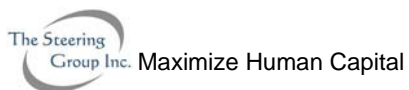


*"He who knows others is learned.  
He who knows himself is wise."  
—Lao Tse*

## **John Demonstration File**

Opportunity for Talent

4-19-2006



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# INTRODUCTION

*Where Opportunity Meets Talent™*

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

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

## SECTION 1: BEHAVIORS

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

## SECTION 2: MOTIVATORS

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

## SECTION 3: ATTRIBUTES

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

# INTRODUCTION

## *Behaviors*

---

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- how you respond to problems and challenges.
- how you influence others to your point of view.
- how you respond to the pace of the environment.
- how you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

*"All people exhibit all four behavioral factors in varying degrees of intensity."  
—W.M. Marston*

# GENERAL CHARACTERISTICS

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

---

John is forward-looking, aggressive and competitive. His vision for results is one of his positive strengths. He can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of his great strengths. He is extremely results-oriented, with a sense of urgency to complete projects quickly. He wants to be seen as a winner and has an inherent dislike for losing or failing. He tends to work hard and long to be successful. John is the type of individual who, under pressure, has a tremendous sense of urgency and need to get things done. Nothing bores John more than the status quo, things becoming routine and people always agreeing, or pretending to agree. He is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. John wants to be seen as an individual who is totally keyed to results. He wants to get things done in a manner that is consistent with his perception of the "right way" of doing things. He likes to be forceful and direct when dealing with others. His desire for results is readily apparent to the people with whom he works.

John likes to make decisions quickly. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the

# GENERAL CHARACTERISTICS

---

process. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. John has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. When faced with a tough decision, he will try to sell you on his ideas. He is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He finds it easy to share his opinions on solving work-related problems.

John likes people who give him options as compared to their opinions. The options may help him make decisions, and he values his own opinion over that of others! He may lack the patience to listen and communicate with slower acting people. He may lose interest in what others are saying if they ramble or don't speak to the point. His active mind is already moving ahead. He should exhibit more patience and ask questions to make sure that others have understood what he has said. John tends to influence people by being direct, friendly and results-oriented. He challenges people who volunteer their opinions. He tends to be intolerant of people who seem ambiguous or think too slowly. He may sometimes mask his feelings in friendly terms. If pressured, John's true feelings may emerge.

# 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.*

---

- Good mixer.
- Change agent--looks for faster and better ways.
- Few dull moments.
- Challenges the status quo.
- Challenge-oriented.
- Competitive.
- Usually makes decisions with the bottom line in mind.
- Tenacious.
- Thinks big.

# 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:

- Be isolated from interruptions.
- Use his jargon.
- Put projects in writing, with deadlines.
- Support the results, not the person, if you agree.
- Motivate and persuade by referring to objectives and results.
- Present the facts logically; plan your presentation efficiently.
- Expect acceptance without a lot of questions.
- Ask specific (preferably "what?") questions.
- Be specific and leave nothing to chance.
- Provide systems to follow.
- Be clear, specific, brief and to the point.
- Provide facts and figures about probability of success, or effectiveness of options.
- Verify that the message was heard.

# 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 disagreement reflect on him personally.
- Reinforce agreement with "I'm with you."
- Forget to follow-up.
- Forget or lose things, be disorganized or messy, confuse or distract his mind from business.
- Try to build personal relationships.
- Come with a ready-made decision, or make it for him.
- Direct or order.
- Ask rhetorical questions, or useless ones.
- Be put off by his "cockiness."
- Be redundant.
- Use paternalistic approach.
- Dictate to him.
- Let him change the topic until you are finished.

# COMMUNICATION TIPS

*This section provides suggestions on methods which will improve John's communications with others. The tips include a brief description of typical people 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 communicator.*

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

# 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.

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

# NATURAL AND ADAPTED STYLE

*John's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.*

Natural	PROBLEMS - CHALLENGES	Adapted
<p>John tends to deal with problems and challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and actively seeks goals. John will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.</p>	<p>John sees no need to change his approach to solving problems or dealing with challenges in his present environment.</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 likes to be on a team and may be the spokesman for the team. He will trust others and likes a positive environment in which to relate.</p>	<p>John sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.</p>	

# NATURAL AND ADAPTED STYLE

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Natural	PACE - CONSISTENCY	Adapted
<p>John is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.</p>	<p>John sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>John is independent by nature and feels comfortable in situations where the constraints are few and far between. He will follow rules as long as he feels that the rules are his. He has a tendency to rebel from rules set by others and wants input into any constraints.</p>	<p>John shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant and John sees little or no need to change his response to the environment.</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.*

---

- A competitive environment, combined with a high degree of people skills.
- Moving quickly from one activity to another.
- Meeting deadlines.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Handling a variety of activities.
- Acting without precedent, and able to respond to change in daily work.
- Persistence in job completion.
- Working without close supervision.
- Exhibiting an active and creative sense of humor.
- Questioning the status quo, and seeking more effective ways of accomplishment.
- Dealing with a wide variety of work activities.
- A good support team to handle paperwork.

## 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 a one-way communicator--doesn't listen to the total story before introducing his opinion.
- Be inconsistent because of many stops, starts and ever-changing direction.
- Blame, deny and defend his position--even if it is not needed.
- Make "off the cuff" remarks that are often seen as personal prods.
- Have difficulty finding balance between family and work.
- Be impulsive and seek change for change's sake. May change priorities daily.
- Be explosive by nature and lack the patience to negotiate.
- Be so concerned with big picture; he forgets to see the little pieces.
- Keep too many balls in the air, and if his support is weak he will have a tendency to drop some of those balls.

# ACTION PLAN

---

The following are examples of areas in which John may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

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

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

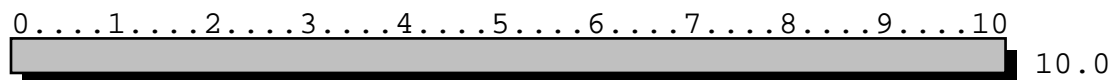
- 1.
- 2.
- 3.

Date to Begin: \_\_\_\_\_ Date to Review: \_\_\_\_\_

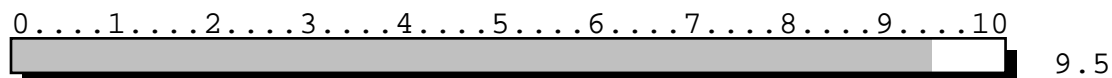
# BEHAVIORAL HIERARCHY

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

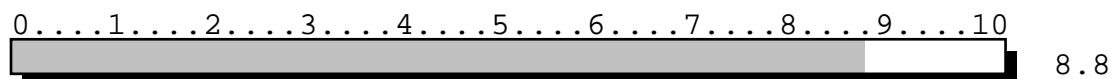
## 1. COMPETITIVENESS



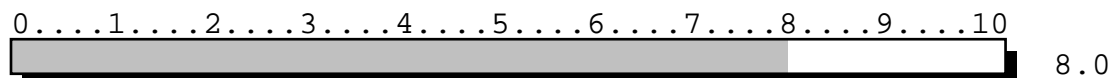
## 2. URGENCY



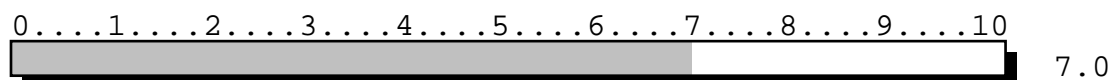
## 3. FREQUENT CHANGE



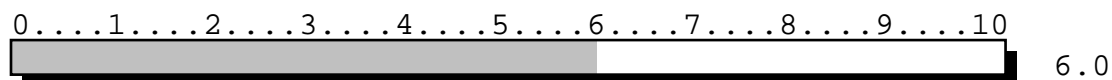
## 4. VERSATILITY



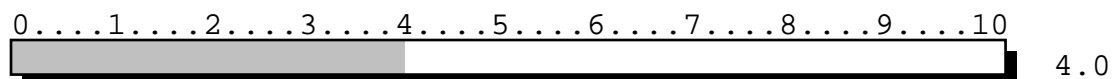
## 5. FREQUENT INTERACTION WITH OTHERS



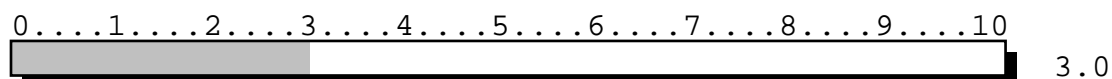
## 6. CUSTOMER ORIENTED



## 7. ANALYSIS OF DATA

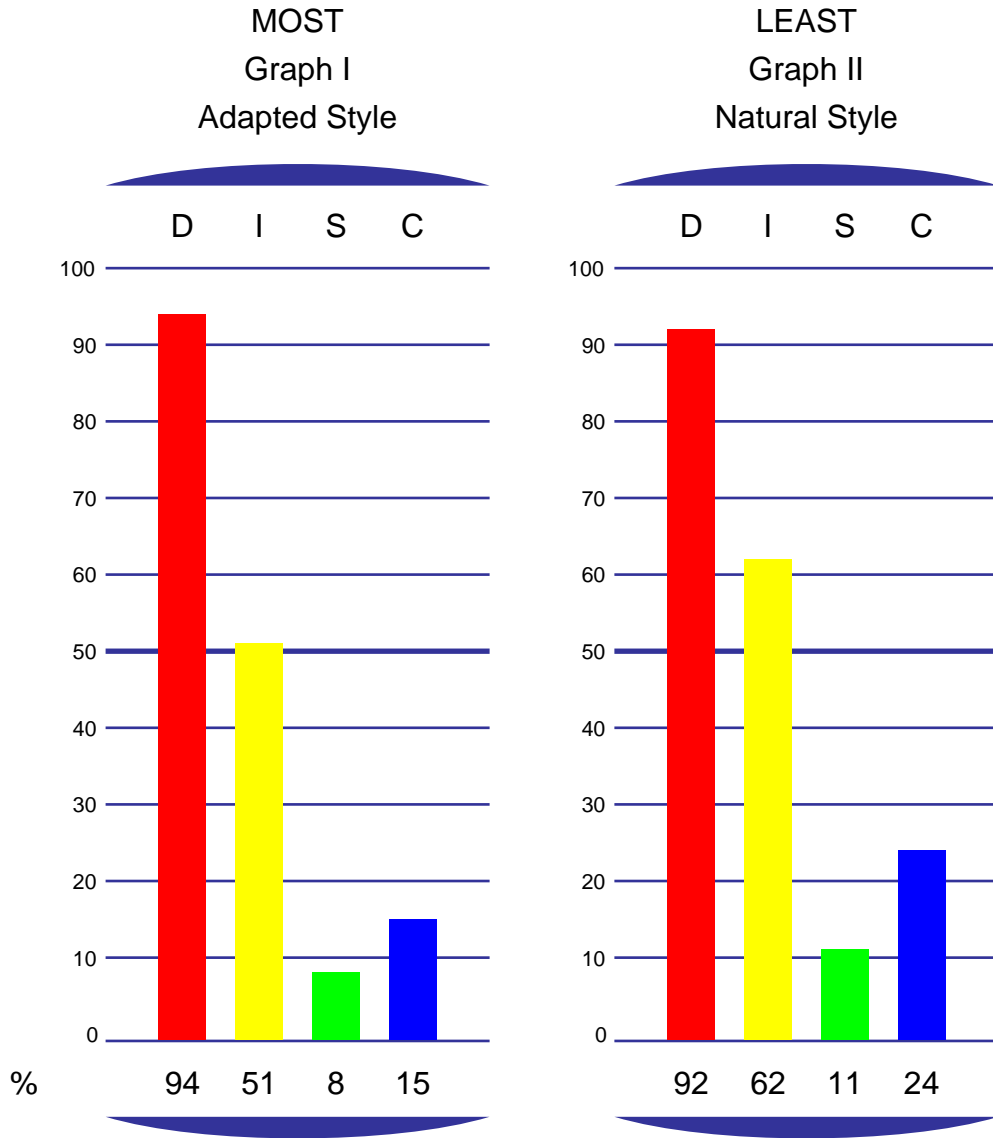


## 8. ORGANIZED WORKPLACE



# STYLE INSIGHTS™ GRAPHS

4-19-2006



Norm 2003

# THE SUCCESS INSIGHTS® WHEEL

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The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

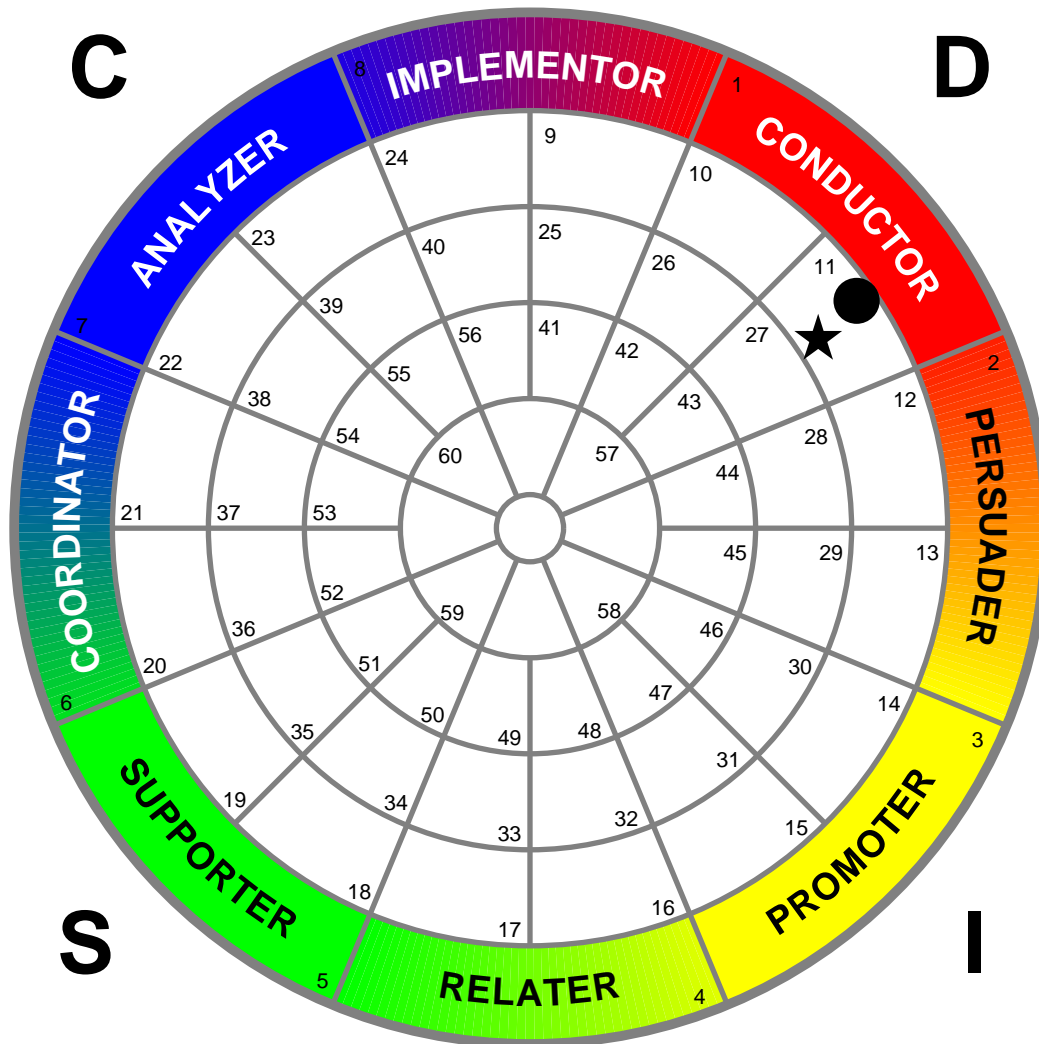
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

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

# THE SUCCESS INSIGHTS® WHEEL

4-19-2006



Adapted: ★ (11) PERSUADING CONDUCTOR  
Natural: ● (11) PERSUADING CONDUCTOR  
Norm 2003

# INTRODUCTION

## *Motivators*

---

Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Workplace Motivators report measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

<b>Value</b>	<b>the Drive for</b>
<b>Theoretical</b>	<b>Knowledge</b>
<b>Utilitarian/Economic</b>	<b>Money</b>
<b>Aesthetic</b>	<b>Form and Harmony</b>
<b>Social/Altruistic</b>	<b>Helpfulness</b>
<b>Individualistic/Political</b>	<b>Power</b>
<b>Traditional/Regulatory</b>	<b>Order</b>

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).
- 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.
- John tends to be hard working, competitive, and motivated mostly by financial rewards and challenging compensation plans.
- A high sense of satisfaction is gained by earning and sharing his wealth.
- Uses money as a scorecard.

## Value to the Organization

- Is profit driven and bottom-line oriented.
- 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

- Realize that it's not just money that motivates, but also personal payback from the job.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Provide substantial room for financial rewards for excellent performance.
- Be certain John is balancing his professional and personal life.

# UTILITARIAN/ECONOMIC

---

## **Training, Professional Development and Learning Insights**

- If possible, build in some group competition as a part of the training activities.
- Provide rewards and incentives for participation in additional training and professional development.
- Scores like those who want information that will help them increase bottom-line results and effectiveness.

## **Continuous Quality Improvements**

- Within this very high economic drive, there is a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to learn to appreciate that not everybody is highly-motivated by wealth, return-on-investment 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 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

- High knowledge base and credibility base in contributions to team efforts.
- Others on the team may seek John to answer questions about projects or procedures.
- Attracted to new and cutting-edge ideas and concepts.
- Likes to visit bookstores and may make some unexpected purchases.
- Strong desire to learn and go beyond the required knowledge base.
- 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.

## Value to the Organization

- He is an active problem-solver, seeking solutions.
- Will work long, hard hours on the complex solution to a problem.
- Stable, knowledge-driven ethic.
- At a team meeting John will come prepared, with pre-work completed.
- Gathers the maximum amount of information on an issue because he asks the necessary questions.
- Has an open-minded approach that comes from broad-based research.

## Keys to Managing and Motivating

- Call upon his knowledge and expertise whenever possible at team meetings, and when in problem-solving mode.
- Include John in future development projects and draw on his expertise.
- Involve John as a constructive critic for new ideas or when evaluating existing projects and protocol.
- 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.
- He enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Actively engaged in learning both on and off the job.

# THEORETICAL

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## 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

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

## Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- 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 take a stand with emphasis, or to be a more quiet member supporting a position.
- 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.
- Please check other higher and lower Values areas to obtain additional insight into learning preferences.

# INDIVIDUALISTIC/POLITICAL

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## Continuous Quality Improvements

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

# SOCIAL/ALTRUISTIC

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

---

## General Characteristics

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

## Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. He is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on his own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.

## Keys to Managing and Motivating

- Remember that John shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- John brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that he brings in being a balance between those who may give too much away, versus those who may not give enough.

# SOCIAL/ALTRUISTIC

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## **Training, Professional Development and Learning Insights**

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Becomes engaged in training activities because he sees it as a part of necessary growth and professional improvement.

## **Continuous Quality Improvements**

- It is important to review other Values drives for a more complete look at areas for quality improvement.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.
- John should allow space for those who differ on this Social/Altruistic scale, and remember that 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

- An informal approach to rules and regulations.
- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- Able to see the big picture and communicate it clearly to others.
- Likes to work hard, especially if he can see results of the work projects.
- Adjusts quickly to change and is flexible.
- Dislikes lists of rules and regulations.
- Questions authority.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.
- A desire to obtain quick results with many projects, and an attempt to dispense with many items (such as rules and regulations) which might bog down the progress.

## Value to the Organization

- Generates new ideas.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Looks for creative solutions to problems.

## Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Wants to be informed about events and changes within the organization.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.

## Training, Professional Development and Learning Insights

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

# TRADITIONAL/REGULATORY

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## Continuous Quality Improvements

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

# AESTHETIC

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

---

## General Characteristics

- 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.
- 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.
- Not necessarily worried about form and beauty in his work environment.
- Looks at those scoring higher as types who may need to be a bit more practical.
- John is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Is motivated and driven in areas other than the Aesthetic.
- 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.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

# AESTHETIC

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## **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**

- Seen as overly business-like by some, but this comes from the practical side of his workplace values.
- Needs to be more open and receptive to the creative ideas of others.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.

# MOTIVATORS - NORMS & COMPARISONS

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

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

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

NORMS & COMPARISONS TABLE - Norm 2003		
John Demonstration File		
THEORETICAL		Mainstream
UTILITARIAN		Extreme
AESTHETIC		Mainstream
SOCIAL		Mainstream
INDIVIDUALISTIC		Mainstream
TRADITIONAL		Mainstream

- 68 percent of the population      | - national mean      \* - your score

Mainstream - one standard deviation of the national mean  
 Passionate - two standard deviations above the national mean  
 Indifferent - two standard deviations below the national mean  
 Extreme - three standard deviations from the national mean

# MOTIVATORS - NORMS & COMPARISONS

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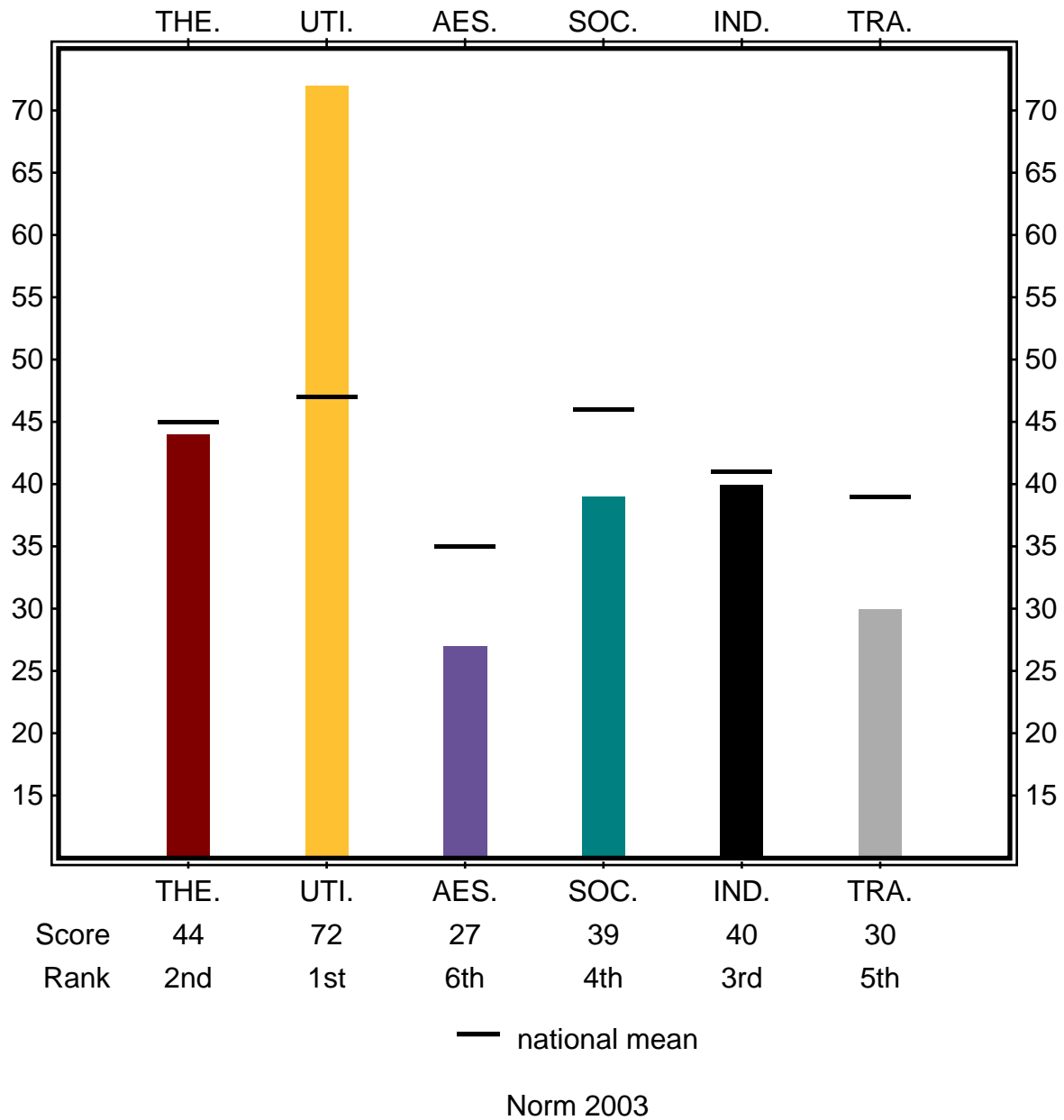
Areas in which you have strong feelings or passions compared to others:

- 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.

# ATTITUDES GRAPH

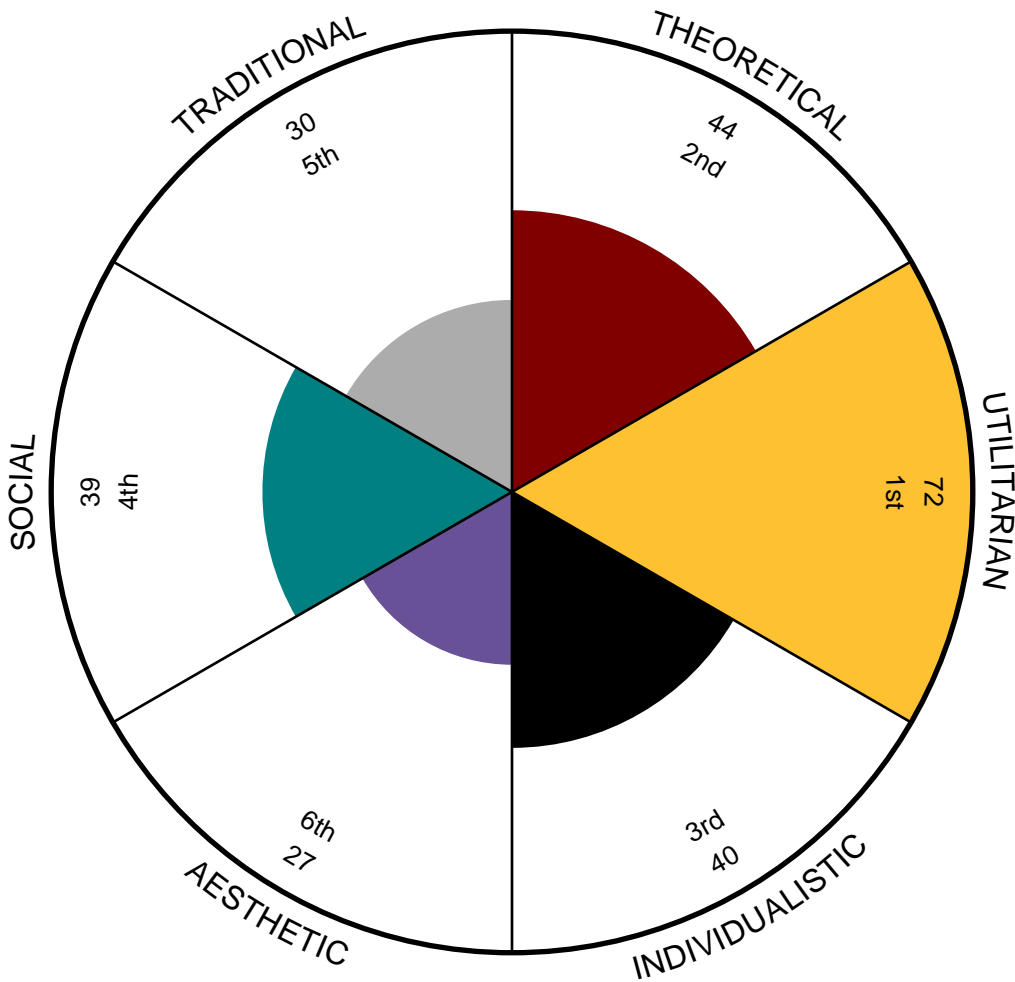
## John Demonstration File

4-19-2006



# ATTITUDES WHEEL™

## John Demonstration File 4-19-2006



# VALUES ACTION PLAN

*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

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## **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

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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

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

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

## General Characteristics

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

## Value to the Organization

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

# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

---

## Keys to Managing and Motivating:

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

## Training, Professional Development and Learning Insights:

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

# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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## 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. \_\_\_\_\_

# EXTERNAL DESCRIPTION

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## Integrated—High Level of Development

### Description

John judges situations in a balanced, objective way in terms of all three basic perspectives: people, situations, and systems. When he takes action, he can move in and out of any one of the three value perspectives with ease. The integrated pattern indicates that he is not stuck in any one dimension. He can relate to and deal with other people well and maintains healthy, fulfilling relationships naturally. He also has good practical skills and can relate well to tangible things, processes and events. He understands how to deal effectively with ideas, knowledge, and systems. This integrated pattern indicates the world is wide open for him and suggests that he is able to take advantage of any and all opportunities.

### Strengths

John is versatile and stable and adapts well to different types of people and changing situations. It is easy for him to see what he needs to emphasize or focus on, depending on the nature of the situation he is in. If an interpersonal focus is called for, he has the ability to turn on his people skills and relate well to others. If an external or task focus is needed, he has the ability to become an action-oriented achiever who focuses on the work at hand to get things done. If he determines that the situation calls for a systematic focus, he has the ability to turn his attention to learning and gaining more knowledge about the situation. This suggests his greatest talents are flexibility, objectivity and versatility.

### Development Opportunities

John's greatest opportunity for growth is centered in maintaining strong identification with current activities, roles and responsibilities. He enjoys getting involved in new activities; but, if the activities become routine or "easy" for him and he doesn't feel challenged, he may not want to stay involved.

### Best Performance Climate

John will learn, work or perform best in an atmosphere where there is an open exchange of ideas and where feedback is readily available. He also prefers an environment where responsibilities and decisions are shared, and his input and creativity is appreciated and challenged on a regular basis.

# EXTERNAL DESCRIPTION

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## External Bias Description

John is someone who relates to the world primarily in terms of established system and order, (e.g., rules, the law). Most of his energies are focused on making things fit into the established system or organization. His somewhat negative view of the tasks dimension reveals that he takes a conscious distance from the practical work process and social convention. His neutral view of the people dimension reflects balanced objectivity toward other persons. He is not too trusting or too distant but strikes a realistic balance when valuing others without getting overly involved to ensure that he makes an objective and accurate decision.

John is good at seeing the big picture or the overall plan of things and how it impacts others much more clearly than he sees the step-by-step process it may take to get the results he wants. He has a talent for comparing facts and ideas and generally makes a fair judgment or reaches a well-founded conclusion concerning what action should be taken in any given situation based on available evidence and careful, critical evaluation. His people skills enable him to ask others the right leading questions, to inquire about things without insulting others, and to deliberately and carefully weigh the pros and cons before expressing his critical evaluation or decision. He tries to ensure that he has sufficient knowledge or experience to decide on the merits, controversy, point at issue, or conflicts before making a decision or forming an authoritative opinion.

# INTERNAL DESCRIPTION

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## Role-Authentic—High Level of Development

### Description

John shows a strong and equally developed focus on who he is and what he can do or is doing. He enjoys being a part of the process of getting things done and identifies with his work and personal roles. In a sense, his identity is his roles and activities. He feels his own worth is equally based on his sense of self and on what he can produce and achieve. He wants to see good results from his work, and that becomes a part of his sense of self. He enjoys being himself, and he is confident, reliable and responsible. He is well aware of his strengths and gets involved in activities or jobs that will best utilize his talents or help to further develop his potential. He will best achieve goals when he is fully engaged.

He under appreciates the systemic, thinking or structural aspects of his life. He is not strict about concepts or images that guide him forward and that shape his future. This means that he probably uses planning in a flexible way to help him focus his time and energy on the role responsibilities in the present. He usually starts new things intuitively and sees the future as a process of discovery, rather than being clear-cut and definite.

### Strengths

John is confident in his abilities to perform and fulfill his roles and responsibilities in life. He has an inner strength that helps him to persevere, even in difficult situations. His general attitude toward change is to adapt to it in practical ways and try to go with the flow of things. He is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of the best opportunities. He has a strong sense of self worth and identifies with his primary roles and activities.

### Development Opportunities

John does not have a strong sense of appreciation for systems, plans, rules, and organization as it applies to his own life. He puts less emphasis on defining or talking about himself. He is more concerned about what is happening in the present than with planning a clear and definite future. He is probably eager and enthusiastic about his potential future, but his picture of the future is more vague and uncertain, since his focus is on current roles and responsibilities.

# INTERNAL DESCRIPTION

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## Internal Bias Description

John has a positive self-identity in the self direction dimension. Since this vision of the future resides mainly in his mind, it is characterized by optimism that it will become a reality in time. The positively biased self-direction or "self-image" is the main thing that is definite about the worth of his own self. He tends to overemphasize it and "hope" that it will come to pass. There is little awareness of his deeper sense of self. There is also no clear sense of personal achievement from a job or other productive roles. The only thing that is clear to him is the "definiteness" of the mental self-concept he has adopted.

# Summary of Strengths & Weaknesses

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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

- Respect for Property
- Leading Others
- Realistic Goal Setting for Others
- Using Common Sense
- Role Awareness

## Weaknesses

- Project Scheduling
- Problem Solving
- Results Orientation
- Conceptual Thinking
- Self Direction

# 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.

# Leading Others

---

Leading Others is an individual's ability to organize and motivate people to get things accomplished where everyone feels a sense of order and direction. Effective leadership depends on a fine mixture of capacities that must match the environment in which the person is asked to perform. Regardless of that mixture, every leader must be able to gain the trust of others and be able to solve problems among and for the group.

## Possible Strengths:

- Inspires others to peak performance.
- A person others would follow even if they didn't have to.
- Modifies style to match the demands of the situation.

## Continuous Development:

- Ask company leadership, peers, and subordinates what battles they think are important and work to support their ideas.
- Encourage others to take initiative.
- Focus not only on making a stand, but also on how to accommodate requirements while still resolving the problem satisfactorily for all involved.

# Realistic Goal Setting for Others

---

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

## Possible Strengths:

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

## Continuous Development:

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

# Using Common Sense

---

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

## Possible Strengths:

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

## Continuous Development:

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

# Role Awareness

---

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

## Possible Strengths:

- Confident enough in role to take decisive action in uncertain situations.
- Attentive to both stated and unstated demands and expectations.
- Confident in the ability to meet expectations with a clearly defined path toward success.

## Continuous Development:

- Keep key managers and team members posted on projects.
- Make sure timelines are established for accomplishing any task.
- Help others verbalize their expectations.

# Project Scheduling

---

Project Scheduling is the ability to understand the proper allocation of resources for the purpose of getting things done within a defined timeframe. This capacity will include the ability to minimize dependence on one critical function of production. It will also include identifying alternatives in work tasks and maximizing the physical facilities available.

## Possible Limitations:

- May have difficulty managing limited resources.
- May have difficulty identifying productive alternatives.
- May focus too much on one component of a project.

## Developmental Suggestions:

- Develop a clear picture of what needs to be accomplished.
- Do the highest priority things first.
- Allocate resources on a priority basis.

# Problem Solving

---

Problem Solving Ability involves identifying the system's component that is causing an error, as well as developing options that are available for solving the problem and completing the task. Of course, if an individual can anticipate potential problems before they arise, a person may be able to lessen the effect. In the worst unanticipated problem scenarios, a person can at least save themselves time and effort by clearly identifying his or her problem first.

This is the ability to identify alternative solutions to a problem and to select the best option. This basically means the ability to be able to identify the system component that is causing the error, as well as the options available for resolving it and completing the task.

#### Possible Limitations:

- Lacks the ability to isolate the process in which the error occurs.
- Therefore, cannot identify the components needing a change.
- May focus too much on one method of problem solving.

#### Developmental Suggestions:

- Don't jump to conclusions quickly.
- Look at each problem from different perspectives.
- List all possible solutions before acting on one.

# Results Orientation

---

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

## Possible Limitations:

- May not consistently follow through.
- May not meet deadlines and other parameters of a project.
- May not understand how personal goals and plans meet organizational goals and needs.

## Developmental Suggestions:

- Make sure goals parallel and support those of the organization.
- Establish targeted completion dates for projects and phases of projects.
- If someone or something interrupts the progress on a given project, assess the new task to determine level of urgency.

# Conceptual Thinking

---

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

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

#### Possible Limitations:

- May not see interrelationships between individual goals, short-term company goals and long-term corporate missions.
- May not properly set priorities.
- May not use appropriate resources to attain desired goals.

#### Developmental Suggestions:

- Challenge inherent assumptions and/or beliefs.
- Brainstorm; always be on the lookout for new ideas and approaches.
- Operate from a broad, long-term perspective.

# 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).

# TriMetrix™-DIMENSIONAL BALANCE

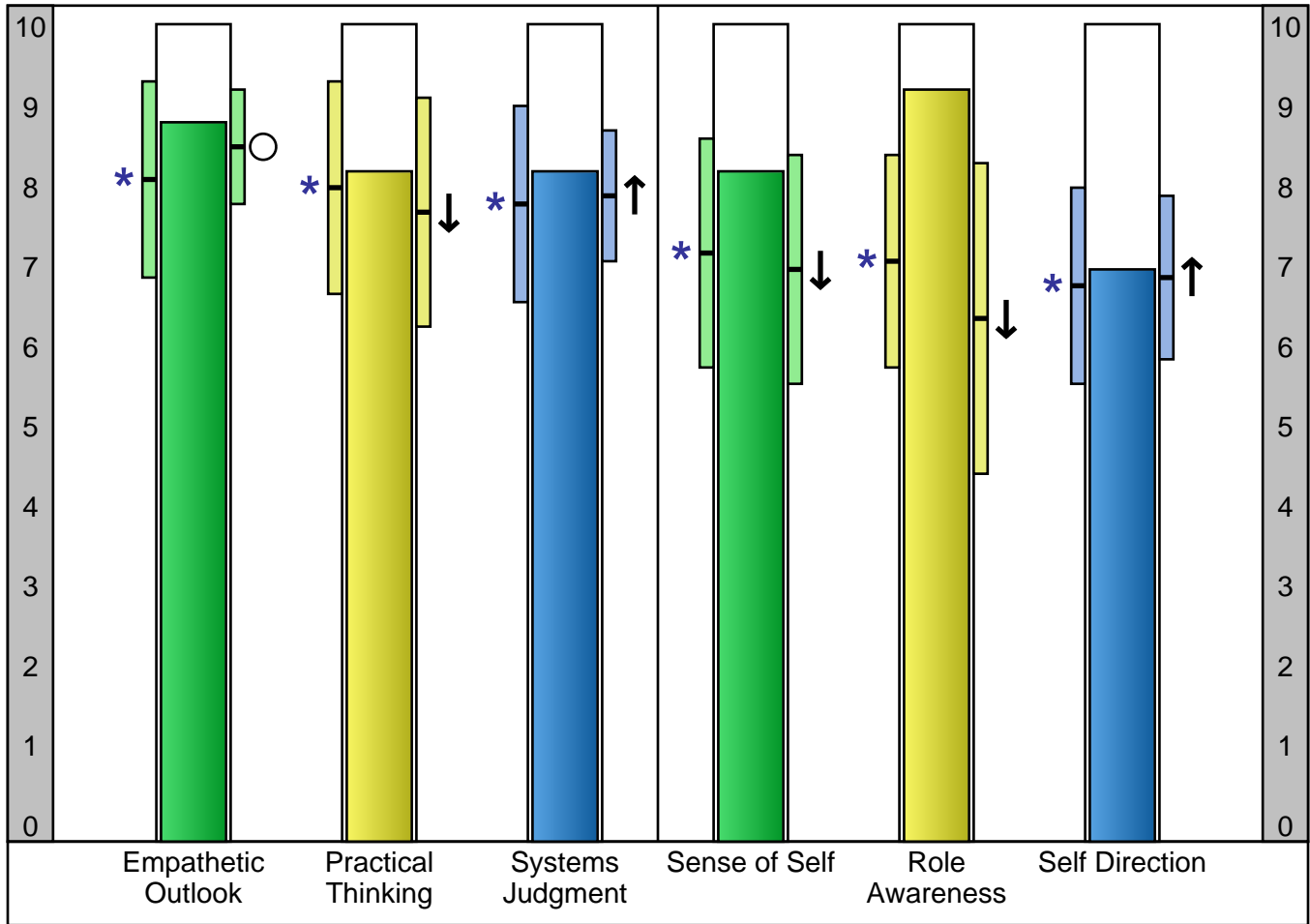
For consulting and coaching

4-19-2006

*	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

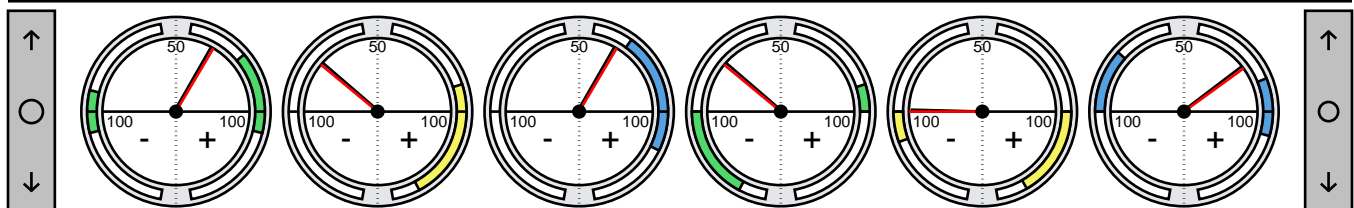
## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Score 8.8      8.2      8.2      8.2      9.2      7.0

Bias ○      ↓      ↑      ↓      ↓      ↑



# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
10.0	8.2	Respect for Property	7.9	7.2	Persistence
9.3	8.1	Personal Relationships	7.8	7.5	Accountability for Others
9.2	7.9	Leading Others	7.8	7.4	Project And Goal Focus
9.2	8.2	Realistic Goal Setting for Others	7.8	7.1	Gaining Commitment
9.2	7.6	Using Common Sense	7.7	7.6	Concrete Organization
9.2	8.1	Self Improvement	7.7	7.5	Sense of Timing
9.2	8.0	Material Possessions	7.6	7.3	Consistency and Reliability
9.2	7.1	Role Awareness	7.6	7.3	Surrendering Control
8.8	7.9	Attitude Toward Others	7.6	7.4	Self Confidence
8.8	7.8	Freedom from Prejudices	7.6	6.9	Meeting Standards
8.8	7.9	Proactive Thinking	7.6	7.3	Job Ethic
8.8	7.8	Persuading Others	7.6	7.1	Role Confidence
8.8	7.9	Sensitivity to Others	7.5	7.0	Balanced Decision Making
8.8	8.1	Empathetic Outlook	7.5	7.1	Personal Drive
8.7	8.0	Following Directions	7.5	7.0	Handling Stress
8.7	7.7	Realistic Expectations	7.5	7.3	Project Scheduling
8.7	8.0	Respect for Policies	7.5	7.5	Problem Solving
8.7	7.6	Status and Recognition	7.3	7.3	Results Orientation
8.7	7.4	Enjoyment of the Job	7.2	7.3	Conceptual Thinking
8.6	7.6	Realistic Personal Goal Setting	7.2	7.3	Sense of Mission
8.5	8.0	Attention to Detail	7.0	6.9	Self Direction
8.5	7.9	Correcting Others			
8.5	7.9	Emotional Control			
8.5	7.8	Relating to Others			
8.5	7.7	Evaluating What is Said			
8.4	7.5	Quality Orientation			
8.4	8.1	Understanding Motivational Needs			
8.3	8.3	Theoretical Problem Solving			
8.2	7.0	Intuitive Decision Making			
8.2	7.7	Evaluating Others			
8.2	7.9	Conveying Role Value			
8.2	7.6	Integrative Ability			
8.2	7.3	Sense of Self			
8.2	7.8	Systems Judgment			
8.2	7.7	Sense of Belonging			
8.2	8.0	Practical Thinking			
8.1	7.2	Personal Accountability			
8.1	6.7	Self Assessment			
8.1	7.6	Long Range Planning			
8.1	7.4	Handling Rejection			
8.1	6.9	Initiative			
8.1	7.4	Self Management			
8.1	7.2	Taking Responsibility			
8.0	7.4	Developing Others			
8.0	7.8	Monitoring Others			
7.9	7.1	Internal Self Control			

# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
7.8	7.5	Accountability for Others	10.0	8.2	Respect for Property
8.5	8.0	Attention to Detail	7.3	7.3	Results Orientation
8.8	7.9	Attitude Toward Others	9.2	7.1	Role Awareness
7.5	7.0	Balanced Decision Making	7.6	7.1	Role Confidence
7.2	7.3	Conceptual Thinking	8.1	6.7	Self Assessment
7.7	7.6	Concrete Organization	7.6	7.4	Self Confidence
7.6	7.3	Consistency and Reliability	7.0	6.9	Self Direction
8.2	7.9	Conveying Role Value	9.2	8.1	Self Improvement
8.5	7.9	Correcting Others	8.1	7.4	Self Management
8.0	7.4	Developing Others	8.2	7.7	Sense of Belonging
8.5	7.9	Emotional Control	7.2	7.3	Sense of Mission
8.8	8.1	Empathetic Outlook	8.2	7.3	Sense of Self
8.7	7.4	Enjoyment of the Job	7.7	7.5	Sense of Timing
8.2	7.7	Evaluating Others	8.8	7.9	Sensitivity to Others
8.5	7.7	Evaluating What is Said	8.7	7.6	Status and Recognition
8.7	8.0	Following Directions	7.6	7.3	Surrendering Control
8.8	7.8	Freedom from Prejudices	8.2	7.8	Systems Judgment
7.8	7.1	Gaining Commitment	8.1	7.2	Taking Responsibility
8.1	7.4	Handling Rejection	8.3	8.3	Theoretical Problem Solving
7.5	7.0	Handling Stress	8.4	8.1	Understanding Motivational Needs
8.1	6.9	Initiative	9.2	7.6	Using Common Sense
8.2	7.6	Integrative Ability			
7.9	7.1	Internal Self Control			
8.2	7.0	Intuitive Decision Making			
7.6	7.3	Job Ethic			
9.2	7.9	Leading Others			
8.1	7.6	Long Range Planning			
9.2	8.0	Material Possessions			
7.6	6.9	Meeting Standards			
8.0	7.8	Monitoring Others			
7.9	7.2	Persistence			
8.1	7.2	Personal Accountability			
7.5	7.1	Personal Drive			
9.3	8.1	Personal Relationships			
8.8	7.8	Persuading Others			
8.2	8.0	Practical Thinking			
8.8	7.9	Proactive Thinking			
7.5	7.5	Problem Solving			
7.8	7.4	Project And Goal Focus			
7.5	7.3	Project Scheduling			
8.4	7.5	Quality Orientation			
8.7	7.7	Realistic Expectations			
9.2	8.2	Realistic Goal Setting for Others			
8.6	7.6	Realistic Personal Goal Setting			
8.5	7.8	Relating to Others			
8.7	8.0	Respect for Policies			