



Multiple Respondent Job Plus Report

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APA Physics Instructor  
2005

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# INTRODUCTION

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If the job could talk, it would clearly define the knowledge, hard skills, people skills, behavior and culture needed for superior performance. Your unbiased input regarding the specific requirements of the job in question has been applied to the TriMetrix job benchmarking process. The result is an evaluative report that analyzes a total of 37 separate areas in Sections 1 through 3. Additional feedback on each area is presented in Sections 4 through 6. Suggested interview questions that pertain to each area are in Sections 7 through 9. Finally, Section 10 contains composite rankings in all areas.

## SECTION 1: JOB ATTRIBUTES HIERARCHY (23 AREAS)

This section presents 23 key job attributes and quantifies their importance to this specific job. Each job has a unique ranking of attributes, reflecting different levels of capacities required by different jobs 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. It clarifies "why" and "in what kind of environment" this job will produce success.

## SECTION 3: BEHAVIORAL HIERARCHY (8 AREAS)

This section explores the behavioral traits demanded of the job. The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

The results of Sections 1 through 3 (above) are ranked on a scale, reflecting the unique levels of applicability and importance to the job. These rankings illustrate what is essential for this job to deliver superior performance and maximum value to your organization.

# INTRODUCTION

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## SECTION 4: JOB ATTRIBUTES FEEDBACK

This section will assist in understanding the type and kind of attributes (people skills) that are needed for superior job performance. Read the feedback on each of the top seven attributes thoroughly to understand the job's requirements.

## 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.

## SECTION 7: ATTRIBUTE INTERVIEW QUESTIONS

This section contains suggested interview questions that pertain specifically to the attributes of the job.

## SECTION 8: REWARDS/CULTURE INTERVIEW QUESTIONS

This section contains suggested interview questions that pertain specifically to the rewards/culture of the job.

## SECTION 9: BEHAVIORAL INTERVIEW QUESTIONS

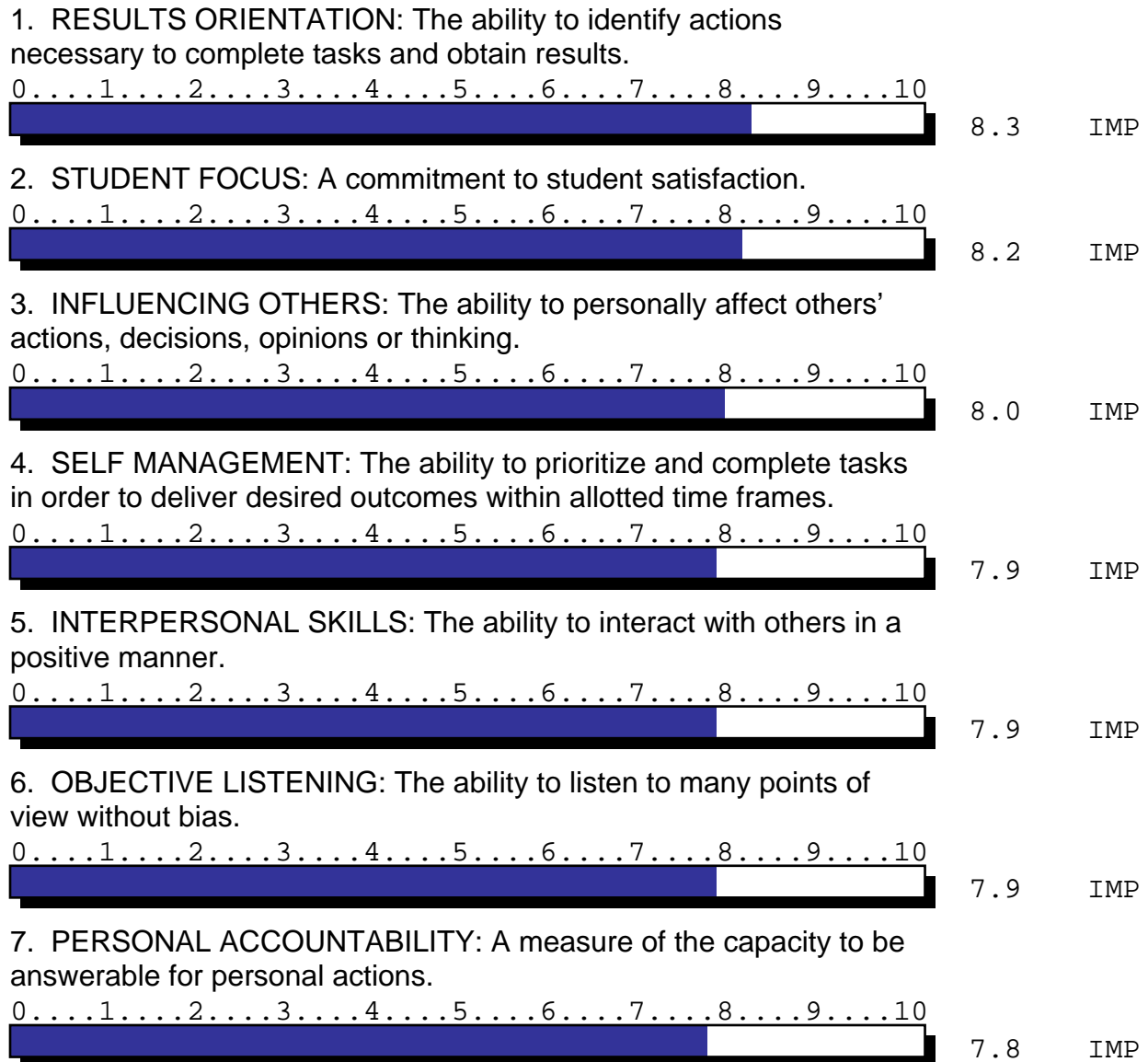
This section contains suggested interview questions that pertain specifically to the behavioral traits required by the job.

## SECTION 10: COMPOSITE RANKINGS

This last section details the individual input contributed by each respondent and shows the final composite rankings (averages of all responses) in Job Attributes, Rewards/Culture and Behaviors.

# JOB ATTRIBUTES HIERARCHY

All human jobs require certain people attributes. This section of the report identifies the composite of the respondents to show which attributes are most important to the job in question. Input from all respondents has been averaged. (Details of individual respondents' input are listed in a later section, JOB ATTRIBUTES COMPOSITE). The graphs below are in hierarchical order, from highest to lowest rankings.





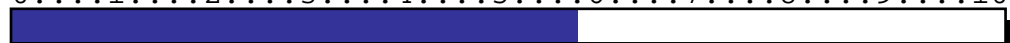
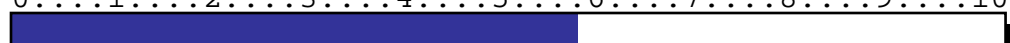
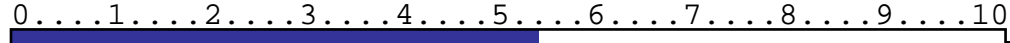
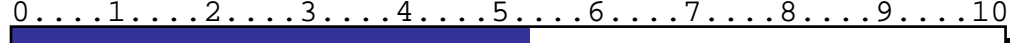
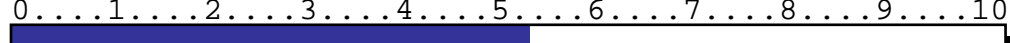
The following scale is used throughout the report.

- 0 - 4.9 = NOT IMPORTANT TO JOB
- 5.0 - 7.4 = SOMEWHAT IMPORTANT
- 7.5 - 9.9 = IMPORTANT
- 10 = VERY IMPORTANT

# JOB ATTRIBUTES HIERARCHY

<p>8. <b>GOAL ACHIEVEMENT:</b> The overall ability to set, pursue and attain achievable goals, regardless of obstacles or circumstances.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	7.7	IMP
<p>9. <b>DIPLOMACY AND TACT:</b> The ability to treat others fairly, regardless of personal biases or beliefs.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	7.7	IMP
<p>10. <b>FLEXIBILITY:</b> The ability to readily modify, respond to and integrate change with minimal personal resistance.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	7.7	IMP
<p>11. <b>EMPATHETIC OUTLOOK:</b> The capacity to perceive and understand the feelings and attitudes of others.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	7.6	IMP
<p>12. <b>RESILIENCY:</b> The ability to quickly recover from adversity.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	7.5	IMP
<p>13. <b>CONTINUOUS LEARNING:</b> The ability to take personal responsibility and action toward learning and implementing new ideas, methods and technologies.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	7.2	SWI
<p>14. <b>SELF STARTING:</b> The ability to initiate and sustain momentum without external stimulation.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	7.0	SWI
<p>15. <b>PROBLEM SOLVING:</b> The ability to identify key components of a problem to formulate a solution or solutions.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	6.6	SWI
<p>16. <b>CONFLICT MANAGEMENT:</b> The ability to resolve different points of view constructively.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	6.5	SWI

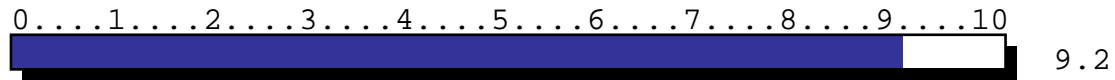
# JOB ATTRIBUTES HIERARCHY

<p>17. <b>CONCEPTUAL THINKING:</b> The ability to analyze hypothetical situations or abstract concepts to compile insight.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	6.4	SWI
<p>18. <b>DECISION MAKING:</b> The ability to analyze all aspects of a situation to gain thorough insight to make decisions.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	6.3	SWI
<p>19. <b>DEVELOPING OTHERS:</b> The ability to contribute to the growth and development of others.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	5.8	SWI
<p>20. <b>LEADING OTHERS:</b> The ability to organize and motivate people to accomplish goals while creating a sense of order and direction.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	5.8	SWI
<p>21. <b>PLANNING AND ORGANIZATION:</b> The ability to establish a process for activities that lead to the implementation of systems, procedures or outcomes.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	5.4	SWI
<p>22. <b>TEAMWORK:</b> The ability to cooperate with others to meet objectives.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	5.3	SWI
<p>23. <b>ACCOUNTABILITY FOR OTHERS:</b> The ability to take responsibility for others' actions.</p> <p>0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10</p> 	5.3	SWI

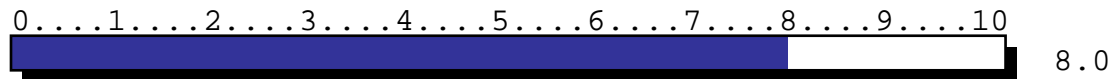
# REWARDS/CULTURE HIERARCHY

*This section identifies the rewards/culture system of a specific job. Matching a person's passion to a job that rewards that passion always enhances performance. The graphs below are in descending order from the highest rewards/culture required by the job to the lowest.*

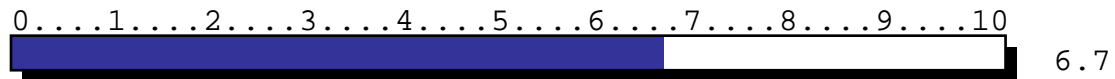
1. UTILITARIAN/ECONOMIC



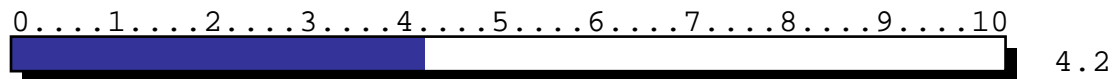
2. THEORETICAL



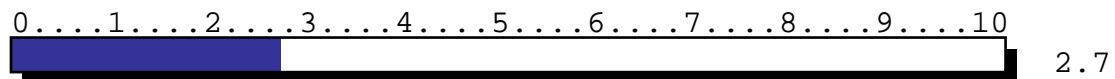
3. INDIVIDUALISTIC/POLITICAL



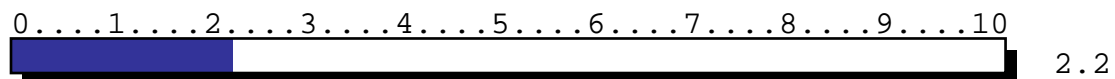
4. AESTHETIC



5. TRADITIONAL/REGULATORY



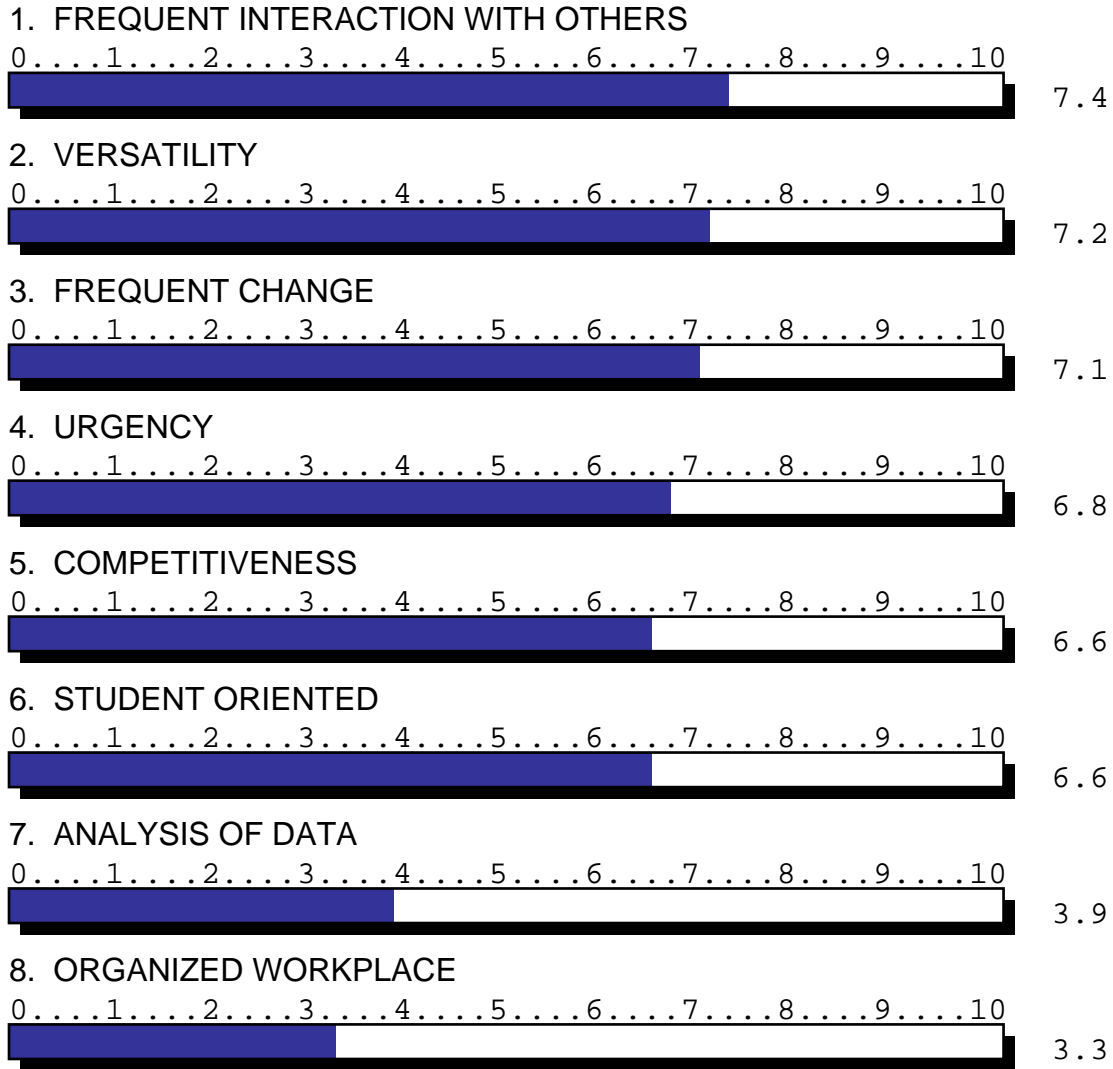
6. SOCIAL



Section 3

# BEHAVIORAL HIERARCHY

*This section is designed to give a visual understanding of the behavioral traits demanded of the position. The graphs below are in descending order from the highest rated behavioral traits required by the job to the lowest. This means the higher the score the more important that behavioral trait is to stress reduction and superior job performance.*





# 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.*

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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. **STUDENT FOCUS:** A commitment to student satisfaction.
  - Consistently places a high value on students 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 student.
  
3. **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
  
4. **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
  
5. **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

## JOB ATTRIBUTES FEEDBACK

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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. **PERSONAL ACCOUNTABILITY:** A measure of the capacity to be answerable for personal actions.
  - Accepts personal responsibility for the consequences of personal actions
  - Avoids placing unnecessary blame on others
  - Maintains personal commitment to objectives regardless of the success or failure of personal decisions
  - Applies personal lessons learned from past failures to moving forward in achieving future successes

## REWARDS/CULTURE FEEDBACK

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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

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## 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.

## JOB ATTRIBUTES QUESTIONS

*Below are suggested interview questions on each of the top seven attributes. Use these as a guide to write questions that could be more job-specific. Once the list is completed, assure that all candidates respond to the same questions.*

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1. **RESULTS ORIENTATION:** The ability to identify actions necessary to complete tasks and obtain results.
  - Give me an example of one thing in your life that you have worked on for what you consider to be a very long time with no distraction or break. What did you dislike most about that? How successful were you in completing it? How long a time did you work it?
  - Give me an example of a time when someone didn't follow-through on a commitment to you. What did you do about it? How do you make sure that others around you follow through on their commitments? How do you ensure that you do?
  - Give me an example of a project that you have completed and the outcome. Please give me the most essential components of that project that played the biggest role in its completion.
  - Describe a plan you've developed for something you are currently working on. What are the most essential components of that plan...the things that must be accomplished or the plan won't work?
  - Tell me about a time when you missed a deadline. What were the consequences? What did you do differently the next time you faced a deadline?
  - Have results ever been less than stellar for a project you've worked on? What caused the results to be less than great? How did it happen?
  
2. **STUDENT FOCUS:** A commitment to customer satisfaction.
  - Give me an example of a time when you knew the student was wrong but you had to accommodate their wishes. How did you handle it? What did you say? What did you do? How did you feel about it?
  - Tell me about a situation where you were able to anticipate a student's needs before the student even brought up what they wanted.
  - Describe a situation where you went over and above what was expected to exceed a student's expectations. How did you feel about that? How comfortable would you feel about doing that regularly?
  - In your view, what makes some students more valuable than others? Should all students be treated the same?
  - Give me an example of when you had to go the extra mile to meet a commitment that someone else had made to a student. What, specifically, did you do? How did you feel about having to meet a commitment made by someone else?
  - Is there ever a time when a student who is in error should be confronted? If so, give me an example of when that would be and how you would do that.

## JOB ATTRIBUTES QUESTIONS

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3. **INFLUENCING OTHERS:** The ability to personally affect others' actions, decisions, opinions or thinking.
  - What do you consider to be the most effective way to influence someone to a particular point of view? Give me an example of when you have done that successfully.
  - Who is the most convincing person you have ever known? What did that person do that made them so convincing?
  - What steps do you take when trying to gain the support for an idea of another person(s)? What is the biggest mistake someone could make when doing that?
  - Give me an example of a time when you listened carefully and you learned something that helped you gain support or convince someone of something. What is the one, single thing you listened to and how did it help you?
  - Have you ever seen someone continue to persuade someone even though the other person had already committed to the first person's point of view? What are some signs that communicate that this has happened?
  - How often do you use tools or aids to help you persuade someone to your point of view? Give me several examples of what you have used and how you used them. How successful were you?
  
4. **SELF MANAGEMENT:** The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.
  - Give me a specific example of a project that you were responsible for organizing from beginning to end. How did you go about it? How did you deal with changes that arose? How did you ensure that the project stayed on track? What was the final outcome? What did you learn from this experience?
  - Have you ever faced a day in which you just couldn't get everything done that you had planned? How did you handle it? (If the position sometimes requires extra hours, simply ask the candidate if they are able to fulfill that requirement).
  - Do you consider yourself to be a good time manager? Share with me the planning system you use and show me how you use it.
  - We have all had times where it was necessary to balance work and personal or family time. Give me an example of a time when you had too many things to do in both areas of your life and describe how you went about prioritizing your time.
  - How much time do you spend getting organized on a daily basis? When do you do it? What impact do you think this habit has on your results?
  - What is the difference between activity and results? How do you personally define this difference?

## JOB ATTRIBUTES QUESTIONS

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5. **INTERPERSONAL SKILLS:** The ability to interact with others in a positive manner.
  - Describe for me the most difficult business relationship you have ever had to deal with. Why was it so difficult? What did you do to make the relationship go more smoothly?
  - What is the most stressful or difficult situation where you had to maintain your composure at work? What did you do to maintain the composure? How do you think you did? If you had it to do over, what would you do the same? Differently?
  - What is your single biggest communication strength? How do you know? What is your greatest business success acquired as a result of this strength?
  - Describe the most difficult, demanding person you have ever encountered. What made them so difficult? What did you do to better understand and relate to them?
  - Give me an example of a situation when a personal relationship you had or developed was helpful in a business situation. How did you cultivate that relationship without appearing to be patronizing?
  - Give me a specific example of a situation where you had to develop a productive relationship with someone whose point of view was different from your own. How did you go about sustaining the relationship?
  
6. **OBJECTIVE LISTENING:** The ability to listen to many points of view without bias.
  - Give me an example of a time when someone else provided you a solution to a problem or situation that you would not have been able to arrive at yourself. Did you give credit to the other person? How?
  - How often do you implement ideas suggested by someone else? Could you give me an example of when you did that? Did you give public credit to that person?
  - Demonstrate for me how you confirm to other people that you have clearly understood what they have said to you.
  - Explain a situation where you empowered others to enthusiastically submit their ideas.
  - Describe a time when you acted on someone's suggestion.
  - Explain a situation where you have seen a person prematurely present his or her point of view or opinion to someone else. What is the downside of doing that? Have you ever done that?

## JOB ATTRIBUTES QUESTIONS

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7. PERSONAL ACCOUNTABILITY: A measure of the capacity to be answerable for personal actions.
- Tell me about a time when it was necessary to admit to others that you had made a mistake. How did you handle it?
  - Give an example of a situation where others had made an error or mistake and you had to take the blame for their actions. How did you feel about doing that?
  - What is the worst business decision you ever made? What made it the worst? Would knowing what you do now have helped you to avoid making that decision?
  - Give me an example of a lesson you have learned from making a mistake. What did you do differently going forward?
  - Give me an example of someone you know whose personal actions led to disastrous results. How answerable is that person for what happened? What advice would you give to that person?
  - What person from history do you most admire for taking the blame for a failure? What did taking the blame do for that person?



## REWARDS/CULTURE QUESTIONS

*Read the following suggested interview questions as they relate to the rewards/culture environment of the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.*

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### 1. UTILITARIAN/ECONOMIC

- How important is earning a lot of money to you? What do you consider to be a "lot of money"?
- Where would you like to be, financially, in 5 years? 10 years? Why?
- What role does earning a significant income play in your job choices? In staying in a job?
- Would you consider yourself to be a bottom line, practical thinker or are you more theoretical or philosophical? Why do you say that?

### 2. THEORETICAL

- Which is more important, action or knowledge?
- Would you consider yourself to be an expert in something? What is it? How did you go about gaining the knowledge?
- Tell me what you especially like or enjoy about learning things. What topics or subjects do you enjoy?
- How comfortable are you in taking the time, energy and effort required to master a subject or topic you currently know very little about? How about one in which you have very little interest?

### 3. INDIVIDUALISTIC/POLITICAL

- What role does being in control of a situation play in your job satisfaction? How important is it for you to control your own destiny?
- How important is independence to you? Power? Influencing others? What would be your level of satisfaction with a job if you had none of these?
- How good are you in taking directions from others? How much do you like doing so?
- How do you go about influencing others to act? Give me a concrete, real-world example of a time when you were able to move a group of people to action and exactly how you did it.

## BEHAVIORAL QUESTIONS

*Read the following suggested interview questions as they relate to the most desired behavioral traits to perform the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.*

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### 1. FREQUENT INTERACTION WITH OTHERS

- How do you handle frequent interruptions by other people? How about your response to people who ask you question after question?
- Are you more comfortable with details or people with the big picture or with bits of data?

### 2. VERSATILITY

- Are you patient or impatient? Give me an example of how you handle slower-moving people. Would you consider yourself to be opinionated? Strong-willed? Explain.
- How important is it for you to be systematic? Describe a system you have set up, used and been successful with in any previous job you have had.

### 3. FREQUENT CHANGE

- When you are forced to change priorities or direction, how do you respond?
- When things keep coming at you and nothing seems to get completed, how do you feel? When this happens, how do you handle the situation?

# JOB ATTRIBUTES COMPOSITE

*This last section lists each respondent's individual rankings, produces an average of them, and displays a resulting composite score. Respondents are listed separately under "R1, R2," etc. The composite score for each factor is indicated under "C."*

	<b>PERSONAL ATTRIBUTES</b>	<b>C</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>R6</b>	<b>R7</b>	<b>R8</b>	<b>R9</b>	<b>R10</b>
1	RESULTS ORIENTATION	8.3	9.4	8.8	8.1	6.2	6.9	9.4	8.1	8.8	10.0	8.1
2	STUDENT FOCUS	8.2	10.0	9.4	6.2	10.0	6.2	7.5	8.1	9.4	9.4	6.2
3	INFLUENCING OTHERS	8.0	10.0	10.0	6.2	9.4	6.9	6.9	8.1	7.5	8.1	7.5
4	SELF MANAGEMENT	7.9	8.1	10.0	8.1	5.6	8.1	8.8	8.8	6.9	6.2	8.8
5	INTERPERSONAL SKILLS	7.9	10.0	9.4	5.6	10.0	8.1	10.0	7.5	3.8	7.5	7.5
6	OBJECTIVE LISTENING	7.9	9.4	8.8	6.2	9.4	7.5	10.0	8.1	6.9	5.6	7.5
7	PERSONAL ACCOUNTABILITY	7.8	9.4	9.4	6.2	7.5	6.9	8.8	5.6	6.9	10.0	8.1
8	GOAL ACHIEVEMENT	7.7	8.8	9.4	7.5	5.0	7.5	8.8	5.6	5.6	9.4	9.4
9	DIPLOMACY AND TACT	7.7	8.8	9.4	5.6	10.0	7.5	10.0	8.8	3.8	5.0	8.1
10	FLEXIBILITY	7.7	8.8	9.4	6.9	6.9	7.5	9.4	8.8	6.9	5.0	8.1
11	EMPATHETIC OUTLOOK	7.6	9.4	8.1	6.2	10.0	7.5	10.0	7.5	5.0	5.0	7.5
12	RESILIENCY	7.5	8.8	8.8	5.6	7.5	7.5	8.1	8.1	6.2	6.9	8.1
13	CONTINUOUS LEARNING	7.2	8.1	7.5	8.1	10.0	6.2	9.4	5.6	5.6	4.4	7.5
14	SELF STARTING	7.0	8.8	8.8	6.2	5.6	6.9	7.5	8.8	5.0	5.6	6.9
15	PROBLEM SOLVING	6.6	8.8	6.9	8.1	7.5	8.1	6.9	6.2	6.9	7.5	0.0
16	CONFLICT MANAGEMENT	6.5	8.8	7.5	4.4	10.0	8.1	8.1	7.5	3.1	5.6	2.5
17	CONCEPTUAL THINKING	6.4	9.4	3.8	8.8	5.0	6.9	6.2	5.6	10.0	7.5	1.2
18	DECISION MAKING	6.3	9.4	5.6	5.6	5.6	8.1	7.5	4.4	7.5	7.5	2.5
19	DEVELOPING OTHERS	5.8	8.8	5.0	5.6	2.5	8.1	10.0	7.5	2.5	7.5	1.2
20	LEADING OTHERS	5.8	8.1	5.0	6.2	3.8	8.1	5.6	6.2	2.5	8.1	4.4
21	PLANNING AND ORGANIZATION	5.4	5.6	4.4	5.6	5.6	6.9	5.6	6.2	3.1	2.5	8.8
22	TEAMWORK	5.3	5.0	9.4	4.4	6.2	6.2	6.9	3.8	2.5	5.0	4.4
23	ACCOUNTABILITY FOR OTHERS	5.3	8.8	2.5	2.5	1.9	7.5	7.5	5.6	5.6	10.0	1.9

## REWARDS/CULTURE COMPOSITE

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	REWARDS/CULTURE	C	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
1	UTILITARIAN/ECONOMIC	9.2	10.0	10.0	5.0	10.0	10.0	10.0	10.0	7.5	10.0	10.0
2	THEORETICAL	8.0	7.5	10.0	10.0	7.5	10.0	7.5	7.5	10.0	2.5	7.5
3	INDIVIDUALISTIC/POLITICAL	6.7	10.0	2.5	7.5	0.0	10.0	5.0	5.0	7.5	10.0	10.0
4	AESTHETIC	4.2	5.0	2.5	2.5	2.5	10.0	5.0	5.0	5.0	2.5	2.5
5	TRADITIONAL/REGULATORY	2.7	0.0	0.0	2.5	5.0	10.0	2.5	2.5	0.0	0.0	5.0
6	SOCIAL	2.2	5.0	0.0	0.0	0.0	10.0	7.5	0.0	0.0	0.0	0.0

# BEHAVIORS COMPOSITE

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	<b>BEHAVIORS</b>	<b>C</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>R6</b>	<b>R7</b>	<b>R8</b>	<b>R9</b>	<b>R10</b>
1	FREQUENT INTERACTION WITH OTHERS	7.4	8.0	9.0	8.0	9.0	5.0	8.0	7.0	5.0	7.0	8.0
2	VERSATILITY	7.2	8.0	7.0	8.0	7.0	6.0	8.0	7.0	7.0	7.5	6.5
3	FREQUENT CHANGE	7.1	8.5	6.8	7.8	6.0	5.2	8.0	7.5	7.0	8.8	6.2
4	URGENCY	6.8	8.5	5.0	7.5	4.0	6.5	7.5	7.5	8.5	9.0	4.5
5	COMPETITIVENESS	6.6	10.0	5.0	7.0	3.0	5.0	7.0	7.0	8.0	10.0	4.0
6	STUDENT ORIENTED	6.6	7.0	8.0	7.0	8.0	5.0	7.0	6.0	5.0	6.0	7.5
7	ANALYSIS OF DATA	3.9	3.5	2.5	3.5	3.0	6.5	3.5	4.0	5.0	4.0	3.5
8	ORGANIZED WORKPLACE	3.3	2.0	2.5	3.0	3.0	7.0	2.5	3.5	5.0	2.5	2.5

## RESPONDENT KEY

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R1: KAREN LEFTER  
R2: HELEN DRIER  
R3: WILLIAM PREAL  
R4: ANN REDDEL  
R5: EMIL GOMEZ  
R6: RENE FELT  
R7: JAMES BLACK  
R8: GILDA ROGERS  
R9: MARY JONES  
R10: JOHN SMITH