



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Executive Coaching

Dee Sample
Director of Business Development
Apex Corporation
6-29-2017

Strategic Human Insights

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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*

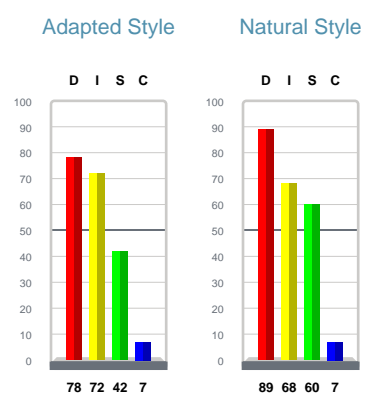


General Characteristics

Based on Dee'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 Dee's natural behavior.

Dee seeks her own solutions to problems. In this way, her independent nature comes into play. She wants to be seen as a winner and has an inherent dislike for losing or failing. She tends to work hard and long to be successful. She has high ego strengths and may be viewed by some as egotistical. She can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of her great strengths. Dee displays a high energy factor and is optimistic about the results she can achieve. The word "can't" is not in her vocabulary. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." She appreciates others who are team players and will reward those who are loyal. She is often considered daring, bold and gutsy. She is a risk taker who likes to be seen as an individualist. Dee may be so self-confident that others see her as arrogant. This confidence may be something others wish they had. She embraces visions not always seen by others. Dee's creative mind allows her to see the "big picture."

Dee has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. She prefers authority equal to her responsibility. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. She is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. Dee should realize that at times she needs to think a project through, beginning to end, before starting the project. She is a good problem solver and troubleshooter, always seeking new ways to solve old problems. 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. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome.





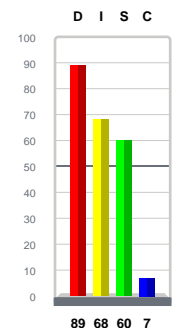
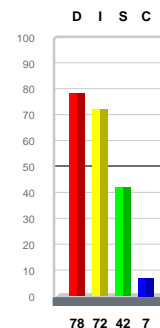
General Characteristics Continued

Dee may sometimes mask her feelings in friendly terms. If pressured, Dee's true feelings may emerge. She is influenced by people who communicate with a logical presentation of the facts, impressed by the apparent efficiency involved. She tends to influence people by being direct, friendly and results-oriented. 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. Dee 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 likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. She challenges people who volunteer their opinions. 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.



Adapted Style

Natural Style



Dee Sample



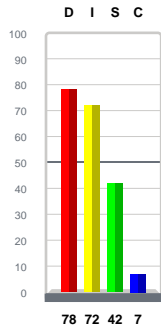
Value to the Organization

This section of the report identifies the specific talents and behavior Dee 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.

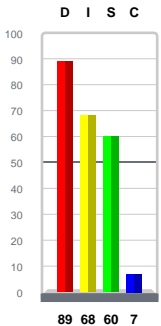
- Innovative.
- Will join organizations to represent the company.
- Can support or oppose strongly.
- Forward-looking and future-oriented.
- Challenge-oriented.
- Thinks big.
- Pioneering.
- Self-starter.



Adapted Style



Natural Style





Checklist for Communicating

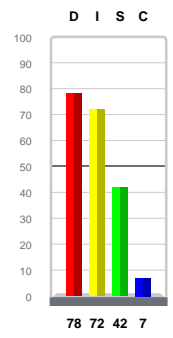
Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Dee. Read each 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 Dee most frequently.

Ways to Communicate:

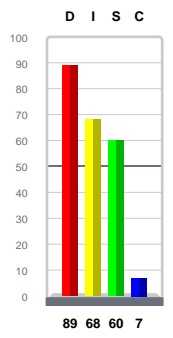
- Expect her to return to fight another day when she has received a "no" answer.
- Support and maintain an environment where she can be efficient.
- Ask specific (preferably "what?") questions.
- Clarify any parameters in writing.
- Provide solutions--not opinions.
- Use a balanced, objective and emotional approach.
- Motivate and persuade by referring to objectives and results.
- Provide questions, alternatives and choices for making her own decisions.
- Provide "yes" or "no" answers--not maybe.
- Flatter her ego.
- Read the body language--look for impatience or disapproval.



Adapted Style



Natural Style



Dee Sample



Checklist for Communicating Continued

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

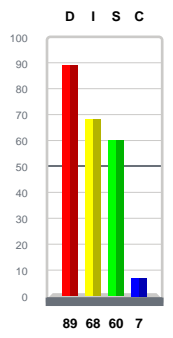
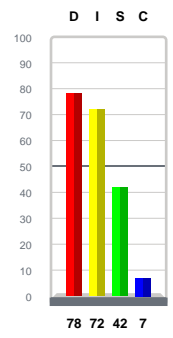
Ways NOT to Communicate:

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



Adapted Style

Natural Style





Communication Tips

This section provides suggestions on methods which will improve Dee's communications with others. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Dee 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 Dee's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Dee to project the image that will allow her to control the situation.

Self-Perception

Dee usually sees herself as being:

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

Others' Perception - Moderate

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

- Demanding
- Nervy
- Egotistical
- Aggressive

Others' Perception - Extreme

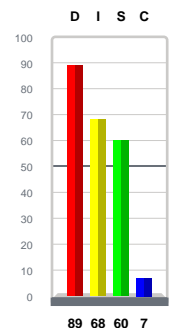
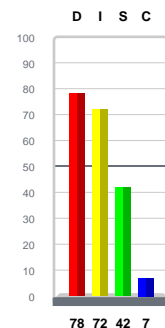
Under extreme pressure, stress or fatigue, others may see her as being:

- Abrasive
- Controlling
- Arbitrary
- Opinionated



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 environments where micro-management is the way of the organization.
- Avoid situations where critical analysis is required, and move toward an out-of-the-box brainstorming environment.
- Avoid situations where the lack of fear is the driving force versus the return for the organization.

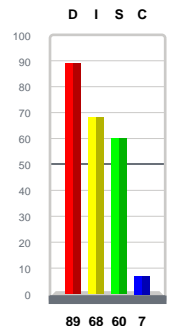
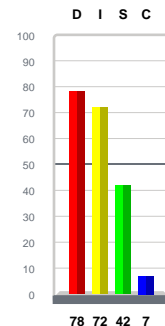
Understanding that the need to adapt is unavoidable at times, below are tips for adapting to those with C above the energy line and/or tips for seeking environments that will be conducive to the low C.

- Extremely formal and structured interactions may cause stress.
- Understand the need for detail in delegation practices, as this may cause unnecessary stress for others, and the desired result will be more difficult to achieve.
- Stress is demonstrated through body language; be sure to send the same message verbally and physically.



Adapted Style

Natural Style





Descriptors

Based on Dee'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
Dominance	Influencing	Steadiness	Compliance
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

Dee'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

Dee tends to deal with problems and challenges in a demanding, driving and self-willed manner. She is individualistic in her approach and actively seeks goals. Dee will attack problems and likes a position with authority and work that will constantly challenge her to perform up to her ability.

Adapted

Dee's response to the environment is to be strong-willed and ambitious in her problem-solving approach. She seeks to win against all obstacles.

People - Contacts

Natural

Dee is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Dee is trusting and also wants to be trusted.

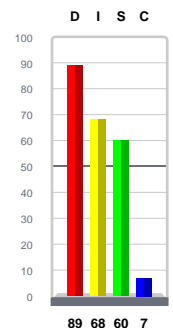
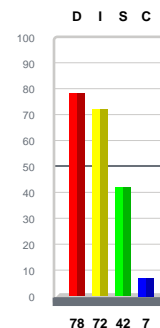
Adapted

Dee 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.



Adapted Style

Natural Style





Natural and Adapted Style Continued

Pace - Consistency

Natural

Dee 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

Dee feels the need for mobility and the absence of routine. She feels comfortable juggling several projects at one time and can move from one project to another fairly easily.

Procedures - Constraints

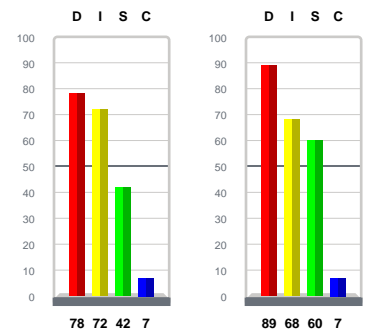
Natural

Dee does not like constraints, at times she can be somewhat defiant and rebellious. She has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. She seeks adventure and excitement and wants to be seen as her own person.

Adapted

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

Adapted Style Natural Style





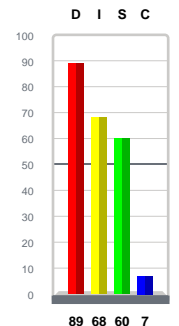
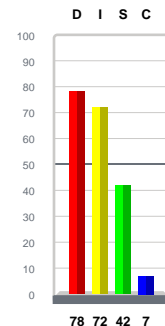
Adapted Style

Dee 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.

- Skillful use of vocabulary for persuasive situations.
- Using a creative approach in decision making.
- Persistence in job completion.
- Anticipating and solving problems.
- Responding well to challenges: "You say I can't do it? Just watch me!"
- Dedicated to "going it alone" when necessary.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Being creative and unconventional in making a point.
- Being independent and innovative.
- Willing to take risks when others may be hesitant.
- Flaunting independence.
- Firm commitment to accomplishments.



Adapted Style Natural Style





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.

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

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.

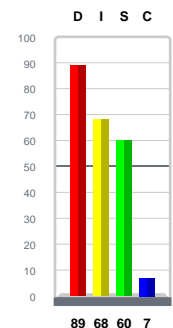
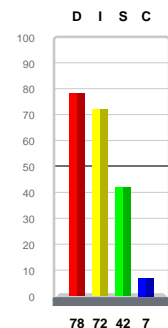
Possible Causes:

- 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



Adapted Style

Natural Style





Time Wasters *Continued*

Possible Solutions:

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

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

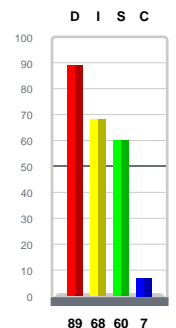
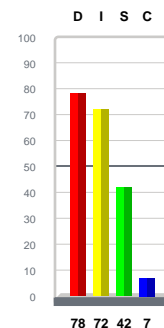
Possible Solutions:

- 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



Adapted Style

Natural Style





Areas for Improvement

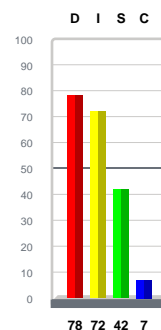
In this area is a listing of possible limitations without regard to a specific job. Review with Dee and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.

Dee has a tendency to:

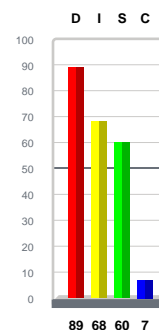
- Blame, deny and defend her position--even if it is not needed.
- Have trouble delegating--can't wait, so does it herself.
- Overstep authority and prerogatives--will override others.
- Dislike routine work or routine people--unless she sees the need to further her goals.
- Set standards for herself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



Adapted Style



Natural Style

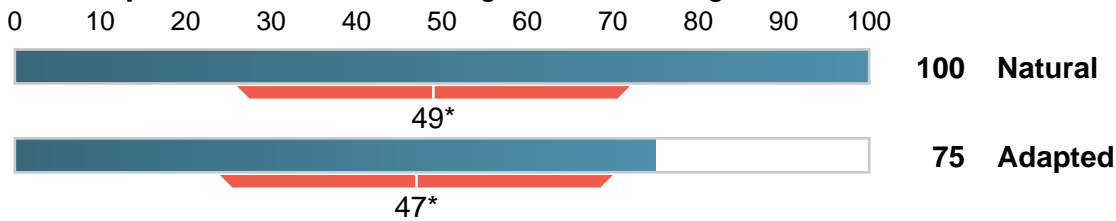




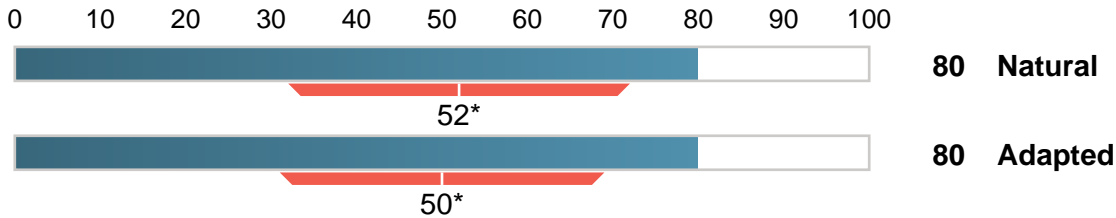
Behavioral Hierarchy

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.

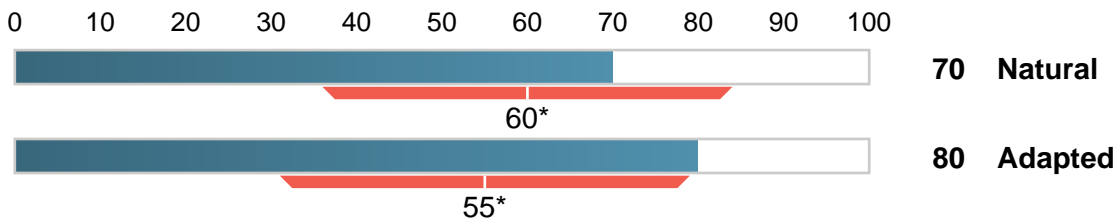
1. Competitive - Want to win or gain an advantage.



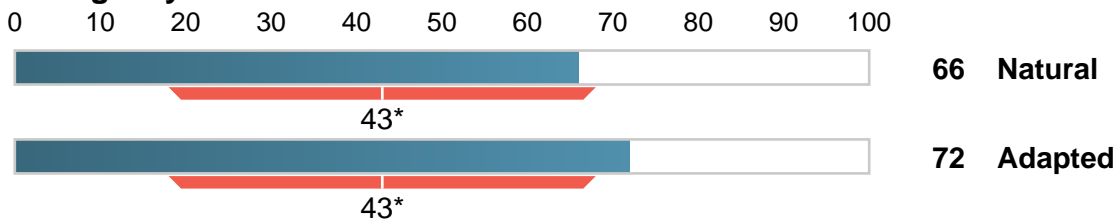
2. Frequent Change - Rapidly shift between tasks.



3. Interaction - Frequently engage and communicate with others.



4. Urgency - Take immediate action.

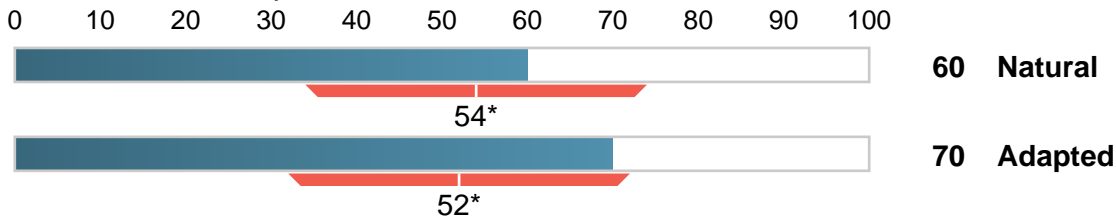


* 68% of the population falls within the shaded area.

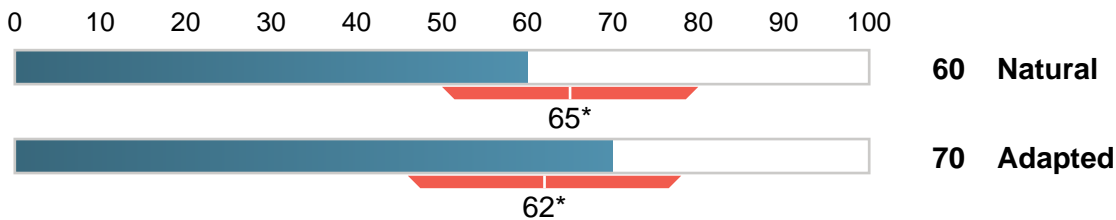


Behavioral Hierarchy Continued

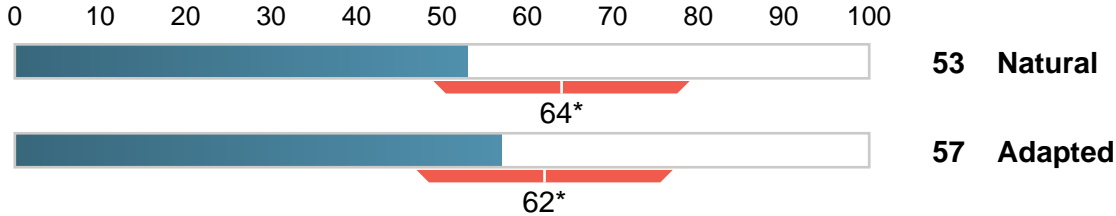
5. Versatile - Adapt to various situations with ease.



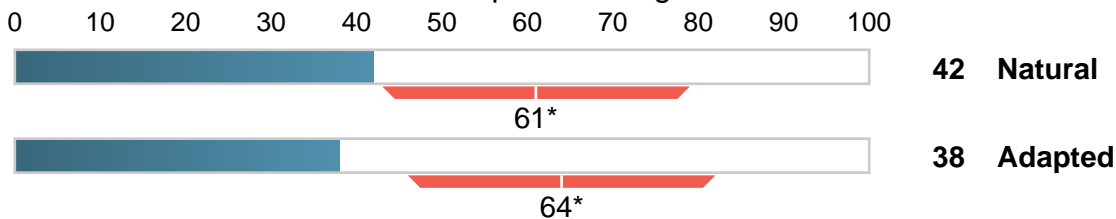
6. People-Oriented - Build rapport with a wide range of individuals.



7. Customer-Oriented - Identify and fulfill customer expectations.



8. Persistence - Finish tasks despite challenges or resistance.



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



Behavioral Hierarchy Continued

9. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



35 Natural

61*



28 Adapted

64*

10. Following Policy - Adhere to rules, regulations, or existing methods.

0 10 20 30 40 50 60 70 80 90 100



35 Natural

60*



38 Adapted

63*

11. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



25 Natural

53*



20 Adapted

59*

12. Organized Workplace - Establish and maintain specific order in daily activities.

0 10 20 30 40 50 60 70 80 90 100



20 Natural

51*



15 Adapted

57*

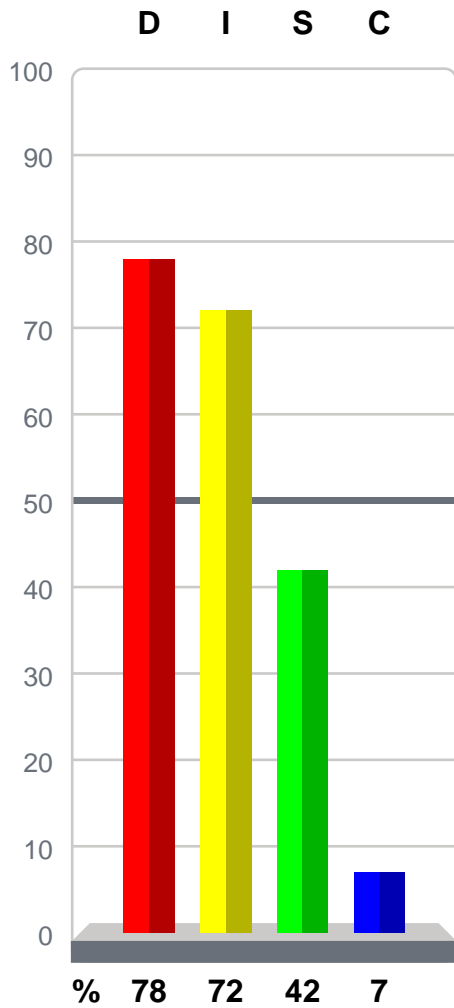


Style Insights® Graphs

6-29-2017

Adapted Style

Graph I



Natural Style

Graph II



Norm 2017 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.

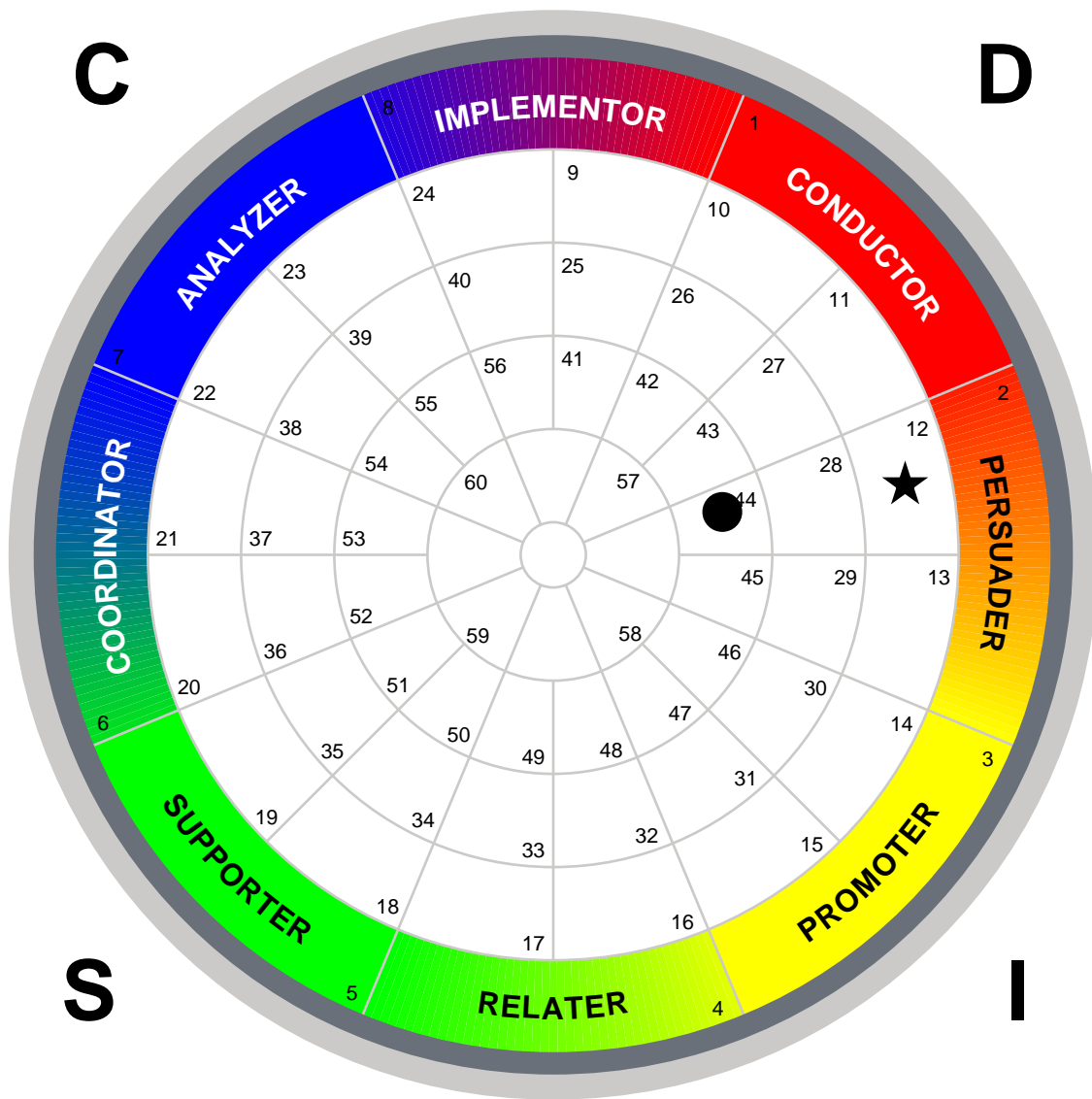
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

6-29-2017



Adapted: ★ (12) CONDUCTING PERSUADER
 Natural: ● (44) CONDUCTING PERSUADER (ACROSS)

Norm 2017 R4



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:

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognize and understand how your Driving Forces interact with others to improve communication



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.

Dee may be energized by public recognition. She will strive to maintain individuality in group settings. She has the desire to be recognized for her accomplishments. She tends to seek new methods and ways to expand her future opportunities. Dee will not be afraid to explore new and different ways of interpreting her own belief system. She tends to overlook traditions or boundaries to complete a task. She may question the amount of time individuals spend helping other people. She may be firm in her decisions and not be swayed by unfortunate circumstances. Dee may give freely of time, talent and resources, but will want and expect a return on her investment. Dee's enterprising tendencies may cause her to be sensitive to wasting time, resources and/or opportunities. She will focus on the purpose as well as the presentation of a project. If knowledge of a specific subject is not of interest, or is not required for success, Dee will have a tendency to rely on her intuition or practical information in this area.

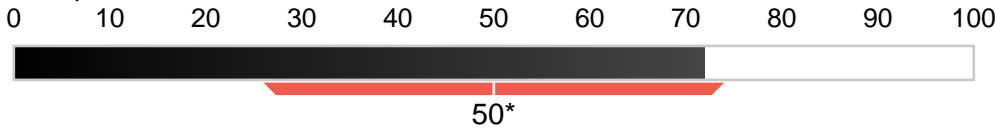
Dee wants to control her own destiny and display her independence. She tends to work long and hard to advance her position. In many cases, Dee would prefer to set her own plan of action. She seeks new ways to accomplish routine tasks. Dee is willing to help others if they are working to achieve their goals. She will struggle if helping others is in conflict with her own self-interest. She evaluates situations and looks for the potential return on investment. She may focus on efficiency to minimize the squandering of resources. Dee may be able to mask personal issues and focus on professional productivity. She may attempt to balance the functionality and harmony of her workday. If Dee is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth. She has the potential to become an expert in her chosen field.



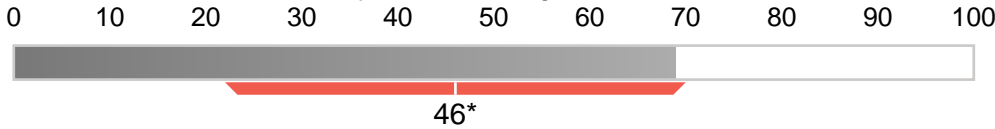
Primary Driving Forces Cluster

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.

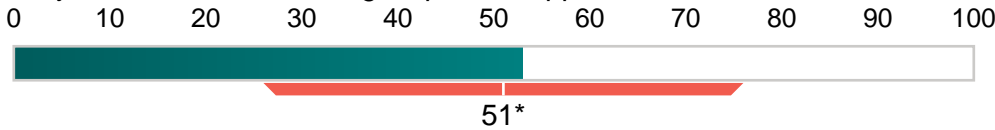
1. Commanding - People who are driven by status, recognition and control over personal freedom.



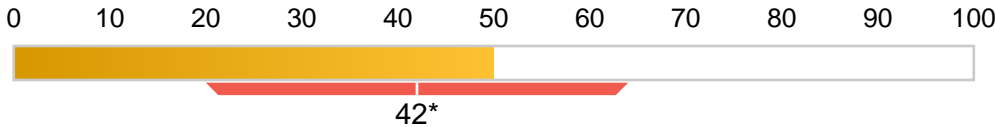
2. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



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



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

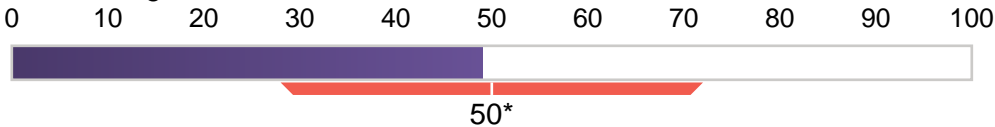




Situational Driving Forces Cluster

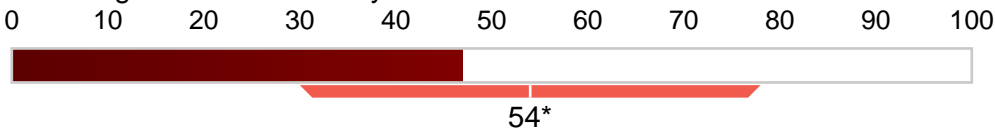
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



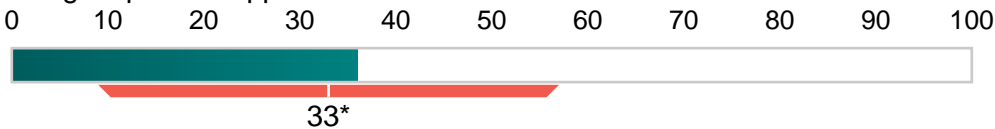
49

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



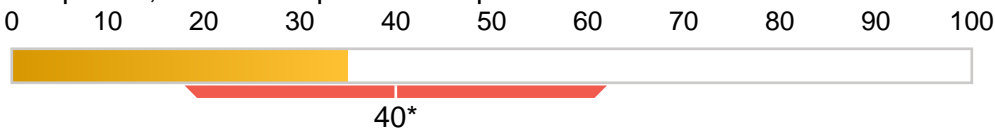
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7. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.



36

8. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



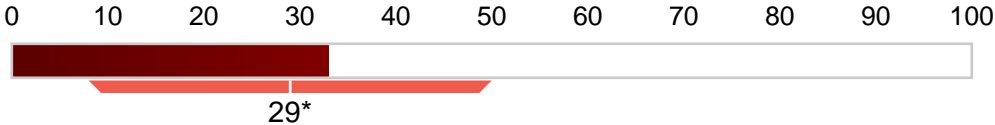
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Indifferent Driving Forces Cluster

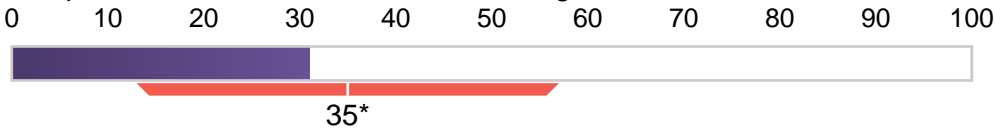
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



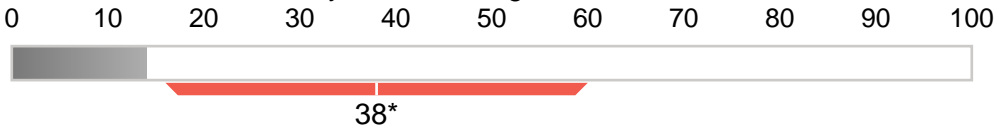
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10. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



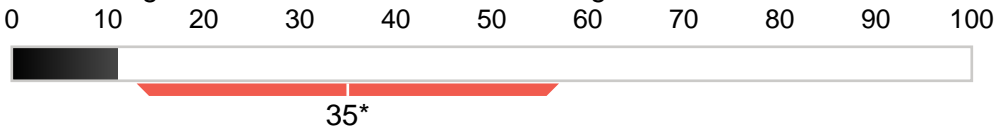
31

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



14

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



11

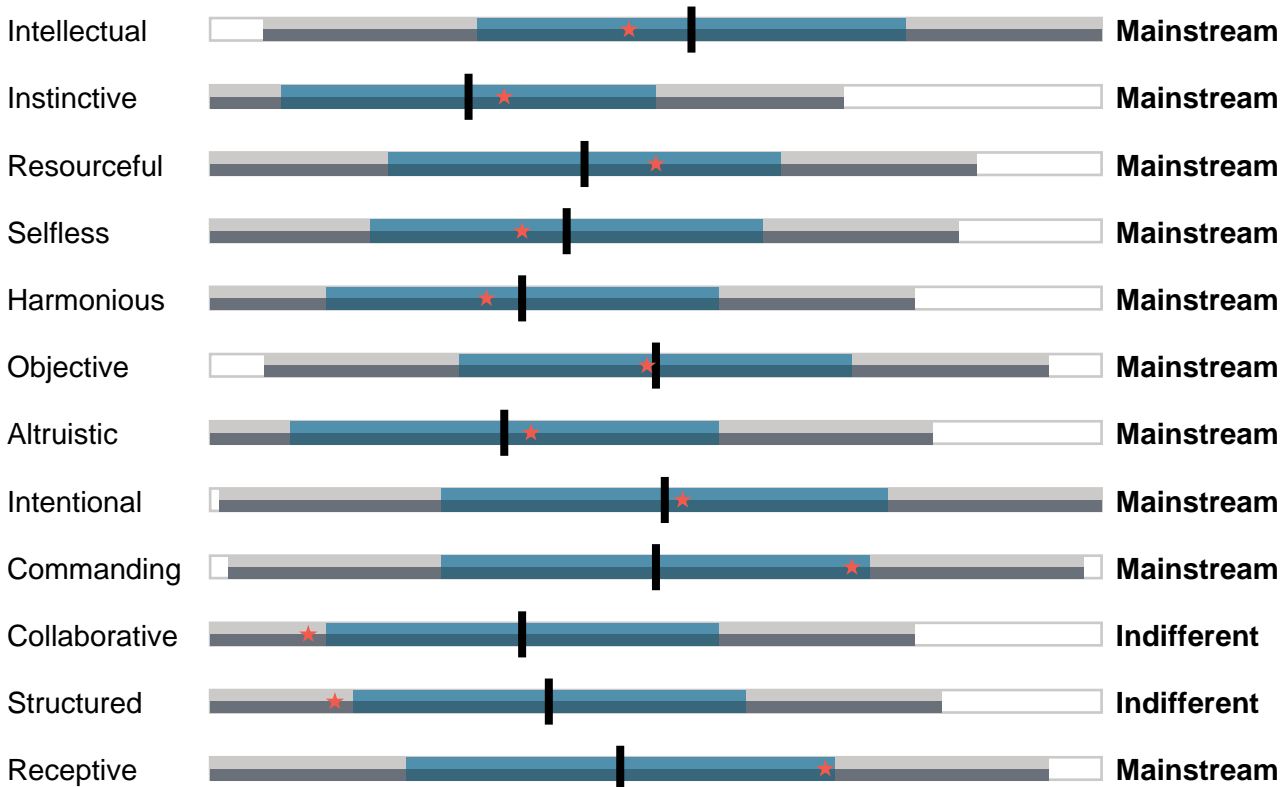


Areas for Awareness

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 2017

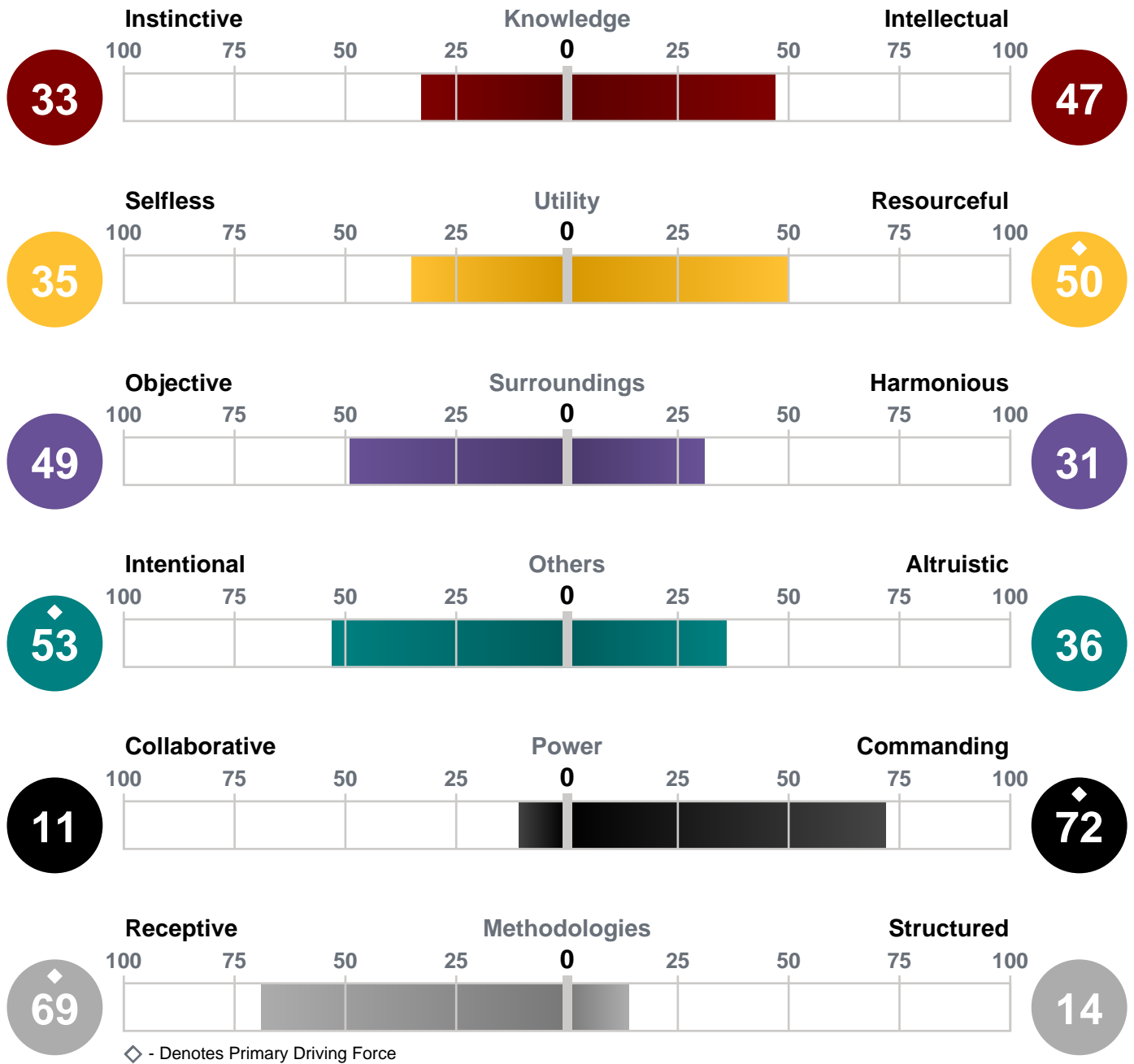


- 1st Standard Deviation - * 68% of the population falls within the shaded area.
 - 2nd Standard Deviation
 - 3rd Standard Deviation
 - national mean
 - your score

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

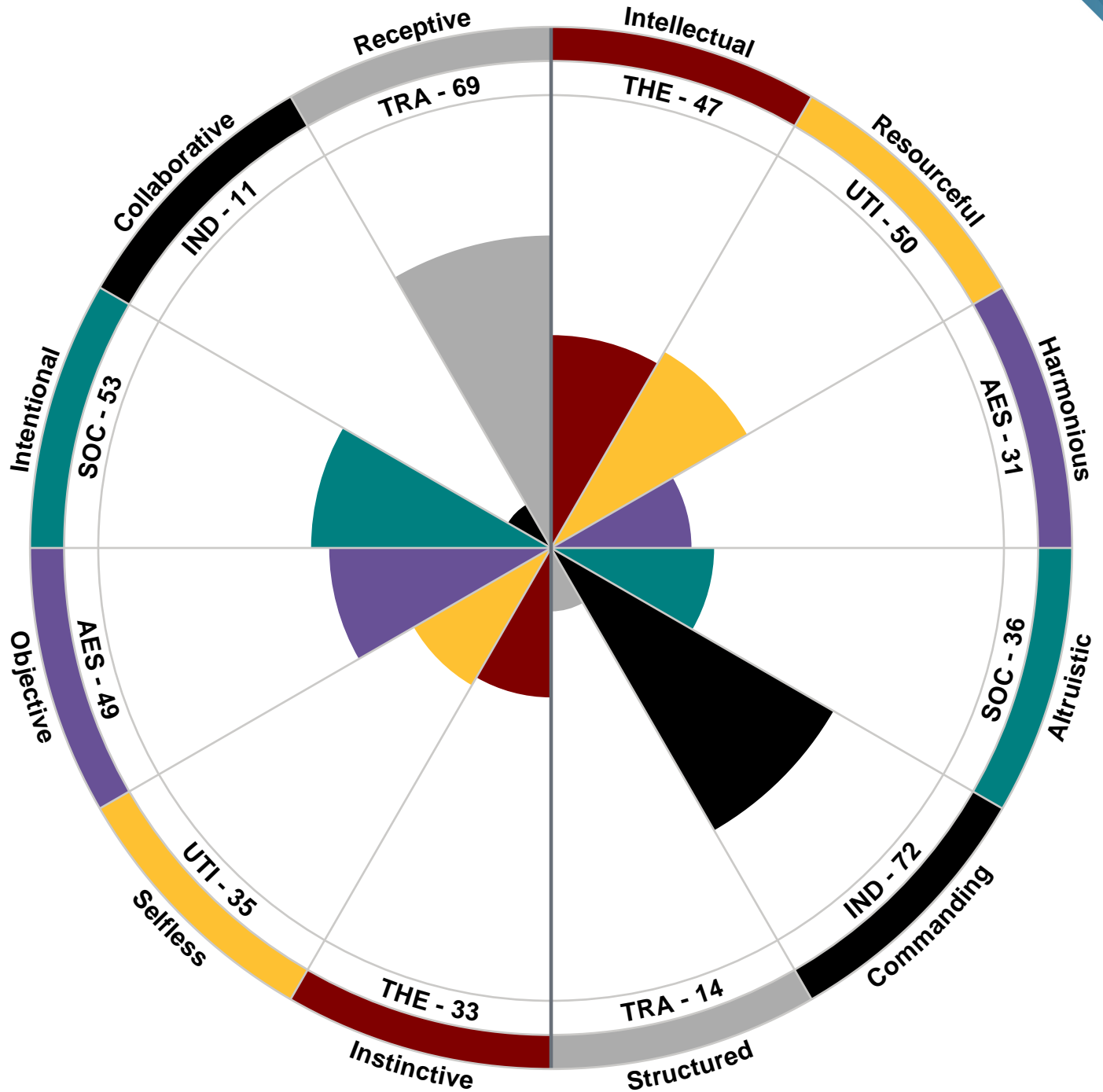


Driving Forces Graph



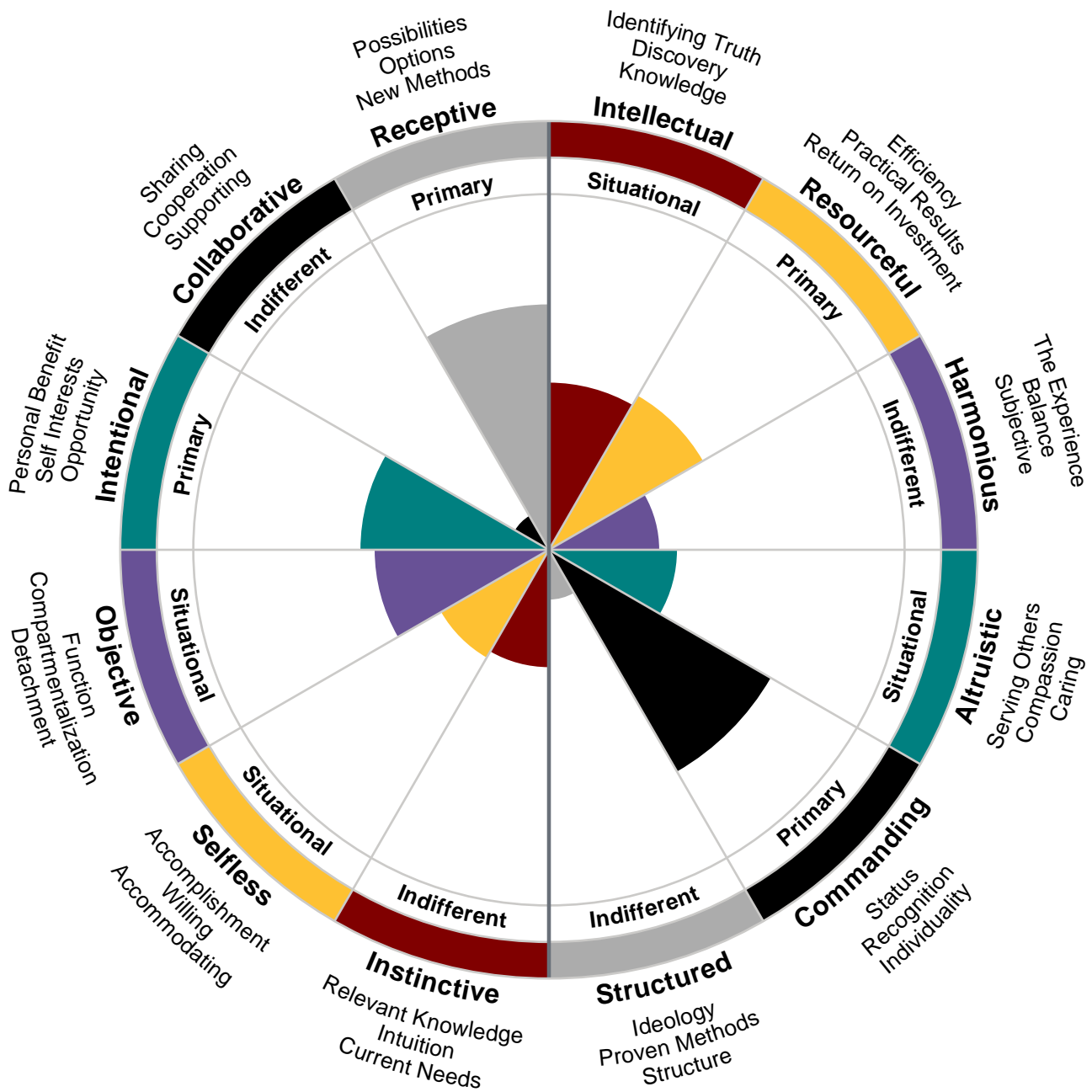


Driving Forces Wheel





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 Dee'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.

- Forward-looking to improve herself or a situation.
- Seeks the challenge and opportunity to win.
- Not easily deterred by setbacks.
- Will champion change and focus on out of the box results
- Puts everything she has into looking for new opportunities.
- Lives by an open system and will do anything to enhance it.
- Looks for a better approach to utilize others.
- Will champion a worthy cause, as a challenge, if they see a potential return.
- Tough but fair when others are willing to work hard.
- Has an entrepreneurial mindset.
- Tends to be futuristic.
- Can be resourceful to influence others to get results.



Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Dee'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.

- May always want to display her superiority through problems or challenges.
- Takes on too much, too soon, too fast to maintain control.
- Can set personal standards too high.
- A desire for better results may be prohibited by her need for something new.
- May break others' rules to keep the momentum moving.
- Willing to listen to outside viewpoints to build a creative solution.
- Can sometimes lack diplomacy when asking for assistance.
- May try to utilize many people to obtain results.
- May set standards too high that causes others to fall short.
- Tends to think bigger is always better.
- May make a quick decision that results in a bad investment and/or wasted time.
- Will override other variables for the sake of an investment.





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 Dee's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Dee enjoys.

- An environment where competition and winning is viewed as the ideal.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- Opportunity to assertively express her desire to control her own destiny and potentially that of others.
- Opportunity to alter existing systems to make them bigger, better and faster.
- Ability to achieve results by challenging the status quo.
- An environment to challenge rules in which she doesn't agree.
- A forum to champion the needs and desires of others who are willing to work for common results.
- The opportunity to show others their potential in order to drive the desired outcomes.
- A results-driven environment where people are respected for what they can provide.
- Having economic, competitive and challenging incentives.
- Rewards for being quicker, faster, better.
- An environment where direct, bottom-line efforts are appreciated.



Keys to Motivating

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

Dee wants:

- New and difficult challenges that lead to prestige and status.
- Power and control over outcomes and goals.
- Ability to create, share and control the vision.
- All systems and structures to be current and moving toward the desired result.
- The ability to solve problems by examining many new approaches.
- A manager and a team that appreciates that every system should be challenged.
- Opportunities to accomplish solutions to problems that relate to her vision.
- To be in charge of people, resources and surroundings.
- Recognition for driving business and being a catalyst for changing the world.
- Opportunities for achieving things faster and of more value.
- Freedom to get desired results and improve efficiency.
- Focus on results and rewards, not the process or journey.



Keys to Managing

This section discusses the needs which must be met in order for Dee 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 Dee and identify 3 or 4 statements that are most important to her. This allows Dee to participate in forming her own personal management plan.

Dee needs:

- Assistance in staying on task when she is not the leader of the project.
- Help understanding the effect on her image when she disengages from uncontrolled projects.
- To understand that not all problems are a nail, therefore all solutions cannot be a hammer.
- A manager that understands her potentially explosive nature is from the desire to achieve and win in new and different ways.
- A manager that understands her need to explore many systems to capture all possibilities.
- Support in properly displaying her passion for the way things could be.
- To be given power and authority to achieve results through people.
- Needs task-oriented challenges.
- Help to understand how managing her intensity can align others to her objectives.
- To understand that people who do not move at her pace may still offer value and a return on investment.
- To be an active listener instead of dominating the discussion.
- To understand that not all people are driven by return and challenges.



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:

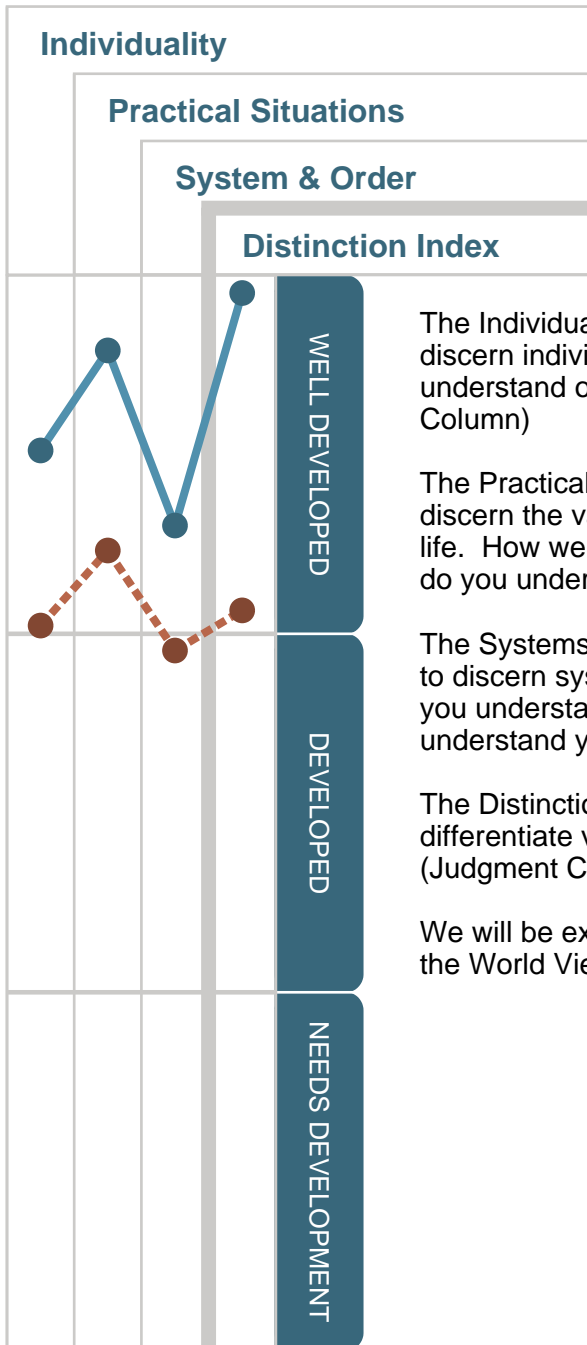
- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

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 Dee'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



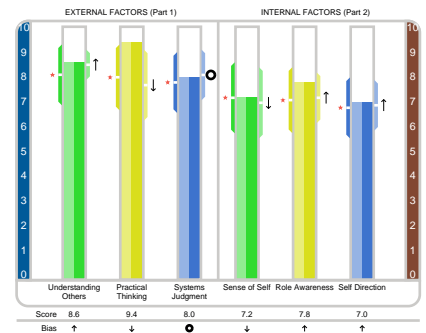


World View

This is how Dee 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.

- Dee is resourceful and conscious of the time it will take to do something.
- Dee tends to accomplish tasks according to standards.
- Dee doesn't want other people to interfere with getting things done.
- Dee treats each person as a unique individual.
- Dee will get a sense of satisfaction from any environment with a strong emphasis on people.
- Dee enjoys forming and maintaining close affiliations with others.
- Dee needs to be surrounded by organizational structure that provides clear direction and defines the results or standards that she is expected to achieve.
- Dee understands systems and order in the world.
- Dee has good thinking and planning abilities.
- Dee tends to be flexible while maintaining objectivity.



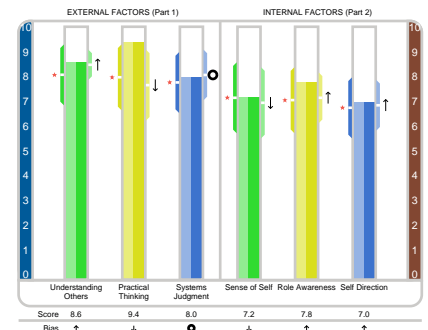


Self View

This is how Dee 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.

- Dee is a person who emphasizes her personal and professional roles.
- Dee may benefit from gaining a better understanding of her roles.
- Dee could gain a clearer understanding of her roles in life by asking herself, "What are my major roles?"
- Dee knows who she is.
- Dee puts some emphasis on defining herself as a unique individual.
- Dee could benefit from continuously challenging herself in order to continue to grow.
- Dee has ideas as to where she is going and likes to be in control of her life.
- Dee may apply her life planning skills for personal growth.
- Dee focuses on planning and organizing as it relates to her future.



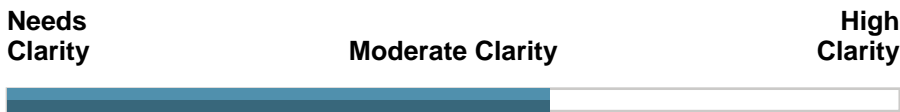




Clarity of Performance and Situational Awareness

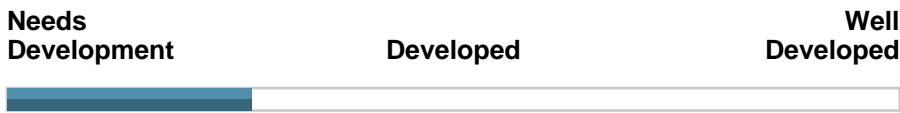
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The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



- Dee has slight "astigmatism" in her view of the world as she feels that systems and structure are less important than how things are being done and the people that are doing them.
- In terms of people, tasks and systems, Dee has the least clarity when it comes to systems.
- Dee lacks some clarity in terms of theoretical matters and as such has a moderately developed sense of proportion about the world.

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



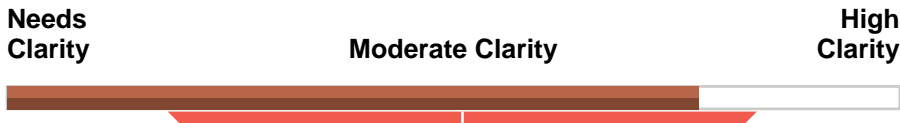
- Dee should seek to develop her overall understanding of situations and issues in her work environment.
- Dee may be "closed" to certain things.
- Dee may be unrealistic in matters personal, practical and theoretical.

* 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.



- Dee has a balanced view of internal issues and situations.
- Dee has good clarity of her uniqueness as an individual and her current life's roles, but would benefit from a stronger picture of who and what she wants to become in her future.
- She is comfortable handling all types of internal situations and issues.

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



- Dee has superior awareness of herself in terms of her individuality, role and goals.
- Dee is able to view herself objectively.
- Dee has realistic expectations for herself, her job and her future.

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

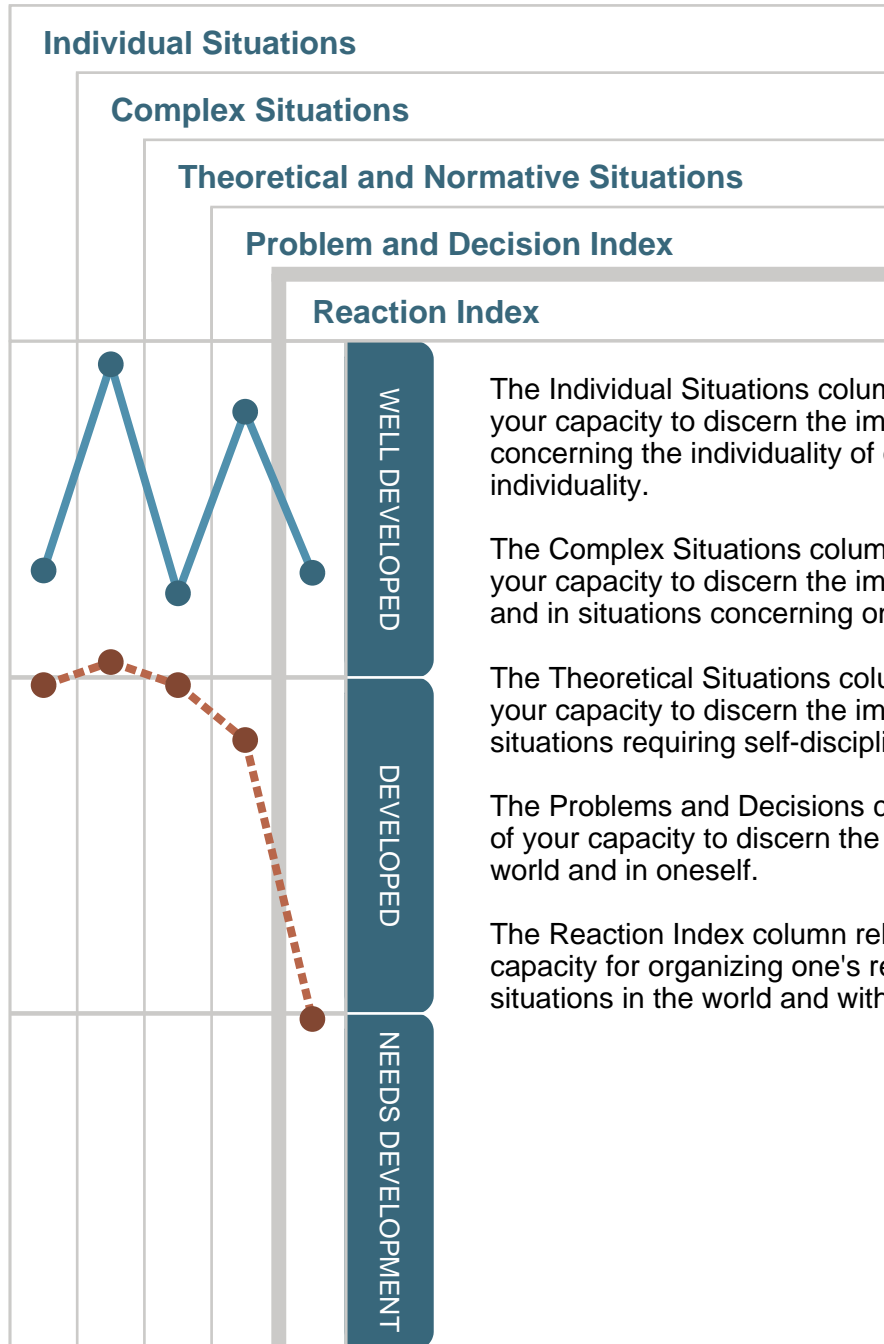
In what areas do you feel you would have the most benefit from further developing?



* 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.

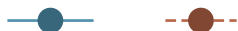
The Complex Situations column relates to the development of your capacity to discern the importance within practical situations and in situations concerning one's own roles in life.

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

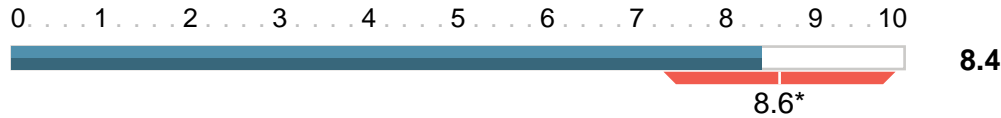




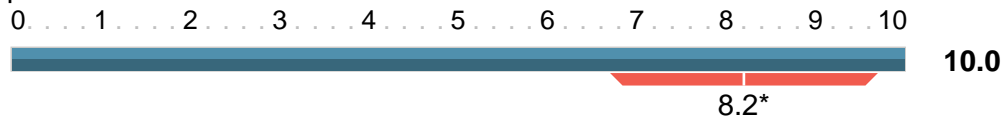
Capacity for Problem Solving

The Problem Solving Summary will identify Dee'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.

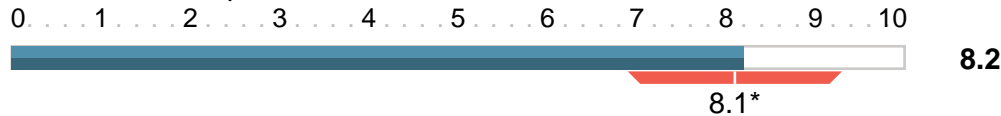
Capacity for Solving Problems Involving People - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



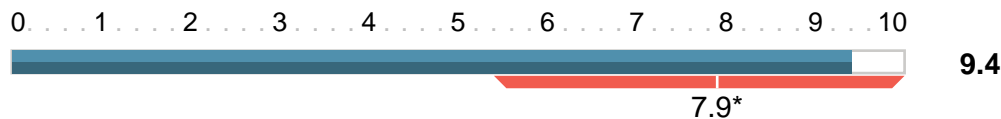
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



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.



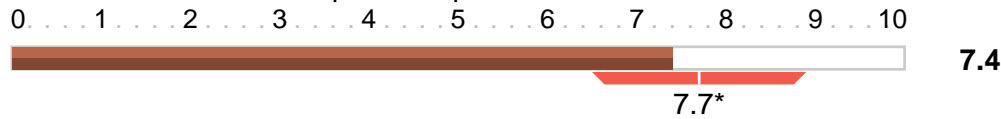
Horizontal lines for notes or comments.

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

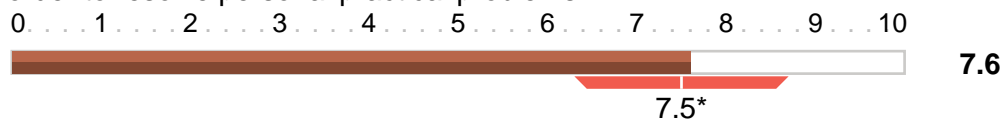


Capacity for Problem Solving Continued

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.



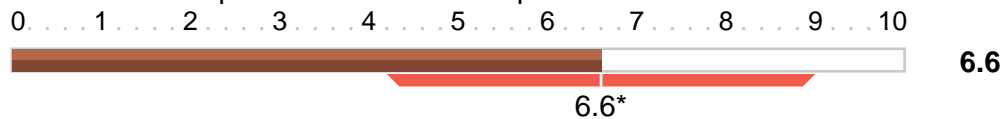
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



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 Dee'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 discipline and organization when reacting to conflict, primarily dealing with problems involving other people.
- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.
- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
- Her capacity to organize and control her reactions when confronted with outside problems is well 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 own individuality.
- 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.
- Her capacity to organize and discipline her reactions when confronted with problems within herself needs development.



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



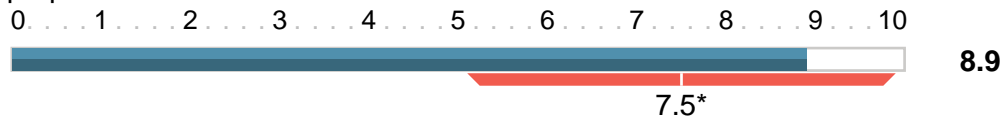
Business Performance Summary

The business performance summary will identify Dee'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.

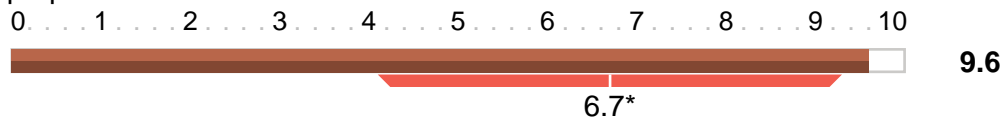
Balanced Decision Making - The ability to make consistently sound and timely decisions in one's personal and professional life.



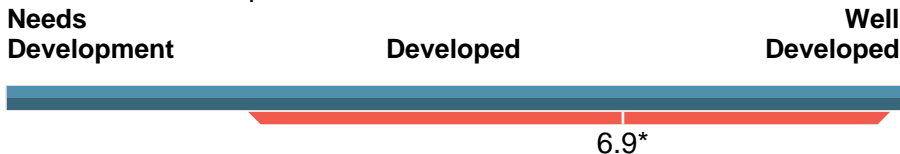
External Concentration Index - The ability to concentrate with a sense of proportion in external situations.



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

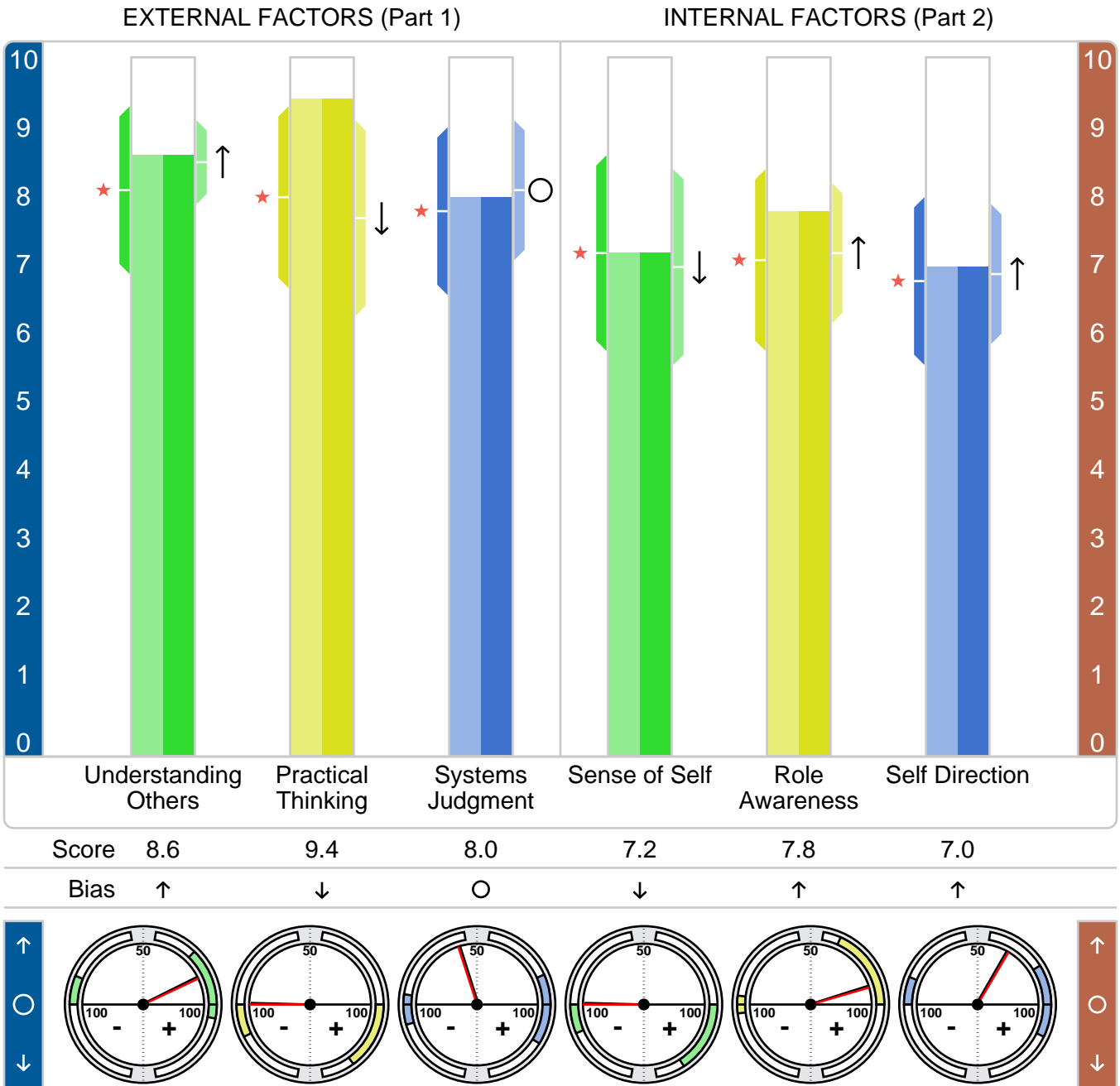
- Appreciative - grateful, thankful
- Approving - favorable
- Positive - encouraging, upbeat
- Open-minded - accessible, flexible
- Dynamic - lively, energetic, vibrant

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



Dimensional Balance

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



Rev: 0.96-0.83



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.

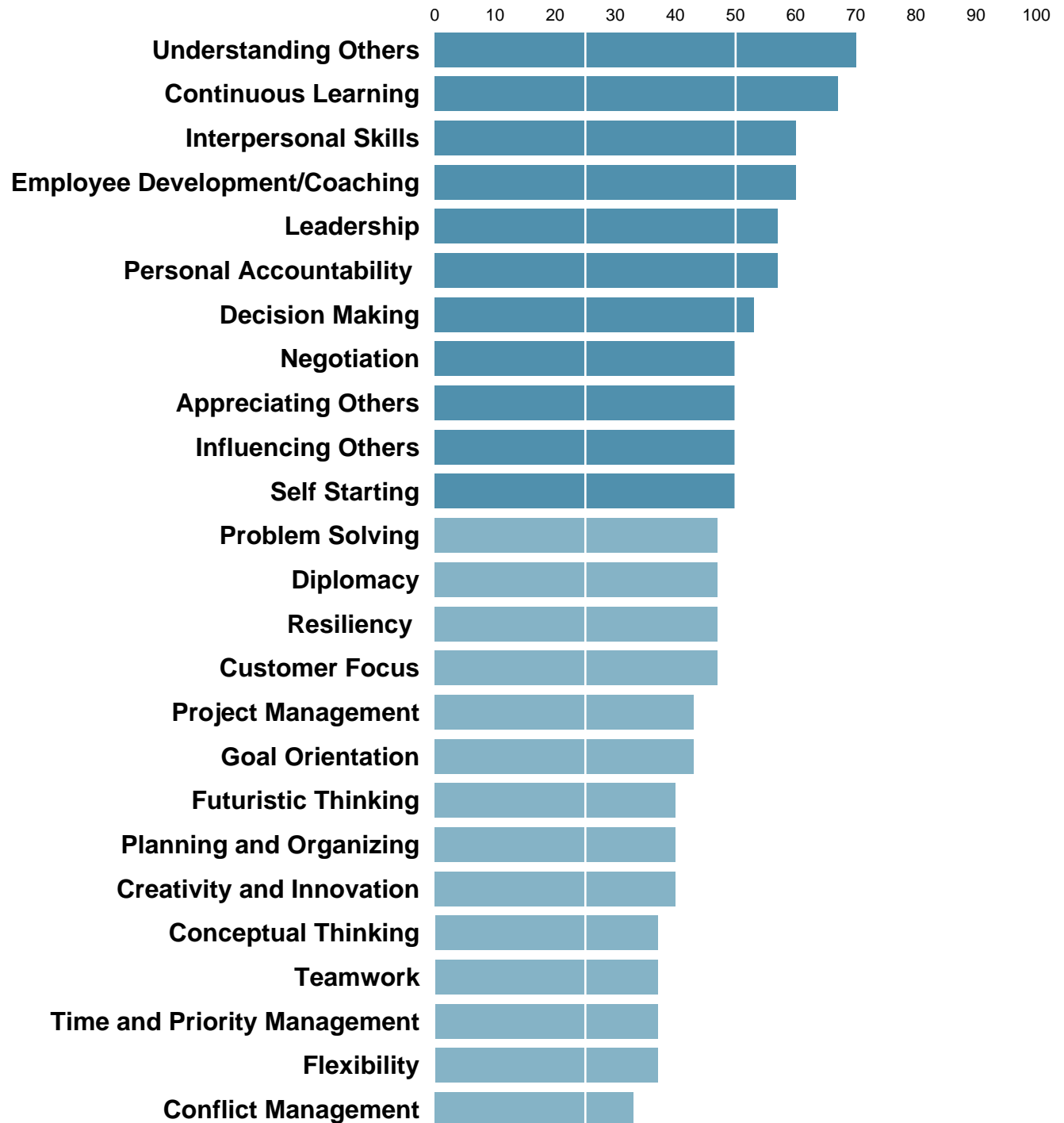
While personal skills are certainly important for career development, it is not necessary to fully develop every one. In fact, development of a personal skill may not benefit your career if it isn't required in your current job. In order to optimize your career potential, it is best to focus your development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

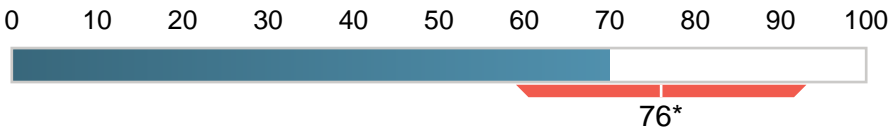




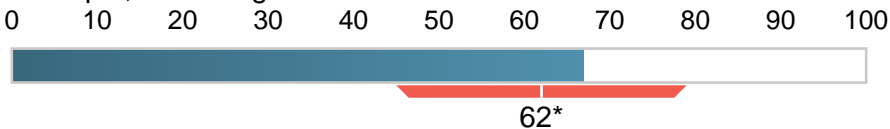
Competencies Hierarchy

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.

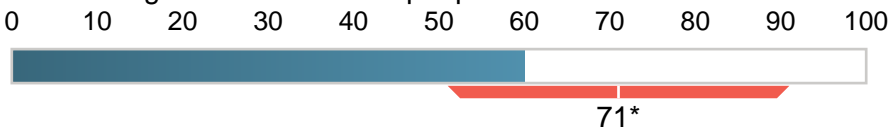
1. Understanding Others - Understanding the uniqueness and contributions of others.



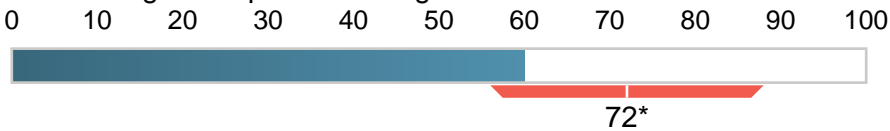
2. Continuous Learning - Taking initiative to regularly learn new concepts, technologies and/or methods.



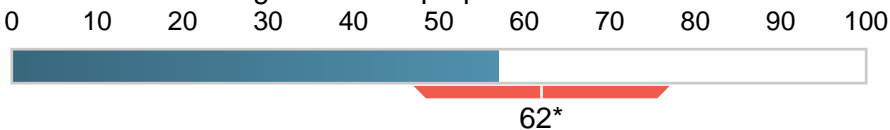
3. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



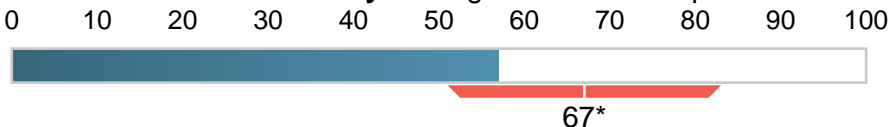
4. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.



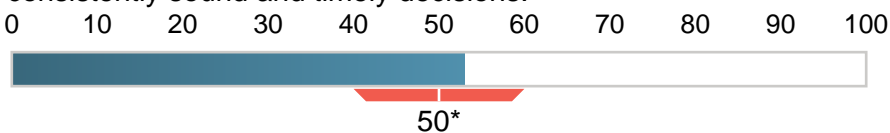
5. Leadership - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



6. Personal Accountability - Being answerable for personal actions.



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



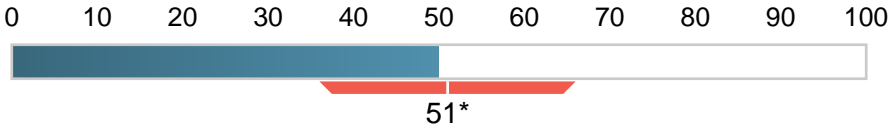
* 68% of the population falls within the shaded area.





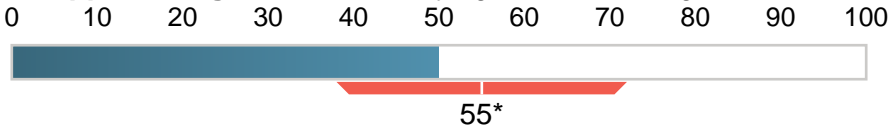
Competencies Hierarchy

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



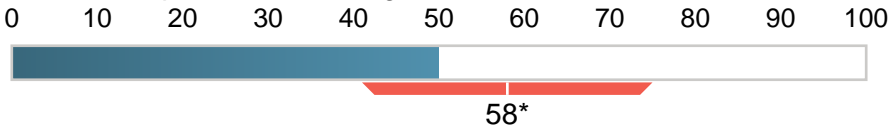
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9. Appreciating Others - Identifying with and caring about others.



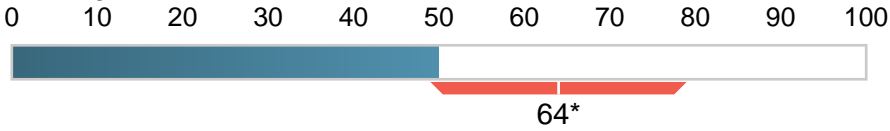
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10. Influencing Others - Personally affecting others actions, decisions, opinions or thinking.



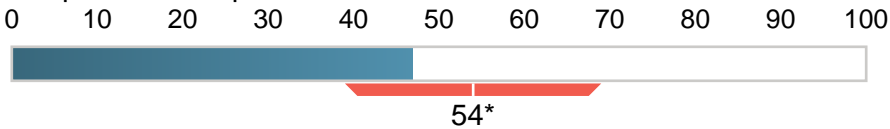
50

11. Self Starting - Demonstrating initiative and willingness to begin working.



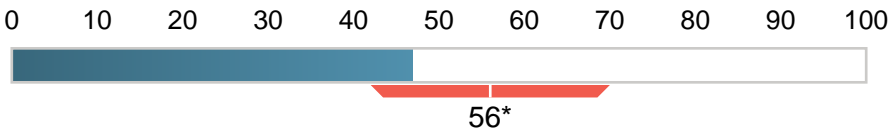
50

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



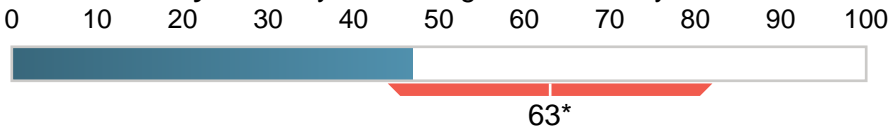
47

13. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.



47

14. Resiliency - Quickly recovering from adversity.



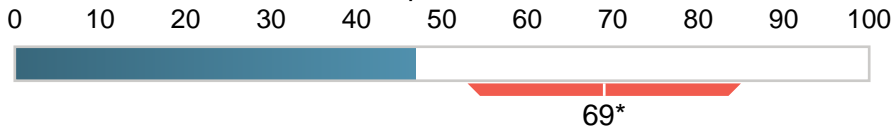
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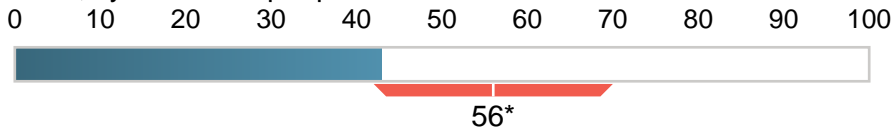
Competencies Hierarchy

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



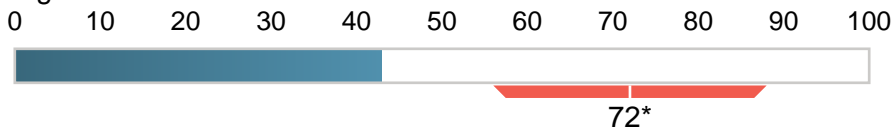
47

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



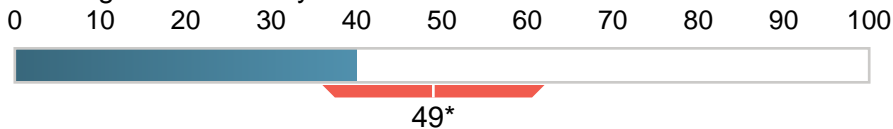
43

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



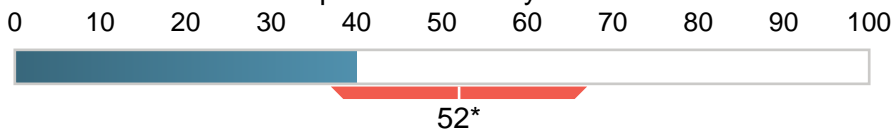
43

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



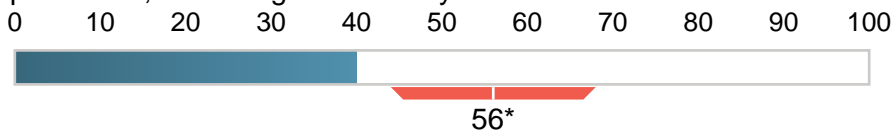
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19. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.



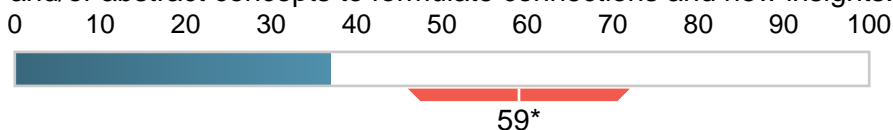
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20. Creativity and Innovation - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



40

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



37

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



Summary of Competencies

3. 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.

4. 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.

5. 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.



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?