TTI TriMetrix®

Coaching Report - Executive Version

Suzy Sample
Professional
6-4-2010

DATA DOME INC

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Maximizing Individual and Corporate Potential

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INTRODUCTION

Where Opportunity Meets Talent®

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

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

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

SECTION 3: ATTRIBUTES

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

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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

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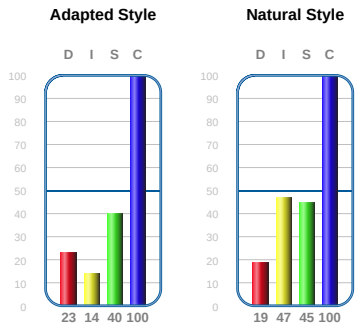
GENERAL CHARACTERISTICS

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

Suzy wants to know the company rules so she can follow them, and she may become upset when others continually break the rules. She wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. Once Suzy has started a project, she dislikes interruptions. She is able to focus on projects with a vision that often results in penetrating insights. Suzy tends to be precise about her use of time and can become frustrated when others interrupt her when in the middle of a task. She prefers that things be orderly and she will approach work in a systematic manner. Becoming acquainted with her can be difficult since she tends to withhold her emotions. She may appear to be cool and distant. She is a real stickler for quality and systems; to ensure quality. Suzy can be sensitive about any comments regarding the quality of her work. She strives forward constantly to improvement in everything she does. She may be overly sensitive to criticism of her work. If you do comment on her work you had better be right, since she may not take criticism lightly.

Suzy feels tension when forced to make major decisions quickly. She, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; she wants to be absolutely certain her decision is correct. Because she knows that she can rely on the "tried and true," Suzy places high value on tradition and traditional things. She sees herself as factual, and "down-to-earth." She is more than casually interested in "theory." When confronted with a problem



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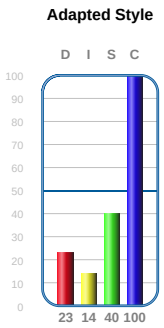
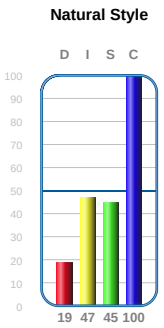
GENERAL CHARACTERISTICS

she will look for a method, a formula, a procedure or a system to solve it. Suzy tends to make her decisions after deliberation and gives weight to all the pros and cons. She is a critical and systematic thinker, and this strength may not be easily recognized by others. She is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. Her motto is, "facts are facts." She usually judges others by the quality of their work. She may find it difficult to recognize others' strengths, if their work does not meet her high standards.

Suzy does not like to work for a manager who uses a confrontational management style. She tends to withdraw and not express herself, and may become unproductive if she feels threatened. She enjoys analyzing the motives of others. This allows her to develop her intuitive skills. She is patient and persistent in her approach to achieving goals. She responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." She does not seek confrontation, but if she is confronted, she will present her case with enough supportive data that she will probably win. Suzy can be outgoing at times. Basically introverted, she will engage in social conversation when the occasion warrants. When Suzy is deeply involved in thinking through a project, she may appear to be cool and distant. She is usually slow to anger, but when "enough is enough" she may tend to explode. People will then have no doubt about her feelings. She is usually soft-spoken, but her demeanor may be deceptive to those who work with her. She may possess strong and unwavering convictions that are not always apparent to others.





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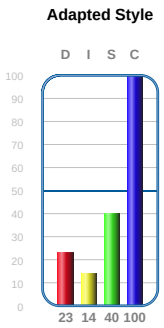
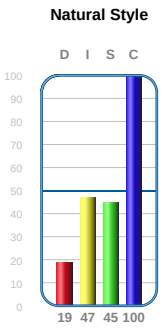
VALUE TO THE ORGANIZATION

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

- Turns confrontation into positives.
- Always concerned about quality work.
- Always looks for the practical solutions.
- Comprehensive in problem solving.
- Adaptable.
- Respect for authority and organizational structure.
- Accurate and intuitive.
- Cooperative member of the team.





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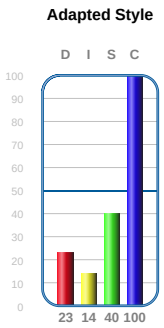
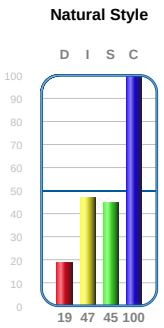
CHECKLIST FOR COMMUNICATING

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

Do:

- Minimize risk by providing guarantees over a period of time.
- Provide solid, tangible, practical evidence.
- Give her time to be thorough, when appropriate.
- Follow through, if you agree.
- Support your communications with correct facts and data.
- Make an organized presentation of your position, if you disagree.
- Give her time to verify reliability of your comments--be accurate and realistic.
- Give her time to verify reliability of your actions; be accurate, realistic.
- Limit your use of gestures.
- Make an organized contribution to her efforts, present specifics and do what you say you can do.
- Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.





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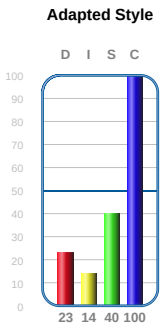
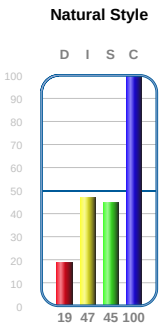
DON'TS ON COMMUNICATING

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

- Use gimmicks or clever, quick manipulations.
- Be giddy, casual, informal or loud.
- Dillydally, or waste time.
- Threaten, cajole, wheedle, coax or whimper.
- Talk in a loud voice or use confrontation.
- Overuse emotions.
- Be disorganized or messy.
- Make statements about the quality of her work unless you can prove it.
- Be vague about what's expected of either of you; don't fail to follow through.
- Make conflicting statements.
- Use testimonies of unreliable sources; don't be haphazard.
- Use someone's opinion as evidence.





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COMMUNICATION TIPS

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

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant: • Prepare your "case" in advance. • Stick to business. • Be accurate and realistic. Factors that will create tension or dissatisfaction: • Being giddy, casual, informal, loud. • Pushing too hard or being unrealistic with deadlines. • Being disorganized or messy.	When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented: • Be clear, specific, brief and to the point. • Stick to business. • Be prepared with support material in a well-organized "package." Factors that will create tension or dissatisfaction: • Talking about things that are not relevant to the issue. • Leaving loopholes or cloudy issues. • Appearing disorganized.
When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest: • Begin with a personal comment--break the ice. • Present your case softly, nonthreateningly. • Ask "how?" questions to draw their opinions. Factors that will create tension or dissatisfaction: • Rushing headlong into business. • Being domineering or demanding. • Forcing them to respond quickly to your objectives.	When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political: • Provide a warm and friendly environment. • Don't deal with a lot of details (put them in writing). • Ask "feeling" questions to draw their opinions or comments. Factors that will create tension or dissatisfaction: • Being curt, cold or tight-lipped. • Controlling the conversation. • Driving on facts and figures, alternatives, abstractions.

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PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Suzy usually sees herself as being:

Precise	Thorough
Moderate	Diplomatic
Knowledgeable	Analytical

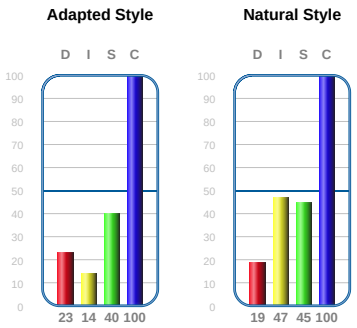
OTHERS' PERCEPTION

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

Pessimistic	Picky
Worrisome	Fussy

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

Perfectionistic	Hard-to-Please
Strict	Defensive



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DESCRIPTORS

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

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

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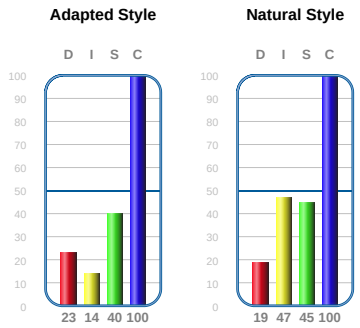
NATURAL AND ADAPTED STYLE

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

Natural	PROBLEMS - CHALLENGES	Adapted
Suzy is cautious in her approach to problem solving and does not attempt to demand that her view, or opinion, be accepted at face value. Suzy likes to solve problems within the framework of a team environment. She will look for a compromise as opposed to a win-lose situation.		Suzy sees no need to change her approach to solving problems or dealing with challenges in her present environment.

Natural	PEOPLE - CONTACTS	Adapted
Suzy is factual and logical in her attempt to persuade others. She looks at things in a rather direct and straightforward manner. Her approach can be analytical and objective when attempting to influence others.		Suzy feels that convincing people can only be done within the framework of logical facts presented by a totally objective person. She rarely displays emotion when attempting to influence others.



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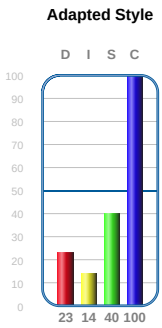
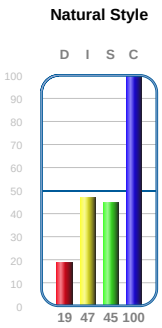
NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Suzy likes mobility and the absence of routine does not traumatize her. She feels comfortable juggling different projects and is able to move from one project to another fairly easily.		Suzy sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

Natural	PROCEDURES - CONSTRAINTS	Adapted
Suzy is concerned with doing things right. She can be quite worrisome and possibly fearful that mistakes will crop into the procedure. She will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.		Suzy shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Suzy sees little or no need to change her response to the environment.





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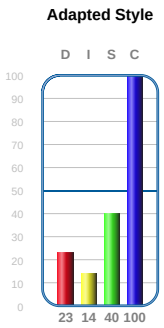
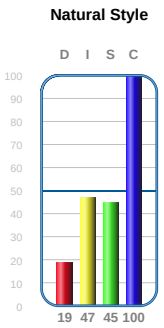
ADAPTED STYLE

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

- Maintaining a clean and organized work station.
- Accomplishing tasks without many people contacts.
- Projecting a limited display of emotion.
- Precedence of quality over efficiency.
- Traditional, quality-oriented work model to follow.
- Careful, thoughtful approach to decision making.
- Disciplined, meticulous attention to order.
- Precise, analytical approach to work tasks.
- Sensitivity to existing rules and regulations.
- Compliance to high standards.
- Limited contact with people.
- Using a proven, procedure-oriented method when implementing change.





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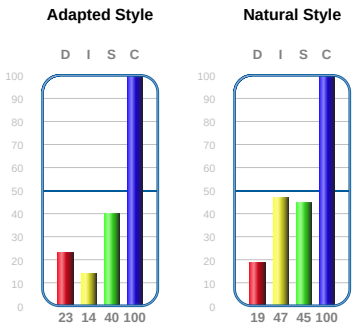
AREAS FOR IMPROVEMENT

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

Suzy has a tendency to:

- Be suspicious and pessimistic of any new project. Wants more support than is necessary.
- Be overly intense for the situation.
- Be bound by procedures and methods--especially if she has been rewarded for following these procedures.
- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for directions.
- Want full explanation before changes are made to ensure her understanding.
- Hesitate to act without precedent.
- Be defensive when threatened and use the errors and mistakes of others to defend her position.



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ACTION PLAN

Professional Development

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

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

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

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

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ACTION PLAN

Personal Development

1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)

2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)

3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:

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

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BEHAVIORAL HIERARCHY

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

1. ORGANIZED WORKPLACE

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8.0

2. ANALYSIS OF DATA

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

7.5

3. CUSTOMER ORIENTED

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

5.5

4. FREQUENT INTERACTION WITH OTHERS

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

5.0

5. VERSATILITY

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

5.0

6. URGENCY

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

3.5

7. FREQUENT CHANGE

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

3.5

8. COMPETITIVENESS

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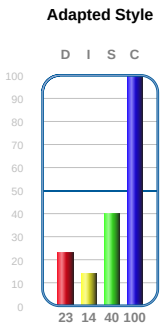

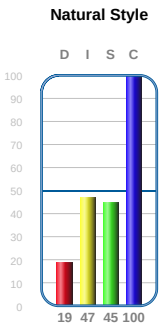

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STYLE INSIGHTS® GRAPHS

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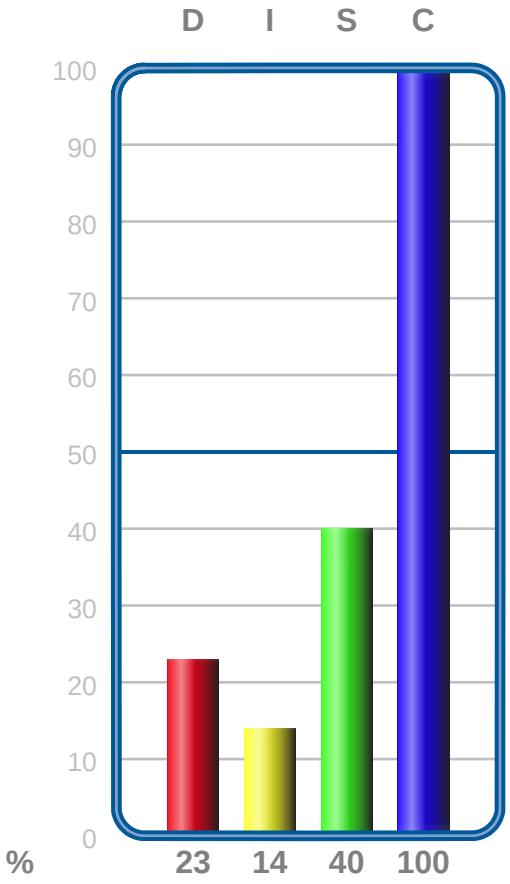
MOST

Graph I

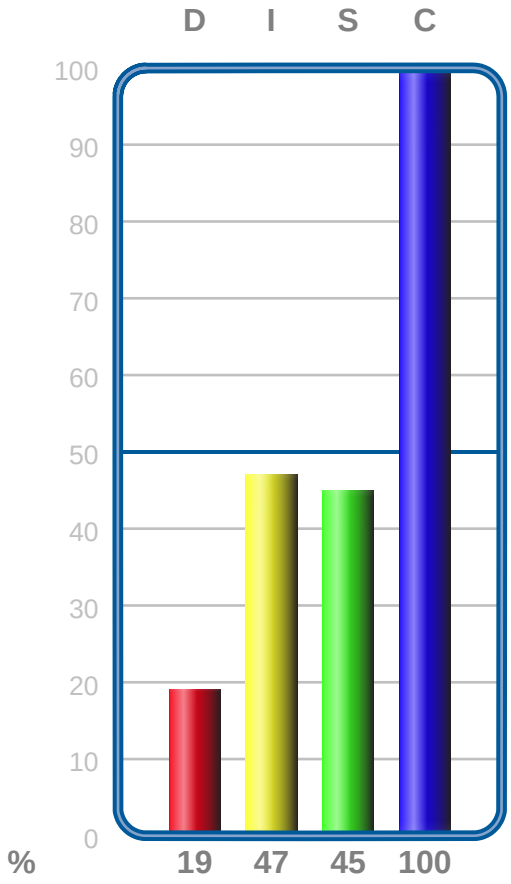
Adapted Style



LEAST

Graph II

Natural Style



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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.

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THE SUCCESS INSIGHTS® WHEEL

Suzy Sample
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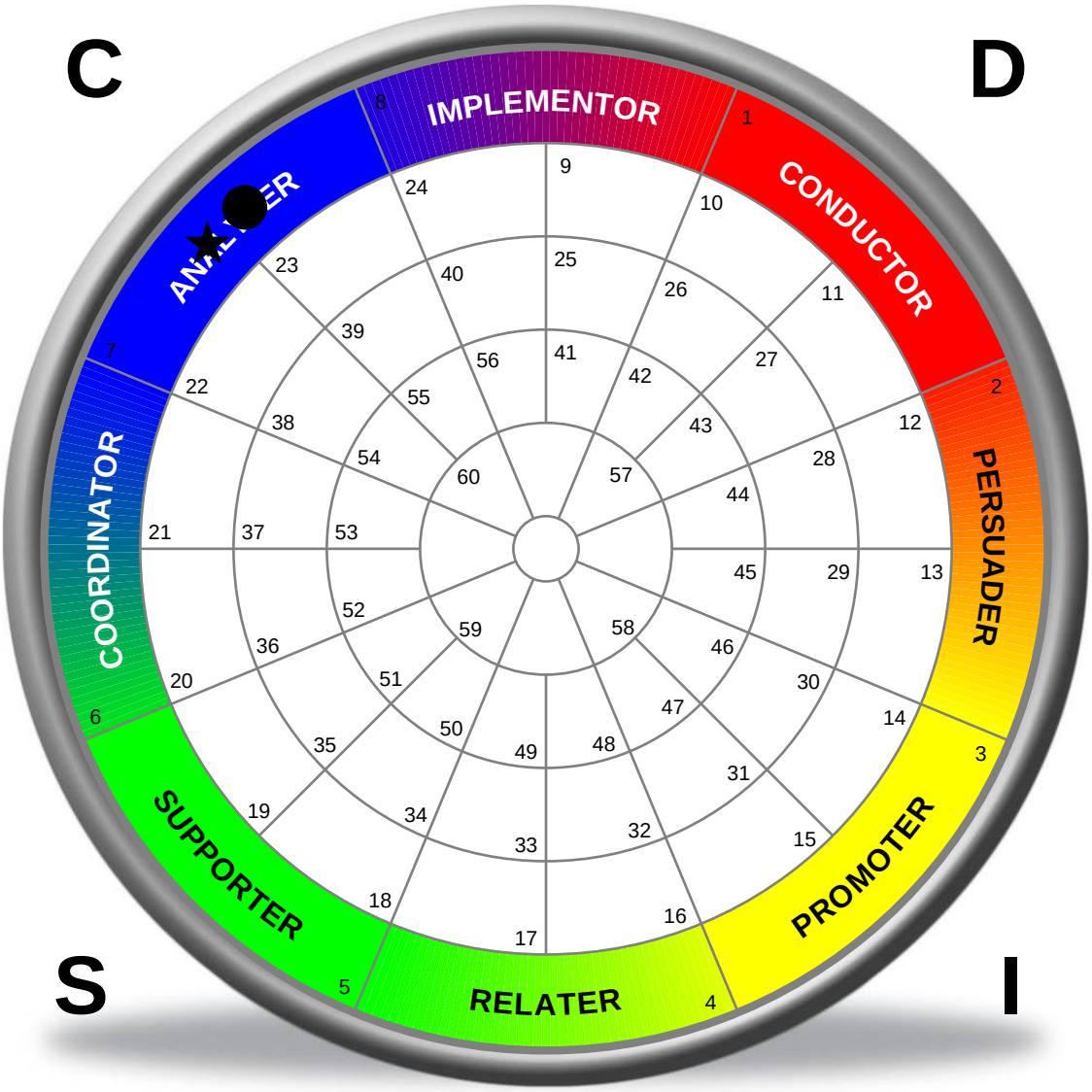

Adapted: ★ (7) ANALYZER
Natural: ● (7) ANALYZER

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INTRODUCTION
Motivators

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

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

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

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

Workplace Motivators Report

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

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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.

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UTILITARIAN/ECONOMIC

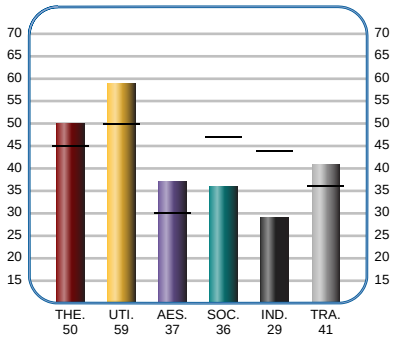
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the 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

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

Value to the Organization

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



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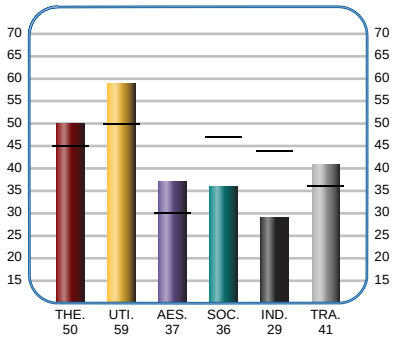
UTILITARIAN/ECONOMIC

Keys to Managing and Motivating

- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Realize that it's not just money that motivates, but also personal payback from the job.
- Remember that Suzy has an ear to the revenue-clock. This may give her a keen economic awareness in projects and decision-making with the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Be certain Suzy is balancing her professional and personal life.

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both herself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- Provide some rewards and incentives for participation in additional training and professional development.



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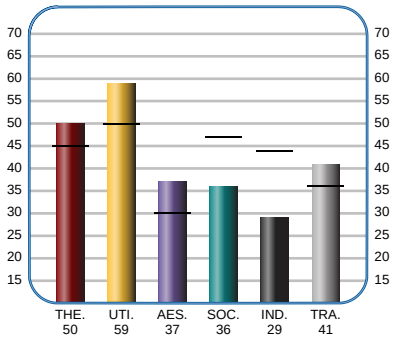
UTILITARIAN/ECONOMIC

Continuous Quality Improvements

- Within this high economic drive, there may be 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 motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this high Utilitarian/Economic drive.



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THEORETICAL

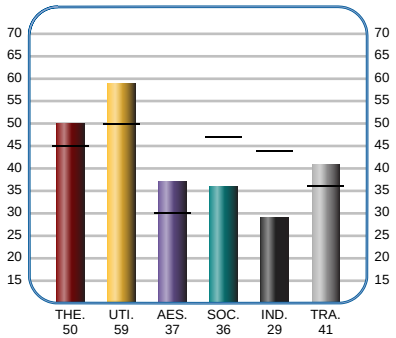
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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

- Enjoys learning even for its own sake.
- Others on the team may seek Suzy to answer questions about projects or procedures.
- Provides a high interest level on new initiatives or projects.
- Stays mentally alert and likes mental challenges.
- Has a "cognitive" attitude. Looks for deeper meaning in things.
- Interested in new methods and how they can be applied to existing structures.
- Others may consider Suzy a strong intellectual.
- Likes to develop quick utilities or procedures that are a new way to look at existing job responsibilities.

Value to the Organization

- She brings a strong knowledge-driven ethic.
- At a team meeting Suzy will come prepared, with pre-work completed.
- Demonstrates a logical approach to problem solving and patience to analyze all of the options for solutions.
- When others (internal or external) have a question, even if Suzy isn't very familiar with it, she can usually create solutions.
- Knows a little about most everything, and is conversant about it.



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Keys to Managing and Motivating

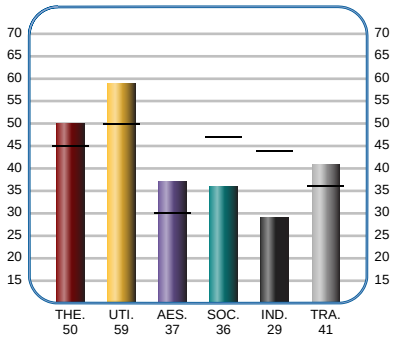
- Include Suzy in future development projects and draw on her expertise.
- If there is a learning-based event to be planned, be certain she is involved. If there is an external learning-based event on the calendar, be certain she has the opportunity to attend.
- She will provide technical credibility when dealing with customers or internal stakeholders who need detailed information for decision-making.
- Realize that as much as she has learned, Suzy still wants to learn more.
- Sometimes incentives or bonuses are earned as tickets to a special event; consider cultural events that are not just sports related.

Training, Professional Development and Learning Insights

- Suzy may have her own on-going personal development program already in progress.
- She 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.

Continuous Quality Improvements

- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- Has a tendency to wait on some projects, especially if more helpful information may be forthcoming if more time is allowed on the calendar.
- May need coaching on time management.



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TRADITIONAL/REGULATORY

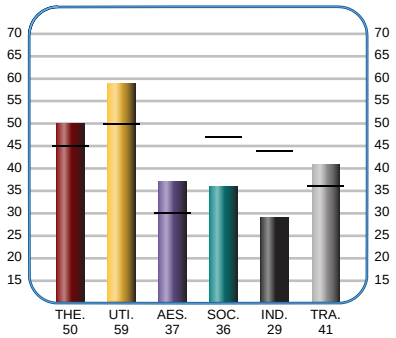
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

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

Value to the Organization

- Demonstrates an awareness of the necessary protocol and an appreciation of working in creative problem-solving ways that might challenge that protocol.
- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- Suzy is able to walk the line between following the rules and bending the rules, and knowing the difference.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.
- May be perceived by others on the team as neither rigid nor undisciplined, but rather as one who is responsible and mature in approach to corporate and organizational protocol.



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TRADITIONAL/REGULATORY

Keys to Managing and Motivating

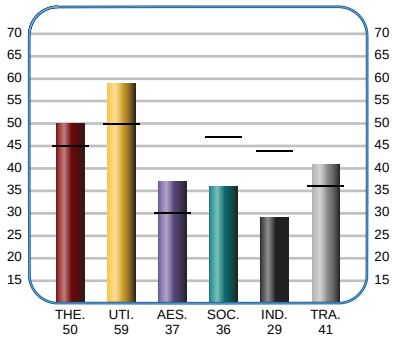
- Remember that Suzy has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Suzy brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that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

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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



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AESTHETIC

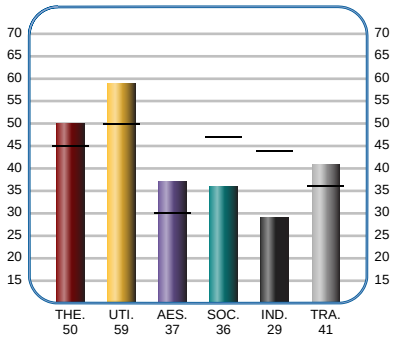
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

General Characteristics

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

Value to the Organization

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



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Keys to Managing and Motivating

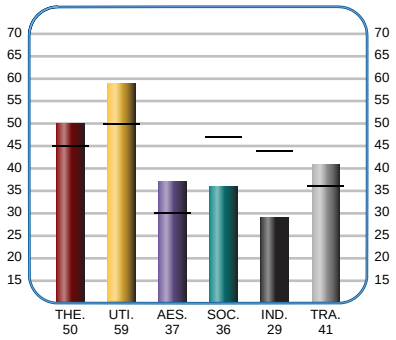
- Remember that she shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value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

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- She is a flexible participant in training and development programs.
- Can become engaged in training activities because she sees it as a part of necessary growth and professional improvement.

Continuous Quality Improvements

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where her creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.



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SOCIAL/ALTRUISTIC

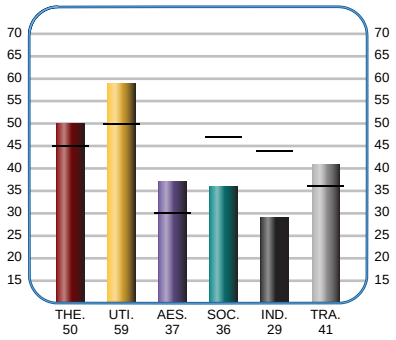
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value,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

General Characteristics

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- Places a business "guard" on her trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either her own or the organization's).
- Tends to be more "self-concerned" than "other-concerned" in terms of meeting needs and sharing time, talent and energy.
- May look at those scoring higher as selfless types who are giving their security away.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- Motivated and driven in Values areas other than the Social/Altruistic.

Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivor in the business arena, even in the midst of heavy competition.
- Not easily swayed in terms of emotional issues.
- Good business sense.



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SOCIAL/ALTRUISTIC

Keys to Managing and Motivating

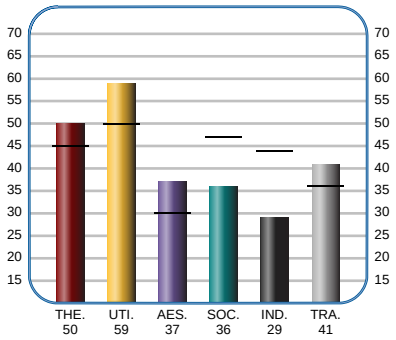
- Be careful not to overload assignments with too many coaching or counseling activities since she may not perceive an immediate business gain from those activities.
- Appeal to the practical side that Suzy shows.
- Stay bottom-line oriented.
- Don't be emotional or paternal.
- Have your idea or approach make "business sense."

Training, Professional Development and Learning Insights

- Link learning and professional development to other items of greater self-interest.
- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.

Continuous Quality Improvements

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- Needs to be more sensitive to the needs of others.
- Needs to be more open and receptive to others.



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INDIVIDUALISTIC/POLITICAL

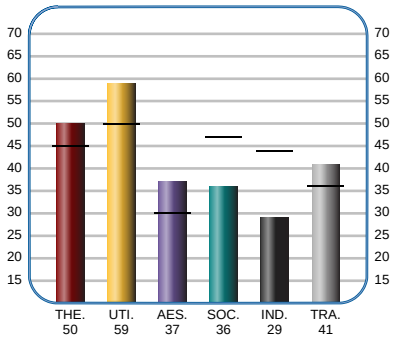
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

General Characteristics

- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- Prefers to be more of a team player than a team leader.
- May not seek or choose a leadership role for herself, but may be satisfied in being an active and supportive member of a team of professionals.
- May spend great effort on a project without requiring public credit or recognition for her work.
- While not requiring lots of attention for efforts, there is still a need for sincere appreciation for contributions made.
- May not require lots of "air-time" at meetings, and may need to be encouraged to provide ideas verbally.

Value to the Organization

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



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INDIVIDUALISTIC/POLITICAL

Keys to Managing and Motivating

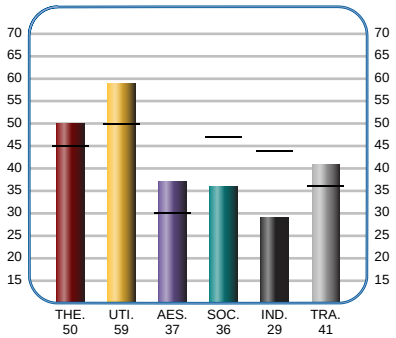
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide a supportive environment where her talents may be encouraged and appreciated.
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Don't force leadership roles or increased authority unless mutually agreed upon.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- May need to take a stronger stand on team issues that impact her workload or the parameters of her job responsibilities.
- Suzy may not be heard the first time by the team. She may need to speak up a second or third time if necessary in order to be acknowledged.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.



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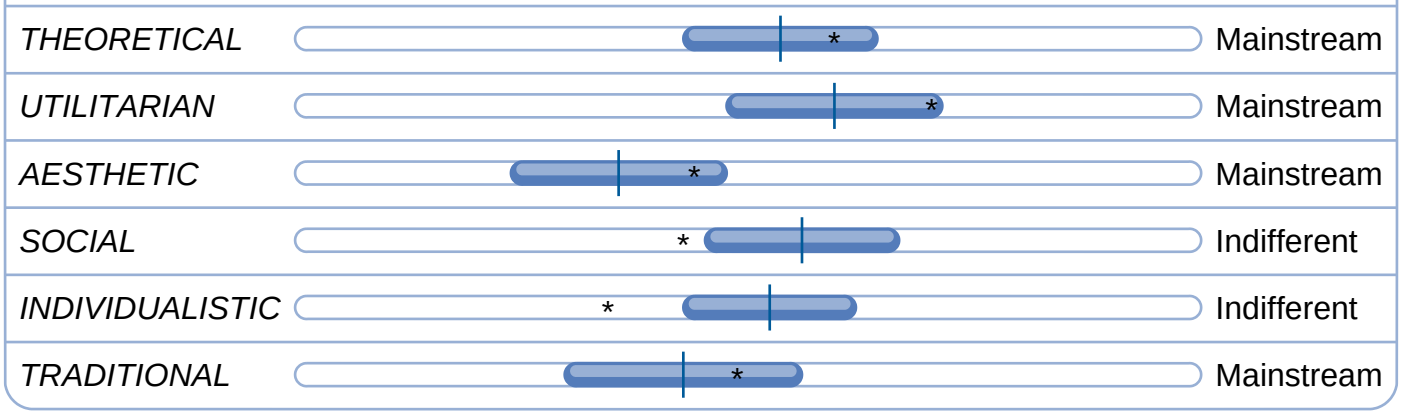
MOTIVATORS - NORMS & COMPARISONS

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 2009



- 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

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MOTIVATORS - NORMS & COMPARISONS

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

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- You can be frustrated by others who are always jockeying for position and control.

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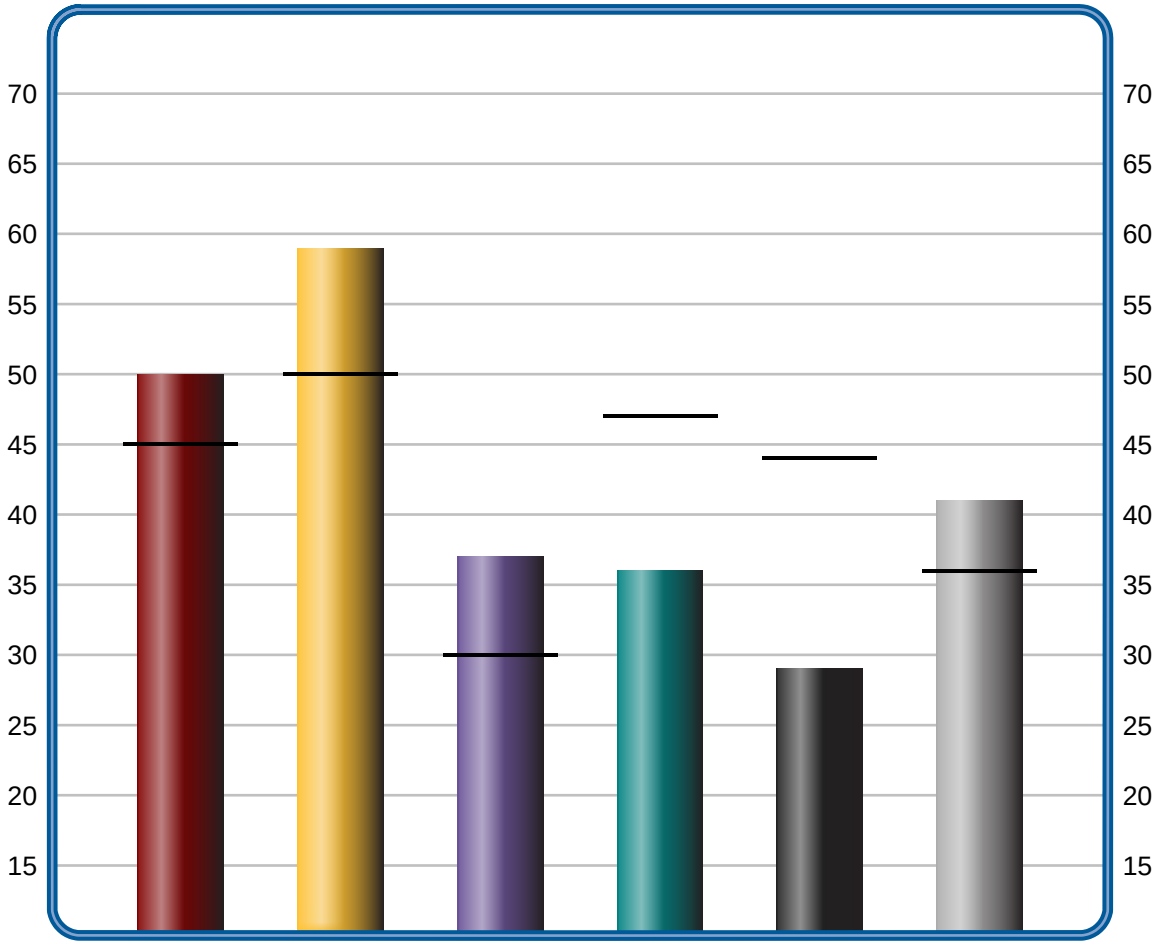
MOTIVATION INSIGHTS® GRAPH

Suzy Sample
6-4-2010



	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	50	59	37	36	29	41
Rank	2nd	1st	4th	5th	6th	3rd

— national mean
Norm 2009

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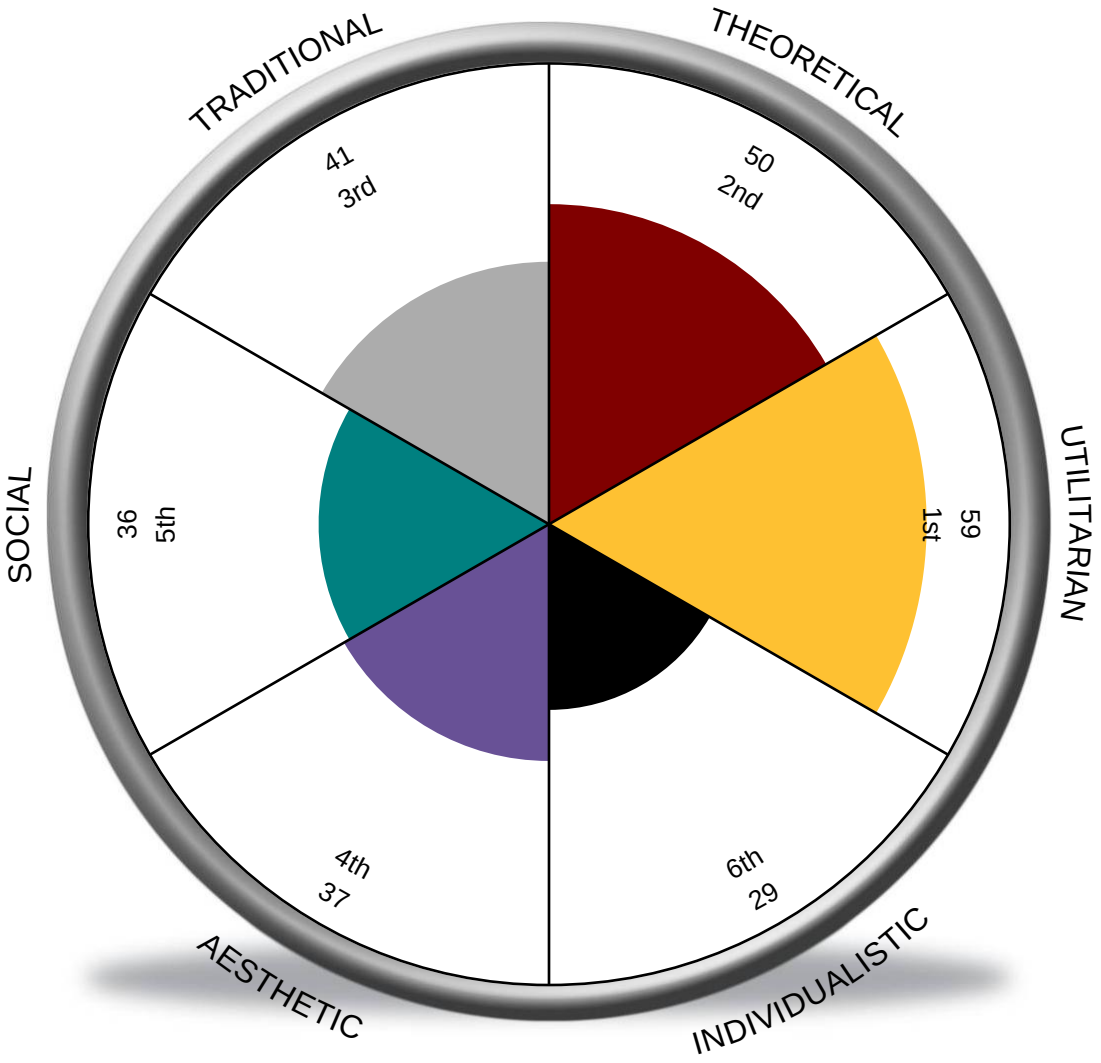
Suzy Sample
6-4-2010



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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.

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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: _____

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TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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

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

General Characteristics

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

Value to the Organization

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

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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 _____
_____

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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. _____
_____

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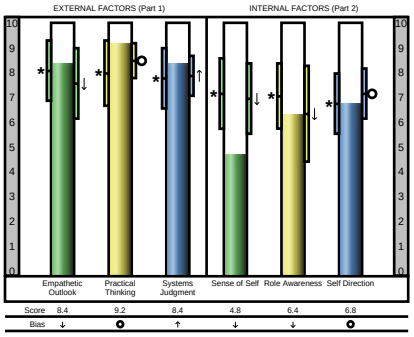
WORLD VIEW

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

- Suzy will build better relationships with others and avoid potential misunderstandings by having a clearer understanding of people and systems.
- She would benefit from developing communication with authority figures and coworkers.
- She is good at comparing and choosing options to achieve the best outcome in a practical sense.
- She may be frustrated by restricted resources or time required by detail.
- Suzy can put various things together to make or produce results.
- She may become frustrated if resources are restricted.
- She has the capacity to focus her attention on the activity or task at hand.
- She tends to look at people and systems in the practical sense, judging whether people are performing their roles or functions.
- Suzy makes comparisons and judgments to what is best in the practical sense.



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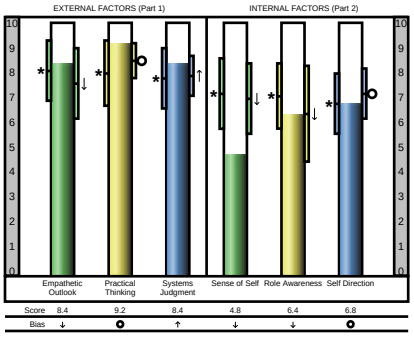
SELF VIEW

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

- Suzy has the capacity to plan and organize for her future.
- She needs to understand that she is important outside of her roles and direction.
- She has an idea of where she wants to go and who she wants to become in the future.
- She tends to place low emphasis on appreciating herself, which results in a lower sense of self.
- Suzy is a person who focuses on her personal and professional roles together with planning for her future.
- She could benefit from a clearer understanding of who she is as an individual.
- She can envision her own self-defined success.
- She tends to focus on the responsibilities of her current life roles.
- Suzy puts little to no emphasis on who she is as an individual.



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SUMMARY OF STRENGTHS AND WEAKNESSES

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

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

Strengths	Weaknesses
USING COMMON SENSE	SELF CONFIDENCE
PRACTICAL THINKING	PERSISTENCE
REALISTIC GOAL SETTING FOR OTHERS	HANDLING STRESS
UNDERSTANDING MOTIVATIONAL NEEDS	SENSE OF SELF
FOLLOWING DIRECTIONS	SELF ASSESSMENT

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USING COMMON SENSE

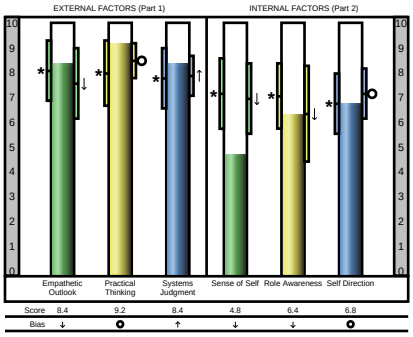
Using Common Sense as a capacity is determined by an individual's focus on practical thinking. It is the ability to see the world clearly and the general ability to combine abilities for empathy, practical thinking, and organizational ability into cohesive decisions and actions.

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.



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PRACTICAL THINKING

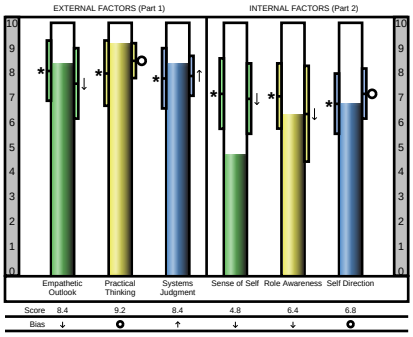
Practical Thinking measures an individual's ability to make practical, common sense decisions; to see and understand what is happening in a common sense way. It is the ability to realistically identify problems and solutions in practical terms, rather than in theoretical or conceptual terms.

Possible Strengths:

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

Continuous Development:

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



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REALISTIC GOAL SETTING FOR OTHERS

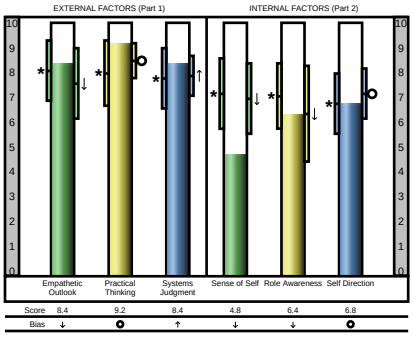
Realistic Goal Setting for Others is the ability to set goals for others that can be achieved using available resources, personnel capabilities and operating within a projected timeframe. This capacity includes the ability to utilize previous measurable performance in the establishing of goals and/or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



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UNDERSTANDING MOTIVATIONAL NEEDS

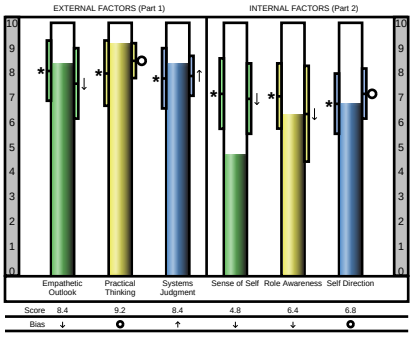
Understanding Motivational Needs is an individual's ability to understand the needs and desires of others enough that this knowledge may be used to motivate them to succeed. This requires objectivity, lack of prejudice, empathy and an open mind.

Possible Strengths:

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

Continuous Development:

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



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FOLLOWING DIRECTIONS

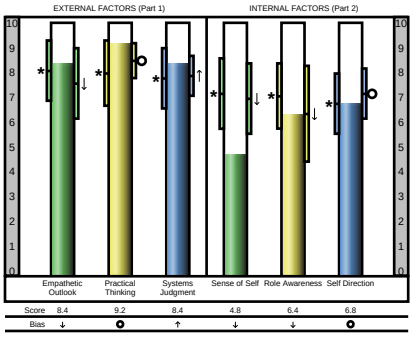
Following Directions is an individual's ability to effectively hear, understand and follow directions or instructions. It is the willingness to postpone making personal decisions, or taking action, until one has openly listened to what they are being asked to do. Don't judge whether this assumption is right or wrong. Whether the person may in fact be perfectly capable of accomplishing the goal with no external instruction is irrelevant here. A low score in this area simply indicates a person's tendency to discount outside instructions and rely on their own innate abilities, regardless of competency.

Possible Strengths:

- Good listening skills.
- Is able to work independently on tasks that require specific steps to complete.
- Is open-minded and flexible about ways to accomplish required tasks.

Continuous Development:

- Don't add steps that are not a part of the original instructions.
- Enlist a friend or manager to audit activities.
- If you do see steps that need adding or altering, get approval from the proper source.



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SELF CONFIDENCE

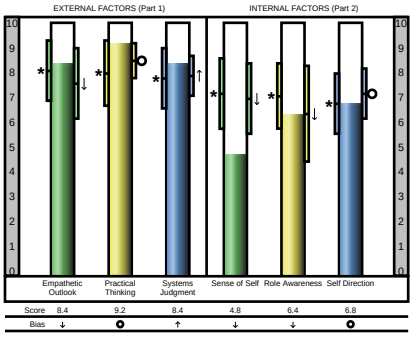
Self-Confidence, often confused with self-esteem, is the ability to develop and maintain inner strength based upon the desire to succeed and the belief that one possesses the capabilities to succeed.

Possible Limitations:

- Avoids opportunities to "shine".
- Second-guesses decisions.
- Does not take advantage of networking opportunities.

Developmental Suggestions:

- Utilize uniqueness.
- Focus on past successes to reinforce positive expectations for the future.
- Don't rely too heavily on conventional wisdom.



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PERSISTENCE

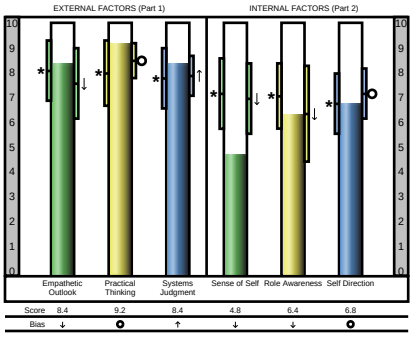
Persistence is an individual's capacity to stay the course in difficult times. It involves a level of personal commitment, a belief in what a person is doing, and an individual's project and goal focus. It is an individual's ability to remain motivated to accomplish goals in the face of adversity or obstacles.

Possible Limitations:

- May be swayed, stopped or redirected easily.
- Focuses on failures.
- May have difficulty accomplishing goals in difficult situations.

Developmental Suggestions:

- Be results oriented, not problem oriented.
- Set realistic time frames for meeting objectives.
- Focus on the potential victory, not the battle scars.



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HANDLING STRESS

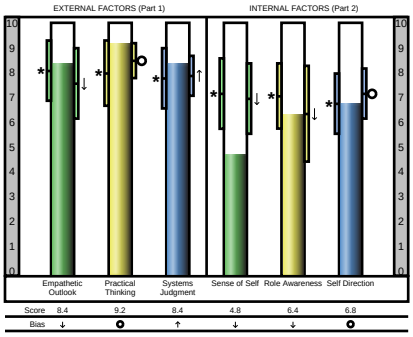
Handling Stress is an individual's ability to balance and defuse inner tensions and stresses, which, if allowed to build up, could interfere with his or her ability to perform to potential. It is not an individual's ability to handle stressful situations, but rather the ability to appropriately separate oneself from such stressful situations and maintain separate inner sense of peace.

Possible Limitations:

- Gets emotionally tied to difficult situations.
- Does not recognize the difference between "good stress" and "bad stress".
- May not take time for relaxation.

Developmental Suggestions:

- Get serious about time management.
- Work off stress through regular and vigorous exercise.
- Face up to unpleasant facts and get it over with.



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SENSE OF SELF

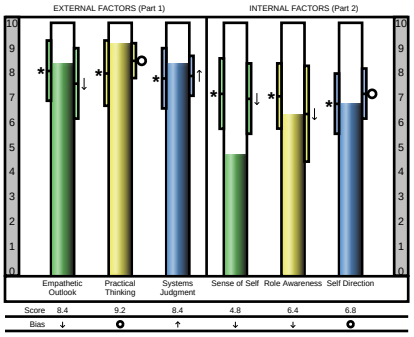
Sense of Self is the ability to realize and appreciate one's unique self-worth. An individual bases these feelings on internal factors, as opposed to external ones. This internal feeling of value allows a person to appreciate oneself based not only on what he or she does, what role he or she occupies or what success is attained, but also on how an individual judges him/herself based on who that individual knows him/herself to be inside. This could also be considered the level of "self acceptance". It is the difference between loving oneself for who he or she is, or basing that self love on what others think of the individual or external achievements or successes.

Possible Limitations:

- Bases self-worth on culturally programmed factors such as professional success, physical appearance and financial success.
- May not be able to manage and subdue feelings of insecurity or envy.

Developmental Suggestions:

- Choose and live by individual values.
- Don't get caught up in "group think".
- Separate actions from being.



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SELF ASSESSMENT

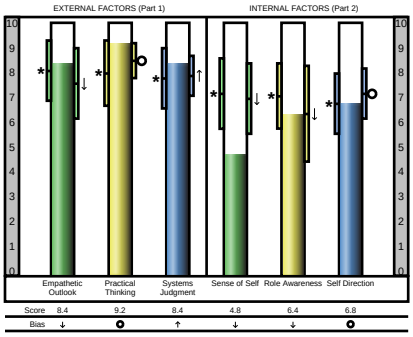
Self Assessment is the ability to practically and objectively identify personal management strengths and weaknesses. This is the ability to take the skills and techniques gained in evaluating external situations and applying them to the evaluation of own performance and abilities.

Possible Limitations:

- May not judge own capabilities accurately.
- May under or over evaluate abilities.
- May have trouble accepting criticism.

Developmental Suggestions:

- Look for patterns of successes and failures.
- Be open-minded about criticism.
- Seek out opportunities to interact with professional peers at conferences, trade shows, or society meetings.



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DIMENSIONAL BALANCE

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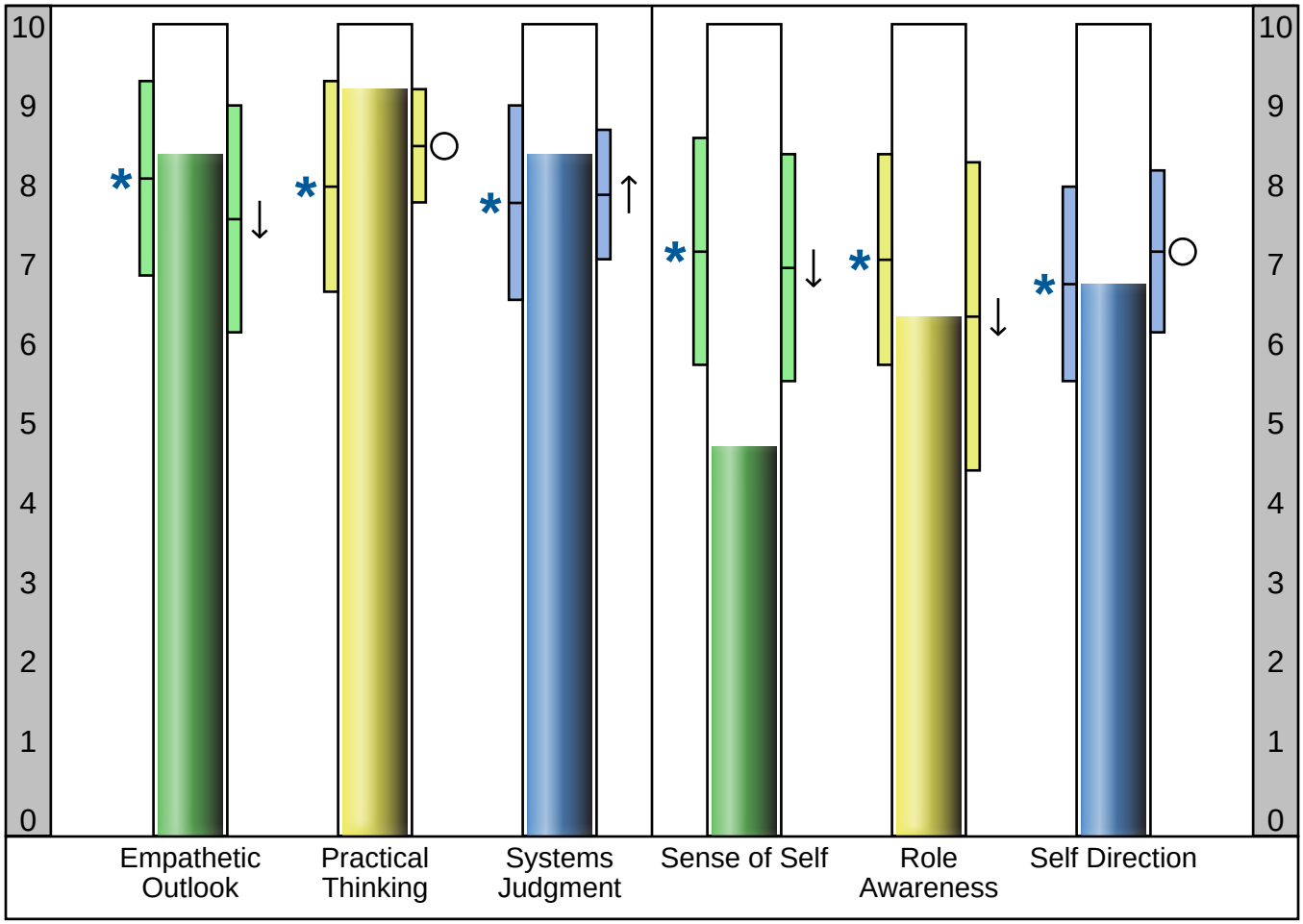
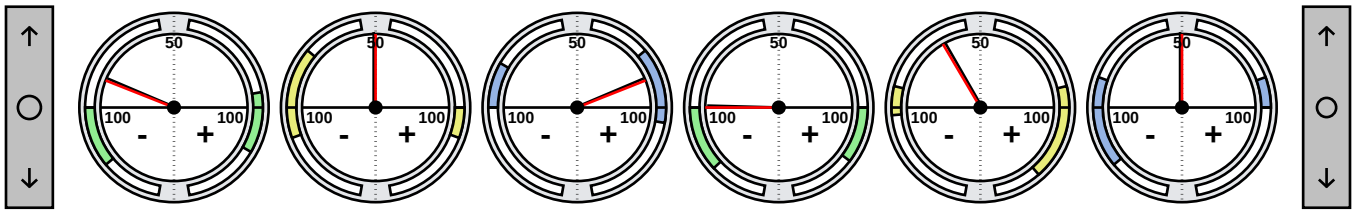
* Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation



	Empathetic Outlook	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Score	8.4	9.2	8.4	4.8	6.4	6.8
Bias	↓	○	↑	↓	↓	○



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CORE SKILLS LIST

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Score	Mean	Description
9.3	7.6	Using Common Sense
9.2	8.0	Practical Thinking
9.0	8.2	Realistic Goal Setting for Others
9.0	8.1	Understanding Motivational Needs
8.9	8.0	Following Directions
8.9	8.0	Respect for Policies
8.8	7.6	Concrete Organization
8.8	7.8	Monitoring Others
8.6	8.0	Material Possessions
8.5	7.7	Evaluating Others
8.5	7.9	Emotional Control
8.4	7.9	Correcting Others
8.4	7.6	Integrative Ability
8.4	8.1	Empathetic Outlook
8.4	7.8	Systems Judgment
8.3	8.0	Attention to Detail
8.3	7.7	Realistic Expectations
8.2	7.3	Conceptual Thinking
8.1	7.4	Project and Goal Focus
8.1	7.3	Results Orientation
8.1	7.5	Problem Solving
8.1	7.9	Proactive Thinking
8.1	8.2	Respect for Property
8.0	8.3	Theoretical Problem Solving
7.9	7.9	Attitude Toward Others
7.9	7.8	Freedom from Prejudices
7.9	7.9	Sensitivity to Others
7.9	7.7	Evaluating What is Said
7.9	8.1	Personal Relationships
7.8	7.6	Long Range Planning
7.8	7.6	Status and Recognition
7.7	7.8	Persuading Others
7.6	7.3	Surrendering Control
7.5	7.6	Realistic Personal Goal Setting
7.5	7.3	Project Scheduling
7.5	7.9	Conveying Role Value
7.4	7.4	Developing Others
7.3	7.5	Sense of Timing
7.3	7.7	Sense of Belonging
7.2	7.2	Personal Accountability
7.2	7.2	Taking Responsibility
7.0	7.5	Quality Orientation
7.0	7.4	Self Management
6.8	7.0	Balanced Decision Making
6.8	7.1	Personal Drive
6.8	6.9	Self Direction
6.7	7.9	Leading Others

Score	Mean	Description
6.7	6.9	Meeting Standards
6.6	7.0	Intuitive Decision Making
6.6	7.8	Relating to Others
6.6	6.9	Initiative
6.4	7.1	Role Awareness
6.3	7.4	Handling Rejection
6.2	7.5	Accountability for Others
6.2	7.1	Gaining Commitment
6.2	7.3	Sense of Mission
6.1	7.3	Consistency and Reliability
6.1	7.3	Job Ethic
5.9	7.1	Role Confidence
5.9	7.4	Enjoyment of the Job
5.8	7.1	Internal Self Control
5.8	8.1	Self Improvement
5.5	7.4	Self Confidence
5.2	7.2	Persistence
5.0	7.0	Handling Stress
4.8	7.3	Sense of Self
4.6	6.7	Self Assessment

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CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description
6.2	7.5	Accountability for Others
8.3	8.0	Attention to Detail
7.9	7.9	Attitude Toward Others
6.8	7.0	Balanced Decision Making
8.2	7.3	Conceptual Thinking
8.8	7.6	Concrete Organization
6.1	7.3	Consistency and Reliability
7.5	7.9	Conveying Role Value
8.4	7.9	Correcting Others
7.4	7.4	Developing Others
8.5	7.9	Emotional Control
8.4	8.1	Empathetic Outlook
5.9	7.4	Enjoyment of the Job
8.5	7.7	Evaluating Others
7.9	7.7	Evaluating What is Said
8.9	8.0	Following Directions
7.9	7.8	Freedom from Prejudices
6.2	7.1	Gaining Commitment
6.3	7.4	Handling Rejection
5.0	7.0	Handling Stress
6.6	6.9	Initiative
8.4	7.6	Integrative Ability
5.8	7.1	Internal Self Control
6.6	7.0	Intuitive Decision Making
6.1	7.3	Job Ethic
6.7	7.9	Leading Others
7.8	7.6	Long Range Planning
8.6	8.0	Material Possessions
6.7	6.9	Meeting Standards
8.8	7.8	Monitoring Others
5.2	7.2	Persistence
7.2	7.2	Personal Accountability
6.8	7.1	Personal Drive
7.9	8.1	Personal Relationships
7.7	7.8	Persuading Others
9.2	8.0	Practical Thinking
8.1	7.9	Proactive Thinking
8.1	7.5	Problem Solving
8.1	7.4	Project and Goal Focus
7.5	7.3	Project Scheduling
7.0	7.5	Quality Orientation
8.3	7.7	Realistic Expectations
9.0	8.2	Realistic Goal Setting for Others
7.5	7.6	Realistic Personal Goal Setting
6.6	7.8	Relating to Others
8.9	8.0	Respect for Policies
8.1	8.2	Respect for Property

Score	Mean	Description
8.1	7.3	Results Orientation
6.4	7.1	Role Awareness
5.9	7.1	Role Confidence
4.6	6.7	Self Assessment
5.5	7.4	Self Confidence
6.8	6.9	Self Direction
5.8	8.1	Self Improvement
7.0	7.4	Self Management
7.3	7.7	Sense of Belonging
6.2	7.3	Sense of Mission
4.8	7.3	Sense of Self
7.3	7.5	Sense of Timing
7.9	7.9	Sensitivity to Others
7.8	7.6	Status and Recognition
7.6	7.3	Surrendering Control
8.4	7.8	Systems Judgment
7.2	7.2	Taking Responsibility
8.0	8.3	Theoretical Problem Solving
9.0	8.1	Understanding Motivational Needs
9.3	7.6	Using Common Sense

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