



TriMetrix™ System 3.0

Coaching Report - General Version

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

Paul Peterson

2-24-2006

INTRODUCTION

Where Talent Meets Opportunity™

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

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 Paul'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 Paul's natural behavior.

Paul is optimistic and usually has a positive sense of humor. She is gregarious and sociable. She will be seen as a good mixer both on or off the job. Her goal is to have and make many friends. At work, she is good at maintaining friendly public relations. She likes quality social relationships. She often will become friends with her customers or clients. She is usually filled with good intentions, but often lacks the time to fulfill them. She seeks popularity and social recognition. She likes to deal with people in a favorable social environment. She, an outgoing person, feels at home with strangers. She tries to influence others through a personal relationship and many times will perform services to develop this relationship. Paul tends to trust people and may be taken advantage of because of her high trust level. She is optimistic about her ability to do any job.

Paul can make decisions even though some of the facts to support the decision may be missing. Because of her trust and willing acceptance of people, she may misjudge the abilities of others. She usually makes decisions after gathering some facts and supporting data. She is good at solving problems that deal with people. Paul is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust her and to see her as receptive and helpful. When she has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. She believes rules exist to serve rather than to be followed by her.

GENERAL CHARACTERISTICS

She tends to break the rules and then attempts to sell you on the fact it was the proper thing to do.

Paul has a tendency, which she regards as an ability, to talk smoothly, readily and at length. She can be intense and may not always fit the intensity to the situation. Some see her as too talkative and emotional. She tends to influence people to her way of thinking by using verbiage as compared with others who like to use reports. Paul is people-oriented and verbally fluent. Communication can extend from friendly to argumentative discourse. She will know many people. She has a tendency to be a name dropper. She may do this without thinking, trying to establish rapport with people she may not know well. She will optimistically interact with people in an assured, diplomatic and poised manner.

VALUE TO THE ORGANIZATION

This section of the report identifies the specific talents and behavior Paul 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.

- Builds confidence in others.
- Optimistic and enthusiastic.
- Pioneering.
- Dedicated to her own ideas.
- Can support or oppose strongly.
- Self-reliant.
- Motivates others towards goals.
- Negotiates conflicts.

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 Paul. 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 Paul most frequently.

Do:

- Talk about her, her goals and the opinions she finds stimulating.
- Use enough time to be stimulating, fun-loving, fast-moving.
- Be brief--be bright--be gone.
- Confront when in disagreement.
- Leave time for relating, socializing.
- Look for her oversights.
- Ask for her opinions/ideas regarding people.
- Define the problem in writing.
- Plan interaction that supports her dreams and intentions.
- Clarify any parameters in writing.
- Provide "yes" or "no" answers--not maybe.
- Read the body language for approval or disapproval.

DON'TS ON COMMUNICATING

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

- Hesitate when confronted.
- Give her your opinion unless asked.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- "Dream" with her or you'll lose time.
- Let her overpower you with verbiage.
- Be paternalistic.
- Legislate or muffle--don't overcontrol the conversation.
- Talk down to her.
- Drive on to facts, figures, alternatives or abstractions.
- Leave decisions hanging in the air.
- Ramble.

COMMUNICATION TIPS

This section provides suggestions on methods which will improve Paul'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, Paul 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"> ■ Prepare your "case" in advance. ■ Stick to business. ■ Be accurate and realistic. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ Being giddy, casual, informal, loud. ■ Pushing too hard or being unrealistic with deadlines. ■ Being disorganized or messy. 	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ■ Be clear, specific, brief and to the point. ■ Stick to business. ■ Be prepared with support material in a well-organized "package." <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ Talking about things that are not relevant to the issue. ■ Leaving loopholes or cloudy issues. ■ Appearing disorganized.
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ■ Begin with a personal comment--break the ice. ■ Present your case softly, nonthreateningly. ■ Ask "how?" questions to draw their opinions. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ Rushing headlong into business. ■ Being domineering or demanding. ■ Forcing them to respond quickly to your objectives. 	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ■ 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. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ 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 Paul'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 Paul enjoys and also those that create frustration.

- Democratic supervisor with whom she can associate.
- Freedom from control and detail.
- Position with a tolerant manager.
- Work tasks that change from time to time.
- Forum for her ideas to be heard.
- Needs difficult assignments.
- Freedom of movement.
- Freedom to try new approaches.

PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Paul usually sees herself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

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

Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter

DESCRIPTORS

Based on Paul'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
Determined	Warm	Predictable	Neat
Aggressive	Convincing	Consistent	Systematic
Competitive	Polished	Deliberate	Diplomatic
Decisive	Poised	Steady	Accurate
Venturesome	Optimistic	Stable	Tactful
Inquisitive	Trusting	Mobile	Open-Minded
Responsible	Sociable	Active	Balanced Judgment
Conservative	Reflective	Restless	Firm
Calculating	Factual	Alert	Independent
Cooperative	Calculating	Variety-Oriented	Self-Willed
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

Paul'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
<p>Paul is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. She is results-oriented and likes to be innovative in her approach to problem solving. Paul is not necessarily confrontational by nature, but if a problem does exist she will not turn down the opportunity for confrontation.</p>	<p>Paul sees no need to change her approach to solving problems or dealing with challenges in her present environment.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>Paul's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtues of her personality and verbal skills. She will convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost any project.</p>	<p>Paul projects a positive and enthusiastic attitude toward influencing others. She sees the need to be trusting and wants to be trusted.</p>	

NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Paul likes mobility and the absence of routine does not traumatize her. She feels comfortable juggling different projects and is able to move from one project to another fairly easily.</p>	<p>Paul wants an environment that is variety-oriented. She feels a great sense of urgency to get things completed quickly. She is eager to accept change and work on many activities.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Paul is independent by nature and feels comfortable in situations where the constraints are few and far between. She will follow rules as long as she feels that the rules are hers. She has a tendency to rebel from rules set by others and wants input into any constraints.</p>	<p>Paul feels a real need to do things right. She can be fearful of mistakes that threaten her security. Total compliance with rules and procedures add to her security. Fear of failure could be a factor.</p>	

ADAPTED STYLE

Paul 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.

- Maintaining an ever-changing, friendly, work environment.
- Flexibility.
- Contacting people using a variety of modes.
- Precedence of quality over efficiency.
- Critical appraisal of data.
- Preferring people involvement over task focus.
- Compliance to high standards.
- Motivating people to take action by using persuasive skills.
- Participative decision making.
- Obtaining results through people.
- Making tactful decisions.

KEYS TO MOTIVATING

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

Paul wants:

- Group activities outside the job.
- Advancement when she is ready.
- To be recognized for her continuance of quality work.
- Instructions so she can do the job right the first time.
- Limited exposure to new procedures.
- Operating procedures in writing.
- A manager who practices participative management.
- Logical arguments.
- Flattery, praise, popularity and strokes.
- Time to perform up to her high standards.
- To be part of a quality-oriented work group.
- Reassurance she is doing the job right.
- Public recognition of her ideas and results.

KEYS TO MANAGING

In this section are some needs which must be met in order for Paul 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 Paul and identify 3 or 4 statements that are most important to her. This allows Paul to participate in forming her own personal management plan.

Paul needs:

- Authority equal to responsibility.
- Opportunity to try the untried.
- A tolerant boss.
- To focus conversations on work activities--less socializing.
- Participatory management.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Help on controlling time and setting priorities.
- To evaluate her drive to be seen as her "own person" and how it affects her role on the team.
- Better organization of record keeping.
- To relax and pace herself.
- Bottom-line measurement.
- Restraints, or program to calculate the risk involved by her decisions.

AREAS FOR IMPROVEMENT

In this area is a listing of possible limitations without regard to a specific job. Review with Paul 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.

Paul has a tendency to:

- Have difficulty planning and controlling time expenditure.
- Be so enthusiastic that she can be seen as superficial.
- Be too verbal in expressing criticism.
- Act impulsively--heart over mind, especially if her security is not perceived to be threatened.
- Trust people indiscriminately if positively reinforced by those people.
- Be optimistic regarding possible results of her projects or the potential of her people.
- Overuse praise in motivating others.
- Be inattentive to details--only attentive to results: "Don't ask how I did it, just if I succeeded."
- Be overly enthusiastic about her own shortcomings (weaknesses) and the shortcomings of others.

ACTION PLAN

The following are examples of areas in which Paul 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) | ■ Time Management |
| ■ Delegating | ■ Career Goals |
| ■ Decision Making | ■ Personal Goals |
| ■ Disciplining | ■ Motivating Others |
| ■ Evaluating Performance | ■ Developing People |
| ■ Education | ■ Family |

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

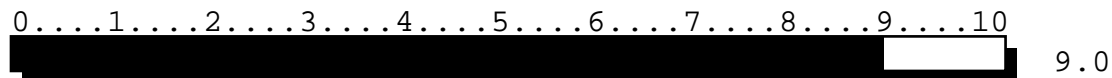
- 1.
- 2.
- 3.

Date to Begin: _____ Date to Review: _____

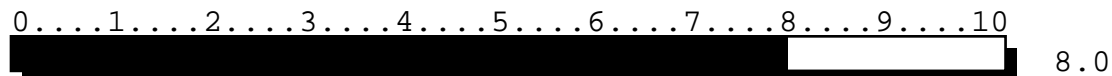
BEHAVIORAL HIERARCHY

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.

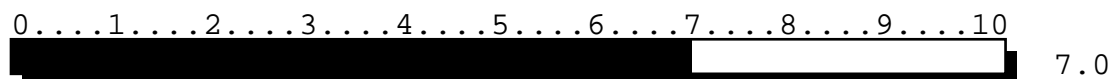
1. FREQUENT INTERACTION WITH OTHERS



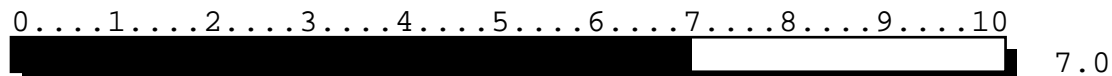
2. CUSTOMER ORIENTED



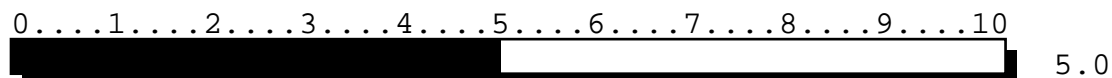
3. VERSATILITY



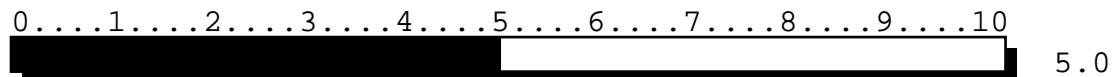
4. FREQUENT CHANGE



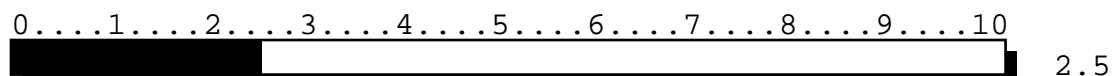
5. URGENCY



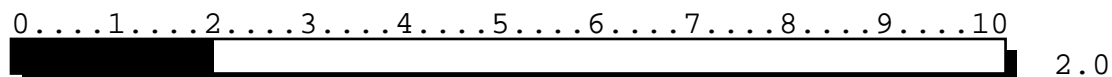
6. COMPETITIVENESS



7. ANALYSIS OF DATA

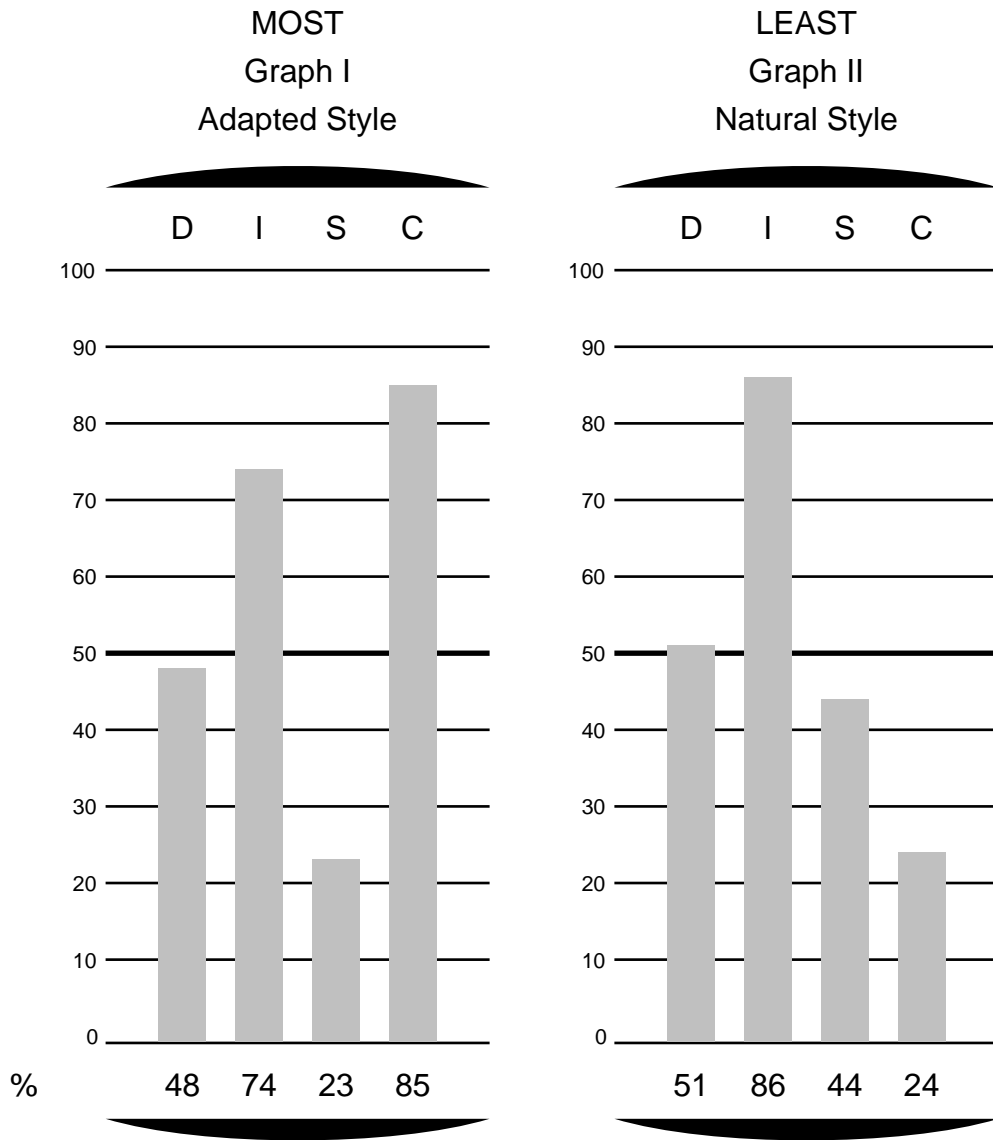


8. ORGANIZED WORKPLACE



STYLE INSIGHTS™ GRAPHS

2-24-2006



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:

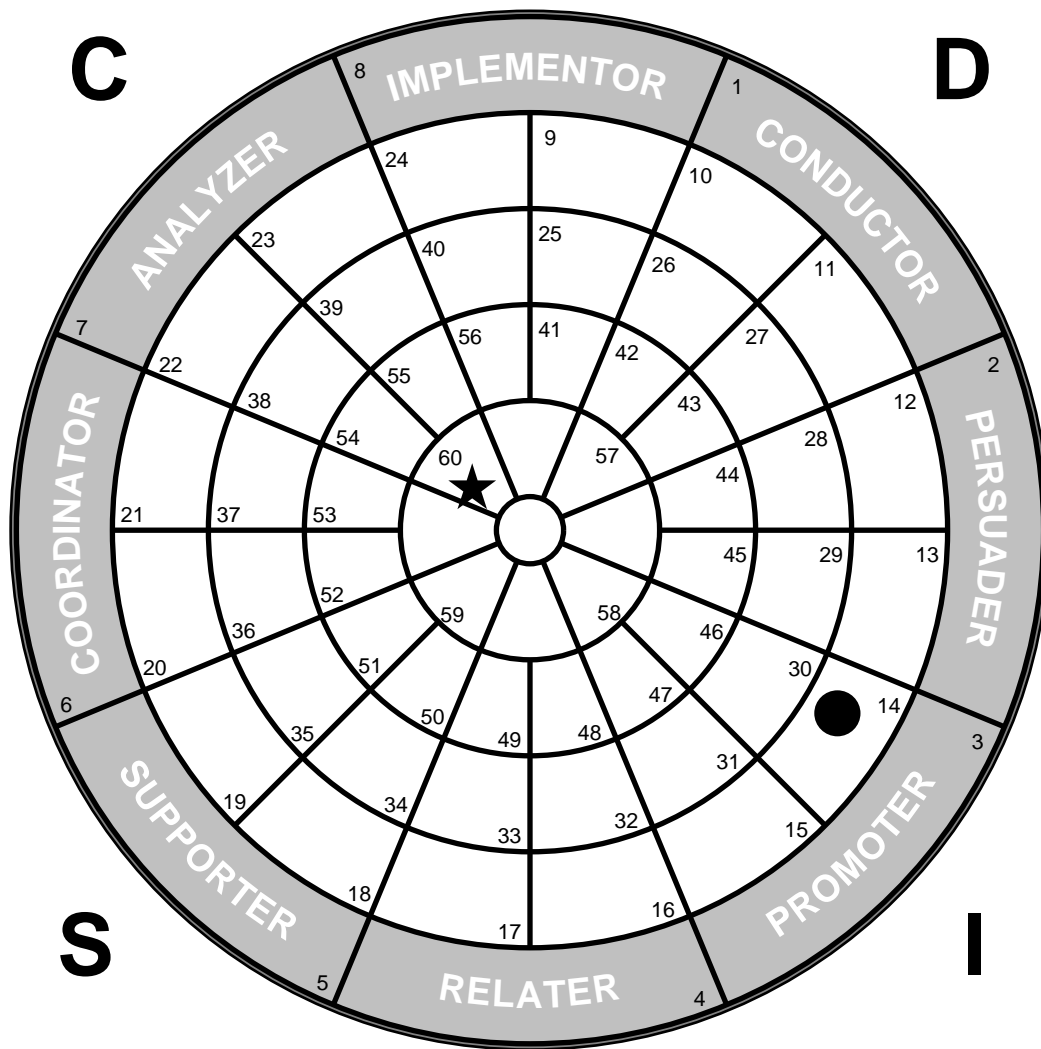
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

2-24-2006



Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)
Natural: ● (14) PERSUADING PROMOTER
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

- High degree of curiosity in a variety of areas.
- High knowledge base and credibility base in contributions to team efforts.
- Others on the team may seek Paul to answer questions about projects or procedures.
- Provides a high interest level on new initiatives or projects.
- Attracted to new and cutting-edge ideas and concepts.
- Interested in new methods and how they can be applied to existing structures.
- Others may consider Paul a strong intellectual.
- Likes to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
- Has many interests outside the workplace.

Value to the Organization

- She brings a strong knowledge-driven ethic.
- At a team meeting Paul will come prepared, with pre-work completed.
- Demonstrates a logical approach to problem solving and patience to analyze all of the options for solutions.
- Possesses strong and consistent analytical skills and ability.
- When others (internal or external) have a question, even if Paul isn't very familiar with it, she can usually create solutions.
- Has a strong ability to read, study and learn independently.

Keys to Managing and Motivating

- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Call upon her knowledge and expertise whenever possible at team meetings, and when in problem-solving mode.
- Involve Paul as a constructive critic for new ideas or when evaluating existing projects and protocol.
- Classes, courses, conferences: Send Paul and let her learn.
- Sometimes incentives or bonuses are earned as tickets to a special event; consider cultural events that are not just sports related.

THEORETICAL

Training, Professional Development and Learning Insights

- Paul may have her own on-going personal development program already in progress.
- Paul can be depended upon to do her homework thoroughly and accurately.
- Actively engaged in learning both on and off the job.

Continuous Quality Improvements

- Somewhat selfish in sharing ideas with others, until others have established their own technical credibility.
- The sense of urgency may vacillate, depending on the intellectual importance Paul assigns to the issue.
- Don't rush 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).
- Paul is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, she 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 her 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

- Driven by competition, challenges, and economic incentives.
- 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.
- Is able to multi-task in a variety of areas and keep important projects moving.

Keys to Managing and Motivating

- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Provide coaching to help Paul 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.
- Be certain Paul is balancing her 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 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

- 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 learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to have an increased sensitivity to the needs of others and less demonstration of potential selfishness.

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

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of both higher and lower Traditional/Regulatory types.
- Believes in the importance of group or team efforts, but also feels that individual rights should be honored.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Brings a sense of balance and stability to a variety of job-related issues that might emerge.
- May be able to serve as a bridge between those on the team with higher Regulatory drives and those with lower Regulatory drives.
- This value needs to be compared against other higher- and lower-scoring values to determine her driving factors.

Value to the Organization

- Demonstrates an awareness of the necessary protocol and an appreciation of working in creative problem-solving ways that might challenge that protocol.
- Paul is able to walk the line between following the rules and bending the rules, and knowing the difference.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- May be perceived by others on the team as neither rigid nor undisciplined, but rather as one who is responsible and mature in approach to corporate and organizational protocol.

Keys to Managing and Motivating

- Remember that Paul has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Paul brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that Paul has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- Paul brings a procedure-drive typical of many business professionals.
- Include her perspective in order to gain a middle-ground understanding of issues.

TRADITIONAL/REGULATORY

Training, Professional Development and Learning Insights

- May show flexibility in preference of professional development activities to include both individual structured activities, as well as activities of a more creative and unstructured design.
- Tends to be participatory in learning and professional development situations without trying to re-write the curriculum.
- Is able to engage in professional development activities as a supportive member of the team.

Continuous Quality Improvements

- May need to state opinions or take a visible position on some procedural or protocol issues.
- May need to take a firmer stand or position on some team issues.
- May need to examine other Values drives to determine the importance of this Traditional/Regulatory drive factor.

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. 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 Paul 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.
- Paul 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

- 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.
- 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, she 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.

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.
- 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 herself, but may be satisfied in being an active and supportive member of a team of professionals.
- May spend great effort on a project without requiring public credit or recognition for her work.
- 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.
- May not require lots of "air-time" at meetings, and may need to be encouraged to provide ideas verbally.

Value to the Organization

- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer her 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.
- Is able to maintain work ethic even under pressure so the project is met successfully and interpersonal stressors have been minimized.
- May be considered the unsung hero of a successful project or initiative.

Keys to Managing and Motivating

- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide a supportive environment where her talents may be encouraged and appreciated.
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Provide support for complete follow-through on project tasks.
- Paul 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.

INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

- Enjoys more team-oriented professional development activities.
- Paul prefers more traditional types of learning, courses, and professional development.
- Tends to show a high degree of self-discipline in training courses.

Continuous Quality Improvements

- Paul may not be heard the first time by the team. She may need to speak up a second or third time if necessary in order to be acknowledged.
- When presenting an idea to the team, she should remember that members may need a message with some attention-getting ingredients.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.

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 a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- 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.
- Paul is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Is motivated and driven in areas other than the Aesthetic.
- Surroundings lacking aesthetics will not stifle her creativity.
- Paul prefers to take a practical approach to workplace events.

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

- 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.
- Provide sincere recognition for contributions.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.
- 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.

AESTHETIC

Continuous Quality Improvements

- 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.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.

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		
Paul Peterson		
THEORETICAL		Passionate
UTILITARIAN		Mainstream
AESTHETIC		Mainstream
SOCIAL		Mainstream
INDIVIDUALISTIC		Mainstream
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

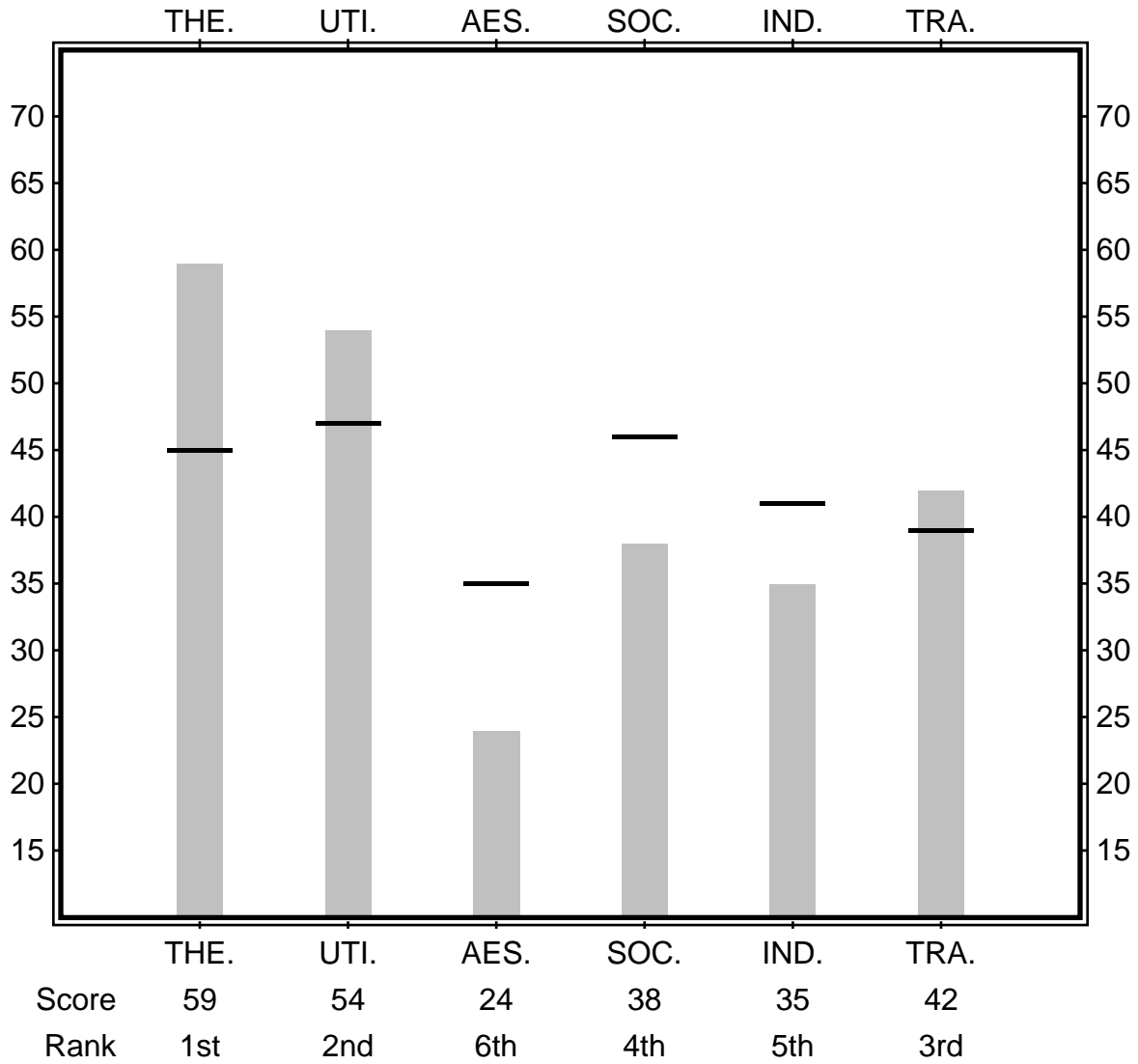
Areas in which you have strong feelings or passions compared to others:

- 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.

ATTITUDES GRAPH

Paul Peterson

2-24-2006

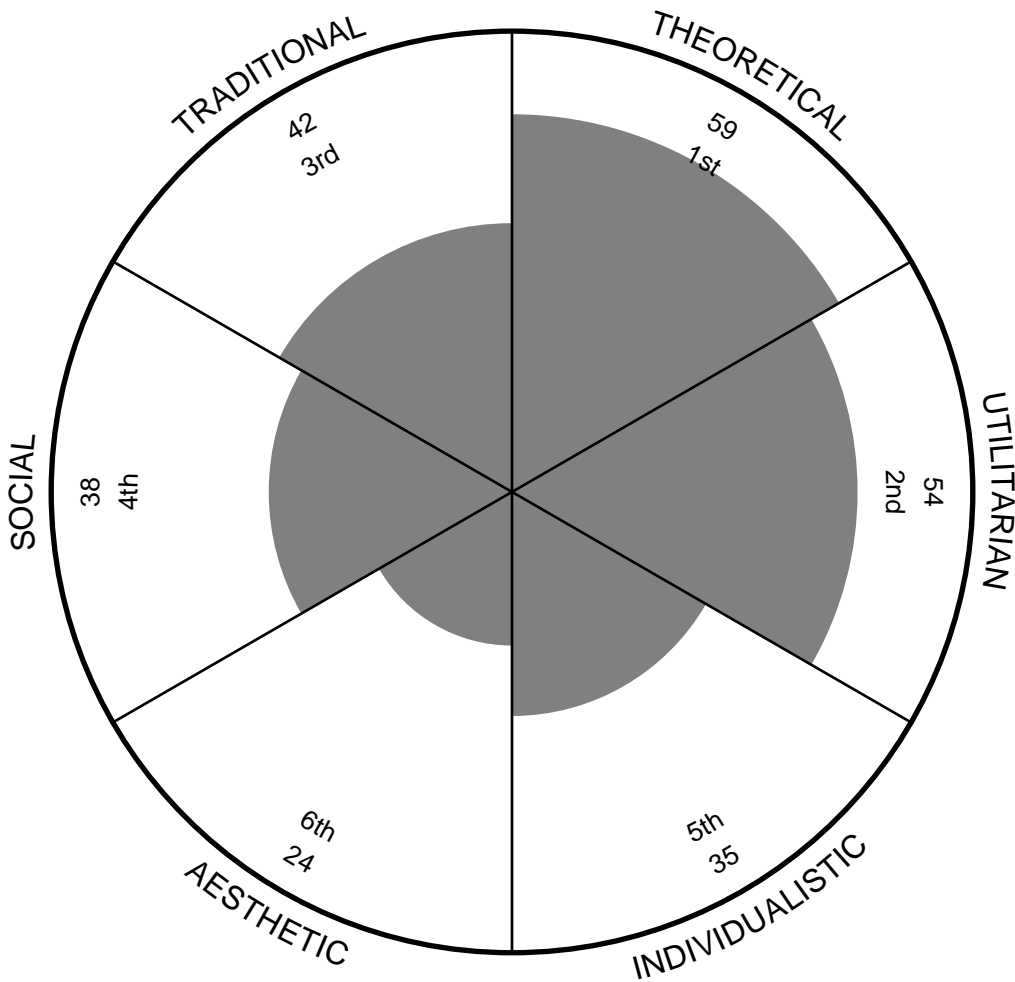


— national mean

Norm 2003

ATTITUDES WHEEL™

Paul Peterson
2-24-2006



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. _____

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

- Correcting Others
- Following Directions
- Respect for Policies
- Systems Judgment
- Accurate Listening

Weaknesses

- Quality Orientation
- Using Common Sense
- Enjoyment of the Job
- Sense of Timing
- Role Confidence

Correcting Others

Everyone knows that there are many occasions on which an individual must be able to be objective and non-emotional during difficult discussions. People have all experienced controversy and arguments in the workplace. Anyone who has supervised employees or managed a work group knows that it is even more difficult addressing performance issues or disciplinary matters with a subordinate.

Correcting Others is an individual's ability to confront controversial or difficult issues in an objective manner. It is a person's ability to have non-emotional discussions about disciplinary matters. This capacity is directly related to a person's balance in his or her ability to evaluate others and be empathetic.

Possible Strengths:

- Provides constructive criticism to an individual without insulting or degrading.
- Adequately balances and addresses the needs of the situation versus the needs of the individual.

Continuous Development:

- Develop performance goals for individuals in order to have a framework for discussing performance issues.
- Maintain the respect and trust of employees in all situations, not just emotionally charged or difficult ones.

Following Directions

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.

Respect for Policies

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.

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 Strengths:

- Does not break the rules if it will hurt someone or endanger the company.
- Chooses battles wisely.
- Cultivates and maintains extensive networks of key individuals.

Continuous Development:

- Don't be a perfectionist.
- Develop skills in planning and making project schedules.
- Use resources diplomatically and effectively.

Accurate Listening

Critical to the ability to Accurate Listening is the positive appreciation of other people, their opinions and a positive approach to problem solving-being open to whatever solution may present itself as the most effective, depending on the situation.

This is based on a person's openness to people and a willingness to hear what the other person is saying, and not what the person thinks they should say.

Possible Strengths:

- Exceptional listening skills.
- Has a positive appreciation of other people and their opinions.
- Does not project own opinions or feelings onto other people's actions.

Continuous Development:

- Re-state what other people have said by paraphrasing.
- Don't try to anticipate what other people are going to say.
- Keep an open mind.

Quality Orientation

Quality Orientation is a measure of an individual's affinity for seeing details, grading him or her against a preset standard (internal or external) and identifying flaws. This is directly related to a person's preference for paying attention to detail. Whereas "attention to detail" is more a measure of how capable a person is at seeing detail, this capacity also measures a person's proclivity for such accuracy as well.

Possible Limitations:

- May not understand standards set by others.
- Does not measure self against previous results.

Developmental Suggestions:

- Don't skimp on quality just to save a dollar or two.
- Seek customer feedback.
- Document processes and audit them regularly.

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.

Enjoyment of the Job

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.

Sense of Timing

Sense of Timing is the ability to accurately evaluate what is happening in such a way that statements, decisions, and actions are the most effective, accurate, and timely.

Possible Limitations:

- May take actions at inappropriate times.
- May not use timing in order to achieve desired results.

Developmental Suggestions:

- Look for nonverbal communication.
- Don't talk too much!

Role Confidence

Role Confidence is a combination of an ability to see a role clearly, to view it as being positive, practical, functional, and to see oneself as valuable in that role: an individual's ability to develop and maintain an inner strength based on the belief of success.

Possible Limitations:

- May not be assertive in the majority of professional situations.
- May lack security in decisions.
- May be indecisive or unsure how to proceed.

Developmental Suggestions:

- Define your own core values and keep them at the front of your mind at all times.
- Know personal capabilities and strengths and use them to achieve goals.
- Think in terms of past successes not past failures.

TriMetrix™-DIMENSIONAL BALANCE

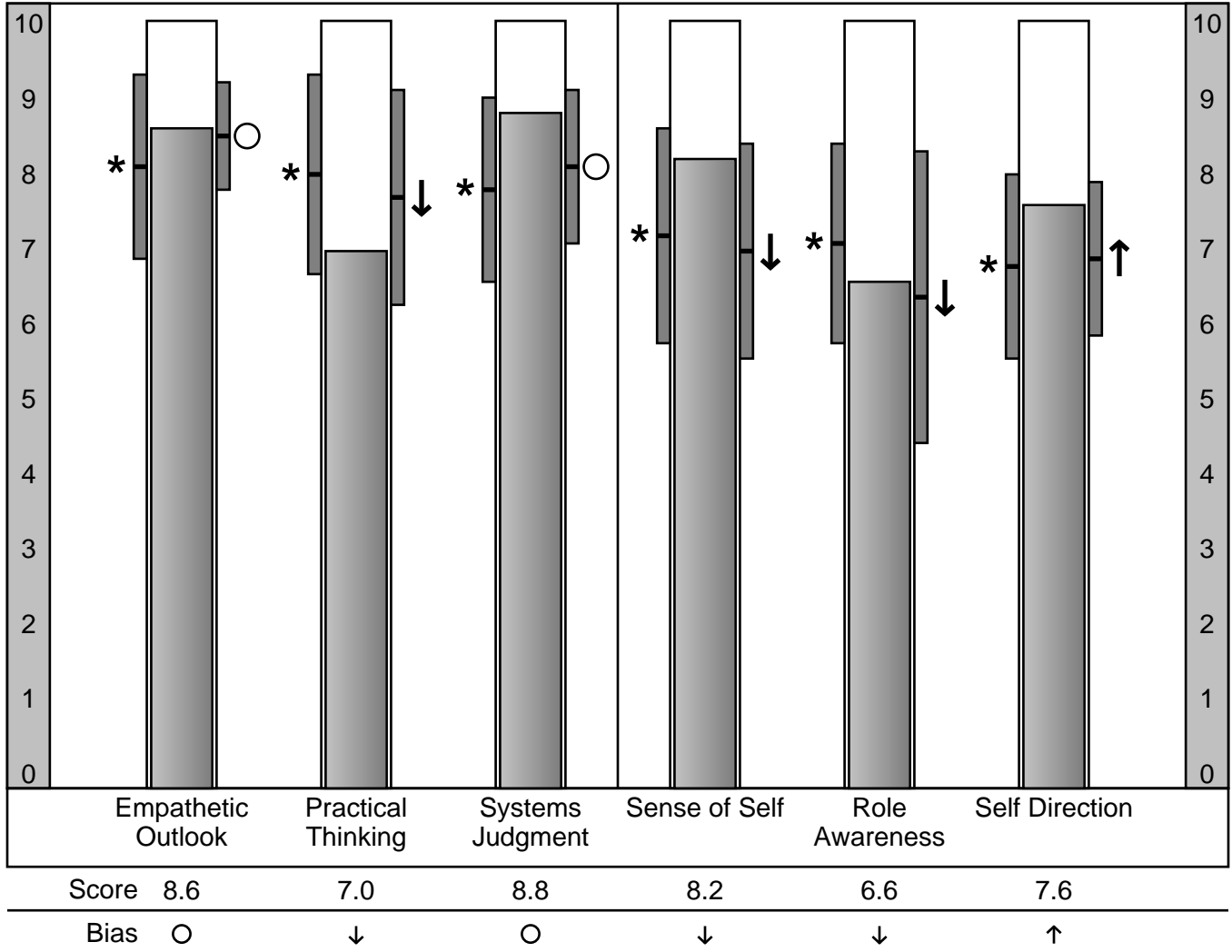
For consulting and coaching

2-24-2006

*	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
9.7	7.9	Correcting Others	7.3	7.8	Monitoring Others
9.2	8.1	Self Improvement	7.2	7.1	Internal Self Control
9.1	8.1	Personal Relationships	7.1	7.5	Accountability for Others
8.8	8.0	Following Directions	7.1	7.1	Gaining Commitment
8.8	8.0	Respect for Policies	7.1	7.4	Self Management
8.8	7.8	Systems Judgment	7.0	7.4	Self Confidence
8.7	7.7	Evaluating What is Said	7.0	8.0	Practical Thinking
8.6	7.9	Attitude Toward Others	6.9	7.9	Conveying Role Value
8.6	7.8	Freedom from Prejudices	6.8	7.6	Status and Recognition
8.6	8.2	Realistic Goal Setting for Others	6.8	7.3	Sense of Mission
8.6	7.9	Sensitivity to Others	6.6	7.3	Consistency and Reliability
8.6	8.1	Empathetic Outlook	6.6	7.3	Job Ethic
8.5	7.9	Leading Others	6.6	6.9	Initiative
8.4	7.4	Handling Rejection	6.6	7.1	Role Awareness
8.4	7.8	Relating to Others	6.5	7.3	Project Scheduling
8.3	7.4	Developing Others	6.5	7.5	Quality Orientation
8.3	7.5	Problem Solving	6.4	7.6	Using Common Sense
8.3	7.6	Long Range Planning	6.3	7.7	Sense of Belonging
8.2	7.3	Surrendering Control	6.1	7.4	Enjoyment of the Job
8.2	7.9	Emotional Control	5.8	7.5	Sense of Timing
8.2	7.3	Sense of Self	5.7	7.1	Role Confidence
8.1	7.1	Personal Drive			
8.1	7.8	Persuading Others			
8.1	7.2	Persistence			
8.0	8.0	Attention to Detail			
8.0	8.1	Understanding Motivational Needs			
7.9	7.7	Realistic Expectations			
7.9	7.0	Handling Stress			
7.8	7.4	Project And Goal Focus			
7.8	7.7	Evaluating Others			
7.8	7.9	Proactive Thinking			
7.8	8.0	Material Possessions			
7.7	8.3	Theoretical Problem Solving			
7.7	7.3	Conceptual Thinking			
7.7	7.2	Personal Accountability			
7.7	6.9	Meeting Standards			
7.7	7.2	Taking Responsibility			
7.6	7.0	Intuitive Decision Making			
7.6	7.6	Realistic Personal Goal Setting			
7.6	6.9	Self Direction			
7.5	7.6	Integrative Ability			
7.4	7.6	Concrete Organization			
7.4	6.7	Self Assessment			
7.3	7.3	Results Orientation			
7.3	7.0	Balanced Decision Making			
7.3	8.2	Respect for Property			

CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
7.1	7.5	Accountability for Others	7.3	8.2	Respect for Property
8.0	8.0	Attention to Detail	7.3	7.3	Results Orientation
8.6	7.9	Attitude Toward Others	6.6	7.1	Role Awareness
7.3	7.0	Balanced Decision Making	5.7	7.1	Role Confidence
7.7	7.3	Conceptual Thinking	7.4	6.7	Self Assessment
7.4	7.6	Concrete Organization	7.0	7.4	Self Confidence
6.6	7.3	Consistency and Reliability	7.6	6.9	Self Direction
6.9	7.9	Conveying Role Value	9.2	8.1	Self Improvement
9.7	7.9	Correcting Others	7.1	7.4	Self Management
8.3	7.4	Developing Others	6.3	7.7	Sense of Belonging
8.2	7.9	Emotional Control	6.8	7.3	Sense of Mission
8.6	8.1	Empathetic Outlook	8.2	7.3	Sense of Self
6.1	7.4	Enjoyment of the Job	5.8	7.5	Sense of Timing
7.8	7.7	Evaluating Others	8.6	7.9	Sensitivity to Others
8.7	7.7	Evaluating What is Said	6.8	7.6	Status and Recognition
8.8	8.0	Following Directions	8.2	7.3	Surrendering Control
8.6	7.8	Freedom from Prejudices	8.8	7.8	Systems Judgment
7.1	7.1	Gaining Commitment	7.7	7.2	Taking Responsibility
8.4	7.4	Handling Rejection	7.7	8.3	Theoretical Problem Solving
7.9	7.0	Handling Stress	8.0	8.1	Understanding Motivational Needs
6.6	6.9	Initiative	6.4	7.6	Using Common Sense
7.5	7.6	Integrative Ability			
7.2	7.1	Internal Self Control			
7.6	7.0	Intuitive Decision Making			
6.6	7.3	Job Ethic			
8.5	7.9	Leading Others			
8.3	7.6	Long Range Planning			
7.8	8.0	Material Possessions			
7.7	6.9	Meeting Standards			
7.3	7.8	Monitoring Others			
8.1	7.2	Persistence			
7.7	7.2	Personal Accountability			
8.1	7.1	Personal Drive			
9.1	8.1	Personal Relationships			
8.1	7.8	Persuading Others			
7.0	8.0	Practical Thinking			
7.8	7.9	Proactive Thinking			
8.3	7.5	Problem Solving			
7.8	7.4	Project And Goal Focus			
6.5	7.3	Project Scheduling			
6.5	7.5	Quality Orientation			
7.9	7.7	Realistic Expectations			
8.6	8.2	Realistic Goal Setting for Others			
7.6	7.6	Realistic Personal Goal Setting			
8.4	7.8	Relating to Others			
8.8	8.0	Respect for Policies			