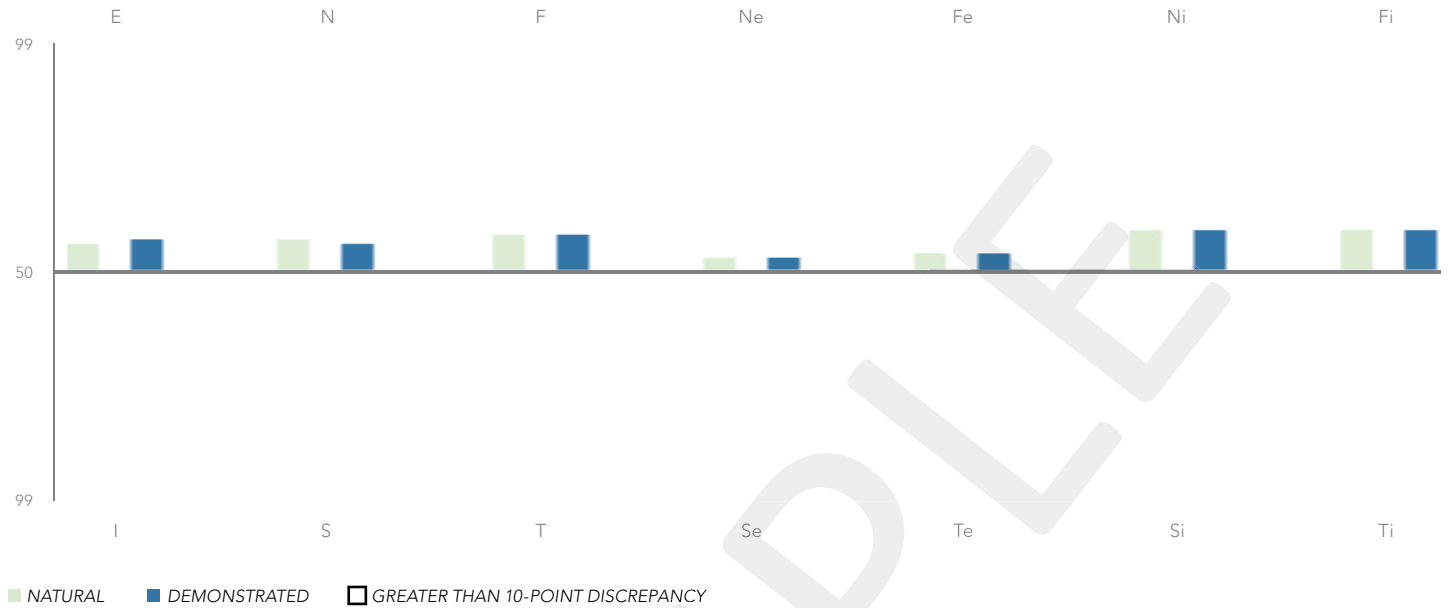
---

### INCONSISTENCY INDEX

4.		5	30.		0
27.		5	39.		0
6.		4	7.		5
16.		4	38.		4
20.		5	18.		5
31.		4	34.		4
29.		5			
35.		5			

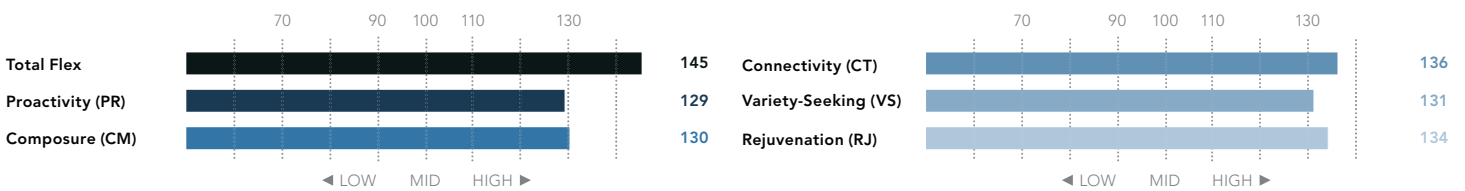
## Integrator Section

### PART I: PEARMAN PERSONALITY



FUNCTION	NATURAL ITEM PLACEMENT	DEMONSTRATED ITEM PLACEMENT
Extraversion (E)	Below Average	Below Average
Introversion (I)	Within Average	Within Average
Intuiting (N)	Below Average	Within Average
Sensing (S)	Within Average	Within Average
Feeling (F)	Within Average	Within Average
Thinking (T)	Within Average	Within Average
Extraverted Intuiting (Ne)	Below Average	Within Average
Extraverted Sensing (Se)	Within Average	Within Average
Extraverted Feeling (Fe)	Below Average	Within Average
Extraverted Thinking (Te)	Within Average	Within Average
Introverted Intuiting (Ni)	Below Average	Below Average
Introverted Sensing (Si)	Within Average	Within Average
Introverted Feeling (Fi)	Within Average	Within Average
Introverted Thinking (Ti)	Within Average	Within 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 labelled as primary. Those related to only one or two competencies are labelled 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 even more 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 responses indicate that he or she engages in more connectivity behaviors compared to top leaders. Your client's extreme 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.

**Variety-Seeking.** Your client's responses indicate that he or she engages in a similar amount of 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.

## 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 team or group culture is challenging work that requires forward thinking, a calm demeanor, relationship management, a certain degree of openness, and a fresh take on things—week in and week out. Your client's Flex Index subscale scores suggest that he or she is extremely well prepared to use those skills to help create an environment where passion and learning thrive.

## 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.

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

### INTROVERTED ATTITUDE

## 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 Intuiting

1. How do you sometimes think about your future?
2. How do you think about the possibilities of the future?
3. How do you usually think about the future?
4. How do you usually feel about the future?

#### Extraverted Sensing

1. How do you usually feel about the future?
2. How do you usually think about the future?
3. How do you usually feel about the future?
4. How do you usually think about the future?

#### Extraverted Feeling

1. How do you usually feel about the future?
2. How do you usually think about the future?
3. How do you usually feel about the future?
4. How do you usually think about the future?

#### Extraverted Thinking

1. How do you usually feel about the future?
2. How do you usually think about the future?
3. How do you usually feel about the future?
4. How do you usually think about the future?

#### Introverted Intuiting

1. How do you usually feel about the future?
2. How do you usually think about the future?
3. How do you usually feel about the future?
4. How do you usually think about the future?

#### Introverted Sensing

1. How do you usually feel about the future?
2. How do you usually think about the future?
3. How do you usually feel about the future?
4. How do you usually think about the future?

#### Introverted Feeling

1. How do you usually feel about the future?
2. How do you usually think about the future?
3. How do you usually feel about the future?
4. How do you usually think about the future?

#### Introverted Thinking

1. How do you usually feel about the future?
2. How do you usually think about the future?
3. How do you usually feel about the future?
4. How do you usually think about the future?

## Follow-Up Questions

### PART II: FLEXINDEX

#### Proactivity

1. How do you plan to take action on the issues that you have identified?
2. How do you monitor and evaluate your progress over time?
3. How do you ensure that you are taking action on the issues that you have identified?
4. How do you ensure that you are taking action on the issues that you have identified?

#### Composure

1. How do you deal with stress and pressure in your work life?
2. How do you deal with setbacks and challenges in your work life?
3. How do you deal with setbacks and challenges in your work life?
4. How do you deal with setbacks and challenges in your work life?

#### Connectivity

1. How do you build relationships with others?
2. How do you build relationships with others?
3. How do you build relationships with others?
4. How do you build relationships with others?

#### Variety-Seeking

1. How do you seek out new challenges and opportunities?
2. How do you seek out new challenges and opportunities?
3. How do you seek out new challenges and opportunities?
4. How do you seek out new challenges and opportunities?

#### Rejuvenation

1. How do you recharge and refresh yourself?
2. How do you recharge and refresh yourself?
3. How do you recharge and refresh yourself?
4. How do you recharge and refresh yourself?

## 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 on their own action plan. Then, transfer you 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 do less of (STOP), begin to do (START), or do more of (GROW).

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

**SPECIFIC**  
**MEASURABLE**  
**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

The validity of an individual's Pearman results needs to be established before using the results to inform coaching. All 100% reliability is considered in the language of the Coach Report, which determines reliability. The interpretive sequence of the validity section in the Coach Report is designed to help you determine the validity of the results and to help you determine the validity of the results.

The reliability of the results is determined by the reliability of the results. The reliability of the results is determined by the reliability of the results. The reliability of the results is determined by the reliability of the results.

#### 2. Interpret Pearman Personality and FlexIndex Scores



The meaning of the validity of the results is determined by the validity of the results. The meaning of the validity of the results is determined by the validity of the results.

#### 3. In-depth Interpretation of Pearman Personality



The meaning of the validity of the results is determined by the validity of the results. The meaning of the validity of the results is determined by the validity of the results.

#### 4. In-depth Interpretation of Pearman FlexIndex

The meaning of the validity of the results is determined by the validity of the results. The meaning of the validity of the results is determined by the validity of the results.

The meaning of the validity of the results is determined by the validity of the results. The meaning of the validity of the results is determined by the validity of the results.

## Coach's Guide to a Pearman Feedback Session

### PREPARING THE DEBRIEF

#### 5. Interpret Item Responses



**Interpretation**

1. Interpretation of item responses...

2. Interpretation of item responses...

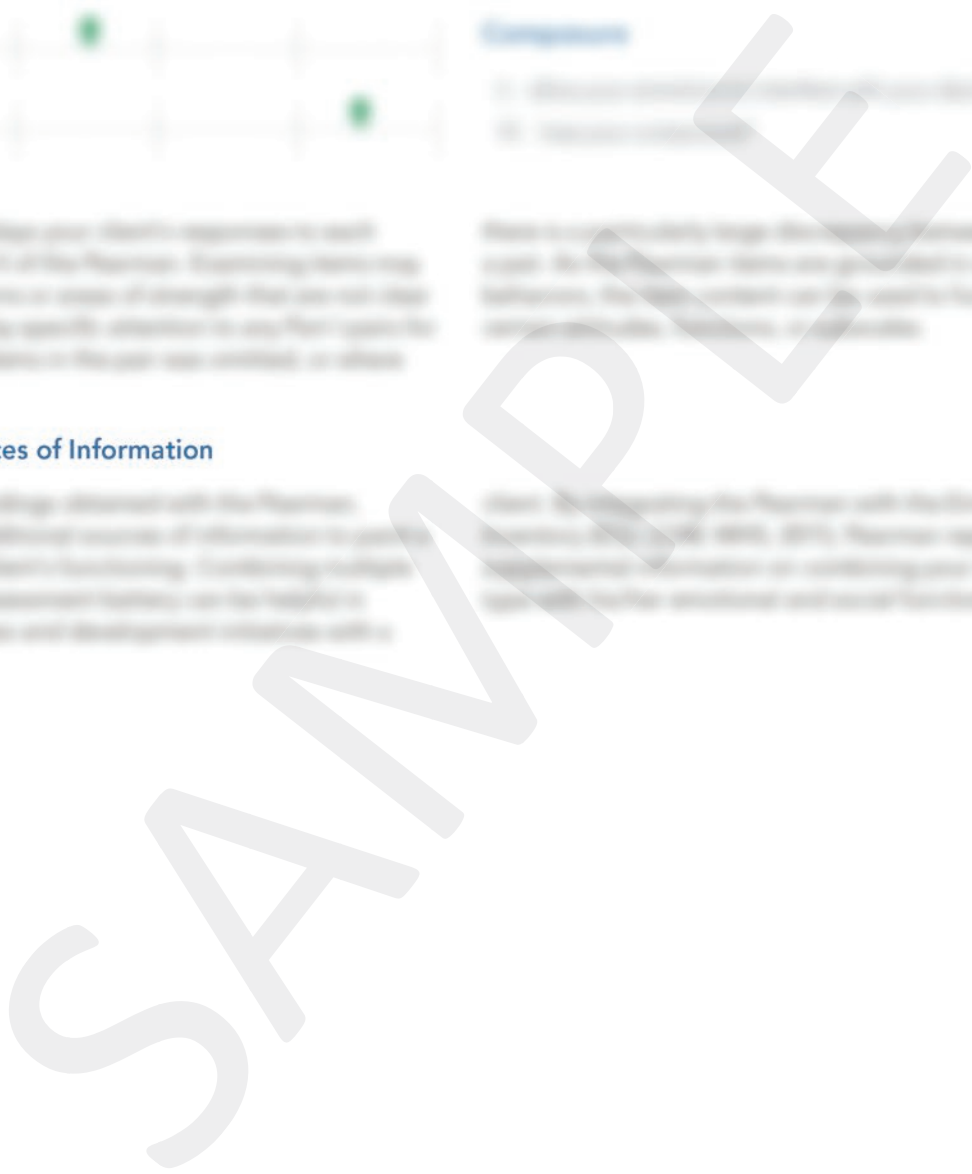
The Coach Report displays item response data for the Pearman Feedback Session. Interpreting item response data is a complex task and should be done in conjunction with the coach and the client. The coach should be able to identify any items that are not working as intended or that

are not working as intended. The coach should be able to identify any items that are not working as intended or that are not working as intended. The coach should be able to identify any items that are not working as intended or that are not working as intended.

#### 6. Additional Sources of Information

In order to support the client's progress with the Pearman Feedback Session, the coach should be able to identify any items that are not working as intended or that are not working as intended. The coach should be able to identify any items that are not working as intended or that are not working as intended.

The coach should be able to identify any items that are not working as intended or that are not working as intended. The coach should be able to identify any items that are not working as intended or that are not working as intended.





## 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><b>1. Review the Report with the Client</b></p> <p>Review the report with the client and discuss the findings and recommendations.</p>	<p>Review the report with the client and discuss the findings and recommendations.</p> <ul style="list-style-type: none"> <li>• Review the objectives of the report and discuss the findings and recommendations.</li> <li>• Review the findings and recommendations and discuss the client's perspective.</li> <li>• Review the client's perspective and discuss the findings and recommendations.</li> <li>• Review the client's perspective and discuss the findings and recommendations.</li> <li>• Review the client's perspective and discuss the findings and recommendations.</li> </ul>
<p><b>2. Address the Client's Questions</b></p> <p>Address the client's questions and concerns and provide support and resources.</p>	<p>Address the client's questions and concerns and provide support and resources.</p> <ul style="list-style-type: none"> <li>• Address the client's questions and concerns and provide support and resources.</li> <li>• Address the client's questions and concerns and provide support and resources.</li> </ul>
<p><b>3. Review the Report with the Client</b></p> <p>Review the report with the client and discuss the findings and recommendations.</p>	<p>Review the report with the client and discuss the findings and recommendations.</p> <ul style="list-style-type: none"> <li>• Review the report with the client and discuss the findings and recommendations.</li> <li>• Review the report with the client and discuss the findings and recommendations.</li> </ul>

## Coach's Guide to a Pearman Feedback Session

### CONDUCTING THE DEBRIEF

<p><b>1. Share the Key Takeaways</b></p> <p>• Share the key takeaways from the session with the client.</p> <p>• Highlight the key takeaways from the session.</p> <p>• Discuss the key takeaways from the session.</p>	<p>The debrief is an opportunity for you to share all you've learned in the session with the client. This is a chance to reinforce the key takeaways from the session and to ensure that the client has a clear understanding of the key takeaways from the session.</p> <p>• Share the key takeaways from the session with the client.</p> <p>• Highlight the key takeaways from the session.</p> <p>• Discuss the key takeaways from the session.</p>
<p><b>2. Review the Key Takeaways</b></p> <p>• Review the key takeaways from the session with the client.</p> <p>• Discuss the key takeaways from the session.</p> <p>• Highlight the key takeaways from the session.</p>	<p>Use the debrief to review the key takeaways from the session with the client. This is a chance to reinforce the key takeaways from the session and to ensure that the client has a clear understanding of the key takeaways from the session.</p> <p>• Review the key takeaways from the session with the client.</p> <p>• Discuss the key takeaways from the session.</p> <p>• Highlight the key takeaways from the session.</p>