TriMetrix® System 3.0

Coaching Report - General Version

"He who knows others is learned.
He who knows himself is wise."
–Lao Tse

Dan Demo

Customer Service

TTI

5-14-2008

INTRODUCTION
Where Opportunity Meets Talent®

The 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.

INTRODUCTION

Behaviors

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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

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GENERAL CHARACTERISTICS

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

Dan can be open, patient and tolerant of differences. His natural quality of being nonjudgmental is a great strength. Because he is receptive and listens well, he excels in gathering information. He wants to be seen as a responsible person, and will avoid behavior that could be seen by others as irresponsible. He strives to maintain the status quo, since he tends to resist change, particularly when it is unexpected or sudden. He may not project a sense of urgency like some people with different behavioral styles. Dan requires many good reasons, as well as the benefits involved, before agreeing to making changes. Outwardly, he may appear to be totally accepting of others. He may, however, have deep convictions that are not apparent to others. He is usually steady, easygoing and relaxed. He can be possessive and develop strong attachments for his work group, close friends and family. Dan is good at maintaining relationships both on and off the job. He manifests a caring and warm demeanor to the people in his life. He can be friendly with others in many situations, but primarily with groups of established friends and associates. He is sociable and enjoys the uniqueness of each human being.

Dan finds making decisions easier when he knows that others he respects are doing the same thing; he then has a feeling of stability and "family." He is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts." He is persistent and persevering in his approach to achieving

GENERAL CHARACTERISTICS

goals. He can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. Dan prefers to plan his work and work his plan. Others may find it refreshing to have him on their team. He often thinks over major decisions before acting. Once he has arrived at a decision, he can be tough-minded and unbending. He has made his decision after gathering much data, and he probably won't want to repeat the process.

Dan likes a friendly, open style of communication. He usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when his ideals and beliefs are confronted. He will be open with those he trusts; however, reaching the required trust level may take time. He likes to know what is expected of him in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. Dan is quick to pick up on group dynamics and skilled in fitting in with a group. He brings both speaking and listening skills to the group.

VALUE TO THE ORGANIZATION

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

- Builds confidence in others.

- Patient and empathetic.

- Accomplishes goals through people.

- Positive sense of humor.

- Service-oriented.

- Optimistic and enthusiastic.

- Works for a leader and a cause.

- Builds good relationships.

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 Dan. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Dan most frequently.

Do:

- Talk about him, his goals and the opinions he finds stimulating.

- Move casually, informally.

- Provide personal assurances, clear, specific solutions with maximum guarantees.

- Define clearly (preferably in writing) individual contributions.

- Watch carefully for possible areas of early disagreement or dissatisfaction.

- Offer special, immediate and continuing incentives for his willingness to take risks.

- Use enough time to be stimulating, fun-loving, fast-moving.

- Provide ideas for implementing action.

- Provide testimonials from people he sees as important.

- Start, however briefly, with a personal comment. Break the ice.

- Read the body language for approval or disapproval.

- Show sincere interest in him as a person. Find areas of common involvement and be candid and open.

- Present your case softly, nonthreateningly with a sincere tone of voice.

DON'TS ON COMMUNICATING

This section of the report is a list of things NOT to do while communicating with Dan. Review each statement with Dan 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:

- Legislate or muffle--don't overcontrol the conversation.

- Be curt, cold or tight-lipped.

- Be domineering or demanding; don't threaten with position power.

- Force him to respond quickly to your objectives. Don't say "Here's how I see it."

- Drive on to facts, figures, alternatives or abstractions.

- Talk down to him.

- Leave decisions hanging in the air.

- Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.

- Patronize or demean him by using subtlety or incentive.

- Take credit for his ideas.

- Be abrupt and rapid.

- Offer assurance and guarantees you can't fulfill.

COMMUNICATION TIPS

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

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

Factors that will create tension or dissatisfaction:

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organized "package."

Factors that will create tension or dissatisfaction:

- Talking about things that are not relevant to the issue.
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

Factors that will create tension or dissatisfaction:

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

Factors that will create tension or dissatisfaction:

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.

IDEAL ENVIRONMENT

This section identifies the ideal work environment based on Dan'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 Dan enjoys and also those that create frustration.

- An environment in which he may deal with people on a personal, intimate basis.

- Assignments with a high degree of people contacts.

- A stable and predictable environment.

- Little conflict between people.

- Freedom from control and detail.

- Democratic supervisor with whom he can associate.

PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Dan usually sees himself as being:

Considerate	Thoughtful
Good-Natured	Dependable
Team player	Good listener

OTHERS' PERCEPTION

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

Nondemonstrative	Hesitant
Unconcerned	Inflexible

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

Possessive	Stubborn
Detached	Insensitive

DESCRIPTORS

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

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

NATURAL AND ADAPTED STYLE

Dan'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
Dan is cautious in his approach to problem solving and does not attempt to demand that his view, or opinion, be accepted at face value. Dan likes to solve problems within the framework of a team environment. He will look for a compromise as opposed to a win-lose situation.		Dan sees no need to seek out problems or challenges. He prefers to just sit back and react in a team-oriented manner. He tends to avoid confrontation or procrastinate until the problem goes away.

Natural	PEOPLE - CONTACTS	Adapted
Dan is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. Dan is trusting and also wants to be trusted.		Dan feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Dan is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. He prefers to complete one task before starting the next and prefers an environment that is predictable.		Dan sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.

Natural	PROCEDURES - CONSTRAINTS	Adapted
Dan is independent by nature and somewhat self-willed. He is open to new suggestions and can, at times, be seen as somewhat freewheeling. He is most comfortable in an environment where the constraints can be "loosened" for certain situations.		Dan sees the need to be open-minded about rules. However, he is aware and sensitive to the implications of not following rules and procedures.

ADAPTED STYLE

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

- Freedom from confrontation.

- Undemanding of others' time and attention.

- Being a good "team player."

- Being conservative, not competitive, in nature.

- Consistency of task performance.

- Being cooperative and supportive.

- Logical solutions.

- Presenting a practical, proven approach to decision making.

- Limited or prepared changes in routine.

- Adherence to established guidelines and procedures.

- Diplomatic cooperation in team interaction.

- Exhibiting patience and good listening skills.

KEYS TO MOTIVATING

This section of the report was produced by analyzing Dan'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 Dan and highlight those that are present "wants."

Dan wants:

- Activities that don't infringe on family life.

- A plan he understands.

- A predictable environment.

- Complete directions for work to be completed.

- A predictable work environment.

- Safety and security of the situation.

- Peace and harmony.

- To be accepted as a member of the team.

- Identification with fellow workers.

- Recognition for loyalty and long service.

- Constant appreciation, and a feeling of security on the team.

- People who understand his reasons for not wanting to argue.

KEYS TO MANAGING

In this section are some needs which must be met in order for Dan to perform at an optimum level. Some needs can be met by himself, 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 Dan and identify 3 or 4 statements that are most important to him. This allows Dan to participate in forming his own personal management plan.

Dan needs:

- People to work and associate with.

- Reassurances that he is doing the job right.

- Conditioning prior to change.

- A feeling of belonging--to know how important he is to the team.

- The facts in a logical sequence.

- To set professional and family goals.

- To be informed of things which affect him.

- Help on controlling time and setting priorities.

- To focus conversations on work activities--less socializing.

- Objectivity when dealing with people because of his high trust level.

- A warm and friendly work environment.

AREAS FOR IMPROVEMENT

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

Dan has a tendency to:

- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.

- Tendency to underestimate his abilities.

- Need help in prioritizing new assignments.

- Be dependent on others for decisions, even if he knows he is right.

- Be defensive when risk is involved--move towards maintaining status quo.

- Hold a grudge if his personal beliefs are attacked.

- Not let others know where he stands on an issue.

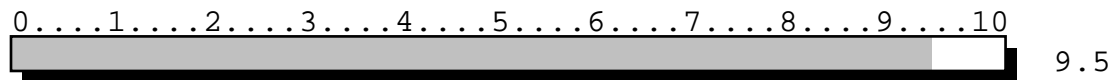- Avoid accountability by overstating the complexity of the situation.

ACTION PLAN

Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)

2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)

3. When I make changes to these behaviors, they will have the following impact on my career:

4. I will make the following changes to my behavior, and I will implement them by _____:

ACTION PLAN

Personal Development

1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)

2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)

3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:

4. I will make the following changes to my behavior, and I will implement them by _____:
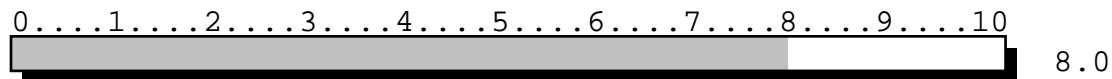
BEHAVIORAL HIERARCHY

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.
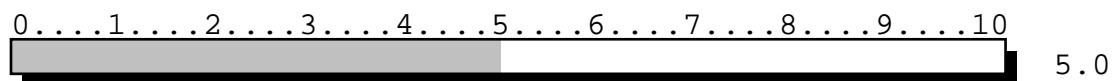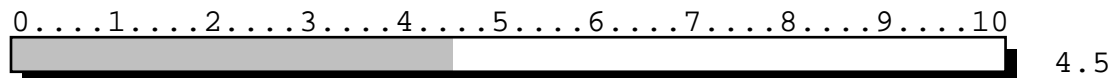
1. CUSTOMER ORIENTED
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0....1....2....3....4....5....6....7....8....9....10
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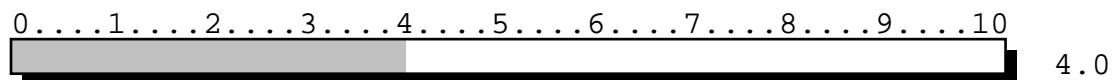9.5

2. FREQUENT INTERACTION WITH OTHERS
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0....1....2....3....4....5....6....7....8....9....10
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8.0

3. VERSATILITY
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0....1....2....3....4....5....6....7....8....9....10
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5.0

4. FREQUENT CHANGE
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0....1....2....3....4....5....6....7....8....9....10
```
4.5

5. ANALYSIS OF DATA
```
0....1....2....3....4....5....6....7....8....9....10
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4.0

6. ORGANIZED WORKPLACE
```
0....1....2....3....4....5....6....7....8....9....10
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3.5

7. COMPETITIVENESS
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0....1....2....3....4....5....6....7....8....9....10
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3.0
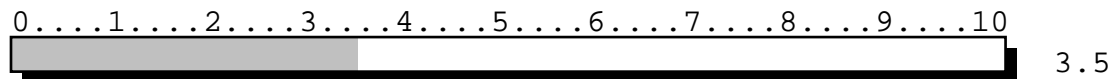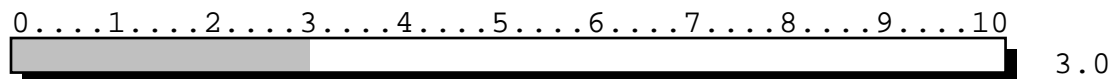
8. URGENCY
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0....1....2....3....4....5....6....7....8....9....10
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2.0
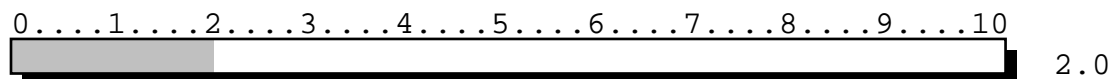
STYLE INSIGHTS® GRAPHS

TTI

5-14-2008

MOST	LEAST
Graph I	Graph II
Adapted Style	Natural Style

	D	I	S	C		D	I	S	C
%	13	58	91	62		28	74	82	41
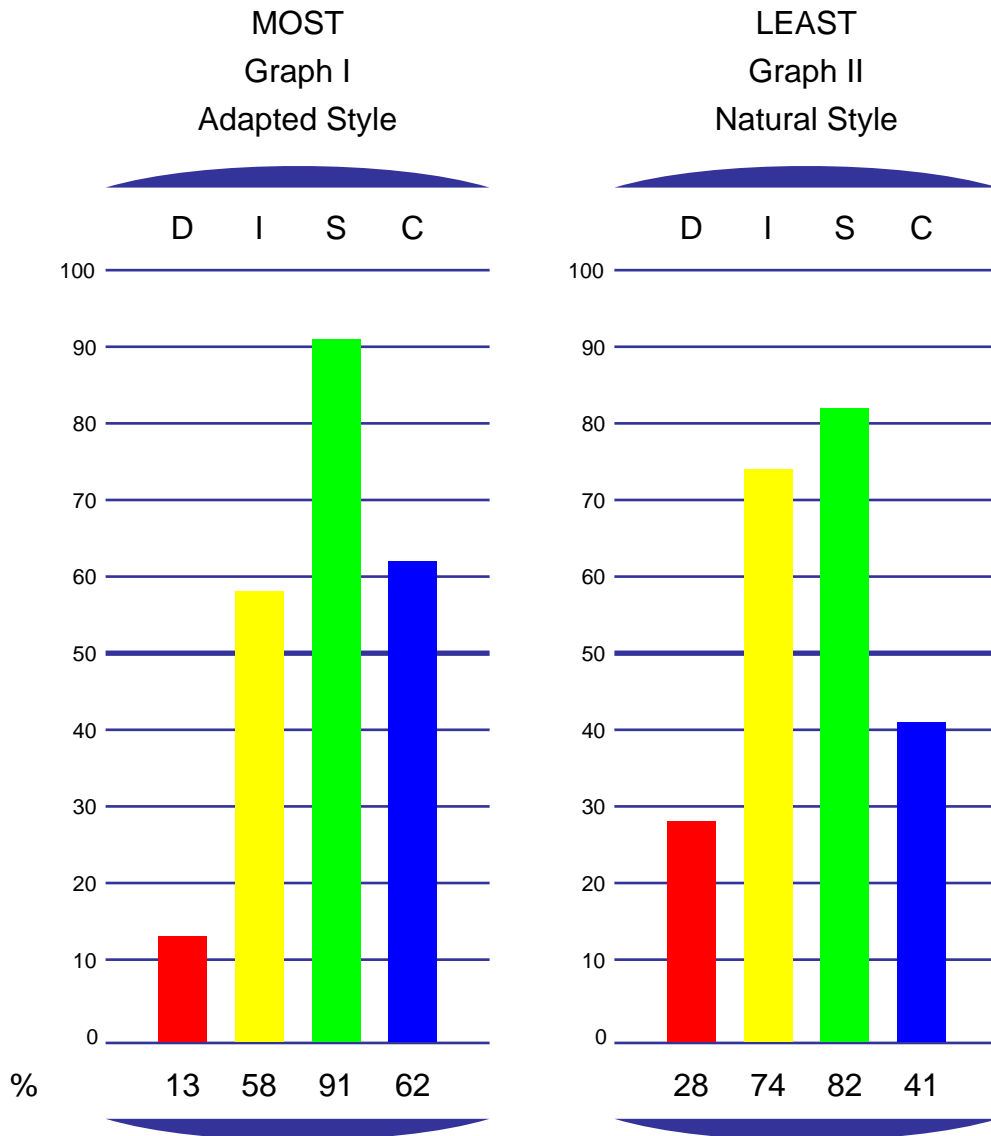
Norm 2003

THE SUCCESS INSIGHTS® WHEEL

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.

THE SUCCESS INSIGHTS® WHEEL

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5-14-2008
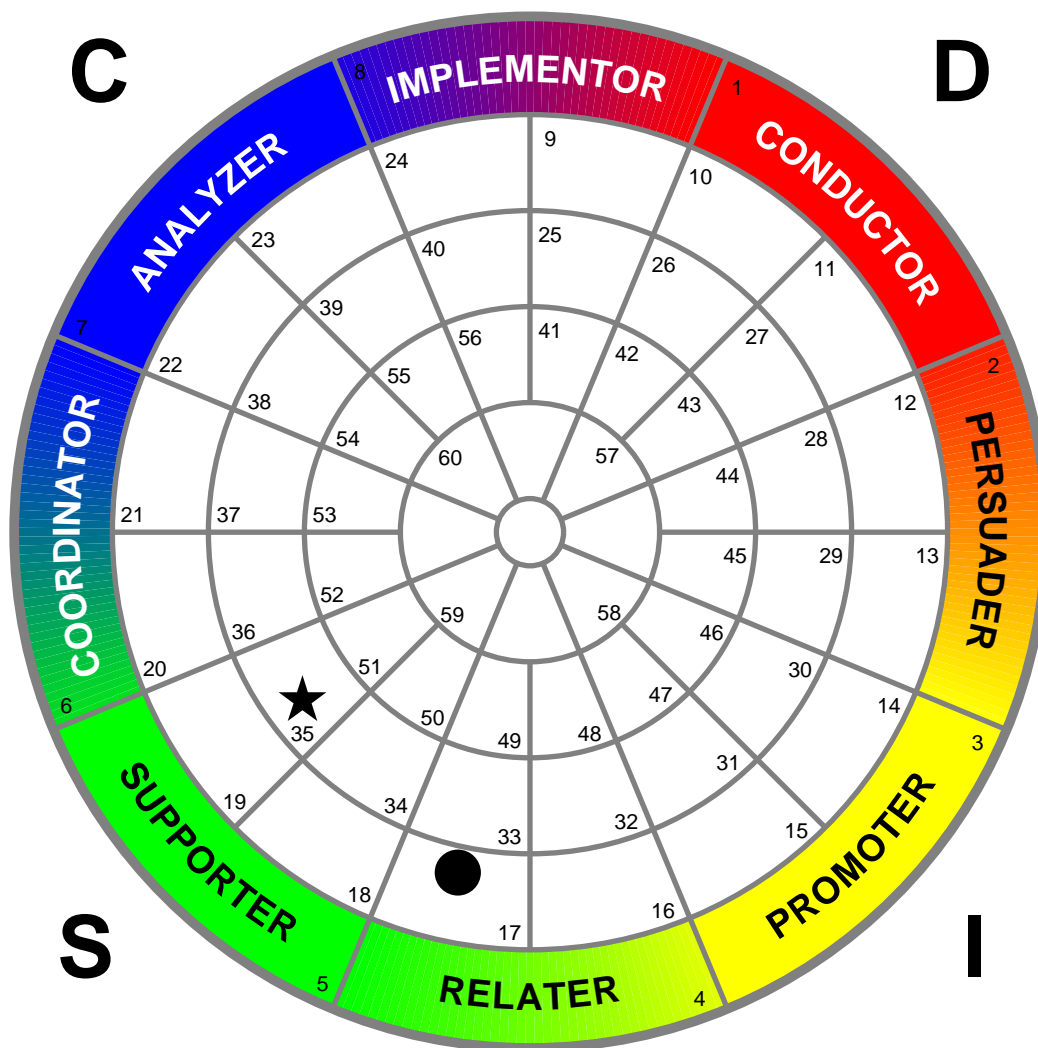
Adapted: ★ (35) COORDINATING SUPPORTER (FLEXIBLE)
Natural: ● (17) SUPPORTING RELATER
Norm 2003

INTRODUCTION
Motivators

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 Workplace Motivators report 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.

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

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.

INTRODUCTION
Motivators

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.

THEORETICAL

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
- Has a very high knowledge base and credibility base.
- Has a very high interest level in new initiatives.
- Enjoys visiting bookstores, and may frequently make unexpected purchases.
- Stays mentally alert and likes mental challenges.
- Has a strong desire to learn and go beyond the required learning base.
- Likes to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
- Is willing to take risks to learn something new.
- Will use his knowledge to ensure economic security.
- Understanding social problems and their ramifications is one of his strengths.

Value to the Organization
- Demonstrates logic in approach to problems and patience to analyze an array of solutions.
- Very strong analytical skills and ability.
- Can answer new questions that hit the team or knows where to find answers.
- Has an open-minded approach that comes from broad-based research.
- Actively engages in problem solving and strategic solutions.

Keys to Managing and Motivating
- Provide knowledge-based incentives, such as new training courses, books, subscriptions and journals.
- Use Dan as a constructive critic for new ideas or when evaluating existing projects and protocol.
- If there is a learning based event to be planned, be certain Dan is involved. If there is an external learning-based event on the calendar, be certain Dan has the opportunity to attend.
- Classes, courses and conferences: send Dan and let him learn.
- Provide opportunities for him to teach as well as to learn.

Training, Professional Development & Learning Insights
- Enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Can be depended upon to do his homework, thoroughly and accurately.
- Actively engaged in learning both on and off the job.

THEORETICAL

Continuous Quality Improvements
- Sense of urgency may vacillate depending on the level of mind-share Dan is willing to invest.
- Prefers to wait on a project, believing that helpful information may be forthcoming if more time is allowed.
- Don't rush him from one learning experience to another. Make certain there are some practical applications.

UTILITARIAN/ECONOMIC

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
- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Dan is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, he takes the position that the ends justify the means.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in achieving his vision of success.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.
- Motivated by high pay and attaches importance to high earnings.

Value to the Organization
- Profit driven and bottom-line oriented.
- Makes decisions with practicality and bottom-line dollars in mind.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is highly productive.
- Keeps an ear to the revenue-clock, his own and the organization's.

Keys to Managing and Motivating
- Realize that it's not just money that motivates, but also personal payback from the job.
- Link training and meeting events to potential gains in business share or future income.
- Provide coaching to help Dan appreciate that not everybody is as motivated by wealth, return-on-investment and gain as he is.
- Provide opportunity for financial rewards for excellent performance.
- Be certain Dan is balancing his professional and personal life.

UTILITARIAN/ECONOMIC

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- If possible, build in some group competition as a part of the training activities.

Continuous Quality Improvements

- Within this high economic drive, there may be a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this high Utilitarian/Economic drive.
- May judge the efforts of others on the team by an economic scale only.

SOCIAL/ALTRUISTIC

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. He 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 his 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 Dan 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.
- Dan brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that he 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
- He shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Becomes engaged in training activities because he sees it as a part of necessary growth and professional improvement.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

SOCIAL/ALTRUISTIC

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, he may need to take a more visible position with the team.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.

AESTHETIC

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 an appropriate and realistic approach to Aesthetic appreciation without being an extremist.
- The need for and appreciation of beauty is determined on an individual basis and is not generalized in terms of the total work around him.
- Has an interest in form and harmony, but also understands there may be more important factors when making decisions.
- Can support and understand the positions of individuals with either higher or lower Aesthetic scores.
- Brings a sense of balance and stability to a variety of job-related Aesthetic issues that might emerge.

Value to the Organization
- Brings flexibility to the team regarding this Aesthetic area: able to see the issues and positions from a variety of sources with a sense of balance.
- Is a stabilizing and realistic influence on the team.
- Able to appreciate the needs of both the higher or lower Aesthetic individuals on the team.
- Shows ability to help and go the extra mile without a negative impact on his own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Dan demonstrates an awareness of form and harmony and responds as needed on the job.

Keys to Managing and Motivating
- Remember that he shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value in order to gain a better idea of specific keys to managing and motivating.
- Support the middle ground strength that he brings between various positions on team issues.

AESTHETIC

Training, Professional Development and Learning Insights
- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He is a flexible participant in training and development programs.
- Dan will be supportive of the training efforts as well as supportive of the trainer(s) from the viewpoint of this Aesthetic dimension.

Continuous Quality Improvements
- He may need to take a more visible position with the team on some issues within the organization.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where his creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.

TRADITIONAL/REGULATORY

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.
- Change-oriented and readily adaptable to new projects.
- Able to see the big picture and communicate it clearly to others.
- Places lesser importance on conformity to group patterns.
- Will change job roles when it is important to express or develop himself.
- Likes to work hard, especially if he can see results of the work projects.
- Is an active agent in team projects and conversations.
- Questions authority.
- Sometimes bends the rules while creatively solving a problem.

Value to the Organization
- Is able to make quick decisions without getting emotionally involved.
- Is a creative problem-solver.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Is able to make decisions quickly in solving problems.

Keys to Managing and Motivating
- Provide opportunities for professional development and growth.
- Enjoys variety in the job culture.
- Wants to be informed about events and changes within the organization.
- Maximize use of his adaptability to new projects and ideas.
- Utilize his ability to see and communicate the big picture.

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 his 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.

INDIVIDUALISTIC/POLITICAL

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
- Likes helping people on the team.
- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- Prefers to be more of a team player than a team leader.
- May not seek or choose a leadership role for himself, but may be satisfied in being an active and supportive member of a team of professionals.
- May prefer a team member position on various projects.
- While not requiring lots of attention for efforts, there is still a need for sincere appreciation for contributions made.

Value to the Organization
- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer his own creative ideas in a manner that is respectful of team roles.
- May be seen by others as a stabilizing influence especially when the heated differences of extreme positions emerge when the team is under pressure.
- May be considered the unsung hero of a successful project or initiative.

Keys to Managing and Motivating
- Allow for choices as to extent and visibility of team membership or leadership that he might desire.
- Provide support for complete follow-through on project tasks.
- Dan tends to demonstrate a high degree of teamwork and support for team efforts over the long haul. Take this into account when planning team projects.
- Don't force leadership roles or increased authority unless mutually agreed upon.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

Training, Professional Development and Learning Insights
- Enjoys more team-oriented professional development activities.
- Dan prefers more traditional types of learning, courses, and professional development.
- Tends to show a high degree of self-discipline in training courses.

INDIVIDUALISTIC/POLITICAL

Continuous Quality Improvements
- May need to take a stronger stand on team issues that impact his workload or the parameters of his job responsibilities.
- When presenting an idea to the team, he should remember that members may need a message with some attention-getting ingredients.
- As opinion is formed after careful consideration, he may need to be more willing to share that opinion with 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.

NORMS & COMPARISONS TABLE - Norm 2003		
Dan Demo		
THEORETICAL	*	Passionate
UTILITARIAN	*	Mainstream
AESTHETIC	*	Mainstream
SOCIAL	*	Mainstream
INDIVIDUALISTIC	*	Indifferent
TRADITIONAL	*	Mainstream

▨ - 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

Areas in which you have strong feelings or passions compared to others:

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.

Areas where others' strong feelings may frustrate you as you do not share their same passion:

- You can be frustrated by others who are always jockeying for position and control.

MOTIVATION INSIGHTS® GRAPH

Dan Demo
TTI
5-14-2008

	THE.	UTI.	AES.	SOC.	IND.	TRA.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	63	50	38	40	28	33
Rank	1st	2nd	4th	3rd	6th	5th
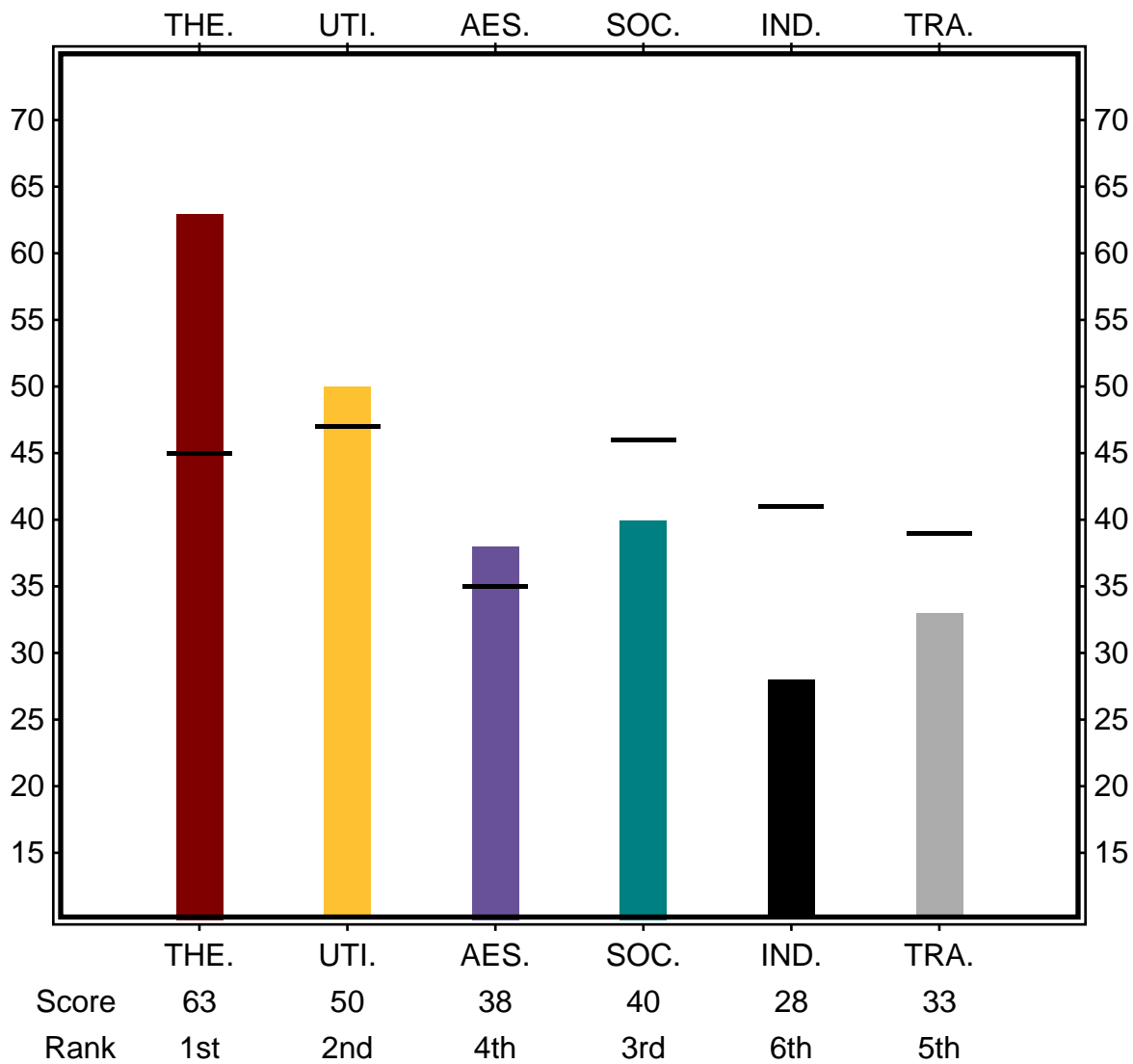
— national mean

Norm 2003

ATTITUDES WHEEL™

Dan Demo
TTI
5-14-2008

VALUES ACTION PLAN

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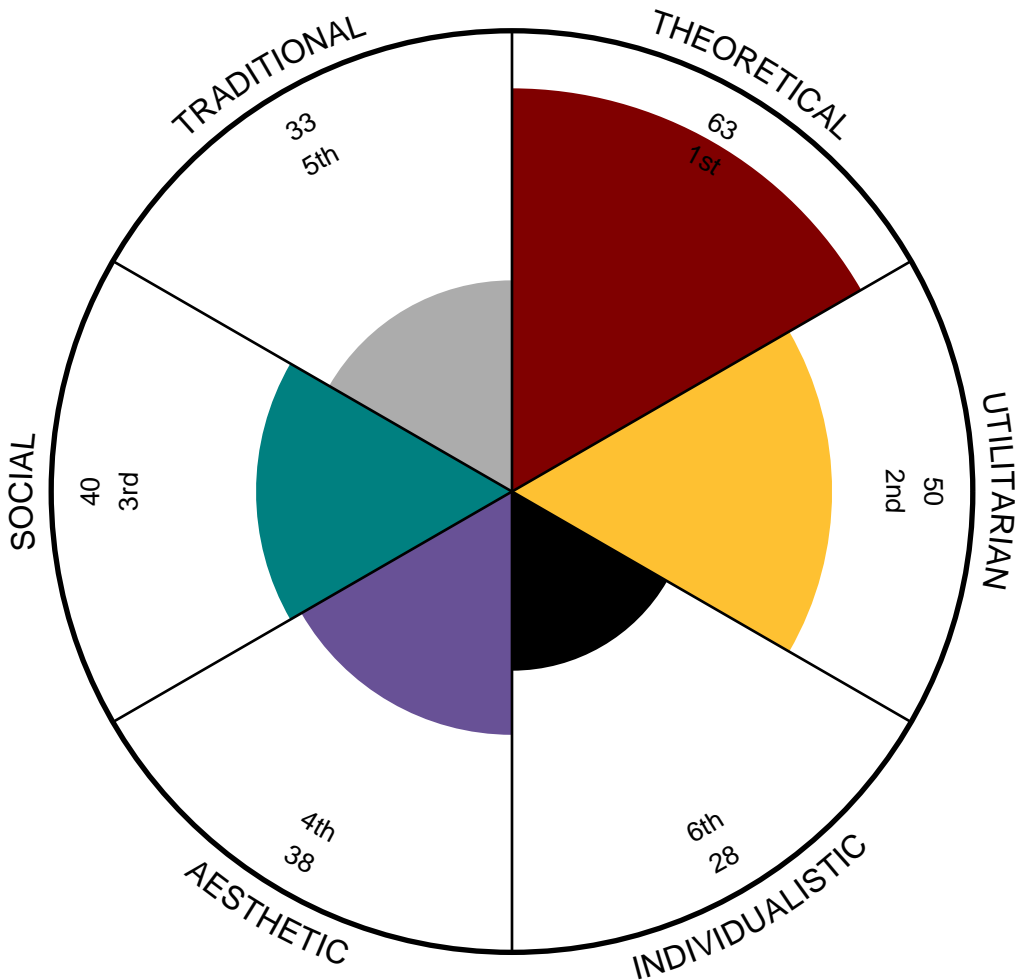
In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

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: _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from the Workplace Motivators 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. _____

   _____

WORLD VIEW

This is how Dan sees the world around him. This view measures his 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.

- Dan can see the practical side of things in order to evaluate the pros and cons of each situation.

- He will perform best in a productive environment in which contributions are recognized, properly rewarded, and appreciated.

- He could benefit from making a conscious effort to develop better two-way communication with authority figures.

- He tends to involve others in the completion of tasks or projects.

- Dan may benefit from asking authority figures to explain the reason for certain rules or systems to better understand them.

- He generally relates to work or tasks from both practical and interpersonal perspectives.

- He tends to utilize others as a part of the process of getting things done.

- He could benefit by having more balance between the understanding of others and activities, compared to structure or systems.

- Dan tends to view rules and systems as flexible guidelines, versus being set in stone.

SELF VIEW

This is how Dan sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him 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.

- Dan sees the future as a process of discovery, rather than being clear-cut and definite.

- He is more concerned about what is happening in the present than with planning a clear and definite future.

- He uses his understanding of himself and his roles to overcome difficult situations.

- He has an unclear picture of the future since his focus is on his current roles and responsibilities.

- Dan is flexible about his long term future which should help him to take advantage of the best opportunities.

- He understands his work and personal roles.

- He shows a strong and equally developed focus on who he is and his life roles.

- He is open to future possibilities and opportunities.

- Dan puts less emphasis on planning his future.

Summary of Strengths & 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	Weaknesses
■ Evaluating Others	■ Systems Judgment
■ Respect for Property	■ Consistency and Reliability
■ Balanced Decision Making	■ Initiative
■ Attitude Toward Others	■ Integrative Ability
■ Freedom from Prejudices	■ Using Common Sense

Evaluating Others

Evaluating Others is the ability to make realistic and accurate judgments about others, to evaluate their strengths and weaknesses, and to understand their manner of thinking, acting and behaving. Examples would include being able to identify why someone did well or poorly in a specific task, identifying whether the performance factor was caused by the person or something in the environment. This ability does not necessarily rely on an individual's ability to quantitatively measure another's performance, but rather on his or her ability to discern the key components of the person's performance and accurately predict levels of performance in future or different tasks. This involves the ability to use a strong gut-intuition. Success in this capacity is dependent on the absence of undue prejudice, or bias.

Possible Strengths:
- Is cautiously optimistic yet realistically objective about other people's capabilities.
- Builds, develops, and sustains instincts in terms of evaluating others, but supports that instinctive evaluation with objective data.
- Uses objective data over gut instinct wherever possible.

Continuous Development:
- Look for patterns in people's behavior and use that information to interact with them in future situations.
- Recognize that everyone has strengths and weaknesses.
- Seek information about other people's motivations and values.

Respect for Property

Respect for Property is the ability to see and appreciate the value of protecting and correctly using company property for company needs.

Possible Strengths:
- Recognizes that company property has a real placement value for the company.
- Believes that community office property should be maintained and cared for by all who use it.
- Doesn't intentionally damage or misuse company property or supplies.

Continuous Development:
- Report any misuse of company property.
- Make sure any new items that become company property are properly added to inventory, insured, and reported to the proper authorities.
- Obey all confidentiality agreements and licensing agreements-ideas are company property, too.

Balanced Decision Making

Balanced Decision Making is the ability to be objective and to fairly evaluate the different aspects (people and other) of a situation and to make an appropriate decision that takes into account all aspects and components involved. This is an individual's ability to maintain a "balance" between their own needs, the needs of others, the needs of the organization, and at the same time provide equal importance to all three when making decisions.

Possible Strengths:
- Knows the importance of communication-both top-down and bottom-up.
- Is able to imagine potential outcomes of a variety of potential solutions to problems.
- Doesn't typically make arbitrary decisions.

Continuous Development:
- Look for creative ways to approach the situation by determining how others have handled similar situations in the past.
- Be sure to create potential solutions that are easily put into place. (The solution or decision should make things easier, not harder).
- Don't be afraid to change decisions if new information clarifies issues or presents new options.

Attitude Toward Others

Attitude Toward Others is the ability to maintain a positive, open and objective attitude toward others. An example of an improper attitude would be a situation in which one assigns attributes to a person based solely on an unsubstantiated prejudgment. This could cause a person to exercise an unnecessary degree of caution, producing a "stand-off" attitude or could cause him or her to place an unjustified amount of trust in a person, thereby exposing him or herself to being manipulated or losing objectivity. The evaluation of this attribute is based on an individual's personal insight into others and the degree to which he or she is influenced by what he or she thinks the situation "ought" to be.

Possible Strengths:
- Recognizes and appreciates others in positive and sincere ways.
- Maintains composure in potentially stressful or difficult situations.
- Communicates with others in ways that are clear and understood.

Continuous Development:
- Actively seek feedback from trusted people.
- Work to improve difficult relationships through self-awareness and respect for differences in attitudes and perceptions.
- Give positive feedback to other people as often as possible.

Freedom from Prejudices

Freedom from Prejudices is an individual's ability to not allow the unfair implications of prejudged information to enter into and affect an interpersonal relationship. It is about not allowing a person's class, race, sex, ethnicity or personal philosophy to cause one to prejudge the actions, potential, intentions or attitudes of others.

Possible Strengths:
- Able to maintain emotional control in difficult situations.
- Understands the importance of, and has the ability to sustain productive relationships with key stakeholders.
- Is sensitive to the ramifications of saying or doing the wrong or inappropriate thing.

Continuous Development:
- Volunteer for an organization in which one's race is the minority or participate in a community activity that is geared toward a cultural theme.
- Balance needs and goals with those of others in the organization.
- Identify what resources possessed are valuable to others and be willing to help others.

Systems Judgment

Systems Judgment measures an individual's affinity for schematic thinking, following the rules, appreciating the external structure and order of rules, guides and systems. High scores in this capacity can indicate a strong preference for stability and order and aversion to change.

Possible Limitations:
- May be overly focused on the need for systems and order.
- May under appreciate systems and order.
- May not see the long-term impact of one's actions.

Developmental Suggestions:
- Don't adhere to outdated procedures.
- Do use policies and procedures that are mandated by the company.
- Know who the key decision makers are and cultivate them as resources.

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.

Initiative

Initiative is an individual's ability to direct energies towards the completion of a goal, without an external catalyst. The ability to initiate actions based on interpretations or understanding of a situation.

Possible Limitations:
- Not comfortable with own abilities to take independent action.
- May have unrealistic expectations of self.
- May not see potential in uncertain or difficult situations.

Developmental Suggestions:
- Try to take charge in uncertain situations by identifying tasks.
- Develop realistic, positive expectations.
- Try not to put unnecessary time pressure on self.

Integrative Ability

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 Limitations:
- May not see the most obvious solution to a problem.
- May get mentally blocked by only focusing on one component.
- May have trouble identifying key components of a problem.

Developmental Suggestions:
- Prioritize responses to problem components.
- Don't focus too much on any one component of a problem.
- Make a list of five to ten key components to the problem situation.

Using Common Sense

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 Limitations:
- May lack necessary patience.
- May get frustrated with unforeseen situations.
- May have difficulty organizing and prioritizing tasks on an ongoing basis.

Developmental Suggestions:
- Take a broad view of products, services and problems.
- Stay calm. Practice stress management skills.
- Look for ways to relate the normally unrelated.

TriMetrix®-DIMENSIONAL BALANCE

For consulting and coaching

∗	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

EXTERNAL FACTORS (Part 1)   INTERNAL FACTORS (Part 2)
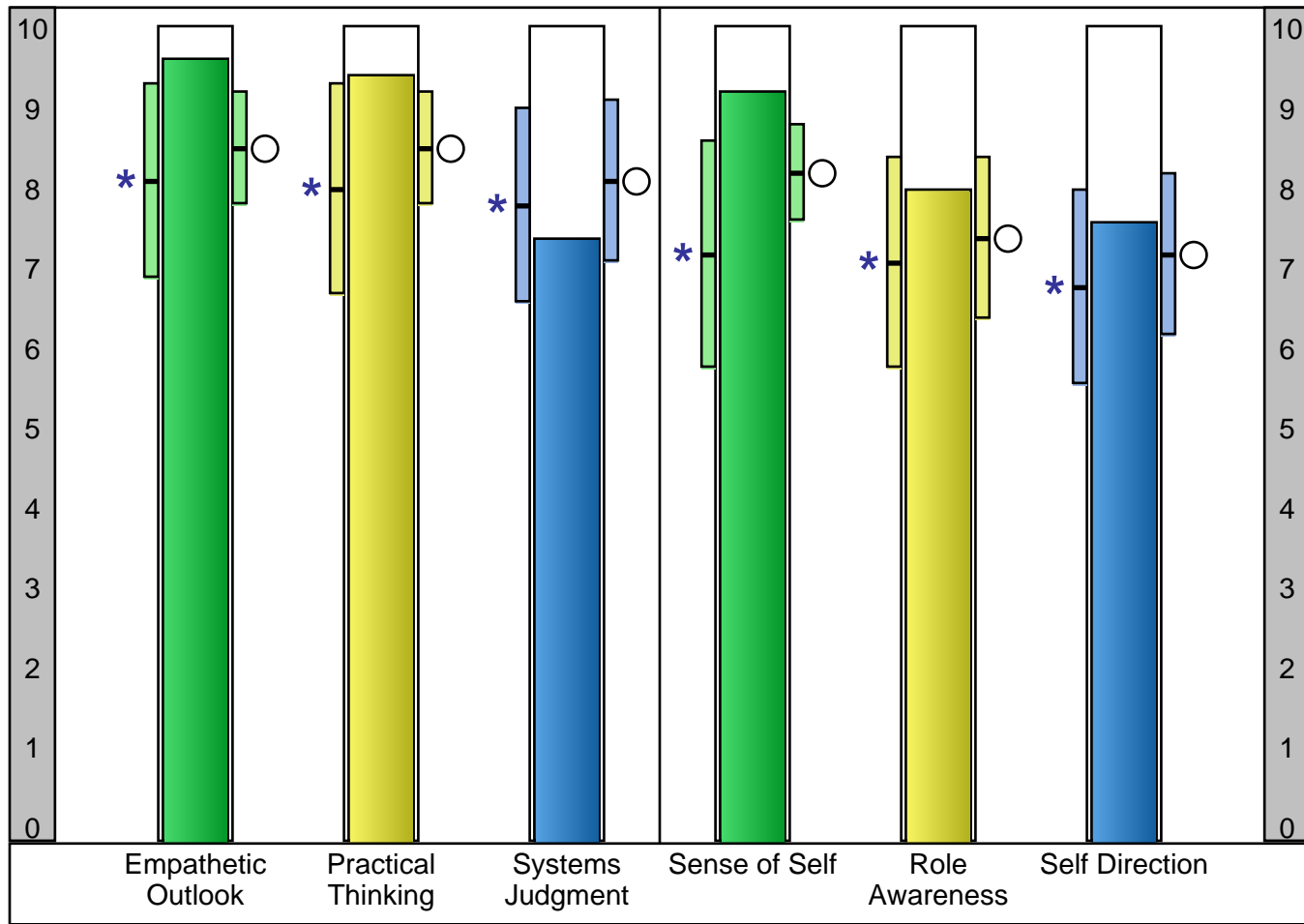
	Empathetic Outlook	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Score	9.6	9.4	7.4	9.2	8.0	7.6
Bias	○	○	○	○	○	○
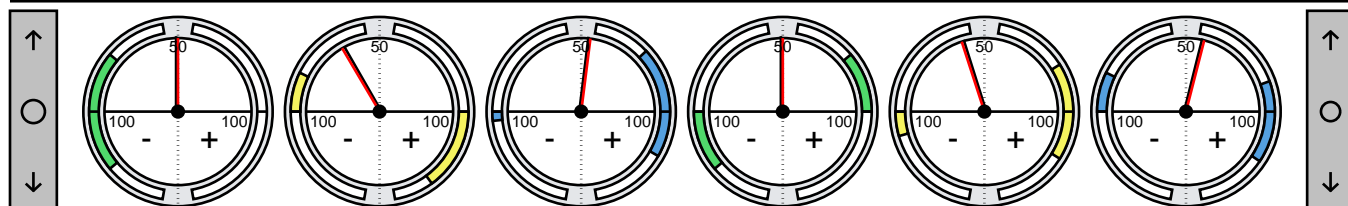
Rev: 0.93-0.93

CORE SKILLS LIST
For consulting and coaching

Score	Mean	Description	Score	Mean	Description
10.0	7.7	Evaluating Others	8.1	7.3	Results Orientation
10.0	8.2	Respect for Property	8.1	7.5	Problem Solving
9.6	7.0	Balanced Decision Making	8.1	7.9	Proactive Thinking
9.6	7.9	Attitude Toward Others	8.0	7.6	Long Range Planning
9.6	7.8	Freedom from Prejudices	8.0	7.1	Role Awareness
9.6	8.2	Realistic Goal Setting for Others	7.8	7.0	Handling Stress
9.6	7.9	Sensitivity to Others	7.8	7.3	Job Ethic
9.6	8.1	Empathetic Outlook	7.7	7.2	Personal Accountability
9.6	8.1	Personal Relationships	7.7	6.9	Meeting Standards
9.5	7.9	Correcting Others	7.7	7.3	Sense of Mission
9.5	7.8	Monitoring Others	7.7	7.2	Taking Responsibility
9.4	7.8	Relating to Others	7.6	7.1	Personal Drive
9.4	8.0	Practical Thinking	7.6	6.9	Self Direction
9.3	7.5	Quality Orientation	7.5	7.3	Surrendering Control
9.3	8.1	Understanding Motivational Needs	7.4	8.0	Following Directions
9.2	6.7	Self Assessment	7.4	8.0	Respect for Policies
9.2	7.3	Sense of Self	7.4	7.8	Systems Judgment
9.2	8.1	Self Improvement	7.3	7.3	Consistency and Reliability
9.2	8.0	Material Possessions	7.3	6.9	Initiative
9.1	7.9	Emotional Control	6.6	7.6	Integrative Ability
9.0	7.9	Conveying Role Value	6.2	7.6	Using Common Sense
8.9	7.1	Role Confidence			
8.8	7.9	Leading Others			
8.7	8.3	Theoretical Problem Solving			
8.7	7.0	Intuitive Decision Making			
8.7	8.0	Attention to Detail			
8.7	7.5	Sense of Timing			
8.7	7.6	Status and Recognition			
8.7	7.7	Sense of Belonging			
8.6	7.1	Internal Self Control			
8.6	7.2	Persistence			
8.5	7.7	Evaluating What is Said			
8.4	7.6	Concrete Organization			
8.4	7.5	Accountability for Others			
8.4	7.7	Realistic Expectations			
8.4	7.1	Gaining Commitment			
8.4	7.4	Handling Rejection			
8.4	7.8	Persuading Others			
8.3	7.4	Self Confidence			
8.3	7.6	Realistic Personal Goal Setting			
8.3	7.3	Project Scheduling			
8.3	7.4	Self Management			
8.2	7.4	Developing Others			
8.2	7.4	Enjoyment of the Job			
8.1	7.3	Conceptual Thinking			
8.1	7.4	Project and Goal Focus			

CORE SKILLS LIST
For consulting and coaching

Score	Mean	Description	Score	Mean	Description
8.4	7.5	Accountability for Others	10.0	8.2	Respect for Property
8.7	8.0	Attention to Detail	8.1	7.3	Results Orientation
9.6	7.9	Attitude Toward Others	8.0	7.1	Role Awareness
9.6	7.0	Balanced Decision Making	8.9	7.1	Role Confidence
8.1	7.3	Conceptual Thinking	9.2	6.7	Self Assessment
8.4	7.6	Concrete Organization	8.3	7.4	Self Confidence
7.3	7.3	Consistency and Reliability	7.6	6.9	Self Direction
9.0	7.9	Conveying Role Value	9.2	8.1	Self Improvement
9.5	7.9	Correcting Others	8.3	7.4	Self Management
8.2	7.4	Developing Others	8.7	7.7	Sense of Belonging
9.1	7.9	Emotional Control	7.7	7.3	Sense of Mission
9.6	8.1	Empathetic Outlook	9.2	7.3	Sense of Self
8.2	7.4	Enjoyment of the Job	8.7	7.5	Sense of Timing
10.0	7.7	Evaluating Others	9.6	7.9	Sensitivity to Others
8.5	7.7	Evaluating What is Said	8.7	7.6	Status and Recognition
7.4	8.0	Following Directions	7.5	7.3	Surrendering Control
9.6	7.8	Freedom from Prejudices	7.4	7.8	Systems Judgment
8.4	7.1	Gaining Commitment	7.7	7.2	Taking Responsibility
8.4	7.4	Handling Rejection	8.7	8.3	Theoretical Problem Solving
7.8	7.0	Handling Stress	9.3	8.1	Understanding Motivational Needs
7.3	6.9	Initiative	6.2	7.6	Using Common Sense
6.6	7.6	Integrative Ability			
8.6	7.1	Internal Self Control			
8.7	7.0	Intuitive Decision Making			
7.8	7.3	Job Ethic			
8.8	7.9	Leading Others			
8.0	7.6	Long Range Planning			
9.2	8.0	Material Possessions			
7.7	6.9	Meeting Standards			
9.5	7.8	Monitoring Others			
8.6	7.2	Persistence			
7.7	7.2	Personal Accountability			
7.6	7.1	Personal Drive			
9.6	8.1	Personal Relationships			
8.4	7.8	Persuading Others			
9.4	8.0	Practical Thinking			
8.1	7.9	Proactive Thinking			
8.1	7.5	Problem Solving			
8.1	7.4	Project and Goal Focus			
8.3	7.3	Project Scheduling			
9.3	7.5	Quality Orientation			
8.4	7.7	Realistic Expectations			
9.6	8.2	Realistic Goal Setting for Others			
8.3	7.6	Realistic Personal Goal Setting			
9.4	7.8	Relating to Others			
7.4	8.0	Respect for Policies			