

# MAX

# REPORT

## Strengths Assessment

Name Neil Adams

Date July 16, 2014

C O N F I D E N T I A L

IDAK Group

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**Test Results For: *Neil Adams***

**Date: *July 16, 2014***

*This is a confidential report. The report and its contents are not to be shared with anyone other than the person who completed the test exercises.*

The MAX Report includes Character, Temperament and Talent Profiles providing an annotated report for an individual who has completed the Taylor-Johnson Temperament Analysis, the 16 PF (Personality Factor) and the IDAK Talent Discovery Guide exercises. Results of the TJTA and 16PF exercises are combined and reported as Primary and Secondary Traits. For Primary Traits, scores are reported in graduated scales: Beginning, Developing, Appropriate and Excellent. For Secondary Traits, only those trait scores which appear to be extremely high or extremely low will be identified as Beginning and therefore appearing to need additional evaluation.

This MAX Report provides information regarding a person's Character, Temperament and Talent, for a total of 81 aptitudes.

### **MAX Report includes the following:**

- A Character and Temperament Profile
- An IDAK Talent Discovery Guide Summary and Score Totals
- An In-depth Definitions Guide for understanding and evaluating traits and talents

These traits and talents can be validated by interviewing the individual, using recommended questions provided in the IDAK MAX Report Training Notebook.

### **For questions, contact IDAK Group:**

Max@idakgroup.com

Subject Line: MAX Report

### **To register additional individuals for the MAX Report online exercises, go to:**

[www.IDAKGroup.com/max](http://www.IDAKGroup.com/max)

We hope this information is helpful in maximizing the strengths of your current and future personnel.

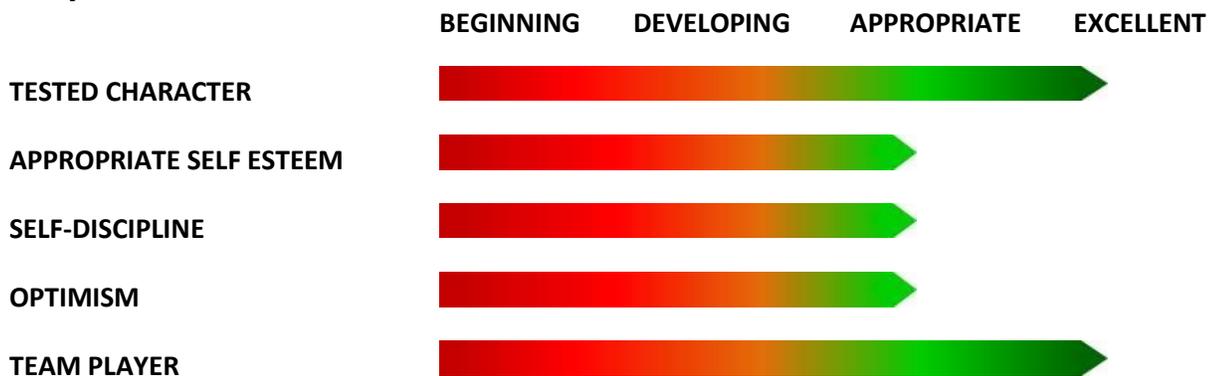
**IDAK Group**

**[www.IDAKGroup.com](http://www.IDAKGroup.com)**

**800-245-1108**

**Test Results For: Neil Adams****Date: July 16, 2014****Test Motivation Score Results: SELF-APPRECIATING**

Definition: Represents the candidate's apparent motivation to choose Self-Critical, or Normal or Self-Appreciating responses to test questions.

**Primary Trait Scores**

*Caution: Primary Trait Test Scores can be significantly biased if a candidate's family of origin represents a racial, ethnic, or cultural identity other than North American White Anglo/European. Validate any potential biased test scores by interview questions.*

**Primary Trait Definitions**

**Tested Character:** Has experienced life crisis situation(s) which have tested one's Convictions, Values, or Faith.

**Appropriate Self Esteem:** Positive self-image, "can do" attitude, confidence to try something new or difficult, not afraid to fail, attracts others who are confident and competent.

**Self-Discipline:** Perseveres to complete a preset goal, self-directed persistence.

**Optimism:** Sees present or future in a positive way. Looks first to the positive outcome of issues, projects and events.

**Team Player:** Leads so as to encourage team cooperation. Considerate of others, respect for others, giving up individual preferences for benefit of team, affirms others.

**Primary Score Definitions**

**Beginning:** This value indicates that the individual is in the beginning stages of developing this trait.

**Developing:** This value indicates that the individual has shown some progress in the development of this trait.

**Appropriate:** This value indicates that the individual has shown adequate strength and consistency in this trait.

**Excellent:** This value indicates that the individual has shown excellent strength and consistency in this trait.

**I, II:** The values I or II may appear at the left of a bar graph line. These further clarify that a Beginning or Developing Trait score was extremely low or high.

**Test Results For: Neil Adams**

**Date: July 16, 2014**

### **Secondary Trait Scores**

For Secondary Traits, only those scores which suggest problematic traits will be reported. These undesirable traits are noted as appearing to need additional evaluation. The MAX Report considers twenty-seven (27) Secondary Traits. An individual may have no Secondary Trait Scores which appear to need additional evaluation. Traits marked with an asterisk (\*) are to be considered as most troublesome for achieving peak job performance. The descriptions used to report a problematic trait are included in the MAX Report In-depth Definitions Guide.

For this candidate, the Secondary Traits which appear to need additional evaluation include the following:

**ADVENTURE SEEKING - High**

**\*RELAXATION - High**

*\*An asterisk notation signifies the more essential secondary traits which can detract from peak job performance.*

*Caution: Secondary Trait Test Scores can be significantly biased if a candidate's family of origin represents a racial, ethnic, or cultural identity other than North American White Anglo/European. Validate any potential biased test scores by interview questions.*

### **Secondary Trait and Score Definitions**

For secondary trait definitions, refer to In-depth Definitions Guide at the end of this report.

### **Temperament Summary Graph**



This concludes the Character and Temperament portion of the MAX Report. The next page reports the person's Natural Talent strengths followed by the MAX Report In-depth Definitions Guide.

# TALENT DISCOVERY GUIDE

The Following is an IDAK Talent Discovery Guide, Talent Strengths Report for your review

This Report is for Neil Adams.

## Communicational Talent(s)

- **Conversing:** This talent documents your above average capacity to converse one to one so as to be easily understood. Usually both communication and listening aptitudes are equally strong to sustain an easy flow of one-to-one discussion.
- **Giving Speeches:** This talent documents your above average capacity to persuasively present opinions, ideas or feelings before a live audience in a lecture or monologue style. Audience verbal interaction is normally limited. This talent usually results in motivating an audience to action.
- **Giving Presentations with Audience Interaction:** This talent documents your above average capacity to speak clearly in front of an audience regarding a subject without necessarily requiring prepared speeches or a lesson text. It is more informal and allows for spontaneous questions and answers (giving announcements, readings or directions). It is not necessarily a lecture or monologue style.

## Relational Talent:

- **Familiar Group Relational:** This talent documents your above average capacity for establishing rapport with individuals through repeated contact. You seem to prefer environments that are previously established and seek to strengthen those bonds on a continued basis. Teams, clubs, groups and departments are preferred people environments.

## Functional Talents:

- **Ordering My Time and Priorities:** This talent documents your above average capacity to plan your own schedule daily, weekly and monthly in order to be efficient in the use of time. It is particularly adept at setting and meeting deadlines and travel schedules and completing assignments.
- **Developing/Initiating New Ventures:** This talent documents your above average capacity to successfully map out the important details in logical sequence to reach organizational plans. Special attention is given to thinking into the future to determine sequence of events including time constraints, resources needed, potential problems, emergency costs, and personnel expenses. The emphasis is thought-out procedure prior to execution.
- **Solving Problems:** This talent documents your above average capacity for diagnosing the source of an error in human logic, administrative procedures, computer systems, etc.

# IDAK MAX Report

TALENT: \_\_\_\_\_ SCORE VALIDATION SELECTED  
: : :

## COMMUNICATIONAL TALENTS™ (MAXIMUM OF 3)

Conversing	33	
Giving Speeches	30	
Giving Presentations with Audience Interaction	27	
Teaching by Lecture	27	
Writing Words	24	
Group Moderating	18	
Designing	18	
Broadcasting/Telephone	15	
Using Colors and Patterns	9	
Composing/Arranging Music	6	
Acting/Imitating Mannerisms	6	
Using Handcrafts	3	
Singing or Instrumental Performing	3	
Painting	3	
Using Shapes and Forms	3	

## RELATIONAL TALENTS™ (CHOOSE 1)

<b>Familiar Group Relational</b>	27	
<b>Multi Relational</b>	27	
<b>Singular Relational</b>	24	

## FUNCTIONAL TALENTS™ (MAXIMUM OF 5, MINIMUM OF 3)

<b>Ordering My Time and Priorities</b>	42	
<b>Developing/Initiating New Ventures</b>	39	
<b>Solving Problems</b>	39	
<b>Creating</b>	33	
<b>Imagining</b>	33	
<b>Managing Established Groups, Organizations</b>	33	
<b>Reassuring and Supporting Others (Nurturing)</b>	33	
<b>Synthesizing</b>	33	
<b>Being Physically Coordinated or Physically Active</b>	30	
<b>Counseling (Nurturing)</b>	30	
<b>Ordering My Space</b>	27	
<b>Remembering</b>	27	
<b>Analyzing to Understand</b>	27	
<b>Appraising/Estimating</b>	27	
<b>Evaluating People's Character</b>	24	
<b>Negotiating</b>	24	
<b>Classifying</b>	24	

## IDAK MAX Report

<b>Taking Risks</b>	24	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Using My Hands and Arms</b>	21	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Calculating Numbers</b>	21	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Long Range Logistical Planning</b>	18	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Being of Service (Nurturing)</b>	18	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Selling</b>	18	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Observing Printed Details</b>	18	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Inventing</b>	15	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Promoting</b>	15	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Observing Physical Environment Details</b>	15	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Observing in 3 Dimensions</b>	15	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Tutoring (Nurturing)</b>	12	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Making Future Projections</b>	12	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Researching/Investigating</b>	9	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Quick Reflex Action</b>	9	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Operating/Driving</b>	6	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Mechanical/Technical Troubleshooting</b>	6	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Using My Hands and Fingers</b>	3	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>
<b>Recording and Auditing</b>	3	<input type="text"/> <input type="text"/> ? <input type="text"/> <input type="text"/>

## MAX In-depth Definitions Guide for Character, Temperament and Talent

The following in-depth Definition Guide provides definitions for understanding test score results.

### Test Motivation: The person's motivation regarding answering the test questions

**Self-Appreciating Inclination:** Person is reported as attempting to influence the results to appear positive, look good

**Self-Critical Inclination:** Person is reported as attempting to influence the results in a self-critical manner.

**Normal Inclination:** Person is reported as normal for high or low scores

### Tested Character

**Beginning:** Person appears to have limited or no crisis experiences which can test one's convictions, values or faith

**Developing:** Person appears to have one or more possible crisis experiences which may have tested one's convictions, values or faith

**Appropriate:** Person appears to have experienced one or more crisis experiences which have tested their convictions, values or faith

**Excellent:** Person has encountered sufficient crisis experiences which have tested their convictions, values or faith. The convictions may have cost this person financially or cost friendships, reputation, job, etc.

### Primary Traits

1. **Appropriate Self-Esteem:** Positive self-image, "can do" attitude, confidence to try something new or difficult, not afraid to fail, attracts confident competent others.

**Beginning - I:** Person is in the process of developing self-esteem. During this stage person could be defensive about criticism, avoid relationships with others who are self-confident. As a manager, person may avoid strong leaders, hire subordinates who do not threaten his/her self-image and may attempt to be good at everything so as to avoid losing credibility. Person can go out of his/her way to seek appreciation or to repeatedly communicate that he/she was offended by another.

**Beginning - II:** Person is in the beginning stages of adjusting self-esteem. During this stage person could be self-appreciating, bringing recognition to own accomplishments, can dismiss other's input and feel little remorse for own behavior. Person can write own rules, be threatened about criticism or be attracted to those who have low esteem and do not challenge person's own need to succeed. Person can repeatedly seek opportunities to prove superior abilities.

**Developing - I:** Person shows growth regarding the development of self-esteem. Person is less defensive or less self-promoting; may be somewhat sensitive about constructive criticism and be somewhat cautious in developing relationships with strong leaders; may hire subordinates who are less experienced/talented.

**Developing - II:** Person shows growth regarding the development of self-esteem. Person is less defensive or less self-promoting; may promote own self-image from time to time, may write own rules and dismiss other's opinions from time to time; may hire subordinates who are less experienced/talented.

**Appropriate:** Person appears to demonstrate appropriate self-esteem. This means that the person can receive constructive criticism without being defensive and will not excessively promote own accomplishments. Person can seek out relationships with strong leaders, can hire subordinates who may be better at certain tasks, can be comfortable in being productive in areas of strength and not overly sensitive or apologetic for performance in areas of non-strength.

**Excellent:** Person appears to demonstrate excellent qualities of appropriate self-esteem.

2. **Self-Discipline:** Perseveres to complete a preset goal; self-directed, persistence.
  - Beginning - I:** Person is in the process of setting reasonable project goals and accomplishing them. Person tends to be impulsive about new projects and thus may lose interest and follow-through on current projects, can be easily distracted and, may not persevere against obstacles to accomplish a goal.
  - Beginning - II:** Person appears to be so highly disciplined that the accomplishment of a goal may be more important than changing or terminating a goal which has become unreasonable or too hard to obtain.
  - Developing - I:** Person shows growth in setting projects or goals and accomplishing them. There appears to be some perseverance in the accomplishment of difficult tasks yet there can be equal impulsive attraction toward new projects.
  - Developing - II:** Person shows growth in being flexible regarding the feasibility of achieving a goal which has become unrealistic.
  - Appropriate:** Person appears to demonstrate a stable, consistent perseverance in the setting and accomplishing of work projects and goals.
  - Excellent:** Person appears to demonstrate an excellent pattern of self-discipline.
  
3. **Optimism:** Sees present or future in a positive way; looks first to the positive potential of difficult issues, projects and events.
  - Beginning:** Person appears to demonstrate characteristics of irritation regarding small issues and looks first to negative outcomes. Person appears to be tired, stressed, can get upset with others and may avoid people contact, including family. Down deep person will question if he/she can make a positive impact on the future. Person could be experiencing depression.
  - Developing:** Person appears to have good days and bad days depending on stress and pressure from family and/or work responsibilities. Person might benefit from evaluation of stress issues and time away from work to recover from depressive moods.
  - Appropriate:** Person appears to demonstrate a consistent positive outlook on life, relationships and his/her contribution at work. Person does not appear to be experiencing depression characteristics.
  - Excellent:** Person appears to demonstrate an excellent pattern of acceptable optimism. Person does not appear to be experiencing depression characteristics.
  
4. **Team Player:** Trusting of others, respect for others, giving up personal preferences for benefit of team, affirms others.
  - Beginning - I:** Person appears to be self-sufficient, tries to do projects by self, makes decisions by self with little consideration for the contribution of others, can listen to other's comments but will do the task in the most expedient way (by self) in order to meet a deadline; does not appear to trust others.
  - Beginning - II:** Person appears to be unable to make a decision without group discussion; may be unwilling to oppose group pressure regarding an unwise course of action.
  - Developing - I:** Person appears to be growing regarding receiving input from others before making a decision. When faced with a deadline or an emergency, person will be self-sufficient and complete the project by self.
  - Developing - II:** Person appears to be growing regarding ability to make a decision independent of the group when necessary. Person will wait until having received group input. Person appears to show either high or low characteristics of trusting others.
  - Appropriate:** Person appears to demonstrate a consistent pattern of considering input from team members before making a decision; person also demonstrates a consistent pattern of cooperating with team members to accomplish a task.
  - Excellent:** Person appears to demonstrate excellent qualities of team cooperation.

### Secondary Traits

For Secondary Traits, only those scores which suggest problematic traits will be reported. These undesirable traits are noted as appearing to need additional evaluation. The MAX Report considers twenty-seven (27) Secondary Traits. An individual may have no Secondary Trait Scores which appear to need additional evaluation. Traits marked with an asterisk (\*) are to be considered as most troublesome for achieving peak job performance. The descriptions used to report a problematic trait are included below.

**Adventure-seeking-Low:** Test scores indicate that this person scored exceedingly low regarding the pursuit of adventure. Person may be exceedingly cautious and restrained in taking risks; person may want to continually rehearse what to do rather than take the risk of being embarrassed.

**Adventure-seeking-High:** Test scores indicate that this person scored exceedingly high in the pursuit of excitement/adrenalin rush. Person may be addicted to the pursuit of activities which are socially taboo, as well as socially bold, dangerous or risky ventures.

**\*Assertive-High:** Test scores indicate that this person scored exceedingly high for assertiveness which may result in dominant or competitive behavioral patterns resulting in overpowering others and squelching individual contributions.

**Cautious introspection-High:** Test scores indicate that this person scored exceedingly high in being cautious. This means that person may have a pattern of being sober, serious or fearful regarding events and circumstances before taking action.

**\*Compliant-High:** Test scores indicate that this person scored exceedingly low in assertiveness which may result in a more passive, compliant, dependent or submissive behavioral pattern.

**Composure-Low:** Test scores indicate that this person appears to be exceedingly low in composure. This means that this person may have a pattern of being nervous, apprehensive, stressed or anxious.

**Diplomatic, Forthright-High:** Test scores indicate that this person scored exceedingly low in diplomacy, therefore resulting in being forthright without restraint. Person may make statements which could offend others in public, saying the first thing that comes to mind, sometimes referred to as "foot in mouth".

**Diplomatic, Masked-High:** Test scores indicate that this person scored exceedingly high in being shrewd and masked. Person may manipulate others so that no one really knows his/her true motives.

**Established tradition-High:** Test scores indicate that this person scored exceedingly high regarding a strong adherence to established customs, traditions, beliefs and procedures; person may remain too long in abusive relationships and working conditions because of inappropriate loyalty.

**Experimentation and change-High:** Test scores indicate that this person scored exceedingly high in the need for continuous experimentation and change.

**Exuberance-High:** Test scores indicate that this person scored exceedingly high in exuberance and is inclined to only see the bright side of life. Person may try to paint an inappropriate rosy picture when addressing grief, death and pain in life situations.

**\*Flexing with setbacks-Low:** Test scores indicate that this person scored exceedingly low in being able to adjust to unpredictable events or emergencies. This means that when experiencing an emergency, person may lose the ability to maintain composure or not be able to take quick action during an unexpected setback.

**Flexing with setbacks-High:** Test scores indicate that this person scored exceedingly high in adjusting to the unexpected which may result in an attraction to last-minute or spur-of-the-moment activities.

**Initiating conversation-Low:** Test scores indicate that this person scored exceedingly low in his/her desire to initiate conversation with people and thus may appear cold, aloof or distant.

**Initiating conversation-High:** Test scores indicate that this person scored exceedingly high in his/her desire to begin a conversation with people and thus may seek to please to an excess.

**Learning abstract concepts-High:** Test scores indicate that this person scored exceedingly high in intellectual reasoning ability and may need a continued high intellectual challenge in order to be fulfilled in job duties with a minimum of repetitious duties.

**\*Learning concrete concepts-High:** Test scores indicate that this person scored exceedingly high for concrete learning which may result in learning only by doing through repetition, demonstration and trial/error. Person may be confused or distracted when instructed using intangible concepts, theories or procedures.

**Nervous tension-High:** Test scores indicate that this person scored exceedingly high regarding anxiety and/or nervous tension. This means that he/she may have trouble relaxing.

**\*Objective decision-making-Low:** Test scores indicate that this person scored exceedingly low for objective decision-making which may result in more emotional or intuitive-based decisions and few, if any, logical reason-based decisions.

**Objective decision-making-High:** Test scores indicate that this person scored exceedingly high in objective decision-making which may result in a lack of feelings, intuition or emotion applied to decision-making.

**Perfectionism-High:** Test scores indicate that this person scored exceedingly high regarding perfectionism. This means that he/she may demand exceedingly high standards for self or others.

**\*Relaxation-High:** Test scores indicate that this person scored exceedingly high in being laid back, showing very low anxiety and nervous tension; person may be very laid back during a crisis or lack ambition.

**Socially active-Low:** Test scores indicate that this person scored exceedingly low in social interaction and thus may be withdrawn, quiet or removed from social interaction.

**Suppressed communication of inner feelings-High:** Test scores indicate that this person scored exceedingly high in suppressing inner feelings which may result in restrained, unresponsive or repressed communication with others.

**\*Sympathy-Low:** Test scores indicate that this person scored exceedingly low for sympathy which may result in insensitive, unfeeling or inconsiderate communication and/or behavior.

**\*Tolerance, Anger-High:** Test scores indicate that this person scored exceedingly high for intolerance which may result in being too critical, angry, impatient, hostile or intolerant of other's mistakes/weaknesses.

**Tolerance for disorder-High:** Test scores indicate that this person scored exceedingly high in tolerating disorder. This means that he/she may have low performance standards for self and for others.

### NATURAL TALENTS

Natural Talent definitions are catalogued in alphabetical order. The numerical order of talents is indicated at the end of each definition.

#### Communicational Talents

**Acting/Imitating Mannerisms:** Modifying one's behavior and attitudes to portray a defined character. Adaptable to cross-cultural encounters (12).

**Broadcasting/Telephone:** Conveying information, moods, or feelings through verbal discussion using the telephone, video broadcasting, radio broadcasting, or other audio/visual media (5).

**Composing/Arranging Music:** Expressing a mood or feeling through music via written composition (11).

**Conversing:** Generating and sustaining an easy flow of one-to-one discussion resulting in a sense of mutual understanding (2).

**Designing:** Expressing moods, ideas, or concepts through design layouts including graphic arts, architecture, drafting, landscape, drawing, etc. (6).

**Giving Presentations with Audience Interaction:** Giving presentations in front of others that include audience interaction such as management briefings, workshops, seminars, giving announcements, or performing the role of a master of ceremonies (15).

**Giving Speeches:** Persuasively and accurately presenting information, moods, or feelings through the use of the spoken word targeted to a live audience (3).

**Group Moderating:** Facilitating group discussion or group interaction (13).

**Painting:** Expressing moods, feelings, or concepts through painting with oils, pastels, chalk, etc.; does not necessarily include detailed design (7).

**Singing or Instrumental Performing:** Performing before an audience through the means of singing or instrument playing (14).

**Teaching by Lecture:** Presenting information in an easily understandable way to a group. The emphasis is on audience understanding (4).

**Using Colors and Patterns:** Expressing moods or feelings through the arrangement of colors, patterns, fabrics, or textures such as in clothing, wallpaper, photography, or silk screening (8).

**Using Handcrafts:** Expressing a mood or feeling through the creation of jewelry or other craft items made of wood, leather, cloth, or other materials (10).

**Using Shapes and Forms:** Expressing moods or feelings through the arrangement of objects, shapes, or undefined forms, including room arrangement, architectural landscaping, housing or urban planning, and sculpture (9).

**Writing Words:** Clearly conveying information, moods, or feelings through the use of written words (1).

### Relational Talents

**Familiar Group Relational:** Developing rapport with individuals through repeated contact (17).

**Multi-Relational:** Quickly establishing rapport with all types of people on first encounters (16).

**Singular Relational:** Developing rapport over an extended period of time (18).

### Functional Talents

**Analyzing to Understand:** Examining, dissecting, or contemplating a given concept, subject matter, or object in order to understand its component parts and interrelationships (50).

**Appraising/Estimating:** Appraising the monetary value of almost anything or judging the feasibility of a proposed idea, new venture, or new product (51).

**Being of Service (nurturing):** Helping others to achieve their goals and meet their needs (32).

**Being Physically Coordinated or Physically Active:** Overall physical activity including use of arms, body, and legs in a skillful, coordinated fashion (27).

**Calculating Numbers:** Quickly and accurately performing numerical computations such as percentages, arithmetic functions, or statistical probabilities; may also include accounting and bookkeeping (43).

**Classifying:** Efficiently classifying, filing, storing information so it can be retrieved easily (49).

**Counseling (nurturing):** Sensitively evaluating individual needs, desires, or dreams and encouraging resolution of problems/conflicts (33).

**Creating:** Forming new associations among previously unrelated concepts, objects, or systems. Continually experimenting or tinkering with new ideas (21.)

**Evaluating People's Character:** Discerning people's character quickly and accurately (35).

**Imagining:** Forming new associations in one's mind through theorizing, philosophizing, daydreaming, hypothesizing, developing story characters, and so forth (22).

**Initiating/Developing New Ventures:** The capacity to recruit people to a vision and to oversee the start-up efforts to accomplish the vision (24).

**Inventing:** Developing new technical equipment and/or electrical systems. Can also include developments in wood, concrete, plastic, or glass (23).

**Long-Range Logistical Planning:** Projecting one's thinking into the long range future to determine scheduling details, sequence of events, resources needed, potential problems, reserves necessary for emergencies, and hidden costs, as related to a group project (25).

**Making Future Projections:** Predicting future trends, opinions, or fads, as related to politics, social and cultural trends and the like (36).

**Managing Established Groups, Organizations:** Coordinating the ongoing efforts and activities of others in achieving a common goal, encouraging each individual to make his or her maximum contribution (26).

**Mechanical/Technical Troubleshooting:** Discovering the source of a mechanical/electrical/ technical failure or breakdown (45).

**Negotiating:** Grasping the needs and/or desires of at least two unrelated persons or groups, finding a common denominator in both and uniting all in the agreement of a defined goal, idea, or project (37).

**Observing in 3 Dimensions:** Seeing a three-dimensional object or building from a two-dimensional drawing, including mechanical drawings, blueprints, maps, or aerial photographs (42).

**Observing Physical Environment:** Noticing visual detail in one's surroundings (40).

**Observing Printed Details:** Noticing visual detail in blueprints, maps, legal documents, technical manuals, etc. (41).

**Operating/Driving:** Skillfully coordinating pedals, levers, computer keyboard and mouse, or steering systems simultaneously so as to effectively run equipment machinery, helicopters, automobiles, and the like (29).

**Ordering My Space:** Maintaining things in their proper place, maintaining established procedures and rules, sensing the most efficient positioning of materials for easy retrieval (20).

**Ordering My Time and Priorities:** Ordering one's own schedule to reflect what is the most important task at any given time and how long it will take (19).

**Promoting:** Directly or indirectly motivating another's thoughts or behavior towards acceptance of a subject matter, opinion, or persons (39).

**Quick Reflex Action:** Quickly reacting to an immediate physical emergency and making a fast, responsible decision (53).

**Reassuring and Supporting (Nurturing):** Individually empathizing with another's hurts, frustrations, or anxieties (34).

**Recording and Auditing:** Counting and recording individual items and/or numerical values in a precise, accurate manner; may also include accounting and bookkeeping (44).

**Remembering:** Tallying, recording and quickly recalling details from memory (48).

**Researching/Investigating:** Seeking, gathering, or probing for information involving multiple resources concerning a certain subject matter or object (47).

**Selling:** Introducing a concept or object in a manner acceptable to an individual or group so as to result in a sale. Includes recruiting volunteers and fundraising (38).

**Solving Problems:** Discovering the source of an error (human logic) or diagnosing underlying causes (46).

**Synthesizing:** Examining ideas, elements, or concepts in order to bring them together to form a whole (52).

**Taking Risks:** Being productive where the successful outcome of future programs, investments, or expenditures is unknown (54).

**Tutoring (Nurturing):** Assisting others one-on-one in overcoming learning problems or disabilities (31).

**Using My Hands and Arms:** Physical activity including use of one's hands and arms in a coordinated fashion, including skillful use of tools while repairing, assembling, sewing, hammering nails, etc. (28).

**Using My Hands and Fingers:** Precise, detailed physical activity of one's hands and fingers in a skilled, coordinated fashion (30).

**This concludes the in-depth definitions.**