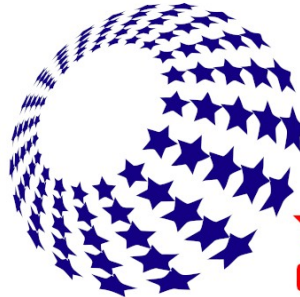




**TTI TriMetrix®**  
Coaching Report - General Version



**Sally Sample**  
4-12-2010



**YOUR  
COMPANY**

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123 St.  
Scottsdale, AZ  
800-555-5555



The TTI TriMetrix® Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, motivators and attributes. Understanding strengths and weaknesses in each of the three areas will lead to personal and professional development and a higher level of satisfaction.

The following is an in-depth look at your personal talents in the three main sections:

### SECTION 1: BEHAVIORS

This section of the report is designed to help you attain a greater knowledge of yourself as well as others. The ability to interact effectively with people may be the difference between success and failure in your work and personal life. Effective interaction starts with an accurate perception of oneself.

### SECTION 2: MOTIVATORS

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.

### SECTION 3: ATTRIBUTES

This section of the report will give you detailed information about your individual thought process. Understanding how you think will identify your preferences, strengths and weaknesses. This increased understanding will lead to personal and professional development.



Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- how you respond to problems and challenges.
- how you influence others to your point of view.
- how you respond to the pace of the environment.
- how you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

*"All people exhibit all four behavioral factors in varying degrees of intensity."  
–W.M. Marston*

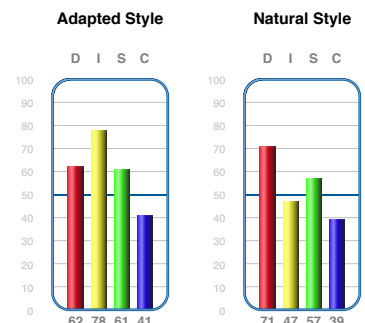


## GENERAL CHARACTERISTICS

*Based on Sally's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Sally's natural behavior.*

Sally establishes many standards for herself and others. Her high ego strength demands that her standards will be met. She prefers being a team player, and wants each player to contribute along with her. She has high ego strengths and may be viewed by some as egotistical. She is often considered daring, bold and gutsy. She is a risk taker who likes to be seen as an individualist. Sally likes to be forceful and direct when dealing with others. Her desire for results is readily apparent to the people with whom she works. She is forward-looking, aggressive and competitive. Her vision for results is one of her positive strengths. She appreciates others who are team players and will reward those who are loyal. She likes people, but can be seen occasionally as cold and blunt. She may have her mind on project results, and sometimes may not take the time to be empathetic toward others. Sally will work hard at achieving her goals. She loves to win and hates to lose. She may be so self-confident that others see her as arrogant. This confidence may be something others wish they had.

Sally is a good problem solver and troubleshooter, always seeking new ways to solve old problems. She prefers authority equal to her responsibility. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. She can be direct in her approach to discovering the facts and data. She maintains her focus on results. Sally finds it easy to share her opinions on solving work-related problems. She

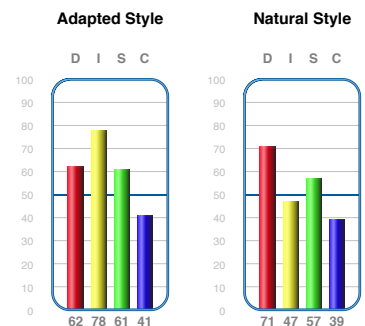


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refrains from getting emotionally involved in decision making. This allows her to make objective decisions. She has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. Logic and people who have the facts and data to support this logic influence her. She admires the patience required to gather facts and data.

Sally likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. She challenges people who volunteer their opinions. She could improve her communication with others by being more flexible and showing a sincere interest in what they are saying. Sally has the ability to ask the right questions and destroy a shallow idea. Some people may feel these questions are a personal attack upon their integrity; however, this is just her way of getting the appropriate facts. She tries to remain emotionally uninvolved in what the other person is saying. She could improve her communication skills by being patient, listening and displaying genuine care for the people with whom she comes in contact. She may display a lack of empathy for others who cannot achieve her standards.

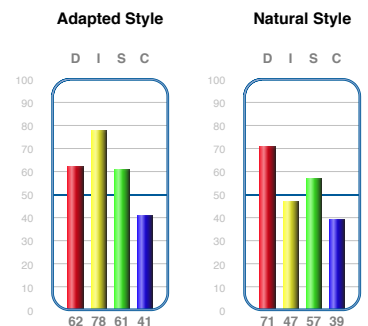




## VALUE TO THE ORGANIZATION

*This section of the report identifies the specific talents and behavior Sally brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.*

- Thinks big.
- Places high value on time.
- Creative in her approach to solving problems.
- Competitive.
- Forward-looking and future-oriented.
- Builds good relationships.
- People-oriented.
- Service-oriented.
- Self-starter.



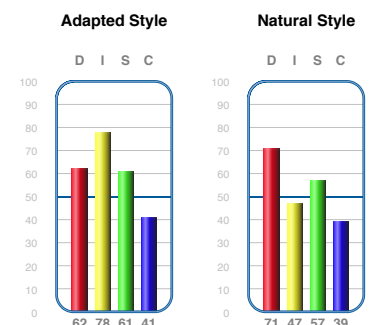


## CHECKLIST FOR COMMUNICATING

*Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Sally. Read each statement and identify the 3 or 4 statements which are most important to her. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Sally most frequently.*

Do:

- Take issue with facts, not the person, if you disagree.
- Read the body language--look for impatience or disapproval.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Present the facts logically; plan your presentation efficiently.
- Provide a friendly environment.
- Provide facts and figures about probability of success, or effectiveness of options.
- Define clearly (preferably in writing) individual contributions.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Motivate and persuade by referring to objectives and results.
- Ask specific (preferably "what?") questions.
- Provide questions, alternatives and choices for making her own decisions.
- Support and maintain an environment where she can be efficient.
- Be clear, specific, brief and to the point.



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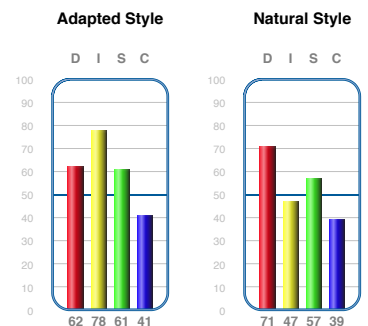


## DON'TS ON COMMUNICATING

*This section of the report is a list of things NOT to do while communicating with Sally. Review each statement with Sally and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.*

Don't:

- Patronize or demean her by using subtlety or incentive.
- Be abrupt and rapid.
- Direct or order.
- Let disagreement reflect on her personally.
- Be redundant.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Ask rhetorical questions, or useless ones.
- Come with a ready-made decision, or make it for her.
- Be vague; don't offer opinions and probabilities.
- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- Offer assurance and guarantees you can't fulfill.





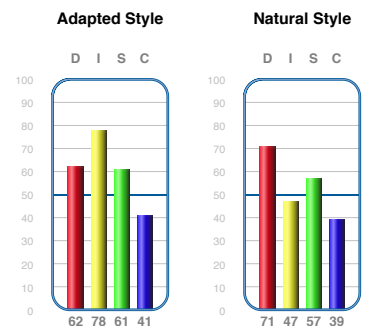
*This section provides suggestions on methods which will improve Sally's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Sally will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.*

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> <li>● Prepare your "case" in advance.</li> <li>● Stick to business.</li> <li>● Be accurate and realistic.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Being giddy, casual, informal, loud.</li> <li>● Pushing too hard or being unrealistic with deadlines.</li> <li>● Being disorganized or messy.</li> </ul>	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> <li>● Be clear, specific, brief and to the point.</li> <li>● Stick to business.</li> <li>● Be prepared with support material in a well-organized "package."</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Talking about things that are not relevant to the issue.</li> <li>● Leaving loopholes or cloudy issues.</li> <li>● Appearing disorganized.</li> </ul>
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> <li>● Begin with a personal comment--break the ice.</li> <li>● Present your case softly, nonthreateningly.</li> <li>● Ask "how?" questions to draw their opinions.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Rushing headlong into business.</li> <li>● Being domineering or demanding.</li> <li>● Forcing them to respond quickly to your objectives.</li> </ul>	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> <li>● Provide a warm and friendly environment.</li> <li>● Don't deal with a lot of details (put them in writing).</li> <li>● Ask "feeling" questions to draw their opinions or comments.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Being curt, cold or tight-lipped.</li> <li>● Controlling the conversation.</li> <li>● Driving on facts and figures, alternatives, abstractions.</li> </ul>



*This section identifies the ideal work environment based on Sally's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Sally enjoys and also those that create frustration.*

- Forum to express ideas and viewpoints.
- An innovative and futuristic-oriented environment.
- Evaluation based on results, not the process.
- Little conflict between people.
- Freedom from controls, supervision and details.
- Nonroutine work with challenge and opportunity.



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*A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Sally's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Sally to project the image that will allow her to control the situation.*

## "See Yourself As Others See You"

### SELF-PERCEPTION

Sally usually sees herself as being:

Pioneering  
Competitive  
Positive

Assertive  
Confident  
Winner

### OTHERS' PERCEPTION

Under moderate pressure, tension, stress or fatigue, others may see her as being:

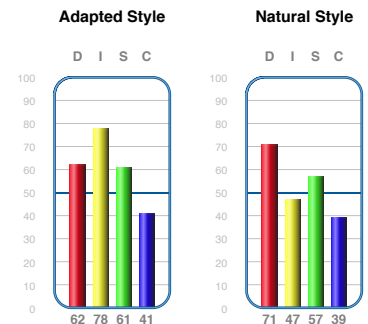
Demanding  
Egotistical

Nervy  
Aggressive

And, under extreme pressure, stress or fatigue, others may see her as being:

Abrasive  
Arbitrary

Controlling  
Opinionated





Based on Sally's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.

Dominance	Influencing	Steadiness	Compliance
Demanding	Effusive	Phlegmatic	Evasive
Egocentric	Inspiring	Relaxed	Worrisome
Driving	Magnetic	Resistant to Change	Careful
Ambitious	Political	Nondemonstrative	Dependent
Pioneering	Enthusiastic	Passive	Cautious
Strong-Willed	Demonstrative	Patient	Conventional
Forceful	Persuasive	Possessive	Exacting
<b>Determined</b>	Warm	Predictable	Neat
<b>Aggressive</b>	Convincing	Consistent	Systematic
<b>Competitive</b>	Polished	<b>Deliberate</b>	Diplomatic
<b>Decisive</b>	Poised	<b>Steady</b>	Accurate
<b>Venturesome</b>	Optimistic	<b>Stable</b>	Tactful
<b>Inquisitive</b>	Trusting	Mobile	Open-Minded
<b>Responsible</b>	Sociable	Active	Balanced Judgment
Conservative	<b>Reflective</b>	Restless	<b>Firm</b>
Calculating	Factual	Alert	<b>Independent</b>
Cooperative	Calculating	Variety-Oriented	<b>Self-Willed</b>
Hesitant	Skeptical	Demonstrative	Stubborn
Low-Keyed	Logical	Impatient	Obstinate
Unsure	Undemonstrative	Pressure-Oriented	Opinionated
Undemanding	Suspicious	Eager	Unsystematic
Cautious	Matter-of-Fact	Flexible	Self-Righteous
Mild	Incisive	Impulsive	Uninhibited
Agreeable	Pessimistic	Impetuous	Arbitrary
Modest	Moody	Hypertense	Unbending
Peaceful	Critical		Careless with Details
Unobtrusive			

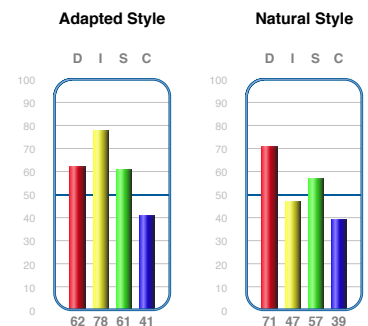


# NATURAL AND ADAPTED STYLE

Sally's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.

Natural	PROBLEMS - CHALLENGES	Adapted
	Sally is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Sally has a tendency to make decisions with little or no hesitation.	Sally sees no need to change her approach to solving problems or dealing with challenges in her present environment.

Natural	PEOPLE - CONTACTS	Adapted
	Sally is factual and logical in her attempt to persuade others. She looks at things in a rather direct and straightforward manner. Her approach can be analytical and objective when attempting to influence others.	Sally projects a positive and enthusiastic attitude toward influencing others. She sees the need to be trusting and wants to be trusted.



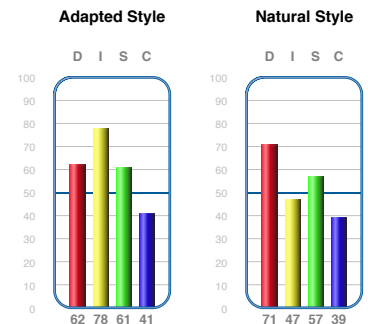
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# NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Sally is deliberate and steady. She is willing to change, if the new direction is meaningful and consistent with the past. She will resist change for change's sake.	Sally sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.	

Natural	PROCEDURES - CONSTRAINTS	Adapted
Sally is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.	Sally shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Sally sees little or no need to change her response to the environment.	

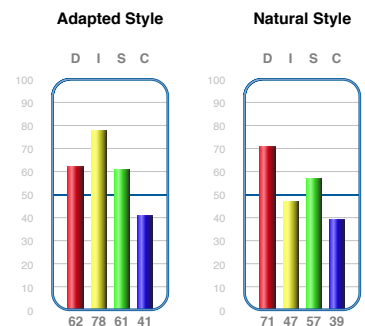


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Sally sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Obtaining results through people.
- Using a creative approach in decision making.
- Firm commitment to accomplishments.
- Flexibility.
- Participative decision making.
- Optimistic, future-oriented outlook.
- Being independent and innovative.
- Being creative and unconventional in making a point.
- Contacting people using a variety of modes.
- Positive, outgoing, friendly behavior.
- Using a direct, forthright and honest approach in her communications.
- Responding well to challenges: "You say I can't do it? Just watch me!"



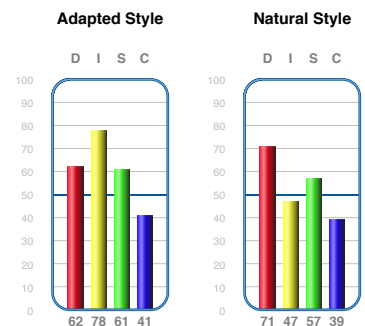
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*This section of the report was produced by analyzing Sally's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Sally and highlight those that are present "wants."*

Sally wants:

- A manager who practices participative management.
- Freedom to talk and participate on the team.
- The chance to have fun (play hard--work hard).
- Freedom from control and detail.
- A friendly work environment.
- Work assignments that provide opportunity for recognition.
- No close supervision.
- Public recognition of her ideas and results.
- Exposure to those who appreciate her results.
- Rewards to support her dreams.
- Excitement.

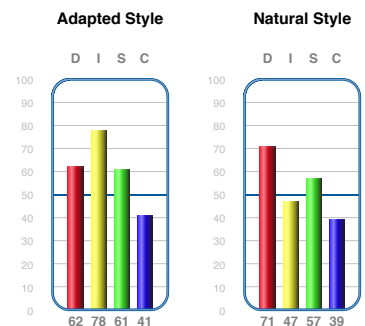




*In this section are some needs which must be met in order for Sally to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Sally and identify 3 or 4 statements that are most important to her. This allows Sally to participate in forming her own personal management plan.*

Sally needs:

- A program to encourage creativity and self-worth.
- To understand her impact on other people.
- Reassurances that she is doing the job right.
- To understand her role on the team--either a team player or the leader.
- A quality product in which to believe.
- To negotiate commitment face-to-face.
- To display empathy for people who approach life differently than she does.
- Rewards in terms of tangible things, not just flattery and praise.
- An awareness of the parameters or rules in writing.
- To be introduced to the new employees.
- To set professional and family goals.
- To know results expected and to be evaluated on the results.



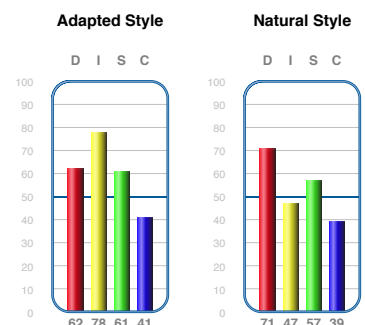


## AREAS FOR IMPROVEMENT

*In this area is a listing of possible limitations without regard to a specific job. Review with Sally and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.*

Sally has a tendency to:

- Make "off the cuff" remarks that are often seen as personal prods.
- Be argumentative--creates the devil's advocate position to its highest form--or wears down opposition.
- Dislike routine work or routine people--unless she sees the need to further her goals.
- Overuse fear as a motivator by being overly demanding.
- Push and pull rather than motivate in directing people--motivates as if everyone has the same strengths that she has.
- Blame, deny and defend her position--even if it is not needed.
- Have trouble delegating--can't wait, so does it herself.
- Set standards for herself and others so high that impossibility of the situation is common place.





The following are examples of areas in which Sally may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- Communicating (Listening)
- Delegating
- Decision Making
- Disciplining
- Evaluating Performance
- Education
- Time Management
- Career Goals
- Personal Goals
- Motivating Others
- Developing People
- Family

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Date to Begin: \_\_\_\_\_ Date to Review: \_\_\_\_\_







# BEHAVIORAL HIERARCHY

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

## 1. COMPETITIVENESS



## 2. URGENCY



## 3. FREQUENT CHANGE



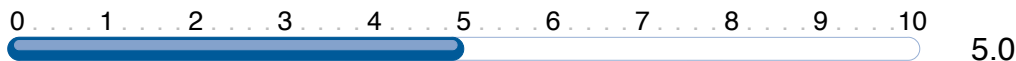
## 4. CUSTOMER ORIENTED



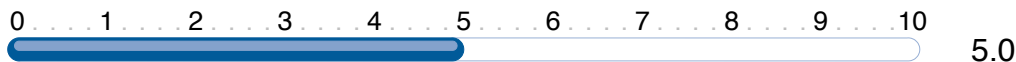
## 5. FREQUENT INTERACTION WITH OTHERS



## 6. ORGANIZED WORKPLACE



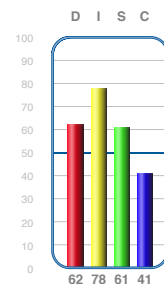
## 7. VERSATILITY



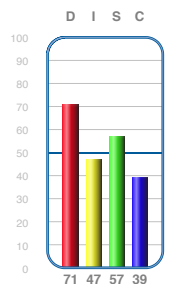
## 8. ANALYSIS OF DATA



Adapted Style



Natural Style



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### Sally Sample

4-12-2010

#### MOST

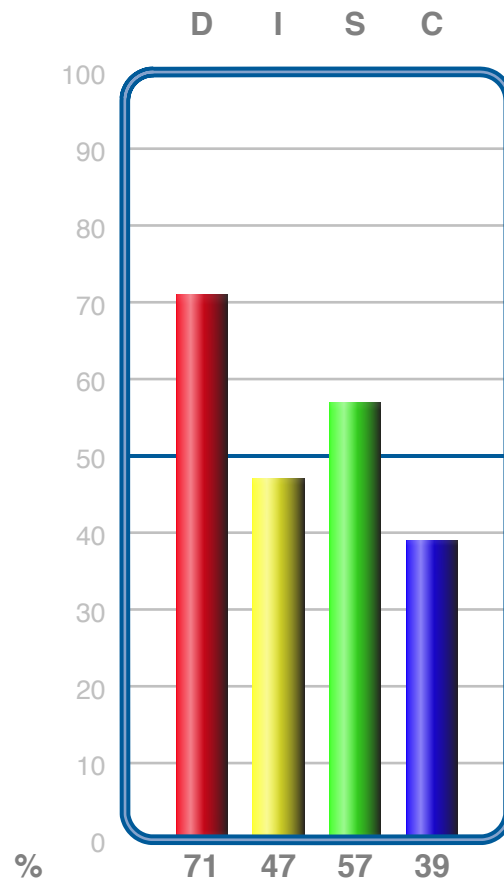
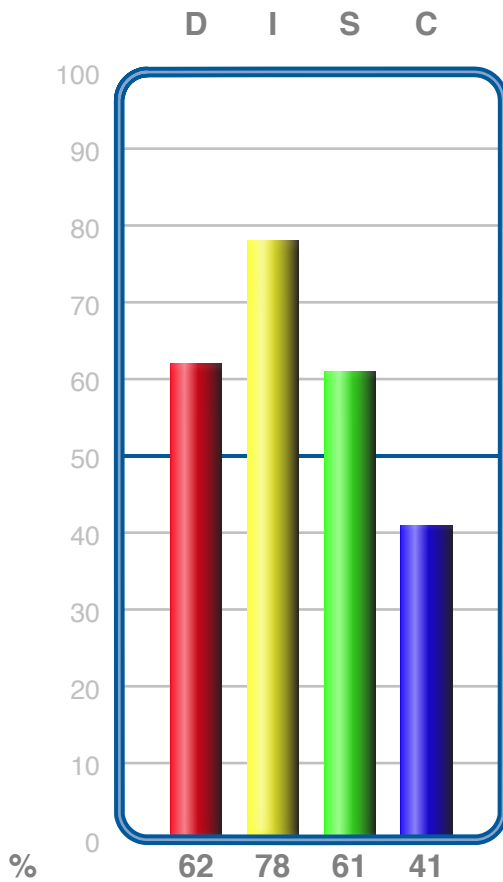
Graph I

Adapted Style

#### LEAST

Graph II

Natural Style



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The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

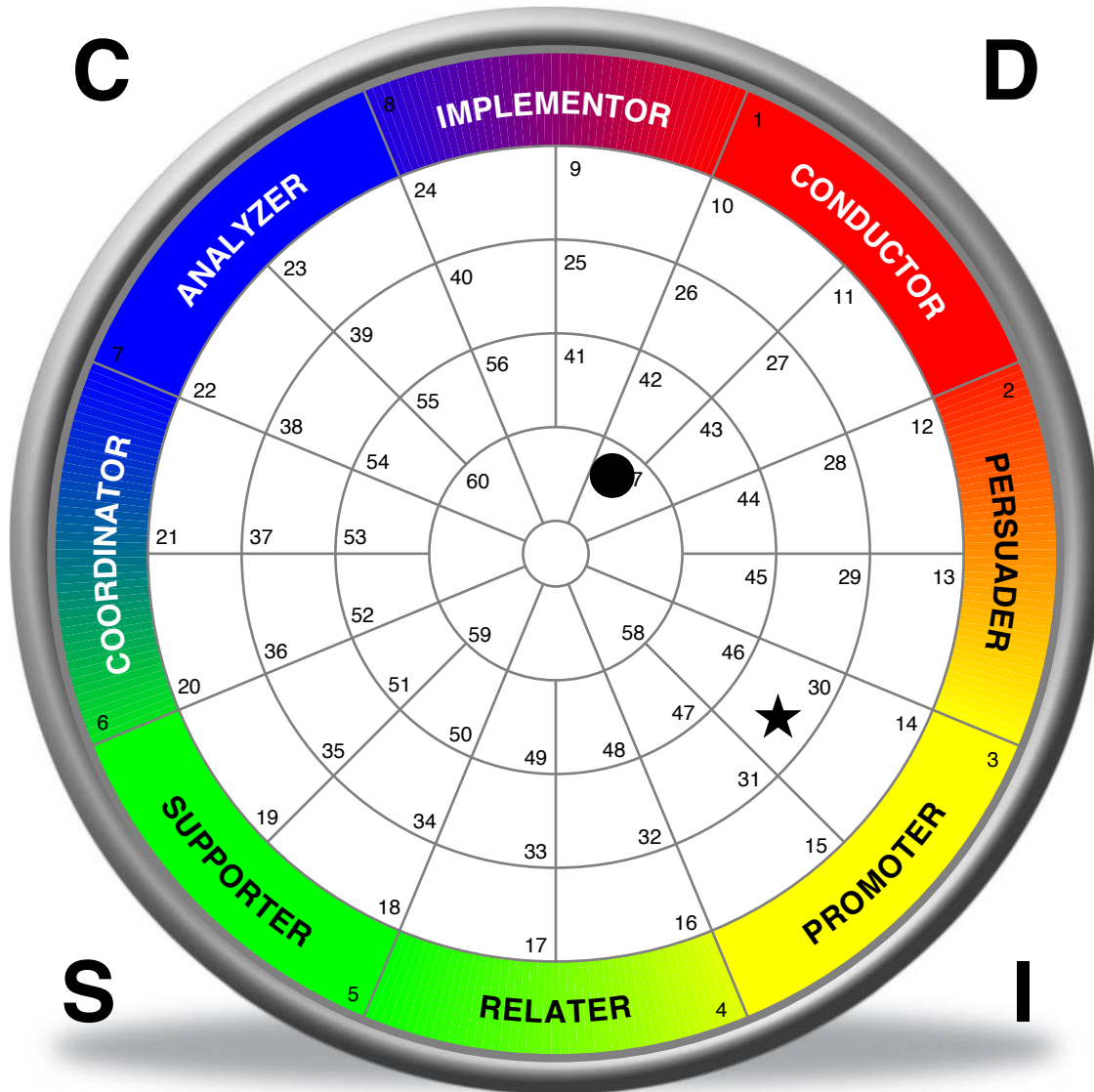
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



Sally Sample

4-12-2010



Adapted: ★ (30) PERSUADING PROMOTER (FLEXIBLE)  
 Natural: ● (57) SUPPORTING CONDUCTOR (ACROSS)

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Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

<b>Value</b>	<b>the Drive for</b>
<b>Theoretical</b>	<b>Knowledge</b>
<b>Utilitarian/Economic</b>	<b>Money</b>
<b>Aesthetic</b>	<b>Form and Harmony</b>
<b>Social/Altruistic</b>	<b>Helpfulness</b>
<b>Individualistic/Political</b>	<b>Power</b>
<b>Traditional/Regulatory</b>	<b>Order</b>

Values help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

### **Workplace Motivators Report**

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights® instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.



### **How to get the most from this report**

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

### **This report includes**

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.



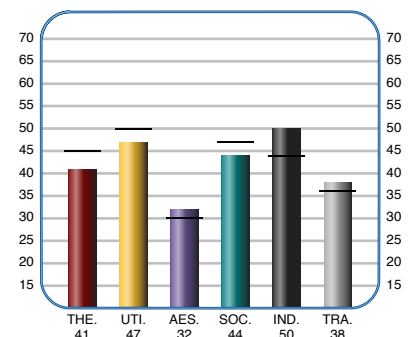
*The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.*

## General Characteristics

- Sally has a strong desire to be her own person.
- She experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Thrives in a team environment.
- Enjoys work and assignments which give her stature in the eyes of others and evokes respect.
- Likes freedom in her own work area.
- Independent.
- Likes to have her own niche; the place where she can excel.

## Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.





## Keys to Managing and Motivating

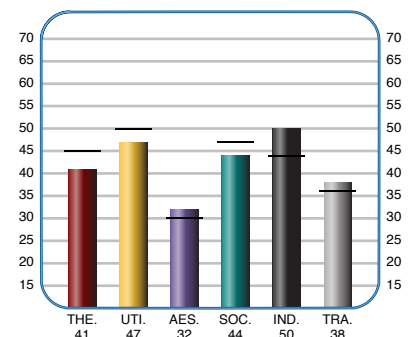
- Allow freedom to make her own decisions about how an assignment should be completed.
- Remember to build in a continuous opportunity to learn and progress.
- Provide an environment where Sally has space to demonstrate her unique contributions to the team.
- Sally brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Remember that even as attention from others is important, she also desires some independence from team organization and protocol at times.

## Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for her to express her uniqueness.
- Allow for some experimental or non-routine types of options.

## Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern her high Individualistic behavior.
- Needs to remember that her good ideas aren't the only good ideas.





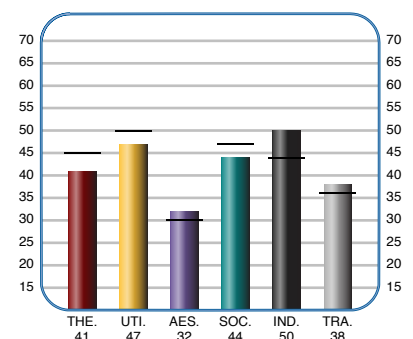
*The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.*

## General Characteristics

- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Sally likes rewards based on the results she achieves rather than on the method used to obtain the results.
- When profit or project cost/benefits are examined, she takes the position that the ends justify the means.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in achieving her vision of success.
- Motivated by high pay and attaches importance to high earnings.

## Value to the Organization

- Profit driven and bottom-line oriented.
- Driven by competition, challenges, and economic incentives.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Will protect organizational or team finances, as well as her own.





## Keys to Managing and Motivating

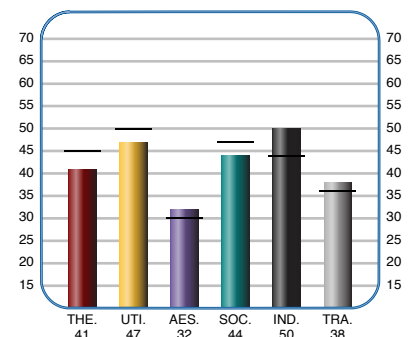
- Realize that it's not just money that motivates, but also personal payback from the job.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Link training and meeting events to potential gains in business share or future income.
- Provide coaching to help Sally appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.
- Provide opportunity for financial rewards for excellent performance.

## Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both herself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- Provide some rewards and incentives for participation in additional training and professional development.

## Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- May judge the efforts of others on the team by an economic scale only.





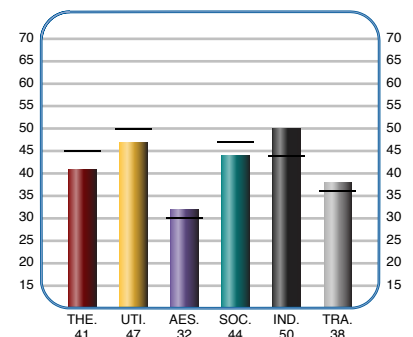
*Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.*

### General Characteristics

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

### Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. She is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on her own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.





## Keys to Managing and Motivating

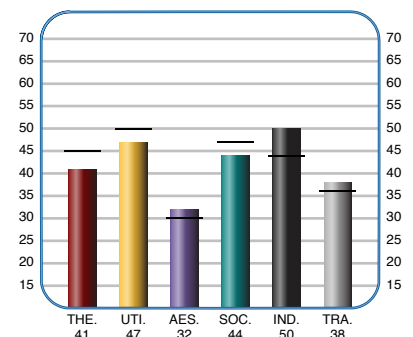
- Remember that Sally shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Sally brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that she brings in being a balance between those who may give too much away, versus those who may not give enough.

## Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- She shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Becomes engaged in training activities because she sees it as a part of necessary growth and professional improvement.

## Continuous Quality Improvements

- It is important to review other Values drives for a more complete look at areas for quality improvement.
- On some service-related issues within this organization, she may need to take a more visible position with the team.
- Sally should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.





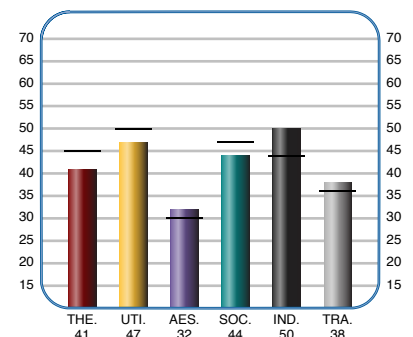
*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.*

## General Characteristics

- Her Theoretical need is not the most important or primary driving values factor.
- Sally may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Sally typically won't get bogged down in minutia, nor will she ignore the details when decision-making.

## Value to the Organization

- Sally demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoretical.
- Shows curiosity about technical details without getting bogged down.





## Keys to Managing and Motivating

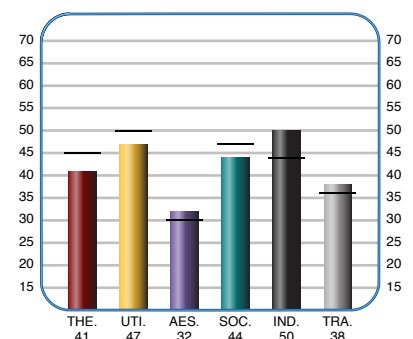
- Remember that she has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Sally brings a knowledge-drive typical of many business professionals.
- Include the perspective she brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.

## Training, Professional Development & Learning Insights

- Is rather flexible and accepting of most training programs offered in the organization.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

## Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.





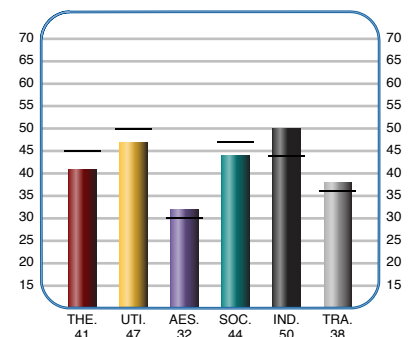
*The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.*

## General Characteristics

- An informal approach to rules and regulations.
- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- May behave independently from the standard operating procedure.
- Will change job roles when it is important to express or develop herself.
- Is motivated by the personal right to express herself.
- May demonstrate an autonomous attitude as she approaches work assignments.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.

## Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Is always looking for efficient and logical solutions.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Is able to make decisions quickly in solving problems.
- Looks for creative solutions to problems.





## Keys to Managing and Motivating

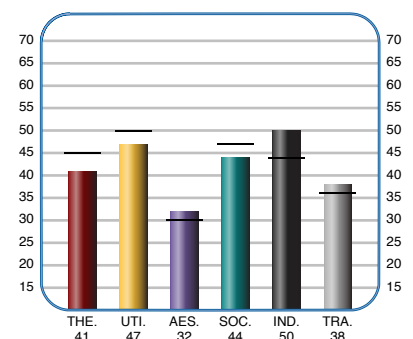
- Desires honest and sincere feedback from others.
- May need to sell her ideas, not just tell them.
- Requires specific instructions so that she can do the routine aspects of job correctly the first time.
- Prefers being allowed to make her own decisions about how the work will be done within her own authority or empowerment boundaries.
- If new precedent needs to be set, involve her in the planning and strategy.

## Training, Professional Development and Learning Insights

- May prefer more dynamic, spontaneous, or creative learning activities.
- Tends to be more flexible and adaptable to a variety of learning activities.
- May want to create her own learning path or activities in a creative manner.

## Continuous Quality Improvements

- Don't ignore the important details.
- Needs to increase patience when interacting with more rules-oriented individuals.
- Maintain awareness of facial expression and comments when in disagreement with those showing a different point of view.





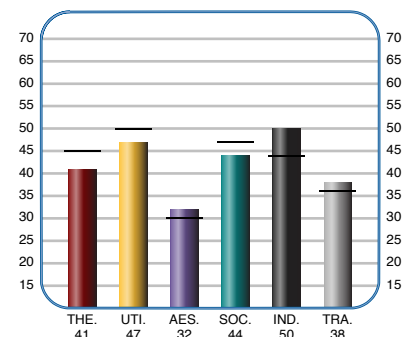
*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.*

## General Characteristics

- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Looks at those scoring higher as types who may need to be a bit more practical.
- Intellectually, Sally can see the need for beauty and artistic forms, but may not seek them for her own environment.
- Is motivated and driven in areas other than the Aesthetic.
- Surroundings lacking aesthetics will not stifle her creativity.

## Value to the Organization

- Unpleasant surroundings will not adversely affect her productivity and creativity.
- Sees a wider spectrum of the picture, not just from the artistic viewpoint.
- Not easily swayed in terms of emotional issues.
- Good business-sense and a good eye for that which is practical.





## Keys to Managing and Motivating

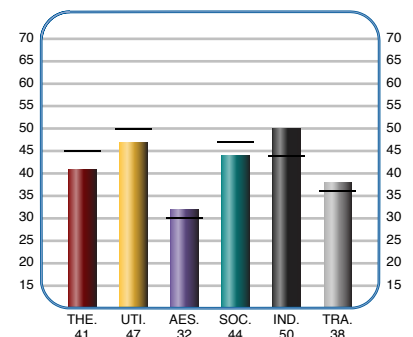
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that she shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

## Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Brings a bottom-line orientation to training venues and is flexible about the environment of the training session.
- Link learning and professional development to other items of greater self-interest.

## Continuous Quality Improvements

- There may be an avoidance of creative or self-expressive details.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- Needs to be more open and receptive to the creative ideas of others.



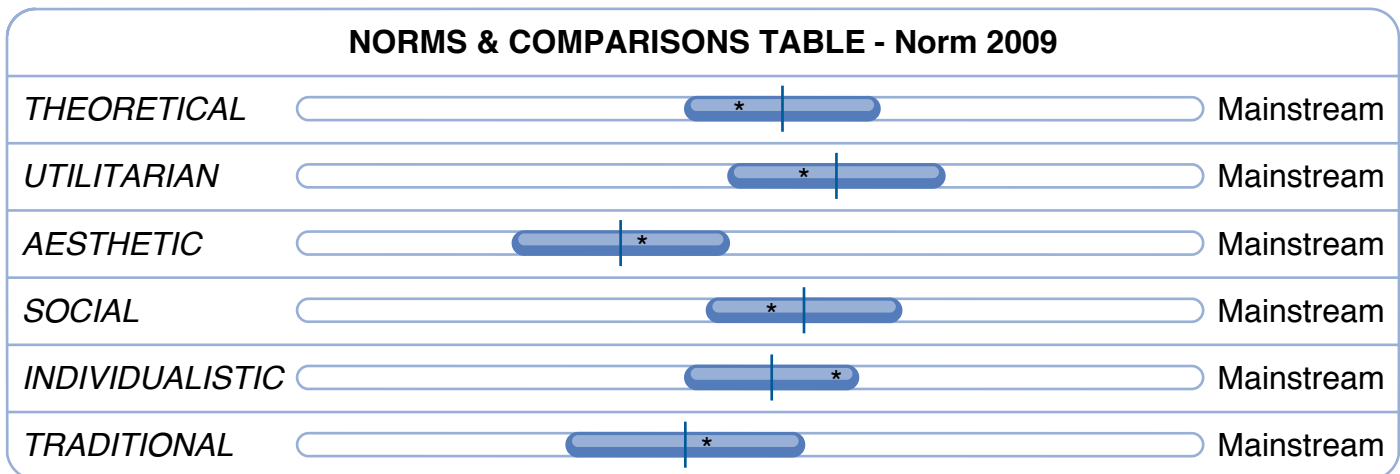




# MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.



 - 68 percent of the population     - national mean    \* - your score

Mainstream - one standard deviation of the national mean  
Passionate - two standard deviations above the national mean  
Indifferent - two standard deviations below the national mean  
Extreme - three standard deviations from the national mean



## MOTIVATORS - NORMS & COMPARISONS

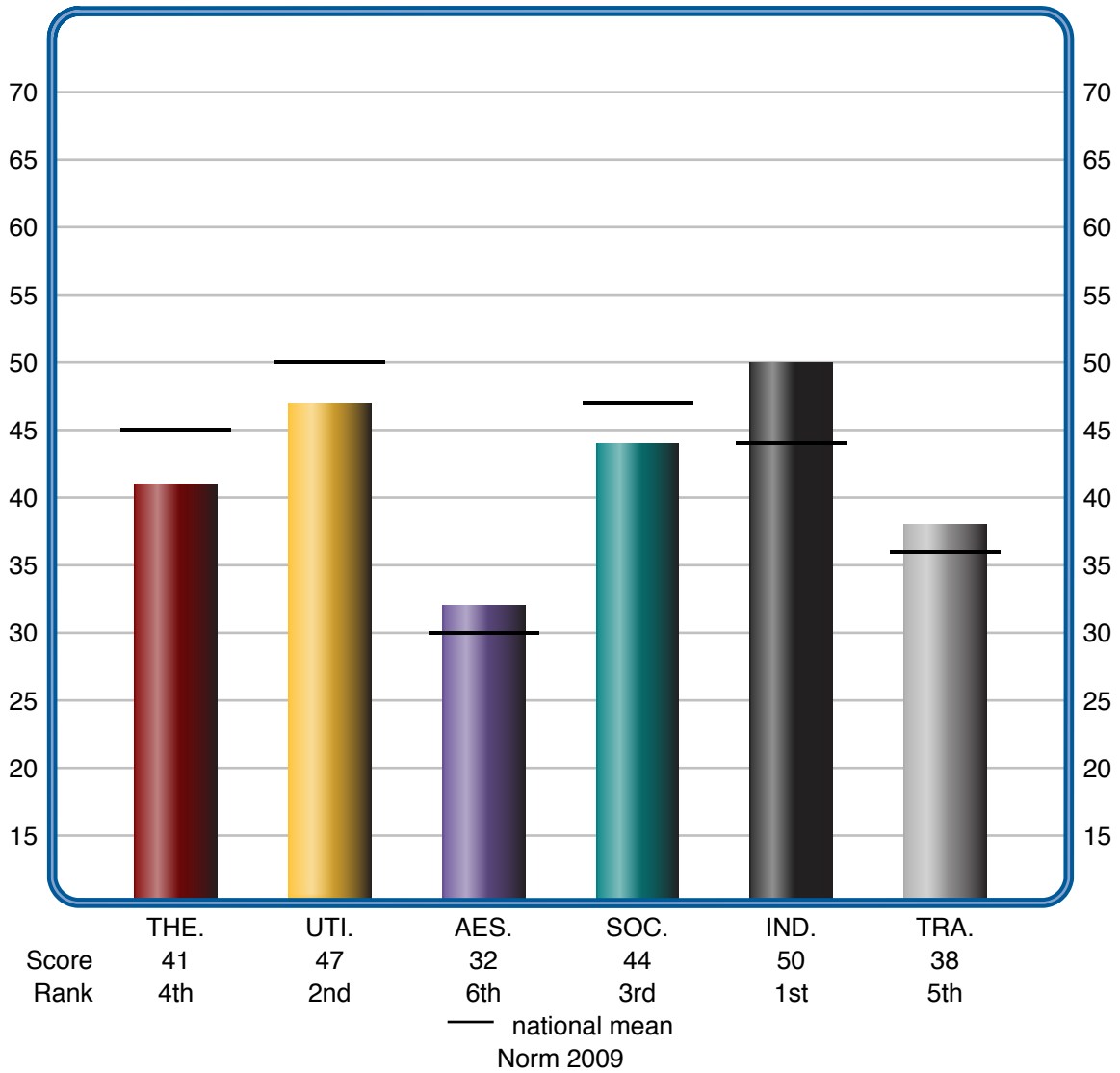
All of your attitude scores fall within one standard deviation of the national mean. This means that 68% of the population have similar attitudes and feelings on each of the six attitudes. Having all your scores close to the national mean indicates the following:

- You will be seen by others as a team player.
- You will be able to relate to a large percentage of our society.
- You will have less conflict with other people.
- You will have a larger selection of friends and careers than most people.



Sally Sample

4-12-2010

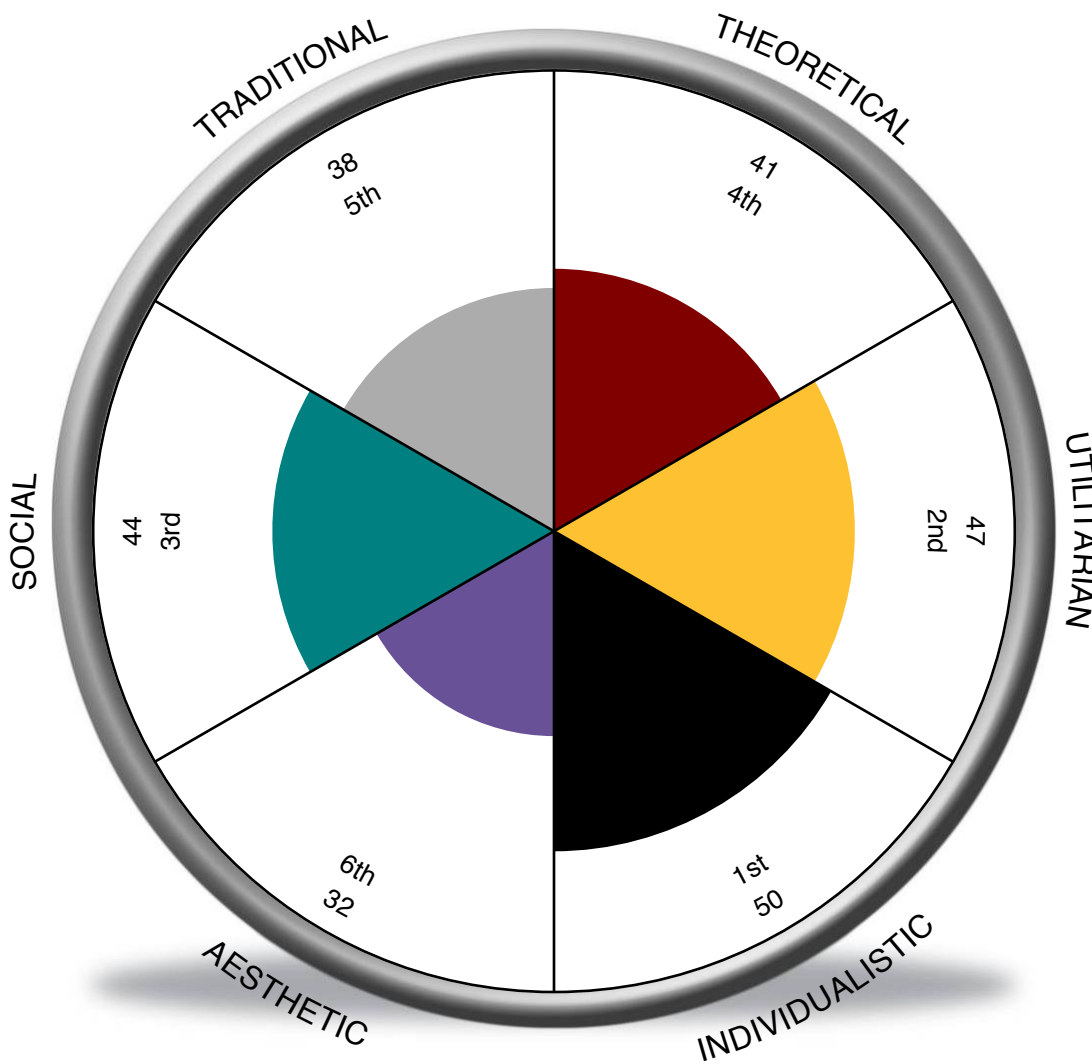


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Sally Sample

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*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

**Area 1: The greater or global mission of the team or organization.**

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

**Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.**

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.



## QUALITY IMPROVEMENT ACTION PLAN

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

### **Action Point 1: Things I will keep on doing.**

Indicate three things that you are doing very well already, and that you plan to keep on doing.

- 1.
- 2.
- 3.

### **Action Point 2: Things I will modify or change slightly.**

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

- 1.
- 2.

### **Action Point 3: Things I will stop doing, or try to eliminate.**

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

- 1.

Today's Date: \_\_\_\_\_

Date to review with mentor or peer: \_\_\_\_\_

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# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from your report in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers, and your manager, provided that all have copies of their own information. This communication should be a two-way process.

*(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long range success. This list illuminates why we do what we do.)*

## General Characteristics

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_

## Value to the Organization

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

## Keys to Managing and Motivating:

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_

## Training, Professional Development and Learning Insights:

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

## Continuous Quality Improvement:

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_

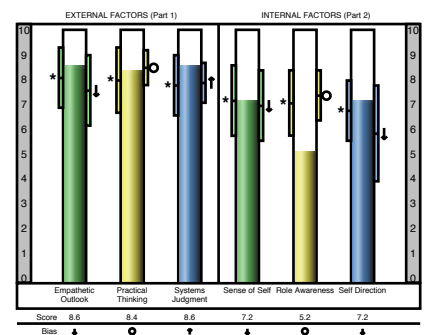
## Continuous Quality Improvement: (choose two items from any values areas)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



This is how Sally sees the world around her. This view measures her clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the dimensional balance page and are in a random order.

- Sally needs an atmosphere of dedicated co-workers who are going in the same direction or working toward the same goals.
- She tends to use her people skills, together with her planning or systems skills in order to be effective.
- She could benefit from the actual doing of detail work.
- She may do well in positions that involve the management, coaching or leadership of others.
- Sally could avoid mistakes by paying more attention to the details and the task at hand.
- She needs to associate with people who can take care of the details and the process of implementing the plan or idea.
- She could benefit from paying more attention to practical matters.
- She sees the overall plan and how people fit.
- Sally has a high understanding of people and can build and maintain relationships.

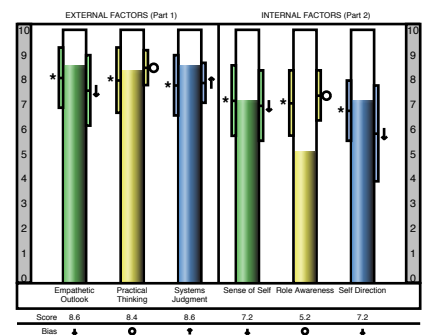


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This is how Sally sees herself. This view measures her clarity and understanding of herself, her roles in life and her direction for the future. The internal dimensions are a reflection of her from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

- Sally would benefit from listing her roles and asking herself if any of these roles are currently in transition?
- She doesn't have a strong understanding of her life roles.
- She tends to organize her life according to a set of standards and direction with which she can identify.
- She focuses on the directional aspects of life, where she is going and who she will become.
- Sally needs to gain a clearer understanding of her roles in life by asking herself, "What are my major roles?"
- She has a defined set of organizing structures for her life.
- She has somewhat developed a picture of where she is going.
- She defines who she is in terms of her direction and goals in life.
- Sally tends to get involved with new things as long as they fit in with her overall life plan.





## SUMMARY OF STRENGTHS AND WEAKNESSES

The key lies in being able to measure these individual preferences in the way we think, and understanding how they shape our decisions. It is this understanding of our individual strengths and weaknesses that will enable us to effect change in our lives and achieve greater personal success. It is only by first understanding something that we are then able to change it.

The top five and bottom five scores on your Core Skills List determines the information below. Please take the national mean and the requirements of your position into consideration when determining a development plan.

---

### Strengths

- USING COMMON SENSE
- INTEGRATIVE ABILITY
- FOLLOWING DIRECTIONS
- RESPECT FOR POLICIES
- REALISTIC GOAL SETTING FOR OTHERS

### Weaknesses

- HANDLING STRESS
- CONSISTENCY AND RELIABILITY
- JOB ETHIC
- ENJOYMENT OF THE JOB
- ROLE AWARENESS



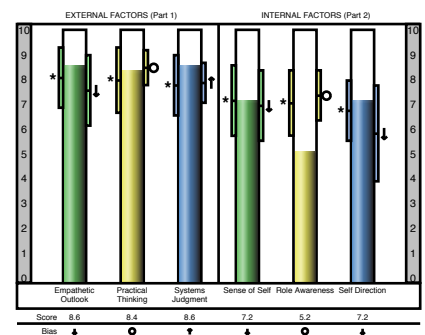
Using Common Sense as a capacity is determined by an individual's focus on practical thinking. It is the ability to see the world clearly and the general ability to combine abilities for empathy, practical thinking, and organizational ability into cohesive decisions and actions.

### Possible Strengths:

- Maintains focus on the immediate issues requiring attention.
- Develops analytical skills through practice and careful thought.
- Capable of managing unforeseen situations without getting frustrated.

### Continuous Development:

- Remember to stay organized.
- Put time frames around objectives.
- Communicate proposed solutions and objectives clearly.



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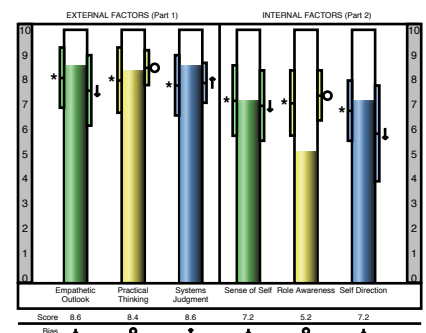
In part Integrative Ability is an individual's ability to identify the key elements of a problem situation and understand which components are critical. Furthermore, this is an ability to then put together the different elements and to see different types of situational structures. It is thereby the ability to see different types of problem solutions.

### Possible Strengths:

- Is able to prioritize critical events while not losing track of less critical ones.
- Accurately defines the key elements in problem situations.
- Is a good project planner and scheduler.

### Continuous Development:

- Approach problem solving as a project that requires planning.
- Don't rely on stop-gap measures.
- Don't be afraid to ask for assistance.



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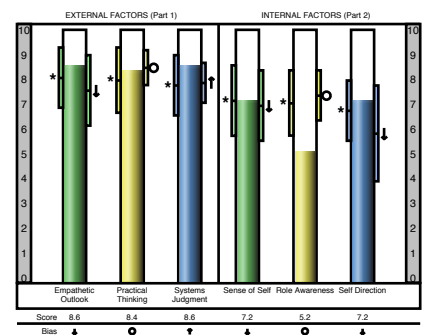
Following Directions is an individual's ability to effectively hear, understand and follow directions or instructions. It is the willingness to postpone making personal decisions, or taking action, until one has openly listened to what they are being asked to do. Don't judge whether this assumption is right or wrong. Whether the person may in fact be perfectly capable of accomplishing the goal with no external instruction is irrelevant here. A low score in this area simply indicates a person's tendency to discount outside instructions and rely on their own innate abilities, regardless of competency.

### Possible Strengths:

- Good listening skills.
- Is able to work independently on tasks that require specific steps to complete.
- Is open-minded and flexible about ways to accomplish required tasks.

### Continuous Development:

- Don't add steps that are not a part of the original instructions.
- Enlist a friend or manager to audit activities.
- If you do see steps that need adding or altering, get approval from the proper source.



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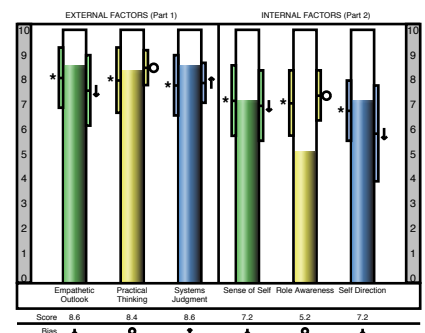
Respect for Policies is the ability to see and appreciate the value of conducting business affairs according to the intent of company policies and standards without necessarily having to agree with them completely.

### Possible Strengths:

- Respects and utilizes policies and procedures in order to efficiently complete job tasks.
- Makes a point of understanding and respecting the corporate structures.

### Continuous Development:

- Join and participate on a corporate policy review board.
- Develop logical extensions of policies to cover activities on uncharted ground.



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## REALISTIC GOAL SETTING FOR OTHERS

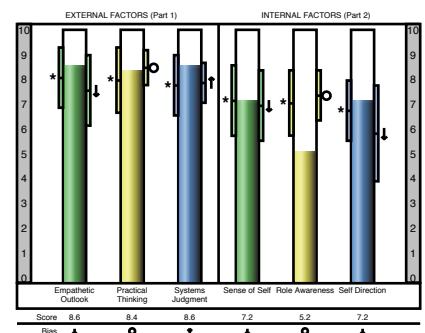
Realistic Goal Setting for Others is the ability to set goals for others that can be achieved using available resources, personnel capabilities and operating within a projected timeframe. This capacity includes the ability to utilize previous measurable performance in the establishing of goals and/or quotas.

### Possible Strengths:

- Coordinates individual goals with corporate or organizational directives.
- Is proactive about setting high goals for him/herself and achieving them.
- Sets goals for each person that are challenging but not defeating.

### Continuous Development:

- Keep your highest performers enthusiastic!
- Keep tasks and consequences for failure or success separate from the person being supervised.
- Be specific when assigning any new goal or duty.



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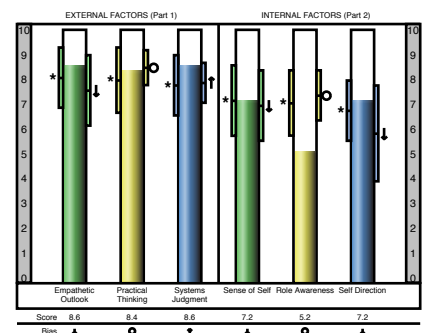
Handling Stress is an individual's ability to balance and defuse inner tensions and stresses, which, if allowed to build up, could interfere with his or her ability to perform to potential. It is not an individual's ability to handle stressful situations, but rather the ability to appropriately separate oneself from such stressful situations and maintain separate inner sense of peace.

### Possible Limitations:

- Gets emotionally tied to difficult situations.
- Does not recognize the difference between "good stress" and "bad stress".
- May not take time for relaxation.

### Developmental Suggestions:

- Get serious about time management.
- Work off stress through regular and vigorous exercise.
- Face up to unpleasant facts and get it over with.



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# CONSISTENCY AND RELIABILITY

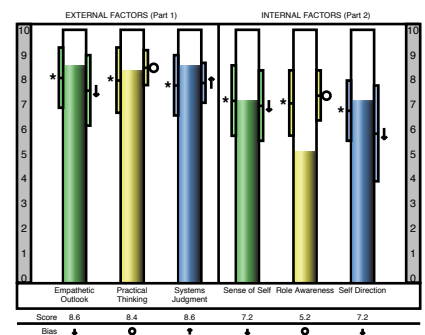
Consistency and Reliability is the ability to feel an internal motivation to be conscientious in personal or professional efforts. It is the need to be consistent and reliable in life roles.

### Possible Limitations:

- May need external motivators to stay on task.
- May not maintain personal composure in the face of adversity.
- May not have an equal commitment to the job and other life priorities.

### Developmental Suggestions:

- Try to monitor and manage interruptions.
- Keep promises made.
- Prioritize tasks both personally and professionally.



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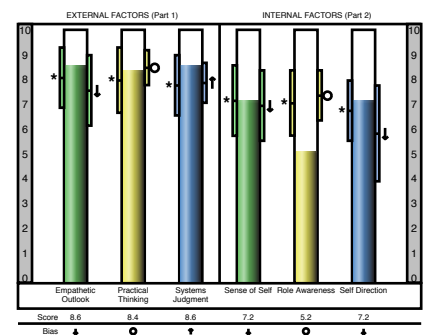
Job Ethic is the personal commitment an individual makes to execute a specific task by doing the most and the best during the hours a person is at work and by becoming the most reliable, personally, professionally and civically.

### Possible Limitations:

- May have a poor understanding of role.
- May have trouble applying abilities to a given task.
- May procrastinate.

### Developmental Suggestions:

- Create an inventory of tasks and projects.
- Stay focused!
- Be consciously goal-directed.



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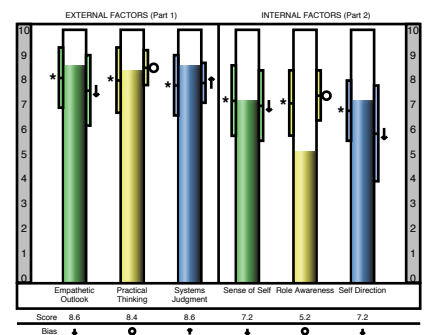
Enjoyment of the Job is the feeling that a job is both fulfilling and rewarding and that it has a positive and useful benefit.

### Possible Limitations:

- May lack the time or resources to do the job.
- May lack a skill set required for the position.
- May have insufficient self-confidence to enjoy the job.

### Developmental Suggestions:

- Find a mentor.
- Set exciting goals and continually update them.
- Be optimistic. We generally get what we expect.



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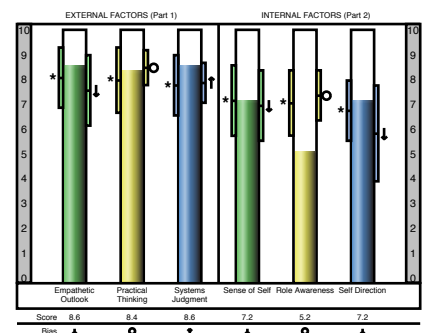
Role Awareness is the ability to be aware of one's role in the world or within a given environment. This is the ability to understand the expectations placed on a position and to clearly see how those expectations are to be met.

### Possible Limitations:

- May lack understanding of the role.
- Unclear or uninformed of expectations.
- May not ask for clarification of role or responsibilities.

### Developmental Suggestions:

- Get familiar with the job description.
- Ask management to spend time to define the role.
- Talk to peers to learn what is expected.

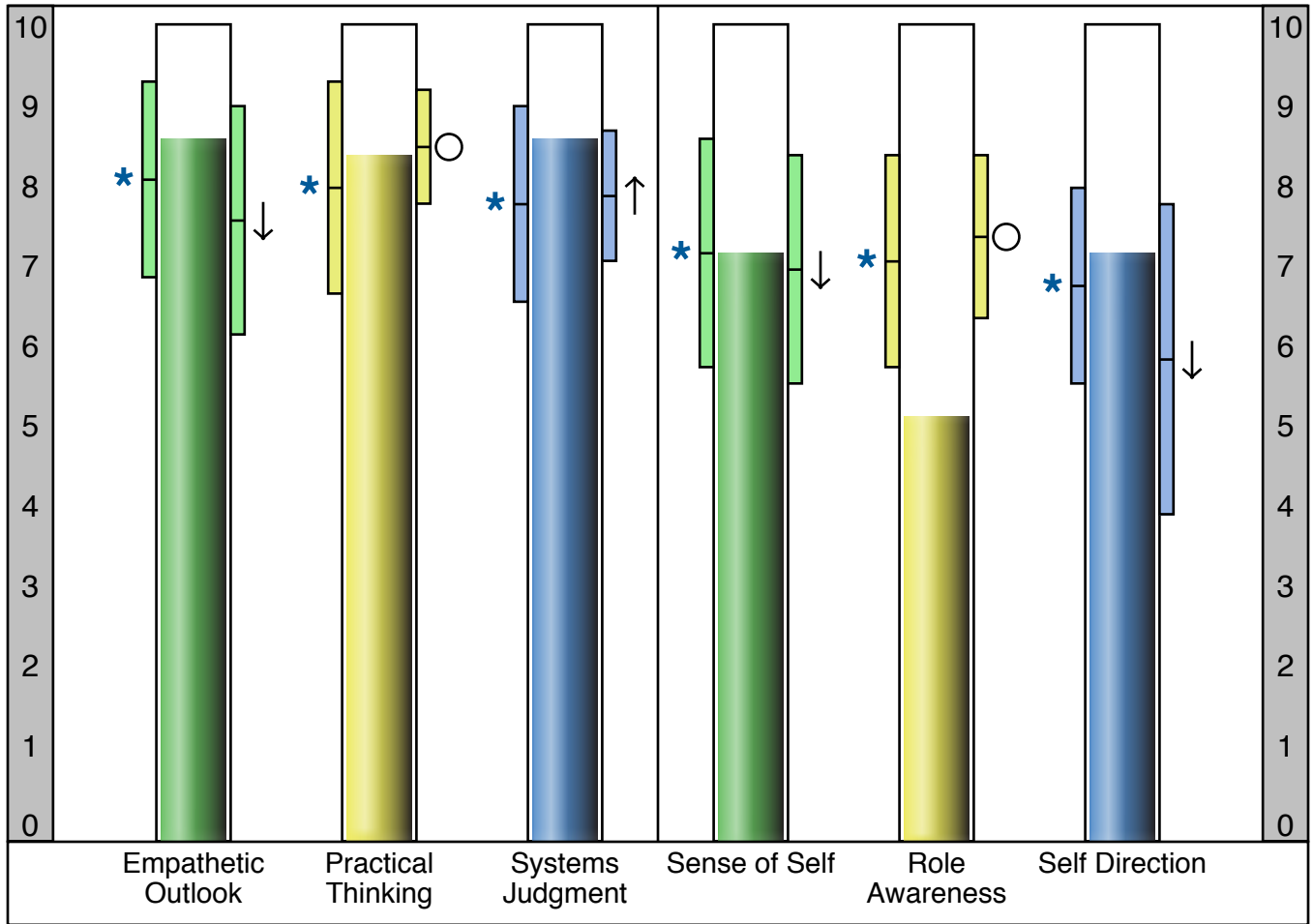




\* Population mean  
 ↑ Overvaluation  
 ○ Neutral valuation  
 ↓ Undervaluation

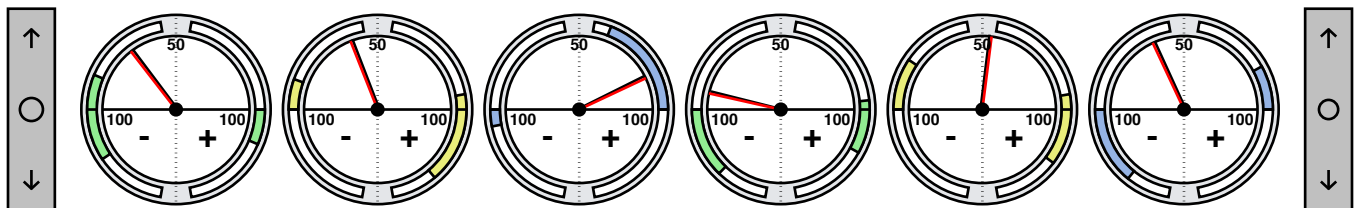
EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 8.6      8.4      8.6      7.2      5.2      7.2

Bias ↓      ○      ↑      ↓      ○      ↓



Rev: 0.95-0.78



Score	Mean	Description	Score	Mean	Description
9.6	7.6	Using Common Sense	6.8	7.5	Sense of Timing
9.3	7.6	Integrative Ability	6.8	7.6	Status and Recognition
9.1	8.0	Following Directions	6.8	7.7	Sense of Belonging
9.1	8.0	Respect for Policies	6.7	7.1	Personal Drive
8.9	8.2	Realistic Goal Setting for Others	6.7	7.4	Handling Rejection
8.8	8.3	Theoretical Problem Solving	6.6	7.2	Persistence
8.6	8.0	Attention to Detail	6.5	7.1	Gaining Commitment
8.6	7.9	Correcting Others	6.5	6.9	Meeting Standards
8.6	8.1	Empathetic Outlook	6.4	6.7	Self Assessment
8.6	7.8	Systems Judgment	6.4	7.6	Realistic Personal Goal Setting
8.5	7.6	Concrete Organization	6.4	7.4	Self Management
8.5	7.7	Evaluating Others	6.2	6.9	Initiative
8.5	8.1	Understanding Motivational Needs	6.1	7.1	Role Confidence
8.5	7.9	Emotional Control	6.0	7.4	Self Confidence
8.5	7.8	Monitoring Others	6.0	7.3	Sense of Mission
8.4	7.3	Surrendering Control	5.9	7.0	Handling Stress
8.4	8.0	Material Possessions	5.7	7.3	Consistency and Reliability
8.4	8.0	Practical Thinking	5.7	7.3	Job Ethic
8.2	7.5	Problem Solving	5.4	7.4	Enjoyment of the Job
8.2	8.1	Self Improvement	5.2	7.1	Role Awareness
8.1	7.3	Results Orientation			
8.1	7.9	Attitude Toward Others			
8.1	7.8	Freedom from Prejudices			
8.1	7.9	Proactive Thinking			
8.1	7.9	Sensitivity to Others			
8.1	7.7	Evaluating What is Said			
8.1	8.1	Personal Relationships			
8.0	7.3	Conceptual Thinking			
8.0	7.7	Realistic Expectations			
7.9	7.8	Relating to Others			
7.9	8.2	Respect for Property			
7.6	7.4	Project and Goal Focus			
7.6	7.4	Developing Others			
7.4	7.3	Project Scheduling			
7.4	7.9	Conveying Role Value			
7.3	7.6	Long Range Planning			
7.2	7.0	Intuitive Decision Making			
7.2	7.3	Sense of Self			
7.2	6.9	Self Direction			
7.0	7.2	Personal Accountability			
7.0	7.5	Accountability for Others			
7.0	7.0	Balanced Decision Making			
7.0	7.9	Leading Others			
7.0	7.5	Quality Orientation			
7.0	7.8	Persuading Others			
7.0	7.2	Taking Responsibility			
6.8	7.1	Internal Self Control			



Score	Mean	Description	Score	Mean	Description
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