

PART V. THE SPECIALIZED ABILITIES

tHAB requires the completion of several worksamples which measure other leadership abilities. We find that these abilities - which we call the Specialized Abilities - help leaders to know how they learn best, how they respond to the work environment most effectively, how quickly and proficiently they process new information, and how to develop the skills to communicate their ideas and their decisions to their associates and their subordinates, so that they are able to understand and follow the leaders accurately.

The Five Learning Channels

The most effective leaders know how they take in and process new information best - some read to learn; some listen to learn; some learn through movement; some rely on pictures, charts and graphs; and some depend on their ability to remember and recall numbers.

Leaders who know their primary learning style, or the most efficient means to learn new information, have an advantage over those who do not. They know to seek out the most comfortable and effective medium when they need to learn something new. Learning is a core competency in any leadership position. The best leaders know how to develop a working knowledge of new subjects, projects, processes and work environments quickly by using the right tools. They know whether to get and keep the information by reading about it, hearing about it, working with it, reducing it to graphs, cataloging it or making lists, or utilizing a combination of learning methods.

Unfortunately, some leaders may also believe - often erroneously - that they can communicate most effectively with their employees - one-on-one or in groups - by expecting the same learning channels from these employees as they themselves are able to use.

For example, a leader who learns most effectively through reading may assume that a written document is the best way to supply his staff with new information or to assist them in learning something new. Unfortunately, this is not always a sound assumption.

High performance leaders understand that different people learn in different ways. They will teach themselves to transmit their instructions and messages to their subordinates by the most productive means - measured not by their own learning needs, but by the needs of the individual subordinates. Thus, a leader who learns best by the spoken exchange of ideas (speaking and listening) may assume that a worker who needs instruction will also learn best by listening. Unfortunately, he may find that the worker has actually understood very little of what he hears and that a written memo would have been infinitely more effective. On the other hand, in this day of electronic communication, many leaders limit themselves to an exchange of e-mail when a face-to-face meeting would be much more productive.

Effective leaders learn that when they are required to communicate with large groups - stockholders, the press, community activists, the board of directors, groups of employees - they must provide their presentations in as many learning styles as possible. A leader who can convey his message in various forms - in writing; through pictures, graphs and charts; by spoken presentation; or by inducing his audience to "walk through the process" - will reach the greatest number of people. Communications that are unclear to the recipient or that must be translated into other learning channels will only create confusion and misunderstanding.

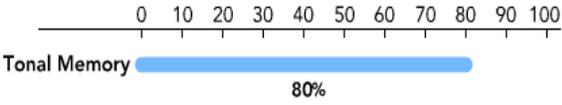
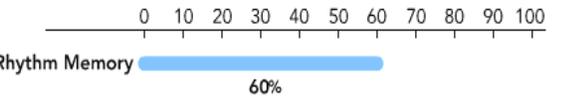
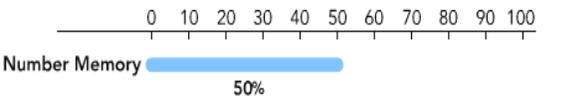
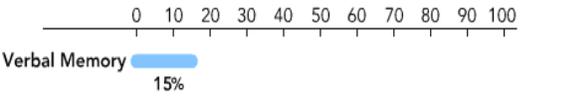
Learning channels can be used in tandem with one another, or, when necessary, one can be substituted for another. The extent to which information is learned will depend on the medium which is used to transmit the information to the learner. The effectiveness of the learning process will depend upon which learning channel is used, the amount of time available for learning, the learner's previous knowledge of the subject, his interest in the topic, and the consequences to the learner of not learning. If the information is not available in the one medium that is strongest for him (e.g., reading), then the learner may have to call upon one or more of the other tools (e.g., listening and re-writing notes). The key is to evaluate the form in which the information is first available; it may be more effective to translate the information into another medium.

An important note: High performance leaders are aware that their learning never stops, that learning is a force that drives them on. The greater the number of strong learning channels, the greater the need to find new things to learn. A leader who has three or more strong learning channels may find that he's ready to move on if his job no longer offers new opportunities to learn. The drive to learn will force him to seek new challenges. If he's happy with his associates and his work environment, however, and can't find new challenges at work, he may be able to cure his ennui by taking courses in a local college, joining a discussion group, becoming a political activist, or volunteering for work with a non-profit organization.

tHAB measures five distinct learning channels. They represent the foundation for an understanding of how people learn. Several other abilities contribute to facility in learning, including some of the problem-solving abilities (classification and concept organization) and personal style (generalist/specialist scale, extroversion/introversion scale). The level of a leader's Vocabulary is also a critical factor in the learning process.

We include a chart identifying the five learning channels. The chart shows the tHAB worksample which is used to measure your strength in each channel, the order in which your strengths fall, and how you can put your strengths to the best use.

HOW YOU LEARN

<p>Learning by Listening Tonal Memory</p>  <p style="text-align: center;">80%</p>	<ul style="list-style-type: none"> • Try listening to background music at work. • Communicate with your subordinates face-to-face and in meetings, but remember that your associates may have different learning styles. • Read important documents and directives aloud. • Listen to books-on-tape, lectures, and other auditory sources of information. • Study a foreign language useful in your work.
<p>Image Learning Design Memory</p>  <p style="text-align: center;">75%</p>	<ul style="list-style-type: none"> • Incorporate power-point, graphs, charts and photos in your memos and presentations. • Use show-and-tell when introducing a new product or project. • Graphics help everyone to learn, but remember that your staff may have other learning styles. • Concentrate on tasks and projects which incorporate this ability.
<p>Kinesthetic Learning Rhythm Memory</p>  <p style="text-align: center;">60%</p>	<ul style="list-style-type: none"> • Incorporate movement in learning and teaching. • Demonstrate new projects and products through show-and-tell. • If this is a strong channel for you, don't hesitate to express it. • Remember that your associates may have different learning styles.
<p>Learning Numbers Number Memory</p>  <p style="text-align: center;">50%</p>	<ul style="list-style-type: none"> • Use your ability to arrange schedules and time-tables for projects. • Concentrate on roles that require instant access to your store of facts and data. • Remember that your associates may be slower at working with numbers. • Take time to reduce what you learn to lists.
<p>Learning by Reading Verbal Memory</p>  <p style="text-align: center;">15%</p>	<ul style="list-style-type: none"> • Read and refer to books, magazines, newspapers, training manuals, the Internet, e-mail. • Encourage associates to communicate with you in written memos and e-mail. • Put all your notes, memos and directives in writing, but remember that your associates may have different learning styles. • Work constantly to expand your vocabulary.

Learning by Reading (Verbal Memory)

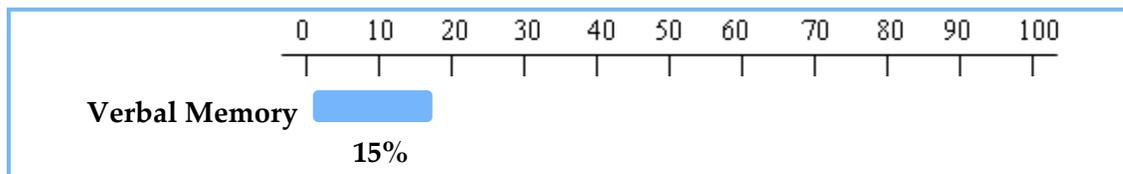
This is the ability to learn new information through written or printed materials. Reading is one of the two learning channels used most in our schools, and our society relies on it heavily. A vast amount of information has been accumulated through the centuries in books, treatises, magazines and newspapers - all of it accessible only by reading. Only since the development of telephones and radio have we been able to transmit information widely in any other form than the printed word. If your score in Verbal Memory shows that reading is your strongest learning channel, then continued reference to books, manuals, and other written material is critical to your role as leader.



The availability of information on the Internet has reduced the need to rely so heavily on printed material. It's possible now to read and learn virtually everything we need to know with our computers. If we wish to keep a permanent record of our new knowledge, we can download and print. E-mail has also provided an important new tool for people who learn best by writing and reading. A leader who depends for his research exclusively on the Web should remember that it may be a source of instant enlightenment but that it may be necessary to go more deeply into a subject by reading source material.

Verbal Memory plays a significant part also in associative memory. This is the ability to associate one fact with another with which it is related - for example, the ability to translate a word in one language into its equivalent in another language, or to learn the technical or scientific equivalent of a common word. This ability will be a help to leaders who have to read and digest a lot of printed material.

Your Results

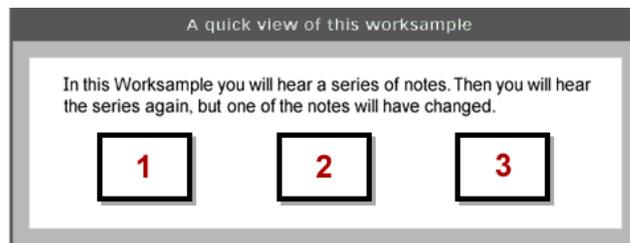


Your score is in the low range in Verbal Memory. As a leader with low Verbal Memory, you:

- May experience some difficulty in retaining information from the written or printed word. Reading may be a relatively slow learning channel for you.
- Need to give yourself adequate time when working with written material.
- Can help yourself by "translating" the written word into other learning channels - e.g., by listening to books on tape, drawing diagrams, reading aloud, or associating words with pictures, diagrams or numbers.
- Should encourage your associates to communicate with you in face-to-face meetings.
- Can appoint a staff member to express your instructions, directions and memos in writing.

Learning by Listening (Tonal Memory)

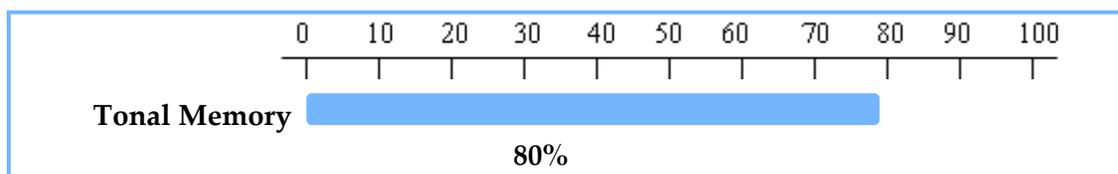
This is the ability to learn new information by hearing it. Listening is the second of the traditional learning channels used in our schools. By the time he graduates from high school, virtually everyone knows whether he learns better by listening to his teacher and his classmates or by reading his textbooks, although some people are fortunate enough not to sense any material difference between the two.



In any event, there's no gainsaying the importance of listening to the learning process. In school, we learn through lectures and the give-and-take of classroom discussion. We listen to the radio and television every day; we "read" books on tape. Increasingly, we listen to new learning material through our computers; and businesses conduct aural training sessions by telephone and by computer audio.

Leaders who perceive that listening is their strongest learning channel learn to talk and listen to their subordinates instead of writing to them. They prefer meetings to memos and e-mail. They learn to read notes, e-mail, and memos aloud to understand and retain them better. They don't hesitate to tell others that they prefer meetings and telephone calls to letters, memos and e-mail. Letting others know of their preference for learning through listening encourages others to communicate with them verbally.

Your Results



Your score in Tonal Memory is in the high range. As a leader with high Tonal Memory, you should:

- Regard and utilize this ability as a primary learning channel.
- Take advantage of lectures, audio tapes, and other auditory devices to improve your understanding of a subject - even if your scores in the other learning channels are high.
- Develop your strong auditory facility to enjoy and participate in musical activities.
- Learn a foreign language through audiotapes, CD's or conversational courses - the process will be easy for you, especially if you score either medium or high in verbal memory.
- Experience frequent pressure to use this ability; you may feel frustrated if you don't.
- Check your scores on the other music abilities (Rhythm Memory & Pitch Discrimination); if they are in the medium range or above, include music in your professional or social life.
- Have very little difficulty in learning to play a musical instrument, especially one that "tunes" itself (e.g., keyboard or drums).

Image Learning (Design Memory)

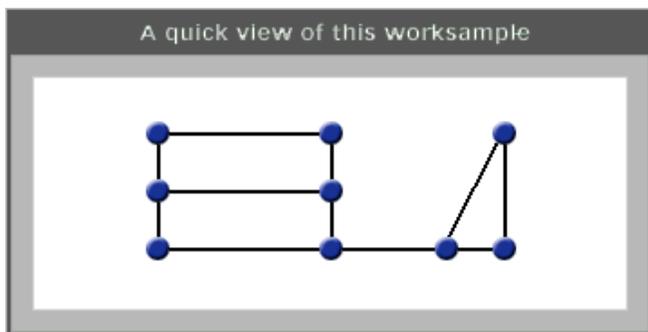
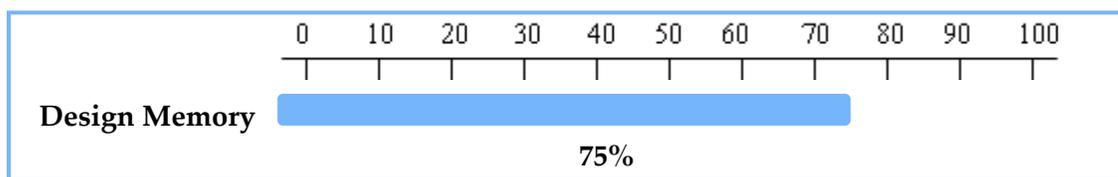


Image Learning is the ability to learn new information through pictures, graphs, charts and other visual cues. Leaders who are aware that these tools help with their learning and who understand the effectiveness of graphics in learning and memory-recall will include in their communication tool-kits the use of outlines (organized as graphics), color-coding, and highlighting, as well as flip charts, power-point

or white boards. Symbols or drawings placed in the margins of reading material, and use of a variety of fonts or handwriting styles, can enhance the comprehension and retention of printed matter.

Providing graphics, pictures and charts for image learning can be the key to effective organization of large amounts of data. This can simplify the comprehension of key points, and create visually pleasing and powerful presentations of new material.

Your Results

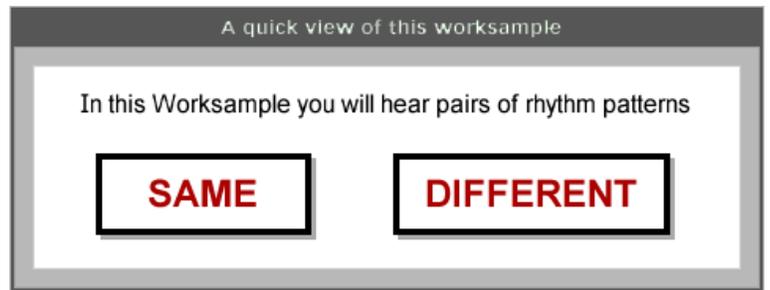


You score in the high range in this Ability. As a person with high Design Memory, you:

- Can consider this to be a significant learning channel in and of itself and can easily translate and communicate the information you receive through graphics, diagrams and drawings.
- Find it easy to remember two-dimensional visual patterns and are able to work comfortably with visual material, as, for example, with maps, architectural designs, and diagrams.
- Should find it easy to remember such things as the location of objects in a room, your way around a new area, or directions on a map.
- Need to find activities in which this ability can be used regularly, or you may feel vaguely dissatisfied.
- Will find this ability useful in many scientific, technical, and/or artistic tasks.
- Should make use of this ability in communicating with others - reduce your thoughts and conclusions to diagrams and graphs.
- Will find this ability helpful in dealing with staff and workers engaged in design - industrial designers, engineers, marketing and advertising personnel, sign makers, etc.

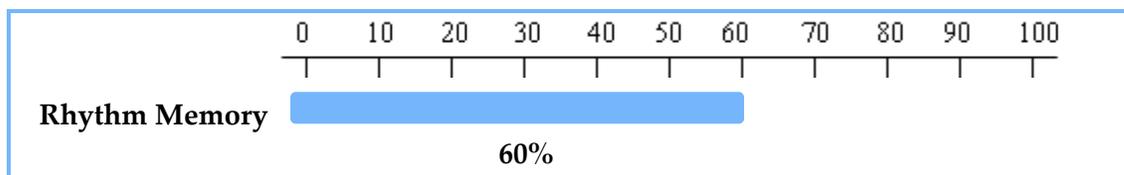
Kinesthetic Learning (Rhythm Memory):

Rhythm Memory, or Kinesthetic Learning, is the ability to learn through movement. It is the ability to perceive and reproduce - both mentally and physically - a series of patterns or actions governed by intervals of time. It deals with the relationship between the brain and the body's motor skills. Athletes usually score high on this worksample. The ability is essential for success in music, especially for conductors and teachers of music. Generally, a person can tell whether he is strong in this ability. A person high in this ability will enjoy and excel at dancing or soccer, for example.



For leaders, Rhythm Memory is important as a cue to the expressions and conduct of people around them, including their perception of changes in speech and body language. Whether the other person is alone or in a group, a leader with strong rhythm memory will be able to detect whether the other person is displaying tension, anger or hostility - or resignation - or sympathy - or pleasure. This ability is especially useful when the other person's words belie his actions.

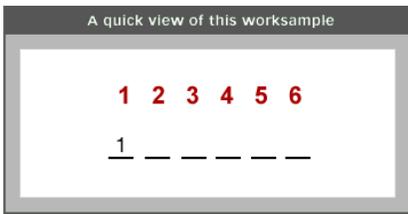
Your Results



As a leader with medium Rhythm Memory, you:

- Can translate your sense of motion and time into a significant learning tool.
- Can master an activity which requires repeated actions in a given time sequence.
- Can communicate with your staff by demonstrating the steps in a technique or action.
- Have some ability to reproduce physical movements. Anytime you "act out" or "walk through" a learning activity, you are taking advantage of this ability.
- Should experience no particular problem in responding to music, learning a musical instrument (especially one with a strong beat, like the drums), or moving "in sync" with others in a physical activity.

Learning Numbers (Number Memory):

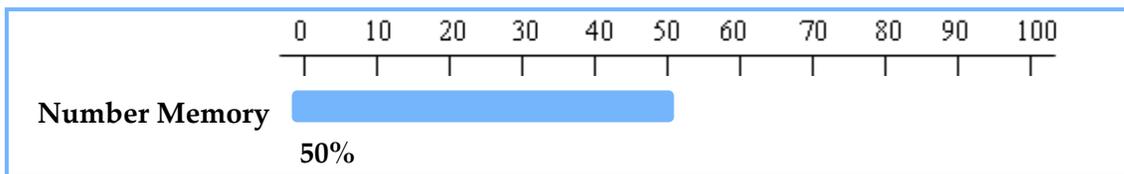


This is the ability to learn and remember numbers - especially those you need in your work. It indicates an ability to use numerical data to solve problems. At its most fundamental, this enables us to create associations between numbers and concepts. It is especially helpful in fields which have a specialized vocabulary or in learning a foreign language. Doctors, for example, have to learn the medical term for the common name of an illness, and the many variants for the generic and product names of drugs.

Number Memory is the ability to learn "through osmosis", i.e., through effortless assimilation. People who learn this way tend to enjoy working with facts and numbers. They are interested in anything and everything. They are likely to remember information that is based on numbers - e.g., baseball statistics. If they become interested in finance, they will retain stock prices listed in a table or the adjustments in interest rates. These learners often concentrate on facts within their areas of interest. Some of the best of them will have no interest whatever in some fields, even when numbers are involved. Interest in a subject comes first - data-gathering later. They may manifest their interest in people, for example, by memorizing birthdates and phone numbers, or by recording population counts on road signs.

Leaders high in Number Memory can capitalize on their ability to process numbers and related verbal associations by organizing their knowledge of a subject in a numerical format or in lists. For example, they can define a project by listing seven tasks they have to complete in a day, or by projecting a target into the future through numbers and percentages, or by organizing data in numbers or pie-charts. Leaders who understand the need of some workers to learn through numbers will organize the tasks of these workers to accommodate this ability. Many systems for enhancing number memory have been designed. One system associates each number with a symbol - a spear for the number 1, a sail for the number 4. Another uses words that rhyme - shoe for the number 2, heaven for the number 7.

Your Results



As a leader with **medium number memory**, you:

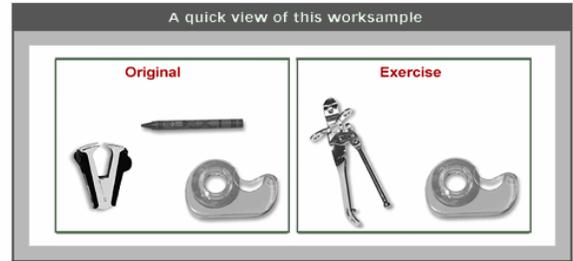
- Are able to remember numbers and related facts and images quickly and without much effort.
- Are able to relate numbers and facts to each other.
- Can recall the facts and numbers you need in your day-to-day tasks.
- Find this ability useful in roles that require instant access to facts and information.
- Will use this ability when you have a lot to remember quickly, as in preparing for a meeting.

Observation

This worksample measures your ability to pay attention to visual details, to perceive and remember changes in your field of vision, and to notice irregularities. It is a test of visual perception.

Observation, like Design Memory, is one of the visual abilities. Leaders who are strong in both Design

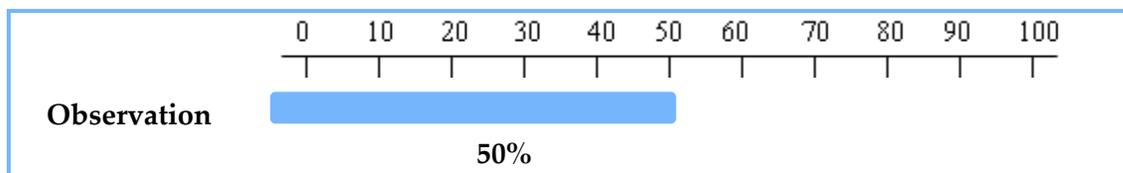
Memory and Observation are particularly sensitive to visual cues and stimuli. If Design Memory is the stronger of the two, the leader will respond most to the overall layout or pattern of objects, i.e., to a broad perspective into which he will fit each object. This explains why some people keep their current work within constant sight, putting parts of the project into stacks and folders that are always in sight.



If Observation is the stronger ability, the leader's natural tendency will be to break things down into their component parts and to see small visual discrepancies, whether on paper, in the physical environment, or in facial expressions or body language. Leaders who are strong in Observation can be visually distracted, especially in a new or strange environment. Even in familiar surroundings, leaders with strong Observation may need to keep "clutter" out of sight. They may turn their backs to the door when they're on the phone, and turn off their monitors when they talk with someone.

When both Design Memory and Observation are strong, a leader can see both the whole of an object and all its details. He responds to "the look" of things - products, documents, physical surroundings. He can use this sensitivity to visual cues to work efficiently with architects, engineers, draftsmen, ad agencies, typesetters and graphic artists. He can also contribute to the work of the company's designers.

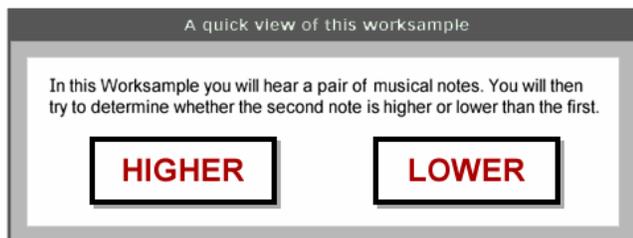
Your Results



As a leader with a medium score in Observation, you:

- May find this ability useful in projects that require close attention to detail and to visual changes and inconsistencies.
- May not respond to visual details unless you're interested in the scene or object before you.
- Can bring this ability into play in any artistic and visual tasks.
- Can find this ability helpful any time you need to describe the details of some experience, notice the details of an event, or recall changes in something you're looking at.
- Can use this ability in a hobby when there's no opportunity to use it at work.
- Can use this ability to read the facial expressions and body language of others.
- May need to avoid visual distractions when you work.

Pitch Discrimination

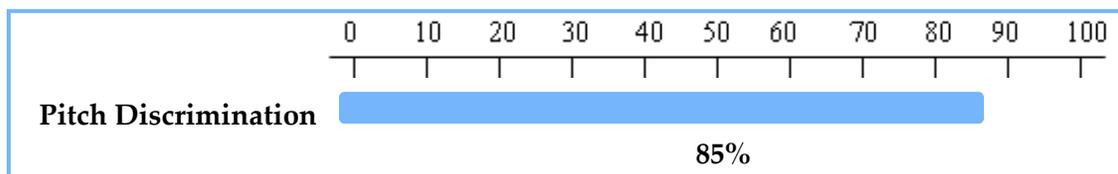


Highlands tHAB offers worksamples in three abilities related to music - Tonal Memory, Rhythm Memory and Pitch Discrimination. We have already described the part played by Tonal Memory and Rhythm Memory in your learning (see Learning Channels). Your scores in these worksamples also measure your ability to pick up nuances in speech

and language. Each musical or auditory ability relates to a different aspect of speech or language. Tonal Memory can be used to remember what is being said, and those who are strong in this ability can often recall verbatim what they have heard. Those strong in Rhythm memory pick up on the cadence of speech. They can detect the different speech patterns that represent excitement, boredom, cautiousness, fear, nervousness, interest, anger, affection, etc. Those with strong Pitch Discrimination are able to detect the changes in voice inflection that accompany changes in a person's emotional state.

Any one or all of these musical or auditory abilities can be called upon when a leader is required to respond to changes in the environment. Unconsciously, the leader will use her relative strength in each of the abilities to help in responding to the changes. The musical or auditory abilities are important to language learning. A leader who recognizes the importance of precision in communication and who has to deal often with people in other countries, will turn to bilingual translators and interpreters to make sure he is understood and that he understands. These interpreters should be fully bilingual - they should be able to speak both languages without perceptible error.

Your Results



As a leader with high Pitch Discrimination, you:

- Can pick up subtle changes in tone or inflection of voice, a talent useful for leaders generally and in such tasks as negotiation, conflict-resolution, inter-personal diplomacy, or mediating between opposing teams or team members, as well as in conducting interviews and teaching.
- May have the ability to sing or play a musical instrument well, including those instruments like the violin or trumpet that lean heavily on the ability to distinguish pitch.
- Have the ability to make fine distinctions in such tasks as gourmet cooking, photography, creative painting, working with small instruments or machines, microscopy, or astronomy.
- Should find it easy to learn the inflection and accent of a foreign language.
- May feel a press or need to use this ability and, depending on your other musical abilities (Tonal and Rhythm), should consider learning a musical instrument.

Visual Speed & Accuracy

A quick view of this worksample

		Same	Different
J68DB7	J68DB7	<input type="radio"/>	<input type="radio"/>
87PP95	87PP59	<input type="radio"/>	<input type="radio"/>
HP29VX	HP29VX	<input type="radio"/>	<input type="radio"/>
37GN5D	37GN5D	<input type="radio"/>	<input type="radio"/>
24ST97	24ST79	<input type="radio"/>	<input type="radio"/>

One inescapable, critical, and potentially log-jamming challenge facing most leaders is the mountains of paperwork they are required to deal with. Their paperwork includes e-mail, contracts, presentations, performance evaluations, employee documentation, invoices, reports and much more. The sheer volume of paperwork a leader is expected to dispose of makes it imperative that every leader know and utilize his own natural approach to detail. Developing a strategy for creating and processing paperwork quickly and efficiently can make a major difference in a leader's effectiveness.

The Highlands tHAB measures two abilities which define how an individual is wired to handle detail and paperwork. They are Visual Speed and Visual Accuracy, both measured in the same worksample.

When a leader's visual speed is significantly stronger than his visual accuracy, he will manifest a natural inclination to handle his paperwork quickly and to reconcile himself to an occasional error. A leader in this category knows that his best strategy is to:

- Move paperwork along quickly, but make sure that someone else checks his work.
- Delegate paperwork when someone else can do it better, but make sure he reviews and approves it.
- Allot extra time to handle important documents, including additional review time.
- Force himself to slow down when handling critical paperwork.

When a leader's visual accuracy is significantly stronger than his visual speed, he is likely to be meticulous but slow with his paperwork. Although his work will contain few errors, his demand for perfection will slow him down. A leader in this category knows that his best strategy is to:

- Determine when accuracy is more important than speed and slow the work down.
- Spend less time on drafts and memos and more on the final product.
- Delegate routine paperwork, but make sure he communicates his commitment to accuracy.
- Make sure his are the last set of eyes on important documents.

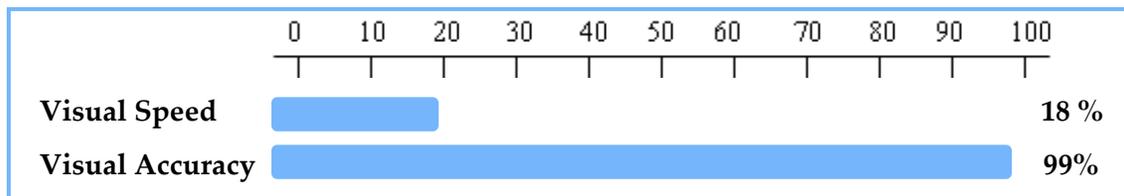
When a leader's visual speed and visual accuracy are both strong, handling paperwork becomes relatively easy and may even be enjoyable. A leader in this category can review his paperwork quickly and still catch most errors. He can feel comfortable in moving his paperwork along to others. His best strategy is to:

- Allocate and divide his time between his paperwork and his other responsibilities.
- Make himself available to review important documents prepared by his staff.
- When acting as a mentor, make sure that the people he's mentoring understand how he wants their paperwork done.

When a leader's visual speed and visual accuracy are both low, handling paperwork becomes a challenge. It may be an inefficient use of his time to handle paperwork at all. A leader in this category knows that his best strategy is to:

- Delegate as much paperwork as possible to subordinates who have proven themselves to be accurate, reliable and efficient in their use of time.
- Reserve some time each day to read and review critical documents.
- Insist that long and complicated paperwork - e.g., contracts, leases, policy memos - be reduced first to outlines and summaries.

Your Results



Your score in Visual Accuracy is in the high range and your score in Visual Speed in the low range.

As a leader with this pattern of abilities, you should:

- Determine when accuracy is more important than speed and keep your foot on the brake.
- Take comfort in knowing that accuracy is almost always more important in work than speed.
- Be confident of your ability to check for accuracy in reports, budgets and financial statements.
- Delegate routine paper work, but make sure you communicate your interest in accuracy.
- Make sure you review all important documents before they go out.
- Understand that your relatively low visual speed is not likely to create any problems for you unless you face a critical deadline.
- Experience very little difficulty with work that requires a large amount of paperwork or inspection of numbers and symbols, as long as you allow yourself enough time.
- Should plan the use of your time by creating day-by-day schedules and deadlines.