TTI TriMetrix®
Coaching Report - Executive Version

Behavior
World View
Personal Skills (Competencies)
Experiences
Attitudes & Values
Intelligence
Emotional Intelligence

Sally Sample
Sales
3-28-2012

YOURCOMPANY

Bringing Awareness
ABC Co. Ltd.
789 Street
Springfield, USA
800-555-5555

INTRODUCTION
Where Opportunity Meets Talent®

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

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

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

SECTION 3: ATTRIBUTES

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

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."
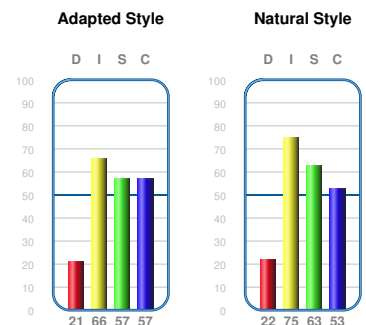*–W.M. Marston*

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GENERAL CHARACTERISTICS

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

Sally can be friendly with others in many situations, but primarily with groups of established friends and associates. She is sociable and enjoys the uniqueness of each human being. She can combine and balance enthusiasm and patience. She likes feedback from her staff. She prefers working as a participative manager. She does her best work in this kind of environment. Sally influences most people with her warmth. She can be seen as a person of good will. She is approachable, affectionate and understanding. She is optimistic and usually has a positive sense of humor. Sally is most likely to be at her best in situations where important things, such as values, judgments, feelings and emotions are involved. She prides herself on her "intuition." She wants to know what others think of her. She wants and tries to please.

Sally prefers not disciplining people. She may sidestep direct disciplinary action because she wants to maintain the friendly relationship. Decisions are made after gathering facts and supportive data. She is good at solving problems that deal with people. When she has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. Sally likes working with others who make quick decisions. She likes to participate in decision making. Because of her trust and willing acceptance of people, she may misjudge the abilities of others. She is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust her and to see her as

Adapted Style

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Natural Style

D I S C

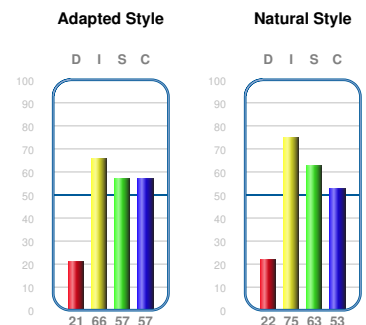100
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receptive and helpful.

Sally is always concerned with other people's feelings and thoughts. She is comfortable with most people and can be quite informal and relaxed with them. Even when dealing with strangers, Sally will attempt to put them at ease. She usually uses many gestures when talking. She often makes suggestions to others, but rarely attempts to force her ideas on them. It is important for Sally to use her people skills to "facilitate" agreement between people. She tends to look at all the things the group has in common, rather than key in on the differences. She will optimistically interact with people in an assured, diplomatic and poised manner. She tends to influence people to her way of thinking by using verbiage as compared with others who like to use reports. She judges others by their verbal skills and warmth.
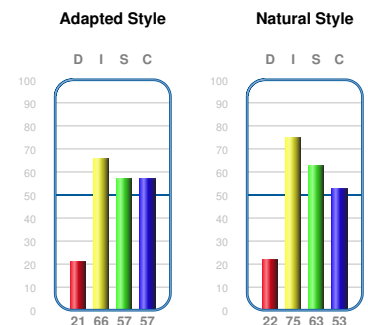
Adapted Style

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Natural Style

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VALUE TO THE ORGANIZATION

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

- Positive sense of humor.

- Creative problem solving.

- Builds confidence in others.

- Concerned about quality.

- Optimistic and enthusiastic.

- Will gather data for decision making.

- Flexible.

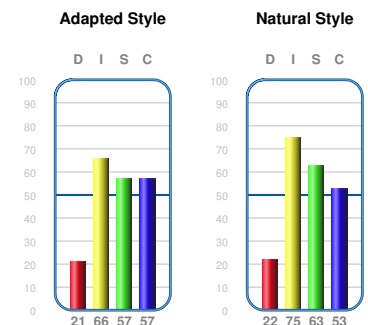| Adapted Style				Natural Style			
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CHECKLIST FOR COMMUNICATING

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

Do:

- Support your communications with correct facts and data.

- Talk about her, her goals and the opinions she finds stimulating.

- Take your time and be persistent.

- Be sincere and use a tone of voice that shows sincerity.

- Give her time to verify reliability of your comments--be accurate and realistic.

- Provide ideas for implementing action.

- Take time to be sure that she is in agreement and understands what you said.

- Leave time for relating, socializing.

- Read the body language for approval or disapproval.

- Provide a warm and friendly environment.

- Give her time to ask questions.

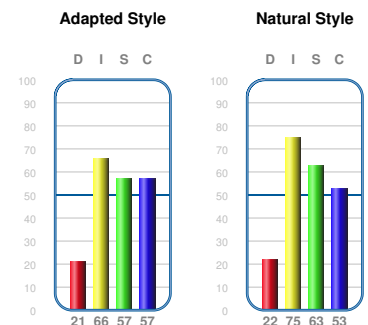| Adapted Style					Natural Style			
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DON'TS ON COMMUNICATING

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

- Talk down to her.

- Push too hard, or be unrealistic with deadlines.

- Talk in a loud voice or use confrontation.

- Be dictatorial.

- Don't be haphazard.

- Be curt, cold or tight-lipped.

- Legislate or muffle--don't overcontrol the conversation.

- Use testimonies from unreliable sources.

- Make promises you cannot deliver.

- Kid around too much, or "stick to the agenda" too much.

- Give your presentation in random order.

- Drive on to facts, figures, alternatives or abstractions.

- Rush her in the decision-making process.

Adapted Style	Natural Style
D I S C	D I S C
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COMMUNICATION TIPS

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

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant: ● Prepare your "case" in advance. ● Stick to business. ● Be accurate and realistic. Factors that will create tension or dissatisfaction: ● Being giddy, casual, informal, loud. ● Pushing too hard or being unrealistic with deadlines. ● Being disorganized or messy.	When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented: ● Be clear, specific, brief and to the point. ● Stick to business. ● Be prepared with support material in a well-organized "package." Factors that will create tension or dissatisfaction: ● Talking about things that are not relevant to the issue. ● Leaving loopholes or cloudy issues. ● Appearing disorganized.
When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest: ● Begin with a personal comment--break the ice. ● Present your case softly, nonthreateningly. ● Ask "how?" questions to draw their opinions. Factors that will create tension or dissatisfaction: ● Rushing headlong into business. ● Being domineering or demanding. ● Forcing them to respond quickly to your objectives.	When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political: ● 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. Factors that will create tension or dissatisfaction: ● Being curt, cold or tight-lipped. ● Controlling the conversation. ● Driving on facts and figures, alternatives, abstractions.

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PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Sally usually sees herself as being:

Enthusiastic	Outgoing
Charming	Inspiring
Persuasive	Optimistic

OTHERS' PERCEPTION

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

Self-Promoting	Glib
Overly Optimistic	Unrealistic

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

Overly Confident	Talkative
Poor Listener	Self-Promoter

Adapted Style

D I S C

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Natural Style

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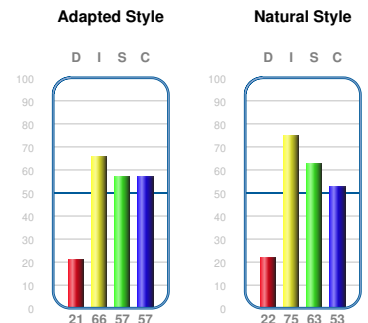
Based on Sally's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.

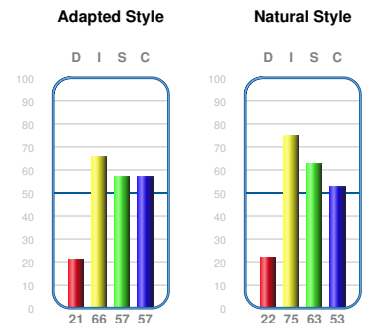| Dominance	Influencing	Steadiness	Compliance
Demanding	Effusive	Phlegmatic	Evasive
Egocentric	Inspiring	Relaxed	Worrisome
		Resistant to Change	Careful
Driving	Magnetic	Nondemonstrative	Dependent
Ambitious	Political		Cautious
Pioneering	Enthusiastic	Passive	Conventional
Strong-Willed	Demonstrative	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

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NATURAL AND ADAPTED STYLE

Sally'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
Sally is cautious in her approach to problem solving and does not attempt to demand that her view, or opinion, be accepted at face value. Sally likes to solve problems within the framework of a team environment. She will look for a compromise as opposed to a win-lose situation.		Sally sees no need to change her approach to solving problems or dealing with challenges in her present environment.

| Natural	PEOPLE - CONTACTS	Adapted
Sally is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Sally is trusting and also wants to be trusted.		Sally sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

Adapted Style

D I S C

21 66 57 57

Natural Style

D I S C

22 75 63 53

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Natural	PACE - CONSISTENCY	Adapted
Sally is deliberate and steady. She is willing to change, if the new direction is meaningful and consistent with the past. She will resist change for change's sake.		Sally sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

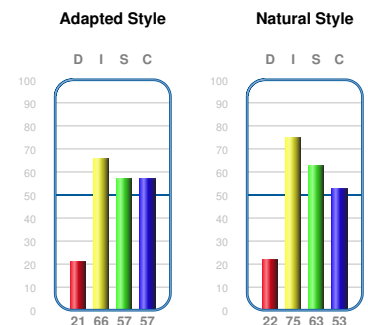| Natural	PROCEDURES - CONSTRAINTS	Adapted
Sally is somewhat open-minded, but aware and sensitive to the implications of not following the rules. She can display balanced judgment in reviewing procedures. Knowing she is doing things well is a key reinforcement for her.		Sally shows little discomfort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

Adapted Style

D I S C

Natural Style

D I S C

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ADAPTED STYLE
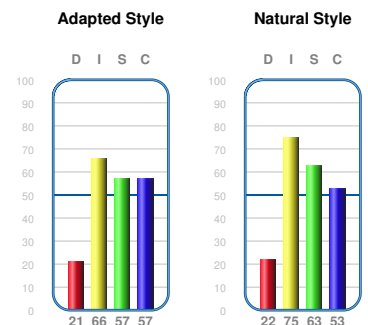
Sally sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Obtaining results through people.

- Presenting a practical, proven approach to decision making.

- Using restraint when confrontation occurs.

- Making tactful decisions.

- Motivating people to take action by using persuasive skills.

- Contacting people using a variety of modes.

- Being cordial and helpful when dealing with new clients or subordinates.

- Being a good "team player."

- Considerate of others' time and attention.

- Being conservative, not competitive, in nature.

- Positive, outgoing, friendly behavior.

Adapted Style

D I S C

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Natural Style

D I S C

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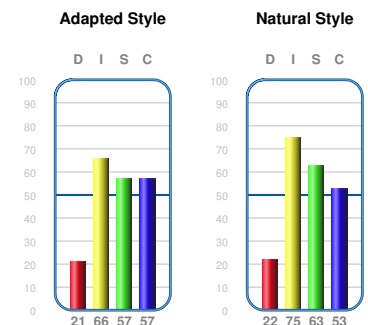ABC Co. Ltd.
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AREAS FOR IMPROVEMENT

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

Sally has a tendency to:

- Be too verbal in expressing criticism.

- Be optimistic regarding possible results of her projects or the potential of her people.

- Be so enthusiastic that she can be seen as superficial.

- Make decisions based on surface analysis.

- Be inattentive to detail unless that detail is important to her or if detail work is of a short duration.

- Trust people indiscriminately if positively reinforced by those people.

- Overuse praise in motivating others.

- Be unrealistic in appraising people--especially if the person is a "friend."

- Overestimate her ability to motivate people or change others' behavior.

Adapted Style

D I S C

21 66 57 57

Natural Style

D I S C

22 75 63 53

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ACTION PLAN

Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)

2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)

3. When I make changes to these behaviors, they will have the following impact on my career:

4. I will make the following changes to my behavior, and I will implement them by _____:

ACTION PLAN

Personal Development

1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)

2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)

3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:

4. I will make the following changes to my behavior, and I will implement them by _____ :

BEHAVIORAL HIERARCHY

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

1. FREQUENT INTERACTION WITH OTHERS

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2. CUSTOMER ORIENTED

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3. VERSATILITY

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

6.0

4. FREQUENT CHANGE

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

5.0

5. ORGANIZED WORKPLACE

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

4.0

6. ANALYSIS OF DATA

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4.0

7. URGENCY

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3.0

8. COMPETITIVENESS

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3.0

Adapted Style

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Natural Style

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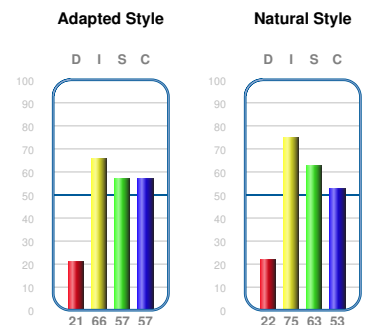
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STYLE INSIGHTS® GRAPHS

Sally Sample
3-28-2012

MOST	LEAST
Graph I	Graph II
Adapted Style	**Natural Style**

	D	I	S	C
%	21	66	57	57

	D	I	S	C
%	22	75	63	53

Norm 2011 R4

18

THE SUCCESS INSIGHTS® WHEEL

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

- View your natural behavioral style (circle).

- View your adapted behavioral style (star).

- Note the degree you are adapting your behavior.

- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

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

THE SUCCESS INSIGHTS® WHEEL

Sally Sample
3-28-2012

C

D

IMPLEMENTOR

ANALYZER

CONDUCTOR

COORDINATOR

PERSUADER

SUPPORTER

PROMOTER

S

RELATER

I

Adapted: ★ (48) PROMOTING RELATER (ACROSS)
Natural: ● (48) PROMOTING RELATER (ACROSS)

Norm 2011 R4

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20

Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

Value	the Drive for
Theoretical	**Knowledge**
Utilitarian/Economic	**Money**
Aesthetic	**Form and Harmony**
Social/Altruistic	**Helpfulness**
Individualistic/Political	**Power**
Traditional/Regulatory	**Order**

Values help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights® instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.

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How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.

2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.

3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.

4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.

5. Other steps and processes may emerge through team meetings.

This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.

- A Norms and Comparisons section that reveals where your values are compared to the national mean.

- A Values Graph

- A Values Wheel

- A Values Action Plan for affirming strengths and encouraging growth and development.

- A Team Building Summary to facilitate sharing selected information with others.
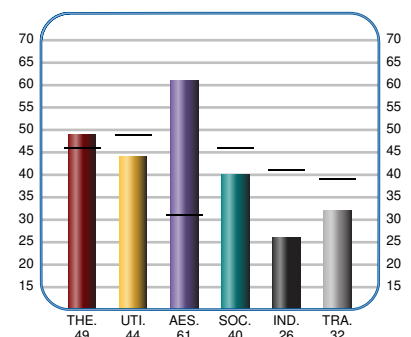
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AESTHETIC

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

General Characteristics

- Exhibits a very high appreciation factor in her tone of voice and support towards the creative ideas of others on the team.
- Shows an appreciation of some solitary time for personal reflection and rebalancing.
- Seeks self-realization and fulfillment in both work and personal settings.
- Likes to connect people with others who have things in common.
- Looking good and feeling good are two of her goals.
- Sally needs a sense of harmony and balance in her surroundings and relationships.
- Being recognized for creativity is the highest form of achievement for Sally.

Value to the Organization

- Demonstrates a very high regard for the feelings and emotions of others on the team.
- Creativity is only limited by external, not internal boundaries.
- Can bring new and innovative ideas to the table and amplify her creativity.
- A desire to go beyond required job description to address things that others may not see.
- Willingness to give time, talent, and creativity to the solutions of tough problems facing the organization.

	THE. 49	UTI. 44	AES. 61	SOC. 40	IND. 26	TRA. 32

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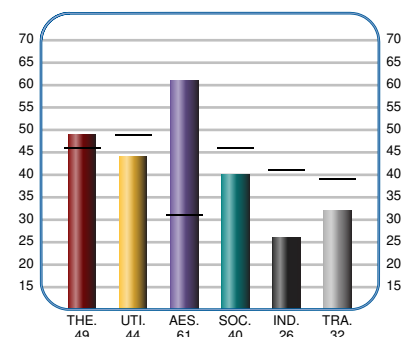800-555-5555

Keys to Managing and Motivating

- Provide an environment in which there is opportunity for individual creativity and self-expression.
- Allow Sally to have some space for individual contemplation, sometimes away from the immediate work area.
- Monitor that she is not being overly involved to the point that her own work suffers.
- Sally needs a sense of harmony and balance in her surroundings.
- Support her interest in preserving our natural resources.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the potential of being more effective in developing creative solutions to problems.
- Courses and training will help amplify the need to understand the expanse of human imagination and inventiveness.
- Learning successes can be linked to increasing her personal understanding of form, harmony and the big picture.

Continuous Quality Improvements

- Ends up with her own tasks needing to be done, even as she is expressing the need for urgency to others.
- Goes into creative or artistic mode too often.
- Tries to be too much of a non-conformist.

THE. 49 UTI. 44 AES. 61 SOC. 40 IND. 26 TRA. 32

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THEORETICAL

The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

General Characteristics

- Enjoys learning even for its own sake.
- High knowledge base and credibility base in contributions to team efforts.
- Others on the team may seek Sally to answer questions about projects or procedures.
- Stays mentally alert and likes mental challenges.
- A strong personal belief in life-long learning.
- Strong desire to learn and go beyond the required knowledge base.
- Has a "cognitive" attitude. Looks for deeper meaning in things.
- Believes that continuous learning is healthy for the mind and body.
- Likes to go to trade shows and conventions in her area of interest and expertise to find new ideas and tools for the team and organization at large.

Value to the Organization

- She brings a strong knowledge-driven ethic.
- Others on the team may seek out Sally to answer their questions because they know of her strong knowledge base.
- Stable, knowledge-driven ethic.
- Gathers the maximum amount of information on an issue because she asks the necessary questions.
- Demonstrates a logical approach to problem solving and patience to analyze all of the options for solutions.
- Knows a little about most everything, and is conversant about it.

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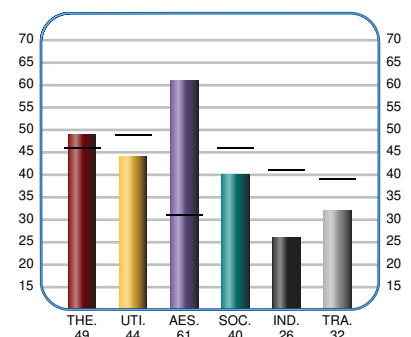
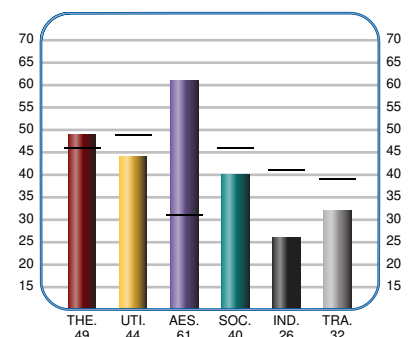## Keys to Managing and Motivating

- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Include Sally in future development projects and draw on her expertise.
- Classes, courses, conferences: Send Sally and let her learn.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Find out her interests and channel related information to Sally. Send topical mail, brochures and info-sheets to her.

Training, Professional Development and Learning Insights

- She enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Sally can be depended upon to do her homework thoroughly and accurately.
- Actively engaged in learning both on and off the job.

Continuous Quality Improvements

- Somewhat selfish in sharing ideas with others, until others have established their own technical credibility.
- The sense of urgency may vacillate, depending on the intellectual importance Sally assigns to the issue.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.

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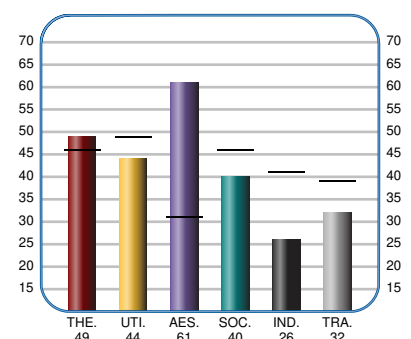800-555-5555

UTILITARIAN/ECONOMIC

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

General Characteristics

- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Sally is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in achieving her vision of success.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.
- Motivated by high pay and attaches importance to high earnings.

Value to the Organization

- Profit driven and bottom-line oriented.
- Makes decisions with practicality and bottom-line dollars in mind.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Pays attention to R.O.I. (return on investment) in business or team activity.

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Keys to Managing and Motivating

- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Remember that Sally has an ear to the revenue-clock. This may give her a keen economic awareness in projects and decision-making with the team.
- Provide coaching to help Sally appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.
- Provide opportunity for financial rewards for excellent performance.
- Be certain Sally is balancing her professional and personal life.

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both herself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- Provide some rewards and incentives for participation in additional training and professional development.

Continuous Quality Improvements

- Within this high economic drive, there may be a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- May judge the efforts of others on the team by an economic scale only.

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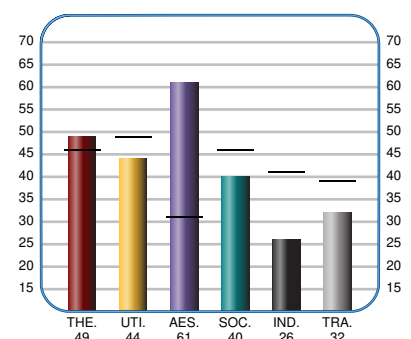789 Street
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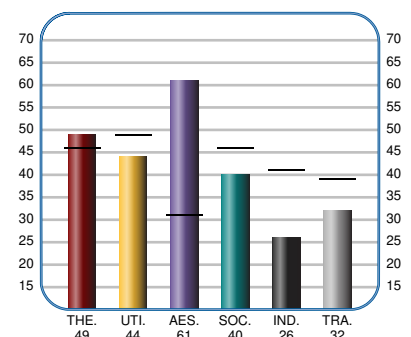
SOCIAL/ALTRUISTIC

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

General Characteristics

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. She is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on her own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.

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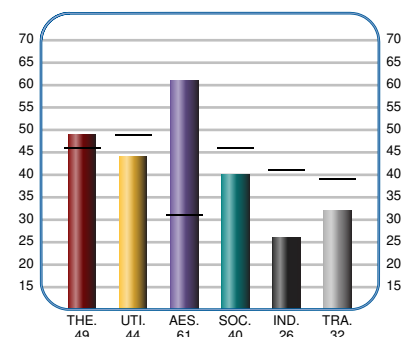800-555-5555

Keys to Managing and Motivating

- Remember that Sally shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Sally brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that she brings in being a balance between those who may give too much away, versus those who may not give enough.

Training, Professional Development and Learning Insights

- She shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Becomes engaged in training activities because she sees it as a part of necessary growth and professional improvement.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements

- It is important to review other Values drives for a more complete look at areas for quality improvement.
- On some service-related issues within this organization, she may need to take a more visible position with the team.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.

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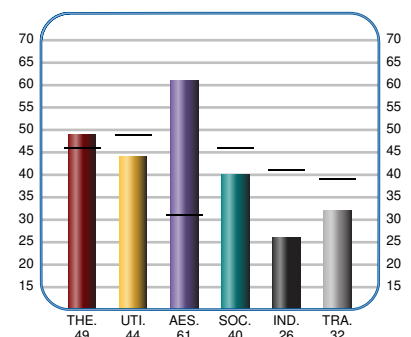800-555-5555

TRADITIONAL/REGULATORY

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

General Characteristics

- Able to make creative decisions and set new precedent when necessary.
- Believes in experimentation and trying new things.
- Is motivated by the personal right to express herself.
- Likes to work hard, especially if she can see results of the work projects.
- Questions authority.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.
- A desire to obtain quick results with many projects, and an attempt to dispense with many items (such as rules and regulations) which might bog down the progress.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Generates new ideas.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Desires to learn new methods and strategies.

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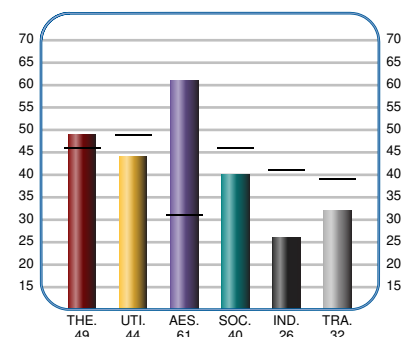
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Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Enjoys variety in the job culture.
- Maximize use of her adaptability to new projects and ideas.
- Use her great strength of being a flexible problem-solver.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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

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INDIVIDUALISTIC/POLITICAL

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

General Characteristics

- Likes helping people on the team.
- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- May not seek or choose a leadership role for herself, but may be satisfied in being an active and supportive member of a team of professionals.
- May prefer a team member position on various projects.
- While not requiring lots of attention for efforts, there is still a need for sincere appreciation for contributions made.

Value to the Organization

- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer her own creative ideas in a manner that is respectful of team roles.
- Is able to maintain work ethic even under pressure so the project is met successfully and interpersonal stressors have been minimized.
- May be considered the unsung hero of a successful project or initiative.

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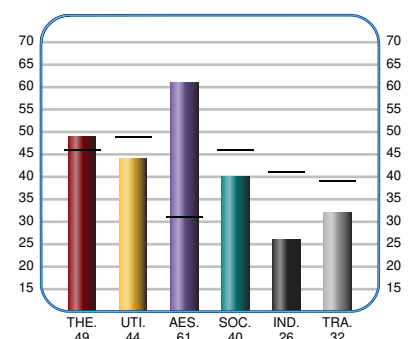
Keys to Managing and Motivating

- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Provide support for complete follow-through on project tasks.
- Don't force leadership roles or increased authority unless mutually agreed upon.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

Training, Professional Development and Learning Insights

- Enjoys more team-oriented professional development activities.
- Sally prefers more traditional types of learning, courses, and professional development.
- Tends to show a high degree of self-discipline in training courses.

Continuous Quality Improvements

- May need to take a stronger stand on team issues that impact her workload or the parameters of her job responsibilities.
- Sally may not be heard the first time by the team. She may need to speak up a second or third time if necessary in order to be acknowledged.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.
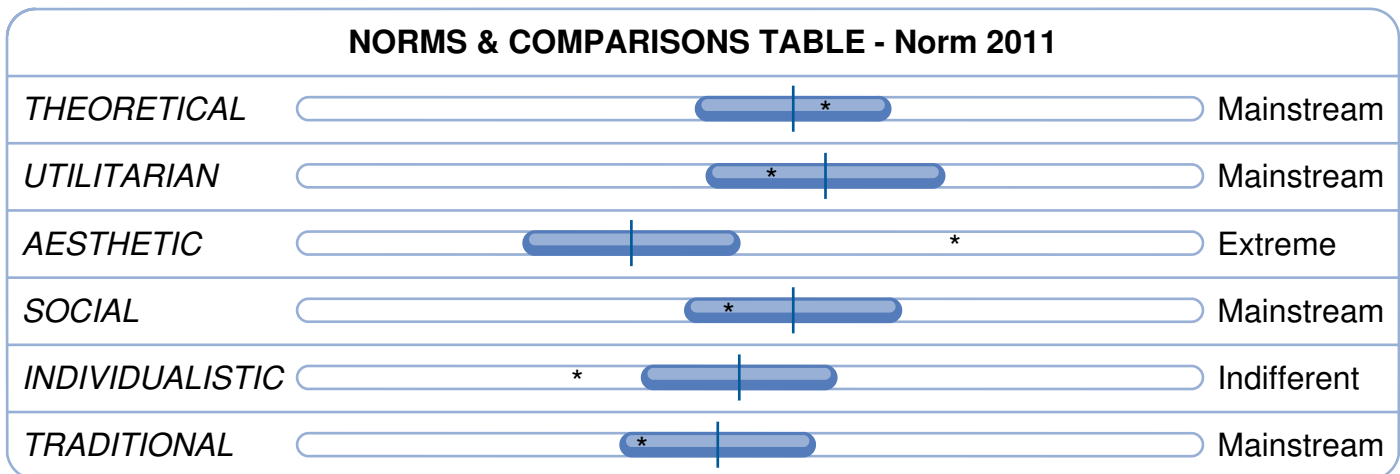
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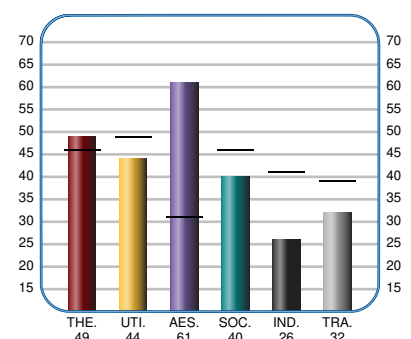
For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

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

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

NORMS & COMPARISONS TABLE - Norm 2011		
THEORETICAL	*	Mainstream
UTILITARIAN	*	Mainstream
AESTHETIC	*	Extreme
SOCIAL	*	Mainstream
INDIVIDUALISTIC	*	Indifferent
TRADITIONAL	*	Mainstream

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

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

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MOTIVATORS - NORMS & COMPARISONS

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

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.

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

- You can be frustrated by others who are always jockeying for position and control.

Sally Sample
3-28-2012
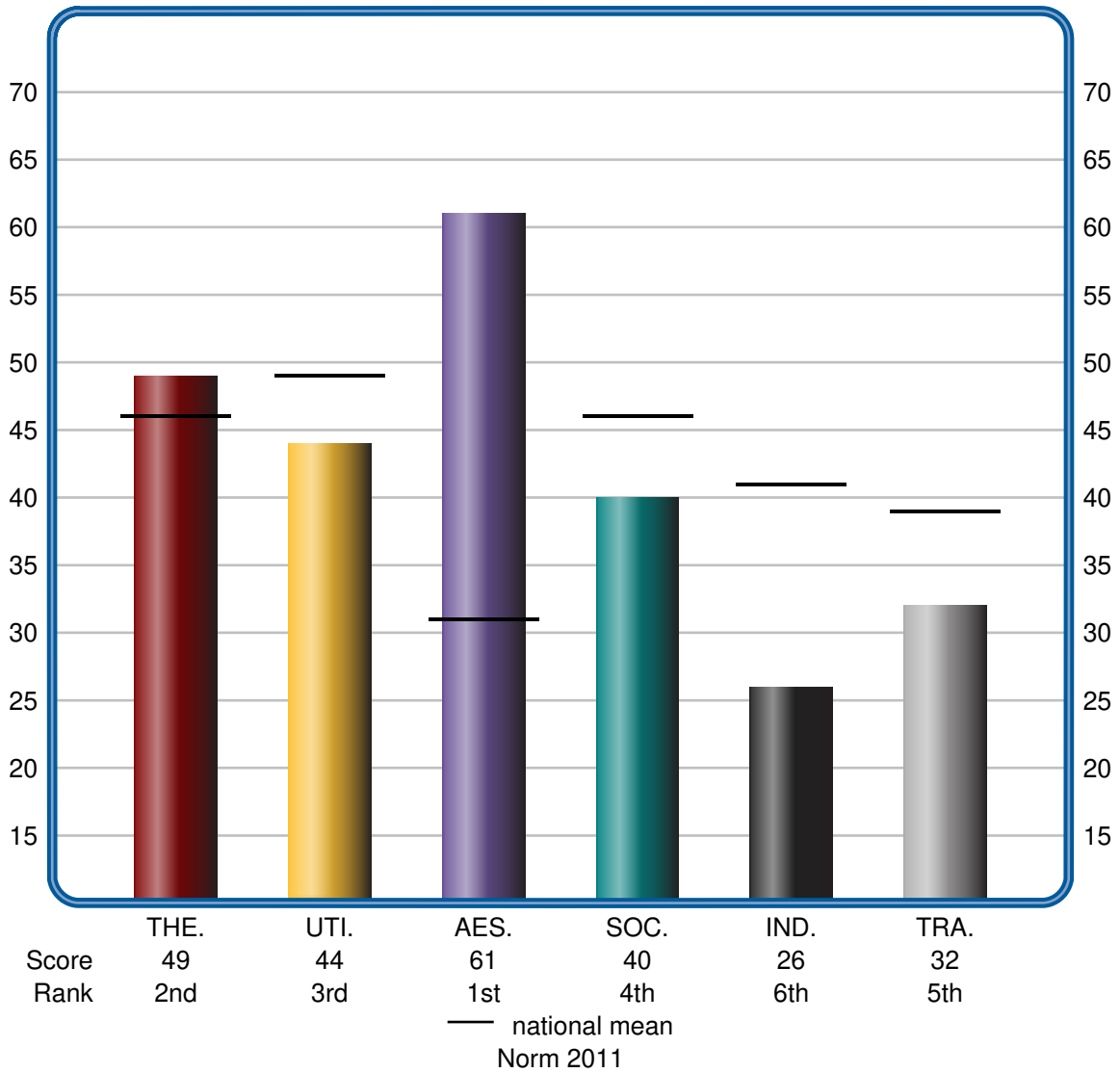
	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	49	44	61	40	26	32
Rank	2nd	3rd	1st	4th	6th	5th

—— national mean
Norm 2011

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ATTITUDES WHEEL™

Sally Sample
3-28-2012

VALUES ACTION PLAN

This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.
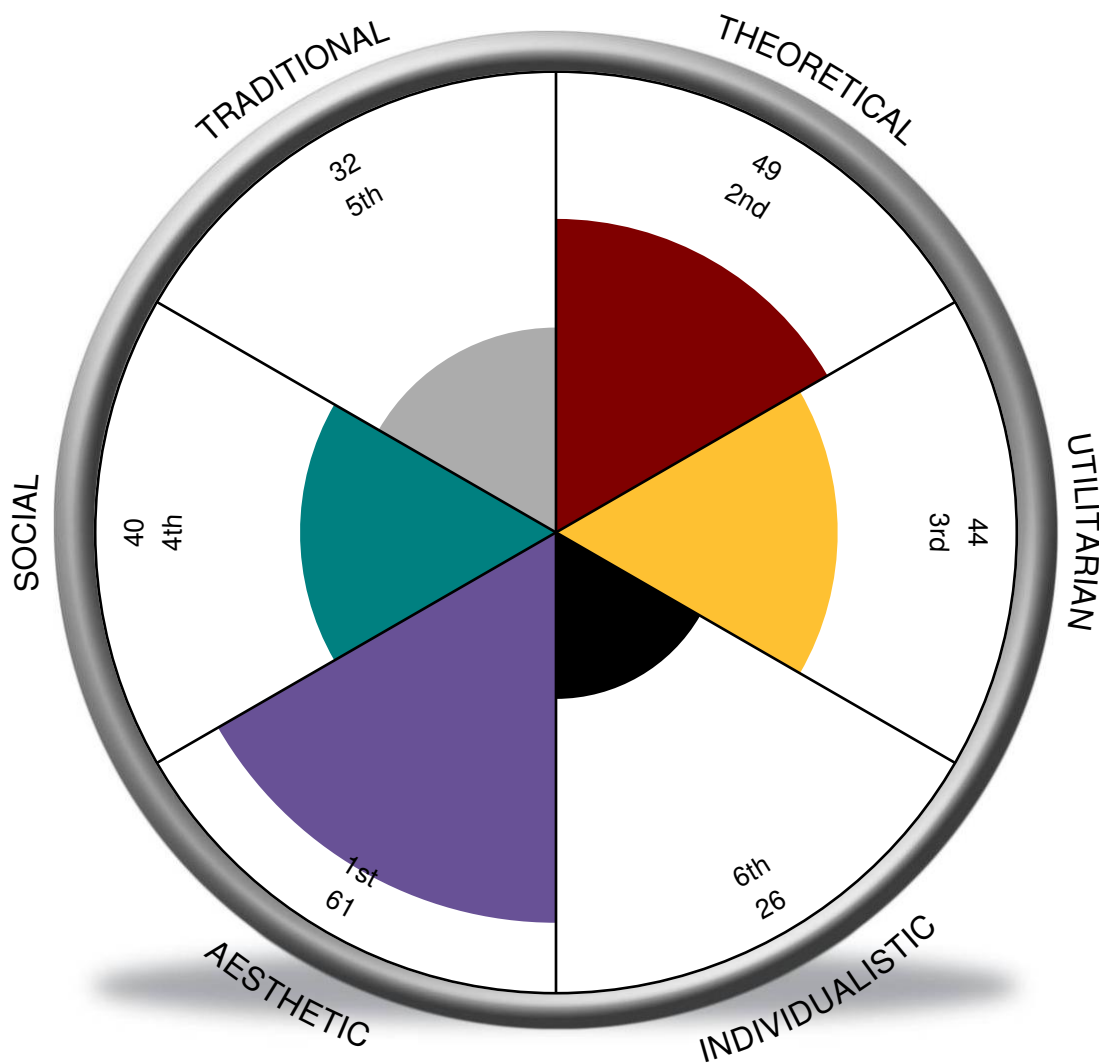
Area 1: The greater or global mission of the team or organization.

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

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

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

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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: _____

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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 _____

   _____

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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 _____
   _____

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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. _____
   _____

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WORLD VIEW

This is how Sally sees the world around her. This view measures her 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.

- Sally tends to utilize others as a part of the process of getting things done.

- She understands the rules and directives but may not always agree with, or follow them.

- She handles relationships and projects with a degree of caution.

- She has the capacity to be empathic and sensitive to people.

- Sally tends to involve others in the completion of tasks or projects.

- She can see the practical side of things in order to evaluate the pros and cons of each situation.

- She generally relates to work or tasks from both practical and interpersonal perspectives.

- She will perform best in a productive environment in which contributions are recognized, properly rewarded, and appreciated.

- Sally could benefit from making a conscious effort to develop better two-way communication with authority figures.

SELF VIEW

This is how Sally sees herself. This view measures her clarity and understanding of herself, her roles in life and her direction for the future. The internal dimensions are a reflection of her 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.

- Sally focuses on both who she is as a person and where her future may lead.

- She would benefit from listing her roles and asking herself if any of these roles are currently in transition?

- She needs to gain a clearer understanding of her roles in life by asking herself, "What are my major roles?"

- She tends to get involved with new things as long as they fit in with her overall life plan.

- Sally has somewhat developed a picture of where she is going.

- She doesn't have a strong understanding of her life roles.

- She defines who she is in terms of her direction and goals in life.

- She has a defined set of organizing structures for her life.

- Sally focuses on the directional aspects of life, where she is going and who she will become.

SUMMARY OF STRENGTHS AND WEAKNESSES

The key lies in being able to measure these individual preferences in the way we think, and understanding how they shape our decisions. It is this understanding of our individual strengths and weaknesses that will enable us to effect change in our lives and achieve greater personal success. It is only by first understanding something that we are then able to change it.

The top five and bottom five scores on your Core Skills List determines the information below. Please take the national mean and the requirements of your position into consideration when determining a development plan.

Strengths	Weaknesses
● EVALUATING OTHERS	● CONSISTENCY AND RELIABILITY
● CORRECTING OTHERS	● JOB ETHIC
● ATTITUDE TOWARD OTHERS	● HANDLING STRESS
● FREEDOM FROM PREJUDICES	● ROLE AWARENESS
● SENSITIVITY TO OTHERS	● ENJOYMENT OF THE JOB

Evaluating Others is the ability to make realistic and accurate judgments about others, to evaluate their strengths and weaknesses, and to understand their manner of thinking, acting and behaving. Examples would include being able to identify why someone did well or poorly in a specific task, identifying whether the performance factor was caused by the person or something in the environment. This ability does not necessarily rely on an individual's ability to quantitatively measure another's performance, but rather on his or her ability to discern the key components of the person's performance and accurately predict levels of performance in future or different tasks. This involves the ability to use a strong gut-intuition. Success in this capacity is dependent on the absence of undue prejudice, or bias.

Possible Strengths:
- Is cautiously optimistic yet realistically objective about other people's capabilities.
- Builds, develops, and sustains instincts in terms of evaluating others, but supports that instinctive evaluation with objective data.
- Uses objective data over gut instinct wherever possible.

Continuous Development:
- Look for patterns in people's behavior and use that information to interact with them in future situations.
- Recognize that everyone has strengths and weaknesses.
- Seek information about other people's motivations and values.

CORRECTING OTHERS

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

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

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

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

ATTITUDE TOWARD OTHERS

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

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

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

FREEDOM FROM PREJUDICES

Freedom from Prejudices is an individual's ability to not allow the unfair implications of prejudged information to enter into and affect an interpersonal relationship. It is about not allowing a person's class, race, sex, ethnicity or personal philosophy to cause one to prejudge the actions, potential, intentions or attitudes of others.

Possible Strengths:
- Able to maintain emotional control in difficult situations.
- Understands the importance of, and has the ability to sustain productive relationships with key stakeholders.
- Is sensitive to the ramifications of saying or doing the wrong or inappropriate thing.

Continuous Development:
- Volunteer for an organization in which one's race is the minority or participate in a community activity that is geared toward a cultural theme.
- Balance needs and goals with those of others in the organization.
- Identify what resources possessed are valuable to others and be willing to help others.

SENSITIVITY TO OTHERS

The most critical aspect of Sensitivity To Others is paying attention-on a day-to-day basis and on a larger scale. Not only must a person notice small details about people's reactions on an individual basis, but also he or she must be able to form a larger emotional picture of each person based on what a person knows of them.

Possible Strengths:
- Good listener.
- Recognizes that people like and need to feel important.
- Does not over react-stays calm and cool in emotional situations.

Continuous Development:
- Take course correction if needed.
- If in a difficult situation, or lack of agreement with another person, agree to resume the conversation later and/or seek mediation.
- Be tactful-know what to say and how to say it with power and persuasion without making enemies.

CONSISTENCY AND RELIABILITY

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

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

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

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

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

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

HANDLING STRESS

Handling Stress is an individual's ability to balance and defuse inner tensions and stresses, which, if allowed to build up, could interfere with his or her ability to perform to potential. It is not an individual's ability to handle stressful situations, but rather the ability to appropriately separate oneself from such stressful situations and maintain separate inner sense of peace.

Possible Limitations:
- Gets emotionally tied to difficult situations.
- Does not recognize the difference between "good stress" and "bad stress".
- May not take time for relaxation.

Developmental Suggestions:
- Get serious about time management.
- Work off stress through regular and vigorous exercise.
- Face up to unpleasant facts and get it over with.

ROLE AWARENESS

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

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

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

ENJOYMENT OF THE JOB

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

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

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

DIMENSIONAL BALANCE
For consulting and coaching

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)
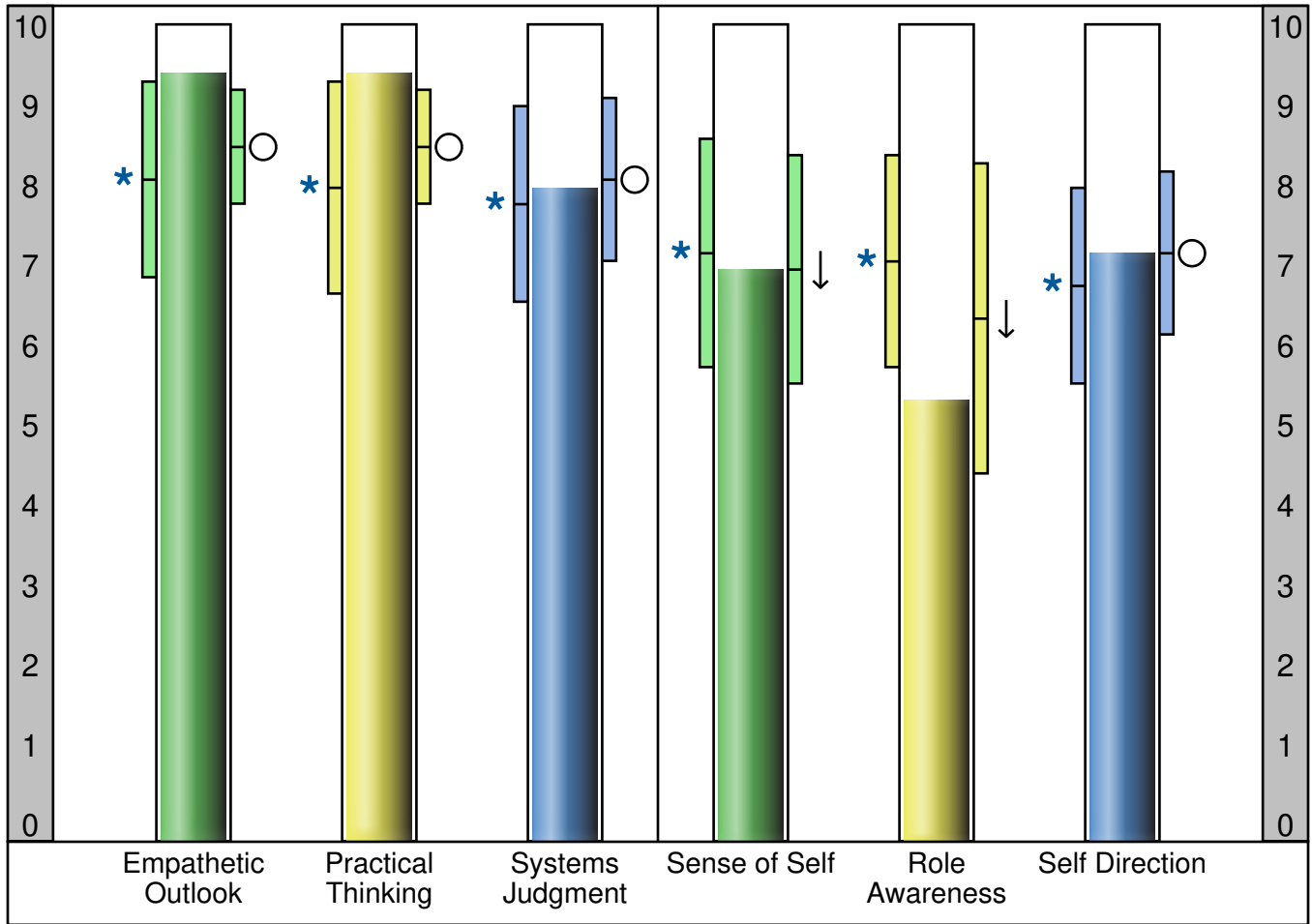
	Empathetic Outlook	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Score	9.4	9.4	8.0	7.0	5.4	7.2
Bias	O	O	O	↓	↓	O

Rev: 0.97-0.70

CORE SKILLS LIST
For consulting and coaching
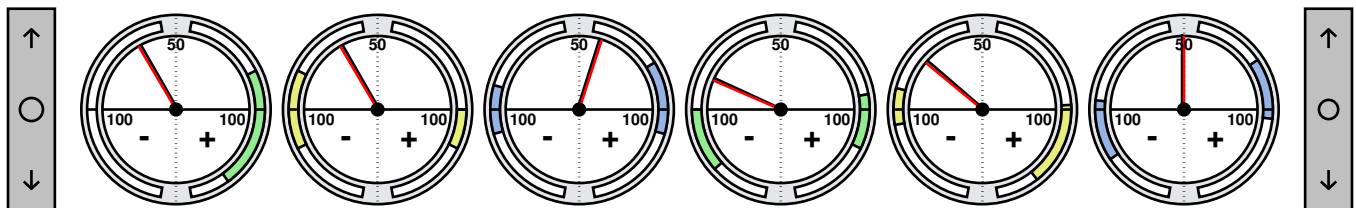
Score	Mean	Description
9.9	7.7	Evaluating Others
9.9	8.1	Personal Relationships
9.7	7.9	Correcting Others
9.4	7.9	Attitude Toward Others
9.4	7.8	Freedom from Prejudices
9.4	7.9	Sensitivity to Others
9.4	8.1	Empathetic Outlook
9.4	7.8	Monitoring Others
9.4	8.0	Practical Thinking
9.3	8.1	Understanding Motivational Needs
9.3	7.6	Integrative Ability
9.1	7.9	Emotional Control
9.0	8.2	Realistic Goal Setting for Others
8.8	8.3	Theoretical Problem Solving
8.8	8.0	Attention to Detail
8.8	8.2	Respect for Property
8.8	8.0	Material Possessions
8.7	7.6	Concrete Organization
8.7	7.7	Realistic Expectations
8.7	7.7	Evaluating What is Said
8.5	7.3	Conceptual Thinking
8.5	7.5	Problem Solving
8.2	7.4	Project and Goal Focus
8.2	7.3	Results Orientation
8.2	7.4	Developing Others
8.2	7.9	Proactive Thinking
8.2	7.8	Relating to Others
8.0	8.0	Following Directions
8.0	7.0	Balanced Decision Making
8.0	7.6	Long Range Planning
8.0	8.0	Respect for Policies
8.0	7.8	Systems Judgment
8.0	8.1	Self Improvement
7.6	7.3	Surrendering Control
7.6	7.9	Conveying Role Value
7.5	7.5	Quality Orientation
7.5	7.6	Using Common Sense
7.4	7.6	Status and Recognition
7.3	7.6	Realistic Personal Goal Setting
7.3	7.8	Persuading Others
7.2	7.1	Personal Drive
7.2	6.9	Self Direction
7.1	7.0	Intuitive Decision Making
7.1	7.9	Leading Others
7.1	7.3	Project Scheduling
7.1	7.4	Handling Rejection

Score	Mean	Description
7.0	7.3	Sense of Self
6.9	7.2	Personal Accountability
6.9	6.9	Meeting Standards
6.9	7.5	Sense of Timing
6.9	7.7	Sense of Belonging
6.9	7.2	Taking Responsibility
6.8	7.5	Accountability for Others
6.8	7.1	Gaining Commitment
6.8	7.4	Self Management
6.7	7.1	Role Confidence
6.5	7.1	Internal Self Control
6.3	6.7	Self Assessment
6.3	6.9	Initiative
6.1	7.3	Sense of Mission
6.0	7.4	Self Confidence
5.9	7.2	Persistence
5.8	7.3	Consistency and Reliability
5.8	7.3	Job Ethic
5.5	7.0	Handling Stress
5.4	7.1	Role Awareness
4.9	7.4	Enjoyment of the Job

CORE SKILLS LIST
For consulting and coaching

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