



TTI TriMetrix®

Coaching Report - Executive Version

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

Jim Example

President
ABC Corp.

Herrenkohl Consulting
333 E. Lancaster Avenue #338, Wynnwood, PA 19096
610-658-9790 voice, 610-896-2877 fax
info@herrenkohlconsulting.com



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.



INTRODUCTION

Behaviors

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

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

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

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

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

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



GENERAL CHARACTERISTICS

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

Jim is gregarious and sociable. He will be seen as a good mixer both on or off the job. He is most likely to be at his best in situations where important things, such as values, judgments, feelings and emotions are involved. He prides himself on his "intuition." He tends to trust people and may be taken advantage of because of his high trust level. He likes public recognition for his achievements. One of his motivating factors is recognition and "strokes." Jim tries to influence others through a personal relationship and many times will perform services to develop this relationship. He wants to be liked by everyone and to be recognized for his willingness to help others in time of need. He projects a self-assured and self-confident image. He may tend to agree to avoid confrontation. Jim does not like close supervision. He may be careless with details.

Jim likes to be involved in the decision-making process. He likes working for managers who make quick decisions. He usually makes decisions after gathering some facts and supporting data. He will not be overlooked nor uninvolved. He will consistently try to inspire people to his point of view. When he has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in



GENERAL CHARACTERISTICS

an emotional manner. He is good at solving problems that deal with people. He may be inconsistent in disciplining others. He is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust him and to see him as receptive and helpful.

Jim will optimistically interact with people in an assured, diplomatic and poised manner. Sometimes he can get caught short on the facts and figures needed to support his ideas. He will often verbalize his need to be his own person. It is important for Jim to use his people skills to "facilitate" agreement between people. He tends to look at all the things the group has in common, rather than key in on the differences. Jim tends to influence people to his way of thinking by using verbiage as compared with others who like to use reports. He will know many people. He has a tendency to be a name dropper. He may do this without thinking, trying to establish rapport with people he may not know well. Some see him as too talkative and emotional. He has the ability to sense what people want to hear. He then tends to tell people what he thinks they want to hear.



VALUE TO THE ORGANIZATION

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

- Dedicated to his own ideas.
- Bottom line-oriented.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Motivates others towards goals.
- Team player.
- Creative problem solving.
- Positive sense of humor.
- Negotiates conflicts.
- Accomplishes goals through people.



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

Do:

- Be brief--be bright--be gone.
- Clarify any parameters in writing.
- Appeal to the benefits he will receive.
- Provide solutions--not opinions.
- Confront when in disagreement.
- Plan interaction that supports his dreams and intentions.
- Provide ideas for implementing action.
- Speak at a rapid pace.
- Leave time for relating, socializing.
- Define the problem in writing.
- Talk about him, his goals and the opinions he finds stimulating.
- Look for his oversights.



DON'TS ON COMMUNICATING

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

- Hesitate when confronted.
- Be dictatorial.
- Talk down to him.
- Drive on to facts, figures, alternatives or abstractions.
- Ramble.
- Be curt, cold or tight-lipped.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- "Dream" with him or you'll lose time.
- Leave decisions hanging in the air.
- Legislate or muffle--don't overcontrol the conversation.
- Let him overpower you with verbiage.



COMMUNICATION TIPS

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

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



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Jim usually sees himself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

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

Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter



DESCRIPTORS

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

Dominance	Influencing	Steadiness	Compliance
Demanding 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	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful Open-Minded Balanced Judgment
Conservative		Mobile	Firm
Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious Mild Agreeable Modest Peaceful Unobtrusive	Reflective 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	Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details



NATURAL AND ADAPTED STYLE

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

Natural	PROBLEMS - CHALLENGES	Adapted
<p>Jim is somewhat conservative in his approach to solving problems. He will accept challenges by being quite calculating in his response to the problem or challenge. Jim will be quite cooperative by nature and attempt to avoid confrontation as he wants to be seen as a person who is "easy" to work with.</p>	<p>Jim sees no need to change his approach to solving problems or dealing with challenges in his present environment.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>Jim's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.</p>	<p>Jim sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.</p>	



NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Jim likes mobility and the absence of routine does not traumatize him. He feels comfortable juggling different projects and is able to move from one project to another fairly easily.</p>		<p>Jim wants an environment that is variety-oriented. He feels a great sense of urgency to get things completed quickly. He is eager to accept change and work on many activities.</p>

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Jim is independent by nature and feels comfortable in situations where the constraints are few and far between. He will follow rules as long as he feels that the rules are his. He has a tendency to rebel from rules set by others and wants input into any constraints.</p>		<p>Jim sees the need to be open-minded about rules. However, he is aware and sensitive to the implications of not following rules and procedures.</p>



ADAPTED STYLE

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

- Maintaining an ever-changing, friendly, work environment.
- Positive, outgoing, friendly behavior.
- Precise, analytical approach to work tasks.
- Precedence of quality over efficiency.
- Making tactful decisions.
- Careful, thoughtful approach to decision making.
- Motivating people to take action by using persuasive skills.
- Participative decision making.
- Obtaining results through people.
- Flexibility.
- Calculation of risks before taking action.



AREAS FOR IMPROVEMENT

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

Jim has a tendency to:

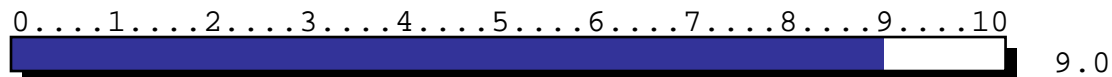
- Trust people indiscriminately if positively reinforced by those people.
- Make decisions based on surface analysis.
- Overestimate his ability to motivate people or change others' behavior.
- Be too verbal in expressing criticism.
- Be a situational listener if not given an opportunity to tell his ideas.
- Be inattentive to detail unless that detail is important to him or if detail work is of a short duration.
- Have difficulty planning and controlling time expenditure.
- Be overly enthusiastic about his own shortcomings (weaknesses) and the shortcomings of others.



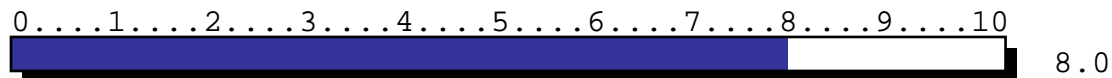
BEHAVIORAL HIERARCHY

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.

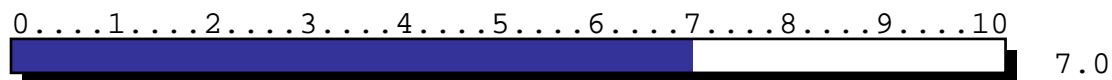
1. FREQUENT INTERACTION WITH OTHERS



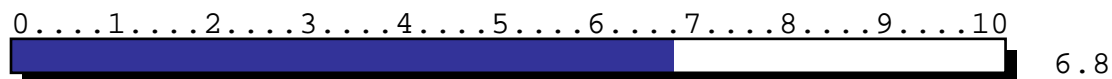
2. CUSTOMER ORIENTED



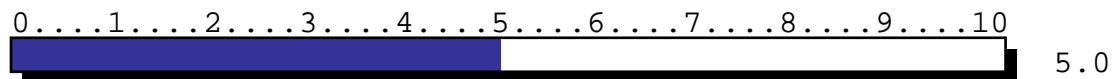
3. VERSATILITY



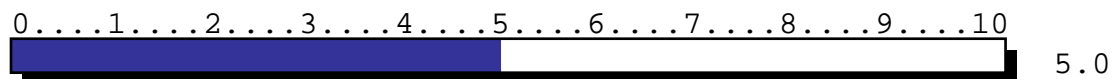
4. FREQUENT CHANGE



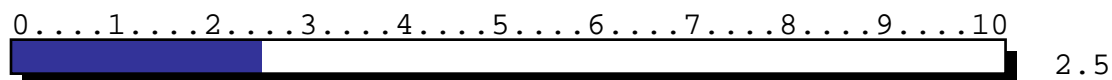
5. URGENCY



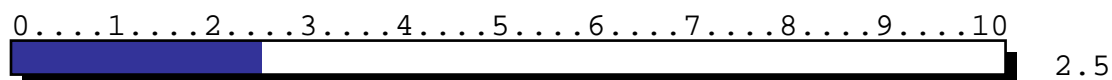
6. COMPETITIVENESS



7. ORGANIZED WORKPLACE



8. ANALYSIS OF DATA



SIA: 48-84-32-62 (58) SIN: 43-86-44-33 (03)

Herrenkohl Consulting
610-658-9790 voice, 610-896-2877 fax
info@herrenkohlconsulting.com

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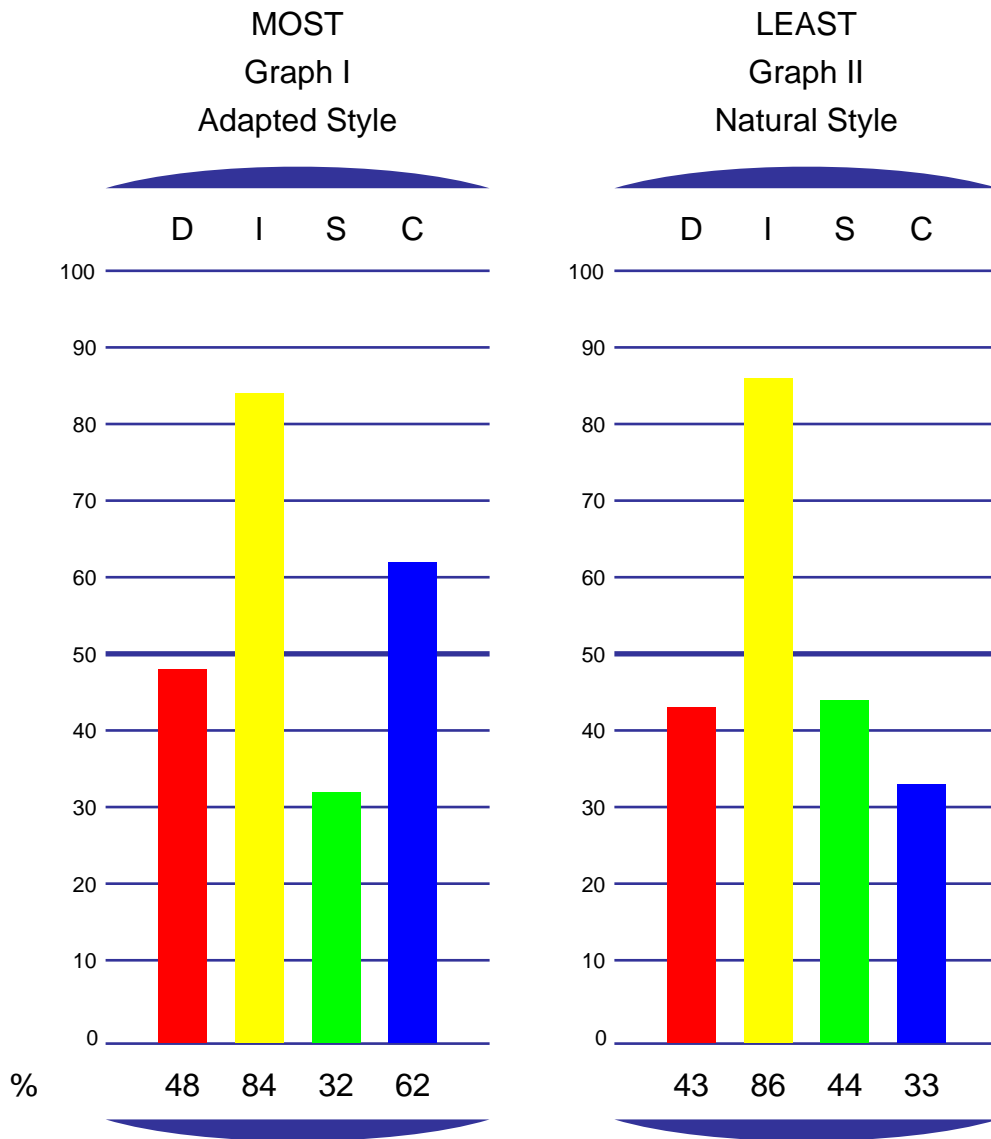


STYLE INSIGHTS® GRAPHS

Jim Example

ABC Corp.

9-5-2007



Norm 2003



THE SUCCESS INSIGHTS® WHEEL

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

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

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

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

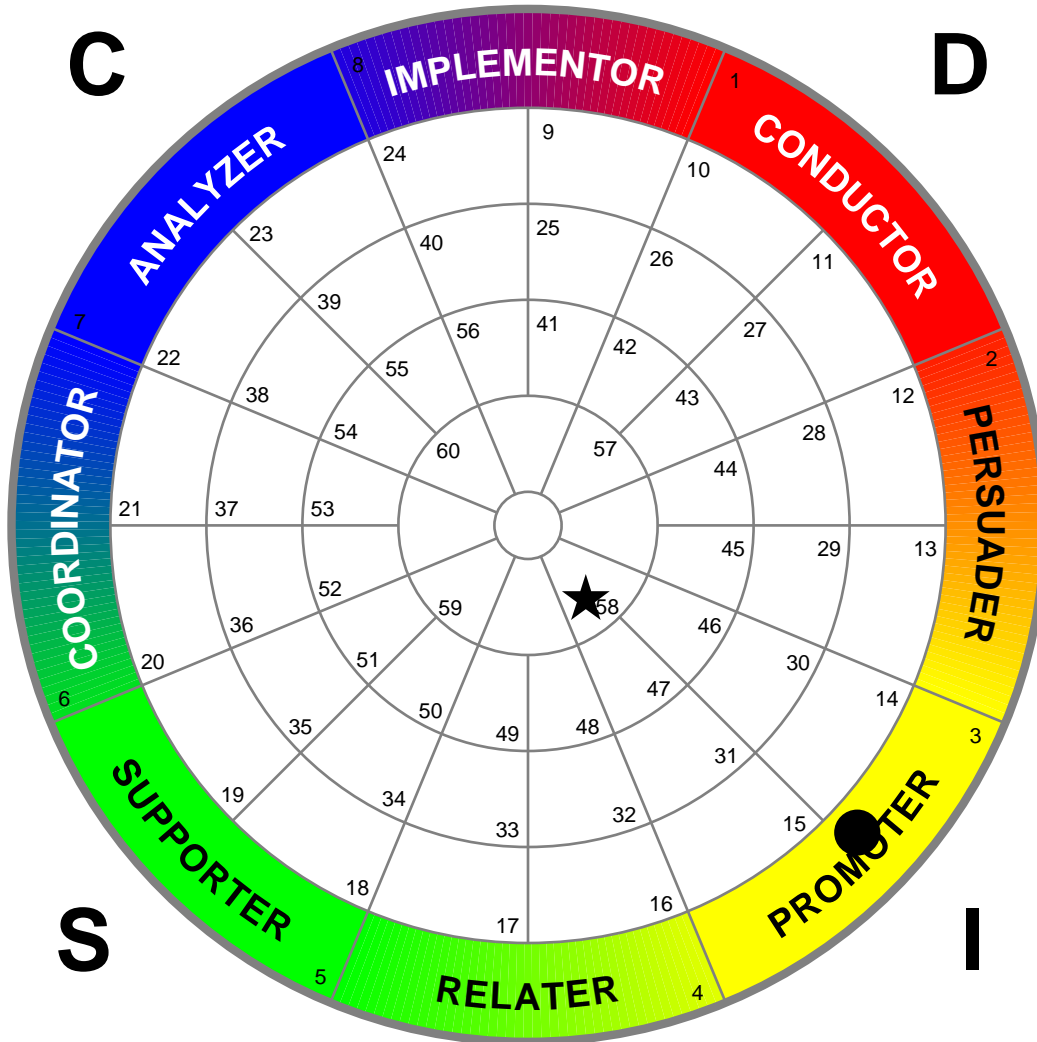


THE SUCCESS INSIGHTS® WHEEL

Jim Example

ABC Corp.

9-5-2007



Adapted: ★ (58) ANALYZING PROMOTER (ACROSS)

Natural: ● (3) PROMOTER

Norm 2003

Herrenkohl Consulting
610-658-9790 voice, 610-896-2877 fax
info@herrenkohlconsulting.com



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.

Herrenkohl Consulting
 610-658-9790 voice, 610-896-2877 fax
 info@herrenkohlconsulting.com



INTRODUCTION

Motivators

How to get the most from this report

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

This report includes

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



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

- He surprises others with spontaneous ideas or responses.
- He likes to invent new things, design new products, and develop new ideas and procedures.
- He experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Enjoys working in his own way and own methods.
- Independent.
- Brings a lot of energy that needs to be put to good use.
- There is a tendency to push the envelope a bit in situations where winning is desired.

Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and celebrate differences.
- Realizes that we are all individuals and have ideas to offer.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by his audience.



INDIVIDUALISTIC/POLITICAL

Keys to Managing and Motivating

- Create an environment that provides security while it encourages taking appropriate risks.
- Be patient in allowing for expression of his uniqueness and sense of humor.
- Jim brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Jim enjoys making presentations to small or large groups. Explore this possibility.
- Be open to new ideas Jim may offer, and realize that he may do things a bit differently than standard operating procedure.

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Allow for some experimental or non-routine types of options.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern his high Individualistic behavior.
- Needs to listen more and speak less.



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

- Demonstrates a high need to help others achieve and win.
- Exhibits a strong drive to help others grow professionally.
- Possesses a high sincerity factor and helping attitude, as demonstrated in the things he does.
- Exhibits a high sincerity factor in his tone of voice in communicating with others.
- Freely gives of his time, talent, and energy to others, even without being asked.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Seeks to contribute to the welfare of others.
- Cares about the feelings of others on the team.

Value to the Organization

- Likes to network with others in helpful ways.
- Provides a calming influence during stressful situations.
- Has a desire to go beyond required job description to help make things easier for others.
- Shows a willingness to give time, talent, and energy to help the organization or the team.
- Proactive in helping the team progress. Sees things that need to be done, then does them.

Keys to Managing and Motivating

- Provide an environment in which there is opportunity to help others achieve and grow professionally.
- Remember also that Jim may be taken advantage of by others with fewer scruples.
- Do not over-use or abuse his giving nature. Allow Jim to share it as he chooses to offer.
- Monitor that he is not being overly giving to the point that his own work suffers.
- Explore the possibilities of having him bring new participants up-to-speed on a project or team effort.



SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to his potential of being more effective in helping others on the team.
- Courses and training will help amplify his need to teach, coach or help others as either internal or external stakeholders.
- Learning successes can be linked to increasing his personal knowledge base to share with others.

Continuous Quality Improvements

- Tends to give away too much time, talent, and energy.
- Ends up with his own tasks needing to be done, even as he is helping others complete their tasks.
- May get into teaching/helping mode too often.



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

- Sales, technical, or management training programs should demonstrate a bottom-line financial benefit as a result of the training effort.
- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- Jim is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, he takes the position that the ends justify the means.
- Goal driven, especially financial goals.
- Wants to surpass others in wealth or possessions.
- Motivated by high pay and attaches importance to high earnings.

Value to the Organization

- Profit driven and bottom-line oriented.
- 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.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Will protect organizational or team finances, as well as his own.



UTILITARIAN/ECONOMIC

Keys to Managing and Motivating

- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.
- Remember that Jim has an ear to the revenue-clock. This may give him 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.
- Provide coaching to help Jim appreciate that not everybody is as motivated by wealth, return-on-investment and gain as he is.
- Provide opportunity for financial rewards for excellent performance.

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- If possible, build in some group competition as a part of the training activities.

Continuous Quality Improvements

- 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 hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.
- 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.



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

- His Theoretical need is not the most important or primary driving values factor.
- Jim may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Jim typically won't get bogged down in minutia, nor will he ignore the details when decision-making.

Value to the Organization

- Jim demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoreticals.
- Shows curiosity about technical details without getting bogged down.

Keys to Managing and Motivating

- Remember that he has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Jim brings a knowledge-drive typical of many business professionals.
- Include the perspective he brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.



THEORETICAL

Training, Professional Development & Learning Insights

- Is rather flexible and accepting of most training programs offered in the organization.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.



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

- Able to make creative decisions and set new precedent when necessary.
- Able to see the big picture and communicate it clearly to others.
- Is a very flexible problem-solver.
- Places lesser importance on conformity to group patterns.
- Dislikes lists of rules and regulations.
- Shows good judgment in his ability to self-manage on tasks and projects.
- Questions authority.
- May demonstrate an autonomous attitude as he approaches work assignments.

Value to the Organization

- Is always looking for efficient and logical solutions.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Looks for creative solutions to problems.

Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- Use his great strength of being a flexible problem-solver.
- If new precedent needs to be set, involve him in the planning and strategy.



TRADITIONAL/REGULATORY

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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



AESTHETIC

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

General Characteristics

- Other values take a higher motivational priority than this Aesthetic scale.
- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Not necessarily worried about form and beauty in his work environment.
- What Jim defines as his passion in life will be found in higher values scales in this report.
- Intellectually, Jim can see the need for beauty and artistic forms, but may not seek them for his own environment.
- Is motivated and driven in areas other than the Aesthetic.
- Surroundings lacking aesthetics will not stifle his creativity.

Value to the Organization

- Unpleasant surroundings will not adversely affect his productivity and creativity.
- Sees a wider spectrum of the picture, not just from the artistic viewpoint.
- Not easily swayed in terms of emotional issues.
- Good business-sense and a good eye for that which is practical.



AESTHETIC

Keys to Managing and Motivating

- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that he shows in projects and leadership.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Provide sincere recognition for contributions.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Brings a bottom-line orientation to training venues and is flexible about the environment of the training session.
- Link learning and professional development to other items of greater self-interest.

Continuous Quality Improvements

- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- Needs to be more open and receptive to the creative ideas of others.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.



MOTIVATORS - NORMS & COMPARISONS

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

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

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

NORMS & COMPARISONS TABLE - Norm 2003		
Jim Example		
THEORETICAL		Mainstream
UTILITARIAN		Mainstream
AESTHETIC		Indifferent
SOCIAL		Mainstream
INDIVIDUALISTIC		Passionate
TRADITIONAL		Mainstream

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

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



MOTIVATORS - NORMS & COMPARISONS

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

- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

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

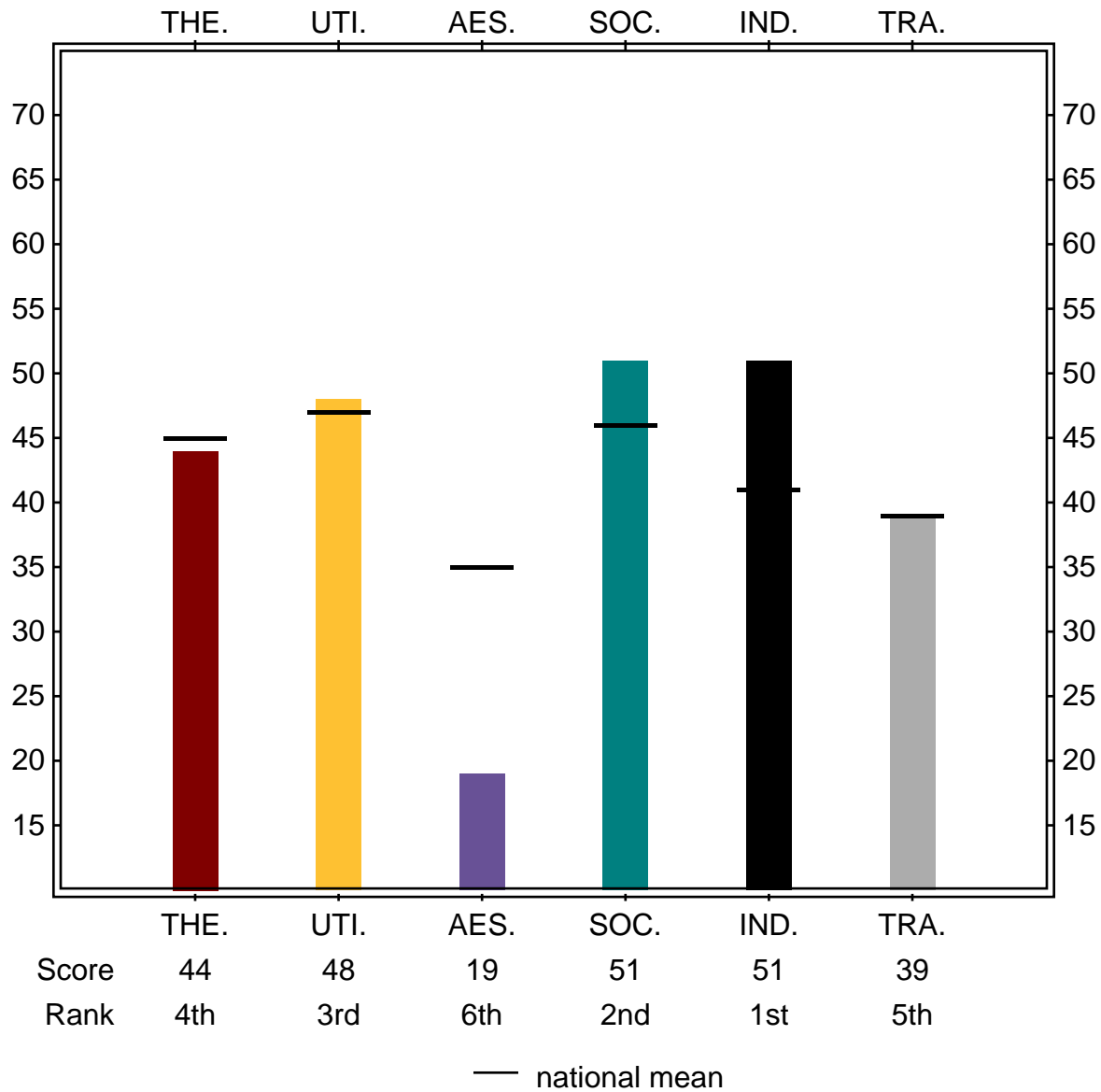
- People who emphasize the need for beauty, form and harmony in all aspects of their life may frustrate you. You have other priorities.



MOTIVATION INSIGHTS® GRAPH

Jim Example

ABC Corp.
9-5-2007



Norm 2003

Herrenkohl Consulting
610-658-9790 voice, 610-896-2877 fax
info@herrenkohlconsulting.com

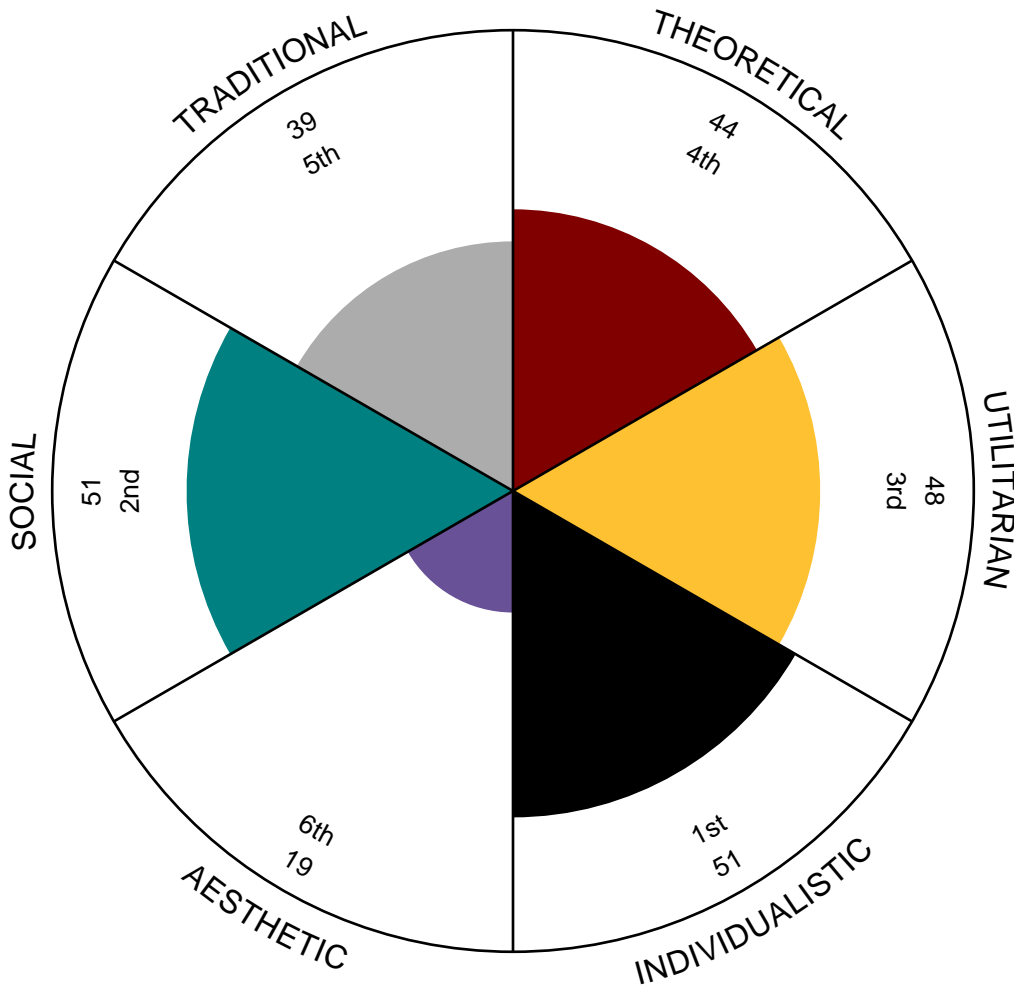


ATTITUDES WHEEL™

Jim Example

ABC Corp.

9-5-2007





VALUES ACTION PLAN

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

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

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

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

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



QUALITY IMPROVEMENT ACTION PLAN

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

Action Point 1: Things I will keep on doing.

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

- 1.
- 2.
- 3.

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

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

- 1.
- 2.

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

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

- 1.

Today's Date: _____

Date to review with mentor or peer: _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from 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. _____



WORLD VIEW

This is how Jim sees the world around him. This view measures his 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.

- Jim will try to find a way to accomplish objectives, even if he doesn't have the necessary resources.
- He has a way of demonstrating to others what he thinks and wants.
- He will take care of the details and the process of implementing a plan.
- He is interested in getting things done according to the established plan, which takes priority over his concern for people.
- Jim tends to accomplish tasks according to standards.
- He is resourceful and will try to solve problems himself, rather than asking for help.
- He is detail-oriented and tends to not overlook part of a process.
- He will perform best in a goal-oriented environment.
- Jim may look at the plan and the process it takes to bring ideas into reality.



SELF VIEW

This is how Jim sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him 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.

- Jim has a high sense of self and strong understanding of his future direction.
- He could benefit from a clearer understanding of his personal and professional roles in life.
- He could benefit from listing his roles and asking himself if any of these roles are currently in transition?
- He values himself for who he is.
- Jim organizes his life according to a set of standards with which he identifies.
- He defines who he is in terms of his direction and goals in life.
- He gets involved with new things on a situational basis as long as it fits in with his overall life plan.
- He could benefit from asking himself, "What are my major roles in life?"
- Jim has developed a clear picture of where he is going.



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

- INTEGRATIVE ABILITY
- CORRECTING OTHERS
- RESPECT FOR PROPERTY
- THEORETICAL PROBLEM SOLVING
- FOLLOWING DIRECTIONS

Weaknesses

- ENJOYMENT OF THE JOB
- CONSISTENCY AND RELIABILITY
- JOB ETHIC
- INITIATIVE
- ROLE AWARENESS



INTEGRATIVE ABILITY

In part Integrative Ability is an individual's ability to identify the key elements of a problem situation and understand which components are critical. Furthermore, this is an ability to then put together the different elements and to see different types of situational structures. It is thereby the ability to see different types of problem solutions.

Possible Strengths:

- Is able to prioritize critical events while not losing track of less critical ones.
- Accurately defines the key elements in problem situations.
- Is a good project planner and scheduler.

Continuous Development:

- Approach problem solving as a project that requires planning.
- Don't rely on stop-gap measures.
- Don't be afraid to ask for assistance.



CORRECTING OTHERS

Everyone knows that there are many occasions on which an individual must be able to be objective and non-emotional during difficult discussions. People have all experienced controversy and arguments in the workplace. Anyone who has supervised employees or managed a work group knows that it is even more difficult addressing performance issues or disciplinary matters with a subordinate.

Correcting Others is an individual's ability to confront controversial or difficult issues in an objective manner. It is a person's ability to have non-emotional discussions about disciplinary matters. This capacity is directly related to a person's balance in his or her ability to evaluate others and be empathetic.

Possible Strengths:

- Provides constructive criticism to an individual without insulting or degrading.
- Adequately balances and addresses the needs of the situation versus the needs of the individual.

Continuous Development:

- Develop performance goals for individuals in order to have a framework for discussing performance issues.
- Maintain the respect and trust of employees in all situations, not just emotionally charged or difficult ones.



RESPECT FOR PROPERTY

Respect for Property is the ability to see and appreciate the value of protecting and correctly using company property for company needs.

Possible Strengths:

- Recognizes that company property has a real placement value for the company.
- Believes that community office property should be maintained and cared for by all who use it.
- Doesn't intentionally damage or misuse company property or supplies.

Continuous Development:

- Report any misuse of company property.
- Make sure any new items that become company property are properly added to inventory, insured, and reported to the proper authorities.
- Obey all confidentiality agreements and licensing agreements-ideas are company property, too.



THEORETICAL PROBLEM SOLVING

Theoretical Problem Solving is an abstract version of Problem Solving Ability. This capacity involves an individual's ability to apply problem solving in a mental scenario. This ability involves creating, operating and identifying problems in a hypothetical situation and then to manufacture the appropriate response to resolve the problem. The difference is that this takes place strictly in one's mind and requires very little quantifiable data.

Possible Strengths:

- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- Develops and tests new theories to explain or resolve complex issues.
- Imagines new or revolutionary concepts or methods of managing things.

Continuous Development:

- Combine people of different backgrounds and disciplines to work on solving a problem.
- Challenge self and others to be creative. Don't just accept the traditional way of doing something.
- Try diagramming or drawing problem situations on paper or a whiteboard.



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.



ENJOYMENT OF THE JOB

Enjoyment of the Job is the feeling that a job is both fulfilling and rewarding and that it has a positive and useful benefit.

Possible Limitations:

- May lack the time or resources to do the job.
- May lack a skill set required for the position.
- May have insufficient self-confidence to enjoy the job.

Developmental Suggestions:

- Find a mentor.
- Set exciting goals and continually update them.
- Be optimistic. We generally get what we expect.



CONSISTENCY AND RELIABILITY

Consistency and Reliability is the ability to feel an internal motivation to be conscientious in personal or professional efforts. It is the need to be consistent and reliable in life roles.

Possible Limitations:

- May need external motivators to stay on task.
- May not maintain personal composure in the face of adversity.
- May not have an equal commitment to the job and other life priorities.

Developmental Suggestions:

- Try to monitor and manage interruptions.
- Keep promises made.
- Prioritize tasks both personally and professionally.



JOB ETHIC

Job Ethic is the personal commitment an individual makes to execute a specific task by doing the most and the best during the hours a person is at work and by becoming the most reliable, personally, professionally and civically.

Possible Limitations:

- May have a poor understanding of role.
- May have trouble applying abilities to a given task.
- May procrastinate.

Developmental Suggestions:

- Create an inventory of tasks and projects.
- Stay focused!
- Be consciously goal-directed.



INITIATIVE

Initiative is an individual's ability to direct energies towards the completion of a goal, without an external catalyst. The ability to initiate actions based on interpretations or understanding of a situation.

Possible Limitations:

- Not comfortable with own abilities to take independent action.
- May have unrealistic expectations of self.
- May not see potential in uncertain or difficult situations.

Developmental Suggestions:

- Try to take charge in uncertain situations by identifying tasks.
- Develop realistic, positive expectations.
- Try not to put unnecessary time pressure on self.



ROLE AWARENESS

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

Possible Limitations:

- May lack understanding of the role.
- Unclear or uninformed of expectations.
- May not ask for clarification of role or responsibilities.

Developmental Suggestions:

- Get familiar with the job description.
- Ask management to spend time to define the role.
- Talk to peers to learn what is expected.

DIMENSIONAL BALANCE

For consulting and coaching

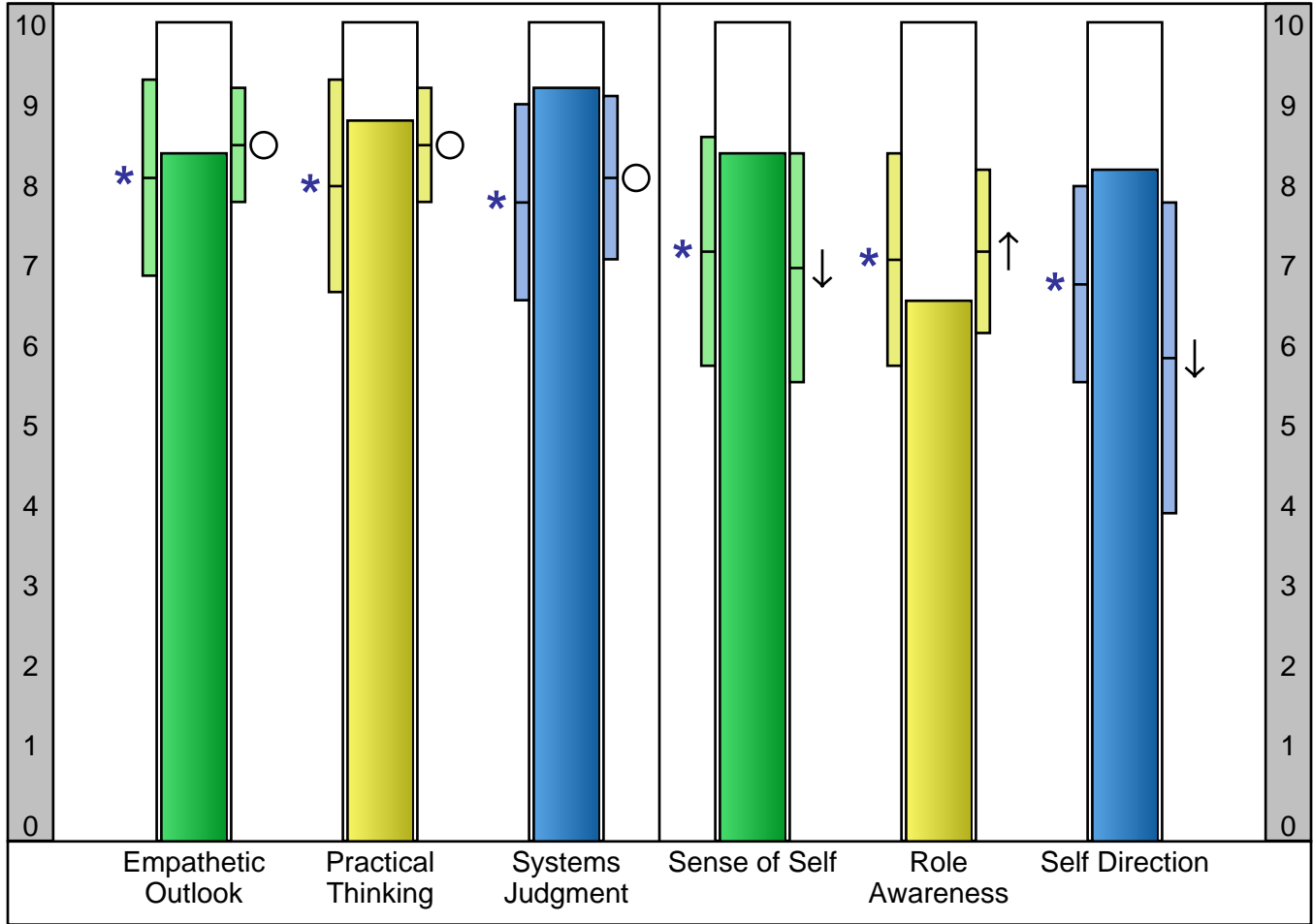
Jim Example

ABC Corp.
9-5-2007

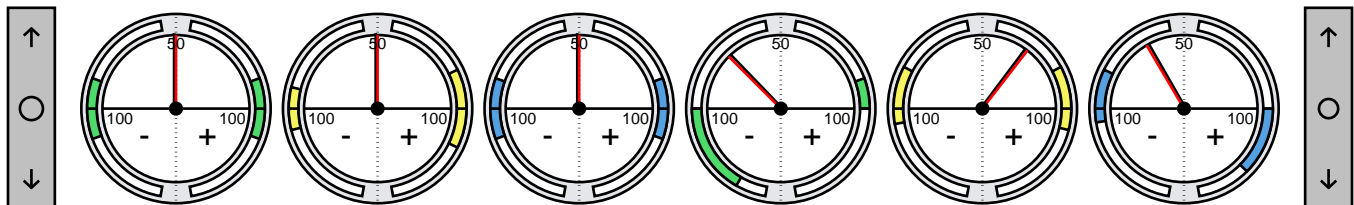
- * Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	8.4	8.8	9.2	8.4	6.6	8.2
Bias	○	○	○	↓	↑	↓



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Herrenkohl Consulting
610-658-9790 voice, 610-896-2877 fax
info@herrenkohlconsulting.com

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CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
10.0	7.6	Integrative Ability	8.1	7.6	Long Range Planning
9.8	7.9	Correcting Others	8.0	7.2	Personal Accountability
9.8	8.2	Respect for Property	8.0	6.9	Meeting Standards
9.5	8.3	Theoretical Problem Solving	8.0	7.2	Persistence
9.4	8.1	Self Improvement	8.0	7.2	Taking Responsibility
9.2	8.0	Following Directions	7.9	7.1	Role Confidence
9.2	7.3	Surrendering Control	7.9	7.4	Self Management
9.2	8.2	Realistic Goal Setting for Others	7.8	7.1	Internal Self Control
9.2	8.0	Respect for Policies	7.7	7.4	Self Confidence
9.2	7.9	Emotional Control	7.7	7.1	Personal Drive
9.2	7.8	Systems Judgment	7.7	7.0	Handling Stress
9.1	7.3	Conceptual Thinking	7.7	7.1	Gaining Commitment
9.1	7.7	Evaluating Others	7.7	7.6	Status and Recognition
9.1	7.5	Problem Solving	7.7	7.7	Sense of Belonging
9.0	7.6	Concrete Organization	7.4	7.6	Realistic Personal Goal Setting
9.0	7.7	Realistic Expectations	7.3	7.4	Handling Rejection
8.9	8.0	Attention to Detail	7.2	7.8	Persuading Others
8.9	7.6	Using Common Sense	7.2	7.3	Sense of Mission
8.9	8.1	Personal Relationships	7.1	7.4	Enjoyment of the Job
8.8	7.7	Evaluating What is Said	6.9	7.3	Consistency and Reliability
8.8	8.0	Material Possessions	6.9	7.3	Job Ethic
8.8	8.0	Practical Thinking	6.9	6.9	Initiative
8.7	7.0	Intuitive Decision Making	6.6	7.1	Role Awareness
8.7	7.5	Accountability for Others			
8.7	7.3	Results Orientation			
8.7	7.9	Proactive Thinking			
8.6	7.4	Developing Others			
8.6	7.9	Leading Others			
8.6	8.1	Understanding Motivational Needs			
8.6	7.8	Monitoring Others			
8.4	7.9	Attitude Toward Others			
8.4	7.8	Freedom from Prejudices			
8.4	7.9	Conveying Role Value			
8.4	7.8	Relating to Others			
8.4	7.3	Sense of Self			
8.4	7.9	Sensitivity to Others			
8.4	8.1	Empathetic Outlook			
8.2	7.4	Project and Goal Focus			
8.2	7.0	Balanced Decision Making			
8.2	6.7	Self Assessment			
8.2	7.3	Project Scheduling			
8.2	7.5	Sense of Timing			
8.2	6.9	Self Direction			
8.1	7.5	Quality Orientation			



CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
8.7	7.5	Accountability for Others	8.4	7.8	Relating to Others
8.9	8.0	Attention to Detail	9.2	8.0	Respect for Policies
8.4	7.9	Attitude Toward Others	9.8	8.2	Respect for Property
8.2	7.0	Balanced Decision Making	8.7	7.3	Results Orientation
9.1	7.3	Conceptual Thinking	6.6	7.1	Role Awareness
9.0	7.6	Concrete Organization	7.9	7.1	Role Confidence
6.9	7.3	Consistency and Reliability	8.2	6.7	Self Assessment
8.4	7.9	Conveying Role Value	7.7	7.4	Self Confidence
9.8	7.9	Correcting Others	8.2	6.9	Self Direction
8.6	7.4	Developing Others	9.4	8.1	Self Improvement
9.2	7.9	Emotional Control	7.9	7.4	Self Management
8.4	8.1	Empathetic Outlook	7.7	7.7	Sense of Belonging
7.1	7.4	Enjoyment of the Job	7.2	7.3	Sense of Mission
9.1	7.7	Evaluating Others	8.4	7.3	Sense of Self
8.8	7.7	Evaluating What is Said	8.2	7.5	Sense of Timing
9.2	8.0	Following Directions	8.4	7.9	Sensitivity to Others
8.4	7.8	Freedom from Prejudices	7.7	7.6	Status and Recognition
7.7	7.1	Gaining Commitment	9.2	7.3	Surrendering Control
7.3	7.4	Handling Rejection	9.2	7.8	Systems Judgment
7.7	7.0	Handling Stress	8.0	7.2	Taking Responsibility
6.9	6.9	Initiative	9.5	8.3	Theoretical Problem Solving
10.0	7.6	Integrative Ability	8.6	8.1	Understanding Motivational Needs
7.8	7.1	Internal Self Control	8.9	7.6	Using Common Sense
8.7	7.0	Intuitive Decision Making			
6.9	7.3	Job Ethic			
8.6	7.9	Leading Others			
8.1	7.6	Long Range Planning			
8.8	8.0	Material Possessions			
8.0	6.9	Meeting Standards			
8.6	7.8	Monitoring Others			
8.0	7.2	Persistence			
8.0	7.2	Personal Accountability			
7.7	7.1	Personal Drive			
8.9	8.1	Personal Relationships			
7.2	7.8	Persuading Others			
8.8	8.0	Practical Thinking			
8.7	7.9	Proactive Thinking			
9.1	7.5	Problem Solving			
8.2	7.4	Project and Goal Focus			
8.2	7.3	Project Scheduling			
8.1	7.5	Quality Orientation			
9.0	7.7	Realistic Expectations			
9.2	8.2	Realistic Goal Setting for Others			
7.4	7.6	Realistic Personal Goal Setting			