



THE HIGHLANDS
ABILITY BATTERY

CONFIDENTIAL REPORT

for

Sample Student

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Online Version

Work Phone:

Home Phone:

E-mail: susan@highlandsco.com

Student: Adult:

The Highlands Company
Larchmont, NY 10538
www.highlandsco.com



OVERVIEW

This report contains four sections interpreting your results on the Ability Battery.

Your Ability Profile. This is a representation in graphic form of your results in twenty-one measures. The results are expressed as percentiles. They indicate how your results relate to the results of all other persons who have completed the Battery.

Your Individual Abilities. This section shows your results on the nineteen worksamples in the Highlands Ability Battery. Your natural abilities are important to consider when making educational, career or life decisions. They influence:

- the work or school environment that feels most comfortable to you
- how you learn new information most easily
- how you solve problems and make decisions most efficiently
- how you communicate with others most effectively

As you have discovered, the Highlands Ability Battery™ measures abilities objectively. It does this through actual samples of performance called worksamples. These enable you to know what kinds of tasks and jobs will come quickly and effortlessly and also what kinds of tasks will be more difficult.

Most of the ability worksamples you took were timed. A true ability is demonstrated when a particular task comes easily, quickly, and effortlessly. When a task needs more effort, when it does not come as quickly, it is probably not a strong ability.

Your results are given as percentiles. This means that your results on each worksample were compared to the results of all persons who have taken the same worksample. Your percentile score gives us an objective way to compare how you did on the worksample with how other people have done. If you scored high in an ability as compared to other people, you can infer that this is a strong ability for you. Remember that it is not important to have high scores on every worksample; rather, it is important to know and understand what each of your scores means for you as an individual.

Everyone has a pattern of abilities, with some strong abilities and some weak abilities. The measure of your abilities' impact on you is your own pattern of strong and weak abilities. There are no "good" patterns or "bad" patterns. Every pattern means that some things will be easy for you to do or learn, others more difficult. In using this information, it's important to move toward roles that

capitalize on your strengths.

Among other things, you will want to take your abilities into consideration when:

- Figuring out the best way to study, read and learn
- Identifying possible careers
- Identifying possible major areas of study
- Planning internships or work study programs that fit
- Changing your career
- Identifying new directions for your current career
- Re-entering the work force
- Maximizing your performance at work
- Relating to your fellow workers
- Achieving satisfaction and harmony in your life

Knowing your abilities can help you steer toward tasks and roles that use your best talents, and steer away from tasks that would be naturally difficult for you to do.

Remember that any educational or career decision you make should take into account not only your abilities, but also other important life factors - such as your interests, personality, goals, values, family of origin and experience, and your stage of career development. Abilities alone should not determine what career and life decisions you make. Abilities should be considered a basic and important piece of the whole picture.

Remember, abilities:

- Are crucial in defining which tasks are naturally easy and which tasks are more challenging
- Can cause dissatisfaction if ignored
- Do not deteriorate with neglect but remain with you forever - unlike skills
- Create many patterns - none of them inherently good or bad; each pattern indicates that some tasks and roles are easy for you and others more difficult.

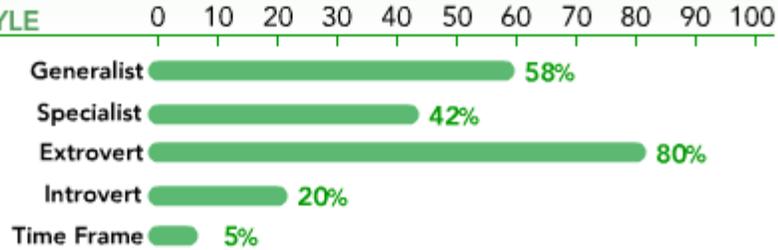
Four Key Dimensions. This section relates your abilities to the four key dimensions of your work life: Work Environment / Personal Style / Learning & Problem Solving / Decision Making & Communication.

Work Types. This section contains a list of functions or roles normally performed by the American work force. Next to each is a description of the function. The functions are broken down into four categories: Strong Matches with Your Abilities; Good Matches; Moderate Matches and Weak Matches.

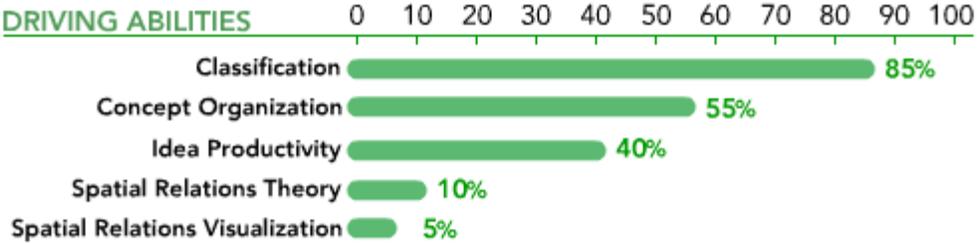


YOUR HIGHLANDS ABILITY PROFILE

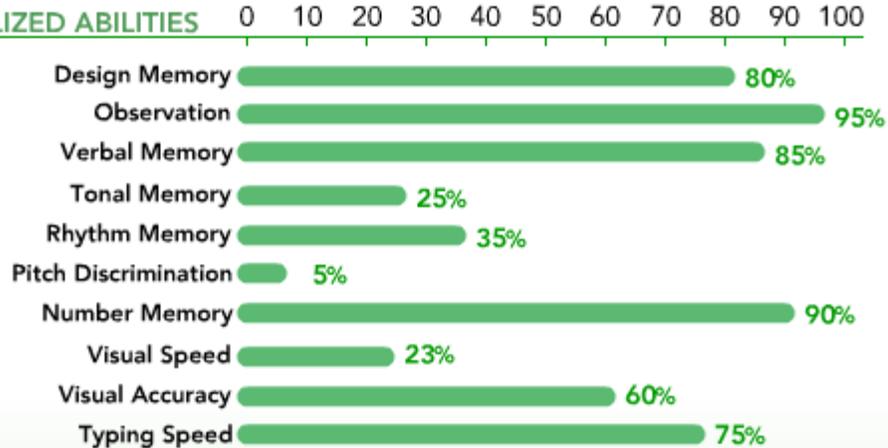
PERSONAL STYLE



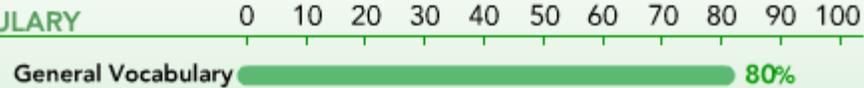
DRIVING ABILITIES



SPECIALIZED ABILITIES



VOCABULARY



Your scores are given as percentiles. Each percentile compares your score to the scores of all persons who have taken the same worksample.

Sample Student



This report describes each of your abilities. It tells you: the general definition of the ability; how the ability was measured; your score; and how to interpret your score. The abilities are grouped under the headings **Personal Style**, **Driving Abilities**, **Specialized Abilities**, and **Vocabulary** to make them easier to understand and discuss. The scores shown are the same as in your Ability Profile.

PERSONAL STYLE

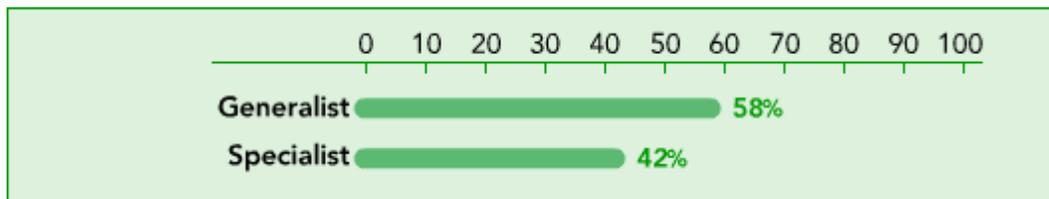
This section shows your results in three scales which interpret the frame of reference from which you approach your work: the Generalist/Specialist scale, the Introvert/Extrovert scale, and Time Frame scale.

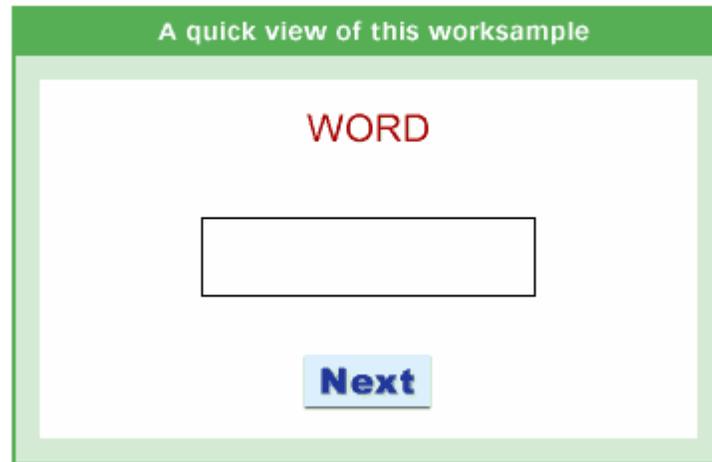
Both the Generalist/Specialist scale and the Extrovert/Introvert scales are continuums which show your relative position on the scales. The Generalist/Specialist scale is an indicator of your overall orientation in whatever work you do. Your relative position on this scale speaks more to the role you should play at work than to the kind of work you should do. Your relative position on the Introvert/Extrovert scale is an indicator of the kind of interpersonal work environment which you will most enjoy. Neither scale determines the type of work you should do, nor the role you should play at work. A manager may be an Introvert or an Extrovert, but he or she may have a different style, and create a different interpersonal working environment, than another manager.

Finally, your Time Frame Orientation helps you understand your orientation towards planning, goal setting and accomplishing tasks.

Generalist/Specialist

This worksample determines your preference for independent work or for working as part of a group.



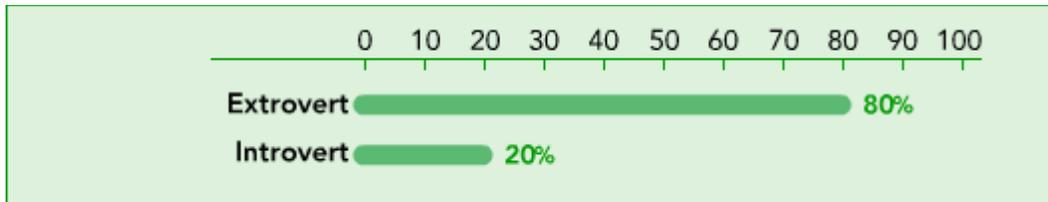


Everyone is a blend of Specialist and Generalist and shows some aspects of both. You score in the mid-range on this scale. This means that you can function to some extent on both sides of the scale. You need to understand both sides of the scale because people scoring in the mid-range combine the qualities of both.

- Specialists have a unique, individual way of looking at the world. They see things somewhat differently from anyone else. This is a clear strength in the right setting.
- Specialists have a unique perspective on things, and they will be working against themselves if expected to come up with "regular" responses, or to be "part of the herd."
- Specialists like to master a body of knowledge or to develop a skill of their own.
- Specialists advance in organizations by becoming more and more knowledgeable in a particular area until they know more about it than anyone else.
- Specialists pursue goals and solve problems best by working independently and autonomously.
- Generalists, on the other hand, like to work with and through people. They work best in groups or teams.
- Generalists like variety in their work and can go from one job to another as long as they see that the group's goals are being met.
- Generalists think in terms of the common goals of the team or organization and how best to accomplish them.
- Generalists often succeed in organizations by means of teamwork and interpersonal competence.
- People scoring in the mid-range combine the qualities of both Specialists and Generalists. A good way to combine the qualities is to study a specialized field or problem and then to offer your knowledge in a group-oriented activity or project.

Introvert / Extrovert

This worksample determines the interpersonal environment you prefer in the workplace, and how you prefer to divide your time between working alone and working with people.



A quick view of this worksample

Please answer all of the following questions. Do not spend too much time thinking, just answer to the best of your ability. When you are finished, click Next.

Yes	No	
<input type="radio"/>	<input type="radio"/>	1. Do you tend to introduce yourself to others rather than waiting for them to do so?
<input type="radio"/>	<input type="radio"/>	2. Are you more likely to have one or two closer friends rather than having many broader ones?

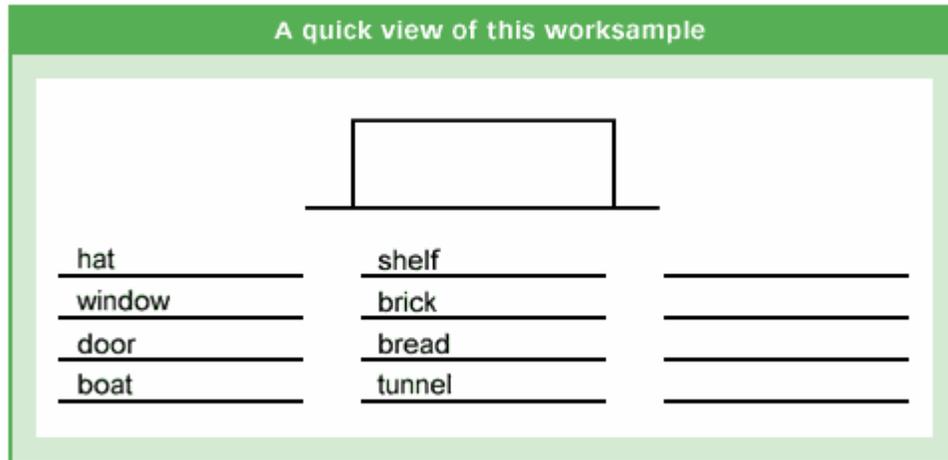
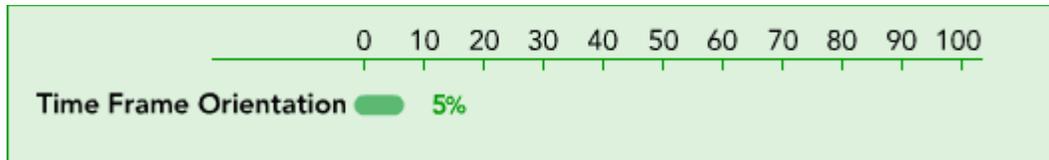
No one prefers Introversion or Extroversion all of the time; everyone has some characteristics of both. Your score indicates that you have a preference for Extroversion.

As an Extrovert, you...

- Get energy from being with people; you like being around others through a good part of your day. You can become stressed and dissatisfied in jobs that require you to be alone all of the time.
- Gather energy from external events, experiences, and interactions and like variety and action.
- Are drained of energy if required to work alone for a long period of time.
- Tend to speak first, reflect later. It is important for you to get an idea out for discussion, without necessarily thinking it through first yourself.
- Like to develop your ideas by discussing them with others and often prefer to communicate by talking.
- Tend to be sociable and expressive and enjoy initiating and sustaining interactions.
- Learn best by interaction, prefer to work with others, and enjoy discussion.
- Tend to avoid long, slow jobs or projects, particularly if they do not include interaction with others.

Time Frame Orientation

This worksample measures the span of time you tend to project and consider when making future plans or working on projects. It indicates how you consider naturally the impact of present actions on future plans.



As a person with a short or immediate Time Frame Orientation, you...

- Have a natural Time Frame of about six months to one year for making plans, thinking about your future, or considering the impact on your life of what you are doing now.
- Can work to accomplish a goal requiring longer Time Frame (five years, for example) by consciously breaking it into clear segments that fall within your natural Time Frame.
- Are able to move from project to project easily without being encumbered by a fixed, long-term view of things.
- Can find this orientation helpful in jobs that demand relatively immediate closure or completion.
- Should be aware that your hunger for immediate results can undercut your ability to complete projects that demand longer completion times. You will need to manage your natural Time Frame Orientation in such projects by consciously breaking them up into shorter steps and then focusing on each step.

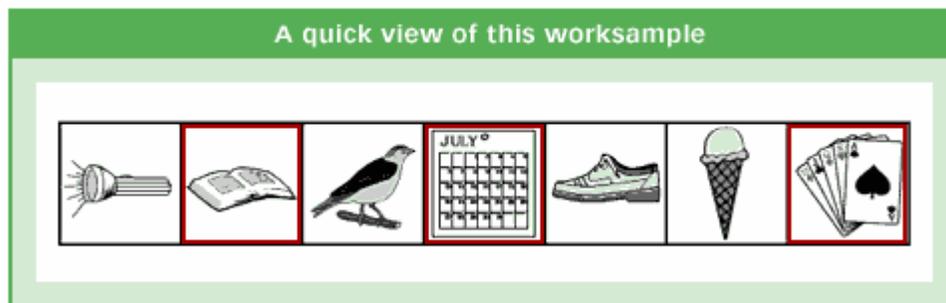
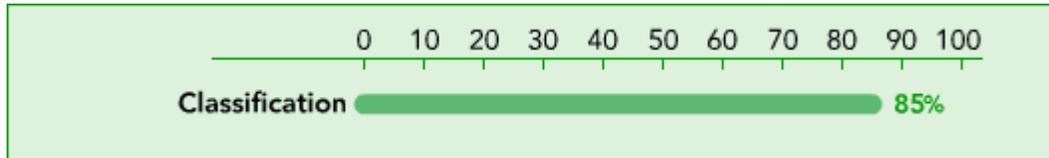
DRIVING ABILITIES

This section shows your results in five worksamples. Together, they are called the Driving Abilities. They are: **Classification**; **Concept Organization**; **Idea Productivity**; **Spatial Relations Theory**; and **Spatial Relations Visualization**.

The Driving Abilities are very powerful and influence almost every part of our work lives. This is true whatever an individual's results. Each one of these abilities asserts itself in our lives. It is absolutely critical to take them into account when considering what role you should play at work.

Classification

This worksample indicates your ability to see relationships between seemingly unrelated events, situations, or information. It shows your ability to move from the specific to the general when solving the many problems you face every day.

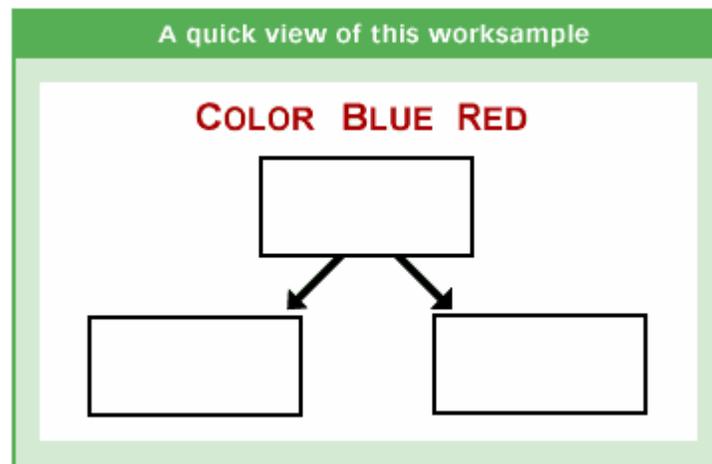
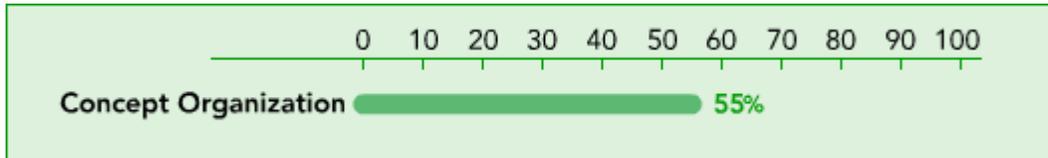


As a person with high Classification, you...

- Can easily and quickly see patterns and relationships among data and objects.
- Will find that this ability demands use and will influence almost every aspect of your working life.
- Need problem-solving as a foundation of your work
- Are likely to get positive enjoyment from using this ability, and to be unhappy in positions that do not use it.
- Love to solve new problems and to figure things out.
- Are able to quickly summarize a set of points and jump to the end of an argument.
- Can see pros and cons in any situation and the problems in a plan quickly and easily. On the negative side, unless you exercise self-discipline, you can be indecisive as a manager or decision-maker, because it is so easy for you to focus on alternatives.
- Can be easily bored in positions that require mostly routine, or rote, work.
- Do not like to be bothered learning the details of any subject and can usually gather enough information to get by or "wing it."
- Must use education and self-discipline to channel this ability properly - just because something is learned quickly does not necessarily mean it has been learned well.
- Can use this ability in any role where the major activity involves rapid-fire problem-solving, fixing, advice-giving or consulting.
- May find it difficult to communicate your solutions to others. (Classification is non-verbal and non-logical. See your results in Concept Organization.)
- Must find a steady means of applying this ability. You can become very dissatisfied if you are not using it regularly.

Concept Organization

This worksample indicates your ability to arrange ideas, information, or things in a logical order. It shows your ability to move from the general to the specific to solve problems and to communicate the logic in doing so.

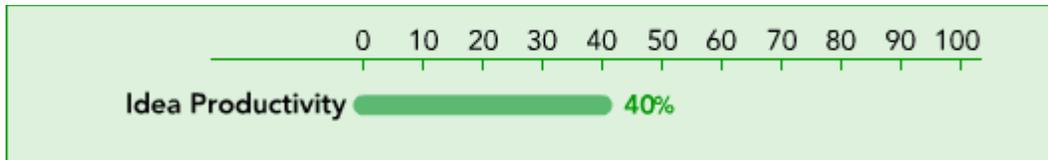


As a person with medium Concept Organization, you...

- Find this ability useful for organizing ideas, information, or things in a logical and useful sequence.
- Can use this ability in the workplace for any planning activity. It makes it possible for you to predict, order, and plan schedules.
- Will find this ability useful for communicating ideas, thoughts and plans to other people - effective in business communication, which is almost always sequential and logical.
- Will have enough opportunity to use it in everyday life and in almost any job to prevent the build-up of pressure from its non-use.
- Can use this ability as a foundation for research and writing.

Idea Productivity

This worksample measures the number of new ideas you can generate within a given time in response to a given stimulus. It does not reflect the quality or creativity of the ideas. It is a measure of the volume or flow of your ideas.



A quick view of this worksample

You will see a question about an imaginary situation in this space during the timed Worksample.

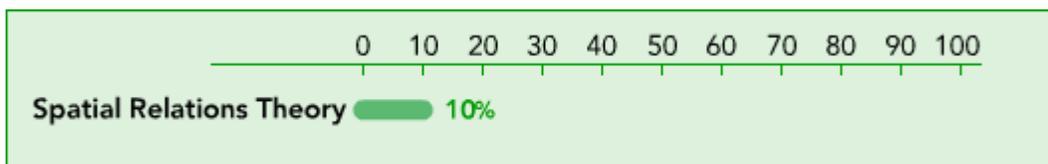
Type your response to the question in this space. Type as fast as you can.

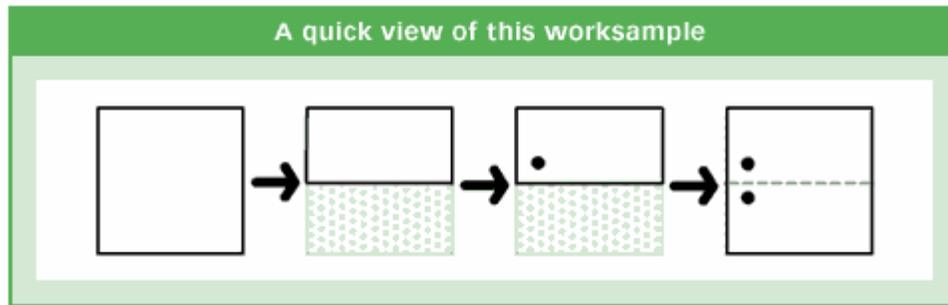
As a person with medium Idea Productivity, you...

- Can generate plenty of ideas, yet you are also able to concentrate, focus, and follow through on details.
- Should plan to use this ability in your work. If your Idea Productivity is not used at work, you should find some other outlet for it outside of work.
- May find it difficult to focus on a task or train of thought that requires long attention.
- May find yourself restless over time in a task that is mostly routine or rote, with very little change or opportunity for idea production.
- Can use your relatively strong idea flow to come up with solutions for problems, or for persuading or selling others on your point of view.
- Will enjoy working in environments with a moderate amount of change, as well as some demand for problem-solving and persuasion.
- Do not require new data or information to begin the generation of ideas.
- Will find this ability useful in many jobs, including executive leadership and design.

Spatial Relations Theory

This worksample indicates your ability to see the theoretical relationships which exist in the working of the mechanical universe. It is the ability to understand how systems work: this applies to mechanical systems and interpersonal systems.



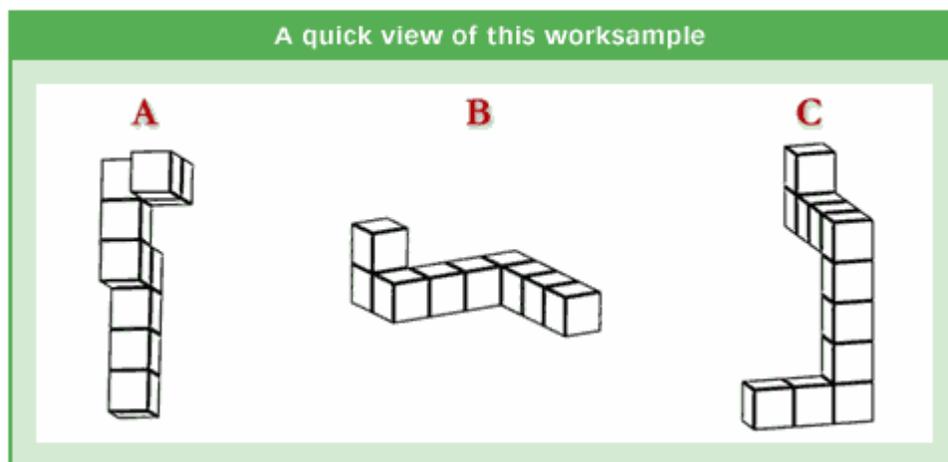
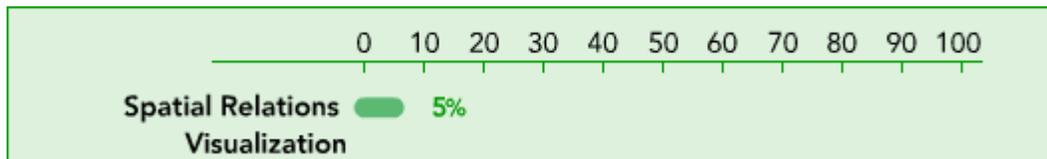


As a person with low Spatial Relations Theory, you...

- Will not usually be concerned with or involved in abstract three-dimensional or theoretical activity. You may not be interested in the theoretical relationships involved in mechanical systems, such as those used in engineering, astronomy, computer systems, and higher mathematics.
- Are likely to be interested in and seek direct contact with people and to think more practically than abstractedly about relationships and systems.
- Are not particularly interested in designing mechanical systems.
- May find upper-level mathematics a challenge

Spatial Relations Visualization

This worksample indicates your ability to see in three dimensions when shown only two. Spatial Relations Visualization is also related to needing "hands-on" experience and work.



As a person with low Spatial Relations Visualization, you...

- Are an abstract thinker who is quite comfortable in work that deals with words, ideas, concepts, principles, values, people, relationships, or information.
- Are not likely to experience a strong pull to be involved in the concrete world of physical objects in your work.
- Find yourself pulled toward abstract roles (literary, visual, musical, accounting, counseling, teaching, training and managing).

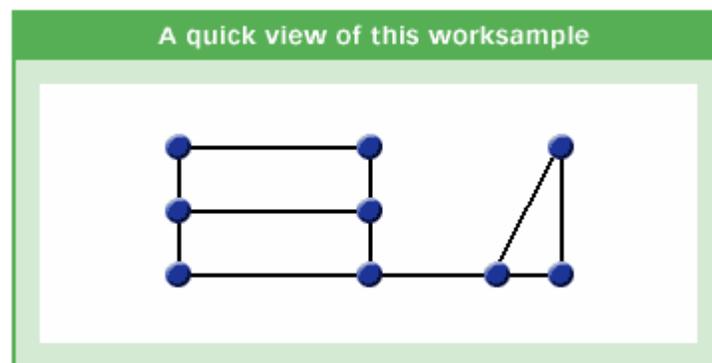
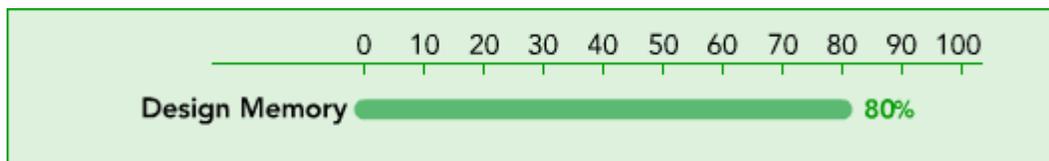
SPECIALIZED ABILITIES

This section shows your results in nine worksamples. Together, they are called the Specialized Abilities. They are: **Design Memory**; **Observation**; **Verbal Memory**; **Tonal Memory**; **Rhythm Memory**; **Pitch Discrimination**; **Number Memory**; and **Visual Speed and Accuracy**.

The Specialized Abilities help or enhance our work and lives. While most of them do not assert themselves as strongly as the Driving Abilities, it is important to pay attention to the patterns which form when these abilities combine with one another as well as with the Driving Abilities.

Design Memory

This worksample measures your ability to recall an overall pattern or picture presented in two dimensions; e.g., charts, diagrams, sketches and patterns of any kind.



As a person with high Design Memory, you...

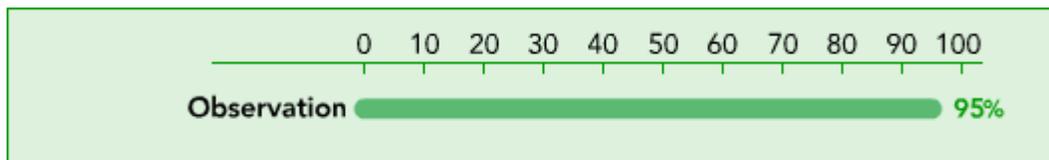
- Find it easy to remember two-dimensional visual patterns and are able to work

comfortably with the overall patterns in visual material, as, for example in maps, architectural designs, and diagrams of any kind.

- Should find it easy to remember such things as the location of objects in a room and directions on a map.
- Can consider Design Memory to be a significant learning channel in and of itself and can easily translate information received in other forms into graphics such as diagrams and drawings.
- 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.

Observation

This worksample measures your ability to pay close attention to visual details, to perceive and remember small changes, and to notice irregularities.

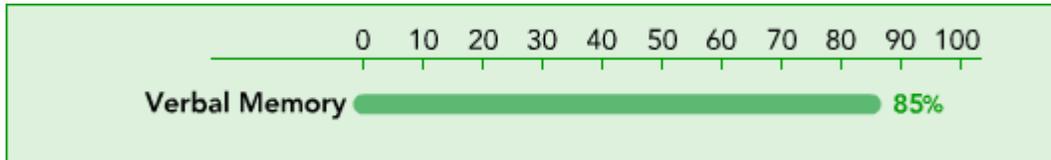


As a person with high Observation Ability, you...

- Will find this ability to be useful to you in many areas that require close attention to detail and remembering visual changes and inconsistencies.
- May intuitively notice detail in all areas of work/life, especially when they are of interest to you.
- Can easily bring this ability into play in artistic and visual tasks.
- Can find this ability helpful any time you need to describe the details of some experience, notice small parts of an event, or recall changes in what you're seeing.
- Can use this ability in a hobby if not in the work setting.
- May intuitively use this ability to read facial expressions and the body language of others.

Verbal Memory

This worksample measures your ability to learn new words and recall what you have read quickly and easily.



A quick view of this worksample

NUPA -- COW

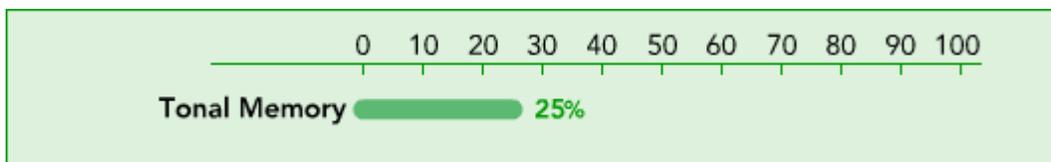
NUPA _____

As a person with high Verbal Memory, you...

- Are able to memorize information from the written word quickly and easily.
- Find this learning channel a strong advantage in any formal learning or training situation.
- Find this ability an area of strength in building your vocabulary, learning a foreign language or working in a field that has its own language or technical jargon.
- Should consider Verbal Memory a very important learning channel.

Tonal Memory

This worksample measures your ability to remember what you hear, including tunes and tonal sequences.



A quick view of this worksample

In this Worksample you will hear a series of notes. Then you will hear the series again, but one of the notes will have changed.

1

2

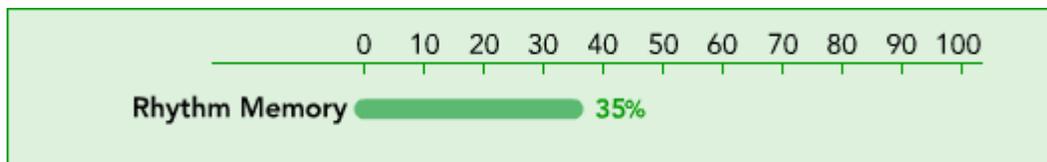
3

As a person with low Tonal Memory, you...

- May have difficulty in remembering tunes and tonal sequences. This ability is used to sing and play music by ear. It is also the auditory memory used to reproduce the accent and tones of a foreign language.
- May have difficulty remembering what you hear, so you should try to receive information in another form - such as a writing. If you must get verbal instructions or are in a lecture setting, you should take notes.
- Can probably help yourself by "translating" information from purely auditory input into the other learning channels - e.g. by taking notes or drawing diagrams.
- Can enjoy music but will probably not experience a great deal of press to experience this ability.

Rhythm Memory

This worksample measures your ability to remember rhythm patterns. It also relates to kinesthetic learning, which is learning through movement.



A quick view of this worksample

In this Worksample you will hear pairs of rhythm patterns

SAME

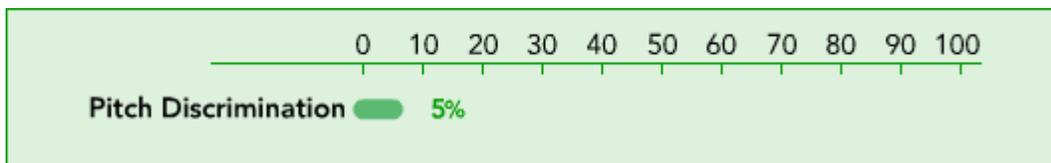
DIFFERENT

As a person with low Rhythm Memory, you...

- May find it difficult to reproduce physical movements and to get "in sync" with musical rhythm and beat.
- Are not likely to experience a strong need or push to use this ability.
- Are able to enjoy music, and enjoy rhythm and beat, even though reproducing it may be difficult for you.
- Should consider Rhythm Memory a weak learning channel for you and will probably be helped by using other learning channels.

Pitch Discrimination

This worksample measures your ability to distinguish fine differences in pitch. It also applies to perceptual discrimination across the senses.



A quick view of this worksample

In this Worksample you will hear a pair of musical notes. You will then try to determine whether the second note is higher or lower than the first.

HIGHER

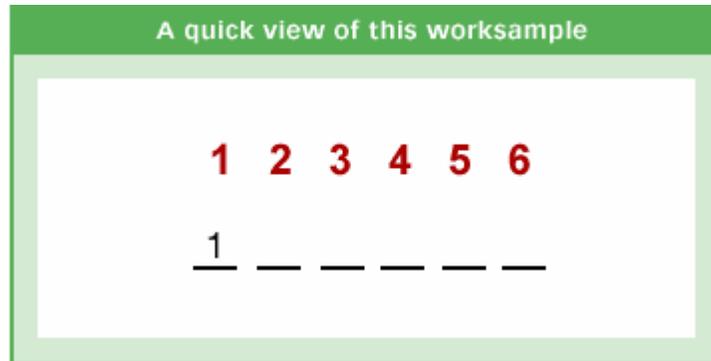
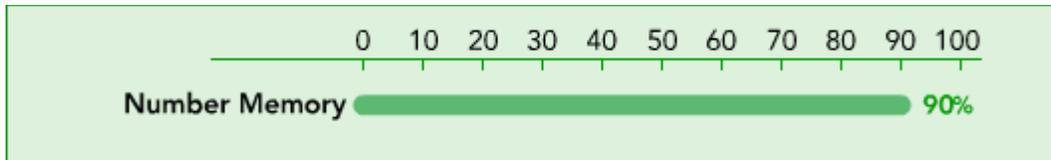
LOWER

As a person with low Pitch Discrimination, you...

- Can play a musical instrument more easily if you choose an instrument like the piano that does not require you to set pitch or adjust pitch constantly.
- Should not feel a press or need to use this ability.
- May not be particularly interested in making extremely fine sensory discriminations in color, pitch, taste or scent.

Number Memory

This worksample measures your ability to recall miscellaneous facts and data. It indicates an ability to use numerical information to solve problems and make decisions.

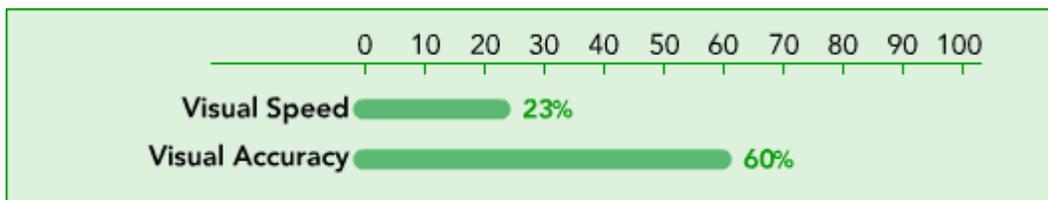


As a person with high Number Memory, you...

- Are able to remember numbers and unrelated or miscellaneous facts quickly and easily, without apparent effort.
- Are probably not aware of making any effort to remember this data..
- Can find this ability helpful in any setting in which you have many things to remember and keep at your fingertips.
- Have an advantage in any roles that require instant access to facts and information.

Visual Speed & Accuracy

This worksample measures your ability to read and interpret written symbols quickly and accurately.



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"/>

As a person with low Visual Speed and medium Accuracy, you...

- Are probably inclined to slow your work down in order to be as accurate as possible.
- Should not experience any undue stress at work unless you are in a job that depends very heavily on both speed and accuracy.
- Should have very little problem with the paperwork demanded by the business world as long as you allow yourself enough time.
- May need to apply concentration and attention when you read.

Vocabulary

Vocabulary is a personal tool developed by each individual over time, rather than a natural ability, but the range of your vocabulary will affect how effectively you can use some of your innate abilities. More than anything else, your result on this worksample will determine the verbal level of people with whom you can interact most easily and naturally. It is considerably easier to interact and share ideas with people who are similar to you in their level of Vocabulary than with those who are not.

Because Vocabulary is developed and not innate, you can increase your Vocabulary level through study and concentration. Any work you can do to build your Vocabulary will be of great benefit in helping you advance in your career. Start working on words that you may have read or heard before, but for which you do not have a precise definition. Improving the precision of your Vocabulary is by far the best and most efficient way to increase the precision of your thoughts and ideas.

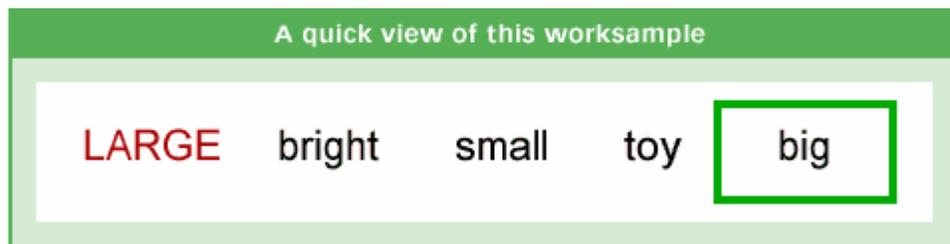
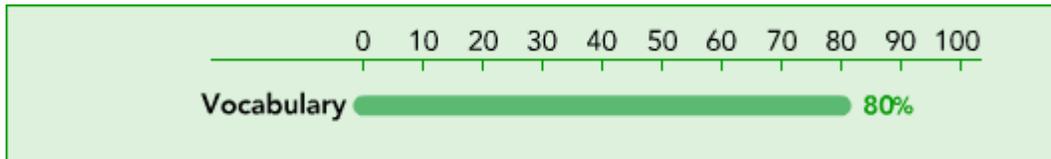
Your vocabulary can also be improved by good reading. As you read, you should keep a dictionary nearby to look up and study the words you don't know.

The norms for the Vocabulary worksample are at the level of the average college

student.

Vocabulary

This worksample indicates the verbal level at which you communicate ideas to others.



If you work with people who have lower Vocabulary levels, you may find yourself frustrated by your inability to communicate at your own Vocabulary level. As a person with high Vocabulary, you...

- Have a broad general knowledge that affects your outlook in any work situation.
- Have a Vocabulary level similar to that of executives, individuals in literary and academic fields, doctors and lawyers, and those at or near the top of almost every other profession.
- May find yourself bored or feeling somewhat disconnected if you spend the majority of your day in close contact with people who have significantly lower Vocabulary than you have.
- Can use your Vocabulary to rise to high levels in an organization.
- Should consider working in an academic environment.



FOUR KEY DIMENSIONS

Understanding each of your abilities is an important first step in understanding yourself. Understanding how groups of your abilities work together is a powerful tool. As a way of summarizing your results, we include a description of how your abilities relate to the four key dimensions of work life: **Work Environment/Personal Style; Learning; Problem Solving/Decision Making; and Communication.**

WORK ENVIRONMENT/PERSONAL STYLE

As a key dimension of work life, Work Environment refers to the context or environment that is most conducive to your performing at your best. In determining whether a Work Environment is good for you, you must consider such factors as the pace of work, the amount of teamwork required and the amount of interaction with people involved.

Your preference for Extroversion indicates that you are energized more by external forces and events than by internal ones. You prefer many opportunities throughout your day to interact with others, in small and in large groups. You may not like working on projects which demand that you work completely alone. Throughout your day you may prefer a great deal of activity, which energizes you. Individuals who prefer Extroversion tend to have a wide range of interests and may enjoy multiple activities in the course of their work. The best strategy for them is to sandwich solitary work between periods of interaction with others. This allows them to concentrate better on their more solitary activities.

With a mid-range score on the Generalist/Specialist measure, you may find that you function most smoothly in a role that requires you to "bring the extremes to the middle." As someone who can understand the vocabulary of both the Generalist and the Specialist your role may become that of the translator or facilitator. Your score in this mid range also indicates flexibility in role and function. At times, you may find that you enjoy being on a team; but you may also work well autonomously. You will probably thrive best as a team member when your role is that of an expert on the team - bringing your unique perspective and expertise to the group.

With a short Time Frame Orientation you are likely to be at an advantage in situations or in organizations that expect you to contribute to tactical objectives. If you need to accomplish longer-term goals, break them into shorter segments upon which you can focus more easily. Your strength is in executing short-term projects.

Your Classification ability is very strong. This means you are able to solve many problems so quickly and easily that you enjoy being in work situations in which you are solving one problem after another. People with high Classification often

enjoy learning new jobs, tasks and roles. This gives them an outlet to use this very powerful ability. Sometimes people with high Classification have a hard time understanding that other people need to solve problems in a different way, so that what seems obvious to them may not be obvious at all to others. With high Classification, you may find that you are able to see potential problems in new plans or ideas almost immediately. It is important to be aware of this tendency to see and explain problems. You may need to make sure that others also hear the things you find positive in a plan, idea or piece of work.

Your Idea Productivity is in the midrange. Idea Productivity is such a powerful ability, however, that you may find that it has significant impact on what you do. With Idea Productivity in this range, you can expect to have a fairly constant stream of new ideas all day long. In your Work Environment, you can help yourself by making sure that you have an outlet for using these ideas. They are an important resource for you and your company. You use Idea Productivity when you are writing, when you are persuading or selling to others, and when you are speaking publicly. There are many ways to use this ability throughout the workday in brainstorming, planning, and making preparations. Your score in the midrange gives you some flexibility. The ability is there when you need to come up with new ideas, but it may not be so strong as to interrupt your flow of work.

Your Concept Organization ability is in the midrange. This means that you have a good ability to solve problems logically and linearly. You use this ability when you write, plan, devise strategy, predict what will happen in the future or figure out what went wrong if something fails. Your level in this ability gives you good facility with it, but it is not strong enough to compel you to use it constantly. There are always many outlets for Concept Organization in the workplace, so you don't have to worry about structuring your job around this ability; however, you can help yourself by learning to recognize when a logical, linear solution to a problem may be helpful.

You are likely to be quite content in a work situation in which you interact with people or ideas and/or manipulate data or information. You will be comfortable in work that involves dealing with intangible products or services - you do not need to have created something or to have a concrete object to show at the end of your work day.

Your two-dimensional visual abilities are strong and indicate that you would have an advantage in roles that are highly visual. You are likely to feel greater satisfaction when your work involves the visual dimensions that are among your strengths.

LEARNING STRATEGIES

This key dimension of school and work life refers to how you take in new

information. Understanding your learning channels helps you identify what you need to do to facilitate learning and to remember new information. Knowing about how you learn best - through reading, listening, diagrams or a combination of these - also enables you to request information in particular formats.

Understanding your learning channels can help you understand more about yourself: why you enjoy having reading material around; why you remember data better when someone shows it to you on a graph; or why you remember more when you hear someone speak on a topic than when you try to read about it.

You can help yourself a great deal when trying to learn new material by utilizing more than one learning channel. For example, if you need to remember a complex written description of a concept or process, you can read and reread the written text, draw a picture representing what you need to remember, say it all aloud, or even act it out. This will bring all the learning channels into play and dramatically increase your retention of the material. In all, we measure five learning channels: Verbal Memory; Number Memory; Tonal Memory; Design Memory and Rhythm Memory.

In this section of the Report, we list those results which have relevance in your learning process.

NUMBER MEMORY

Number Memory measures the ability to recall a fairly long series of digits. It also measures the ability to recall miscellaneous material, facts, information, statistics, and trivia that may or may not be associated with other material. This ability is referred to as non-associative learning. Number Memory is the most specialized ability of the five Learning Channels (Number Memory, Design Memory, Tonal Memory, Verbal Memory and Rhythm Memory) and can best be used as a supporter of other abilities. It has a narrower usage than the other four Learning Channels. Limited Number Memory is not generally a problem because Number Memory is not essential for most careers. When it is strong, however, it can be very useful.

Number Memory has application in the more technical, scientific, and mathematical fields. It indicates an ability to use numerical information along with extraneous information to solve problems and make decisions and recommendations. One example is a travel agent who remembers plane schedules in detail. Another example is a sports broadcaster who can remember statistical information, yards gained, names and numbers of players and historical information. A cashier in a shop who remembers the price of an item without looking it up is using Number Memory.

You have an ability to retain information presented in the form of miscellaneous facts and figures. When there is no apparent association among or between

random facts, you are able to retain them and recall them whenever they are needed. You may use this in problem-solving, financial analysis, routing, scheduling and various other tasks.

SUGGESTIONS FOR MAXIMIZING YOUR NUMBER MEMORY

- Make use of your Number Memory in classes that rely heavily on numbers, such as math, science, technology, medicine, geography, accounting, and history.
- Use Number Memory for subjects that require memorization of formulas, dates and lists- such as classes covering organic compounds used in chemistry, anatomy and physiology.
- Number Memory can help you in everyday life: remembering dates for papers due or for exams, recalling items on a grocery list, and remembering a list of names and telephone numbers.

HOW DO YOUR OTHER ABILITIES IMPACT YOUR NUMBER MEMORY?

Your strong Design Memory and Number Memory work well together.

- You can create a picture and remember all of the details and miscellaneous pieces of information at the same time.
- When studying for a test, try to record all information on a single sheet of paper. Use your Design Memory to "take a visual picture" of the paper. Then, during the test, use your Number Memory to recall all the facts.
- A technique called "Mind Mapping" is explained and demonstrated in Mapping Inner Space by Nancy Margulies and in Use Your Brain and The Mind Map Book by Tony Buzan. Using this technique, you can devise creative ways to remember information.

VERBAL MEMORY

Verbal Memory is the ability to learn new words quickly and easily. It draws upon visual learning, i.e., the ability to recall what one has read. It measures the ease of mastering vocabulary and the reading and writing of foreign languages. It is related to the ease with which you gather information from the written word.

Success in school is enhanced by using Verbal Memory as a learning channel. However, as the demands of school increase, you will benefit from developing and using the other learning channels. The more learning channels you use, the more easily you learn. This applies no matter what your primary learning channel is.

Your strong Verbal Memory indicates an ease in recalling information acquired by reading. This means that reading an item once may very well be sufficient for you

to master it. This ability is closely related to learning the written vocabulary of a foreign language.

SUGGESTIONS FOR MAXIMIZING YOUR VERBAL MEMORY

If Verbal Memory is a primary learning channel, you should find resources to read when you are trying to learn. Sources include but are not limited to:

- Textbooks
- Supplemental readings (journal articles, magazines)
- Reading material found on the Internet or other computerized sources
- Browsing materials at bookstores or libraries

Make a conscious effort to get as much information as possible into written form. Learn the art of note-taking so you will have lectures in written format. Some examples of good techniques are:

- Write on one side of the paper; it will be easier for you to read later.
- Use a ring binder to be able to add additional material later. Make sure the ring binder has pockets for collecting and saving handouts.
- Leave large, blank spaces between topics being discussed in class. This will give you room to add additional information and fill in your notes. You can also use this space to clarify and summarize the information.
- Develop your own set of abbreviations so note taking will be more concise such as &/(and), w/(with), w/o(without), etc.
- Read and re-read any notes you take during class lectures.
- Before class, re-read the previous day's notes in order to refresh your memory.
- When studying with a partner (or group), make sure to put the major points discussed into written form. You can do this by taking notes, writing on a blackboard or by underlining relevant points in a book.
- Because there is a significant drop in memory after 24 hours and then again after two weeks, re-read your notes the day after the class lecture. This will reinforce the notes in your memory. Review them again within two-weeks.
- Preview all new chapters: read introductions, look over boldfaced terms, and read the chapter summary. Have some idea of what material is going to be covered before going to class.
- Remember that reading a textbook is a slower process than reading for pleasure. Be sure to factor in the extra time for reading a textbook.

HOW DO YOUR OTHER ABILITIES IMPACT YOUR VERBAL MEMORY?

Your preference for Extroversion can distract you from spending large periods of time studying. Spending time alone drains you of the energy you need to persist in studying.

Suggestions:

- Find your own "reading tolerance" time. Then take a 10 to 20 minute maximum "visit break." For example, spend 50 minutes reading then take a

10 minute break.

- Process information aloud. Studying with a group or a study partner can help you maintain your energy level as you study.

Your score in Classification aids you in-

- Quickly coming to a conclusion about information you are reading.
- Quickly understanding the significance of a passage, summarizing and getting the gist of the facts.

Your score in Classification Ability also means that you make connections quickly and may jump to conclusions about the things that you read. It can be difficult for you to focus on what you are reading long enough to learn it thoroughly. Because you like learning something new rather than going over the same material, you must learn to discipline yourself to reread material in order to learn and remember the details well enough to become proficient.

- You can be distracted; be aware that you can believe you have learned all that there is to know about a particular assignment when there is still more for you to learn.
- Fight the urge to move on.
- Be sure to internalize any new information you are reading.

Your score in Concept Organization will help you-

- Organize written information in a logical fashion.
- Organize your notes during a lecture.
- Write papers, outline class discussions, prioritize tasks.

Your limited Spatial Relations Visualization helps you-

- Enter the world of ideas, words, and abstract concepts when reading.
- Enjoy courses that require "heavy" reading (such as English literature, psychology, journalism, history, and business administration) versus structural fields like engineering, architecture, etc.

Your score in Vocabulary helps you with reading-comprehension because of the range you have for taking in, understanding, and communicating information.

Your score in Design Memory helps you take notes in picture, diagram, and/or outline form for the purpose of recalling the written information more quickly.

Your limited Rhythm Memory suggests that you can stay seated for longer periods of time when reading, which enables you to concentrate and focus better.

Your level of Idea Productivity creates numerous competing thoughts and ideas that can distract you from focusing on your reading. Working to edit your ideas should be your task.

Suggestions:

- When a thought or idea comes to you, learn to measure, filter out and ignore ideas of less importance.
- Place a pad next to you while you study to write down important data and ideas.
- Write down only those ideas you want to act on, implement or remember after you have completed your studies. Writing down your ideas will allow you to know that the ideas will be there when you complete your study time.
- Letting a radio play softly in the background while you study may aid your mental stimulation; listen preferably to music without words. See if it works for you. If not, turn off that radio!

Your score in Observation shows that you can be distracted, especially if you are studying in a visually stimulating environment, like a busy library or a park.

Suggestions:

- The more sterile the environment the better.
- Couple this with being away from the activity of others.
- Studying in a library carrel can help keep you focused on what you are reading.

Your limited Tonal Memory makes transposing information from the spoken word into written form more difficult for you.

Suggestions:

- You will need to be careful and conscientious about putting oral information into written form.
- You must make it an inflexible habit to write down anything that you want to remember. This is particularly important (and often difficult) when someone happens to tell you something that you will need to remember. Ask him or her to write the information down when possible. Keep a notepad handy.
- Tape lectures. Later, transcribe the lecture into written format. Put the tape away and read and reread your notes.
- Take written notes during lectures. Reread your notes often.

PROBLEM SOLVING/DECISION MAKING

This key dimension of work life refers to how you most efficiently solve problems, resolve issues and make decisions. In addition to identifying your style of solving problems, other important aspects of this dimension include how you think through problems, the time frame you use most naturally, and the perspective represented by your solutions.

You have very strong Classification ability. This means that you have a powerful ability to handle one problem after another all day long. You may find that the faster and more chaotic the situation, the more you like it, because it is precisely this kind of problem-solving that strong Classification handles best. Strong

Classification also makes it easy for you to do diagnostic problem-solving. You are able to sift through many facts and ideas and find almost immediately what problem a concept or a piece of work may represent. This particular aspect of Classification may make it difficult for you to be decisive at times. If you can see easily all the problems that lie in a particular idea, it may be difficult to decide on a course of action. By placing yourself in roles in which you can solve many new problems at work all day long, you will use your strong Classification and increase your overall satisfaction and productivity.

You are in the midrange in Concept Organization. This means you have some natural talent for linear and logical problem-solving. Tasks such as planning, ordering, prioritizing and/or writing should come fairly easily to you and be satisfying to do. You use this ability whenever you are communicating ideas and content to others, or whenever you are developing or communicating logical relationships. Since you are in the midrange of Concept Organization, you have a certain amount of flexibility in making use of this ability for a particular problem or in choosing some other problem-solving approach that may be more efficient for the problem.

You have a consultative problem-solving style. You are able to evaluate seemingly unrelated information and logically explain it to others. With this type of problem-solving style, you are able to draw conclusions quickly and accurately as well as explain how you arrived at the solution. Individuals with this type of problem-solving style excel in fast-paced environments where there are multiple problems to solve and others to listen, follow through, and carry out the work.

As a mid-range Generalist/Specialist, you can probably see problems from both the group and the "expert's" position. You are comfortable solving problems as part of a team as well as on your own. When solving problems in a group or team, you tend to balance the goals of the team with the advice of experts, and you may even feel comfortable providing that expertise yourself. You may find yourself in the position of assisting other team members in understanding the different perspectives. When you are on your own, you are likely to approach problems with a great deal of intensity and to develop the depth of knowledge that will lead you to a solution. This may include gathering input from others as well as developing a level of expertise on your own. Your mid-range score indicates flexibility in your comfort level with making contributions as an expert or as a member of a team.

As an Extrovert, you recharge by interacting with others and benefit most by solving problems with others. You think out loud and need to talk through your problem-solving process to be most effective. Since you process information externally, your first statement about a decision or solution may not represent your final conclusion. When you do not have the benefit of talking with others prior to making a decision, you may need to change course once things are underway.

Idea Productivity affects the rate or the volume of ideas. Your Idea Productivity level can affect the number of solutions you generate (although not the quality)

when trying to solve a problem. The impact of Idea Productivity depends upon the work environment. Generally, a more open, free-flowing work environment should favor and reward higher Idea Productivity.

Your low score in Spatial Relations Visualization means that you are more at ease in dealing with and solving problems that have to do with people, ideas, relationships, feelings, strategy, and concepts than in technical or mechanical areas. The solutions you develop to problems will probably involve these abstractions also, as opposed to purely technical or mechanical solutions.

With a score in the low range in Time Frame Orientation, you are most likely to think of solutions to problems that focus on or bear results from six months to a year in the future. You consider most easily the immediate impact of your solutions, and tend to develop the steps that need to happen first.

COMMUNICATION

This key dimension of work life refers to how you communicate with others or the context/situation in which you feel most comfortable communicating. Two important aspects of communication to consider include the methods of communication you prefer and the size of the group with which you are most at ease. Other important aspects to consider are your ability to remember what you hear, and how aware you are of those with whom you are communicating. Also important to consider are the number of ways in which you can communicate an idea and the types of examples you may use.

As a mid-range Generalist/Specialist you have the elements of both Generalists and Specialists. In situations requiring communication and understanding, you can often be the facilitator or the mediator because you can see and understand both the Generalist and the Specialist point of view.

Extroverts like and need to interact with others to recharge their batteries, and usually prefer communication on the phone or face-to-face. As an Extrovert, you often prefer to speak rather than listen. You can initiate and sustain interactions, because interacting with others is a rewarding end in itself for you. You like and need free social interaction during communications. Situations that require communicating in structured, stereotyped formats will feel stressful and energy-draining. You often process information by talking ideas or information over with others before drawing a conclusion. This can mean that when you communicate your thoughts or ideas, they may represent a series of possible suggestions rather than a final conclusion. You may react immediately to a thought or idea; but your initial reactions may not express your final conclusions.

Your Classification score is very high. This fact can have significant impact on your communication style. People who are as high as you are in Classification

often appear impatient with others, wishing they would hurry up and get to the point. You have a strong ability to draw conclusions from complicated sets of facts. You may find that you like situations in which there are many things going on at once and communication happens quickly, with many kinds of communication happening simultaneously. You will probably enjoy a fast pace in general and a generally quick pace to communication. All of this may well make you impatient at times. You may often think - 'OK, get to the point' when talking to others. You may find it difficult at times to slow down enough to listen to other points of view. Your communication style may improve if you consciously pay attention to the solutions offered by those with slower problem-solving styles.

Your Concept Organization ability is in the midrange. This ability makes it easy for you to organize your thoughts into a logical, linear track when presenting complex ideas to others. Your Concept Organization also makes it easy for you to organize your written communication into a linear logic track. Because you are in the midrange on this ability, you may not find it necessary to use it constantly to strengthen it; whenever you are persuading others, giving others feedback, planning, or trying to figure out what will happen in the future, you are leaning heavily on Concept Organization. In the midrange, this ability is a tool that you can use when the situation demands, but may not feel that you have to use it all the time in your communications.

Your score in Idea Productivity allows you to generate a large number of ways to communicate and many different angles and examples. Idea Productivity helps with persuasion and sales and facilitates communication roles such as teaching, brainstorming, and selling. High Idea Productivity may present problems of staying on track in conversations. Situations requiring attention to others or on focused communication may be more difficult. You may experience and communicate a number of different ideas that appear unrelated, which may be confusing to the listener.

Your low score in Spatial Relations Visualization means that you are most comfortable dealing with words, people, feelings, relationships, and ideas. This is often a huge help in dealing with organizations and teams, because it is relatively easy for you to see, understand and work with the abstract feelings and ideas of work teams or groups.

Your very high score in Vocabulary means that you have the ability to communicate at the level of people who end up in the upper management of corporations. It also means that you may feel somewhat isolated if you are usually around people with significantly lower Vocabulary levels than your own. This isolation may not occur if your vocabulary reflects a particular field of expertise.

A high score in Observation can help you in reading body language, enabling you to observe unspoken communication.



The Highlands Ability Battery™ provides you with information about your natural abilities. Abilities control your approach and orientation to many areas of your life -including your work. Each ability can affect how you perform in the workplace as well as your satisfaction with the work you do. The Highlands list of Work Types contains an instructive guide to applying your abilities to the workplace. You should look at the Work Types as a way of translating your abilities into language commonly used in the workplace.

Each of the Work Types is connected to various measured natural abilities. Some of the Work Types depend on as many as eight different but inter-related abilities. Others depend on two or three. In most of the Work Types, the abilities are considered positively - i.e., if you are high in an ability, then this increases your match with the Work Types. However, for some of the Work Types, one or more of the abilities are considered negatively. That is, if you are high in the ability, it decreases your match with the Work Type. If you are low in the ability, it increases your match with the Work Type.

Some of the abilities within particular Work Types are considered to have relatively greater impact than others. These are given correspondingly more weight when calculating the match. Particularly in those Work Types in which negatively weighted abilities play a major part, your work experience may modify and increase your ultimate success and satisfaction with your Work. These Work Types in which experience can be a heavily weighted factor are marked with an asterisk (*).

Work Types are defined according to Natural Abilities. Natural Abilities make it easy for us to do some kinds of tasks, while making other tasks more difficult. This section provides an objective way to link your Natural Abilities to the Work Types for which you are best suited. Note: these Work Types are derived from your ability scores and do not take into account your skills or experience.

TIPS FOR REVIEWING THESE WORK TYPES

- View the Work Types as generic; they were designed to define functions which apply to many work settings or jobs. Your choice of a job or specific work setting depends upon a combination of your abilities with other factors such as your skills, personal style, values, interests, goals, family, and stage within the development cycle. Your performance on specific Work Types can be dependent upon circumstances within the work environment. Having a particular strength does not guarantee the opportunity to demonstrate it in the workplace. You can, however, use the Work Types information to set priorities, negotiate new responsibilities, or restructure how you perform your work. In many cases, there is more than one way to perform a job satisfactorily.
- Consider the Work Types as transferable functions. Your scores are based on your

natural abilities. You can move from one job or work setting to another and know that you have the potential to perform specific functions. Given the current rate with which job situations change, this is a valuable piece of information to know about yourself.

- Identify the Work Types important to your current job. Not every Work Type will be equally important. Measure your areas of strength against the requirements of the job. Are they in sync?

Work Types which you perform well, but on which you score low (or lower than you perceive you should score) usually represent areas in which you have developed your skills and/or have a solid basis of experience. Work Types in which you are stronger than you anticipated may represent areas in which you perform so well that you take them for granted. Or, they may represent areas which you have the potential to perform, but in which you have not had the opportunity to gain experience.

- Very Strong Matches can sometimes represent stumbling blocks. Strong Work Type matches will identify roles which come naturally to you, but they may inhibit you from attempting other roles in which you may perform as well and achieve greater satisfaction.
- Consider this Work Types information when thinking about your career development. As you look to the future, consider your relative strengths and weaknesses. Which Work Types do you enjoy? Are they Work Types in which you are naturally strong, or are they based on skills you have developed or experience you have gained? Do you have strong Work Types for which you have no experience or which you have not considered using? Are there Work Types in which you would like to gain experience or develop skills?

Strong Match With Your Abilities

Work Type	Definition
<ul style="list-style-type: none"> • Problem-Solving, Diagnostic 	Gathering information about a particular subject or process to find out what is wrong, what should be fixed, or what can improve it. Involves inductive reasoning.

Good Match With Your Abilities

Work Type	Definition
<ul style="list-style-type: none"> • Motivating* 	Inspiring others to their best performance and productivity.

<ul style="list-style-type: none"> • Prioritizing 	<p>Creating logical sequences. Understanding and making decisions about the order of importance or order in time of events or processes.</p>
<ul style="list-style-type: none"> • Problem-Solving, General 	<p>Quickly understanding and finding solutions to new problems that arise. The premium in this role is being able to solve problems quickly.</p>
<ul style="list-style-type: none"> • Managing, People* 	<p>Motivating and inspiring the best performance from people who report to you. Making directional decisions for groups.</p>
<ul style="list-style-type: none"> • Communicating, Speaking/Listening 	<p>Picking up and transferring information orally through listening to others and speaking to them.</p>
<ul style="list-style-type: none"> • Planning, Tactical/Specific 	<p>Paying attention to specific directions and tactical issues in order to plan specific actions or events.</p>
<ul style="list-style-type: none"> • Problem-Solving, Logical/Analytical 	<p>Using and combining information to reach logical, predictive conclusions.</p>
<ul style="list-style-type: none"> • Problem-Solving, Creative 	<p>Problem-solving that involves the right hemisphere of the brain, yielding new, unique solutions. Also involves abilities useful in brainstorming.</p>
<ul style="list-style-type: none"> • Planning, Strategic 	<p>Planning for long-term, directional movement in an organization or group.</p>
<ul style="list-style-type: none"> • Making Contact With Others 	<p>Forming and keeping personal relationships with others. Examples might be meeting and forming relationships with potential clients or keeping long-term business relationships with influential people.</p>
<ul style="list-style-type: none"> • Connecting at Feeling Level 	<p>Relying on the feeling/emotional level of experience rather than logic or analysis in interacting with others.</p>
<ul style="list-style-type: none"> • Selling 	<p>Persuading other people, usually in a face-to-face situation, to see an idea or product in the same way that you do.</p>
<ul style="list-style-type: none"> • Coaching 	<p>Helping people reach their goals more quickly and effectively by communicating skills/wisdom gained through experience.</p>
<ul style="list-style-type: none"> • Research, General 	<p>Information-gathering in any particular subject area. Also involves reaching conclusions about what is discovered.</p>
<ul style="list-style-type: none"> • Mediating, Diplomacy 	<p>Hearing opposing points of view and explaining them to the opposing sides with the object of fostering cooperation or agreement.</p>

<ul style="list-style-type: none"> • Designing, Artistic 	Creating new, creative two- or three-dimensional designs. This does not necessarily have a specific goal or purpose, but it may also be goal or end-directed.
<ul style="list-style-type: none"> • Decision-Making, Directional/Strategic* 	Making strategic, directional decisions for an organization or group. This is contrasted to more tactical problem-solving.
<ul style="list-style-type: none"> • Facilitating Interactions* 	Fostering productive communication between two or more other people.
<ul style="list-style-type: none"> • Teaching 	Helping others understand, learn, and/or use specific information or processes.
<ul style="list-style-type: none"> • Problem-Solving, Consultative 	Solving problems from a position as an expert outside normal organizational channels. Also involves persuasion in getting others to see your point of view.
<ul style="list-style-type: none"> • Paying Attention to Details 	Seeing and attending to small details of projects and processes.
<ul style="list-style-type: none"> • Problem-Solving, Technical/Abstract 	Understanding and finding solutions to new technical, scientific, or engineering problems, especially in theoretical, abstract, or non-hands-on situations.

Moderate Match With Your Abilities

Work Type	Definition
<ul style="list-style-type: none"> • Managing, Processes 	Understanding and making decisions regarding complex, multifaceted processes that may involve people, information systems, or machines.
<ul style="list-style-type: none"> • Performing 	Putting yourself in front of other people to inform, teach, sell or entertain them.
<ul style="list-style-type: none"> • Designing, Technical 	Creating new, two- or three-dimensional designs. This kind of design has a clear goal and a defined set of information to communicate.
<ul style="list-style-type: none"> • Creating, Processes and Procedures 	Creating logical sequences of events to accomplish particular tasks. Involves analysis to reduce a task to its basic elements and synthesis to create a sequence yielding a repeatable outcome.
<ul style="list-style-type: none"> • Creating, Artistic 	Coming up with new, creative, and unique ideas or

	images. This does not necessarily involve solving a particular problem, although it can. This role often involves the right hemisphere of the brain.
<ul style="list-style-type: none"> • Problem-Solving, Scientific 	Problem-solving and research in natural sciences.
<ul style="list-style-type: none"> • Problem-Solving, Structural/Engineering 	Understanding and solving problems associated with using technology and/or manufacturing real, tangible products.
<ul style="list-style-type: none"> • Setting Overall Direction* 	Able to ignore unimportant details in order to see and track a longer-range, overall directional picture of an organization or process.
<ul style="list-style-type: none"> • Communicating, Writing 	Writing and presenting ideas in such a way that they are understandable to others. This can involve transmitting information, persuading, or exhorting.

Weak Match With Your Abilities

Work Type	Definition
<ul style="list-style-type: none"> • Managing, Structural/Engineering* 	Managing people and processes that are involved with using technology and/or manufacturing real, tangible products.
<ul style="list-style-type: none"> • Research, Scientific 	Information-gathering in a scientific or technical area. Also involves reaching conclusions about what is discovered.
<ul style="list-style-type: none"> • Problem-Solving, Experiential* 	Using your experience in previous similar situations as a guide to action and problem-resolution in the present.



CONCLUSION

This report reflects your results on the The Highlands Ability Battery. It has given you a detailed explanation of your abilities, what they mean for you, and how they relate to your best Learning Channels and Work Strategies.

We urge you now to schedule and complete your feedback conference with a certified Highlands Affiliate. This conference will teach you how to make maximum use of your natural abilities today and in the future.

Feedback Consultations

Our Certified Affiliates have been especially trained to interpret the results of the Battery. They have the knowledge to help you understand your ability patterns and apply your results to your own life. They can help you to look at the future and to figure out what direction your abilities should take you in.

If you haven't already contacted a Highlands Affiliate, you may choose an Affiliate by going to our website at www.highlandsco.com . Click on "Find an Affiliate." You will be able to find an Affiliate both geographically and alphabetically.

WorkShops

If you are taking part in a group or corporate workshop or training program utilizing The Highlands Ability Battery, a review of this report just before the program will enable you to derive the greatest personal benefit from the program.

The Highlands Company
1328 Boston Post Road
Larchmont, NY 10538
914-834-0055/ toll free 800-373-0083

www.highlandsco.com