



Coaching Report - General Version

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

**John Doe**

**Advanced Physics**

2005

# INTRODUCTION

*Where Talent Meets Opportunity™*

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

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

## SECTION 1: BEHAVIORS

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

## SECTION 2: MOTIVATORS

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

## SECTION 3: ATTRIBUTES

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

# INTRODUCTION

## Behaviors

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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 John'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 John's natural behavior.*

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John is adaptable. He can be sensitive about any comments regarding the quality of his work. He strives forward constantly to improvement in everything he does. He wants to be liked by fellow workers, as well as be recognized for doing quality work. Coworkers know that his projects will always be done correctly. Safety and security are important to him. John prefers to work in an environment that is both economically and physically sound. John wants the safety features on his equipment to be in good working order. Because of high expectations of his own job performance, John may sometimes feel that other workers cannot perform up to his standards. He resists change if he feels the change will lower the quality of his work. If change is inevitable, he may need reassurances that his standards will continue to be met. He can be characterized by his creativity and attention to quality and detail. John may be overly sensitive to criticism of his work. If you do comment on his work you had better be right, since he may not take criticism lightly. His motto for work may well be the coined phrase, "quality is job number one." Getting the project or job done right is important to him. If forced to choose between producing quality work or quantities of work, quality will be the winner.

John likes to collect data for decision making and may collect so much it makes the decision harder. He, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; he wants to be absolutely certain his decision is

# GENERAL CHARACTERISTICS

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correct. He tends to base decisions on the quality of work--not on efficiency. He feels tension when forced to make major decisions quickly. John takes pride in his competence or his ability to understand all the facts of a situation. He is good at concentrating on data while looking for the best method of solving the problem. He is skilled at observing and collecting data on different subjects. If he has a real passion for a given subject, he will read and listen to all the available information on the subject. He tends to make his decisions after deliberation and gives weight to all the pros and cons. He has an acute awareness of social, economic and political implications of his decisions.

John wants to establish good will with others and to influence them in a friendly and sociable manner. Whenever possible, John avoids face-to-face conflict. John's work represents his true self and he will take issue when people attack the quality of his work. He is patient and persistent in his approach to achieving goals. He responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." John is usually soft-spoken, but his demeanor may be deceptive to those who work with him. He may possess strong and unwavering convictions that are not always apparent to others. Because John prefers logical information, he likes people who communicate all the facts in logical order. Random facts in a haphazard format tend to distract and annoy him. Because John wants to be certain he is performing his work assignments correctly, he enjoys working for a manager who explains what is expected of him. He does not like to work for a manager who uses a confrontational management

# GENERAL CHARACTERISTICS

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style. He tends to withdraw and not express himself, and may become unproductive if he feels threatened.

## VALUE TO THE ORGANIZATION

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

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- Defines, clarifies, gets information, criticizes and tests.
- Proficient and skilled in his technical specialty.
- Adaptable.
- Turns confrontation into positives.
- Maintains standards.
- Respect for authority and organizational structure.
- Comprehensive in problem solving.
- Always concerned about quality work.

# CHECKLIST FOR COMMUNICATING

*Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with John. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with John most frequently.*

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Do:

- Support your communications with correct facts and data.
- Give him time to be thorough, when appropriate.
- Make an organized contribution to his efforts, present specifics and do what you say you can do.
- Give him time to ask questions.
- Provide solid, tangible, practical evidence.
- Make an organized presentation of your position, if you disagree.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.
- Give him time to verify reliability of your comments--be accurate and realistic.
- Be sincere and use a tone of voice that shows sincerity.
- Take time to be sure that he is in agreement and understands what you said.
- Follow through, if you agree.
- Prepare your "case" in advance.



# DON'TS ON COMMUNICATING

*This section of the report is a list of things NOT to do while communicating with John. Review each statement with John and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.*

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Don't:

- Say "trust me"--you must prove it.
- Leave things to chance or luck.
- Make statements about the quality of his work unless you can prove it.
- Give your presentation in random order.
- Talk to him when you're extremely angry.
- Use testimonies of unreliable sources; don't be haphazard.
- Make conflicting statements.
- Rush the decision-making process.
- Dillydally, or waste time.
- Talk in a loud voice or use confrontation.
- Push too hard, or be unrealistic with deadlines.
- Use gimmicks or clever, quick manipulations.
- Make promises you cannot deliver.

# COMMUNICATION TIPS

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

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> <li>■ Prepare your "case" in advance.</li> <li>■ Stick to business.</li> <li>■ Be accurate and realistic.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>■ Being giddy, casual, informal, loud.</li> <li>■ Pushing too hard or being unrealistic with deadlines.</li> <li>■ Being disorganized or messy.</li> </ul>	<p>When communicating with 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.</li> <li>■ Be prepared with support material in a well-organized "package."</li> </ul> <p>Factors that will create tension or dissatisfaction:</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 communicating with 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 your case softly, nonthreateningly.</li> <li>■ Ask "how?" questions to draw their opinions.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>■ Rushing headlong into business.</li> <li>■ Being domineering or demanding.</li> <li>■ Forcing them to respond quickly to your objectives.</li> </ul>	<p>When communicating with 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 (put them in writing).</li> <li>■ Ask "feeling" questions to draw their opinions or comments.</li> </ul> <p>Factors that will create tension or dissatisfaction:</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>

## IDEAL ENVIRONMENT

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

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- Jobs for which standards and methods are established.
- An environment where he can use his intuitive thinking skills.
- Familiar work environment with a predictable pattern.
- Work place where people seldom get mad.
- Assignments that can be followed through to completion.
- Practical work procedures.
- Assignments that can be completed one at a time.

# PERCEPTIONS

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

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## "See Yourself As Others See You"

### SELF-PERCEPTION

John usually sees himself as being:

Precise  
Moderate  
Knowledgeable

Thorough  
Diplomatic  
Analytical

### OTHERS' PERCEPTION

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

Pessimistic  
Worrisome

Picky  
Fussy

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

Perfectionistic  
Strict

Hard-to-Please  
Defensive

# DESCRIPTORS

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

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

# NATURAL AND ADAPTED STYLE

*John'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>John 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. John 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>John sees no need to change his approach to solving problems or dealing with challenges in his present environment.</p>	

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

# NATURAL AND ADAPTED STYLE

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Natural	PACE - CONSISTENCY	Adapted
<p>John is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. He prefers to complete one task before starting the next and prefers an environment that is predictable.</p>	<p>John feels the need for mobility and the absence of routine. He feels comfortable juggling several projects at one time and can move from one project to another fairly easily.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>John naturally is cautious and concerned for quality. He likes to be on a team that takes responsibility for the final product. He enjoys knowing the rules and can become upset when others fail to comply with the rules.</p>	<p>John feels a real need to do things right. He can be fearful of mistakes that threaten his security. Total compliance with rules and procedures add to his security. Fear of failure could be a factor.</p>	

## ADAPTED STYLE

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

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- Being cordial and helpful when dealing with students.
- Being conservative, not competitive, in nature.
- Calculation of risks before taking action.
- Precise, analytical approach to work tasks.
- Using restraint when confrontation occurs.
- Being cooperative and supportive.
- Compliance to high standards.
- Undemanding of others' time and attention.
- Sensitivity to existing rules and regulations.
- Being a good "team player."
- Precedence of quality over efficiency.
- Careful, thoughtful approach to decision making.



# KEYS TO MOTIVATING

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

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John wants:

- Time to perform up to his high standards.
- Advancement when he is ready.
- Instructions so he can do the job right the first time.
- People who understand his reasons for not wanting to argue.
- To be accepted as a member of the team.
- To work with people with whom he can trust.
- Complete directions for work to be completed.
- Reassurance he is doing the job right.
- A plan he understands.
- A predictable environment.
- To be persuaded by logic and emotion.
- A leader to follow and one who sets good examples.

# KEYS TO MANAGING

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

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John needs:

- Time to see and test if the plan will work.
- To be more direct and less subjective.
- A manager who prefers quality over quantity.
- Methods to translate ideas into action.
- Performance appraisals on a regular basis.
- Assistance in new or difficult assignments.
- Appreciation from the boss for the "price" paid to perform.
- Support in making high-risk decisions.
- A work environment without much conflict.
- Recognition for what he accomplished.
- Alternative methods that won't affect quality.
- Support when under pressure to perform many activities quickly.

## AREAS FOR IMPROVEMENT

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

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John has a tendency to:

- Lean on supervisors if information and direction is not clear.
- Fail to tell others where he stands on an issue.
- Have difficulty making decisions because he's mostly concerned about the "right" decision. If precedent does not give direction, his tendency is to wait for directions.
- Be defensive when threatened and use the errors and mistakes of others to defend his position.
- Get bogged down in details and use details to protect his position.
- Want full explanation before changes are made to ensure his understanding.
- Yield his position to avoid controversy.
- Be bound by procedures and methods--especially if he has been rewarded for following these procedures.

# ACTION PLAN

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The following are examples of areas in which John may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- |  |  |
|--|--|
| <input type="checkbox"/> Communicating (Listening) | <input type="checkbox"/> Time Management   |
| <input type="checkbox"/> Delegating                | <input type="checkbox"/> Career Goals      |
| <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Personal Goals    |
| <input type="checkbox"/> Disciplining              | <input type="checkbox"/> Motivating Others |
| <input type="checkbox"/> Evaluating Performance    | <input type="checkbox"/> Developing People |
| <input type="checkbox"/> Education                 | <input type="checkbox"/> Family            |

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

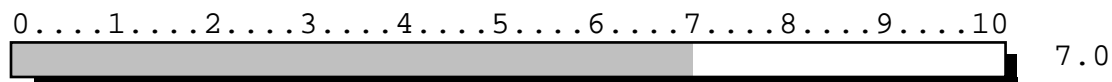
- 1.
- 2.
- 3.

Date to Begin: \_\_\_\_\_ Date to Review: \_\_\_\_\_

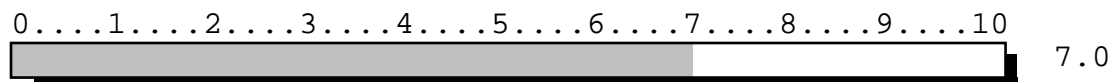
# BEHAVIORAL HIERARCHY

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

## 1. ORGANIZED WORKPLACE



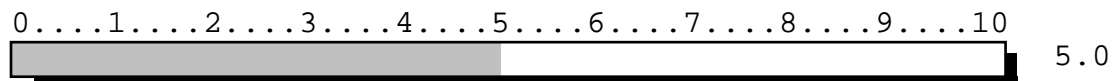
## 2. ANALYSIS OF DATA



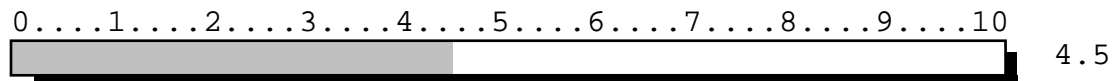
## 3. STUDENT ORIENTED



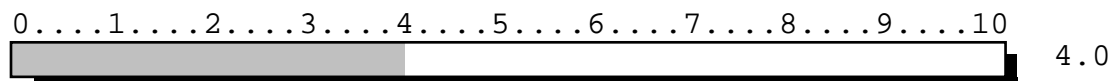
## 4. FREQUENT INTERACTION WITH OTHERS



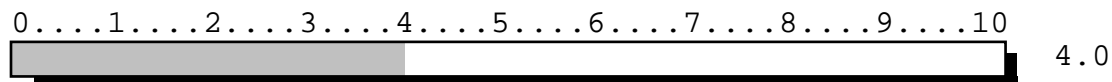
## 5. VERSATILITY



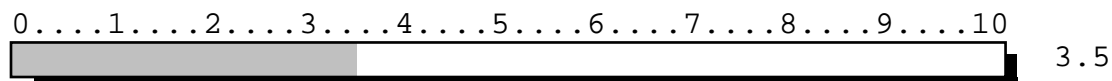
## 6. COMPETITIVENESS



## 7. FREQUENT CHANGE



## 8. URGENCY

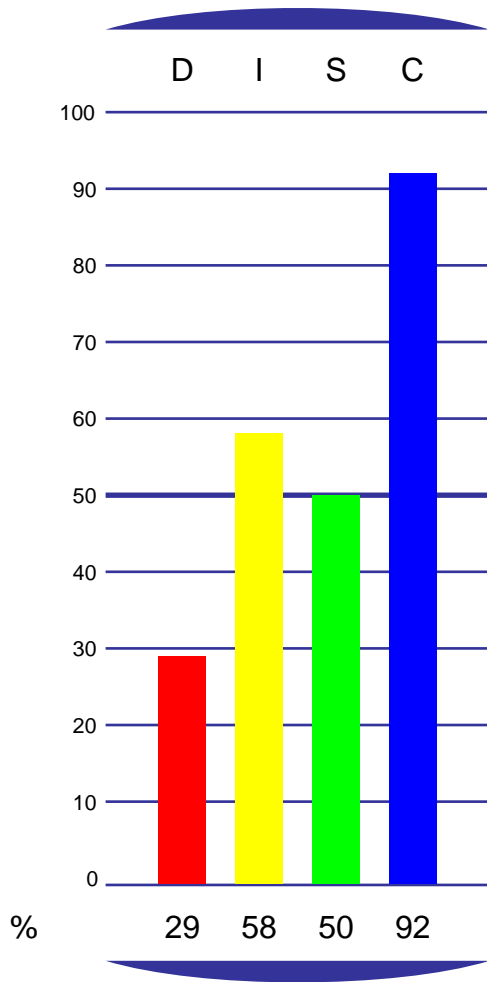


# STYLE INSIGHTS™ GRAPHS

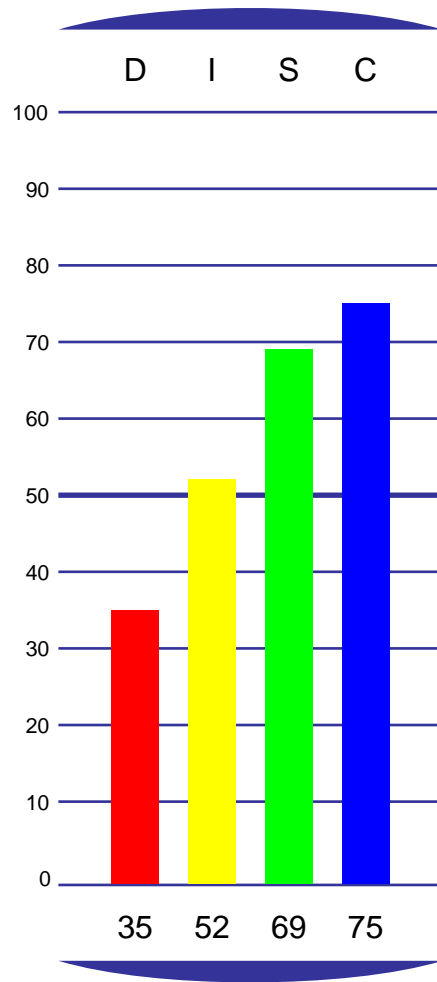
**John Doe**

8-3-2004

**MOST**  
Graph I  
Adapted Style



**LEAST**  
Graph II  
Natural Style



Norm 2003

# THE SUCCESS INSIGHTS® WHEEL

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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:

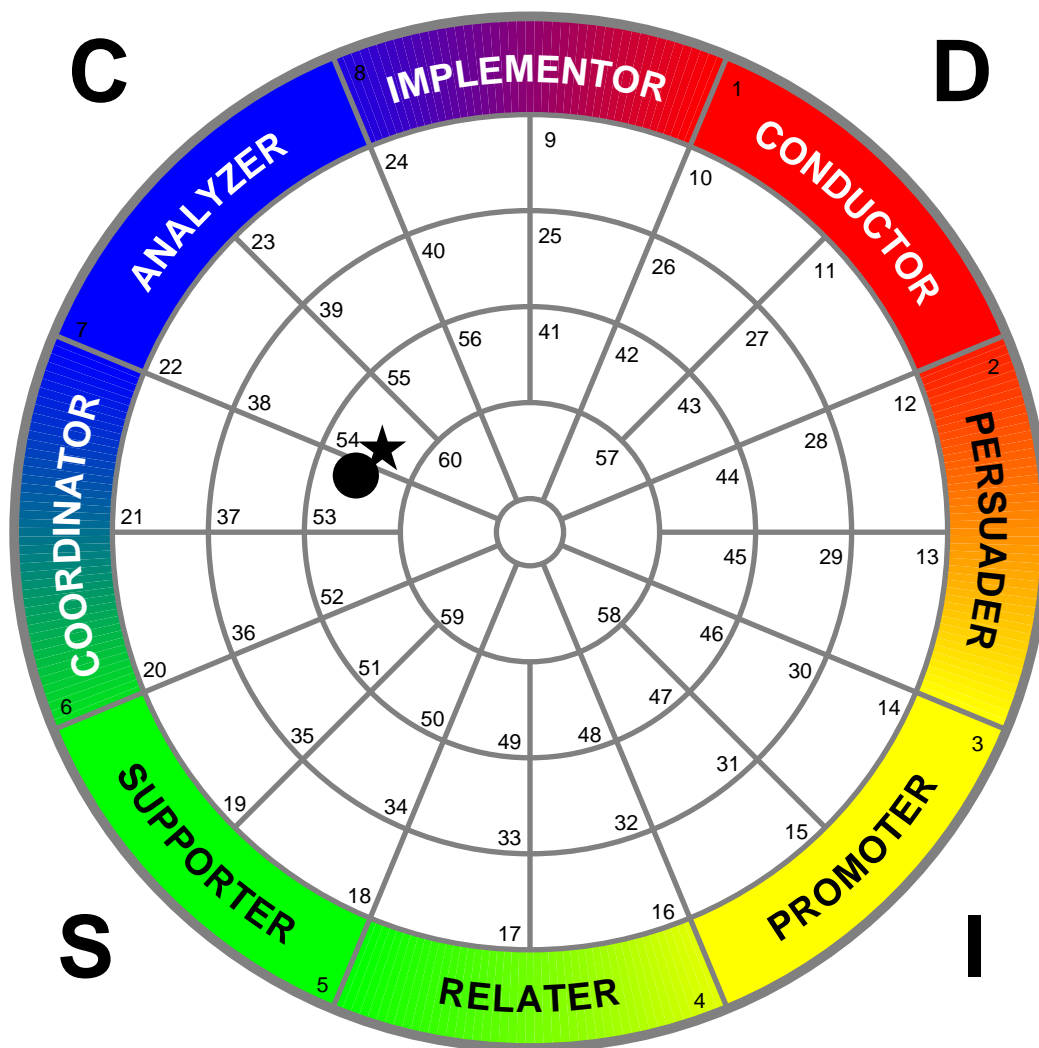
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

John Doe  
8-3-2004



Adapted: ★ (54) COORDINATING ANALYZER (ACROSS)  
Natural: ● (53) ANALYZING COORDINATOR (ACROSS)

Norm 2003



# INTRODUCTION

## Motivators

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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 Workplace Motivators report measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

<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.

# INTRODUCTION

## *Motivators*

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### **How to get the most from this report**

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

### **This report includes**

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

# 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 religion, conservatism or any authority that has defined rules, regulations and principles for living.*

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## General Characteristics

- Is highly organized on projects.
- Accepts the established perspective regarding rules, regulations, and procedures.
- Believes there is a proper or correct way to do things.
- Follows procedures and processes accurately.
- Documents activities in a consistent manner.
- Believes that rules contribute to order.
- Maintains a strong attention to quality control issues and procedures.

## Value to the Organization

- Stays focused on the aspects important to the completion of the project.
- Helps bring structure to any project, task, or assignment.
- Produces accurate, detailed results.
- Stays on top of projects and makes sure they stay moving.
- Has a high sense of accomplishment that comes from seeing a detailed project through to completion, with high quality control.
- Shows a sense of group support, national identification, and honor given to events that build on a sense of quality, history, or tradition.

## Keys to Managing and Motivating

- Maintain routine to maintain accuracy.
- Listen to John when he wants to alter the rules or procedures; it may be of benefit to the project at large.
- If an error is made, correct it in an appropriate way.
- Don't present criticism in front of co-workers.
- Allow enough flexibility for him to establish and test his own procedures and methods.

## Training, Professional Development and Learning Insights

- Prefers individual activities, or those with high structure, detail or protocol.
- Tends to be very well disciplined in learning and professional development situations.
- Likes to know why a learning project is being initiated and why he needs to be involved.

## Continuous Quality Improvements

- Allow for flexibility when needed.
- Don't get too hung up on the rules.
- Be accepting of occasional changes in plans or procedures.

# 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.
- Freely gives of his time, talent, and energy to others, even without being asked.
- Seeks to contribute to the welfare of others.
- Possesses a high service ethic toward helping others.
- Shows an Altruistic love for helping people.

## Value to the Organization

- Shows a high degree of interpersonal empathy when dealing with team or individual concerns.
- Has a good memory for helping others. Able to keep a mental list of needs for others on the team and helps them obtain links and resources in an on-going way.
- Is a very good team player.
- Provides a calming influence during stressful situations.
- Has a desire to go beyond required job description to help make things easier for others.

## Keys to Managing and Motivating

- Provide an environment in which there is opportunity to help others achieve and grow professionally.
- Recognize that John tends to be a very "giving" person, and enjoys helping others.
- Do not over-use or abuse his giving nature. Allow John to share it as he chooses to offer.
- Show a genuine interest in what he wants to give to the job.
- Support his willingness to share time and talent with others.

## 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.

# SOCIAL/ALTRUISTIC

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## Continuous Quality Improvements

- Ends up with his own tasks needing to be done, even as he is helping others complete their tasks.
- May try to help too much and ends up getting in the way of some who may not want the help.
- May get into teaching/helping mode too often.

# 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.
- John 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.
- John typically won't get bogged down in minutia, nor will he ignore the details when decision-making.

## Value to the Organization

- John 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.
- John 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.

## 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.

# THEORETICAL

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## 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.

# INDIVIDUALISTIC/POLITICAL

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

---

## General Characteristics

- Shows moderate social flexibility. John would be considered as one who is socially appropriate and supportive of others on the team.
- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- John would not be considered controversial in his workplace ideas or transactions.

## Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- Able to see both sides of the position from those with higher and lower Individualistic scores.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to take a stand with emphasis, or to be a more quiet member supporting a position.
- Able to lead or follow as asked.

## Keys to Managing and Motivating

- John is socially flexible. He can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that John shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- John is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- John brings an Individualistic drive typical of many professionals.
- Seek his input to gain a center-lane perspective on an organizational issue related to this Values scale.

## Training, Professional Development and Learning Insights

- Able to be a flexible participant in training and development programs.
- Tends to enjoy both team-oriented and individual/independent learning activities.
- Will be a supportive member of the training experience from the viewpoint of this Values dimension.



# INDIVIDUALISTIC/POLITICAL

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## Continuous Quality Improvements

- Without necessarily picking sides, he may need to take a stand on some issues related to individual agendas.
- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.

## 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 American business person. A person with a high score is likely to have a high need to surpass others in wealth.*

---

### General Characteristics

- The lower Utilitarian/Economic drive here indicates that he may not be solely motivated by competitive financial incentives such as accelerated commissions in the compensation plan.
- Since this value's area may help to determine one's money-motivation, the results indicate that John may be motivated more by things other than a high paycheck (although that may still be important.)
- Check the full results and graph to determine those values that were ranked in a higher field than the Utilitarian/Economic area.
- The lower score here also indicates that he may have already begun to reach his own level of financial security, to the extent that things other than money may now become motivating drives.
- John's score indicates a lower interest in materialistic things, or that he has already achieved a level of material security.
- While not driven by money, he may be sensitive to perceived inequities in wages and salaries, and does not want to be taken advantage of in that process.
- Using money or materials as a yardstick to measure or impress others is not important.
- Tends to be easy-going and supportive of others on the team.

### Value to the Organization

- Sees a wider spectrum of the picture, not just the economic view.
- Has a high want, desire, and need to help people. (Internal or external to the organization.)
- Rarely (if ever) looks at a project with a "what's in it for me?" perspective.
- Enjoys monetary compensation, but especially enjoys a different type of paycheck: perhaps that of someone saying, "Thank you very much for helping me."
- Excellent team player and team member.
- Has an attitude of "We're all in this together, so let's work together."

# UTILITARIAN/ECONOMIC

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## Keys to Managing and Motivating

- Praise for continued contributions to the job, sometimes even without highly visible recognition.
- Needs recognition for innovative, creative work, not just for doing his assigned responsibilities.
- Provide a variety of work projects or tasks.
- Avoid mundane tasks.
- Provide sincere recognition for contributions.

## Training, Professional Development and Learning Insights

- Comes to a training or development function typically without a "What's in it for me?" attitude.
- May prefer team-oriented activities to work and share ideas with others.
- Prefers less competition between learning groups.

## Continuous Quality Improvements

- Avoids making tough decisions that may negatively impact others on the team.
- May not hear the "revenue-clock" ticking on some projects.
- Needs coaching to increase return-on-investment awareness or profit motivation.

# 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.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Not necessarily worried about form and beauty in his work environment.
- What John defines as his passion in life will be found in higher values scales in this report.
- Intellectually, John can see the need for beauty and artistic forms, but may not seek them for his own environment.
- John is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- John prefers to take a practical approach to workplace events.

## Value to the Organization

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

## Keys to Managing and Motivating

- Appeal to the practical side that he shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide sincere recognition for contributions.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.
- 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.

# AESTHETIC

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## Continuous Quality Improvements

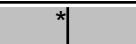





- There may be an avoidance of creative or self-expressive details.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.

## MOTIVATORS - NORMS & COMPARISONS

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

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

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

NORMS & COMPARISONS TABLE - Norm 2003		
John Doe		
THEORETICAL		Mainstream
UTILITARIAN		Mainstream
AESTHETIC		Mainstream
SOCIAL		Mainstream
INDIVIDUALISTIC		Mainstream
TRADITIONAL		Mainstream

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

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

## MOTIVATORS - NORMS & COMPARISONS

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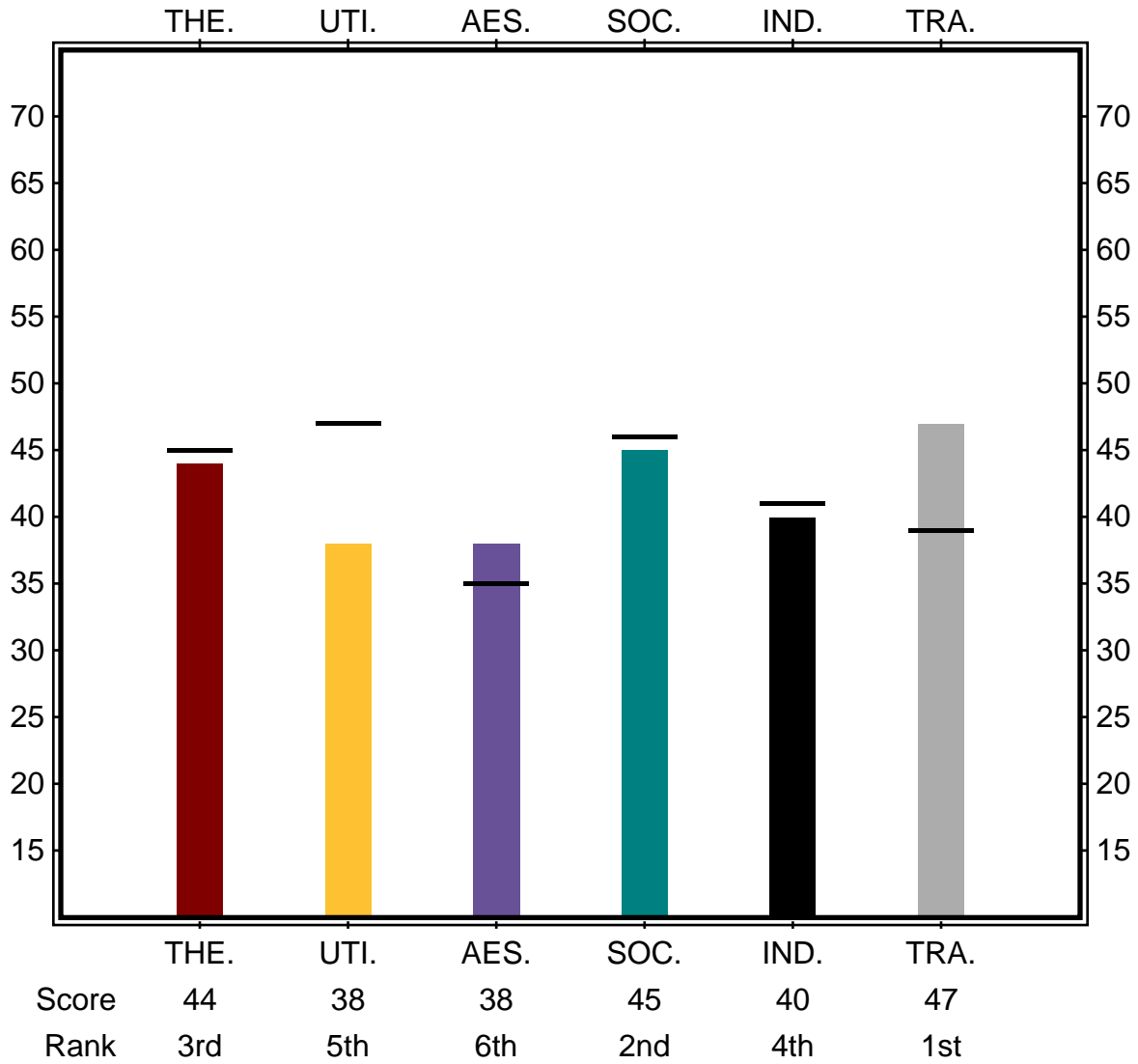
All of your attitude scores fall within one standard deviation of the national mean. This means that 68% of the population have similar attitudes and feelings on each of the six attitudes. Having all your scores close to the national mean indicates the following:

- You will be seen by others as a team player.
- You will be able to relate to a large percentage of our society.
- You will have less conflict with other people.
- You will have a larger selection of friends and careers than most people.

# MOTIVATION INSIGHTS™ GRAPH

**John Doe**

8-3-2004



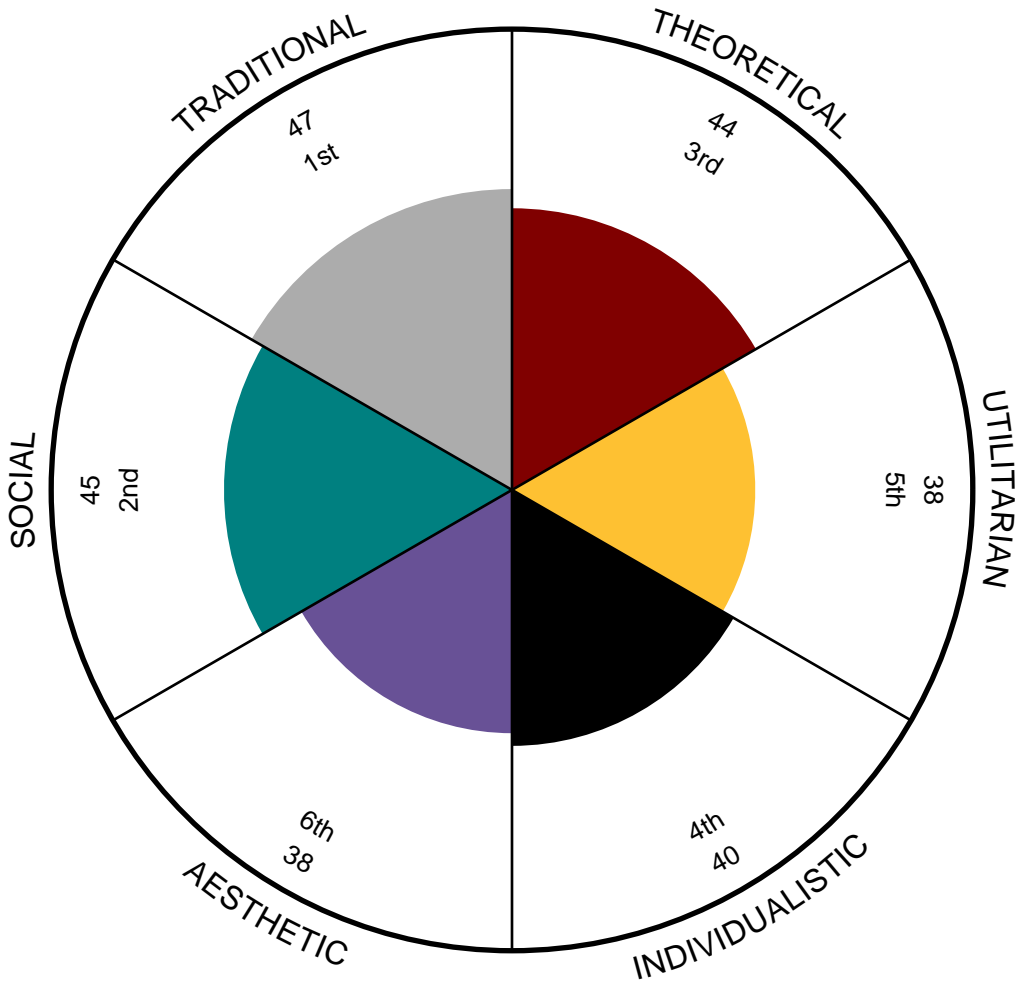
— national mean

Norm 2003



# ATTITUDES WHEEL™

John Doe  
8-3-2004



# 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

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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

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

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

## General Characteristics

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

## Value to the Organization

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

# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

---

## Keys to Managing and Motivating:

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

## Training, Professional Development and Learning Insights:

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

# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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## 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. \_\_\_\_\_  
\_\_\_\_\_

# INTRODUCTION

## The Attribute Index and the Dimensions of Thought

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Over fifty years of scientific research has revealed that there are three distinct dimensions in the process of thinking: people, tasks, and systems. These three "dimensions of thinking" are involved in every judgment or decision we make.

The three dimensions of thinking are:

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

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

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

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

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

# EXTERNAL DESCRIPTION

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## Supportive (High)

### Pattern Description:

John places the greatest value on people in any given situation, compared to getting things done or working within the system of rules within which such objectives exist. He understands people and communicates with them very well. When faced with problems, he will seek to preserve harmony among people and personal relationships first. He values the Tasks and Systems Dimensions equally and possesses moderate levels of development in both, which means that although he may be good at planning and organizing, schematic thinking and problem solving, these abilities are secondary to anything that involves dealing with, managing, or leading other people. His overall development level in the People Dimension is high, while the Tasks and Systems Dimensions are equal and moderate in comparison. Level of development speaks to his ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able he is to use it; therefore, the better he is at it.

### Strengths:

- Communication and people skills
- Generally good in resolving people conflict problems
- Sensitivity to others
- Human awareness

### Weaknesses:

- Objectivity where people are involved
- Relegating performance and rules compliance behind the personal feelings and needs of people
- Pragmatism
- Schematic thinking

### Externally Motivated By:

- Personal recognition
- Desire to be needed
- Personal relationships are the primary motivation



# EXTERNAL DESCRIPTION

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**Needs For Growth:**

Greater emphasis on practicality and on established procedures; consistency and reliability, proactive thinking, and concrete organizing.

**Potential targets for reinforcement or possible development:**

- Consistency and Reliability
- Proactive Thinking
- Concrete Organizing

**Preferred Environment:**

Humanistic, shared responsibility, decision-making and people focused.

**External Emotional Bias Description:**

John's external emotional bias is the degree of optimism or pessimism with which he tends to view the world around him. Each of us can choose to see things in an overly positive or negative light but having a neutral view is preferential.

His emotional bias identifies an accommodating quality of service to humanity, like the "Good Samaritan" who helped the man out of the ditch simply because he was a human being in need. He has somewhat negative views of both the Task and Systems Dimensions, and this indicates low concern for social convention and a preference to work outside the established system of rules or order. This is not to say that he breaks the rules excessively, only that he would rather work with less structure. He may have a slight tendency to overemphasize the People Dimension of thought, which could lead to overly optimistic decisions where others are involved. Conflict with others is a big negative for him, and most likely he works hard to avoid it. He may also tend to take the troubles of others onto himself, which could cause him added stress and anxiety if he isn't careful.  
(+, -, -)

# INTERNAL DESCRIPTION

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## Self-Assured (High)

### Pattern Description:

John tends to have a higher than normal self esteem and defines who he is based mostly on his own internal sense of worth, rather than the job he holds or things he owns. He lives according to a strong sense of who he feels he is, and that inner-strength buffers him against outside opinions regarding who he should be and what he should do. His work or primary social roles are of lesser importance to him in comparison. It is also very possible that he is suffering from some role confusion right now. Something about one of his major roles in life has changed, and as a result he has confusion about how to proceed. He sees the People Dimension very well, and this is where he has his best level of development. The Tasks and Systems Dimensions are equal to him in both their importance and development, which is moderate compared to the People Dimension. Level of development speaks to his ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able he is to use it; therefore, the better he is at it.

### Strengths:

- Self-reliance
- Resiliency
- Strong positive self image
- Handling rejection

### Weaknesses:

- Lack of drive and ambition for exclusively material, position-related things
- Sense of direction
- Self sacrifice

### Internally Driven By:

- Self-improvement
- Self-discovery

# INTERNAL DESCRIPTION

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## **Needs For Growth:**

To bolster his high self-image with a more balanced view of his role's importance and define a clearer sense of direction based on that balanced view.

## **Potential targets for reinforcement or possible development:**

- Role Awareness
- Handling Stress
- Self-Direction

## **Internal Emotional Bias Description:**

John's internal emotional bias is the degree of optimism or pessimism with which he tends to view himself and his life. Each of us can choose to see things in an overly positive or negative light but having a neutral view is preferential.

He is a person who easily becomes involved in activities on an experimental or impulsive basis while he attempts to crystalize his own direction or objectives. He is unclear as to the best way to achieve his objectives and has some self-doubt. This can cause him to place more importance in how others think of him and his accomplishments since his own guides are unclear. He has not yet formed clear, definite rules for self-organization and may be questioning how he wants to proceed in life right now. Due to these factors he is more prone to be influenced by his immediate surroundings and could be considered more impressionable as a result. (-,+,-)

# Summary of Strengths & Weaknesses

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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 Attribute List determines the information below. Please take the national mean and the requirements of your position into consideration when determining a development plan.

---

## Strengths

- Attitude Toward Others
- Human Awareness
- Relating to Others
- Understanding Attitude
- Empathetic Outlook

## Weaknesses

- Using Common Sense
- Self Discipline and Sense of Duty
- Self Direction
- Internal Self Control
- Handling Rejection

# Attitude Toward Others

---

Attitude Toward Others is the ability to maintain a positive, open and objective attitude toward others. An example of an improper attitude would be a situation in which one assigns attributes to a person based solely on an unsubstantiated prejudgment. This could cause a person to exercise an unnecessary degree of caution, producing a "stand-off" attitude or could cause him or her to place an unjustified amount of trust in a person, thereby exposing him or herself to being manipulated or losing objectivity. The evaluation of this attribute is based on an individual's personal insight into others and the degree to which he or she is influenced by what he or she thinks the situation "ought" to be.

## Possible Strengths:

- Recognizes and appreciates others in positive and sincere ways.
- Maintains composure in potentially stressful or difficult situations.
- Communicates with others in ways that are clear and understood.

## Continuous Development:

- Actively seek feedback from trusted people.
- Work to improve difficult relationships through self-awareness and respect for differences in attitudes and perceptions.
- Give positive feedback to other people as often as possible.

# Human Awareness

---

Human Awareness is an individual's ability to be conscious of the feelings and opinions of others; to value others as people instead of just their organizational role or value. This ability would include seeing employees in their life roles as well as in their professional roles.

## Possible Strengths:

- Is conscious of other people's feelings and opinions.
- Makes all reasonable efforts to support employee's non-work commitments.
- Wants work group to work as an interrelated, supportive team.

## Continuous Development:

- Allow oneself to be human
- Be clear about values.
- Be respectful of other people's boundaries.

## Relating to Others

---

Relating to Others is a person's ability to coordinate personal insights and knowledge of others into effective interactions with them. It is the ability to make use of accurate interpersonal skills in interacting with others.

### Possible Strengths:

- Maintains composure in potentially stressful or difficult situations.
- Has rapport with a wide range of people at varying levels in the organization.
- Understands the value of personal relationships in the business environment.

### Continuous Development:

- Broaden circle of acquaintances, both at work and at home.
- Make small talk to help people feel comfortable.
- When giving feedback to management, state it in objective and non-judgmental terms.

# Understanding Attitude

---

The ability to "read between the lines" means understanding such things as body language, reticence, stress, and emotions. Understanding Attitude is essential to interacting effectively with other people. It requires that an individual becomes attentive to obvious body language as well as less obvious signs such as silence, expressions of stress, "fake" happiness, restraint, joy, etc.

## Possible Strengths:

- Communicates with others openly and warmly.
- Works at maintaining relationships with people regardless of their background, age, level of experience or education.
- Respects others' point of view and maintains a positive relationship regardless of differences of opinion, temporary or permanent.

## Continuous Development:

- If someone reveals a strong emotional reaction to something in the workplace, see if you can understand why.
- Use feedback questions to make sure true understanding of where someone is coming from.
- Remember someone else may not feel the same about a situation, conversation, or action.



# Empathetic Outlook

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Empathetic Outlook is an individual's ability to perceive and understand the feelings and attitudes of others. The ability to place oneself "in-the-shoes" of another and to be able to view a situation from their perspective. It involves being conscious of how ones actions will impact others.

## Possible Strengths:

- Demonstrates sensitivity to the feelings of others.
- Is conscious of how ones actions directly and indirectly impact others.
- Values others as human beings.

## Continuous Development:

- Clearly state expectations when giving an assignment.
- Serve as an advocate for the needs, interests, and wants of others where appropriate.
- Summarize in the key points of any discussion.

# Using Common Sense

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

## Possible Limitations:

- May lack necessary patience.
- May get frustrated with unforeseen situations.
- May have difficulty organizing and prioritizing tasks on an ongoing basis.

## Developmental Suggestions:

- Take a broad view of products, services and problems.
- Stay calm. Practice stress management skills.
- Look for ways to relate the normally unrelated.

# Self Discipline and Sense of Duty

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Sense of Discipline is a measure of the strength an individual has in the norms with which he or she rules his or her own conduct. Feeling a need to be consistent and true to oneself in ones actions. It is the compulsion that an individual feels to be true to the ideals set for oneself. This capacity is strongly influenced by the capacity, 'Self Direction' since one must first be clear as to where he or she is going before being able to establish rules of conduct on that journey.

## Possible Limitations:

- May be easily swayed by external forces.
- May lack commitment to a chosen path or course of action.
- In difficult situations, may question own actions.

## Developmental Suggestions:

- Define guiding principles.
- Make careful plans for achieving goals.
- Respect other people's convictions.

# Self Direction

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Strong Self Direction originates with an internal drive to excel in a chosen career path. If Role Awareness is a person's "objective", then 'Self-Direction' is the "path" to that objective, or the way in which a person envisions fulfilling roles. This fact makes this capacity somewhat dependent on Role Awareness since you first need an objective before a person can determine the path to that objective. It also requires an individual to have a strong desire to be "better" than he or she currently is, no matter how good the individual actually becomes.

## Possible Limitations:

- May only do what is asked.
- May be averse to change.
- May not work up to full potential.

## Developmental Suggestions:

- When a mistake is made, turn it into a learning experience.
- Remember, the easiest and most efficient way to do something is not always the most effective.
- Keep raising the bar. (Don't compete with other people compete with own personal best).

# Internal Self Control

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Internal Self Control is a measure of an individual's self-composure in difficult situations: does the individual think and act objectively, or does the individual behave impulsively and emotionally? If the individual thinks and acts objectively and calmly, he or she will be much more likely to manage a difficult situation effectively, finding a solution that benefits everyone.

This is an individual's ability to maintain a steady and controlled level of internal emotion in a stressful or emotionally charged situation. Although it directly affects self-composure in a difficult situation, this capacity is more of an examination of the tendency a person has to allow the external environment's level of stress to affect ones internal levels. If 'Internal Self Control' deals with an ability to keep outside emotions out, 'Emotional Control' deals with keeping internal emotions in.

#### Possible Limitations:

- May have difficulty separating emotions from the situation.
- May allow emotions to lead your actions.
- May become caught up in a situation versus managing a situation.

#### Developmental Suggestions:

- Discuss difficult situations with a trusted person.
- Pay attention to other people's reactions.
- Prepare for potentially difficult situations.

# Handling Rejection

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Handling Rejection on a personal level is based very heavily on a person's self-esteem and his or her ability to see themselves as valuable, separate and apart from a role or position in life. By not personalizing professional rejection and associating it with having oneself as an individual rejected, a person maintains a higher level of resiliency and assumes less stress.

## Possible Limitations:

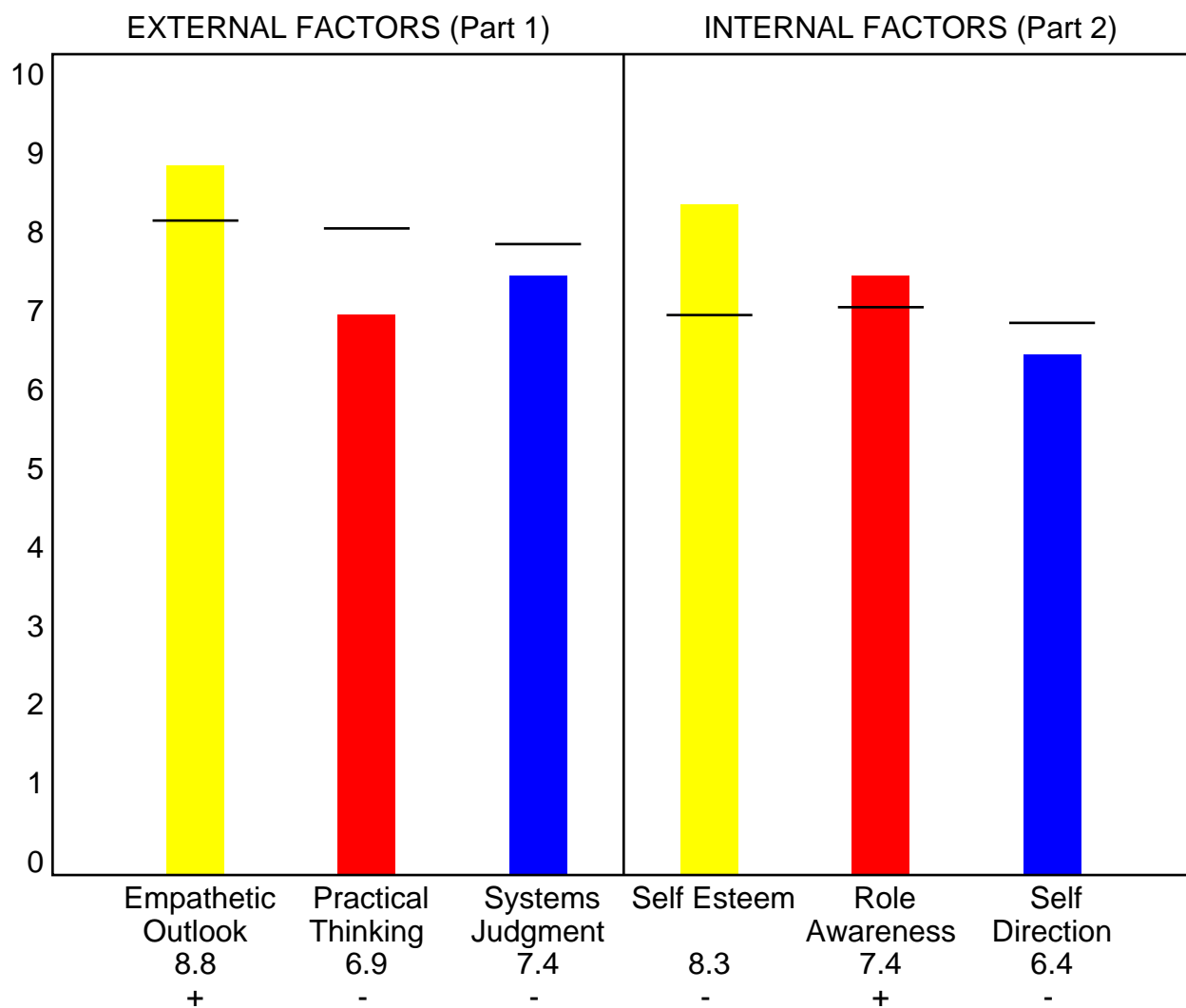
- May view rejection as a personal affront.
- May react to rejection in a defensive manner.
- Rejection may have a negative impact on self-esteem.

## Developmental Suggestions:

- Do not take "no" personally.
- Create an image for oneself as a person who can handle tough times with confidence and dignity.
- Develop psyche to the point that rejection isn't expected to happen. Instead, expect success and anticipate acceptance.

# DIMENSIONAL BALANCE

For consulting and coaching



# CORE ATTRIBUTE LIST

*For consulting and coaching*

- Attitude Toward Others (8.8)
- Human Awareness (8.8)
- Relating To Others (8.8)
- Understanding Attitude (8.8)
- People Reading (8.8) see Understanding Attitude
- Empathetic Outlook (8.8)
- Monitoring Others (8.8)
- Personal Relationships (8.8)
- Intuitive Decision Making (8.6)
- Surrendering Control (8.6)
- Freedom From Prejudices (8.6)
- Realistic Expectations (8.6)
- Evaluating Others (8.6)
- Developing Others (8.6)
- Understanding Prospect's Motivations (8.6) see Understanding Motivational Needs
- Understanding Motivational Needs (8.6)
- Sensitivity To Others (8.6)
- Creativity (8.6)
- Correcting Others (8.5)
- Handling Stress (8.3)
- Realistic Goal Setting For Others (8.3)
- Self Esteem (8.3)
- Self Improvement (8.3)
- Proactive Thinking (8.0)
- Persuading Others (8.0)
- Personal Accountability (7.9)
- Leading Others (7.9)
- Conveying Role Value (7.9)
- Role Confidence (7.9)
- Enjoyment Of The Job (7.9)
- Taking Responsibility (7.9) see Personal Accountability
- Self Confidence (7.8)
- Realistic Personal Goal Setting (7.7)
- Seeing Potential Problems (7.7)
- Results Orientation (7.4)
- Project Scheduling (7.4)
- Problem Solving (7.4)
- Long Range Planning (7.4)
- Respect For Policies (7.4)
- Evaluating What Is Said (7.4)
- Accurate Listening (7.4) see Evaluating What Is Said
- Systems Judgment (7.4)
- Sense Of Belonging (7.4)
- Material Possessions (7.4)
- Role Awareness (7.4)
- Balanced Decision Making (7.2)
- Problem And Situation Analysis (7.2)
- Sense Of Timing (7.2)
- Attitude Toward Honesty (7.2)
- Conceptual Thinking (7.1)
- Attention To Detail (7.1)
- Consistency And Reliability (7.1)
- Quality Orientation (7.1)
- Problem Management (7.1)
- Job Ethic (7.1)
- Emotional Control (7.1)
- Persistence (7.1)
- Self Starting Ability (7.1)
- Following Directions (7.0)
- Project And Goal Focus (7.0)
- Goal Directedness (7.0) see Project And Goal Focus
- Concrete Organization (6.9)
- Personal Commitment (6.9)
- Commitment To The Job (6.9) see Personal Commitment
- Personal Drive (6.9)
- Gaining Commitment (6.9)
- Meeting Standards (6.9)
- Initiative (6.9)
- Respect For Property (6.9)
- Status And Recognition (6.9)
- Practical Thinking (6.9)
- Theoretical Problem Solving (6.8)
- Accountability For Others (6.8)
- Self Assessment (6.8)
- Integrative Ability (6.8)
- Self Management (6.7)
- Using Common Sense (6.6)
- Self Discipline And Sense Of Duty (6.4)
- Self Direction (6.4)
- Sense Of Mission (6.4)
- Internal Self Control (6.3)
- Handling Rejection (6.2)