

SAMPLE

CERTIFIED CONSULTANT OR CUSTOMER

12-05-08

USES OF HUMAN PATTERNS

SELECTION: Appropriate only as part of a comprehensive hiring process that includes reference checks, job samples, interviews, and other selection criteria. A handbook "Selecting Naturals" is available to personnel officers.

MANAGEMENT: Appropriate only if interpretations are available for the manager and the employee to discuss together. Not appropriate as a vehicle to justify placing perjorative labels on employees. A handbook, "Natural Management" is available to managers and executives.

INDIVIDUAL: Appropriate only with the availability of a certified Human Patterns administrator with a commitment to provide counsel and coaching. Certification as an administrator for Human Patterns is available to qualified Personnel, OD, and Counseling specialists.

TO FIND OUT MORE ABOUT HUMAN PATTERNS®

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APPLICATIONS OF HUMAN PATTERNS®

PERSONAL DEVELOPMENT, TRAINING AND COACHING

The instrument is almost a workbook for personal development options and frames of reference. It can be viewed as an outline of a comprehensive course in personal development. **Managers** particularly can set up training agendas based on their results.

TO ASSIST IN TEAM BUILDING

Groups within an organization who have all taken the questionnaire can learn a great deal about their team operations by discussing similarities and differences in their preferences. This reduces the bias and blaming that might have become part of team discussions and enables responsible decisions about assignments, team additions, and new procedures.

BUILDING AN ORGANIZATIONAL CULTURE

We believe that the best organizational culture is one that considers both people (human preferences) and objectives (mission), and that rigid prescriptive management systems work against a productive and cooperative work group, no matter how well intended or theoretically apt. Results can identify features of an organizational culture that can enhance or hinder achievement of the mission.

CAREER PLANNING

Perhaps this is the highest and best use of the instrument. It offers comprehensive personally tailored feedback to an individual on his preferences and interests.

DEVELOP TEMPLATES FOR SELECTION PLACEMENT AND MOTIVATION

- Position Templates: Measure the motivation patterns inherent in a given job position within the organization. Helps determine a profile of the typical incumbent.
- Recruitment Templates: Identify the motivation patterns that will "fill in" gaps in the organization.
- Motivation Templates: Help managers and peers understand how to motivate a particular employee or an individual to understand personal motivations, interests, and preferences.

EMPLOYMENT INFORMATION

- Confirm that the candidate is as your selection process indicated.
- Identify discrepancies between your profile and the candidate.
- Point up areas you may need to cover in further reference checks or the job contract.
- Give you a management or training template for the individual.
- Combine with other profiles to enable you to mediate conflicts, facilitate collaboration, tailor assignments, and do team building.

WHY SO MUCH INFORMATION?

- We believe a single administration of a complex instrument that yields many different sub-sets of data is more cost-effective and limits the need to over-extrapolate.
- We believe a “holographic” portrait is better than multiple administrations of unrelated and poorly integrated “single issue” instruments.
- We also believe that information about preferences and interests needs to be absorbed and integrated over time and that a thorough portrait allows for specific and relevant decisions about change or training for long term development.

HOW TO USE YOUR HUMAN PATTERNS® REPORT

- **Number Sheets:** These are standard deviation reports that are transposed into the graphs. They are used by Certified Administrators of Human Patterns® for advanced interpretation and consultation.
- **Preference and Rejection Text Graph Lists:** These Best use and Least ideal use lists are rank ordered groups of preferences and rejections for rapid scanning of interests and themes. They are drawn from overall rankings that are independent of the context defined by a graph.
- **Bar Graphs:** These provide “user friendly” explanations of the features measured by Human Patterns® in several subsets. Each graph is a “natural” cluster of preferences or interests that is framed by a context question or “issue”. Graphs are in four groups:

PERSONAL STYLE AND RESOURCES
INTERPERSONAL STYLE AND RESOURCES
WORK AND EMPLOYMENT
LEADERSHIP-MANAGEMENT

The graphs enable assessment of many features of interest to individuals and employers. If two individuals compare scores, they may well discover areas of synergy or conflict. This can be useful for negotiating relationship and performance expectations. Your Certified Administrator has agreed to provide you with face to face or telephone feedback to enable you to make full use of this information. If this does not occur, **please contact** HUMAN PATTERNS®.

IMPORTANT POINTS TO CONSIDER ABOUT PERSONALITY MEASUREMENT

If a feature is a strong or a weak preference, it must be considered in the context of interpersonal expectations, job and work roles, and organizational culture.

If a feature is strong or weak, it implies an **order** of preference. To interpret a weaker score as an absence of ability is **both incorrect and unfair**. Many individuals are able to develop ancillary skills to compensate for low preferences.

RELATIONSHIP OF HUMAN PATTERNS® TO OTHER INSTRUMENTS

An exhaustive analysis of many personality preference and interest instruments was part of the development of Human Patterns®. In each case, we evaluated the theoretical model of the seminal thinker behind an instrument and determined whether it contained features that would be useful for an employer to know. We then designed this 67 factor instrument. In order to reduce over-extrapolation, we clustered factors into sub-sets of base models that are reflected in the question that leads off a graph. Some instruments extrapolate an entire personality from a small number of factors. Rather than risk over-extrapolation, Human Patterns® provides specific measures of multiple factors. This has lead some to feel overwhelmed by the amount of information and others to be delighted with the specificity and “granularity” of the information.

PREFERENCE AND REJECTION TEXT GRAPH LISTS

These are listed in rank order.

Shifting in rank order may be useful to consider if assignments or contexts vary.

BEST USE PROFILE

SAMPLE

Controlling others
Performance Demands
Coaching and enabling others
Self-discipline
Respectful response
Self-acceptance
Aware of others' expectations
Tolerance
Outcomes and plans
Sense of well-being
Controlling and directing
Action steps and deadlines
Composure
Asserting and initiating
Work for/with a manager

LEAST IDEAL USE

SAMPLE

Active sociability
Creates options
Engaging and involving others
Extroversion
Being exact and correct
Accepting inclusion
Investigative and analytic
Conviction
Discussing and relating
Staff and consulting
Aesthetic or design
Ideas and theories
Creative or innovative areas
Solicitous of others
Energy level/agitation

PREFERENCES WHEN RELAXED

SAMPLE

Controlling others
Tolerance
Leadership or management
Self-acceptance
Performance Demands
Composure
Physical or gross motor
Aware of others' expectations
Respectful response
Practical and hands-on experience
Being directed or supervised
Supporting and building
Action steps and deadlines
Controlling and directing
Self-discipline
Introversion

REJECTIONS WHEN RELAXED

SAMPLE

Active sociability
Creates options
Conviction
Investigative and analytic
Energy level/agitation
Ideas and concepts
Creative or innovative areas
Engaging and involving others
Communicative and mutual
Ideas and reasons
Extroversion
Aesthetic or design
Being indirect or distracting
Staff and consulting
Ideas and theories

PREFERENCES WHEN PRESSURED

SAMPLE

Coaching and enabling others
Self-discipline
Controlling others
Performance Demands
Respectful response
Outcomes and plans
Negotiation
Sense of well-being
Service or support
Firm about standards
Aware of others' expectations
Asserting and initiating
Controlling and directing

REJECTIONS WHEN PRESSURED

SAMPLE

Active sociability
Discussing and relating
Accepting inclusion
Engaging and involving others
Appreciating and recognizing others
Communicative and mutual
Extroversion
Literary composition or writing
Solicitous of others
Social judgement/awareness
Challenging and pushing limits
Staff and consulting
Light-heartedness
Investigative and analytic
Ideas and theories
Independence

INTERPRETING A GRAPH

THE LEGENDS

Use the descriptive phrases for variables attached to the legend symbols. Since the graphs are divided into a PROACTIVE and a REACTIVE section, descriptive phrases apply again in the same order in the REACTIVE section.

PROACTIVE and REACTIVE

The PROACTIVE block illustrates behavior in situations that are familiar and where there is an option to react without pressure or stress. The REACTIVE block illustrates behavior in situations that are unfamiliar and performance is "off the cuff". These are analogous to the difference between "ordinary" behavior and "pressure" behavior. If there is a big change in direction between a PROACTIVE and REACTIVE score, use of that feature may change depending on circumstances.

STRONG and WEAK

If a bar seems to be "missing" from the graph, it is because the score in that variable was so close to zero that it does not register on the page. The length of a bar above or below the zero line should be considered in relation to the other bars and interpreted as the "pattern" of use of the listed options. When an option is "weakest", it will seldom be considered an alternative. If all scores in a graph are high in either a positive or negative direction, this can indicate an interest in the global issue covered by it. Even if the numbers on the left are low, a graph will usefully indicate the SEQUENCE OF PREFERENCE for the variable.

INTERPRETING THE NUMBERS ON THE LEFT

A rule of thumb when interpreting "standard deviation" numbers is that **- .5 to + .5** indicates an average use or interest; up to **+ or - 1** indicates an "emerging" preference or rejection. When numbers greater than **+ or - 1** occur, the individual is beginning to separate out from the sample and has a preference others will view as a strength or weakness. A score between **+ or - 1 to 2** indicates a preference "observable" to others. A score of **+ or - 2 to 3** indicates a preference that is becoming a source of criticism or praise. A score of **+ or - 3 to 4** indicates the potential for "obsessive" use or avoidance.

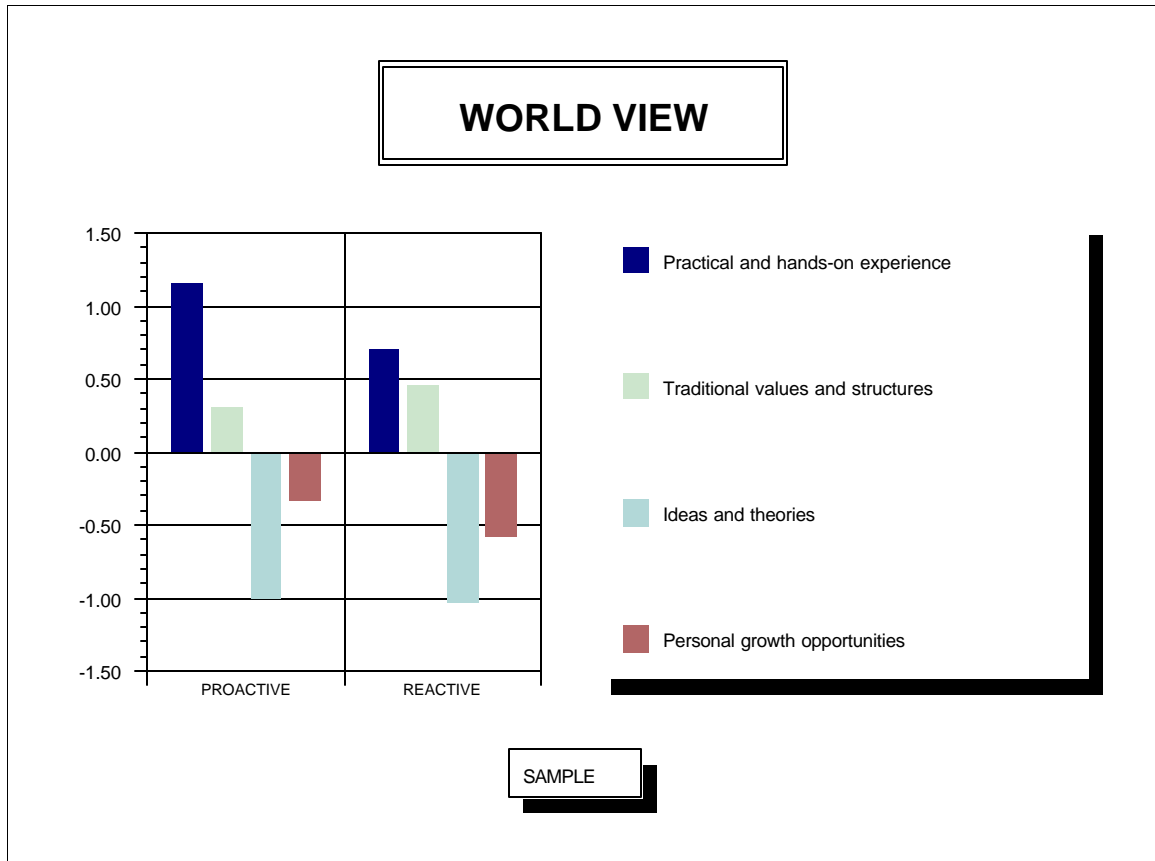
LIMITS TO INTERPRETATION

It is best to view each graph independently; to read the graph legend descriptions simply; and to resist making global judgments about the "gestalt" of the personality.

PERSONAL STYLE AND RESOURCES

QUESTION

What leads to my feeling self actualized and stimulated? How do I orient myself to my environment? Why am I here?

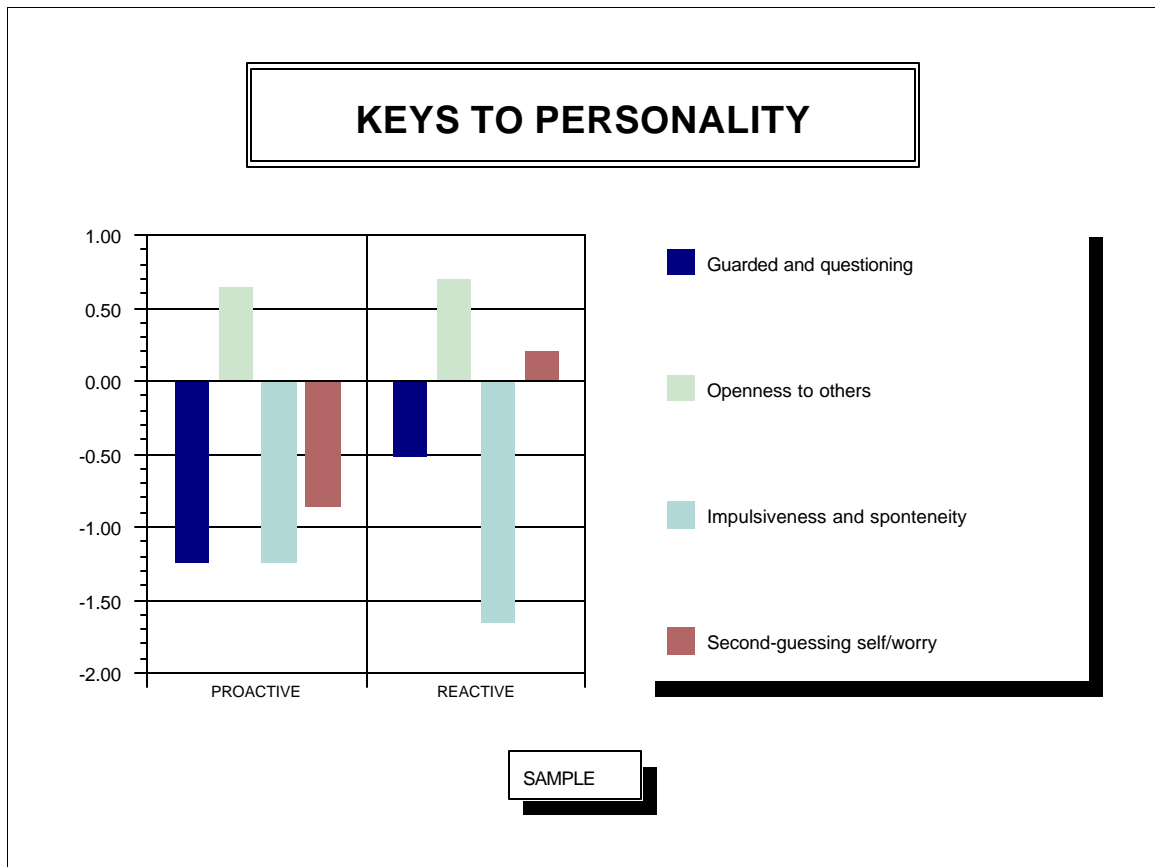


A reasonable way to think about this graph is as a pointer to temperament. It frames the broad context of experience.

- **Practical and hands-on experience:** Action focus. Like to respond to a urgent situations using physical and mental resources to address emerging problems. They prefer environments where crises and emergencies call for quick action and creative solutions. Self-esteem is derived from ability to react to emergent situations.
- **Traditional values and structures:** Structure focus. Like to respond to situations which call for attention to detail and procedure. They prefer a structured and traditional environment and like to view problems from a systems perspective. Self-esteem is derived from long-term building of relationships, membership, and community life.
- **Ideas and theories:** Idea Focus. Like to respond to situations that call for logic and understanding. They like to work in orderly patterns and seek to understand and organize ideas. They prefer an orderly environment that takes advantage of technology and like to view problems in the context of ideas and the larger picture. Self-esteem is derived from the intellectual soundness of their own thought.
- **Personal growth opportunities:** Growth focus. Like to respond to situations that call for learning about people and relationships. They prefer a friendly environment where people are valued and problems are perceived in the context of relationships and personal growth. They like to develop themselves and others. Self-esteem is derived from continual self-exploration.

QUESTION

How am I here? How do I approach new situations?

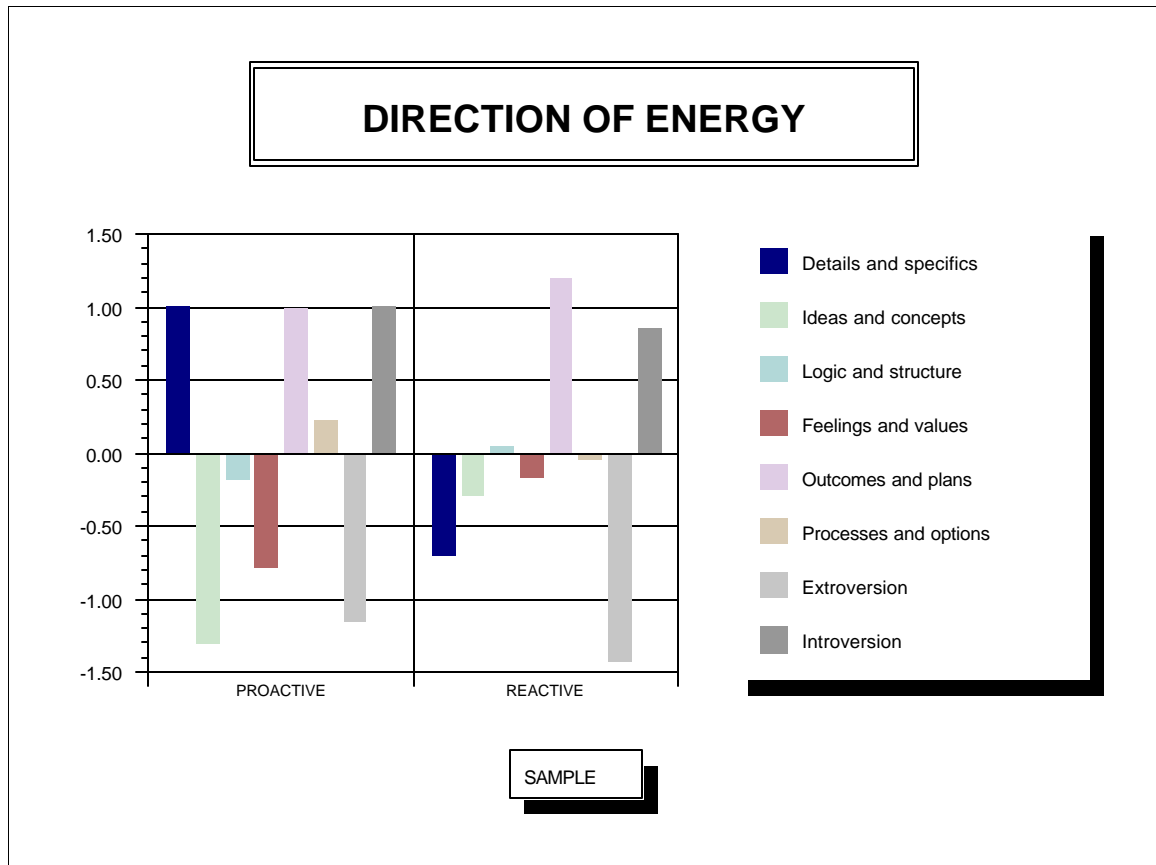


As in all graphs, some individuals have a preference for two or more areas that seem to be contradictory. In these instances, the drive is to do **both**. Some have defined contexts for doing one or the other. Others experience a continual conflict between issues.

- **Guarded and questioning:** This is a measure of suspicion and self-protection in relation to the ideas and feelings of others.
- **Openness to others:** This is a measure of general receptivity to other people and openness to their expression of ideas and feelings.
- **Impulsiveness/spontaneity:** This is a measure of willingness to jump into things and be expressive of ideas and feeling.
- **Second-guessing self/worry:** This is a measure of lack of confidence and esteem in regard to personal actions, thoughts or feelings.

QUESTION

How do I direct and prioritize energy? What captures my attention?

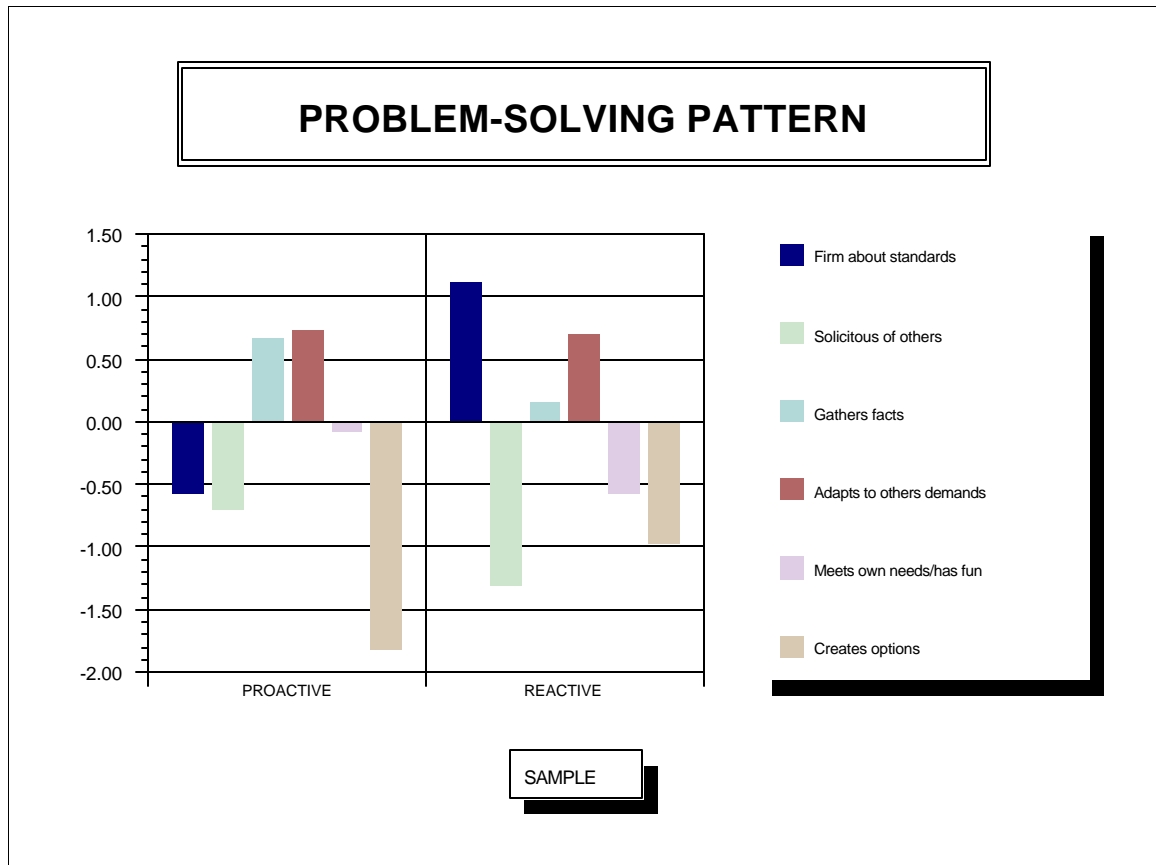


This graph outlines the way an individual organizes the direction of attention and interest. There are “patterns” of these preferences that lead to occupational and life-style preferences that your Certified Administrator can go over with you.

- **Details and Specifics:** Energy is directed toward the factual, concrete and specific. The person prefers to follow orderly sequences and to break problems into logical pieces to fix and put back together for a solution. This is an experiential approach.
- **Ideas and Concepts:** Energy is directed toward ideas. The person prefers to deal with "Global" or "Big Picture" issues. Problems are viewed in relation to larger ideas and concepts. The tendency is to use the Right Brain, the part that learns in "gestalts" or chunks.
- **Logic and structure:** Energy is directed toward logic and systems. The person prefers to approach problems by analyzing them and developing logical and organized solutions. They use rules and orderly thinking as a basis for making decisions.
- **Feeling and values:** Energy is directed toward feelings and personal values. The person prefers to approach problems by evaluating the human context and developing solutions that consider the personal impact on others.
- **Outcomes and plans:** Energy is directed toward getting closure and goals accomplished. The person likes to plan and implement a strategy to move toward rapid completion. These people are purposeful learners who expect results from their endeavors.
- **Processes and options:** Energy is directed toward finding processes to resolve a problem. The person likes to discover new options and enjoy the process of developing solutions. These people do not push for rapid outcomes and tend to keep things open-ended for further understanding.
- **Extroversion:** Energy is received from interaction with others and drained by too much isolation from people.
- **Introversion:** Energy is received from opportunities to focus internally and drained by too much interaction with others.

QUESTION

How do I go about solving problems? What do I consider as I approach a problem?

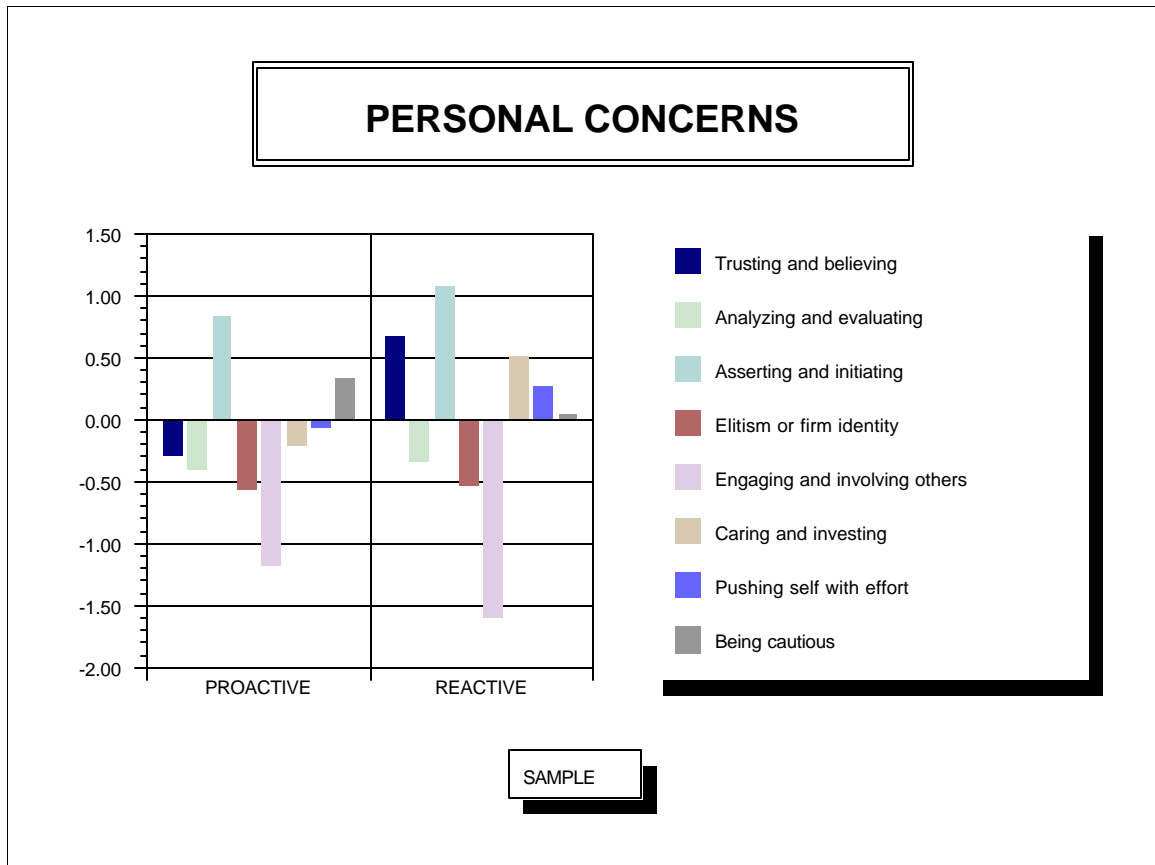


Think of this as the sequential criteria that are used when addressing a problem.

- Firm about standards:** This is interest and enjoyment in evaluating a problem from the point of view of strongly held values and a sense of the limits in acceptable behavior. The ability to set limits and say NO to people and situations is part of the frame of reference. If it is overdone, it can be critical, opinionated or negative; but in proper measure, it can prevent misjudgments and keep a clear sense of values in the foreground.
- Solicitous of others:** This is interest and enjoyment of solving problems through considering how best to take care of people. Kindliness and permissiveness are part of how a situation is evaluated. The tendency is to be nice and offer help or consolation. If it is overdone, it can be the kind of help that prevents real learning, because it protects too much against risks so others may not grow. In the right proportion, it can allow for differences and encourage trust.
- Gathers facts:** This is an interest in facts and alternatives. Crisp reality-testing and fact-gathering are processed objectively and presented in an unbiased fashion for consideration. If overdone, the person might appear unfeeling because too preoccupied with data. In the right proportion, this approach can lead to sound and informed decisions.
- Adapts to other's demands:** This is a concern with "being good". It indicates interest in being responsible and productive. Rarely, a high preference can indicate someone who is alternately rebellious and responsible. The concern of this "function", if overdone, can lead to conscience-stricken feelings and overly cautious behavior. In too little measure, it can indicate lack of social concern. When it is very high, the person might tend to get depressed or have difficulty setting limits on others' demands.
- Meets own needs/has fun:** This is a leaning toward enthusiasm and spontaneity. Fun-loving and energetic, in too much measure it can indicate impulsivity; in too little, a lack of vitality or potential for depression. Problems are addressed for the energy and excitement in them and the personal benefits that might result.
- Creates options:** This is an interest in working out alternative ways to get needs met. Intuition, rationalization, and self-justification and an ability to think psychologically are used to address problems. Depending on how it is used, it can be somewhat amoral or very creative. If too little is available, the person would have difficulty recognizing the manipulations of others or figuring out strategies that demand intuition about other people.

QUESTION

What themes attract my attention? What concerns me?

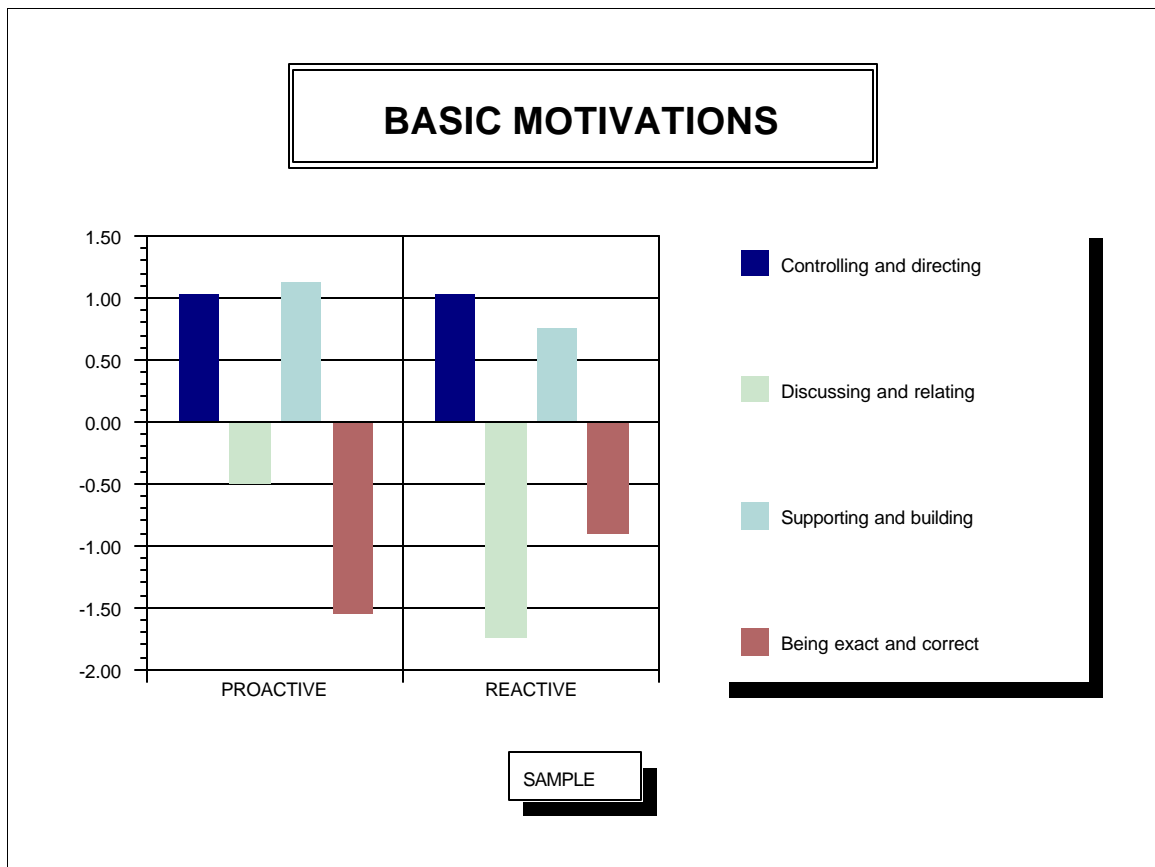


Think of this as a sequence of issues and concerns.

- **Trusting and believing** - Trust: Approach new ideas and the environment with trust, openness and optimism. Interested in new possibilities. A low score indicates a tendency to shut down too soon.
- **Analyzing and evaluating** - Autonomy: A willingness to "go alone" and take a stand different from the group. An analytic or evaluative stance that is not bound by the ideas, opinions and needs of others. A low score indicate a need to belong.
- **Asserting and initiating** - Initiative: Approach situations with confidence and expression. A belief that one can get the job done and can push ahead. In too little measure would indicate a tentative stance and some doubts about personal capacities and abilities
- **Elitism or firm identity** - Self-assurance: A clear sense of role and identity. Comfort with self-image and congruence in behaviors. A low score indicates some discomfort with self and a tendency to redefine roles depending on the situation.
- **Engaging and involving others** - Companionship: An interest in joining with others to work for mutual goals. Low scores tend to be self-contained and keep apart.
- **Caring and investing** - Continuity: A strong sense of the past, of what has been done and how it has been done. The focus is on the long-term. Low scores reflect a tendency to respond to the immediate without long term prospective.
- **Pushing self with effort** - Struggle: A belief that we must push ourselves hard and determinedly to achieve. Low scores indicate a more casual approach.
- **Being cautious** - Caution: A tentative approach to situations. A sense of caution and withholding pervade how the person goes about tasks. Low scores indicates impulsiveness.

QUESTION

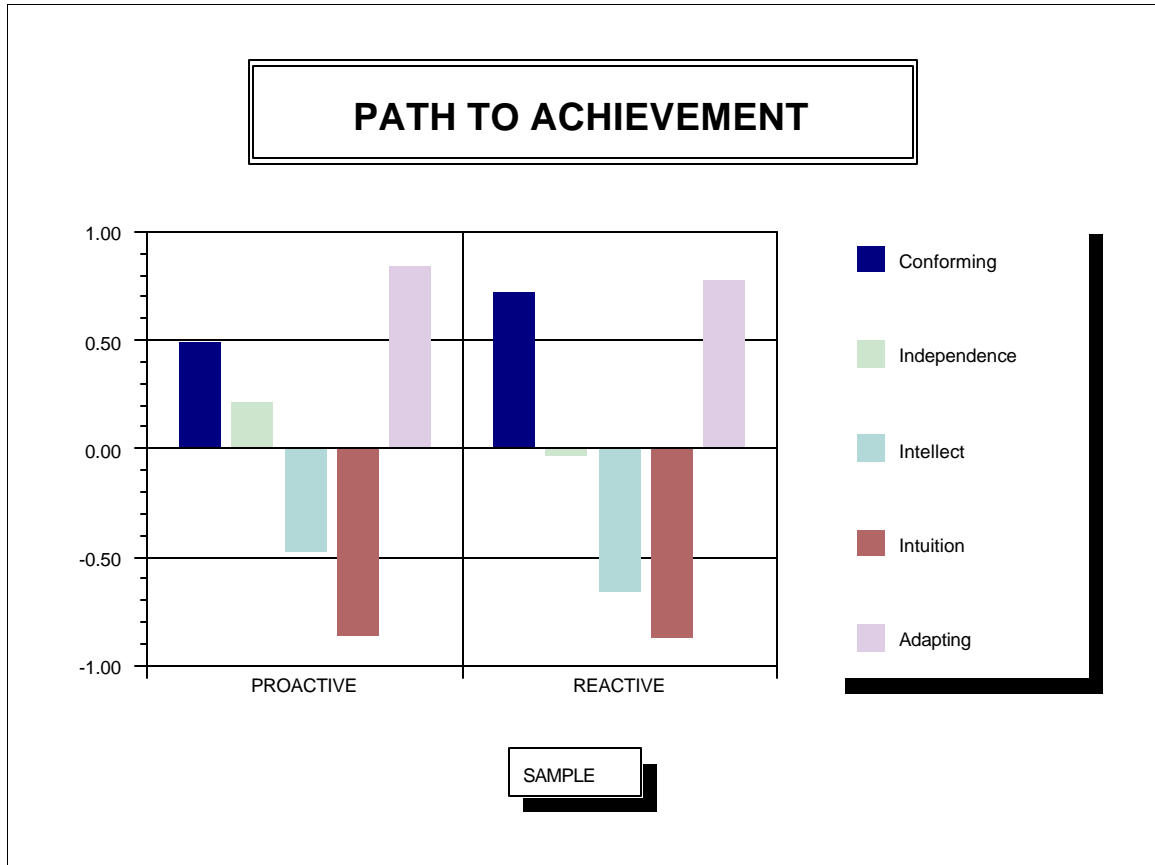
What motivates me? What are my drives?



- **Controlling and directing:** Will be interested in actively taking charge of the environment, in pushing ideas and goals, and competitive, daring and restless.
- **Discussing and relating:** Will be interested in actively persuading and charming people, will enjoy convincing, and will be alert to social situations and social approval.
- **Supporting and building:** Will be gentle and cooperative, concerned about maintaining good relationships and making people comfortable.
- **Being exact and correct:** Will be alert to changes in the environment and risks, interested in being competent at tasks, in protecting against errors. He will be alert to failure in performance or procedures.

QUESTION

How do I believe I will achieve?



- **Conforming:** "I will achieve because I stay within the mainstream of values and beliefs that are part of the culture of my organization."
- **Independence:** "I will achieve because I can keep independent in my thinking and action."
- **Intellect:** "I will achieve because I am able to think clearly and rationally."
- **Intuition:** "I will achieve because I am able to use my intuition to figure out where and how to proceed."
- **Adapting:** "I will achieve because I am able to adjust and adapt to changes in requirements and expectations."

QUESTION

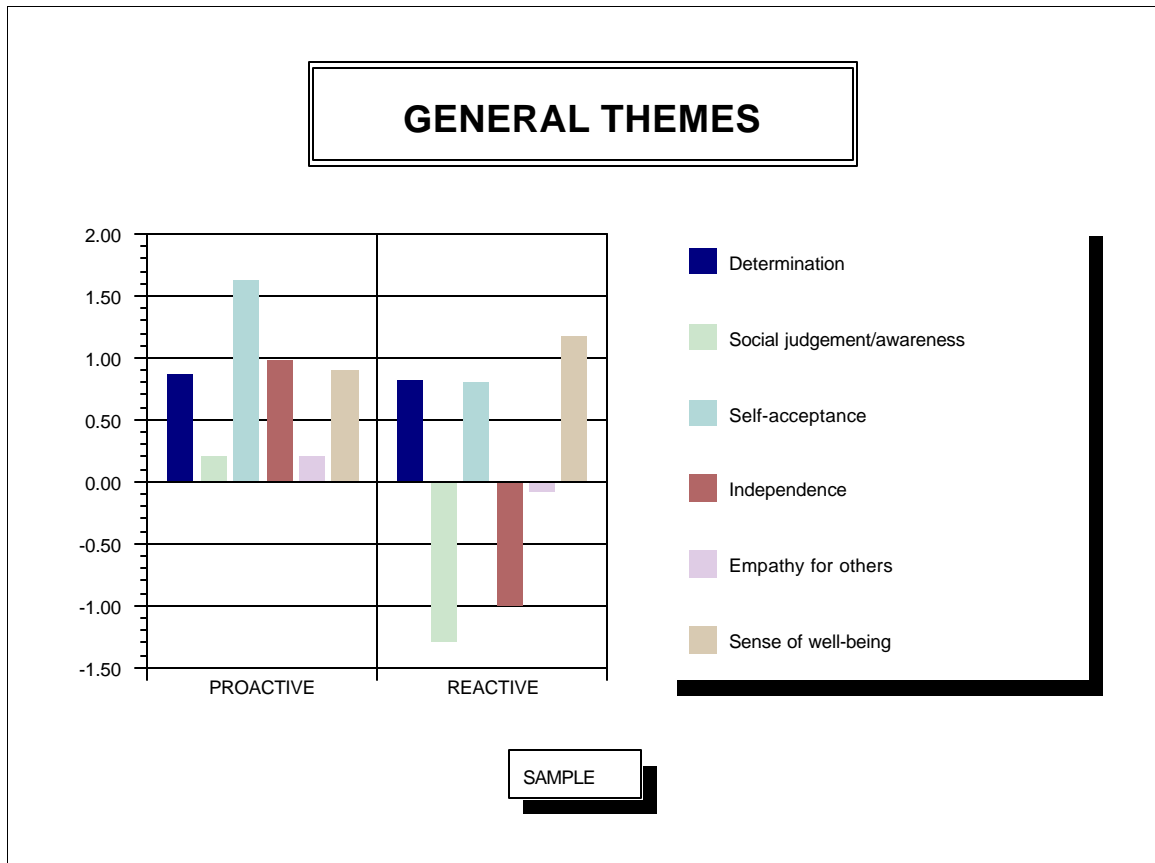
How do I prioritize this limited set of values?



- **Sincerity and authenticity:** The concern here is with a personal and human approach.
- **Propriety and correctness:** The concern is with things being done in accordance with proper appearances and in proper form. It is a sensitivity to position and courtesy.
- **Closeness and warmth:** The concern is with people being close to and fond of one another. Caring and contact are important.
- **Crisp and clear thinking:** The concern is that ideas be correct and clearly thought out.
- **Being autonomous:** The concern is that one be left alone to accomplish tasks and that one has primary responsibility for projects.
- **Expressing initiative:** The concern is that others be self-starters and that they take responsibility for getting projects moving.
- **Being careful:** The concern is with limiting risk and making no mistakes.

QUESTION

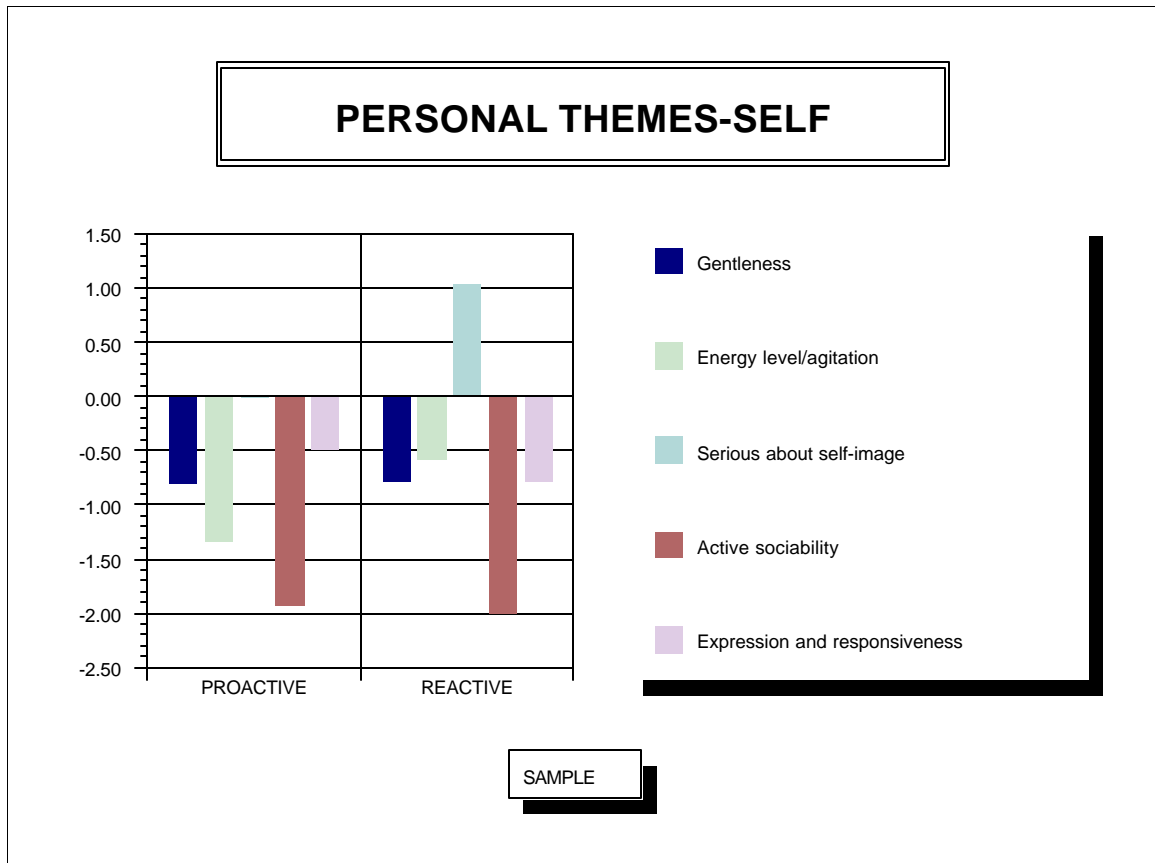
How will others describe me? What do others perceive as my personal assets.



- **Determination:** A composite measure. An interest in achieving self-defined goals.
- **Social judgement/awareness:** A composite measure indicating an interest in assessing and reacting to social situations.
- **Self-acceptance:** A composite measure indicating little second-guessing of the self and little discomfort with the self.
- **Independence:** A composite measure indicating little need for feedback, and/or support from others; and a preference for solo activity.
- **Empathy for others:** A composite measure indicating an interest in and concern about the feelings and experiences of others.
- **Sense of well-being:** A composite measure of ability to relax, comfort with self, comfort with independence and dependence, and permission to experience fun.

QUESTION

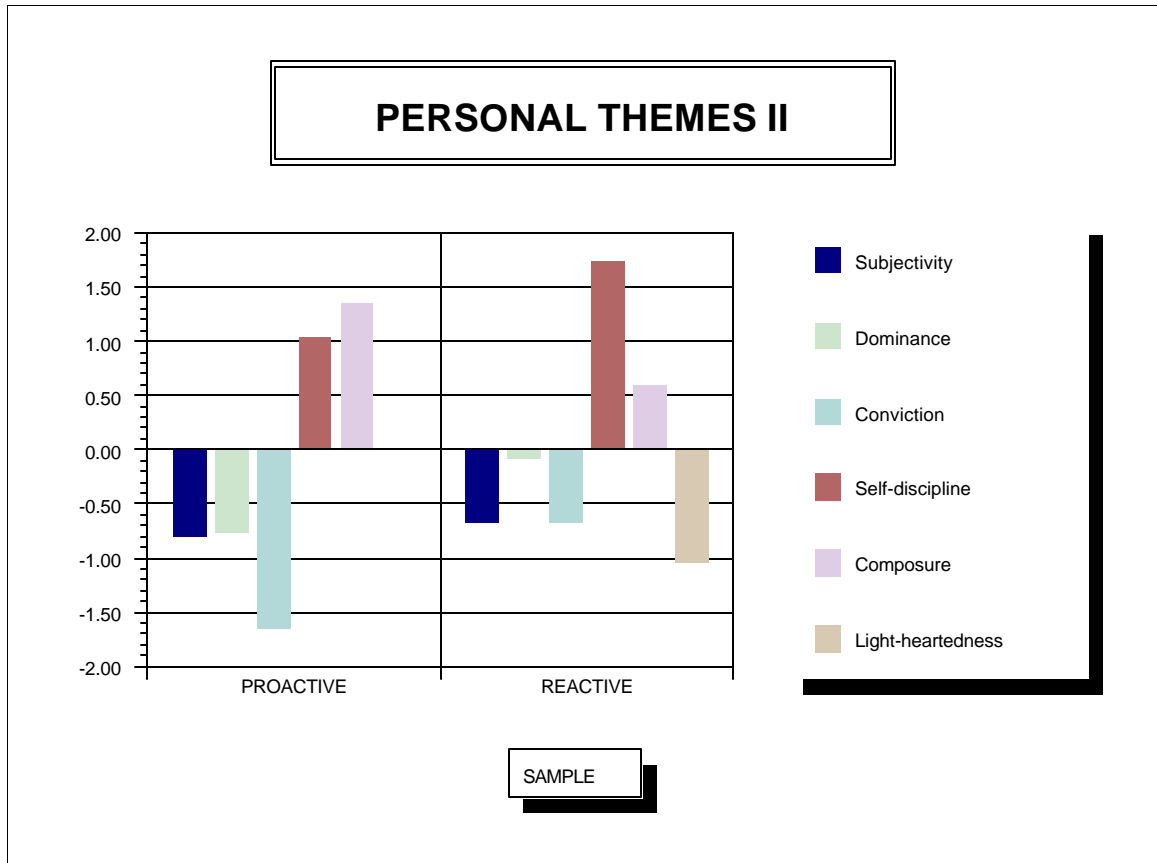
What personal resources do I believe I possess?



- **Gentleness:** This carries the connotation of a tenderness and a willingness to limit aggressive or assertive expression.
- **Energy level/agitation (agitation, fenetic energy):** This connotes a high energy level, a sense of movement in thinking or motor behavior, and a distractibility.
- **Serious about self-image (tendency to be discouraged):** This connotes an internal serious mindedness and tendency to be self-critical and an external concern with the impact and impression one is making on others.
- **Active sociability:** This connotes a need to be engaged routinely in interaction with others where the individual can generate responses.
- **Expression and responsiveness:** This connotes an effort to be expressive of feelings and to respond to feelings.

QUESTION

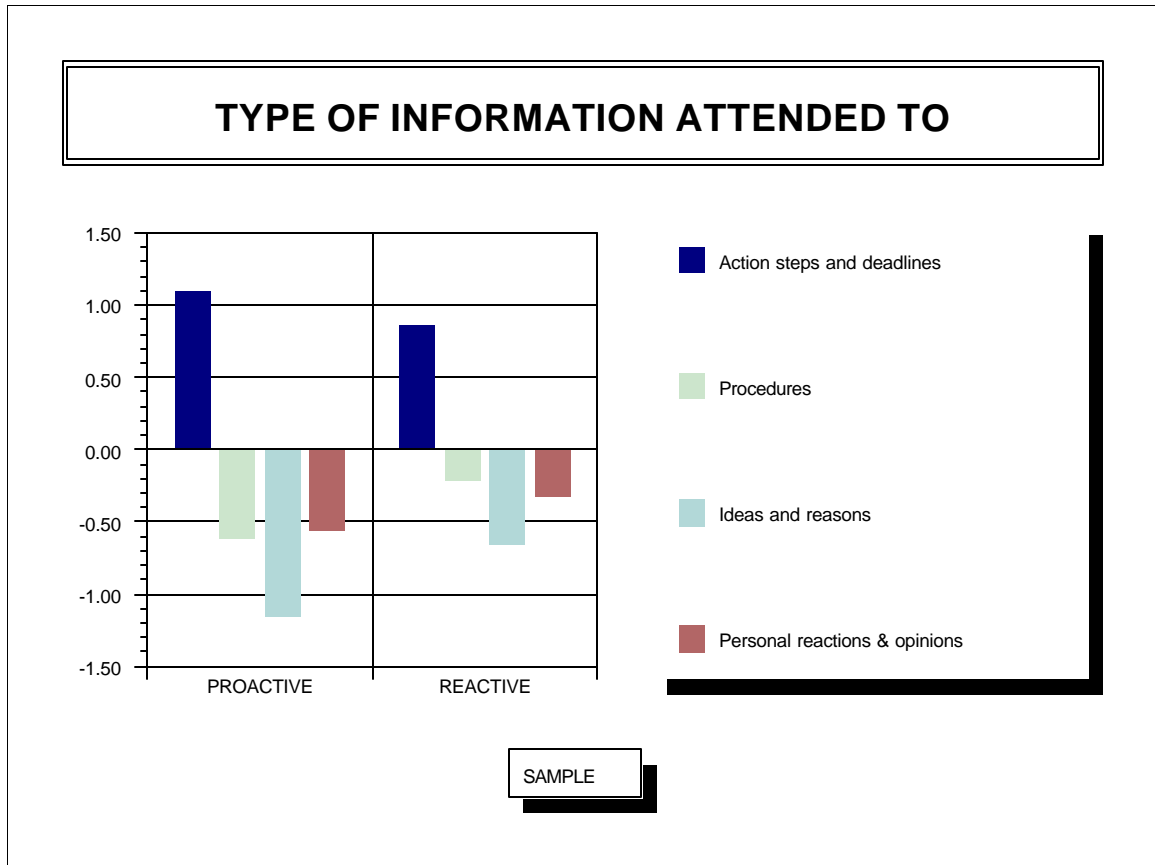
What interpersonal resources do I believe I possess?



- **Subjectivity:** A reaction to internal emotions and values, rather than external standards and facts.
- **Dominance:** An interest in assertiveness and taking charge of others.
- **Conviction:** A rigid set of opinions and a readiness to become hostile or judgmental in the face of difference or opposition.
- **Self-Discipline:** An Interest in being self-contained and to focus and direct energy in a predetermined direction. An interest in concentrating on tasks or activities.
- **Composure:** Interest in limiting agitation and keeping cool and calm.
- **Light-heartedness:** A sense of playfulness and fun.

QUESTION

In what order or sequence do I pay attention to information?

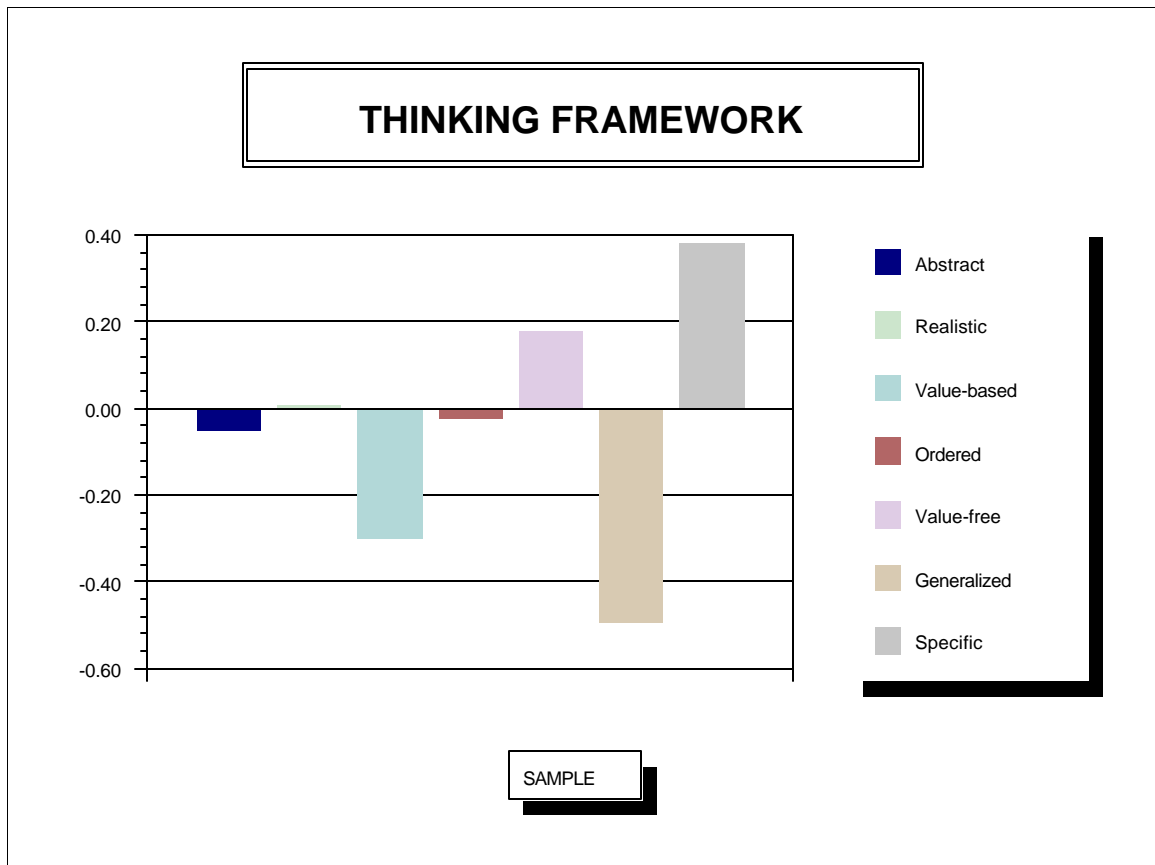


- **Action steps and deadlines:** They pay attention to succinct action-oriented directives and listen for when it is to be done. They care about the "time frames", and are not so much interested in the "how" or the "who" or the "why".
- **Procedures:** They pay attention to "how" something is to be accomplished. The steps to be taken and the sequence and order of the steps interest them.
- **Ideas and reasons:** These individuals pay attention to the "why". They want to know how this task fits in with the whole organization and its goals. They are interested in the reason for the decision.
- **Personal reactions and opinions:** They pay attention to who is to perform, what it means to them personally to do a task, how the performance will help others in their tasks, and what kind of personal growth and development will result. They are interested in the "who".

When decisions are announced or directives are issued, it can be important to present to the employee pool information that covers their "information interest" in order to enlist their support. Each of us blends these interests together, but we listen best to our own "format". This way of thinking about communicating can be especially useful in coaching an employee.

QUESTION

What is my pattern of problem analysis?

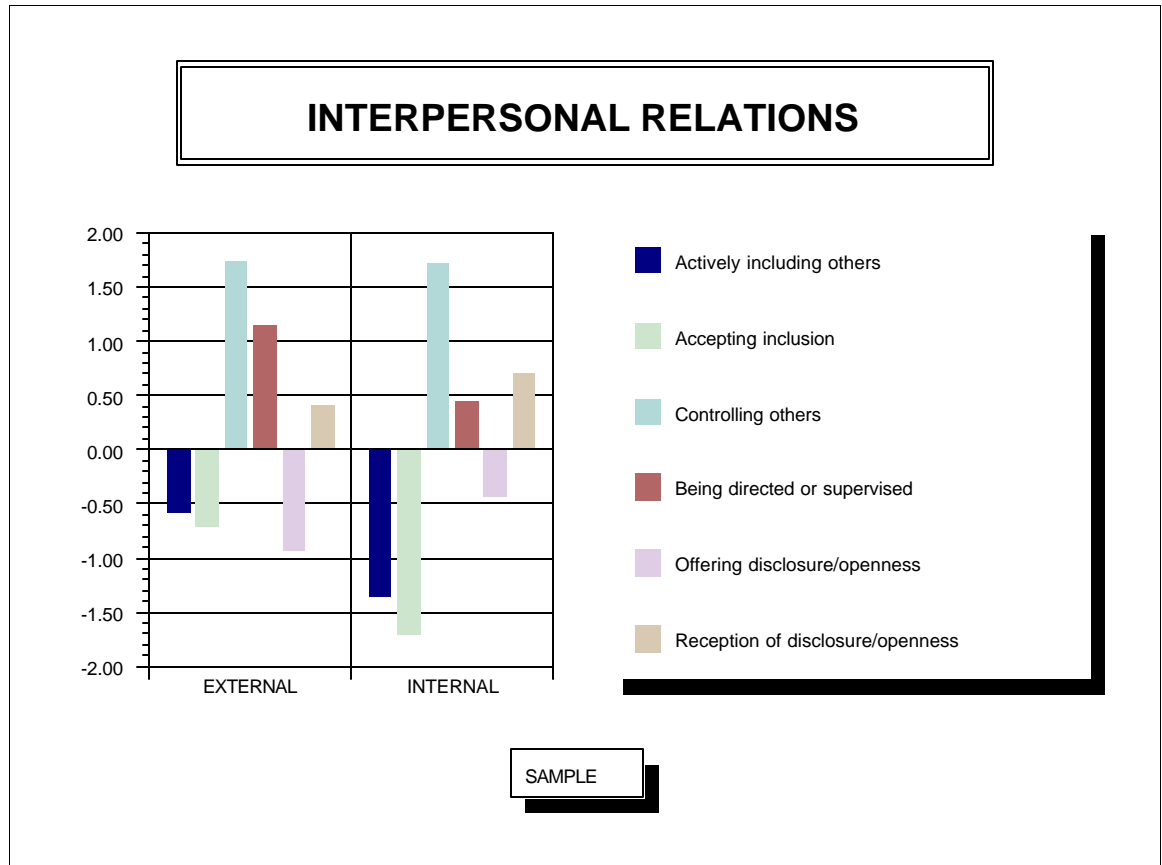


- **Abstract:** I consider problems from a conceptual and theoretical angle with the object of building a model.
- **Realistic:** I consider problems on the basis of here and now facts and data with an eye to developing a practical application.
- **Value-based:** I put problems through a filter of values and attempt to develop solutions that reflect my subjective beliefs about ideal outcomes/solutions.
- **Ordered:** I sort problems into logical categories and order and organize my thinking in order to develop a solution that is coherent and sequential.
- **Value-Free:** I attempt to view a problem objectively and develop solutions that are logical and rigorous.
- **Generalized:** I look toward the big picture and develop global solutions. I attempt to synthesize disparate data into a general model.
- **Specific:** I look toward the details and develop a specific solution for each situation.

INTERPERSONAL STYLE AND RESOURCES

QUESTIONS

(The first two bars) How do I approach social contacts?
 (The second two bars) How do I approach control from or to others I may be directing or be directed by?
 (The last two bars) How do I approach deeper or long term relationships?

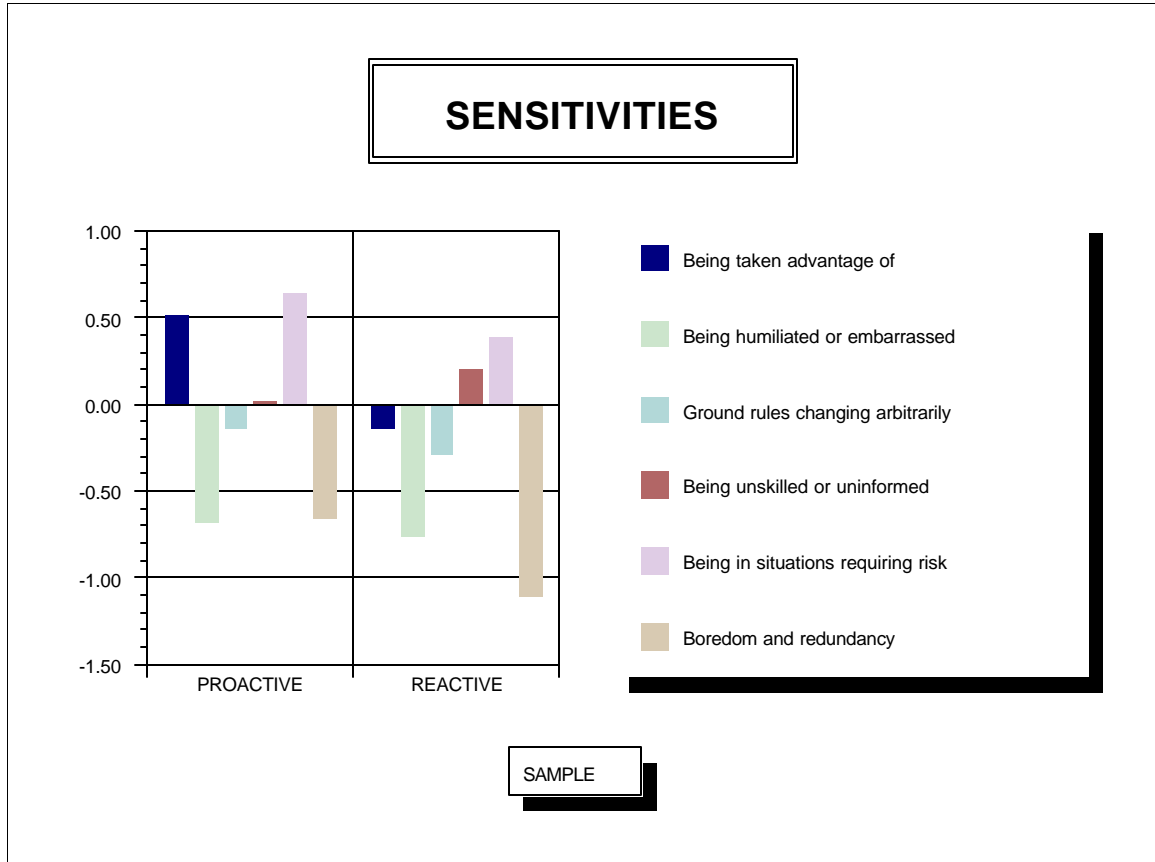


Each pair indicates a “cluster” pattern that your Certified Administrator can review with you. Note that the labels of the two data sets are “External” and “Internal”. “External” is that which is shown (behavior). “Internal” is that which is desired (internal need).

- **The first pair** of legends outlines the inclusion pattern. It indicates the intensity of effort expended toward including others in a social network and the acceptance of inclusion into a social network. These are “acquaintance” level relationships.
- **The second pair** outlines the control pattern. It indicates the intensity of control of others and receptivity to control or direction from others.
- **The third pair** outlines the disclosure, openness or affection pattern. It indicates the intensity of relationship “connection” (through disclosure, affection, and commitment) and the desire to be in open, affectionate, and committed relationships.

QUESTION

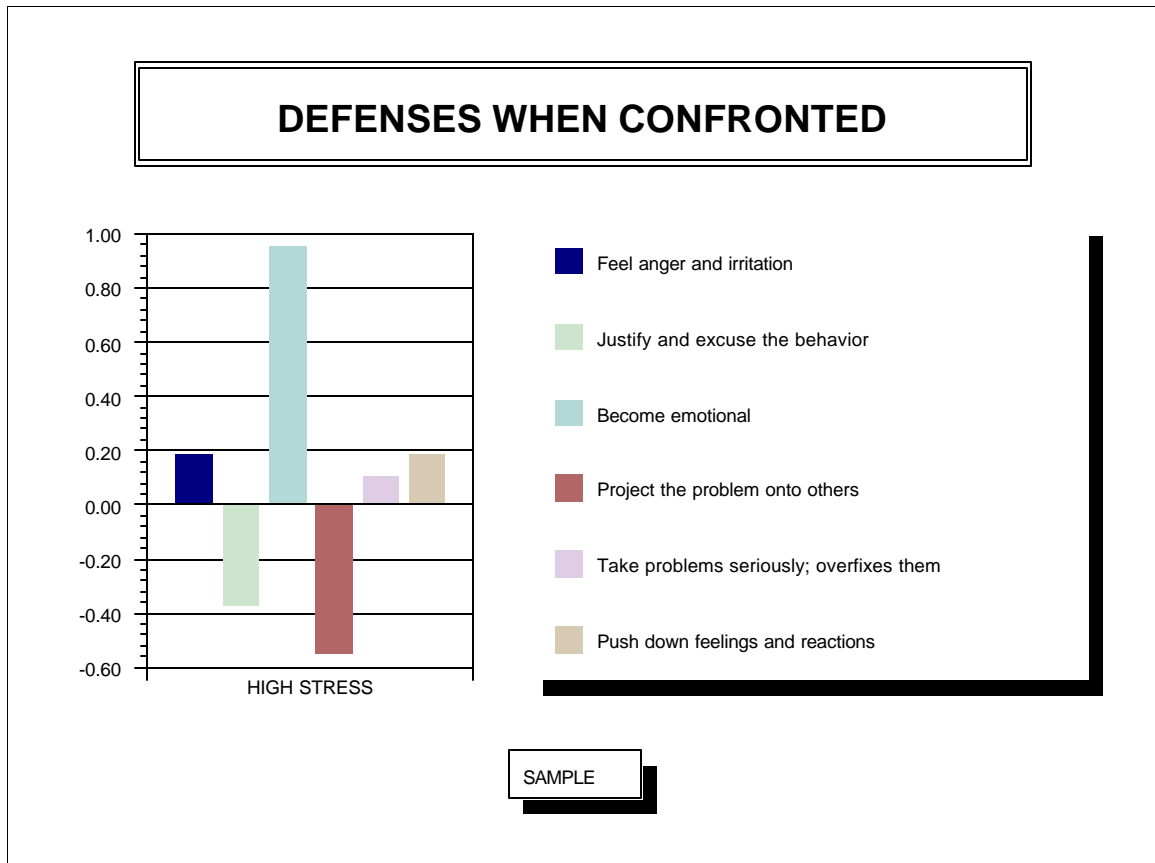
What do I avoid and dislike? What are my "hot buttons"?



- **Being taken advantage of:** A watchful approach to see if someone is taking advantage. A preference for being forthright and be treated in a forthright fashion.
- **Being humiliated or embarrassed:** A concern about the reaction of others. A desire to be sure of being liked and appreciated. A tendency to be hurt by any public criticism.
- **Ground rules changing arbitrarily:** A concern about keeping change in small doses, and being aware ahead of time of any changes. A desire to have things predictable and consistent.
- **Being unskilled or uninformed:** A concern with being skillful and on top of the job. A desire to have the time to gather them and master knowledge and skills. A need for praise for performance.
- **Being in situations requiring risk:** A need to insure against loss. It is not change, but risk or challenge that is avoided.
- **Boredom and redundancy:** A need for change and variety and a welcoming of the new and unusual.

QUESTION

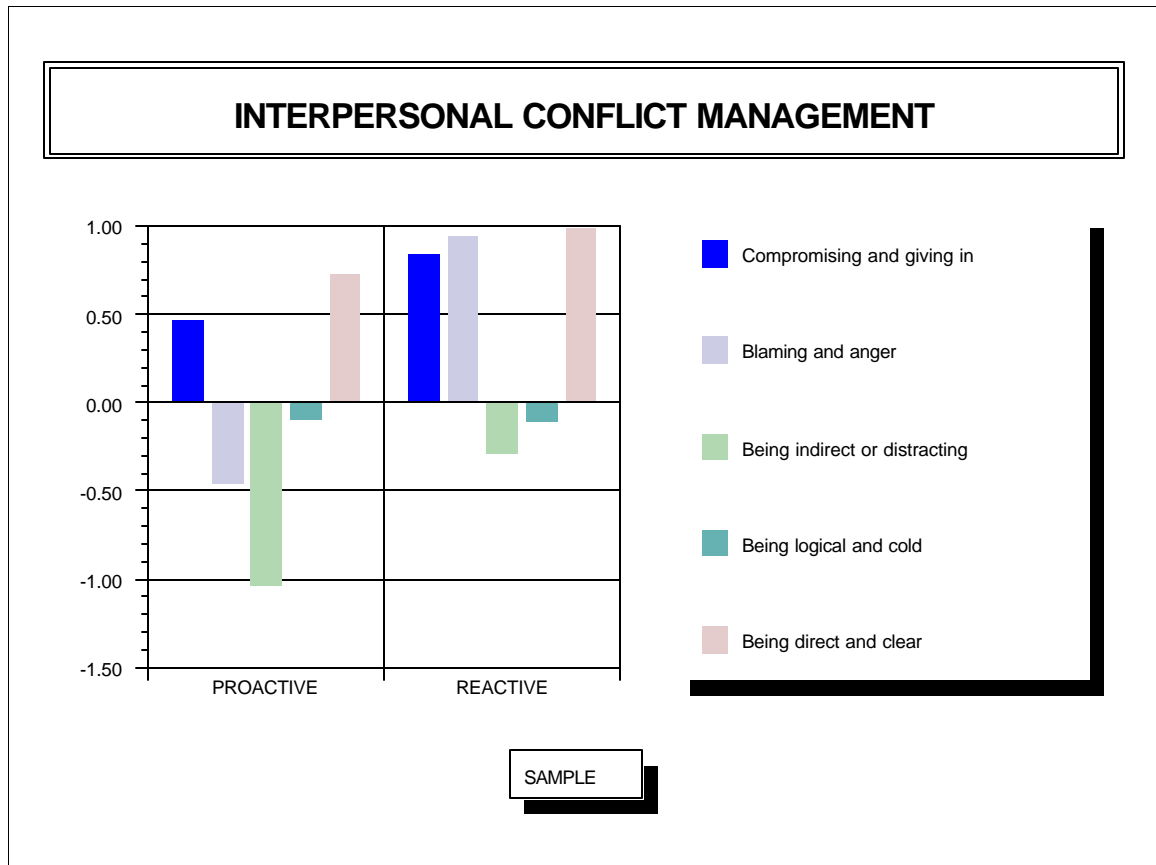
When in a serious and major confrontation, how do I protect my integrity or identity?



- **Feel anger and irritation:** This is akin to displacement. I do not internalize feelings of fear or shock. Rather, I hit out at that which offends or at a substitute for it. I may direct the anger at the individual who challenges me or I may "kick the dog".
- **Justify and excuse the behavior:** This is akin to rationalization. I find excuses and explanations that make what I'm doing seem reasonable and rational, even appropriate.
- **Become emotional:** This is akin to the "hysterical" defense. I let all feelings come to the surface and experience them all. I am not focused on the problem, but on my feelings. I may cry or throw a temper tantrum.
- **Project the problem onto others:** This is projection. I attribute the cause of the problem onto my accuser. I disown my own feelings and place them onto the other person.
- **Take problems seriously; overfixes them:** This is reaction formation. I "cut off the hand that offends me". I overcompensate for my feelings. I exaggerate my blame.
- **Push down feelings and reactions:** This is repression. I deny having the feelings I have. I don't even let them surface. I sometimes don't even know what I'm feeling.

QUESTION

How do I manage interpersonal conflict?

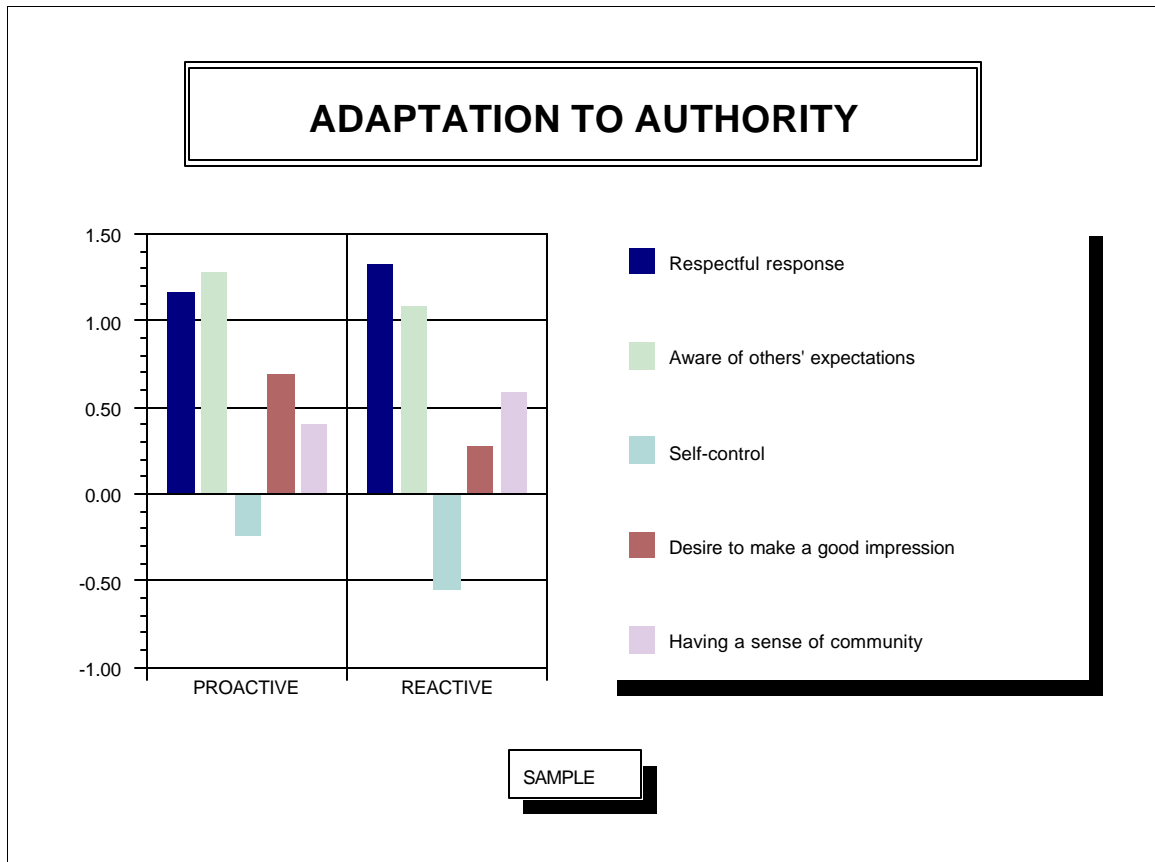


These conflicts are “low level” conflicts that occur typically in work and social relationships. More intense conflict is covered by the prior graph.

- **Compromising and giving in** - Placating: The person protects by adopting a subservient role that implies acceptance of blame. The behavior is based on a deeper feeling of being less than worthwhile. A fear of losing relationships and a willingness to sacrifice personal integrity in order to maintain them is characteristic of this style. Feelings are clearly felt at the expense of facts.
- **Blaming and anger** - Blaming: The person protects through projection. It is the other person's fault. If they would only behave properly the problem would not exist. There may be an underlying feeling of loneliness and fright. Opinions and values are offered at the expense of relevant facts and feelings.
- **Being indirect or distracting** - Distracting: The person protects by offering irrelevant and indirect responses to dodge confrontation. Even body movement can be angular and arbitrary. A sense of not fitting and not belonging sometimes underlies the behavior. Few facts are given and feelings have to be deduced.
- **Being logical and cold** - Computing: The person protects by becoming numb and overly factual. An ultra-reasonable and unfeeling stance is taken in order to protect against an internal feeling of vulnerability. The gestures seem calm and collected, but with a sense of tension.
- **Being direct and clear** - Congruence: This is a straightforward response that includes both feelings and facts relevant to the situation. The internal experience is of concern, but confidence in the solvability of the problem.

QUESTION

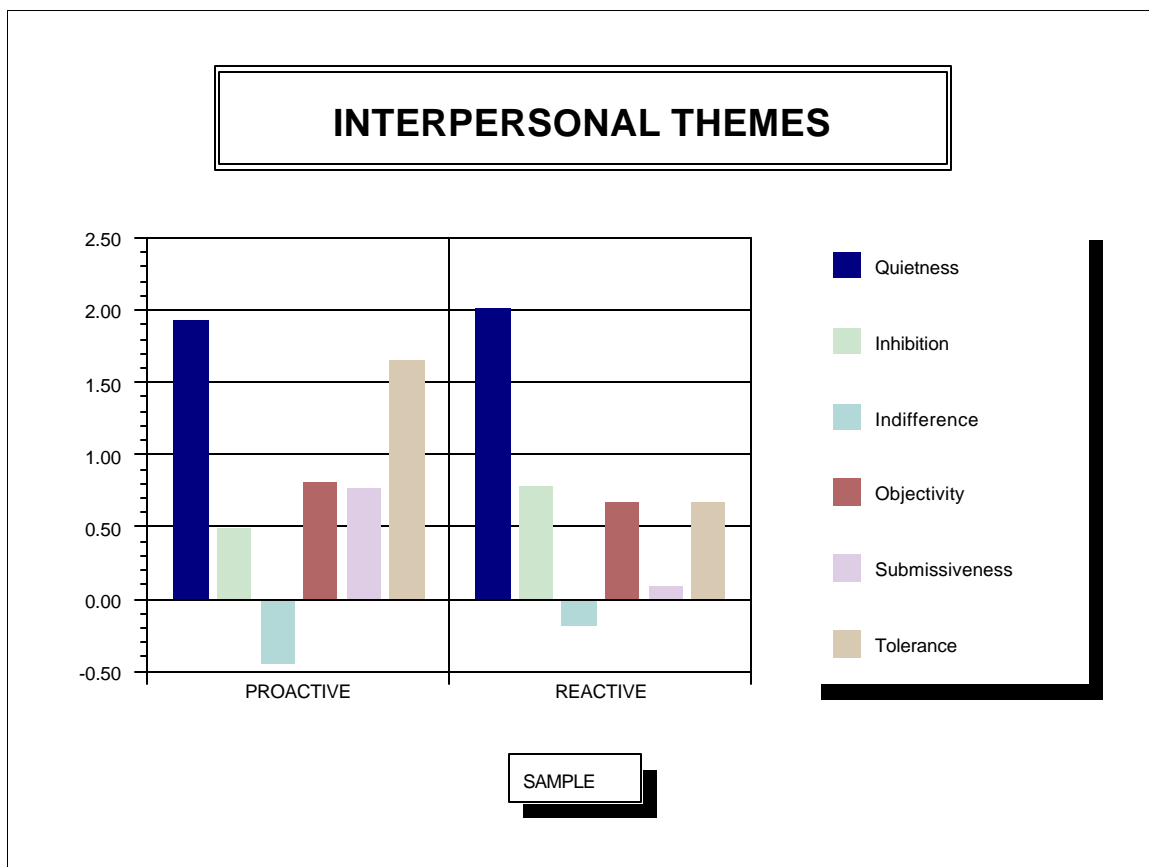
How do I handle relationships with authority?



- **Respectful response** - Responsibility: How responsible do I feel to satisfy obligations in general; how responsive to authority am I?
- **Awareness of expectations by others:** How much attention do I pay to meeting the exact expectations or requirements of others?
- **Self-control:** How much do I control what I say or do in order to avoid giving offense?
- **Desire to make a good impression on others:** How much energy or effort do I expend to make sure others have a good impression or opinion of me?
- **Having a sense of community:** How much am I concerned with and attempt to do or feel things in a way others in my circle do? How much do I attend to group values and expectations?

QUESTION

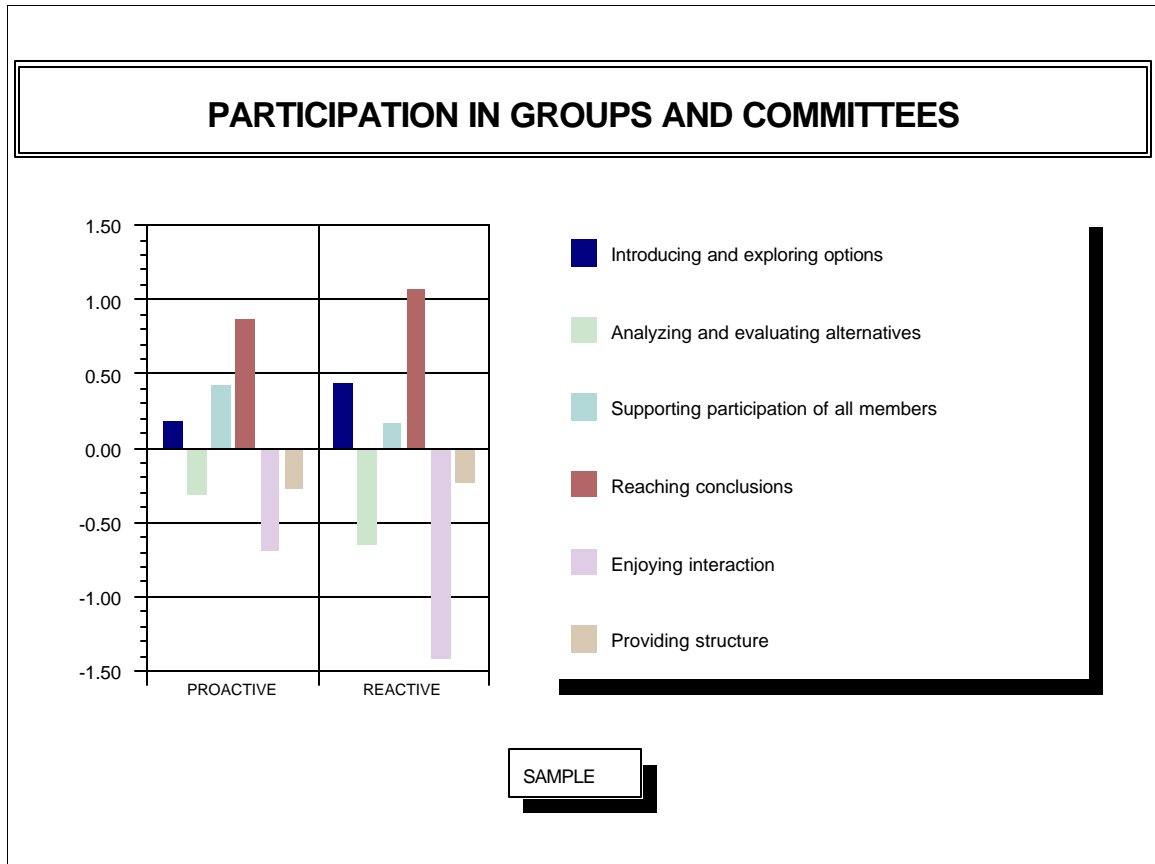
What interpersonal resources (among those listed) characterize my relationships?



- **Quietness:** A need for containment. Limited need to connect with many people at a time.
- **Inhibition:** "Repressed" would be another synonym.
- **Indifference:** "Detached" or "cold" would be other synonyms.
- **Objectivity** The opposite of "subjective" is intended. It is an ability to suspend connection with an internal feeling response to a situation.
- **Submissiveness:** This word unfortunately has many negative connotations. "Agreeable", "tractable", or "cooperative" are other synonyms.
- **Tolerance:** "Accepting" and "humane" would be features included in this descriptor.

QUESTION

How do I contribute to group or committee process?

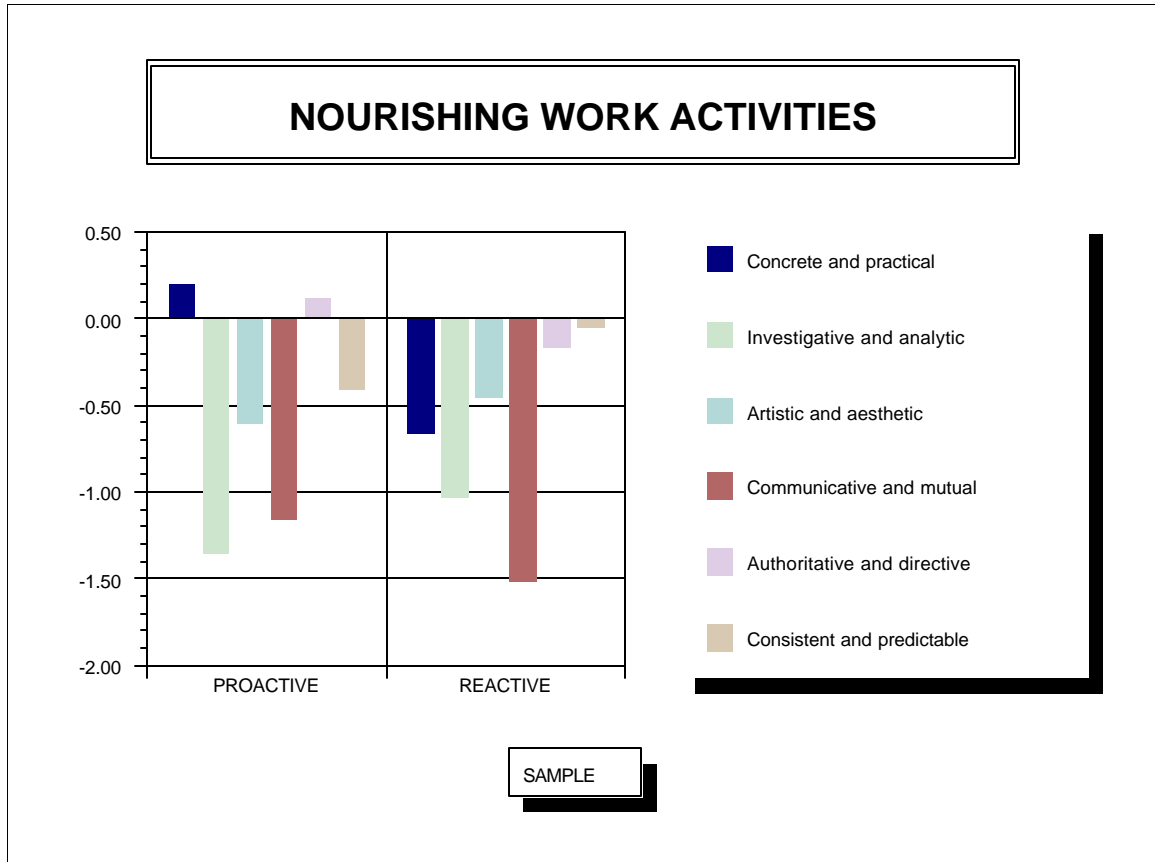


- **Introducing and exploring options** - The romantic. Open process: interested in ideas and open consideration of all issues. The person tends to be trusting and welcoming of others. Might be frustrated if the group focuses only on implementation.
- **Analyzing and evaluating alternatives** - The analyst. Depth process: the interest is in a thorough analysis of alternatives and a detailed examination of ideas. A desire to test information and possibilities. There may be resistance to "pie in the sky" thinking or being pushed to a conclusion before all information is in.
- **Supporting participation of all members** - The caretaker. Supportive process: makes sure that the group relationships are working well and that everybody feels good about the task. Disappointed if the tone of the discussion becomes conflicted or someone is left out.
- **Reaching Conclusions** - The driver. Directive process: the interest is in pushing for results and decisions from the meeting. Oriented to making a decision and keeping the group moving. Finds it frustrating to analyze too much, consider too many options, or draw people in too much.
- **Enjoying interaction** - The energizer. Interactive process: Enjoys contact with people at the meeting. Wants to share feelings and opinions and have a pleasant time. Makes sure there is fun and excitement. Disappointed if the meeting is too formal.
- **Providing structure**- The organizer. Structure process: A need for a format and agenda. Insures that there is sufficient structure to get work accomplished. Frustrated by too much discussion or changing agendas.

WORK AND OCCUPATIONAL INTERESTS

QUESTION

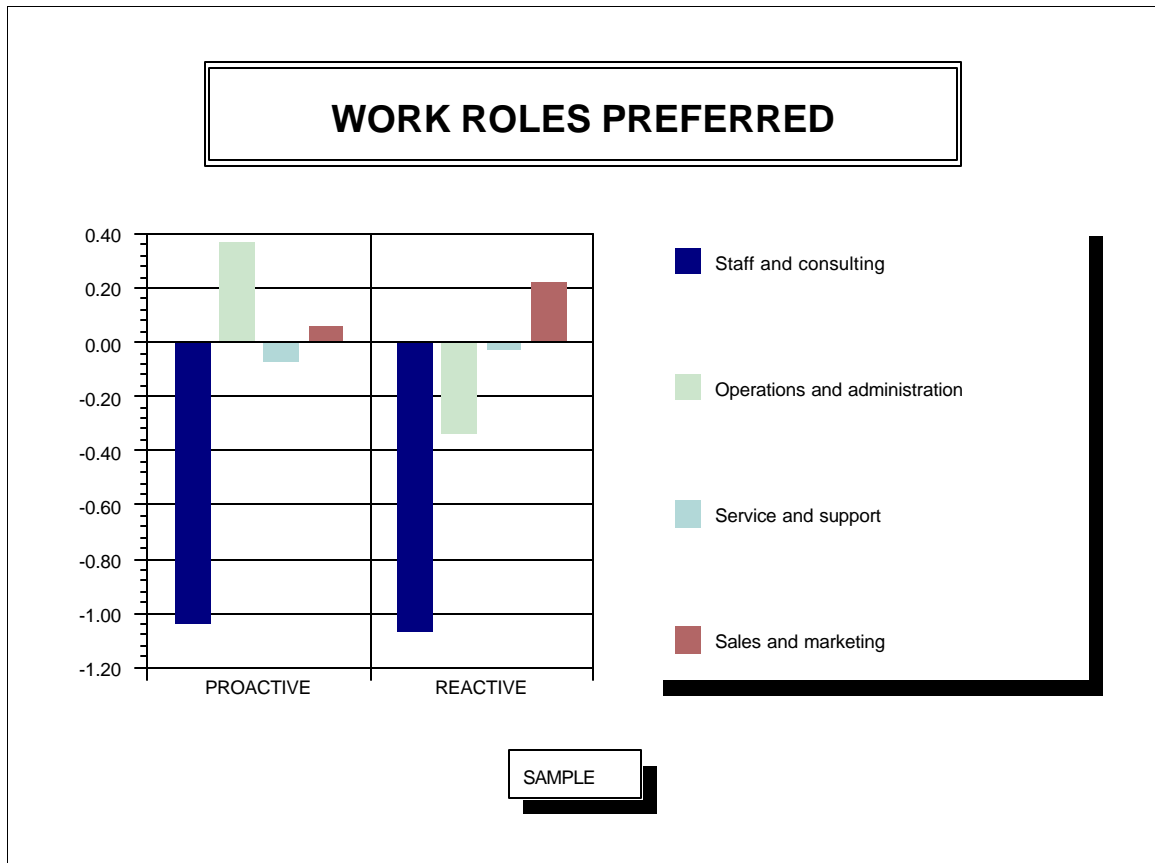
What kinds of activities or regular assignments do I find enjoyable and pleasant?



- **Concrete and practical:** This is an interest in doing activities that have practical and measurable results. There is an energy toward "hands-on" assignments that result in short-term and visible outcomes.
- **Investigative and analytic:** This is an interest in probing activities; activities where information is sorted, analyzed, and evaluated. It is almost a "research" interest.
- **Artistic and aesthetic:** This is an interest in activities that require decisions about "appeal" or "form" or "beauty".
- **Communicative and mutual:** This is an interest in activities that entail interaction and discussion.
- **Authoritative and directive:** This is an interest in activities that entail directing other people and exercising decision prerogatives over other people.
- **Consistent and predictable:** This is an interest in activities and assignments that have an ongoing rhythm and repetitive quality. It is important that the activity has limited variability in implementation.

QUESTION

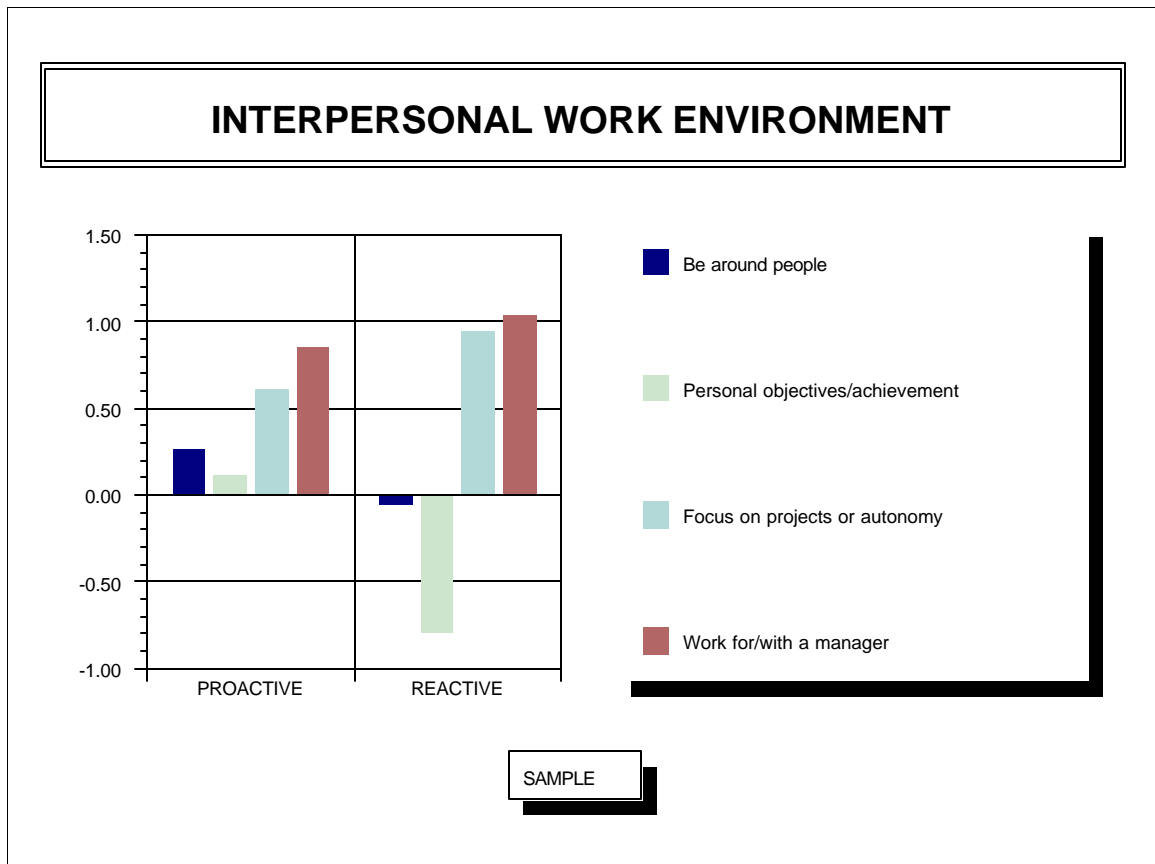
What roles or functions do I like to take inside an organization?



- **Staff and consulting:** They enjoy the airing of ideas and problems. They like to consult about needs and are not invested in control of the outcome of decisions. They tend to feed in information and need opportunities to make suggestions.
- **Operations and administration:** They enjoy implementing programs and doing tasks related to keeping the organization operational. If they have duties that include implementing procedures they find work to be satisfying.
- **Service and support:** They like to interact with customers and fellow employees to provide support. They enjoy helping others meet particular needs. If they can be put in a position where they support and serve, they are satisfied.
- **Sales and marketing:** They like to be reaching out in order to persuade about the product or service. Outreach and self-expression are important to them. Opportunities to sell and generate new contacts keep them satisfied.

QUESTION

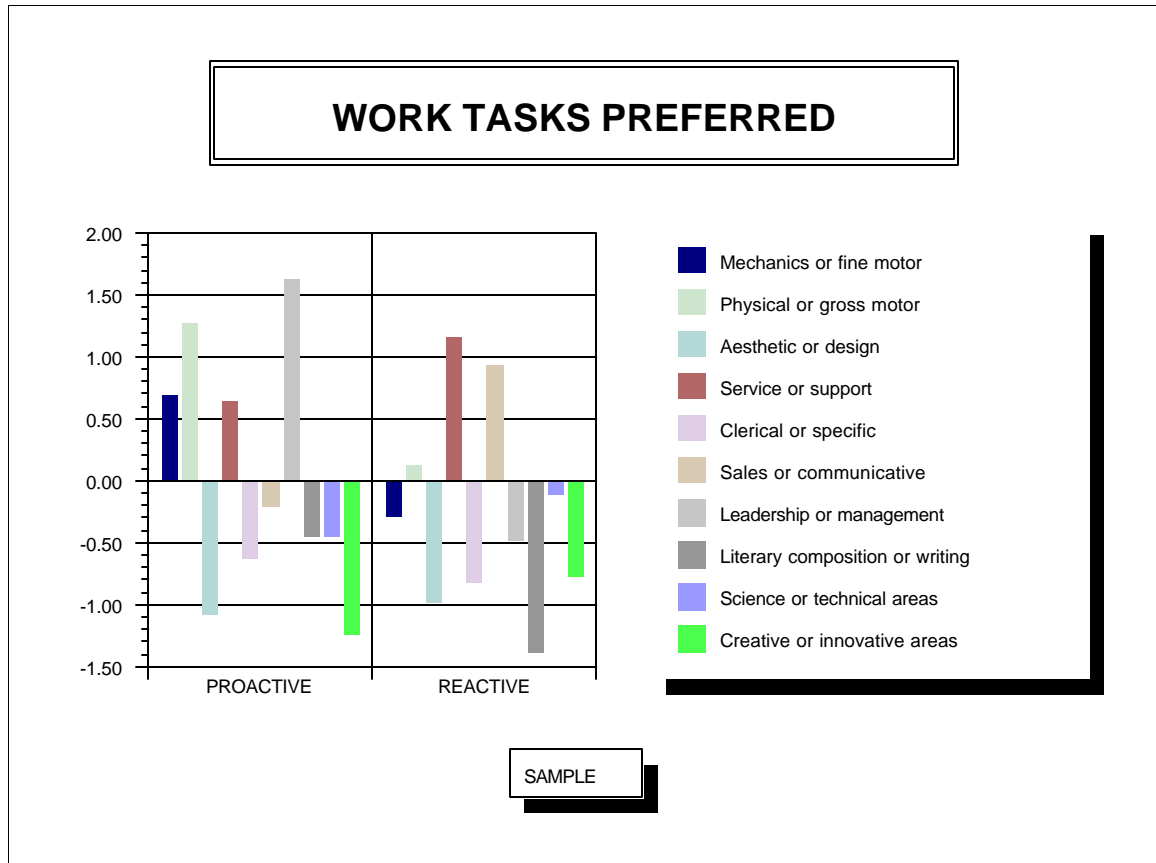
How do I like my interpersonal world at work to be configured?



- **Be around people:** These individuals stand with the group. They like to be one of the members of a continuously interacting working group. They enjoy working for group goals, and feel best when their team is productive. The "team" absorbs their energy.
- **Personal objectives/achievement or prestige and rewards:** These people stand out within the group. They do not participate in group life for its own sake. They have their own personal goals and objectives and participate in a group to advance these objectives. This does not mean that they are ineffective or poor contributors; indeed, they are highly motivated to achieve their goals within the group if they perceive that the group can help them. They tend to prefer, however, working toward personal rather than group goals. The "personal" objective absorbs their energy.
- **Focus on projects or autonomy:** These individuals stand apart from the group. They participate in group life in order to express their own values and prefer to lead or to operate alone. They can remain members of a group even if they are not in leadership positions provided they are allowed considerable autonomy. They can achieve best if in leadership positions or given enough leeway to operate in a separate context. The "project" absorbs their energy.
- **Work for/with a manager:** These people stand with the leader of the group. They like to follow and are interested in working with someone in a clear leadership position that they can be responsible to. They tend to feel a personal loyalty to that leader and like to be in a position where they can work on behalf of that leader's interests. The "boss" absorbs their energy.

QUESTION

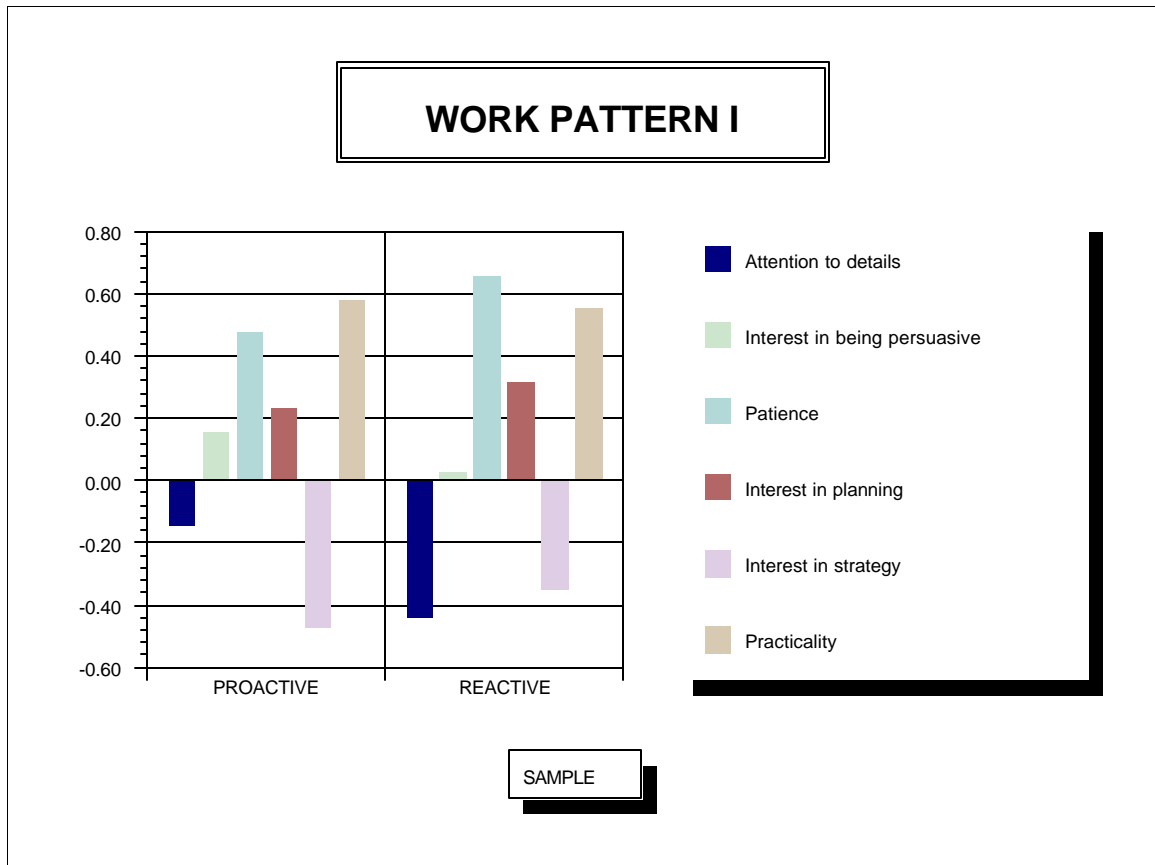
Which tasks or projects do I enjoy?



- **Mechanics or fine motor:** These want to touch and feel things and use fine motor skills.
- **Physical or gross motor:** These want to be active and use gross motor skills.
- **Aesthetic or design:** These want to visualize and create.
- **Service or support:** These want to be "helpful" and interact with others in supportive activity.
- **Clerical or specific:** These enjoy specific and routine activity requiring tracking data.
- **Sales or communicative:** These want to be in face to face communication activities.
- **Leadership or management:** These visualize themselves as leaders and gravitate to positions that include the roles.
- **Literary composition or writing:** These like to design proposals or projects. Sometimes they have a "literary" bent.
- **Science or technical areas:** These gravitate to technical and "research" or hard science roles.
- **Creative or innovative areas:** These gravitate toward "creative" roles or roles that include being "change agents".

QUESTION

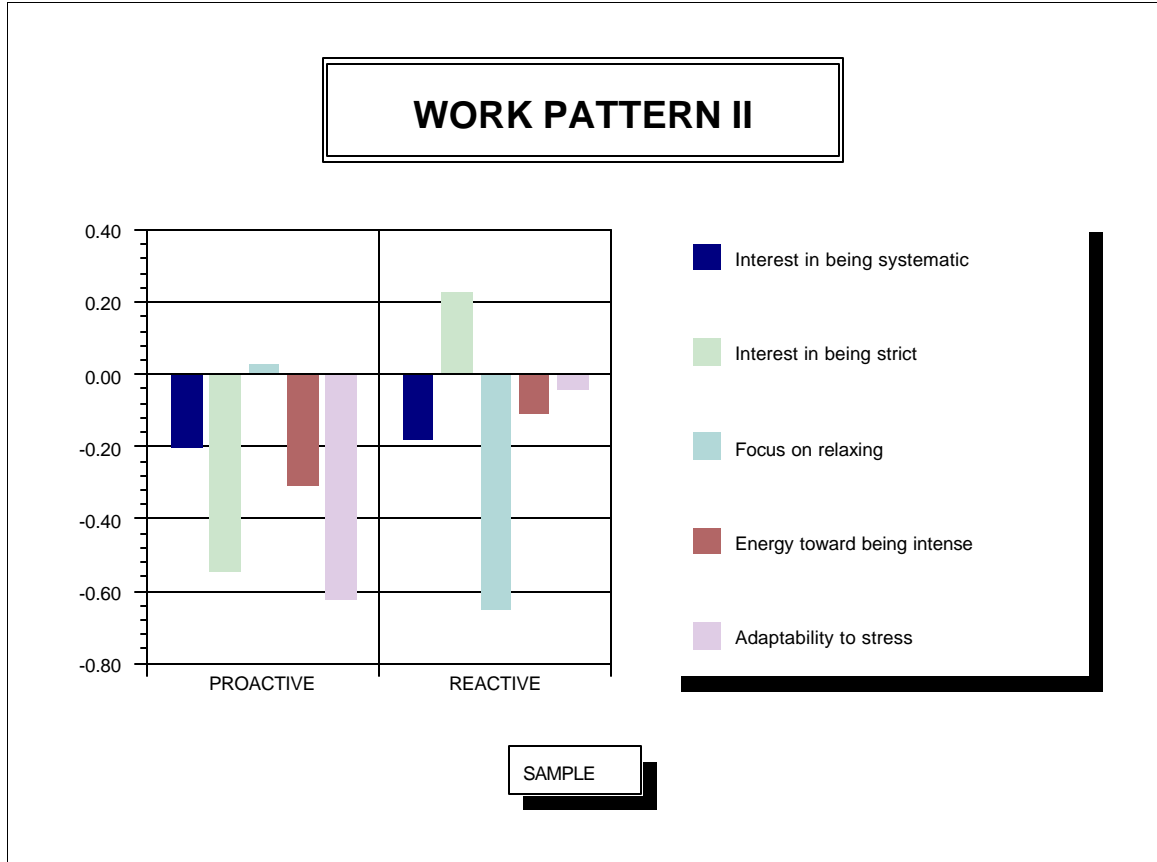
How do I go about work? What would others list as my assets?



- **Attention to details:** Interest in specific acts related to tracking small pieces of information.
- **Interest in being persuasive:** Interest in activities that relate to convincing and enabling people to decide courses of action or direction.
- **Patience:** A willingness to "let it be" and "wait it out".
- **Interest in planning:** Interest in putting together large scale objectives and long term programs in orderly and sequential ways.
- **Interest in strategy:** Interest in responding to immediate situations and/or developing multiple "off the cuff" contingency plans.
- **Practicality:** Interest in doing activities that lead to perceivable and functional results. A limited interest in global or theoretical results or activities.

QUESTION

What work style appeals to me? How might I approach my responsibilities and assignments?



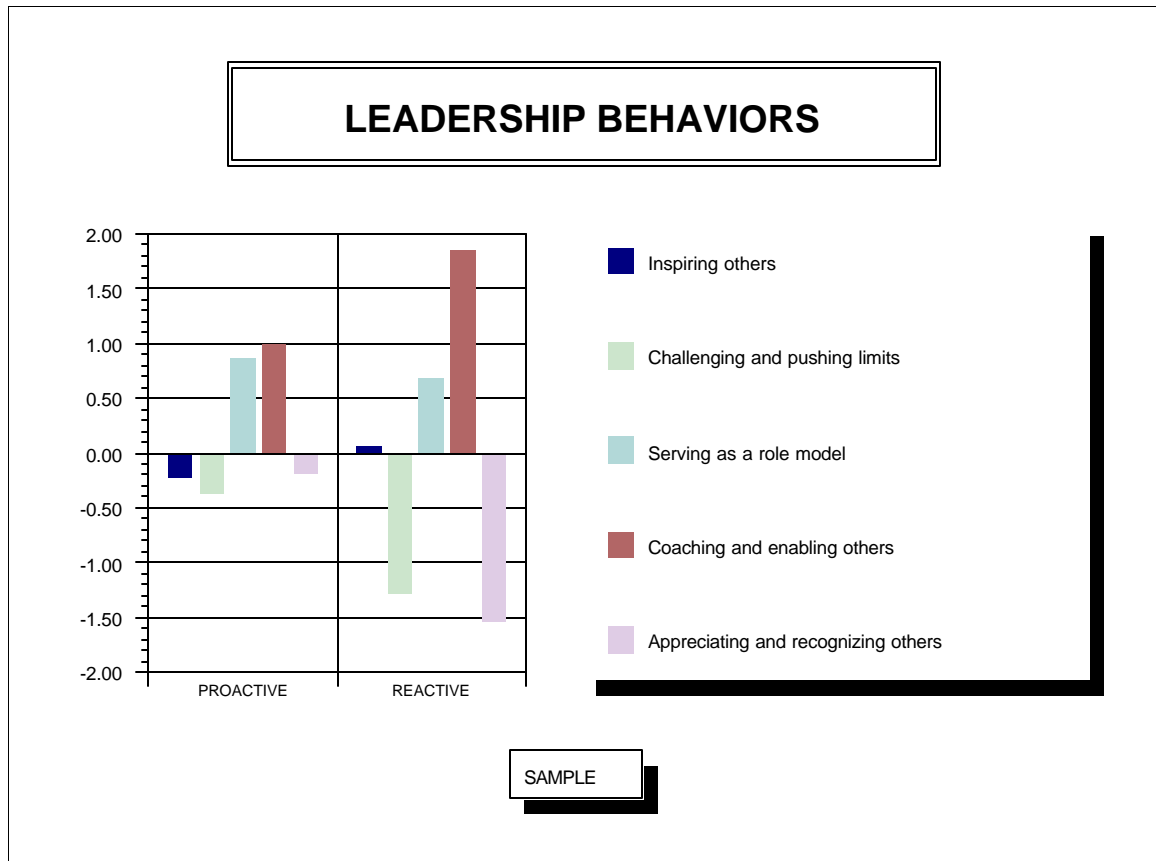
- **Interest in being systematic:** This connotes an interest in sequential and ordered processing of information and events.
- **Interest in being strict:** This connotes a willingness to hold to standards in the face of opposition.
- **Focus on relaxing:** This connotes an easygoing approach with limited tension. It does not connote laziness or lack of caring about the task.
- **Energy toward being intense:** This connotes a high degree of focus of energy and an ability to concentrate despite distractions.
- **Adaptability to stress:** This connotes a preference for more than usual levels of stress and may indicate that the "Reactive" profile is more definitive of the person.

LEADERSHIP AND MANAGEMENT

QUESTION

What leadership behaviors would I be likely to exhibit?

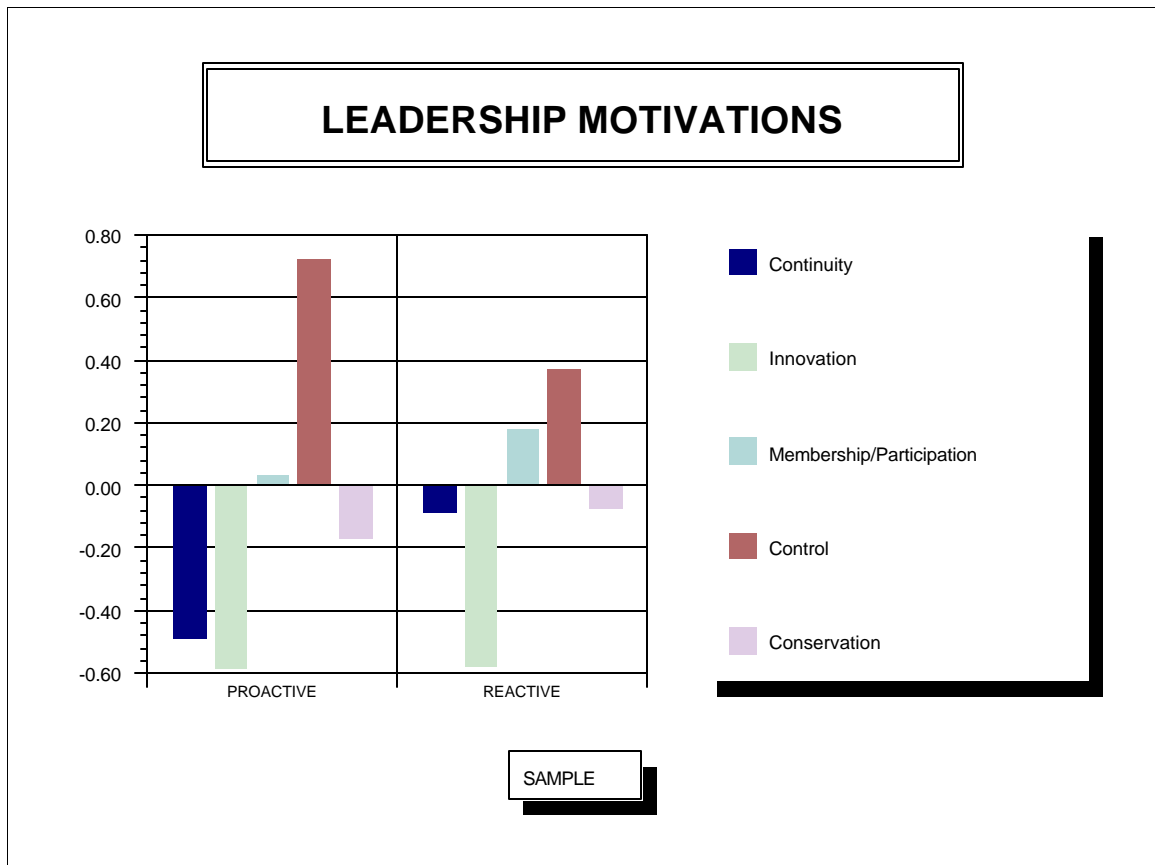
What leadership "style" do I react best to?



- **Inspiring others:** An interest in inspiring others through their sense of possibilities and their vision of the future. They are expressive and able to enlist support and commitment. They have a positive, optimistic bent and can communicate their vision.
- **Challenging and pushing limits:** A pioneering, experimental attitude that includes a willingness to innovate, take reasonable risks, and to challenge standard operating procedure. They seek new challenges and opportunities, are experimental, and are less afraid of mistakes than non-leaders. Sometimes this includes challenging personnel.
- **Serving as a role model:** A clear sense of values and beliefs about good business or organizational practice that they model in daily behavior. A part of the value base is the ability to break larger projects into smaller steps that allow for measurable achievement while not losing sight of key priorities. A combination of focus on priorities and smaller steps.
- **Coaching and enabling others:** A capacity to enable others to act through generating confidence and trust and high expectations. They are comfortable involving others in planning and giving others opportunities to exercise their own judgment. This results in collaboration between people and strengthened skills and abilities.
- **Appreciating and recognizing others:** The ability to encourage others by actually recognizing achievements and celebrating accomplishment of goals. The leader creates a culture that fosters teamwork and collaboration. The leader visibly praises and expresses appreciation and pride in the organization and its members.

QUESTION

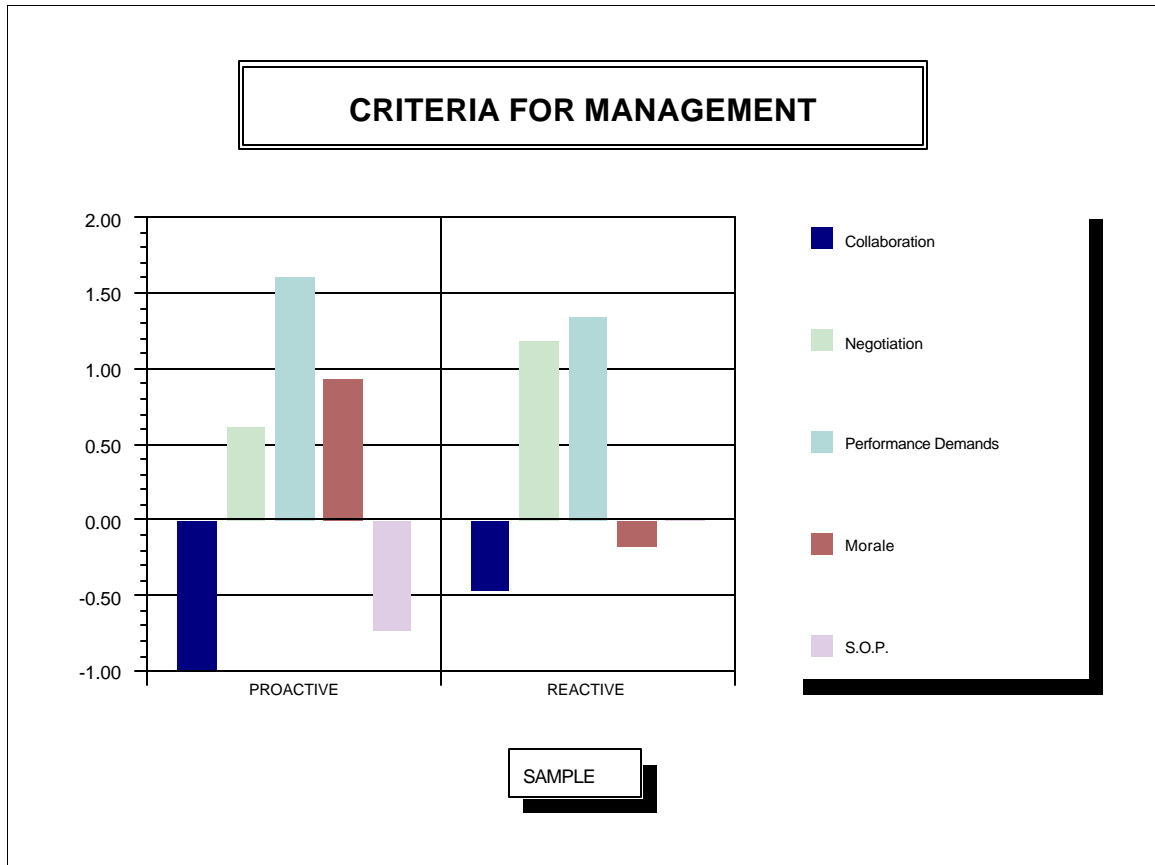
What do I direct my attention to within my organization? What aspects of organizational survival attract my interest?



- **Continuity:** A leadership motivation directing energy and attention toward keeping current operating practices in place and maintaining current organizational culture and values.
- **Innovation:** A leadership motivation that directs energy and attention toward the creation of different and innovative practices. An interest in developing new processes and procedures. Changes in culture and practices are welcomed and perhaps generated whether they are necessary or not.
- **Membership/participation:** A leadership motivation that directs energy and attention toward the development of staff or personnel. The focus is "others" and the interest is delegating. This might result in less "doing" on the part of the employee himself.
- **Control:** Energy and attention is directed toward exercising authority and pushing for results through exercise of prerogatives.
- **Conservation:** A focus of energy and attention toward conserving assets and resources. An interest in limiting expenditures and protecting organizational resources.

QUESTION

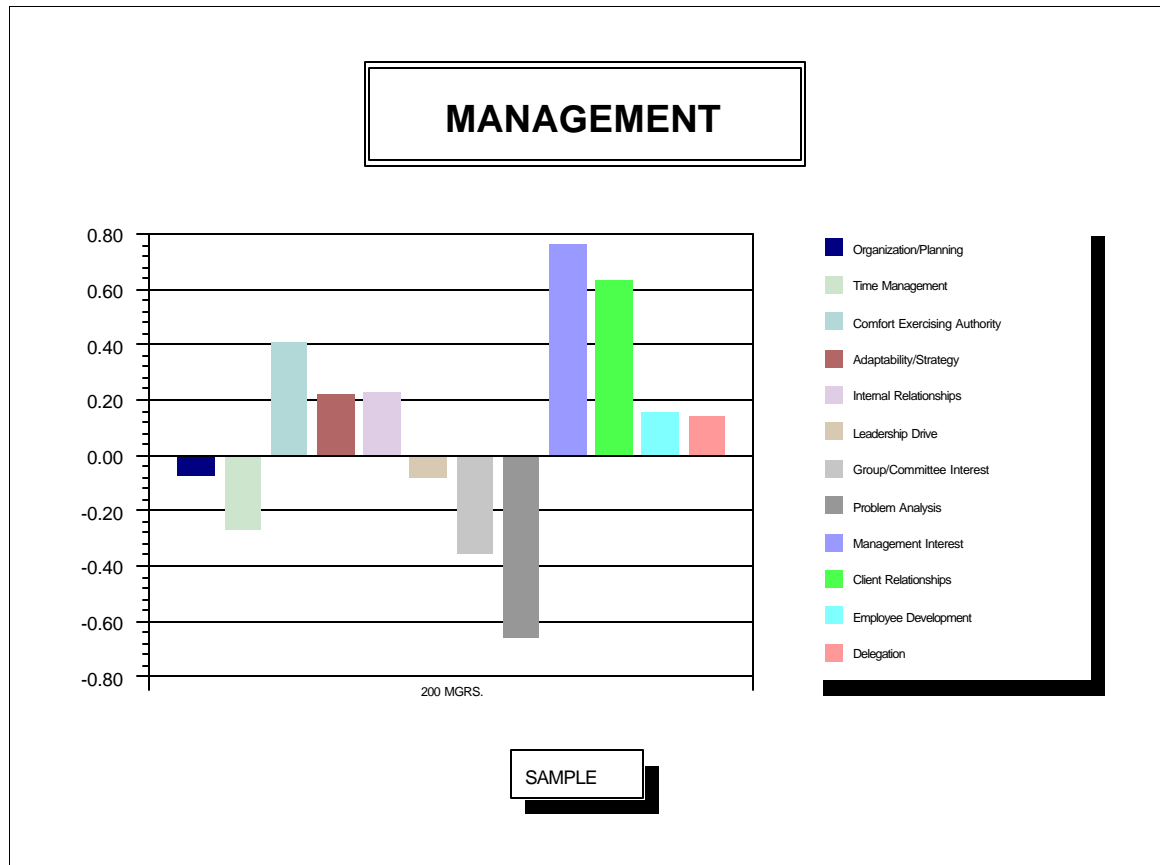
Which management "style" or approach do I prefer to use or react to?



- **Collaboration:** A style that values teamwork. Focus is on mutual and reciprocal commitment to goals and objectives. It is a time consuming model that demands consensus, inclusiveness, and invested employees. When implemented effectively and with the right group of people, it is a very effective style. The manager involves employees.
- **Negotiation:** A style that is aware of political and organizational forces and seeks to compromise in order to get tasks accomplished. A sense of “give and take” is part of the style. The manager works the “system”. Pragmatism drives performance.
- **Performance Demands:** A style that in its pure form is task driven. The focus is to get production from personnel and to push hard and demand much. There may be an autocratic feel to the style. The manager directs employees.
- **Morale:** A style that in its pure form is people focused. The manager puts production needs below human relations concerns. Climate and employee needs drive production.
- **S.O.P.:** Standard operating procedure. This tends to be a cautious style. The manager tends to follow procedures and regulations in order to get work accomplished. Procedures drive performance.

QUESTION

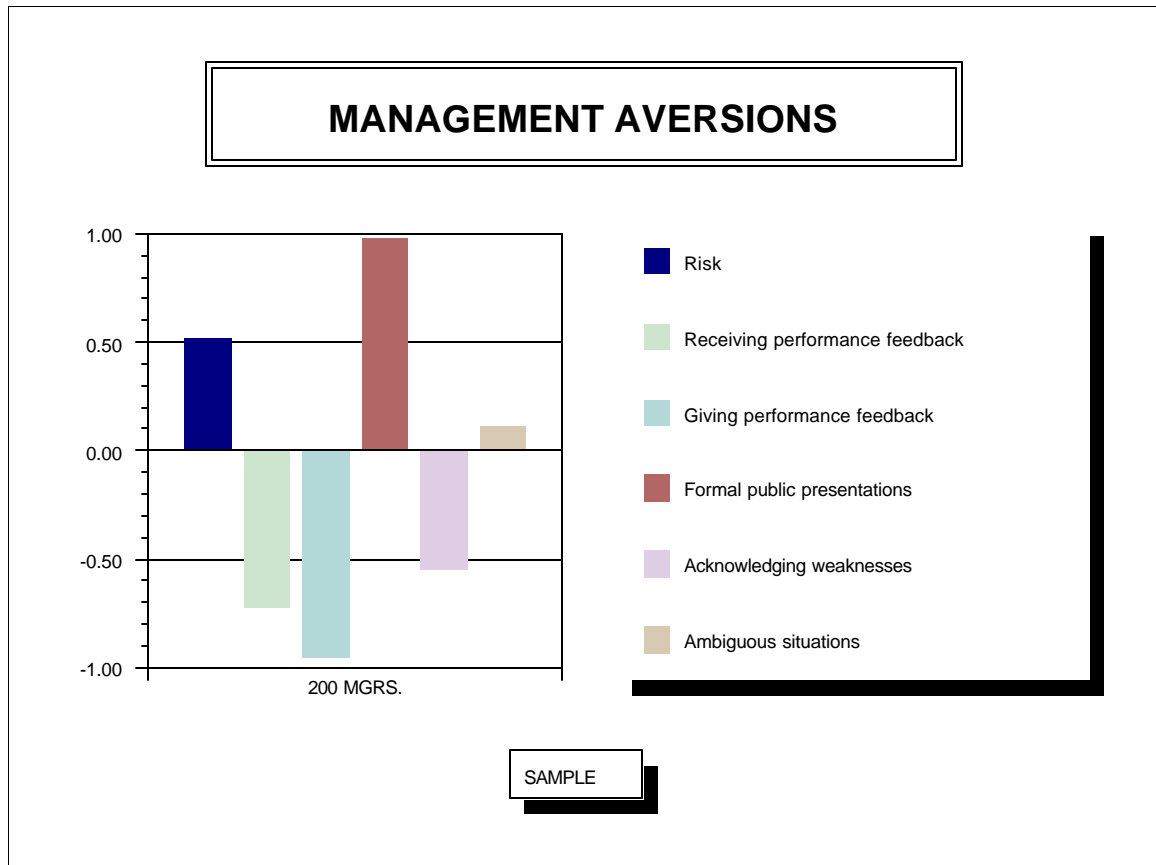
How does this person compare against 200 other managers in the features that follow?



- **Organization/Planning:** An interest in structuring tasks and activities in sequences with advance planning.
- **Time Management:** Interest in organizing and planning multiple activities including the setting of priorities.
- **Comfort Exercising Authority:** A readiness to place demands for performance and to direct activities of others.
- **Adaptability/Strategy:** An interest in creating options and alternatives to enable the sale to go forward.
- **Internal Relationships:** A readiness to consider and react to employee needs and concerns.
- **Leadership Drive:** A comparison of interest against others who have completed Human Patterns®.
- **Group/Committee Interest:** An interest in participation in group or committee processes and formats.
- **Problem Analysis:** An interest in both defining and working through problems with product, delivery, or configuration.
- **Management Interest:** A comparison of interest against others who have completed Human Patterns®.
- **Client Relationships:** An interest in working out compromises and collaborative relationships to retain clients.
- **Employee Development:** A readiness to consider and plan for and include employees in their own growth and development.
- **Delegation:** An interest in assigning work “down the line” and enabling employees to try new assignments.

QUESTION

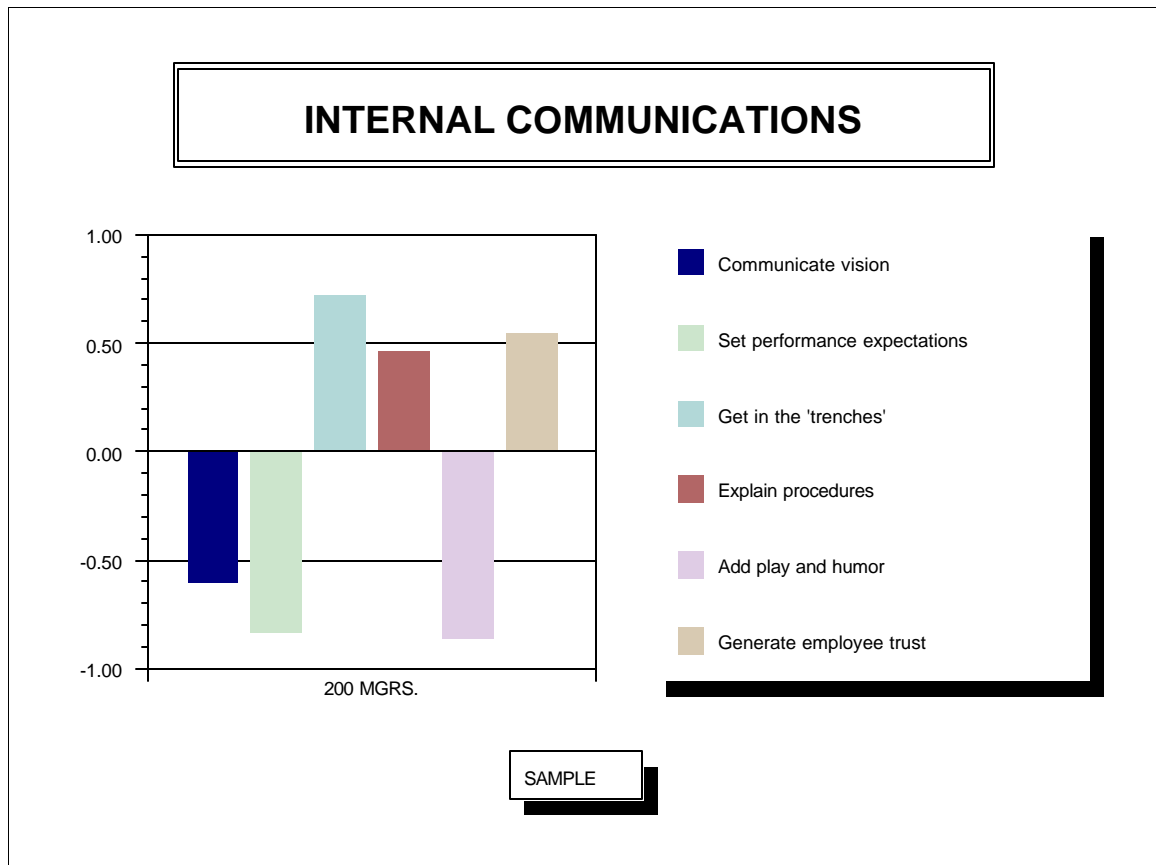
What would be difficult for this manager to be comfortable with as part of the management role?



- **Risk:** A high level indicates difficulty dealing with high risk management choices and some avoidance of difficult management situations.
- **Receiving performance feedback:** A high level indicates difficulty accepting the withholding of personal approval or accepting negative feedback.
- **Giving performance feedback:** A high level indicates concern about giving offense and specifying performance expectations. It can indicate a skewed process, where the employee's needs take too great priority.
- **Forma public presentations:** A high level indicates awkwardness or discomfort presenting to committees or groups.
- **Acknowledging weaknesses:** A high level indicates some difficulty with not knowing all aspects of a problem or situation. The drive may be to be perfect and unassailable. It may also indicate a need to impress at the expense of negotiation/collaboration.
- **Ambiguous situations:** A high level indicates a need to maintain tight control over all variables and to attempt to keep situations predictable.

QUESTION

What would be the communication style of this manager?



- **Communicate vision:** An interest in creating a sense and vision of the future and the purpose of the organization.
- **Set performance expectations:** An interest in establishing and communicating performance expectations.
- **Get in the "trenches":** An interest in modeling hard work and working alongside employees.
- **Explain procedures:** An interest in detailing all aspects of product production or procedures.
- **Add play and humor:** An interest in inviting the employee to enjoy work and making the work environment relaxed.
- **Generate employee trust:** An interest in convincing others that their interests matter and to build a relationship between the employee and the organization.

HOW THE RESULTS ARE GENERATED

The sample population for the instrument includes a diverse population of over 6700 individuals. Factor analysis, test-re-test reliability, and construct validity tests have been run on the data. Responses have been set along a "bell shaped curve". Individual scores are then graphed to reflect the individual who completed this instrument against a base template reflective of the statistical distribution of factors within the general population. The numbers are the standard deviations of this individual against the base template.

HUMAN PATTERNS® PSYCHOMETRIC INSTRUMENT

There are some caveats that must be stated about **HUMAN PATTERNS®**:

- It does not predict honesty.
- It does not predict any technical competencies.
- It is not a "reason" to hire or fire or transfer.
- It is based on comparisons, but none of the preferences tested for are absent.

HUMAN PATTERNS® has been derived from multiple sources. The advantages of the forced choice format for individuals taking the questionnaire are:

- ? It eliminates the potential for skewed choices (positive-polar or negative-polar) in a Likert scale.
- ? It eliminates skewed choices based on social desirability because all four options are in most instances at similar degrees of social desirability.
- ? It forces a hierarchical ranking of multiple factors through a level of complexity that makes it very difficult for a subject to track.
- ? It allows for correlation between "most" and "least" selections to determine both degrees of consistency and conditioning or belief as to social desirability.

HUMAN PATTERNS® is derived from many sources. We have evaluated over 93 instruments at last count. We believe **HUMAN PATTERNS®** is a more comprehensive and integrated tool than any of those above for predicting overall performance in a work situation.

Any questions relating to the use of the instrument or its structure may be addressed to Stan Smith at P. O. Box 12285, Raleigh, N.C. 27605.

IF YOU DISAGREE WITH THE RESULTS:

A few people feel that the instrument does not truly reflect their behavior. In these cases the individual should be given an opportunity to explain where they think the test "missed". Please send any information about these areas to Stan Smith, Psychometric Director, HUMAN PATTERNS®, PO BOX 12285, Raleigh, N.C. 27605, USA.

ADDITIONAL OUTPUTS OF HUMAN PATTERNS®

PAIRED

This provides a portrait of synergies and potential areas of conflict or difference between two individuals. Armed with sound information on differences and similarities, the manager can coach both parties in:

- Resolving problems between people
- Covering areas that neither addresses readily
- Negotiating assignments and expectations realistically
- Determining strategies for enhancing communication and decision making.

TEAM COMPARISON

The team comparison provides a portrait of the work group. It can point out weaknesses and strengths of the team enabling a decision maker to:

- Determine what features additional hires should bring into the organization.
- Determine training needs and programs.
- Point to performance gaps.
- Select sub-groups for special projects.

JOB ROLE PROFILES

These are "tailored" graphs specific to the job role (such as sales or clerical roles or police etc.) and compared against a sample of individuals who share that occupation. Currently we have 14 databases for occupational groups:

- Sales (12 sub-groups)
- Clerical
- Customer service representative
- Bank teller
- Law enforcement
- Project Manager
- Retail Clerk
- Farm Manager
- Purchasing Agent
- City Department Head
- Human Resources Staff
- Programmer
- Consultants (3 sub-groups)
- Engineers (3 sub-groups)

CULTURE GRAPHS

These are "tailored" graphs specific to the company using Human Patterns® compared against the current employee pool.