



# jobEQ - Management Report

---

**Jane Doe**

Test: July 9, 2008

Report: July 9, 2008





## Introduction

This report is a guide that is designed to assist in the selection, appraisal, development or coaching process.

The report consists of the following sections:

A section that explains each test scale and how the person is situated on that scale in comparison to the standard group (here **Australia**).

A section that lists the patterns that typify the person the most and discusses some combinations of patterns.

A section that describes how the person would perform at various job types, linked to administration, management and customer contact.

A section that displays graphically the iWAM results for this person as well as the influence language associated with the various patterns.

**jobEQ** recommends using this report in conjunction with an interview and a further assessment of competencies, trainability and cultural fit of the candidate.





## Section 1. Describing the person.

This section provides the individual's test results in plain language. It describes the basic characteristics of the person's attitude in terms of Motivation and Work Organization Preferences. iWAM measures 48 cognitive patterns, which we have grouped into 16 pattern categories. For each pattern category, the first paragraph gives an overview of the thinking and behavior that is linked to the cognitive patterns. The following paragraphs (in arial) explain how the person described by this report scored on the patterns.

### Action Level: "Initiation" and "Reflecting & Patience"

How much motivation does this person have for starting projects? Does she initiate or does she prefer to take time to consider her decisions? If she is a strong initiator, then she may not have much patience. If she has a lot of patience, she may prefer to respond to transactions initiated by others.

She scores average on "Initiation" (proactivity, starting, taking initiative), and high on "Reflecting & Patience" (reactivity, patience, waiting, reflecting). She has no strong preference regarding initiation, and is equally motivated by both initiation and waiting for others to initiate. She is likely to ask questions and will then jump in.

### Action Direction: "Goal Orientation" and "Problem Solving"

Does this person maintain focus on the goals? Is she able to recognize the problems which would interfere with obtaining those goals? If she is too highly focused on goals, she will have difficulty recognizing that things might be going wrong. If she is highly problem-focused, she is excellent at recognizing and finding problems. Whatever can go or is going wrong becomes the highest priority for this person, and she becomes highly motivated in the face of problems.

She scores average on "Goal Orientation", and low on "Problem Solving". She is usually motivated by goals. She mostly wants to attain, achieve, get, and have. She can and will recognize problems and errors, but this is not motivating to this person. She is best suited for tasks where the job is to maintain focus on the goal, but where recognizing the problem is an added asset.

### Evaluation Reference: Internal and External

Does this person decide for herself or does she prefer for others to give advice or even make the decision? If she favors the ability to decide for herself, she will feel compelled to make decisions on her own. If she is motivated by an external reference, she can decide, but she will prefer to get opinions and advice to make those decisions.

She scores high on "Individual Motives" (deciding for oneself), and very low on "External Reference" (involving others in decisions). She has to decide for herself. She is motivated when she gets to decide. She takes information and evaluates that information by her own standards. She may listen to instructions from others, but she takes it as information rather than instructions. She needs to be in work situations where she makes her own decisions.





## Task Attitude: Options and Procedures

Does this person prefer to follow procedures or to generate alternatives? If she generates alternatives she will have difficulty following procedures (it will be easier to think of new procedures than to follow them). If she follows procedures she will have difficulty generating alternatives (it will be easier to follow the current way of doing things than to think of new ways).

She scores high on "Alternatives" (generating options), and average on "Follow Procedures". She is equally good at following known procedures and at developing options and creating procedures. She is motivated by either well-structured situations or by situations that need new alternatives. She follows procedures until they stop working and then she can create options that make the procedure work again.

## Task Orientation: Breadth and Depth

When working with information, how broadly or deeply does this person naturally think? Does she tend to work with large, medium sized or small pieces of data? Is she global or detail oriented? When working on projects, is she random or sequential in her approach?

She scores average on "Breadth" (keeping the overview and understanding the big picture), and average on "Depth Orientation" (willing to work with details and sequences). **Medium Scope person:** She is able to recognize the overview and the specific details with ease. She may switch back and forth between the specific sequences and the random overviews. She may have a hard time delegating tasks to others, because she believes that she can do it better herself.

## Communication Sort: Affective and Neutral

How are this person's communications organized? Does she communicate using body language or not? If she understands how the communication is progressing based on the non-verbal part of the communications, she tends to be focused on her facial expressions, her gestures, and her voice. If she is more oriented toward content, she tends to understand communications better by the message itself.

She scores high on "Affective Communication" (having attention for non-verbal communication), and very low on "Neutral Communication" (focusing on the content of the communication and the exact words used). She responds to others and their communications with a variety of non-verbal signals. She understands the significance of the communications based on the non-verbals. She is uncomfortable when non-expressive people communicate with her.





## Work Environment Type: Group and Individual

Does this person prefer to work around other people or work alone? Does she want social contact or not? If she needs social contact, she will have difficulty performing tasks which require that she works alone. If she does not need or want social contact, she will have difficulty working with people around her.

She scores very high on "Group Environment" (needing contact with others), and low on "Individual Environment" (willing to work alone). When the patterns are combined, she seems to prefer Social Contact. She wants to have other people near her. Her productivity drops when she works alone. She needs social contact. This can be in the same room, or passing by her open door, or across the counter, or any other way of having direct contact. This contact is not deep emotional relationship, it only the ability to see and hear others in proximity.

## Work Assignment Type: Sole and Shared Responsibility

Does this person want sole responsibility for the work results or does she want to share that responsibility? Some people prefer to be accountable for their own work, while others prefer teamwork and shared responsibility.

She scores high on "Sole Responsibility", and very low on "Shared Responsibility". When the patterns are combined, there seems to be a preference for sole responsibility. She wants sole responsibility for the work she performs. She does not want to share responsibility. She likes having a clear definition of that responsibility and she will notice when others interfere. In team situations she wants each team member to have their own responsibility.

## Relationship Sorting: Similarities, Comparison and Distinctions.

What is this person's cycle time for projects, tasks, and jobs? How much need for change does this person have? Does this person want to move from one thing to another quickly or does she like things to remain stable for a long period of time? When her cycle time is finished and she is ready to move to the next project, task, or job, she will need that change or she will become depressed (this is called burnout). Does this person experience burnout?

**Medium Change Person:** She wants to move from one project or job to another every 5-7 years. She is happy being stable and productive and needs to cycle on to the next project or job after 5-7 years. But most jobs and careers offer normal changes more frequently than every 5-7 years, so she will seldom experience the depression brought on by the need to change. Normally, she will experience change before her 5-7 year cycle expires. She will resist change which happens more frequently than every 2 years.

Compared to the average population,

- she is *more* interested in making things evolve. She wants to find better ways to do things

When this person has reached the end of her normal cycle time, she will experience a decline in motivation, but a small change can be enough to satisfy the need for change (promotion, department change, etc. .). But, if time progresses and there is no change, the need for change will become greater and the depression will deepen. This deepening of the depression is usually called "burnout." After she makes a change of task, project, or job, she will feel refreshed and her cycle is reset to zero.

## Work Approach: Doing, Conceptualizing & Organizing

What is the internal process this person uses when approaching or working on a task or project? The internal process is composed of three parts: Use, Concept, and Structure. Where 'Use' is the activity and doing part, 'Concept', is the analytical and philosophic part, and 'Structure', is the organizing and ordering part. In what sequence does this person normally go through these parts to do tasks?

**Structural Theorist** ("Concept" > "Structure" > "Use"):

She begins by developing an idea or theory. She needs to understand the consequences to be sure about the task. Knowing the "why" and the "how" help to organize things. Next, she collects and organizes the resources needed to process and to have order on this project. This step is in support of and a follow up to her first step. Finally, she takes action and performs whatever is necessary. She is likely to spend the least time on the third step.

Compared to the average population, when starting a task or project,

- she spends less time taking action and is less motivated by actually performing.
- she is more interested in organizing the resources; establishing lists, and identifying the relationships between the parts. She understands based on the order and she needs a plan to feel comfortable.



## Temporal Processing: Concentration on Past, Present and/or Future

When working on a project or task, or when thinking about or organizing something, in what time reference does this person tend to be? Is she remembering the past, is she thinking about the present, or is she planning or projecting the future? If her focus is mostly in the past, she will tend to evaluate the current situation or future plan by comparing from the past to the present. If her focus is mostly in the present, she will be more motivated by what is happening now. She tends to be practical about what is happening now, but may not learn from the past or plan for the future. If her focus is mostly in the future, she will tend to look at things in the past or present by extrapolating to the future. This sets up planning for and hoping about the future.

She somewhat concentrates on the past and she may compare situations to previous experience.

She strongly concentrates on the present and the 'now.' She tends to be practical.

She strongly concentrates on the future and she has a tendency to dream about and hope for the future.

## McClelland's Motivational Types: Hierarchical Criteria

What are the basic motivation factors for this person? Is it "Power", "Affiliation", or "Achievement"? If it is "Power", she wants to have power, authority, and control over people and things. If it is "Affiliation" (or Popularity), she wants to be liked and to belong to some group. If it is "Achievement" (or Performance), she wants to achieve goals. And, what is the proportion between these three motivation factors in her?

Compared to the average population of Australia, we would describe this person as:

- **High "Power"**: She is strongly motivated by situations where she has power, authority, and control over people and things.
- **Low "Affiliation"**: She is not motivated by situations where people like her and she can be a part of the group.
- **High "Achievement"**: She is motivated by situations where she can achieve. She wants to have the rewards for what she has achieved. She wants to be noticed, appreciated, and looked up to for what she has achieved.

When filling out the test, this person puts these 3 motivational factors in the following order (decreasing importance): "Achievement" > "Power" > "Affiliation"



## Norming - Rule Structure

How does this person deal with the unwritten rules or the social contract in the workplace? Does she feel the need to tell others how they should act; that is, others should follow the same norms that she follows? Does she care about how others act or is she indifferent? Does she try to become the kind of person the organization needs her to be? How does she deal with the non-conforming behavior of others?

- She knows the policies and rules and is willing and able to tell others what they should do.
- She cares about others and she is concerned about the wellbeing of others.
- She is highly de-motivated by conforming to the organization's standards.
- She does not feel it is appropriate for her to impose the rules on others. She accepts the non-conforming behavior of others.

## Convincer Patterns

How is this person convinced about something or someone new? How does she gather the data to be convinced and what does she do with that data to be convinced?

### A. Input Representation

For gathering the data to be convinced, does this person prefer to see, hear, read, or do something to be convinced?

From the Profile answers, we derive that in order to be convinced, she considers **seeing** as the most motivating factor.

Compared to the general population of Australia:

- She must be able to see something to get convinced.
- To some degree, she must be able to hear how or hear about something to get convinced.
- Reading the information will not help to convince her.
- To some degree, she must actually do it herself, or handle it, to be convinced.

### B. Interpretation Process

As this person is gathering this data to be convinced, how does she manipulate that data to complete the process of being convinced? Does she need some set number of examples of that data to be convinced? Does she need to collect that data for some period of time to be convinced? Is she convinced before the first example is finished? Or, is she never quite convinced?

**"Convinced by a Number of Examples"**: She is most easily convinced by repetition (several examples).





## Interest Filters

What does this person pay attention to in the environment? What does this person have to be working with to be motivated? These are the specific factors in the work environment that they focus on.

These are the person's interests, sorted by decreasing importance:

- **Very High - Focus on Money:** She wants to work directly with money and financial data.
- **Medium - Focus on Systems:** To some degree, she wants to work with processes and systems.
- **Medium - Focus on Tools:** To some degree, she wants to work with tangible tools, instruments, and other things.
- **Medium - Focus on People:** To some degree, she wants to work with people and their feelings.
- **Medium - Focus on Information:** To some degree, she wants to work with data, facts, information, and knowledge.
- **Low - Focus on Place:** She is not concerned about geographical, social, or political position.
- **Very Low - Focus on Time:** She is not focused on schedules and allotting time.
- **Very Low - Focus on Activity:** She does not focus on activity or need to manipulate activities.

*The indications "Very High", "High", "Medium", "Low", "Very Low" indicate the importance of this interest filter for this person, in comparison to the standard group.*





## Section 2. Typical Patterns.

This Section reflects this person's strongest patterns. These are the patterns this person will display most of the time at work (under "normal circumstances"). Given that this person is usually displaying them, these patterns are the most easily noticed by others. If the person has a choice on how to organize her work and how to behave, these patterns indicate her preferences, since these are the most motivating patterns for this person. This listing is ordered so that her strongest patterns are first, but all that are listed are strong for her.

- **NON-CONSISTENT** At a certain point she will have enough data in order to be convinced. Extra data will be superfluous.
- **ORGANIZATIONAL INDEPENDENCE** She does not feel the need to become the kind of person or worker the organizations wants.
- **SOCIAL CONTACT** She wants to have other people near her and considers this energizing. She needs social contact. This can be in the same room, or passing by her open door, or across the counter, or any other way of having direct contact. This contact is not deep emotional relationship, it only the ability to see and hear others in proximity. her productivity drops when she has to work alone for a longer time.
- **FOCUS ON MONEY** She wants to work directly with money and financial data.
- **NON-EXTERNAL DECISION PROCESS** She doesn't want to rely on others for evaluating how well she has done her work. She is not easily swayed by somebody's arguments. She might feel uncomfortable when people give feedback, give directions on what to do or want to guide her.
- **NON-CONTENT INTERACTION** For her, there is much more to work than just knowing the facts or just the work content.
- **NON-USE** She is not motivated by the actual hands-on work of a project.
- **IMPROVEMENT** She wants things to evolve over time. She wants everything to progress normally.
- **TOLERANT** She does not feel it is appropriate for her to impose the rules on others. She accepts the nonconforming behavior of others.
- **NON-FOCUS ON ACTIVITY** She does not focus on activity or need to manipulate activities.
- **# EXAMPLES** She must have or receive the data a particular number of times to be convinced.
- **STRUCTURE** She organizes the resources; establishes lists, and identifies the relationships between the parts. She understands based on the order and she needs order to feel comfortable.
- **NON-FOCUS ON TIME** She is not focused on schedules and allotting time.





## **PART B. Combination of Patterns - Explanation**

Under this paragraph we will only print texts if the combination of several patterns leads to reinforcement of typical behavior. Thus it is possible that this section remains blank for a particular person.





## **PART C. Statistics - Combinations of patterns**

### **Personal Characteristics:**

The percentages in this section are related to the standard group (Australia - AU2002a). People score 50% on a pattern if they are "average" compared to the group (this means that as many of the population have a lower score as a higher score on this pattern). If a person scores 100% or 0%, they are 1 Standard deviation from the group average. Scores of more than 100% and less than 0% are more than 1 Standard deviation from the average. In other words, on a normal distribution only 16% of the population will be above the standard group (more than 100%) and 16% will be below the standard group (less than 0%). You will find a graphical representation of the distribution of the standard group for each of the patterns in section 4.

#### **Initiative:**

51% has energy for initiation and is impatient  
77% has patience and can wait

#### **Ability to make decisions:**

94% decides for herself  
-38% needs outside help to decide

#### **Respect for the norms:**

88% needs to tell others how to behave  
22% is indifferent (does not care) about others  
-52% wants to adapt to the needs of the organization/boss  
125% tolerates the non-conforming behavior of others

#### **Sense of reality:**

22% is indifferent (does not care) about others  
-52% wants to adapt to the needs of the organization/boss  
107% focuses on the here and now, and may be practical  
31% focuses on the past, and may tend to be critical  
99% focuses on the future, and may be a dreamer

#### **Social behavior patterns:**

82% communicates non-verbally  
147% needs contact with others  
13% motivated by opportunities to belong  
88% needs to tell others how to behave  
22% is indifferent (does not care) about others  
125% tolerates the non-conforming behavior of others  
-8% understands the importance of time and schedules





## Attitude toward work:

- 94% decides for herself
- 5% focuses on problems and errors
- 78% motivated by opportunities for control and power
- 13% motivated by opportunities to belong
- 93% motivated by opportunities to achieve
- 52% wants to adapt to the needs of the organization/boss

## Integration into work groups:

- 147% needs contact with others
- 0% wants to share responsibility with the team
- 13% motivated by opportunities to belong
- 8% understands the importance of time and schedules
- 22% is indifferent (does not care) about others
- 52% wants to adapt to the needs of the organization/boss
- 125% tolerates the non-conforming behavior of others

## Ability to accept authority:

- 52% wants to adapt to the needs of the organization/boss
- 94% decides for herself
- 78% motivated by opportunities for control and power

## Leadership:

- 51% has energy for initiation and is impatient
- 60% is goal oriented and motivated by goals
- 94% decides for herself
- 55% understands the overview and the big picture
- 87% needs to have sole responsibility for her task
- 88% needs to tell others how to behave
- 125% tolerates the non-conforming behavior of others

## Ability to work under pressure:

- 51% has energy for initiation and is impatient
- 125% tolerates the non-conforming behavior of others
- 87% needs to have sole responsibility for her task
- 52% wants to adapt to the needs of the organization/boss

## Capability for self-criticism and for learning from mistakes:

- 31% focuses on the past, and may tend to be critical
- 55% understands the overview and the big picture
- 5% focuses on problems and errors

## Capability for problem solving:

- 5% focuses on problems and errors
- 79% creates alternatives & new options
- 51% has energy for initiation and is impatient
- 34% takes action





## **Aspirations for professional growth:**

- 60% is goal oriented and motivated by goals
- 79% creates alternatives & new options
- 87% needs to have sole responsibility for her task
- 93% motivated by opportunities to achieve
- 99% focuses on the future, and may be a dreamer

## **Ability & desire to adapt to change:**

- 13% is sameness oriented and wants stability
- 133% is evolution oriented and wants things to progress or improve
- 54% is change oriented and wants things to change rapidly and dramatically
- 79% creates alternatives & new options





## Section 3. Task Match Ups.

This Section explores how well (or not) the patterns of this individual match up with the typical patterns of various positions, such as Sales, Management, Administration, Clerical, and Technical tasks. Within each of these task groups are many different specific tasks, and many of these specific tasks will be explored. As these tasks are examined, only the patterns of this individual that are significant for that task will be described. When this person's patterns are shown in these pages, it is because the patterns are either very well-suited for the task or they are a problem for the task. When patterns are not listed, they do not have much effect on the task, one way or the other. (Note: If you have a model of reference for a function, compare the person to that model instead of relying on this section.)





## Administration Match Up

In the area of Administration, there are many tasks. Here is an examination of this individual's patterns with respect to tasks like clerical, secretarial, reception, bookkeeping, and general office work. These tasks revolve around a business need to maintain orderly information about the business and about the flow of client orders, money, products & services, costs, people, and other important aspects of the business. So, these tasks involve scheduling, tracking, reporting, archiving, retrieving, remembering, and generally managing the information of the business. The following are the patterns of this individual and they show how good a match up these patterns are, in relationship to achieving success in an administrative role.

**INTERNAL DECISION PROCESS:** This could be a problem. Generally, the Administrative task is to serve the organization, the management, and the needs of the business. But, people with a strong Internal Decision Process are considered 'headstrong', and that means deciding for themselves. That could mean that they decide for themselves without considering the organization, the management, or the needs of the business. The task is to do what others want them to do, but they want to do what they want to do instead.

**INTERACTIVE:** This person tends to be Interactive. This is very good for tasks which involve contact with others, such as Receptionist and Secretary. He or she has a tendency to be good at establishing rapport.

**SOCIAL CONTACT:** This is a very good pattern for Administrative tasks in a large office with other people. This person is most comfortable in situations where there are many others in proximity. This can be co-workers as well as customers and visitors.

**SOLE RESPONSIBILITY:** This person is very good in work situations where each person has her own responsibility. So, if the office is organized with each worker having separate responsibility, this person will perform very well.







## Management Match Up

This is about the task of managing and supervising the work of others. This involves making assignments, controlling progress, evaluating results, taking actions based on those results, and creating and maintaining motivation in others. The following paragraphs are descriptions of some patterns of this individual and they show how good a match up these patterns are for this person, in relationship to achieving success in a role as manager or as supervisory worker.

**INTERNAL DECISION PROCESS:** This an excellent pattern for managers and supervisors. Based on education and experience, people with this pattern are able to convert that into standards by which they make decisions. They do not need help when making decisions. They resist others making decisions for them. They are comfortable deciding on the direction and focus of their organization.

**TOLERANCE:** This is not a good pattern for managers and supervisors. People with this pattern are not able to tell people what they should do. They tolerate the inappropriate behavior of others. Managers and supervisors need to be able to tell others when their behaviors are inappropriate.

**PERFORMANCE:** This could be a useful pattern for managers and supervisors. People who have this pattern want to achieve results. They organize their activities in order to get things accomplished. When they are managers and supervisors, they organize themselves and their employees in order to score successes. The problem for them is when this need for achievement becomes more important than other aspects of their job.

**GOAL FOCUS:** This is helpful for managers and supervisors. By being goal focused, the manager or supervisor is able to keep her own motivation organized on the defined outcomes of her area of responsibility. A Goal Focus means the ability to maintain priorities. But, too much Goal Focus can be a problem if the manager or supervisor is not able to notice rising problems.

**DETAIL AND OVERVIEW BALANCE:** This could be a problem for managers and supervisors. People with this pattern have difficulty delegating tasks, because they find it easier to do a task than to delegate it. They can learn delegation skills, but they will continue to fight the urge to do the task instead of delegating it.





## Customer Contact Match Up

This involves all those positions which include customer contact as part of the task. This can be customer service, repair technicians, receptionists, medical care-givers, or anyone who has contact with customers. The following are the patterns of this person and how those patterns might impact on Customer Contact tasks.

**INTERNAL DECISION PROCESS:** This can be a problem for customer contact tasks. A person with an Internal Decision Process usually decides for herself, and stops listening to the needs of the customer. This defeats the purpose of most customer contact tasks.

**TOLERANCE:** This could be good for customer contact tasks. A person with a lot of tolerance will be more open to strange situations. And this openness could be translated into solving unusual customer problems.

**PRESENT:** This is usually a good pattern for customer contact tasks. The person with this pattern keeps her thoughts on the present. This means the person will have an urgency in the customer contact situation and attempt to resolve issues as quickly as possible.

**PERFORMANCE:** This is usually a good pattern for customer contact tasks. The person with this pattern wants to achieve. So, in the customer contact situation, this means wanting to achieve the outcomes of the customer.



## Section 4: iWAM Profile Motivating Language.

To motivate this person, use the following language:

◇ Where the percentage is higher than 70%, **use** the words that follow.

◇ Where the percentage is lower than 30%, **avoid** the words that follow.

(For lines in italics, use this behavior if percentage is higher than 70%, avoid if lower than 30%)

**Note:** The percentages in this section are related to the standard group (Australia - AU2002a). The **green line** indicates the score of the individual, the **red part** of the bar indicates the standard group and the **blue area** is outside the standard group.

### Operating Factors:

Initiation	51%	initiate. start. just do it. begin	
Reflecting & Patience	77%	patience. wait. all in good time	
Goal Orientation	60%	have. get. obtain. goal. outcome	
Problem Solving	5%	problems. errors. concerns. uneasy	
Individual Motives	94%	decide for yourself. it is up to you	
External Reference	-38%	feedback. receiving advice & guidance	
Alternatives	79%	alternatives. options. possibilities	
Follow Procedures	48%	follow procedures. do it the right way	
Breadth	55%	big picture. overview. global	
Depth Orientation	34%	specific. detail. precise. exact. sequence	
Affective Communication	82%	<i>(provide non-verbal interaction)</i>	
Neutral Communication	-34%	<i>(communicate only with the content)</i>	
Group Environment	147%	others. contact with people	
Individual Environment	17%	alone. private. self-sufficient. independent	
Sole Responsibility	87%	sole responsibility. in charge	
Shared Responsibility	0%	share. with others. together. team	

### The need for change:

Sameness	13%	same. in common. similar. alike	
Evolution	133%	improved. changed for the better. different yet similar	
Difference	54%	new. change. different. unique. switch. flip	

### Distribution of energy:

Use	-34%	take action. do. get on with it. comfort	
Concept	94%	analysis. theory. philosophy. understand	
Structure	115%	organize. relationship between the parts. structure. the plan	



## Orientation in time:

Past	31%	past. history. evidence	
Present	107%	here and now. in the moment	
Future	99%	future. plan. foresight	

## Basic motivation:

Power	78%	in command. control. authority. direct. influence. prestige	
Affiliation	13%	belong. friendship. in the group. be a member	
Achievement	93%	achieve. success. challenge. competence. competition	

## Respect for the norms:

Assertiveness	88%	tell others what to do. set the rules	
Indifference	22%	indifference	
Compliance	-52%	adapt to what is needed. team player	
Tolerance	125%	tolerance. respect	

## To be convinced, needs to:

Convinced by Seeing	83%	see. vision. look. clear	
Convinced by Hearing	38%	hear. sounds like. listen	
Convinced by Reading	0%	read. go through the documents	
Convinced by Doing	58%	do. actions. do with	
Convinced by a Number of Examples	118%	example. enough times, give enough examples	
Convinced Automatically	27%	assume. automatic. take for granted. decide fast	
Convinced by Consistency	-70%	consistent. ongoing. over and over. each time	
Convinced after a Period of Time	97%	take time. enough time. over time. take the time needed	

## To feel successful, needs to work with:

(The word between brackets shows which question you have to answer, when giving this person a task.)

Focus on People	56%	people. individuals. persons. <i>using names</i> (who)	
Focus on Tools	56%	tools. instruments. things (how)	
Focus on Systems	57%	systems. processes. flow (whether)	
Focus on Information	51%	information. data. facts. sources (why)	
Focus on Money	140%	budget. money. finance (how much)	
Focus on Place	16%	place. position. location (where)	
Focus on Time	-8%	time. schedule. deadline. on-time. the clock (when)	
Focus on Activity	-22%	activity. tasks. actions. lively (what)	

