

POTENTIAL REPORT

*Based on the Hogan Personality Inventory:
Identifies strengths and competencies as a leader.*

*Rules for
the game*

*Social
Interaction*

Prudence

(Moralistic + Mastery + Virtuous)

2xK = Fake Good

Measurement

(Selfishness (MFI) - Disasters (WDS)) x Motivation (MVP) = Performance

Factor of Irrationality

Low Empathy

Anxiousness + Low Guilt = Inner Churn

HOGAN
ASSESSMENT SYSTEMS

THE SCIENCE OF PERSONALITY

Leadership Forecast™ Potential Report

Report for :

Jane Doe

ID # :

DC746156

Date :

March 10, 2008

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The Science of Personality™

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I NTRODUCTION

The Leadership Forecast Potential Report describes your strengths and developmental needs as a manager and executive. The report is based on the Hogan Personality Inventory (HPI), and is organized in terms of seven dimensions; each dimension addresses a different component of leadership performance. Leadership concerns building and maintaining a high-performing team, while getting people to forego individual goals to take on group goals.

Page 4 defines the dimensions of the HPI; once again, this report is organized in terms of these seven dimensions.

Page 5 presents your HPI profile. The pages following the profile describe the behavioral and leadership implications of your scores on each HPI dimension. The last section of the report provides developmental recommendations associated with your competencies. This information will be helpful as you move forward in your career.

BACKGROUND

There are some points you should keep in mind while reading this report. First, there is no such thing as a "good" score. There are positive and negative implications for both high and low scores, although certain scores are more important for some competencies than others. Thus, you should interpret your scores in terms of your own career aspirations and goals rather than in absolute terms.

Second, you can change your typical behavior, but change depends on three things. First, you need to know what you want to change. Second, you must decide to change it. And third, you need to know how to change it. The information in this report will be important for any effort toward change and development.

Third, the results in this report are based on leadership research conducted over the past 20 years with samples of working adults and leaders. In addition, your scores are compared to those of an international sample of over 4,000 executives, and not on the general population. The point is that the report compares you with your peers and not with your staff.

Finally, as noted above, the most essential feature of leadership is the ability to build and maintain a high-performing team. The various parts of the report all concern your potential for doing this.

DEFINITIONS

The seven scales of the Leadership Forecast Potential Report are defined as follows:

Adjustment

The Adjustment scale reflects the degree to which a person is calm and even tempered or conversely, moody and volatile. High scorers seem confident, resilient, and optimistic. Low scorers seem tense, irritable, and negative.

Ambition

The Ambition scale evaluates the degree to which a person seems leaderlike, seeks status, and values achievement. High scorers seem competitive and eager to advance. Low scorers seem unassertive and less interested in advancement.

Sociability

The Sociability scale assesses the degree to which a person appears talkative and socially self-confident. High scorers seem outgoing, colorful, and impulsive, and they dislike working by themselves. Low scorers seem reserved and quiet; they avoid calling attention to themselves and do not mind working alone.

Interpersonal Sensitivity

The Interpersonal Sensitivity scale reflects social skill, tact, and perceptiveness. High scorers seem friendly, warm, and popular. Low scorers seem independent, frank, and direct.

Prudence

The Prudence scale concerns self control and conscientiousness. High scorers seem organized, dependable, and thorough; they follow rules and are easy to supervise. Low scorers seem impulsive and flexible. They tend to resist rules and close supervision; however, they may be creative and spontaneous.

Inquisitive

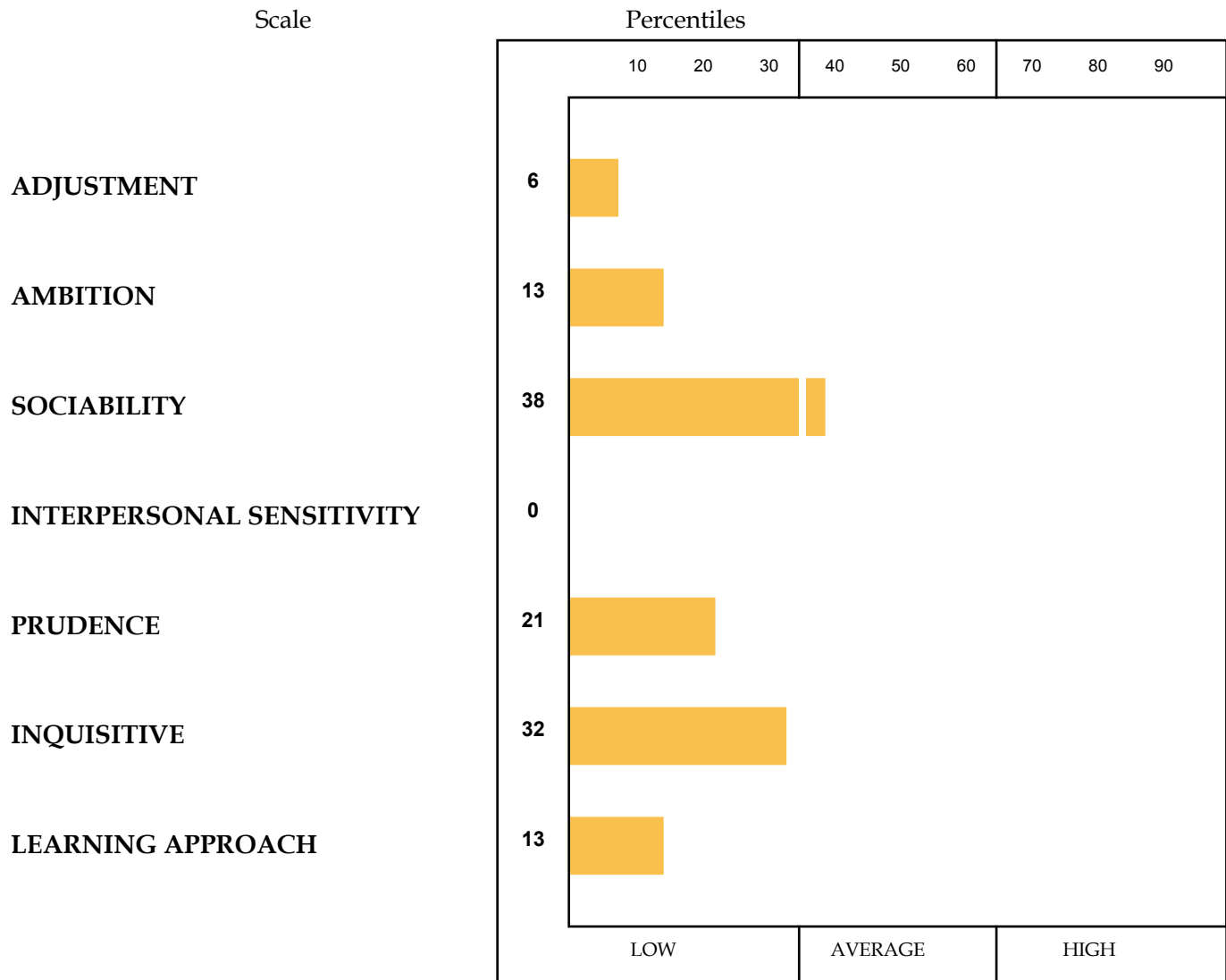
The Inquisitive scale reflects the degree to which a person seems curious, adventurous, and imaginative. High scorers tend to be quick-witted and visionary, but they may be easily bored and not pay attention to details. Low scorers tend to be practical, focused, and able to concentrate for long periods.

Learning Approach

The Learning Approach scale reflects the degree to which a person enjoys academic activities and values education as an end in itself. High scorers tend to enjoy reading and studying. Low scorers are less interested in formal education and more interested in hands-on learning on the job.

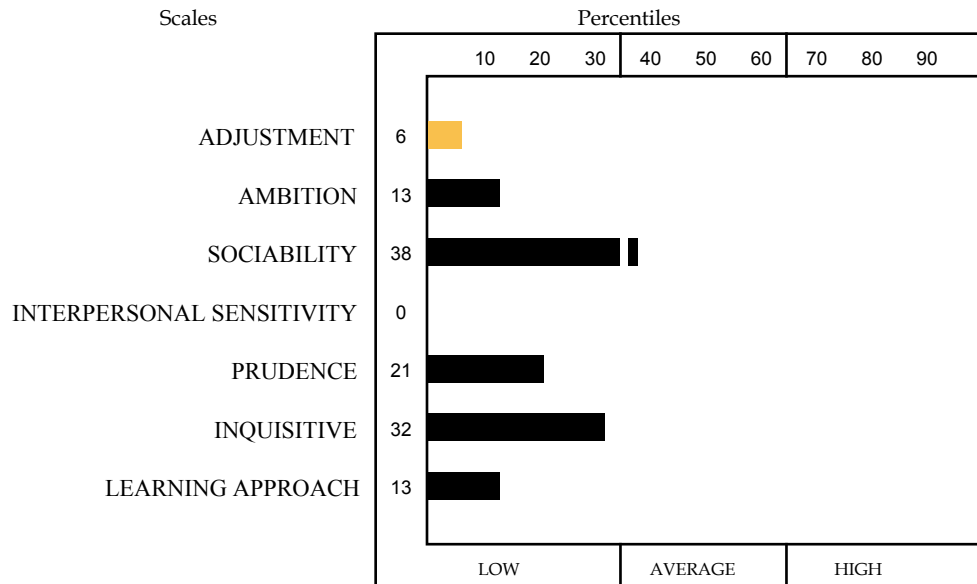
L EADERSHIP POTENTIAL PROFILE

This Report is Valid and Interpretable



A DJUSTMENT

Concerns composure, optimism, and stable moods.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Admit their shortcomings and try to fix them
- Remember their mistakes
- Worry about not performing well
- Take criticism personally
- Seem moody and easily irritated

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you work in short, intense spurts and tend to worry about your performance. In addition, you may be easily annoyed or irritated with unexpected delays and staff errors and mistakes. On the other hand, you understand when your staff is stressed, you are willing to admit your mistakes, listen to feedback and coaching, and try to improve your performance.

COMPETENCY ANALYSIS

COMPOSURE: You may seem irritable when faced with heavy work loads, unexpected delays, or staff errors and mistakes. If so, then this will affect your ability to build a team.

LISTENING: You tend to find deadlines, unpredictability, and the non-performance of others at work stressful. If you plan, communicate, and delegate before a job gets started, you will relieve some of this pressure.

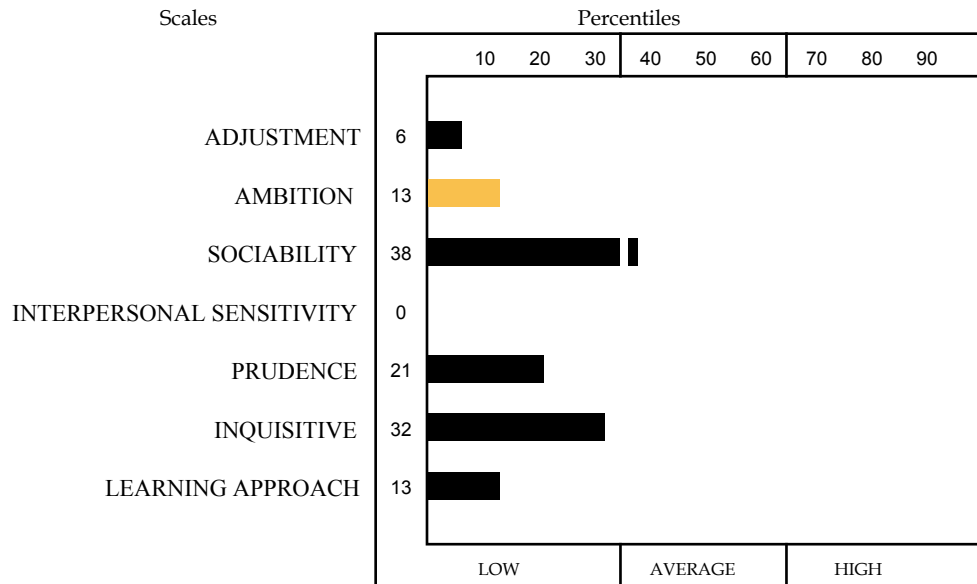
LEARNING AND PERSONAL COACHABILITY: You are interested in self-improvement, and as a result, you will listen to feedback. However, you tend to pay more attention to the negative than to the positive information.

BUILDING RELATIONSHIPS: Your occasional moodiness, unpredictability, negativism, and tendency to worry can impede your ability to build trusting alliances.

STRESS MANAGEMENT: You tend to be self-critical, demanding, and intense. It might be useful for you to learn stress management skills.

A MBITION

Concerns taking initiative, being competitive, and seeking leadership roles.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Let others take charge
- Prefer to finesse rather than confront others
- Have a flexible agenda
- Be reluctant to speak in public
- Avoid difficult challenges on which they may not succeed

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you tend to take a low profile and support the useful initiatives of others. As a result, you may be reluctant to exert influence in areas where you could make an impact. Because you tend not to seek leadership roles directly, your career advancement may depend more on your technical competence than your political ability.

COMPETENCY ANALYSIS

ACTION ORIENTATION:You are low-keyed and prefer to let others get out in front on new initiatives.

CAREER ADVANCEMENT:Generally speaking, you are not interested in playing politics in order to advance professionally, and you seem content with the career opportunities that come up naturally.

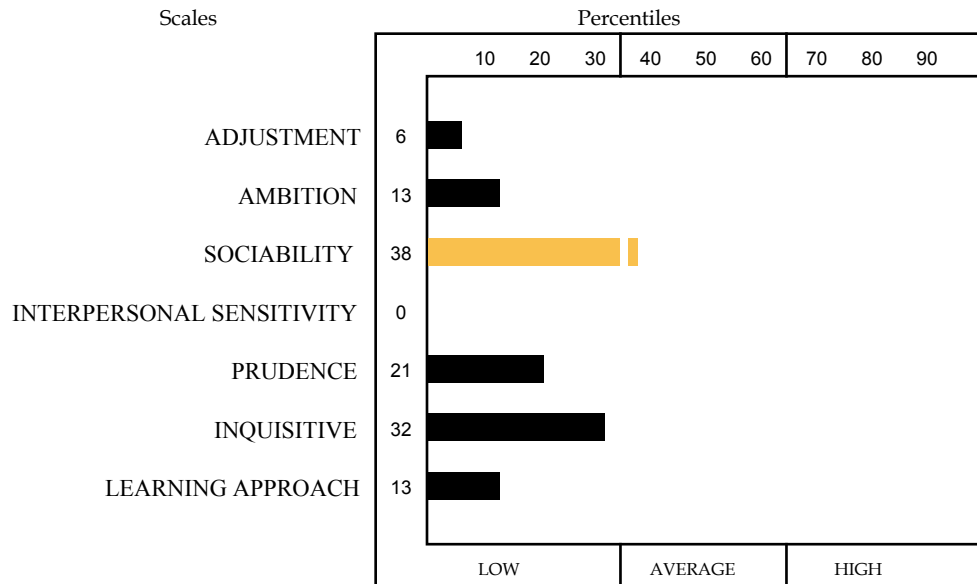
INITIATIVE:Others understand that you will collaborate rather than try to take charge in a crisis situation. You follow leads and suggestions rather than handing them off to others.

ACHIEVING RESULTS:You seem to be more concerned about work processes than work products. Be sure to persevere with tasks and projects until they are completed.

DECISION MAKING:You may prefer to let others make tough decisions, especially when all the information is not available and the stakes are high.

SOCIABILITY

Concerns seeming talkative, socially bold, and entertaining.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Seem approachable, not distant
- Be comfortable either working alone or with others
- Prefer formal rather than casual meetings
- Provide staff relevant feedback
- Balance listening with talking

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are flexible with your time, and don't mind working either alone or as part of a team. You meet the public well, but you don't need to be the center of attention or constantly on stage.

COMPETENCY ANALYSIS

INITIATING INTERACTIONS: You are able to initiate and build good relations with others in your organization, including people you don't already know.

ENERGY: Others see you as having appropriate energy and enthusiasm for new people and projects.

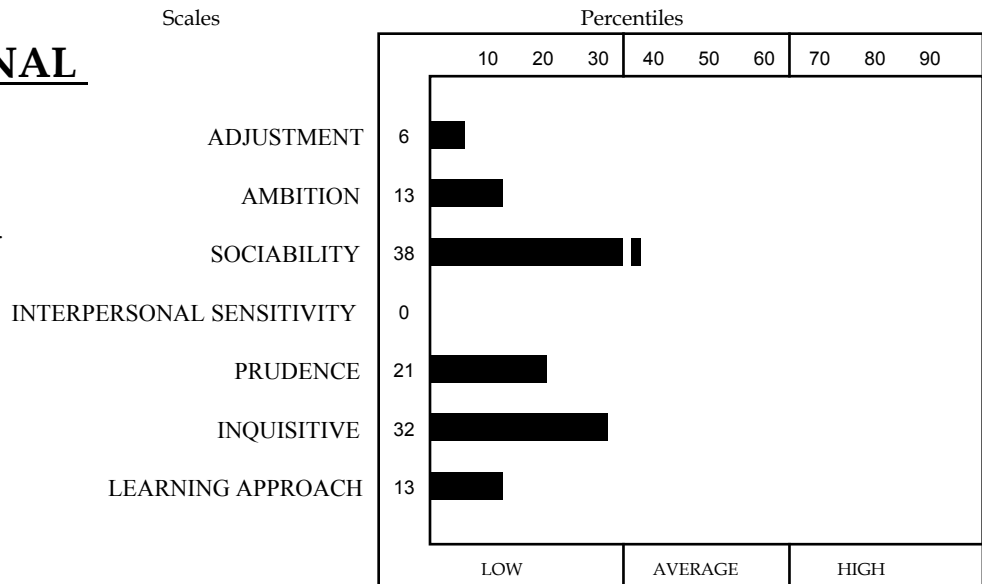
APPROACHABILITY: Your ability to initiate interactions with new people is an important skill for leaders. Continue developing contacts in the organization, and include your staff in the interactions.

INTERPERSONAL NETWORK: Your networking skills are sufficient to keep you in touch with the organization.

TEAM ORIENTATION: Others see you as participating appropriately in team tasks.

INTERPERSONAL SENSITIVITY

Concerns being agreeable, considerate and skilled at maintaining relationships.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Confront poor performers
- Take and maintain unpopular positions
- Enforce standards of performance
- Seem hard-nosed and tough
- Be a bulldozer about their agendas

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you don't mind taking unpopular positions, enforcing standards, or pushing people for results. If you are annoyed by others' poor performance, you seem willing to talk about it. You may need to remind yourself periodically to be more diplomatic.

COMPETENCY ANALYSIS

COMPASSION:At times you may seem more concerned about making sure that tasks are finished than with how people feel about doing them.

COOPERATION:You tend to be independent; be aware that others may sometimes interpret this as an unwillingness to cooperate.

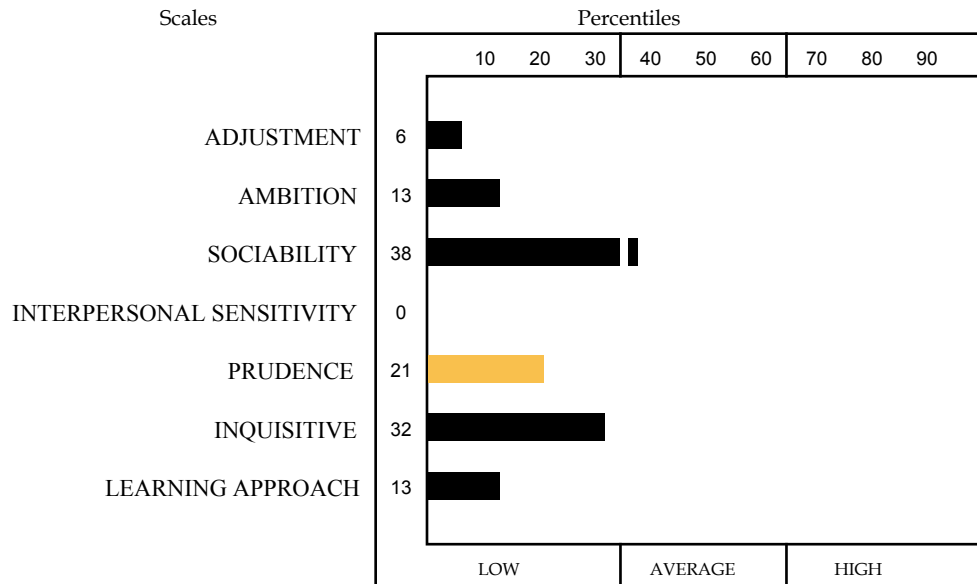
SEEKING INPUT:Because you seem independent, others may believe that you don't care about how they evaluate your performance.

CONFRONTING SUBORDINATES:You are not afraid of confrontations and seem willing to give others negative feedback when necessary.

STANDING ALONE:If you think you are right, you are willing to take unpopular positions and maintain them.

PRUDENCE

Concerns being conscientious, dependable, and rule-abiding.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be comfortable with ambiguity and lack of structure
- Be able to change directions quickly
- Be flexible about rules and open to change
- Not plan ahead
- Become bored with repetitive or detailed tasks

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you will be comfortable working in fluid and ambiguous circumstances, you are willing to challenge rules, you can work on several tasks at the same time, and you don't mind being interrupted. Others will see you as flexible and spontaneous, but also as impulsive and unpredictable.

COMPETENCY ANALYSIS

HANDLING AMBIGUITY: You seem comfortable working without much structure or direction, and you are able to shift gears quickly, refocus your attention, and take action without having access to all the data relevant to the problem.

FLEXIBILITY: You seem able to change directions quickly and handle multiple projects simultaneously, and you don't mind bending the rules to get things done.

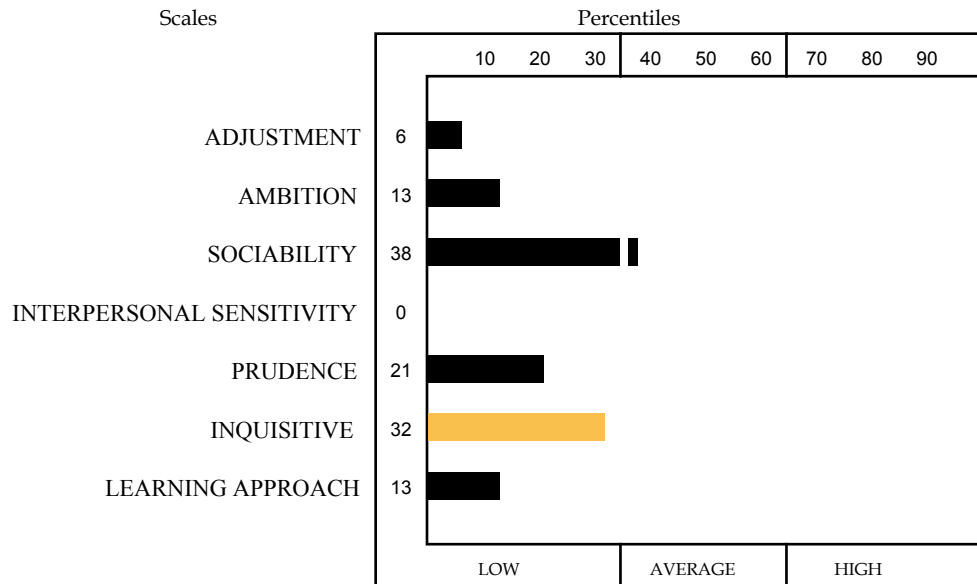
PLANNING: Planning is not your strength, primarily because you tend to dislike being required to pay careful attention to rules and procedures.

ATTENTION TO DETAIL AND TIMELINES: You tend to get bored with details; you prefer to concentrate on overall objectives rather than the specific steps needed to achieve those objectives, and you tend to see timelines as arbitrary rather than important..

RULE ORIENTATION: You are willing to work around rules and procedures in order to achieve your goals--it is easier to ask forgiveness than to get permission.

I NQUISITIVE

Concerns being curious, imaginative, visionary, and easily bored.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be more pragmatic than strategic in their work
- Be practical and hands-on in their problem-solving
- Understand applications and implementation
- Rarely talk about the larger corporate vision
- Solve problems using standard procedures

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are a practical, no-nonsense problem solver who doesn't get caught up in needless abstractions. You seem able to stay on task and remain focused even when the problems are repetitious. Although others see you as a good "sounding board" for new ideas, they may also think you are unconcerned about the bigger organizational picture.

COMPETENCY ANALYSIS

CREATIVITY: You prefer to solve problems using methods that have worked well for you in the past. It is important to read, listen, and stay alert for problem solving methods based on new technology that can be adapted to your business.

MANAGING INNOVATION: You may not actively seek out the newest ideas in your field, but you seem receptive to new ideas that have a practical payoff.

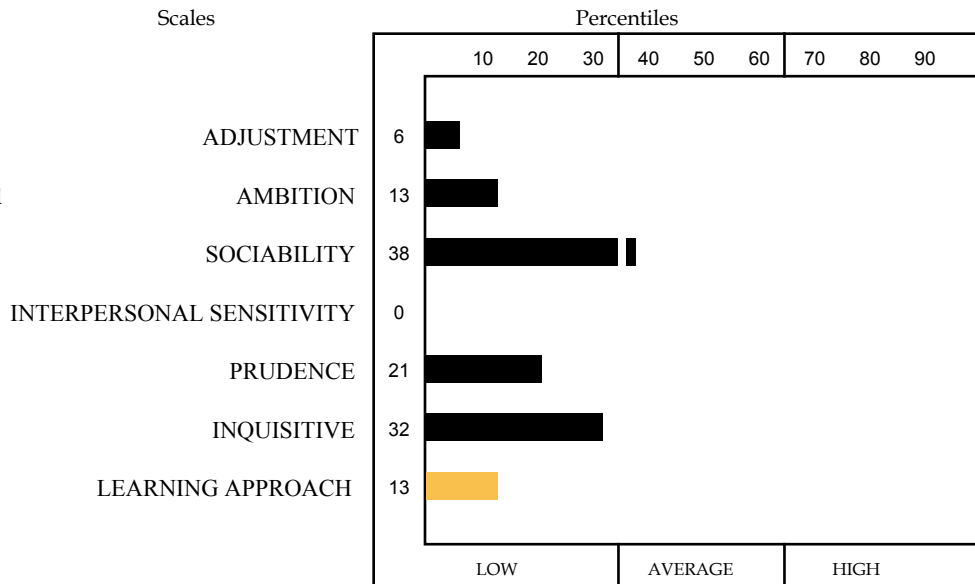
CURIOSITY: Your task orientation and tendency to focus on your current work may cause you to ignore important information that doesn't seem immediately relevant; if so, this will limit your ability to think "outside the box."

VISION: Your interest in practical problems may cause you to ignore the big picture.

PROBLEM SOLVING: Although you are most comfortable solving problems using tried-and-true methods, those methods might not always work, especially when you are dealing with novel issues.

L EARNING APPROACH

Concerns enjoying formal education and actively staying up-to-date on business and technical matters.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Prefer hands-on learning over traditional educational instruction
- Be more concerned with improving existing skills than acquiring new ones
- Make sure others are on board before taking action
- Ignore training opportunities for their staff
- Not spend much time reading, especially technical material

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are only moderately interested in education for its own sake. You want it to have a pragmatic payoff--that is, you tend to see training as a means to an end rather than an end in itself. You may be interested more in solving today's problems than getting ready for problems of the future.

COMPETENCY ANALYSIS

STAYING CURRENT: If you put off training activities because of your demanding schedule, you may not use new technology efficiently or understand how it can impact your business.

LEARNING QUICKLY: You seem willing to learn new techniques and procedures, but often when it becomes clear that you have no alternatives.

LEARNING STYLE: You seem to be a hands-on learner, developing new skills only when you are confronted with a problem.

COMMUNICATING ACCURATELY: Your communication style seems problem-oriented, practical, and to the point. Others will appreciate your clarity and patience when explaining things.

INTELLECTUAL MOTIVATION: You seem interested in learning when there is a clear payoff for having the information.

D VELOPMENTAL RECOMMENDATIONS

ADJUSTMENT

COMPOSURE

- Because unexpected events may bother you, plan for the interruptions, delays, and difficult people that you may encounter. Doing so will help you stay focused and composed.
- Realize that others may not react the way you think they will. When this happens, have alternative responses ready. Mentally rehearse what is likely to occur and how you would ideally respond. This will help you maintain your composure when unpleasant surprises occur.
- When things don't go as you planned, carefully review what happened. Identify ways to prevent these problems from occurring in the future.

LISTENING

- When you are annoyed, try to take a break or think about something else. Resist the tendency to be defensive, and don't take feedback personally.
- Try to understand that others will make honest mistakes while they are learning; find some good news in the information your staff provides you, and applaud it..

LEARNING AND PERSONAL COACHABILITY

- Give yourself credit for the things you do well and note the areas in which you need to improve. Document your strengths and those areas in which you need to improve. Create an action plan that capitalizes on your strengths while allowing you to work on your developmental needs.

BUILDING RELATIONSHIPS

- If you find yourself being critical or negative, try to identify what triggers this behavior and be alert for those circumstances in the future.
- As a leader, any negativity will be picked up and amplified by your team. Remember, part of your job involves "leading by example," which means staying positive.
- Ask a trusted colleague for feedback regarding inconsistencies in your behavior. Talk to a colleague or mentor about creating a developmental plan to help you in this area.

STRESS MANAGEMENT

- Identify the situations in which you become irritated or upset, and develop plans to deal with them.
- Do not let troublesome issues fester until they erupt. Instead, discuss them and ask for help from others to resolve them.

AMBITION

ACTION ORIENTATION

- As a leader, try to create energy in your work group, establish goals, share your team's progress with others, and hold regular performance reviews with staff.
- Volunteer for specific projects that make use of your knowledge and skills.
- Find a challenging project and break it down into definable action steps (a trusted colleague can help here). Identify the first three steps of the project, as well as timeline. Inform others of your project and ask them to hold you accountable.

CAREER ADVANCEMENT

- Understand that politics are part of organizational life, and the better you understand them, the more likely you will be in advancing your career.
- As a leader, others count on you to be their advocate within the organization. If you avoid office politics, you may not represent your staff adequately. Ask a trusted friend or colleague for advice on this issue.
- If you want to advance within your organization, you will need to develop a plan. The plan should involve identifying the position(s) in your organization to which you aspire, and defining the steps needed to get there.

INITIATIVE

- You seem to be a good team player, on whom others can rely. While participating, be alert for ways to improve the team's performance, and make your position known.
- Taking initiative is an important part of leadership. If others think you don't display initiative, ask them why. Consult a friend for feedback to help you take more initiative in the future.

ACHIEVING RESULTS

- Be aware of the needs of your internal customers. Let them know that you understand their issues, and commit to a specific plan of action to resolve these issues.
- Determine the amount of time required to complete assigned tasks, and clearly communicate this time frame to internal customers, peers, and superiors. Remember to update others regularly on progress.
- As a leader, you set the tone for your work group. If you convey the message that timely results are not important--even if it is unintended--your team members will behave accordingly.

DECISION MAKING

- Making tough decisions is an important part of leadership. Discuss with your boss which decisions should be made jointly, by you alone, or by others. Having clear guidelines on your decision responsibilities will give you more confidence.
- Determine what information you need to make a decision (e.g., cost estimates, manpower needs, cost/benefit analyses, P&L impact, risk evaluation, etc.). Once you have this information, make your decision, understanding that you can revise it later.
- Find someone with whom you can discuss important decisions. Think through your decision, and then share your reasoning with this person. Use this experience to build confidence in your decisions.

SOCIABILITY

INITIATING INTERACTIONS

- Be sure to talk with each member of your staff everyday in his/her work place.

ENERGY

- You seem to be an active person who can energize the work group, which is an important quality for leaders. Maintain your energy during interactions, particularly if you tend to become bored or disengaged.

APPROACHABILITY

- Make sure that you are accessible to all members of your team, and that you don't unconsciously "play favorites" with some team members.

INTERPERSONAL NETWORK

- Be sure that your network covers the relevant portions of your organization.
- Even though you may have a good organizational network, try to establish a relationship with at least one new department or work unit each quarter.
- Recognize that your network is changing, and that it needs to be nurtured to be sustained. If you haven't talked to a particular person recently, call him/her. Don't let relationships become stagnant or distant.

TEAM ORIENTATION

- You seem to be comfortable either working as part of a team or by yourself. This balance is healthy because some tasks are best done as part of a team, while others are best done individually.

INTERPERSONAL SENSITIVITY

COMPASSION

- When you discuss performance issues with subordinates, try to mention two positive pieces of feedback for each negative piece you give.
- Let your staff know you understand that mistakes happen and that you will support them through tough times.
- Think about how your actions affect others before making a decision.

COOPERATION

- Your success as a leader depends on getting others to follow your lead. If you act independently, then there may be problems. To lead, you must solicit others' views, gain their buy-in, and then make decisions that incorporate their suggestions.
- Try to make amends with people with whom you've had problems in the past.

SEEKING INPUT

- Just because people rarely comment on your performance doesn't mean that it is necessarily satisfactory. Actively solicit feedback for your own self-improvement.

CONFRONTING SUBORDINATES

- When confronting others, be sure to include some positive feedback along with constructive criticism so that others will receive your message in a more positive light.
- Some leaders enjoy pointing out employee shortcomings, and look for opportunities to do so. Such behavior is hard on team morale and individual motivation.
- When giving constructive criticism or negative feedback, do so in private. Never give negative feedback in public.

STANDING ALONE

- Part of being a leader involves accepting responsibility for problems that arise, and you seem willing to do this. Remember also to allow others to be responsible for solving problems as part of their development.
- If you are the only one who challenges a practice, ask yourself why. Do you have a different perspective or more information than others? Do you enjoy the attention that comes from being different? If you do not know the answers to these questions, ask a trusted friend or colleague for input.
- Understand that some battles are not worth fighting, and focus your attention elsewhere.

PRUDENCE

HANDLING AMBIGUITY

- Although you may not need a lot of structure for your work, your subordinates do, and may find working without structure to be a challenge, particularly when they are learning their jobs. Take the time to explain the rules, procedures, and expectations up front.
- Although you may thrive in times of uncertainty, your staff may not. Make sure issues get resolved and the decisions get communicated to those who need to know.

FLEXIBILITY

- You enjoy change and probably adopt new strategies and ideas quickly. Recognize that others may not be as adaptable as you are. Watch others' body language for clues regarding when to slow down and restate your ideas before proceeding.
- As a leader, be sure not to promote change simply for change's sake. Understand that changing business practice requires new strategies and assumptions. You risk staff burnout by making unneeded changes.
- Encourage others who are not as flexible and adaptable as you are. Coach them to use new strategies and help them find new solutions to old problems.

PLANNING

- Although you may not enjoy developing precise action plans and timetables, devoting some attention to this area will make you more efficient. Determine the feasibility of different strategies beforehand, and rule-out schemes that are simply impossible.

ATTENTION TO DETAIL AND TIMELINES

- As a leader, you prefer to think about outcomes rather than details. However, you should try to understand the details of the work in your area. Doing so will enhance your ability to represent your team to others.
- Although you may not like details, paying attention to them and to deadlines can improve the quality of outcomes.

RULE ORIENTATION

- Talk to people and make sure you are on the same page concerning what rules need to be followed. Ignoring rules that superiors consider important can have serious consequences.
- Your indifference to rules may annoy some people. Moreover, some members of your group may follow your example. Be careful about the kind of role model you become.

INQUISITIVE

CREATIVITY

- You tend to approach problems in a standard way. Although this works for you, certain solutions can only be found by thinking differently. If this seems strange, find colleagues who are strong in this area. Listen to them to expand your perspective and enhance your ability to think differently.

MANAGING INNOVATION

- Evaluate what your competition is doing in order to refine your competitive vision. What practices work in other companies, and do they make sense for your organization?

CURIOSITY

- You seem task-oriented and may prefer to focus on your immediate assignments. Effective leaders take a broad perspective and question standard procedures. The next time you start a project, ask: "Why am I doing this?"; "How can I do it more effectively?"; "How does this work impact others?"; and so forth. Your perspective will change, and you will make better decisions for yourself and your team.

VISION

- Effective leaders have a vision of the future that they try to put into practice. Think about the changes you would like to see in your organization, the challenges your organization currently faces, how technology may change your business, and what your competitors are likely to do. Doing this will help define your vision of the future, which you should share with your work team.
- Ability to take their ideas and turn them into workable solutions.
- Don't let the fear of being "wrong" prevent you from developing a vision for the future. Predicting future events is difficult, and no one is completely accurate in doing so, but your views are as important as anyone's in this exercise.

PROBLEM SOLVING

- You may prefer tried-and-true solutions to problems, but ask yourself if there are better ways to achieve the same results. Make a list of alternative solutions, evaluate them against the decision you normally choose, and then make a decision.
- Ask your group to identify alternative solutions to problems and then review these ideas. That way, you encourage innovation and increase your chances for success.

LEARNING APPROACH

STAYING CURRENT

- Begin a program of reading topical publications (i.e., Business Week, Fortune, Wall Street Journal, Harvard Business Review). If you are unsure of what to read, ask someone who seems up-to-date for suggestions.
- Use the Internet to help you keep up on new developments in the business world.

LEARNING QUICKLY

- Remind yourself to keep up with new business techniques, including computer applications and software. It is easy to become outdated if you don't continually try to stay up to date.
- As a leader, you set the tone for your work team. If you are not improving your skills, they are less likely to enhance theirs.

LEARNING STYLE

- You may not enjoy courses and seminars, but they can help make you a stronger leader. Many topics cannot be taught in a hands-on manner, particularly the skills and perspective that leaders are expected to demonstrate.
- Establish a learning environment in your work group by identifying one or two seminars that would be of value to you and your staff. Attend these seminars, and then discuss them with your staff.

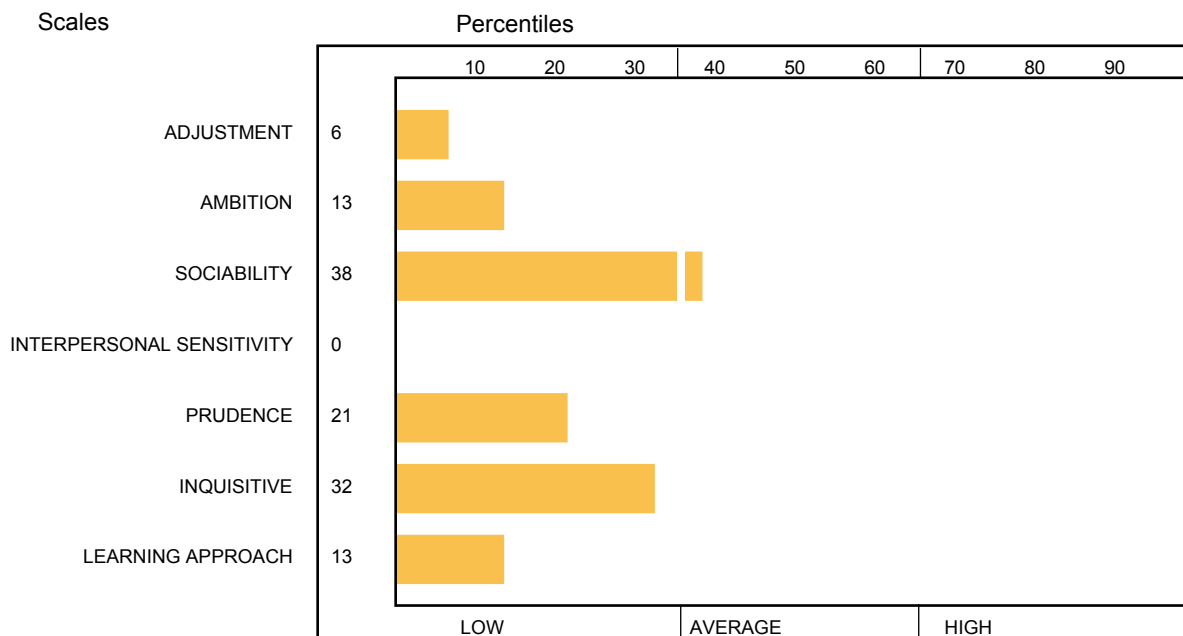
COMMUNICATING ACCURATELY

- As a leader, encourage your staff to ask you about written memos that they find unclear. It's better to spend some time up front discussing the memo rather than spending more time later correcting mistakes that resulted from the misunderstanding.

INTELLECTUAL MOTIVATION

- You may enjoy learning practical skills which can be applied immediately to your job, but you also need to learn more abstract skills to enhance your performance as a leader and manager. Leadership and management seminars can broaden your perspective, and improve judgment and decision-making skills.

Leadership Potential Coaches Report



Subscale Scores

(No. items endorsed / No. items in subscale)

<u>Adjustment</u>		<u>Ambition</u>		<u>Sociability</u>	
2. Empathy	3 / 5	10. Competitive	2 / 5	16. Likes Parties	3 / 5
3. Not Anxious	1 / 4	11. Self-Confident	2 / 3	17. Likes Crowds	1 / 4
4. No Guilt	1 / 6	12. Accomplishment	4 / 6	18. Experience Seeking	1 / 6
5. Calmness	1 / 4	13. Leadership	4 / 6	19. Exhibitionistic	2 / 5
6. Even Tempered	2 / 5	14. Identity	2 / 3	20. Entertaining	4 / 4
7. No Complaints	4 / 5	15. No Social Anxiety	3 / 6		
8. Trusting	1 / 3				
9. Good Attachment	1 / 5				
<u>Interpersonal Sensitivity</u>		<u>Prudence</u>		<u>Inquisitive</u>	
21. Easy To Live With	1 / 5	26. Moralistic	3 / 5	33. Science Ability	3 / 5
22. Sensitive	3 / 4	27. Mastery	2 / 4	34. Curiosity	3 / 3
23. Caring	1 / 4	28. Virtuous	3 / 5	35. Thrill Seeking	2 / 5
24. Likes People	0 / 6	29. Not Autonomous	1 / 3	36. Intellectual Games	0 / 3
25. No Hostility	3 / 3	30. Not Spontaneous	1 / 4	37. Generates Ideas	3 / 5
		31. Impulse Control	4 / 5	38. Culture	1 / 4
		32. Avoids Trouble	2 / 5		
<u>Learning Approach</u>					
39. Education	1 / 3				
40. Math Ability	2 / 3				
41. Good Memory	0 / 4				
42. Reading	1 / 4				