



**TTI TriMetrix®**

Coaching Report - Executive Version

**John Peer**  
**Manager**  
30/8/2007



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The TTI TriMetrix® Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviours, 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: BEHAVIOURS

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.



Behavioural 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.

This report analyses behavioural style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behaviour. We only report statements which are true and areas of behaviour in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.

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

John is often seen as practical and objective. He does not always like being placed in competitive situations. He tends to lose the "team feeling" when he is involved in direct competition. He wants to be seen as a responsible person, and will avoid behaviour that could be seen by others as irresponsible. He looks to people for support and inner-satisfaction as a way to reach his personal goals. John is good at concentrating in order to listen and learn. He is not easily distracted by peripheral activity. He can be possessive and develop strong attachments for his work group, close friends and family. He tends to be incisive and analytical. When the time is right, John can stand up aggressively for what he believes. John likes to develop a routine in both his personal and professional life and will function best when this routine is maintained. At times, John would like to slow the world down and cut out some of the activities people want him involved in.

John may want to think over major decisions before acting. He must be convinced that actions will produce the desired result. Once he has arrived at a decision, he can be tough-minded and unbending. He has made his decision after gathering much data, and he probably will not want to repeat the process. He can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. He prefers to plan his work and work his plan. Others may find it refreshing to have him on their team. John adheres to company policy and does not break the rules just for the sake of breaking them. He tends to make decisions based on past experiences. He prefers the "tried

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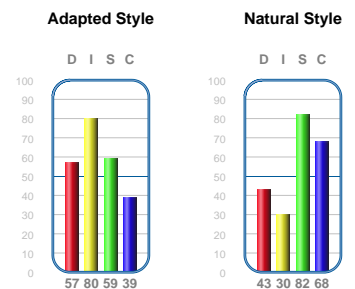
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# GENERAL CHARACTERISTICS

and true." He tries to use balanced judgment. He is the person who brings stability to the entire team. Logic is important when trying to influence him. He pays more attention to logic than emotional "hype."

John is not easily triggered or explosive, but he may conceal some grievances because he does not always state his feelings. He remains aloof from active participation in unfamiliar groups. He will talk more, however, in a group of people he trusts and has known for a long time. He may guard some information unless he is asked specific questions. He will not willingly share unless he is comfortable with the knowledge he possesses about the topic. He usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when his ideals and beliefs are confronted. Sometimes he will withdraw from a verbal battle. If he feels strong about an issue, he may retreat to gather his resources and then return to take a stand! Rarely does he display his emotions; that is, he projects a good poker face. Others may get the feeling that he is unfriendly, when in reality he is not. He likes having others initiate the conversation. He can then assess the situation and respond accordingly. He likes to know what is expected of him in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues.

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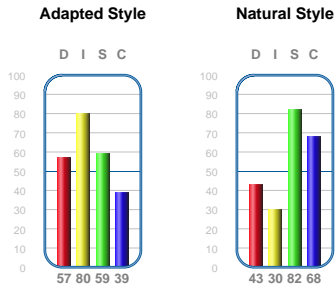
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# VALUE TO THE ORGANISATION

This section of the report identifies the specific talents and behaviour John brings to the job. By looking at these statements, one can identify his role in the organisation. The organisation can then develop a system to capitalise on his particular value and make him an integral part of the team.

- Comprehensive in problem solving.
- Service-oriented.
- Accurate and intuitive.
- Maintains standards.
- Consistent and steady.
- Conscientious and steady.
- Patient and empathetic.

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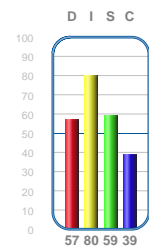
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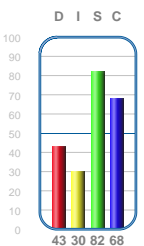
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Adapted Style



Natural Style



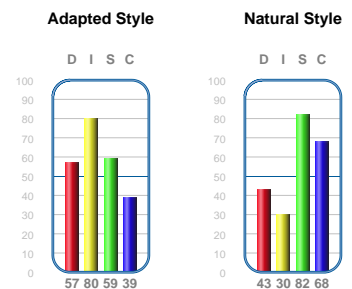


Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with John. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with John most frequently.

Do:

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- Provide solid, tangible, practical evidence.
- Make an organised presentation of your position, if you disagree.
- Prepare your "case" in advance.
- Patiently draw out personal goals and work with him to help him achieve those goals; listen and be responsive.
- Follow through, if you agree.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there will not be surprises.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Support his principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Show sincere interest in him as a person. Find areas of common involvement and be candid and open.
- Provide guarantees that his decision will minimise risks; give assurance that provides him with benefits.
- Define clearly (preferably in writing) individual contributions.
- Look for hurt feelings or personal reasons if you disagree.
- Make an organised contribution to his efforts, present specifics and do what you say you can do.





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

Do not:

- Force him to respond quickly to your objectives. Do not say "Here is how I see it."
- Make conflicting statements.
- Offer assurance and guarantees you cannot fulfil.
- Be vague about what is expected of either of you; do not fail to follow through.
- Patronise or demean him by using subtlety or incentive.
- Push too hard, or be unrealistic with deadlines.
- Debate about facts and figures.
- Rush headlong into business or the agenda.
- Rush the decision-making process.
- Dillydally, or waste time.
- Manipulate or push him into agreeing because he probably will not fight back.
- Be abrupt and rapid.
- Threaten, cajole, wheedle, coax or whimper.

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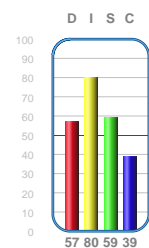


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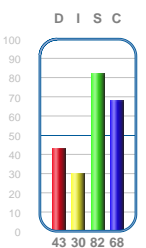


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Adapted Style



Natural Style







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

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

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

### "See Yourself As Others See You"

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#### SELF-PERCEPTION

John usually sees himself as being:

Considerate	Thoughtful
Good-Natured	Dependable
Team player	Good listener

#### OTHERS' PERCEPTION

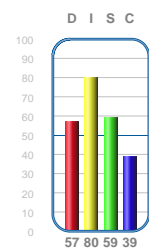
Under moderate pressure, tension, stress or fatigue, others may see him as being:

Nondemonstrative	Hesitant
Unconcerned	Inflexible

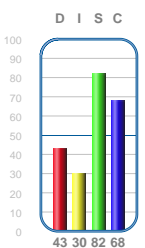
And, under extreme pressure, stress or fatigue, others may see him as being:

Possessive	Stubborn
Detached	Insensitive

Adapted Style



Natural Style



Based on John's responses, the report has marked those words that describe his personal behaviour. They describe how he solves problems and meets challenges, influences people, responds to the pace of the environment and how he responds to rules and procedures set by others.

<b>Dominance</b> Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	<b>Influencing</b> Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable	<b>Steadiness</b> Phlegmatic Relaxed Resistant to Change Nondemonstrative <b>Passive</b> <b>Patient</b> <b>Possessive</b> <b>Predictable</b> <b>Consistent</b> <b>Deliberate</b> <b>Steady</b> <b>Stable</b>	<b>Compliance</b> Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat <b>Systematic</b> <b>Diplomatic</b> <b>Accurate</b> <b>Tactful</b> <b>Open-Minded</b> <b>Balanced Judgment</b>
<b>Conservative</b> Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious Mild Agreeable Modest Peaceful Unobtrusive	<b>Reflective</b> <b>Factual</b> <b>Calculating</b> <b>Sceptical</b> <b>Logical</b> 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



John'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
John is somewhat conservative in his approach to solving problems. He will accept challenges by being quite calculating in his response to the problem or challenge. John will be quite cooperative by nature and attempt to avoid confrontation as he wants to be seen as a person who is "easy" to work with.	John sees the need to be competitive, results-oriented and a little innovative in his approach to problem solving. He has a tendency to evaluate the risk before rushing into solving a problem.	

Natural	PEOPLE - CONTACTS	Adapted
John is undemonstrative in his approach to influencing others and likes to let facts and figures stand for themselves. He feels persuasion needs to be objective and straightforward. His trust level is based on each interaction--the past is the past. He presents facts without embellishments.	John projects a positive and enthusiastic attitude toward influencing others. He sees the need to be trusting and wants to be trusted.	

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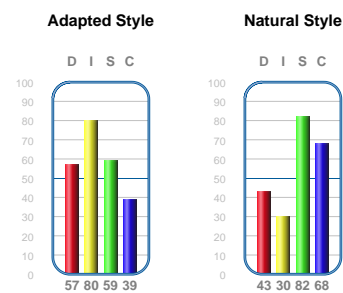
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Natural	<b>PACE - CONSISTENCY</b>	Adapted
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John is comfortable in an environment in which there is a relaxed demeanour, or one in which patience is looked at as a virtue. He prefers to complete one task before starting the next and prefers an environment that is predictable.	John sees a need to be deliberate and steady. He will change if the new direction is meaningful and consistent with the past, attempting to resist change for change's sake.
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Natural	<b>PROCEDURES - CONSTRAINTS</b>	Adapted
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John naturally is cautious and concerned for quality. He likes to be on a team that takes responsibility for the final product. He enjoys knowing the rules and can become upset when others fail to comply with the rules.	John is striving to be independent and somewhat self-willed. He is most comfortable when the constraints can be "loosened" for certain situations.
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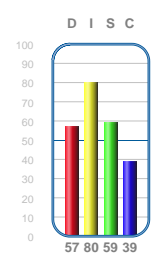
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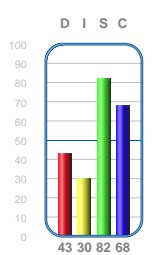
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Adapted Style



Natural Style







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

John has a tendency to:

- Avoid accountability by overstating the complexity of the situation.
- Be dependent on others for decisions, even if he knows he is right.
- Need help in prioritising new assignments.
- Dislike change if he feels the change is unwarranted.
- Yield to avoid controversy--attempt to avoid the antagonistic environment.
- Be too conservative--bides time and avoids much that is new.
- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.
- Become resistive and indecisive when forced to act quickly. Without proper information he will resist in a passive-aggressive manner.

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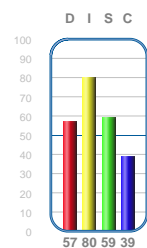
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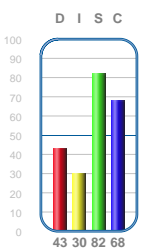
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Adapted Style



Natural Style



### Professional Development

1. I learned the following behaviours contribute positively to increasing my professional effectiveness: (list 1-3)
  
2. My report uncovered the following behaviours I need to modify or adjust to make me more effective in my career: (list 1-3)
  
3. When I make changes to these behaviours, they will have the following impact on my career:
  
4. I will make the following changes to my behaviour, and I will implement them by \_\_\_\_\_:





## **Personal Development**

1. When reviewing my report for personal development, I learned the following key behaviours contribute to reaching my goals and the quality of life I desire: (list 1-3)
  
  
  
  
  
  
  
  
  
  
2. The following behaviours were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)
  
  
  
  
  
  
  
  
  
  
3. When I make changes to these behaviours, I will experience the following benefits in my quality of life:
  
  
  
  
  
  
  
  
  
  
4. I will make the following changes to my behaviour, and I will implement them by \_\_\_\_\_:



The Behavioural Hierarchy graph will display a ranking of your natural behavioural 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.

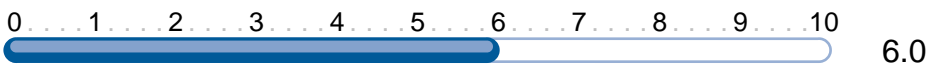
## 1. ORGANISED WORKPLACE



## 2. ANALYSIS OF DATA



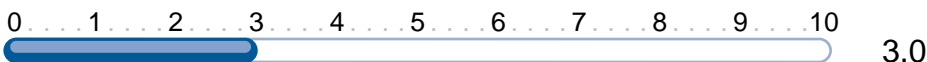
## 3. CUSTOMER ORIENTED



## 4. COMPETITIVENESS



## 5. URGENCY



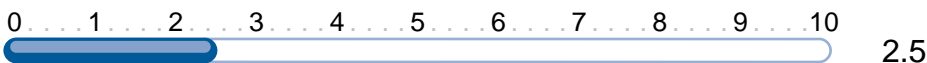
## 6. FREQUENT INTERACTION WITH OTHERS



## 7. FREQUENT CHANGE



## 8. VERSATILITY



### NOTES

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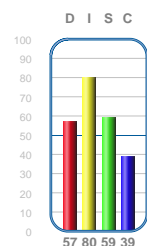
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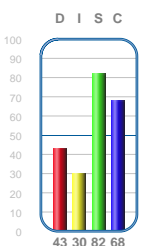
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Adapted Style



Natural Style



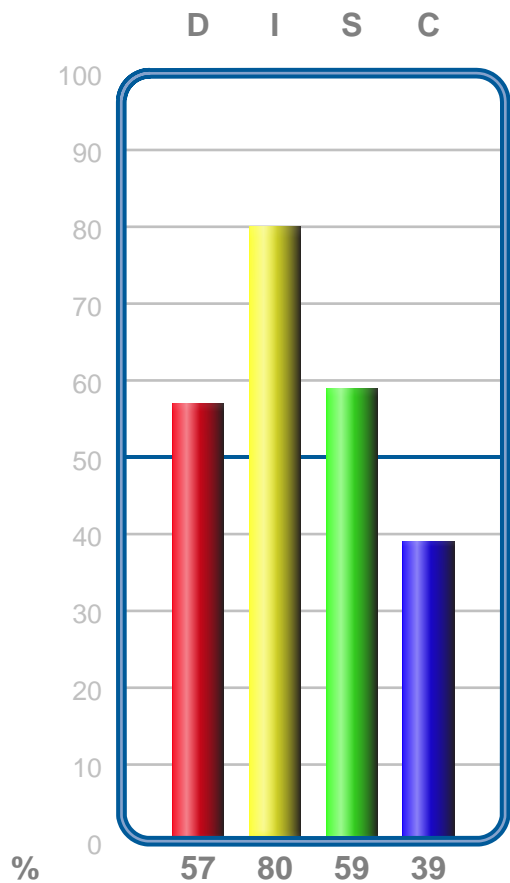
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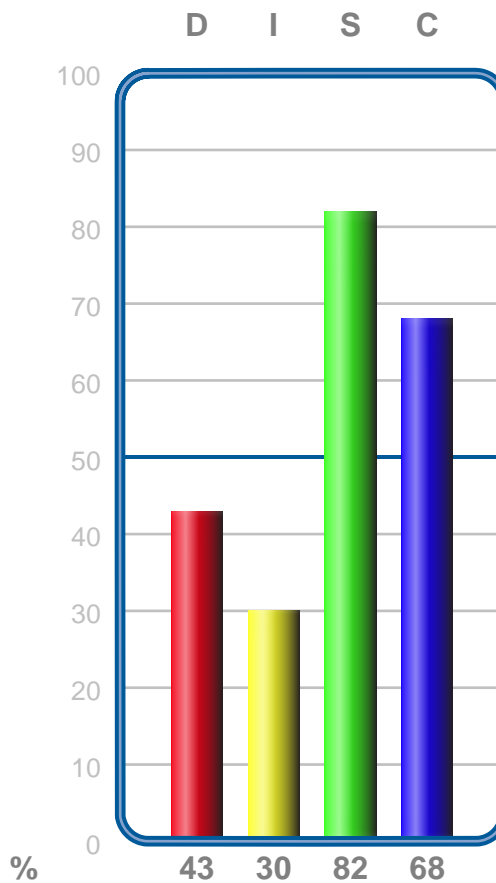
**John Peer**

30/8/2007

**MOST**  
Graph I  
**Adapted Style**



**LEAST**  
Graph II  
**Natural Style**



Norm 2003

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

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

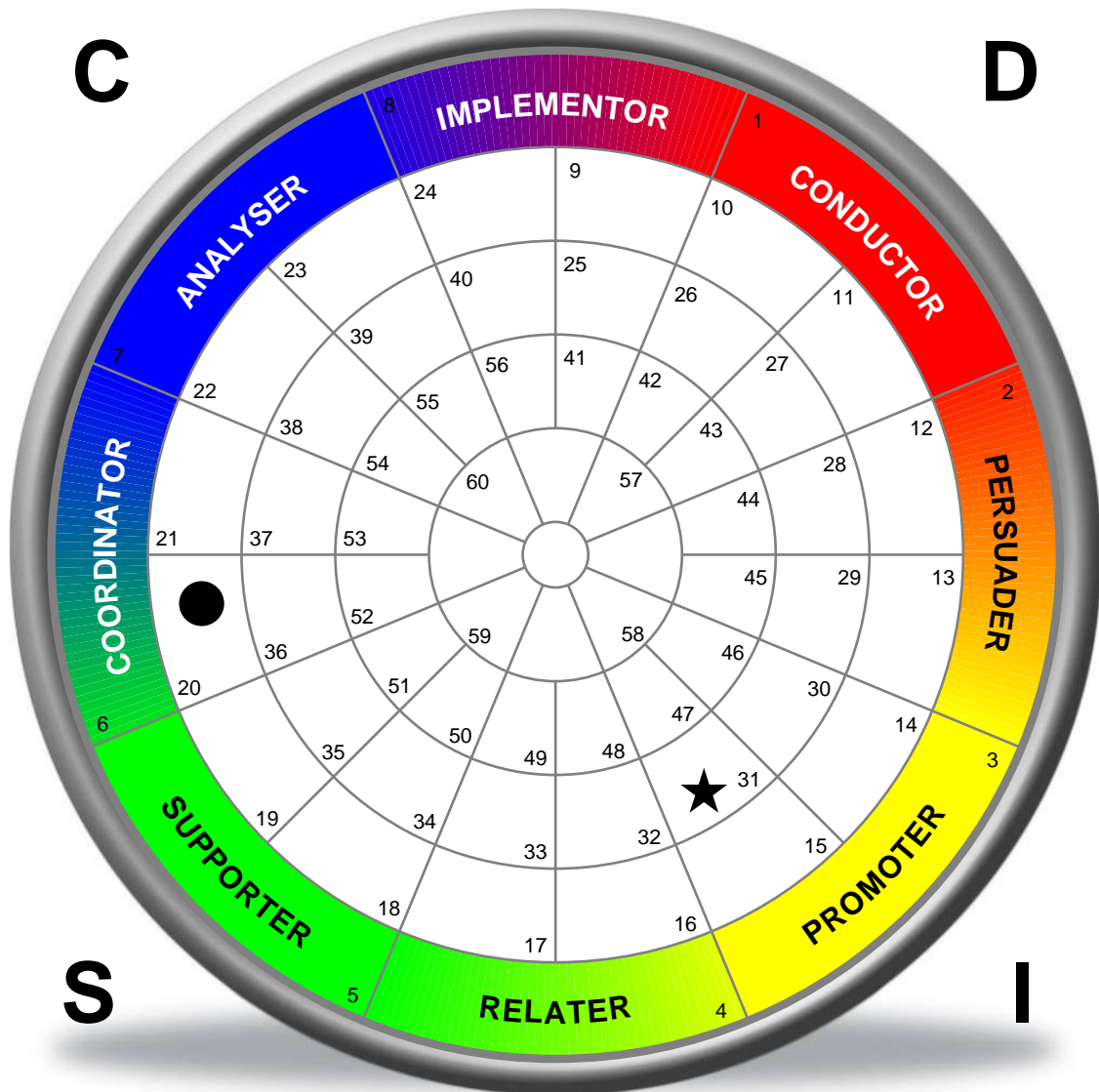
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

If you are part of a group or team who also took the behavioural 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.



John Peer

30/8/2007



Adapted: ★ (31) RELATING PROMOTER (FLEXIBLE)

Natural: ● (20) SUPPORTING COORDINATOR

Norm 2003

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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. Behavioural 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.

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

Values help to initiate one's behaviour 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 organisation. Values initiate or drive our behavioural 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.

### 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 Organisation; 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.

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

- Has an appreciation for nature or beauty in the environment that may be demonstrated in the things he does.
- Occasionally prefers some solitary time for personal reflection and rebalancing.
- Feels a win not just from a paycheck, but also from a work environment supportive of beauty, nature, or artistic expression.
- Agrees with the idea that pleasant surroundings are conducive to inspiration and self-expression.
- Seeks personal fulfilment and self-realisation in both work and personal settings.
- Registers an awareness of a variety of nuances in the surroundings before others are aware of them.
- Cares about the feelings of others on the team, and is supportive of their creative ideas.
- Dressing for success comes naturally for John. He enjoys the latest designer clothes when funds are available.

### Value to the Organisation

- Enthusiastic and willing to work and contribute to the team efforts in creative ways.
- John looks for and appreciates the beauty in things and shares that with others.
- Can bring creative ideas to the table.
- Has a desire to go beyond the required job description and to see things in new ways.
- Has a willingness to give time, talent, and creativity to the solutions of tough problems facing an organisation.
- Advances the cause or project by seeing things in ways that others miss.

#### NOTES

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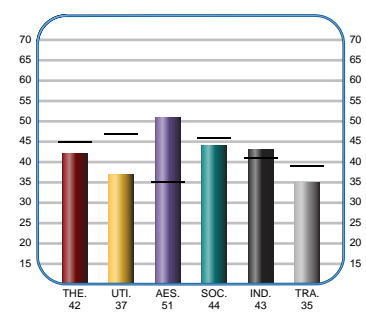
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### Keys to Managing and Motivating

- Allow John to share his creative nature as he chooses to offer.
- Provide flexibility to allow for some of his spontaneous ideas or solutions.
- Monitor that he is not being overly creative and imaginative to the point that the practical side of his own work suffers.
- Support his willingness to bring form or harmony to haphazard systems or workspace areas.
- Remember that John brings a high creativity factor to the things he does. Amplify this strength.

### 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 should help amplify the need to understand the expanse of his imagination and inventiveness.
- Learning successes can be linked to increasing his personal understanding of form, harmony and the big picture.

### Continuous Quality Improvements

- Could use a greater sense of the realistic and practical side of organisational operations.
- May get into creative or performance mode a bit too often.
- At times tries to be too much of a non-conformist.

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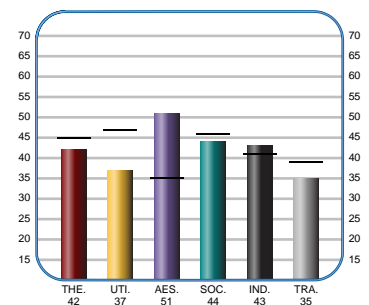
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Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values 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 high need to help others achieve and win.
- Exhibits a strong drive to help others grow professionally.
- Exhibits a high sincerity factor in his tone of voice in communicating with others.
- Agrees that "it is better to give than to receive," even in an organisational setting.
- Seeks to contribute to the welfare of others.
- Possesses a high service ethic toward helping others.
- Cares about the feelings of others on the team.

### Value to the Organisation

- Shows a high degree of interpersonal empathy when dealing with team or individual concerns.
- Is a very good team player.
- Provides a calming influence during stressful situations.
- Shows a willingness to give time, talent, and energy to help the organisation or the team.
- Proactive in helping the team progress. Sees things that need to be done, then does them.

**NOTES**

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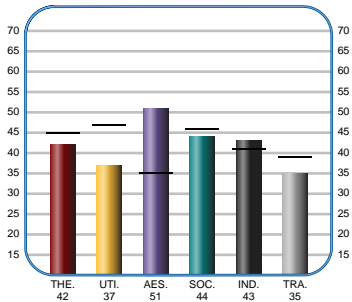
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Keys to Managing and Motivating

- Provide an environment in which there is opportunity to help others achieve and grow professionally.
● Remember also that John may be taken advantage of by others with fewer scruples.
● Show a genuine interest in what he wants to give to the job.
● Support his willingness to share time and talent with others.
● Remember that he brings a high sincerity factor to the things that he does. Remember also that he appreciates high sincerity from others in return.

Training, Professional Development and Learning Insights

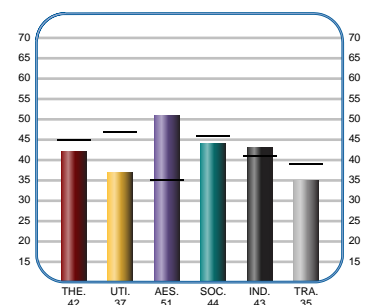
- Learning and professional development should be linked to his potential of being more effective in helping others on the team.
● Courses and training will help amplify his need to teach, coach or help others as either internal or external stakeholders.
● Learning successes can be linked to increasing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

Continuous Quality Improvements

- Tends to give away too much time, talent, and energy.
● Ends up with his own tasks needing to be done, even as he is helping others complete their tasks.
● May try to help too much and ends up getting in the way of some who may not want the help.

NOTES

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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

- Shows moderate social flexibility. John would be considered as one who is socially appropriate and supportive of others on the team.
- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- John would not be considered controversial in his workplace ideas or transactions.

### Value to the Organisation

- Seen as a stabilising force in organisational operations and transactions.
- Considered flexible and versatile without being an extremist.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to take a stand with emphasis, or to be a more quiet member supporting a position.
- Able to lead or follow as asked.

#### NOTES

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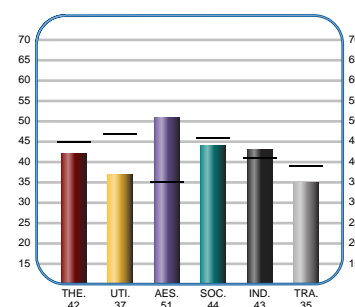
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## Keys to Managing and Motivating

- John is socially flexible. He can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that John shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- John is able to be a balancing or stabilising agent in a variety of team-related issues without being an extremist on either side.
- John brings an Individualistic drive typical of many professionals.
- Seek his input to gain a centre-lane perspective on an organisational issue related to this Values scale.

## Training, Professional Development and Learning Insights

- Able to be a flexible participant in training and development programs.
- Tends to enjoy both team-oriented and individual/independent learning activities.
- Please check other higher and lower Values areas to obtain additional insight into learning preferences.

## Continuous Quality Improvements

- Without necessarily picking sides, he may need to take a stand on some issues related to individual agendas.
- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Avoid criticising those with higher or lower Individualistic drives since all Values positions are positions deserving respect.

### NOTES

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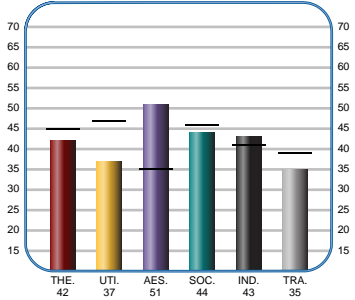
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*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and 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 systematise knowledge: knowledge for the sake of knowledge.*

### General Characteristics

- His Theoretical need is not the most important or primary driving values factor.
- John may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- John typically will not get bogged down in minutia, nor will he ignore the details when decision-making.

### Value to the Organisation

- John demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilising force on the team.
- Is able to appreciate the needs of both the higher and lower Theoreticals.
- Shows curiosity about technical details without getting bogged down.

**NOTES**

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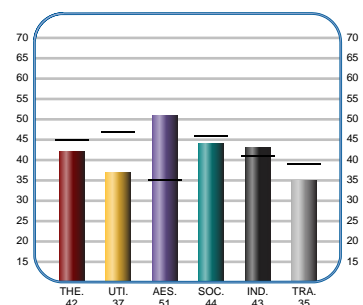
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## Keys to Managing and Motivating

- Remember that he has the ability to be a balancing and stabilising agent on high knowledge-driven tasks/assignments/projects.
- John brings a knowledge-drive typical of many business professionals.
- Include the perspective he brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.

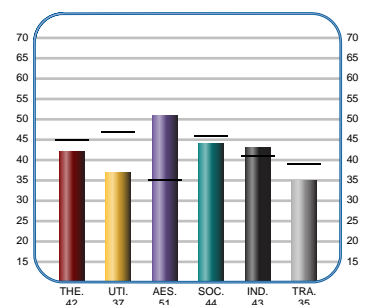
## Training, Professional Development & Learning Insights

- Is rather flexible and accepting of most training programs offered in the organisation.
- Is able to see the need for training, and also realises the importance of practical information.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.

## Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.

### NOTES



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.

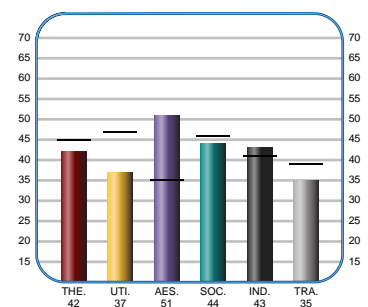
## General Characteristics

- The lower Utilitarian/Economic drive here indicates that he 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 John 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 he may have already begun to reach his own level of financial security, to the extent that things other than money may now become motivating drives.
- John's score indicates a lower interest in materialistic things, or that he has already achieved a level of material security.
- While not driven by money, he 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.

## NOTES

## Value to the Organisation

- Sees a wider spectrum of the picture, not just the economic view.
- Has a high want, desire, and need to help people. (Internal or external to the organisation.)
- Rarely (if ever) looks at a project with a "what is in it for me?" perspective.
- 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."







### Keys to Managing and Motivating

- Avoid measuring his performance by an economic incentive only.
- Provide a variety of work projects or tasks.
- Avoid mundane tasks.
- Remember that "helping hands" behind the scenes are as important as the highly visible ends of a work project.
- Provide options for taking on tough challenges.

### Training, Professional Development and Learning Insights

- May prefer team-oriented activities to work and share ideas with others.
- He may enjoy a more cooperative learning style.
- Prefers less competition between learning groups.

### Continuous Quality Improvements

- Avoid spreading self too thin by taking on responsibilities that could be delegated to others.
- Avoids making tough decisions that may negatively impact others on the team.
- Needs to be aware of others who have a stronger Utilitarian/Economic drive, and respect the differences.

**NOTES**

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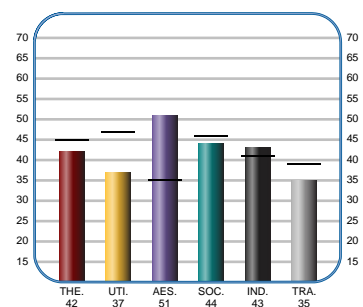
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*The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules,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

## General Characteristics

- Realises that sometimes rules need to be treated as guidelines with more flexible interpretations.
- Has the desire for quick results. This may include expediting certain procedures.
- Places lesser importance on conformity to group patterns.
- Will change job roles when it is important to express or develop himself.
- Believes in experimentation and trying new things.
- Shows good judgment in his ability to self-manage on tasks and projects.
- Questions authority.
- 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 Organisation

- Is able to make quick decisions without getting emotionally involved.
- 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.
- Asks lots of questions.
- Looks for creative solutions to problems.

### NOTES

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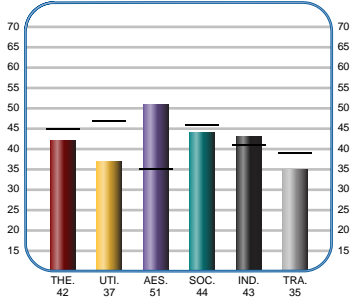
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## Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Enjoys variety in the job culture.
- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Use his 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 his own learning path or activities in a creative manner.

## Continuous Quality Improvements

- Do not 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.

### NOTES

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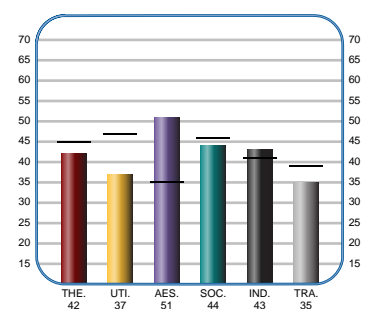
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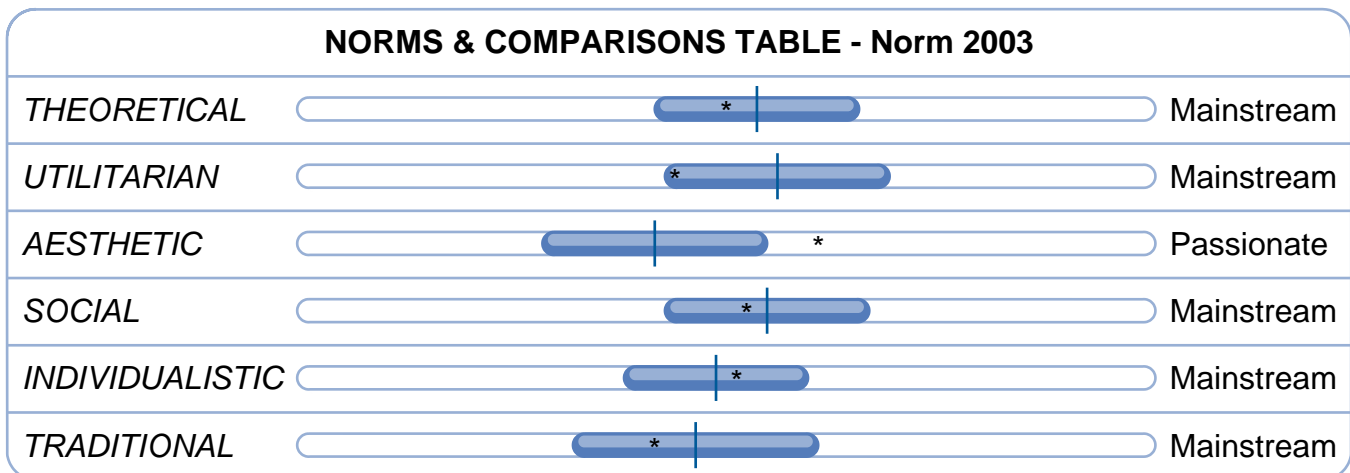


# MOTIVATORS - NORMS & COMPARISONS

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 energised. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

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

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



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

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



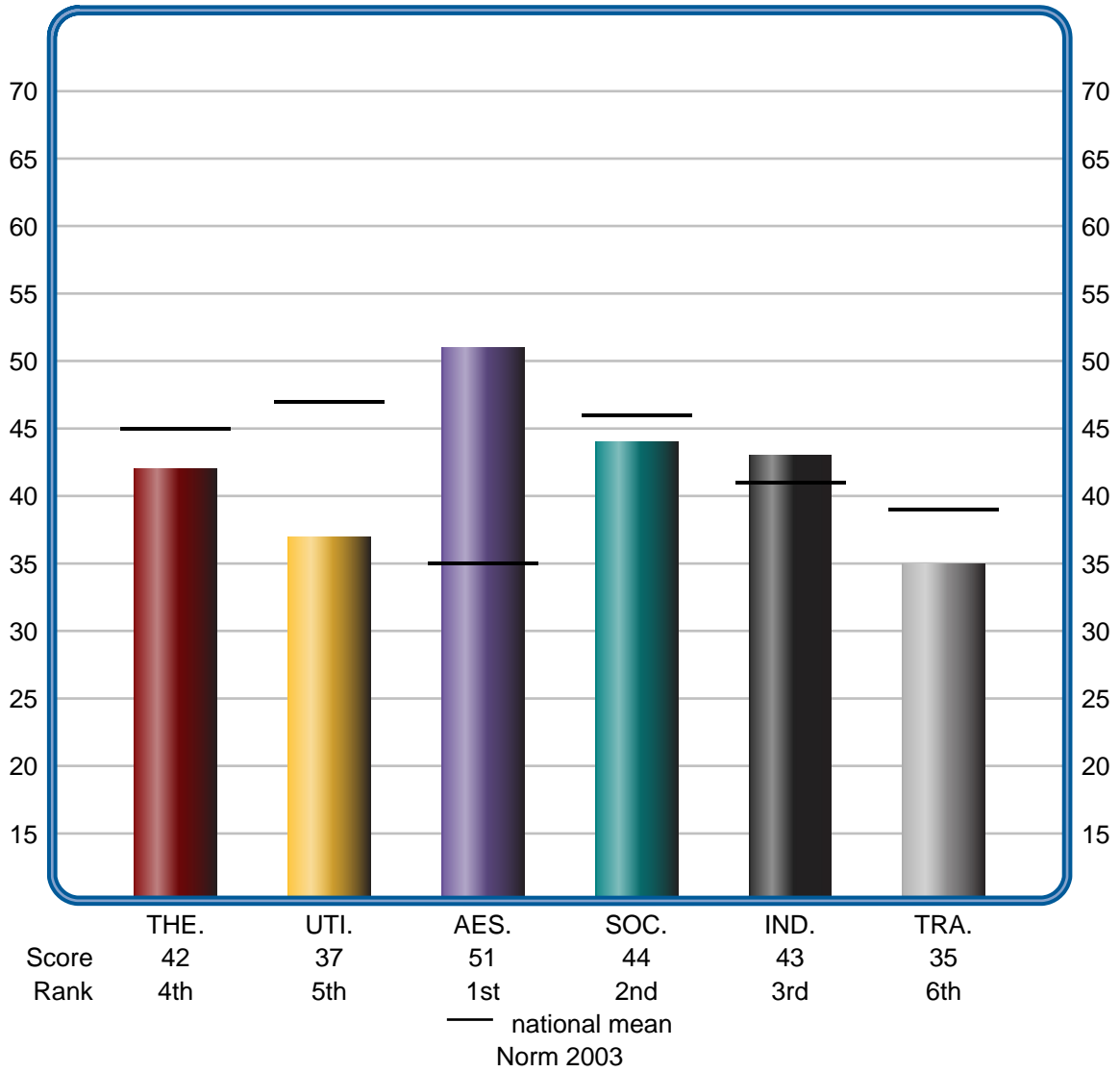
Areas in which you have strong feelings or passions compared to others:

- 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.

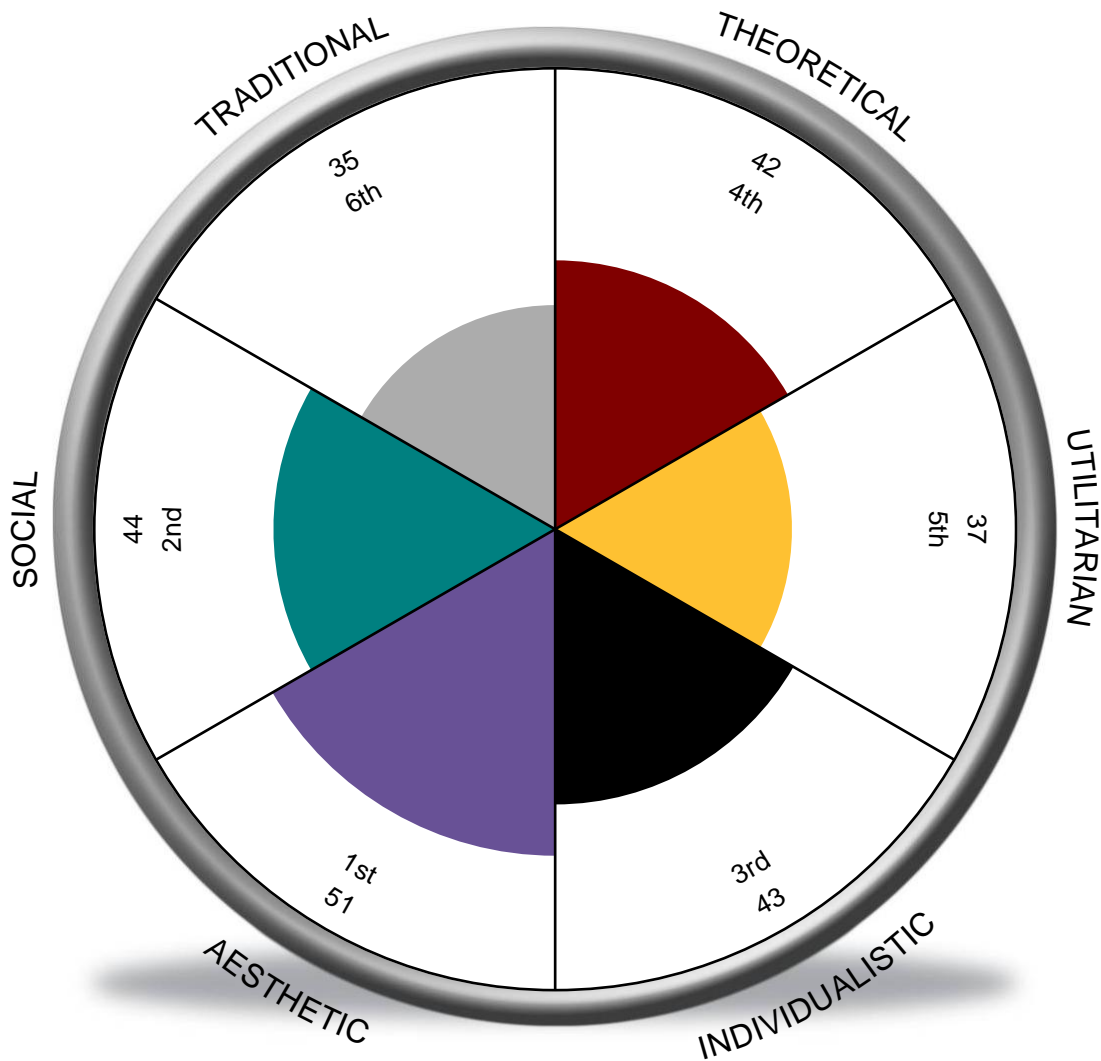


John Peer

30/8/2007



**John Peer**  
30/8/2007





## 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 organisation.**

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organisation 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: \_\_\_\_\_



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 Organisation

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:

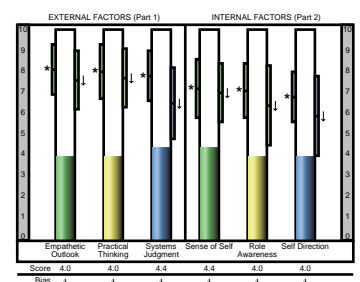
1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_

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

1. \_\_\_\_\_
2. \_\_\_\_\_

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

- John prefers an environment where responsibilities and decisions are shared.
- He would benefit from gaining a clearer understanding of people and activities he is involved with.
- He can be versatile and may adapt to changing situations or lack of structure.
- He has an opportunity for growth by gaining a better understanding of current activities, roles and responsibilities.
- John needs to listen to others carefully, not only for the content of what they are saying, but how they feel and how the information can be applied in a practical sense.
- He would benefit from understanding the importance of interpersonal relationships.
- He would benefit from improving his relationships with authority figures.
- He works best in an atmosphere that has a clear structure and a well-defined chain of command.
- John will enjoy an environment in which contributions are recognised, properly rewarded, and appreciated.

**NOTES**


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

- John believes that his own worth is based equally on his sense of self, producing and achieving in various roles, and growing as a person.
- He is not stuck in any one aspect of self-appreciation.
- He has the ability to judge himself evenly in terms of his self-value, life roles, and direction.
- He could get into a "comfort zone" which could restrict him from developing or applying more of his potential.
- John should be positive and realistic about current and future expectations.
- He would benefit from achieving a higher level of self-understanding.
- He has not fully developed his sense of self, role awareness, and self-direction.
- He could benefit from developing an understanding of himself, his role and direction.
- John should continuously challenge his abilities or his performance could suffer and may already be suffering.

**NOTES**

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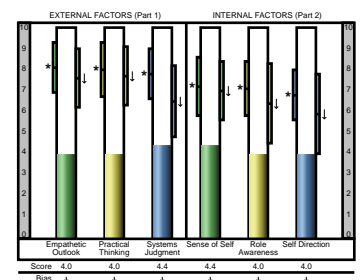
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## SUMMARY OF STRENGTHS AND WEAKNESSES

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

- SENSE OF SELF
- SYSTEMS JUDGMENT
- FOLLOWING DIRECTIONS
- RESPECT FOR POLICIES
- RELATING TO OTHERS

### Weaknesses

- INITIATIVE
- SENSE OF TIMING
- SELF DIRECTION
- SELF MANAGEMENT
- PRACTICAL THINKING



Sense of Self is the ability to realise and appreciate one's unique self-worth. An individual bases these feelings on internal factors, as opposed to external ones. This internal feeling of value allows a person to appreciate oneself based not only on what he or she does, what role he or she occupies or what success is attained, but also on how an individual judges him/herself based on who that individual knows him/herself to be inside. This could also be considered the level of "self acceptance". It is the difference between loving oneself for who he or she is, or basing that self love on what others think of the individual or external achievements or successes.

### Possible Strengths:

- Has a strong intuitive understanding of and belief in her or his own value.
- Recognises the impact subcultures have on him or her, but chooses to consciously accept or reject that influence.
- Able to manage and subdue feelings of insecurity or envy in himself or herself.

### Continuous Development:

- Do not blame others for mistakes or hold grudges.
- Go down the path of continuous learning.
- Accept limitations and work consciously and diligently toward expanding them.

### NOTES

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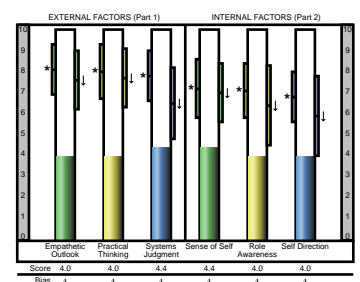
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Systems Judgment measures an individual's affinity for schematic thinking, following the rules, appreciating the external structure and order of rules, guides and systems. High scores in this capacity can indicate a strong preference for stability and order and aversion to change.

**Possible Strengths:**

- Does not break the rules if it will hurt someone or endanger the company.
- Chooses battles wisely.
- Cultivates and maintains extensive networks of key individuals.

**Continuous Development:**

- Do not be a perfectionist.
- Develop skills in planning and making project schedules.
- Use resources diplomatically and effectively.

**NOTES**

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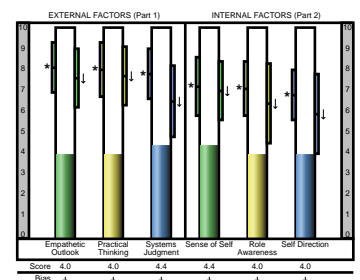
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# FOLLOWING DIRECTIONS

Following Directions is an individual's ability to effectively hear, understand and follow directions or instructions. It is the willingness to postpone making personal decisions, or taking action, until one has openly listened to what they are being asked to do. Do not judge whether this assumption is right or wrong. Whether the person may in fact be perfectly capable of accomplishing the goal with no external instruction is irrelevant here. A low score in this area simply indicates a person's tendency to discount outside instructions and rely on their own innate abilities, regardless of competency.

**Possible Strengths:**

- Good listening skills.
- Is able to work independently on tasks that require specific steps to complete.
- Is open-minded and flexible about ways to accomplish required tasks.

**Continuous Development:**

- Do not add steps that are not a part of the original instructions.
- Enlist a friend or manager to audit activities.
- If you do see steps that need adding or altering, get approval from the proper source.

**NOTES**

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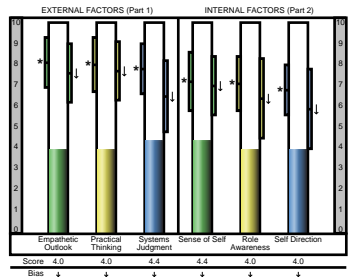
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# RESPECT FOR POLICIES

Respect for Policies is the ability to see and appreciate the value of conducting business affairs according to the intent of company policies and standards without necessarily having to agree with them completely.

**Possible Strengths:**

- Respects and utilises policies and procedures in order to efficiently complete job tasks.
- Makes a point of understanding and respecting the corporate structures.

**Continuous Development:**

- Join and participate on a corporate policy review board.
- Develop logical extensions of policies to cover activities on uncharted ground.

**NOTES**

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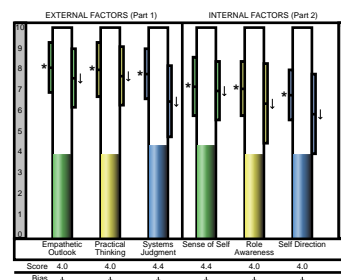
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RELATING TO OTHERS

Relating to Others is a person's ability to coordinate personal insights and knowledge of others into effective interactions with them. It is the ability to make use of accurate interpersonal skills in interacting with others.

Possible Strengths:

- Maintains composure in potentially stressful or difficult situations.
- Has rapport with a wide range of people at varying levels in the organisation.
- Understands the value of personal relationships in the business environment.

Continuous Development:

- Broaden circle of acquaintances, both at work and at home.
- Make small talk to help people feel comfortable.
- When giving feedback to management, state it in objective and non-judgmental terms.

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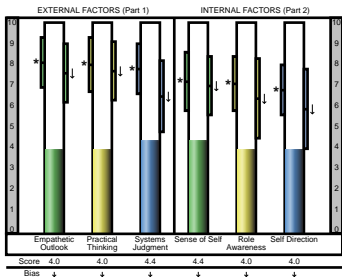
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Sense of Timing is the ability to accurately evaluate what is happening in such a way that statements, decisions, and actions are the most effective, accurate, and timely.

Possible Limitations:

- May take actions at inappropriate times.
- May not use timing in order to achieve desired results.

Developmental Suggestions:

- Look for nonverbal communication.
- Do not talk too much!

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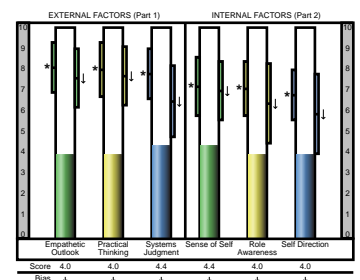
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Strong Self Direction originates with an internal drive to excel in a chosen career path. If Role Awareness is a person's "objective", then 'Self-Direction' is the "path" to that objective, or the way in which a person envisions fulfilling roles. This fact makes this capacity somewhat dependent on Role Awareness since you first need an objective before a person can determine the path to that objective. It also requires an individual to have a strong desire to be "better" than he or she currently is, no matter how good the individual actually becomes.

Possible Limitations:

- May only do what is asked.
- May be averse to change.
- May not work up to full potential.

Developmental Suggestions:

- When a mistake is made, turn it into a learning experience.
- Remember, the easiest and most efficient way to do something is not always the most effective.
- Keep raising the bar. (Do not compete with other people compete with own personal best).

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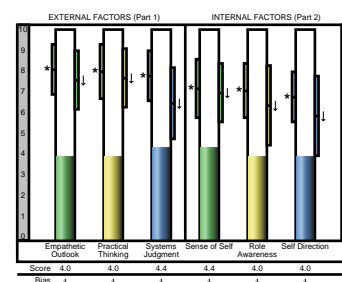
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The ability to prioritise and complete tasks in order to deliver desired outcomes within allotted time frames is Self Management.

This is an overall capacity comprised of multiple factors, which involve a person's ability to manage his or her "self". Similar to one's ability to manage others, which involves empathy, understanding, the ability to gain commitment and various other leadership qualities, this capacity measures a person's ability to marshal similar abilities toward managing self. It requires introspection and self-objectivity.

**Possible Limitations:**

- May need direction in order to pursue business activities.
- Allows for interruptions and, therefore, wastes time.
- May need external motivation to give the required amount of activity to a specific project.

**Developmental Suggestions:**

- Prioritise items received in your inbox.
- Schedule time during the day to respond to emails, voicemails or snail mail.
- Do not procrastinate.

**NOTES**

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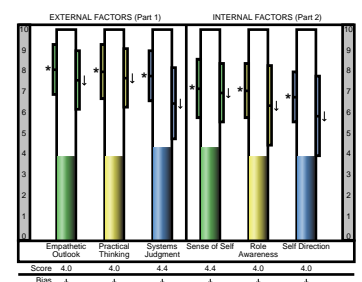
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Practical Thinking measures an individual's ability to make practical, common sense decisions; to see and understand what is happening in a common sense way. It is the ability to realistically identify problems and solutions in practical terms, rather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

Possible Limitations:

- Has trouble balancing the need for timely work with the need for quality work.
- May be too focused on results and not on the quality, or
- May be too focused on quality regardless of time or expense.

Developmental Suggestions:

- Spend energy on strategic opportunities.
- Look for new ways to use existing tools and personnel.
- Break large projects into smaller tasks.

**NOTES**

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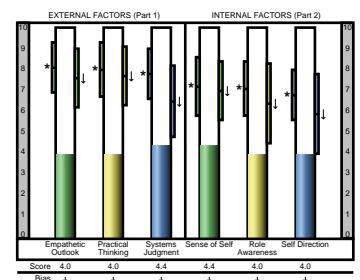
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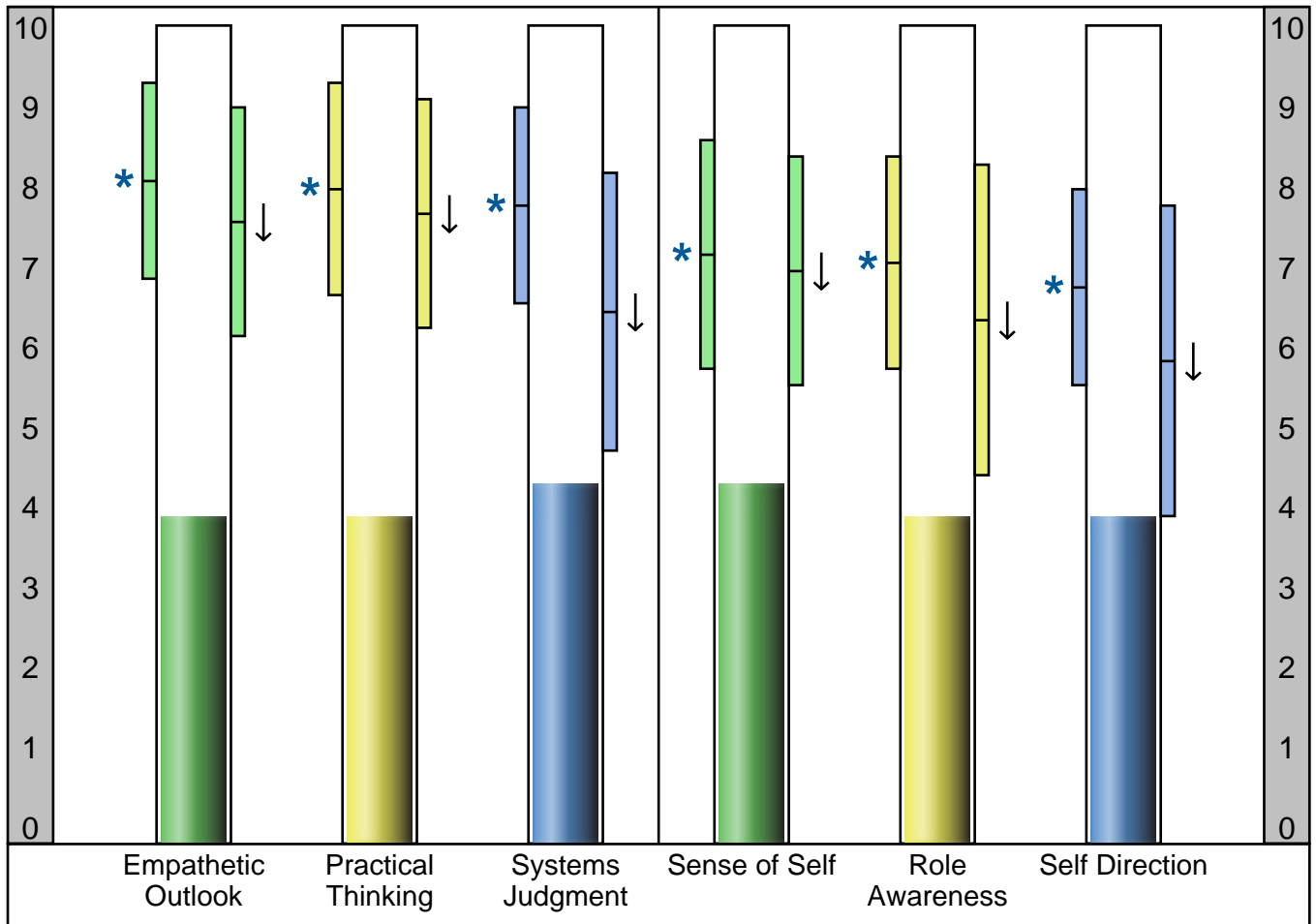




- \* Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

### EXTERNAL FACTORS (Part 1)

### INTERNAL FACTORS (Part 2)



Score 4.0

4.0

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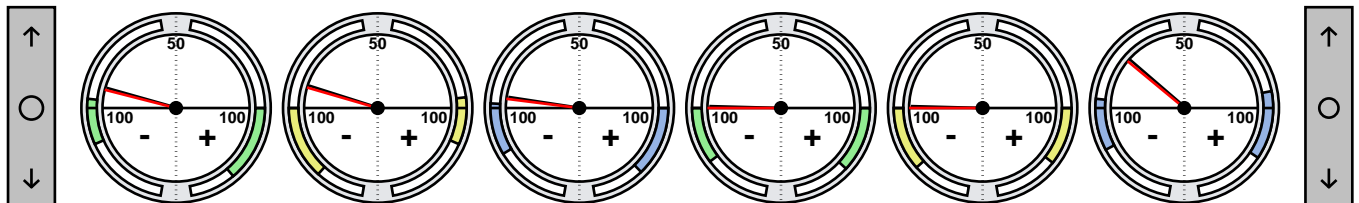
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Rev: -0.05--0.14



Score	Mean	Description	Score	Mean	Description
5.4	8.1	Self Improvement	4.0	7.3	Consistency and Reliability
4.4	7.3	Sense of Self	4.0	6.7	Self Assessment
4.4	7.8	Systems Judgment	4.0	7.1	Personal Drive
4.0	8.0	Following Directions	4.0	7.0	Handling Stress
4.0	8.0	Respect for Policies	4.0	7.6	Realistic Personal Goal Setting
4.0	7.8	Relating to Others	4.0	7.7	Evaluating Others
4.0	8.3	Theoretical Problem Solving	4.0	7.5	Problem Solving
4.0	8.0	Material Possessions	4.0	7.3	Job Ethic
4.0	8.0	Attention to Detail	4.0	7.6	Integrative Ability
4.0	8.1	Empathetic Outlook	4.0	7.6	Using Common Sense
4.0	7.9	Correcting Others	4.0	7.1	Internal Self Control
4.0	7.7	Evaluating What is Said	4.0	6.9	Initiative
4.0	7.3	Conceptual Thinking	4.0	7.5	Sense of Timing
4.0	7.9	Attitude Toward Others	4.0	6.9	Self Direction
4.0	7.8	Freedom from Prejudices	4.0	7.3	Sense of Mission
4.0	7.9	Sensitivity to Others	4.0	7.7	Sense of Belonging
4.0	8.1	Personal Relationships	4.0	7.4	Self Management
4.0	8.2	Respect for Property	4.0	8.0	Practical Thinking
4.0	7.5	Quality Orientation			
4.0	7.4	Developing Others			
4.0	7.9	Leading Others			
4.0	7.3	Surrendering Control			
4.0	7.4	Handling Rejection			
4.0	7.2	Persistence			
4.0	7.1	Role Confidence			
4.0	7.2	Personal Accountability			
4.0	6.9	Meeting Standards			
4.0	7.2	Taking Responsibility			
4.0	7.8	Persuading Others			
4.0	7.1	Role Awareness			
4.0	7.6	Concrete Organisation			
4.0	7.0	Balanced Decision Making			
4.0	7.7	Realistic Expectations			
4.0	8.2	Realistic Goal Setting for Others			
4.0	7.3	Results Orientation			
4.0	7.4	Self Confidence			
4.0	7.3	Project Scheduling			
4.0	8.1	Understanding Motivational Needs			
4.0	7.9	Conveying Role Value			
4.0	7.8	Monitoring Others			
4.0	7.4	Enjoyment of the Job			
4.0	7.6	Long Range Planning			
4.0	7.4	Project and Goal Focus			
4.0	7.9	Proactive Thinking			
4.0	7.6	Status and Recognition			
4.0	7.5	Accountability for Others			
4.0	7.1	Gaining Commitment			
4.0	7.9	Emotional Control			
4.0	7.0	Intuitive Decision Making			



Score	Mean	Description	Score	Mean	Description
4.0	7.5	Accountability for Others	4.0	7.1	Role Confidence
4.0	8.0	Attention to Detail	4.0	6.7	Self Assessment
4.0	7.9	Attitude Toward Others	4.0	7.4	Self Confidence
4.0	7.0	Balanced Decision Making	4.0	6.9	Self Direction
4.0	7.3	Conceptual Thinking	5.4	8.1	Self Improvement
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