



PEARMAN<sup>TM</sup>  
PERSONALITY INTEGRATOR

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## Workplace Lens

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**for Jane Sample**

October 23, 2015

**Sample Company Name**

Sample Consultant Name

## Participant Summary

Age: 35

Gender: Female

Completion Time: 12 mins.

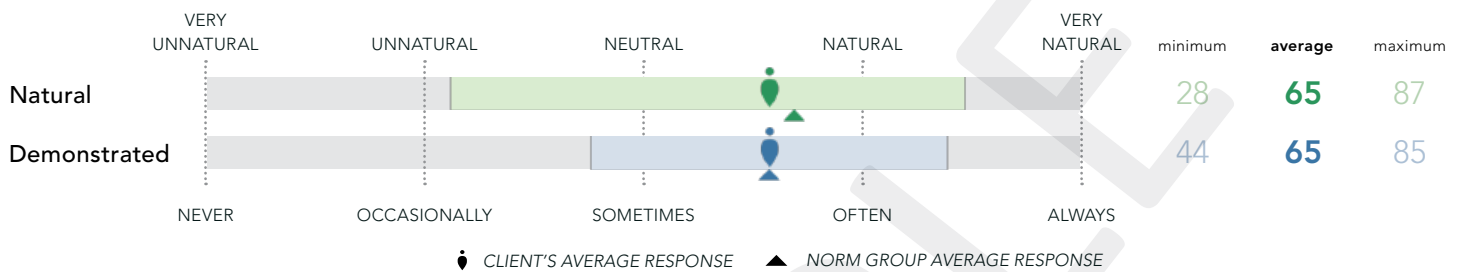
Date of Completion: October 23, 2015

Norm Region: U.S./Canada

Norm Type: Professional - Overall

### PART I

#### Response Distribution

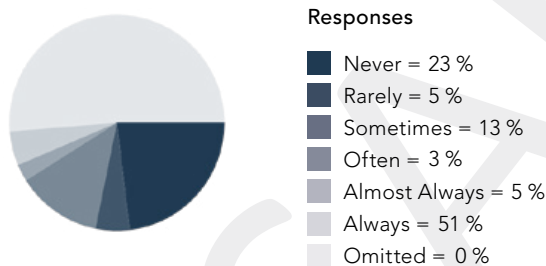


#### Omitted Items

0 No omitted items in Part I.

### PART II

#### Response Distribution



#### Omitted Items

0 No omitted items in Part II.

#### Positive Impression



4

The Positive Impression scale is greater than or equal to 3, indicating that responses may be the result of an overly positive response style and should be interpreted with caution. Clarify the approach taken when responding to the items. Some reasons for an overly positive response style are favorable self-presentation, self-deception, lack of personal insight, or misunderstanding the assessment's purpose. You may want to ask: "What did you think of the items?", "Were any particularly easy or difficult to respond to?"

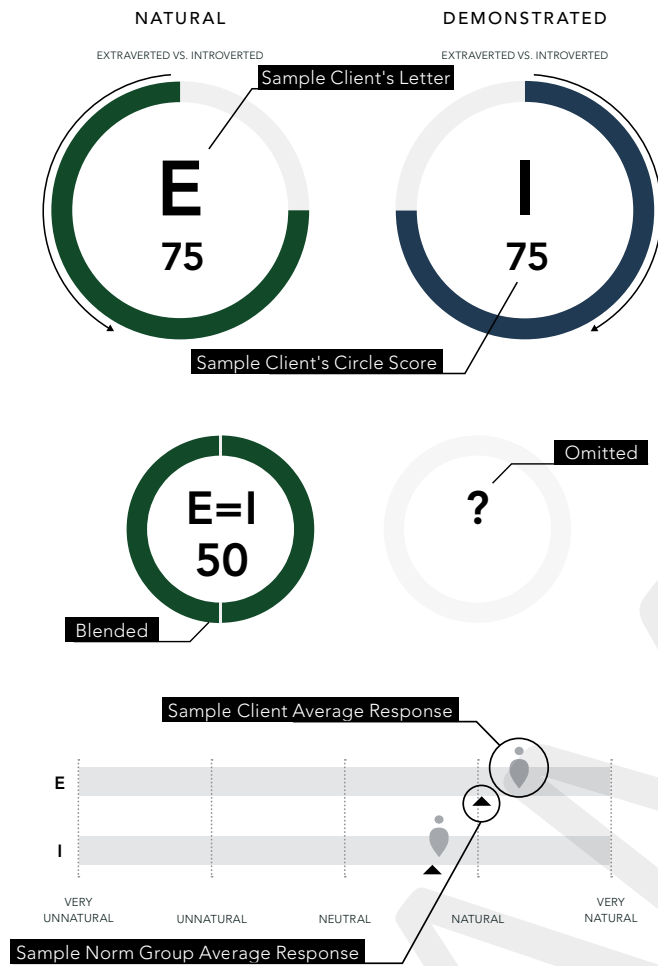
#### Inconsistency Index

0

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

## How to Use This Report

### SAMPLE PART I GRAPHS



### The Circle

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

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

### Average Response Bar

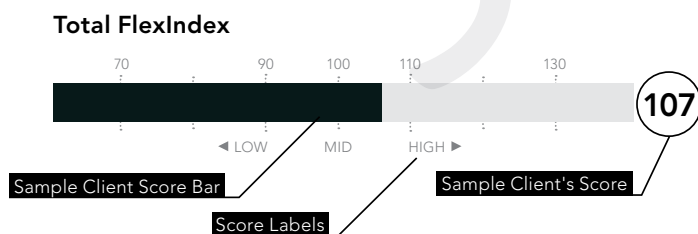
The average response bars help you understand your client's letters and circle scores. The marker (◆) on each bar represents your client's average responses for each scale (in the example, you can see the average responses for all Extraversion [E] items and all Introversion [I] items). The marker with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

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

### Part II Scores

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

### SAMPLE PART II GRAPHS



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

## Overview of Scores for Part I

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

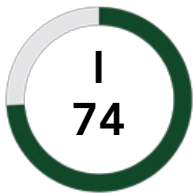
Circle scores are divided into what your client feels most comfortable doing (Natural) and what he or she does most often (Demonstrated). This is only an overview, it is important that your client's personality type is examined further by exploring and understanding each of his or her mental functions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

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

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

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

#### NATURAL



As a Natural introvert:

- Your client is more comfortable with engaging in one-on-one discussions
- He/she naturally reenergizes by spending time alone
- Your client prefers to formulate ideas internally before sharing

#### DEMONSTRATED



As a demonstrated extrovert:

- In your client's everyday life group interactions are common
- He/she often initiates discussions with others
- Your client engages the world outside of himself/herself

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

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

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



As a Natural intuitor:

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



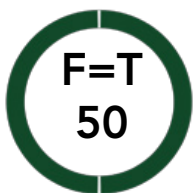
As a Demonstrated intuitor:

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

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

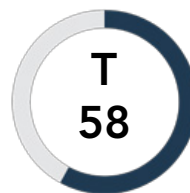
**Feeling (F)** is an emphasis on using personal values and ideals and arriving at a solution that feels right when weighed against one's personal beliefs.

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



Naturally Blended Judging means your client:

- Is equally comfortable with values and analytical options
- Prefers balancing results with group harmony
- Naturally prefers complex decisions



As a Demonstrated Thinker:

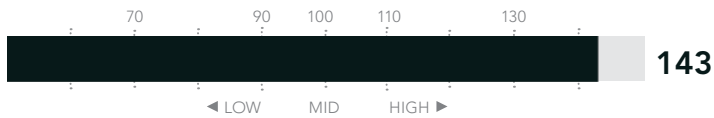
- In your client's everyday life he/she makes decisions based on logic
- He/she spends time being analytical and objective
- More often than not your client focuses on results and precision

== Blended

## Overview of Scores for Part II



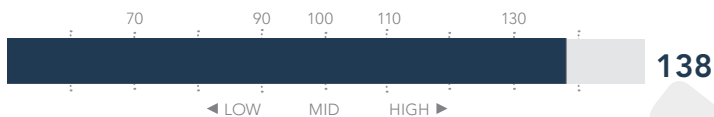
### Your Total FlexIndex



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

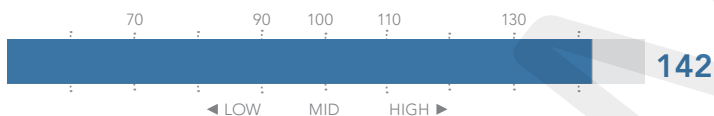
### SUBSCALE DESCRIPTIONS

#### Proactivity



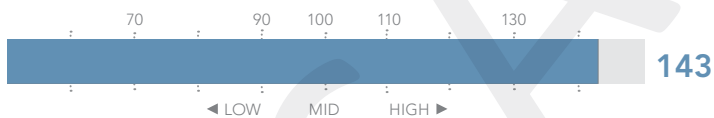
Proactivity refers to the skills necessary for active problem-solving and taking decisive action when faced with a challenge. Your client's score indicates that he or she is highly proactive. Keep this strength in mind as your client moves through different sections of his or her report.

#### Composure



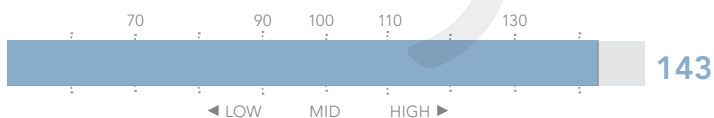
Composure involves being able to remain calm and controlled under times of stress or criticism. Your client's score shows that he or she is able to remain level-headed during high-pressure situations. Think about how different situations test your client's ability to keep his or her cool.

#### Connectivity



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

#### Variety-Seeking



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

#### Rejuvenation

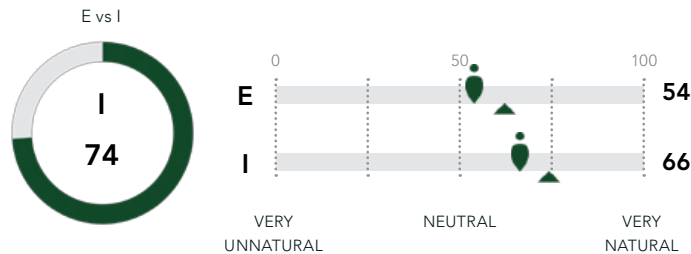


Rejuvenation involves positive coping strategies used to maintain health and minimize stress. Your client may not be doing enough to recover from the taxing events of his or her day-to-day life. This skill can be especially important to develop if your client finds themselves in situations that are not immediately comfortable.

## Part I: Overall Functions

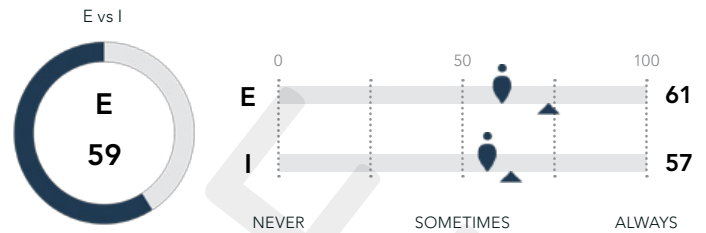
## NATURAL

## Overall Attitude



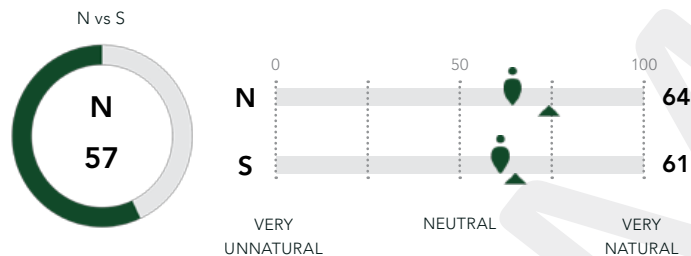
The Natural circle score of your client indicates that he or she is moderately more comfortable with introverted than extraverted behaviors. That is, your client is somewhat more comfortable with focusing on his or her internal thoughts than with outward expression.

## DEMONSTRATED

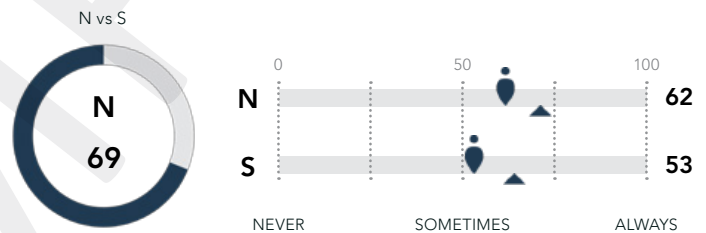


The Demonstrated circle score of your client indicates that he or she displays slightly more extraverted behaviors than introverted behaviors. That is, your client is marginally more likely to display outward expression than to focus on his or her internal thoughts.

## Overall Perceiving

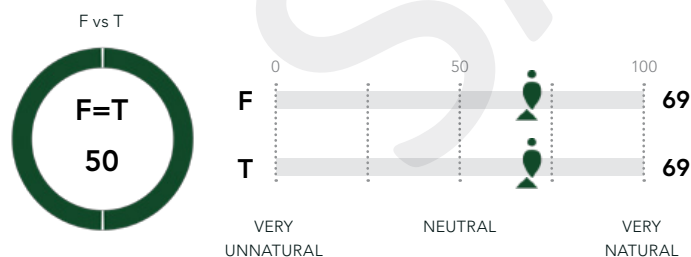


The Natural circle score of your client indicates that he or she is only slightly more comfortable with intuiting than sensing behaviors. That is, your client is marginally more comfortable with big picture thinking compared to focusing on concrete details.

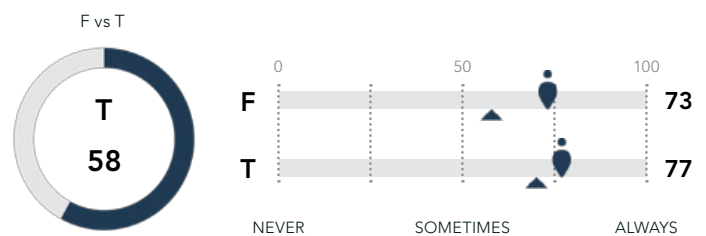


The Demonstrated circle score of your client indicates that he or she displays moderately more intuiting behaviors than sensing behaviors. That is, your client is somewhat more likely to focus on ideas and possibilities than he or she is to focus on the details and realities of the situation.

## Overall Judging



The Natural circle score of your client indicates that he or she is equally comfortable with feeling and thinking behaviors. That is, your client is similarly comfortable with making decisions based on ideals and values as well as logic and results.



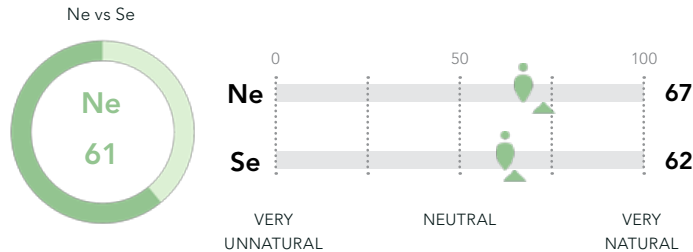
The Demonstrated circle score of your client indicates that he or she displays slightly more thinking behaviors than feeling behaviors. That is, your client is marginally more likely to focus on logic and results than he or she is to focus on ideals and values when making a decision.

▲ NORM GROUP AVERAGE RESPONSE

## Part I: Extraverted Mental Functions

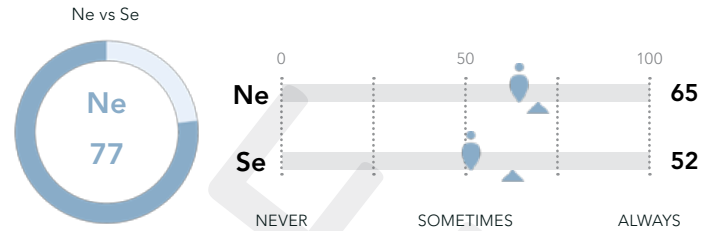
## NATURAL

## Perceiving



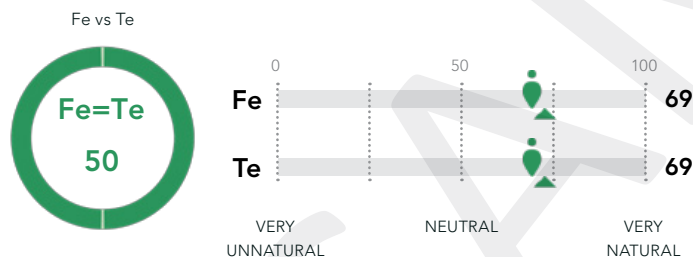
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other extraverted intuitors (see response bar). Your client is as comfortable with both extraverted intuiting and extraverted sensing behaviors as other extraverted intuitors.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

## DEMONSTRATED

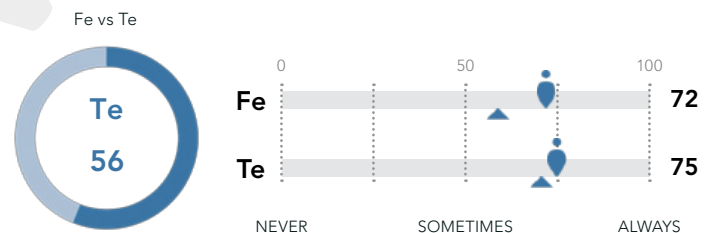


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other extraverted intuitors (see response bar). Your client exhibits a similar amount of extraverted intuiting behaviors as other extraverted intuitors. However, your client demonstrates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

## Judging



In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other blended individuals (see response bar). Your client has the same level of comfort with both extraverted feeling and extraverted thinking behaviors as the average blended individual. This suggests that your client might have the same facility with emphasizing others' point of view and asking logic-driven questions as his or her blended counterparts.



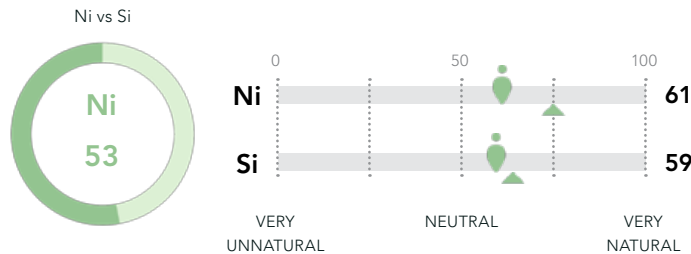
In terms of how frequently your client displays both types of behaviors, your client's responses were compared to those of other extraverted thinkers (see response bar). Your client exhibits a similar amount of extraverted thinking behaviors as other extraverted thinkers. Interestingly, your client demonstrate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

▲ NORM GROUP AVERAGE RESPONSE

## Part I: Introverted Mental Functions

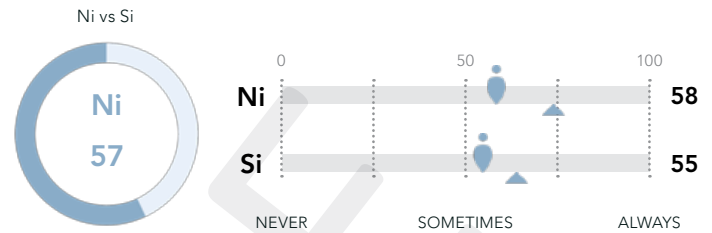
## NATURAL

## Perceiving



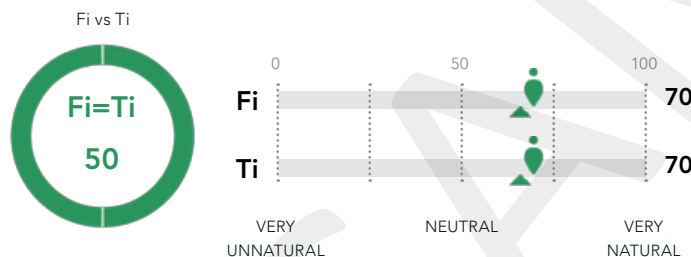
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other introverted intuitors (see response bar). Your client is slightly less comfortable with introverted intuiting behaviors than other introverted intuitors. However, your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

## DEMONSTRATED

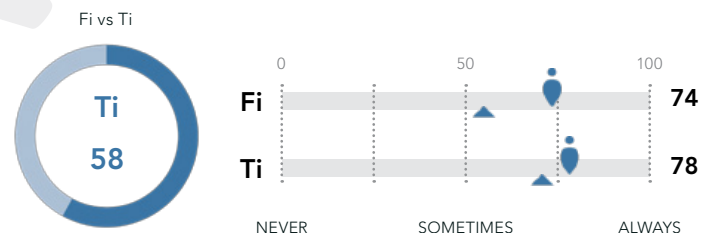


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other introverted intuitors (see response bar). Your client exhibits less introverted intuiting and introverted sensing behaviors than other introverted intuitors. This suggests that your client might have access to a narrower range of envisioning scenarios and internally cataloging actions than his or her introverted intuiting counterparts.

## Judging



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



In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other introverted thinkers (see response bar). Your client exhibits the same amount of introverted thinking behaviors as other introverted thinkers. Interestingly, your client demonstrates more introverted feeling behaviors than other introverted thinkers. This suggests that your client might have access to a wider range of value internalizing actions than his or her introverted thinking counterparts.

▲ NORM GROUP AVERAGE RESPONSE



## Part I: Item Responses

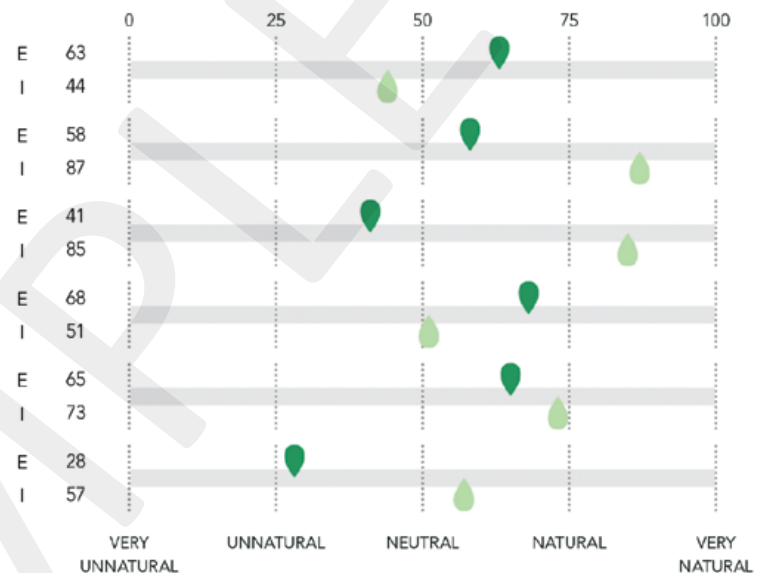
### ATTITUDE

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

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

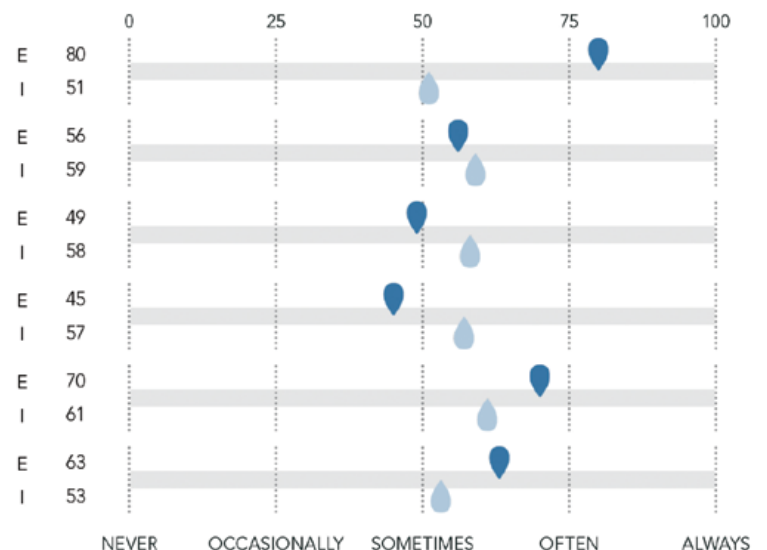
#### How natural is it for you to...

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



#### How often do you...

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



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## Part I: Item Responses

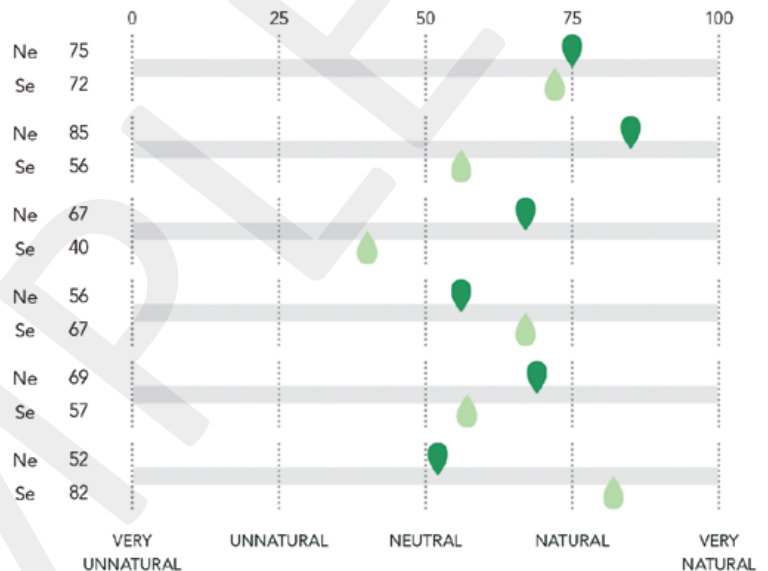
### EXTRAVERTED PERCEIVING

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

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

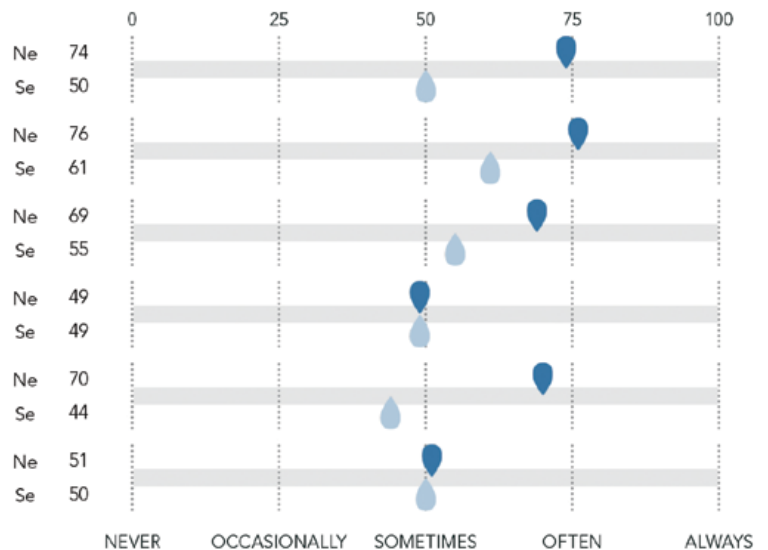
#### How natural is it for you to...

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



#### How often do you...

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



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## Part I: Item Responses

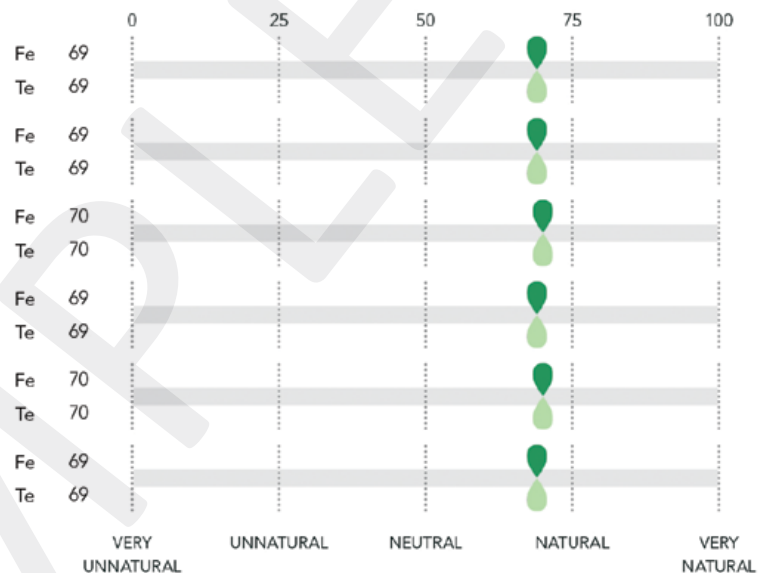
### EXTRAVERTED JUDGING

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

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

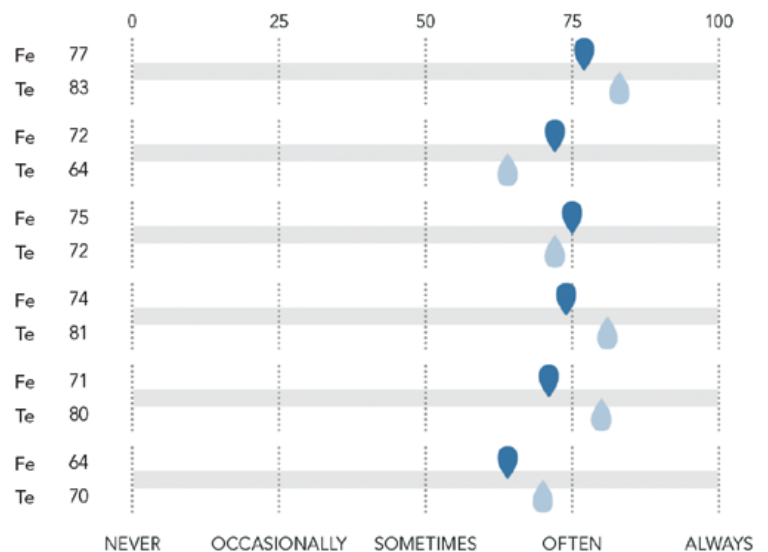
#### How natural is it for you to...

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



#### How often do you...

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



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## Part I: Item Responses

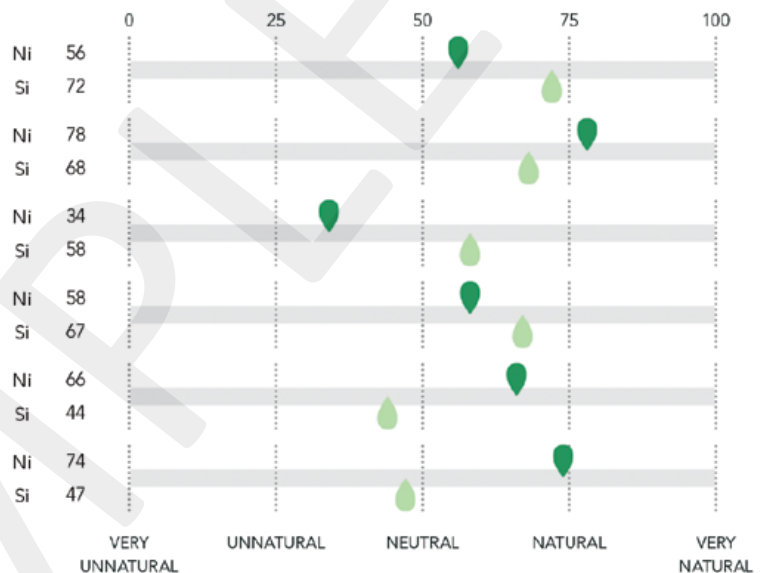
### INTROVERTED PERCEIVING

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

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

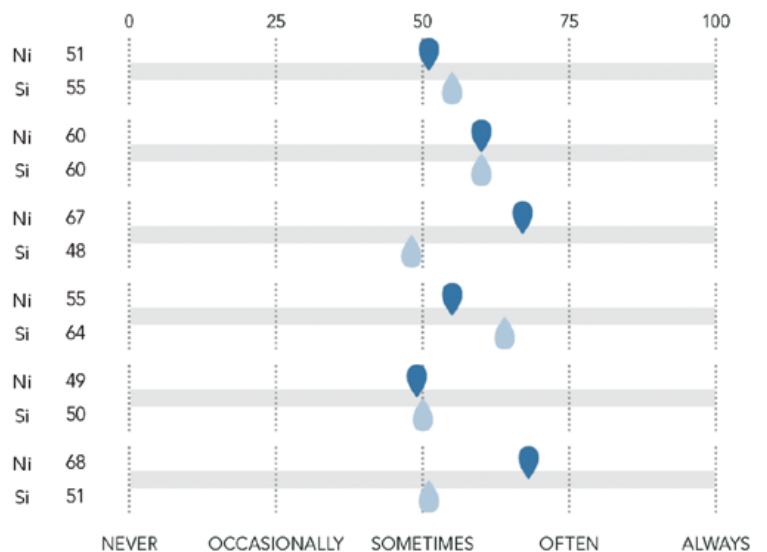
#### How natural is it for you to...

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



#### How often do you...

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



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## Part I: Item Responses

### INTROVERTED JUDGING

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

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

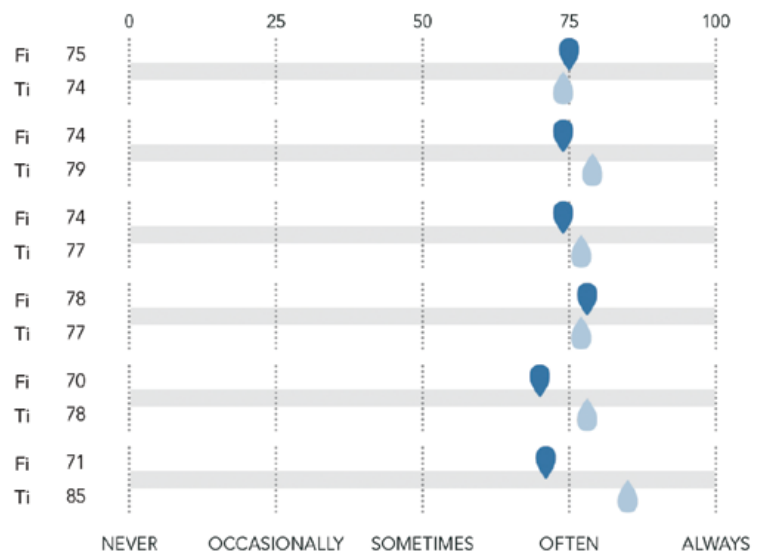
#### How natural is it for you to...

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



#### How often do you...

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



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

## Part II: Item Responses



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

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

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

## Composure

|     |  |   |
|-----|--|---|
| 3.  |  | 0 |
| 10. |  | 0 |
| 17. |  | 0 |
| 19. |  | 0 |
| 22. |  | 0 |
| 30. |  | 0 |
| 32. |  | 0 |
| 37. |  | 0 |
| 39. |  | 0 |

## Variety-Seeking

|     |  |   |
|-----|--|---|
| 2.  |  | 5 |
| 6.  |  | 5 |
| 13. |  | 5 |
| 16. |  | 5 |
| 21. |  | 5 |
| 33. |  | 5 |

## Proactivity

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

## Connectivity

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

## Rejuvenation

|     |  |   |
|-----|--|---|
| 1.  |  | 2 |
| 5.  |  | 2 |
| 15. |  | 2 |
| 23. |  | 1 |
| 25. |  | 2 |
| 29. |  | 1 |
| 35. |  | 2 |

## Part II: Item Responses



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

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## POSITIVE IMPRESSION

|                |   |                |   |
|----------------|---|----------------|---|
| 3. [Redacted]  | 0 | 26. [Redacted] | 3 |
| 8. [Redacted]  | 4 | 28. [Redacted] | 5 |
| 10. [Redacted] | 0 | 37. [Redacted] | 0 |

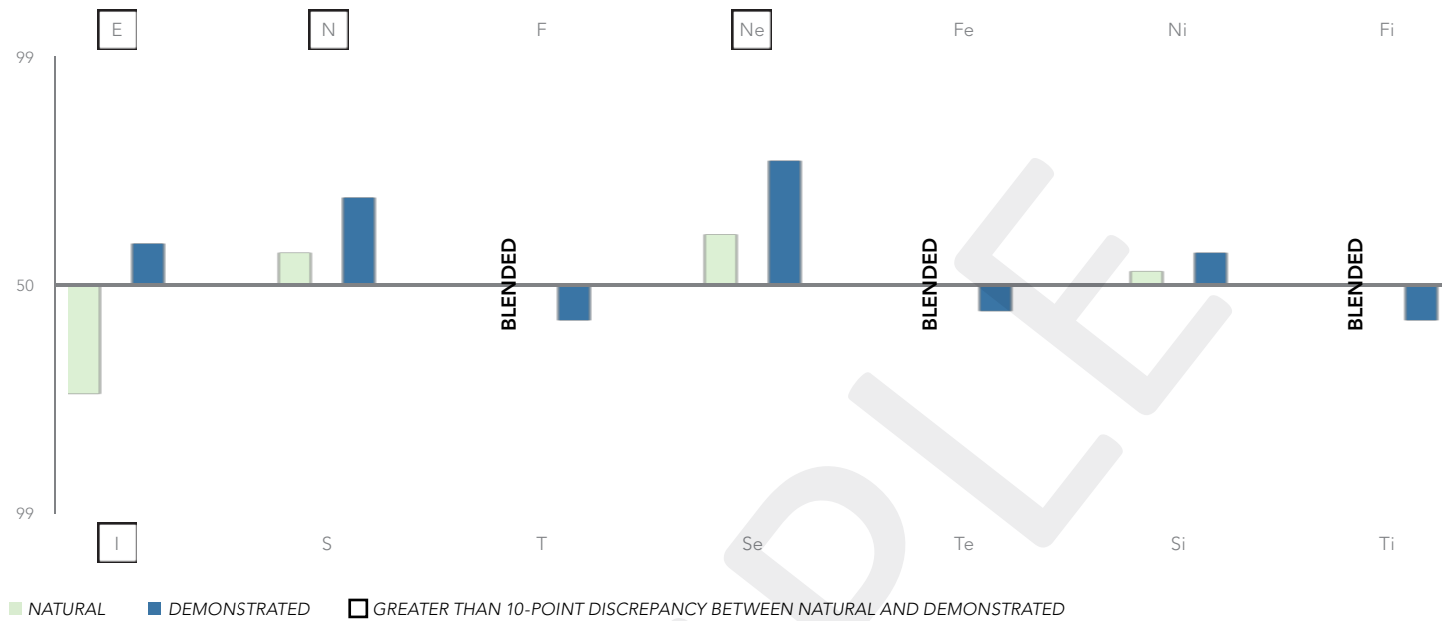
## INCONSISTENCY INDEX

|                |   |                |   |
|----------------|---|----------------|---|
| 4. [Redacted]  | 5 | 30. [Redacted] | 0 |
| 27. [Redacted] | 5 | 39. [Redacted] | 0 |
| 6. [Redacted]  | 5 | 7. [Redacted]  | 5 |
| 16. [Redacted] | 5 | 38. [Redacted] | 5 |
| 20. [Redacted] | 5 | 18. [Redacted] | 5 |
| 31. [Redacted] | 5 | 34. [Redacted] | 4 |
| 29. [Redacted] | 1 |                |   |
| 35. [Redacted] | 2 |                |   |

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## Integrator Section

## PART I: PEARMAN PERSONALITY



| FUNCTION                   | NATURAL<br>ITEM PLACEMENT | DEMONSTRATED<br>ITEM PLACEMENT |
|----------------------------|---------------------------|--------------------------------|
| Extraversion (E)           | Within Average            | Below Average                  |
| Introversion (I)           | Within Average            | Within Average                 |
| Intuition (N)              | Below Average             | Below Average                  |
| Sensing (S)                | Within Average            | Below Average                  |
| Feeling (F)                | Within Average            | Above Average                  |
| Thinking (T)               | Within Average            | Within Average                 |
| Extraverted Intuition (Ne) | Within Average            | Within Average                 |
| Extraverted Sensing (Se)   | Within Average            | Below Average                  |
| Extraverted Feeling (Fe)   | Within Average            | Above Average                  |
| Extraverted Thinking (Te)  | Within Average            | Within Average                 |
| Introverted Intuition (Ni) | Below Average             | Below Average                  |
| Introverted Sensing (Si)   | Within Average            | Below Average                  |
| Introverted Feeling (Fi)   | Within Average            | Above Average                  |
| Introverted Thinking (Ti)  | Within Average            | Within Average                 |

## PART II: PEARMAN FLEXINDEX





## Type and FlexIndex Integration



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

### EXTRAVERTED ATTITUDE

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

### INTROVERTED ATTITUDE

## Follow-Up Questions

### PART I: MENTAL FUNCTIONS

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

#### Extraverted Intuiting

1. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?

#### Extraverted Sensing

1. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?

#### Introverted Intuiting

1. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your intuition? Do you often have a sense of knowing something without knowing how you know it?

#### Introverted Sensing

1. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your senses? Do you often have a sense of knowing something without knowing how you know it?

#### Extraverted Feeling

1. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?

#### Extraverted Thinking

1. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?

#### Introverted Feeling

1. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your feelings? Do you often have a sense of knowing something without knowing how you know it?

#### Introverted Thinking

1. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?
2. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?
3. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?
4. How do you experience your thoughts? Do you often have a sense of knowing something without knowing how you know it?

## Follow-Up Questions

### PART II: FLEXINDEX

#### Proactivity

1. I am always looking for ways to improve my work.
2. I am always looking for ways to improve my work.
3. I am always looking for ways to improve my work.
4. I am always looking for ways to improve my work.

#### Composure

1. I am always looking for ways to improve my work.
2. I am always looking for ways to improve my work.
3. I am always looking for ways to improve my work.
4. I am always looking for ways to improve my work.

#### Connectivity

1. I am always looking for ways to improve my work.
2. I am always looking for ways to improve my work.
3. I am always looking for ways to improve my work.
4. I am always looking for ways to improve my work.

#### Variety-Seeking

1. I am always looking for ways to improve my work.
2. I am always looking for ways to improve my work.
3. I am always looking for ways to improve my work.
4. I am always looking for ways to improve my work.

#### Rejuvenation

1. I am always looking for ways to improve my work.
2. I am always looking for ways to improve my work.
3. I am always looking for ways to improve my work.
4. I am always looking for ways to improve my work.

## Action Plan

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

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

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

**SPECIFIC**  
**MEASUREABLE**  
**ACTION-ORIENTED**  
**REALISTIC**  
**TIMELY**

START



STOP



GROW



### ACTION PLANNER TEMPLATE

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

I commit to this action plan \_\_\_\_\_

Signature

## Development Commitment

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

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

---

### MY CLIENT'S DEVELOPMENT GOALS

My client's action plan includes the following goals:

Due Date

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

Your Signature \_\_\_\_\_

Your Client's Signature \_\_\_\_\_

## Coach's Guide to a Pearman Feedback Session

### PREPARING THE DEBRIEF

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

#### 1. Assess the Validity of the Results



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



Personality Scores



Personality Scores

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



## Coach's Guide to a Pearman Feedback Session

### PREPARING THE DEBRIEF

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



For the interpretation of the Pearman FlexIndex, the coach should first review the client's score on the index. The coach should then review the client's score on the index. The coach should then review the client's score on the index. The coach should then review the client's score on the index.

#### 5. Interpret Item Responses



The coach should interpret the client's responses to the items. The coach should interpret the client's responses to the items. The coach should interpret the client's responses to the items. The coach should interpret the client's responses to the items.

#### 6. Additional Sources of Information

The coach should gather additional information from the client. The coach should gather additional information from the client. The coach should gather additional information from the client. The coach should gather additional information from the client.



## Coach's Guide to a Pearman Feedback Session

### CONDUCTING THE DEBRIEF

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

| STAGE  | NOTES   |
|--|---|
| <p>1. Review the report with the client.</p> <p>2. Discuss the report with the client.</p> <p>3. Discuss the report with the client.</p> <p>4. Discuss the report with the client.</p> <p>5. Discuss the report with the client.</p> | <p>Review the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</p> <ul style="list-style-type: none"> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> </ul> |
| <p>1. Review the report with the client.</p> <p>2. Discuss the report with the client.</p> <p>3. Discuss the report with the client.</p> <p>4. Discuss the report with the client.</p> <p>5. Discuss the report with the client.</p> | <p>Review the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</p> <ul style="list-style-type: none"> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> </ul> |
| <p>1. Review the report with the client.</p> <p>2. Discuss the report with the client.</p> <p>3. Discuss the report with the client.</p> <p>4. Discuss the report with the client.</p> <p>5. Discuss the report with the client.</p> | <p>Review the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</p> <ul style="list-style-type: none"> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> <li>Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client. Discuss the report with the client.</li> </ul> |



## Coach's Guide to a Pearman Feedback Session

### CONDUCTING THE DEBRIEF

|  |  |
|--|--|
| <p><b>1. Prepare the debriefing</b></p> <p>Review the session notes, including the client's feedback, and prepare to discuss the session with the client.</p>            | <p>The debriefing is a critical part of the session and should be conducted in a safe and supportive environment. The coach should prepare to discuss the session with the client, including the client's feedback, and prepare to discuss the session with the client.</p> <ul style="list-style-type: none"> <li>Review the session notes, including the client's feedback, and prepare to discuss the session with the client.</li> <li>Review the session notes, including the client's feedback, and prepare to discuss the session with the client.</li> <li>Review the session notes, including the client's feedback, and prepare to discuss the session with the client.</li> </ul> |
| <p><b>2. Conduct the debriefing</b></p> <p>Discuss the session with the client, including the client's feedback, and prepare to discuss the session with the client.</p> | <p>The debriefing is a critical part of the session and should be conducted in a safe and supportive environment. The coach should prepare to discuss the session with the client, including the client's feedback, and prepare to discuss the session with the client.</p> <ul style="list-style-type: none"> <li>Review the session notes, including the client's feedback, and prepare to discuss the session with the client.</li> <li>Review the session notes, including the client's feedback, and prepare to discuss the session with the client.</li> <li>Review the session notes, including the client's feedback, and prepare to discuss the session with the client.</li> </ul> |