



TriMetrix™ System 3.0

Coaching Report - Sales Version

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

Jane Doe
Sales Manager
TTI Performance Systems, Ltd.
2-2-2006

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*

SALES CHARACTERISTICS

Based on Jane's responses, the report has selected general statements to provide a broad understanding of her sales style. This section highlights how she deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style she brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Jane sets high sales goals for herself and others. Being optimistic, she may set them too high. However, if she develops a plan and follows that plan, she usually will deliver the results. Inclined to talk smoothly, readily and at length, she loves the opportunity to verbalize. Sales presents an opportunity for her to use this great attribute. She is optimistic about her great ability to influence people to buy her products or services. Detail work is not Jane's forte. She enjoys "people over things" and may procrastinate when faced with time-consuming, detail work. She prefers to be evaluated on her results, not the paper work. Jane becomes highly excited about what influences her. She usually displays this emotion when she is attempting to influence people. She prefers to sell new, innovative products or services. In fact, she often uses creative ways to sell her products or services. She likes cold calls because they present a challenge. She feels her verbal skills will help her win. Every cold call provides an opportunity to win friends and influence people.

Jane succeeds in projecting self-confidence in her sales presentations. This self-confidence evolves from her belief in herself and her products or services. This may cause her to become frustrated if a prospect attacks either her or her product. She experiences difficulty in telling a prospect that she doesn't have the answer to the prospect's objections. Her natural sales style attempts to answer the objections even if

SALES CHARACTERISTICS

she lacks the proper data to do so. She would rather take the risk than admit failure. She has probably been known to answer objections even if she has never heard the objection before. She will rely on her quick thinking and verbal skills to meet the challenge. She welcomes the objections that prospects raise. This provides an opportunity to meet a challenge and share more of her knowledge. Jane may proceed too fast with her presentation for some buyers. She gets carried away with her emotions and tends to let the emotion control the pace of the presentation. She may be rather careless in her sales preparation. She truly believes she can walk and talk her way through any presentation at anytime, anyplace.

Jane may be positive and direct with her closes. She will be friendly and persistent as she attempts to close the sale. She has a good sense of urgency to get things done quickly. Sometimes this will not allow her the patience needed to service some of her accounts. Jane's listening skills may cause her to miss some closing opportunities. She may be thinking about what she is going to say next and miss the buying signal. She may promise more than she can deliver to close a sale. She does intend to deliver what she says, but she has difficulty finding the time to provide what she promises. Her optimism makes her believe she can deliver. If given the choice, she would prefer to sell a new account instead of servicing an old account. This is especially true if the old account has little potential or requires sufficient facts and data to support their purchase decisions. She would rather make a social visit instead of a service visit. The social visit meets her need

SALES CHARACTERISTICS

to be friendly and outgoing, while the service visit requires special effort if customers don't buy more products or services.

VALUE TO THE ORGANIZATION

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

- Optimistic and enthusiastic.
- Self-reliant.
- Positive sense of humor.
- Motivates others towards goals.
- Pioneering.
- Can support or oppose strongly.
- Bottom line-oriented.
- Accomplishes goals through people.
- Dedicated to her own ideas.

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 Jane. 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 Jane most frequently.

Do:

- Use the carrot approach when appropriate.
- Talk about her, her goals and opinions she finds stimulating.
- Not deal with details, put them in writing, pin her to modes of action.
- Ask for her opinions/ideas regarding people.
- Understand her defiant nature.
- Speak at a rapid pace.
- Leave time for relating, socializing.
- Offer special, immediate and extra incentives for her willingness to take risks.
- Use a balanced, objective and emotional approach.
- Clarify any parameters in writing.
- Plan interaction that supports her dreams and intentions.

DON'TS ON COMMUNICATING

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

- Let her overpower you with verbiage.
- Ramble.
- Leave decisions hanging in the air.
- Legislate or muffle--don't overcontrol the conversation.
- "Dream" with her or you'll lose time.
- Talk down to her.
- Give her your opinion unless asked.
- Be dogmatic.
- Be curt, cold or tight-lipped.
- Hesitate when confronted.
- Drive on to facts, figures, alternatives or abstractions.
- Be paternalistic.

SELLING TIPS

This section provides suggestions on methods which will improve Jane's communications when selling to different styles. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Jane 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 salesperson.

<p>When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ■ Prepare your "presentation" in advance. ■ Stick to business--provide fact to support your presentation. ■ Be accurate and realistic--don't exaggerate. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ■ Being giddy, casual, informal, loud. ■ Wasting time with small talk. ■ Being disorganized or messy. 	<p>When selling to 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. Give an effective presentation. ■ Come prepared with support material in a well-organized "package." <p>Factors that will create tension:</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 selling to 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 yourself softly, nonthreateningly and logically. ■ Earn their trust--provide proven products. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ■ Rushing headlong into the interview. ■ Being domineering or demanding. ■ Forcing them to respond quickly to your questions. 	<p>When selling to 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, unless they want them. ■ Provide testimonials from people they see as important. <p>Factors that will create tension:</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 Jane'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 Jane enjoys and also those that create frustration.

- Freedom from control and detail.
- Needs difficult assignments.
- Work with a results-oriented team.
- Freedom of movement.
- Assignments with a high degree of people contacts.
- Work tasks that change from time to time.
- Forum for her ideas to be heard.
- Democratic supervisor with whom she can associate.
- Freedom to try new approaches.

PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Jane usually sees herself as being:

Enthusiastic	Outgoing
Charming	Inspiring
Persuasive	Optimistic

OTHERS' PERCEPTION

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

Self-Promoting	Glib
Overly Optimistic	Unrealistic

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

Overly Confident	Talkative
Poor Listener	Self-Promoter

DESCRIPTORS

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

NATURAL AND ADAPTED SELLING STYLE

Jane's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.

Natural	PROBLEMS - CHALLENGES	Adapted
<p>Jane is ambitious in her approach to selling, displaying a strong will and has a need to win against all obstacles. She has a tendency to confront prospects and desire to control the sales situation. She needs a territory and products that will constantly challenge her.</p>	<p>Jane sees the need to be competitive, results-oriented and a little innovative in her response to the sales environment. She has a tendency to evaluate the risk and may not push a potential buyer hard if they demonstrate some resistance.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>Jane's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtue of her oral skills. She will try to convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost everything with every prospect.</p>	<p>Jane sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.</p>	

NATURAL AND ADAPTED SELLING STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Jane is comfortable in a sales environment that allows her mobility and movement. She feels comfortable with several proposals in the mill at the same time. She can move from one prospect to another with ease.</p>	<p>Jane sees the need to be involved in as many activities as her schedule will allow. She has a tendency to make everything a number one priority and wishes that everyone had her sense of urgency.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Jane wants to be seen as her own person who is willing and capable of interpreting the company policies to ensure the best results and allow her creative and innovative methods of selling. She wants to be measured on her sales results, not how she achieved the results.</p>	<p>Jane sees the environment as requiring her to project an independent approach to the sales process. She will test new ideas to achieve sales results. She uses adaptability and flexibility in her attempt to satisfy customer needs.</p>	

ADAPTED STYLE

Jane 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.

- Reacting quickly to changes in the sales process or product line.
- Meeting customers either formally or informally.
- Handling a variety of products or services.
- Using sales aids in presentation, when she remembers to take them with her.
- Alert, active attention to customers or clients.
- Coping easily with many concurrent sales activities.
- Using persuasive skills.
- Skillfully using humor to persuade her clients or customers.
- Impatient to overcome competition.
- Verbally stressing the benefits of her product or service.
- Adaptable in meeting the needs of clients or customers.
- Using great social strengths in approaching new prospects.
- Exhibiting excitement about her service or product.

KEYS TO MOTIVATING

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

Jane wants:

- Changing environments in which to work/play.
- Participation in meetings on future planning.
- More time in the day.
- A variety of products to sell.
- A friendly work environment.
- Group activities outside the job.
- A support system to do the detail work.
- Freedom from routine work.
- Support troops to follow through with her part or detail work.
- Work assignments that provide opportunity for recognition.
- To be trusted.
- Rewards to support her dreams.
- Freedom from control and detail.

KEYS TO MANAGING

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

Jane needs:

- People to work and associate with.
- Recognition that limits and rules do exist (and why).
- Support in doing excessive detail work.
- Authority equal to responsibility.
- A health fitness program.
- Bottom-line measurement.
- More logical presentations--less emotional.
- Participatory management.
- A tolerant sales manager.
- Objectivity in managing a sales territory.
- Better organization of record keeping.

AREAS FOR IMPROVEMENT

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

Jane has a tendency to:

- Tell the complete story and miss closing opportunities.
- Be more concerned with popularity than tangible results, if popularity is rewarded.
- Be a situational listener.
- Be careless and ramble in the sales presentation.
- Not answer objections completely, or tap dances around the objections.
- Be more concerned with popularity than sales results.
- Not have all the necessary brochures and sales aids.
- Sell new accounts rather than service present ones.

ACTION PLAN

The following are examples of areas in which Jane 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.

- Customer Service
- Prospecting
- Preparation
- Presentation
- Handling Objections
- Closing
- Product Knowledge
- Personal Goals
- Other

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

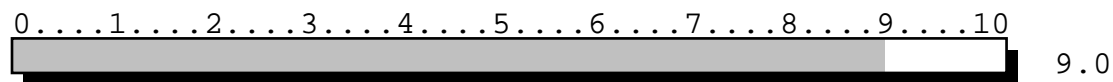
- 1.
- 2.
- 3.

Date to Begin: _____ Date to Review: _____

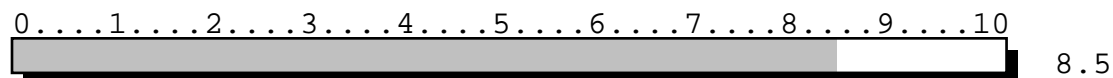
BEHAVIORAL HIERARCHY

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.

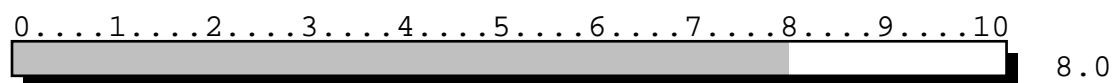
1. FREQUENT INTERACTION WITH OTHERS



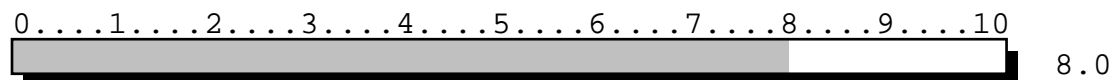
2. FREQUENT CHANGE



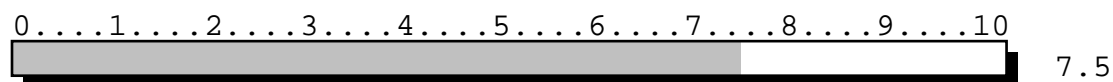
3. COMPETITIVENESS



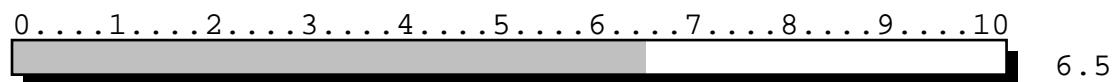
4. CUSTOMER ORIENTED



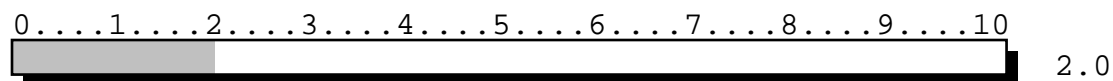
5. VERSATILITY



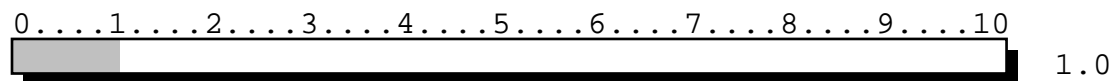
6. URGENCY



7. ANALYSIS OF DATA



8. ORGANIZED WORKPLACE



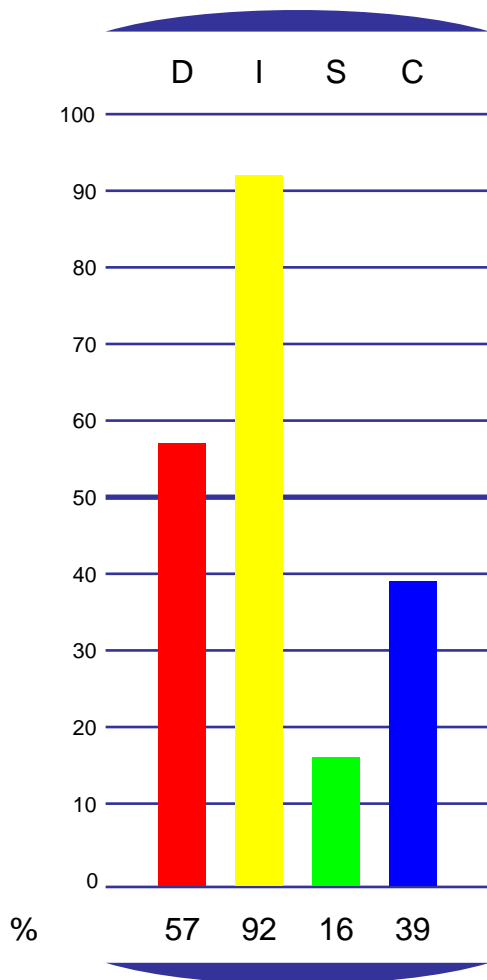
STYLE INSIGHTS™ GRAPHS

Jane Doe

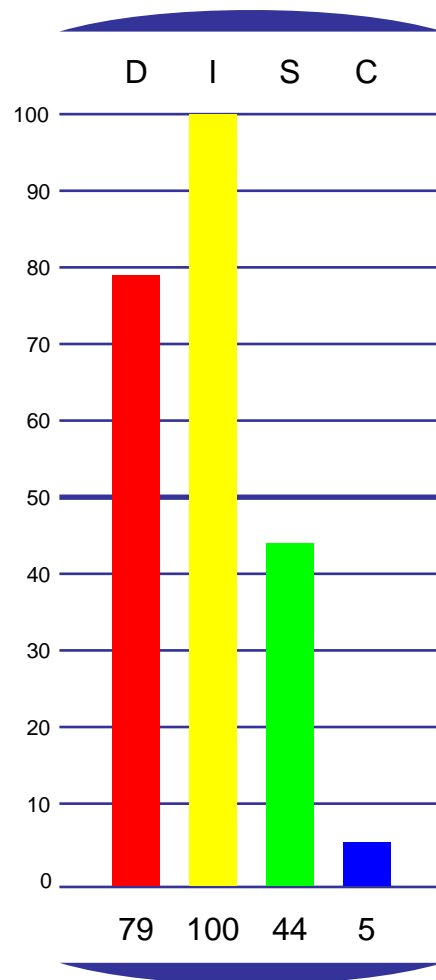
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MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



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.

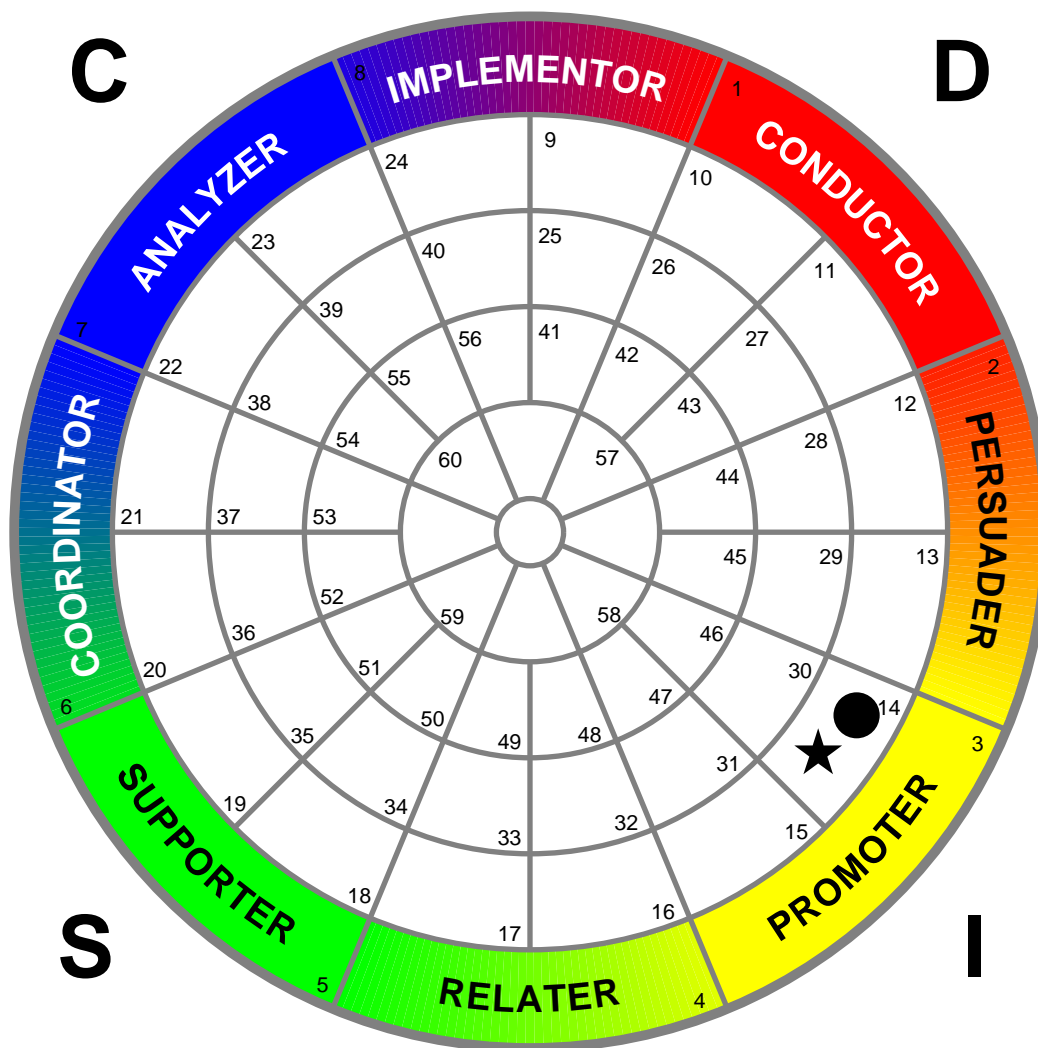
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

Jane Doe

TTI Performance Systems, Ltd.
2-2-2006



Adapted: ★ (14) PERSUADING PROMOTER
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.

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

- Enjoys working in her own way, using her own methods.
- Enjoys work and assignments which give her stature in the eyes of others and evoke respect.
- Prefers to make her own decisions about how an assignment or project is to be accomplished.
- Independent.
- Likes to have her own niche; the place where she can excel.
- Pushes the envelope to the maximum in situations where winning is desired.
- Comfortable being in the limelight and enjoys demonstrating her uniqueness or creativity.
- Controlling the situation is important to her, but she also wants to have the financial wherewithal to sustain that control.
- May have strong feelings about the legacy she leaves behind and will have both permanency and beauty.

Value to the Organization

- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and to celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by her audience.

Keys to Managing and Motivating

- Remember that she likes to work apart from the team and independently.
- Let her work with an idea, develop it, and run with it for awhile before making a judgment.
- Create an environment that provides security while it encourages taking appropriate risks.
- Provide an environment where she has space to demonstrate her unique contributions to the team.
- Jane brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.

INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

- Attempt to provide enough creative space for her to express her uniqueness.
- Allow for some experimental or non-routine types of options.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Needs to remember that her good ideas aren't the only good ideas.
- Needs to listen more to others and speak less.

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).
- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Jane likes rewards based on the results she achieves rather than on the method used to obtain the results.
- Jane is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.

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.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Keeps an ear to the revenue-clock, her own and the organization's.

UTILITARIAN/ECONOMIC

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.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.
- Remember that Jane has an ear to the revenue-clock. This may give her a keen economic awareness in projects and decision-making with the team.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Provide coaching to help Jane appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.

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.
- May judge the efforts of others on the team by an economic scale only.

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

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

Value to the Organization

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

Keys to Managing and Motivating

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

Training, Professional Development & Learning Insights

- Is rather flexible and accepting of most training programs offered in the organization.
- Is able to see the need for training, and also realizes the importance of practical information.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.

THEORETICAL

Continuous Quality Improvements

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

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 her.
- 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 her own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Jane demonstrates an awareness of form and harmony and responds as needed on the job.

Keys to Managing and Motivating

- Remember that she 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 she brings between various positions on team issues.

AESTHETIC

Training, Professional Development and Learning Insights

- She is a flexible participant in training and development programs.
- Can become engaged in training activities because she sees it as a part of necessary growth and professional improvement.
- Jane 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

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- She 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 her creativity may be used.

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

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- Places a business "guard" on her trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either her own or the organization's).
- Tends to be more "self-concerned" than "other-concerned" in terms of meeting needs and sharing time, talent and energy.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- Motivated and driven in Values areas other than the Social/Altruistic.

Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivor in the business arena, even in the midst of heavy competition.
- Not easily swayed in terms of emotional issues.
- Good business sense.

Keys to Managing and Motivating

- Be careful not to overload assignments with too many coaching or counseling activities since she may not perceive an immediate business gain from those activities.
- Appeal to the practical side that Jane shows.
- Jane scores like those who set their own goals. Use those goals as primary motivators.
- Don't get lofty and theoretical with lots of rhetoric.
- Have your idea or approach make "business sense."

SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

- Link learning and professional development to other items of greater self-interest.
- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.

Continuous Quality Improvements

- Seen as overly "guarded" by some, especially those who tend to be more open and sharing in a business sense.
- Needs to be more sensitive to the needs of others.
- Needs to be more open and receptive to others.

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.
- Has the desire for quick results. This may include expediting certain procedures.
- Is perceived by some as a rule-bender.
- May believe in supremacy of the individual over the group.
- Adjusts quickly to change and is flexible.
- Shows good judgment in her ability to self-manage on tasks and projects.
- May occasionally break the rules with the rationale: the end justifies the means.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Is always looking for efficient and logical solutions.
- Is a creative problem-solver.
- Tends to be a quick-study on new projects and procedures.
- Looks for creative solutions to problems.

Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- Requires specific instructions so that she can do the routine aspects of job correctly the first time.
- Enjoys variety in the job culture.
- Prefers being allowed to make her own decisions about how the work will be done within her own authority or empowerment boundaries.
- Maximize use of her adaptability to new projects and ideas.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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

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		
Jane Doe		
THEORETICAL		Mainstream
UTILITARIAN		Mainstream
AESTHETIC		Mainstream
SOCIAL		Indifferent
INDIVIDUALISTIC		Extreme
TRADITIONAL		Indifferent

- 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 a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

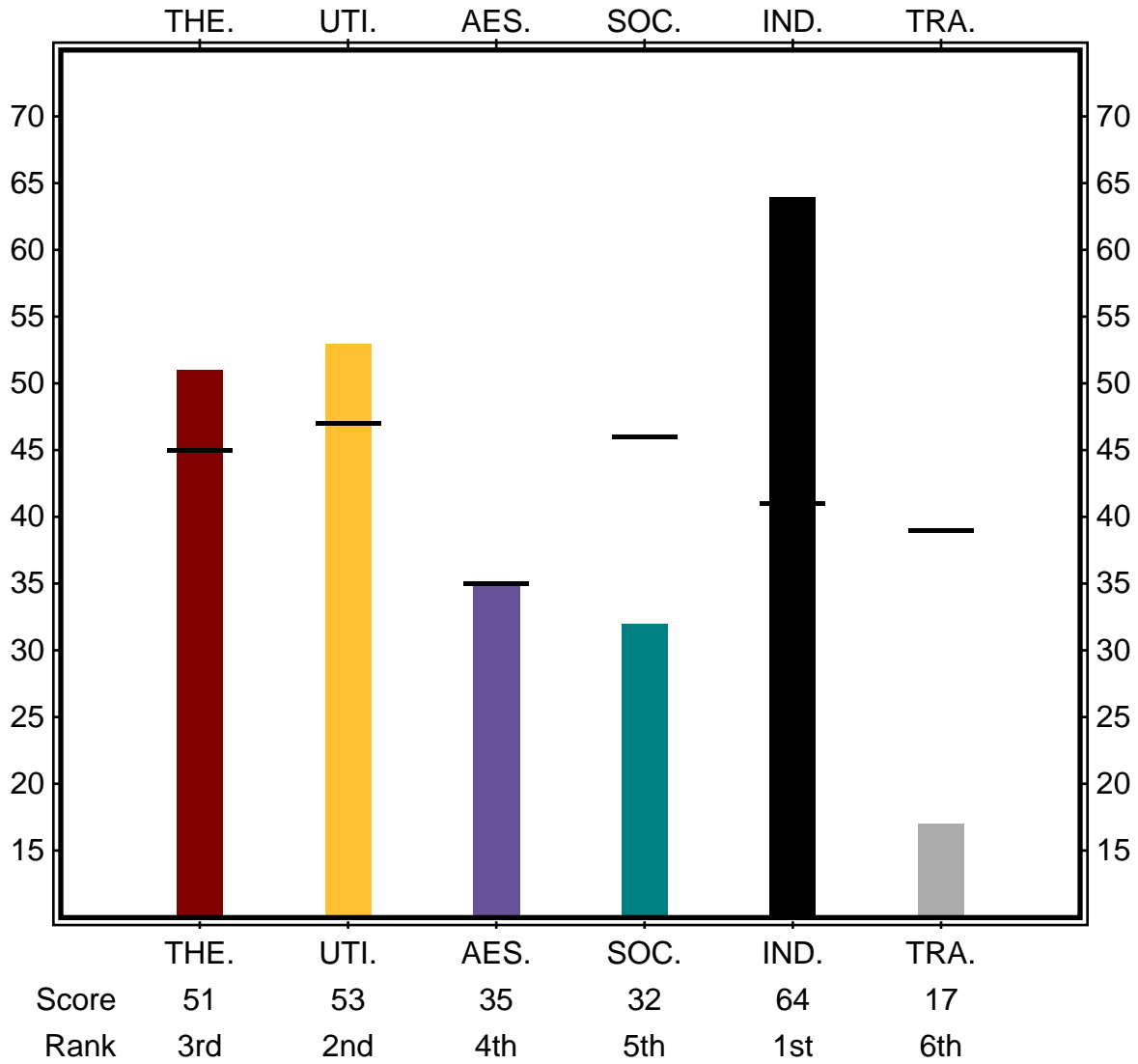
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

ATTITUDES GRAPH

Jane Doe

TTI Performance Systems, Ltd.
2-2-2006



— national mean

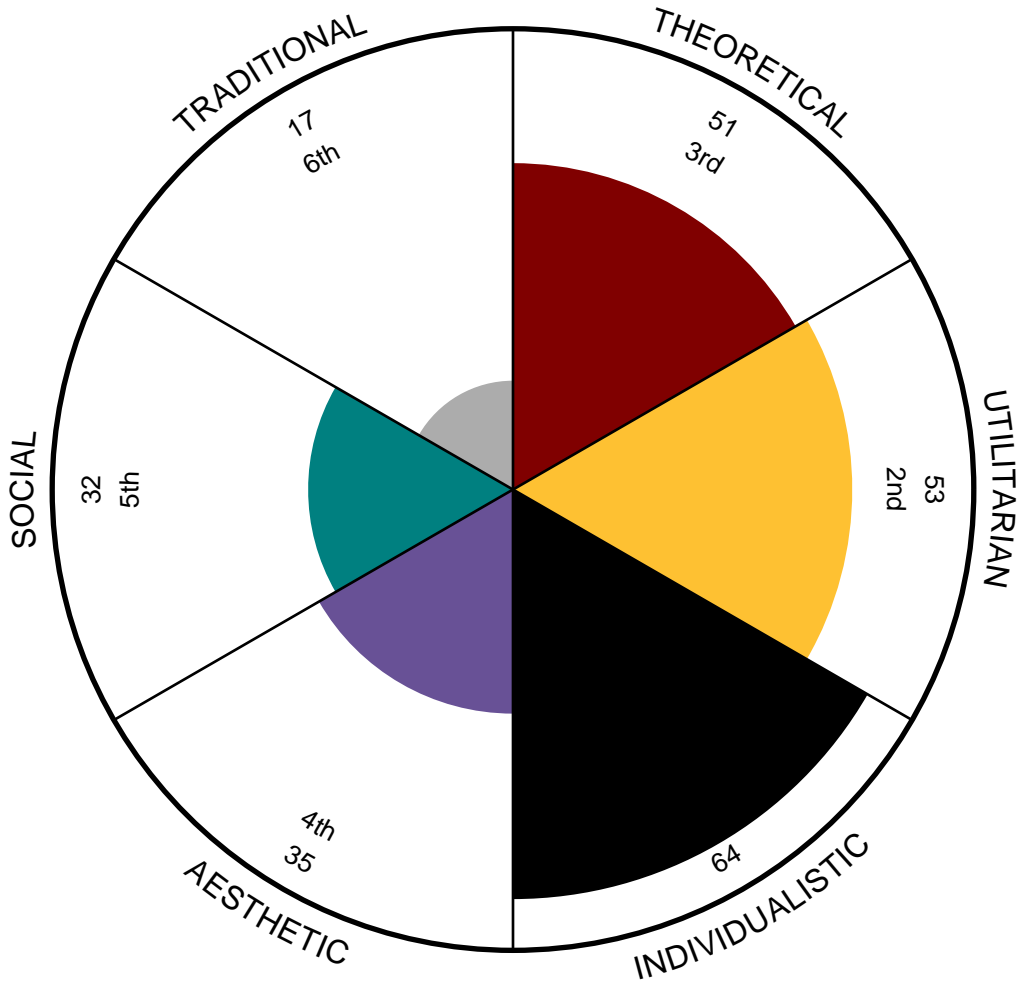
Norm 2003

ATTITUDES WHEEL™

Jane Doe

TTI Performance Systems, Ltd.

2-2-2006



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

- Theoretical Problem Solving
- Conceptual Thinking
- Results Orientation
- Evaluating Others
- Using Common Sense

Weaknesses

- Self Esteem
- Surrendering Control
- Quality Orientation
- Role Confidence
- Personal Commitment

Theoretical Problem Solving

Theoretical Problem Solving is an abstract version of Problem Solving Ability. This capacity involves an individual's ability to apply problem solving in a mental scenario. This ability involves creating, operating and identifying problems in a hypothetical situation and then to manufacture the appropriate response to resolve the problem. The difference is that this takes place strictly in one's mind and requires very little quantifiable data.

Possible Strengths:

- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- Develops and tests new theories to explain or resolve complex issues.
- Imagines new or revolutionary concepts or methods of managing things.

Continuous Development:

- Combine people of different backgrounds and disciplines to work on solving a problem.
- Challenge self and others to be creative. Don't just accept the traditional way of doing something.
- Try diagramming or drawing problem situations on paper or a whiteboard.

Conceptual Thinking

Conceptual Thinking skills allows a person to see the "big picture," helping to determine what direction to take and what resources to use to attain the outcome that is desired. Imagining and/or predicting changes in current reality seem to come naturally to some people.

This is an individual's ability to identify and evaluate resources and plan for their utilization throughout the execution of comprehensive, long-range plans. Schematic thinking is much more abstract than concrete organization and deals with an individual's ability to allocate resources in a mental scenario and accurately visualize outcomes.

Possible Strengths:

- Mentally role-plays the execution of a long-range projection.
- Makes accurate predictions concerning possible outcomes.
- Can see the "big picture".

Continuous Development:

- Focus majority of efforts on the most important 20% off all initiatives.
- Establish desired outcome and gain support from critical resources.

Results Orientation

Results Orientation is an individual's ability to identify actions necessary to achieve task completion and to obtain results. This ability will be manifested in a person's ability to meet schedules, deadlines, quotas and performance goals.

Possible Strengths:

- Able to stay focused on key issues without excessive distractions.
- Follows through on commitments and actions.
- Delivers crisp, clear and definable results.

Continuous Development:

- Convey a sense of urgency on projects that need it.
- Don't let small problems turn into big ones.
- Establish targeted completion dates for projects and phases of projects.

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.

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 Strengths:

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

Continuous Development:

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

Self Esteem

Self Esteem is the ability to realize and appreciate one's unique self-worth. An individual bases these feelings on internal factors, as opposed to external ones. This internal feeling of value allows a person to appreciate oneself based not only on what he or she does, what role he or she occupies or what success is attained, but also on how an individual judges him/herself based on who that individual knows him/herself to be inside. This could also be considered the level of "self acceptance". It is the difference between loving oneself for who he or she is, or basing that self love on what others think of the individual or external achievements or successes.

Possible Limitations:

- Bases self-worth on culturally programmed factors such as professional success, physical appearance and financial success.
- May not be able to manage and subdue feelings of insecurity or envy.

Developmental Suggestions:

- Choose and live by individual values.
- Don't get caught up in "group think".
- Separate actions from being.

Surrendering Control

This is a person's ability to Surrender Control of a given situation, or outcome, over to another person or group of people. This is the ability to be comfortable in a situation where a significant portion of the responsibility for achieving a goal lies in the hands of others rather than in own hands.

Possible Limitations:

- May have trouble prioritizing involvement in projects.
- May over-supervise others on a project.
- May have difficulty recognizing different working styles.

Developmental Suggestions:

- Recognize that other people's skills are different.
- Develop team-building activities to get to know the team better.
- Trust other people to make their own decisions.

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.

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.

Personal Commitment

Personal Commitment is the capacity to focus and stay committed to a task. It is the measure of an individual's internal personal commitment, without any external influences or pressures. This commitment can also be directed at goals and ambitions and will be reflected in an individual's focus toward a goal or task.

Possible Limitations:

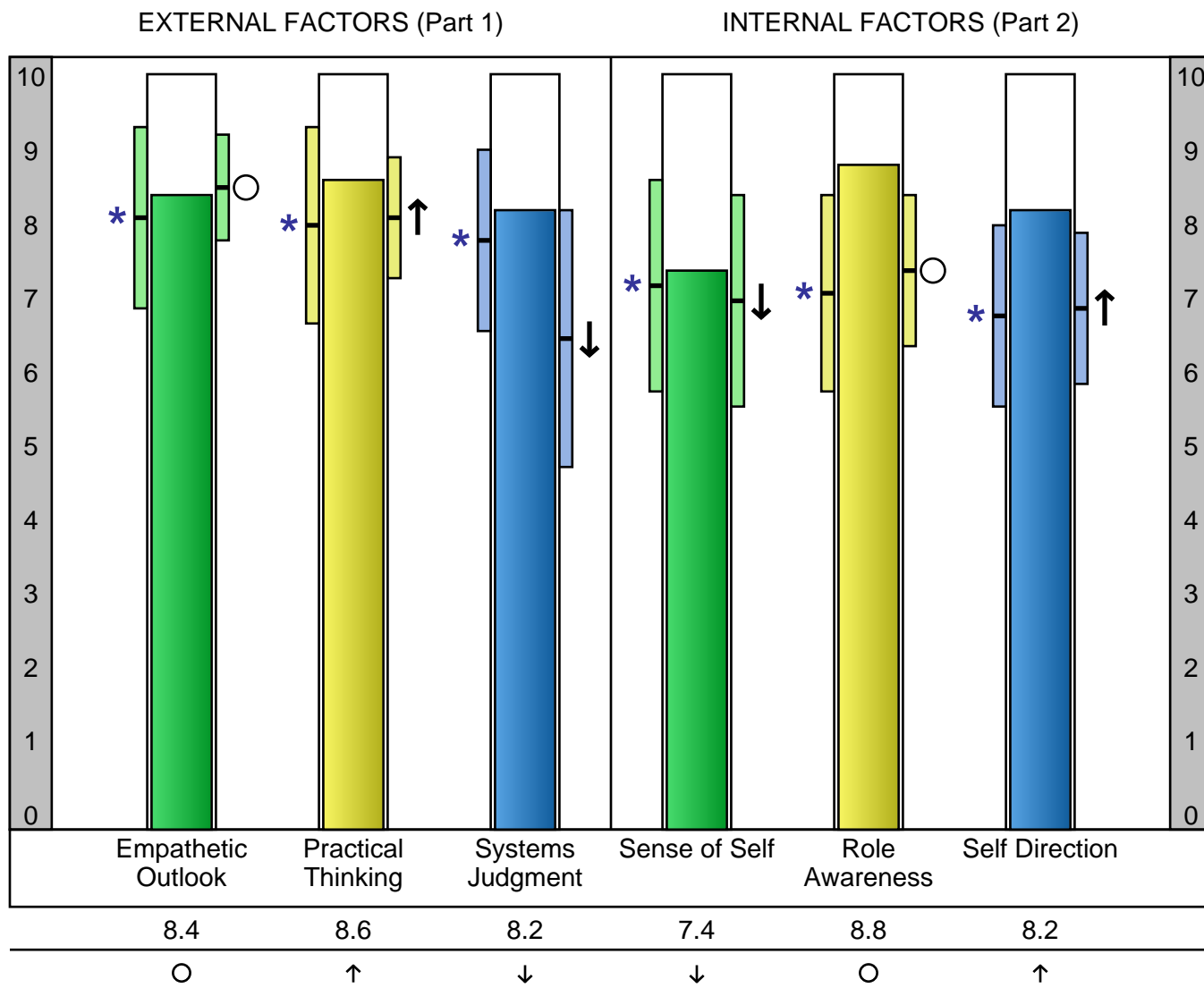
- May be easily distracted from the task at hand.
- May have difficulty maintaining a sense of focus or direction.
- May not move ahead without direction.

Developmental Suggestions:

- Focus energies on accomplishing goals that are important to the organization.
- Define priorities and compare to the alignment of time allocation.
- If dramatic change is necessary, create a specific action plan.

TriMetrix™-DIMENSIONAL BALANCE

For consulting and coaching



- * Population
- ↑ Overvaluation
- Balanced
- ↓ Undervaluation

CORE SKILLS LIST

For consulting and coaching

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

CORE SKILLS LIST

For consulting and coaching

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