

*Star Performance Systems™*  
***Indicative Report***

*Accelerating Decision Making*

**Ian Cogdell**

**Manager**

**Baseline ID: 101143158**

**Report Precis and Recommendations**

**Procedure:**

The benchmarker(s) listed above responded to 216 items contained in the Star Performance Systems Inventory. The three outcomes are:

- Expectations regarding the position of Manager.
- Expectations regarding the ideal attitudes for the candidates.
- Satisfaction of the credibility (validation) attached to overall benchmarking.

The candidates, Ian Cogdell responded to the 216 identical items used to develop the baseline data. The three outcomes are:

- Perception of the position, Manager.
- Perception of self: the candidate's actual work attitudes.
- Degree of similarity between each candidate's perception of the required job behavior as compared to their actual work attitudes.

**Result:**

Candidate Rating	Star Performance Component
very high	Benchmark Credibility
very high	Benchmark/Jobholder Comparison: Job Behavior
very high	Benchmark/Jobholder Comparison: Ideal/Actual Attitudes
high	Jobholder: Required Job Behavior/Actual Work Attitudes
high	Overall Jobholder Performance Potential
Rating Scale Very High / High / High Average / Average / Low Average / Low	

# 1 Appraising the Relative Importance of the Performance Zones

Similar perceptions between the baseline and the candidate reduce conflict and focus energy. This may be critical in some performance zones and not in others. For example, assertiveness may have a higher value than team-ness; the relative importance may arise from the nature of the job, the unique culture of the work organization, or the particularity of the bench- marker/jobholder relationship.

## Directions:

- Note the variance totals in the six tables below.
- Locate the rating for each total in the rating scale below the tables.
- Link large variance totals to job behavior or attitudes.
- Discuss the importance of those performance zones to the job.

### Baseline/Candidate Comparison: Variances for Six Performance Zones

Flexibility	Baseline	Ian Cogdell	Variance
Job Behavior	12	15	3
Attitudes	27	15	12
Total Variance			15

Teamness	Baseline	Ian Cogdell	Variance
Job Behavior	60	50	10
Attitudes	60	60	0
Total Variance			10

Assertiveness	Baseline	Ian Cogdell	Variance
Job Behavior	90	97	7
Attitudes	85	76	9
Total Variance			16

Optimism	Baseline	Ian Cogdell	Variance
Job Behavior	88	97	9
Attitudes	73	79	6
Total Variance			15

Creativeness	Baseline	Ian Cogdell	Variance
Job Behavior	68	86	18
Attitudes	60	50	10
Total Variance			28

Reasonableness	Baseline	Ian Cogdell	Variance
Job Behavior	50	54	4
Attitudes	47	54	7
Total Variance			11

Performance Zone Rating Scale	
Rating	Star Performance Component
0-15	High
16-20	High Average
21-30	Average
31-35	Low Average

## 2 Comparing Perceptions and Identifying Attitudes

The graphics in Sections 2.2–2.4 summarize various comparisons of the baseline and the candidate in terms of job behavior and candidate attitudes. Attitudes are critical; they signal future behavior. In a recent survey, employers cited attitudes as the single most important quality in employees. In Table 1 note that attitude (4.6) outranked industry-based credentials/certifying skills (3.2).

**Table 1. Qualities That Count With Employers**

<i>Employee Quality</i>	<i>Score</i>
Attitude	4.6
Communication Skills	4.2
Previous work experience	4.0
Recommendations from current employees	3.4
Recommendations from previous employers	3.4
Industry-based credentials/certifying skills	3.2
Years of schooling completed	2.9
Score on tests administered as part of interview	2.5
Academic performance (grades)	2.5
Experience or reputation of applicant's school	2.4
Teacher recommendation	2.1

Census Bureau for the U.S. Department of Education. New York Times, February 20, 1995.

The survey results support the conclusion that attitudes are a significant factor in determining success. Knowledge and skills are important but not sufficient predictors. However, most educational/training programs do not reflect this reality; they focus primarily on the development of knowledge and skills with attitude development as a by-product.

*Attitudes are critical to success because they are evaluative; they influence what information will reach the mind and affect behavior.*

Attitudes are the visible manifestation of work character, the outward expression of what the person has learned in responding to work experiences. They represent the individual's "truth" as he or she has experienced it. In that sense, all attitudes are "right." However, the culture of the work organization, or the work personality of a specific manager, may emphasize different attitudes. And that is the reason why an individual may be successful in one organization and not in another, even though the position requires similar technical knowledge and skills.

## 2.1 Perceptions of Required Job Behaviors

**Bar Graph I. Perceptions of Required Job Behaviors**

<b>Flexibility</b>	Moveable (Tolerant)	Adaptable (Accommodating)	Resolute (Single-minded)	Traditional (Resistant)
Ian Cogdell Baseline				
<b>Assertiveness</b>	Deferring (Restrictive)	Suggestive (Conciliatory)	Directive (Persuasive)	Aggressive (Confrontational)
Ian Cogdell Baseline				
<b>Creativeness</b>	Innovative Adjusting (Prescriptive)	Collective (Sharing)	Imaginative (Visionary)	Inventive (Experimental)
Ian Cogdell Baseline				
<b>Teamness</b>	Give Direction (Authoritative)	Promote Inquiry (Conferring)	Encourage Consensus (Facilitating)	Take Direction (Complimentary)
Ian Cogdell Baseline				
<b>Optimism</b>	Reserved (“What if?”)	Measured (Moderation)	Energized (“Can do!”)	Turbo-charged (“Can’t Miss!”)
Ian Cogdell Baseline				
<b>Reasonableness</b>	Demanding (Emphatic)	Appraising (Evaluative)	Bridging (Collaborative)	Disengaging (Compromising)
Ian Cogdell Baseline				

## 2.2 Perception of Ideal Candidate Attitudes vs. Candidate's Actual Attitudes

**Bar Graph II. Perception of Ideal Candidate Attitudes vs. Candidate's Actual Attitudes**

<b>Flexibility</b>	Moveable (Tolerant)	Adaptable (Accommodating)	Resolute (Single-minded)	Traditional (Resistant)
Ian Cogdell Baseline				
<b>Assertiveness</b>	Deferring (Restrictive)	Suggestive (Conciliatory)	Directive (Persuasive)	Aggressive (Confrontational)
Ian Cogdell Baseline				
<b>Creativeness</b>	Innovative Adjusting (Prescriptive)	Collective (Sharing)	Imaginative (Visionary)	Inventive (Experimental)
Ian Cogdell Baseline				
<b>Teamness</b>	Give Direction (Authoritative)	Promote Inquiry (Conferring)	Encourage Consensus (Facilitating)	Take Direction (Complimentary)
Ian Cogdell Baseline				
<b>Optimism</b>	Reserved (“What if?”)	Measured (Moderation)	Energized (“Can do!”)	Turbo-charged (“Can’t Miss!”)
Ian Cogdell Baseline				
<b>Reasonableness</b>	Demanding (Emphatic)	Appraising (Evaluative)	Bridging (Collaborative)	Disengaging (Compromising)
Ian Cogdell Baseline				

### 2.3 Perceptions of Required Job Behavior vs. Candidate's Actual Work Attitudes

**Bar Graph III. Perceptions of Required Job Behavior vs. Candidate's Actual Work Attitudes**

<b>Flexibility</b>	Moveable (Tolerant)	Adaptable (Accommodating)	Resolute (Single-minded)	Traditional (Resistant)
Ian Cogdell				
<b>Assertiveness</b>	Deferring (Restrictive)	Suggestive (Conciliatory)	Directive (Persuasive)	Aggressive (Confrontational)
Ian Cogdell				
<b>Creativeness</b>	Innovative Adjusting (Prescriptive)	Collective (Sharing)	Imaginative (Visionary)	Inventive (Experimental)
Ian Cogdell				
<b>Teamness</b>	Give Direction (Authoritative)	Promote Inquiry (Conferring)	Encourage Consensus (Facilitating)	Take Direction (Complimentary)
Ian Cogdell				
<b>Optimism</b>	Reserved (“What if?”)	Measured (Moderation)	Energized (“Can do!”)	Turbo-charged (“Can’t Miss!”)
Ian Cogdell				
<b>Reasonableness</b>	Demanding (Emphatic)	Appraising (Evaluative)	Bridging (Collaborative)	Disengaging (Compromising)
Ian Cogdell				

Required Job Behaviors (█)

Actual Candidate Attitudes (▬)

### 3 Predicting Performance with the Variance Equation

The Variance Equation predicts candidate performance in a specific position with a valid baseline in a specific organization. The formulation and clarification of the equation will assist in understanding the measurements that follow in Section 3.1 of this report.

#### Variance Equation

$$\begin{aligned} \text{Variance} &= \text{Behavior Differential} \\ &+ \text{Attitude Differential} \\ &+ \text{Perceptual Differential} \\ &+ \text{Rigidity vs. Versatility (RV) Index} \end{aligned}$$

The Behavior Differential is the difference between the Benchmarker Baseline of Job Behavior and the Candidate's Perception of Job Behaviors (1).

The Attitude Differential is the difference between the Benchmarker Baseline of Ideal Attitudes and the Candidate's Actual Attitudes (2).

The Perceptual Differential is the difference between the Candidate's Perception of Job Behaviors and the Candidate's Actual Attitudes (3).

1. **Behavior Differential** — The variance measurement for the *job behaviors for both the benchmarker and the candidate* is contained in this component. When similar perception occurs there is an increased possibility that candidate evaluations will be positive. Understanding job behaviors increases the candidate's self-motivation.
2. **Attitude Differential** — The variance measurement for *baseline of ideal attitudes and the potential alignment of the candidate's actual attitudes* is contained in this component. Research has documented the increase in mutual performance—benchmarker and candidate—when there is greater similarity in commonly held beliefs in the demonstration of attitudes.
3. **Perceptual Differential** — The variance measurement for the *candidate's perception of his/her view of job behaviors and actual attitudes* is contained in this component. If perceptions are similar job demands (behavior) are congruent with the candidate's preferences (attitudes). When there is dissimilarity between perceptions of job behaviors and

actual attitudes, many candidates cope by changing the job behaviors to fit their actual attitudes. Assistance from others is often needed to identify and reinforce the emergence of new attitudes and/or a realistic appraisal of the expected job behaviors.

4. **Rigidity vs. Versatility (RV) Index** — The measurement of the *candidate's potential skill in the management and leadership of change* is presented in this component. The ability to work with a wide variety of personalities expedites attitude realignment; it lowers the variance total number. The candidate's flexibility ratings have been graphed in the RV Index below.

### 3.1 Total Variance Performance Rating

**Table 2. Analysis of Performance Rating Variance**

<b>Component</b>	<b>Contribution to Variance</b>	<b>Potential Performance Rating</b>
1. Behavior Differential	51	very high
2. Attitude Differential	44	very high
3. Perceptual Differential	85	high
4. Rigidity/Versatility Index	-45	—
<b>Overall</b>	<b>135</b>	<b>high</b>

Under the present conditions the candidate, Ian Cogdell, has a total variance of 135. If conditions remain the same high performance can be expected.



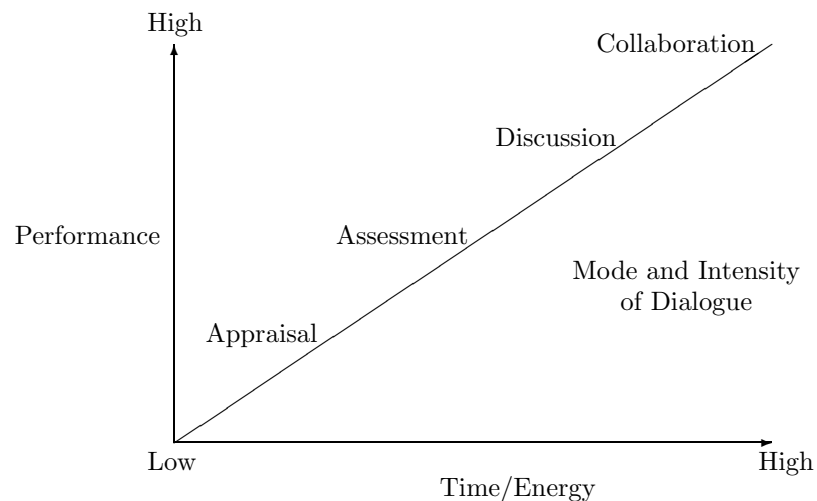


## 5 Development of Star-Performance Work Teams

High-performance work teams occur when benchmarkers commit themselves to: (1) Using data for meaningful dialogue with employees and, (2) Spending time and energy in developing and reinforcing positive jobholder attitudes. But all this hinges on the ability of benchmarkers to set the tone—using constructive dialogue with each other in agreeing on a baseline.

Figure 1 illustrates the effects on employee performance of the different modes and intensities of dialogue. Note that the appraisal mode of dialogue requires the least amount of time and energy and results in the lowest performance. On the other end of the scale, collaboration requires the greatest amount of time and energy and achieves the highest performance. A discussion of each mode follows the figure. Each successive level of intensity demonstrates a corresponding increase in recognizing and respecting human dignity—and a trend toward preventing problems.

**Figure 1. Relationship Between Dialogue and Jobholder Performance**



### Appraisal

This *evaluative* mode of dialogue emphasizes the past work performance of the jobholder and involves the least amount of positive interaction. Some may interpret the required, periodic appraisal as a recommendation for this

kind of dialogue. Appraisal-based communication often places the jobholder and the manager in defensive positions that tend to inhibit communication.

**Assessment**

This *fact-finding* mode of dialogue emphasizes the development of a performance baseline for the future. Subjective aspects of the job are objectively identified and compared. Assessment-based communication builds on a common and accepted base of information. The unknown is reduced. Defensiveness lessens.

**Discussion**

This *willingness-to-share* mode of dialogue explores the nature of the joint venture between the benchmarker and the jobholder. A base of objective information and reduced defensiveness has increased trust and the willingness to exchange ideas. Discussion-based communication encourages participation and stimulates thinking.

**Collaboration**

This *mutual-commitment* form of dialogue moves both parties to a consensus on taking specific actions to adapt the work culture to the culture of the customer. Collaboration-based communication merges individual and work goals and releases significant energy; performance and productivity increase.

## 6 Identification of the Baseline

### How is the Baseline Developed?

The baseline is built on benchmarker perception of the ideal job behaviors and the ideal attitudes for the candidate. Quantitative analysis provides an objective assessment of the data. Tabular display facilitates comparison of the perceptions. These points assist in understanding the importance of the variance measurements:

- A lower variance measurement in a specific performance zone indicates greater agreement between benchmarker perceptions of the ideal job behaviors. Conversely, a higher variance score indicates less agreement. Benchmarkers can improve their variance scores by developing increased perceptual skills in those performance zones where they are less consistent.
- The acceptability of the baseline is dependent upon the total variance measurement. In the case of multiple benchmarkers, a composite baseline is computed from the set of valid benchmarks for comparison with the measurements of the applicant/jobholder.

**Table 3. Baseline Variance Numbers**

Performance Zones	Required Behaviors for the Job	Ideal Attitudes for the Candidate	Difference (Variance) Number
Flexibility	12	27	15
Assertiveness	90	85	5
Creativeness	68	60	8
Teamness	60	60	0
Optimism	88	73	15
Reasonableness	50	47	3
Total Variance			46

How Acceptable is this Baseline?

The baseline has a total variance number of 46. That number falls in the very high range. This level of consistency does justify the use of the baseline for the position, Manager.

## 7 Identifying Job Behavior and Candidate Attitudes

Few people see the expected job behavior and candidate attitudes in exactly the same way. Each person's perception has been shaped by unique experiences in the past and influenced by different responsibilities in the present. Perceptions may vary a little or a great deal. As might be expected, conflicting expectations increase tension that, in time, may erode performance and chip away at job satisfaction.

The process of comparing benchmarker and candidate perceptions began in Section 2 with the big picture. The graphics provided quantitative views of the different perceptions in six performance zones. These six zones and the twenty-four behavior modes are reviewed in the following table. The four behavior modes for each performance zone will be defined within the context of benchmarker/candidate comparisons throughout this section of the report.

### Performance Zones and Behavior Modes

Performance Zone		Behavior Modes
<b>F</b>	Flexibility	Traditional, Resolute, Moveable, Adaptable
<b>A</b>	Assertiveness	Aggressive, Directive, Suggestive, Deferring
<b>C</b>	Creativeness	Inventive, Imaginative, Collective, Innovative
<b>T</b>	Teamness	Take Direction, Encourage Consensus, Promote Inquiry, Give Direction
<b>O</b>	Optimism	Turbo-charged, Energized, Measured, Reserved
<b>R</b>	Reasonableness	Disengaging, Bridging, Appraising, Demanding

### 7.1 Comparison of Baseline/Candidate Perceptions

Identify the six modes that the baseline identifies for the Required Job Behaviors and Ideal Candidate Attitudes. Are the baseline/candidate perceptions consistent? Study the definitions and attitudes of each mode.

#### Performance Zone I: Flexibility

	<b>Movable.</b> Trying a different way; encouraging changes in people and in the method of doing things; demonstrating a <i>tolerant</i> attitude.	<b>Adaptable.</b> Trying the preferred way; using compromise to move forward; protecting the big picture by agreeing to minor changes; demonstrating an <i>accommodating</i> attitude.	<b>Resolute.</b> Trying the proven way; taking a personal position that has worked in the past; demonstrating a <i>single-minded</i> attitude.	<b>Traditional.</b> Trying harder; taking an organizational position that has worked in the past; telling it like it is; demonstrating a <i>resistant</i> attitude.
<b>Range</b>	<b>0-54</b>	<b>55-78</b>	<b>79-85</b>	<b>86-100</b>

Ian	———— 15
Cogdell	———— 15



Baseline	———— 27
	———— 12



Required Job Behaviors (————)


Ideal Candidate Attitudes (————)


**Performance Zone II: Assertiveness**

	<b>Deferring.</b> Using power connected with others; referring critical matters to others as beyond your authority or assigned power; demonstrating a <i>restrictive</i> attitude.	<b>Suggestive.</b> Using gentle power that corresponds to the situation; respecting the assigned authority and expertise of others; demonstrating a <i>conciliatory</i> attitude.	<b>Directive.</b> Using legitimately assigned power; encouraging the merging of different ideas; strongly expressing ideas; demonstrating a <i>persuasive</i> attitude.	<b>Aggressive.</b> Using stern power; challenging the opposition; attacking objections; tending toward blaming others by using "you" rather than "I" messages; demonstrating a <i>confrontational</i> attitude.
<b>Range</b>	<b>0-45</b>	<b>46-64</b>	<b>65-79</b>	<b>80-100</b>

Ian	 76
Cogdell	 97

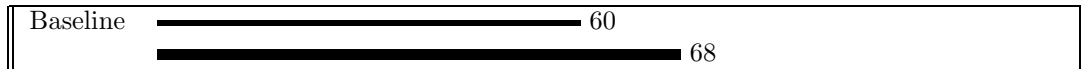
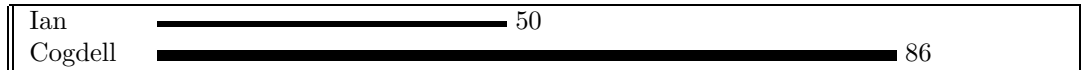
Baseline	 85
	 90

Required Job Behaviors (  )

Ideal Candidate Attitudes (  )

**Performance Zone III: Creativeness**

	<b>Innovative Adjusting.</b> Referring to guidelines that are already in place; adjusting to work problems by repeating the past with some modification; demonstrating a <i>prescriptive</i> attitude.	<b>Collective.</b> Combining resources to develop new solutions acceptable to the group; seeking input from those closest to the job; demonstrating a <i>sharing</i> attitude.	<b>Imaginative.</b> Removing boundaries; displaying flashes of insight that fill in gaps of thinking; demonstrating a <i>visionary</i> attitude.	<b>Inventive.</b> Operating in an environment where there is agreement on placing existing and dissimilar things together; demonstrating an <i>experimental</i> attitude.
<b>Range</b>	<b>0-33</b>	<b>34-64</b>	<b>65-75</b>	<b>76-100</b>



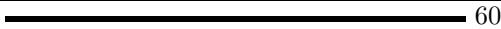

Required Job Behaviors (  )



Ideal Candidate Attitudes (  )



**Performance Zone IV: Teamness**

	<p><b>Give Direction.</b> Taking a strong and, sometimes, tough position; desiring to mold the team in your image; giving opinions; demonstrating an <i>authoritative</i> attitude.</p>	<p><b>Promote Inquiry.</b> Perceiving the team as reviewing ideas that are later decided by assigned decision makers; asking for information and clarification; demonstrating a <i>conferring</i> attitude.</p>	<p><b>Encourage Consensus.</b> Treating team members as thinking and feeling individuals; encouraging full participation; demonstrating a <i>facilitating</i> attitude.</p>	<p><b>Take Direction.</b> Giving the initiative to others; supporting others, but stopping short of taking sides; demonstrating a <i>complimentary</i> attitude.</p>
<b>Range</b>	<b>0-45</b>	<b>46-59</b>	<b>60-75</b>	<b>76-100</b>

Ian		60
Cogdell		50

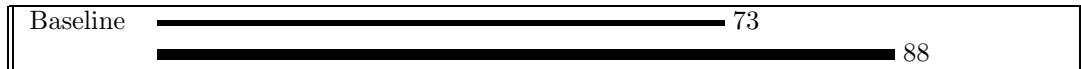
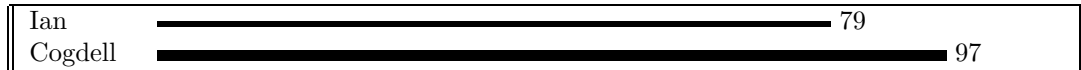
Baseline		60
		60

Required Job Behaviors (———)


Ideal Candidate Attitudes (————)

**Performance Zone V: Optimism**

	<b>Reserved.</b> Displaying an obsession to solve one problem before considering others; demonstrating a <i>"what if"</i> attitude.	<b>Measured.</b> Bringing deliberate thought to new ventures; determining if past successes can be transferred to future situations; demonstrating an attitude of <i>moderation</i> .	<b>Energized.</b> Regarding positive experiences as transferable into any number of new activities; demonstrating a <i>"can do"</i> attitude.	<b>Turbo-Charged.</b> Regarding all obstacles as temporary; relying on dreams and vision to take courses of action; demonstrating a <i>"can't miss"</i> attitude.
<b>Range</b>	<b>0-32</b>	<b>33-66</b>	<b>67-79</b>	<b>80-100</b>







Required Job Behaviors (  )


Ideal Candidate Attitudes (  )


**Performance Zone VI: Reasonableness**

	<b>Demanding.</b> Insisting on satisfying your own needs, giving them top priority; stating hard-line expectations; challenging others with either/or arguments; demonstrating an <i>emphatic</i> attitude.	<b>Appraising.</b> Judging the statements and actions of others as to whether they are right/wrong, good/bad, appropriate/inappropriate; demonstrating an <i>evaluative</i> attitude.	<b>Bridging.</b> Using facts and reasons to establish your position; listening to and making attempts to merge dissenting ideas; demonstrating a <i>collaborative</i> attitude.	<b>Disengaging.</b> Avoiding confrontation; using humor to reduce tension; specifying the consequences of not obtaining your compliance; demonstrating a <i>compromising</i> attitude.
<b>Range</b>	<b>0-42</b>	<b>43-60</b>	<b>61-81</b>	<b>82-100</b>

Ian		54
Cogdell		54

Baseline		47
		50

Required Job Behaviors (  )

Ideal Candidate Attitudes (  )

## 8 Summary of Attitude Priorities

### 8.1 Ian Cogdell's Attitude Priorities

#### Graphic Analysis I. Job Identified Attitudes

Performance Zone	Baseline Perception	Ian's Perception
Flexibility	Tolerant	Tolerant
Assertiveness	Confrontational	Confrontational
Creativeness	Visionary	Experimental
Teamness	Facilitating	Conferring
Optimism	Can't Miss	Can't Miss
Reasonableness	Evaluative	Evaluative

#### Graphic Analysis II. Ideal/Actual Attitudes

Performance Zone	Baseline of Ideal Work Attitudes	Ian's Perception of Actual Work Attitudes
Flexibility	Tolerant	Tolerant
Assertiveness	Confrontational	Persuasive
Creativeness	Sharing	Sharing
Teamness	Facilitating	Facilitating
Optimism	Can Do	Can Do
Reasonableness	Evaluative	Evaluative

#### Graphic Analysis III.

##### Job Identified Attitudes vs. Candidate's Actual Attitudes

Performance Zone	Ian's Perception	
	Job Identified Attitudes	Ian's Actual Attitudes
Flexibility	Tolerant	Tolerant
Assertiveness	Confrontational	Persuasive
Creativeness	Experimental	Sharing
Teamness	Conferring	Facilitating
Optimism	Can't Miss	Can Do
Reasonableness	Evaluative	Evaluative

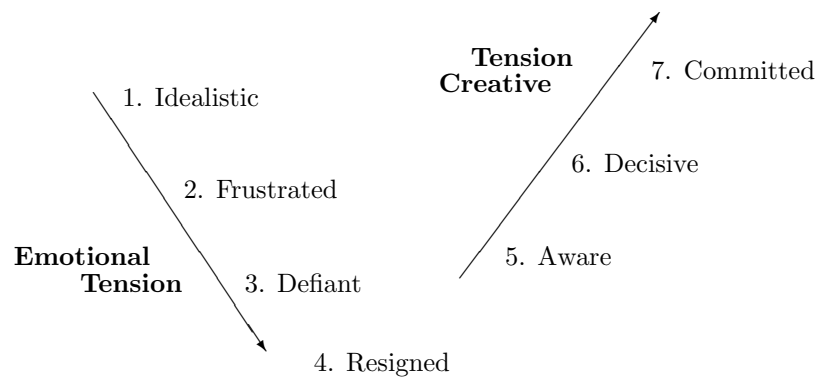
## 9 Beginning the Process of Attitude Alignment

Many individuals were introduced to the importance of attitudes by a parent who said: “I don’t like your attitude.” For many, that phrase still evokes memories of feeling misunderstood. An attitude is a commitment to a certain point of view. Based on the person’s current information, it reflects the “truth” as the person knows it. Attitudes are important because they are evaluative; they determine what the person will “hear,” what will be accepted.

*Attitudes change only when the person accepts and acts on new information.*

Work attitudes change more quickly in response to immediate information compared to attitudes that reflect core values and beliefs. In general, the acceptance of new information depends on the perceived credibility of the person providing the information and the perceived value of the information.

Figure 2 illustrates the sequence of steps that are involved in attitude change. individuals may experience the steps in slightly different order with varied time expenditures. Note how the emotional tension evolves into creative tension as the person refocuses energy and moves toward a new commitment.



**Figure 2. Sequence of Attitude Change**

**Directions:**

Using the terms below, circle the term that most closely approximates your attitude at this point.

1. **Idealistic, superficial.** This attitude often accompanies “new beginnings” in a job, career, or relationship. The person is enthusiastic and projects high hopes, often based on flimsy evidence, that everything is going to turn out well. The outcome often is *energized incompetency*.
2. **Frustrated, anxious.** This attitude begins when there is a gap between personal expectations or desire and present circumstances. The person becomes discouraged and worried over the ambiguity. Momentum slows.
3. **Defiant, angry.** This attitude begins with the conclusion that things aren’t going to work. The person may rebel overtly or covertly. Overt defiance is expressed in anger toward others. Covert defiance seeps through as hostility. Both impede constructive communication but hostility exerts a heavier toll.
4. **Resigned, uninvolved.** This attitude begins when hope is gone. The person feels there is no longer any use in trying. The person does little more than what is absolutely required.
5. **Aware, accepting.** This attitude begins with a new perspective that may flow from new information or viewing things in a different way. The person reassesses the situation and sets new, realistic goals.
6. **Decisive, changing.** This attitude begins with action that is designed to change events. The person experiences a sense of renewed energy. For an organization, the breath of vitality pumps new vigor into the workplace.
7. **Committed, involved, focused.** This attitude grows increasingly firm as results are realized. The person no longer expects perfection in self, colleagues, or the organization yet expects to make things work. Commitment is an active working response to help out. The outcome is *energized competency*.

*This Work/Life Report  
has been prepared by:*

**John G. Geier, Ph.D.**

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John G. Geier, Ph.D., has been engaged at a number of universities, the University of Wisconsin, the University of Arizona, the University of Michigan, and has held the position of Director of Behavior Sciences at the University of Minnesota. He is the author of a number of works including the landmark books “Energetics of Personality,” “Career Fulfillment,” and “Behavior Personality Analysis.”

Dr. Geier developed the principles of DISC evaluation for character, personality, and behavior, now internationally known, and copied. Dr. Geier’s original work has its roots in the ideas of William Moulten Marsten (1893-1947); in no sense derivative, Dr. Geier defined and originated the modern DISC system, drawing inspiration from Marsten’s books. Dr. Geier acquired the copyright on Marsten’s collected works from his widow and founded Performax, making generally available the first commercial DISC instruments in the early 1960’s. In the late 1970’s, Performax was bought out by Carlson Company at which time Dr. Geier founded Carlson Learning Center and took a position as its president and CEO.

Dissatisfied with the limitations of the existing DISC instruments and their specificity for the workplace, Dr. Geier formed Geier Learning Systems in 1990 to once again take a large step forward. He has since developed a wide range of DISC based assessments including: Geier’s Personality<sup>3</sup> Profile, the Job Perception Inventory, the Personality Factor Profile, “Personal Mastery,” and the notable Star Performance Series. Dr. Geier embodies the principle of endless improvement, and after 36 years his instruments and reports are unsurpassable.

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