



# StandOut<sup>®</sup>

## Your Results

The StandOut assessment measures how well you match 9 Roles and reveals your primary Role and secondary Role. These top two Roles are the focal point of all your talents and skills. They represent your instinctive way of making a difference in the world.

StandOut helps you accelerate your performance by showing you actions you can take to capitalize on your comparative advantage.

Your top two Roles may not be how you see yourself. Instead they capture how you show up to others. They pinpoint your recurring reactions and your behaviors. They are your edge at work.

The purpose of this report is to help you maximize this edge.

### How to use it

- ▶ Understand how your top two Roles combine to reveal your Comparative Advantage.
- ▶ Learn the detail of your top two strength Roles, and your full Role rank order.





**Teacher**



**Creator**

## Justine Fraley

### **Greatest Value to the team:**

You improve performance one person at a time.

You are a maker and breaker of molds. While you love to teach others, you know that there is no such thing as a "standard" set of instructions or curriculum for everyone. You see people as a series of exceptions, and your genius is figuring out ways to capitalize on these exceptions, to break the mold as you mold them. You feel yourself pulled by each person's unique style of learning, and if this means tossing out the textbook and finding a different way to help someone learn, then so be it. Highly regimented or regulated industries are not for you. You thrive on improving performance one person at a time, where the team is small, and where the need for change is urgent and unbounded.

## YOUR STRENGTH ROLES: RANK ORDER

1.  **TEACHER**

2.  **CREATOR**

3.  **ADVISOR**

4.  **STIMULATOR**

5.  **INFLUENCER**

6.  **EQUALIZER**

7.  **PIONEER**

8.  **CONNECTOR**

9.  **PROVIDER**

### THE 9 StandOut ROLES

#### **ADVISOR**

Advisors are practical, concrete thinkers who are at their most powerful when reacting to and solving other people's problems.

#### **CONNECTOR**

Connectors are catalysts. Their power lies in their craving to put two things together to make something bigger than it is now.

#### **CREATOR**

Creators make sense of the world, pulling it apart, seeing a better configuration, and creating it.

#### **EQUALIZER**

Equalizers are level-headed people whose power comes from keeping the world in balance, ethically and practically.

#### **INFLUENCER**

Influencers engage people directly and convince them to act. Their power is their persuasion.

#### **PIONEER**

Pioneers see the world as a friendly place where, around every corner, good things will happen. Their distinctive power starts with their optimism in the face of uncertainty.

#### **PROVIDER**

Providers sense other people's feelings, and they feel compelled to recognize these feelings, give them a voice, and act on them.

#### **STIMULATOR**

Stimulators are the hosts of others' emotions. They feel responsible for them, for turning them around, for elevating them.

#### **TEACHER**

Teachers are thrilled by the potential they see in each person. Their power comes from learning how to unleash it.



**THE DEFINITION:**

You begin by asking, "What can he learn from this?" Your focus is instinctively toward the other person. Not his feelings, necessarily, but his understanding, his skills, and his performance. You see each person as a work in progress, and you are comfortable with this messiness.

You don't expect him to be perfect; in fact, you don't want him to be perfect. You see the possibility in imperfection. You know that imperfection creates choice, and that choice leads to learning. Since you are energized by another person's growth, you look for signs of it. "Where was he last month?" you ask yourself. "What measurable progress have I seen?" You create novel ways to keep track of his performance and celebrate with him when he reaches new heights. You ask him a lot of questions to figure out what he knows and what he doesn't, how he learns best, what is important to him, and what journey he is on. Only then can you join him at the appropriate level and in the appropriate way. Only then can you help him learn.

What can he learn from this?





## YOU, AT YOUR MOST POWERFUL

-  People's performance improves when you're around. This is your greatest gift.
-  Instinctively people know that you care about them, and that your caring is genuine. They get it. They feel it. They never doubt it. And this certainty frees them. They can experiment, and reach, and fall, and fail, and then reach again. And you will still be there willing them to keep reaching.
-  You don't give up on people. No matter how much they struggle, you keep believing that they will find a way to move forward, and to improve.
-  You are intrigued by "the process"--the process of other people's learning and growth. You aren't impatiently waiting for the big-bang breakthrough. Instead you are content to see small increments of growth that happen every day. The "getting it" can be more exciting to you than the "got it."
-  You are also intrigued by the process of the activity. You revel in breaking activities down into their discrete parts, and then showing others how to do each discrete part. You want others to understand the "how," the "method," and when you can show others the "how," you are delighted. This, in your view, is where the real learning happens.
-  You give other people choices. You allow them to make their own decisions. You realize that choice is the mechanism for learning, for growth. You say, "You decide, then come back and tell me what you decided, and why." You are a natural delegator.
-  You know that people can learn only from where they are starting, so you ask lots of questions to determine their starting point. You listen very carefully. You watch closely. Any small action or reaction could be a clue about where to "join" them in their learning journey.
-  Your "start-by-listening" approach makes others feel heard, and safe. For you, it is the source of vital information about their learning styles, their personalities, their understanding. You use this information to tailor what you are teaching so that it fits each person--you individualize.
-  Physically you want to get on people's level. You want to "walk the factory floor," see people in their "natural habitats," "get down in the dirt with them." This achieves three things: 1) it shows them that you know them; 2) it shows you the world from their perspective; 3) it gives you the raw material you need to give them good ideas for how to get better.

You are a learner yourself. Because you love the process of "getting it," you sign



## ROLE 1



### TEACHER



yourself up for classes so that you can feel yourself "getting it." This is a constant part of your life.



## ROLE 1



### TEACHER



Your dedication to constant learning is not just for you. It also serves to arm you with new ideas and techniques that you can use to help others. Consequently, to others you seem wise, an unending source of knowledge, experiments and ideas that might help them grow.



Whenever others run dry--of ideas, or of self-belief--they return to you. You seem strong, patient, understanding, and yet always expectant.



## ROLE 2



### CREATOR

#### THE DEFINITION:

You begin by asking, "What do I understand?" You aren't immune to the feelings and perspectives of others, but your starting point is your own insight, your own understanding. You see the world as a series of collisions between competing parts, pieces, and agendas; and you are compelled to figure it all out. For you there's nothing quite as thrilling as finding a pattern beneath life's complexities, a core concept that can explain why things play out the way they do, or better yet, predict how things are going to play out. You are a thoughtful person, someone who needs time alone to mull and muse--without this alone time, events pile up on you haphazardly, and your confusion starts to overwhelm you. So you look forward to time by yourself--early in the morning, late at night, long walks--and you use this time to get clear. You are a creative person. What form this creativity takes will depend on your other traits and talents, but whether you write, paint, sing, complete projects, or make presentations, you are drawn toward making things. Each thing you make is a tangible sign that you have made some sense of the world, that you have organized the chaos in some useful way. You look at what you've made, you take pleasure in what you now understand, and then you move on to the next creation.

What do I understand?





## YOU, AT YOUR MOST POWERFUL

-  Your power comes from making sense of things.
-  When you look at the world, you can't help but see beneath the surface, to the patterns underneath. You are intrigued by patterns. Patterns help you explain (to yourself, as much as to anyone else) what is going on.
-  Because you need explanations, you like concepts. Concepts are the best explanation of the most events. Your world is full of concepts that you've derived from your observations of the world.
-  You take great pride in your ideas. You are protective of them. They are the best expression of you.
-  Your world is thrown off when you don't understand what is going on. When presented with an unfamiliar situation, you need time. Time to process, to observe, to ask your questions, to think things through. "Don't ask me to make snap judgments," you protest. "Let me gather my thoughts."
-  You don't like surprises. You don't like making things up as you go along. When you make things--and you do like to make things--you do it only after you've had time to percolate and process.
-  You certainly are creative, but you don't conjure things out of thin air. You break things down into their component elements and this enables you to reconfigure them in new and different ways. Thus you are always watching and observing so that you can identify these elements.
-  You aren't bothered by ambiguity, by gaps in the "data." Instead, you instinctively create theories out of the facts you do have at your disposal and then you allow your theory to "fill in the gaps" in the facts. Your thinking is inferential, rather than deductive.
-  You are prone to flashes of insight into a better way of doing things, or presenting things. Reflecting back, it's hard for you to explain quite where these flashes came from, but once you've seen them, you cannot get them out of your mind. The need to make them real propels you forward. (Once you've seen this flash, you will need a partner to help you "work backward" to the step-by-step sequence required to make the "flash" real.)
-  You are relentless. Though, at the outset you will not be rushed, as you think on it and think on it, the patterns emerge, these patterns create theories, the theories spark new insights, and all of a sudden you are being borne along by these pictures in your mind. You take a while to get going, but once you are off and



**ROLE 2** 

**CREATOR**

running, you are hard to stop.





## Combine your Roles. Sharpen your edge.

You improve performance one person at a time.

In this section of the report, your top two Roles are combined to give you even more specific advice on how you can win at work. You'll learn your greatest value to your team, suggestions on your ideal career, and get individualized content on how you can be more successful in the workplace.

### PHRASES TO DESCRIBE YOURSELF:

-  "I like listening to people tell me what they do and how they do it."
-  "I'm a constant learner. For me there's something energizing about the process of getting to a point where I've mastered a new skill. Recently I took classes to learn how to..."
-  "I like getting down in the dirt with people, seeing the world through their eyes. Customers, colleagues, friends--I think I can truly help them only if I have seen their perspectives."
-  "I don't think you can teach people in the same way. Instead I'm always looking for how each person's mind works, and what motivates her."
-  "I've been told I'm a very creative person, always looking for better ways of doing things."
-  "I love theories, concepts. People often come to me when they want someone to explain why things are playing out the way they are."
-  "I ask 'why?' a lot. I guess it can get annoying sometimes, but I can't help it. I'm the kind of person who hates assumptions. I need to get to the bottom of why things are the way they are."



ROLE 1  
TEACHER



StandOut



ROLE 2  
CREATOR



"I'm at my best when I'm analyzing what happened and why it happened."



Justine Fraley  
TeacherCreator

StandOut  
Assessment  
Results

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## Your Ideal Career

You will excel where the team is small, and where the need for change is urgent.

You see people as a series of exceptions, and your genius is figuring out ways to capitalize on these exceptions. Of course, in any environment you will make an excellent teacher--with the important qualification that you will rebel against following a set curriculum. Instead you will feel yourself pulled by each person's unique style of learning, and if this means tossing out the text book and finding a different way to help each person learn, then so be it. For this reason, avoid highly regulated, unionized environments, such as government agencies, manufacturing plants, and even public educational organizations. You will thrive in roles where you are asked to design flexible and individualized systems for learning, or for improving performance, where the team is small, and where the need for change is urgent and unbounded.





## HOW TO MAKE AN IMMEDIATE IMPACT...

You want to help others, but you have to earn this right. So **begin with your student hat on.** People like students. They like to be asked questions about how they do what they do, and they like to hear themselves talk about why it works. Listening shows respect. So be inquisitive and be seen to be inquisitive.



It is going to take you a little time to make your full impact felt. Before you feel confident taking action you need to understand the forces at play, and how these forces combine to create patterns. This kind of "pattern-recognition" takes time. You need this time. **Be patient.**

**Find opportunities to feed people's words back to them.** Describe what you've heard, and what you've come to understand about their work, and their process. Not only will you be able to test your understandings, you will also validate your new colleagues. They will appreciate this validation.



You can't force "pattern-recognition" but you can accelerate it. So, no matter what your other job responsibilities, **discipline yourself to uncover the patterns.** Which data will you look to to reveal what's really going on? Which outcomes keep repeating? If you see range in performance between one person and another, or one team and another, can you spot the "prime-mover" that is causing this range? Investigate these tell-tale signs to reveal the patterns.

**Accompany your new colleagues as they "sweep the floors."** Spend time with them in their environment. Watch how they do their work and notice the details of their struggles and their successes. These real-world details will give you raw material when you start trying to help them navigate through their struggles, and achieve even greater success.



When you feel ready, pick an area where you have confidence that you've decoded the patterns that matter, and then **use your understanding of these patterns to present to your colleagues a better way of doing things.** What you're doing here is trying to make your understandings useful as quickly as possible. There's pressure in this, of course--will you be able to refine your thinking so that it is clear and people can act on it?--but you're the kind of person who will feel this as positive pressure, even fun pressure. Your ideas won't necessarily be accepted right away, but your reputation for thoughtfulness will have begun.





## HOW TO TAKE YOUR PERFORMANCE TO THE NEXT LEVEL...

**Keep learning.** Keep researching your subject. Attend the cutting-edge conferences. Read the expert posts. Make this a priority.



**Take time to muse.** You need time alone to let your mind live with the things you've seen, and what you've experienced, so it can settle into some sort of shape. This thinking time is vital to your well-being--without it, you feel confused and on edge. It is also vital to your performance--it is the ground from which will spring new insights and discoveries. Take it very seriously. You need it. Others don't, and they won't quite understand why you do. So build it into your schedule and stick to it religiously. It doesn't have to be so frequent that it interferes with your daily work. It just has to be predictable--you are comforted knowing that thinking time is coming.

**Become an overt champion of others.** Discipline yourself to reach across the organization and place people whose raw talent you have spotted into positions of real responsibility. Some will say, "But he is not ready." Don't shy away from this "risk." Instead, celebrate it. You are a genius at giving people just the kind of responsibility they need, at just the time when they need it.



As a Creator you will have to **figure out how to "own" your creations.** At one extreme, this might mean working only in fields where you are allowed to own the intellectual property you create, such as journalism or entertainment. Or you might work for a large organization only if they allow you to write papers under your name, or file for patents under your name. If neither of these is a possibility for you, still you will need to figure out a way to "sign" your work.

When you champion young talent, **make sure your explanations for why this is the right person, the right responsibility, and the right time, are vivid and detailed.** Become adept at describing the strengths you have seen in the person, and why you think this strength will translate to the new,



**Create a forum for safe experimentation,** a place where you can share new, as-yet-fragile patterns of understanding. It could be a cross-industry group of like-minded thinkers. It could be an informal "skunkworks" within your own organization. Wherever it is, it should



ROLE 1



StandOut



ROLE 2

TEACHER

CREATOR

larger responsibility. Be equally detailed about what specific knowledge the person lacks, and how you propose he go about acquiring this knowledge, without jeopardizing his ability to deliver results--this detail will give others, who have less of a "feel" for young talent, the certainty they need.

be made up of people who question you and challenge you, with no agenda other than helping you to strengthen (or break) the sense you've made. This group will become your testing ground.





## WHAT TO WATCH OUT FOR...

**Stay in the real world.** Trust the details you notice. You are such an avid reader and researcher you can sometimes be intrigued, and even swayed, by other people's theories. While some of these theories may be sound, always rely on your own real-world learning as your guide.



While you are studying your world and figuring out the patterns, you still have to be doing. The world will not wait for you to figure it all out. Nor will your colleagues. Nor will your customers. So, **whatever patterns you're looking for, you're going to have to figure them out in the world, as you're doing.**

## HOW TO WIN AS A LEADER...

Your strength is your faith in our potential. We never sense frustration with our struggles but rather a deep belief that we can keep experimenting, and keep getting better. You accept us; and yet your expectations motivate us.



Your strength is your ability to think things through. As our leader, you give us confidence because we see your mind working. We know you will make a new sense of things.

## HOW TO WIN AS A MANAGER...

Your strength is how seriously you take my learning. And since you take it so seriously, since you pay it so much attention, I am inspired to do the same.



Your strength is the time you give me. To listen. To consider. To understand before reaching your conclusions.



**ROLE 1**  
**TEACHER**



**StandOut.**



**ROLE 2**  
**CREATOR**

### HOW TO WIN IN CLIENT SERVICES...

Your strength is that you help me discover something new about my situation.



Your strength is that you take the time to discover the root cause of my need. You don't just provide me with the pat answer.

### HOW TO WIN IN SALES...

Your strength is your understanding. Your rich perspective of how each client is unique enables you to adapt your offering to serve them better.



Your strength is your sophistication. You will win sales through your deliberate timing. You know how to listen and fully understand before jumping in with your point of view.

