



**TTI TriMetrix®**

Coaching Report - Sales Version



**Suzy Sample  
Professional**  
6-4-2010



Data Dome, Inc.  
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Maximizing Individual and Corporate Potential



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

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

## SECTION 1: BEHAVIORS

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

## SECTION 2: MOTIVATORS

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

## SECTION 3: ATTRIBUTES

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



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

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

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

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

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

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













*This section provides suggestions on methods which will improve Suzy's communications when selling to different styles. 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 salesperson.*

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





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  
Moderate  
Knowledgeable

Thorough  
Diplomatic  
Analytical

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### OTHERS' PERCEPTION

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

Pessimistic  
Worrisome

Picky  
Fussy

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

Perfectionistic  
Strict

Hard-to-Please  
Defensive

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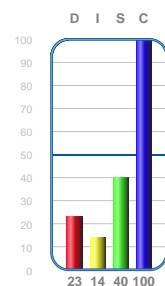
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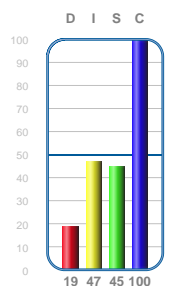
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Adapted Style



Natural Style





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.

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







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.

- Holding emotion to a minimum in the presentation.
- Giving undemonstrative, matter-of-fact presentations.
- Being alert to mistakes that may jeopardize a sale.
- Having all the facts available before making a call.
- Presenting her product or service in a calm, detached manner.
- Careful adherence to company rules.
- Avoiding an emotional involvement with the product or service she represents.
- Using persistence and patience to achieve her goals.
- Backing up any claim by presenting many facts and logic.
- Attentive to the details that are involved with selling.
- Calculating the use of trust in the presentation.

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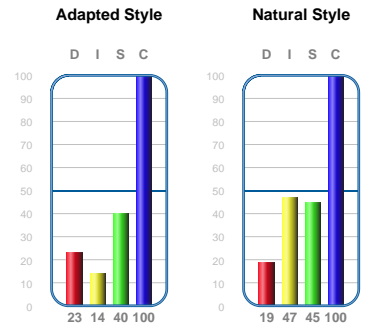
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## Personal Development

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 \_\_\_\_\_:

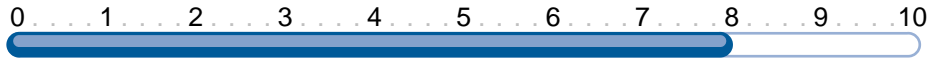


# BEHAVIORAL HIERARCHY

Suzy Sample

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



8.0

## 2. ANALYSIS OF DATA



7.5

## 3. CUSTOMER ORIENTED



5.5

## 4. FREQUENT INTERACTION WITH OTHERS



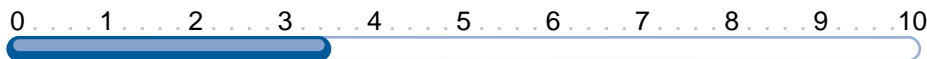
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## 5. VERSATILITY



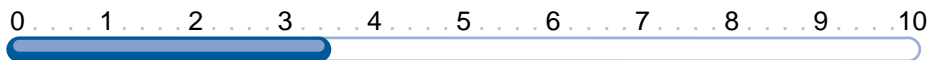
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## 6. URGENCY



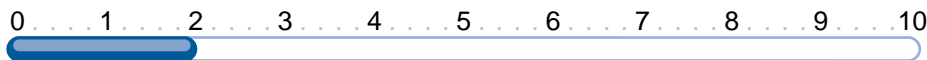
3.5

## 7. FREQUENT CHANGE



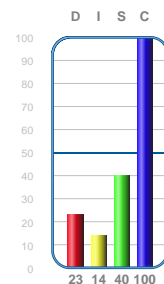
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## 8. COMPETITIVENESS

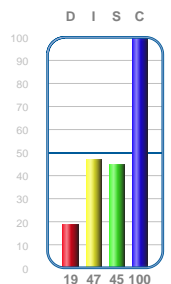


2.0

Adapted Style



Natural Style



SIA: 23-14-40-100 (07) SIN: 19-47-45-100 (07)

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### Suzy Sample

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#### MOST

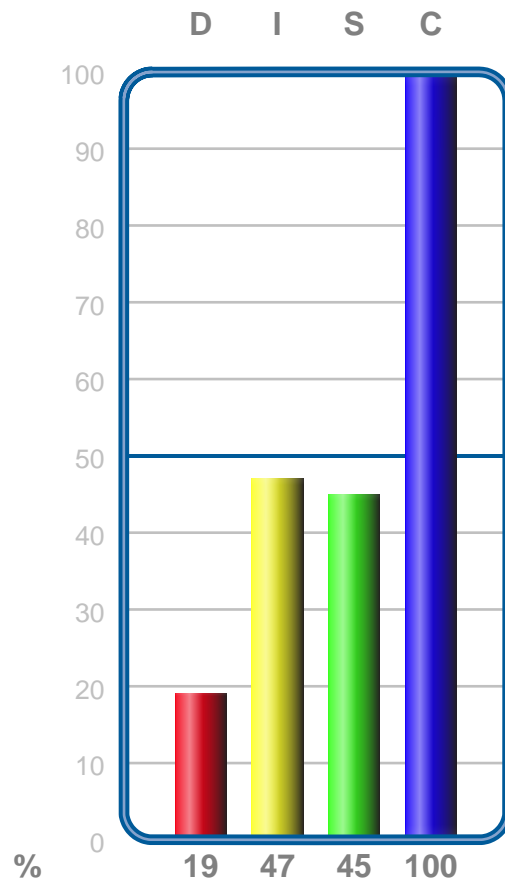
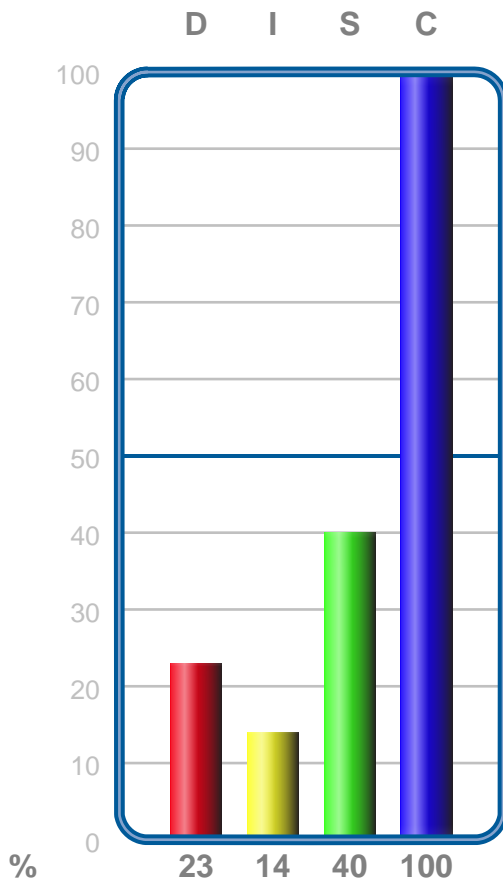
Graph I

Adapted Style

#### LEAST

Graph II

Natural Style



Norm 2009



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

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

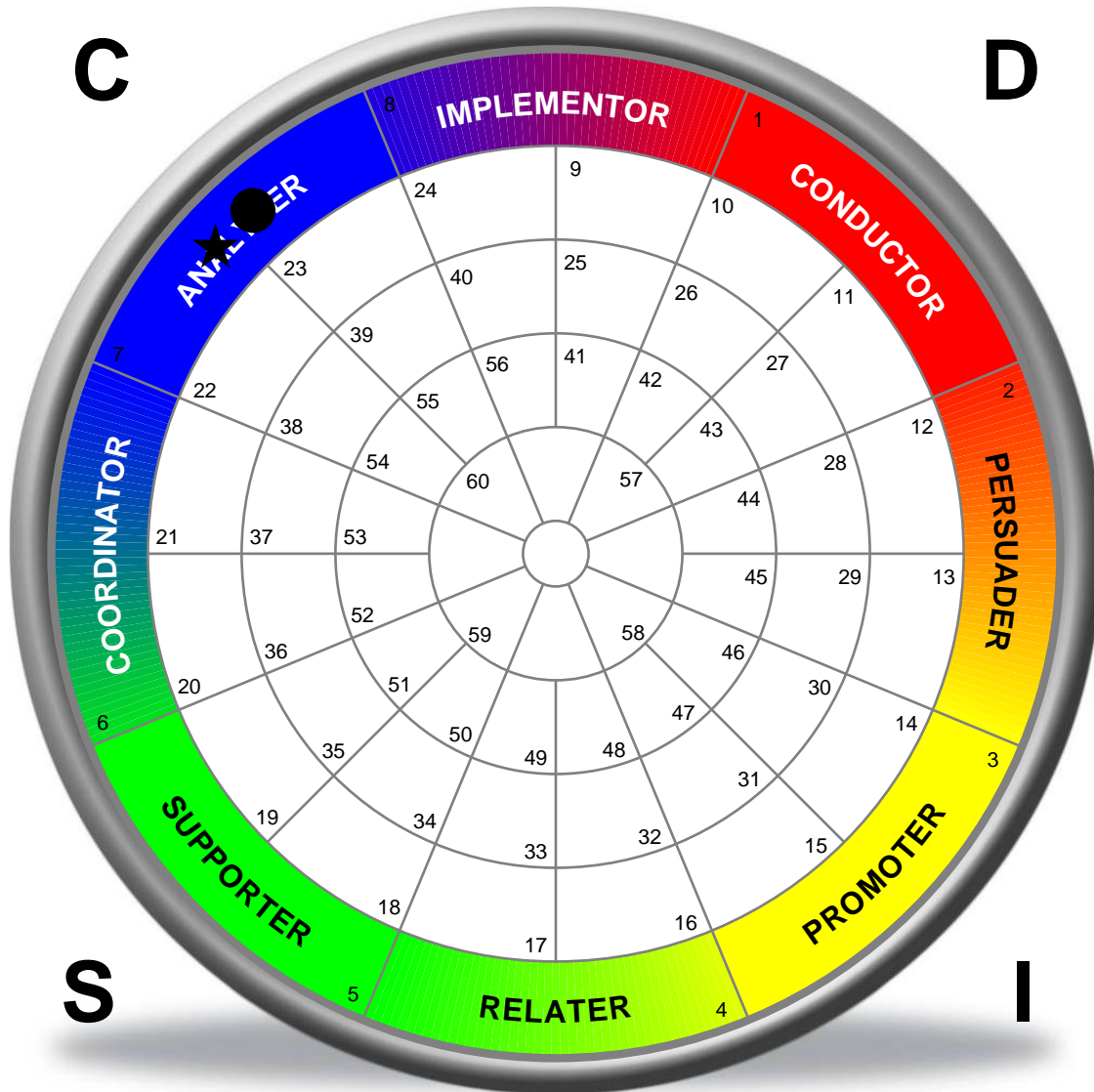
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



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Adapted: ★ (7) ANALYZER

Natural: ● (7) ANALYZER

Norm 2009

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

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

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

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

### **Workplace Motivators Report**

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



### **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.













## 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.

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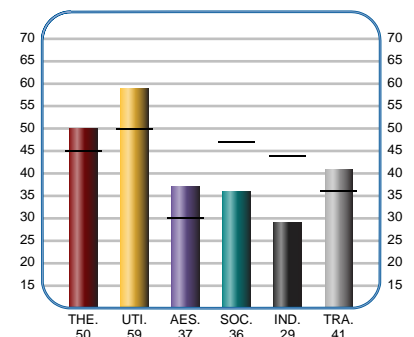
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### Value to the Organization

- 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.











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.

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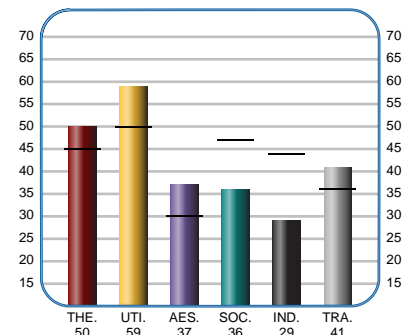
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### Value to the Organization

- 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.







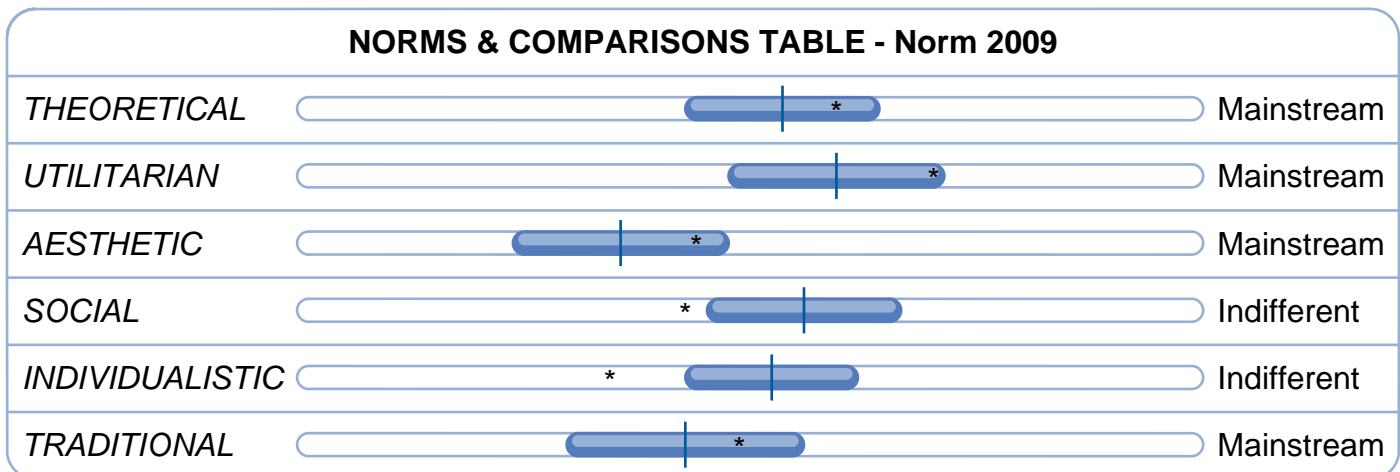




For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people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

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

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



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

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



## MOTIVATORS - NORMS & COMPARISONS

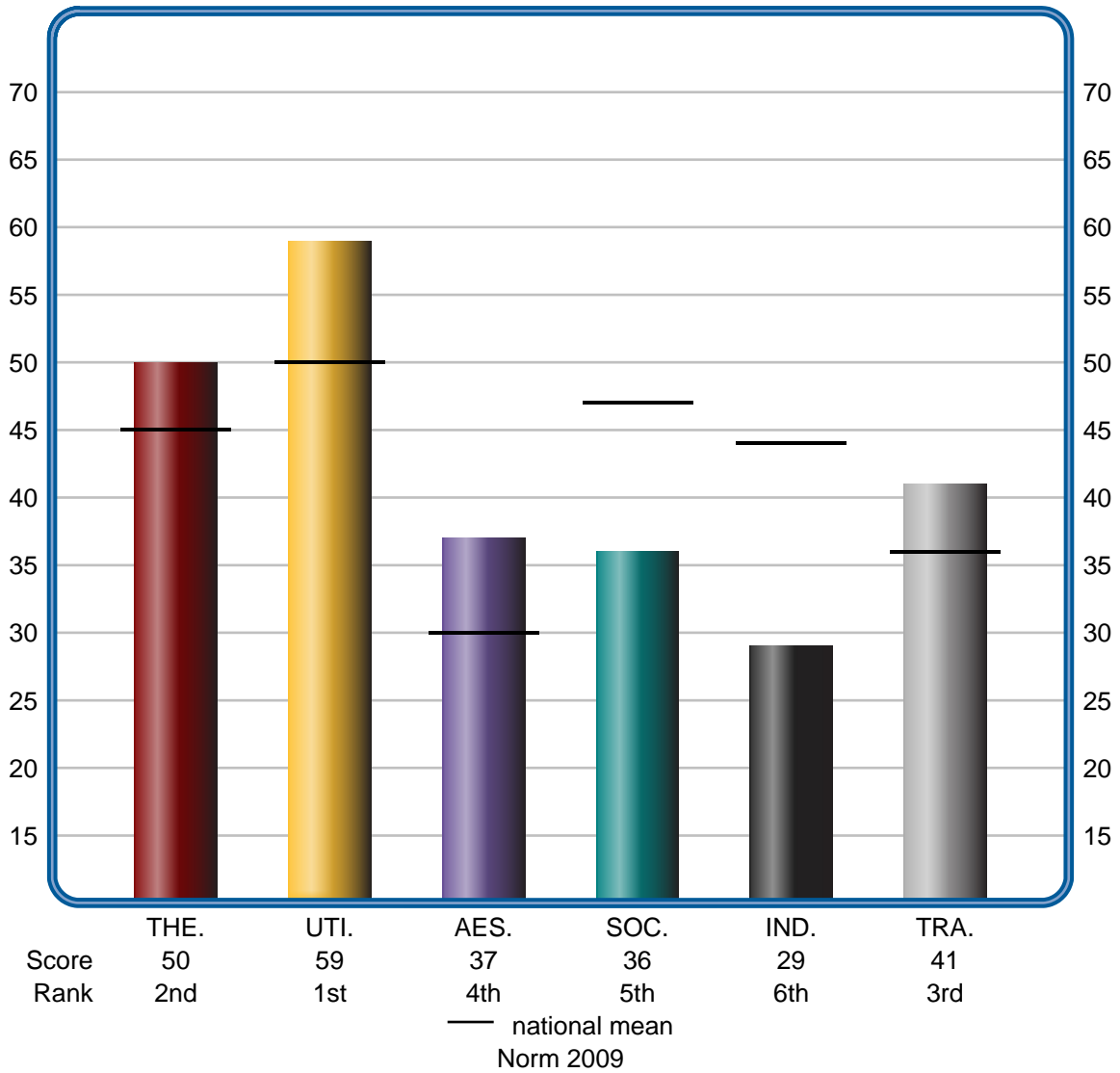
Areas where others' strong feelings may frustrate you as you do not share their same passion:

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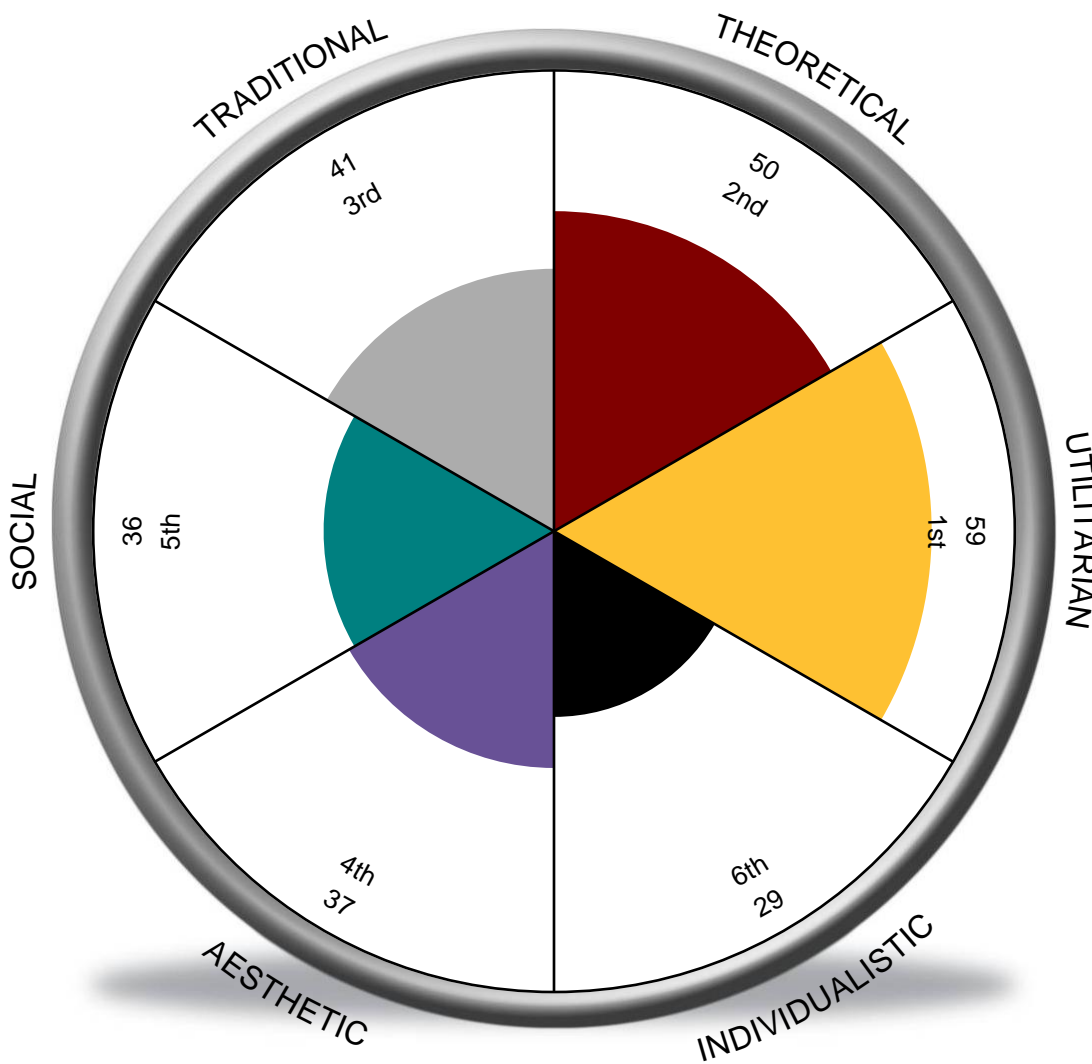
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*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

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

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

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

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



# QUALITY IMPROVEMENT ACTION PLAN

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

## Action Point 1: Things I will keep on doing.

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

- 1.
- 2.
- 3.

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

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

- 1.
- 2.

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

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

- 1.

Today's Date: \_\_\_\_\_

Date to review with mentor or peer: \_\_\_\_\_



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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

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

## General Characteristics

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

## Value to the Organization

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



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

## Keys to Managing and Motivating:

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

## Training, Professional Development and Learning Insights:

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



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

## Continuous Quality Improvement:

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

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

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_





This is how 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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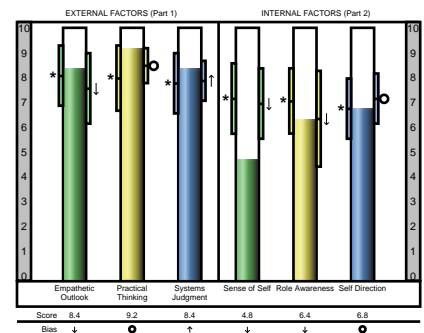
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## SUMMARY OF STRENGTHS AND WEAKNESSES

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.

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### Strengths

- USING COMMON SENSE
- PRACTICAL THINKING
- REALISTIC GOAL SETTING FOR OTHERS
- UNDERSTANDING MOTIVATIONAL NEEDS
- FOLLOWING DIRECTIONS

### Weaknesses

- SELF CONFIDENCE
- PERSISTENCE
- HANDLING STRESS
- SENSE OF SELF
- SELF ASSESSMENT



















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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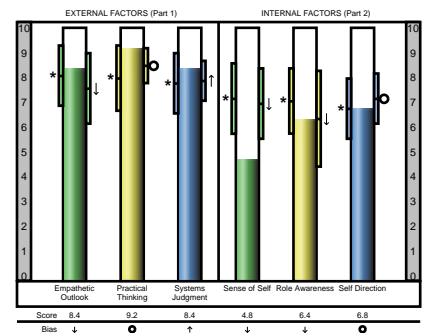
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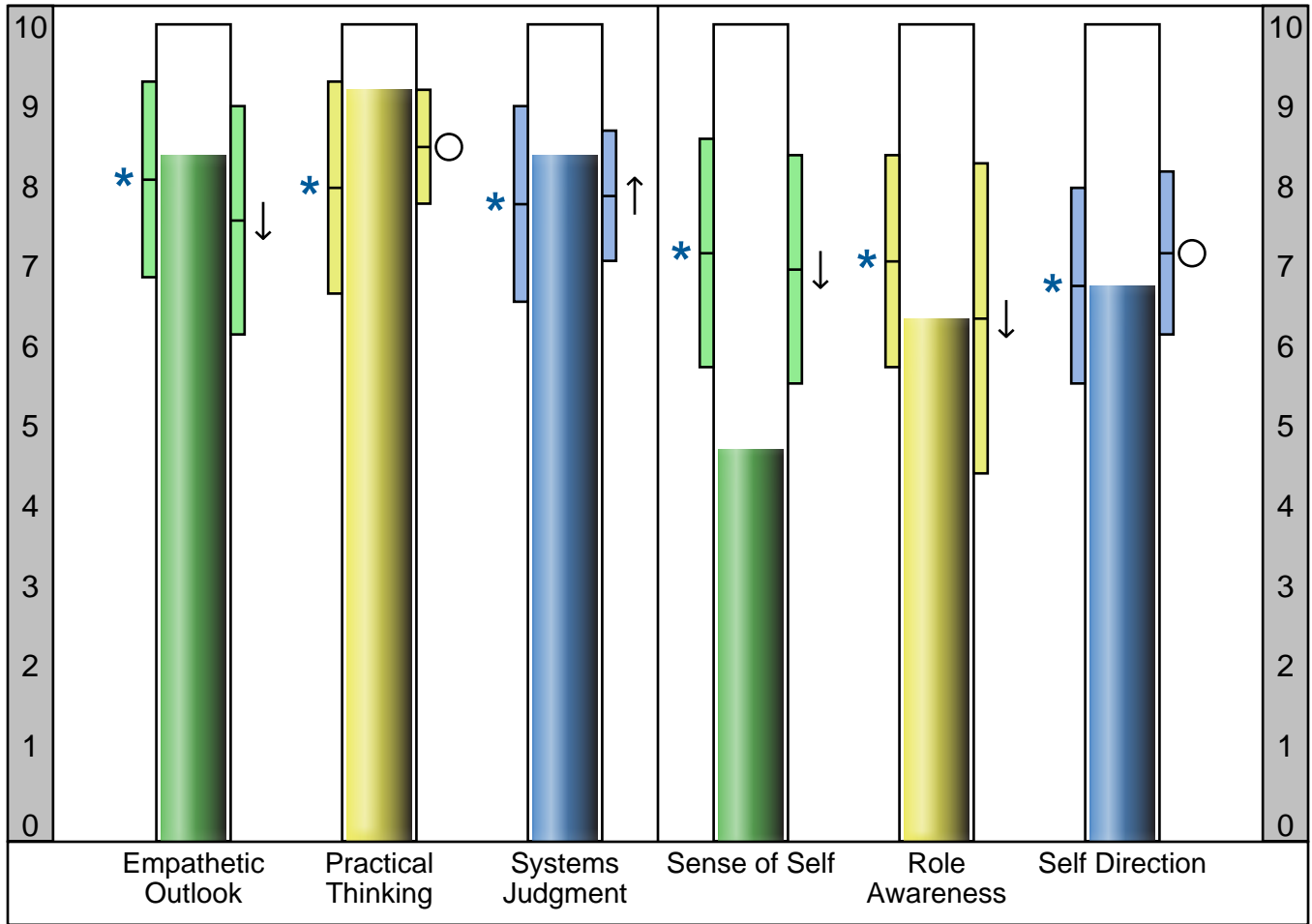




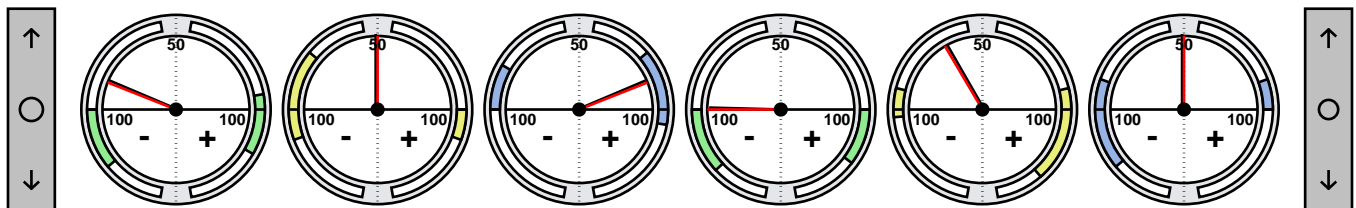
\* Population mean  
↑ Overvaluation  
○ Neutral valuation  
↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 8.4 9.2 8.4 4.8 6.4 6.8  
Bias ↓ ○ ↑ ↓ ↓ ○



Rev: 0.95-0.64



Score	Mean	Description	Score	Mean	Description
9.3	7.6	Using Common Sense	6.7	6.9	Meeting Standards
9.2	8.0	Practical Thinking	6.6	7.0	Intuitive Decision Making
9.0	8.2	Realistic Goal Setting for Others	6.6	7.8	Relating to Others
9.0	8.1	Understanding Motivational Needs	6.6	6.9	Initiative
8.9	8.0	Following Directions	6.4	7.1	Role Awareness
8.9	8.0	Respect for Policies	6.3	7.4	Handling Rejection
8.8	7.6	Concrete Organization	6.2	7.5	Accountability for Others
8.8	7.8	Monitoring Others	6.2	7.1	Gaining Commitment
8.6	8.0	Material Possessions	6.2	7.3	Sense of Mission
8.5	7.7	Evaluating Others	6.1	7.3	Consistency and Reliability
8.5	7.9	Emotional Control	6.1	7.3	Job Ethic
8.4	7.9	Correcting Others	5.9	7.1	Role Confidence
8.4	7.6	Integrative Ability	5.9	7.4	Enjoyment of the Job
8.4	8.1	Empathetic Outlook	5.8	7.1	Internal Self Control
8.4	7.8	Systems Judgment	5.8	8.1	Self Improvement
8.3	8.0	Attention to Detail	5.5	7.4	Self Confidence
8.3	7.7	Realistic Expectations	5.2	7.2	Persistence
8.2	7.3	Conceptual Thinking	5.0	7.0	Handling Stress
8.1	7.4	Project and Goal Focus	4.8	7.3	Sense of Self
8.1	7.3	Results Orientation	4.6	6.7	Self Assessment
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	Score	Mean	Description
6.2	7.5	Accountability for Others	8.1	7.3	Results Orientation
8.3	8.0	Attention to Detail	6.4	7.1	Role Awareness
7.9	7.9	Attitude Toward Others	5.9	7.1	Role Confidence
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7.9	7.7	Evaluating What is Said	7.6	7.3	Surrendering Control
8.9	8.0	Following Directions	8.4	7.8	Systems Judgment
7.9	7.8	Freedom from Prejudices	7.2	7.2	Taking Responsibility
6.2	7.1	Gaining Commitment	8.0	8.3	Theoretical Problem Solving
6.3	7.4	Handling Rejection	9.0	8.1	Understanding Motivational Needs
5.0	7.0	Handling Stress	9.3	7.6	Using Common Sense
6.6	6.9	Initiative			
8.4	7.6	Integrative Ability			
5.8	7.1	Internal Self Control			
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