



TTI TriMetrix®
Coaching Report - Executive Version



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5-7-2010



Bringing Awareness
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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.



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*

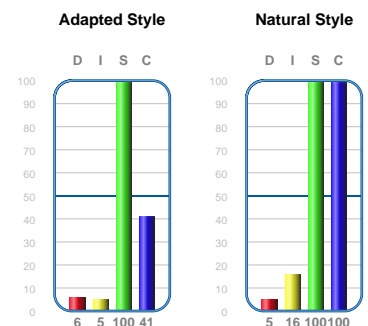


GENERAL CHARACTERISTICS

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

Betsy sometimes finds it difficult to relax until all the work is completed. Leisure time activities often include friends and family. She likes to start and finish activities. Others who work with her know they can depend on her. She wins through hard work and persistence. She likes to stay with one task until it is completed. Patience, control and deliberateness characterize her usual behavior. Betsy is often seen as practical and objective. She strives to maintain the status quo, since she tends to resist change, particularly when it is unexpected or sudden. She likes to win through persistence. She uses her strong, steady tendencies to accomplish her goals. When the time is right, Betsy can stand up aggressively for what she believes. Betsy is nondemonstrative and wants to be seen as an "anchor of reality" in a "sea of confusion." She doesn't resist change as much as she resists being changed. She needs to be an active participant in situations that will impact her work.

Betsy may be reluctant to initiate new approaches to doing things. If she is shown the benefits, she will consider new procedures. Once she makes a decision, she can be organized in carrying it out. She finds making decisions easier when she knows that others she respects are doing the same thing; she then has a feeling of stability and "family." She may want to think over major decisions before acting. She must be convinced that actions will produce the desired result. Betsy is persistent and persevering in her approach to achieving goals. When faced with a tough decision, she will seek information and analyze it thoroughly. She needs to gather data and

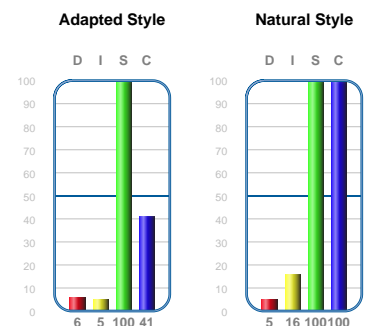




GENERAL CHARACTERISTICS

facts in a logical fashion. She is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. Her motto is, "facts are facts."

Betsy usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when her ideals and beliefs are confronted. Rarely does she display her emotions; that is, she projects a good poker face. Others may get the feeling that she is unfriendly, when in reality she is not. She is more motivated by logic than emotion. To her, logic represents tangible research. She is somewhat reserved with those she doesn't trust or know. After trust has been established, she may be open and candid. Betsy likes having others initiate the conversation. She can then assess the situation and respond accordingly. Sometimes she will withdraw from a verbal battle. If she feels strong about an issue, she may retreat to gather her resources and then return to take a stand! She likes to know what is expected of her in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. She remains aloof from active participation in unfamiliar groups. She will talk more, however, in a group of people she trusts and has known for a long time.

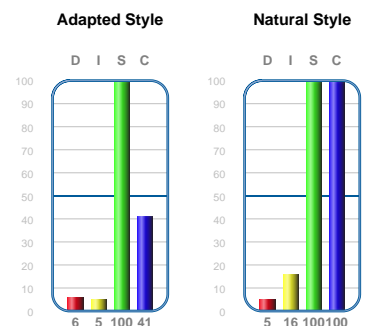




VALUE TO THE ORGANIZATION

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

- Maintains standards.
- Service-oriented.
- Comprehensive in problem solving.
- Good listener.
- Consistent and steady.
- Good at reconciling factions--is calming and adds stability.
- Always looking for the logical solutions.



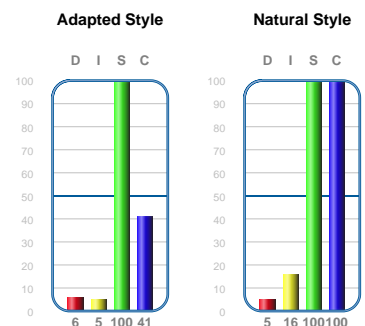


CHECKLIST FOR COMMUNICATING

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

Do:

- Define clearly (preferably in writing) individual contributions.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure her that there won't be surprises.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Provide guarantees that her decision will minimize risks; give assurance that provides her with benefits.
- Make an organized presentation of your position, if you disagree.
- Give her time to verify reliability of your actions; be accurate, realistic.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Prepare your "case" in advance.
- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Give her time to be thorough, when appropriate.



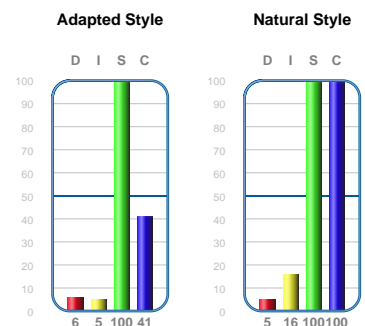


DON'TS ON COMMUNICATING

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

- Be abrupt and rapid.
- Rush headlong into business or the agenda.
- Rush the decision-making process.
- Use gimmicks or clever, quick manipulations.
- Be vague; don't offer opinions and probabilities.
- Threaten, cajole, wheedle, coax or whimper.
- Say "trust me"--you must prove it.
- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.
- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- Push too hard, or be unrealistic with deadlines.
- Make conflicting statements.





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

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ● Prepare your "case" in advance. ● Stick to business. ● Be accurate and realistic. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Being giddy, casual, informal, loud. ● Pushing too hard or being unrealistic with deadlines. ● Being disorganized or messy. 	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ● Be clear, specific, brief and to the point. ● Stick to business. ● Be prepared with support material in a well-organized "package." <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Talking about things that are not relevant to the issue. ● Leaving loopholes or cloudy issues. ● Appearing disorganized.
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ● Begin with a personal comment--break the ice. ● Present your case softly, nonthreateningly. ● Ask "how?" questions to draw their opinions. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Rushing headlong into business. ● Being domineering or demanding. ● Forcing them to respond quickly to your objectives. 	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ● Provide a warm and friendly environment. ● Don't deal with a lot of details (put them in writing). ● Ask "feeling" questions to draw their opinions or comments. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Being curt, cold or tight-lipped. ● Controlling the conversation. ● Driving on facts and figures, alternatives, abstractions.



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

"See Yourself As Others See You"

SELF-PERCEPTION

Betsy usually sees herself as being:

Considerate
Good-Natured
Team player

Thoughtful
Dependable
Good listener

OTHERS' PERCEPTION

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

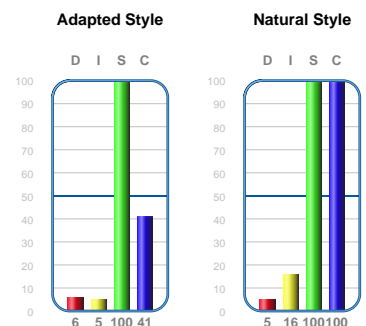
Nondemonstrative
Unconcerned

Hesitant
Inflexible

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

Possessive
Detached

Stubborn
Insensitive





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

Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable	Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive Predictable Consistent Deliberate Steady Stable	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful Open-Minded Balanced Judgment
Conservative Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious Mild Agreeable Modest Peaceful	Reflective Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact Incisive	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
Unobtrusive	Critical		

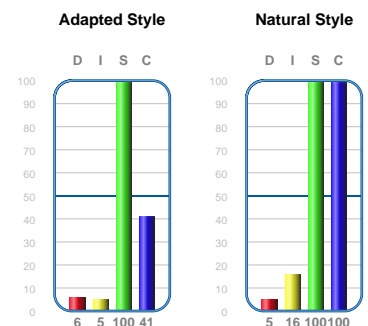


NATURAL AND ADAPTED STYLE

Betsy'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
Betsy uses a laid-back and peaceful approach to problem solving. She tends to solve problems in a reactive and team-oriented manner. Betsy tends to be unobtrusive and avoids confrontation so she can be seen as a true team player.		Betsy sees no need to change her approach to solving problems or dealing with challenges in her present environment.

Natural	PEOPLE - CONTACTS	Adapted
Betsy feels that the convincing of people can only be done within the framework of logical facts presented by totally objective people or machines. She rarely displays emotion when attempting to influence others.		Betsy sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

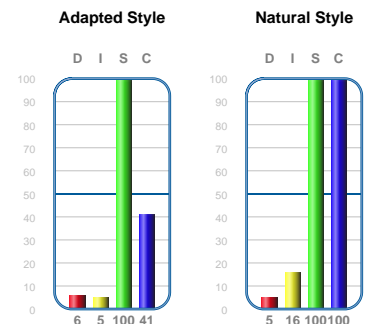




NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Betsy is comfortable in an environment in which there are few projects going on concurrently. She 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>Betsy sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.</p>	

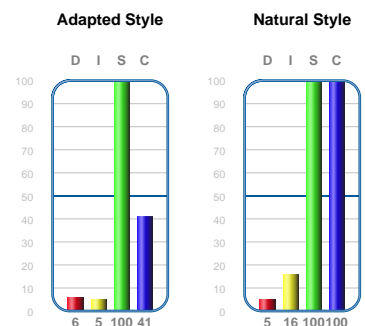
Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Betsy is concerned with doing things right. She can be quite worrisome and possibly fearful that mistakes will crop into the procedure. She will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written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





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

- Logical solutions.
- Accomplishing tasks without many people contacts.
- Gathering data in a logical, systematic way.
- Adherence to established guidelines and procedures.
- Exhibiting patience and good listening skills.
- Being precise in the collection of data.
- Freedom from confrontation.
- Limited or prepared changes in routine.
- Task focus over people focus.
- Projecting a limited display of emotion.
- Using a disciplined approach.
- Diplomatic cooperation in team interaction.
- Consistency of task performance.

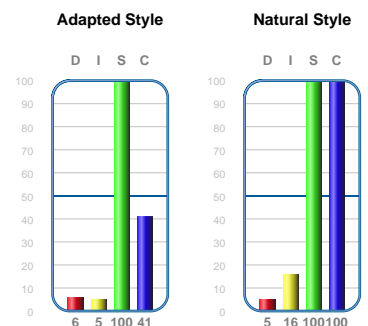




In this area is a listing of possible limitations without regard to a specific job. Review with Betsy and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.

Betsy has a tendency to:

- Not take action against those who challenge or break the rules or guidelines.
- Avoid accountability by overstating the complexity of the situation.
- Take criticism of her work as a personal affront.
- Need help in prioritizing new assignments.
- Be dependent on others for decisions, even if she knows she is right.
- Be too conservative--bides time and avoids much that is new.
- Become resistive and indecisive when forced to act quickly. Without proper information she will resist in a passive-aggressive manner.
- Not let others know where she stands on an issue.





Professional Development

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

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

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

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



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



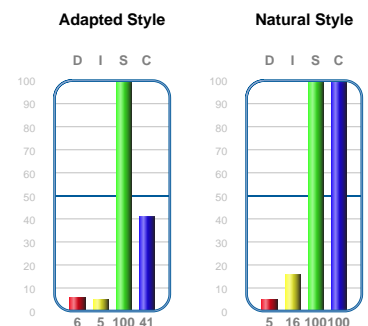
6. FREQUENT CHANGE



7. URGENCY



8. COMPETITIVENESS



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5-7-2010

MOST

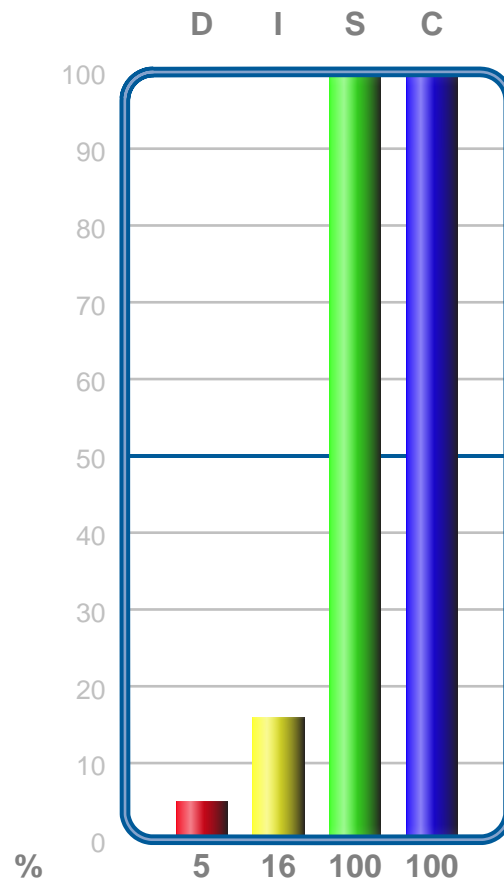
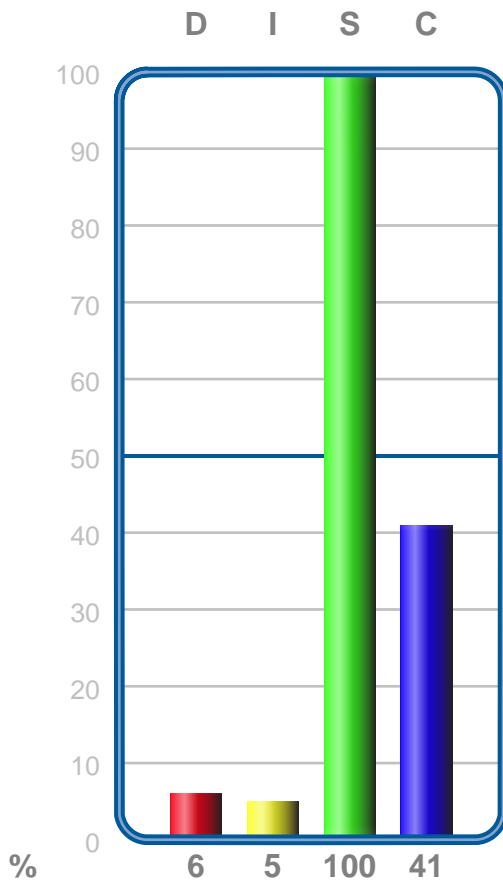
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2009



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.

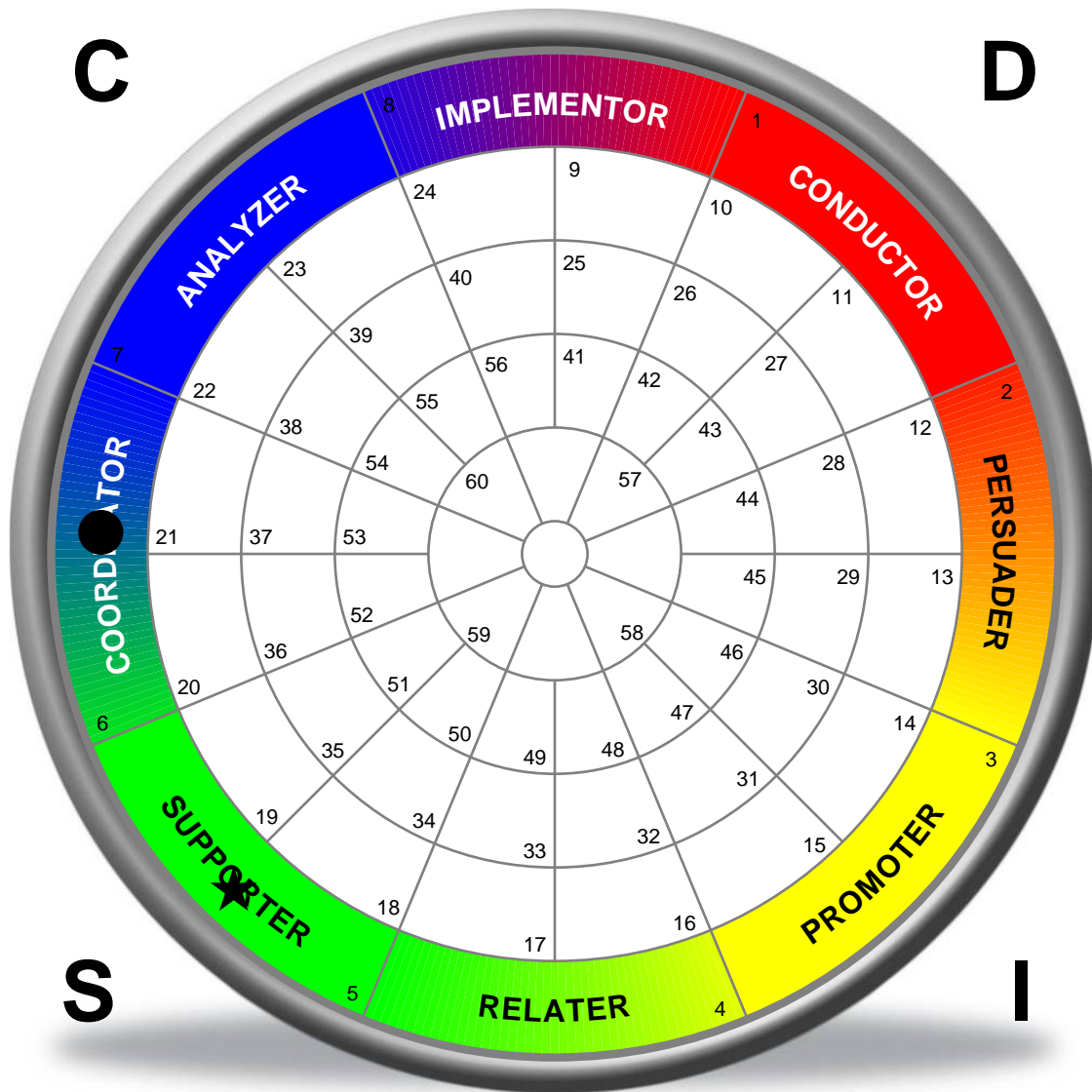
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



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5-7-2010



Adapted: ★ (5) SUPPORTER
 Natural: ● (6) COORDINATOR

Norm 2009

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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.



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.



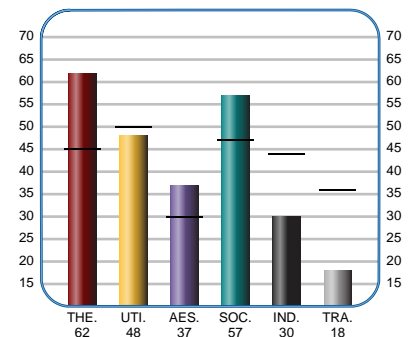
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

General Characteristics

- Has a very high knowledge base and credibility base.
- Stays mentally alert and likes mental challenges.
- Others consider Betsy a strong intellectual.
- 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.
- Is willing to take risks to learn something new.
- Will use her knowledge to ensure economic security.
- Is good at integrating the past, present and future.
- Understanding social problems and their ramifications is one of her strengths.

Value to the Organization

- Betsy is a very active problem-solver.
- Has a strong knowledge-driven ethic.
- Asks many of the necessary questions in order to gain the maximum amount of information.
- Very high interest level, always questioning, and always learning more.
- When others (internal or external) have a question, even if Betsy isn't familiar with it, she can usually create solutions.
- Actively engages in problem solving and strategic solutions.





Keys to Managing and Motivating

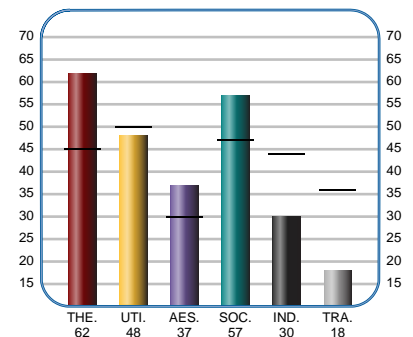
- Provide knowledge-based incentives, such as new training courses, books, subscriptions and journals.
- Realize that as much as Betsy has learned, she still wants to learn more.
- Classes, courses and conferences: send Betsy and let her learn.
- Betsy needs opportunity to explore a variety of knowledge-based areas, as well as the opportunity to act on them.
- Provide opportunities for her to teach as well as to learn.

Training, Professional Development & Learning Insights

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

Continuous Quality Improvements

- Prefers to wait on a project, believing that helpful information may be forthcoming if more time is allowed.
- Needs to bring a balance between the strong desires to acquire new knowledge, and the reality of the practical applications, if any.
- Don't rush her from one learning experience to another. Make certain there are some practical applications.





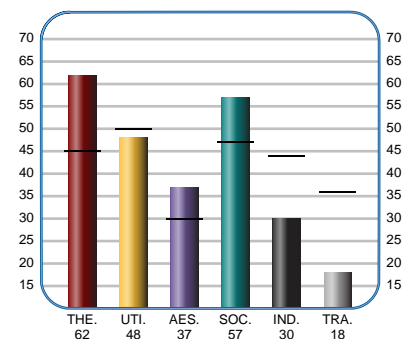
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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 she does.
- Exhibits a high sincerity factor in her tone of voice in communicating with others.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Seeks to contribute to the welfare of 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.
- Has a good memory for helping others. Able to keep a mental list of needs for others on the team and helps them obtain links and resources in an on-going way.
- Provides a calming influence during stressful situations.
- Shows a willingness to give time, talent, and energy to help the organization or the team.





Keys to Managing and Motivating

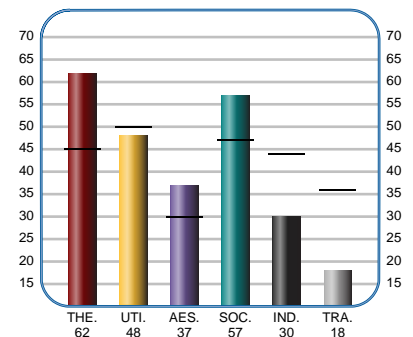
- Recognize that Betsy tends to be a very "giving" person, and enjoys helping others.
- Do not over-use or abuse her giving nature. Allow Betsy to share it as she chooses to offer.
- Show a genuine interest in what she wants to give to the job.
- Support her willingness to share time and talent with others.
- Remember that she brings a high sincerity factor to the things that she does. Remember also that she appreciates high sincerity from others in return.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Needs to learn to say "no" more often.
- May try to help too much and ends up getting in the way of some who may not want the help.
- May get into teaching/helping mode too often.





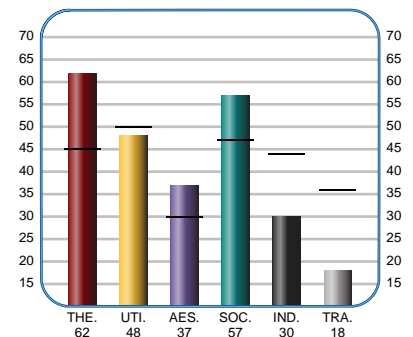
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.

General Characteristics

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

Value to the Organization

- Driven by competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- Is highly productive.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Pays attention to R.O.I. (return on investment) in business or team activity.





Keys to Managing and Motivating

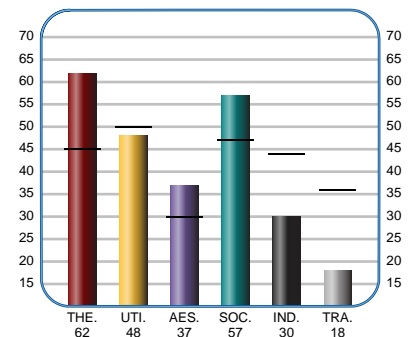
- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Link training and meeting events to potential gains in business share or future income.
- Provide coaching to help Betsy appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this high Utilitarian/Economic drive.
- May judge the efforts of others on the team by an economic scale only.





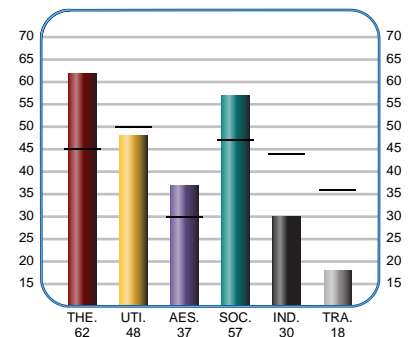
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

General Characteristics

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

Value to the Organization

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





Keys to Managing and Motivating

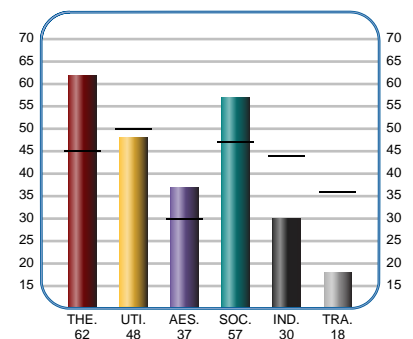
- Remember that she shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value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

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- She may need to take a more visible position with the team on some issues within the organization.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.





INDIVIDUALISTIC/POLITICAL

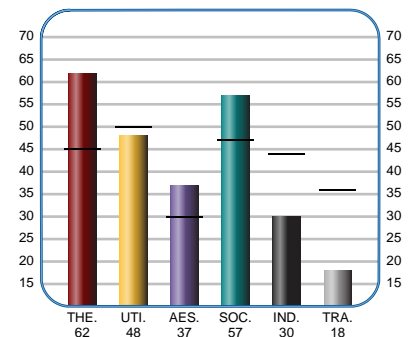
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, 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

- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- May not seek or choose a leadership role for herself, but may be satisfied in being an active and supportive member of a team of professionals.
- May spend great effort on a project without requiring public credit or recognition for her work.
- May prefer a team member position on various projects.
- May not require lots of "air-time" at meetings, and may need to be encouraged to provide ideas verbally.

Value to the Organization

- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer her own creative ideas in a manner that is respectful of team roles.
- May be seen by others as a stabilizing influence especially when the heated differences of extreme positions emerge when the team is under pressure.
- Is able to maintain work ethic even under pressure so the project is met successfully and interpersonal stressors have been minimized.
- May be considered the unsung hero of a successful project or initiative.





Keys to Managing and Motivating

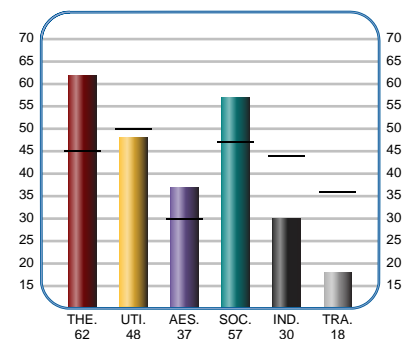
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide a supportive environment where her talents may be encouraged and appreciated.
- Provide support for complete follow-through on project tasks.
- Betsy tends to demonstrate a high degree of teamwork and support for team efforts over the long haul. Take this into account when planning team projects.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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





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

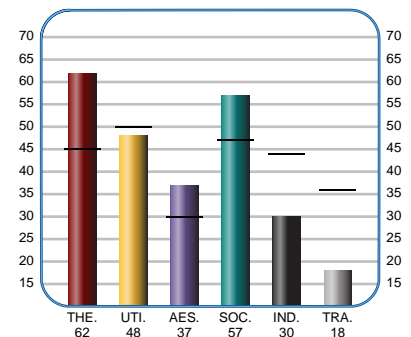
- Change-oriented and readily adaptable to new projects.
- Has the desire for quick results. This may include expediting certain procedures.
- May behave independently from the standard operating procedure.
- Is perceived by some as a rule-bender.
- Is motivated by the personal right to express herself.
- Likes to work hard, especially if she can see results of the work projects.
- Is an active agent in team projects and conversations.
- Adjusts quickly to change and is flexible.

Value to the Organization

- 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.
- Asks lots of questions.
- Desires to learn new methods and strategies.

Keys to Managing and Motivating

- Desires honest and sincere feedback from others.
- Requires specific instructions so that she can do the routine aspects of job correctly the first time.
- Enjoys variety in the job culture.
- If new precedent needs to be set, involve her in the planning and strategy.
- Utilize her ability to see and communicate the big picture.



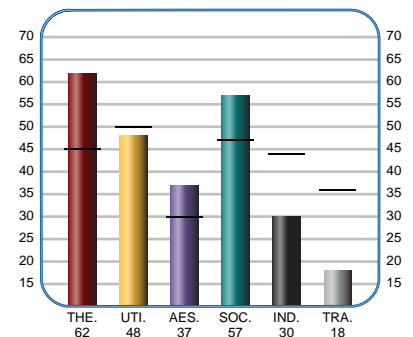


Training, Professional Development and Learning Insights

- 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 her own learning path or activities in a creative manner.

Continuous Quality Improvements

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



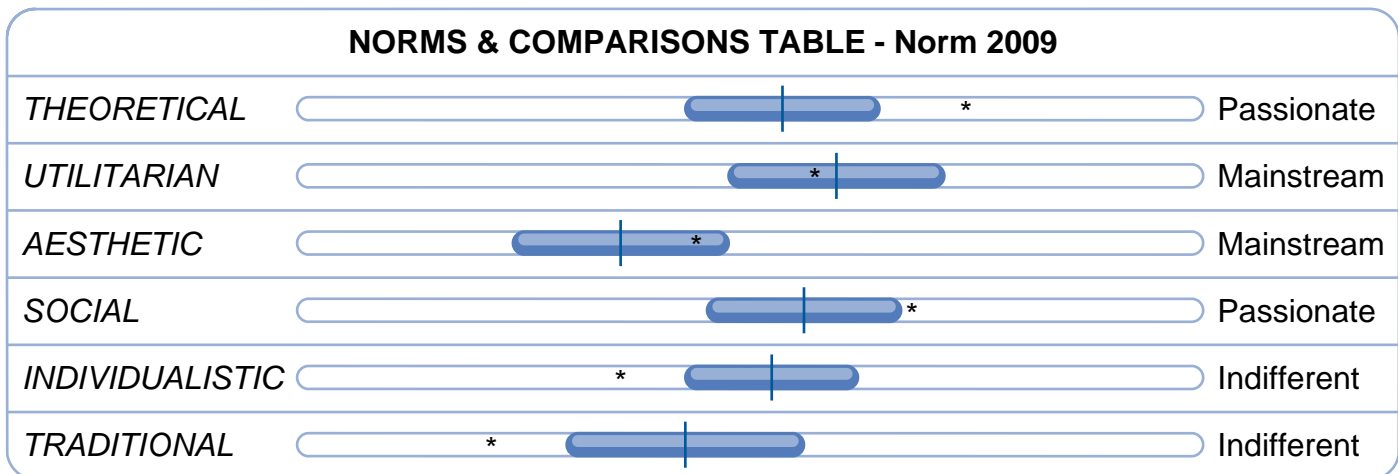


MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.



- 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



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

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.
- You have a very strong desire to help eliminate pain and conflict in the world, even to the point of personally taking on the pain of others. You will tend to give freely of your time, talent and resources expecting little or nothing in return. Others may believe you are a "doormat," always giving everything away to whoever walks in the front door, unwilling to look out for yourself or your family. They may believe you are weak and easily taken advantage of...a bleeding heart.

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

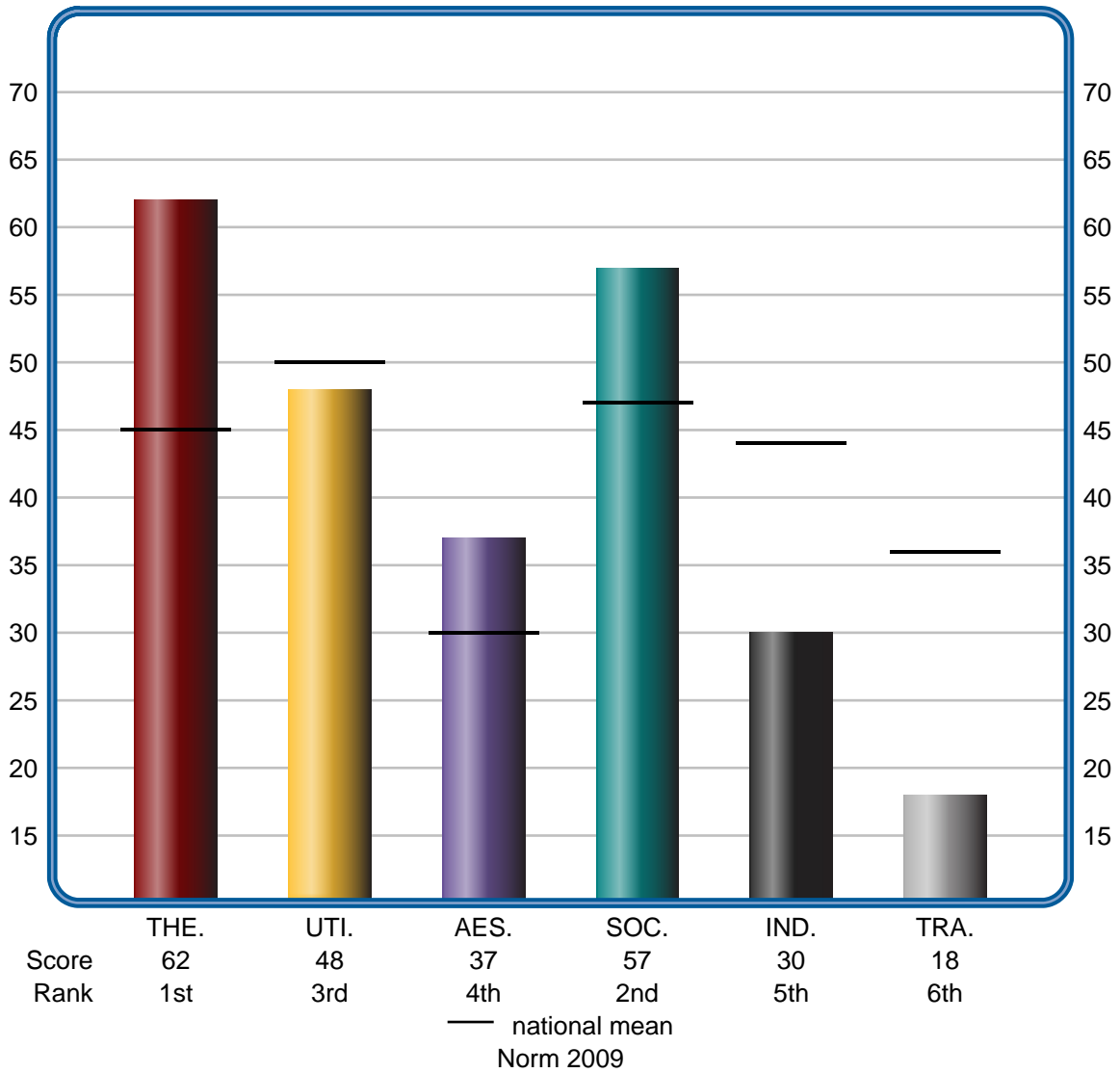
- You can be frustrated by others who are always jockeying for position and control.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.



Betsy Brown

Company, Inc.

5-7-2010

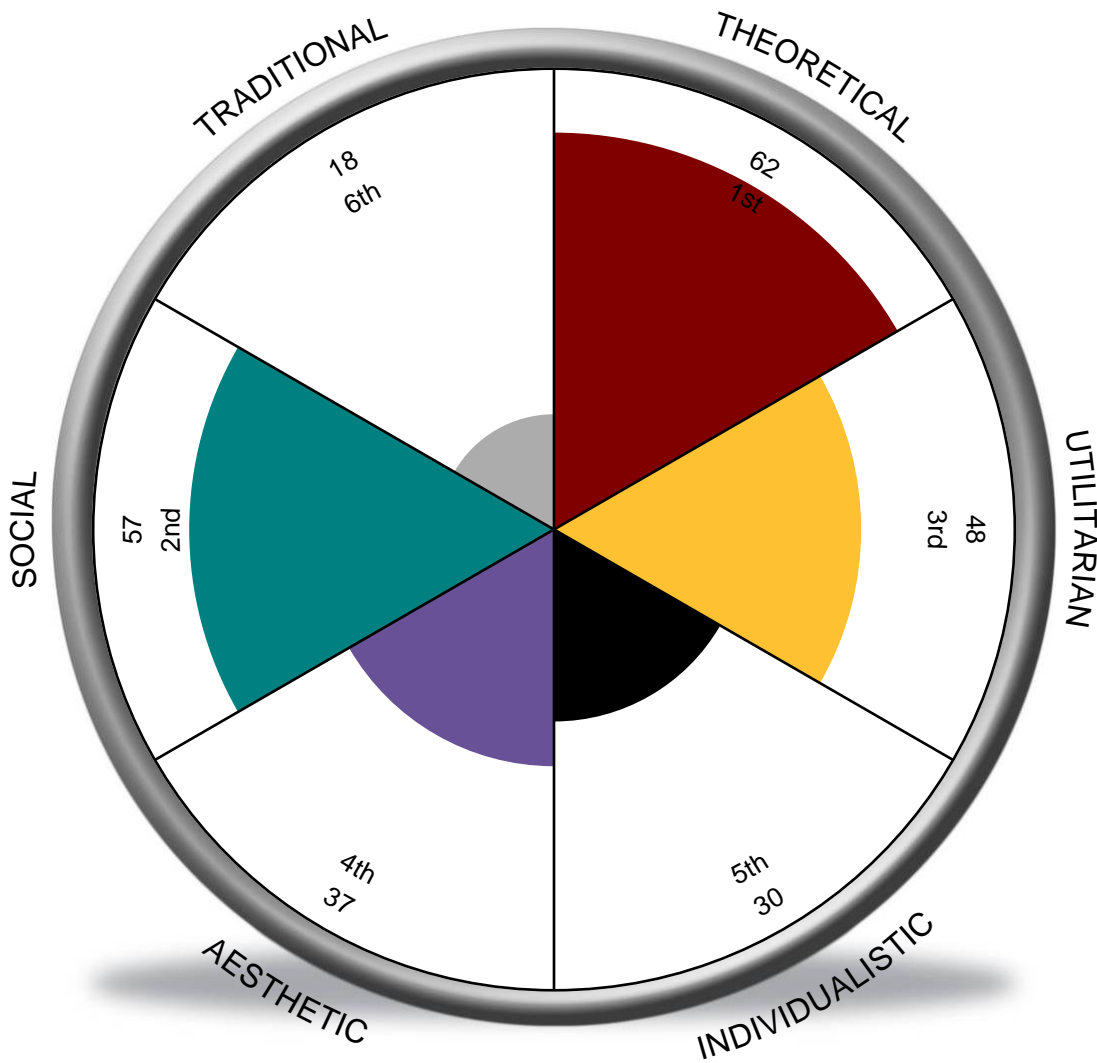




Betsy Brown

Company, Inc.

5-7-2010



ABC Co. Ltd.
789 Street



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)

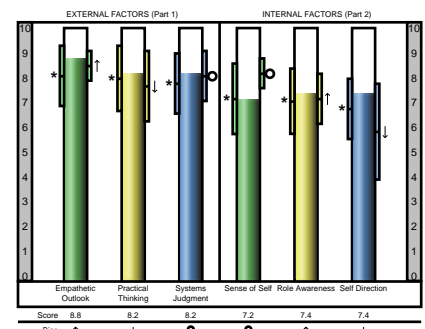
1. _____

2. _____



This is how Betsy sees the world around her. This view measures her 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.

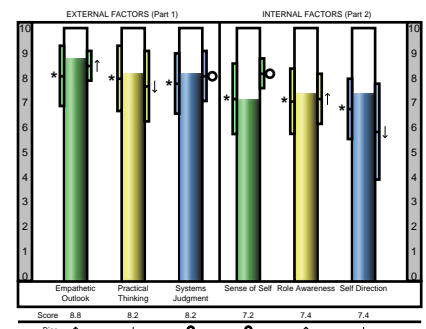
- Betsy is less concerned with practical things or processes and systems, especially established rules or policies.
- She will get a sense of satisfaction from any environment with a strong emphasis on people.
- She places the most value on personal or professional relationships with others.
- She can form and maintain close affiliations with others.
- Betsy understands others well and tends to be sensitive to their needs and desires.
- She treats each person as a unique individual.
- She tends to take the role of assisting leaders whom she admires and respects.
- She could benefit from developing two-way communication with authority figures.
- Betsy relies and depends on relationships with others.





This is how Betsy sees herself. This view measures her clarity and understanding of herself, her roles in life and her direction for the future. The internal dimensions are a reflection of her 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.

- Betsy may call upon her inner strength when needed to get through a situation.
- She could benefit from taking on new challenges outside of her routine or comfort zone.
- She believes that her own worth is based equally on her sense of self, her life roles, and growing as a person.
- She has the capacity to judge herself evenly in terms of sense of self, role awareness, and self direction.
- Betsy tends to be adaptable, depending on what is called for in the current situation.
- She may apply her life planning skills for personal growth.
- She has the ability to see what perspective she needs to focus on, depending on the current situation.
- She may benefit from developing a clear set of goals for the future.
- Betsy has a grasp of her actual and potential accomplishments, life roles and activities.





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

- ATTITUDE TOWARD OTHERS
- INTEGRATIVE ABILITY
- SENSITIVITY TO OTHERS
- UNDERSTANDING MOTIVATIONAL NEEDS
- USING COMMON SENSE

Weaknesses

- PROJECT AND GOAL FOCUS
- PERSONAL DRIVE
- JOB ETHIC
- PERSUADING OTHERS
- HANDLING REJECTION



ATTITUDE TOWARD OTHERS

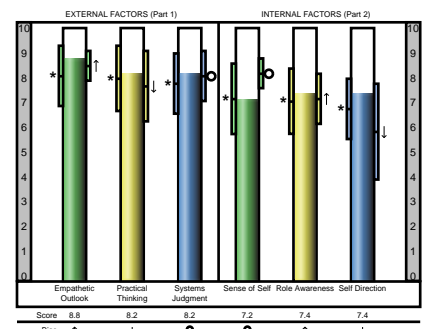
Attitude Toward Others is the ability to maintain a positive, open and objective attitude toward others. An example of an improper attitude would be a situation in which one assigns attributes to a person based solely on an unsubstantiated prejudgment. This could cause a person to exercise an unnecessary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

Possible Strengths:

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

Continuous Development:

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





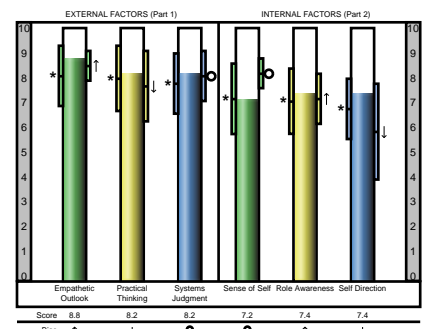
In part Integrative Ability is an individual's ability to identify the key elements of a problem situation and understand which components are critical. Furthermore, this is an ability to then put together the different elements and to see different types of situational structures. It is thereby the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





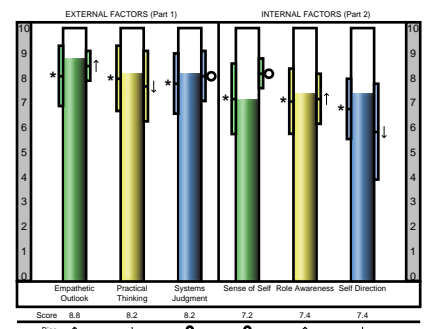
The most critical aspect of Sensitivity To Others is paying attention-on a day-to-day basis and on a larger scale. Not only must a person notice small details about people's reactions on an individual basis, but also he or she must be able to form a larger emotional picture of each person based on what a person knows of them.

Possible Strengths:

- Good listener.
- Recognizes that people like and need to feel important.
- Does not over react-stays calm and cool in emotional situations.

Continuous Development:

- Take course correction if needed.
- If in a difficult situation, or lack of agreement with another person, agree to resume the conversation later and/or seek mediation.
- Be tactful-know what to say and how to say it with power and persuasion without making enemies.





UNDERSTANDING MOTIVATIONAL NEEDS

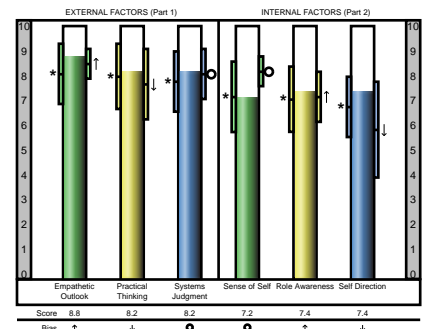
Understanding Motivational Needs is an individual's ability to understand the needs and desires of others enough that this knowledge may be used to motivate them to succeed. This requires objectivity, lack of prejudice, empathy and an open mind.

Possible Strengths:

- Is an active and effective listener.
- Tailors his or her solution to solve the prospect's problem and add value.
- Asks intelligent questions with the goal of understanding what the client values.

Continuous Development:

- Ask open-ended questions whenever possible.
- Always prepare questions in advance.
- Remember that most people's primary motivator is making themselves look and/or feel valuable.





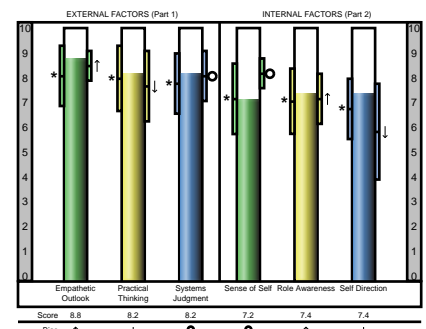
Using Common Sense as a capacity is determined by an individual's focus on practical thinking. It is the ability to see the world clearly and the general ability to combine abilities for empathy, practical thinking, and organizational ability into cohesive decisions and actions.

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.





PROJECT AND GOAL FOCUS

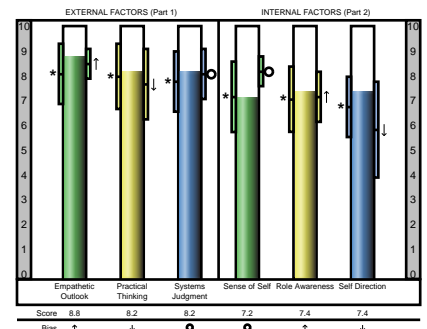
Project and Goal Focus is an individual's ability to maintain direction in spite of obstacles and the ability to stay on target, regardless of circumstance. This score is derived from an individual's clarity and focus in the areas of self-direction and appreciation of structure and order.

Possible Limitations:

- May be easily swayed from plan of action.
- May not complete projects within time or budget parameters.
- May have trouble moving past difficulties standing in the way of completing the task or project.

Developmental Suggestions:

- Advise people of reasonable completion dates or address new projects.
- Make regular status checks-on own work and any delegated work.
- Build written project schedules incorporating key milestones for each project.





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.

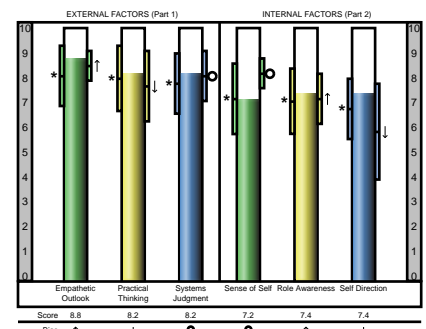
This is a measurement of how strongly a person feels the need to achieve, accomplish or complete something. This "drive" can take many forms (e.g., tasks, knowledge, career, physical, etc.), but it involves the level of personal motivation a person is capable of bringing to bear on any given task which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





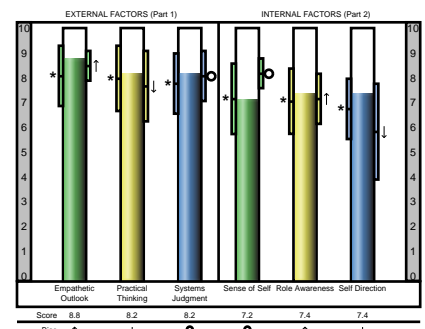
Job Ethic is the personal commitment an individual makes to execute a specific task by doing the most and the best during the hours a person is at work and by becoming the most reliable, personally, professionally and civically.

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.





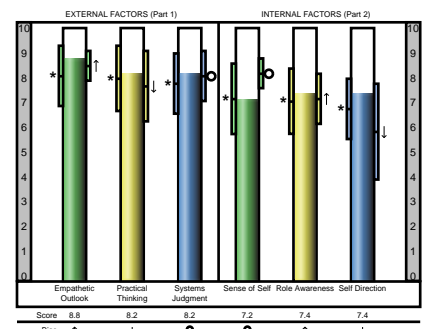
Persuading Others is an individual's ability to convince others or to present a viewpoint in such a way that it is accepted by others. It involves intuitive insight, role confidence, practical thinking ability and ability to think on one's feet.

Possible Limitations:

- May have trouble gaining support from others.
- May not recognize when others have been persuading to the viewpoint.
- May not use appropriate tools to convince others to a viewpoint.

Developmental Suggestions:

- Remember that people only do things for their reasons.
- Talk of emotion, not just reason.
- Don't just present the facts. Present opinions and perspective as well.





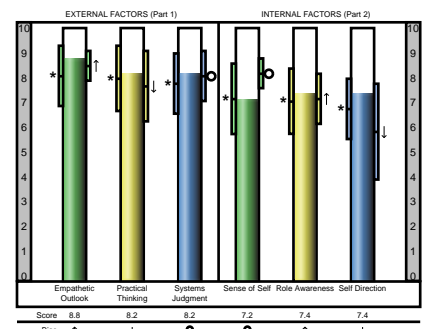
Handling Rejection on a personal level is based very heavily on a person's self-esteem and his or her ability to see themselves as valuable, separate and apart from a role or position in life. By not personalizing professional rejection and associating it with having oneself as an individual rejected,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

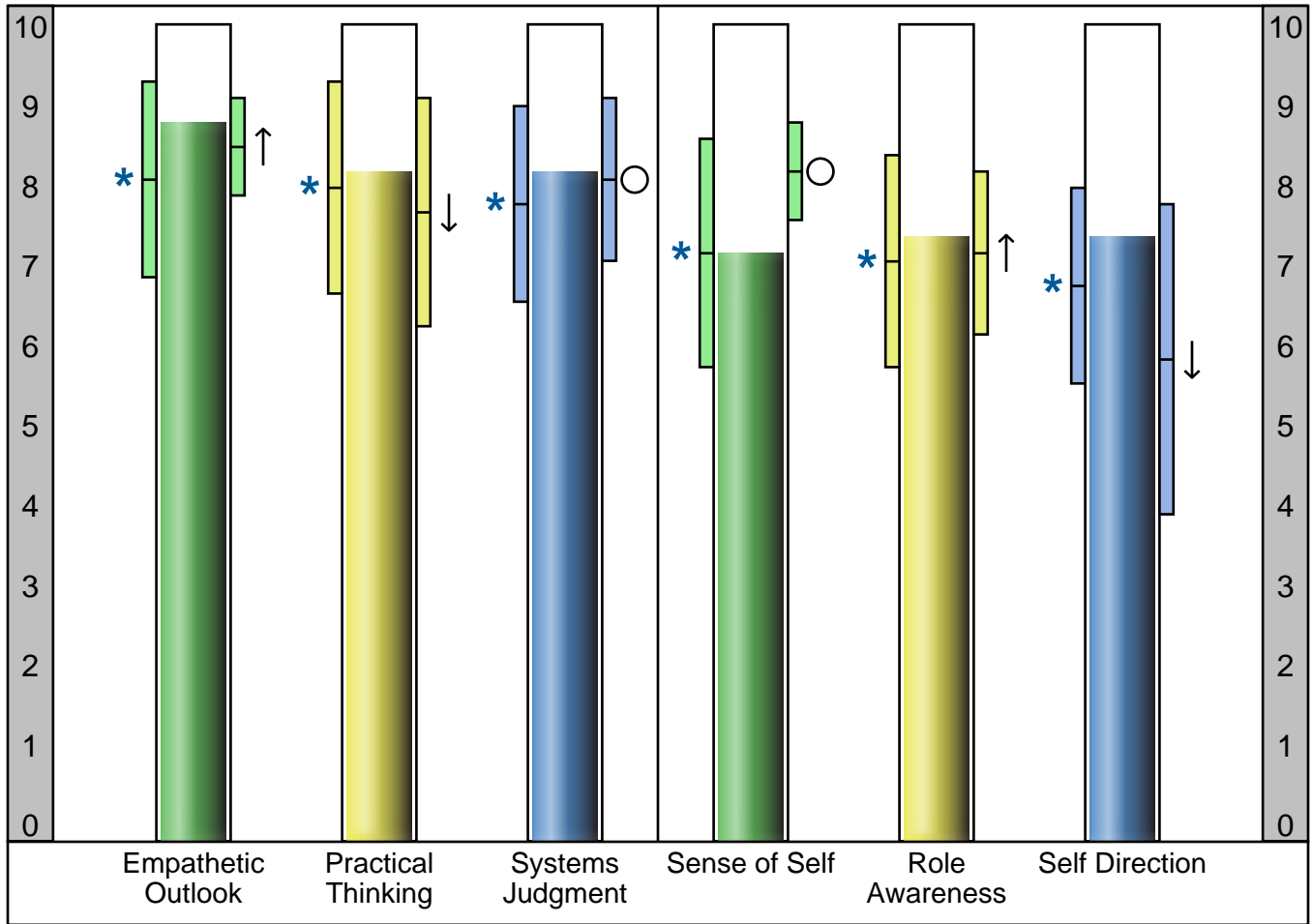




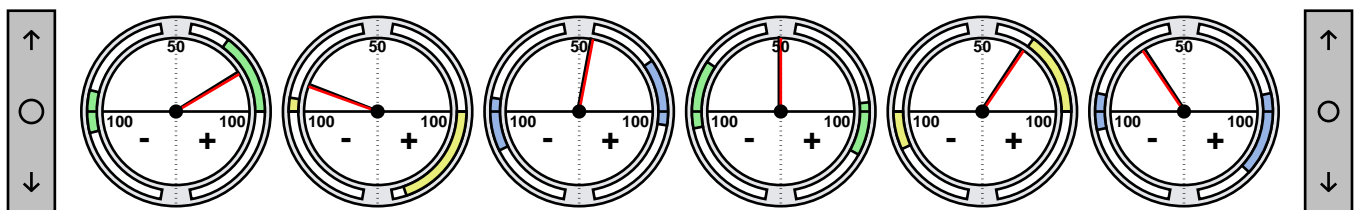
* Population mean
 ↑ Overvaluation
 ○ Neutral valuation
 ↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 8.8 8.2 8.2 7.2 7.4 7.4
 Bias ↑ ↓ ○ ○ ↑ ↓



Rev: 0.94-0.87



Score	Mean	Description	Score	Mean	Description
9.3	7.9	Attitude Toward Others	7.5	7.8	Monitoring Others
9.3	7.6	Integrative Ability	7.4	7.3	Results Orientation
9.3	7.9	Sensitivity to Others	7.4	7.0	Balanced Decision Making
9.3	8.1	Personal Relationships	7.4	7.3	Project Scheduling
9.2	8.1	Understanding Motivational Needs	7.4	6.9	Initiative
9.2	7.6	Using Common Sense	7.4	6.9	Self Direction
9.1	7.9	Leading Others	7.4	7.1	Role Awareness
9.0	7.8	Relating to Others	7.3	7.4	Self Confidence
9.0	7.7	Evaluating What is Said	7.3	7.6	Long Range Planning
8.8	8.1	Empathetic Outlook	7.2	6.7	Self Assessment
8.6	7.4	Developing Others	7.2	7.6	Realistic Personal Goal Setting
8.6	7.9	Conveying Role Value	7.2	7.3	Sense of Self
8.5	8.3	Theoretical Problem Solving	7.2	8.1	Self Improvement
8.5	7.9	Correcting Others	6.9	7.3	Consistency and Reliability
8.4	7.5	Accountability for Others	6.9	7.4	Project and Goal Focus
8.4	7.5	Quality Orientation	6.9	7.1	Personal Drive
8.4	7.1	Gaining Commitment	6.9	7.3	Job Ethic
8.4	7.9	Emotional Control	6.9	7.8	Persuading Others
8.3	7.3	Surrendering Control	6.9	7.3	Sense of Mission
8.3	7.8	Freedom from Prejudices	5.3	7.4	Handling Rejection
8.3	7.5	Problem Solving			
8.2	8.0	Following Directions			
8.2	7.7	Realistic Expectations			
8.2	8.0	Respect for Policies			
8.2	7.8	Systems Judgment			
8.2	8.0	Material Possessions			
8.2	8.0	Practical Thinking			
8.1	8.0	Attention to Detail			
8.1	7.0	Handling Stress			
8.1	8.2	Realistic Goal Setting for Others			
8.1	7.1	Role Confidence			
8.1	7.2	Persistence			
7.9	7.0	Intuitive Decision Making			
7.9	7.9	Proactive Thinking			
7.9	7.4	Enjoyment of the Job			
7.8	7.5	Sense of Timing			
7.8	7.6	Status and Recognition			
7.8	7.7	Sense of Belonging			
7.7	7.6	Concrete Organization			
7.7	7.3	Conceptual Thinking			
7.7	7.2	Personal Accountability			
7.7	7.7	Evaluating Others			
7.7	6.9	Meeting Standards			
7.7	7.1	Internal Self Control			
7.7	8.2	Respect for Property			
7.7	7.4	Self Management			
7.7	7.2	Taking Responsibility			



CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
8.4	7.5	Accountability for Others	7.4	7.3	Results Orientation
8.1	8.0	Attention to Detail	7.4	7.1	Role Awareness
9.3	7.9	Attitude Toward Others	8.1	7.1	Role Confidence
7.4	7.0	Balanced Decision Making	7.2	6.7	Self Assessment
7.7	7.3	Conceptual Thinking	7.3	7.4	Self Confidence
7.7	7.6	Concrete Organization	7.4	6.9	Self Direction
6.9	7.3	Consistency and Reliability	7.2	8.1	Self Improvement
8.6	7.9	Conveying Role Value	7.7	7.4	Self Management
8.5	7.9	Correcting Others	7.8	7.7	Sense of Belonging
8.6	7.4	Developing Others	6.9	7.3	Sense of Mission
8.4	7.9	Emotional Control	7.2	7.3	Sense of Self
8.8	8.1	Empathetic Outlook	7.8	7.5	Sense of Timing
7.9	7.4	Enjoyment of the Job	9.3	7.9	Sensitivity to Others
7.7	7.7	Evaluating Others	7.8	7.6	Status and Recognition
9.0	7.7	Evaluating What is Said	8.3	7.3	Surrendering Control
8.2	8.0	Following Directions	8.2	7.8	Systems Judgment
8.3	7.8	Freedom from Prejudices	7.7	7.2	Taking Responsibility
8.4	7.1	Gaining Commitment	8.5	8.3	Theoretical Problem Solving
5.3	7.4	Handling Rejection	9.2	8.1	Understanding Motivational Needs
8.1	7.0	Handling Stress	9.2	7.6	Using Common Sense
7.4	6.9	Initiative			
9.3	7.6	Integrative Ability			
7.7	7.1	Internal Self Control			
7.9	7.0	Intuitive Decision Making			
6.9	7.3	Job Ethic			
9.1	7.9	Leading Others			
7.3	7.6	Long Range Planning			
8.2	8.0	Material Possessions			
7.7	6.9	Meeting Standards			
7.5	7.8	Monitoring Others			
8.1	7.2	Persistence			
7.7	7.2	Personal Accountability			
6.9	7.1	Personal Drive			
9.3	8.1	Personal Relationships			
6.9	7.8	Persuading Others			
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8.4	7.5	Quality Orientation			
8.2	7.7	Realistic Expectations			
8.1	8.2	Realistic Goal Setting for Others			
7.2	7.6	Realistic Personal Goal Setting			
9.0	7.8	Relating to Others			
8.2	8.0	Respect for Policies			
7.7	8.2	Respect for Property			