



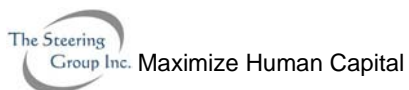
Coaching Report - Sales Version

*"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™

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

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

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

SECTION 3: ATTRIBUTES

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

INTRODUCTION

Behaviors

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

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

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

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

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

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

SALES CHARACTERISTICS

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

John is usually known for his ability to tackle tough sales problems and bring them to a successful conclusion. He can be resourceful, even when faced with obstacles. He loves the challenge presented by sales. He sees it as a great opportunity to compete with himself and others. He is the type of individual who, when under pressure, displays a tremendous sense of urgency to meet his sales goals. When results are at stake, it brings out John's drive for success. Some may see him as a high risk-taker, but this merely reflects his approach to winning. He will take the risks necessary to succeed. Under pressure, John has a tendency to actively seek new sales opportunities which test and develop his ability to accomplish results. He may be so self-confident about this ability to sell to anyone he may fail to qualify the prospect adequately. He is a self-starter, generally resourceful and readily adaptable to many sales situations. He finds the actual sales process much more rewarding than completing all the paperwork involved.

John usually welcomes objections as they provide him with an opportunity to share his knowledge. If he is careful to take objections seriously, it will allow him to be more effective. He may use confrontation to show his knowledge and expertise. Unless he is calling on an aggressive buyer, this may hinder the sale. He likes to control the sales presentation. Different styles of buyers will probably prefer that he display his sales flexibility. In handling objections, he attempts to win on all points. Sometimes this desire to

SALES CHARACTERISTICS

win may hinder the sale. John's body language may sometimes get him into trouble. He projects a great sense of urgency, which some buyers may interpret as an unwillingness to listen to their needs. He needs to "size up" his buyers before starting his sales presentation. Concentrating on what the buyer is saying will help him adjust his presentation toward the buyer's needs.

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

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.
- Creativity.
- Challenges the status quo.
- Competitive.
- Usually makes decisions with the bottom line in mind.
- Will join organizations to represent the company.
- Tenacious.

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.
- Expect acceptance without a lot of questions.
- Put projects in writing with deadlines.
- Take issue with facts, not the person, if you disagree.
- Support the results, not the person, if you agree.
- Ask specific (preferably "what?") questions.
- Give strokes for his involvement.
- Present the facts logically; plan your presentation efficiently.
- Be specific and leave nothing to chance.
- Understand his sporadic listening skills.
- Provide systems to follow.
- Be clear, specific, brief and to the point.

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, and don't 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.

SELLING TIPS

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

<p>When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ■ Prepare your "presentation" in advance. ■ Stick to business--provide fact to support your presentation. ■ Be accurate and realistic--don't exaggerate. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ■ Being giddy, casual, informal, loud. ■ Wasting time with small talk. ■ Being disorganized or messy. 	<p>When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ■ Be clear, specific, brief and to the point. ■ Stick to business. Give an effective presentation. ■ Come prepared with support material in a well-organized "package." <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ■ Talking about things that are not relevant to the issue. ■ Leaving loopholes or cloudy issues. ■ Appearing disorganized.
<p>When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ■ Begin with a personal comment--break the ice. ■ Present yourself softly, nonthreateningly and logically. ■ Earn their trust--provide proven products. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ■ Rushing headlong into the interview. ■ Being domineering or demanding. ■ Forcing them to respond quickly to your questions. 	<p>When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ■ Provide a warm and friendly environment. ■ Don't deal with a lot of details, unless they want them. ■ Provide testimonials from people they see as important. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ■ Being curt, cold or tight-lipped. ■ Controlling the conversation. ■ Driving on facts and figures, alternatives, abstractions.

IDEAL ENVIRONMENT

This section identifies the ideal work environment based on John's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that John enjoys and also those that create frustration.

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

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	Assertive
Competitive	Confident
Positive	Winner

OTHERS' PERCEPTION

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

Demanding	Nervy
Egotistical	Aggressive

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

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

NATURAL AND ADAPTED SELLING STYLE

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

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

Natural	PEOPLE - CONTACTS	Adapted
<p>John is sociable and optimistic. He is able to use an emotional appeal to convince others of a certain direction. He will trust others and likes a positive environment in which to sell.</p>	<p>John sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.</p>	

NATURAL AND ADAPTED SELLING STYLE

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

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>John is independent by nature and his sales style displays his desire to sell the results he can deliver, as opposed to providing all the details to support his position. If he feels that rules and procedures are too restrictive he will attempt to change them in an active manner.</p>		<p>The difference between John's basic and adapted sales style is not significant and he sees no need to change on this factor.</p>

ADAPTED STYLE

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

- Ability to handle many new products or services.
- Reacting quickly to changes in the sales process or product line.
- Impulsive and eager to keep the sales presentation moving.
- A variety of sales activity.
- Coping easily with many concurrent sales activities.
- Impatient to overcome competition.
- Adapting easily to changing sales territory.
- Exhibiting confidence in approaching customers.
- Dealing with customers and clients efficiently.
- Handling a variety of products or services.
- Alert, active attention to customers or clients.
- A resourceful, eager self-starter.

KEYS TO MOTIVATING

This section of the report was produced by analyzing John's wants. People are motivated by the things they want; thus, wants that are satisfied no longer motivate. Review each statement produced in this section with John and highlight those that are present "wants."

John wants:

- Opportunity to verbalize his ideas and demonstrate his skills.
- A sales manager who presents the big picture.
- Power and authority to take the risks to achieve sales results.
- A wide scope of activities.
- Opportunity for rapid advancement.
- Control of his own destiny.
- A variety of products to sell.
- Outside activities so there is never a dull moment.
- Changing environments in which to work/play.
- More time in the day.
- To be seen as a leader.
- Travel or changing territory.
- Freedom from routine work.

KEYS TO MANAGING

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

John needs:

- To know results expected and to be evaluated on the results.
- Budgets to help prioritize his expenses.
- Consistency.
- To display empathy for people who approach life differently than he does.
- An awareness of the parameters or rules in writing.
- Vacations or periods of reduced activity level.
- To understand his role on the team--either a team player or the leader.
- A work environment with many activities.
- To pace himself and set priorities.
- Annual physicals because of his activity level and work intensity.
- A program for pacing work and relaxing.

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 situational listener--hears only what he wants to hear.
- Be weak at providing follow-up service if client has little potential for future sales.
- Dislike routine work--call reports, etc.
- Become defensive and overreact to certain objections.
- Dominate a sales presentation.
- Represent himself with more authority than he may have.
- Not have presentation in a logical order.
- Take objections lightly.
- Use fear as motive for buying.

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"/> Customer Service | <input type="checkbox"/> Closing |
| <input type="checkbox"/> Prospecting | <input type="checkbox"/> Product Knowledge |
| <input type="checkbox"/> Preparation | <input type="checkbox"/> Personal Goals |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Handling Objections | |

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

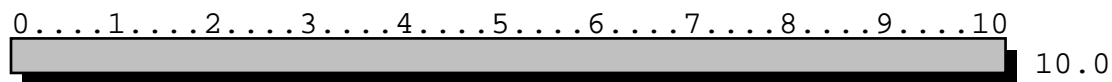
- 1.
- 2.
- 3.

Date to Begin: _____ Date to Review: _____

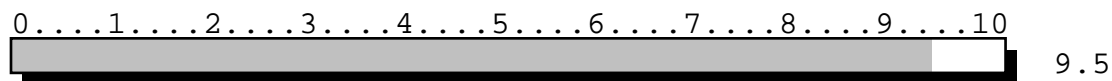
BEHAVIORAL HIERARCHY

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.

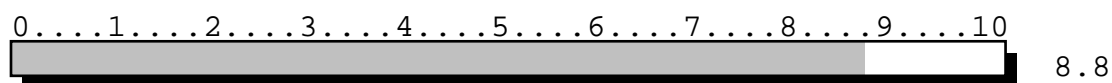
1. COMPETITIVENESS



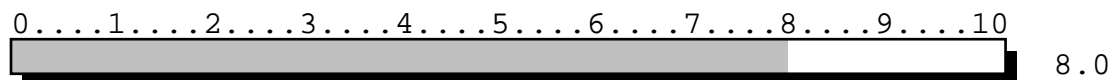
2. URGENCY



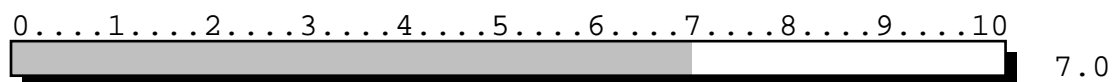
3. FREQUENT CHANGE



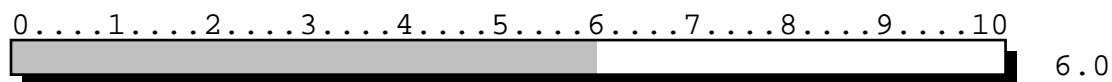
4. VERSATILITY



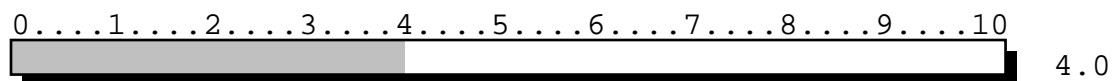
5. FREQUENT INTERACTION WITH OTHERS



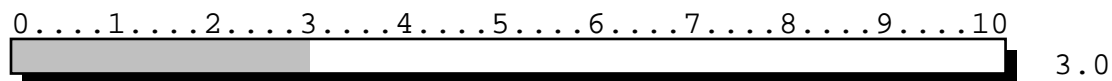
6. CUSTOMER ORIENTED



7. ANALYSIS OF DATA

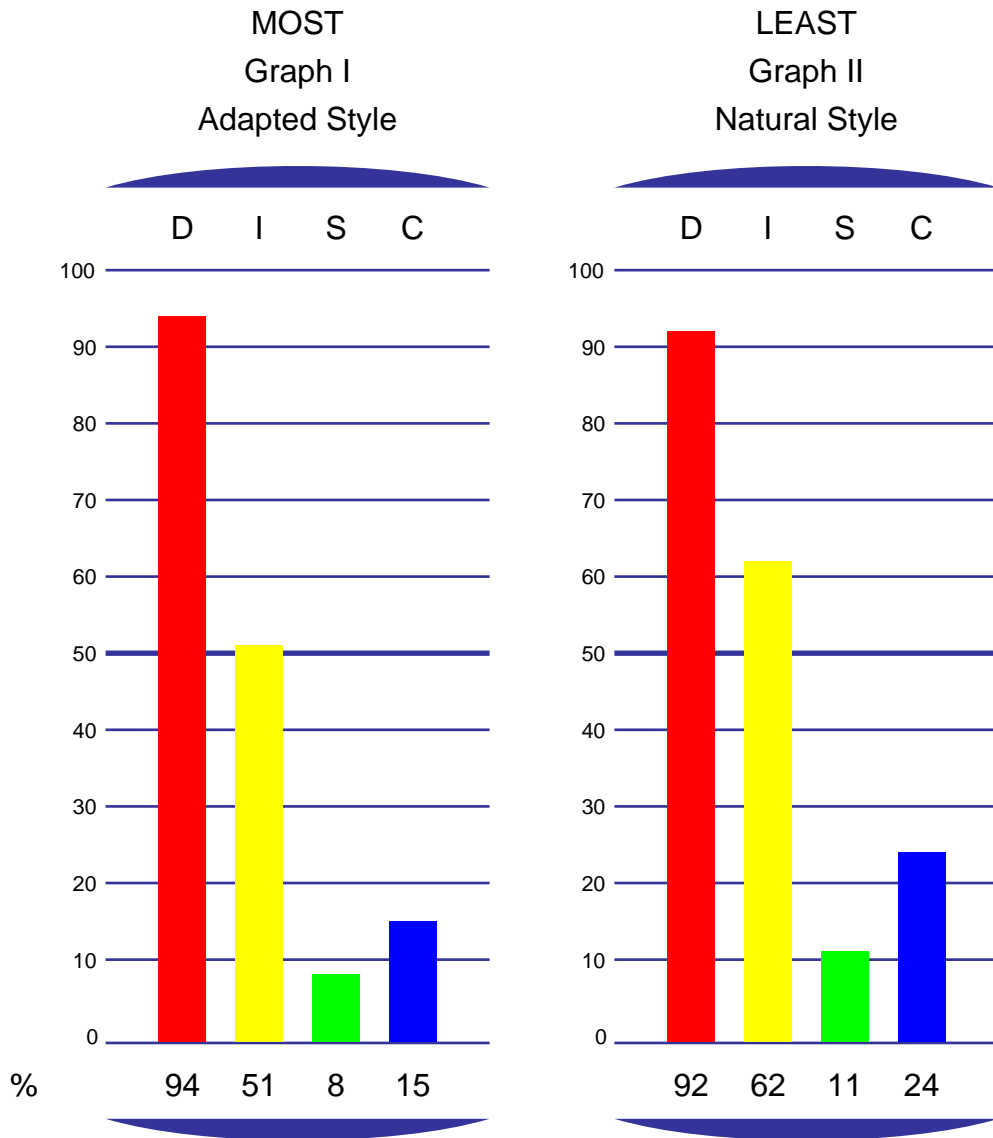


8. ORGANIZED WORKPLACE



STYLE INSIGHTS™ GRAPHS

4-19-2006



Norm 2003

THE SUCCESS INSIGHTS® WHEEL

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:

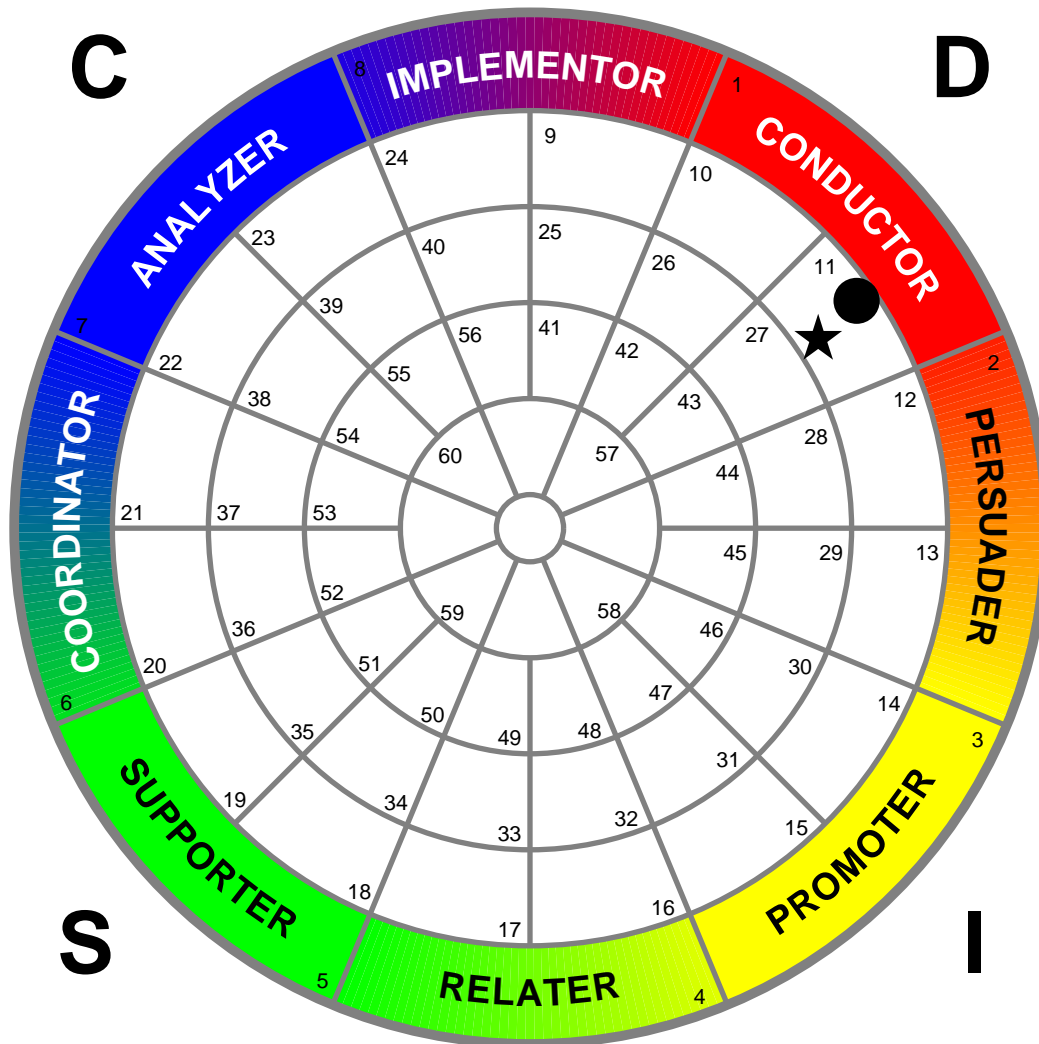
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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.

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

Values help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights™ instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.

INTRODUCTION

Motivators

How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.

UTILITARIAN/ECONOMIC

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

General Characteristics

- Interested in what is practical and useful in achieving his vision of success.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- 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

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

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

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

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

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

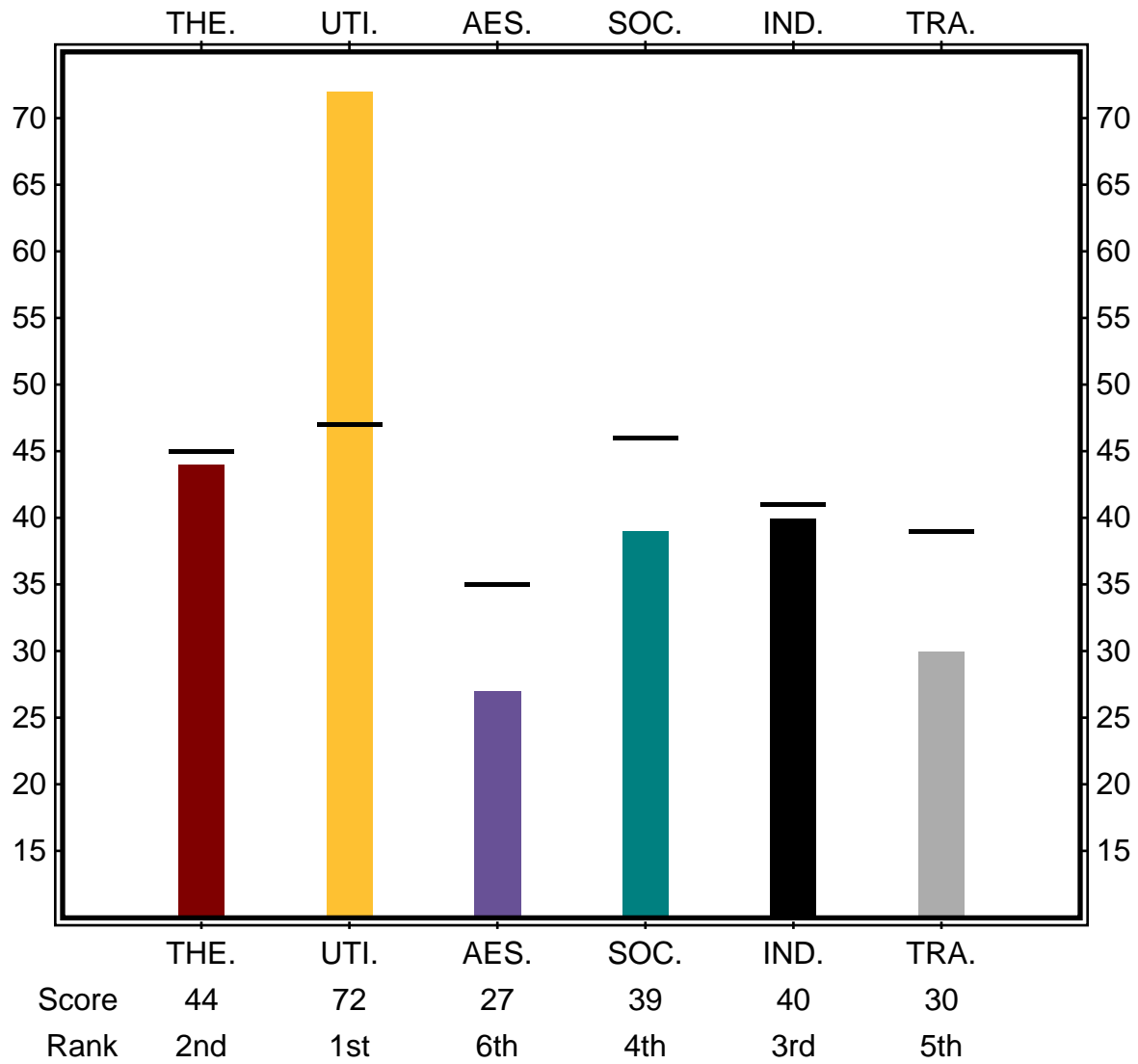
Areas in which you have strong feelings or passions compared to others:

- 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

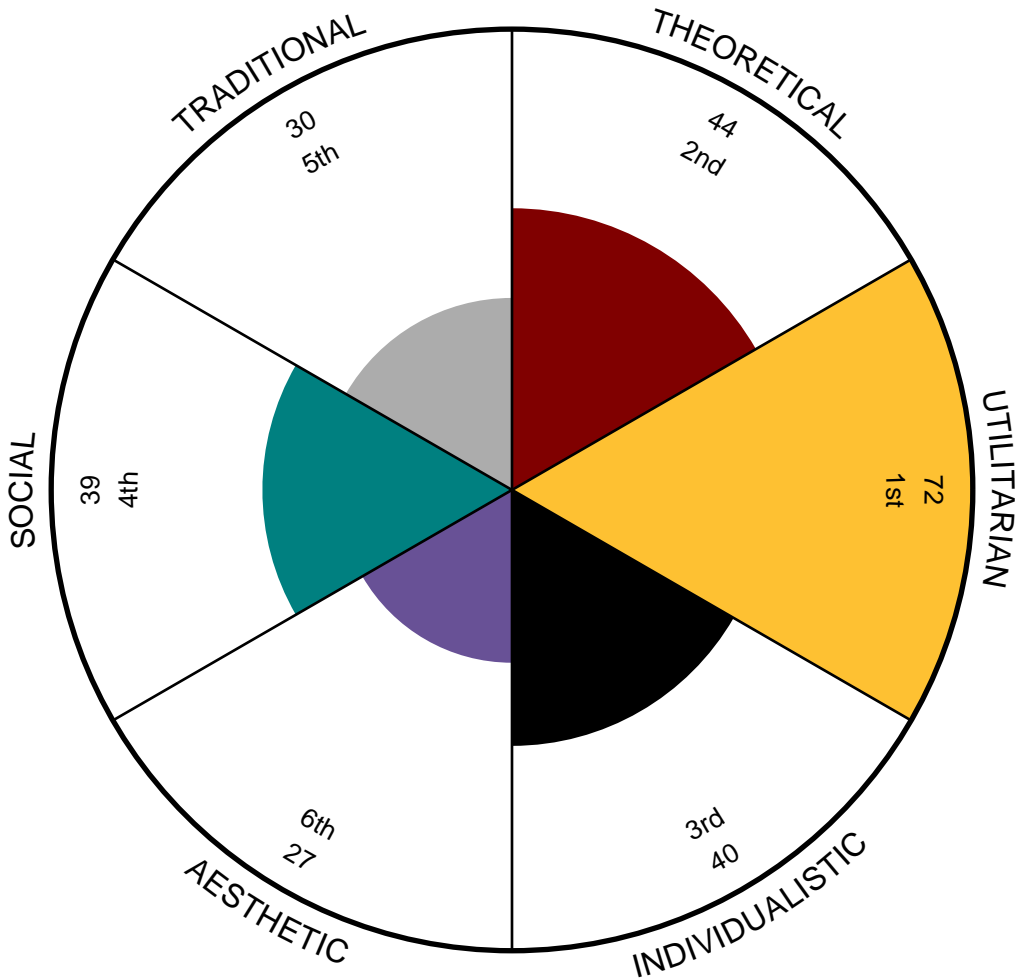


— national mean

Norm 2003

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.

Area 1: The greater or global mission of the team or organization.

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.

QUALITY IMPROVEMENT ACTION PLAN

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

Action Point 1: Things I will keep on doing.

Indicate three things that you are doing very well already, and that you plan to keep on doing.

- 1.
- 2.
- 3.

Action Point 2: Things I will modify or change slightly.

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

- 1.
- 2.

Action Point 3: Things I will stop doing, or try to eliminate.

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

- 1.

Today's Date: _____

Date to review with mentor or peer: _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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

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

General Characteristics

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Value to the Organization

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Training, Professional Development and Learning Insights:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

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

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

1. _____
2. _____

EXTERNAL DESCRIPTION

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

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

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

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

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

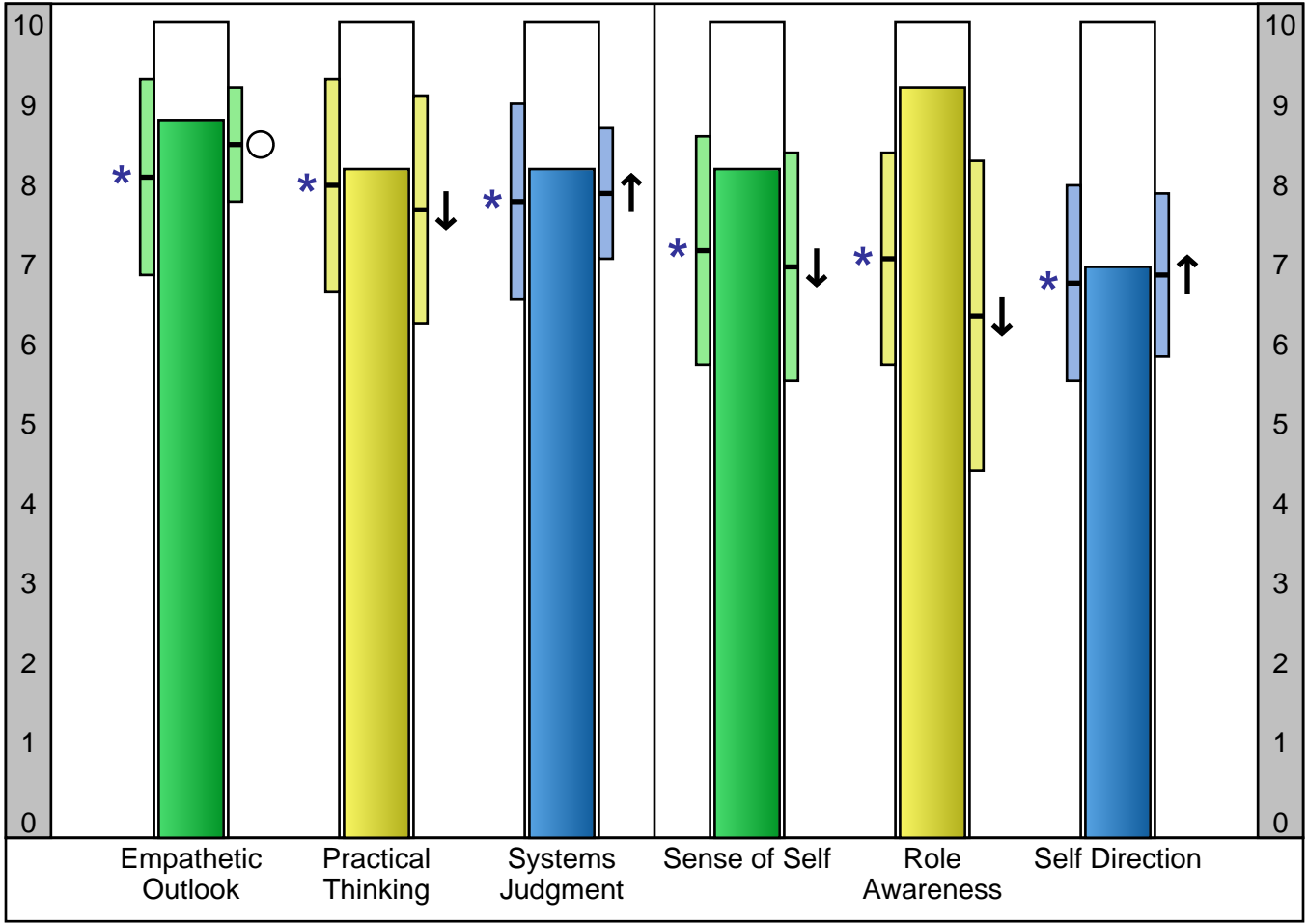
For consulting and coaching

4-19-2006

*	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

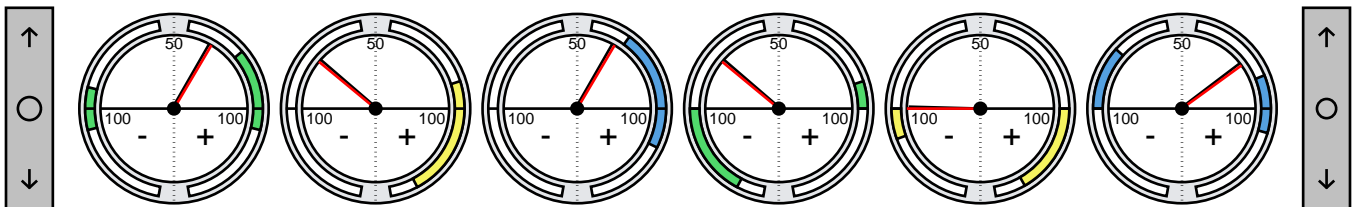
EXTERNAL FACTORS (Part 1)

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			