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

Sue Sample
Data Dome, Inc.
5-11-2004

Improving Communications & Performance through Behavioral Analysis

Data Dome, Inc.
404 814-0739
service@datadome.com
Over fifty years of scientific research has revealed that there are three distinct dimensions in the process of thinking: people, tasks, and systems. These three "dimensions of thinking" are involved in every judgment or decision we make.

The three dimensions of thinking are:

**The People Dimension:** Intense personal involvement with, concentration on, or investment in specific people. This dimension involves acknowledging people as unique individuals. Examples include love, empathy, creativity, conscience, etc.

**The Tasks Dimension:** The real, practical world and the things in it. This is the dimension of thinking that involves things as they compare with other things, relative or practical thinking. Examples include elements of the real, material world, comparisons of good/better/best, and seeing people, tasks or things as they compare with other people or things in their class.

**The Systems Dimension:** Black or white, formal ideas of how things should or should not be, all or nothing. This dimension is the one of definitions or ideals, goals, structured thinking, policies, procedures, rules, laws, oughts and shoulds.

People use all three of these dimensions in their thought processes. It is the ratio with which we apply them that makes us different from one another. We all have different balances of the three dimensions; that's what makes our decisions and actions different from each other's. These dimensions, and how we use them, are at the core of who we are. They are behind our preferences, our strengths, and our weaknesses.

It is this understanding of our individual strengths and weaknesses that will enable us to affect change in our lives and achieve greater personal success. It is only by first understanding something that we are then able to change it.
Systematic (High)

Pattern Description:
Sue is someone who interprets situations primarily in terms of the logical relation to established rules of knowledge or order within a given organization. She prefers to solve problems according to the system of rules rather than by gut intuition. Although able to deal with it, she is less in favor of change than she is order. Having a set way of doing things is important to her, and she feels that following that order allows her to be more productive. She is very good at seeing the big picture and planning overall operations or direction. She sees people clearly, but in some ways she sees them as a piece of that system or process more than as unique individuals outside of their place in the organization. Overall level of development for the Systems Dimension is high while the Tasks and People Dimensions are moderate, but slightly less developed in comparison. Level of development speaks to her ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able she is to use it; therefore, the better she is at it.

Strengths:
- Use of logic and organizational definition for persuasion and delegation
- Rule compliance
- Organizational loyalty
- Schematic thinking
- 30,000 foot views

Weaknesses:
- Expression of empathy
- Being practical
- Placing form over function
- May view people as a piece of a larger system only, rather than as unique individuals
- Performance is vague, highly dynamic, constantly changing or non-defined environments

Externally Motivated By:
- Power and authority
- Position and title
- Promotion
- Sense of belonging to a larger system
**EXTERNAL DESCRIPTION**

**Needs For Growth:**
To develop greater empathy and understanding for other people.

**Specific targets for development(D)/reinforcement(R):**
- Attitude toward others (D)
- Practical thinking (D)
- Sense of belonging (R)

**Preferred Environment:**
Working within well-defined chain of command.

**External Emotional Bias Description:**
Sue’s external emotional bias is the degree of optimism or pessimism with which she tends to view the world around her. Each of us can choose to see things in an overly positive or negative light but having a neutral view is preferential.

Her emotional bias shows that she is a person who guards or watches to keep or maintain order. Her emotional bias could be interpreted as the "true believer" because she can become very dogmatic about the order or structure that she supports. In extreme cases she could even have blind loyalty toward the preferred order and thus would be dependent on its rules to guide her own behavior. The People Dimension is negatively viewed demonstrating some distance from others, or trouble understanding them, possibly even distrust of them. The Tasks Dimension is negatively viewed as well which could result in feelings of being "outside" the group or a tendency to be overly focused on problems within the group. In the Systems Dimension the overvaluation of rules reveals a strong preference for external order or structure. In stressful situations she could even become dogmatic towards having things done "the right way," even at the expense of people and personal needs or objective deadlines. However, she normally prefers to have plans clearly laid out and has a strong desire to comply with all rules. (-,-,+)
INTERNAL DESCRIPTION

Undirected (Low)

Pattern Description:
Sue defines herself according to present work or primary social role and identifies this with the perception of her true strengths and weaknesses. Her self-image is more flexible and malleable according to the demands of her primary social role or work. Her self-image is a little low, and she is a little unsure about one of her major life roles as well (e.g., spouse, manager, parent, etc). She is even less confident about the best way to proceed in one of those roles. This can be caused by changes in the "way" she fulfills a role due to new technology at work, changing relationships, or new responsibilities. These would all be examples of changes in her life that could cause her to change how she fulfills her many roles. She sees the People and Tasks Dimensions clearly and has good levels of development in both. She sees the Systems Dimension least clearly of the three with low development. Level of development speaks to her ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able she is to use it; therefore, the better she is at it.

Strengths:
- Role awareness
- Self-acceptance
- Persistence

Weaknesses:
- Self-direction
- Project goal focus
- Internal mission statement

Internally Driven By:
- Self-improvement
- Material Possessions
- Professional/social role involvement
- Responsibilities
INTERNAL DESCRIPTION

Needs For Growth:
To develop a clearer sense of direction that guides her actions based on her own internal understanding of how she should be doing things, rather than how she feel others expect her to do things.

Specific targets for development(D)/reinforcement(R):
- Self-Direction (D)
- Sense of Mission (D)
- Self-Awareness (D)

Internal Emotional Bias Description:
Sue's internal emotional bias is the degree of optimism or pessimism with which she tends to view herself and her life. Each of us can choose to see things in an overly positive or negative light but having a neutral view is preferential.

She is a person who can tend to have excessive concern for goals she sets for herself. She somewhat undervalues her own self worth and instead she bases her self-worth on how well she follows her own rules. She tenaciously adheres to these self-rules and tends to overvalue self-organization. She is extremely self-disciplined, and as a result, most likely very reliable, punctual and conscientious. However, she is most likely quite dogmatic about her own personal beliefs and not likely to change or give in to others' interpretations of them. She feels frustrated more often than she should and more often with herself. (,-,-,+)
CRITICAL ATTRIBUTES

BALANCED DECISION MAKING: The ability to be objective and to evaluate fairly the different aspects of a situation is very important. How well does Sue make ethical decisions that take into account all aspects and components involved?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0*</td>
<td>6.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EMPATHETIC OUTLOOK: What is Sue's present capacity to perceive and understand the feelings and attitudes of others or to place herself in the shoes of another?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1*</td>
<td>7.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FREEDOM FROM PREJUDICES: How well can Sue readily prevent prejudices from entering into and affecting an interpersonal relationship?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.5*</td>
<td>7.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MEETING STANDARDS: How clearly is Sue able to see and understand the basic requirements established for a job and how committed will she then tend to be in meeting them?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.9*</td>
<td>6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESPECT FOR POLICIES: To what extent does Sue appreciate the value of conducting business affairs according to the intent of company policies and standards?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.8*</td>
<td>8.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rev: 0.90-0.81
* 68% of the population falls within the shaded area.  
EC:F-IC:F: [7.7:6.3-6.1:3.3]
SENSE OF MISSION: How motivated is Sue by a sense of giving herself to a higher cause or mission?

0....1....2....3....4....5....6....7....8....9....10

6.8 *

* 68% of the population falls within the shaded area.
This summary is of the information presented in the remaining pages of the report. We’ve placed it here, ahead of the supporting information, to give you an overall picture and provide a quick glance at the individual strengths and weaknesses of the respondent.

**EMOTIONAL CONFLICT AND DISTURBANCES**

7.2

**HEALTHCARE TEAM ORIENTATION**

7.2

**INDEPENDENT WORK ETHIC**

6.0

**MEETING STANDARDS**

6.7

**PATIENT CARE ORIENTATION**

7.4

**PATIENT RELATIONS**

7.4
EMOTIONAL CONFLICT AND DISTURBANCES

Will Sue diffuse a conflict, or will she fuel it? This measures Sue’s ability to resolve emotionally charged problems or situations that involve patients.

EMOTIONAL CONTROL: To what extent does Sue tend to maintain a rational and objective demeanor when faced with a stressful or emotional situation? Will she usually act objectively, rather than impulsively and emotionally?

HANDLING STRESS: What is Sue’s ability to balance and defuse inner tensions and stress? Such tensions, if allowed to build up, might interfere with her ability to perform up to her potential.

INTEGRATIVE ABILITY: Currently, what is Sue’s capability for identifying the elements of a problem situation, understanding which components are critical, and then deciding what to do?

SELF ESTEEM: How does Sue value her own self worth?

SENSITIVITY TOWARD OTHERS: Is Sue objective about being sensitive to others’ cares and concerns?

* 68% of the population falls within the shaded area.

Data Dome, Inc.
404 814-0739
service@datadome.com
USING COMMON SENSE: What is Sue's ability to focus on practical thinking, to see the world clearly and to make common sense decisions?

* 68% of the population falls within the shaded area.
HEALTHCARE TEAM ORIENTATION

How well does Sue work in a team environment? This measures Sue's understanding of others, her desire to be part of a team, and her overall ability to partner closely with others to achieve the best care for patients.

ATTITUDE TOWARD OTHERS: To what extent does Sue tend to maintain a positive, open and objective attitude toward others?

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FREEDOM FROM PREJUDICES: How well can Sue readily prevent prejudices from entering into and affecting an interpersonal relationship?

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.5</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PERSONAL RELATIONSHIPS: How motivated is Sue by a desire to create close personal relationships with others?

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.8</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTERNAL SELF CONTROL: What is Sue's tendency to remain calm and cool under pressure? Whereas "Emotional Control" relates to Sue's external actions when stressed, this capacity is an assessment of her ability to remain calm inside.

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.6</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SENSE OF BELONGING: How motivated is Sue by feeling a sense of belonging to a social group?

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.8</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 68% of the population falls within the shaded area.
SENSE OF TIMING: How good is Sue at evaluating a situation in such a way that statements, decisions, and actions are the most effective, accurate, and timely?

SURRENDERING CONTROL: How comfortable is Sue with surrendering control of a given situation or its outcome to another person or a group of people, or does she feel a strong need to retain control herself?

* 68% of the population falls within the shaded area.
INDEPENDENT WORK ETHIC

Is Sue an effective manager of herself? This measures how effectively Sue manages her responsibilities without high levels of direct supervision.

BALANCED DECISION MAKING: The ability to be objective and to evaluate fairly the different aspects of a situation is very important. How well does Sue make ethical decisions that take into account all aspects and components involved?

PERSONAL COMMITMENT: To what degree does Sue usually stay focused and committed to a task? Does this motivation come from within or does she require more external motivation or supervision?

ROLE AWARENESS: Is Sue clear as to exactly what her current role is?

SELF DIRECTION: How clearly does Sue see the path she must take to achieve her goals?

* 68% of the population falls within the shaded area.
SELF DISCIPLINE AND SENSE OF DUTY: How strongly does Sue feel the need to be consistent and true to herself in her actions? Can she rule her own conduct and remain true to her ideals?

6.8 *

SELF ESTEEM: How does Sue value her own self worth?

6.9 *

* 68% of the population falls within the shaded area.
MEETING STANDARDS

What work attitude does Sue bring to the care of her patients? This measures Sue’s drive to meet standards of care set by either herself, the hospital or other regulatory bodies.

ATTITUDE TOWARD HONESTY: Is Sue open to being honest even when it involves reporting her own lack of results or the dishonesty of others?

CONSISTENCY AND RELIABILITY: How strong is Sue's internal need to be conscientious in her personal or professional efforts, to be both consistent and reliable in her life roles?

JOB ETHIC: How strong is Sue's personal commitment to the execution of a specific task?

MEETING STANDARDS: How clearly is Sue able to see and understand the basic requirements established for a job and how committed will she then tend to be in meeting them?

* 68% of the population falls within the shaded area.
PERSONAL ACCOUNTABILITY: How likely is Sue to be responsible for the consequences of her own decisions and actions and not shift the focus or blame for poor performance to somewhere else or on others?

6.5 *
7.4

RESPECT FOR POLICIES: To what extent does Sue appreciate the value of conducting business affairs according to the intent of company policies and standards?

7.8 *
8.6

SENSE OF MISSION: How motivated is Sue by a sense of giving herself to a higher cause or mission?

6.8 *
4.8

* 68% of the population falls within the shaded area.
PATIENT CARE ORIENTATION

What is Sue's orientation to her patient's care? This measures those factors which directly affect Sue's ability to provide effective, professional-level patient care.

**ATTENTION TO DETAIL:** At this time how capable is Sue of seeing and paying attention to details? Does she tend to be thorough in assessing the finest components of a task?

- 0....1....2....3....4....5....6....7....8....9....10
- 7.9 *

**PROACTIVE THINKING:** At this time what is Sue's capability for accurately making predictive decisions? Does she factor future indications into her present actions, or does she tend to be more reactive, waiting until such time as all the information is actually at hand?

- 0....1....2....3....4....5....6....7....8....9....10
- 7.5 *

**PROJECT AND GOAL FOCUS:** How well does Sue tend to stay on target regardless of circumstances, or does she easily become distracted, losing focus on the task at hand?

- 0....1....2....3....4....5....6....7....8....9....10
- 7.2 *

**QUALITY ORIENTATION:** What is Sue's affinity for seeing details, grading them against a preset standard (either her own or one externally assigned) and identifying flaws?

- 0....1....2....3....4....5....6....7....8....9....10
- 7.9 *

* 68% of the population falls within the shaded area.
RESULTS ORIENTATION: What is Sue's ability to identify the actions necessary to complete tasks and to obtain results?

0. . . 1. . . 2. . . 3. . . 4. . . 5. . . 6. . . 7. . . 8. . . 9. . . 10

7.8 *
8.6

* 68% of the population falls within the shaded area.
PATIENT RELATIONS

How well does Sue communicate with patients? This measure Sue's ability to listen to, and respond to, the patient in an objective, empathetic and professional manner.

EMPATHETIC OUTLOOK: What is Sue’s present capacity to perceive and understand the feelings and attitudes of others or to place herself in the shoes of another?

0....1....2....3....4....5....6....7....8....9....10

| 8.1 * | 7.4 |

EVALUATING WHAT IS SAID: How open is Sue toward other people and how willing is she to hear what others are saying, rather than what she thinks they should say or they are going to say?

0....1....2....3....4....5....6....7....8....9....10

| 7.5 * | 7.1 |

HUMAN AWARENESS: At this time, is Sue sufficiently capable of being conscious of the feelings and opinions of others? Does she see the unique individual value of other people instead of just seeing their organizational role or value?

0....1....2....3....4....5....6....7....8....9....10

| 8.1 * | 7.4 |

RELATING TO OTHERS: How well does Sue gain personal insight into others, and how effectively does she coordinate that information and knowledge of others into productive interactions?

0....1....2....3....4....5....6....7....8....9....10

| 8.1 * | 7.4 |

* 68% of the population falls within the shaded area.

Data Dome, Inc.
404 814-0739
service@datadome.com

SENSE OF TIMING: How good is Sue at evaluating a situation in such a way that statements, decisions, and actions are the most effective, accurate, and timely?

* 68% of the population falls within the shaded area.
DIMENSIONAL BALANCE
For consulting and coaching

EXTERNAL FACTORS (Part 1)
- Empathetic Outlook: 7.4
- Practical Thinking: 7.1
- Systems Judgment: 8.6

INTERNAL FACTORS (Part 2)
- Self Esteem: 6.2
- Role Awareness: 7.4
- Self Direction: 4.8

Data Dome, Inc.
404 814-0739
service@datadome.com
Choose the 5 most highly-scored capacities from your Attribute Index which you feel play a significant role in your daily activities, and write the name and score below under "Maximizers." Repeat this process with the 5 most poorly-scored capacities and record them under "Minimizers" below.

Next, to the right of each list under "Real-World Impact", give as many real-world examples as you can of how these Maximizers benefit your endeavors. Repeat this process for the Minimizers you have listed as well.

<table>
<thead>
<tr>
<th>Example:</th>
<th>Title (Sales Representative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximizers:</strong></td>
<td><strong>Real-World Impact:</strong></td>
</tr>
<tr>
<td>Handling Rejection (9.6) Very Good</td>
<td>Because I don’t take rejection as a personal affront to my self esteem I am able to keep going in the face of lots of adversity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Maximizers:</strong></th>
<th><strong>Real-World Impact:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Minimizers:</strong></th>
<th><strong>Real-World Impact:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Dome, Inc.
404 814-0739
service@datadome.com

CORE ATTRIBUTE LIST
For consulting and coaching

• Following Directions (10.0)
• Problem And Situation Analysis (9.4)
• Seeing Potential Problems (9.2)
• Problem Solving (8.7)
• Results Orientation (8.6)
• Respect For Policies (8.6)
• Systems Judgment (8.6)
• Sense Of Belonging (8.6)
• Theoretical Problem Solving (8.5)
• Integrative Ability (8.5)
• Realistic Goal Setting For Others (8.3)
• Correcting Others (8.0)
• Conceptual Thinking (7.9)
• Attention To Detail (7.9)
• Freedom From Prejudices (7.9)
• Realistic Expectations (7.9)
• Evaluating Others (7.9)
• Developing Others (7.9)
• Quality Orientation (7.9)
• Understanding Motivational Needs (7.9)
• Understanding Prospect's Motivations (7.9) see Understanding Motivational Needs
• Using Common Sense (7.9)
• Sensitivity To Others (7.9)
• Sense Of Timing (7.7)
• Personal Accountability (7.4)
• Attitude Toward Others (7.4)
• Project Scheduling (7.4)
• Human Awareness (7.4)
• Proactive Thinking (7.4)
• Relating To Others (7.4)
• Understanding Attitude (7.4)
• People Reading (7.4) see Understanding Attitude
• Empathetic Outlook (7.4)
• Monitoring Others (7.4)
• Personal Relationships (7.4)
• Material Possessions (7.4)
• Role Awareness (7.4)
• Taking Responsibility (7.4) see Personal Accountability
• Consistency And Reliability (7.3)
• Leading Others (7.3)
• Problem Management (7.3)
• Persuading Others (7.3)
• Attitude Toward Honesty (7.2)
• Concrete Organization (7.1)
• Evaluating What Is Said (7.1)
• Accurate Listening (7.1) see Evaluating What Is Said
• Respect For Property (7.1)
• Status And Recognition (7.1)
• Practical Thinking (7.1)
• Emotional Control (6.9)
• Intuitive Decision Making (6.8)
• Surrendering Control (6.8)
• Balanced Decision Making (6.8)
• Conveying Role Value (6.8)
• Role Confidence (6.8)
• Enjoyment Of The Job (6.8)
• Creativity (6.8)
• Long Range Planning (6.7)
• Handling Rejection (6.7)
• Personal Drive (6.4)
• Initiative (6.4)
• Self Starting Ability (6.4)
• Self Confidence (6.2)
• Handling Stress (6.2)
• Self Esteem (6.2)
• Self Improvement (6.2)
• Accountability For Others (6.1)
• Commitment To The Job (6.1) see Personal Commitment
• Personal Commitment (6.1)
• Gaining Commitment (6.1)
• Meeting Standards (6.1)
• Job Ethic (6.1)
• Persistence (6.1)
• Realistic Personal Goal Setting (5.8)
• Self Management (5.7)
• Project And Goal Focus (5.5)
• Goal Directedness (5.5) see Project And Goal Focus
• Internal Self Control (5.1)
• Self Assessment (5.0)
• Self Discipline And Sense Of Duty (4.8)
• Self Direction (4.8)
• Sense Of Mission (4.8)