



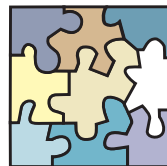
TTI TriMetrix®

Coaching Report - Executive Version

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

Monica D'Antoni

8-1-2008



Assessments For You

Margie S. Heiler, MS, MCC, CEC

540.635.4843

info@assessmentsforyou.com



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.



INTRODUCTION

Behaviors

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

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

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

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

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

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



GENERAL CHARACTERISTICS

Based on Monica'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 Monica's natural behavior.

Monica tends to be precise about her use of time and can become frustrated when others interrupt her when in the middle of a task. She wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. Some people see her as being fussy and meticulous. She takes much pride in precise and accurate work, but others may not always understand her attention to details. In the long run, she prefers quality over quantity. Monica may be overly sensitive to criticism of her work. If you do comment on her work you had better be right, since she may not take criticism lightly. Precision and accuracy are important to her. She prefers that things be orderly and she will approach work in a systematic manner. When Monica sees something that is wrong she wants to fix it. She is oriented toward achieving practical results. Monica tends to be her own worst critic constantly reminding herself that she could have done better if given more time. Because Monica has such high standards, sometimes she feels that only she can perform a particular task.

Monica usually judges others by the quality of their work. She may find it difficult to recognize others' strengths, if their work does not meet her high standards. She likes to assemble facts and data before making decisions. This allows her time to review the facts and think about the decision to be made. She gets frustrated when well-established rules



GENERAL CHARACTERISTICS

are not observed by others. She prefers to have everyone adhere to the same rules and regulations. She is a critical and systematic thinker, and this strength may not be easily recognized by others. Others may see her as vacillating on decisions, but she is only attempting to make the right decision the first time around. She follows company policy, if aware of it. She prefers to study and analyze a problem before responding. She wants to feel that her response is the correct one. She places an emphasis on the cognitive process and logic when making decisions.

Monica enjoys analyzing the motives of others. This allows her to develop her intuitive skills. Because Monica wants to be certain she is performing her work assignments correctly, she enjoys working for a manager who explains what is expected of her. She prefers meetings that start and finish on time. She may get upset with people who do not adhere to rules and how things "should be done." Monica's logical, methodical way of gathering data is demonstrated by her ability to ask the right questions at the right time. Monica can be outgoing at times. Basically introverted, she will engage in social conversation when the occasion warrants. She has a low trust level with strangers. This becomes apparent when she asks specific and perhaps blunt questions. When Monica is deeply involved in thinking through a project, she may appear to be cool and distant. She likes to know what is expected of her in a working relationship, and have the duties and responsibilities of others who will be involved explained. Communication is accomplished



GENERAL CHARACTERISTICS

best by well-defined avenues.



VALUE TO THE ORGANIZATION

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

- Challenge-oriented.
- Usually makes decisions with the bottom line in mind.
- Proficient and skilled in her technical specialty.
- Change agent--looks for faster and better ways.
- Conscientious and steady.
- Tenacious.
- Competitive.



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 Monica. 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 Monica most frequently.

Do:

- Stick to business--let her decide if she wants to talk socially.
- Provide solid, tangible, practical evidence.
- Take issue with facts, not the person, if you disagree.
- Read the body language--look for impatience or disapproval.
- Approach her in a straightforward, direct way; stick to business.
- Give her time to verify reliability of your actions; be accurate, realistic.
- Make an organized presentation of your position, if you disagree.
- Give her time to be thorough, when appropriate.
- Prepare your "case" in advance.
- Support and maintain an environment where she can be efficient.
- Follow through, if you agree.
- Motivate and persuade by referring to objectives and results.
- Make an organized contribution to her efforts, present specifics and do what you say you can do.



DON'TS ON COMMUNICATING

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

- Make conflicting statements.
- Direct or order.
- Use gimmicks or clever, quick manipulations.
- Speculate wildly, or offer guarantees and assurances where there is a risk in meeting them.
- Say "trust me"--you must prove it.
- Use testimonies of unreliable sources; don't be haphazard.
- Provide special, personal incentives.
- Leave loopholes or cloudy issues if you don't want to be zapped.
- Threaten, cajole, wheedle, coax or whimper.
- Come with a ready-made decision, or make it for her.
- Be redundant.



COMMUNICATION TIPS

This section provides suggestions on methods which will improve Monica'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, Monica 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.

<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.



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Monica usually sees herself as being:

Precise
Moderate
Knowledgeable

Thorough
Diplomatic
Analytical

OTHERS' PERCEPTION

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

Pessimistic
Worrisome

Picky
Fussy

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

Perfectionistic
Strict

Hard-to-Please
Defensive



DESCRIPTORS

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



NATURAL AND ADAPTED STYLE

Monica's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.

Natural	PROBLEMS - CHALLENGES	Adapted
<p>Monica is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Monica has a tendency to make decisions with little or no hesitation.</p>		<p>Monica sees the need to be somewhat conservative in her approach to solving problems. She wants to accept challenges but will be calculated in her response.</p>

Natural	PEOPLE - CONTACTS	Adapted
<p>Monica is undemonstrative in her approach to influencing others and likes to let facts and figures stand for themselves. She feels persuasion needs to be objective and straightforward. Her trust level is based on each interaction--the past is the past. She presents facts without embellishments.</p>		<p>Monica sees a need to be factual and logical while attempting to influence others. She feels a direct and straightforward approach is really what others want before they can be influenced.</p>



NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Monica is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. She usually demonstrates a pronounced sense of urgency. She is eager to initiate change if for nothing else than for change's sake.</p>	<p>Monica feels the environment is calling for a relaxed demeanor, or one in which patience is looked at as a virtue. She is predictable and stable and places an emphasis on follow-up and follow-through.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Monica is concerned with doing things right. She can be quite worrisome and possibly fearful that mistakes will crop into the procedure. She will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.</p>	<p>Monica shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Monica sees little or no need to change her response to the environment.</p>	



ADAPTED STYLE

Monica 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.

- Exhibiting patience and good listening skills.
- Freedom from confrontation.
- Consistency of task performance.
- Traditional, quality-oriented work model to follow.
- Logical solutions.
- Disciplined, meticulous attention to order.
- Using a disciplined approach.
- Precise, analytical approach to work tasks.
- Calculation of risks before taking action.
- Maintaining a clean and organized work station.
- Limited contact with people.



AREAS FOR IMPROVEMENT

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

Monica has a tendency to:

- Tell ideas as opposed to sell ideas.
- Hesitate to act without precedent.
- Be critical of any approach that is not regarded as purely logical or factual (to her standards).
- Be defensive when threatened and use the errors and mistakes of others to defend her position.
- Fail to tell others where she stands on an issue.
- Want full explanation before changes are made to ensure her understanding.
- Be suspicious and pessimistic of any new project. Wants more support than is necessary.



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.



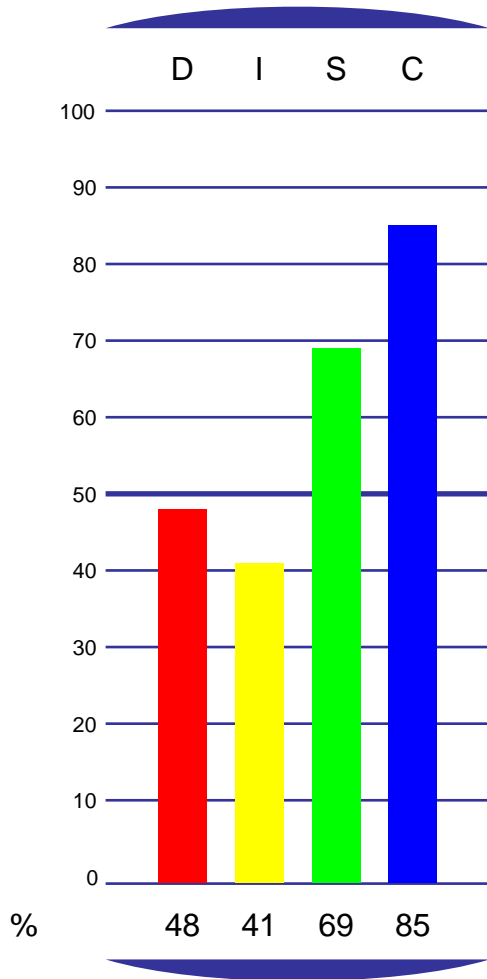


STYLE INSIGHTS® GRAPHS

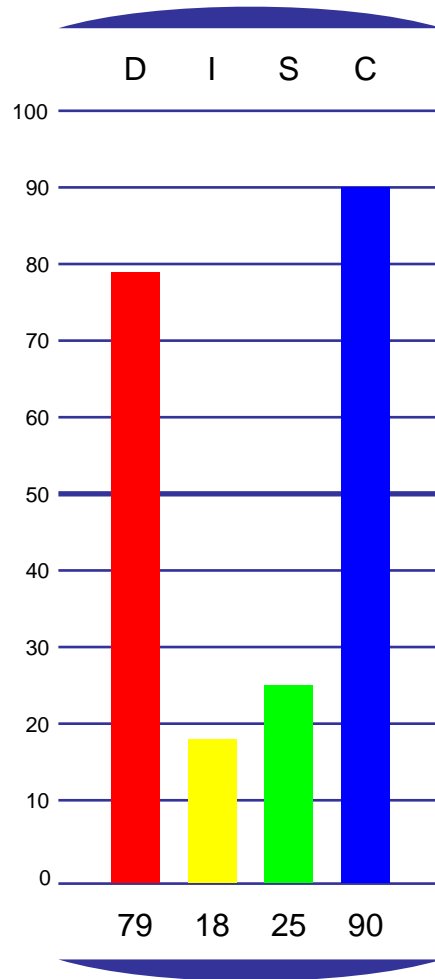
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8-1-2008

MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2003



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.

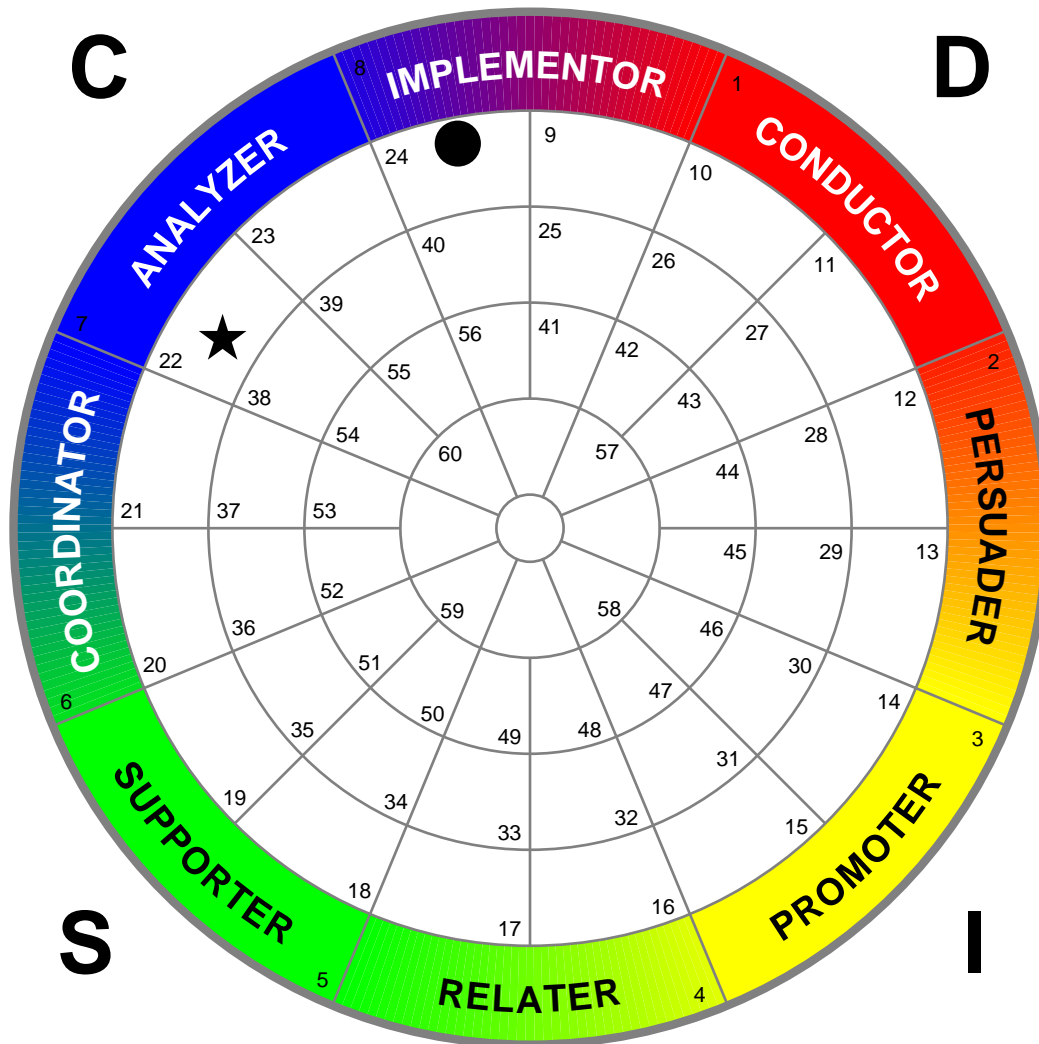
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



THE SUCCESS INSIGHTS® WHEEL

Monica D'Antoni

8-1-2008



Adapted: ★ (22) COORDINATING ANALYZER
Natural: ● (24) ANALYZING IMPLEMENTOR
Norm 2003



INTRODUCTION

Motivators

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.

<u>Value</u>	<u>the Drive for</u>
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.



INTRODUCTION

Motivators

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.



SOCIAL/ALTRUISTIC

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

General Characteristics

- Demonstrates a strong need to help others achieve and win.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Seeks to contribute to the welfare of others.
- Possesses a very high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- Likes to connect people with others who have things in common.
- Cares about the feelings of others on the team.
- Wanting others to enjoy the classics and helping to preserve them for future generations is of interest to her.
- Will have a keen interest in improving the whole of society.

Value to the Organization

- Has a very good memory for helping others. Is able to keep a mental list of needs for others on the team, and helps them obtain links and resources in an on-going way.
- Is a very good team player.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Has a desire to go beyond required job description to help make things easier for others.
- Shows a willingness to give time, talent, and energy to help the organization or team.
- Proactive in helping the team progress. Sees things that need to be done, then does them.

Keys to Managing and Motivating

- Provide flexibility to allow for helping others on the team.
- Monica gets a high degree of motivation from helping others achieve, grow, and solve problems, both as internal team members and as external customers and clients. Provide an outlet for this strength.
- Support her willingness to share time and talent with others.
- Allow for participation with interests and activities outside the team or work environment.
- Remember that Monica brings a high sincerity factor to the things that she does. Remember also that she appreciates high sincerity from others in return.



SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the potential of being more effective in helping others on the team.
- Courses and training will help amplify her need to teach, coach or help others as either internal or external stakeholders.
- Learning successes can be linked to increasing her personal knowledge base to share with others.

Continuous Quality Improvements

- Tends to give away too much time, talent and energy.
- Ends up with her own tasks needing to be done, even as she is helping others complete their tasks.
- Goes into teaching/helping mode too often.



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

- Monica has a strong desire to be her own person.
- Thrives in a team environment.
- Enjoys work and assignments which give her stature in the eyes of others and evokes respect.
- Likes freedom in her own work area.
- Prefers to make her own decisions about how an assignment or project is to be accomplished.
- Independent.
- Likes to have her own niche; the place where she 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 her uniqueness or creativity.

Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- 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.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by her audience.

Keys to Managing and Motivating

- Create an environment that provides security while it encourages taking appropriate risks.
- Monica 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 Monica may offer, and realize that she may do things a bit differently than standard operating procedure.
- She will appreciate "air-time" at meetings to share ideas with others on the team.
- Remember that even as attention from others is important, she also desires some independence from team organization and protocol at times.



INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- 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

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- 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 her high Individualistic behavior.
- Needs to remember that her good ideas aren't the only good ideas.



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

- 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.
- May be able to serve as a bridge between those on the team with higher Regulatory drives and those with lower Regulatory drives.
- Typically won't get bogged down in minutia, nor will she ignore details when decision-making.
- This value needs to be compared against other higher- and lower-scoring values to determine her driving factors.

Value to the Organization

- Monica is able to walk the line between following the rules and bending the rules, and knowing the difference.
- A stabilizing force on the team.
- 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.



TRADITIONAL/REGULATORY

Keys to Managing and Motivating

- Remember that Monica has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Monica 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 Monica has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- Monica brings a procedure-drive typical of many business professionals.
- Include her 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.



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

- 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 her.
- 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 her own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Monica demonstrates an awareness of form and harmony and responds as needed on the job.

Keys to Managing and Motivating

- Remember that she 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 she brings between various positions on team issues.



AESTHETIC

Training, Professional Development and Learning Insights

- She is a flexible participant in training and development programs.
- Can become engaged in training activities because she sees it as a part of necessary growth and professional improvement.
- Monica 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 her 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.



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

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

Value to the Organization

- Rarely (if ever) looks at a project with a "what's in it for me?" perspective.
- Enjoys monetary compensation, but especially enjoys a different type of paycheck: perhaps that of someone saying, "Thank you very much for helping me."
- Sensitive and responsive to the "people-side" of work related activities.
- Excellent team player and team member.
- Has an attitude of "We're all in this together, so let's work together."



UTILITARIAN/ECONOMIC

Keys to Managing and Motivating

- Needs recognition for innovative, creative work, not just for doing her assigned responsibilities.
- Provide a variety of work projects or tasks.
- Avoid mundane tasks.
- Provide sincere recognition for contributions.
- Allow time in the schedule for helping others as she chooses.

Training, Professional Development and Learning Insights

- Comes to a training or development function typically without a "What's in it for me?" attitude.
- She may enjoy a more cooperative learning style.
- Prefers less competition between learning groups.

Continuous Quality Improvements

- Monica needs to learn to say "no" more often.
- Avoid spreading self too thin by taking on responsibilities that could be delegated to others.
- Needs training on tools to help her do the job more effectively.



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

- Aware of job parameters and details, but prefers to learn only that which is necessary to complete the job assignment.
- Will learn those things necessary for the successful completion of the job tasks, and may not desire to go further into specific details or theory.
- May leave specific details of a project to others on the team, and place trust in their coaching and judgment when decisions are made.
- May prefer to spend her 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.
- May bring a high sense of urgency to the task. Wants to learn and get the job done quickly.
- Likes brevity and concise information.
- Likes to spend time learning things that have a direct impact on what she 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 bring a constant sense of efficiency to specific job tasks.
- Ability to perform many jobs and tasks with little training or assistance.
- Doesn't waste time on information that is not needed for the task.
- Focused on the task, goal or vision, and completes her responsibility on schedule.
- Resourceful; will find a way to get it done.
- Can get people on board for a cause.



THEORETICAL

Keys to Managing and Motivating

- Provide technical or support personnel to assist Monica when necessary.
- Reduce the need for frequent supervision, unless quality control is sacrificed.
- Provide opportunity for multiple projects and multi-tasking.
- Occasional monitoring or check-ins on progress are recommended rather than frequent contacts.
- Offer information that is relevant to the task, but no more.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- 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

- Has potential for ignoring certain rules, regulations, protocol, or knowledge which is integrally important to the success of a project.
- May avoid detailed information.
- Create a balance between minimum details and those details necessary to maintain quality control.



MOTIVATORS - NORMS & COMPARISONS

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

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

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

NORMS & COMPARISONS TABLE - Norm 2003		
Monica D'Antoni		
THEORETICAL	* █	Extreme
UTILITARIAN	* █	Indifferent
AESTHETIC	█ *	Mainstream
SOCIAL	█ *	Passionate
INDIVIDUALISTIC	█ *	Mainstream
TRADITIONAL	█ *	Mainstream

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

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



MOTIVATORS - NORMS & COMPARISONS

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

- You have a very strong desire to help eliminate pain and conflict in the world, even to the point of personally taking on the pain of others. You will tend to give freely of your time, talent and resources expecting little or nothing in return. Others may believe you are a "doormat," always giving everything away to whoever walks in the front door, unwilling to look out for yourself or your family. They may believe you are weak and easily taken advantage of...a bleeding heart.

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

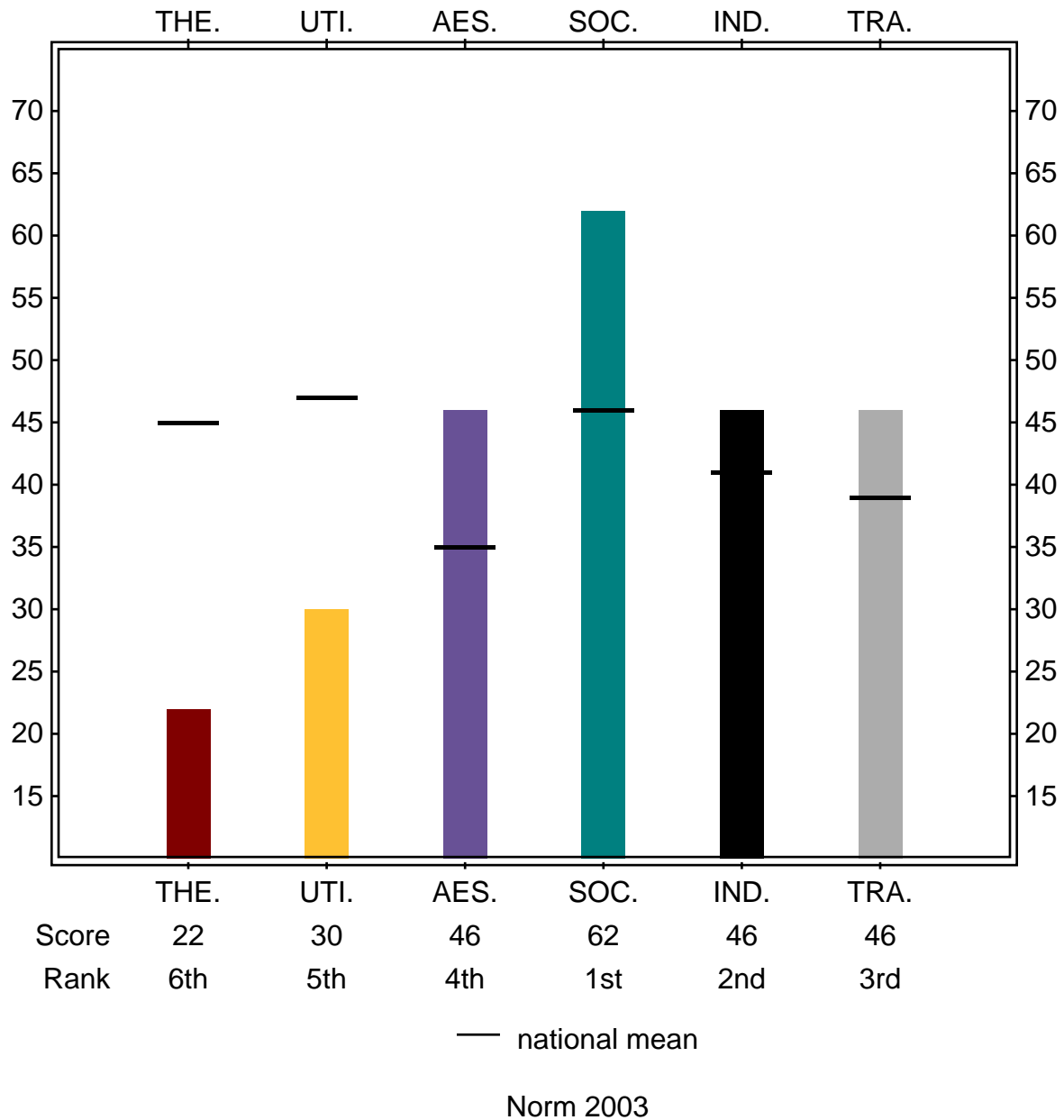
- The amount of time and resources others spend in learning new things may frustrate you.
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.



MOTIVATION INSIGHTS® GRAPH

Monica D'Antoni

8-1-2008

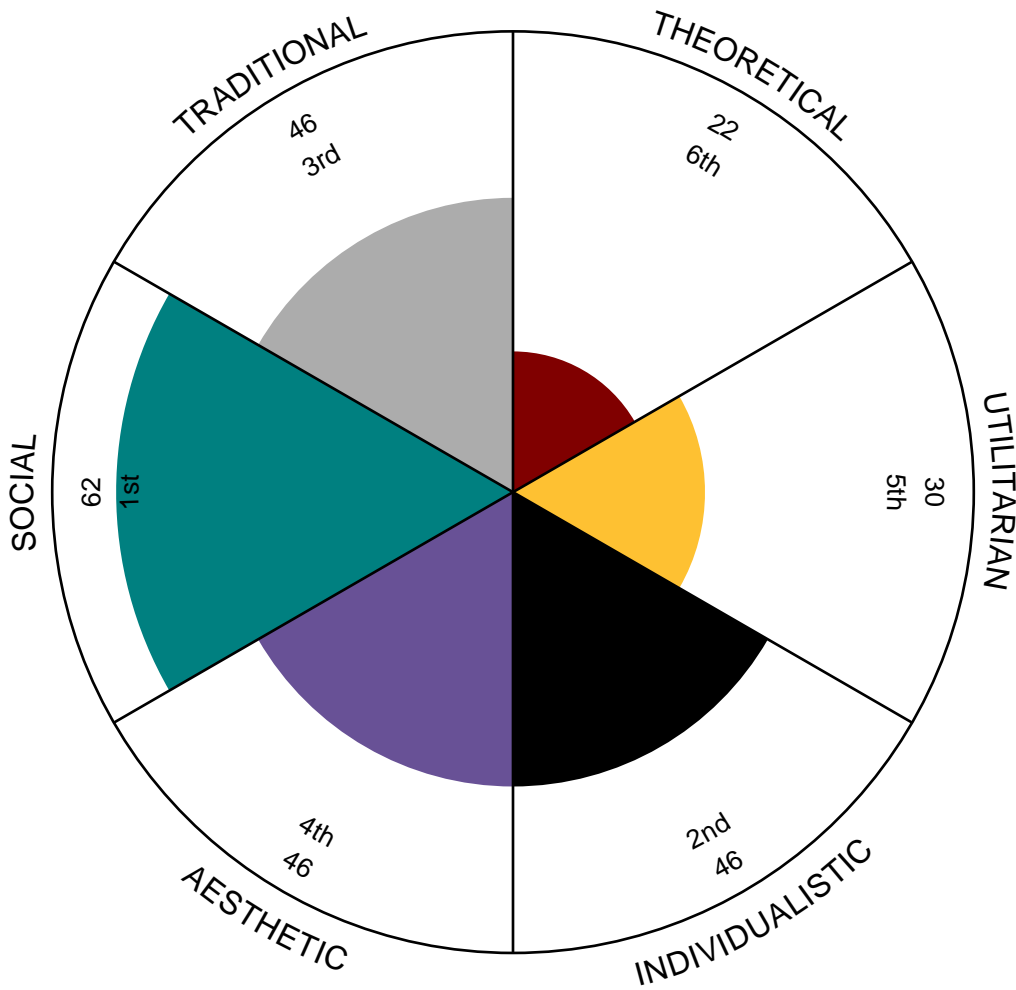




ATTITUDES WHEEL™

Monica D'Antoni

8-1-2008





VALUES ACTION PLAN

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

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

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

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

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



QUALITY IMPROVEMENT ACTION PLAN

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. _____



WORLD VIEW

This is how Monica 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.

- Monica tends to utilize others as a part of the process of getting things done.
- She tends to involve others in the completion of tasks or projects.
- She generally relates to work or tasks from both practical and interpersonal perspectives.
- She has the capacity to be empathic and sensitive to people.
- Monica will work best in a cooperative atmosphere in which decisions are shared.
- She tends to view rules and systems as flexible guidelines, versus being set in stone.
- She can see the practical side of things in order to evaluate the pros and cons of each situation.
- She tends to underemphasize systems, which includes rules and policies.
- Monica may benefit from asking authority figures to explain the reason for certain rules or systems to better understand them.



SELF VIEW

This is how Monica 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.

- Monica focuses on who she is as a person as well as her future.
- She could benefit from listing her roles and asking herself if any of these roles are currently in transition?
- She values herself for who she is.
- She gets involved with new things on a situational basis as long as it fits in with her overall life plan.
- Monica could benefit from a clearer understanding of her personal and professional roles in life.
- She organizes her life according to a set of standards with which she identifies.
- She may not have a strong understanding of her current roles and activities.
- She defines who she is in terms of her direction and goals in life.
- Monica has a high sense of self and strong understanding of her future direction.



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

- PROACTIVE THINKING
- QUALITY ORIENTATION
- PRACTICAL THINKING
- PROBLEM SOLVING
- ROLE CONFIDENCE

Weaknesses

- BALANCED DECISION MAKING
- PROJECT SCHEDULING
- MEETING STANDARDS
- CONCEPTUAL THINKING
- ROLE AWARENESS



PROACTIVE THINKING

Proactive Thinking is an individual's ability to evaluate future implications of current decisions and actions. This would include examining the long-range effects of a decision. It is the ability to mentally create the scenarios and outcomes of situations that could develop from decisions or plans of action.

Possible Strengths:

- Is mentally flexible, can be imaginative and creative.
- Is a good planner, taking time and spending energy making thoughtful project plans.
- Is able to make difficult or unpopular choices now based on knowledge of positive future effects or results.

Continuous Development:

- Develop a crisis plan.
- Evaluate possible solutions to problems against one another.
- Ask a series of what if questions when making plans or decisions.



QUALITY ORIENTATION

Quality Orientation is a measure of an individual's affinity for seeing details, grading him or her against a preset standard (internal or external) and identifying flaws. This is directly related to a person's preference for paying attention to detail. Whereas "attention to detail" is more a measure of how capable a person is at seeing detail, this capacity also measures a person's proclivity for such accuracy as well.

Possible Strengths:

- Has an innate interest in meeting or exceeding internal or external standards.
- Admits mistakes and works to avoid repeating them.
- Implements quality procedures and monitors them regularly.

Continuous Development:

- Stay abreast of industry developments and seek to implement best practices.
- Keep records of customer comments and complaints and look for trends.
- If a problem is discovered, implement corrective actions ASAP.



PRACTICAL THINKING

Practical Thinking measures an individual's ability to make practical, common sense decisions; to see and understand what is happening in a common sense way. It is the ability to realistically identify problems and solutions in practical terms, rather than in theoretical or conceptual terms.

Possible Strengths:

- Confident in the ability to manage new situations, keeping calm and collected in stressful or busy times.
- Sets realistic, achievable goals and objectives for self and others based on careful analysis of existing workload, natural talents, and acquired abilities.
- Organized and efficient about prioritizing and delegating responsibilities.

Continuous Development:

- Explore alternative courses of action for each problem or situation.
- Remember that quick fixes almost never really fix the problems.
- Develop strategic alliances with contacts in other organizations.



PROBLEM SOLVING

Problem Solving Ability involves identifying the system's component that is causing an error, as well as developing options that are available for solving the problem and completing the task. Of course, if an individual can anticipate potential problems before they arise, a person may be able to lessen the effect. In the worst unanticipated problem scenarios, a person can at least save themselves time and effort by clearly identifying his or her problem first.

This is the ability to identify alternative solutions to a problem and to select the best option. This basically means the ability to be able to identify the system component that is causing the error, as well as the options available for resolving it and completing the task.

Possible Strengths:

- Assesses all aspects of a problem from beginning to end, from identification to resolution.
- Able to recognize the many causes of a problem, both obvious and underlying.

Continuous Development:

- Clearly define problems before determining a solution.
- Isolate the problem and then determine what part of the problem needs to be solved.



ROLE CONFIDENCE

Role Confidence is a combination of an ability to see a role clearly, to view it as being positive, practical, functional, and to see oneself as valuable in that role: an individual's ability to develop and maintain an inner strength based on the belief of success.

Possible Strengths:

- Has a good understanding of what personal and professional roles are.
- Has a clear vision for investing one's life in pursuits that reflect core values.
- Recognizes that other people have unique strengths and add value.

Continuous Development:

- Be diligent about continuous learning, stay ahead of the curve in given profession.
- Create affirmations.
- Learn from mistakes, but don't over-analyze mistakes.



BALANCED DECISION MAKING

Balanced Decision Making is the ability to be objective and to fairly evaluate the different aspects (people and other) of a situation and to make an appropriate decision that takes into account all aspects and components involved. This is an individual's ability to maintain a "balance" between their own needs, the needs of others, the needs of the organization, and at the same time provide equal importance to all three when making decisions.

Possible Limitations:

- May not place equal importance on all aspects of a decision.
- May not include people affected by the decision in the decision making process.
- May not take people's opinions, skills and interest into account when making a decision.

Developmental Suggestions:

- Don't make hasty decisions unless the situation requires some type of immediate reaction.
- Practice being a good communicator by sharing information and being open to suggestions.
- Create a variety of potential solutions for each problem faced.



PROJECT SCHEDULING

Project Scheduling is the ability to understand the proper allocation of resources for the purpose of getting things done within a defined timeframe. This capacity will include the ability to minimize dependence on one critical function of production. It will also include identifying alternatives in work tasks and maximizing the physical facilities available.

Possible Limitations:

- May have difficulty managing limited resources.
- May have difficulty identifying productive alternatives.
- May focus too much on one component of a project.

Developmental Suggestions:

- Develop a clear picture of what needs to be accomplished.
- Do the highest priority things first.
- Allocate resources on a priority basis.



MEETING STANDARDS

Meeting Standards is the ability to see and understand the standard requirements established for a job and an individual's commitment to meeting them. This comes more from an internal place than simply being driven toward such commitment by outside forces like management or reward. This combines the capacities of quality orientation and one's focus on structure and order.

Possible Limitations:

- May focus too little or too much on achieving standards.
- May not believe strongly enough or too strongly in oneself.

Developmental Suggestions:

- Learn how required standards are related to overall corporate expectations.
- Pay attention! Changing priorities can change expectations.
- Think about why standards are there to be met.



CONCEPTUAL THINKING

Conceptual Thinking skills allows a person to see the "big picture," helping to determine what direction to take and what resources to use to attain the outcome that is desired. Imagining and/or predicting changes in current reality seem to come naturally to some people.

This is an individual's ability to identify and evaluate resources and plan for their utilization throughout the execution of comprehensive, long-range plans. Schematic thinking is much more abstract than concrete organization and deals with an individual's ability to allocate resources in a mental scenario and accurately visualize outcomes.

Possible Limitations:

- May not see interrelationships between individual goals, short-term company goals and long-term corporate missions.
- May not properly set priorities.
- May not use appropriate resources to attain desired goals.

Developmental Suggestions:

- Challenge inherent assumptions and/or beliefs.
- Brainstorm; always be on the lookout for new ideas and approaches.
- Operate from a broad, long-term perspective.



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.

DIMENSIONAL BALANCE

For consulting and coaching

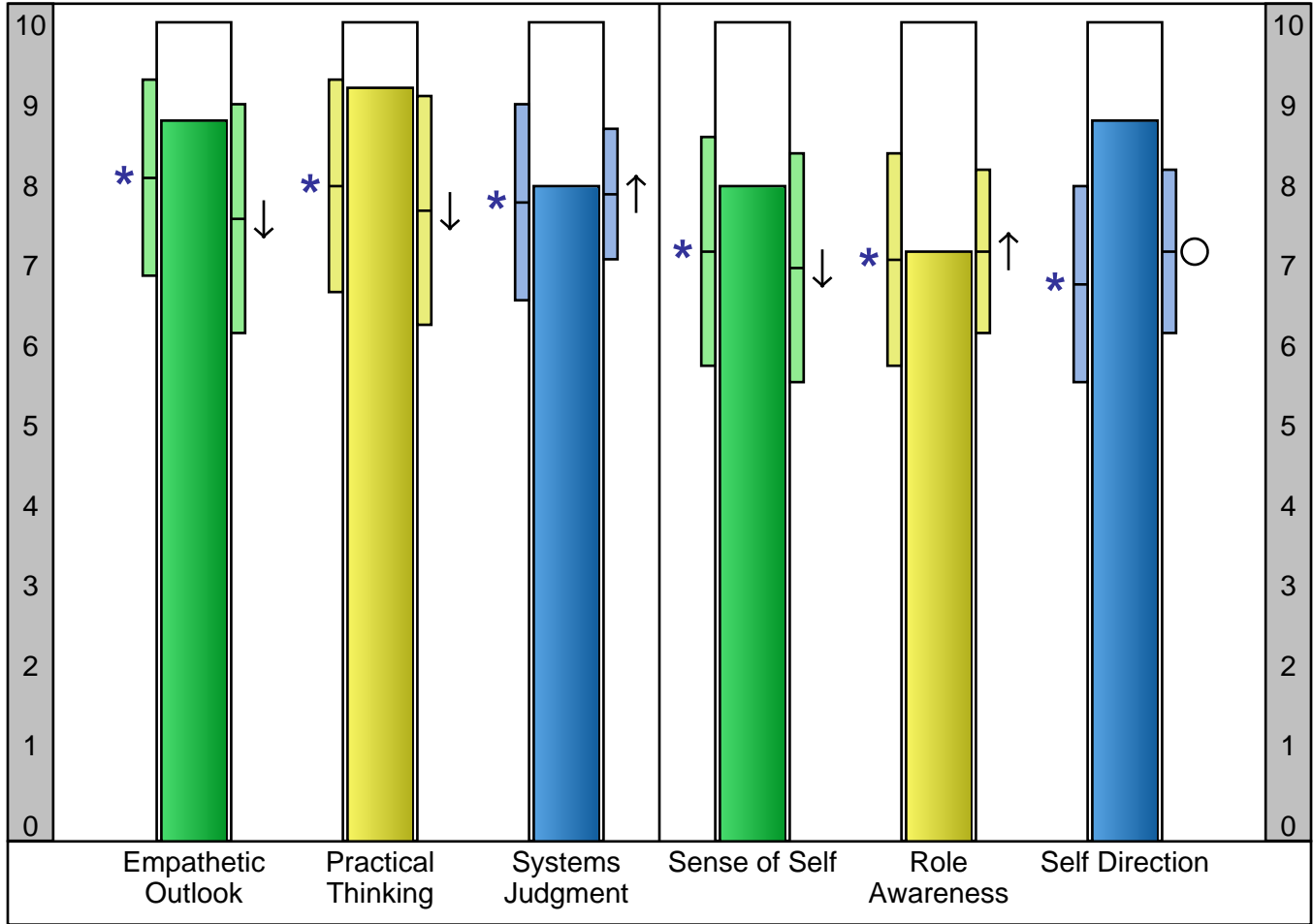
Monica D'Antoni

8-1-2008

- * Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

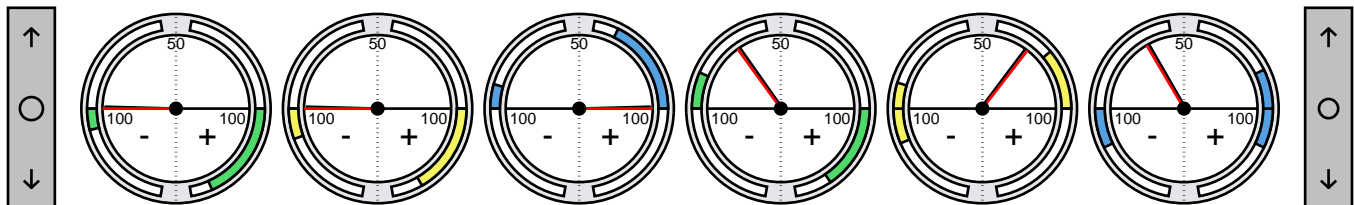
EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 8.8 9.2 8.0 8.0 7.2 8.8

Bias ↓ ↓ ↑ ↓ ↑ ○





CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
9.7	7.9	Proactive Thinking	8.2	7.7	Evaluating Others
9.3	7.5	Quality Orientation	8.2	7.6	Using Common Sense
9.2	7.7	Sense of Belonging	8.2	7.9	Emotional Control
9.2	8.0	Practical Thinking	8.2	7.5	Sense of Timing
9.1	7.5	Problem Solving	8.2	7.6	Status and Recognition
9.1	7.1	Role Confidence	8.1	7.6	Concrete Organization
9.0	8.1	Self Improvement	8.1	7.7	Realistic Expectations
9.0	8.0	Material Possessions	8.1	7.1	Internal Self Control
8.9	8.0	Attention to Detail	8.0	7.2	Personal Accountability
8.9	7.9	Conveying Role Value	8.0	7.4	Developing Others
8.9	7.4	Handling Rejection	8.0	7.9	Leading Others
8.9	7.6	Integrative Ability	8.0	7.3	Sense of Self
8.8	8.3	Theoretical Problem Solving	8.0	6.9	Initiative
8.8	7.1	Personal Drive	8.0	7.8	Systems Judgment
8.8	7.8	Persuading Others	8.0	7.2	Taking Responsibility
8.8	8.1	Empathetic Outlook	7.9	7.7	Evaluating What is Said
8.8	6.9	Self Direction	7.8	7.1	Gaining Commitment
8.8	7.3	Sense of Mission	7.7	7.4	Enjoyment of the Job
8.7	7.0	Intuitive Decision Making	7.6	7.0	Balanced Decision Making
8.7	8.1	Understanding Motivational Needs	7.6	7.3	Project Scheduling
8.7	7.6	Long Range Planning	7.5	6.9	Meeting Standards
8.7	7.2	Persistence	7.4	7.3	Conceptual Thinking
8.6	8.2	Realistic Goal Setting for Others	7.2	7.1	Role Awareness
8.5	8.0	Following Directions			
8.5	7.3	Consistency and Reliability			
8.5	7.4	Self Confidence			
8.5	8.0	Respect for Policies			
8.5	7.3	Job Ethic			
8.5	8.2	Respect for Property			
8.5	7.8	Monitoring Others			
8.4	7.3	Surrendering Control			
8.4	6.7	Self Assessment			
8.4	7.6	Realistic Personal Goal Setting			
8.4	7.9	Correcting Others			
8.4	7.8	Relating to Others			
8.4	7.4	Self Management			
8.3	7.5	Accountability for Others			
8.3	7.9	Attitude Toward Others			
8.3	7.8	Freedom from Prejudices			
8.3	7.0	Handling Stress			
8.3	7.9	Sensitivity to Others			
8.3	8.1	Personal Relationships			
8.2	7.4	Project and Goal Focus			
8.2	7.3	Results Orientation			



CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
8.3	7.5	Accountability for Others	8.4	7.8	Relating to Others
8.9	8.0	Attention to Detail	8.5	8.0	Respect for Policies
8.3	7.9	Attitude Toward Others	8.5	8.2	Respect for Property
7.6	7.0	Balanced Decision Making	8.2	7.3	Results Orientation
7.4	7.3	Conceptual Thinking	7.2	7.1	Role Awareness
8.1	7.6	Concrete Organization	9.1	7.1	Role Confidence
8.5	7.3	Consistency and Reliability	8.4	6.7	Self Assessment
8.9	7.9	Conveying Role Value	8.5	7.4	Self Confidence
8.4	7.9	Correcting Others	8.8	6.9	Self Direction
8.0	7.4	Developing Others	9.0	8.1	Self Improvement
8.2	7.9	Emotional Control	8.4	7.4	Self Management
8.8	8.1	Empathetic Outlook	9.2	7.7	Sense of Belonging
7.7	7.4	Enjoyment of the Job	8.8	7.3	Sense of Mission
8.2	7.7	Evaluating Others	8.0	7.3	Sense of Self
7.9	7.7	Evaluating What is Said	8.2	7.5	Sense of Timing
8.5	8.0	Following Directions	8.3	7.9	Sensitivity to Others
8.3	7.8	Freedom from Prejudices	8.2	7.6	Status and Recognition
7.8	7.1	Gaining Commitment	8.4	7.3	Surrendering Control
8.9	7.4	Handling Rejection	8.0	7.8	Systems Judgment
8.3	7.0	Handling Stress	8.0	7.2	Taking Responsibility
8.0	6.9	Initiative	8.8	8.3	Theoretical Problem Solving
8.9	7.6	Integrative Ability	8.7	8.1	Understanding Motivational Needs
8.1	7.1	Internal Self Control	8.2	7.6	Using Common Sense
8.7	7.0	Intuitive Decision Making			
8.5	7.3	Job Ethic			
8.0	7.9	Leading Others			
8.7	7.6	Long Range Planning			
9.0	8.0	Material Possessions			
7.5	6.9	Meeting Standards			
8.5	7.8	Monitoring Others			
8.7	7.2	Persistence			
8.0	7.2	Personal Accountability			
8.8	7.1	Personal Drive			
8.3	8.1	Personal Relationships			
8.8	7.8	Persuading Others			
9.2	8.0	Practical Thinking			
9.7	7.9	Proactive Thinking			
9.1	7.5	Problem Solving			
8.2	7.4	Project and Goal Focus			
7.6	7.3	Project Scheduling			
9.3	7.5	Quality Orientation			
8.1	7.7	Realistic Expectations			
8.6	8.2	Realistic Goal Setting for Others			
8.4	7.6	Realistic Personal Goal Setting			