



TriMetrix™ System 3.0

Coaching Report - General Version

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

John Doe
Customer Service
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*

GENERAL CHARACTERISTICS

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

John tends to build a close relationship with a relatively small group of associates. He wants to be seen as a responsible person, and will avoid behavior that could be seen by others as irresponsible. He doesn't resist change as much as he resists being changed. He needs to be an active participant in situations that will impact his work. He likes to set his own pace. When others try to rush him, he feels threatened and may balk. When challenged, he becomes more objective. He likes harmony and cooperation. Most of the time he appears as cool, calm and controlled. Outwardly, he may appear to be totally accepting of others. He may, however, have deep convictions that are not apparent to others. He likes to start and finish activities. Others who work with him know they can depend on him. John likes to win through persistence. He uses his strong, steady tendencies to accomplish his goals. He dislikes volunteering his opinion until he has collected sufficient information to warrant an opinion.

John can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. Once he has arrived at a decision, he can be tough-minded and unbending. He has made his decision after gathering much data, and he probably won't want to repeat the process. Making plans and following those plans is important to him. Once he makes a decision, he can be organized in carrying it out. John finds making decisions easier when he knows that others he respects are doing the same

GENERAL CHARACTERISTICS

thing; he then has a feeling of stability and "family." Logic is important when trying to influence him. He pays more attention to logic than emotional "hype." When challenged he can become objective, searching hard for facts and figures. This may be his way of defending his decisions. When faced with a tough decision, he will seek information and analyze it thoroughly.

John may guard some information unless he is asked specific questions. He will not willingly share unless he is comfortable with the knowledge he possesses about the topic. He tends to be possessive of information; that is, he doesn't voluntarily share information with others outside of his team. This may be a blessing, or a curse, to his superiors. He is not easily triggered or explosive, but he may conceal some grievances because he doesn't always state his feelings. He likes having others initiate the conversation. He can then assess the situation and respond accordingly. John is somewhat reserved with those he doesn't trust or know. After trust has been established, he may be open and candid. Most people see him as being a considerate and modest person. He probably won't try to steal the spotlight from others. He remains aloof from active participation in unfamiliar groups. He will talk more, however, in a group of people he trusts and has known for a long time. He usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when his ideals and beliefs are confronted.

VALUE TO THE ORGANIZATION

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

- Accurate and intuitive.
- Objective--"The anchor of reality."
- Good listener.
- Dependable team player.
- Patient and empathetic.
- Always looking for the logical solutions.
- Works for a leader and a cause.

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

Do:

- Look for hurt feelings or personal reasons if you disagree.
- Give him time to be thorough, when appropriate.
- Support his principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Show sincere interest in him as a person. Find areas of common involvement and be candid and open.
- Follow through, if you agree.
- Make an organized presentation of your position, if you disagree.
- Provide guarantees that his decision will minimize risks; give assurance that provides him with benefits.
- Patiently draw out personal goals and work with him to help him achieve those goals; listen and be responsive.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Make an organized contribution to his efforts, present specifics and do what you say you can do.
- Define clearly (preferably in writing) individual contributions.

DON'TS ON COMMUNICATING

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

- Manipulate or push him into agreeing because he probably won't fight back.
- Be domineering or demanding; don't threaten with position power.
- Rush headlong into business or the agenda.
- Patronize or demean him by using subtlety or incentive.
- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.
- Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.
- Use testimonies of unreliable sources; don't be haphazard.
- Force him to respond quickly to your objectives. Don't say "Here's how I see it."
- Make conflicting statements.
- Rush the decision-making process.
- Say "trust me"--you must prove it.
- Offer assurance and guarantees you can't fulfill.

COMMUNICATION TIPS

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

<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 John'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 John enjoys and also those that create frustration.

- Needs an opportunity to deal with people with whom a long-standing relationship has been established.
- Little conflict between people.
- Close relationship with a small group of associates.
- Assignments that can be followed through to completion.
- An environment that allows time to change.
- Prefers technical work, specializing in one area.
- Familiar work environment with a predictable pattern.
- An environment dictated by logic rather than emotion.

PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

John usually sees himself as being:

Considerate
Good-Natured
Team player

Thoughtful
Dependable
Good listener

OTHERS' PERCEPTION

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

Nondemonstrative
Unconcerned

Hesitant
Inflexible

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

Possessive
Detached

Stubborn
Insensitive

DESCRIPTORS

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

Dominance	Influencing	Steadiness	Compliance
Demanding 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 STYLE

John'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>John uses a laid-back and peaceful approach to problem solving. He tends to solve problems in a reactive and team-oriented manner. John tends to be unobtrusive and avoids confrontation so he can be seen as a true team player.</p>	<p>John seeks a cautious approach to solving problems. He wants to solve problems within the framework of a team environment. Seldom will he force his opinion as he prefers a compromise as opposed to a win-lose situation.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>John is undemonstrative in his approach to influencing others and likes to let facts and figures stand for themselves. He feels persuasion needs to be objective and straightforward. His trust level is based on each interaction--the past is the past. He presents facts without embellishments.</p>	<p>John sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.</p>	

NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>John is comfortable in an environment in which there are few projects going on concurrently. He is appreciative of the team concept and feels quite secure in an environment where the need to move from one activity to another quite quickly is held to a minimum.</p>	<p>John sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>John is concerned with doing things right. He can be quite worrisome and possibly fearful that mistakes will crop into the procedure. He will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.</p>	<p>John is striving to be independent and somewhat self-willed. He is most comfortable when the constraints can be "loosened" for certain situations.</p>	

ADAPTED STYLE

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

- Using a proven, procedure-oriented method when implementing change.
- Consistency of task performance.
- Freedom from confrontation.
- Adherence to established guidelines and procedures.
- Diplomatic cooperation in team interaction.
- Task focus over people focus.
- Limited or prepared changes in routine.
- Projecting a limited display of emotion.
- Exhibiting patience and good listening skills.
- Being precise in the collection of data.
- Logical solutions.

KEYS TO MOTIVATING

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

John wants:

- Objectivity.
- A predictable work environment.
- Traditional products and procedures.
- Identification with fellow workers.
- Proof that the idea has been tested and has worked for others.
- Activities he can start and finish.
- Recognition for loyalty and long service.
- To be a member of a small team.
- Straight talk supported with facts.
- Activities that don't infringe on family life.
- Limited socializing.
- Respect for his quiet manner.
- Safety and security of the situation.

KEYS TO MANAGING

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

John needs:

- Rewards in terms of tangible things, not just flattery and praise.
- An exact job description and expectations in writing.
- The facts in a logical sequence.
- Tangible work.
- Complete instructions on his assignments.
- To be encouraged to be more independent.
- A warm and friendly work environment.
- A work environment without much conflict.
- To set professional and family goals.
- Reassurances that he is doing the job right.
- A manager who prefers quality over quantity.
- Recognition for what he accomplished.

AREAS FOR IMPROVEMENT

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

John has a tendency to:

- Not take action against those who challenge or break the rules or guidelines.
- Need help in prioritizing new assignments.
- Be dependent on others for decisions, even if he knows he is right.
- Hold a grudge if his personal beliefs are attacked.
- Avoid accountability by overstating the complexity of the situation.
- Not project a sense of urgency--others may not feel the pressure to help immediately.
- Not let others know where he stands on an issue.
- Become resistive and indecisive when forced to act quickly. Without proper information he will resist in a passive-aggressive manner.

ACTION PLAN

The following are examples of areas in which John 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.

- | | |
|--|--|
| <input type="checkbox"/> Communicating (Listening) | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Delegating | <input type="checkbox"/> Career Goals |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Personal Goals |
| <input type="checkbox"/> Disciplining | <input type="checkbox"/> Motivating Others |
| <input type="checkbox"/> Evaluating Performance | <input type="checkbox"/> Developing People |
| <input type="checkbox"/> Education | <input type="checkbox"/> Family |

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

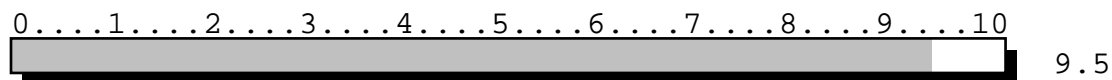
- 1.
- 2.
- 3.

Date to Begin: _____ Date to Review: _____

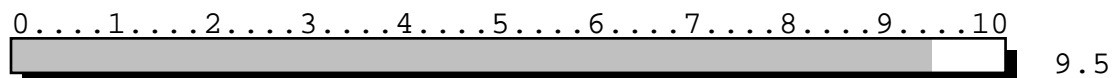
BEHAVIORAL HIERARCHY

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.

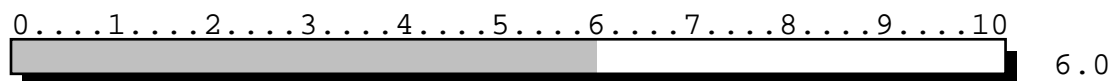
1. ORGANIZED WORKPLACE



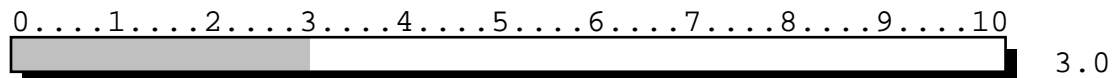
2. ANALYSIS OF DATA



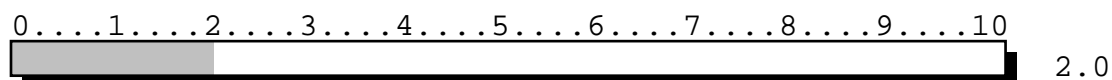
3. CUSTOMER ORIENTED



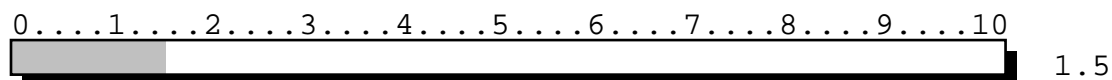
4. FREQUENT INTERACTION WITH OTHERS



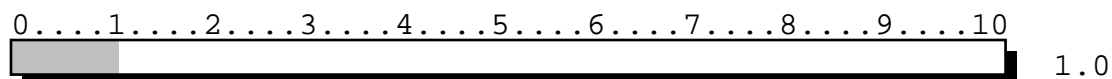
5. VERSATILITY



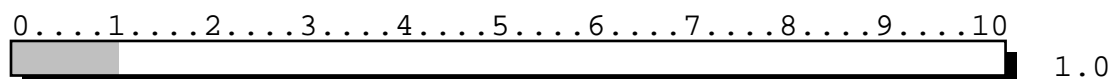
6. FREQUENT CHANGE



7. URGENCY



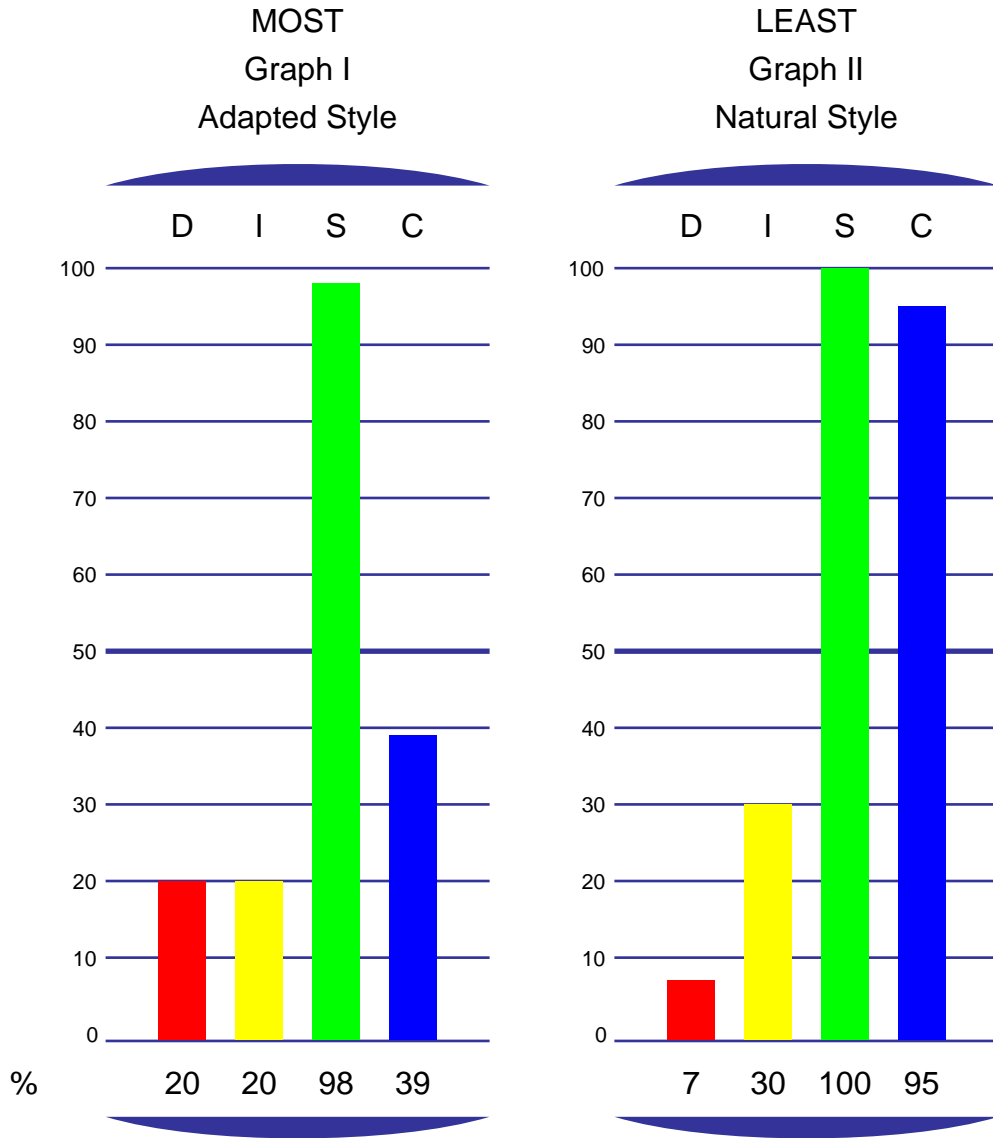
8. COMPETITIVENESS



STYLE INSIGHTS™ GRAPHS

John Doe

2-2-2006



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:

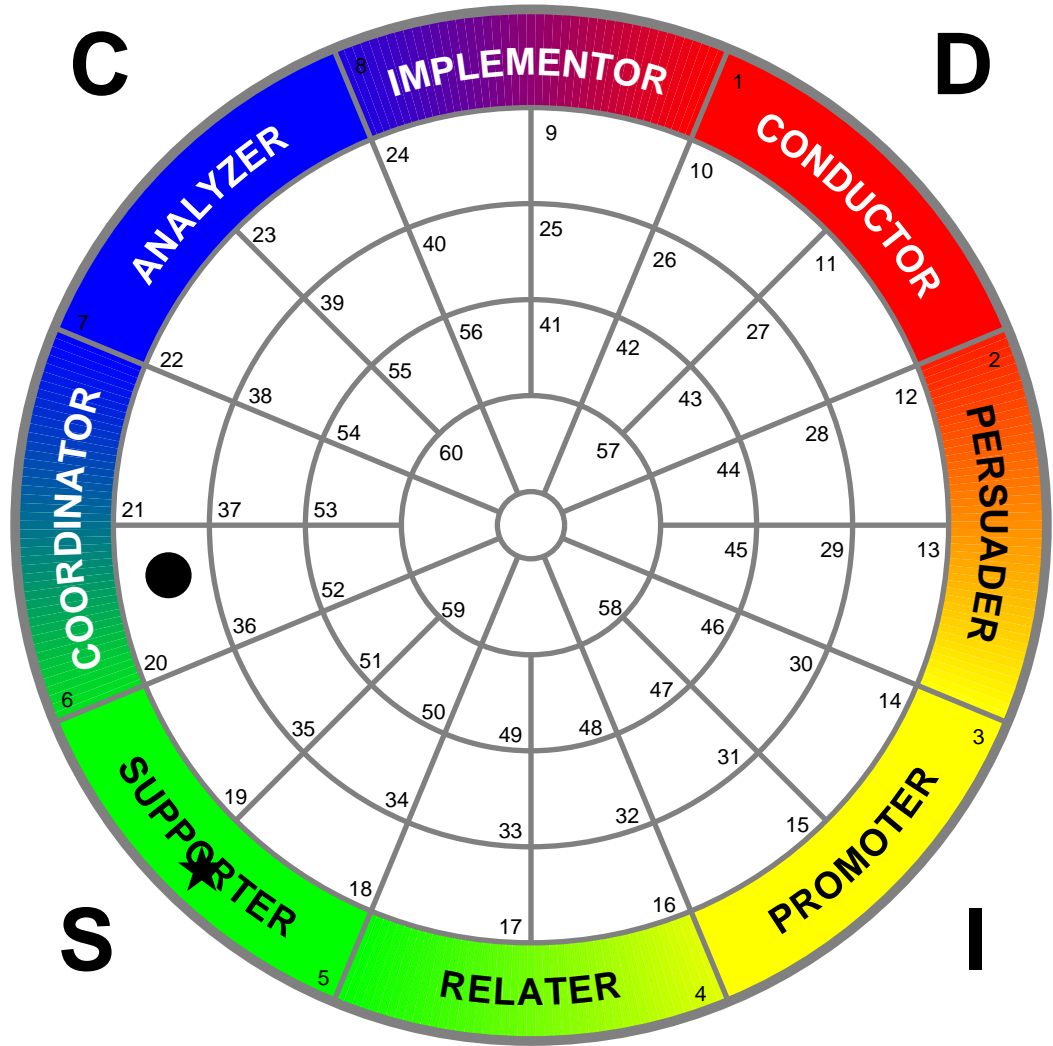
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

John Doe
2-2-2006



Adapted: ★ (5) SUPPORTER
Natural: ● (20) SUPPORTING COORDINATOR

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.

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

- Interested in what is practical and useful in achieving his vision of success.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Fits the stereotype of the highly driven businessperson, motivated by economic incentives.
- Motivated by money and bonuses as recognition for a job well done.
- Sales, technical, or management training programs must demonstrate a bottom-line financial gain as a result of their participation.
- Will attempt to structure his economic dealings.
- A high sense of satisfaction is gained by earning and sharing his wealth.

Value to the Organization

- Will protect organizational or team finances, as well as his own.
- Is highly responsive to competition, challenges, and economic incentives.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Highly productive.
- Shows a keen awareness of the revenue-clock, his own and the organization's.

Keys to Managing and Motivating

- Realize that it's not just money that motivates, but also personal payback from the job.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Link training and meeting events to potential gains in business share or future income.
- Provide substantial room for financial rewards for excellent performance.
- Provide coaching to help John appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like he is.

UTILITARIAN/ECONOMIC

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Within this very high economic drive, there is 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 hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Utilitarian/Economic drive.

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

- Possesses a high sincerity factor and helping attitude, as demonstrated in the things he does.
- Freely gives of his time, talent, and energy to others, even without being asked.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Seeks to contribute to the welfare of others.
- Possesses a high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- Likes to connect people with others who have things in common.
- Cares about the feelings of others on the team.

Value to the Organization

- Demonstrates high personal and professional regard for others on the team.
- Is enthusiastic and willing to work and contribute to the team efforts.
- Likes to network with others in helpful ways.
- Is a very good team player.
- Has a desire to go beyond required job description to help make things easier for others.
- Proactive in helping the team progress. Sees things that need to be done, then does them.

Keys to Managing and Motivating

- Recognize that John tends to be a very "giving" person, and enjoys helping others.
- Remember also that John may be taken advantage of by others with fewer scruples.
- Provide flexibility to allow for helping others on the team.
- Explore the possibilities of having him bring new participants up-to-speed on a project or team effort.
- Allow for participation with interests and activities outside the team or work environment.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to his potential of being more effective in helping others on the team.
- Courses and training will help amplify his need to teach, coach or help others as either internal or external stakeholders.
- Learning successes can be linked to increasing his personal knowledge base to share with others.

SOCIAL/ALTRUISTIC

Continuous Quality Improvements

- Tends to give away too much time, talent, and energy.
- Ends up with his own tasks needing to be done, even as he is helping others complete their tasks.
- May try to help too much and ends up getting in the way of some who may not want the help.

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

- His Theoretical need is not the most important or primary driving values factor.
- John 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.
- John typically won't get bogged down in minutia, nor will he ignore the details when decision-making.

Value to the Organization

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

Training, Professional Development & Learning Insights

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

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.

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

- Shows moderate social flexibility. John would be considered as one who is socially appropriate and supportive of others on the team.
- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- John would not be considered controversial in his workplace ideas or transactions.

Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- Considered flexible and versatile without being an extremist.
- Able to see both sides of the position from those with higher and lower Individualistic scores.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to lead or follow as asked.

Keys to Managing and Motivating

- John is socially flexible. He can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that John shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- John is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- John brings an Individualistic drive typical of many professionals.
- Seek his input to gain a center-lane perspective on an organizational issue related to this Values scale.

Training, Professional Development and Learning Insights

- Able to be a flexible participant in training and development programs.
- Tends to enjoy both team-oriented and individual/independent learning activities.
- Will be a supportive member of the training experience from the viewpoint of this Values dimension.

INDIVIDUALISTIC/POLITICAL

Continuous Quality Improvements

- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.

TRADITIONAL/REGULATORY

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

General Characteristics

- May behave independently from the standard operating procedure.
- Places lesser importance on conformity to group patterns.
- May challenge existing structures, rules and standards by asking, "Why?"
- Is an active agent in team projects and conversations.
- Shows good judgment in his ability to self-manage on tasks and projects.
- May demonstrate an autonomous attitude as he approaches work assignments.
- 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 a creative problem-solver.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Looks for creative solutions to problems.

Keys to Managing and Motivating

- Desires honest and sincere feedback from others.
- Is interested in evaluating and improving inefficient procedures.
- Wants to be informed about events and changes within the organization.
- Use his great strength of being a flexible problem-solver.
- Utilize his ability to see and communicate the big picture.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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

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

- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Not necessarily worried about form and beauty in his work environment.
- Looks at those scoring higher as types who may need to be a bit more practical.
- John is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Surroundings lacking aesthetics will not stifle his creativity.
- John prefers to take a practical approach to workplace events.

Value to the Organization

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

Keys to Managing and Motivating

- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that he shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- 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







- Seen as overly business-like by some, but this comes from the practical side of his workplace values.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- 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		
John Doe		
THEORETICAL		Mainstream
UTILITARIAN		Passionate
AESTHETIC		Indifferent
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 strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

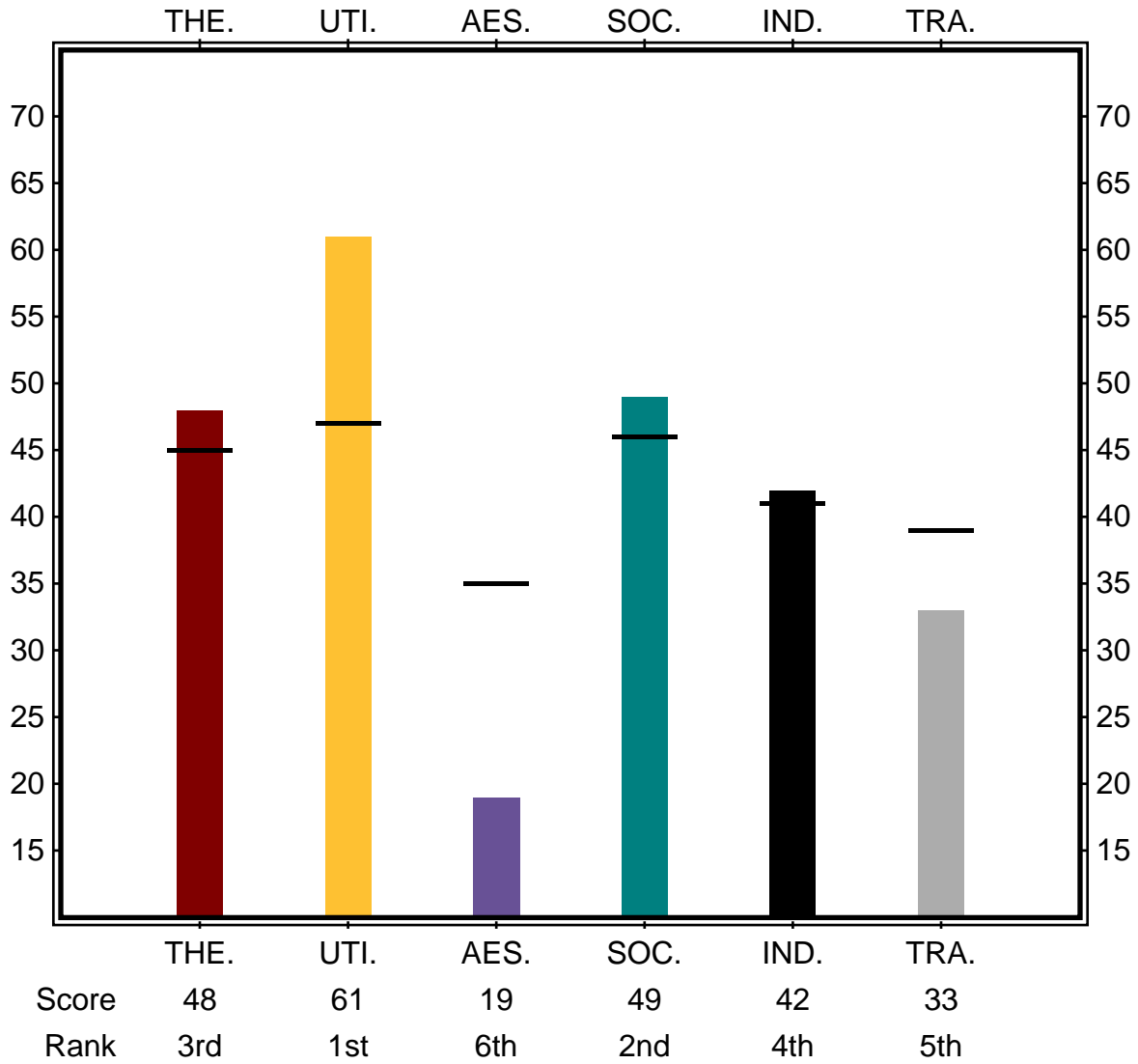
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- People who emphasize the need for beauty, form and harmony in all aspects of their life may frustrate you. You have other priorities.

ATTITUDES GRAPH

John Doe

2-2-2006

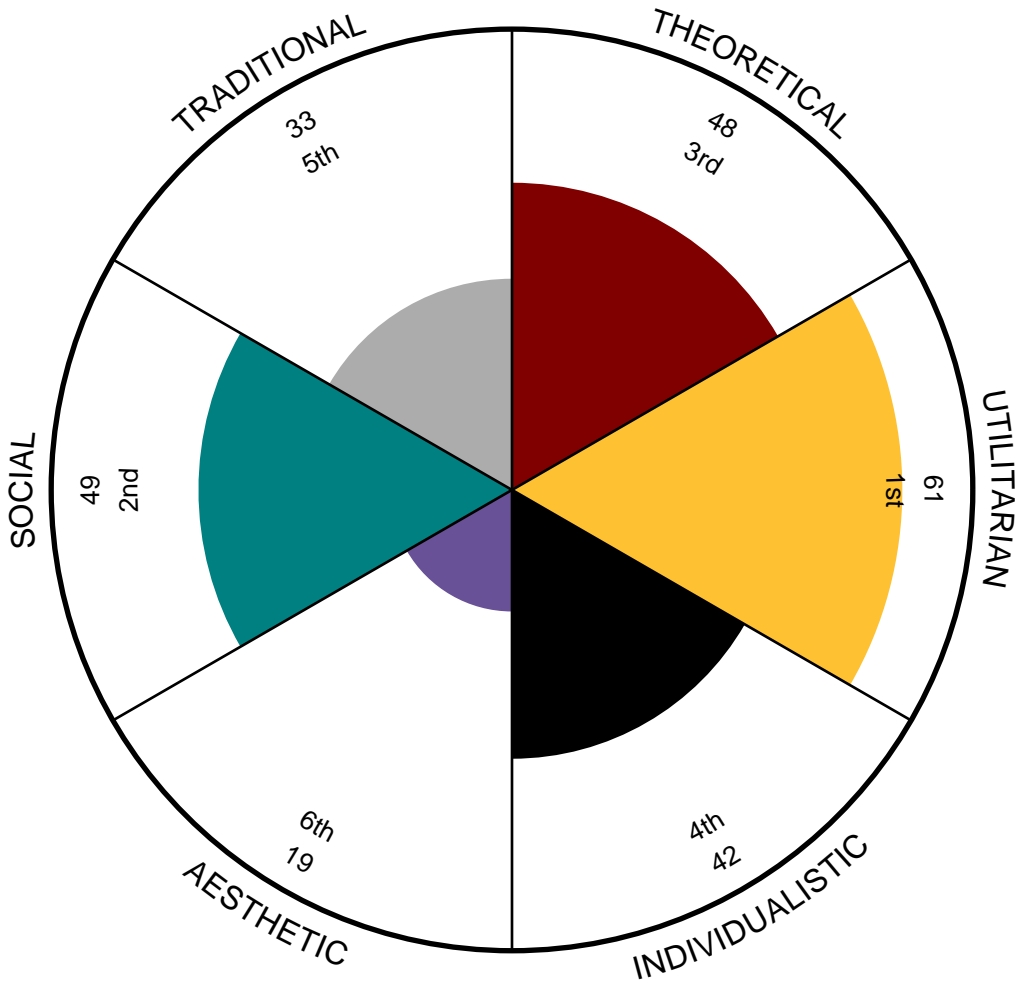


— national mean

Norm 2003

ATTITUDES WHEEL™

John Doe
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

- Correcting Others
- Using Common Sense
- Theoretical Problem Solving
- Realistic Goal Setting for Others
- Integrative Ability

Weaknesses

- Consistency and Reliability
- Job Ethic
- Role Awareness
- Handling Rejection
- Personal Commitment

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.

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.

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.

Realistic Goal Setting for Others

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

Possible Strengths:

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

Continuous Development:

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

Integrative Ability

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

Possible Strengths:

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

Continuous Development:

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

Consistency and Reliability

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

Possible Limitations:

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

Developmental Suggestions:

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

Job Ethic

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

Possible Limitations:

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

Developmental Suggestions:

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

Role Awareness

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

Possible Limitations:

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

Developmental Suggestions:

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

Handling Rejection

Handling Rejection on a personal level is based very heavily on a person's self-esteem and his or her ability to see themselves as valuable, separate and apart from a role or position in life. By not personalizing professional rejection and associating it with having oneself as an individual rejected, a person maintains a higher level of resiliency and assumes less stress.

Possible Limitations:

- May view rejection as a personal affront.
- May react to rejection in a defensive manner.
- Rejection may have a negative impact on self-esteem.

Developmental Suggestions:

- Do not take "no" personally.
- Create an image for oneself as a person who can handle tough times with confidence and dignity.
- Develop psyche to the point that rejection isn't expected to happen. Instead, expect success and anticipate acceptance.

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:

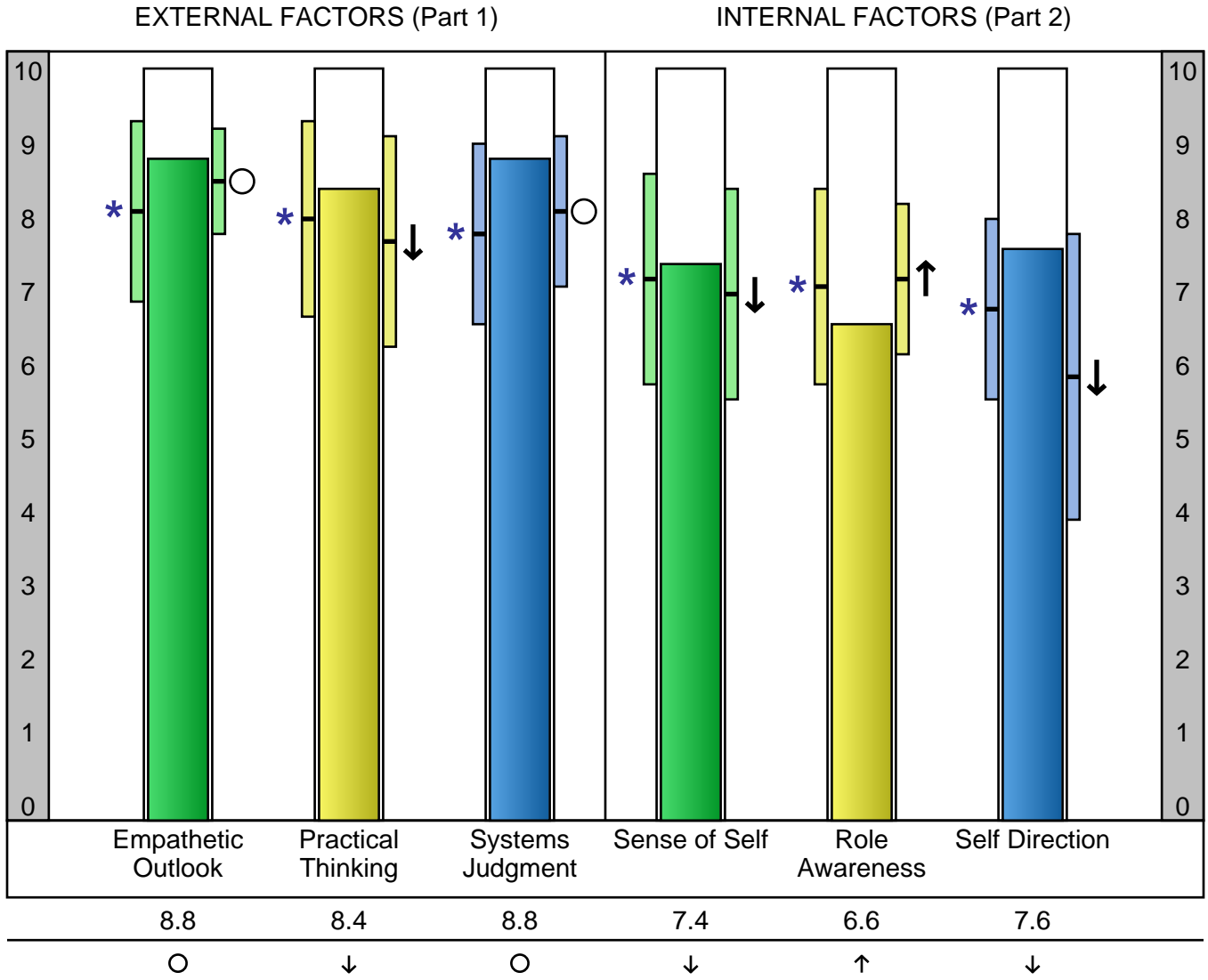
- May be easily distracted from the task at hand.
- May have difficulty maintaining a sense of focus or direction.
- May not move ahead without direction.

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
9.8	7.9	Correcting Others	7.5	8.2	Respect For Property
9.3	7.6	Using Common Sense	7.5	7.6	Status And Recognition
9.3	8.1	Personal Relationships	7.5	7.7	Sense Of Belonging
9.2	8.3	Theoretical Problem Solving	7.5	7.4	Self Management
8.9	8.2	Realistic Goal Setting For Others	7.4	7.0	Balanced Decision Making
8.9	7.6	Integrative Ability	7.4	7.3	Project Scheduling
8.8	8.0	Following Directions	7.4	7.3	Sense of Self
8.8	7.9	Attitude Toward Others	7.3	7.4	Goal Directedness
8.8	7.8	Freedom From Prejudices	7.3	7.4	Project And Goal Focus
8.8	8.0	Respect For Policies	7.3	7.1	Internal Self Control
8.8	7.9	Sensitivity To Others	7.2	7.4	Self Confidence
8.8	7.7	Evaluating What Is Said	7.2	6.7	Self Assessment
8.8	7.7	Accurate Listening	7.2	7.8	Persuading Others
8.8	8.1	Empathetic Outlook	7.2	7.2	Persistence
8.8	7.8	Systems Judgment	7.1	7.1	Personal Drive
8.7	7.0	Intuitive Decision Making	7.1	6.9	Initiative
8.7	7.5	Accountability For Others	7.1	7.4	Enjoyment Of The Job
8.7	7.3	Surrendering Control	7.0	7.6	Realistic Personal Goal Setting
8.7	8.1	Understanding Motivational Needs	6.8	7.3	Sense Of Mission
8.7	7.9	Emotional Control	6.6	7.3	Consistency And Reliability
8.6	8.0	Attention To Detail	6.6	7.3	Job Ethic
8.6	7.7	Realistic Expectations	6.6	7.1	Role Awareness
8.6	7.7	Evaluating Others	6.5	7.4	Handling Rejection
8.5	7.5	Problem Solving			
8.4	7.4	Developing Others			
8.4	7.9	Conveying Role Value			
8.4	8.1	Self Improvement			
8.4	8.0	Practical Thinking			
8.3	7.9	Proactive Thinking			
8.2	7.3	Conceptual Thinking			
8.1	7.6	Concrete Organization			
8.1	7.0	Handling Stress			
8.1	7.9	Leading Others			
8.1	7.8	Relating To Others			
8.1	7.8	Monitoring Others			
8.0	7.5	Quality Orientation			
8.0	8.0	Material Possessions			
7.8	7.3	Results Orientation			
7.7	7.2	Personal Accountability			
7.7	7.1	Gaining Commitment			
7.7	6.9	Meeting Standards			
7.7	7.2	Taking Responsibility			
7.6	7.6	Long Range Planning			
7.6	6.9	Self Direction			
7.5	7.1	Role Confidence			
7.5	7.5	Sense Of Timing			

CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
8.7	7.5	Accountability For Others	8.1	7.8	Relating To Others
8.8	7.7	Accurate Listening	8.8	8.0	Respect For Policies
8.6	8.0	Attention To Detail	7.5	8.2	Respect For Property
8.8	7.9	Attitude Toward Others	7.8	7.3	Results Orientation
7.4	7.0	Balanced Decision Making	6.6	7.1	Role Awareness
8.2	7.3	Conceptual Thinking	7.5	7.1	Role Confidence
8.1	7.6	Concrete Organization	7.2	6.7	Self Assessment
6.6	7.3	Consistency And Reliability	7.2	7.4	Self Confidence
8.4	7.9	Conveying Role Value	7.6	6.9	Self Direction
9.8	7.9	Correcting Others	8.4	8.1	Self Improvement
8.4	7.4	Developing Others	7.5	7.4	Self Management
8.7	7.9	Emotional Control	7.5	7.7	Sense Of Belonging
8.8	8.1	Empathetic Outlook	6.8	7.3	Sense Of Mission
7.1	7.4	Enjoyment Of The Job	7.4	7.3	Sense of Self
8.6	7.7	Evaluating Others	7.5	7.5	Sense Of Timing
8.8	7.7	Evaluating What Is Said	8.8	7.9	Sensitivity To Others
8.8	8.0	Following Directions	7.5	7.6	Status And Recognition
8.8	7.8	Freedom From Prejudices	8.7	7.3	Surrendering Control
7.7	7.1	Gaining Commitment	8.8	7.8	Systems Judgment
7.3	7.4	Goal Directedness	7.7	7.2	Taking Responsibility
6.5	7.4	Handling Rejection	9.2	8.3	Theoretical Problem Solving
8.1	7.0	Handling Stress	8.7	8.1	Understanding Motivational Needs
7.1	6.9	Initiative	9.3	7.6	Using Common Sense
8.9	7.6	Integrative Ability			
7.3	7.1	Internal Self Control			
8.7	7.0	Intuitive Decision Making			
6.6	7.3	Job Ethic			
8.1	7.9	Leading Others			
7.6	7.6	Long Range Planning			
8.0	8.0	Material Possessions			
7.7	6.9	Meeting Standards			
8.1	7.8	Monitoring Others			
7.2	7.2	Persistence			
7.7	7.2	Personal Accountability			
7.1	7.1	Personal Drive			
9.3	8.1	Personal Relationships			
7.2	7.8	Persuading Others			
8.4	8.0	Practical Thinking			
8.3	7.9	Proactive Thinking			
8.5	7.5	Problem Solving			
7.3	7.4	Project And Goal Focus			
7.4	7.3	Project Scheduling			
8.0	7.5	Quality Orientation			
8.6	7.7	Realistic Expectations			
8.9	8.2	Realistic Goal Setting For Others			
7.0	7.6	Realistic Personal Goal Setting			