

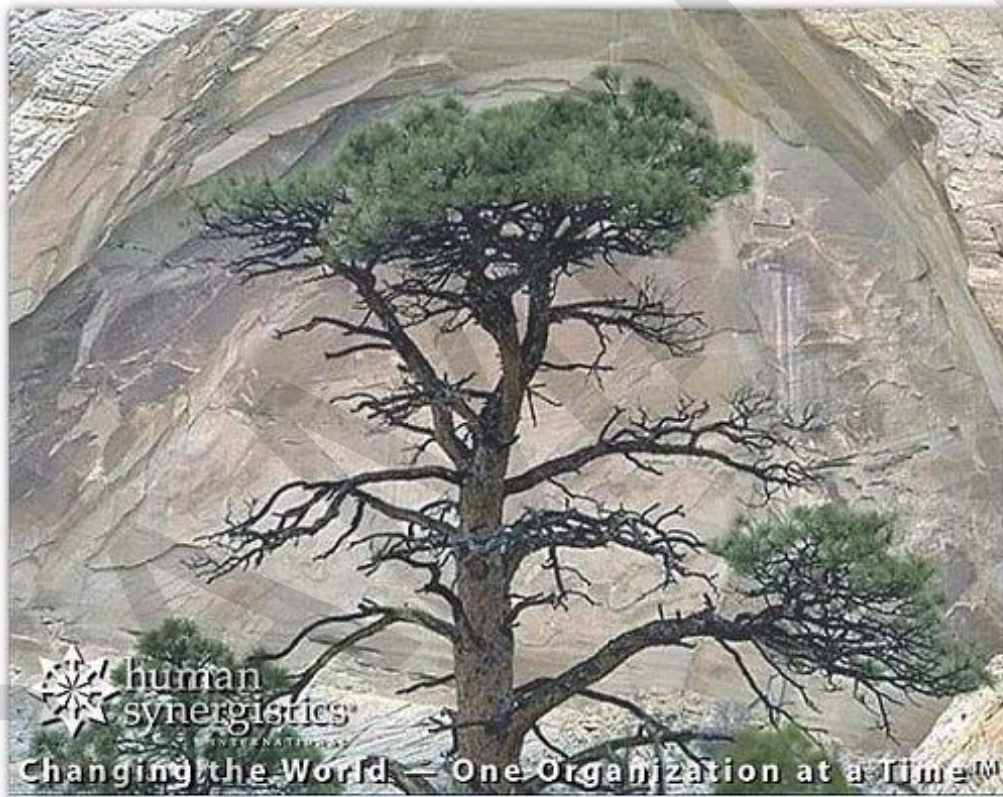
MEPS

Management Effectiveness Profile System™



Feedback Report for A. Sample

May 8, 2007



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Changing the World — One Organization at a Time™

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How to Use the MEPS Feedback Report

Welcome to the *Management Effectiveness Profile System*[™] (MEPS) Feedback Report. The purpose of this report is to provide you with feedback on your overall managerial effectiveness and your performance along 14 management skill areas. The results are based on your responses to the MEPS *Self-Description Inventory* as well as your raters' responses to the *Descriptions by Others Inventory*.

The purpose of this report is developmental. The results are not intended for use in making administrative or human resource decisions related to compensation levels or promotions. Instead, they represent a resource for understanding your management skills and guiding your personal development efforts.

This report is organized into six sections:

	Page
1. Summary Perceptions: Overview	4
This section reviews your results on the MEPS "Summary Perceptions" measures, which focus on your task, interpersonal, and personal effectiveness. Feedback is also provided on the quality of your raters' (i.e., "others") responses, including how comfortable they felt about describing you.	
2. Summary Perceptions: Item-by-Item Feedback	7
Your results on the individual survey items used to measure your overall task, interpersonal, and personal effectiveness are presented in this section.	
3. Management Skills: Overview	11
This overview highlights the skill areas that are viewed by others to be your greatest strengths as well as those that represent your greatest opportunities for development. The consistency (or lack thereof) between your <i>Self-Description</i> and <i>Description by Others</i> results with respect to your skills is summarized.	
4. Management Skills Profiles	13
Your overall results along the 14 management skill areas, as reported by you and your raters, are presented in "raw" form (including mean scores and standard deviations across raters) and in "normed" charts (showing your percentile scores relative to scores for 5,142 managers).	
5. Management Skills: Item-by-Item Feedback	21
Bar charts show your responses to the 7 specific items measuring each of the 14 skill areas, profiled against the average responses by your raters.	
6. Self-Development Plan	36
This section consists of a series of short assignments designed to guide you in identifying the specific skills you should develop, the behaviors you need to change, and the support that can be enlisted to help you achieve your goals.	

We recommend that you read this report in order, from beginning to end. Some of the feedback may confirm your perceptions of your current effectiveness, however you may find some of it to be surprising. Gaining awareness of your strengths (assets) and opportunities for development (liabilities) is the first step in the self-development process. Acceptance is the second step of this process, and will come to you as you interpret your results. Taking action on your feedback is the third step in the development process. The Self-Development Plan at the end of this report (section 6) will help you identify specific skill areas in which you will focus your development efforts. These skill areas are described in detail in the MEPS *Self-Development Guide*.

SAMPLE

1. Summary Perceptions Overview

The MEPS *Self-Description* and *Description by Others* inventories include a Summary Perceptions section with questions that focus on three dimensions of managerial effectiveness: task, interpersonal and personal effectiveness. This section of the feedback report summarizes and compares your self-perceptions and the perceptions of others regarding your effectiveness. Your scores along the specific items used to measure these perceptions are presented in the next section of the report.

The Summary Perceptions section in the MEPS *Description by Others Inventory* also contains questions about the quality of your raters' responses. These questions focus on, for example, the extent to which your raters felt comfortable describing you. Their responses to these questions are summarized below.

Quality of Your Raters' Responses

Your raters have frequent contact with you and most have daily contact (if not more). They were very comfortable in being open and truthful in describing you with this survey. Overall, your raters felt that their descriptions of your managerial skills and behaviors on this survey were accurate. Most of them were confident that they knew you well enough to provide valid feedback.

Your Task Effectiveness

There is considerable variance in your raters' perceptions of your effectiveness. Some view your effectiveness and your success in meeting your goals more positively than do others. They disagree about the quality of the work produced by your team. Some view the quality of your team's work (and the extent to which it meets expectations) as higher than do others. Your raters feel that your work group's payroll costs are reasonable and that time and resources are used efficiently. Finally, they disagree regarding your effectiveness in moving the organization in new and promising directions. Some view your leadership as being more effective than do others.

Your Interpersonal Effectiveness

There is considerable variance in your raters' perceptions of your work group's satisfaction with their work situation. Some view their satisfaction as high. Others view their satisfaction as being somewhat low. They feel that your relationships with others are very good; you work very well with people. Your raters were asked about the amount of influence you have over others in your organization. They reported that you have:

- great influence over your subordinates;
- little influence over your peers and those in lateral positions within the organization; and
- little influence over your superiors.

Your Personal Effectiveness

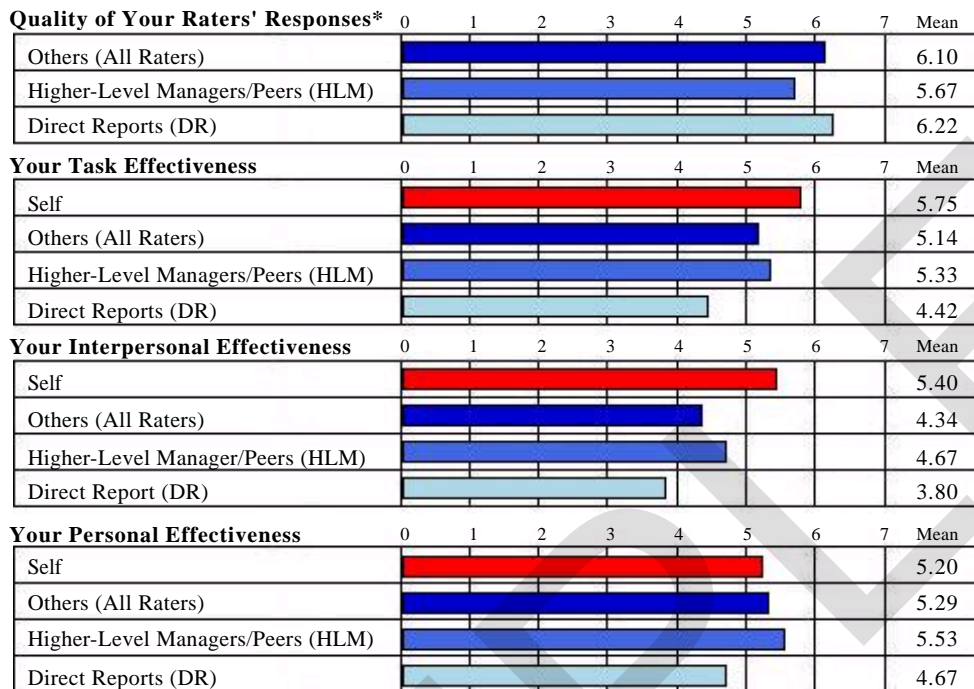
There is considerable variance in your raters' perceptions of your readiness for a promotion and your need for additional time and experience. Some view you as more prepared than do others. With respect to your qualifications for staff versus line responsibilities, your raters feel that you are more qualified for the latter -- that is, taking responsibility for specific operating results through directing the work of others. Your raters differ in their evaluations of your career progress. Some view your career progress as being smoother and headed in a more consistently positive direction than do others. They feel that you are extremely interested in improving your management performance and you are very open to new ideas and suggestions. Finally, your raters feel that you are likely to accept any negative information about your performance and use it constructively.

Summary Perception Results At-a-Glance

Your results along the above measures are presented on the next page in bar chart form. For each dimension of effectiveness, your *Self-Description* is profiled along with the mean of your raters' responses (that is, the average score based on the *Description by Others Inventory*). Note that the scores along these measures can range from 1 (low effectiveness) to 7 (very high effectiveness). A score of 0 indicates that there were no responses to any of the relevant questions.

As explained at the beginning of this section, the questions regarding the quality of your raters' responses are not included in the *Self-Description Inventory* and therefore only *Description by Others* results for this measure are presented in the chart.

Summary Perception Scales



*This scale is included only in the MEPS *Description by Others Inventory*; therefore there is no Self score for this scale.

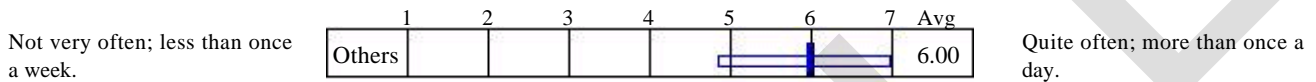
2. Summary Perceptions: Item-by-Item Feedback

Summary Perceptions: Quality of Your Raters' Responses

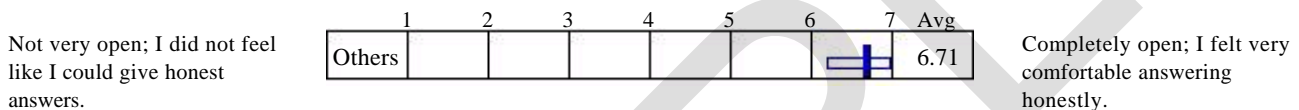
1 Almost exactly like the left description	7 Almost exactly like the right description
2 Much like the left description	6 Much like the right description
3 Somewhat like the left description	5 Somewhat like the right description
4 About equally like the left and right descriptions	

Note: The following three questions are included only on the *Description by Others Inventory* and, therefore there are no Self scores for these items. The vertical bars indicate the average response and the horizontal bars indicate the consistency in the responses of those who described you. The wider the bar, the lower the consistency (that is, the greater the disagreement across others).

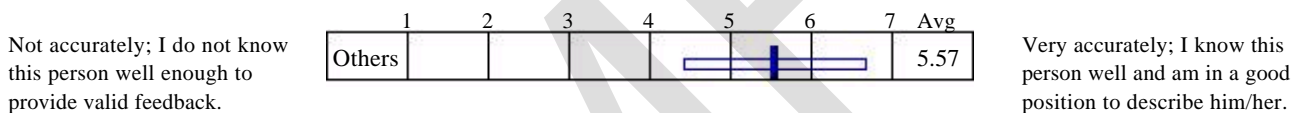
15. How frequently do you come into contact with this person?



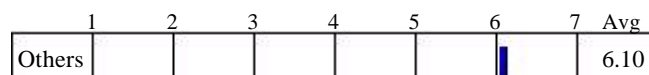
16. How open and truthful were you in completing this inventory?



17. Overall, how accurately do you think your responses to this inventory describe this person's managerial skills and behaviors?



Average of Summary Perceptions: Quality of Your Raters' Responses



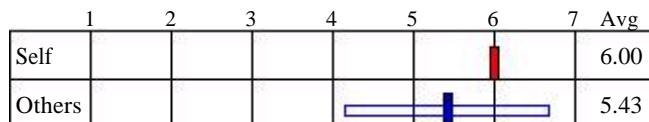
Key: ■ Average of all raters' responses (i.e., descriptions by others) [Bar] Standard deviation across raters' responses.

Summary Perceptions: Your Task Effectiveness

1 Almost exactly like the left description	7 Almost exactly like the right description
2 Much like the left description	6 Much like the right description
3 Somewhat like the left description	5 Somewhat like the right description
4 About equally like the left and right descriptions	

1. How well is this person handling his/her current work assignment?

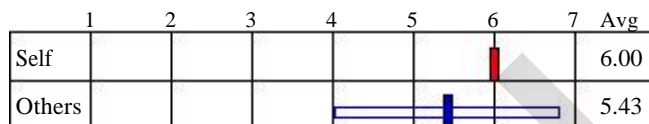
Extremely poorly; his/her goals are not being met.



Extremely well; the job couldn't be done better.

6. What is your assessment of the quality of the work produced by this person's group?

Very poor. It is full of errors and problems; much of it must be redone or isn't useable.



Excellent. It is done carefully and meets expectations; things rarely need to be redone.

7. In view of the work that is done, how reasonable would you say are the total payroll costs for this person's group?

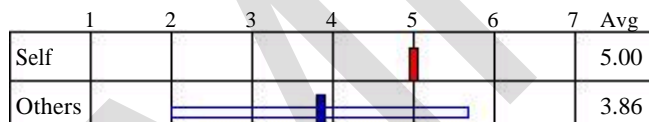
Frequently far too high considering the amount of work produced; time and resources are wasted.



Very reasonable considering what is produced; time and resources are used efficiently.

8. How effective is this person in moving the organization in new and promising directions?

Marginally effective; lags behind others.



Very effective; a leader in this regard.

Average of Summary Perceptions: Your Task Effectiveness



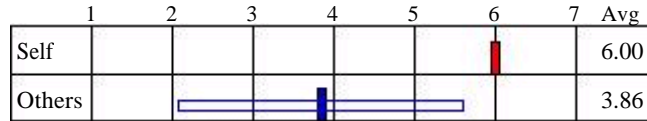
Key: █ Average of all raters' responses (i.e., descriptions by others) ▬ Standard deviation across raters' responses.

Summary Perceptions: Your Interpersonal Effectiveness

1 Almost exactly like the left description	7 Almost exactly like the right description
2 Much like the left description	6 Much like the right description
3 Somewhat like the left description	5 Somewhat like the right description
4 About equally like the left and right descriptions	

5. In general, do the members of this person's group seem to be satisfied with their work situation?

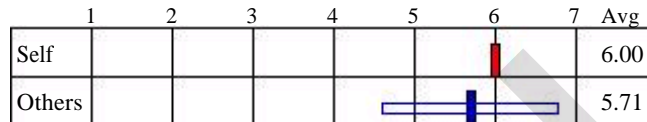
No, at least some of the people reporting to him/her seem to be dissatisfied.



Yes, all of the people reporting to him/her seem to be very satisfied.

9. How would you describe the quality of this person's work relationships with others?

Marginal; he/she might be better off as an independent contributor.



Excellent; he/she is extremely good working with people.

10. How much influence do you feel this person has over his/her subordinates?

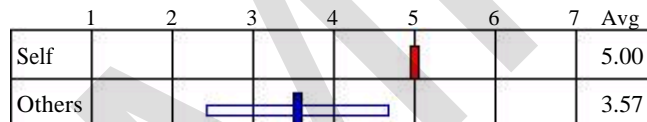
No influence at all.



Very great influence.

11. How much influence does this person have over his/her peers and other people in lateral positions within the organization?

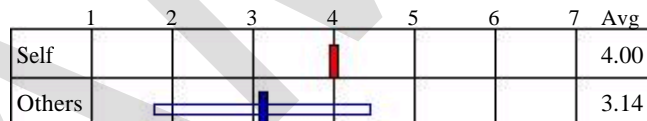
No influence at all.



Very great influence.

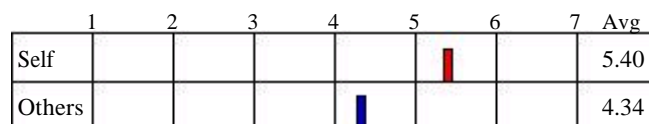
12. How much influence does this person have over his/her superiors?

No influence at all.



Very great influence.

Average of Summary Perceptions: Your Interpersonal Effectiveness



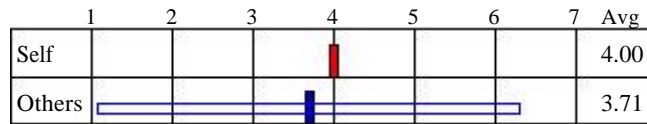
Key: █ Average of all raters' responses (i.e., descriptions by others) ▬ Standard deviation across raters' responses.

Summary Perceptions: Your Personal Effectiveness

1 Almost exactly like the left description	7 Almost exactly like the right description
2 Much like the left description	6 Much like the right description
3 Somewhat like the left description	5 Somewhat like the right description
4 About equally like the left and right descriptions	

2. How well prepared is this person for promotion to a position of greater responsibility?

Not ready at all; needs more time in his/her current position.



Completely prepared; should be promoted immediately.

3. In general, for what type of position does this person seem best qualified?

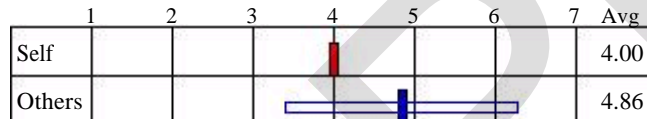
Staff work with responsibility for ideas rather than for results; would function best as an advisor in a special area.



Direct line responsibility for getting operating results through directing the work of others.

4. How would you characterize this person's career progress in the organization?

Erratic and disrupted by setbacks.



Very smooth and consistently in a positive direction.

13. How interested does this person seem to be in improving his/her management performance?

Not interested; would resist any ideas or suggestions.



Extremely interested; open to new ideas and suggestions.

14. How would this person react to negative information about his/her performance?

Probably reject it or make excuses; couldn't accept it.



Probably accept it and try to use it constructively.

Average of Summary Perceptions: Your Personal Effectiveness



Key: █ Average of all raters' responses (i.e., descriptions by others) ▬ Standard deviation across raters' responses.

3. MEPS Skills Overview

Introduction

The 14 management skills measured by MEPS are described in detail in the *Self-Development Guide*. Your two greatest strengths and two greatest opportunities for development, with respect to the skill areas, are described below. These areas were identified by comparing your *Description by Others* scores to the scores received by 5,142 other managers who have participated in MEPS.

Your Strengths and Opportunities for Development

Based on descriptions by others, your two greatest strengths are:

Delegation

Involves assuming a general approach to tasks and allowing work group members to draw up the specifics; giving people some freedom in deciding how to get their jobs done; allowing group members to decide who does what; emphasizing general guidelines when assigning tasks and then enabling people to proceed using their own judgment; giving employees the autonomy they need to respond to problems; and using plans and strategies in a flexible way to allow people to make changes and respond to unanticipated events.

Participation

Involves evaluating suggestions on the basis of merit, not source; being open to ideas from others; helping people feel free to share their opinions and perspectives when a difficult situation is being reviewed; sharing and seeking information from people in the work group; sincerely asking others how things are going, acknowledging difficulties, and factoring them into decisions; making decisions that involve different ways of doing things in consultation with those responsible for making the change; and addressing complex problems by encouraging the participation of those with the necessary information and expertise.

Based on descriptions by others, your two greatest opportunities for development are:

Goal Setting

Involves setting challenging but attainable objectives for the work group or unit; focusing objectives on things employees can control; establishing specific, concrete, and clear objectives; setting objectives in a timely manner; developing measurable objectives; clearly specifying priorities; and using goals and objectives to actively monitor performance.

Time Management

Involves allocating time to the right things; getting work done on schedule; making estimates regarding the amount of time needed to complete a task; taking action on problems in a timely manner; ensuring that important issues are covered in meetings and discussions in a timely manner; staying focused on critical activities; and pacing your work day.

We recommend that you work on developing your skills in these two latter areas. After you have finished reviewing your results, complete the Self-Development Plan in the last section of this report. You will create an outline of the steps you can take to develop in these or other targeted areas.

Agreement Between Self and Others

Overall, there is agreement between your self-descriptions and the descriptions by others regarding the skill areas measured by MEPS. However, there is a discrepancy between your self reports and those by others on one skill. Your evaluation of your level of effectiveness is significantly higher than that of your raters' with respect to **Problem Solving**. This overestimate suggests that you value the qualities associated with this skill; however, your values are not being translated into behaviors that are observed and reported by your raters. Review the Item-by-Item results for this skill area so that you can identify, more specifically, where your self-descriptions differ from those by others.

SAMPLE

4. Management Skills Profiles

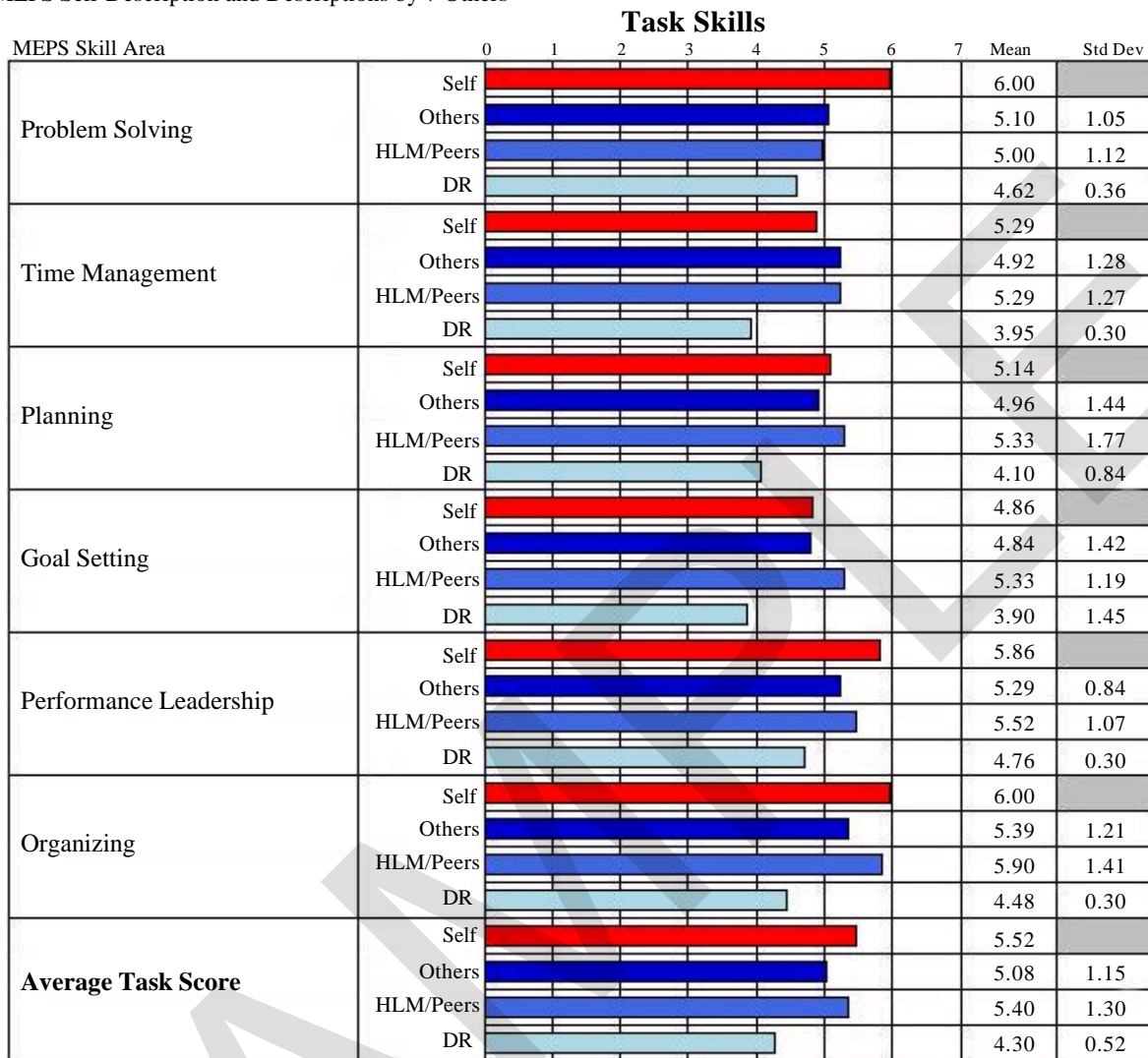
Raw Scores

This first set of bar charts presents your raw or unadjusted scores for the 14 skill areas. The Self raw scores are based on the average of your responses to the seven items that measure a particular skill area. The Others raw scores are based on the responses given by those who described you, and are calculated by averaging their responses to the 7 items measuring each skill area. Thus, raw scores for Self and Others can range from 1 (indicating a low level of skill) to 7 (indicating a high level of skill). A score of 0 is rare but possible and indicates that there were no responses to any of the items that measure that skill.

The means and standard deviation(s) for each skill area are listed on the right side of the bar chart. The means, represented by the bars themselves, are the Self and Others raw scores for each skill area. The standard deviations provide an indication of the amount of consistency in your raters' responses. A standard deviation below 1.0 generally indicates high agreement, while a standard deviation above 1.0 generally indicates less agreement among your raters. Thus, the lower the standard deviation, the higher the agreement; the higher the standard deviation, the lower the agreement among raters.

Raw Scores: Comparison Profiles

MEPS Self-Description and Descriptions by 7 Others



Note: "Others" includes all respondents who completed a MEPS *Description by Others Inventory* for you. Standard deviations are reported for subgroups with at least three respondents.

Normed Scores

The next set of bar charts show the “normed” equivalents of your raw scores presented in the previous bar charts. *Normed scores* reflect the comparison of your raw scores to those of a sample of **5,142** other managers who participated in MEPS. Thus, your normed scores are presented in terms of percentiles. For instance, if your normed score for a skill is the 75th percentile, this means that your raw score is higher than the raw scores of 75 percent (and lower than approximately 24 percent) of managers in the norming sample. Likewise, if your normed score for a particular skill is the 30th percentile, this indicates that your raw score is higher than those received by 30 percent of the managers in the norming sample and lower than those received by approximately 69 percent of managers in the sample.

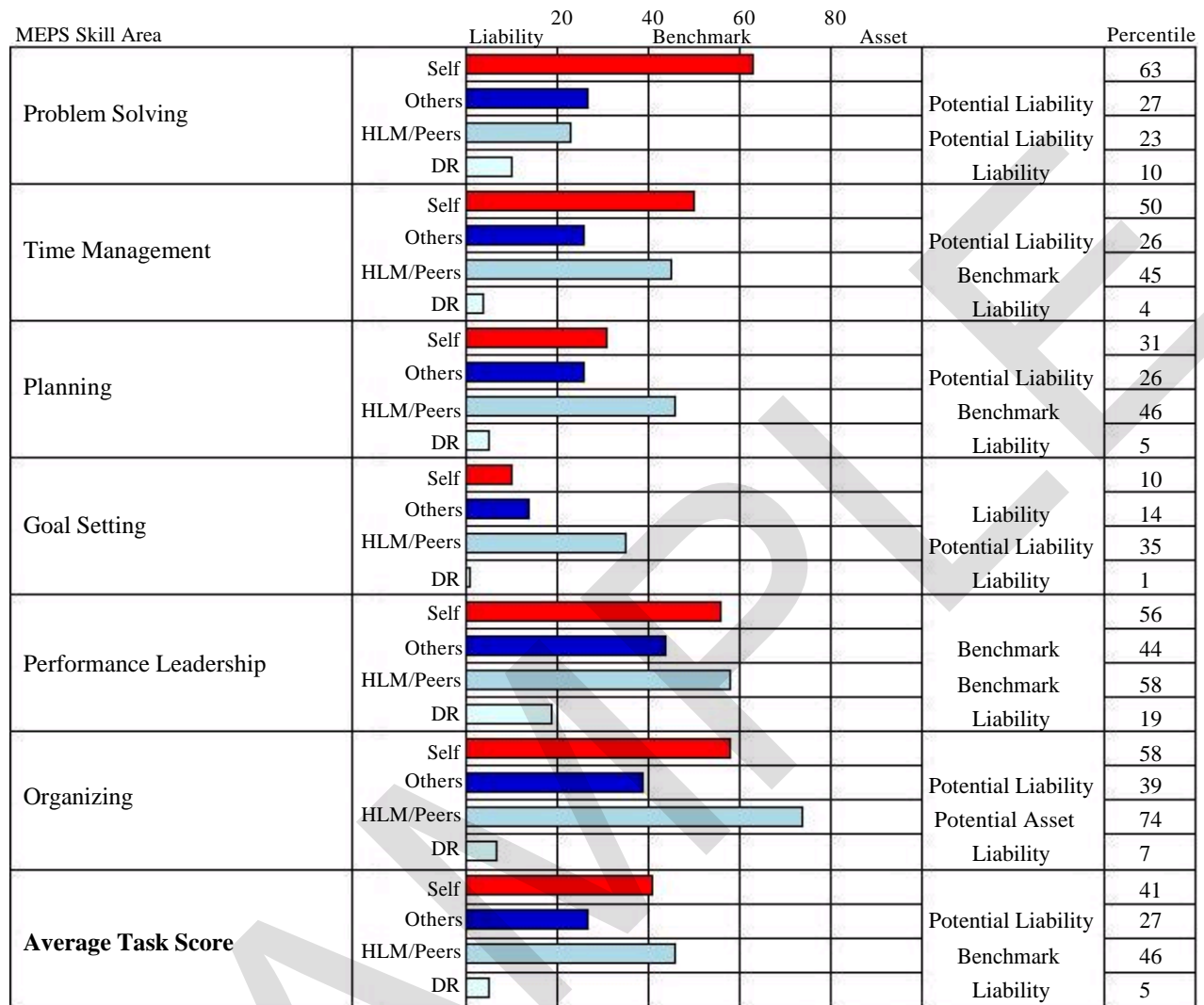
Your normed scores (rather than your raw scores) are used to determine your strengths and opportunities for further development. On your Normed Comparison Profile, bars that extend into the area labeled “Asset” indicate skills that are sources of strength. Bars that extend into the area labeled “Benchmark” indicate skills in which your current scores are about average. Bars that extend only into the area labeled “Liability” identify your greatest opportunities for skill development.

It is important to remember that the normed scores present information about your *relative* standing within a group—in this case **5,142** managers in the norming sample. As a group, managers are generally effective and therefore tend to have scores of 5 or higher for most of the MEPS skills. Thus, in order for a skill to be labeled as an "asset" or strength, the raw score must be quite high (e.g., 6.5 or above, for many of the skill areas).

Normed Scores: Comparison Profiles

MEPS Self-Description and Descriptions by 7 Others




Task Skills



Note: "Others" includes all respondents who completed a MEPS *Description by Others Inventory* for you.

5. Management Skills: Item-by-Item Feedback

Seven specific survey items are used to assess each of the 14 MEPS skill areas. Your results along these survey items are presented in the bar charts on the following pages.

The red rectangle  represents your own response to the item (your Self score). The blue rectangle  represents the average of all your raters' (Others) responses. The horizontal bar  represents the standard deviation across your raters' responses. The wider the bar, the greater the inconsistency across raters.

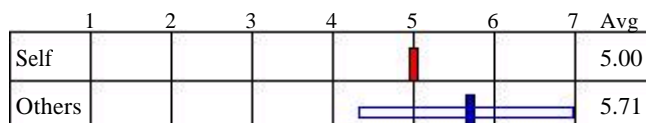
SAMPLE

Item-by-Item Feedback -- Problem Solving (Task Skill)

1 Almost exactly like the left description	7 Almost exactly like the right description
2 Much like the left description	6 Much like the right description
3 Somewhat like the left description	5 Somewhat like the right description
4 About equally like the left and right descriptions	

3. Performance discrepancies, failures, and mistakes...

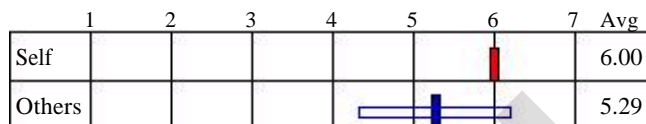
are ignored; problems are not acknowledged and things just continue as if nothing had happened.



are recognized; problems are carefully analyzed to pinpoint underlying causes and areas needing attention.

32. This person reacts to complicated problems or situations by...

accepting the first decent solution identified; relatively little effort is made to identify and consider alternatives.



initiating a reasonably extensive search for solutions; multiple alternatives are identified and systematically analyzed.

36. When different issues and problems "compete" for this person's attention, they are...

given about equal emphasis and attention. No priorities are assigned in consideration of external pressures or the availability of resources necessary to resolve them.



reviewed and assigned priorities in terms of external pressures, availability of necessary resources, and/or the opportunities they present.

55. When major problems arise, this person...

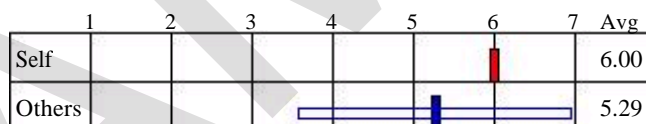
typically ignores them; seems to hope that someone else will take care of them or that they'll simply go away.



accepts and analyzes them; tries to find the best way of handling them.

68. In the event that something doesn't happen as planned...

not enough information is collected to identify the real source of the problem.



all available information is collected and considered until the real problem is clearly identified.

74. Solutions and courses of action that might be unpopular or on the high risk side are...

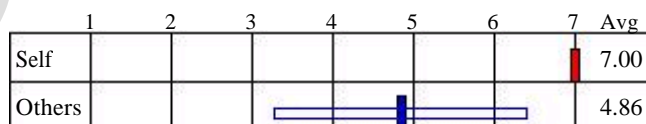
not fully analyzed and are typically rejected to avoid the possibility of being identified with a "bad" decision.



selected with confidence after careful consideration of their consequences and the reasons supporting the action.

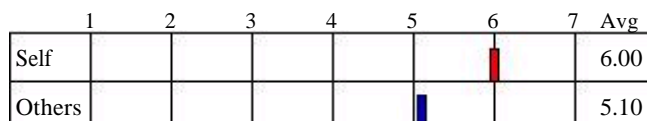
94. When working with others to solve a complex problem, this person...

complicates the process by either overemphasizing details or approaching the problem in a too general or broad way.



facilitates the process by breaking it down into smaller, more manageable, parts without losing sight of the larger problem.

Average of Item-by-Item: Problem Solving (Task Skill)



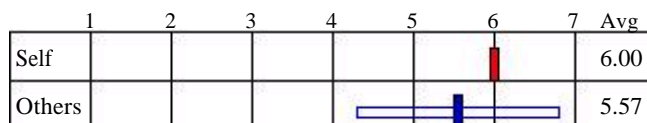
Key: █ Average of all raters' responses (i.e., descriptions by others) ▬ Standard deviation across raters' responses.

Item-by-Item Feedback -- Time Management (Task Skill)

1 Almost exactly like the left description	7 Almost exactly like the right description
2 Much like the left description	6 Much like the right description
3 Somewhat like the left description	5 Somewhat like the right description
4 About equally like the left and right descriptions	

22. This person usually spends his/her time on...

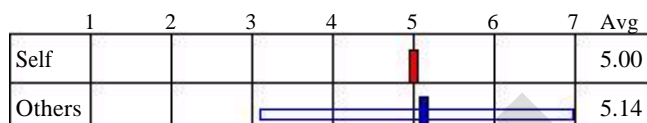
the wrong things; insignificant activities and issues are emphasized at the expense of those of real importance.



the right things; appropriate time is devoted to the important activities and issues.

30. The relationship between when things *should* be done and when they *are* done is...

poor. Work is often late, confused, or only partially completed by the deadline.



excellent. Work gets done in an orderly and systematic manner; on schedule.

37. Estimates by this person regarding the amount of time needed to get things done are...

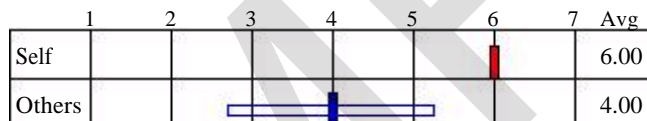
almost always unrealistic; they are generally far too high or too low.



usually realistic; estimates are consistently very close to actual requirements.

41. Once a problem has been identified, action is...

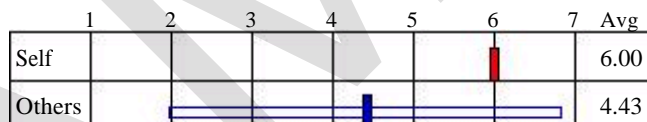
delayed until this person can gather more information, check with superiors, or find the time to do something about it.



taken promptly to clear up the situation in an effective and timely manner.

53. When discussing a situation or when leading a meeting...

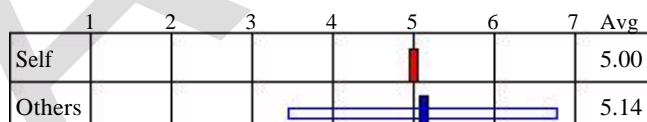
the conversation roams; irrelevant issues are introduced or time is otherwise wasted.



the discussion is well controlled; the important issues are covered and time is used effectively.

54. When faced with tight deadlines on multiple projects or assignments, this person...

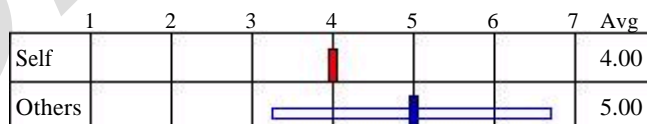
jumps from one activity to another; he/she gets distracted, interrupted, and side-tracked.



stays focused on the most critical activities; distractions, interruptions, and diversions are minimized.

98. This person's typical work day is...

hectic and overloaded; he/she has trouble saying "no" and ends up getting over-committed.



reasonably paced; he/she carefully avoids taking on too many assignments or obligations.

Average of Item-by-Item: Time Management (Task Skill)



Key: █ Average of all raters' responses (i.e., descriptions by others) □ Standard deviation across raters' responses.

6. Self-Development Plan

Step 1: Select and Commit to Targets for Development

In the table below, the 14 MEPS skill areas are ordered from your greatest opportunities for development (liabilities) through to your greatest strengths (assets) based on the results presented in your Normed Scores Comparison Profile.

	MEPS SKILLS AREAS
Opportunities for Development (Liabilities) ↑ ↓ Strengths (Assets)	Goal Setting
	Time Management
	Planning
	Problem Solving
	Commitment
	Maintaining Integrity
	Organizing
	Performance Leadership
	Integrating Differences
	Team Development
	Providing Feedback
	Stress Processing
	Participation
	Delegation

Write down the two skill areas that you would like to target for development. These skill areas should be at or near the top of the list above and relevant to your personal development interests.

Target Skill Area 1: _____

Target Skill Area 2: _____

Step 3: Identify Ineffective Behaviors

In the spaces below and on the following page, please note the two skill areas you have chosen to target and the **Average of Item-by-Item** scores for Self and Others. These averages can be found in Section 5 (Item-by-Item Feedback), at the bottom of the pages for the relevant skill areas.

Ineffective behaviors are presented on the left and corresponding effective behaviors on the right. Self and Others scores along these items potentially can range from “1.00” to “7.00.” The closer your scores are to “1.00” for a particular item, the more descriptive the ineffective behavior is of you.

For each of the two skill areas, circle at least **one** and up to **three** items:

- For which your Self and/or Others scores are lower than the average scores for the skill area;
- For which the amount of agreement among those who described you is relatively low (as indicated by a wide horizontal bar around your Others score); or
- That describe an ineffective behavior that you have recently exhibited.

For the items that you circled, review the descriptions of ineffective behaviors (on the left side) and record them in the spaces below.

Target Skill Area 1: _____ (Self = _____ Others = _____)

1a) Item Number _____

1b) Item Number _____

1c) Item Number _____

Step 4: Describe Effective Alternative Behaviors

Describe an effective behavior to replace each of the ineffective behaviors identified in Step 3. Refer to the effective description (on the right side) for each of the MEPS items you listed, and personalize it by considering the demands of your job, expectations of your managers, and your career goals.

Target Skill Area 1: _____

1a) Effective Behavior:

1b) Effective Behavior:

1c) Effective Behavior:

Step 5: Develop Strategies

Use the spaces below to write down your strategies for changing each of the behaviors you've targeted. Your strategies should specify what you will do to ensure that your behavior is more consistent with your descriptions of effective behavior (Step 4). Refer to the skill descriptions in the *MEPS Self-Development Guide* to learn more about the skill areas, the specific behaviors you've targeted, and possible strategies for changing each behavior.

Target Skill Area 1: _____

1a) Strategy:

1b) Strategy:

1c) Strategy:

Step 6: Anticipate Obstacles to Change

Ineffective behaviors usually don't "just happen." Chances are there is something that triggers or reinforces those behaviors (such as specific people, particular situations, certain rules or criteria for rewards or punishment, etc.). To effectively change your behavior, you must identify what is triggering or reinforcing the undesired behavior and either remove or deal with it so that it does not become an obstacle to your goals.

Look over the ineffective behaviors that you listed in Step 3. Identify what triggers or reinforces these behaviors and determine what you will do so that they will not interfere with your efforts to change your behavior.

Target Skill Area 1: _____

List at least one trigger or reinforcer for each ineffective behavior that you are trying to change.

1a) _____

1b) _____

1c) _____

List an action for overcoming each of the obstacles that you identified above.

1a) _____

1b) _____

1c) _____

Target Skill Area 2: _____

List at least one trigger or reinforcer for each ineffective behavior that you are trying to change.

2a) _____

2b) _____

2c) _____

List an action for overcoming each of the obstacles that you identified above.

2a) _____

2b) _____

2c) _____

Step 7. Enlist Support

The success of your development will depend on the strength of your support system. Your support system includes peers, supervisors, direct reports, friends, and family. If you take the initiative to ask for their help, these individuals can provide you with the encouragement, support, and ongoing feedback you need to accomplish your self-development goals.

Make a list of those individuals from whom you can seek assistance in achieving your goals. Next to each person's name, describe exactly how he or she can help you. Then, meet with each person on your list and discuss the behaviors you're trying to develop, the strategies you're implementing, and the type of support they might be able to provide you.

We encourage you to review your Self-Development Plan with your manager. Doing so provides an opportunity to discuss the MEPS sessions you have attended, your reactions to your report, the insights you have gained, and the skill areas that you have targeted. It also can open meaningful lines of communication that may greatly enhance your working relationship.

Support System Members	How They Can Help You to Achieve Your Goals

Development Contract

This report has helped me to realize...

I plan to...

Signature:

Date:



Human Synergistics International

Chicago Detroit San Francisco

www.humansynergistics.com

Questions about MEPS or other training and development materials available from Human Synergistics should be directed to:

Human Synergistics/Center for Applied Research, Inc.

216 W. Campus Drive, Suite 102

Arlington Heights, IL 60004

E-Mail: info@hscar.com

Phone: 800.590.0995

Human Synergistics

39819 Plymouth Road C8020

Plymouth, MI 48170-8020

E-mail: info@humansynergistics.com

Phone: 800.622.7584

Human Synergistics/Acumen

2200 Powell Street, Suite 1025

Emeryville CA 94608-1809

E-mail: info@hsacumen.com

Phone: 866.384.3058