

TriMetrix[®] System 3.0

Coaching Report - Sales Version

John Doe

XYZ Position

ABC Company

8-5-2009

The Brooks Group

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INTRODUCTION

Where Opportunity Meets Talent®

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

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

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

SECTION 3: ATTRIBUTES

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

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.

SALES CHARACTERISTICS

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

John loves the challenge presented by sales. He sees it as a great opportunity to compete with himself and others. He will want to sell new and unusual products or services. Motivated by his many interests, he prefers an ever-changing work environment. He is an intense person and, as he sells, wants to get things done, and done correctly. He prefers to win, respecting winners and those who show persistence. Although John is good at selling to people who have similar behavioral characteristics, he may be too impatient to sell to the methodical buyer. When results are at stake, it brings out John's drive for success. Some may see him as a high risk-taker, but this merely reflects his approach to winning. He will take the risks necessary to succeed. He is usually known for his ability to tackle tough sales problems and bring them to a successful conclusion. He can be resourceful, even when faced with obstacles.

John likes to control the sales presentation. Different styles of buyers will probably prefer that he display his sales flexibility. He may display his impatience if the buyer raises too many objections. He wants to close the sale and get on to the next challenge. In handling objections, he attempts to win on all points. Sometimes this desire to win may hinder the sale. He needs to "size up" his buyers before starting his sales presentation. Concentrating on what the buyer is saying will help him adjust his presentation toward the buyer's needs. John usually welcomes objections as they provide him with an opportunity

SALES CHARACTERISTICS

to share his knowledge. If he is careful to take objections seriously, it will allow him to be more effective. He may fail to listen to the true objection. In his haste to make a response, the real objection may never be answered.

John may lose interest in a client once the sale has been completed. His further interest may be based on the client's ability to buy additional products or services. He often promises more service than he can deliver, especially if he must be the person to deliver. He usually has too many activities going on to fulfill all he promises. He generally concentrates on selling new accounts as compared to servicing his present accounts. New accounts represent a challenge, while servicing old accounts may be dull and too routine. He will be direct and positive with his closes. He can be persistent and friendly at the same time. John prefers to service his accounts using one of two methods: excellent service for those accounts he likes, or those with potential; adequate or poor service for those accounts he doesn't like, or with little potential. He usually has his favorite close, and he might, therefore, resist using all the closes he knows.

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.

- Humor and entertainment for sales meetings.
- Innovative.
- Challenge-oriented.
- Will join organizations to represent the company.
- Usually makes decisions with the bottom line in mind.
- Tenacious.
- Deadline conscious.

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:

- Present the facts logically; plan your presentation efficiently.
- Verify that the message was heard.
- Ask specific (preferably "what?") questions.
- Be open, honest and informal.
- Read the body language--look for impatience or disapproval.
- Be isolated from interruptions.
- Provide systems to follow.
- Support and maintain an environment where he can be efficient.
- Be clear, specific, brief and to the point.
- Provide time for fun and relaxing.
- Come prepared with all requirements, objectives and support material in a well-organized "package."
- Understand his sporadic listening skills.

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:

- Let him change the topic until you are finished.
- Direct or order.
- Ask rhetorical questions, or useless ones.
- Forget or lose things; be disorganized or messy; confuse or distract his mind from business.
- Try to convince by "personal" means.
- Be redundant.
- Let disagreement reflect on him personally.
- Come with a ready-made decision, and don't make it for him.
- Try to build personal relationships.
- Leave loopholes or cloudy issues if you don't want to be zapped.
- Talk too slow or dwell on details to excess.
- Ramble on, or waste his time.

SELLING TIPS

This section provides suggestions on methods which will improve John's communications when selling to different styles. The tips include a brief description of typical people in which 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 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 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.

- Freedom from long, detailed reports.
- Forum to express ideas and viewpoint.
- Support team with sense of urgency.
- Evaluation based on results, not the process.
- An innovative and futuristic-oriented environment.
- Nonroutine work with challenge and opportunity.
- New products and new ideas to sell.
- Works for a manager who makes quick decisions.

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:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

Demanding
Egotistical

Nervy
Aggressive

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

Abrasive
Arbitrary

Controlling
Opinionated

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.

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

NATURAL AND ADAPTED SELLING STYLE

John'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>John tends to attack sales challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and will actively seek to achieve sales goals. He likes authority along with his responsibility and a territory that will constantly challenge him to perform up to his ability.</p>	<p>John sees no need to change his sales approach from his basic style as it is related to solving problems and challenges.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>John is sociable and optimistic. He is able to use an emotional appeal to convince others of a certain direction. He will trust others and likes a positive environment in which to sell.</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 SELLING STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>John maintains his sense of equilibrium even in the face of extreme time constraints and ever-changing schedules. He is comfortable dealing with a wide variety of customers. His need for high activity level can lead to meeting many new prospects.</p>	<p>John feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>John is striving to be independent and self-directed. He is most comfortable in a sales environment where rules and procedures can be interpreted to meet the needs of his customer in certain situations.</p>	<p>The difference between John's basic and adapted sales style is not significant and he sees no need to change on this factor.</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.

- Dealing with customers and clients efficiently.
- Authority to carry out responsibility.
- Telling clients or customers about the "big picture."
- Using an informal sales presentation.
- Impulsive and eager to keep the sales presentation moving.
- Reacting quickly to changes in the sales process or product line.
- A resourceful, eager self-starter.
- Alert, active attention to customers or clients.
- Adapting easily to changing sales territory.
- Using authority and responsibility for completing the sale.
- Positive response to a client's objections.
- Exhibiting confidence in approaching customers.
- Using sales aids in presentation, when he remembers to take them with him.

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:

- To be seen as a leader.
- Support troops to follow through with his part or detail work.
- Opportunity to verbalize his ideas and demonstrate his skills.
- Outside activities so there is never a dull moment.
- Travel or changing territory.
- Prestige, position and titles so he can control the destiny of others.
- Control of his own destiny.
- A wide scope of activities.
- New challenges and problems to solve.
- A variety of products to sell.
- Freedom from routine work.
- A sales manager who presents the big picture.
- Opportunity for rapid advancement.

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:

- To understand his role on the team--either a team player or the leader.
- Annual physicals because of his activity level and work intensity.
- To negotiate commitment face-to-face.
- To know results expected and to be evaluated on the results.
- Deadlines for completion of work.
- Appreciation of slower-moving people and customers.
- To display empathy for people who approach life differently than he does.
- An awareness of the parameters or rules in writing.
- To adjust his intensity to match the situation.
- A program for pacing work and relaxing.
- Vacations or periods of reduced activity level.
- A work environment with many activities.

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.

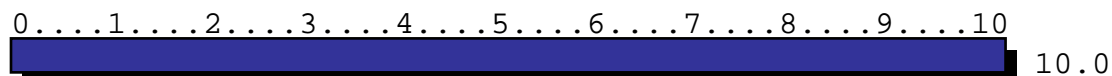
John has a tendency to:

- Be so concerned with big picture; he forgets to see the little pieces.
- Talk too fast for the logical and detail-oriented buyer.
- Use fear as motive for buying.
- Not answer objections to buyer's satisfaction.
- Dislike routine work--call reports, etc.
- Resist participation as part of the team, unless seen as a leader.
- Take on too many outside activities.

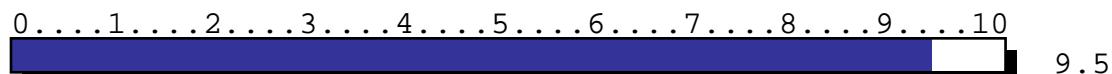
BEHAVIORAL HIERARCHY

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

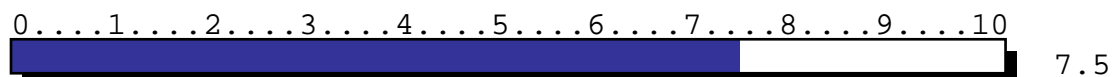
1. COMPETITIVENESS



2. URGENCY



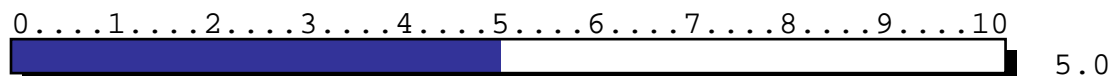
3. VERSATILITY



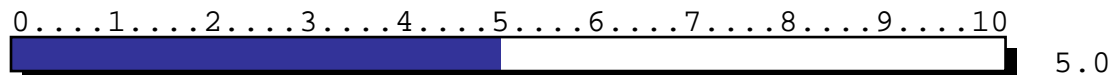
4. FREQUENT CHANGE



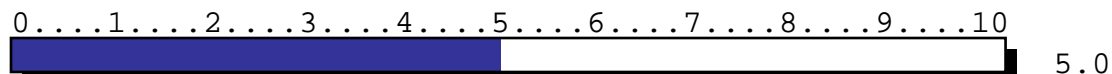
5. FREQUENT INTERACTION WITH OTHERS



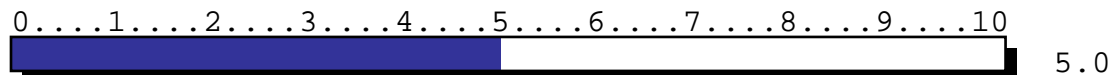
6. ORGANIZED WORKPLACE



7. ANALYSIS OF DATA



8. CUSTOMER ORIENTED



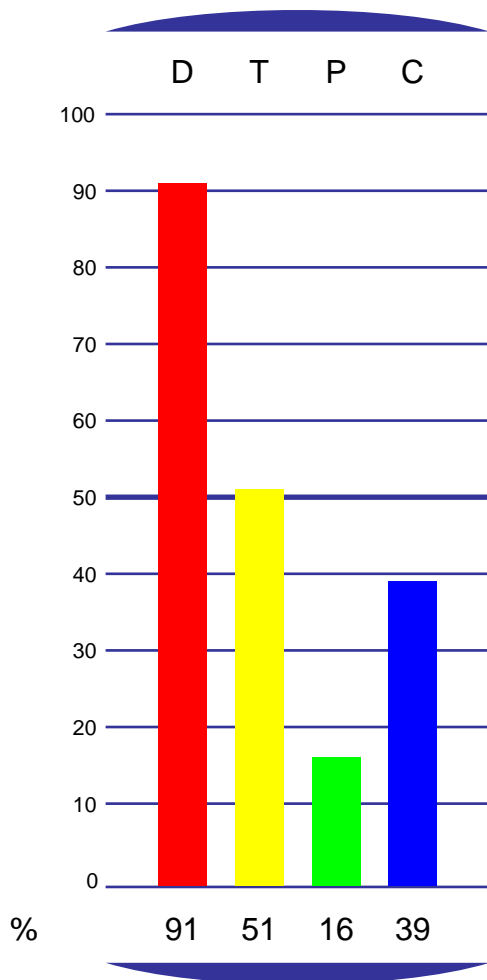
STYLE INSIGHTS® GRAPHS

John Doe

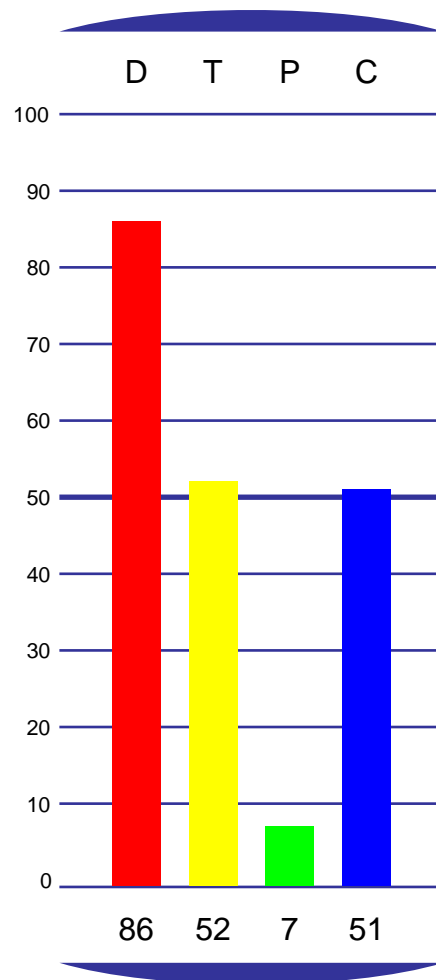
ABC Company

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MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



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 Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

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).
- Fits the stereotype of the highly driven businessperson, motivated by economic incentives.
- When profit or project cost/benefits are examined, John may take the position that the ends justify the means.
- May want to surpass others in wealth or materials.
- John tends to like rewards based on the results achieved rather than on the method used to obtain the results.
- Will attempt to structure his economic dealings.
- Uses money as a scorecard.

Value to the Organization

- Is highly responsive to competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- High motivation to achieve and win in a variety of areas.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Highly productive.

Keys to Managing and Motivating

- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Provide substantial room for financial rewards for excellent performance.
- Remember that John has a keen ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- 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

- If possible, build in some group competition as a part of the training activities.
- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line 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 have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.
- 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.

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

- Others on the team may seek John to answer questions about projects or procedures.
- Attracted to new and cutting-edge ideas and concepts.
- Stays mentally alert and likes mental challenges.
- A strong personal belief in life-long learning.
- Has a "cognitive" attitude. Looks for deeper meaning in things.
- Interested in new methods and how they can be applied to existing structures.
- Likes to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
- Believes that continuous learning is healthy for the mind and body.

Value to the Organization

- Stable, knowledge-driven ethic.
- Demonstrates a logical approach to problem solving and patience to analyze all of the options for solutions.
- Can usually answer new questions that hit the team or knows where to find answers.
- Has a strong ability to read, study and learn independently.
- Knows a little about most everything, and is conversant about it.

Keys to Managing and Motivating

- Include John in future development projects and draw on his expertise.
- Realize that as much as he has learned, John still wants to learn more.
- Find out his interests and channel related information to John. Send topical mail, brochures and info-sheets to him.
- Sometimes incentives or bonuses are earned as tickets to a special event; consider cultural events that are not just sports related.
- Provide opportunities for him to teach as well as learn.

Training, Professional Development and Learning Insights

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

THEORETICAL

Continuous Quality Improvements

- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- May need coaching on time management.
- Don't rush from one learning experience to another. Make certain there are some practical applications.

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

- 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

- Without necessarily picking sides, he may need to take a stand on some issues related to individual agendas.
- 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

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of both higher and lower Traditional/Regulatory types.
- Believes in the importance of group or team efforts, but also feels that individual rights should be honored.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Brings a sense of balance and stability to a variety of job-related issues that might emerge.
- May be able to serve as a bridge between those on the team with higher Regulatory drives and those with lower Regulatory drives.
- Typically won't get bogged down in minutia, nor will he ignore details when decision-making.
- This value needs to be compared against other higher- and lower-scoring values to determine his driving factors.

Value to the Organization

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

TRADITIONAL/REGULATORY

Keys to Managing and Motivating

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

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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

SOCIAL/ALTRUISTIC

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

General Characteristics

- 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 his trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- 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 his 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 look at those scoring higher as selfless types who are giving their security away.
- 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 he may not perceive an immediate business gain from those activities.
- Appeal to the practical side that John shows.
- John scores like those who set their own goals. Use those goals as primary motivators.
- Don't be emotional or paternal.
- Have your idea or approach make "business sense."

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.

SOCIAL/ALTRUISTIC

Continuous Quality Improvements

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- 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.

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

- Other values take a higher motivational priority than this Aesthetic scale.
- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- What John defines as his passion in life will be found in higher values scales in this report.
- 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.
- Provide sincere recognition for contributions.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.

AESTHETIC

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements







- There may be an avoidance of creative or self-expressive details.
- Seen as overly business-like by some, but this comes from the practical side of his workplace values.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.

VALUES - 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. 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
ECONOMIC		Passionate
AESTHETIC		Indifferent
SOCIAL		Indifferent
POLITICAL		Mainstream
REGULATORY		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

VALUES - NORMS & COMPARISONS

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

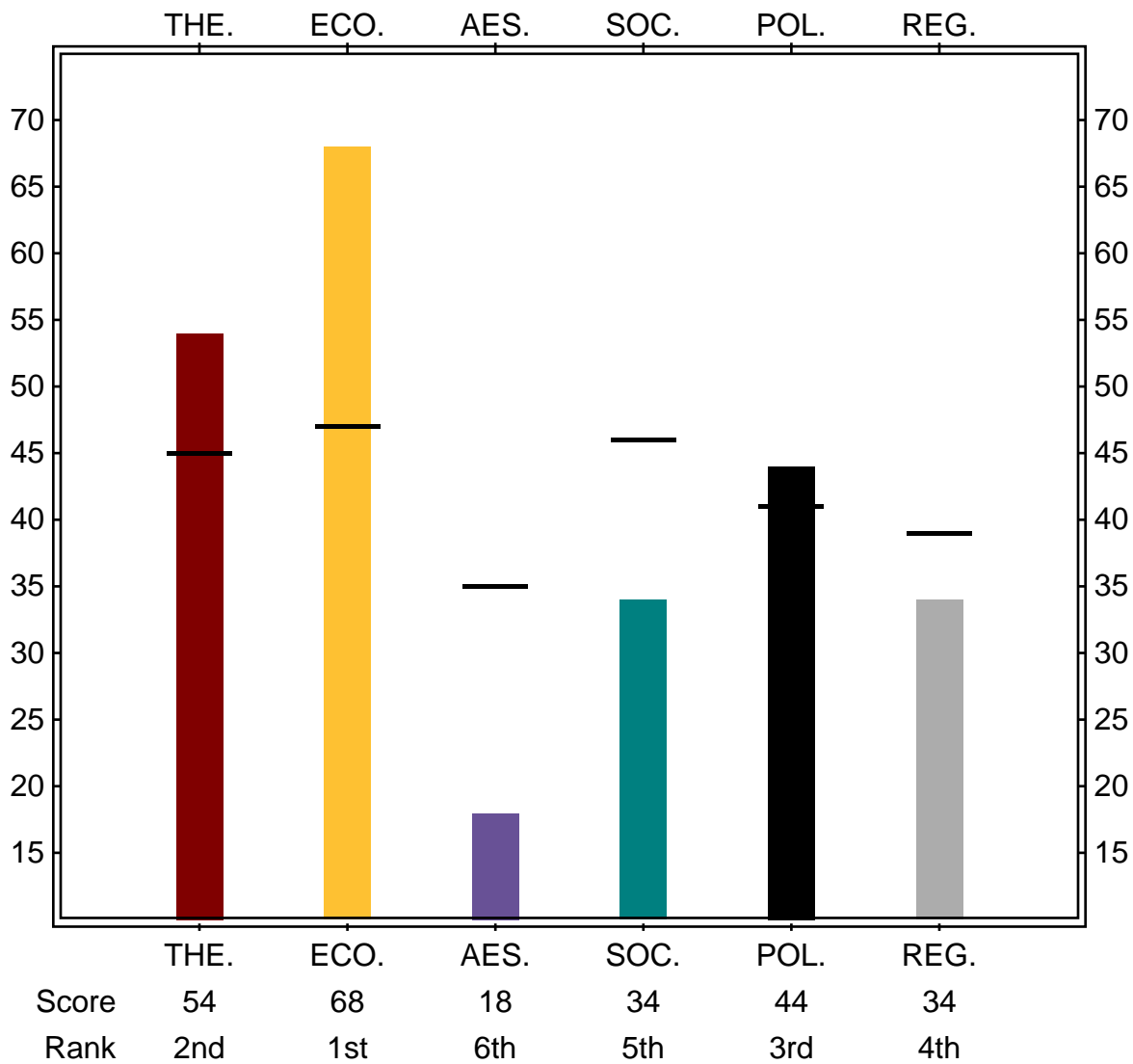
- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

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.
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.

MOTIVATION INSIGHTS® GRAPH

John Doe
ABC Company
8-5-2009

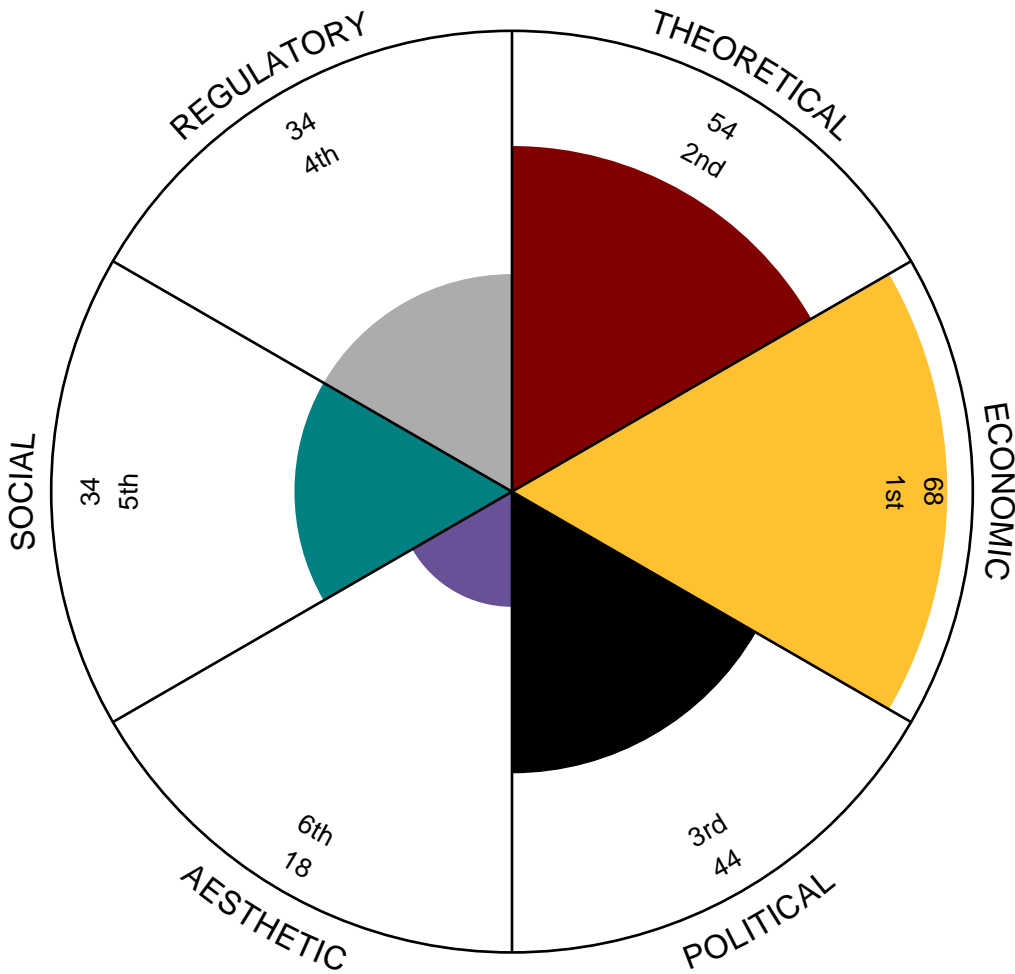


— national mean

Norm 2003

VALUES WHEEL

John Doe
ABC Company
8-5-2009



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

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

General Characteristics

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

Value to the Organization

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

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

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

Training, Professional Development and Learning Insights:

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

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

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

1. _____

2. _____

WORLD VIEW

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

- John tends to deal hands-on with things and processes.
- He could benefit from improving his communication with authority figures.
- He can put various things together to make or produce results.
- He performs best in an atmosphere that is practical, with the end-point of each project or task clearly defined.
- John focuses on the task at hand, and pays attention to details, which helps to avoid mistakes.
- He is conscious of the resources it will take to do something.
- He becomes unaware of the world around him when fully engaged in a project or task.
- He tends to look at people and systems in the practical sense, judging whether people are performing their roles or functions.
- John is good at comparing and choosing options to achieve the best outcome in a practical sense.

SELF VIEW

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

- John values and appreciates himself through his professional and personal roles.
- He is more concerned about what is happening in the present, than with organizing and planning a clear and definite future.
- He has a strong emphasis on actually performing and fulfilling various role responsibilities.
- He could benefit by asking himself questions about the future and to not stay solely focused on the present.
- John bases his self-worth on role satisfaction, and this is where he places most of his energy.
- He has internalized his roles in life.
- He would benefit from developing personal goals outside of his roles.
- He has a strong understanding of his personal and professional roles.
- John is confident in his ability to fulfill his responsibilities.

SUMMARY OF STRENGTHS AND WEAKNESSES

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

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

Strengths

- MONITORING OTHERS
- RESPECT FOR PROPERTY
- CONCRETE ORGANIZATION
- SENSE OF TIMING
- PRACTICAL THINKING

Weaknesses

- EVALUATING WHAT IS SAID
- PERSONAL DRIVE
- USING COMMON SENSE
- SELF DIRECTION
- DEVELOPING OTHERS

MONITORING OTHERS

Monitoring Others is the ability to focus on the actions and decisions of others in a practical or pragmatic way so as to identify both successes and mistakes. It is the ability to identify the causes of success and failure and to do so in an objective and accurate manner, not allowing personal feelings or biases to influence decisions.

Possible Strengths:

- Fairly assesses other people's strengths and weaknesses as well as your own.
- Establishes a system of formal regular, comprehensive performance reviews.
- Implements a system of regular, informal progress updates.

Continuous Development:

- Perform any necessary corrective action promptly and privately.
- If feasible, initiate team compensation programs or informal competitions.
- Be as objective as possible in monitoring ongoing activities.

RESPECT FOR PROPERTY

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

Possible Strengths:

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

Continuous Development:

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

CONCRETE ORGANIZATION

Concrete Organization is an individual's ability to understand the immediate, concrete needs of a situation and to establish an effective action plan for meeting those needs. This capacity deals primarily with a person's ability to properly allocate resources to accomplish a goal or plan. These resources are not only limited to physical components, but take into account the person's ability to evaluate and utilize both human and physical resources.

Possible Strengths:

- Is able to isolate and initiate action necessary to reach targeted goals.
- Possesses the ability to stay focused on following an organized set of activities.
- Ensures plans are initiated, followed, and adjusted as necessary.

Continuous Development:

- Make time for planning, even when time is of the essence.
- Develop a checklist for essential items needed for doing a job.
- List the components necessary for success.

SENSE OF TIMING

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

Possible Strengths:

- Takes advantage of timing to achieve results that are most desirable.
- Paces other people's tone, attitude and speed of action or activity.
- Tunes into both verbal and nonverbal communication.

Continuous Development:

- Be observant about the situation surrounding your decision.
- Look for signs of impatience.
- Be sensitive to other people's movements.

PRACTICAL THINKING

Practical Thinking measures an individual's ability to make practical, common sense decisions; to see and understand what is happening in a common sense way. It is the ability to realistically identify problems and solutions in practical terms, rather than in theoretical or conceptual terms.

Possible Strengths:

- Confident in the ability to manage new situations, keeping calm and collected in stressful or busy times.
- Sets realistic, achievable goals and objectives for self and others based on careful analysis of existing workload, natural talents, and acquired abilities.
- Organized and efficient about prioritizing and delegating responsibilities.

Continuous Development:

- Explore alternative courses of action for each problem or situation.
- Remember that quick fixes almost never really fix the problems.
- Develop strategic alliances with contacts in other organizations.

EVALUATING WHAT IS SAID

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

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

Possible Limitations:

- May perceive what they want based on pre-judged opinions.
- May be more focused on what is thought to be important by self than what others think is important.
- May talk too much.

Developmental Suggestions:

- Never do more than 50% of the talking.
- Focus on what the other person is saying or showing is important.
- Seek balance in dialog.

PERSONAL DRIVE

A strong Personal Drive is related to the level of personal motivation an individual is capable of bringing to bear on any given task that a person feels is important. People who have strong personal drives tend to focus considerable intent on the completion of a task or objective once they are convinced of the benefits associated with its completion.

This is a measurement of how strongly a person feels the need to achieve, accomplish or complete something. This "drive" can take many forms (e.g., tasks, knowledge, career, physical, etc.), but it involves the level of personal motivation a person is capable of bringing to bear on any given task which one feels is important.

Possible Limitations:

- May have difficulty committing substantial internal resources towards completing a task.
- Has trouble avoiding procrastination.
- May not be aware of what is expected.

Developmental Suggestions:

- Know what the job description is and what the supervisor expects.
- Remember if something is put off today, it will probably be put off repeatedly until it becomes bigger and more unpleasant.
- Avoid distractions, disturbances, and interruptions that prevent meaningful work from being done.

USING COMMON SENSE

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

Possible Limitations:

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

Developmental Suggestions:

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

SELF DIRECTION

Strong Self Direction originates with an internal drive to excel in a chosen career path. If Role Awareness is a person's "objective", then 'Self-Direction' is the "path" to that objective, or the way in which a person envisions fulfilling roles. This fact makes this capacity somewhat dependent on Role Awareness since you first need an objective before a person can determine the path to that objective. It also requires an individual to have a strong desire to be "better" than he or she currently is, no matter how good the individual actually becomes.

Possible Limitations:

- May only do what is asked.
- May be averse to change.
- May not work up to full potential.

Developmental Suggestions:

- When a mistake is made, turn it into a learning experience.
- Remember, the easiest and most efficient way to do something is not always the most effective.
- Keep raising the bar. (Don't compete with other people compete with own personal best).

DEVELOPING OTHERS

Developing Others is your ability to understand the needs, interests, strengths and weaknesses of others and to use this information for development purposes. This score is derived primarily from an individual's concern, ability to evaluate others, and ability to identify with others. It is affected by focus on structure and order. People with a high focus on structure will tend to better understand the importance of building an organizational system. If an individual also has positive empathetic skills, he or she will see the development of others as the way to build the organization through people.

Possible Limitations:

- May not be proactive in your approach to management.
- May not be sensitive to varied learning styles.
- May not follow a routine when coaching or training others.

Developmental Suggestions:

- Express confidence in others' abilities.
- Design effective plans for development.
- Provide resources for training and development.

DIMENSIONAL BALANCE

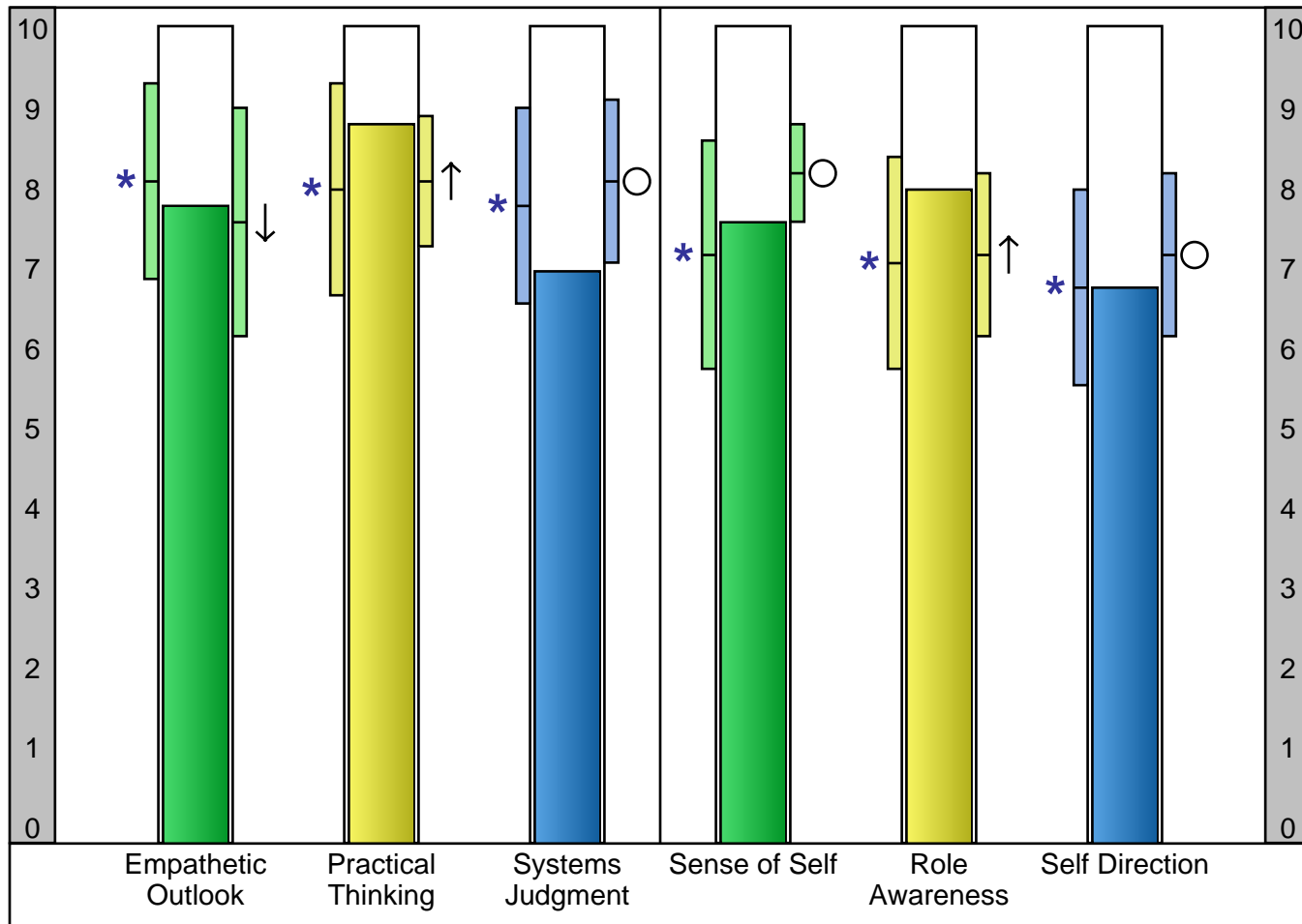
For consulting and coaching

John Doe
ABC Company
8-5-2009

- * Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

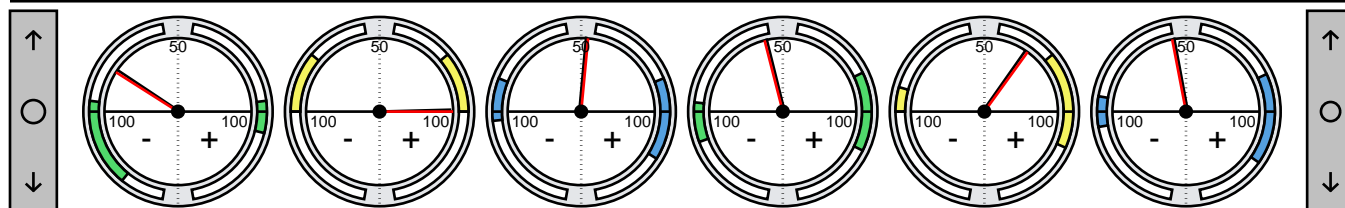
EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 7.8 8.8 7.0 7.6 8.0 6.8

Bias ↓ ↑ ○ ○ ↑ ○



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CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
9.3	7.8	Monitoring Others	7.4	6.9	Initiative
9.0	8.2	Respect for Property	7.3	7.2	Personal Accountability
8.9	7.6	Concrete Organization	7.3	7.9	Attitude Toward Others
8.9	7.5	Sense of Timing	7.3	7.8	Freedom from Prejudices
8.8	8.0	Practical Thinking	7.3	6.9	Meeting Standards
8.7	7.9	Conveying Role Value	7.3	7.9	Sensitivity to Others
8.5	8.3	Theoretical Problem Solving	7.3	8.1	Personal Relationships
8.5	7.3	Results Orientation	7.3	7.2	Taking Responsibility
8.5	7.0	Handling Stress	7.2	7.5	Quality Orientation
8.5	7.4	Enjoyment of the Job	7.0	8.0	Following Directions
8.4	7.6	Status and Recognition	7.0	7.1	Gaining Commitment
8.4	7.7	Sense of Belonging	7.0	8.0	Respect for Policies
8.3	8.2	Realistic Goal Setting for Others	7.0	7.8	Systems Judgment
8.1	7.3	Conceptual Thinking	6.9	7.3	Surrendering Control
8.1	8.1	Understanding Motivational Needs	6.9	7.9	Correcting Others
8.0	7.0	Intuitive Decision Making	6.9	7.1	Role Confidence
8.0	8.0	Attention to Detail	6.9	7.7	Evaluating What is Said
8.0	7.4	Self Confidence	6.8	7.1	Personal Drive
8.0	7.7	Evaluating Others	6.8	7.6	Using Common Sense
8.0	7.8	Persuading Others	6.8	6.9	Self Direction
8.0	8.0	Material Possessions	6.7	7.4	Developing Others
8.0	7.1	Role Awareness			
7.9	7.3	Consistency and Reliability			
7.9	7.7	Realistic Expectations			
7.9	7.6	Realistic Personal Goal Setting			
7.9	7.3	Project Scheduling			
7.9	7.3	Job Ethic			
7.9	7.9	Emotional Control			
7.9	7.1	Internal Self Control			
7.9	7.4	Self Management			
7.8	7.6	Integrative Ability			
7.8	8.1	Empathetic Outlook			
7.7	7.4	Handling Rejection			
7.7	7.8	Relating to Others			
7.7	7.3	Sense of Mission			
7.6	6.7	Self Assessment			
7.6	7.9	Leading Others			
7.6	7.3	Sense of Self			
7.6	7.2	Persistence			
7.6	8.1	Self Improvement			
7.5	7.5	Accountability for Others			
7.5	7.4	Project and Goal Focus			
7.5	7.5	Problem Solving			
7.5	7.9	Proactive Thinking			
7.4	7.0	Balanced Decision Making			
7.4	7.6	Long Range Planning			

CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
7.5	7.5	Accountability for Others	9.0	8.2	Respect for Property
8.0	8.0	Attention to Detail	8.5	7.3	Results Orientation
7.3	7.9	Attitude Toward Others	8.0	7.1	Role Awareness
7.4	7.0	Balanced Decision Making	6.9	7.1	Role Confidence
8.1	7.3	Conceptual Thinking	7.6	6.7	Self Assessment
8.9	7.6	Concrete Organization	8.0	7.4	Self Confidence
7.9	7.3	Consistency and Reliability	6.8	6.9	Self Direction
8.7	7.9	Conveying Role Value	7.6	8.1	Self Improvement
6.9	7.9	Correcting Others	7.9	7.4	Self Management
6.7	7.4	Developing Others	8.4	7.7	Sense of Belonging
7.9	7.9	Emotional Control	7.7	7.3	Sense of Mission
7.8	8.1	Empathetic Outlook	7.6	7.3	Sense of Self
8.5	7.4	Enjoyment of the Job	8.9	7.5	Sense of Timing
8.0	7.7	Evaluating Others	7.3	7.9	Sensitivity to Others
6.9	7.7	Evaluating What is Said	8.4	7.6	Status and Recognition
7.0	8.0	Following Directions	6.9	7.3	Surrendering Control
7.3	7.8	Freedom from Prejudices	7.0	7.8	Systems Judgment
7.0	7.1	Gaining Commitment	7.3	7.2	Taking Responsibility
7.7	7.4	Handling Rejection	8.5	8.3	Theoretical Problem Solving
8.5	7.0	Handling Stress	8.1	8.1	Understanding Motivational Needs
7.4	6.9	Initiative	6.8	7.6	Using Common Sense
7.8	7.6	Integrative Ability			
7.9	7.1	Internal Self Control			
8.0	7.0	Intuitive Decision Making			
7.9	7.3	Job Ethic			
7.6	7.9	Leading Others			
7.4	7.6	Long Range Planning			
8.0	8.0	Material Possessions			
7.3	6.9	Meeting Standards			
9.3	7.8	Monitoring Others			
7.6	7.2	Persistence			
7.3	7.2	Personal Accountability			
6.8	7.1	Personal Drive			
7.3	8.1	Personal Relationships			
8.0	7.8	Persuading Others			
8.8	8.0	Practical Thinking			
7.5	7.9	Proactive Thinking			
7.5	7.5	Problem Solving			
7.5	7.4	Project and Goal Focus			
7.9	7.3	Project Scheduling			
7.2	7.5	Quality Orientation			
7.9	7.7	Realistic Expectations			
8.3	8.2	Realistic Goal Setting for Others			
7.9	7.6	Realistic Personal Goal Setting			
7.7	7.8	Relating to Others			
7.0	8.0	Respect for Policies			