



Job Plus/Talent Comparison Report

Secondary Math Opening
2005

INTRODUCTION

Where Talent Meets Opportunity™

This report compares a specific job benchmark to the results of one to five talent reports. Use the following guidelines to effectively interpret the results.

INTERPRETATION GUIDELINES

When you compare a person to a specific job benchmark, you must ask yourself some very important questions with regard to the top seven attributes in Section 1, the top three areas in Section 2, and the top three areas in Section 3. The answers to these questions will maximize the use of this report:

ATTRIBUTES

- How difficult will it be for someone to master and maintain the specific attribute for which the job is calling?
- If a gap exists between the job and the person, can the gap be addressed with training, or not?
- Are courses, seminars, training, books, tapes, or CDs available for personal development in the weak area(s)?
- How cost effective will it be to train a person rather than hire someone who has already mastered the necessary attributes?
- Has the person mastered certain attributes that could be detrimental to the job benchmark?

REWARDS/CULTURE

- How will a person feel if they have to spend eight hours a day in a culture that does not reward their passion?
- How will a person feel if he/she has negative feelings about the built-in rewards and culture of the job?

BEHAVIORAL TRAITS

- How will a person feel about being required to make a major behavioral change, and how will that affect productivity?

ADDITIONAL CONSIDERATION

- How are other people in the same job performing based on the results of their TriMetrix Personal Talent Report?

INTRODUCTION

This comparison report is based on the hierarchy of the job benchmark. The report uses raw numbers generated from the job and talent scoring. The job may call for something to be very important; however, people rarely bring perfection and complete mastery to any job. The job could call for the person to be a perfect 10; however, do not exclude people from consideration based solely on the gap(s) between the job benchmark and their talent score.

If a person is poor in an area that the job benchmark has identified as "very important," you must ask the difficult questions to determine if that would keep a person from achieving and maintaining superior performance.

Note: THE ORDER IN WHICH A PERSON'S NAME APPEARS IS NOT BASED ON THE PERSON'S MATCH TO THE JOB. THE ORDER IS BASED SOLELY ON THE ORDER IN WHICH TALENT REPORTS WERE SELECTED BY THE ORIGINATOR OF THIS REPORT.

INTRODUCTION

SECTION 1: JOB ATTRIBUTES HIERARCHY (23 AREAS)

This section presents the key job attributes, quantifies their importance to this specific job benchmark, and compares the talent results for each attribute. The job has a unique ranking of attributes, reflecting different levels of capacities required for superior performance.

SECTION 2: REWARDS/CULTURE HIERARCHY (6 AREAS)

This section clearly identifies the rewards/culture of the job, which defines its sources of motivation, and compares the talent results in each of these areas. It clarifies "why" and "in what kind of environment" this job will produce success.

SECTION 3: BEHAVIORAL HIERARCHY (8 AREAS)

This section provides the behavioral traits demanded by the job and compares the talent for each trait. The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

Note: Sections 1 through 3 (above) are presented on a 0-10 point scale to clearly illustrate the job benchmark and corresponding results of the individual talent report(s).

SECTION 4: JOB ATTRIBUTES FEEDBACK

This section will assist you in understanding the type and kinds of attributes (people skills) that are needed for superior job performance.

SECTION 5: REWARDS/CULTURE FEEDBACK

This section expands on the fact that every job in every organization has its own culture. The culture of any job is clearly defined by how it rewards superior performance.

SECTION 6: BEHAVIORAL FEEDBACK

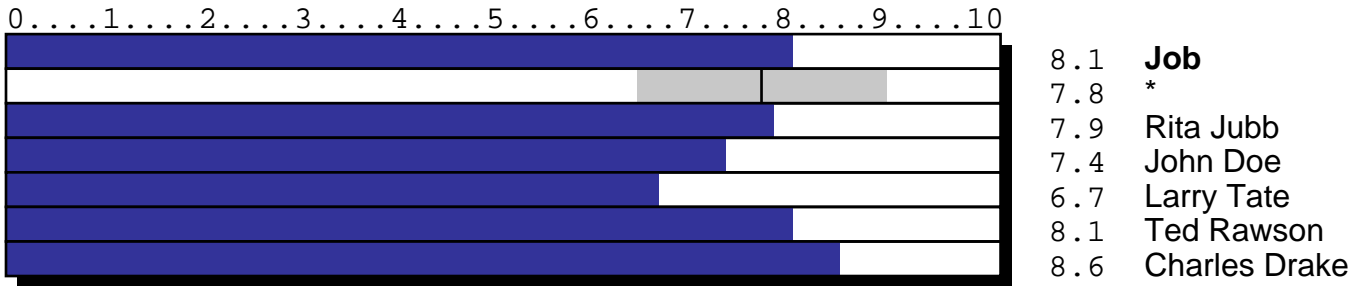
This section clarifies the nature of the behavioral traits demanded by the job.

Note: The information provided in Sections 4-6 (above) offers you a better understanding of the job requirements for superior performance based on the top seven attributes, the top three rewards/culture and the top three behavioral traits. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for the person(s) selected to perform this job.

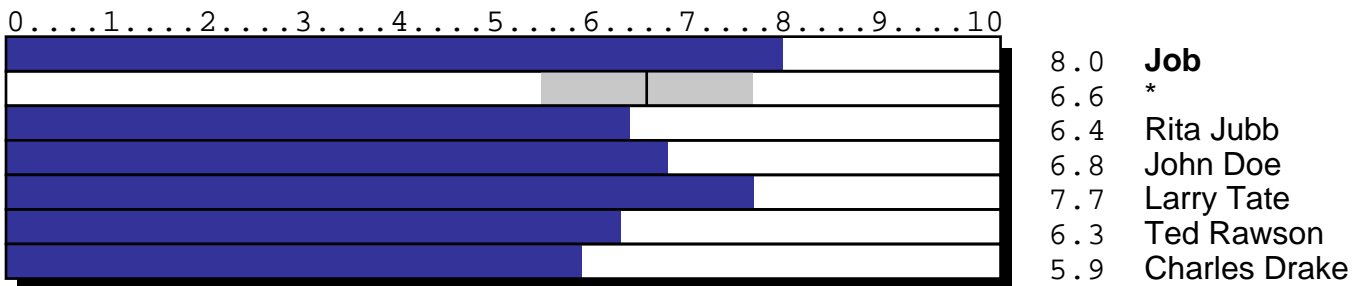
JOB ATTRIBUTES HIERARCHY

This section identifies which people attributes are important to the job benchmark from its highest to lowest rankings. In comparing talent, it is important to note that gaps may point to a job attribute that is of significant importance to the job, but has a low ranking for the person. In turn, a job attribute may be of low importance to the job, but has a high ranking for the person.

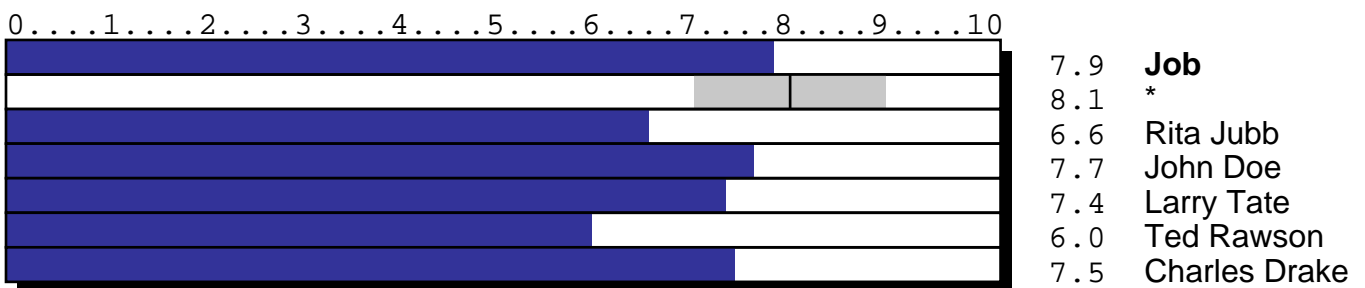
1. RESULTS ORIENTATION: The ability to identify actions necessary to complete tasks and obtain results.



2. SELF MANAGEMENT: The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.



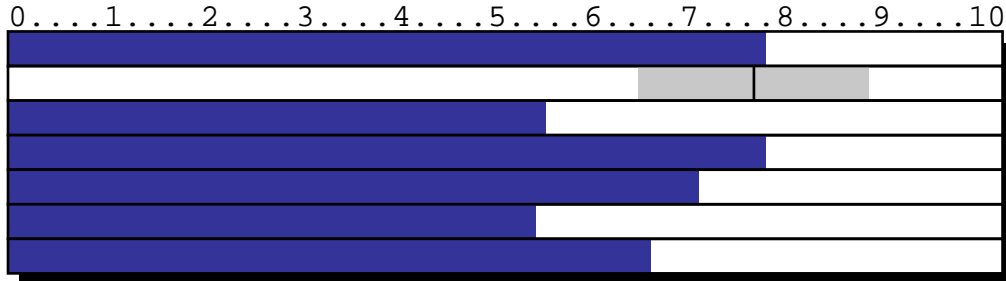
3. STUDENT FOCUS: A commitment to student satisfaction.



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

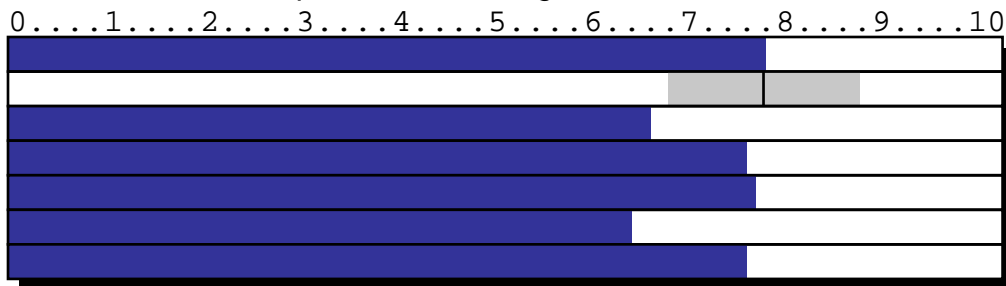
JOB ATTRIBUTES HIERARCHY

4. INTERPERSONAL SKILLS: The ability to interact with others in a positive manner.



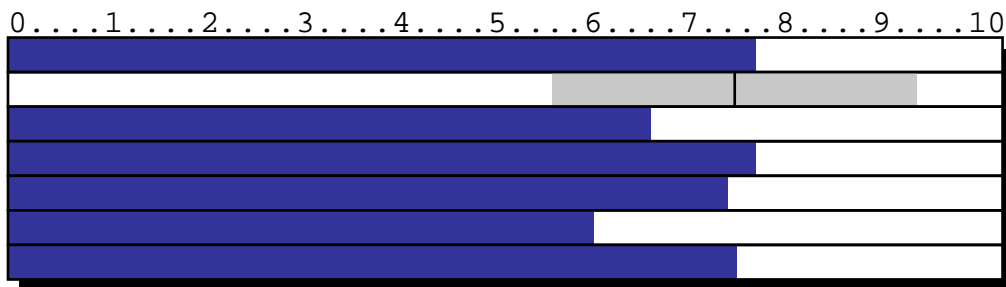
7.8 **Job**
 7.7 *
 5.5 Rita Jubb
 7.8 John Doe
 7.1 Larry Tate
 5.4 Ted Rawson
 6.6 Charles Drake

5. INFLUENCING OTHERS: The ability to personally affect others' actions, decisions, opinions or thinking.



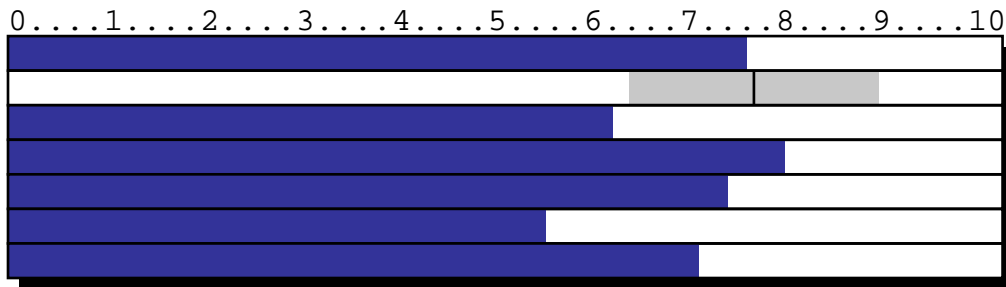
7.8 **Job**
 7.8 *
 6.6 Rita Jubb
 7.6 John Doe
 7.7 Larry Tate
 6.4 Ted Rawson
 7.6 Charles Drake

6. OBJECTIVE LISTENING: The ability to listen to many points of view without bias.



7.7 **Job**
 7.5 *
 6.6 Rita Jubb
 7.7 John Doe
 7.4 Larry Tate
 6.0 Ted Rawson
 7.5 Charles Drake

7. DIPLOMACY AND TACT: The ability to treat others fairly, regardless of personal biases or beliefs.



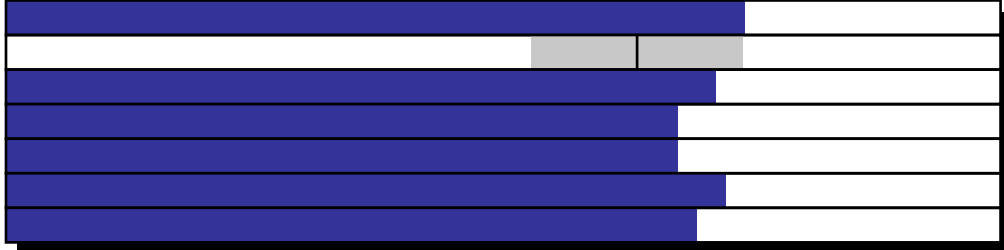
7.6 **Job**
 7.7 *
 6.2 Rita Jubb
 8.0 John Doe
 7.4 Larry Tate
 5.5 Ted Rawson
 7.1 Charles Drake

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JOB ATTRIBUTES HIERARCHY

8. PERSONAL ACCOUNTABILITY: A measure of the capacity to be answerable for personal actions.

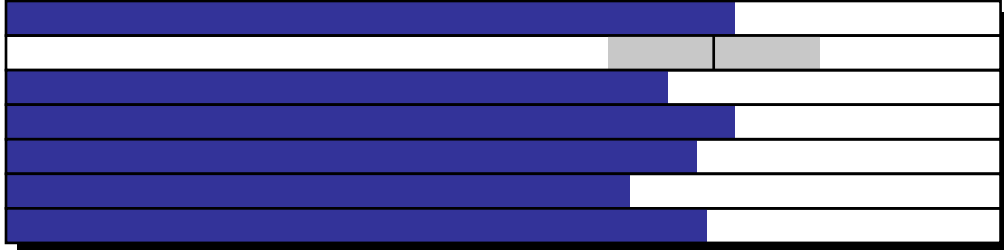
0 1 2 3 4 5 6 7 8 9 10



- 7.6 Job
- 6.5 *
- 7.3 Rita Jubb
- 6.9 John Doe
- 6.9 Larry Tate
- 7.4 Ted Rawson
- 7.1 Charles Drake

9. GOAL ACHIEVEMENT: The overall ability to set, pursue and attain achievable goals, regardless of obstacles or circumstances.

0 1 2 3 4 5 6 7 8 9 10



- 7.5 Job
- 7.3 *
- 6.8 Rita Jubb
- 7.5 John Doe
- 7.1 Larry Tate
- 6.4 Ted Rawson
- 7.2 Charles Drake

10. FLEXIBILITY: The ability to readily modify, respond to and integrate change with minimal personal resistance.

0 1 2 3 4 5 6 7 8 9 10



- 7.5 Job
- 7.4 *
- 6.6 Rita Jubb
- 7.8 John Doe
- 7.8 Larry Tate
- 7.1 Ted Rawson
- 7.6 Charles Drake

11. RESILIENCY: The ability to quickly recover from adversity.

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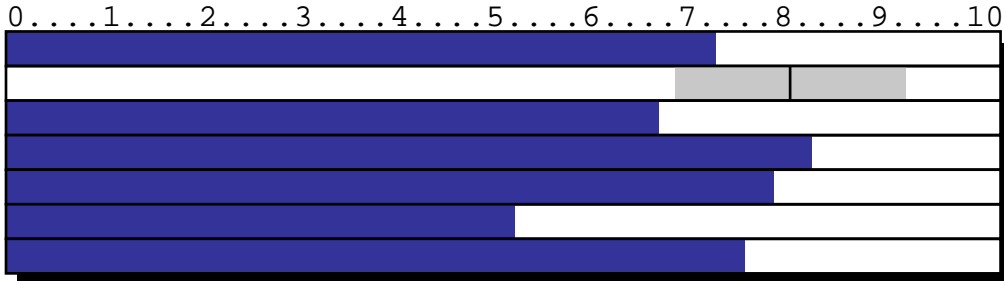


- 7.4 Job
- 7.2 *
- 6.1 Rita Jubb
- 7.9 John Doe
- 7.2 Larry Tate
- 5.7 Ted Rawson
- 7.4 Charles Drake

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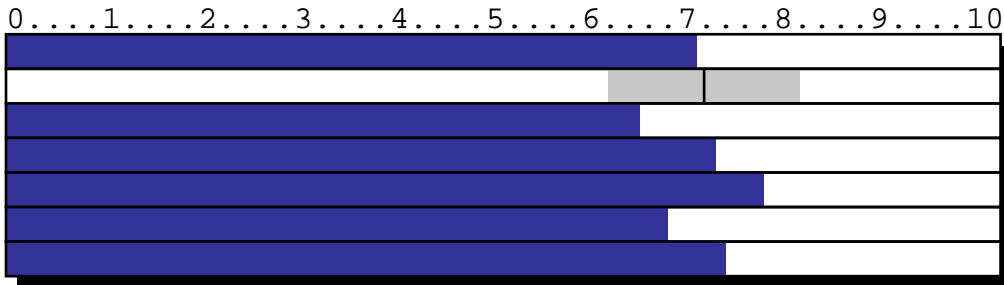
JOB ATTRIBUTES HIERARCHY

12. EMPATHETIC OUTLOOK: The capacity to perceive and understand the feelings and attitudes of others.



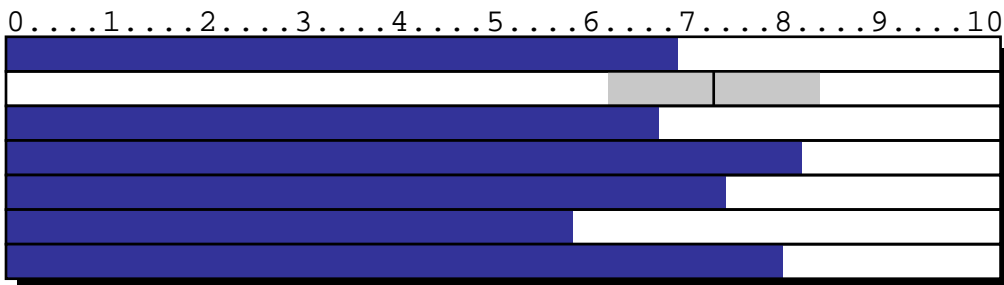
- 7.3 Job
- 8.1 *
- 6.7 Rita Jubb
- 8.3 John Doe
- 7.9 Larry Tate
- 5.2 Ted Rawson
- 7.6 Charles Drake

13. CONTINUOUS LEARNING: The ability to take personal responsibility and action toward learning and implementing new ideas, methods and technologies.



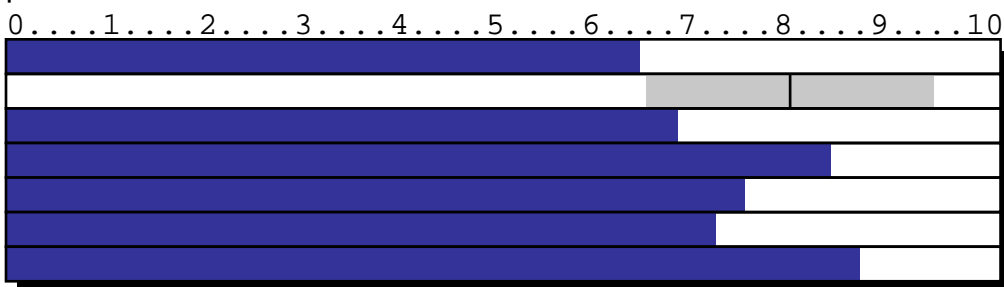
- 7.1 Job
- 7.2 *
- 6.5 Rita Jubb
- 7.3 John Doe
- 7.8 Larry Tate
- 6.8 Ted Rawson
- 7.4 Charles Drake

14. SELF STARTING: The ability to initiate and sustain momentum without external stimulation.



- 6.9 Job
- 7.3 *
- 6.7 Rita Jubb
- 8.2 John Doe
- 7.4 Larry Tate
- 5.8 Ted Rawson
- 8.0 Charles Drake

15. PROBLEM SOLVING: The ability to identify key components of a problem to formulate a solution or solutions.

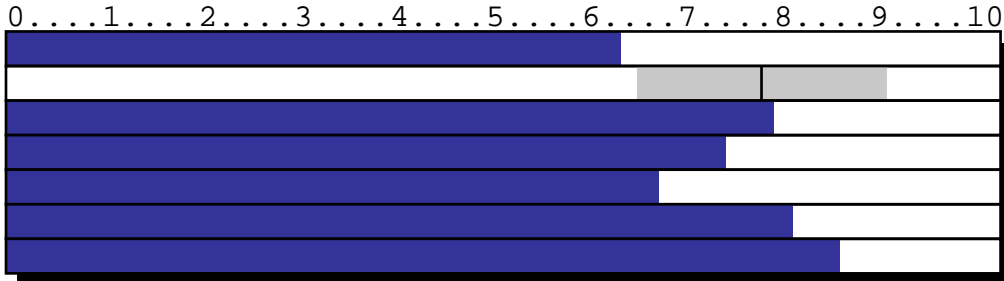


- 6.5 Job
- 8.1 *
- 6.9 Rita Jubb
- 8.5 John Doe
- 7.6 Larry Tate
- 7.3 Ted Rawson
- 8.8 Charles Drake

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

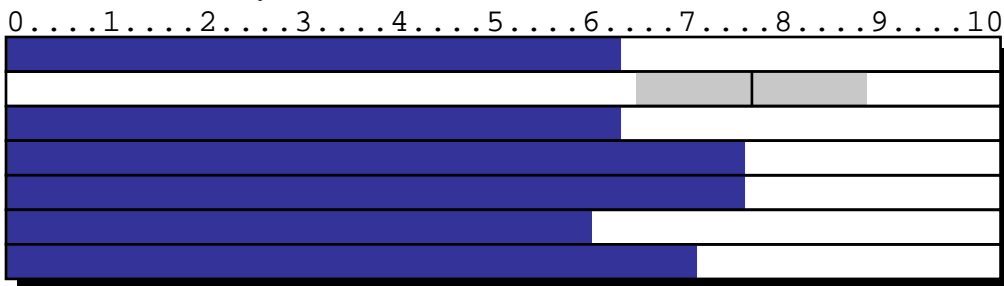
JOB ATTRIBUTES HIERARCHY

16. CONCEPTUAL THINKING: The ability to analyze hypothetical situations or abstract concepts to compile insight.



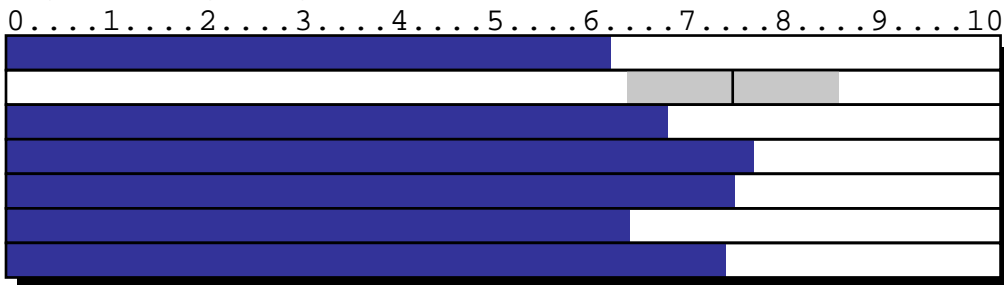
6.3 Job
7.8 *
7.9 Rita Jubb
7.4 John Doe
6.7 Larry Tate
8.1 Ted Rawson
8.6 Charles Drake

17. CONFLICT MANAGEMENT: The ability to resolve different points of view constructively.



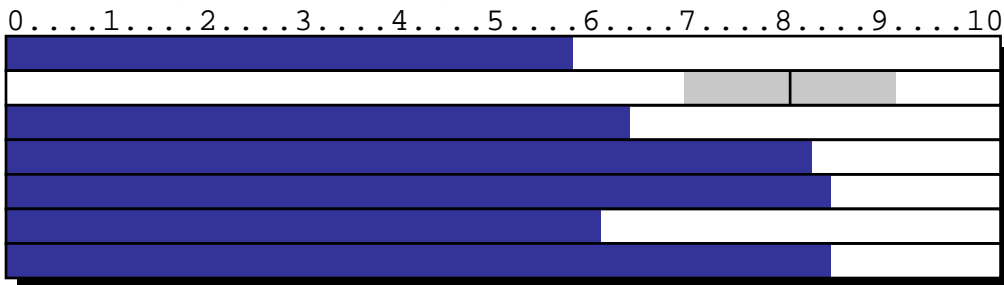
6.3 Job
7.7 *
6.3 Rita Jubb
7.6 John Doe
7.6 Larry Tate
6.0 Ted Rawson
7.1 Charles Drake

18. DECISION MAKING: The ability to analyze all aspects of a situation to gain thorough insight to make decisions.



6.2 Job
7.5 *
6.8 Rita Jubb
7.7 John Doe
7.5 Larry Tate
6.4 Ted Rawson
7.4 Charles Drake

19. LEADING OTHERS: The ability to organize and motivate people to accomplish goals while creating a sense of order and direction.

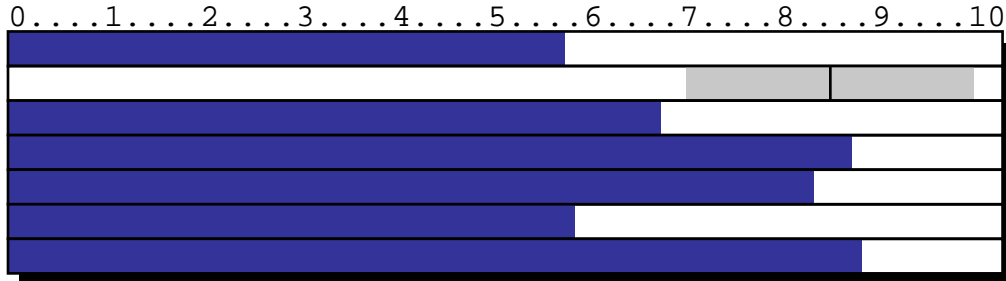


5.8 Job
8.1 *
6.4 Rita Jubb
8.3 John Doe
8.5 Larry Tate
6.1 Ted Rawson
8.5 Charles Drake

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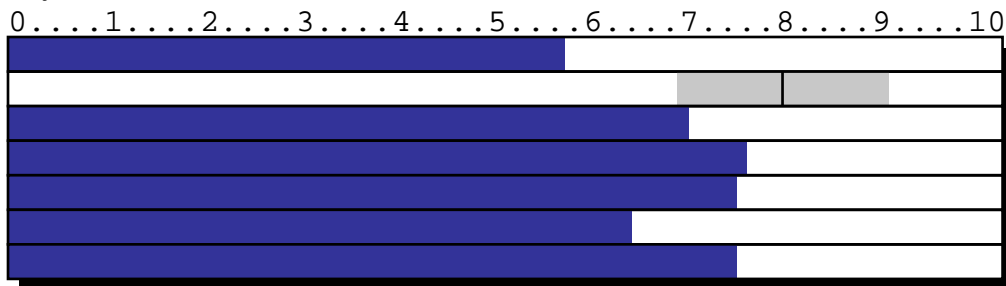
JOB ATTRIBUTES HIERARCHY

20. DEVELOPING OTHERS: The ability to contribute to the growth and development of others.



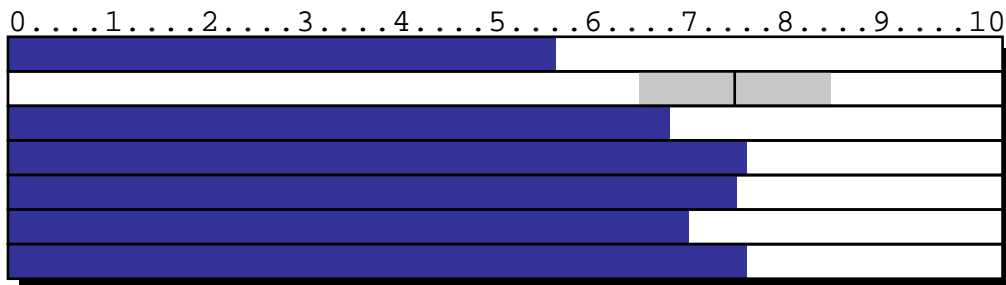
5.7 Job
8.5 *
6.7 Rita Jubb
8.7 John Doe
8.3 Larry Tate
5.8 Ted Rawson
8.8 Charles Drake

21. TEAMWORK: The ability to cooperate with others to meet objectives.



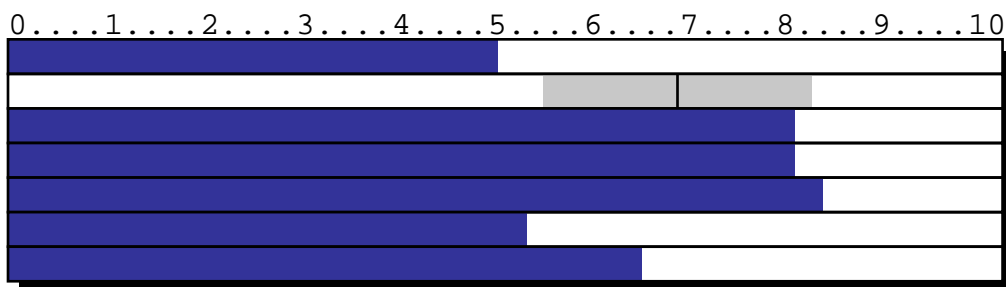
5.7 Job
8.0 *
7.0 Rita Jubb
7.6 John Doe
7.5 Larry Tate
6.4 Ted Rawson
7.5 Charles Drake

22. PLANNING AND ORGANIZATION: The ability to establish a process for activities that lead to the implementation of systems, procedures or outcomes.



5.6 Job
7.5 *
6.8 Rita Jubb
7.6 John Doe
7.5 Larry Tate
7.0 Ted Rawson
7.6 Charles Drake

23. ACCOUNTABILITY FOR OTHERS: The ability to take responsibility for others' actions.



5.0 Job
6.9 *
8.1 Rita Jubb
8.1 John Doe
8.4 Larry Tate
5.3 Ted Rawson
6.5 Charles Drake

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

REWARDS/CULTURE HIERARCHY

These graphs are based on the hierarchy of the job benchmark's rewards/culture in descending order from highest required by the job to the lowest. Gaps may point to a job culture that does not match the person's passion and may produce negative feelings about the job.

1. UTILITARIAN/ECONOMIC

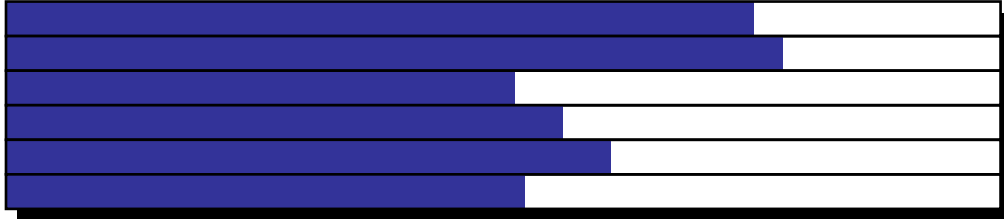
0 1 2 3 4 5 6 7 8 9 10



9.2 **Job**
 9.3 Rita Jubb
 6.0 John Doe
 7.7 Larry Tate
 5.8 Ted Rawson
 7.5 Charles Drake

2. THEORETICAL

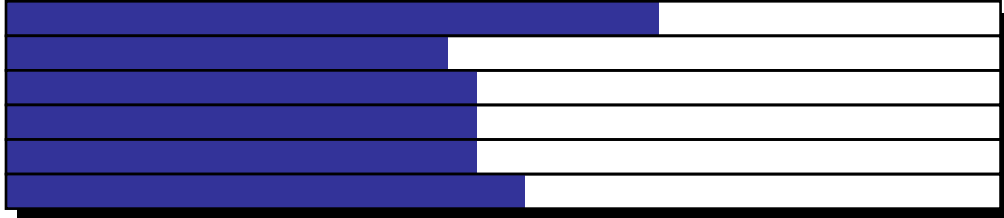
0 1 2 3 4 5 6 7 8 9 10



7.7 **Job**
 8.0 Rita Jubb
 5.2 John Doe
 5.7 Larry Tate
 6.2 Ted Rawson
 5.3 Charles Drake

3. INDIVIDUALISTIC/POLITICAL

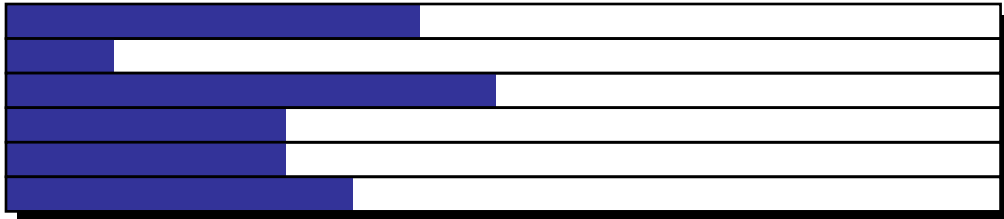
0 1 2 3 4 5 6 7 8 9 10



6.7 **Job**
 4.5 Rita Jubb
 4.8 John Doe
 4.8 Larry Tate
 4.8 Ted Rawson
 5.3 Charles Drake

4. AESTHETIC

0 1 2 3 4 5 6 7 8 9 10

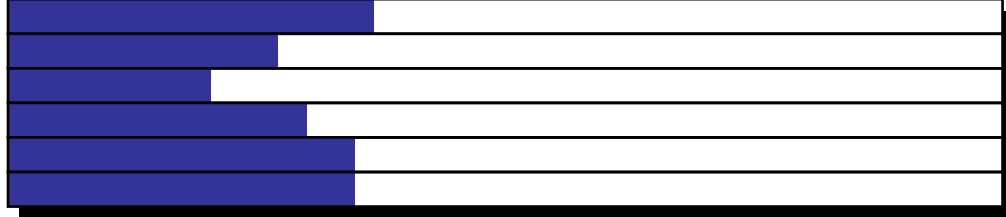


4.2 **Job**
 1.0 Rita Jubb
 5.0 John Doe
 2.8 Larry Tate
 2.8 Ted Rawson
 3.5 Charles Drake

REWARDS/CULTURE HIERARCHY

5. TRADITIONAL/REGULATORY

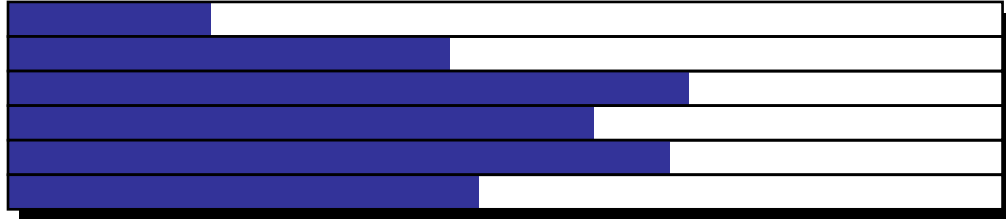
0 1 2 3 4 5 6 7 8 9 10



3.7 Job
2.7 Rita Jubb
2.0 John Doe
3.0 Larry Tate
3.5 Ted Rawson
3.5 Charles Drake

6. SOCIAL

0 1 2 3 4 5 6 7 8 9 10

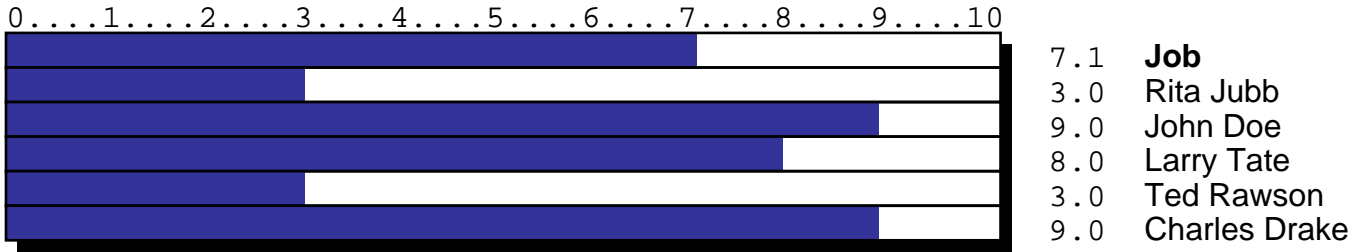


2.0 Job
4.5 Rita Jubb
7.0 John Doe
6.0 Larry Tate
6.8 Ted Rawson
4.8 Charles Drake

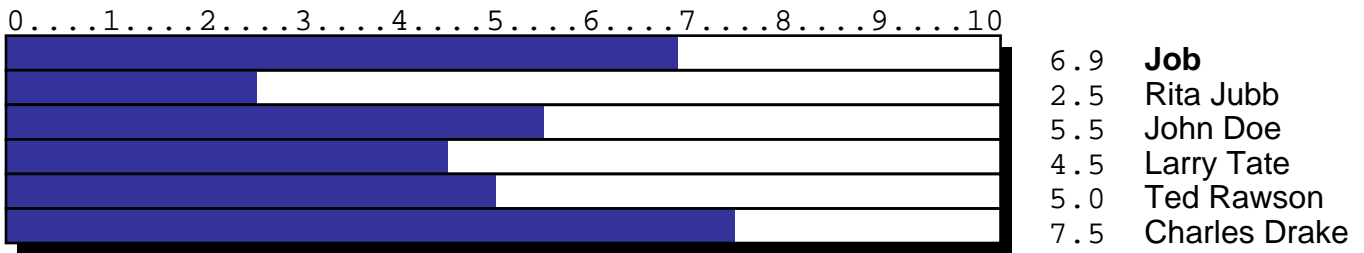
BEHAVIORAL HIERARCHY

This section is designed to give a visual understanding of the behavioral traits demanded of the job and the natural behavioral style(s) of the individual(s). The graphs are in descending order from the highest rated behavioral traits required by the job to the lowest. In comparing the results in this section, it is important to note how gaps may indicate a level of stress that could be created when a person is forced to adapt behavior that is not his/her natural style.

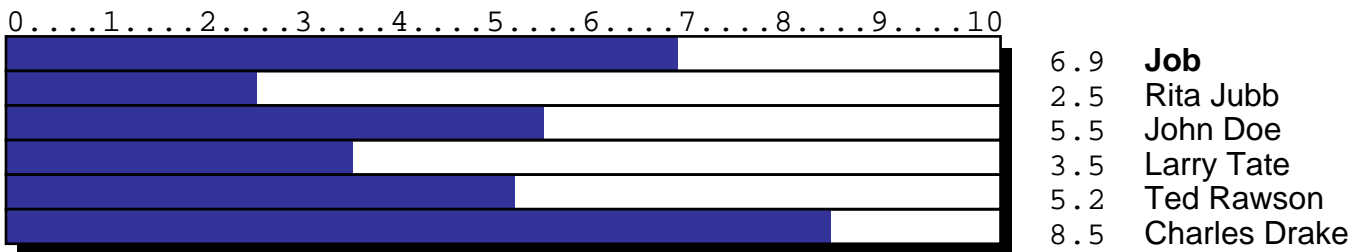
1. FREQUENT INTERACTION WITH OTHERS



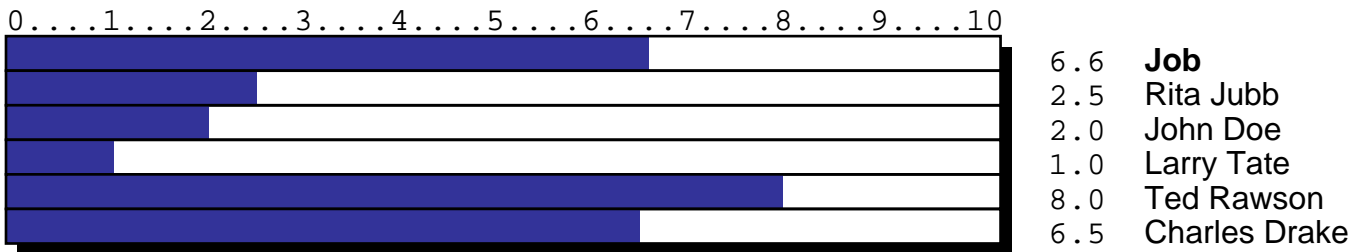
2. VERSATILITY



3. FREQUENT CHANGE



4. URGENCY



BEHAVIORAL HIERARCHY

5. STUDENT ORIENTED

0 1 2 3 4 5 6 7 8 9 10



- 6.5 **Job**
- 6.0 Rita Jubb
- 10.0 John Doe
- 9.5 Larry Tate
- 3.5 Ted Rawson
- 8.0 Charles Drake

6. COMPETITIVENESS

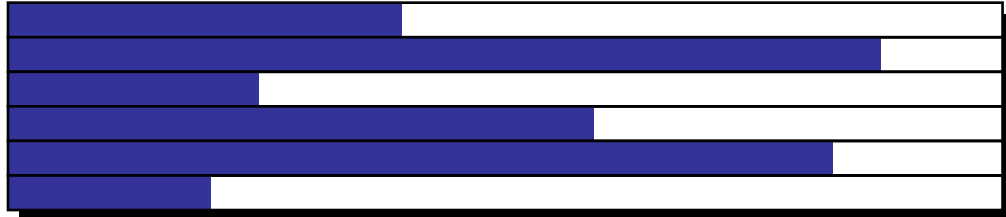
0 1 2 3 4 5 6 7 8 9 10



- 6.3 **Job**
- 4.0 Rita Jubb
- 3.0 John Doe
- 1.0 Larry Tate
- 8.0 Ted Rawson
- 8.0 Charles Drake

7. ANALYSIS OF DATA

0 1 2 3 4 5 6 7 8 9 10



- 4.0 **Job**
- 9.0 Rita Jubb
- 2.5 John Doe
- 6.0 Larry Tate
- 8.5 Ted Rawson
- 2.0 Charles Drake

8. ORGANIZED WORKPLACE

0 1 2 3 4 5 6 7 8 9 10



- 3.7 **Job**
- 9.0 Rita Jubb
- 2.0 John Doe
- 5.5 Larry Tate
- 8.5 Ted Rawson
- 1.0 Charles Drake

JOB ATTRIBUTES FEEDBACK

This section provides you with a better understanding of the job attributes required for superior performance. Feedback is provided on the seven most highly ranked attributes. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. **RESULTS ORIENTATION:** The ability to identify actions necessary to complete tasks and obtain results.
 - Maintains focus on goals
 - Identifies and acts on removing potential obstacles to successful goal attainment
 - Implements thorough and effective plans and applies appropriate resources to produce desired results
 - Follows through on all commitments to achieve results

2. **SELF MANAGEMENT:** The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.
 - Independently pursues business objectives in an organized and efficient manner
 - Prioritizes activities as necessary to meet job responsibilities
 - Maintains required level of activity toward achieving goals without direct supervision
 - Minimizes work flow disruptions and time wasters to complete high quality work within a specified time frame

3. **STUDENT FOCUS:** A commitment to student satisfaction.
 - Consistently places a high value on customers and all issues related to students
 - Objectively listens to, understands and represents student feedback
 - Anticipates student needs and develops appropriate solutions
 - Meets all promises and commitments made to students

4. **INTERPERSONAL SKILLS:** The ability to interact with others in a positive manner.
 - Initiates and develops business relationships in positive ways
 - Successfully works with a wide range of people at varying levels of organizations
 - Communicates with others in ways that are clear, considerate and understandable
 - Demonstrates ease in relating with a diverse range of people of varying backgrounds, ages, experience and education levels

5. **INFLUENCING OTHERS:** The ability to personally affect others' actions, decisions, opinions or thinking.
 - Effectively impacts others' actions
 - Gains commitment from others to achieve desired results
 - Analyzes others' opinions and leads them to understand and willingly accept desired alternatives
 - Persuades others in a positive manner

JOB ATTRIBUTES FEEDBACK

6. **OBJECTIVE LISTENING:** The ability to listen to many points of view without bias.
 - Values others' points of view
 - Regularly solicits input from others and listens to them without interrupting
 - Represents others' points of view impartially
 - Verifies understanding of others' feedback

7. **DIPLOMACY AND TACT:** The ability to treat others fairly, regardless of personal biases or beliefs.
 - Maintains positive relationships with others through treating them fairly
 - Demonstrates respect for others
 - Understands and values differences between people
 - Respects diversity in race, national origin, religion, gender, life style, age and disability.

REWARDS/CULTURE FEEDBACK

This section provides you with a better understanding of the culture of this job. The culture of any job is clearly defined by how it rewards superior performance. Feedback is provided on the three most highly ranked attributes. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. UTILITARIAN/ECONOMIC

- Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

2. THEORETICAL

- Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

3. INDIVIDUALISTIC/POLITICAL

- Rewards those who value personal recognition, freedom and control over their own destiny and others.

BEHAVIORAL FEEDBACK

This section clarifies the nature of the behavioral traits demanded by the job. Feedback is provided on the three most highly ranked traits. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. FREQUENT INTERACTION WITH OTHERS

- The job requires a strong "people orientation," versus a task orientation. The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

2. VERSATILITY

- The job calls for a high level of optimism and a "can do" orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required.

3. FREQUENT CHANGE

- The job requires a comfort level with "juggling many balls in the air at the same time!" It will be asked to leave several tasks unfinished, and easily move on to new tasks with little or no notice.