



## **Expanded Narrative Report**



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# EXPANDED NARRATIVE

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Date:  
Name: Generic Sample  
Address:  
  
Location:

ID Number:  
Status:  
Division:  
Department:  
Job:

The following scores represent the measure of your judgment capacities on 2/11/2010. However, the evaluative process, which influences your judgment and thus your decisions, evolves throughout your entire life. At each step throughout life we are engaging in the evaluation or *judging* process, and we develop a *personal value structure*. Our *personal value structure* is dynamic and always-changing. It grows as we grow (by education, training and experiences). New experiences may change the way we see others and how we relate to them. Problems and challenges can force us to grow in ways we can't always foresee. We can develop and improve our judgmental abilities and any areas of judgmental weakness. Nonetheless, at any given time we do have a *personal value structure* that is operating and which significantly determines how we process the world and how we react. This Expanded Narrative is a window into your *personal value structure* as it stands today.

**This report provides an expanded narrative for the profile results shown on your Short Form Assessment. Part 1 of the profile measures a person's strength of judgment as it relates to their *external*, work-side world. Part 2 of the profile measures a person's strength of judgment as it relates to their personal, *internal* self. It is important to understand that the two parts overlap and have distinct impact on each other. In reviewing your scores please keep in mind that for most indicators the smaller the number (toward 0), the stronger the judgment.**

## PART 1: Work / External Judgment

### Personal Interpretation Scales Part 1

The Personal Interpretation Scales give a broad, global assessment of a person's **I**ntrinsic, **E**xtrinsic, and **S**ystemic judgment abilities. **I**ntrinsic scores relate to people skills/relational judgment. **E**xtrinsic scores relate to process and task oriented judgment. **S**ystemic scores relate to abstract, comprehensive judgment; the ability to see the *big picture*. Most people will have stronger judgment (a smaller number) in one dimension. The strongest field of I, E, or S indicates how a person will *first* approach a situation. It also indicates the area in which they are most comfortable. There is a word of caution when one dimension score is greatly stronger than the others. A notably greater strength will tend to overshadow the weaker areas of judgment. At this point it becomes an opportunity for development by giving greater consideration to the weaker areas of judgment.

Your Intrinsic, Extrinsic and Systemic scores are:

I = 3

E = 4

S = 17

The following ranges of scores indicate judgment abilities:

- 0 – 15 --- indicates area of superior competence
- 16 – 30 --- indicates area of substantial competence
- 31 – 45 --- indicates area of moderate competence
- 46 – 60 --- indicates area for growth and development
- 61 + --- indicates area for substantial growth and development

The relationship of your I, E, and S scores to each other produces a Composite result of:

### Primary Type 6: “Listening” I > E > S

#### Key Traits:

- a. Highly empathic
- b. Good at identifying people's actual needs and desires
- c. People will always be before policies or process (or there will be significant inner conflict)
- d. Good at open-end questions
- e. Thirsty for additional information
- f. Desires consensus and understanding on all sides before committing to course of action
- g. Continuously reevaluating
- h. Sees listening as a means to better control and stability
- i. Wants high levels of morale and teamwork

### Fringe Type 12: “Developing People” (I = E) > S

#### Key Traits:

- a. Always sees people as being capable of growth
- b. Emphasizes potential
- c. Wants people to experience both doing a good job and attaining personal satisfaction
- d. Likes creative input from all levels of the organization
- e. Gets productivity from employees by emphasizing the worth of each individual
- f. Holds a clear understanding of the social dynamics at play in a workplace

The following scores are the individual indicators shown on the Short Form Assessment Form.

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## 1. Your Differentiation (DIF<sup>1</sup>) score on Part 1 is: 20

### *Insight, noticing, general sensitivity*

0 – 30	Very Well Developed
31 – 40	Well Developed
41 – 50	Above Average Development
51 – 60	Average Development
61 – 70	Below Average Development
71 – 80	Needs Development
81 +	Needs Significant Development

- Differentiation Part 1 (DIF<sup>1</sup>), measures a person's value *sensitivity*, i.e. how well they notice.
  - The Differentiation scale measures the ability to be sensitive to that which is *beneath the surface*, to understand subtlety, and to recognize the *depth* involved in situations; i.e., a noticing scale.
  - Strong scores indicate an ability to notice more in a circumstance; to see in-depth situational and relational realities; indicates someone with well developed *gut instincts* and intuition.
  - A weak DIF<sup>1</sup> score indicates a general inability to observe and evaluate circumstances in an intelligent, articulate, and comprehensive manner; someone who *doesn't have a clue*.
  - Sensitivity can be negative if a person becomes overly sensitive. Persons with strong scores should be careful about over-personalizing issues or having an overly emotional response.
  - Persons who score well on this scale usually have a proportionately strong Part 1 profile.
- 

## Your item 2, 3 and 4 Sub-Dimension scores on Part 1 are:

**DIM-I : 3**

**DIM-E: 4**

**DIM-S: 13**

0 – 7	Very Well Developed
8 – 14	Well Developed
15 – 21	Above Average Development
22 – 28	Average Development
29 – 35	Below Average Development
36 – 42	Needs Development
43 +	Needs Significant Development

The Sub-Dimension scales DIM-I<sup>1</sup>, DIM-E<sup>1</sup>, and DIM-S<sup>1</sup>, provide a detailed breakdown of the Dimension scores. The degree to which a person is more oriented to Intrinsic, Extrinsic, or Systemic is indicated here. These scores should be evaluated both individually and as a group.

## 2. Your Sub-Dimension Intrinsic (DIM-I<sup>1</sup>) score on Part 1 is: 3

### *Tolerance and acceptance of others*

- Sub-Dimension Intrinsic Part 1 (DIM-I<sup>1</sup>) measures a person's tolerance and openness to new ideas. DIM-I<sup>1</sup> indicates the ability to appreciate individuality in others, to see and embrace their uniqueness and differences with understanding and acceptance and to see others as individuals first and not in terms of gender, race, nationality, age, etc.
- Strong scores indicate a movement toward respect, and away from caricature, stereotype, bigotry, and prejudice; shows the ability to accept the differences in people.
- Strong scores reflect openness to others, even those who may be very different.
- Weak scores reflect prejudice, the tendency to treat others in terms of stereotypes and caricatures, and the presence of bigoted, racist, sexist, judgmental opinions.
- Use caution when overriding weak DIM-I<sup>1</sup> scores in the hiring process.

### 3. Your Sub-Dimension Extrinsic (DIM-E<sup>1</sup>) score on Part 1 is: 4

#### ***Trainability; the ability to understand work***

- a. Sub-Dimension Extrinsic Part 1 (DIM-E<sup>1</sup>) measures the ability to understand practical and pragmatic processes and understand the basic dynamics of work.
- b. Strong scores indicate an ability to see practical and process-oriented solutions to problems.
- c. A person with a strong DIM-E<sup>1</sup> score will work well with the practicalities of the workplace. There will be a clearer understanding of work processes and how to make those processes work with efficiency and effectiveness; they will be easier to train.
- d. Weak scores indicate more hands on training will be required, i.e. a slower learning curve.
- e. The DIM-E<sup>1</sup> score is also an indication of work ethic, responsibility, and dependability.

### 4. Your Sub-Dimension Systemic (DIM-S<sup>1</sup>) score on Part 1 is: 13

#### ***Dealing with big pictures; abstraction***

- a. Sub-Dimension Systemic Part 1 (DIM-S<sup>1</sup>) measures the ability to see the *big picture*; to appreciate consequences and implications; to conceptualize and evaluate globally.
- b. Strong DIM-S<sup>1</sup> scores indicate an ability to evaluate theoretically and abstractly, and also the ability for planning, visioning, and brainstorming.
- c. Those with strong DIM-S<sup>1</sup> scores bring broad perspectives into the decision-making process.
- d. Weak scores indicate a lack of development of appreciation for consequences of actions.
- e. The DIM-S<sup>1</sup> score is usually the weakest of the three Sub-Dimension scores. If so, this indicates a diminished Systemic tendency compared to the Intrinsic and Extrinsic categories. To the degree that it is the lesser tendency, S type activities will be given less attention, and subsequently consequences and implications will not be given enough consideration.
- f. Typical scores in the overall Sub-Dimension categories show high I, mid E, and low S.

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### 5. Your Dimension (DIM<sup>1</sup>) on Part 1 is: 19

#### ***External problem solving style***

- 0 – 3 Very Well Developed (Effectively reactive)
  - 4 – 7 Well Developed (Effectively responsive)
  - 8 – 11 Above Average Development (Effectively responsive)
  - 12 – 15 Average Development (Deliberative)
  - 16 – 19 Below Average Development (Ineffectively responsive)
  - 20 – 23 Needs Development (Ineffectively responsive)
  - 24 + Needs Significant Development (Ineffectively reactive)
- a. Dimension Part 1 (DIM<sup>1</sup>) measures a person's problem-solving style in the workplace.
  - b. Most individuals solve problems either by response or reaction; making decisions quickly and automatically. A reaction (*knee jerk reaction*) is simply a more intense response; decisions are made almost without thinking.
  - c. A few people are deliberative and solve problems through dialogue with others, reflection, and/or personal contemplation; such deliberation tends to improve judgment.
  - d. The workplace often rewards response and reaction. However more problem-solving brain centers are engaged when in a deliberative mode, as opposed to a *knee jerk reaction* mode.
  - e. Most people benefit if they become more deliberative in their problem-solving. This requires a conscious effort to make decisions through consideration and involvement with others.
  - f. Group settings that promote open and honest dialogue often lead to better decisions.
  - g. It may be important to have a personal place for reflection and contemplation to break the intensity and speed of the reactive and responsive modes.
  - h. Obviously, effective reactions and responses are better than ineffective ones.
  - i. The nature and immediacy of the problem should be a guide for the appropriate style of response. Less urgent problems should not be solved in a reactive style, nor should urgent problems be solved in a lengthy deliberative style.



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## 6. Your Dimension Percentage (DIM%<sup>1</sup>) score on Part 1 is: 95

### ***Realism-idealism orientation***

- 0 – 10 Very Realistic (the way things are)
- 11 – 20 Realistic
- 21 – 30 Slightly Realistic
- 31 – 40 Balanced Orientation Between Two Poles
- 41 – 50 Slightly Idealistic
- 51 – 60 Idealistic
- 61 + Very Idealistic (the way things should be)

- a. Dimension Percentage Part 1 (DIM%<sup>1</sup>) measures the tendency to be realistic or idealistic.
  - b. The terms realistic and idealistic can both be positive, depending on the specific circumstances. Organizations need both orientations.
  - c. The best groups will have a wide range of DIM%<sup>1</sup> scores, enhancing overall perspective.
  - d. A narrow range of scores creates tunnel vision in teams or groups.
  - e. The more diverse the range of scores, the greater the likelihood for conflict. However, conflict, appropriately managed, can be positive.
  - f. There is no good/bad or strong/weak on this scale.
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## Your item 7, 8 and 9 Sub-Integration scores on Part 1 are:

**INT-I : 0**

**INT-E: 0**

**INT-S: 4**

- 0 Very Well Developed
- 1 – 5 Well Developed
- 6 – 12 Above Average Development
- 13 – 19 Average Development
- 20 – 26 Below Average Development
- 27 – 33 Needs Development
- 34 + Needs Significant Development

These Sub-Integration Part 1 scales are particularly useful in establishing working groups or teams. Even if team members are not individually strong in all areas, having at least one strong score in each Sub-Integration area creates a strong team. The Sub-Integration scores provide a more detailed breakdown of the Integration scores. The degree to which a person is more oriented to I, E, or S, is indicated here. These scores should be evaluated both individually and as a group.

## 7. Your Sub-Integration Intrinsic (INT-I<sup>1</sup>) score on Part 1 is: 0

### ***Compassion, caring, relational/people skills***

- a. Sub-Integration Intrinsic Part 1 (INT-I<sup>1</sup>) measures the ability to help others solve personal problems in the workplace. Care, compassion, and empathy are indicated with INT-I<sup>1</sup>.
- b. Persons with strong scores often attract people to them, inspire confidence and trust, and convey concern, care, sympathy, and good advice.
- c. A strong INT-I<sup>1</sup> score indicates a *people person*, someone with people skills.
- d. Strong INT-I<sup>1</sup> scores are an indication of good social skills, but not necessarily a pronounced extroversion. Instead, strong scores indicate a confidence in social settings.
- e. Weak scores indicate a lack of appreciation for the importance of passion and caring. This may be caused by burn out, stress, negative outside influences, etc.

## 8. Your Sub-Integration Extrinsic (INT-E<sup>1</sup>) score on Part 1 is: 0

### ***Dependability, reliability, work ethic***

- a. Sub-Integration Extrinsic Part 1 (INT-E<sup>1</sup>) measures the ability to help others solve practical problems in the workplace; also indicates strength of work ethic.
- b. Strong scores are particularly helpful in situations where task completion is important.
- c. Strong scores indicate responsibility, dependability, and a strong work ethic.
- d. The person with strong INT-E<sup>1</sup> scores understands what is needed to get a job done.
- e. Weak scores indicate unreliability, no matter how strong their potential may be.
- f. Caution should be exercised when overriding this indicator during the hiring process.

## 9. Your Sub-Integration Systemic (INT-S<sup>1</sup>) score on Part 1 is: 4

### ***Abstract problem solving***

- a. Sub-Integration Systemic Part 1 (INT-S<sup>1</sup>) measures the ability to solve problems of a more abstract and theoretical, big picture nature.
- b. Strong INT-S<sup>1</sup> scores indicate the ability to understand implications and consequences, and to use that big picture understanding, comprehension, and judgment in decision making.
- c. Strong scores indicate the ability to do long range, strategic planning, and brainstorming, and in addition to being able to evaluate, the ability to solve global, theoretical problems.
- d. Weak scores indicate the inability to incorporate big picture concepts into decision making.
- e. Few people have this tendency as their dominant tendency, thus making people with strong INT-S<sup>1</sup> scores extremely valuable in most team or group settings.

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## 10. Your Integration (INT<sup>1</sup>) score on Part 1 is: 4

### ***Problem solving; decision making ability***

0 – 7	Very Well Developed
8 – 14	Well Developed
15 – 21	Above Average Development
22 – 28	Average Development
29 – 35	Below Average Development
36 – 42	Needs Development
43 +	Needs Significant Development

- a. Integration Part 1 (INT<sup>1</sup>) measures the ability to see that which is relevant in complex situations in the external world; to observe, integrate information, and make decisions.
- b. Strong INT<sup>1</sup> scores indicate the ability to receive information from a variety of sources, process and synthesize that information, determine an appropriate solution, decide on a course of action, and ultimately complete the task.
- c. People with strong INT<sup>1</sup> scores are able to effectively use both rational and emotional information. Rational being charts, graphs, studies, data, etc. and emotional being gut instincts, body language, tone of expression, etc.
- d. Individuals with strong INT<sup>1</sup> scores are characterized as careful decision-makers and competent problem-solvers.
- e. Weak scores indicate those who will struggle with competent decision making, especially during periods of high stress, urgency, confusion, and chaos.
- f. Many employers see the INT<sup>1</sup> score as the most important in the entire profile.
- g. Persons with strong INT<sup>1</sup> scores indicate potential for job boredom unless they are placed in situations where decisions are continually made. Often without the stimulus of regular decision making their job satisfaction suffers.
- h. The degree of frustration between people can be measured by the separation of their scores.

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## 11. Your Integration Percentage (INT%<sup>1</sup>) score on Part 1 is: 20

### ***Dealing with difficult people***

10	– 10	Very Well Developed
11 – 20		Well Developed
21 – 30		Above Average Development
31 – 40		Average Development
41 – 50		Below Average Development
51 – 60		Needs Development
61 +		Needs Significant Development

- a. Integration Percentage Part 1 (INT%<sup>1</sup>) measures the ability to deal with difficult situations and circumstances, to retain control of situations involving difficult people; degree of patience.
  - b. This index gives insight into customer service abilities. People with strong INT%<sup>1</sup> scores are suited well for demanding environments that involve intense, difficult, stressful people.
  - c. Persons with strong INT%<sup>1</sup> scores have the ability, judgment, and energy to recognize, organize, and mobilize resources at their disposal to deal with difficult situations.
  - d. Strong scores indicate a high level of problem solving *energy* and patience.
  - e. INT%<sup>1</sup> scores often sag (are less than they logically should be) due to too much stress, an overwhelming number of responsibilities, and lack of appropriate rest.
  - f. INT%<sup>1</sup> scores 0 to 10 indicate rare people with an actual *surplus* of problem solving energy.
- 

## 12. Your Dimensional Integration (DI<sup>1</sup>) score on Part 1 is: 8

### ***Focus and concentration***

0 – 3	Very Well Developed
4 – 7	Well Developed
8 – 11	Above Average Development
12 – 15	Average Development
16 – 19	Below Average Development
20 – 23	Needs Development
24 +	Needs Significant Development

- a. Dimension Integration Part 1 (DI<sup>1</sup>) measures the ability to maintain and hold concentration on problems at work and in the external world in the midst of distractions, clutter, and confusion, without disruption or breaks in concentration; i.e. a *focusing* scale.
  - b. Strong DI<sup>1</sup> scores indicate the ability to remain focused on tasks even in the presence of clutter and distractions; an ability to block out outside influences and concentrate.
  - c. Weak scores indicate a need for isolation or insulation in order to avoid being distracted. A reduction in the amount of *clutter*, physical and mental, will improve focus and judgment.
  - d. DI<sup>1</sup> is an indicator of the amount of workplace privacy needed in order to do an optimal job.
  - e. The downside of strong DI<sup>1</sup> scores is a tendency to shut people out due to strength of concentration on tasks or projects, which may lead to other separate, possibly negative issues.
  - f. Depending on the particular demands of a job, weak scores may not necessarily be negative. Some jobs don't require extremely strong focus.
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### 13. Your Dissimilarity (DIS<sup>1</sup>) score on Part 1 is: 0

#### *Following directions with accuracy*

- 0 Very Well Developed
- 2 Well Developed
- 4 Average Development
- 6 Needs Development
- 8+ Needs Significant Development

- a. Dissimilarity Part 1 (DIS<sup>1</sup>) measures the ability to follow directions; to understand.
  - b. Strong scores indicate the tendency and ability to follow directions; to avoid *confusion*. *Confusion* can be understood as the inability to understand and follow basic directions.
  - c. People with strong DIS<sup>1</sup> scores, 0 to 2, take great pride in following directions and at times may be a bit obsessive/compulsive in doing so. They also *expect* others to follow directions.
  - d. A score of 0 may indicate a low tolerance for those who do not follow directions well.
  - e. A score > 6 suggests the profile should be retaken. Directions may not have been understood.
- 

### 14. Your Attitude Index (AI<sup>1</sup>) score on Part 1 is: 50

#### *Dealing with work-side stressors, attitude*

- 50 Very Well Developed
- 51 – 54 Well Developed
- 55 – 58 Above Average Development
- 59 – 62 Average Development
- 63 – 66 Below Average Development
- 67 – 70 Weak
- 71 + Very Weak

- a. Attitude Index Part 1 (AI<sup>1</sup>) measures a person's general attitude toward the external world.
  - b. Indications of stress, coping skills, and attitude are conveyed in this scale.
  - c. Attitude is important in any context and is a direct result of a person's value package.
  - d. Strong scores of 50 to 58 indicate a strong, positive attitude. A person scoring in this range enters work with a dynamic, positive, and upbeat attitude.
  - e. 50 is the highest score, but perhaps not the most ideal score. A person who scores 50 may be a bit naive, may give too much benefit of the doubt, and may be easily duped.
  - f. Scores of 59 to 70 indicate an adversity is being or has recently been experienced in the workplace or external setting. This adversity will have a negative impact on the individual.
  - g. A person who reports negative events or adversity in the workplace, yet scores in the 50's has coping skills that allow for a positive attitude and excellent performance.
  - h. Scores in the 71 to 80+ range usually indicate negative working experiences which have left a negative impact. People scoring in this range tend to bring their personal issues into the workplace. This often creates an obstacle to performance for the individual and colleagues.
- 

### 15. Your Correlation Index (RHO<sup>1</sup>) score on Part 1 is: 0.948

- 1.000 – .925 Excellent
- .924 – .850 Very Good
- .849 – .775 Good
- .774 – .700 Average
- .699 – .625 Poor
- .624 – .550 Very Poor
- .549 - Bad (definite retake)

- a. The Correlation Index is designated by the Greek symbol (RHO) and is a composite mathematical indicator of the consistency and overall validity of part 1 of the profile.
- b. A score less than 0.549 indicates a need to retake the profile. Directions may not have been clearly understood.

## Part 2: Personal / Self-Side Judgment

Part 2 measures a person's judgment as it relates to the personal, self-side. Self-side judgment serves as the foundation for all values, and is very influential in a person's Part 1 work-side judgment. These scores have a different meaning than on Part 1.

### Intrinsic (I), Extrinsic (E) and Systemic (S) scores

Intrinsic Part 2 (I) = The tendency to see self in terms of individual uniqueness.

Extrinsic Part 2 (E) = The tendency to see self in terms of roles, i.e. parent, physician, etc.

Systemic Part 2 (S) = The tendency to see self in terms of abstraction, i.e. a number, a symbol, human being, etc.

Your Intrinsic, Extrinsic and Systemic scores are:

**I = 17**

**E = 7**

**S = 20**

The following ranges of scores indicate judgment abilities:

0 – 15 --- indicates area of superior competence

16 – 30 --- indicates area of substantial competence

31 – 45 --- indicates area of moderate competence

46 – 60 --- indicates area for growth and development

61 + --- indicates area for substantial growth and development

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The following scores are the individual indicators shown on the Short Form Assessment Form.

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### 1. Your Differentiation (DIF<sup>2</sup>) score on Part 2 is: 32

#### *Adequacy of self-regard/self-care*

0 – 30 Very Well Developed

31 – 40 Well Developed

41 – 50 Above Average Development

51 – 60 Average Development

61 – 70 Below Average Development

71 – 80 Needs Development

81 + Needs Significant Development

- Differentiation (DIF<sup>2</sup>) measures a person's adequacy of self-regard. Self-regard should not be misinterpreted as selfishness. Adequate self-regard is important to personal wellness.
- DIF<sup>1</sup> and DIF<sup>2</sup> scores should be compared to determine if there is sufficient balance between attention given to external responsibilities and attention given to self.
- It is common for a person to score well on DIF<sup>1</sup> and go down two or more echelons on DIF<sup>2</sup>.
- Preferably scores on both DIF indicators are within one echelon of each other.
- Many people give more attention to the roles, responsibilities, and obligations of their public side and neglect their own self-care (health, well-being, rest, relaxation, doing things just for themselves). This neglect will eventually impact work performance.

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## Your item 2, 3 and 4 Sub-Dimension scores on Part 2 are:

**DIM-I : 12**

**DIM-E: 6**

**DIM-S: 14**

0 – 7	Very Well Developed
8 – 14	Well Developed
15 – 21	Above Average Development
22 – 28	Average Development
29 – 35	Below Average Development
36 – 42	Needs Development
43 +	Needs Significant Development

The Sub-Dimension scales DIM-I<sup>2</sup>, DIM-E<sup>2</sup>, and DIM-S<sup>2</sup>, provide a more detailed breakdown of the Dimension scores. The degree to which a person is more oriented to I, E, or S is indicated here. These three scores should be evaluated as a group.

### 2. Your Sub-Dimension Intrinsic (DIM-I<sup>2</sup>) score on Part 2 is: 12

#### ***Meaningfulness of work, self-identity***

- a. Sub-Dimension Intrinsic part 2 (DIM-I<sup>2</sup>) measures the degree to which work is meaningful in a person's life. For many people, work is a significant, if not the most significant component in their life. Work may be a powerful positive or negative in terms of self-identity.
- b. DIM-I<sup>2</sup> measures a person's degree of self-understanding, of self-identity; who I am.
- c. Strong scores will offset a weak DIM-E<sup>2</sup> (role identity) score.
- d. Scores in the 40+ range indicate self-identity so weak that suicidal tendencies may be present.

### 3. Your Sub-Dimension Extrinsic (DIM-E<sup>2</sup>) score on Part 2 is: 6

#### ***Valuing work as an important end, morale***

- a. Sub-Dimension Extrinsic Part 2 (DIM-E<sup>2</sup>) measures morale and the degree to which work is seen as a positive and necessary part of life; indicates whether a person values and appreciates work.
- b. Strong scores indicate that a person understands, appreciates, and embraces the value and importance of work as a part of life that a person has high morale.
- c. A strong score indicates an attitude of *I get to work*.
- d. An average score indicates *I have to work*.
- e. A weak score indicates *Its not fair that I have to work*.
- f. A weak DIM-E<sup>2</sup> score indicates a negative view of work and a tendency to avoid work.
- g. Use caution when overriding a weak DIM-E<sup>2</sup> score in the hiring or promotion process.

### 4. Your Sub-Dimension Systemic (DIM-S<sup>2</sup>) score on Part 2 is: 14

#### ***Organizational ability***

- a. Sub-Dimension Systemic Part 2 (DIM-S<sup>2</sup>) measures a person's ability to organize.
- b. Scores in the range of 8 to 18 indicate appropriate levels of personal organization.
- c. Scores of 1 to 7 may indicate over-organization.
- d. A score of 0 or 1 may indicate obsessive/compulsive behavior.
- e. Strong scores indicate a sense of duty, or a sense of who I ought to be.
- f. Weak scores indicate some degree of disorganization or too much clutter in life.
- g. Weak scores usually indicate a lack of self-discipline.

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## 5. Your Dimension (DIM<sup>2</sup>) score on Part 2 is: 10

### ***Personal problem solving style***

- 0 – 3 Very Well Developed (Effectively reactive)
- 4 – 7 Well Developed (Effectively responsive)
- 8 – 11 Above Average Development (Effectively responsive)
- 12 – 15 Average Development (Deliberative)
- 16 – 19 Below Average Development (Ineffectively responsive)
- 20 – 23 Needs Development (Ineffectively responsive)
- 24 + Needs Significant Development (Ineffectively reactive)

- a. Dimension Part 2 (DIM<sup>2</sup>) measures a person's personal problem solving style; how individuals solve problems at home, with family, in personal settings.
  - b. Most individuals solve problems either by response or reaction, making decisions quickly and automatically. A reaction (*knee jerk reaction*) is simply a more intense response with decisions being made almost without thinking.
  - c. A few people are deliberative and solve problems through dialogue with others, reflection, and/or personal contemplation; deliberation tends to improve judgment.
  - d. More problem-solving brain centers are engaged when in a deliberative mode as opposed to a *knee jerk reaction* mode.
  - e. Most people would benefit by becoming more deliberative in their personal problem solving style. A personal setting for quiet thought may make it easier to be more deliberative.
  - f. Personal relationships that promote open and honest dialogue often lead to better decisions.
  - g. Weak scores indicate an erratic, over reactive, ineffective type of problem solving style.
  - h. There is a need in our personal lives to develop and use contemplation or reflection spaces.
  - i. Obviously, effective reactions and responses are better than ineffective ones.
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## 6. Your Dimension Percentage (DIM%<sup>2</sup>) score on Part 2 is: 31

### ***Dealing with change/role identity***

- 10 – 10 Very Well Developed
- 11 – 20 Well Developed
- 21 – 30 Above Average Development
- 31 – 40 Average Development
- 41 – 50 Below Average Development
- 51 – 60 Needs Development
- 61 + Needs Significant Development

- a. Dimension Percentage Part 2 (DIM%<sup>2</sup>) measures the intensity of a person's role identity.
- b. In higher echelon scores (lower numbers), there is less role identity; people see themselves as unique, not first defined by a job; they do not resist change and may be drawn to change.
- c. Strong DIM%<sup>2</sup> scores indicate a sense of independence; not being identified by a role.
- d. In lower echelon scores (higher numbers), role identity is much stronger and, change is resisted.
- e. People with lower echelon scores think of themselves in terms of the jobs they perform.
- f. Men tend to have more job identity than women, although this is slowly changing.
- g. Role identity can be positive or negative. If the DIM-I<sup>2</sup> (self identity) score is strong, then a strong role identity is a positive indicator. A strong role identity may be viewed as a *calling*.
- h. Employers often like to see lower echelon (high number) role identity scores.

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## Your item 7, 8 and 9 Sub-Integration scores on Part 2 are:

**INT-I : 5**

**INT-E: 1**

**INT-S: 6**

- 0 Very Well Developed
- 1 – 5 Well Developed
- 6 – 12 Above Average Development
- 13 – 19 Average Development
- 20 – 26 Below Average Development
- 27 – 33 Needs Development
- 34 + Needs Significant Development

The Sub-Integration scales INT-I<sup>2</sup>, INT-E<sup>2</sup>, and INT-S<sup>2</sup> provide a more detailed breakdown of the Integration scores. These scores should be evaluated both individually and as a group.

### 7. Your Sub-Integration Intrinsic (INT-I<sup>2</sup>) score on Part 2 is: 5

#### ***Solving personal problems for self***

- a. Sub-Integration Intrinsic Part 2 (INT-I<sup>2</sup>) measures the ability to solve personal problems.
- b. Strong scores indicate good internal dialogue; the ability to be one's own best counselor.
- c. People with strong scores often talk to themselves to clarify issues and problems.
- d. The downside of 0 to 5 INT-I<sup>2</sup> scores is that people do not ask for help easily.
- e. Mid-range scores indicate that the advice of a significant other, or close friends, may be helpful to solve personal problems.
- f. Weak scores indicate the need for objective, outside input for personal problem solving.

### 8. Your Sub-Integration Extrinsic (INT-E<sup>2</sup>) score on Part 2 is: 1

#### ***Solving practical problems for self***

- a. Sub-Integration Extrinsic Part 2 (INT-E<sup>2</sup>) measures the ability to solve practical problems.
- b. Strong INT-E<sup>2</sup> scores indicate the ability to make good, practical decisions for yourself.
- c. Strong scores mean practical decisions can be made without advice and counsel.
- d. People with strong scores often take pride in their capacity of self-determination.
- e. Weak scores usually indicate a sense of dependency.

### 9. Your Sub-Integration Systemic (INT-S<sup>2</sup>) score on Part 2 is: 6

#### ***Environmental conscientiousness – Global Moral Conscience***

- a. Sub-Integration Systemic Part 2 (INT-S<sup>2</sup>) measures *global moral conscience*.
- b. INT-S<sup>2</sup> is a unique scale. It measures conscience as it relates to abstract, global issues as well as the degree to which people will be responsible for their surroundings and environment.
- c. This scale measures an ability to explore comprehensive implications of one's own actions.
- d. Strong scores indicate an environmental awareness, a love of animals, or a concern for people's lives far removed from one's own immediate world.
- e. A strong score might indicate something of the sentiment, *No man is an island*, and reveals a feeling that all life is interconnected.
- f. Weak scores indicate those who do not value or have appreciation for their personal environment, or surroundings and lack moral awareness about environmental issues.



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## 10. Your Integration (INT) score on Part 2 is: 12

### ***Understanding what is important***

0 – 7	Very Well Developed
8 – 14	Well Developed
15 – 21	Above Average Development
22 – 28	Average Development
29 – 35	Below Average Development
36 – 42	Needs Development
43 +	Needs Significant Development

- a. Integration Part 2 (INT<sup>2</sup>) measures the ability to discern what is *important*, or what needs to be done within the framework of personal matters and situations; whether a person has a distinct sense of and can coherently evaluate what they should be doing with their lives.
  - b. Strong INT<sup>2</sup> scores indicate someone with a strong sense of what should and/or needs to be done and a sense of what is personally important. They are motivated to do what is right.
  - c. Persons with strong INT<sup>2</sup> scores are more likely than others to experience *burnout*, *anger*, or *depression* if placed in a situation that rewards accomplishment at the expense of doing what is right and important, or if they are in a job they do not like, or do not find personally rewarding.
  - d. Average INT<sup>2</sup> scores indicate someone who is a survivor; they can handle whatever life throws at them and can *keep their head above water* in the midst of difficulty and hardship.
  - e. Weak INT<sup>2</sup> scores indicate someone who feels harassed and assaulted by a pressing urgency; they feel their lives are being pulled in many directions. There is likely a tendency to internalize problems, resulting in an internal rage. Wellness and health will be compromised due to the overwhelming stress. A change of lifestyle, activity, and demands should be considered.
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## 11. Your Integration Percentage (INT%<sup>2</sup>) score on Part 2 is: 38

### ***Self-criticism, self-expectation***

10	– 10	Very Well Developed
11 – 20		Well Developed
21 – 30		Above Average Development
31 – 40		Average Development
41 – 50		Below Average Development
51 – 60		Needs Development
61 +		Needs Significant Development

- a. Integration Percentage Part 2 (INT%<sup>2</sup>) measures the level of a person's self-criticism; the degree to which a person is motivated by their own accomplishments.
- b. Strong scores indicate an ability for self-affirmation; the ability to say *I'm OK*.
- c. Weak scores indicate a level of self-criticism; a tendency to overly emphasize negative events, to dwell on things that did not have a perfect outcome, or did not go exactly as planned.
- d. Many people have their weakest scores of the entire profile on this scale, indicating that they may be motivated by a strong sense of personal accomplishment or negative perfectionism.
- e. Weak scores may be caused by exposure to a disproportionate amount of criticism as compared to compliments. This may come from work experiences, parental upbringing, etc.
- f. Often people with weak INT%<sup>2</sup> scores think they never do a job well enough.
- g. Someone with a weak INT%<sup>2</sup> score, yet uniformly strong scores on Part 1, indicates a good worker who produces good work and yet does not experience the deserved gratification that comes from doing a good job.

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## 12. Your Dimensional Integration (DI<sup>2</sup>) score on Part 2 is: 6

### ***Assertiveness or conflict avoidance***

0 – 3	Very Well Developed
4 – 7	Well Developed
8 – 11	Above Average Development
12 – 15	Average Development
16 – 19	Below Average Development
20 – 23	Needs Development
24 +	Needs Significant Development

- a. Dimension Integration Part 2 (DI<sup>2</sup>), a simple, yet important scale, especially for organizations, measures the level of assertiveness or conflict avoidance in a person's life.
  - b. DI<sup>2</sup> also measures the ability to concentrate on problems which become personally difficult.
  - c. Strong scores indicate a tendency to be open, appropriately assertive, and straightforwardly honest. However, DI<sup>2</sup> scores of 0 to 1 indicate a possible tendency to be pushy with opinions.
  - d. Weak scores indicate a tendency to avoid conflict, keep quiet, and simply say what one thinks someone wants to hear, or with very weak scores possibly to deny that problems even exist.
  - e. If a group has a below average DI<sup>2</sup> composite score, problems will occur. Conflict avoidance prevails; the quality of open, honest dialogue and the flow of information will be jeopardized.
  - f. The children's story about the king's clothing parallels this index. Persons with strong scores would tell the king he is naked. Those with weak scores compliment the king on his outfit.
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## 13. Your Distortion (DIS<sup>2</sup>) score on Part 2 is: 4

### ***Moral conscience***

0	Very Well Developed
2	Well Developed
4	Average Development
6	Needs Development
8+	Needs Significant Development

- a. Distortion Part 2 (DIS<sup>2</sup>) measures the development of a person's sense of moral right and wrong; the development of their moral conscience.
- b. Strong DIS<sup>2</sup> scores indicate clarity of internal moral judgment, a powerful sense of right and wrong, no *confusion* about whether something is good or bad; a strong *moral conscience*.
- c. However, a score of 0 may indicate someone whose moral conscience is so well developed that they are dogmatic and overbearing about what they think is right or wrong.
- d. DIS<sup>2</sup> scores of 2 to 4 have a strong moral conscience, yet tend to be more forgiving of others.
- e. Strong DIS<sup>2</sup> scores do not guarantee that a person will make moral decisions, but when moral decisions are not made, there is a pronounced sense of conflict and guilt.
- f. Strong scores indicate someone who may feel *too* much guilt and responsibility for others.
- g. Weak scores indicate a lack of development of moral scruples and a reduced likelihood of making decisions in the workplace that consider moral implications.

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## 14. Your Attitude Index (AI<sup>2</sup>) score on Part 2 is: 75

### *Dealing with self-side stressors, attitude*

50	Very Well Developed
51 – 54	Well Developed
55 – 58	Above Average Development
59 – 62	Average Development
63 – 66	Below Average Development
67 – 70	Weak
71 +	Very Weak

- Attitude Index Part 2 (AI<sup>2</sup>) measures a person's attitude toward their personal, internal self.
- Strong scores of 50 to 58 indicate good, positive self-esteem, with strong personal *anchors*.
- A person who scores 50 may have a little cockiness.
- Scores of 59 to 70 indicate that something adverse is occurring, or has recently occurred, in their personal life, and is creating personal struggle.
- Scores in the 71 to 80+ range indicate severe adversity in personal life, such as rape, physical or mental abuse, or overwhelming stress.
- If strong scores are present in the midst of adversity, this measures coping skills with personal matters, and a healthy amount of self esteem. This should give confidence and hope that the adversity will be overcome.

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## 15. Your Correlation Index (RHO<sup>2</sup>) score on Part 2 is: 0.864

1.000 – .925	Excellent
.924 – .850	Very Good
.849 – .775	Good
.774 – .700	Average
.699 – .625	Poor
.624 – .550	Very Poor
.549 and below	Bad (definite retake)

- The Correlation Index is designated by the Greek symbol (rho) and is a composite mathematical indicator of the consistency and overall validity of part 2 of the profile.
- A score less than 0.549 indicates a need to retake the profile. Directions may not have been clearly understood.

## Balance of Judgment – “Compositions and Transpositions”

Most of the indicators found in this profile deal with strength. Not the kind of strength found in muscle, but the kind of strength shown in good judgment. And yet, while strength of good judgment is important, it is equally important to have balance in judgment. Strength, when taken to an extreme, often becomes a weakness.

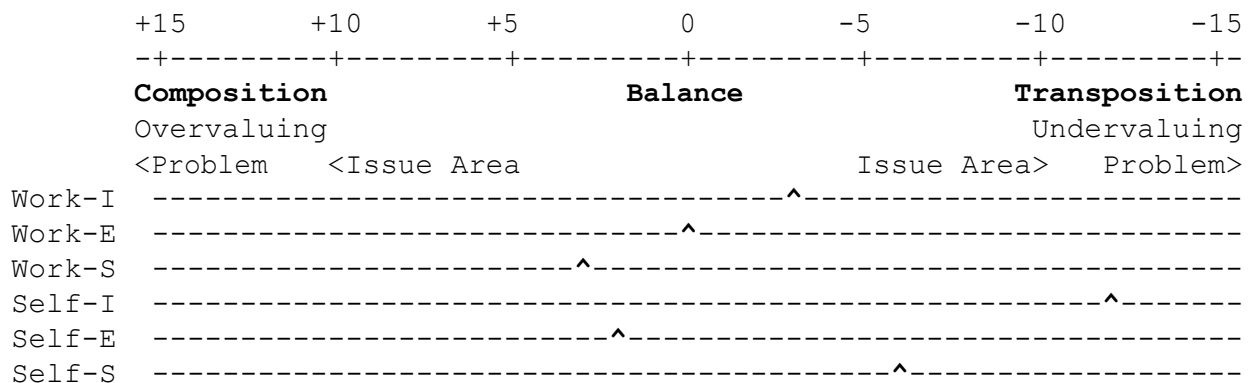
The words composition and transposition can be used to describe the balance factors relating to judgment. A composition occurs when something is overvalued, and a transposition occurs when something is undervalued. For example, if I overvalue food (composition) I may become a glutton, but if I undervalue food (transposition) I may not have adequate nutrition. If I overvalue work (composition) I may become a workaholic and ignore my family and myself - leading to stress, unhappiness, loss of health, etc. If I undervalue work (transposition) I may not work hard enough to support myself or my family. A better alternative to either a composition or a transposition is balance.

This application measures the degree to which balance in judgment is present. Six sets of *balance points* are evaluated, three on the external side (work, social settings) and three on the internal (personal) side.

A positive score moves the assessment toward composition, and a negative score moves the assessment toward transposition. Balance is achieved if the score is within FIVE points of center. If the score falls within TEN to FIFTEEN points from center it becomes an *issue* worthy of discussion. Once a score deviates more than FIFTEEN points from center it becomes a lack of balance that may call for attention and serious discussion.

The balance points are shown below. *Perfect balance* exists when each of the six balance points have no greater than five points of separation. A separation of less than five points to the positive is *shading* toward the composition.

### Your Judgment Balance chart:



## Part 1: Work-Side Balance

### **1. Your Intrinsic balance score for work is: -3**

#### ***Balance of value of people***

- a. This score measures the degree to which a person has balance of judgment in regard to people in the workplace or in the external world in general.
- b. A score that is out of balance on the positive side, a composition, indicates that a person has an unrealistically positive view of people, may give people too much of the benefit of the doubt, and may look at people through *rose colored glasses*. Scores greater than five may indicate that a person is naïve about others and will not make accurate judgments because of this naiveté.
- c. A score that is out of balance on the negative side, a transposition, indicates that a person has an unrealistically negative view of people, and may end up treating people in a demeaning, abusive, or cruel manner.

### **2. Your Extrinsic balance score for work is: 0**

#### ***Balance of value of tasks***

- a. This score measures the degree to which a person has balance of judgment in regard to tasks.
- b. A composition indicates that a person is giving too much attention to work, may be a *workaholic*, and will have the expectation of others to exhibit a similar work ethic.
- c. A transposition indicates that a person will not likely be responsible and accountable for work, may not be dependable or reliable, and may not care if work responsibilities are met.

### **3. Your Systemic balance score for work is: +3**

#### ***Balance of value of consequences***

- a. This score measures the degree to which a person has balance of judgment in regard to abstract, *big picture* perspectives of life.
- b. A composition indicates that a person is likely to over-contemplate issues, too much *brainstorming*, and often incapable of making clear and decisive decisions. This is referred to as *the paralysis of analysis*. A score of +28 / -6 has these implications.
- c. Transpositions indicate a *shoot first and ask questions later*; or a *ready, shoot, aim* approach to life. Transpositions indicate a person *leaps* and then *looks*. A score of +4 / -30 indicates a lack of contemplation and forethought.

**If a person has work side balance (within five points) on all three indicators, they will convey a sense of trustworthiness, dependability, confidence, and leadership in the workplace.**

## Part 2: Self-Side Balance

Scores on the self-side are usually weaker than scores on the work side. This is because most people are better at taking care of roles, obligations, duties, etc. to family, work, community, and others than they are at taking care of themselves.

### 4. Your Intrinsic balance score for self is: -12

#### ***Balance of self-esteem***

- a. This score measures the degree to which a person has balance of ***Self-Esteem***, whether they think well of themselves.
- b. A composition which is out of balance can indicate a pronounced egotism or arrogance.
- c. A transposition indicates a lack of sufficient ego. Self-confidence is eroded because a person sees themselves as inadequate or incompetent. Often those with an extreme lack of self-esteem create an *over the top personality* out of fear that people will not like them.
- d. In some respects, this scale measures the proportion of positive *recordings*, compliments and affirmations in one's life, as compared to the negative *recordings*, criticisms and demeaning dealings in one's life. In establishing authentic self-expression and self-development, it is important to weigh out the sources of old *recordings*. Negative *recordings* may come from people who are inept, choosing to hurt, or who lack self-esteem themselves.
- e. Many people have strong work-side judgment, are highly competent in their work, and yet have negative self-esteem. Often this ironic set of scores is difficult to explain and, even when explained, harder to overcome.

### 5. Your Extrinsic balance score for self is: +2

#### ***Balance of self-concept***

- a. This score measures the degree to which a person has balance of ***Self-Concept***, the degree of meaning, satisfaction and fulfillment that a person has from their roles in life. These roles involve activities in both the personal and professional dimensions.
- b. A composition indicates there is too much attachment and emphasis placed on a role. This may generate a larger than life sense of self-importance about what someone is doing. It may also make a person feel that they are indispensable. Disappointment and vulnerability may result.
- c. A transposition indicates role dissatisfaction. Often scores in the *issue* range (10 to 15 points) indicate that a person feels under utilized or under appreciated. Possibly *under-employment* is occurring, and the individual may be ready for a new challenge, or in need of a new and different job

### 6. Your Systemic balance score for self is: -6

#### ***Balance of self-image***

- a. This score measures the degree to which a person has balance of ***Self-Image***. This indicator is very revealing and deserves additional explanation.
- b. The following chart and illustration further outline this balance indicator.

Let's define *Point A* as the point in life where a person is right now. *Point A* is the result of every contributing factor in life: genetics, environment, upbringing, events, choices, etc.

From *Point A*, project yourself to *Point B*. *Point B* is an idealized version of who you would like to be. *Point B* is your ***Self-Image***. Your ***Self-Image*** can provide motivation to your presently existing *Point A* and serve as a catalyst for growth and development toward *Point B*. The process of using *Point B* as a motivator for personal development is healthy and productive.

There are two exceptions to this process that can create unhealthy and negative circumstances.

1. First, if a person projects little or **no Self-Image**. This person may have capabilities, but they are likely to go unrealized. There may be little internal motivation or belief that achievement is possible. This person may be able to accomplish, but the catalyst usually has to come from outside the person.
2. A second unhealthy exception occurs when a person projects an unrealistic and too **impossible to achieve Self-Image**. Such *super projections* are usually self-defeating and self-destructive. For example, the woman who weighs 450 pounds but wants to walk down the aisle at her daughter's wedding in two months at 150 pounds can create an image of herself at the trimmer size. However, the chances of her actually achieving this are extremely small. More likely, she will see insufficient progress; give up in dismay, and perhaps even gain weight before the wedding.

- a. A transposition (left of *Point A*) indicates a lack of Self-Image. In these scores, there may be little self-direction or self-motivation.
- b. A composition (unrealistic *Point B*) indicates a person has *bitten off more than they can chew* and negative results are likely.
- c. A balanced score (*Point A* to realistic *Point B*) indicates that a person has a healthy Self-Image that will facilitate meaningful personal growth and development.
- d. Well-developed, mature individuals often score 9 to 13 points on the positive side. Rarely are there self-defeating behaviors associated with this range of scores. Usually these people have energy, tenacity, and commitment and are highly motivated to achieve their goals.