



TTI  
SUCCESS  
INSIGHTS®

## TriMetrix® HD

Management-Staff Coaching

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11-25-2015

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## Introduction Where Opportunity Meets Talent®

The TriMetrix® HD Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to four distinct areas: behaviors, driving forces, acumen and competencies. Understanding strengths and weaknesses in each of the four areas will lead to personal and professional development and a higher level of satisfaction.

**The following is an in-depth look at your personal talents in the four main sections:**

### Behaviors

This section of the report is designed to help you attain a greater knowledge of yourself as well as others. The ability to interact effectively with people may be the difference between success and failure in your work and personal life. Effective interaction starts with an accurate perception of oneself.

### Driving Forces

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.

### Integrating Behaviors And Driving Forces

This section of the report will help you blend the how and the why of your actions. Once you can understand how your behaviors and driving forces blend together, your performance will be enhanced and you will experience an increase in satisfaction.

### Acumen Indicators

This section of the report will help you truly understand how you analyze and interpret your experiences. Your acumen, keenness and depth of perception or discernment, is directly related to your level of performance.

### Competencies

This section presents 25 key competencies and ranks them from top to bottom, defining your major strengths. The skills at the top highlight well-developed capabilities and reveal where you are naturally most effective in focusing your time.



## Introduction Behaviors Section

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

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

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

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

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

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



# General Characteristics

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

Jan is an aggressive individual who wins through hard work and persistence; that is, she will come up with a good idea and follow through. She will work hard at achieving her goals. She loves to win and hates to lose. She may be so self-confident that others see her as arrogant. This confidence may be something others wish they had. She can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of her great strengths. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." She seeks her own solutions to problems. In this way, her independent nature comes into play. Some may view her as being stubborn and opinionated. She views it as the price you must pay for success. She may try to "explain" her stubbornness in positive terms. She can be successful at many things, not because of versatility but rather because of her determination to win. Jan has high ego strengths and may be viewed by some as egotistical. She is a goal-oriented individual who believes in harnessing people to help her achieve her goals. She needs people with other strengths on her team.

Jan finds it easy to share her opinions on solving work-related problems. She is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. She prefers authority equal to her responsibility. She has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. Jan is a good problem solver and troubleshooter, always seeking new ways to solve old problems. When faced with a tough decision, she will try to sell you on her ideas. Sometimes she becomes emotionally involved in the decision-making process. Logic and people who have the facts and data to support this logic influence her. She admires the patience required to gather facts and data.



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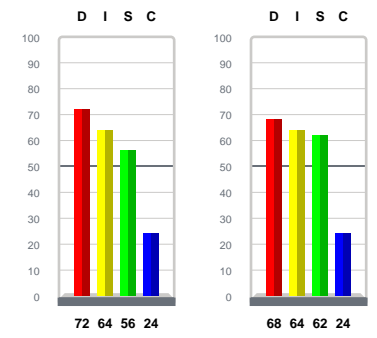
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Adapted Style      Natural Style





## General Characteristics *Continued*

Jan likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. She has the ability to ask the right questions and destroy a shallow idea. Some people may feel these questions are a personal attack upon their integrity; however, this is just her way of getting the appropriate facts. She likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She may lose interest in what others are saying if they ramble or don't speak to the point. Her active mind is already moving ahead. Jan tends to influence people by being direct, friendly and results-oriented. She is influenced by people who communicate with a logical presentation of the facts, impressed by the apparent efficiency involved. She challenges people who volunteer their opinions. She may sometimes mask her feelings in friendly terms. If pressured, Jan's true feelings may emerge.

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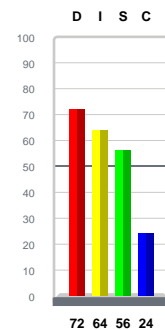
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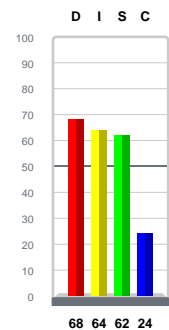
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Adapted Style



Natural Style





# Value to the Organization

This section of the report identifies the specific talents and behavior Jan brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.

- Self-reliant.
- Creative in her approach to solving problems.
- Innovative.
- Dedicated to her own ideas.
- Thinks big.
- Competitive.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Accomplishes goals through people.
- Forward-looking and future-oriented.



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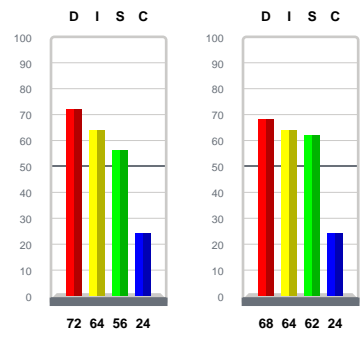
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Adapted Style      Natural Style





# Checklist for Communicating

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

## Ways to Communicate

- Appeal to the benefits she will receive.
- Support and maintain an environment where she can be efficient.
- Provide facts and figures about probability of success, or effectiveness of options.
- Stick to business--let her decide if she wants to talk socially.
- Present the facts logically; plan your presentation efficiently.
- Be clear, specific, brief and to the point.
- Flatter her ego.
- Support the results, not the person, if you agree.
- Clarify any parameters in writing.
- Define the problem in writing.
- Use a balanced, objective and emotional approach.




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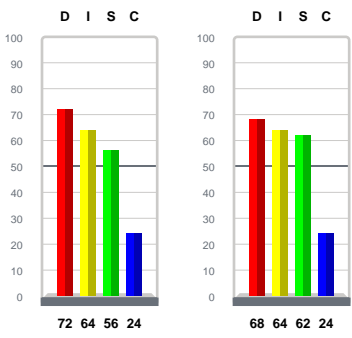
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Adapted Style      Natural Style





# Checklist for Communicating Continued

*This section of the report is a list of things NOT to do while communicating with Jan. Review each statement with Jan and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.*

## Ways NOT to Communicate

- Come with a ready-made decision, or make it for her.
- Muffle or overcontrol.
- Reinforce agreement with "I'm with you."
- Be redundant.
- Take credit for her accomplishments.
- Let her overpower you with verbiage.
- Ramble on, or waste her time.
- Try to convince by "personal" means.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Ask rhetorical questions, or useless ones.
- Be paternalistic.
- Try to build personal relationships.
- Let disagreement reflect on her personally.

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# Communication Tips

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

## **When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:**

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

### **Factors that will create tension or dissatisfaction:**

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

## **When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:**

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organized "package."

### **Factors that will create tension or dissatisfaction:**

- Talking about things that are not relevant to the issue.
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

## **When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:**

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

### **Factors that will create tension or dissatisfaction:**

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

## **When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:**

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

### **Factors that will create tension or dissatisfaction:**

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.



# Perceptions

## See Yourself as Others See You

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

### Self-Perception

Jan usually sees herself as being:

- Pioneering
- Competitive
- Positive
- Assertive
- Confident
- Winner

### Others' Perception - Moderate

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

- Demanding
- Egotistical
- Nervy
- Aggressive

### Others' Perception - Extreme

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

- Abrasive
- Arbitrary
- Controlling
- Opinionated




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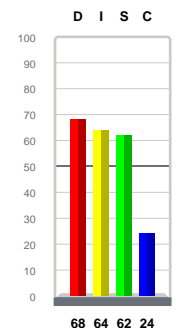
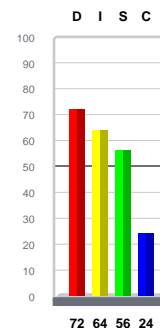
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Adapted Style

Natural Style





# The Absence of a Behavioral Factor

*The absence of a behavioral factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimized in a person's day-to-day environment. By understanding the contribution of a low behavioral style, we are able to better articulate a person's talents and create environments where people can be more effective.*

## Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.

- Avoid working environments where risk taking is not rewarded or encouraged.
- Avoid situations that require strict adherence to standards without any flexibility.
- Avoid situations where the lack of fear is the driving force versus the return for the organization.

## Understanding that the need to adapt is unavoidable at times, below are tips for adapting to those with C above the energy line and/or tips for seeking environments that will be conducive to the low C.

- Breaking rules that others must follow, will be seen as reckless and haphazard.
- The lack of caution exhibited may lead to unnecessary high-risk decisions being made.
- Stress is demonstrated through body language; be sure to send the same message verbally and physically.




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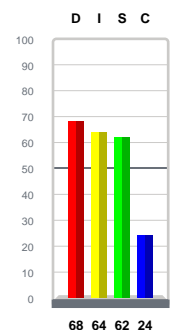
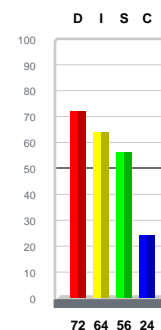
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Adapted Style

Natural Style





# Descriptors

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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
<b>Dominance</b>	<b>Influencing</b>	<b>Steadiness</b>	<b>Compliance</b>
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending



# Natural and Adapted Style

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

## Problems - Challenges

### Natural

Jan is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Jan has a tendency to make decisions with little or no hesitation.

### Adapted

Jan sees no need to change her approach to solving problems or dealing with challenges in her present environment.

## People - Contacts

### Natural

Jan is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She likes to be on a team and may be the spokesman for the team. She will trust others and likes a positive environment in which to relate.

### Adapted

Jan sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.




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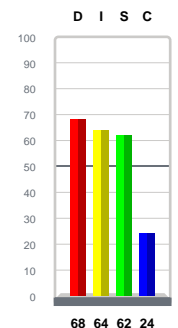
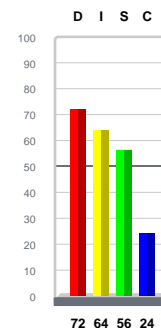
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Adapted Style

Natural Style





# Natural and Adapted Style Continued



## Pace - Consistency

### Natural

Jan is deliberate and steady. She is willing to change, if the new direction is meaningful and consistent with the past. She will resist change for change's sake.

### Adapted

Jan sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

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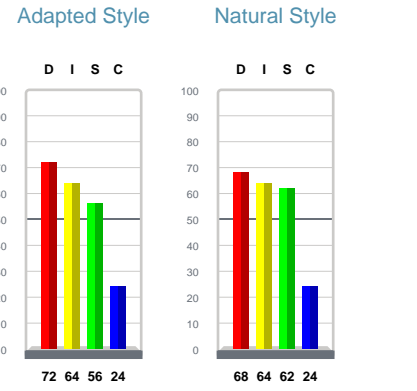
## Procedures - Constraints

### Natural

Jan is independent by nature and feels comfortable in situations where the constraints are few and far between. She will follow rules as long as she feels that the rules are hers. She has a tendency to rebel from rules set by others and wants input into any constraints.

### Adapted

Jan shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Jan sees little or no need to change her response to the environment.





## Adapted Style

Jan sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Responding well to challenges: "You say I can't do it? Just watch me!"
- Anticipating and solving problems.
- Persistence in job completion.
- Being independent and innovative.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- A good support team to handle paperwork.
- A competitive environment, combined with a high degree of people skills.
- Flaunting independence.
- Using a creative approach in decision making.
- Firm commitment to accomplishments.

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# Time Wasters

*This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.*

## Poor Delegation

*Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.*

### Possible Causes:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

### Possible Solutions:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

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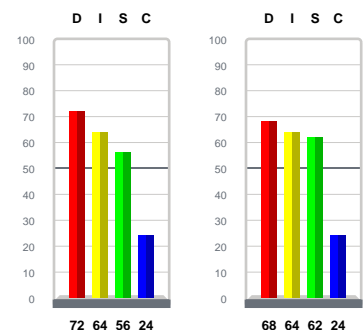
## Crisis Management

*Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.*

### Possible Causes:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

Adapted Style      Natural Style







## Time Wasters *Continued*

### Possible Solutions:

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

### Firefighting

*Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.*

### Possible Causes:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

### Possible Solutions:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach



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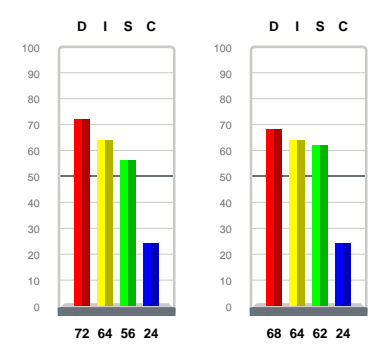
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Adapted Style

Natural Style





## Areas for Improvement

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

Jan has a tendency to:

- Dislike routine work or routine people--unless she sees the need to further her goals.
- Have trouble delegating--can't wait, so does it herself.
- Blame, deny and defend her position--even if it is not needed.
- Set standards for herself and others so high that impossibility of the situation is common place.
- Overstep authority and prerogatives--will override others.
- Make "off the cuff" remarks that are often seen as personal prods.




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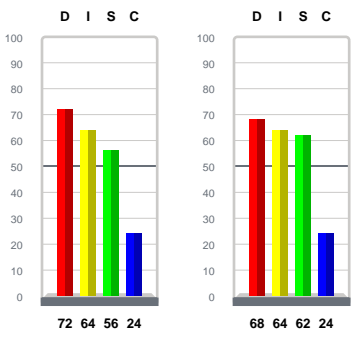
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Adapted Style      Natural Style

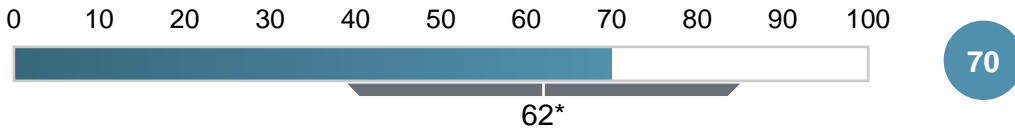




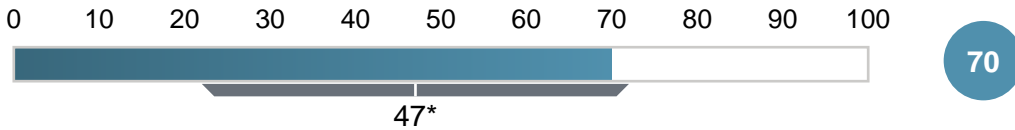
# Behavioral Hierarchy

Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

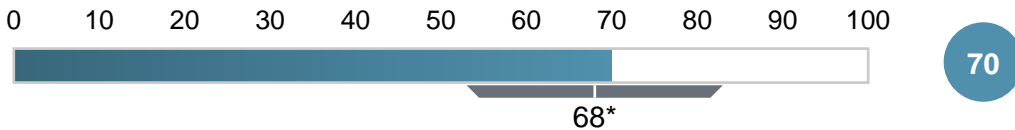
**1. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



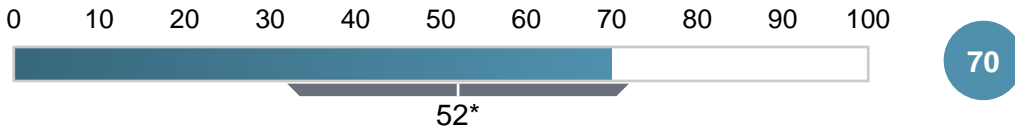
**2. Competitiveness** - Tenacity, boldness, assertiveness and a "will to win" in all situations.



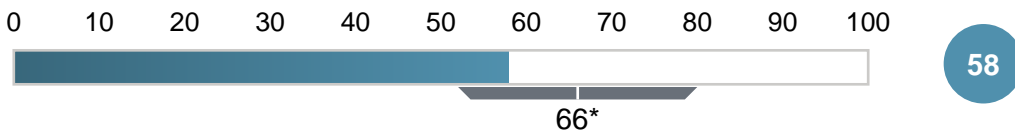
**3. People Oriented** - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



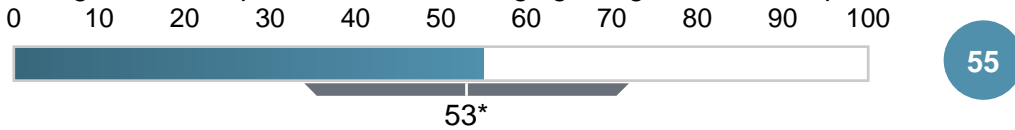
**4. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



**5. Customer Relations** - A desire to convey your sincere interest in them.



**6. Versatility** - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



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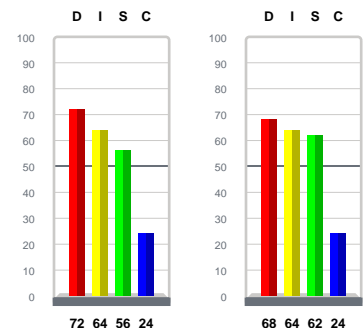
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Adapted Style      Natural Style

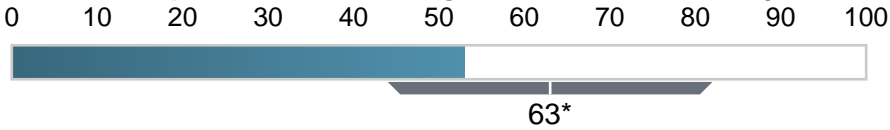


\* 68% of the population falls within the shaded area.



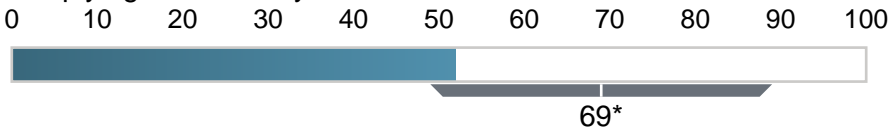
# Behavioral Hierarchy

**7. Follow Up and Follow Through** - A need to be thorough.



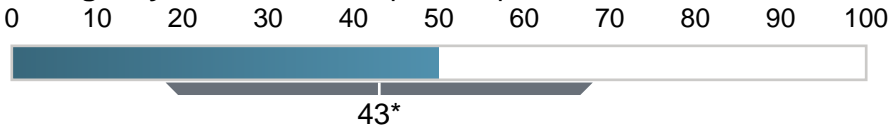
53

**8. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



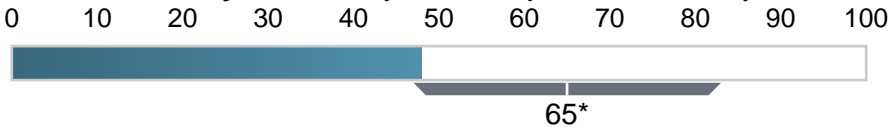
52

**9. Urgency** - Decisiveness, quick response and fast action.



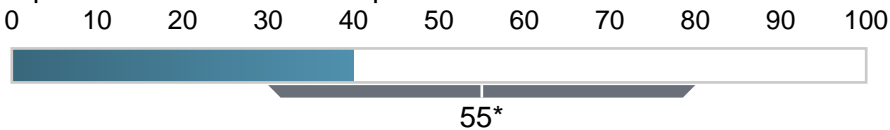
50

**10. Consistency** - The ability to do the job the same way.



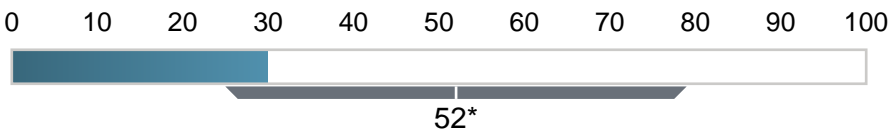
48

**11. Analysis of Data** - Information is maintained accurately for repeated examination as required.



40

**12. Organized Workplace** - Systems and procedures followed for success.

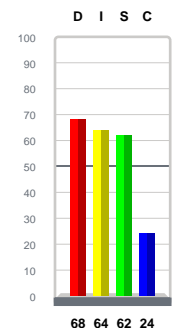
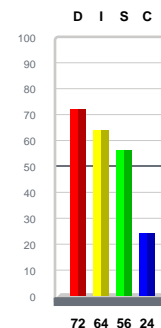


30



Adapted Style

Natural Style



SIA: 72-64-56-24 (44) SIN: 68-64-62-24 (44)

\* 68% of the population falls within the shaded area.

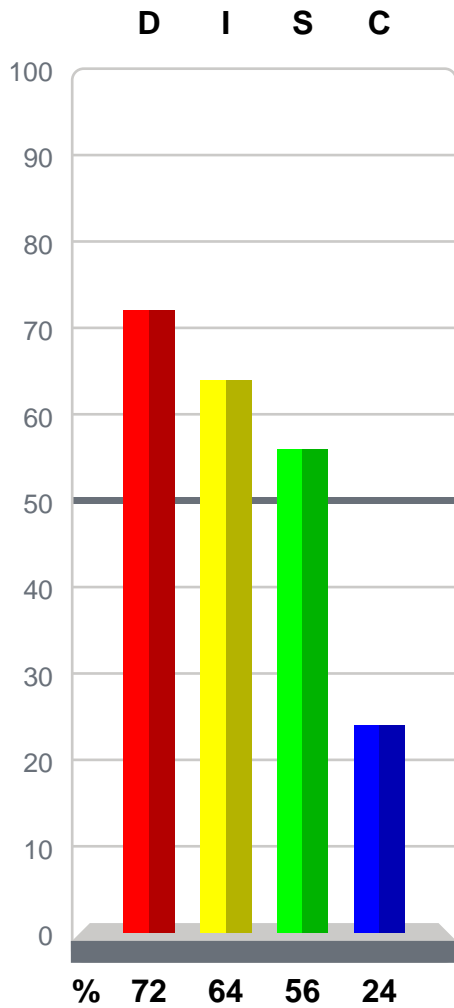


# Style Insights® Graphs

11-25-2015

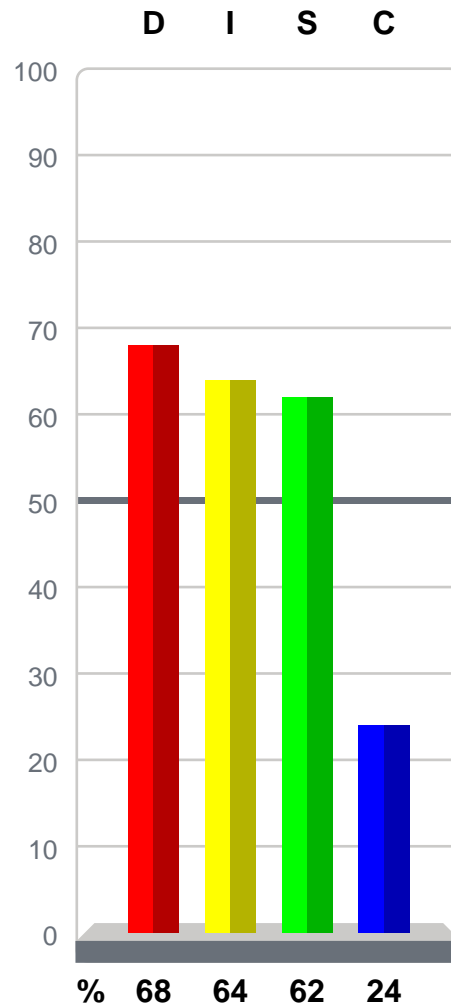
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



## The Success Insights® Wheel

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

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

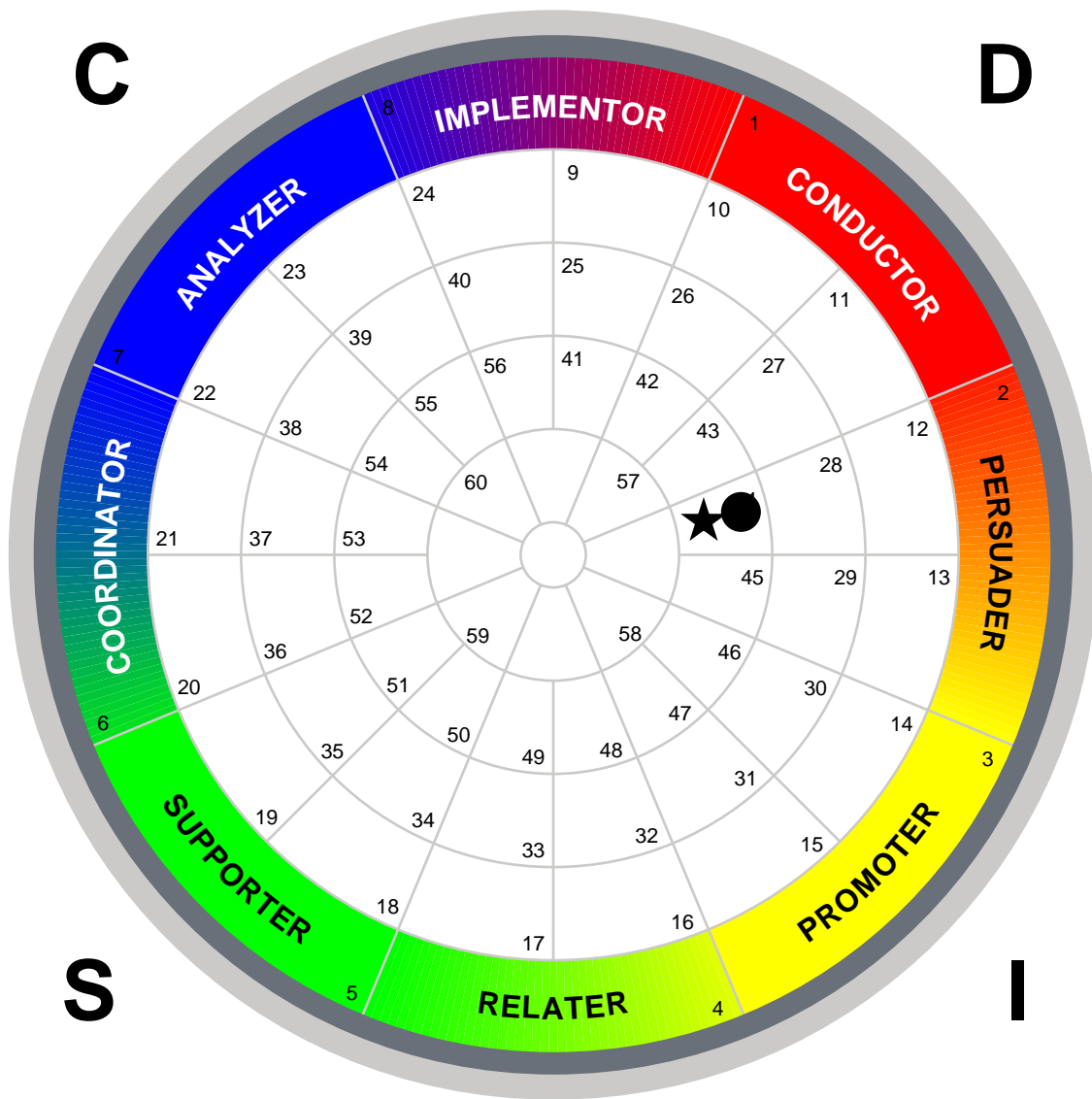
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



# The Success Insights® Wheel

11-25-2015



Adapted: ★ (44) CONDUCTING PERSUADER (ACROSS)

Natural: ● (44) CONDUCTING PERSUADER (ACROSS)

Norm 2015 R4

T: 13:00



# Understanding Your Driving Forces

Eduard Spranger first defined six primary types or categories to define human motivation and drive. These six types are Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

With TTISI's additional insights into Spranger's original work, the 12 Driving Forces™ came to life. The 12 Driving Forces are established by looking at each motivator on a continuum and describing both ends. All of the twelve descriptors are based on six keywords, one for each continuum. The six keywords are Knowledge, Utility, Surroundings, Others, Power and Methodologies.

You will learn how to explain, clarify and amplify some of the driving forces in your life. This report will empower you to build on your unique strengths, which you bring to work and life. You will learn how your passions from 12 Driving Forces frame your perspectives and provide the most accurate understanding of you as a unique person.

Please pay careful attention to your top four driving forces, as they highlight what most powerfully moves you to action. As you examine the next tier of four driving forces, you'll recognize they may have strong pull for you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

Once you have reviewed this report you will have a better grasp of one of the key areas in the Science of Self™ and will:

- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in work and life





## General Characteristics

*Based on your responses, the report has generated statements to provide a broad understanding of WHY YOU DO WHAT YOU DO. These statements identify the motivation that you bring to the job. However, you could have a potential Me-Me conflict when two driving forces seem to conflict with each other. Use the general characteristics to gain a better understanding of your driving forces.*

Jan wants to control her own destiny and impact the destiny of others. She has the desire to create a winning strategy. She is driven by building a team that is recognized as a winner. She is driven by a long list of wants and will work hard to achieve them. Jan will focus on creating processes to ensure efficiency going forward. She views return on investment of time, talent and resources as a benchmark for success. She will thrive in an environment filled with chaos. She won't get distracted by the form and beauty in her environment. Jan is always looking for new ways to accomplish routine tasks. Given the choice, Jan would choose to experience new opportunities. Jan's intention to help others is determined on an individual basis. She will seek knowledge based on her situational needs.

Jan can go to extremes to win or control the situation. She is driven to acquire the very best that life has to offer. She is driven to be very diligent and resourceful. She has a strong desire to build resources for the future. Jan tends to have a realistic view of everyday life. She will compartmentalize issues to keep the momentum moving forward. She is searching for new methods to improve even if it's halfway through the process. She can be an out-of-the-box thinker. Jan is willing to help others if they are willing to work to achieve their goals. She may struggle when helping others if it's in conflict with her own self-interest. She will incorporate experiences as well as knowledge when making decisions. She has a tendency to read articles that appeal to her interests.



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## General Characteristics

Jan looks for opportunities to take control of situations. She will work long and hard to advance her position. She is energized by building a framework that maximizes her time and talent invested in a project. She will be creative when resources are scarce. Jan tends to see things in pieces. She is seeking opportunities to enhance her ever changing system for living. She can be patient and sensitive to others if they have a common cause. She may believe that discussing a problem can lead to a solution.



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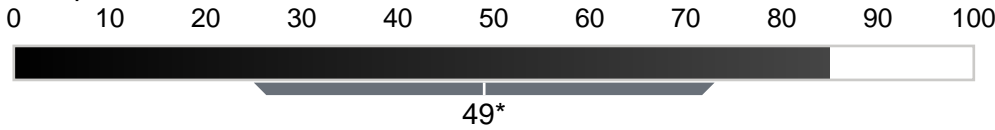
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# Primary Driving Forces Cluster

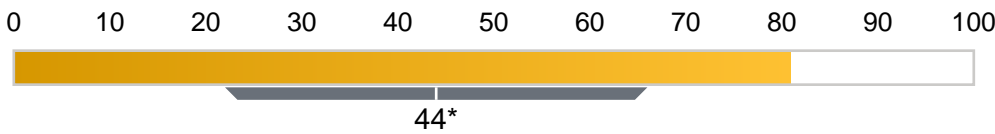
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver that you can relate to most and then see how your other primary drivers can support or complement to create your unique driving force.

**1. Commanding** - People who are driven by status, recognition and control over personal freedom.



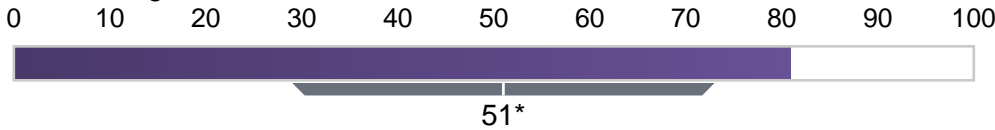
85

**2. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.



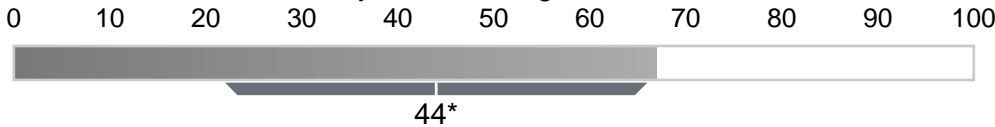
81

**3. Objective** - People who are driven by the functionality and objectivity of their surroundings.



81

**4. Receptive** - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



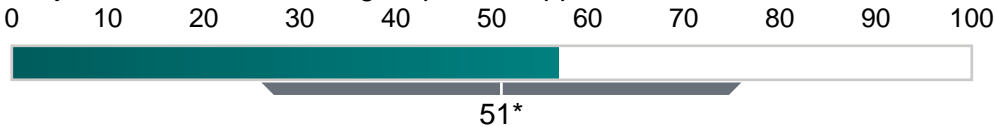
67



# Situational Driving Forces Cluster

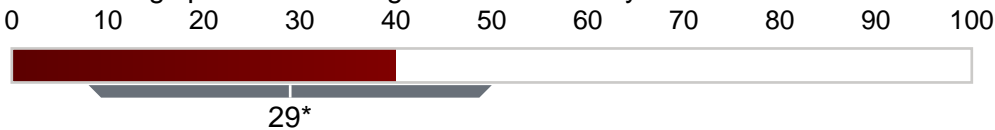
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

**5. Intentional** - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



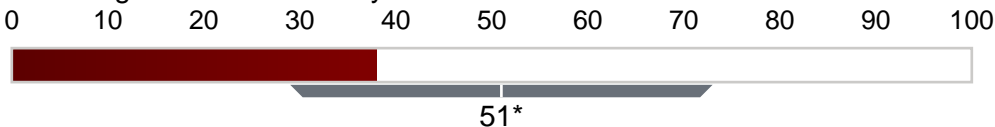
57

**6. Instinctive** - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



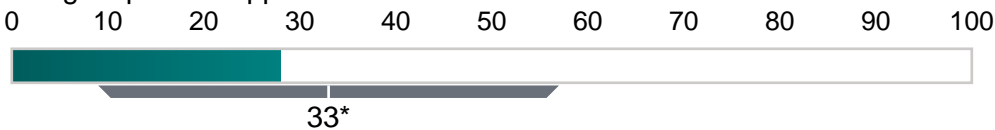
40

**7. Intellectual** - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



38

**8. Altruistic** - People who are driven to assist others for the satisfaction of being helpful or supportive.



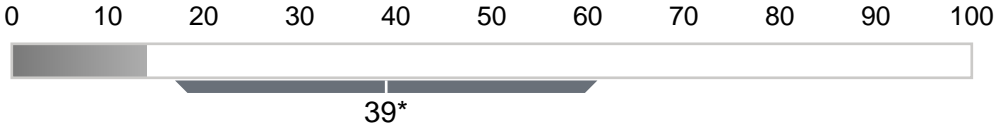
28



# Indifferent Driving Forces Cluster

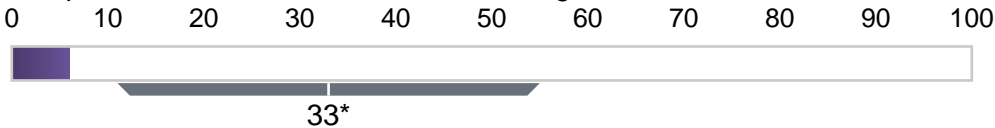
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

**9. Structured** - People who are driven by traditional approaches, proven methods and a defined system for living.



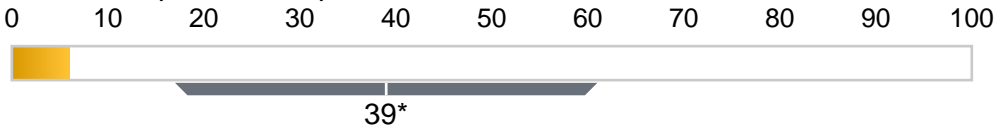
14

**10. Harmonious** - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



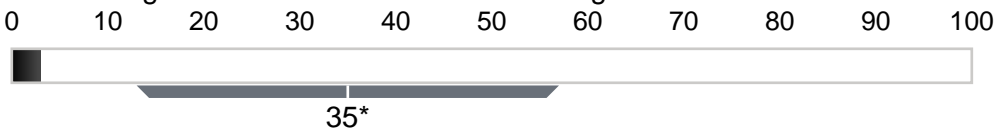
6

**11. Selfless** - People who are driven by completing tasks for the greater good, with little expectation of personal return.



6

**12. Collaborative** - People who are driven by being in a supporting role and contributing with little need for individual recognition.



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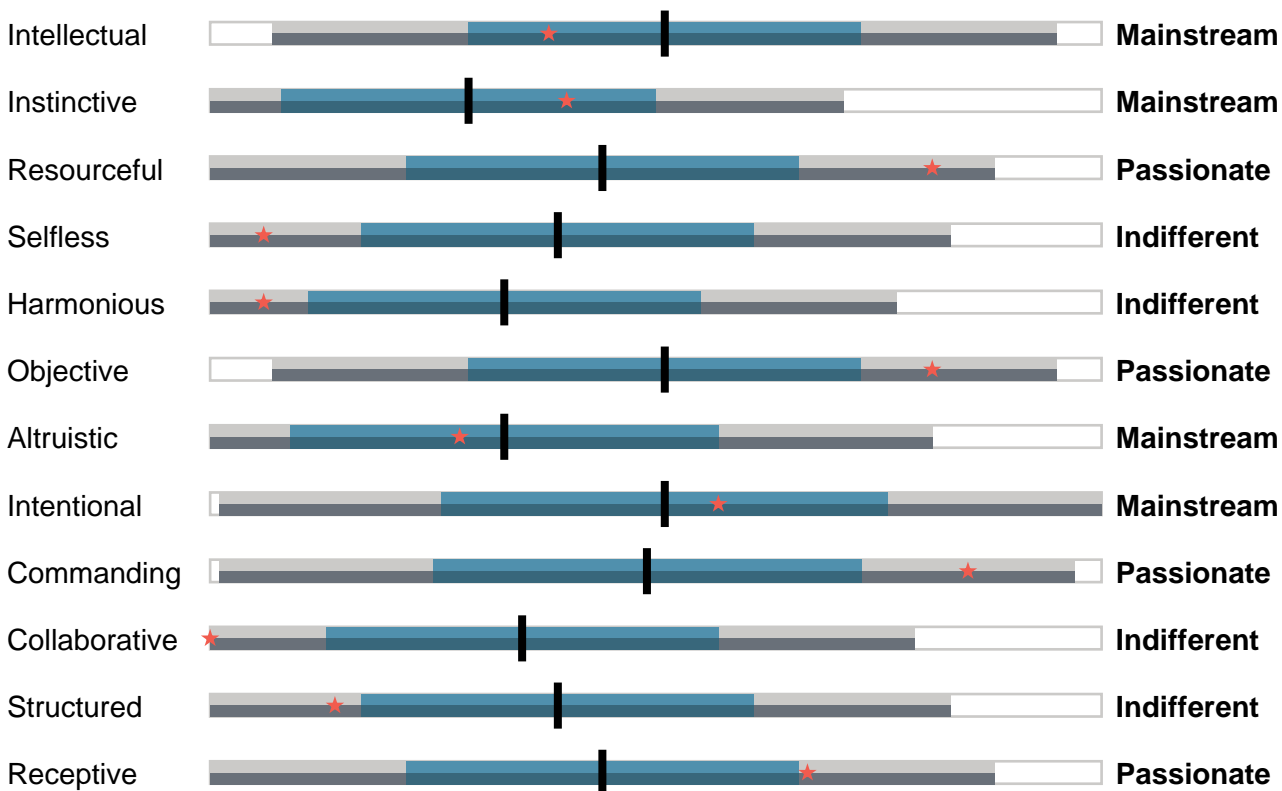


# Areas for Awareness

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar driving forces, you will fit in with the group and be energized. However, when surrounded by people whose driving forces are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict.

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

## Norms & Comparisons Table - Norm 2015

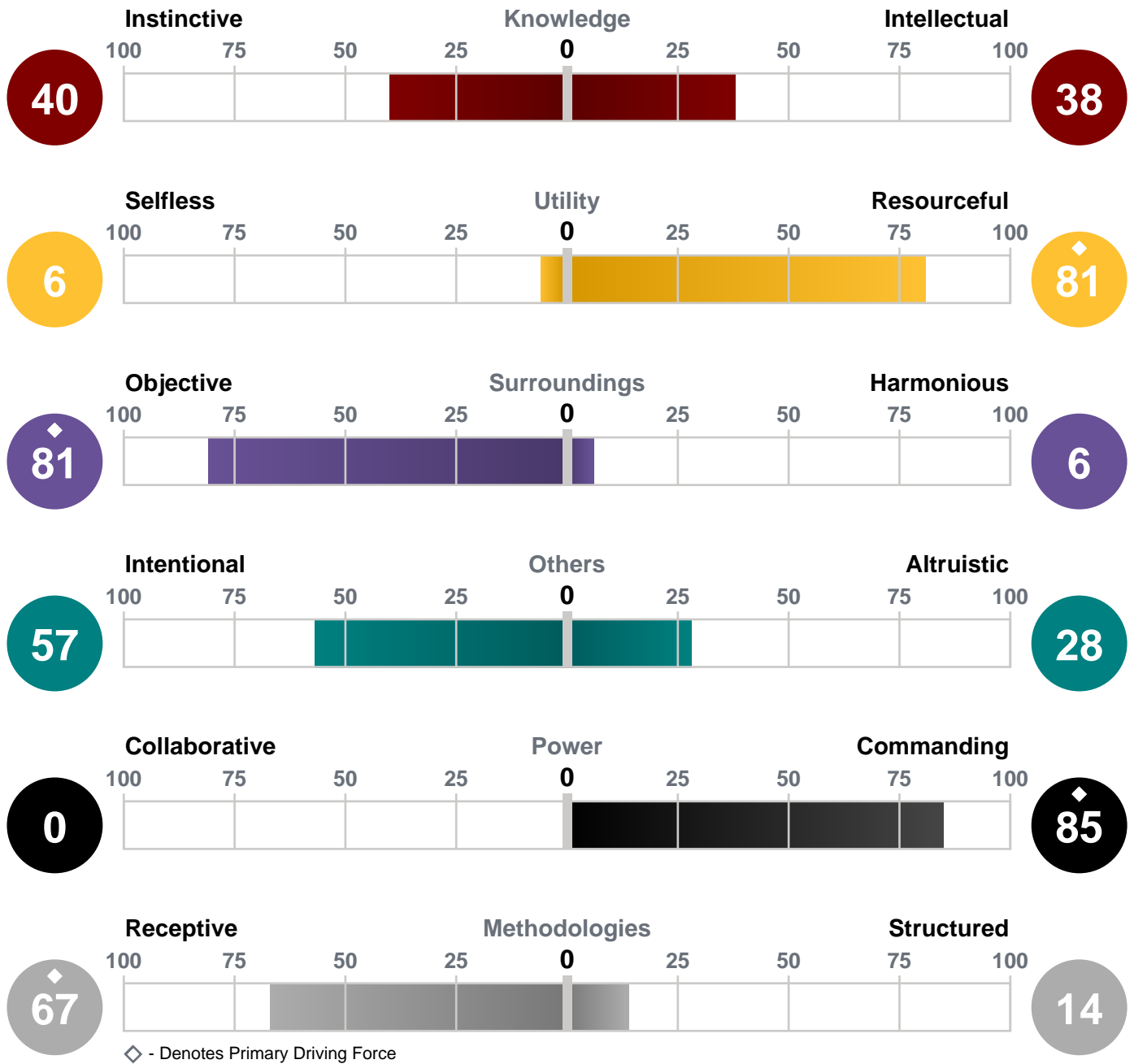


- 1st Standard Deviation - \* 68% of the population falls within the shaded area. 
  - 2nd Standard Deviation 
  - 3rd Standard Deviation 
  - national mean 
 ★ - your score

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

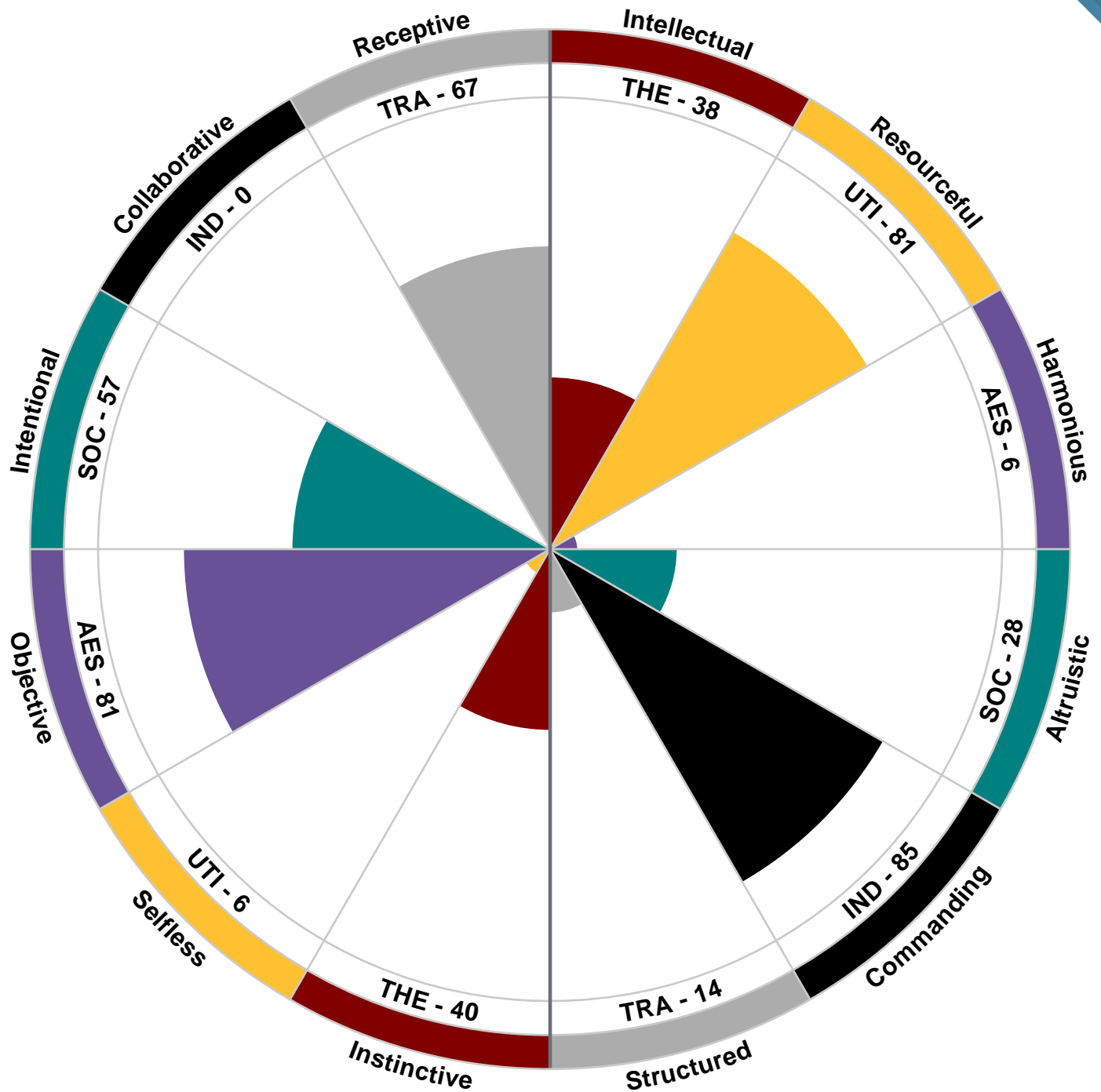


# Driving Forces Graph





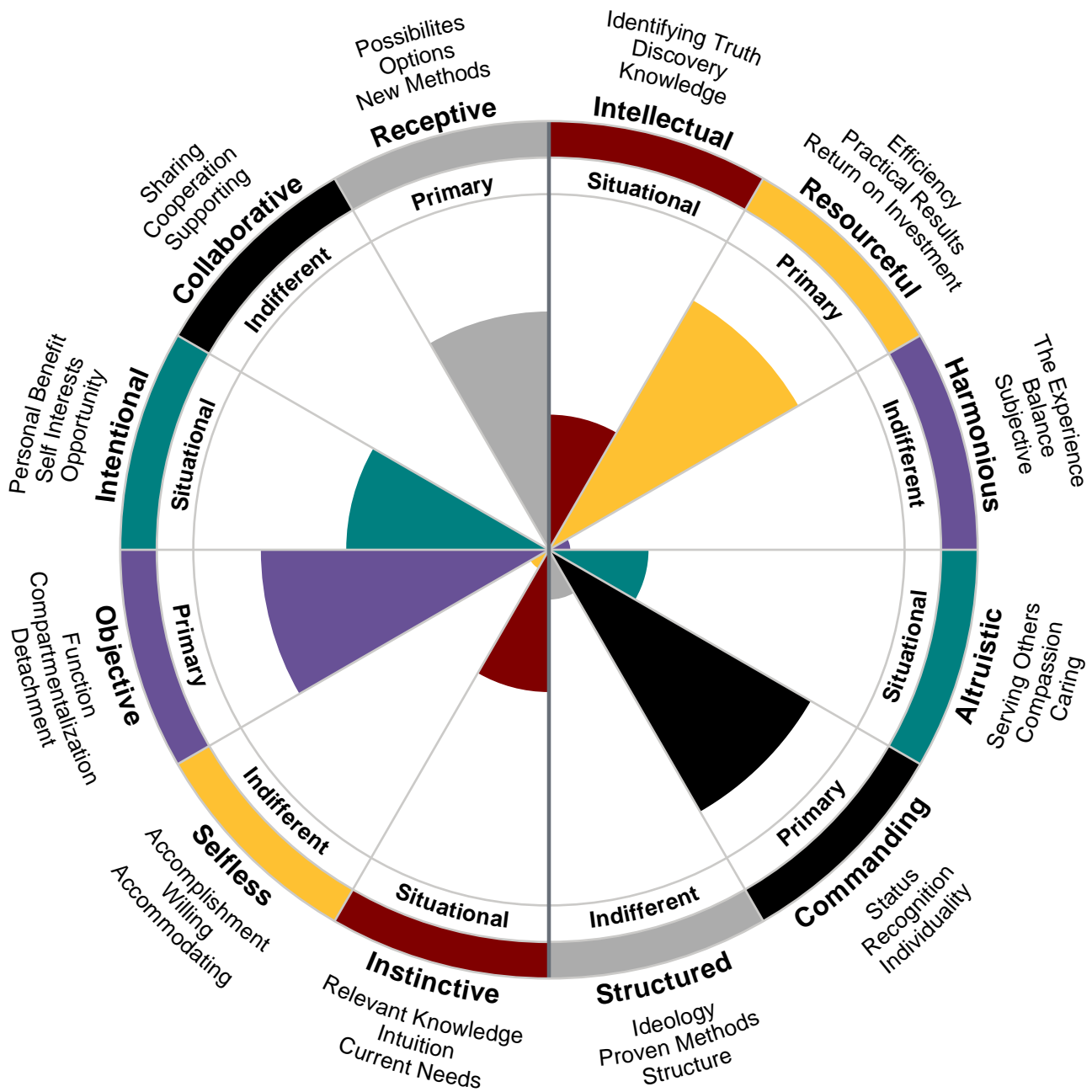
# Driving Forces Wheel







# Descriptors Wheel





## Introduction Integrating Behaviors and Driving Forces Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and driving forces. Each individually is powerful in order to modify your actions, but the synergy of blending the two moves you to a whole new level.

### In this section you will find:

- Potential Behavioral and Motivational Strengths
- Potential Behavioral and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing



# Potential Behavioral and Motivational Strengths

*This section describes the potential areas of strengths between Jan's behavioral style and top four driving forces. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.*

- Not easily deterred by setbacks.
- Seeks the challenge and opportunity to win.
- Innovative with strategies for success.
- Makes decisions based on saving time, resources and improving efficiency.
- Wants to maximize time and resources now, as opposed to later.
- Tends to be futuristic.
- An independent self-starter who will focus on function over appearance.
- May take a leadership position to focus on specific aspects of the organization.
- Seen as a leader who will focus on the functionality.
- Puts everything she has into looking for new opportunities.
- A leader for those who question traditions.
- Good at directing others to challenge the status quo.

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# Potential Behavioral and Motivational Conflict

*This section describes the potential areas of conflict between Jan's behavioral style and top four driving forces. Identify two to three potential conflicts that need to be minimized in order to enhance on-the-job performance.*

- Takes on too much, too soon, too fast to maintain control.
- Has to be big player if not the leader and may miss out on beneficial role-playing opportunities.
- May always want to display her superiority through problems or challenges.
- Can be a workaholic.
- May take high risk for high reward too often.
- May make a quick decision that results in a bad investment and/or wasted time.
- May struggle with bonding with peers while constantly focusing on outcomes.
- Will only see her objectives in the here and now.
- The need for function and results could overpower the balance in the organization.
- May break others' rules to keep the momentum moving.
- By challenging the status quo she may miss the desired results.
- Standards may be unreachable with her desire to try new things.

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# Ideal Environment

*People are more engaged and productive when their work environment matches the statements described in this section. This section identifies the ideal work environment based on Jan's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Jan enjoys.*

- An environment where competition and winning is viewed as the ideal.
- Opportunity to assertively express her desire to control her own destiny and potentially that of others.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- Rewards based-on challenging the status quo resulting in a return to the organization including personal gain.
- Key performance measured on results and efficiency rather than people and process.
- Having economic, competitive and challenging incentives.
- Freedom to focus on the functionality over the appearance.
- The ability to compartmentalize when facing challenges and in achieving results.
- Objective, results-driven environment.
- An environment to challenge rules in which she doesn't agree.
- Ability to achieve results by challenging the status quo.
- An environment that promotes creative ideas for solving problems and making decisions.



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## Keys to Motivating

*All people are different and motivated in various ways. This section of the report was produced by analyzing Jan's driving forces. Review each statement produced in this section with Jan and highlight those that are present "wants."*

### Jan wants:

- Power and control over outcomes and goals.
- To lead a team that understands the value of short-term and fast-moving ideas and results.
- New and difficult challenges that lead to prestige and status.
- Focus on results and rewards, not the process or journey.
- Opportunities for achieving things faster and of more value.
- Freedom to get desired results and improve efficiency.
- Things done quickly and to the highest level of functionality.
- To be seen as someone who is passionate about results even within a chaotic environment.
- To focus on the functionality more than physical attributes as an indicator of success.
- A manager and a team that appreciates that every system should be challenged.
- The ability to solve problems by examining many new approaches.
- The opportunity to expand her way of thinking.




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# Keys to Managing

*This section discusses the needs which must be met in order for Jan to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Jan and identify 3 or 4 statements that are most important to her. This allows Jan to participate in forming her own personal management plan.*

## Jan needs:

- Help understanding the effect on her image when she disengages from uncontrolled projects.
- Help in limiting interruptions because of the desire to be involved in too many projects.
- Assistance in staying on task when she is not the leader of the project.
- The opportunity to receive rewards based on results achieved.
- To assess the risk and rewards of each decision.
- To understand that people who do not move at her pace may still offer value and a return on investment.
- To set clear expectations for the team in order to obtain tangible results.
- Assistance in understanding how her emotional intensity affects the performance of the team.
- Challenges that utilize her objectivity and drive.
- Support in properly displaying her passion for the way things could be.
- A manager that understands her need to explore many systems to capture all possibilities.
- Support to achieve results through her constantly evolving system for living.




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## Introduction Acumen Indicators Section

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

The Acumen Indicators Section is designed to help an individual truly understand themselves, how they analyze and interpret their experiences. A person's acumen, keenness and depth of perception or discernment, is directly related to their level of performance. The stronger a person's acumen, the more aware they are of their reality in both their external and internal world.

This section explores both how a person interacts with the external world and from a personal perspective. There are seven primary areas that this section will explore:

- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

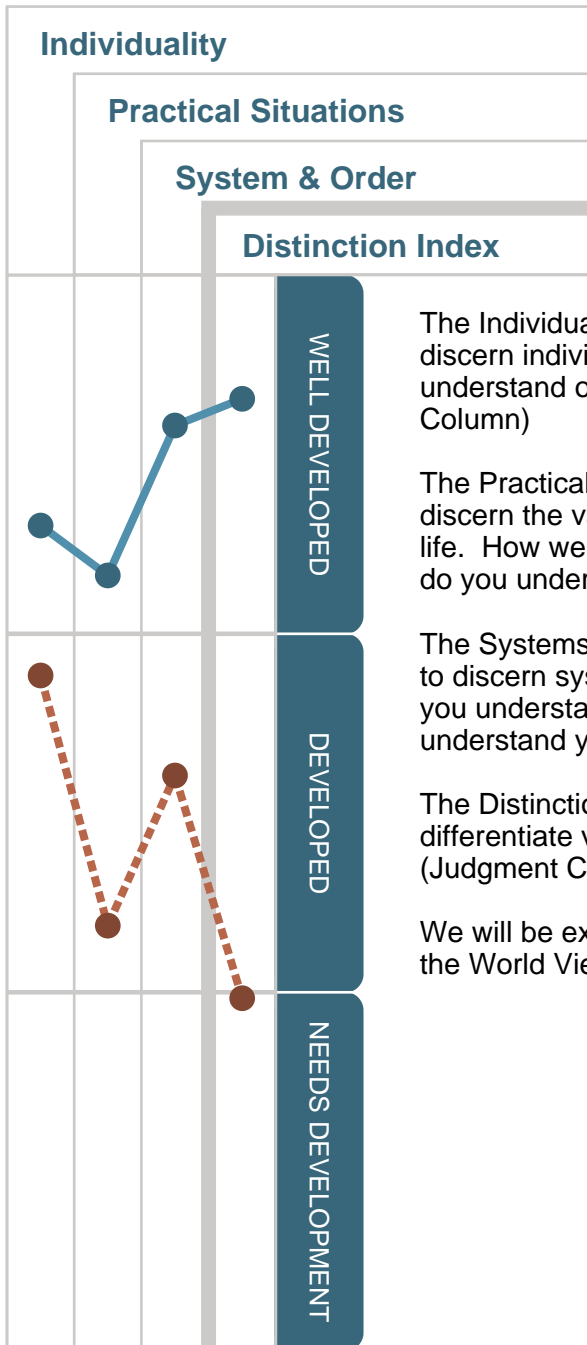
Be sure to read the entire section with an open mind. Everyone has areas where they can improve. Use the content of this section while working with your mentor, professional coach or manager in order to make improvements, both personally and professionally.





# Summary of Acumen Capacity

The Dimensions section measures Jan's capacity to understand each of the dimensions individually as well as the capacity to differentiate the value elements in situations.



The Individuality column relates to the development of your capacity to discern individuality in others and individuality in oneself. How well do you understand others? How well developed is your sense of self? (Feeling Column)

The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life? (Doing Column)

The Systems and Order column relates to the development of your capacity to discern systems and order in the world and within oneself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction? (Thinking Column)

The Distinction Index Column relates to your development of the capacity to differentiate values in general in the world as well as within oneself. (Judgment Column)

We will be exploring this information in more detail over the next two pages in the World View and Self View sections.

World View Self-View





## World View

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

- Jan may see improvements in areas of opportunity by paying more attention to practical details.
- Jan tends to be resourceful and will try to solve the problem herself, rather than asking for help.
- Jan will be most productive in an atmosphere that is practical, with the end-point of each project or task clearly defined.
- Jan can relate to and deal with other people well.
- Jan understands other people and can build and maintain either personal or professional relationships.
- Jan will get a sense of satisfaction from any environment with a strong emphasis on people.
- Jan feels proper planning, organization, and discipline will lead to success.
- Jan prefers to solve problems according to a system of logic or rules that best apply to the situation.
- Jan believes authority figures, rules and processes should be respected.
- Jan has good thinking and planning ability, as well as good organizational skills.



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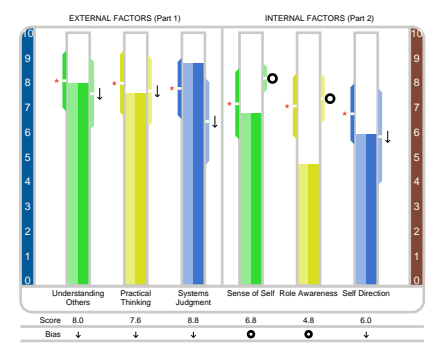
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# Self View

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

- Jan does not have a strong sense of understanding with her primary roles and activities in life.
- Jan needs to identify and clarify her roles; this could be personally as well as professionally.
- Jan would benefit from developing a better understanding of her roles.
- Jan could benefit from developing a deeper understanding and appreciation of herself.
- Jan puts some emphasis on defining herself as a unique individual.
- Jan tends to focus on who she is as a unique individual.
- Jan focuses on the directional aspects of life, where she is going and who she will become.
- Jan may apply her life planning skills for personal growth.
- Jan tends to follow a set of organizing principles for her life.




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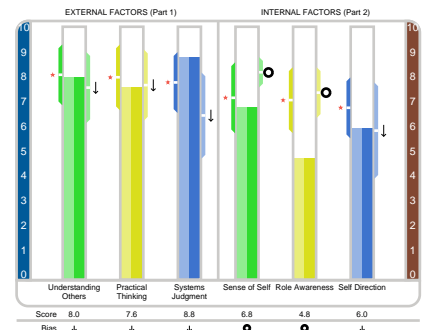
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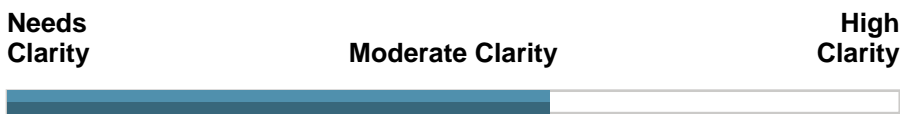




# Clarity of Performance and Situational Awareness

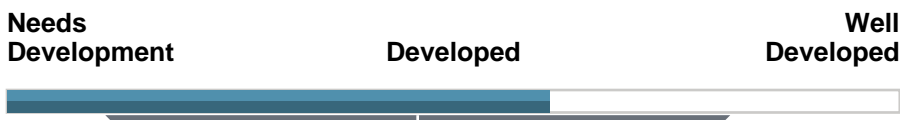
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The Situational Awareness score is the measurement of Jan's awareness of the reality of the outside world and within her own world.

**External Clarity of Performance:** Development of a *sense of proportion* in evaluating personal, practical and theoretical situations in the outside world.



- Jan lacks some clarity in terms of practical matters and as such has a moderately developed sense of proportion about the world.
- In terms of people, tasks and systems, Jan has the least clarity when it comes to tasks.
- Jan should do her best to remain objective in dealing with situations and issues of all kinds.

**External Situational Awareness:** Development of the awareness of the reality of the world.



- Jan could strive to be more rational in her approach to issues in her work environment.
- Jan at times may have an unrealistic view of the situation.
- Jan demonstrates moderate objectivity in her approach to situations.

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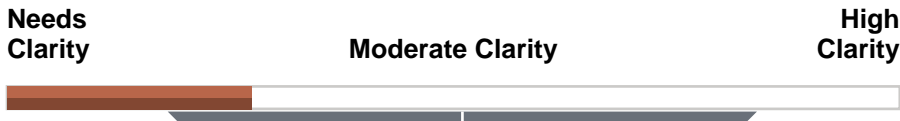
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\* 68% of the population falls within the shaded area.



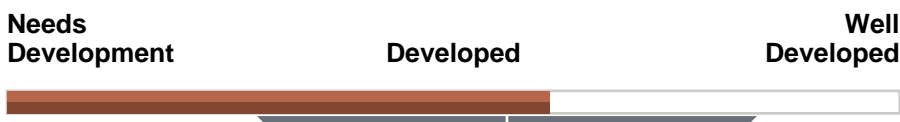
# Clarity of Performance and Situational Awareness *Continued*

**Internal Clarity of Performance:** Development of a *sense of proportion* in evaluating personal, practical and theoretical situations in oneself.



- For Jan, understanding her life's roles is secondary to who she is as a person and her envisioned future, which contributes to her unbalanced view of personal issues.
- Jan may often overreact to internal issues due to her lack of proportion when evaluating her internal world.
- When confronted with internal issues, Jan would benefit from developing a more proportionate view of herself in terms of who she is, her life roles and her future direction.

**Internal Situational Awareness:** Development of the awareness of the reality of one's own self.



- Jan is generally rational about her strengths and weaknesses.
- Jan demonstrates moderate objectivity in her approach to situations relating to herself.
- Jan may want to seek to make her expectations for herself, her role and her goals more realistic.

How would making improvements in these areas benefit your personal and professional life?

In what areas do you feel you would have the most benefit from further developing?




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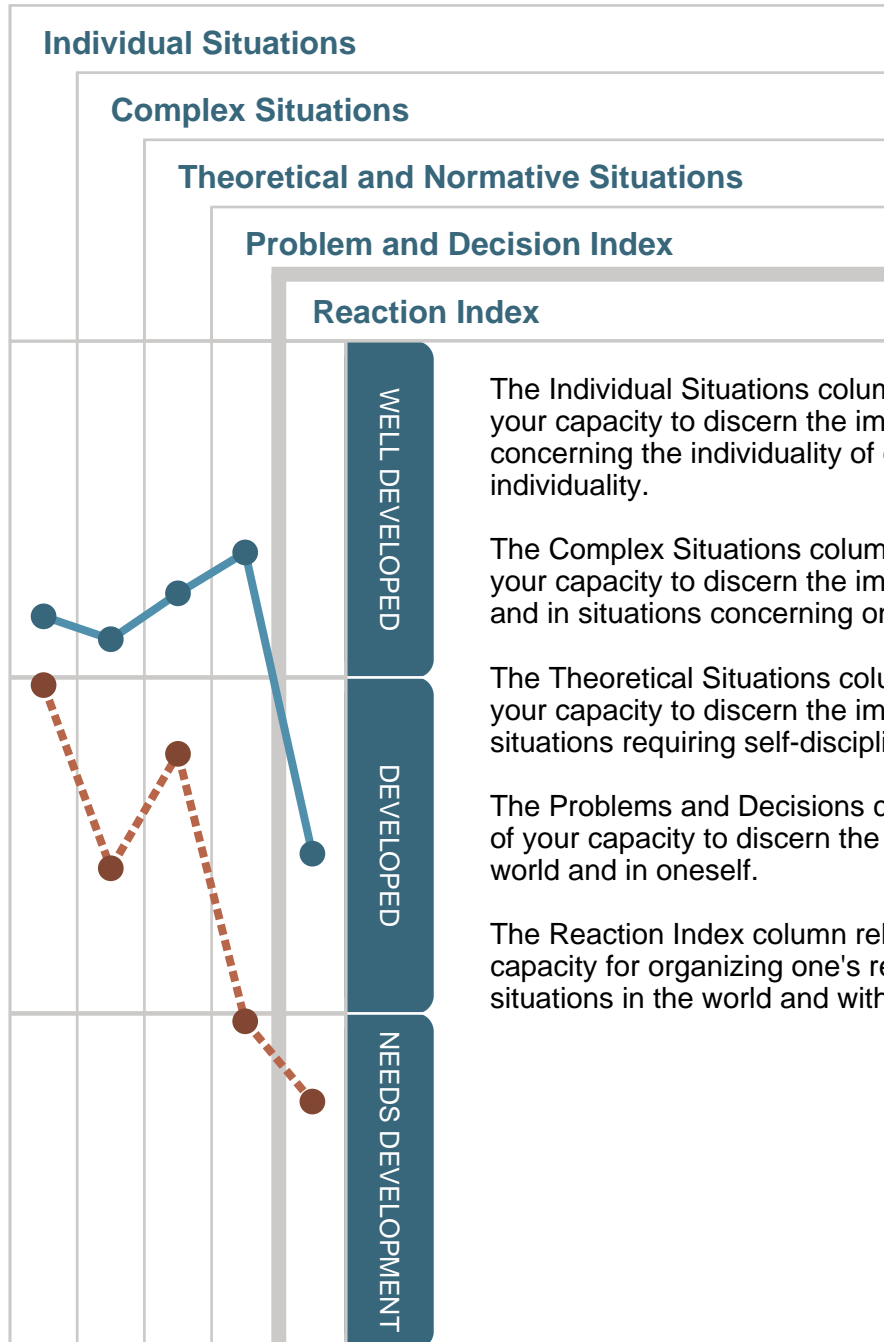
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\* 68% of the population falls within the shaded area.



# Summary of Capacity for Problem Solving



The Individual Situations column relates to the development of your capacity to discern the importance within situations concerning the individuality of others and concerning one's own individuality.

The Complex Situations column relates to the development of your capacity to discern the importance within practical situations and in situations concerning one's own roles in life.

The Theoretical Situations column relates to the development of your capacity to discern the importance within systems and in situations requiring self-discipline.

The Problems and Decisions column relates to the development of your capacity to discern the importance within situations in the world and in oneself.

The Reaction Index column relates to the development of your capacity for organizing one's reactions when confronted with situations in the world and within oneself.

World View    Self-View

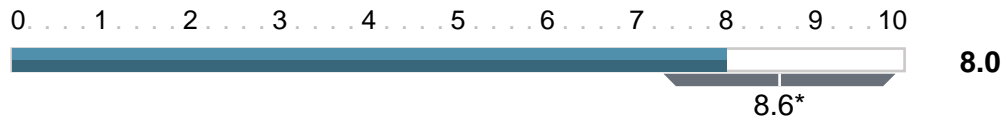




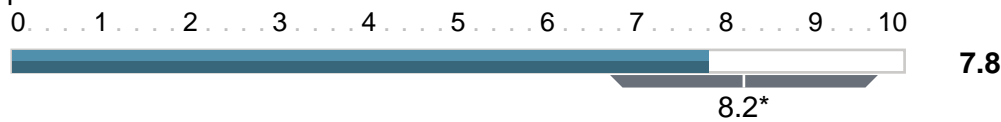
# Capacity for Problem Solving

The Problem Solving Summary will identify Jan's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated by Well Developed, Developed or Needs Development as well as through a numerical score.

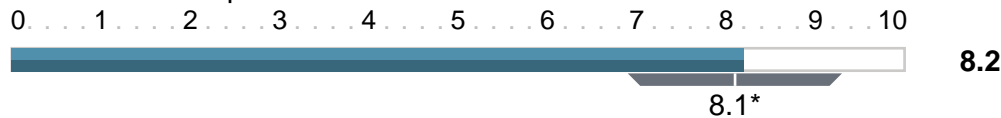
**Capacity for Solving Problems Involving People** - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



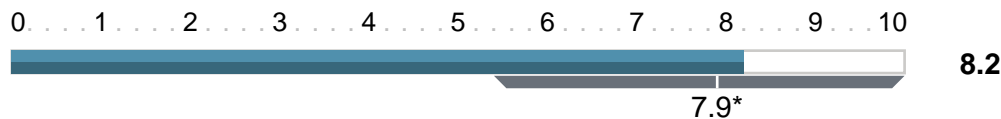
**Capacity for Solving Practical Problems** - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



**Capacity for Solving Theoretical Problems** - The ability to perceive the important within the complex in outside situations or systems in order to solve theoretical problems in the outside world.



**Capacity for Problem Solving and Decision Making in the Outside World** - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.




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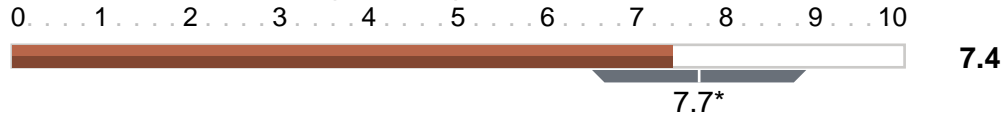
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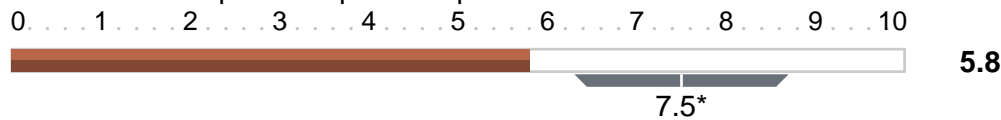


## Capacity for Problem Solving Continued

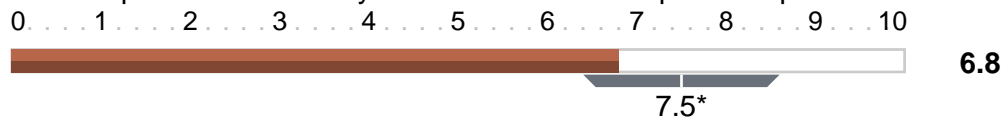
**Internal Problem Solving Ability** - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



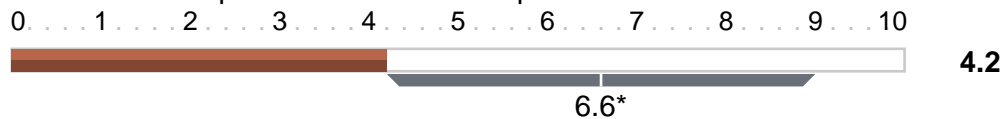
**Problem Solving Ability Within One's Roles** - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



**Problem Solving Ability Regarding One's Future** - The ability to perceive the important within the complex in problems which require self-discipline and the ability to resolve theoretical personal problems.



**Capacity for Problem Solving and Decision Making Within One's Self** - The ability to perceive the important within the complex within one's self in order to resolve problems and to make personal decisions.



\* 68% of the population falls within the shaded area.





# Reaction Index

The Reaction Index is determined by looking at Jan's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

**External Control:** The ability to appear to be rational and in control when facing problems or crises.

**Needs Development** **Developed** **Well Developed**



- She shows some discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.
- She shows some discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
- She shows some discipline and organization when reacting to conflict, primarily dealing with problems involving other people.
- Her capacity to organize and discipline her reactions when confronted with outside problems is developed.

**Internal Control:** The ability to remain in conscious command of one's internal self when confronted with difficult circumstances and to respond rationally.

**Needs Development** **Developed** **Well Developed**



- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her roles in life.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her own individuality.
- Her capacity to organize and discipline her reactions when confronted with problems within herself needs development.




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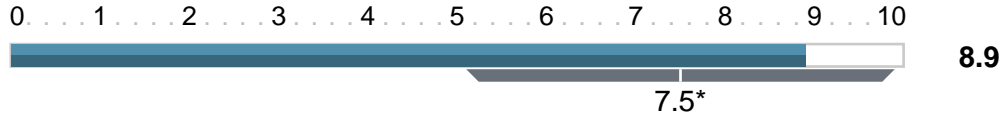
# Business Performance Summary

The business performance summary will identify Jan's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated through a numerical score for Balanced Decision Making and External and Internal Control as well as by Well Developed, Developed and Needs Development for the Attitude Index.

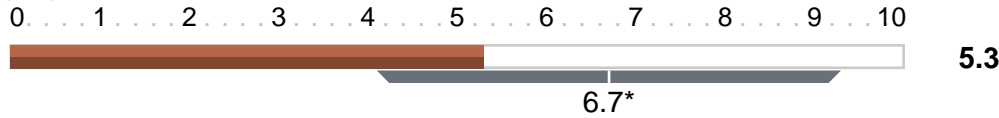
**Balanced Decision Making** - The ability to make consistently sound and timely decisions in one's personal and professional life.



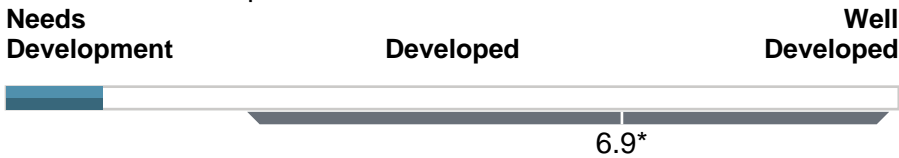
**External Concentration Index** - The ability to concentrate with a sense of proportion in external situations.



**Internal Concentration Index** - The ability to concentrate with a sense of proportion in internal situations.



**Attitude Index:** Attitude Index shows the positive or negative attitude of the person toward the world and is a result of over or under-valuing the statements in the questionnaire.

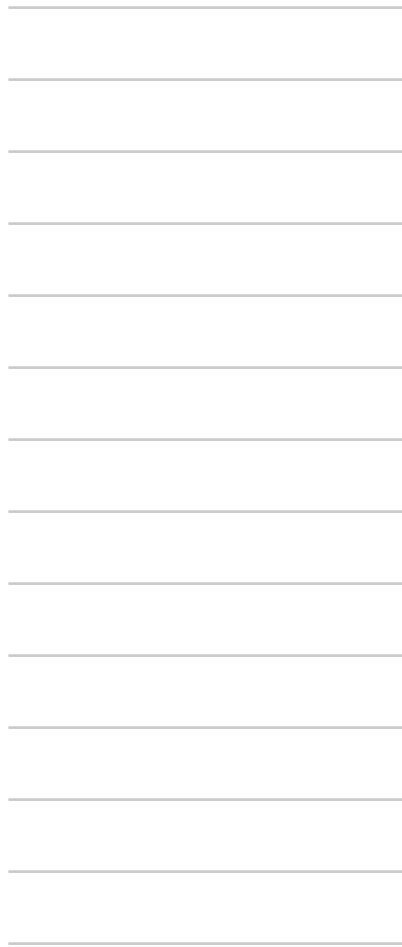


■ - External ■ - Internal ■ - Combined External and Internal

### Attitude Index General Descriptors

- Resistant - defiant, challenging, opposing
- Fear - concern
- Uneasy
- Suspicious - disbelieving
- Angry - annoyed, irritated
- Apprehensive - worried

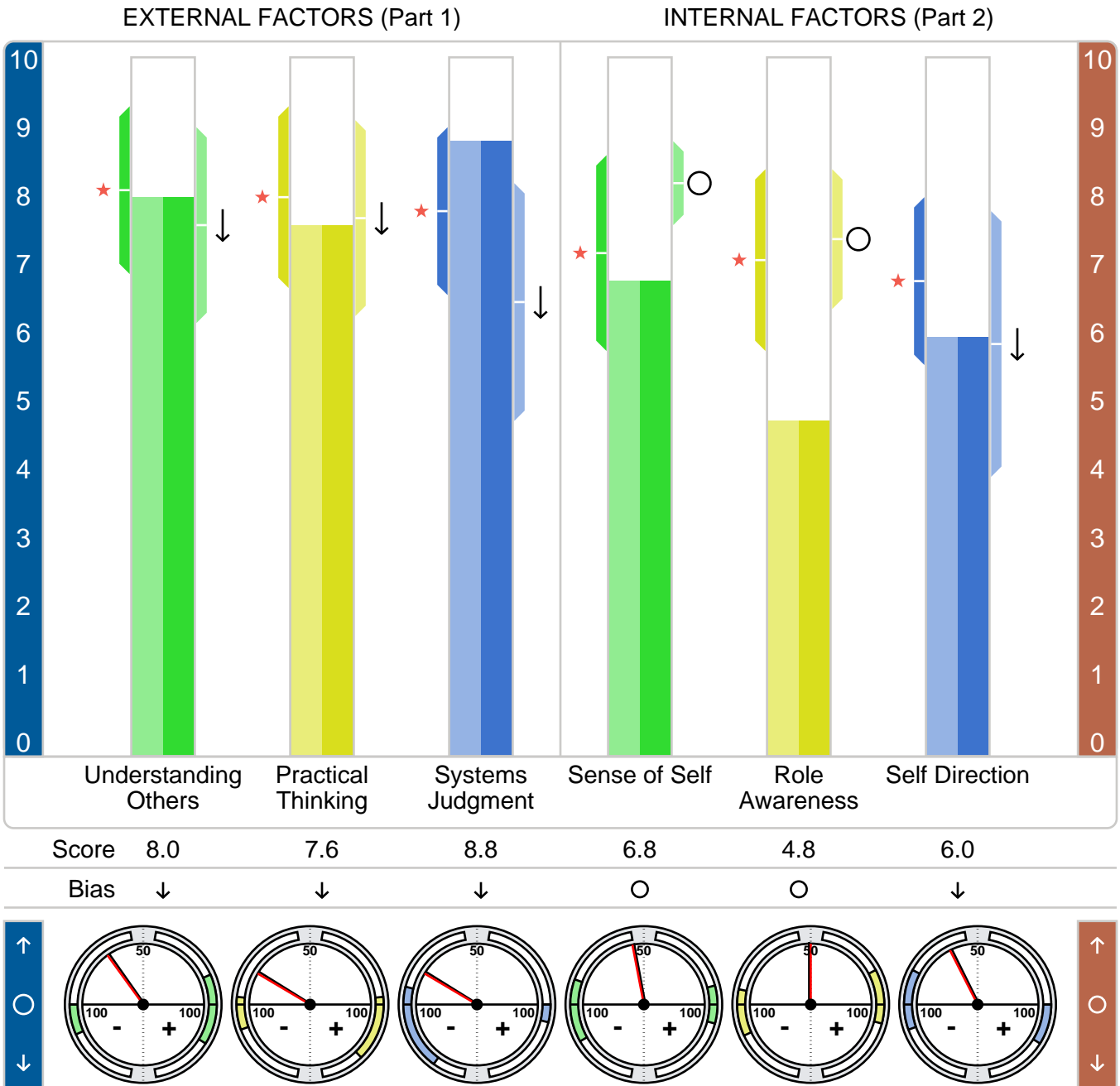
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# Dimensional Balance

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



Rev: 0.92-0.75



## Introduction Competencies Section

Your success in any job depends on the value of your contribution to the organization. Managers, mentors and professional coaches can encourage, advise and guide you as you grow professionally. However, the ultimate responsibility for your career development is yours and yours alone.

This report is designed to assist you in managing and developing your career. For many jobs, personal skills are as important as technical skills in producing superior performance. Personal skills are often transferable to different jobs, whereas technical skills are usually more specific.

While personal skills are certainly important for career development, it is not necessary to fully develop every one. In fact, development of a personal skill may not benefit your career if it isn't required in your current job. In order to optimize your career potential, it is best to focus your development efforts on the personal skills that are required in your current job, or the job you want.

Be sure to read the entire report with an open mind. Everyone has areas where they can improve. Before deciding to work on developing personal skills you have not yet fully developed, you may want to discuss the report with a trusted peer, mentor or professional coach. You may even wish to share the report with your manager. In most cases, management takes a very positive view of individuals who wish to develop their skills.



# Development Indicator

This section of your report shows your development level of 25 personal skills based on your responses to the questionnaire.





# Competencies Hierarchy

Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

**1. Understanding Others** - Understanding the uniqueness and contributions of others.

0 10 20 30 40 50 60 70 80 90 100



87

**2. Customer Focus** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.

0 10 20 30 40 50 60 70 80 90 100



80

**3. Employee Development/Coaching** - Facilitating, supporting and contributing to the professional growth of others.

0 10 20 30 40 50 60 70 80 90 100



77

**4. Self Starting** - Demonstrating initiative and willingness to begin working.

0 10 20 30 40 50 60 70 80 90 100



77

**5. Interpersonal Skills** - Effectively communicating, building rapport and relating well to all kinds of people.

0 10 20 30 40 50 60 70 80 90 100



73

**6. Flexibility** - Readily modifying, responding and adapting to change with minimal resistance.

0 10 20 30 40 50 60 70 80 90 100



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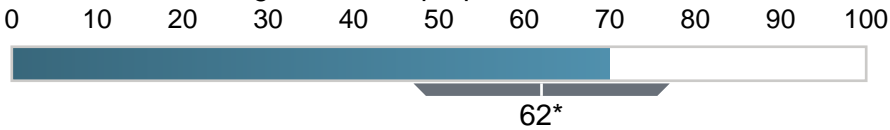
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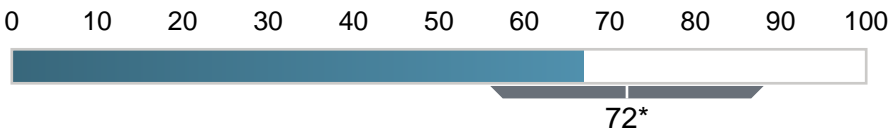


# Competencies Hierarchy

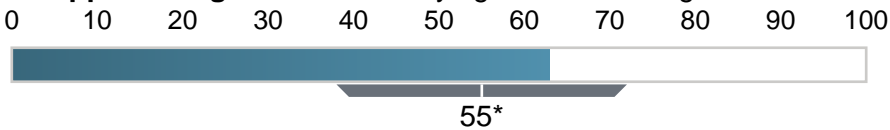
**7. Leadership** - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



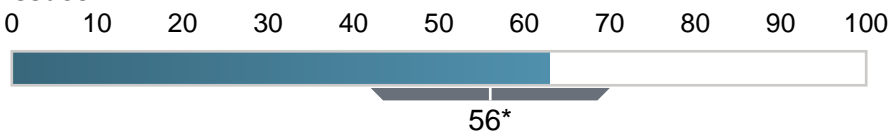
**8. Goal Orientation** - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



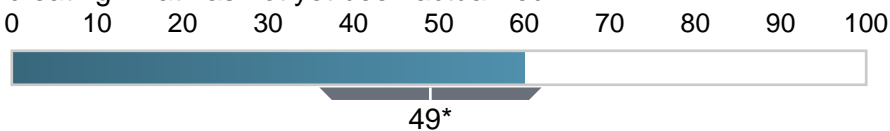
**9. Appreciating Others** - Identifying with and caring about others.



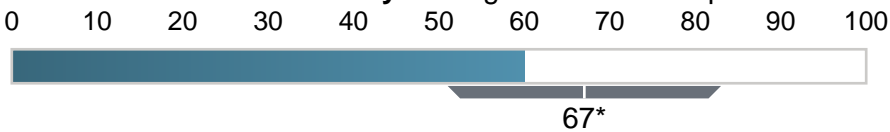
**10. Diplomacy** - Effectively and tactfully handling difficult or sensitive issues.



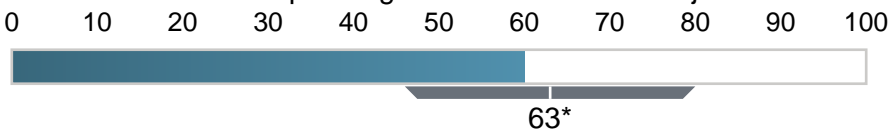
**11. Futuristic Thinking** - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



**12. Personal Accountability** - Being answerable for personal actions.



**13. Teamwork** - Cooperating with others to meet objectives.

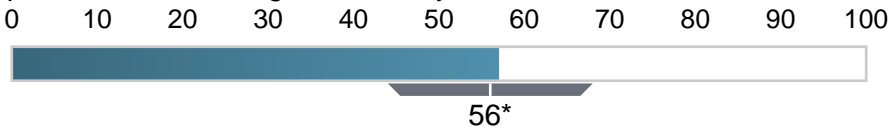


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# Competencies Hierarchy

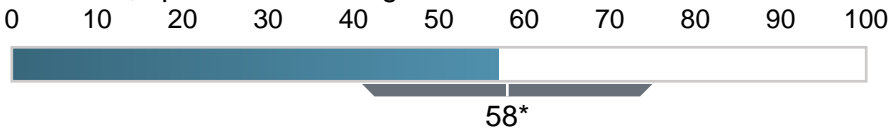
**14. Creativity and Innovation** - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



57

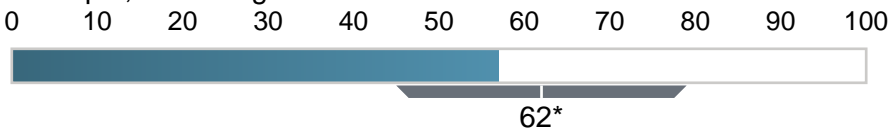


**15. Influencing Others** - Personally affecting others actions, decisions, opinions or thinking.



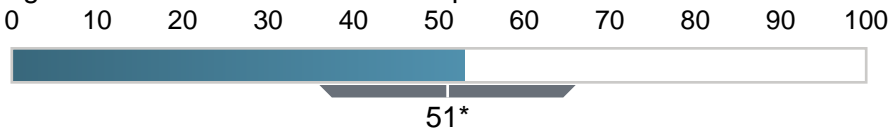
57

**16. Continuous Learning** - Taking initiative to regularly learn new concepts, technologies and/or methods.



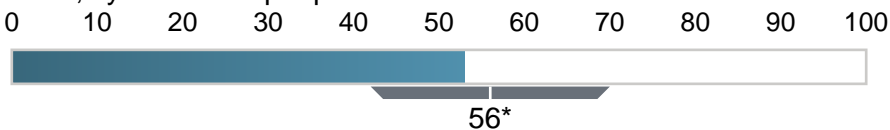
57

**17. Negotiation** - Listening to many points of view and facilitating agreements between two or more parties.



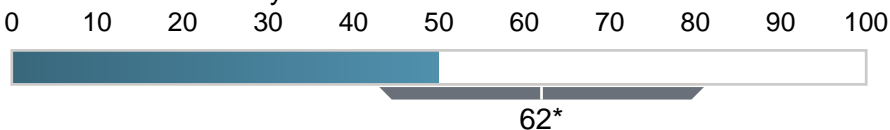
53

**18. Project Management** - Identifying and overseeing all resources, tasks, systems and people to obtain results.



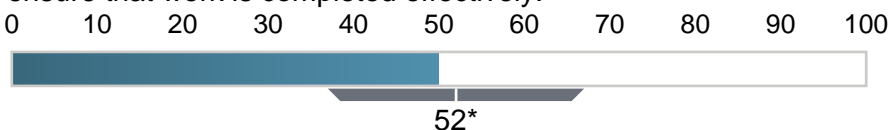
53

**19. Conflict Management** - Understanding, addressing and resolving conflict constructively.



50

**20. Planning and Organizing** - Establishing courses of action to ensure that work is completed effectively.



50

\* 68% of the population falls within the shaded area.

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# Competencies Hierarchy

**21. Conceptual Thinking** - Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.

0 10 20 30 40 50 60 70 80 90 100



59\*

47

**22. Problem Solving** - Defining, analyzing and diagnosing key components of a problem to formulate a solution.

0 10 20 30 40 50 60 70 80 90 100



54\*

47

**23. Resiliency** - Quickly recovering from adversity.

0 10 20 30 40 50 60 70 80 90 100



63\*

47

**24. Time and Priority Management** - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.

0 10 20 30 40 50 60 70 80 90 100



65\*

40

**25. Decision Making** - Analyzing all aspects of a situation to make consistently sound and timely decisions.

0 10 20 30 40 50 60 70 80 90 100



50\*

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\* 68% of the population falls within the shaded area.



# Summary of Competencies

*Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals.*

1. **Understanding Others: Understanding the uniqueness and contributions of others.**
  - Demonstrates the ability to evaluate others.
  - Strives to understand the unique qualities of all people.
  - Evaluates many aspects of the people in her surroundings.
  - Recognizes how other people can contribute.
  - Accepts individuals' unique abilities and looks for ways for them to contribute.
  - Utilizes feedback to identify strengths in other people.
  - Seeks to understand how certain decisions can impact others.
  - Sees the unique contributions of colleagues.
  - Relates and connects with others.
  - Understands the unique motivations, needs and aspirations of others.
  
2. **Customer Focus: Anticipating, meeting and/or exceeding customer needs, wants and expectations.**
  - Strives to anticipate, identify and understand customers' wants, needs and concerns.
  - Responds to customers with a sense of urgency.
  - Follows through on customer requests.
  - Is patient and courteous with customers.
  - Resolves issues and complaints to the satisfaction of customers.
  - Expends extraordinary effort to satisfy customers.
  - Develops relationships with customers.
  - Partners with customers to assist them in achieving their objectives.
  - Acts as an advocate for customers' needs.
  - Takes professional risks for the sake of customers' needs.
  
3. **Employee Development/Coaching: Facilitating, supporting and contributing to the professional growth of others.**
  - Inspires confidence in others' ability to grow professionally.
  - Identifies and facilitates developmental opportunities.
  - Encourages initiative and improvement.
  - Provides opportunities for enhancement.
  - Gives new and challenging work assignments.
  - Acknowledges and praises improvements.
  - Supports, coaches and mentors the development of others.
  - Views mistakes as opportunities for learning.
  - Promotes learning and professional growth.
  - Understands the uniqueness and current level of each participant.



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## Summary of Competencies

4. Self Starting: Demonstrating initiative and willingness to begin working.
  - Possesses a strong work ethic and belief in getting results.
  - Takes initiative and does whatever it takes to achieve objectives.
  - Projects self-assurance in getting the task started.
  - Starts quickly to avoid setbacks.
  - Asserts self in personal and professional life.
  - Willing to begin working regardless of circumstances.
  - Accepts personal responsibility for achieving personal and professional goals.
  - Functions effectively and achieves results regardless of circumstances.
  - Takes initiative and acts without waiting for direction.
  - Displays self-confidence, conscientiousness, assertiveness, persistence and is achievement-oriented.
  
5. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
  - Strives for self-awareness in a social setting.
  - Demonstrates sincere interest in others.
  - Treats all people with respect, courtesy and consideration.
  - Respects differences in the attitudes and perspectives of others.
  - Listens, observes and strives to gain understanding of others.
  - Communicates effectively.
  - Shows sensitivity to diversity issues.
  - Develops and maintains relationships with many different kinds of people regardless of differences.
  - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
  - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.
  
6. Flexibility: Readily modifying, responding and adapting to change with minimal resistance.
  - Responds promptly to shifts in direction, priorities and schedules.
  - Demonstrates agility in accepting new ideas, approaches and/or methods.
  - Effective in shifting priorities and tasks.
  - Modifies methods or strategies to fit changing circumstances.
  - Adapts personal style to work with different people.
  - Maintains productivity during transitions.
  - Embraces and/or champions a shift in activity.
  - Strives to adapt to situational demands.
  - Capable of changing or adjusting to meet particular or varied needs.
  - Able to step outside their comfort zone and try something they haven't done before.



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# Summary of Competencies

7. Leadership: Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.

- Inspires others with compelling visions.
- Takes risks for the sake of purpose, vision or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate levels of responsibility and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to create an environment to allow others to be successful.
- Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.

8. Goal Orientation: Setting, pursuing and attaining goals, regardless of obstacles or circumstances.

- Acts instinctively to achieve objectives without supervision.
- Expends the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress to meet goals.
- Establishes and works toward ambitious and challenging goals.
- Develops and implements strategies to meet objectives.
- Measures effectiveness and performance to ensure results are attained.
- Acts with a determination to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.
- Employs a strategy that affects how they approach tasks and future projects.

9. Appreciating Others: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Wants to ensure people experience positive emotions.
- Expends considerable effort to impact the needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.
- Recognizes and enjoys the good qualities of others.
- Provides support, appreciation and recognition.
- Displays kindness and concern for others.



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# Summary of Competencies

## 10. Diplomacy: Effectively and tactfully handling difficult or sensitive issues.

- Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
- Understands cultural, climate and organizational issues.
- Adapts conduct and communications to "politically correct" standards.
- Effectively leverages networks of influence to enable progress.
- Is sensitive to the needs of special interest groups within organizations.
- Builds relationships and networks with key people of influence.
- Provides advice, counsel and mentoring on organizational issues.
- Utilizes both formal and informal networks internally to obtain support and achieve results.
- Utilizes both formal and informal networks externally to obtain support and achieve results.
- Expresses the context of a situation in a non-confrontational or positive manner.

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## 11. Futuristic Thinking: Imagining, envisioning, projecting and/or creating what has not yet been actualized.

- Demonstrates an ability to connect the dots and see the big picture.
- Looks beyond the forces driving the current reality that may have long-term effects.
- Utilizes foresight and intuitive perception as well as factual events to draw inferences.
- Recognizes, supports and/or champions cutting-edge ideas.
- Anticipates future trends or events.
- Envisions possibilities others may not.
- Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
- Creates an environment where forward thinking is the norm not the exception.
- Envisions ideas that may be seen as unobtainable by others.
- Mentally lives in the future and does not allow current technology to cloud their vision.

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# Summary of Competencies



12. Personal Accountability: Being answerable for personal actions.

- Demonstrates the ability to self evaluate.
- Strives to take responsibility for her actions.
- Evaluates many aspects of her personal actions.
- Recognizes when she has made a mistake.
- Accepts personal responsibility for outcomes.
- Utilizes feedback.
- Observes and analyzes data to learn from mistakes.
- Sees new possibilities by examining personal performance.
- Accepts responsibility for actions and results.
- Willing to take ownership of situations.

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13. Teamwork: Cooperating with others to meet objectives.

- Respects team members and their individual perspectives.
- Makes team objectives a priority.
- Works toward consensus when team decisions are required.
- Meets agreed-upon deadlines on team assignments and commitments.
- Shares responsibility with team members for successes and failures.
- Keeps team members informed regarding projects.
- Supports team decisions.
- Recognizes and appreciates the contributions of team members.
- Behaves in a manner consistent with team values and mission.
- Provides constructive feedback to team members.
- Responds positively to feedback from team members.
- Raises and/or confronts issues limiting team effectiveness.

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14. Creativity and Innovation: Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.

- Notices unique patterns, variables, processes, systems or relationships.
- Expresses non-traditional perspectives and/or novel approaches.
- Synthesizes data, ideas, models, processes or systems to create new insights.
- Challenges established theories, methods and/or protocols.
- Encourages and promotes creativity and innovation.
- Modifies existing concepts, methods, models, designs, processes, technologies and systems.
- Develops and tests new theories to explain or resolve complex issues.
- Applies unorthodox theories and/or methods.
- Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.
- Combines knowledge, curiosity, imagination, and evaluation to achieve desired results.

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# Summary of Competencies

## 15. Influencing Others: Personally affecting others' actions, decisions, opinions or thinking.

- Utilizes the knowledge of others' needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes the behaviors of others to personally affect an outcome.
- Uses logic and reason to develop rational arguments that challenge current assumptions.
- Identifies and addresses the barriers that prevent people from seeing the benefits.
- Adapts techniques to understand and meet the needs and wants of those being influenced.
- Understands the role self-awareness plays in influencing others.
- Leverages a person in an indirect but important way.
- Produces effects on the actions, behavior and opinions of others.
- Brings others to their way of thinking without force or coercion.

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## 16. Continuous Learning: Taking initiative to regularly learn new concepts, technologies and/or methods.

- Demonstrates curiosity and enthusiasm for learning.
- Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
- Keeps abreast of current or new information through reading and other learning methods.
- Actively interested in new technologies, processes and methods.
- Welcomes or seeks assignments requiring new skills and knowledge.
- Expends considerable effort and/or time on learning.
- Genuinely enjoys learning.
- Identifies opportunities to gain knowledge.
- May be considered a knowledgeable resource by others.
- Enjoys new resources or methods for learning.



# Summary of Competencies

## 17. Negotiation: Listening to many points of view and facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.
- Listens to all sides involved and ensures all parties understands the issues.
- Allows all parties to express their viewpoints.
- Facilitates mutually beneficial outcomes to satisfy various interests.

## 18. Project Management: Identifying and overseeing all resources, tasks, systems and people to obtain results.

- Identifies all required components to achieve goals, objectives or results.
- Demonstrates the ability to utilize the right people to complete the project.
- Establishes high performance standards.
- Holds people accountable and is focused on goals and priorities.
- Identifies barriers to objectives and removes them.
- Delegates appropriate responsibilities and authority.
- Ensures adequate resources are available to achieve objectives.
- Makes decisions that benefit the outcome of the project.
- Plans, organizes, motivates and controls resources, procedures and protocols to achieve specific goals.
- Maintains the objectives while honoring designated constraints.



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## Summary of Competencies

### 19. Conflict Management: Understanding, addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations accurately to pinpoint critical issues.
- Listens to gain understanding of an issue from different perspectives.
- Diffuses tension and effectively handles emotional situations.
- Assists people in adversarial positions to identify common interests.
- Strives to settle differences equitably.
- Settles differences without damaging relationships.
- Strives to limit the negative aspects of conflict while increasing the positive.
- Focuses on enhancing learning and group outcomes, including effectiveness or performance.

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### 20. Planning and Organizing: Establishing courses of action to ensure that work is completed effectively.

- Works effectively within established systems.
- Utilizes logical, practical and efficient approaches.
- Prioritizes tasks for optimum productivity.
- Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
- Anticipates probable effects, outcomes and risks.
- Develops contingency plans to minimize waste, error and risk.
- Allocates, adjusts and manages resources according to priorities.
- Monitors implementation of plans and makes adjustments as needed.
- Establishes action plans to ensure desired results.
- Allows for practical, systematic and organized conclusions.

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# Summary of Competencies



21. Conceptual Thinking: Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.

- Demonstrates the ability to identify patterns, themes or connections not noticed by others.
- Gathers hypothetical or abstract concepts to formulate new insights.
- Evaluates many patterns to formulate connections.
- Recognizes unique or unusual perspectives.
- Envisions hypothetical situations to formulate new concepts.
- Utilizes patterns to develop new ways to process information.
- Observes and analyzes data to create new methods, techniques or processes.
- Sees new possibilities by dissecting the situation and examining the parts.
- Integrates issues and factors into a practical framework.
- Understands a situation or problem by identifying patterns or connections, to address key underlying issues.

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22. Problem Solving: Defining, analyzing and diagnosing key components of a problem to formulate a solution.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logical processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to a solution.
- Defines and develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions.
- Looks for specific goals, clearly defined solution paths, and/or clear expected solutions.
- Allows for initial planning including some abstract thinking to come up with creative solutions.
- Understands and defines the problem before jumping to a solution.

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23. Resiliency: Quickly recovering from adversity.

- Demonstrates the ability to overcome setbacks.
- Strives to remain optimistic in light of adversity.
- Evaluates many aspects of the situations to create a positive outcome.
- Recognizes criticism is an opportunity to improve.
- Accepts setbacks and looks for ways to progress.
- Utilizes feedback to forge forward.
- Seeks to understand how certain obstacles can impact results.
- Sees the unique opportunities by overcoming challenges.
- Swiftly works through the emotions and effects of stressful events.
- Copes with the inevitable bumps in life.

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# Summary of Competencies

24. Time and Priority Management: Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.

- Effectively manages difficulties and delays to complete tasks on time.
- Effectively manages time and priorities to meet deadlines.
- Presents completed tasks on or before the deadline.
- Demonstrates an ability to maintain deadlines in the midst of crisis.
- Strives to improve prioritization.
- Balances timelines and desired outcomes.
- Takes initiative and prioritizes tasks to stay on schedule.
- Accepts responsibility for deadlines and results.
- Creates an environment conducive to effectiveness.
- Reduces the amount of time spent on non-priorities.

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25. Decision Making: Analyzing all aspects of a situation to make consistently sound and timely decisions.

- Demonstrates an ability to make thorough decisions in a timely manner.
- Gathers relevant input and develops a rationale for making decisions.
- Evaluates the impact or consequences of decisions before making them.
- Acts decisively once all aspects have been analyzed.
- Focuses on timely decisions after the situations have been completely diagnosed.
- Willing to update decisions if more information becomes available.
- Provides a rationale for decisions when necessary.
- Systematically analyzes information before making a decision.
- Looks at all aspects of a situation including historical components.
- Asks the right questions rather than making assumptions to produce a timely decision.

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# Getting the Most From Your Report

Questions about the personal skills you are well developed in:

- Are you using the personal skills you are well developed in more in your personal or professional life?
- How is your development of these personal skills contributing to your success?
- How can you use these personal skills to advance your career, get a promotion or secure a better job?
- Do other people know that you are well developed in these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you are developed and moderately developed:

- How has not fully developing these personal skills hindered your ability to succeed personally or professionally?
- Which of these personal skills might help you the most personally, if you developed them more thoroughly?
- Which of these personal skills might help you the most professionally, if you developed them more thoroughly?

Questions about the personal skills you have not yet developed:

- Which of these personal skills might help you the most personally, if you developed them?
- Which of these personal skills might help you the most professionally, if you developed them?