



TTI TriMetrix® HD

Coaching Report - General Version



Tyler Sample

2-10-2011



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The TriMetrix® HD Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to four distinct areas: behaviors, motivators, acumen and competencies. Understanding strengths and weaknesses in each of the four 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 four main sections:

BEHAVIORS SECTION

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.

MOTIVATORS SECTION

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.

ACUMEN INDICATORS SECTION

This section of the report will help you truly understand how you analyze and interpret your experiences. Your acumen, keenness and depth of perception or discernment, is directly related to your level of performance.

COMPETENCIES SECTION

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



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

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

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

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

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

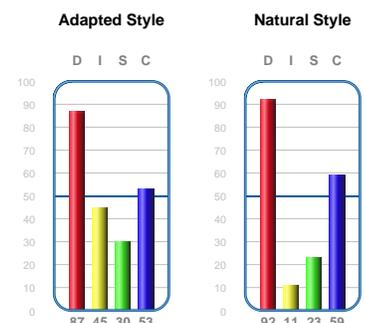
*"All people exhibit all four behavioral factors in varying degrees of intensity."
—W.M. Marston*



Based on Tyler'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 Tyler's natural behavior.

Tyler is deadline conscious and becomes irritated if deadlines are delayed or missed. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. He can be blunt and critical of people who do not meet his standards. He has the ability to come up with a new idea and follow it through to completion. Tyler likes people, but can be seen occasionally as cold and blunt. He may have his mind on project results, and sometimes may not take the time to be empathetic toward others. He may lose interest in a project once the challenge ceases. He may then be ready for another challenging project. His sensitivity to errors and mistakes sometimes tempers his aggressiveness. He may be accused of being "work compulsive" because of these tendencies. He establishes many standards for himself and others. His high ego strength demands that his standards will be met. Many people see him as a self-starter dedicated to achieving results. He is goal-oriented and driven by results. He is the team member who will try to keep the others on task.

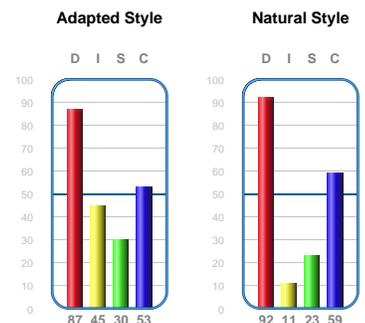
Tyler sometimes gets so involved in a project that he tends to take charge. He is logical, incisive and critical in his problem-solving activities. He will work long hours until a tough problem is solved. After it is solved, Tyler may become bored with any routine work that follows. He sometimes requires assistance in bringing major projects to completion. He may have so many projects underway that he needs help from others. Tyler can be direct in his approach to discovering the facts and data. He maintains his focus on results. He likes setting the pace in developing systems to achieve results. He has the ability to make high-risk decisions, but sometimes should seek counsel before





acting. He refrains from getting emotionally involved in decision making. This allows him to make objective decisions.

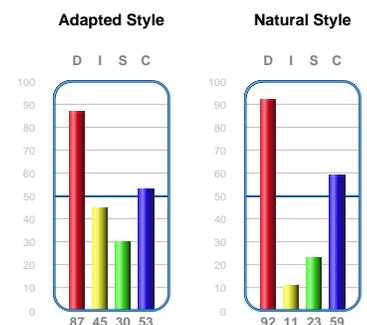
Tyler doesn't seek out conflict; however, he will confront those who stand between him and success. He is not influenced by people who are overly enthusiastic. They rarely get his attention. He is skilled at asking informed questions and extracting information, but for some people he may need to phrase his questions more tactfully. He usually communicates in a cool and direct manner. Some may see him as being aloof and blunt. When communicating with others, Tyler must carefully avoid being excessively critical or pushy. He tries to get on with the subject, while others may be trying to work through the details. He tends to be intolerant of people who seem ambiguous or think too slowly. He likes people who communicate with him in a clear, precise and brief conversation. He should exhibit more patience and ask questions to make sure that others have understood what he has said.





This section of the report identifies the specific talents and behavior Tyler 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.

- Innovative.
- Always looking for logical solutions.
- Change agent--looks for faster and better ways.
- Excellent troubleshooter.
- Tenacious.
- Tough-minded.
- Objective and realistic.
- Challenges the status quo.
- Presents the facts without emotion.



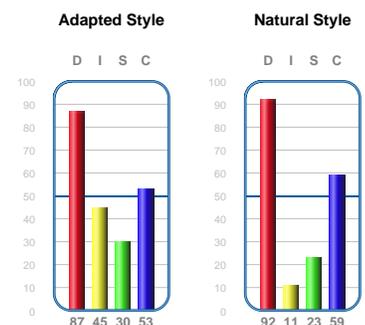


CHECKLIST FOR COMMUNICATING

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 Tyler. 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 Tyler most frequently.

Do:

- Listen to him.
- Respect his quiet demeanor.
- Motivate and persuade by referring to objectives and results.
- Come prepared with all requirements, objectives and support material in a well-organized "package."
- Stick to business--let him decide if he wants to talk socially.
- Be prepared with the facts and figures.
- Be clear, specific, brief and to the point.
- Give pros and cons on ideas.
- Use expert testimonials.
- Be patient and persistent.
- Show him a sincere demeanor by careful attention to his point of view.



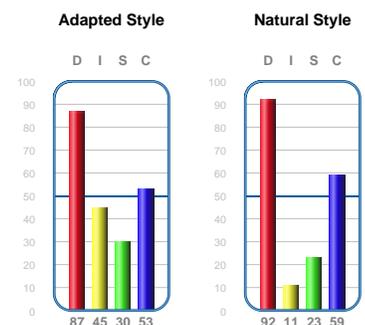


DON'TS ON COMMUNICATING

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

Don't:

- Ramble on, or waste his time.
- Leave things open to interpretation.
- Use inappropriate buzz words.
- Be superficial.
- Pretend to be an expert, if you are not.
- Touch his body when talking to him.
- Direct or order.
- Leave loopholes or cloudy issues if you don't want to be zapped.
- Speculate wildly, or offer guarantees and assurances where there is a risk in meeting them.
- Let disagreement reflect on him personally.
- Make statements you cannot prove.
- Come with a ready-made decision, or make it for him.





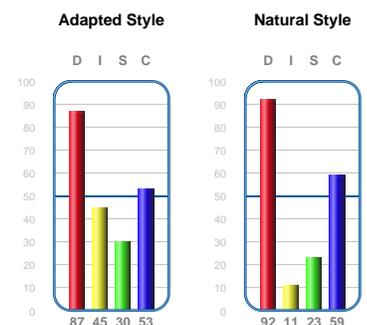
This section provides suggestions on methods which will improve Tyler's communications with others. The tips include a brief description of typical people with whom he may interact. By adapting to the communication style desired by other people, Tyler will become more effective in his communications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

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



This section identifies the ideal work environment based on Tyler'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 Tyler enjoys and also those that create frustration.

- Projects that produce tangible results.
- Data to analyze.
- An innovative and futuristic-oriented environment.
- Nonroutine work with challenge and opportunity.
- Evaluation based on results, not the process.
- Private office or work area.
- Environment where he can be a part of the team, but removed from office politics.
- Forum to express ideas and viewpoints.





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

"See Yourself As Others See You"

SELF-PERCEPTION

Tyler usually sees himself as being:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

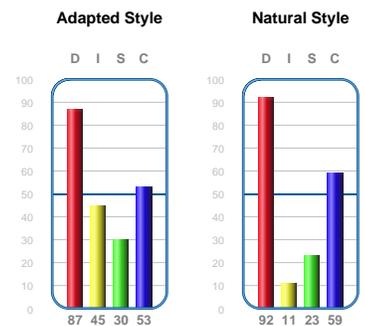
Demanding
Egotistical

Nervy
Aggressive

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

Abrasive
Arbitrary

Controlling
Opinionated





Based on Tyler'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	Possessive	Exacting
Determined	Warm	Predictable	Neat
Aggressive	Convincing	Consistent	Systematic
Competitive	Polished	Deliberate	Diplomatic
Decisive	Poised	Steady	Accurate
Venturesome	Optimistic	Stable	Tactful
Inquisitive	Trusting		Open-Minded
Responsible	Sociable		Balanced Judgment
Conservative	Reflective	Mobile	Firm
Calculating	Factual	Active	Independent
Cooperative	Calculating	Restless	Self-Willed
Hesitant	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	

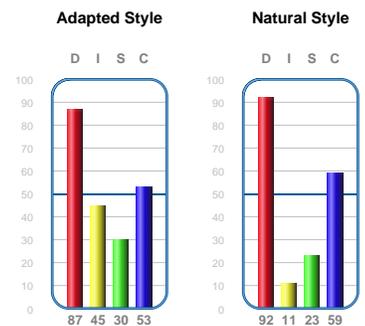


NATURAL AND ADAPTED STYLE

Tyler'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
	Tyler tends to deal with problems and challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and actively seeks goals. Tyler will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.	Tyler sees no need to change his approach to solving problems or dealing with challenges in his present environment.

Natural	PEOPLE - CONTACTS	Adapted
	Tyler feels that the convincing of people can only be done within the framework of logical facts presented by totally objective people or machines. He rarely displays emotion when attempting to influence others.	Tyler sees a need to be factual and logical while attempting to influence others. He feels a direct and straightforward approach is really what others want before they can be influenced.

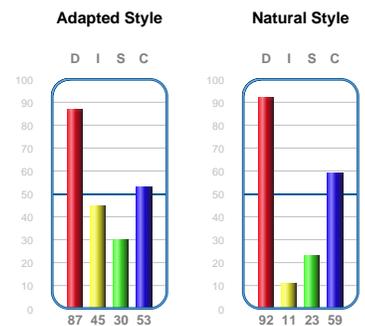




NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
	<p>Tyler is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. He usually demonstrates a pronounced sense of urgency. He is eager to initiate change if for nothing else than for change's sake.</p>	<p>Tyler sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.</p>

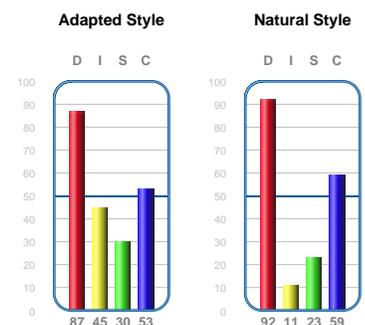
Natural	PROCEDURES - CONSTRAINTS	Adapted
	<p>Tyler is somewhat open-minded, but aware and sensitive to the implications of not following the rules. He can display balanced judgment in reviewing procedures. Knowing he is doing things well is a key reinforcement for him.</p>	<p>Tyler shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant and Tyler sees little or no need to change his response to the environment.</p>





Tyler 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.

- Dealing with a wide variety of work activities.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Meeting deadlines.
- Handling a variety of activities.
- Working without close supervision.
- Anticipating and solving problems.
- Persistence in job completion.
- Moving quickly from one activity to another.
- Acting without precedent, and able to respond to change in daily work.
- Using a flexibility of style, especially with those of different work styles.
- Being sensitive to, but not necessarily controlled by, rules and procedures.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.

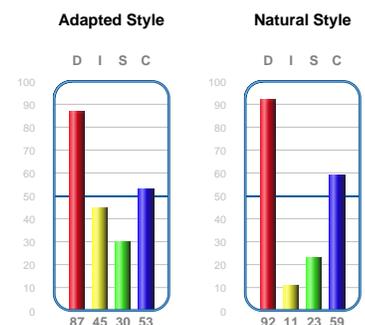




This section of the report was produced by analyzing Tyler's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Tyler and highlight those that are present "wants."

Tyler wants:

- Evaluation based on bottom line.
- Opportunity to discuss progress on major or new projects.
- Awards and rewards.
- Assistance when confronted with excessive and boring routine work.
- New challenges and problems to solve.
- Freedom from restrictive controls.
- To know the agenda for the meeting.
- Prestige, position and titles so he can control the destiny of others.
- Sincere appreciation for achievements--may interpret as manipulation if overdone.
- Freedom from controls that restrict his creativity.
- Opportunity to verbalize his ideas and demonstrate his skills.
- Control of his own destiny.
- To explore new ideas and authority to test his findings.

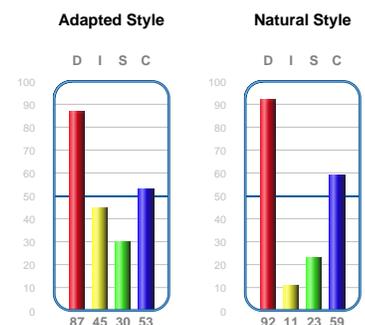




In this section are some needs which must be met in order for Tyler to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled.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

Tyler needs:

- To be objective and listen when others volunteer constructive criticism.
- To not be overly sensitive or critical of the little faults of coworkers.
- A work environment with many activities.
- To sell his ideas--not just tell them.
- To negotiate commitment face-to-face.
- The opportunity to ask questions to clarify or determine why.
- To display empathy for people who approach life differently than he does.
- A program for pacing work and relaxing.
- Skills to come across warm and close, when appropriate.
- To understand that his tendency to tell it like it is may reduce performance rather than raise it with some people.
- Logical answers in logical order.





This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.

1. LACK OF A WRITTEN PLAN

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

POSSIBLE CAUSES:

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

POSSIBLE SOLUTIONS:

- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

2. POOR DELEGATION

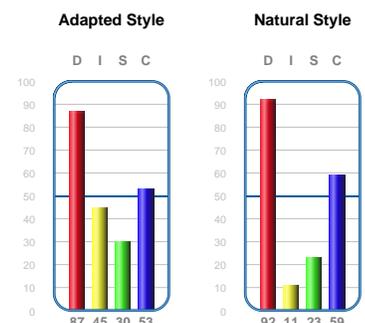
Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

POSSIBLE CAUSES:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

POSSIBLE SOLUTIONS:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks





3. VACILLATION

Vacillation is the process of regarding an issue or a requirement in one way at one time and a different or the opposite at another time. It is the inability to make an immediate decision and stick with it.

POSSIBLE CAUSES:

- Lack confidence in information
- Fear making the wrong decision
- Lack a systematic decision making process
- Hope that time will eliminate the problem or issue

POSSIBLE SOLUTIONS:

- Acknowledge that the decision will be the best based on experience and available information
- Establish a time frame for making decisions
- Develop a method for analyzing a problem and choosing a solution
- Seek the advice or input from key people involved in the issue

4. CRISIS MANAGEMENT

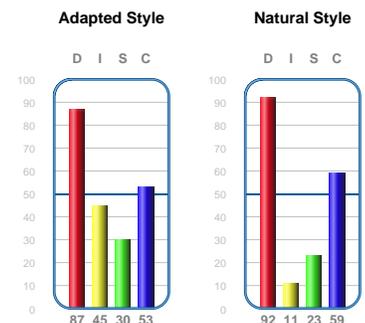
Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

POSSIBLE CAUSES:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

POSSIBLE SOLUTIONS:

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible





5. FIREFIGHTING

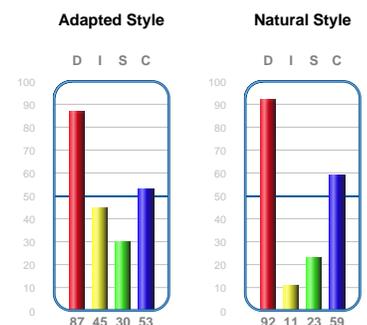
Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

POSSIBLE CAUSES:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

POSSIBLE SOLUTIONS:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach



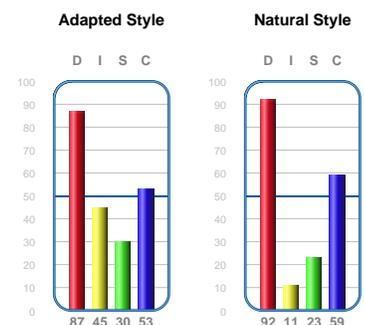


AREAS FOR IMPROVEMENT

In this area is a listing of possible limitations without regard to a specific job. Review with Tyler 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.

Tyler has a tendency to:

- Push and pull rather than motivate in directing people--motivates as if everyone has the same strengths that he has.
- Resist participation as part of the team, unless seen as a leader.
- Blame, deny and defend his position--even if it is not needed.
- Dislike routine work or routine people--unless he sees the need to further his goals.
- Have no concept of the problems that slower-moving people may have with his style.
- Be disruptive because of his innate restlessness and disdain for sameness.
- Make "off the cuff" remarks that are often seen as personal prods.

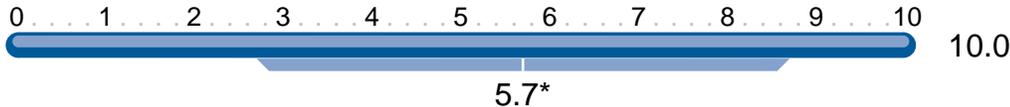




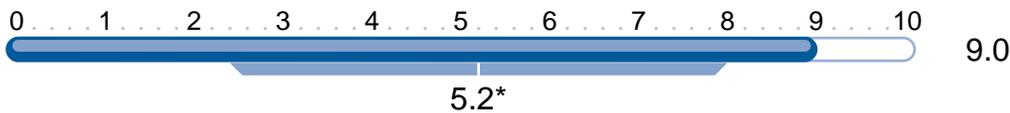
BEHAVIORAL HIERARCHY

Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

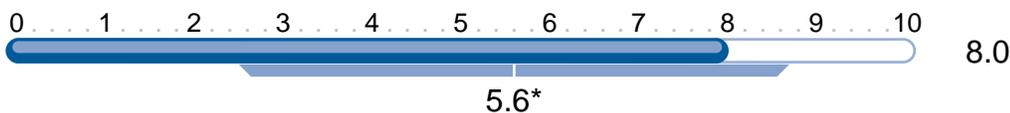
1. COMPETITIVENESS - Tenacity, boldness, assertiveness and a "will to win" in all situations.



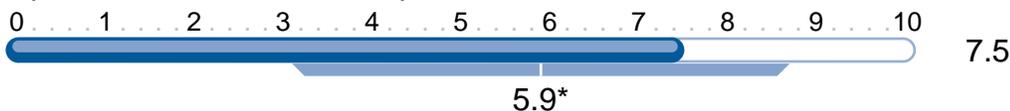
2. URGENCY - Decisiveness, quick response and fast action.



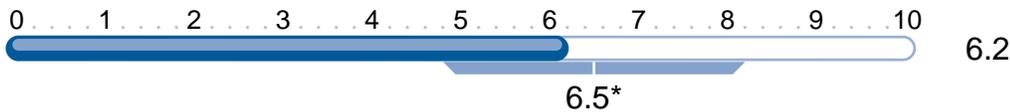
3. ORGANIZED WORKPLACE - Systems and procedures followed for success.



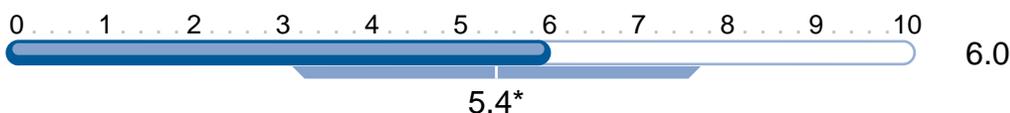
4. ANALYSIS OF DATA - Information is maintained accurately for repeated examination as required.



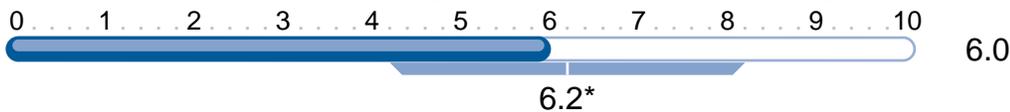
5. FOLLOW UP AND FOLLOW THROUGH - A need to be thorough.



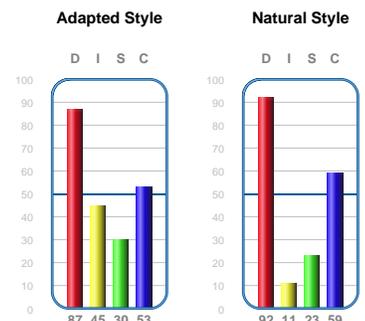
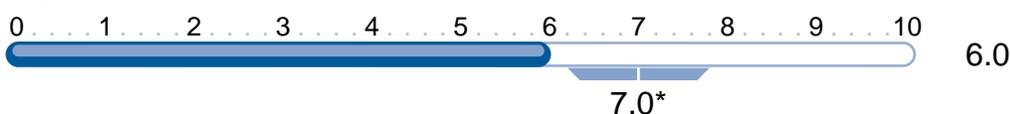
6. FREQUENT CHANGE - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



7. CONSISTENCY - The ability to do the job the same way.

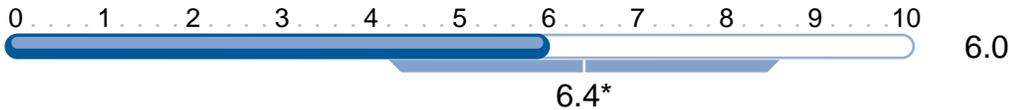


8. CUSTOMER RELATIONS - A desire to convey your sincere interest in them.

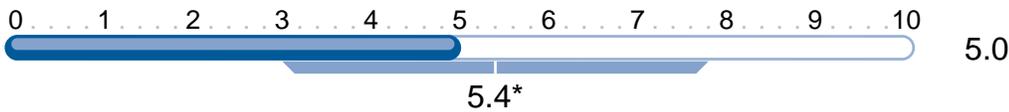




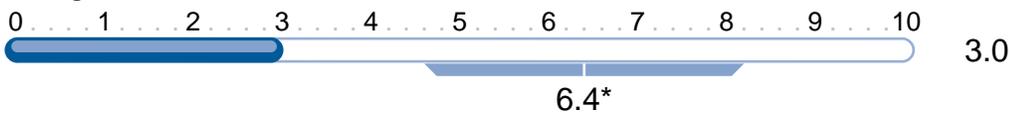
9. FOLLOWING POLICY - Complying with the policy or if no policy, complying with the way it has been done.



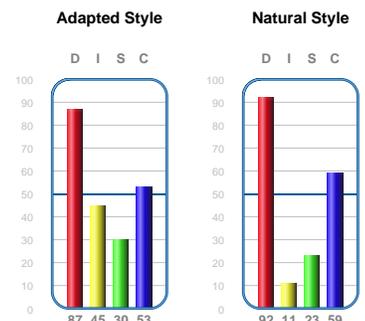
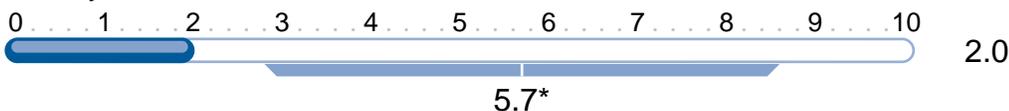
10. VERSATILITY - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



11. PEOPLE ORIENTED - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



12. FREQUENT INTERACTION WITH OTHERS - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



SIA: 87-45-30-53 (10) SIN: 92-11-23-59 (10)
* 68% of the population falls within the shaded area.



Tyler Sample

2-10-2011

MOST

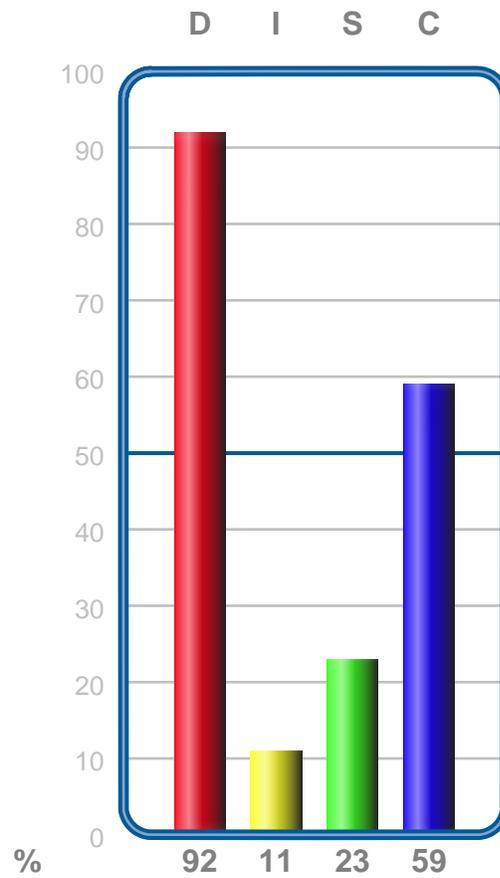
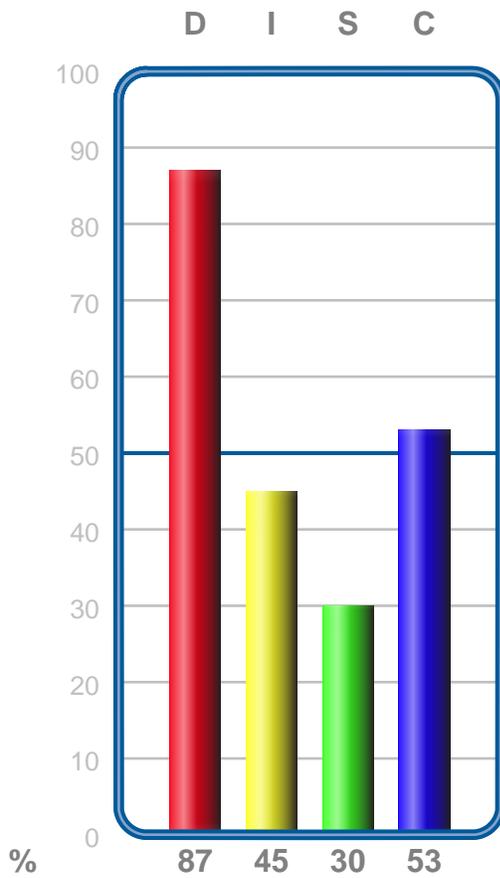
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2009



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

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

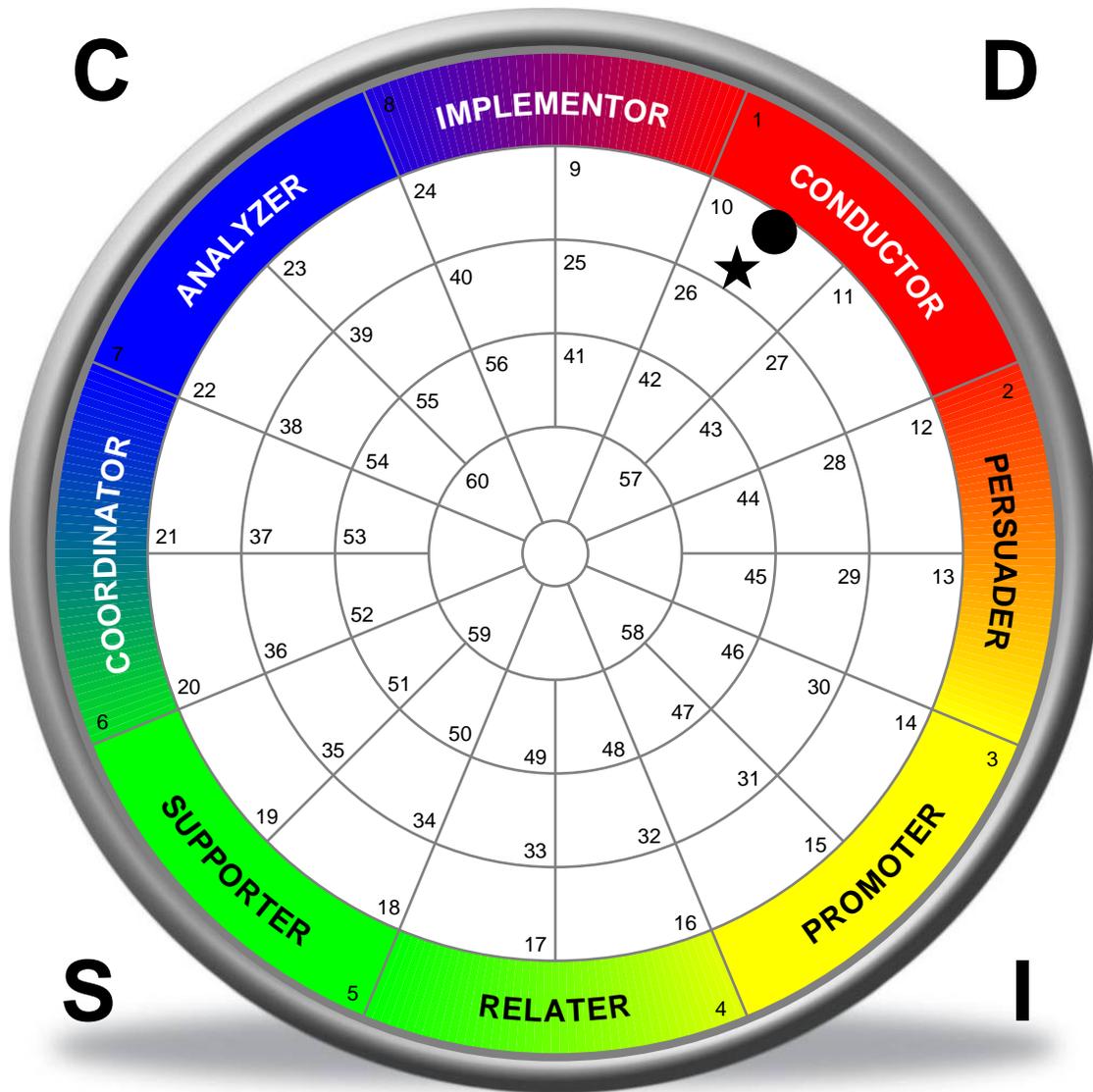
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



Tyler Sample

2-10-2011



Adapted: ★ (10) IMPLEMENTING CONDUCTOR
 Natural: ● (10) IMPLEMENTING CONDUCTOR

Norm 2009



Knowledge of an individual's attitudes 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 motivators report measures the relative prominence of six basic interests or attitudes (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Motivators 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 motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six motivators.

- **STRONG** - positive feelings that you need to satisfy either on or off the job.
- **SITUATIONAL** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These attitudes tend to become more important as your top attitudes are satisfied.
- **INDIFFERENT** - your feelings will be indifferent when related to your 5th or 6th attitude.

YOUR MOTIVATORS RANKING		
1st	UTILITARIAN	Strong
2nd	INDIVIDUALISTIC	Strong
3rd	TRADITIONAL	Situational
4th	AESTHETIC	Situational
5th	THEORETICAL	Indifferent
6th	SOCIAL	Indifferent



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.



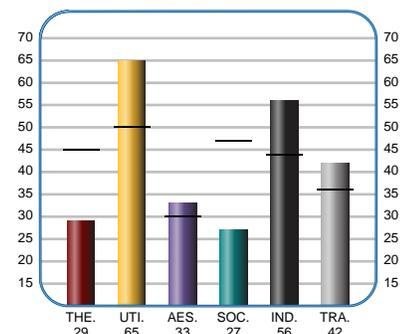
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.

General Characteristics

- Interested in what is practical and useful in achieving his vision of success.
- Goal driven, especially financial goals.
- Motivated by money and bonuses as recognition for a job well done.
- Motivated by high pay, and attaches importance to high earnings.
- May want to surpass others in wealth or materials.
- Sales, technical, or management training programs must demonstrate a bottom-line financial gain as a result of their participation.
- Needs for education and training to be practical and useful, with a profit or economic motive.

Value to the Organization

- Will protect organizational or team finances, as well as his own.
- Is profit driven and bottom-line oriented.
- Is highly responsive to competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- High motivation to achieve and win in a variety of areas.
- Pays attention to R.O.I. (return on investment) in business or team activity.





Keys to Managing and Motivating

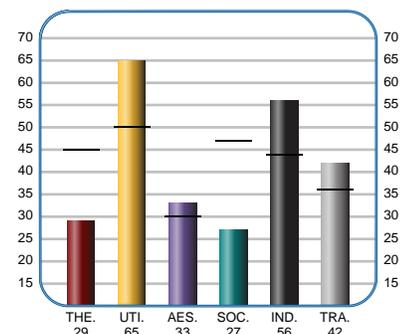
- Realize that it's not just money that motivates, but also personal payback from the job.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Provide substantial room for financial rewards for excellent performance.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.
- Be certain Tyler is balancing his professional and personal life.

Training, Professional Development and Learning Insights

- If possible, build in some group competition as a part of the training activities.
- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Provide rewards and incentives for participation in additional training and professional development.

Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is highly-motivated by wealth, return-on-investment or gain so as not to alienate a prospect, customer or client.
- Needs to have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Utilitarian/Economic drive.





INDIVIDUALISTIC/POLITICAL

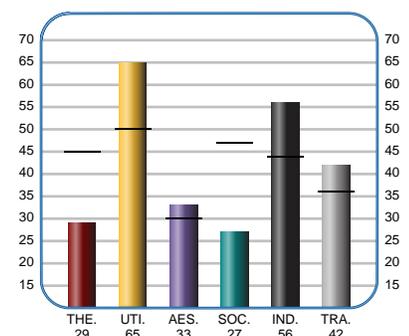
The primary interest for this motivator is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however,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

General Characteristics

- He surprises others with spontaneous ideas or responses.
- Enjoys work and assignments which give him stature in the eyes of others and evokes respect.
- Prefers to make his own decisions about how an assignment or project is to be accomplished.
- Brings a lot of energy that needs to be put to good use.
- Likes to have his own niche; the place where he can excel.
- There is a tendency to push the envelope a bit in situations where winning is desired.
- Comfortable being in the limelight and enjoys demonstrating his uniqueness or creativity.

Value to the Organization

- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.





Keys to Managing and Motivating

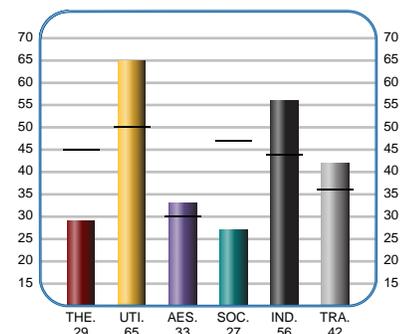
- Let him work with an idea, develop it, and run with it for awhile before making a judgment call.
- Create an environment that provides security while it encourages taking appropriate risks.
- Tyler brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Be open to new ideas Tyler may offer, and realize that he may do things a bit differently than standard operating procedure.
- He will appreciate "air-time" at meetings to share ideas with others on the team.

Training, Professional Development and Learning Insights

- Attempt to provide enough creative space for him to express his uniqueness.
- Allow for some experimental or non-routine types of options.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

Continuous Quality Improvements

- May spend excess time telling (or selling) an audience on his uniqueness, rather than discussing the topic at hand.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern his high Individualistic behavior.
- Needs to listen more and speak less.





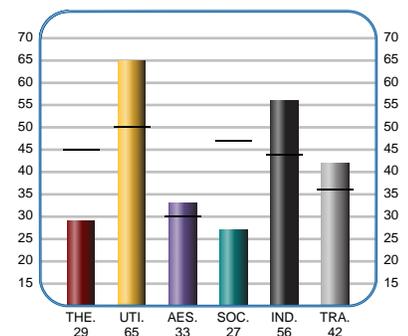
The highest interest for this motivator may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of both higher and lower Traditional/Regulatory types.
- Believes in the importance of group or team efforts, but also feels that individual rights should be honored.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Brings a sense of balance and stability to a variety of job-related issues that might emerge.
- Typically won't get bogged down in minutia, nor will he ignore details when decision-making.

Value to the Organization

- Demonstrates an awareness of the necessary protocol and an appreciation of working in creative problem-solving ways that might challenge that protocol.
- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.
- May be perceived by others on the team as neither rigid nor undisciplined, but rather as one who is responsible and mature in approach to corporate and organizational protocol.





Keys to Managing and Motivating

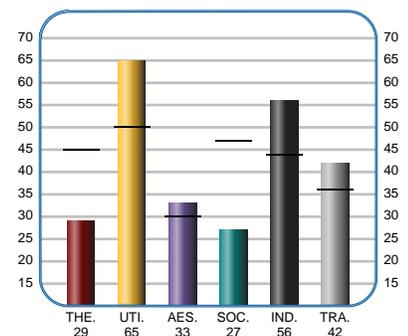
- Remember that Tyler has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Tyler brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that Tyler has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- Tyler brings a procedure-drive typical of many business professionals.
- Include his perspective in order to gain a middle-ground understanding of issues.

Training, Professional Development and Learning Insights

- May show flexibility in preference of professional development activities to include both individual structured activities, as well as activities of a more creative and unstructured design.
- Tends to be participatory in learning and professional development situations without trying to re-write the curriculum.
- Is able to engage in professional development activities as a supportive member of the team.

Continuous Quality Improvements

- May need to state opinions or take a visible position on some procedural or protocol issues.
- May need to take a firmer stand or position on some team issues.
- May need to examine other Values drives to determine the importance of this Traditional/Regulatory drive factor.





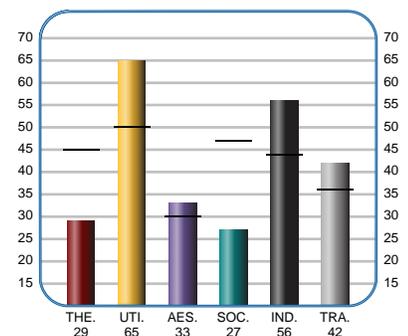
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

General Characteristics

- Shows an appropriate and realistic approach to Aesthetic appreciation without being an extremist.
- The need for and appreciation of beauty is determined on an individual basis and is not generalized in terms of the total work around him.
- Has an interest in form and harmony, but also understands there may be more important factors when making decisions.
- Can support and understand the positions of individuals with either higher or lower Aesthetic scores.
- Brings a sense of balance and stability to a variety of job-related Aesthetic issues that might emerge.

Value to the Organization

- Brings flexibility to the team regarding this Aesthetic area: able to see the issues and positions from a variety of sources with a sense of balance.
- Is a stabilizing and realistic influence on the team.
- Able to appreciate the needs of both the higher or lower Aesthetic individuals on the team.
- Shows ability to help and go the extra mile without a negative impact on his own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Tyler demonstrates an awareness of form and harmony and responds as needed on the job.





Keys to Managing and Motivating

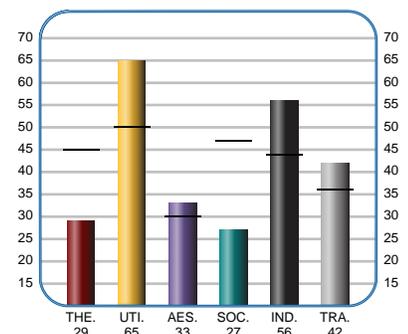
- Remember that he shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value in order to gain a better idea of specific keys to managing and motivating.
- Support the middle ground strength that he brings between various positions on team issues.

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He is a flexible participant in training and development programs.
- Tyler will be supportive of the training efforts as well as supportive of the trainer(s) from the viewpoint of this Aesthetic dimension.

Continuous Quality Improvements

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where his creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.





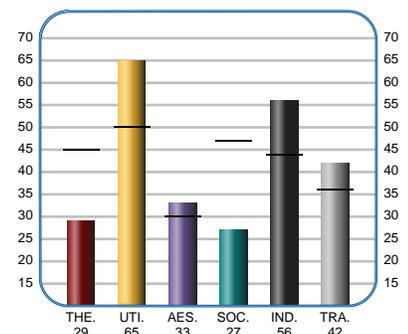
The primary drivers with this motivator are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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

- Aware of job parameters and details, but prefers to learn only that which is necessary to complete the job assignment.
- May rely on intuition in making decisions, rather than getting bogged down in theory and minutia.
- May prefer to spend his time and energy on tasks other than gaining knowledge about the fine-tuned technical details of products and services.
- May learn more by doing and observing than in traditional learning situations.
- Likes brevity and concise information.
- Is aware of time management, but doesn't let time dictate.
- Likes to spend time learning things that have a direct impact on what he needs to accomplish as a professional.
- May prefer to work on many things with only partial stakes, rather than getting bogged down in only one function or role.

Value to the Organization

- May demonstrate a high sense of urgency to get things done quickly, leaving the details to other team members.
- The nature of the job-view is to be concerned with the more practical and bottom-line aspects of the job.
- Able to see the big picture and communicate it clearly and briefly to others.
- Doesn't waste time on information that is not needed for the task.
- Focused on the task, goal or vision, and completes his responsibility on schedule.





Keys to Managing and Motivating

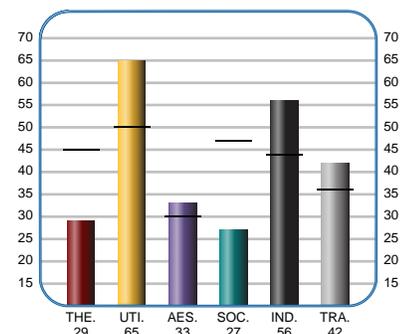
- Provide some attempts to reduce the amount of technical knowledge-based requirements.
- Reduce the need for frequent supervision, unless quality control is sacrificed.
- Provide opportunity for independence in performing tasks related to the projects.
- Provide opportunity for multiple projects and multi-tasking.
- Offer information that is relevant to the task, but no more.

Training, Professional Development and Learning Insights

- Avoid getting bogged down in academic minutia.
- Hit only those essential items that relate to increased success or efficiency on projects.
- Link training and professional development to other areas of the Values graph where peaks occur.

Continuous Quality Improvements

- May not show an interest in asking questions about those things not directly connected to the practical aspects of the job.
- Needs a reminder on updates of new technology or new methods of procedures.
- Needs assistance with voluminous details and with watching time management.





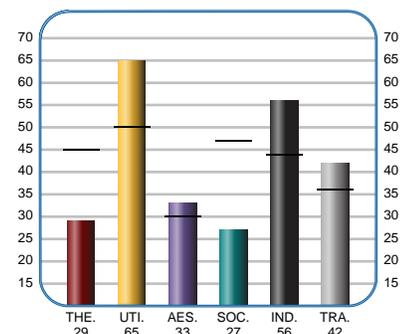
Those who score very high in this motivator have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

General Characteristics

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- Places a business "guard" on his trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- Tends to be more "self-concerned" than "other-concerned" in terms of meeting needs and sharing time, talent and energy.
- May look at those scoring higher as selfless types who are giving their security away.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.

Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivor in the business arena, even in the midst of heavy competition.
- Not easily swayed in terms of emotional issues.
- Good business sense.





Keys to Managing and Motivating

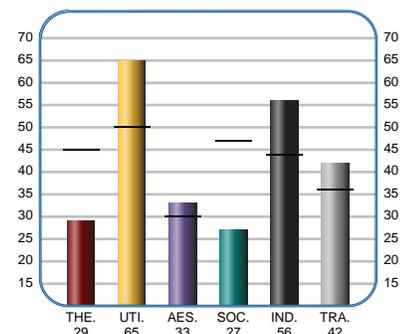
- Be careful not to overload assignments with too many coaching or counseling activities since he may not perceive an immediate business gain from those activities.
- Tyler scores like those who set their own goals. Use those goals as primary motivators.
- Don't get lofty and theoretical with lots of rhetoric.
- Don't be emotional or paternal.
- Have your idea or approach make "business sense."

Training, Professional Development and Learning Insights

- Link learning and professional development to other items of greater self-interest.
- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.

Continuous Quality Improvements

- Seen as overly "guarded" by some, especially those who tend to be more open and sharing in a business sense.
- Needs to be more sensitive to the needs of others.
- Needs to be more open and receptive to others.



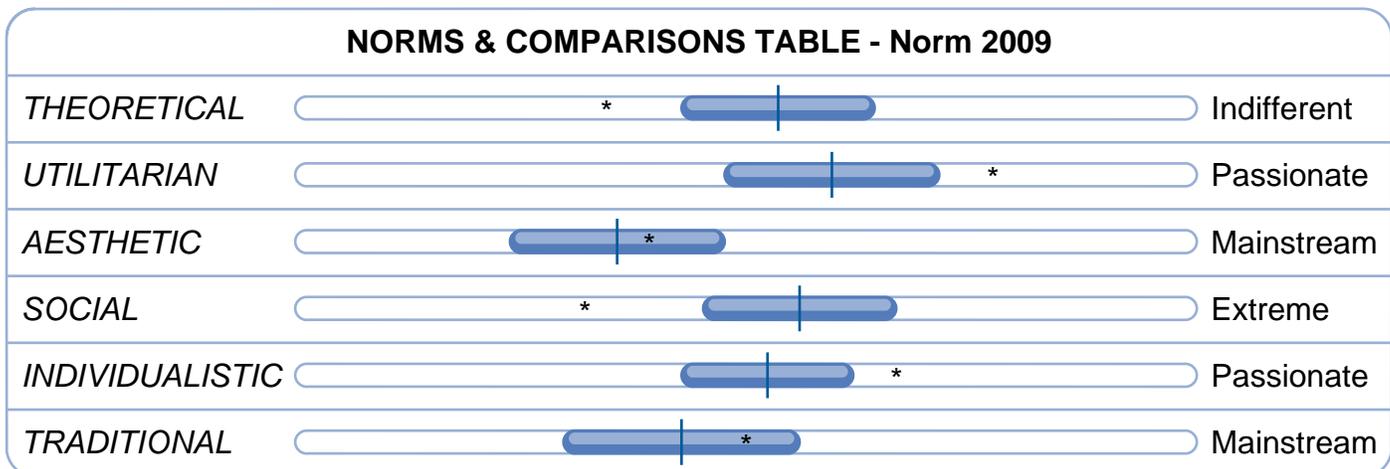


MOTIVATORS - NORMS & COMPARISONS

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.



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

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



MOTIVATORS - NORMS & COMPARISONS

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

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.
- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

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

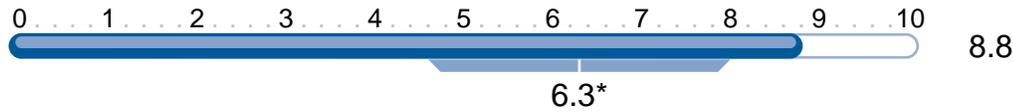
- The amount of time and resources others spend in learning new things may frustrate you.
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.



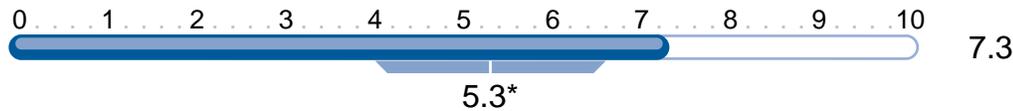
MOTIVATORS HIERARCHY

Your motivation to succeed in anything you do is determined by your underlying values. You will feel energized and successful at work when your job supports your personal values. They are listed below from the highest to the lowest.

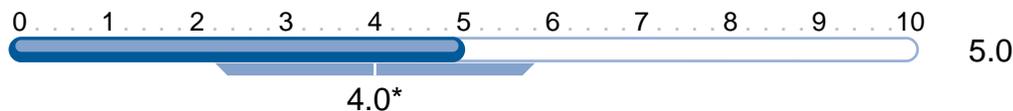
1. UTILITARIAN/ECONOMIC



2. INDIVIDUALISTIC/POLITICAL



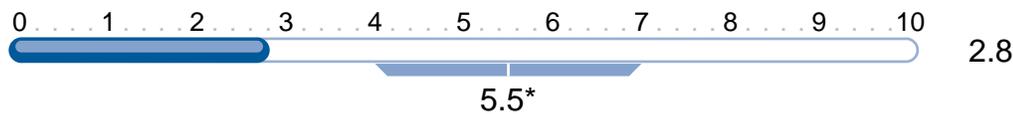
3. TRADITIONAL/REGULATORY



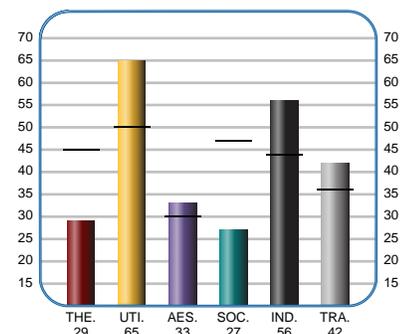
4. AESTHETIC



5. THEORETICAL



6. SOCIAL



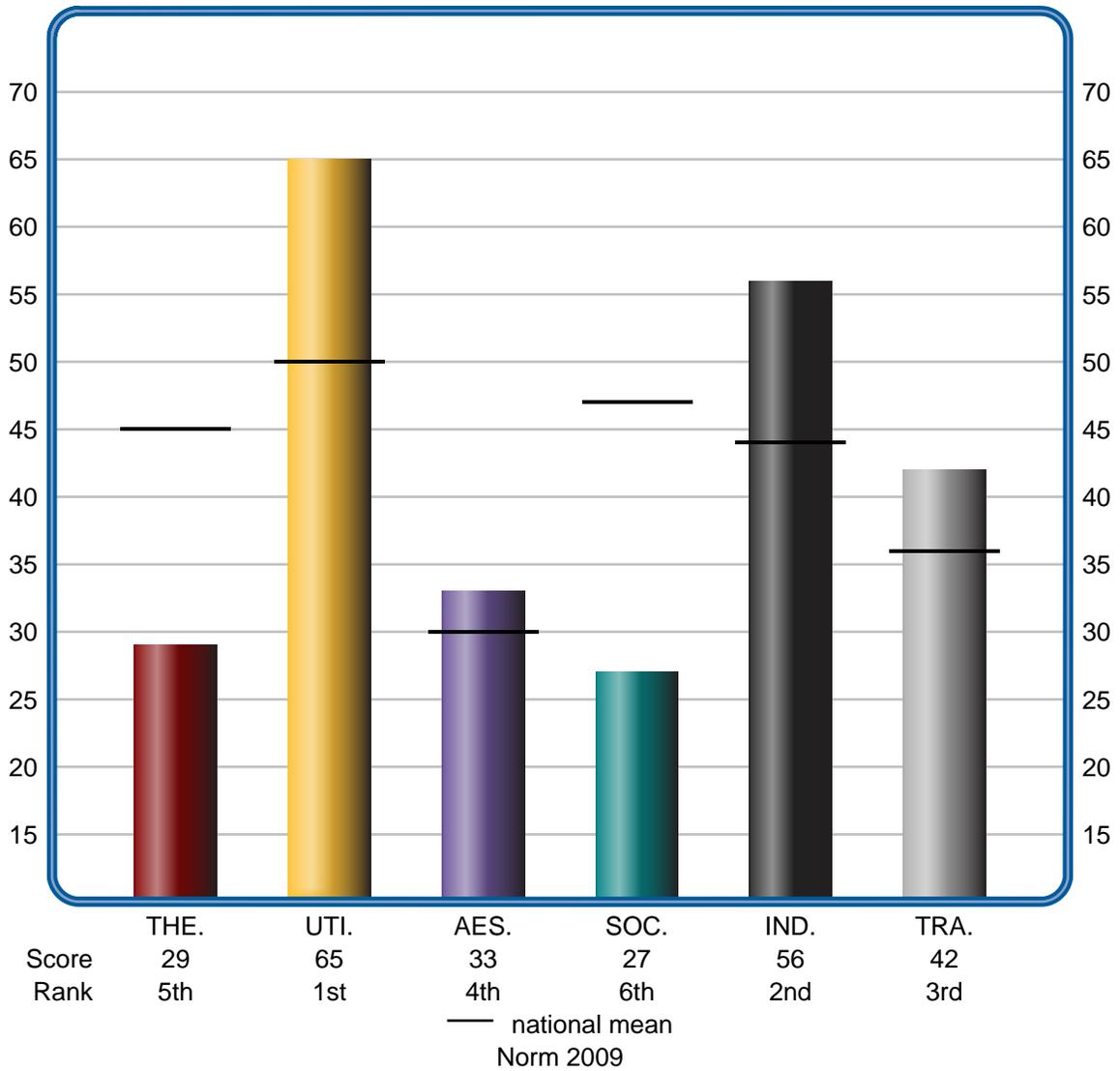
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* 68% of the population falls within the shaded area.



Tyler Sample

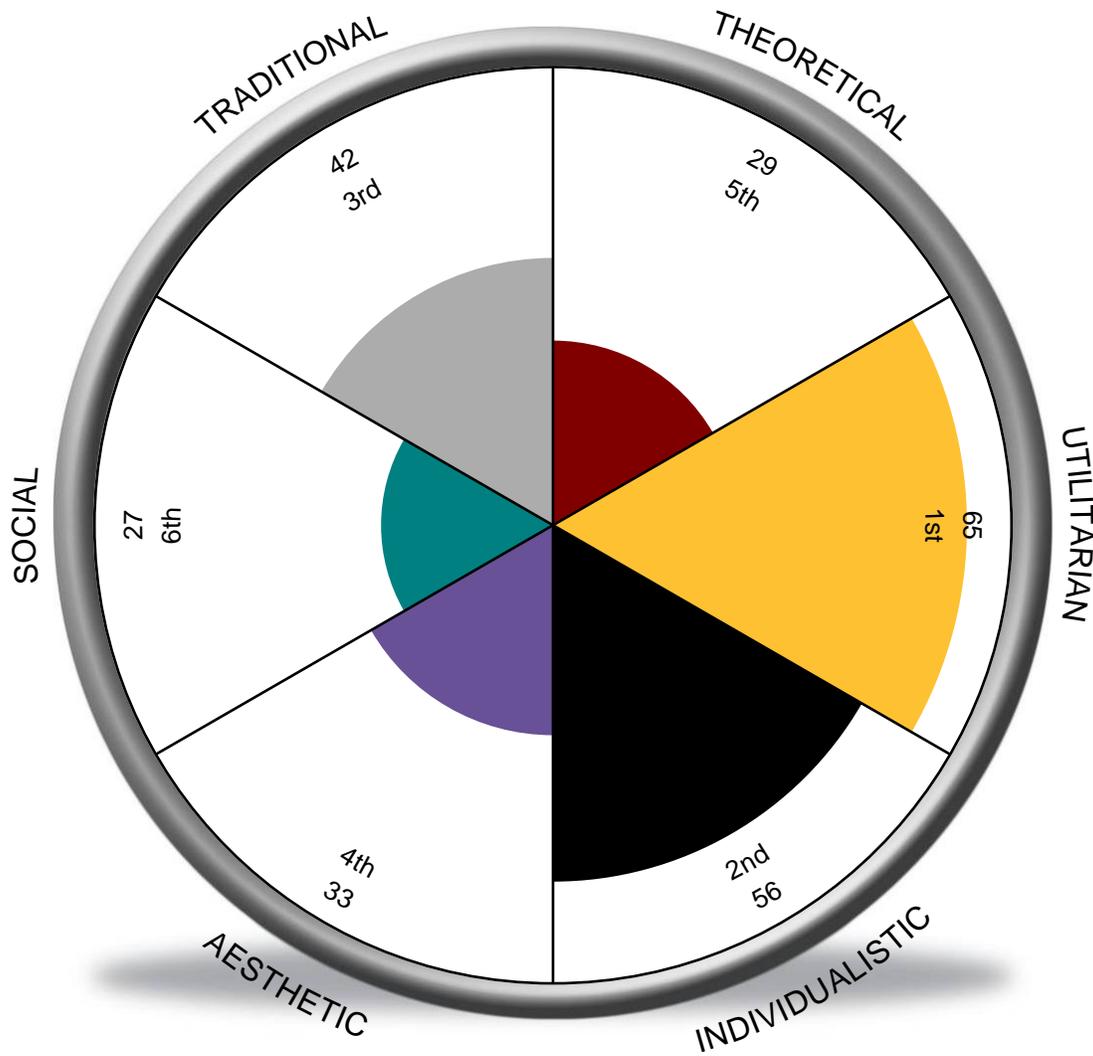
2-10-2011





Tyler Sample

2-10-2011





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

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

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

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

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



QUALITY IMPROVEMENT ACTION PLAN

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

Action Point 1: Things I will keep on doing.

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

- 1.
- 2.
- 3.

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

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

- 1.
- 2.

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

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

- 1.

Today's Date: _____

Date to review with mentor or peer: _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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

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

General Characteristics

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Value to the Organization

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Training, Professional Development and Learning Insights:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

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

1. _____

2. _____



Research has shown 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.

The Acumen Indicators Section is designed to help an individual truly understand themselves, how they analyze and interpret their experiences. A person's acumen, keenness and depth of perception or discernment, is directly related to their level of performance. The stronger a person's acumen, the more aware they are of their reality in both their external and internal world.

This section explores both how a person interacts with the external world and from a personal perspective. There are seven primary areas that this section will explore:

- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

Be sure to read the entire section with an open mind. Everyone has areas where they can improve. Use the content of this section while working with your mentor, professional coach or manager in order to make improvements, both personally and professionally.

 - External

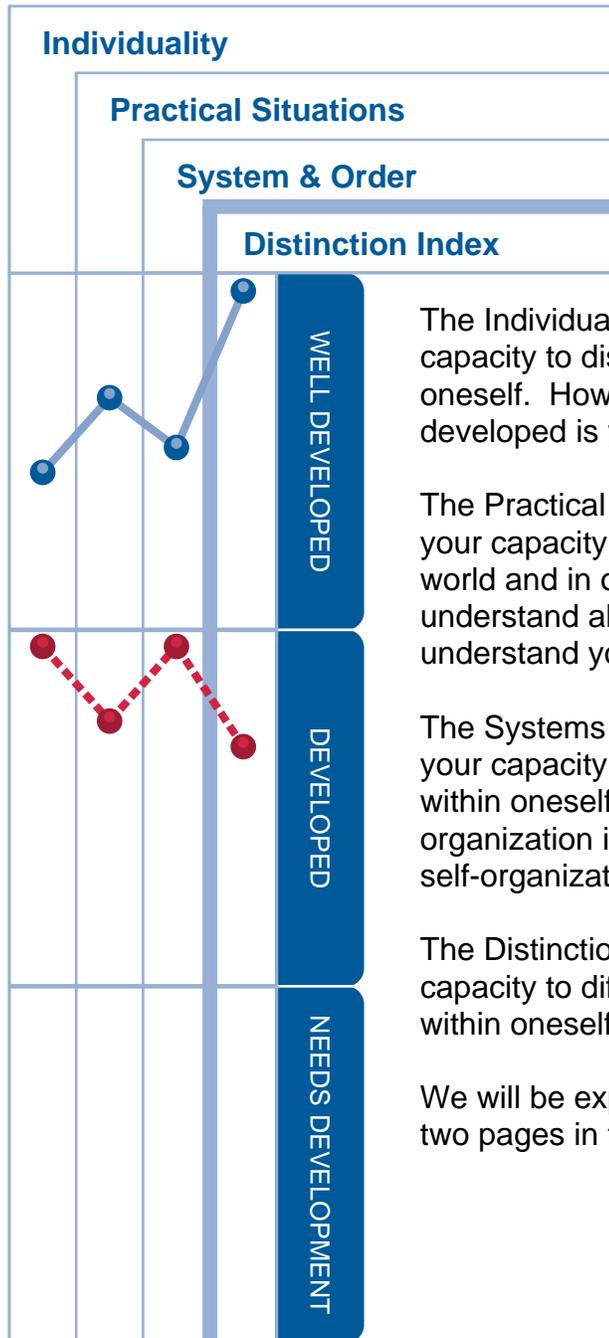
 - Internal

 - Combined External and Internal



SUMMARY OF ACUMEN CAPACITY

The Dimensions section measures Tyler's capacity to understand each of the dimensions individually as well as the capacity to differentiate the value elements in situations.



The Individuality column relates to the development of your capacity to discern individuality in others and individuality in oneself. How well do you understand others? How well developed is your sense of self? (Feeling Column)

The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life? (Doing Column)

The Systems and Order column relates to the development of your capacity to discern systems and order in the world and within oneself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction? (Thinking Column)

The Distinction Index Column relates to your development of the capacity to differentiate values in general in the world as well as within oneself. (Judgment Column)

We will be exploring this information in more detail over the next two pages in the World View and Self View sections.

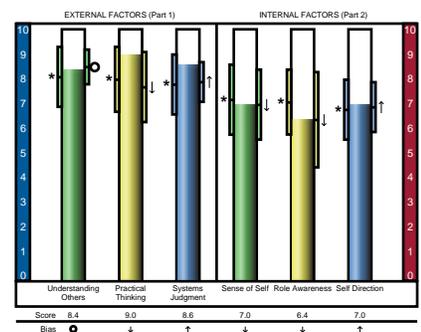
World View Self-View





This is how Tyler sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the dimensional balance page and are in a random order.

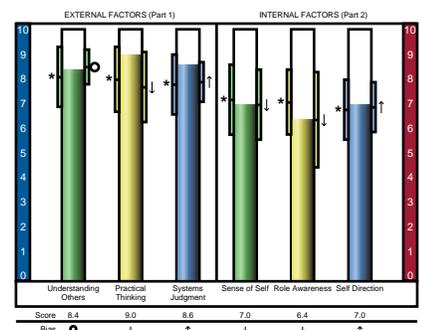
- Tyler may become frustrated if resources are restricted.
- Tyler is resourceful and conscious of the time it will take to do something.
- Tyler ignores problems or interruptions to stay focused on what he is doing.
- Tyler understands people well and enjoys a feeling of mutual respect for others.
- Tyler treats each person as a unique individual.
- Tyler needs an atmosphere of dedicated co-workers who are going in the same direction or working toward the same goals.
- Tyler performs best in an atmosphere that has a clear structure and a well-defined chain of command.
- Tyler needs to be surrounded by organizational structure that provides clear direction and defines the results or standards that he is expected to achieve.
- Tyler is good at understanding systems and order in the world.
- Tyler tends to be flexible while maintaining objectivity.





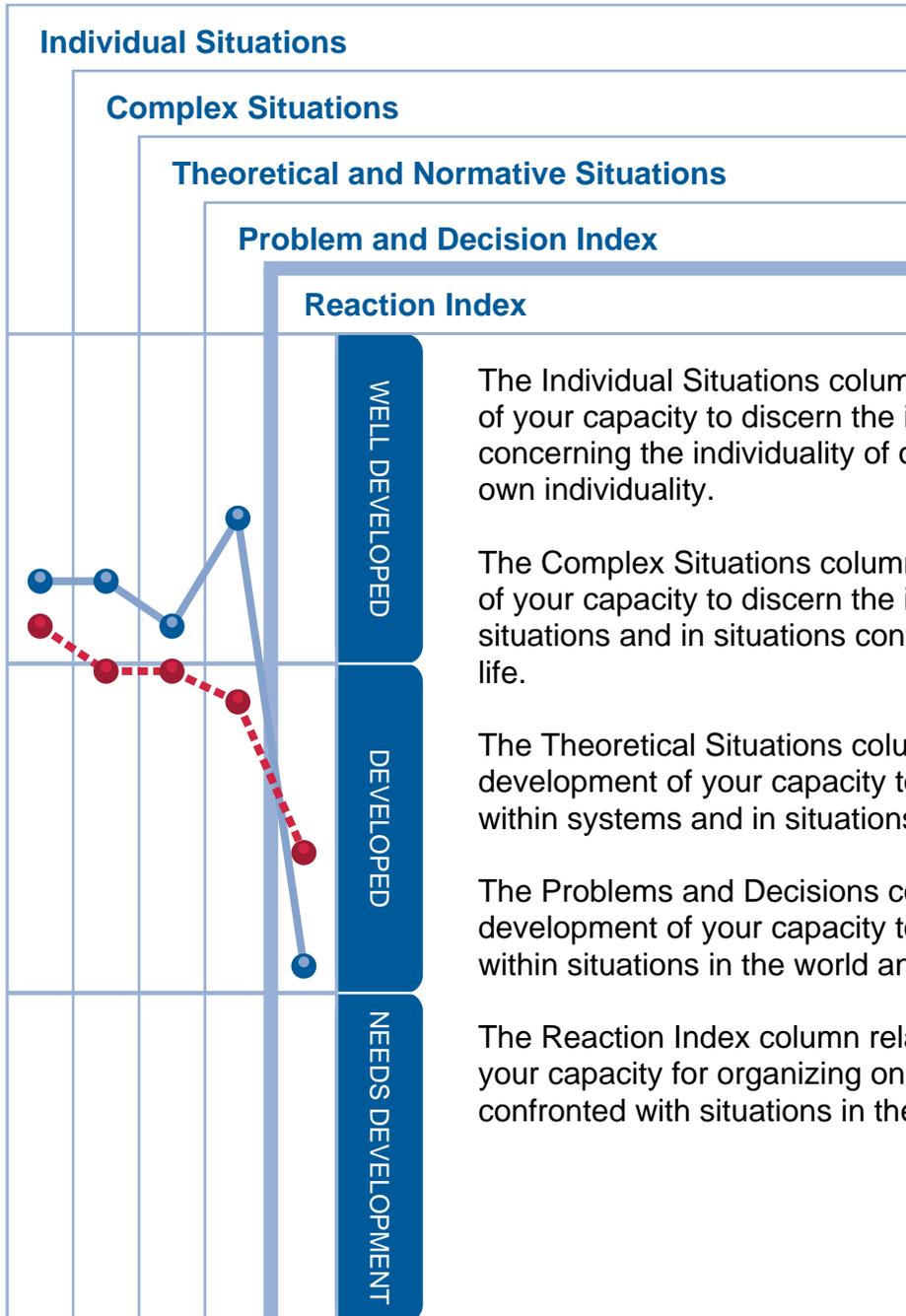
This is how Tyler sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

- Tyler knows what he should be doing.
- Tyler is a person who emphasizes his personal and professional roles.
- Tyler has the ability to fulfill various roles.
- Tyler may benefit from gaining a better understanding of himself.
- Tyler has achieved a moderate level of self-understanding.
- Tyler focuses on who he is as an individual.
- Tyler is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of opportunities.
- Tyler has ideas as to where he is going and likes to be in control of his life.
- Tyler has an idea of where he wants to go and who he wants to become in the future.





SUMMARY OF CAPACITY FOR PROBLEM SOLVING



World View Self-View

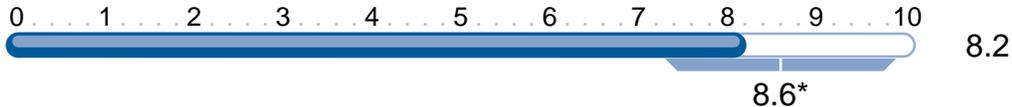




CAPACITY FOR PROBLEM SOLVING

The Problem Solving Summary will identify Tyler's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated by Well Developed, Developed or Needs Development as well as through a numerical score.

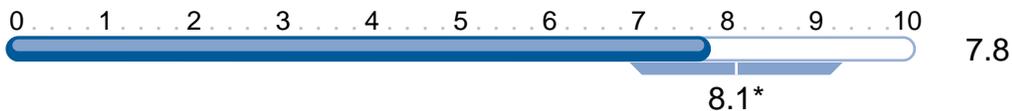
Capacity for Solving Problems Involving People - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



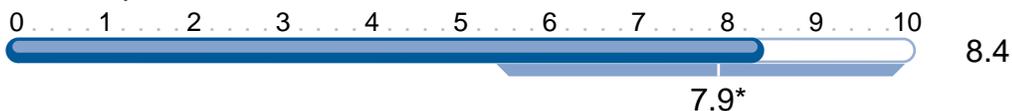
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



Capacity for Solving Theoretical Problems - The ability to perceive the important within the complex in outside situations or systems in order to solve theoretical problems in the outside world.



Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.



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



CAPACITY FOR PROBLEM SOLVING

Internal Problem Solving Ability - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



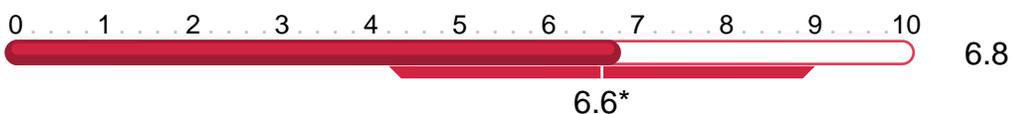
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



Problem Solving Ability Regarding One's Future - The ability to perceive the important within the complex in problems which require self-discipline and the ability to resolve theoretical personal problems.



Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive the important within the complex within one's self in order to resolve problems and to make personal decisions.



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



The Reaction Index is determined by looking at Tyler's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

External Control: The ability to appear to be rational and in control when facing problems or crises.



- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving other people.
- His capacity to organize and discipline his reactions when confronted with outside problems is developed.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.

Internal Control: The ability to remain in conscious command of one's internal self when confronted with difficult circumstances and to respond rationally.



- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his own individuality.
- His capacity to organize and discipline his reactions when confronted with problems within himself is developed.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his roles in life.

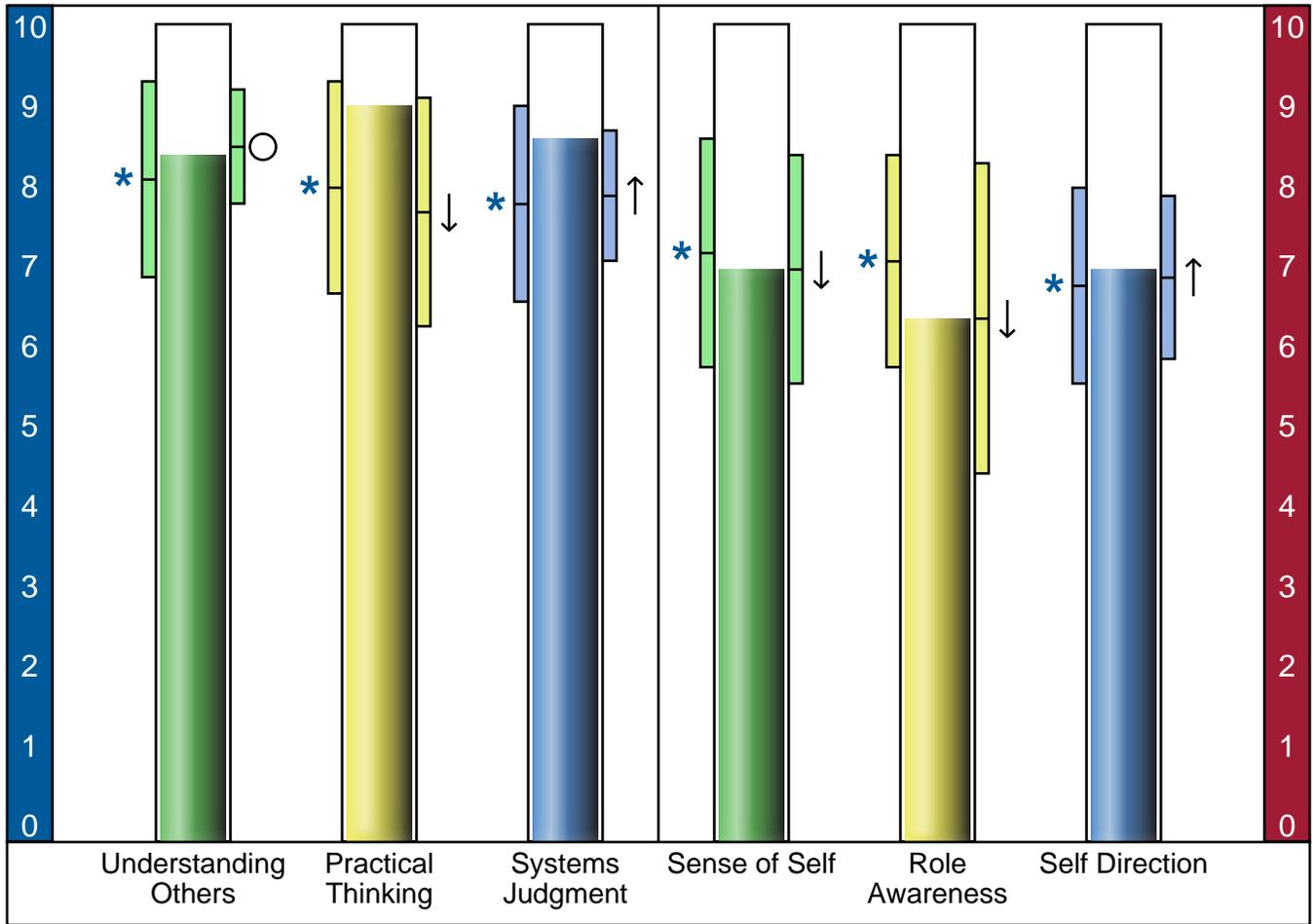
* 68% of the population falls within the shaded area.



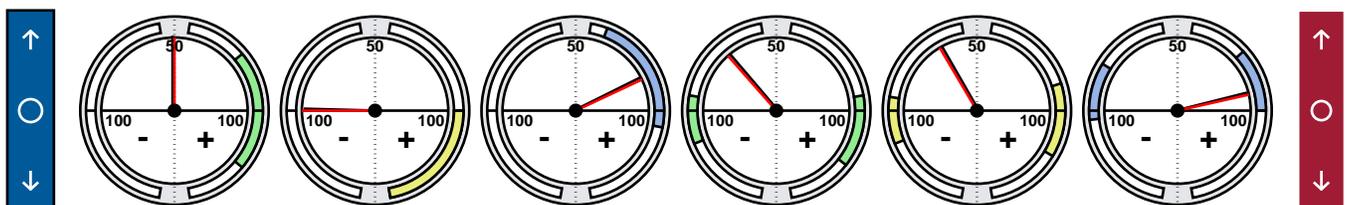
* Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	8.4	9.0	8.6	7.0	6.4	7.0
Bias	○	↓	↑	↓	↓	↑



Rev: 0.92-0.83



Your success in any job depends on the value of your contribution to the organization. Managers, mentors and professional coaches can encourage, advise and guide you as you grow professionally. However, the ultimate responsibility for your career development is yours and yours alone.

This report is designed to assist you in managing and developing your career. For many jobs, personal skills are as important as technical skills in producing superior performance. Personal skills are often transferable to different jobs, whereas technical skills are usually more specific.

Your mastery of these personal skills are categorized into three levels:

- 1) Mastered
- 2) Some Mastery
- 3) Not Yet Mastered

While personal skills are certainly important for career development, it is not necessary to master every one. In fact, mastery of a personal skill may not benefit your career if it isn't required in your current job. In order to optimize your career potential, it is best to focus your development efforts on the personal skills that are required in your current job, or the job you want.

Be sure to read the entire report with an open mind. Everyone has areas where they can improve. Before deciding to work on developing personal skills you have not yet mastered or have some mastery of, you may want to discuss the report with a trusted peer, mentor or professional coach. You may even wish to share the report with your manager. In most cases, management takes a very positive view of individuals who wish to develop their skills.



This section of your report shows your mastery level of 25 personal skills based on your responses to the questionnaire. The 25 personal skills have been categorized into three levels: Mastered, Some Mastery, and Not Yet Mastered.

PERSONAL SKILLS RANKING	
1	Understanding & Evaluating Others
2	Flexibility
3	Conceptual Thinking
4	Continuous Learning
5	Problem Solving Ability
6	Self-Management
7	Personal Accountability
8	Resiliency
9	Decision Making
10	Empathy
11	Goal Achievement
12	Written Communication
13	Conflict Management
14	Teamwork
15	Interpersonal Skills
16	Planning & Organizing
17	Diplomacy & Tact
18	Employee Development/Coaching
19	Leadership
20	Presenting
21	Creativity
22	Customer Focus
23	Futuristic Thinking
24	Negotiation
25	Persuasion

Mastered Some Mastery Not Yet Mastered

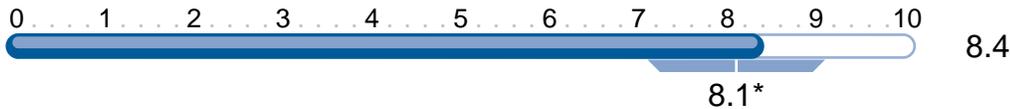
Note: Don't be concerned if you have not mastered all 25 personal skills. Research has proven that individuals seldom master all 25. Mastery of the most important personal skills needed for your personal and professional life is what is critical.



COMPETENCIES HIERARCHY

Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

1. UNDERSTANDING & EVALUATING OTHERS - The capacity to perceive and understand the feelings and attitudes of others.



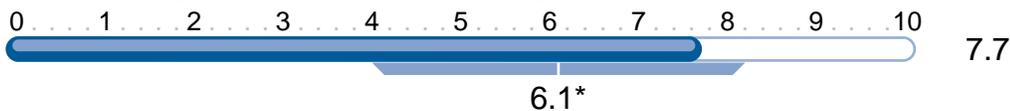
2. FLEXIBILITY - Agility in adapting to change.



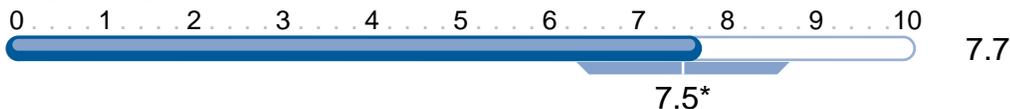
3. CONCEPTUAL THINKING - The ability to analyze hypothetical situations or abstract concepts to compile insight.



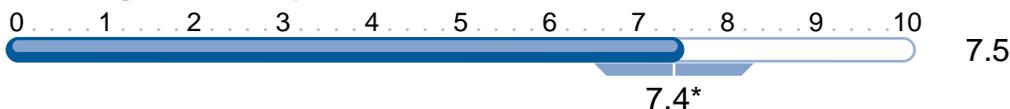
4. CONTINUOUS LEARNING - Taking initiative in learning and implementing new concepts, technologies and/or methods.



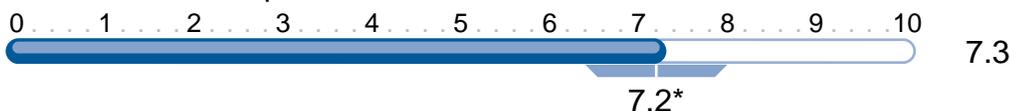
5. PROBLEM SOLVING ABILITY - Anticipating, analyzing, diagnosing, and resolving problems.



6. SELF-MANAGEMENT - Demonstrating self control and an ability to manage time and priorities.



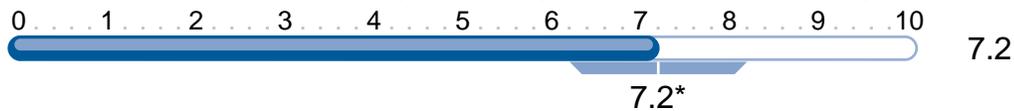
7. PERSONAL ACCOUNTABILITY - A measure of the capacity to be answerable for personal actions.



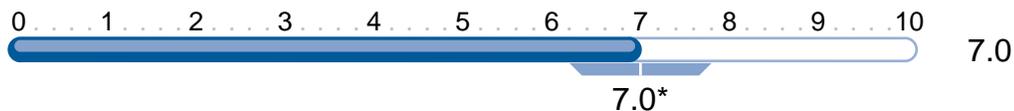
* 68% of the population falls within the shaded area.



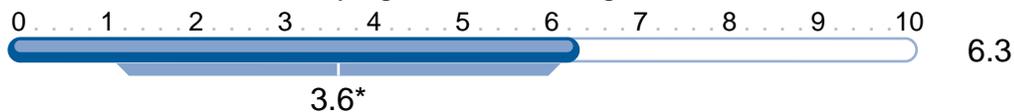
8. RESILIENCY - The ability to quickly recover from adversity.



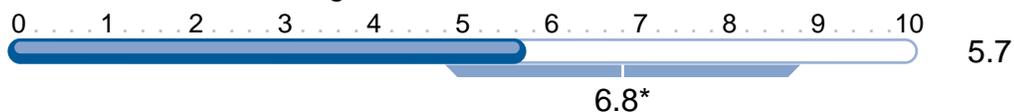
9. DECISION MAKING - Utilizing effective processes to make decisions.



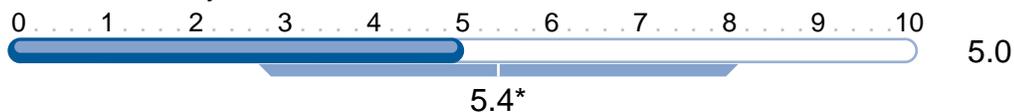
10. EMPATHY - Identifying with and caring about others.



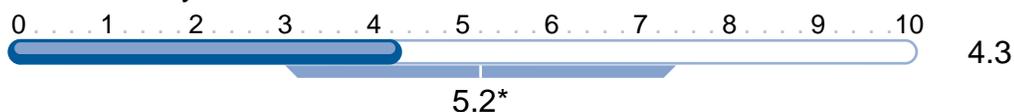
11. GOAL ACHIEVEMENT - The ability to identify and practice activities that lead to a goal.



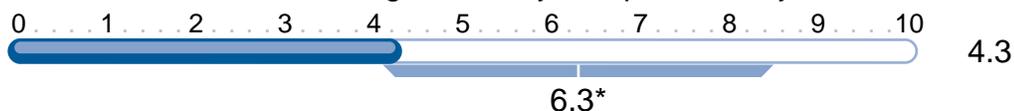
12. WRITTEN COMMUNICATION - Writing clearly, succinctly and understandably.



13. CONFLICT MANAGEMENT - Addressing and resolving conflict constructively.



14. TEAMWORK - Working effectively and productively with others.



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

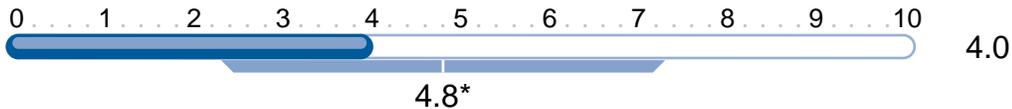


COMPETENCIES HIERARCHY

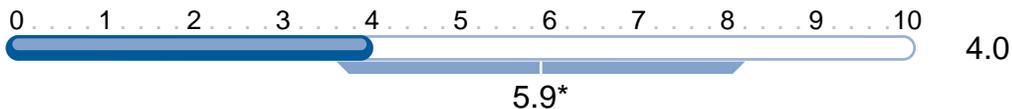
15. INTERPERSONAL SKILLS - Effectively communicating, building rapport and relating well to all kinds of people.



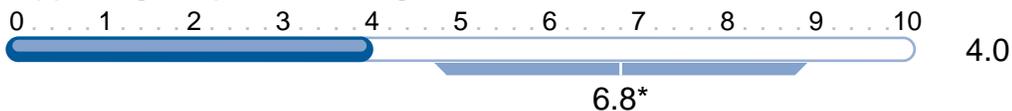
16. PLANNING & ORGANIZING - Utilizing logical, systematic and orderly procedures to meet objectives.



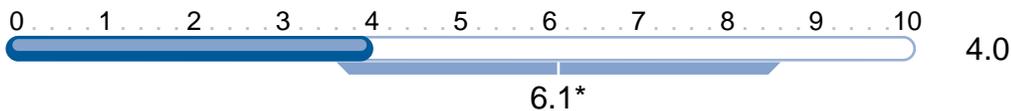
17. DIPLOMACY & TACT - The ability to treat others fairly, regardless of personal biases or beliefs.



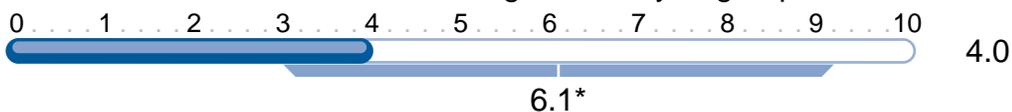
18. EMPLOYEE DEVELOPMENT/COACHING - Facilitating and supporting the professional growth of others.



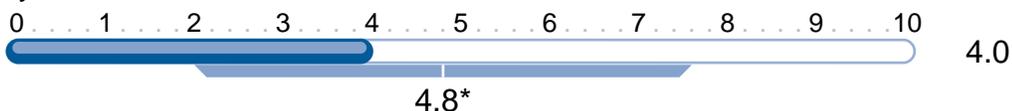
19. LEADERSHIP - Achieving extraordinary business results through people.



20. PRESENTING - Communicating effectively to groups.



21. CREATIVITY - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

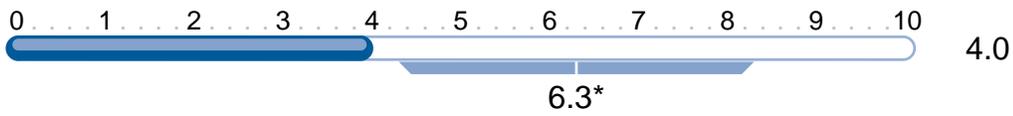


* 68% of the population falls within the shaded area.



COMPETENCIES HIERARCHY

22. CUSTOMER FOCUS - A commitment to customer satisfaction.



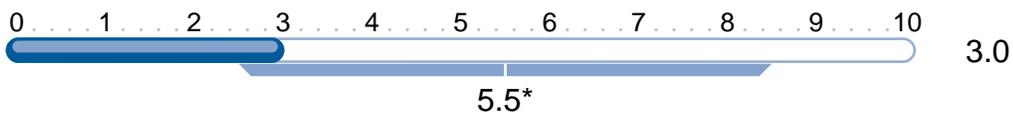
23. FUTURISTIC THINKING - Imagining, envisioning, projecting and/or predicting what has not yet been realized.



24. NEGOTIATION - Facilitating agreements between two or more parties.



25. PERSUASION - Convincing others to change the way they think, believe or behave.



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



This section of your report lists and describes competencies you have mastered based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who have mastered these competencies. Read each statement and think of when and where you have consistently demonstrated the actions described.

UNDERSTANDING & EVALUATING OTHERS: The capacity to perceive and understand the feelings and attitudes of others.

- Demonstrates awareness of how actions will directly and indirectly impact others
- Listens to others attentively
- Demonstrates regard for and sensitivity to the feelings of others
- Values and respects the diversity of others and their beliefs

FLEXIBILITY: Agility in adapting to change.

- Responds promptly to shifts in direction, priorities and schedules.
- Demonstrates agility in accepting new ideas, approaches and/or methods.
- Effective in juggling multiple priorities and tasks.
- Modifies methods or strategies to fit changing circumstances.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.
- Embraces and/or champions change.



COMPETENCIES WITH SOME MASTERY

This section of your report lists and describes the competencies in which you have some mastery based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who have mastered these competencies. Read each statement and think of when and where you have consistently demonstrated the actions described. Some Mastery of a competency means you consistently demonstrate some of the actions described but not all of them. Place a star next to the statements that describe actions you demonstrate on a consistent basis. Then, place an X next to the statements that describe actions you don't demonstrate often, if at all. These statements describe the actions you must begin to demonstrate more consistently if they are required in your job.

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

- Demonstrates ability to forecast long range outcomes and develop suitable business strategies
- Identifies, evaluates and communicates potential impacts of hypothetical situations
- Defines options to leverage opportunities in achieving business goals
- Develops plans and strategies that lead to desired strategic outcomes

CONTINUOUS LEARNING: Taking initiative in learning and implementing new concepts, technologies and/or methods.

- Demonstrates curiosity and enthusiasm for learning.
- Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
- Keeps abreast of current or new information through reading and other learning methods.
- Actively interested in new technologies, processes and methods.
- Welcomes or seeks assignments requiring new skills and knowledge.
- Expends considerable effort and/or expense on learning.
- Genuinely enjoys learning.
- Identifies applications for knowledge.
- Is considered a knowledgeable resource by others.



COMPETENCIES WITH SOME MASTERY

PROBLEM SOLVING ABILITY: Anticipating, analyzing, diagnosing, and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.

SELF-MANAGEMENT: Demonstrating self control and an ability to manage time and priorities.

- 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

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



COMPETENCIES WITH SOME MASTERY

RESILIENCY: The ability to quickly recover from adversity.

- Continues toward goals in the face of difficulty and adversity
- Handles criticism and rejection from others with objectivity
- Recovers quickly from personal setbacks
- Moves past unforeseen obstacles without unnecessary delay

DECISION MAKING: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult decisions in a timely manner.
- Gathers relevant input and develops a rationale for making decisions.
- Evaluates the impact or consequences of decisions before making them.
- Acts decisively despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

EMPATHY: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.



COMPETENCIES NOT YET MASTERED

Very few individuals have mastered all 25 competencies. This section of your report lists and describes the competencies you have not yet mastered based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who have mastered these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

GOAL ACHIEVEMENT: The ability to identify and practice activities that lead to a goal.

- Establishes goals that are relevant, realistic and attainable
- Identifies and implements required plans and milestones to achieve specific business goals
- Initiates activity toward goals without unnecessary delay
- Stays on target to complete goals regardless of obstacles or adverse circumstances

WRITTEN COMMUNICATION: Writing clearly, succinctly and understandably.

- Writes in ways that make abstract concepts, issues and information clear and understandable.
- Utilizes a wide range of appropriate writing techniques and methods.
- Succinctly presents objective or subjective viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Determines what information needs to be communicated.
- Skillfully utilizes written language to convey key messages and meaning.
- Effectively involves readers in the material.
- Adjusts writing style to specific audiences as needed.



COMPETENCIES NOT YET MASTERED

CONFLICT MANAGEMENT: Addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations quickly and accurately to pinpoint critical issues.
- Listens to gain understanding of an issue from different perspectives.
- Diffuses tension and effectively handles emotional situations.
- Assists people in adversarial positions to identify common interests.
- Strives to settle differences equitably.
- Settles differences without damaging relationships.

TEAMWORK: Working effectively and productively with others.

- Respects team members and their individual perspectives.
- Makes team mission and objectives a priority.
- Works toward consensus when team decisions are required.
- Meets agreed-upon deadlines on team assignments and commitments.
- Shares responsibility with team members for successes and failures.
- Keeps team members informed regarding projects.
- Supports team decisions.
- Recognizes and appreciates the contributions of team members.
- Behaves in a manner consistent with team values and mission.
- Provides constructive feedback to team and its members.
- Responds positively to feedback from team members.
- Raises and/or confronts issues limiting team effectiveness.



COMPETENCIES NOT YET MASTERED

INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people.

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

PLANNING & ORGANIZING: Utilizing logical, systematic and orderly procedures to meet objectives.

- Works effectively within established time frames and priorities.
- Utilizes logical, practical and efficient approaches.
- Prioritizes tasks for optimum productivity.
- Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
- Anticipates probable effects, outcomes and risks.
- Develops contingency plans to minimize waste, error and risk.
- Allocates, adjusts and manages resources according to priorities.
- Monitors implementation of plans and makes adjustments as needed.

DIPLOMACY & 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.



COMPETENCIES NOT YET MASTERED

EMPLOYEE DEVELOPMENT/COACHING: Facilitating and supporting the professional growth of others.

- Expresses confidence in others' ability to perform.
- Identifies developmental needs.
- Encourages initiative and improvement.
- Provides opportunities for training.
- Gives new, difficult and/or challenging work assignments.
- Acknowledges and praises improvements.
- Trains, coaches and mentors others to develop.
- Views mistakes as opportunities for learning.
- Promotes learning and growth.

LEADERSHIP: Achieving extraordinary business results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walks their talk).
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to the needs and motivations of others.
- Makes decisions to avoid or mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.



COMPETENCIES NOT YET MASTERED

PRESENTING: Communicating effectively to groups.

- Organizes information to be presented in succinct, logical sequence.
- Presents information in ways that makes abstract or complex concepts clear and understandable.
- Effectively utilizes language, word-pictures, stories, metaphors and humor.
- Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
- Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
- Projects authenticity, confidence, conviction and passion.
- Appeals to and engages the heart and mind of the audience.
- Tailors presentation to the interests, needs and wants of audiences.
- Establishes and delivers content objectives.
- Communicates in ways that elevate audience awareness and understanding.
- Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
- Is recognized and relied upon as an effective spokesperson.

CREATIVITY: Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

- Notices unique patterns, variables, processes, systems or relationships.
- Expresses non-traditional perspectives and/or novel approaches.
- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- Challenges established theories, methods and/or protocols.
- Encourages and promotes creativity and innovation.
- Modifies existing concepts, methods, models, designs, processes, technologies and systems.
- Develops and tests new theories to explain or resolve complex issues.
- Applies unorthodox theories and/or methods.
- Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.



COMPETENCIES NOT YET MASTERED

CUSTOMER FOCUS: A commitment to customer satisfaction.

- Consistently places a high value on customers and all issues related to customers
- Objectively listens to, understands and represents customer feedback
- Anticipates customer needs and develops appropriate solutions
- Meets all promises and commitments made to customers

FUTURISTIC THINKING: Imagining, envisioning, projecting and/or predicting what has not yet been realized.

- Demonstrates an ability to connect the dots and see the big-picture.
- Observes and analyzes the forces driving current reality that may have long-term effects.
- Utilizes foresight and intuitive perception as well as factual events to draw inferences.
- Recognizes, supports and/or champions progressive ideas.
- Anticipates future trends or events.
- Envisions possibilities others may not.
- Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.

NEGOTIATION: Facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment, conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.



COMPETENCIES NOT YET MASTERED

PERSUASION: Convincing others to change the way they think, believe or behave.

- Utilizes the knowledge of other's needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.