TTI SUCCESS INSIGHTS®

# TriMetrix® DNA

## Sales

## Gregg Sample

Owner
Sample
5-21-2013

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company

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# Introduction

The TTI TriMetrix® DNA Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, motivators and competencies. Understanding strengths and weaknesses in each of the three 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 three main sections:**

## Behaviors Section

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.

## Motivators Section

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 Motivators

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 motivators blend together, your performance will be enhanced and you will experience an increase in satisfaction.

## Competencies Section

This section presents 23 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.

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# Introduction Behaviors

**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*


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# Sales Characteristics

*Based on Gregg's responses, the report has selected general statements to provide a broad understanding of his sales style. This section highlights how he deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style he brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.*

Gregg prefers to win, respecting winners and those who show persistence. He may lose interest in the product, program or service once the newness has worn off. He exudes self-confidence and shows no fear when making his sales presentation, or when introducing new or creative ideas to his prospects. When results are at stake, it brings out Gregg's drive for success. Some may see him as a high risk-taker, but this merely reflects his approach to winning. He will take the risks necessary to succeed. Gregg is driven towards completion of his sales goals, and wants to be in a position to set policy that allows him to meet those goals. He sets high sales goals for himself. He sees the benefit of joining organizations as a way to meet his sales goals. He is comfortable in a sales environment that contains variety and/or high pressure situations.

Gregg prefers a direct and straightforward approach to selling. He truly feels that he can sell to anyone at anytime, and this may be true if he takes the time to prepare properly. He usually welcomes objections as they provide him with an opportunity to share his knowledge. If he is careful to take objections seriously, it will allow him to be more effective. In handling objections, he attempts to win on all points. Sometimes this desire to win may hinder the sale. He may become defensive if he hears objections to a service or product he helped to develop. Gregg likes to control the sales presentation. Different styles of buyers will probably prefer that he display his sales flexibility. He needs to "size up" his buyers before starting his sales presentation. Concentrating on what the buyer is saying will help him adjust his presentation toward the buyer's needs.

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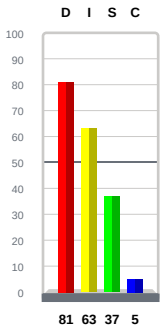


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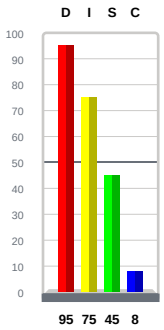


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# Sales Characteristics Continued

Gregg can close so hard that he causes the buyer to think of objections, which may be excuses rather than real objections. He often promises more service than he can deliver, especially if he must be the person to deliver. He usually has too many activities going on to fulfill all he promises. He generally concentrates on selling new accounts as compared to servicing his present accounts. New accounts represent a challenge, while servicing old accounts may be dull and too routine. Gregg's natural closing style works extremely well with fast-acting buyers. These buyers appreciate a salesperson who uses the direct approach. Gregg usually closes soon and often. He will close many sales the competition has sold but failed to close. He usually has his favorite close, and he might, therefore, resist using all the closes he knows.

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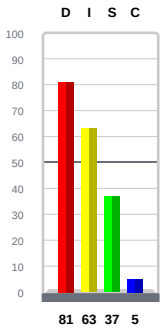


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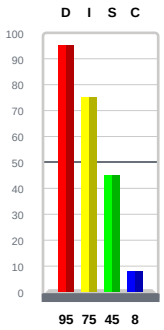


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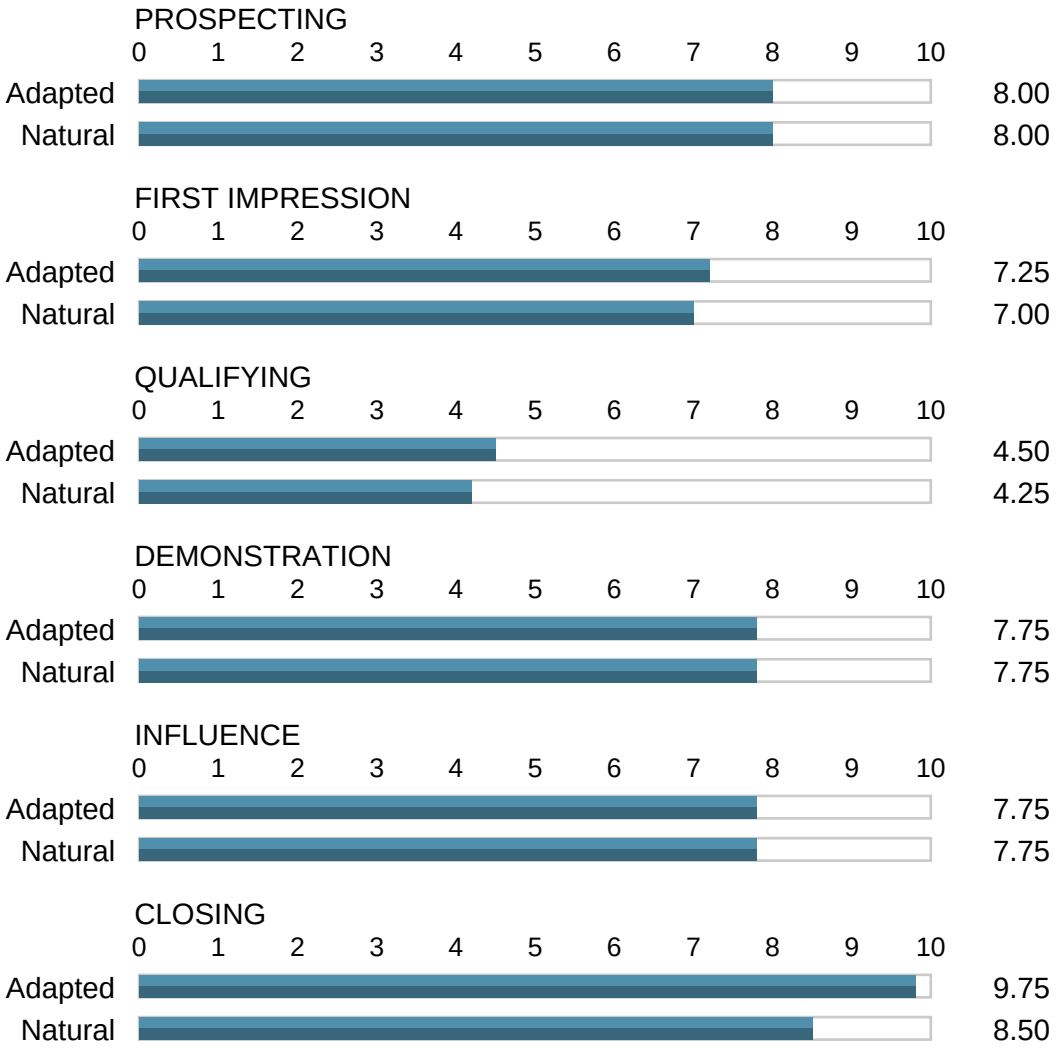
# Behavioral Selling Overview

The Behavioral Selling Overview reflects Gregg's natural and adapted styles within each phase of the Behavioral Selling Model. Gregg's natural style reflects his native, intuitive selling behavior. Gregg's adapted scores reflect the behavior that Gregg believes necessary in each phase of behavioral selling.

The level of effectiveness that Gregg either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Gregg is at that phase of the sale. The lower the score, the greater challenge Gregg has in terms of delivering specific behavior required for success within that phase.

The amount of difference between a salesperson's adapted and natural styles is also key. The greater the difference, the greater potential for stress.




0-5.0=POOR 5.1-6.6=FAIR 6.7-7.6=GOOD 7.7-8.8=VG 8.9-10=EX

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# Potential Strengths or Obstacles to Behavioral Selling Success

*The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Gregg's performance tendencies within each specific phase of the Behavioral Selling Model.*

Prospecting: The first phase of the Behavioral Selling Model. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

**In the Prospecting Phase, Gregg MAY have a TENDENCY to:**

- Be premature in judging the value of a prospect. Either good or bad. Sometimes this is based strictly upon a pure surface evaluation.
- Represent himself with more authority than he may have with new prospects.
- Be challenged by solving problems and the gathering of bottom-line information that will assist in the sales process.
- Be a self starter in finding new business and will be aggressive in the pursuit of new accounts.

First Impression: The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display his or her sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

**In the First Impression Phase, Gregg MAY have a TENDENCY to:**

- Come on too strong, too early and too assertively for some prospects.
- Use confrontation as a means to display his position, power, knowledge and expertise. This may hinder the sales process unless he is calling on an equally aggressive buyer.
- Open with a close.
- Talk and move too fast for the logical and detailed oriented prospect.

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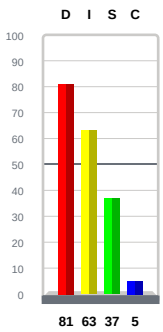


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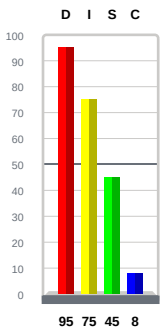


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Qualifying: The questioning and detailed needs analysis phase of the face-to-face sale, this phase of the Behavioral Selling Model enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.

**In the Qualifying Phase, Gregg MAY have a TENDENCY to:**

- Be situational listener...to only hear what he chooses to hear.
- Not have presentation in logical order.
- Not write down answers to questions. Is more likely to rely upon memory or sketchy notes when not realizing how important accuracy is and what a critical role writing down someone's comments is to the proper positioning of the sale.
- Interrupt the prospect. Could be more concerned about how he is perceived than with being an effective listener.

Demonstration: Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate his or her product knowledge in such a way that it fulfills the stated or implied wants, needs, or intentions of the prospect as identified and verbalized in the Qualifying Phase.

**In the Demonstration Phase, Gregg MAY have a TENDENCY to:**

- Present the products or service that satisfy his own needs rather than really answering the prospect's true buying motives, time frame for buying and terms of purchase.
- Ten to fifteen percent of his potential customers will feel comfortable with his presentation style which can be fast, direct and sometimes glossing over major points. However, the remaining prospects will feel somewhat uncomfortable with his natural style.
- Dominate the presentation and rush through it. May tend to leave the prospect out of the equation.

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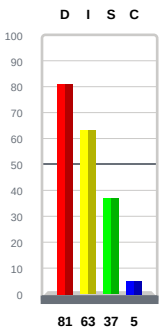


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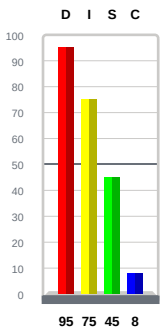


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# Potential Strengths or Obstacles to Behavioral Selling Success

- Present his products or service in a manner that requires the least amount of his effort in terms of any modification or change from his standard presentation.

Influence: What people believe enough, they act upon. This phase is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

**In the Influence Phase, Gregg MAY have a TENDENCY to:**

- Rely too much on high visibility customers, publications and prestigious references as testimonials or proven resources.
- Want authority and responsibility to achieve his sales goals. He may over step this authority if thought necessary to achieve the results he desires.
- Not have the full array of "happy customer" letters that he should have. Feels he doesn't need them because he can "go it alone."
- Subconsciously force prospect to agree with his intentions.

Closing: The final phase of the Behavioral Selling Model. This phase is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

**In the Closing Phase, Gregg MAY have a TENDENCY to:**

- Blame, deny, and defend when confronted with poor sales results.
- Be so direct in closing that he antagonizes some buyers. The methodical buyer could be intimidated.
- Become defensive and overreact to an objection. This is especially true if he has played a major role in the development of the product or service.
- Use too few facts to overcome objections. He loves the challenge presented by objections that he will attempt to answer whether he has all the facts or not.

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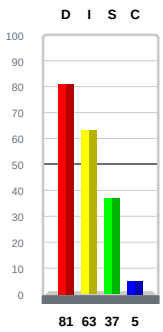


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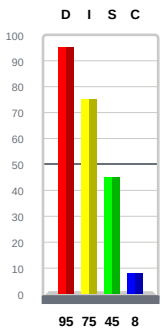


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# Value to the Organization

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

- Tenacious.
- Forward-looking and future-oriented.
- Thinks big.
- Has the confidence to do the difficult assignments.
- Can support or oppose strongly.
- Change agent--looks for faster and better ways.
- Self-starter.
- Innovative.
- Creative in his approach to solving problems and selling.

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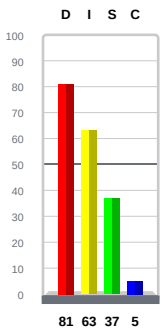


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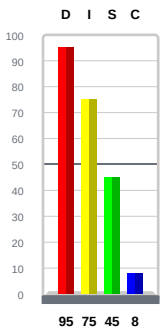


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# Checklist for Communicating

*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 Gregg. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Gregg most frequently.*

## Ways to Communicate:

- ☐ Motivate and persuade by referring to objectives and results.
- ☐ Provide solutions--not opinions.
- ☐ Flatter his ego.
- ☐ Present the facts logically; plan your presentation efficiently.
- ☐ Expect him to return to fight another day when he has received a no answer.
- ☐ Take issue with facts, not the person, if you disagree.
- ☐ Clarify any parameters in writing.
- ☐ Come prepared with all requirements, objectives and support material in a well-organized "package."
- ☐ Speak at a rapid pace.
- ☐ Stick to business--let him decide if he wants to talk socially.
- ☐ Provide facts and figures about probability of success, or effectiveness of options.
- ☐ Support and maintain an environment where he can be efficient.

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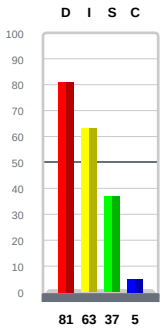


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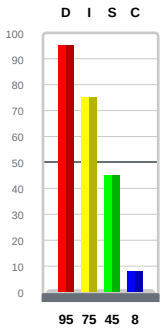


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Gregg Sample

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# Checklist for Communicating Continued

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

- ☐ Try to build personal relationships.
- ☐ Muffle or over legislate.
- ☐ Be redundant.
- ☐ Let him overpower you with verbiage.
- ☐ Ask rhetorical questions, or useless ones.
- ☐ Direct or order.
- ☐ Take credit for his accomplishments.
- ☐ Hesitate when confronted.
- ☐ Come with a ready-made decision, and don't make it for him.
- ☐ Be paternalistic.
- ☐ Forget or lose things; be disorganized or messy; confuse or distract his mind from business.

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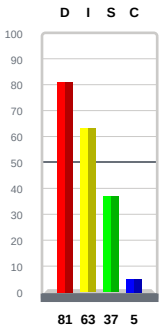


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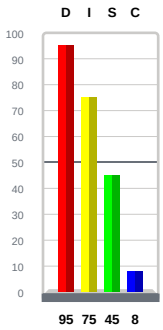


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# Selling Tips

*This section provides suggestions on methods which will improve Gregg's communications when selling to different styles. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Gregg will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior salesperson.*

**When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:**

- Prepare your "presentation" in advance.
- Stick to business--provide fact to support your presentation.
- Be accurate and realistic--don't exaggerate.

**Factors that will create tension:**

- Being giddy, casual, informal, loud.
- Wasting time with small talk.
- Being disorganized or messy.

**When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:**

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

**Factors that will create tension:**

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

**When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:**

- Begin with a personal comment--break the ice.
- Present yourself softly, nonthreateningly and logically.
- Earn their trust--provide proven products.

**Factors that will create tension:**

- Rushing headlong into the interview.
- Being domineering or demanding.
- Forcing them to respond quickly to your questions.

**When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:**

- Provide a warm and friendly environment.
- Don't deal with a lot of details, unless they want them.
- Provide testimonials from people they see as important.

**Factors that will create tension:**

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

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# 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 Gregg's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Gregg to project the image that will allow him to control the situation.*

## Self-Perception

*Gregg usually sees himself as being:*

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

## Others' Perception - Moderate

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

- Demanding
- Nervy
- Egotistical
- Aggressive

## Others' Perception - Extreme

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

- Abrasive
- Controlling
- Arbitrary
- Opinionated

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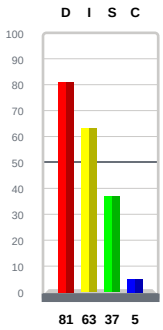


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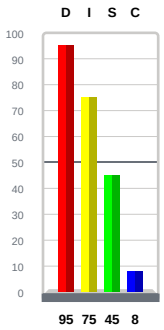


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# The Absence of a Behavioral Factor

*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.*

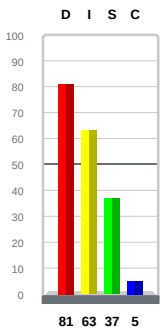
**Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.**

- Avoid situations where the lack of fear is the driving force versus the return for the organization.
- Avoid situations where critical analysis is required, and move toward an out-of-the-box brainstorming environment.
- Avoid working environments where risk taking is not rewarded or encouraged.

**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.**

- Stress is demonstrated through body language; be sure to send the same message verbally and physically.
- 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.
- Breaking rules that others must follow, will be seen as reckless and haphazard.

Adapted Style

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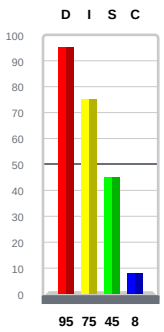


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# Descriptors

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

| Dominance | Influencing | Steadiness | Compliance |
|---|---|---|---|
| Demanding | Effusive | Phlegmatic | Evasive |
| **Egocentric** | Inspiring | Relaxed<br>Resistant to Change<br>Nondemonstrative | Worrisome<br>Careful<br>Dependent<br>Cautious<br>Conventional<br>Exacting<br>Neat |
| **Driving**<br>**Ambitious**<br>**Pioneering**<br>**Strong-Willed**<br>**Forceful**<br>**Determined**<br>**Aggressive**<br>**Competitive**<br>**Decisive**<br>**Venturesome** | Magnetic<br>Political<br>Enthusiastic<br>Demonstrative<br>**Persuasive**<br>**Warm**<br>**Convincing**<br>**Polished**<br>**Poised**<br>**Optimistic** | Passive<br>Patient<br>Possessive<br>Predictable<br>Consistent<br>Deliberate<br>Steady<br>Stable | Systematic<br>Diplomatic<br>Accurate<br>Tactful |
| **Inquisitive**<br>**Responsible** | **Trusting**<br>**Sociable** | | Open-Minded<br>Balanced Judgment |
| Conservative | Reflective | **Mobile** | **Firm** |
| Calculating<br>Cooperative<br>Hesitant<br>Low-Keyed<br>Unsure<br>Undemanding<br>Cautious | Factual<br>Calculating<br>Skeptical<br>Logical<br>Undemonstrative<br>Suspicious<br>Matter-of-Fact<br>Incisive | Active<br>Restless<br>Alert<br>Variety-Oriented<br>Demonstrative<br>Impatient<br>Pressure-Oriented<br>Eager<br>Flexible<br>Impulsive<br>Impetuous | **Independent**<br>**Self-Willed**<br>**Stubborn**<br>**Obstinate**<br>**Opinionated**<br>**Unsystematic**<br>**Self-Righteous**<br>**Uninhibited**<br>**Arbitrary**<br>**Unbending** |
| Mild<br>Agreeable<br>Modest<br>Peaceful | Pessimistic<br>Moody | | |
| Unobtrusive | Critical | Hypertense | Careless with Details |

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# Natural and Adapted Selling Style

*Gregg's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.*

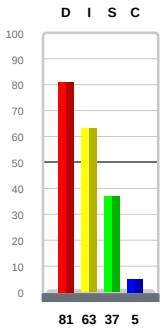
## PROBLEMS - CHALLENGES

| Natural | Adapted |
|---|---|
| Gregg tends to attack sales challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and will actively seek to achieve sales goals. He likes authority along with his responsibility and a territory that will constantly challenge him to perform up to his ability. | Gregg's response to the sales environment is to be strong-willed and ambitious. He seeks to win against all obstacles. |

## PEOPLE - CONTACTS

| Natural | Adapted |
|---|---|
| Gregg is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. He is trusting and also wants to be trusted. | Gregg feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to sell. |

Adapted Style

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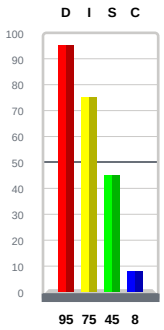


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# Natural and Adapted Selling Style Continued

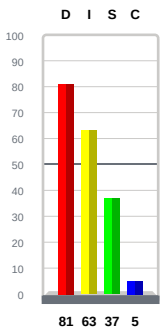
## PACE - CONSISTENCY

| Natural | Adapted |
|---|---|
| Gregg is comfortable in a sales environment that allows him mobility and movement. He feels comfortable with several proposals in the mill at the same time. He can move from one prospect to another with ease. | Gregg feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency. |

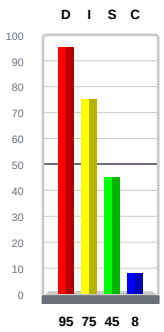
## PROCEDURES - CONSTRAINTS

| Natural | Adapted |
|---|---|
| Gregg wants to be seen as his own person who is willing and capable of interpreting the company policies to ensure the best results and allow him creative and innovative methods of selling. He wants to be measured on his sales results, not how he achieved the results. | The difference between Gregg's basic and adapted sales style is not significant and he sees no need to change on this factor. |

Adapted Style




Natural Style

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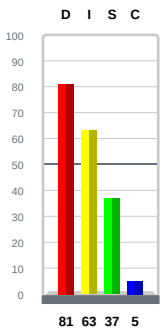
# Adapted Style

*Gregg sees his present work environment requiring him to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why he is adapting this behavior.*

- Dealing with customers and clients efficiently.
- Exhibiting confidence in approaching customers.
- Using authority and responsibility for completing the sale.
- Ability to handle many new products or services.
- Firm, unbending dedication to completing sales projects.
- Authority to carry out responsibility.
- Sharing his personal opinion with a client or customer.
- A resourceful, eager self-starter.
- Making a presentation in his own particular style.
- Independent in approaching customers or clients.
- Anticipating and using creative ways to assist clients in problem solving.
- Using a creative approach in selling new and innovative services or products.
- Seeking challenges presented by competition.

Adapted Style

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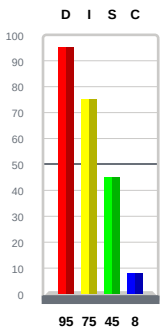


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# Time Wasters

*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.*

## Lack of a Written Plan

*A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.*

**Possible Causes:**

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

**Possible Solutions:**

- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

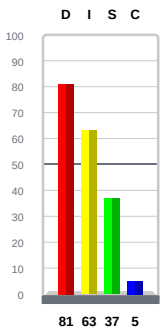
## Firefighting

*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.*

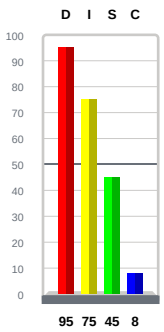
**Possible Causes:**

- 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

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# 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:**

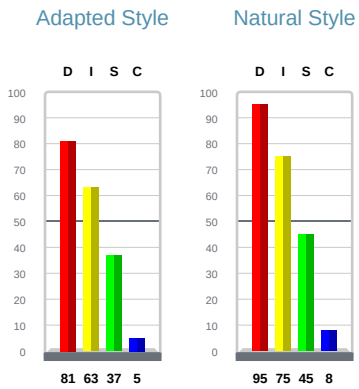
- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

## Snap Decisions

*Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.*

**Possible Causes:**

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance

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# Time Wasters Continued

- Lack specific goals

**Possible Solutions:**

- Ask for recommendations
- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems

## 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.*

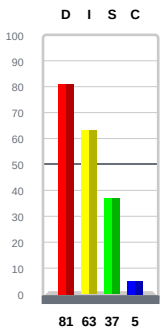
**Possible Causes:**

- 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

Adapted Style

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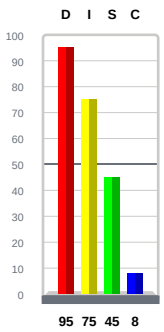


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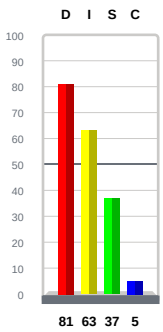
# Areas for Improvement

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

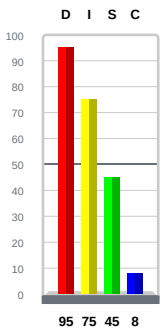
## Gregg has a tendency to:

- Blame, deny and defend when confronted with poor sales results.
- Take on too many outside activities.
- Dominate a sales presentation.
- Become defensive and overreact to certain objections.
- Sell what he wants to sell rather than listen to the buyer's needs.
- Not answer objections to buyer's satisfaction.
- Represent himself with more authority than he may have.
- Not have presentation in a logical order.

Adapted Style




Natural Style

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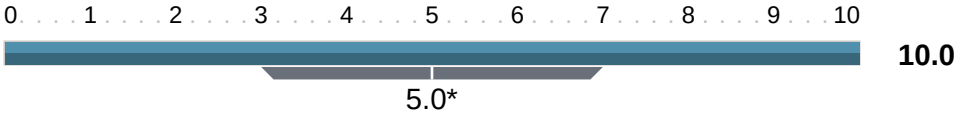
# Behavioral Hierarchy

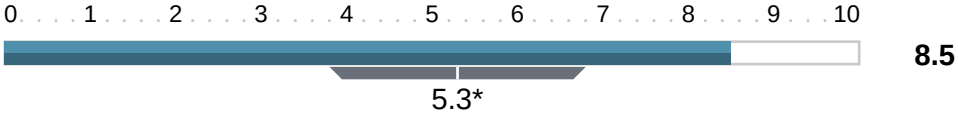
*Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.*

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



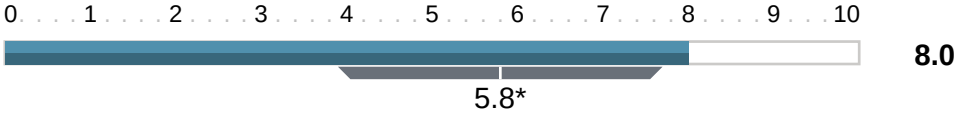

**10.0**

**2. 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.




**8.5**

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

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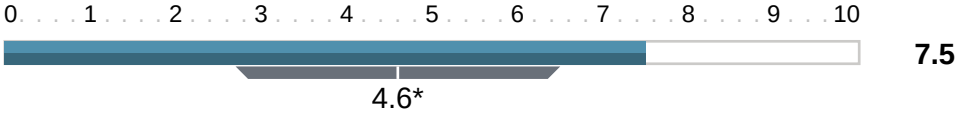
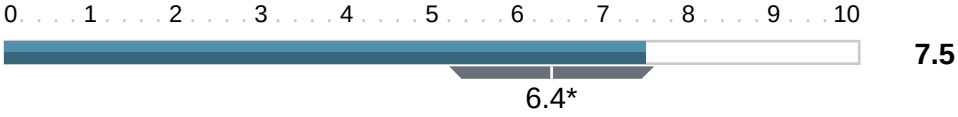
**4. Urgency** - Decisiveness, quick response and fast action.



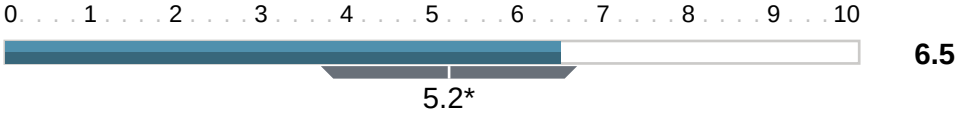

**7.5**

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



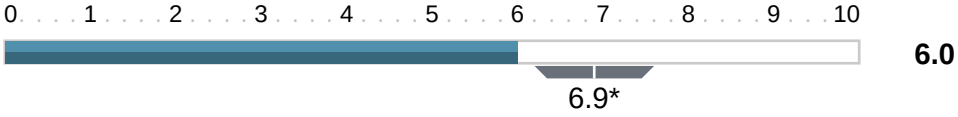

**7.5**

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




**6.5**

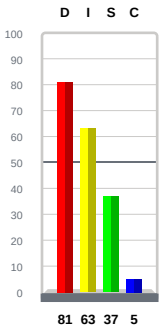
**7. Customer Relations** - A desire to convey your sincere interest in them.



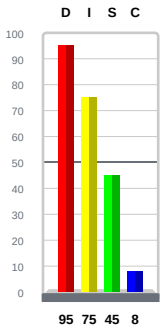

**6.0**

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

Adapted Style




Natural Style

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# Behavioral Hierarchy

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**4.2**

6.7*

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**3.8**

6.3*

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**3.5**

6.9*

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**3.0**

5.2*

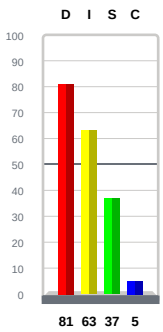
**12. Organized Workplace** - Systems and procedures followed for success.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**1.5**

5.2*

Adapted Style

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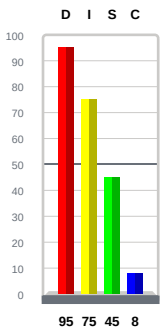


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* 68% of the population falls within the shaded area.

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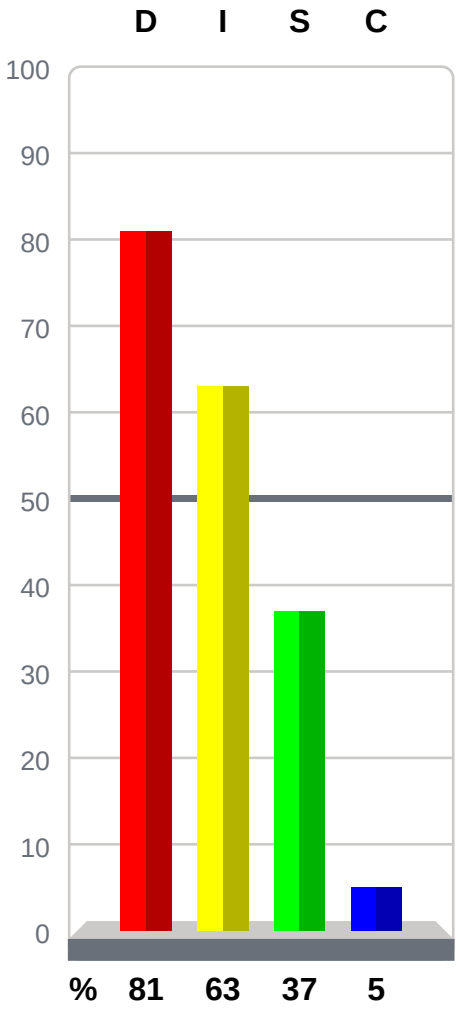
# Style Insights® Graphs

5-21-2013

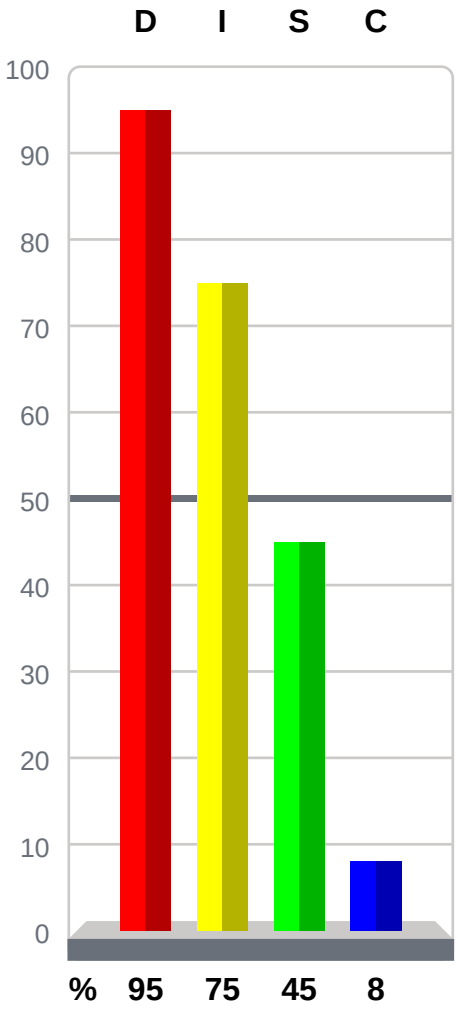
## Adapted Style

**Graph I**




## Natural Style

**Graph II**

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# 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.

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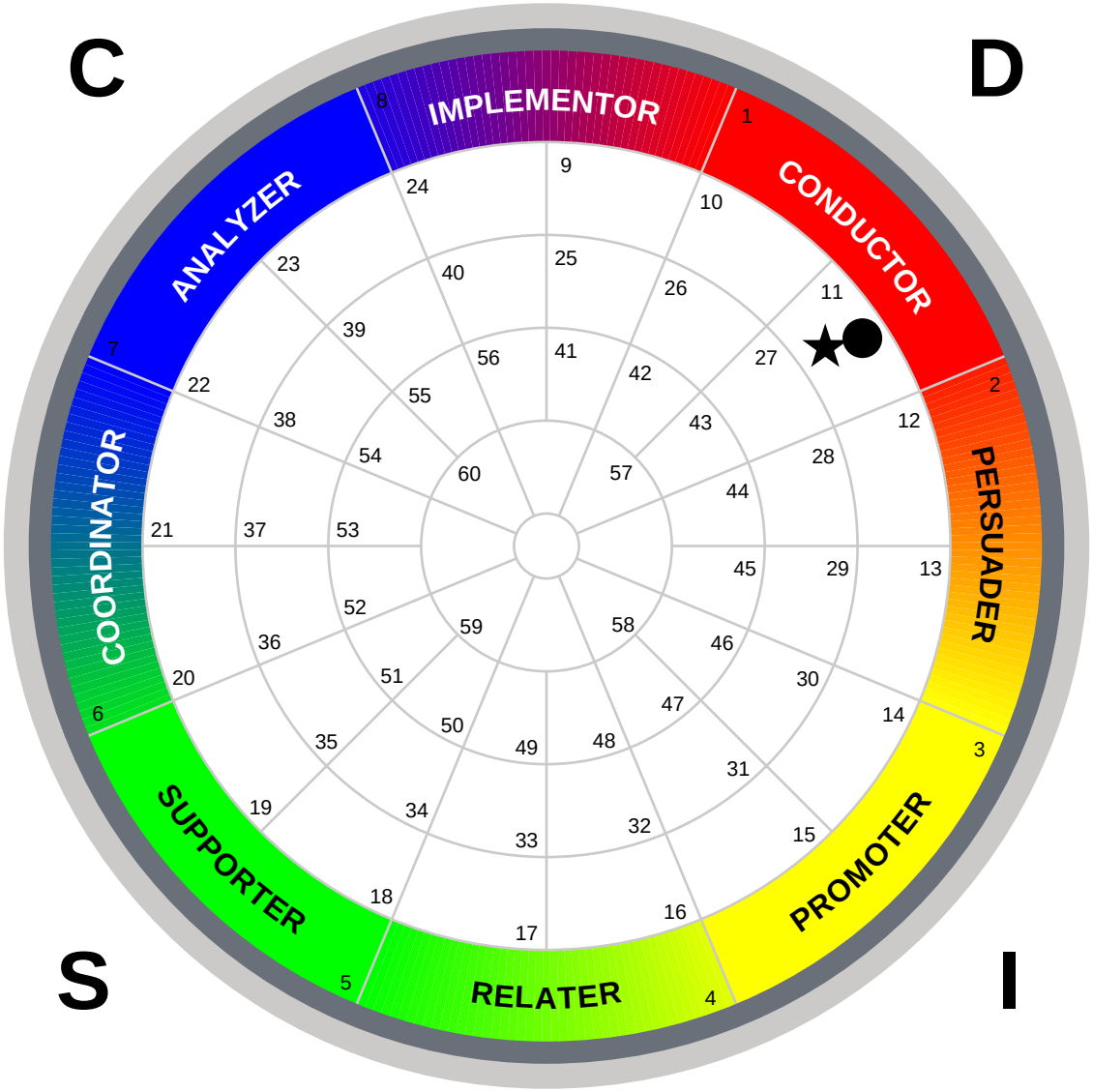
# The Success Insights® Wheel

5-21-2013




Adapted: ★ (11) PERSUADING CONDUCTOR

Natural: ● (11) PERSUADING CONDUCTOR

Norm 2011 R4

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Gregg Sample

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# Introduction Motivators Section

**Knowledge of an individual's motivators help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Personal Motivators & Engagement report measures the relative prominence of six basic interests or motivators (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.**

Motivators help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six motivators.

- **Strong** - positive feelings that you need to satisfy either on or off the job.
- **Situational** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.
- **Indifferent** - your feelings will be indifferent when related to your 5th or 6th motivator.

## Your Personal Motivators Ranking

| | | |
|---|---|---|
| 1st | Utilitarian | **Strong** |
| 2nd | Individualistic | **Strong** |
| 3rd | Social | **Situational** |
| 4th | Aesthetic | **Situational** |
| 5th | Theoretical | **Indifferent** |
| 6th | Traditional | **Indifferent** |

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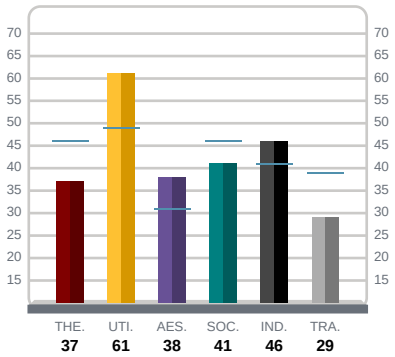
# Utilitarian

*The Utilitarian score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This motivator includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average business person. A person with a high score is likely to have a high need to surpass others in wealth.*

- Gregg has a long list of wants and will work hard to achieve them.
- A high sense of satisfaction is gained by earning and sharing his wealth.
- Gregg is future-oriented.
- Working long and hard to purchase the finer things in life is one of Gregg's goals.
- Wealth provides the security Gregg wants for himself and/or his family.
- Gregg faces the future confidently.
- He can be very practical.
- Gregg will protect his assets to ensure the future of his economic security.
- Gregg will be motivated by his accomplishments.
- All attempts are made to protect future security to ensure that his legacy is protected.
- He uses money as a scorecard.
- With economic security comes the freedom to advance his ideas or beliefs.

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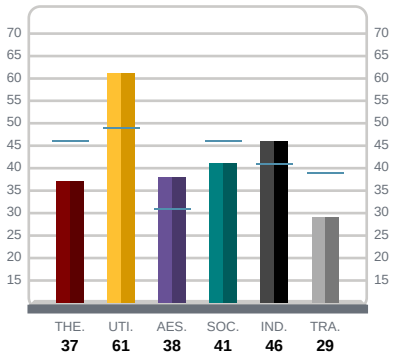
# Individualistic

*The primary interest for this motivator is POWER, not necessarily politics. Research studies indicate that leaders in most fields have a high power drive. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.*

- People who are determined and competitive are liked by Gregg.
- Gregg likes to be in situations that allow him the freedom to control his destiny and the destiny of others. His team's strategy is to attempt to dilute outsiders' influence on the results of their goals.
- Gregg takes responsibility for his actions.
- Gregg has the desire to assert himself and to be recognized for his accomplishments.
- Gregg believes "when the going gets tough, the tough get going."
- If necessary, Gregg will be assertive in meeting his own needs.
- He wants to control his own destiny and display his independence.
- Maintaining individuality is strived for in relationships.
- He believes "if at first you don't succeed try, try again."

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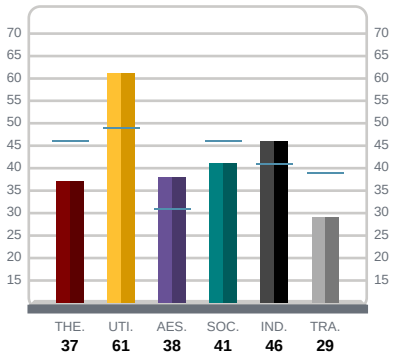
# Social

*Those who score very high for this motivator have an inherent love of people. The social person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic attitudes cold and inhuman. Compared to the Individualistic motivator, the Social person regards helping others as the only suitable form for human relationships. Research indicates that in its purest form, the Social interest is selfless.*

- Gregg's desire to help others (even to his own detriment) or decision not to help others, is reviewed on an individual basis.
- Gregg will definitely attempt to help an individual or group overcome a predicament, but only if they have "touched the right chords" within him.

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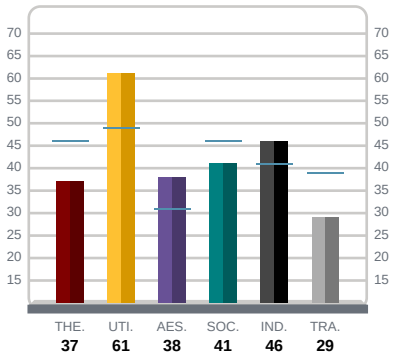
# Aesthetic

*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.*

- The need for the appreciation of beauty is determined on an individual basis and is not generalized in terms of the total world around him.
- Gregg may desire fine things for his spouse or family members.
- There could be a specific area that is of great interest to him. For instance, he may be appreciative of the natural beauty of mountains and streams, but may not be overly impressed by the works of Picasso or Rembrandt.
- At times Gregg will look for the beauty in all things.

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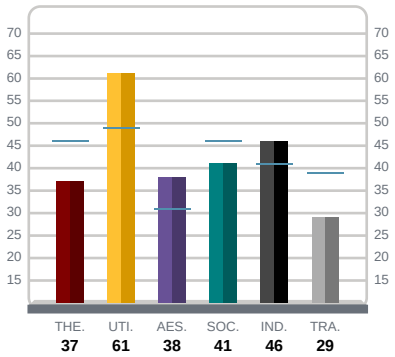
# Theoretical

*The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.*

- Gregg will not seek knowledge based on curiosity or just for the sake of knowledge.
- Gregg will only read books that relate to his chosen field or special interests.
- For Gregg, personal experiences are a key factor in decision making.
- Gregg can be turned off by people who talk about things in detail if he has no interest in the subject.
- Gregg will use an instinctual approach to problem solving.
- When required, Gregg will seek knowledge to better understand a particular situation.
- He will attempt to take the practical approach and not over-analyze the process.
- Gregg will have a tendency to read only the articles in newspapers or magazines that appeal to his special interests.
- He may have a hobby or special interest that drives the need to know everything about a particular subject, such as computers, baseball scores, etc.

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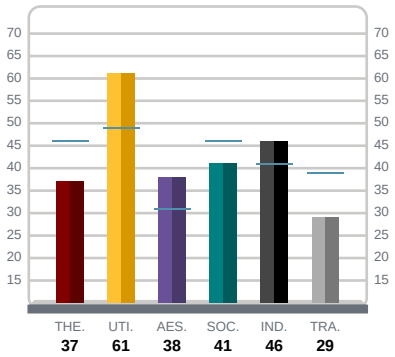
# Traditional

*The highest interest for this motivator may be called "unity," "order," or "tradition." Individuals with high scores for this motivator seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.*

- Traditions will not place limits or boundaries on Gregg.
- It may be hard to manipulate Gregg because he has not defined a philosophy or system that can provide immediate answers to every situation.
- He will work within a broadly defined set of beliefs.
- Gregg can be creative in interpreting other systems or traditions and selective in applying those traditions.
- In many cases, Gregg will want to set his own rules which will allow his own intuition to guide and direct his actions.
- He will not be afraid to explore new and different ways of interpreting his own belief system.
- Gregg's passion in life will be found in one or two of the other dimensions discussed in this report.

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# Navigating Situations Outside Your Comfort Zone

*The information on this page will highlight areas in which you may struggle relating to based on your lowest motivator. The information will teach you how to manage your way through discussions focusing on your number six motivator.*

Tips for Communicating with "High Traditional" utilizing your Utilitarian.

As you read through the communication tips, think about the following questions:

***How does the mindset of a high Traditional contribute to today's workforce?***

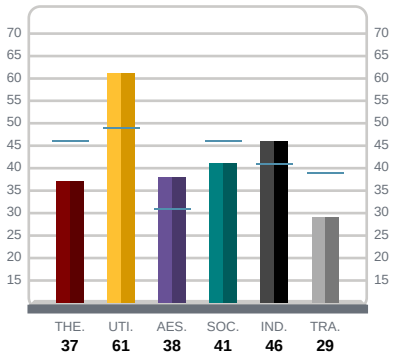
***How do Traditionals contribute to the world, your professional life and your personal life?***

A high Traditional seeks a system for living and wants others to follow the system of his or her choice.

- Position the Traditional in a way where people want to align with the principles of the organization, as long as these principles are providing the desired return to the bottom-line.
- If principles are being adhered to that detract from the results the organization is looking for, provide factual, data-driven information as to why and how the standards should be adjusted.

Once a Traditional has made up his or her mind on an issue, he or she will rarely change this opinion even if logic indicates he or she is wrong.

- Look for the value of the belief system the Traditional team member possesses. Is there a way to yield a return based on the belief system and how it applies to business goals?
- It's important to understand the biases the Traditional has and determine if it's worth the return of trying to change the belief. When dealing purely with a bias, the discovery of other commonalities is necessary in order to maintain a positive relationship.

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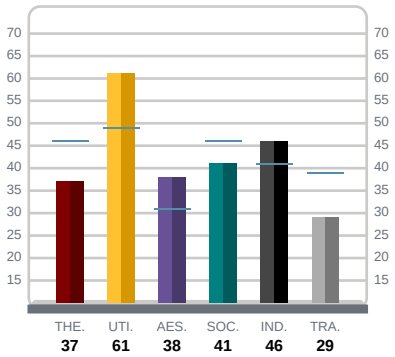
# Navigating Situations Outside Your Comfort Zone

At times a high Traditional can be overly rigid in evaluating others against his or her standard.

- The preferred standard is based on the size of the return. However, the Traditional looks at the system as the standard. Ask questions as to how to achieve the desired return and meet the standards.
- People will often feel judged by the high Traditional. How can the amount of return generated be utilized to depersonalize the judgment and bring the conversation back to the bottom-line?

For a high Traditional, following proven procedures is more important than quick fixes.

- The proven way will not always yield the largest return. Ask questions to determine what approach will yield maximum results. Convince the high Traditional that the right fix will preserve the integrity of the foundational principles of the organization.
- Often times, the quick fix will work and will provide a return. Explain why this is the choice and communicate that although the tried and true is correct, a better result will be accomplished with the quick fix.

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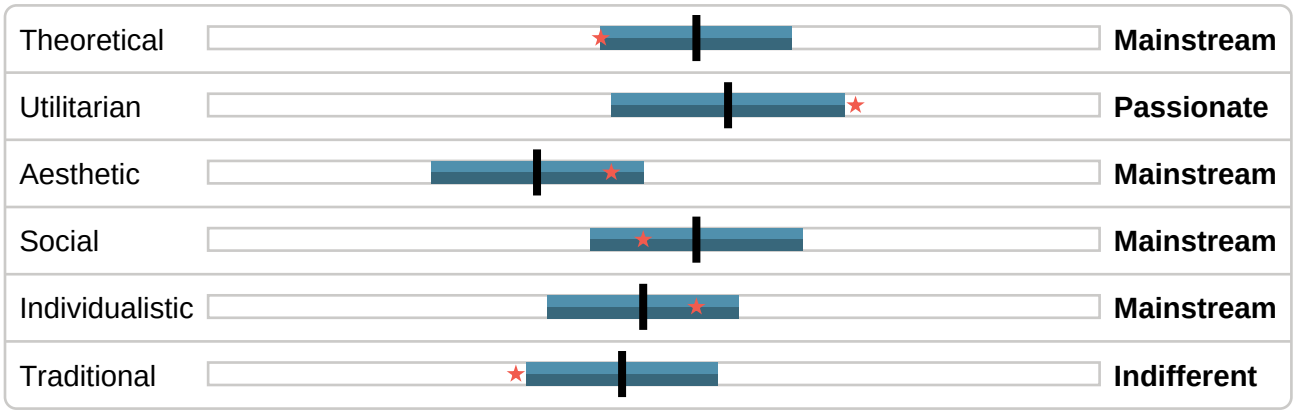
# Motivators - Norms & Comparisons

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 motivators, you will fit in with the group and be energized. However, when surrounded by people whose motivators are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict. **When confronted with this type of situation you can:**

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

**This section reveals areas where your motivators may be outside the mainstream and could lead to conflict.** The further away you are from the mainstream on the high side, the more people will notice your passion about that motivator. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that motivator. The shaded area for each motivator represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

## Norms & Comparisons Table - Norm 2011




- 68 percent of the population ▌- 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

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# Motivators - Norms & Comparisons

Areas in which you have strong feelings or passions compared to others:

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

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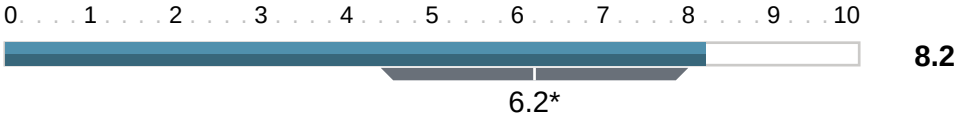
# Motivators Hierarchy

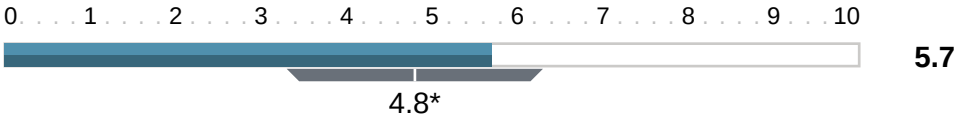
*Your motivation to succeed in anything you do is determined by your underlying motivators. You will feel energized and successful at work when your job supports your personal motivators. They are listed below from the highest to the lowest.*

**1. Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



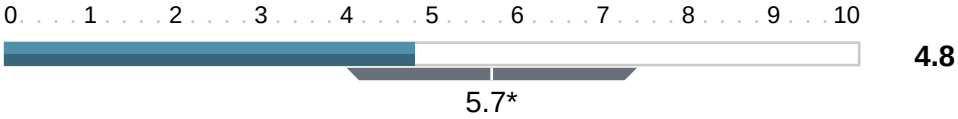

**8.2**

**2. Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



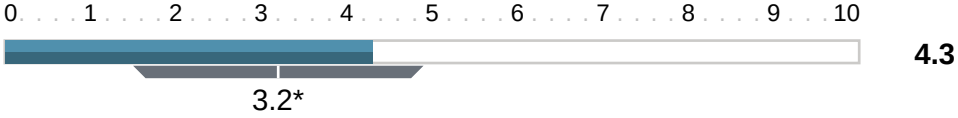

**5.7**

**3. Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



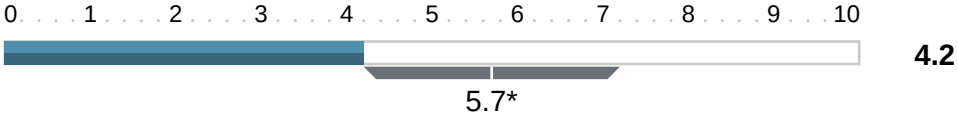

**4.8**

**4. Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



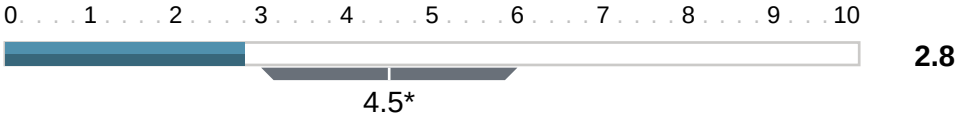

**4.3**

**5. Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.




**4.2**

**6. Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

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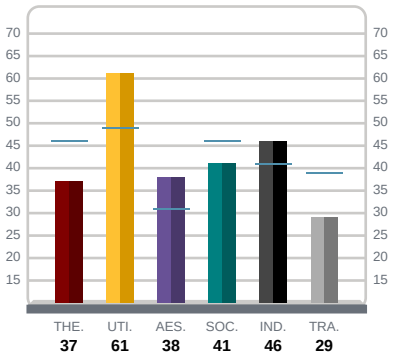


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* 68% of the population falls within the shaded area.

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# Motivation Insights® Graph

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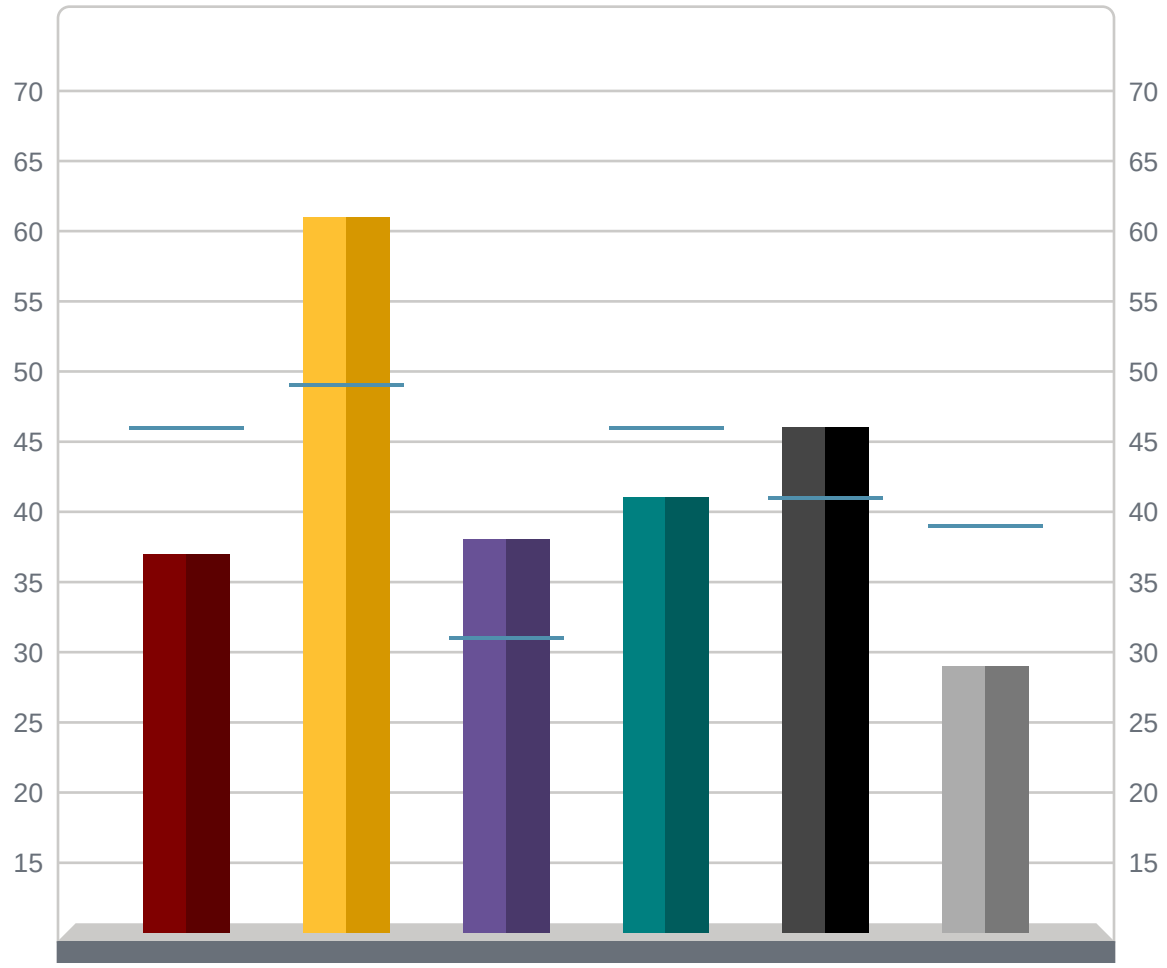


| | THE. | UTI. | AES. | SOC. | IND. | TRA. |
|---|---|---|---|---|---|---|
| **Score** | **37** | **61** | **38** | **41** | **46** | **29** |
| **Rank** | 5th | 1st | 4th | 3rd | 2nd | 6th |

national mean

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# Motivators Wheel™

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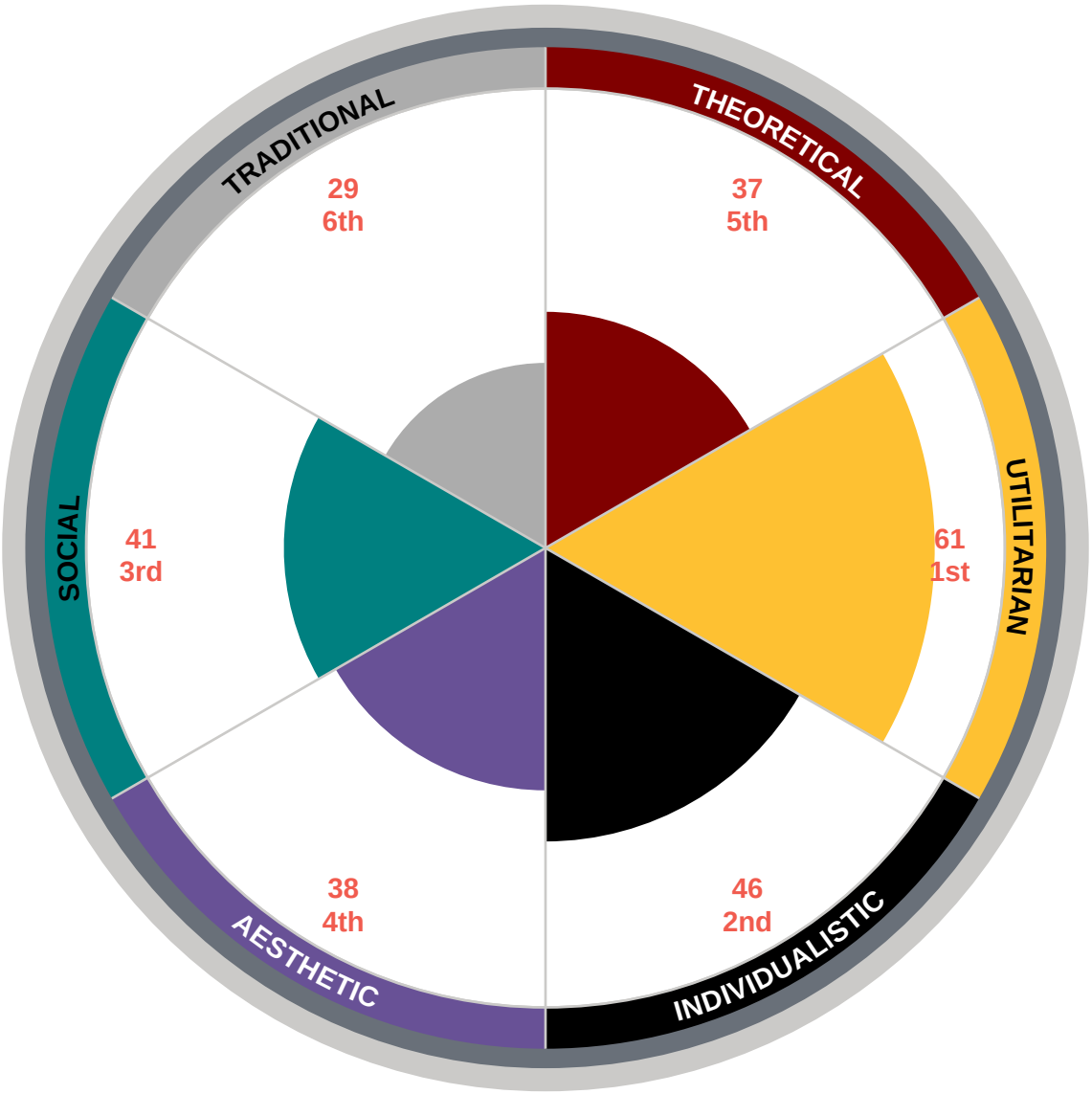


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# Introduction Integrating Behaviors and Motivators Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and motivators. 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

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# Potential Behavioral and Motivational Strengths

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

- Can be resourceful to influence others to get results.
- Makes decisions based on saving time, resources and improving efficiency.
- Not easily deterred by setbacks.
- Seeks the challenge and opportunity to win.
- Tends to be futuristic and entrepreneurial in attaining results.
- Resourceful and influential in creating effective results.
- Motivates others to be the best they can be.
- Being an optimistic leader.

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# Potential Behavioral and Motivational Conflict

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

- May tend to flaunt success and use money as a scorecard.
- May take high risk for high reward too often.
- 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.
- Efficiency is diminished with small talk.
- Overestimates what others will contribute.
- He may overestimate his authority.
- May be viewed as someone who over promises and under delivers.

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# Ideal Environment

*This section identifies the ideal work environment based on Gregg's basic style and top two motivators. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Gregg enjoys and also those that create frustration.*

- An innovative and futuristic-oriented environment.
- Freedom from controls, supervision and details.
- Nonroutine work with challenge and opportunity.
- An environment where direct, bottom-line efforts are appreciated.
- People-oriented returns are rewarded higher than task-oriented returns.
- A manager that brings people and excitement into the act of doing business.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- A "can-do" environment filled with optimistic people.
- An environment where he can "lead the parade".

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# Keys to Motivating

*This section of the report was produced by analyzing Gregg's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Gregg and highlight those that are present "wants."*

## Gregg wants:

- Control of his own destiny.
- Work assignments that provide opportunity for recognition.
- Working conditions with freedom to move and to talk to people.
- Opportunities for achieving things faster that are bigger and of more value.
- Recognition for solid use of resources and investments.
- To be the spokesperson for team and organizational accomplishments.
- Power and control over outcomes and goals.
- To lead people toward his vision.
- A podium to express ideas, vision and experiences.

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# Keys to Managing

*In this section are some needs which must be met in order for Gregg to perform at an optimum level. Some needs can be met by himself, 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 Gregg and identify 3 or 4 statements that are most important to him. This allows Gregg to participate in forming his own personal management plan.*

## Gregg needs:

- To know results expected and to be evaluated on the results.
- Participatory management.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- To understand that not all people are driven by return and challenges.
- To manage enthusiasm in order to be an effective listener.
- Assistance in establishing realistic expectations of others in order to maximize contributions.
- Help understanding the effect on his image when he disengages from uncontrolled projects.
- To minimize his natural way of under informing of details when delegating or giving instruction.
- A manager that recognizes his need for public recognition of accomplishments.

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# Introduction Competencies

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.

Based on your responses to the Personal Soft Skills Indicator™ questionnaire, this report indicates your development of 23 personal skills. These 23 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

1) Well Developed

2) Developed

3) Moderately Developed

4) Needs Development

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.

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# Development Indicator

*This section of your report shows your development level of 23 personal skills based on your responses to the questionnaire. The 23 personal skills have been categorized into four levels; based on means and standard deviations. Well Developed, Developed, Moderately Developed and Needs Development.*

| | Personal Skills Ranking |
|---|---|
| 1 | Presenting |
| 2 | Management |
| 3 | Interpersonal Skills |
| 4 | Teamwork |
| 5 | Personal Effectiveness |
| 6 | Persuasion |
| 7 | Decision Making |
| 8 | Leadership |
| 9 | Goal Orientation |
| 10 | Conflict Management |
| 11 | Employee Development/Coaching |
| 12 | Creativity/Innovation |
| 13 | Continuous Learning |
| 14 | Flexibility |
| 15 | Negotiation |
| 16 | Futuristic Thinking |
| 17 | Customer Service |
| 18 | Diplomacy |
| 19 | Written Communication |
| 20 | Analytical Problem Solving |
| 21 | Planning/Organizing |
| 22 | Empathy |
| 23 | Self-Management (time and priorities) |

Note: Don't be concerned if you have not developed all 23 personal skills. Research has proven that individuals seldom develop all 23. Development of the most important personal skills needed for your personal and professional life is what is critical.

Well Developed | Developed | Moderately Developed | Needs Development


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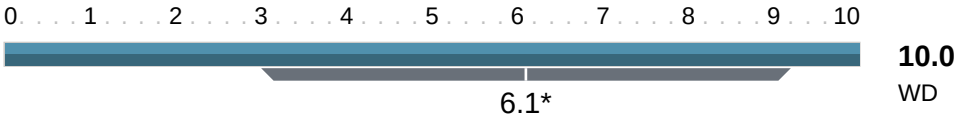
# Competencies Hierarchy

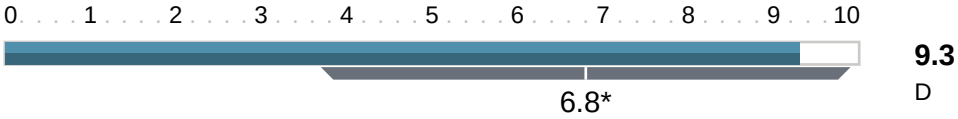
*Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.*

**1. Presenting** - Communicating effectively to groups.



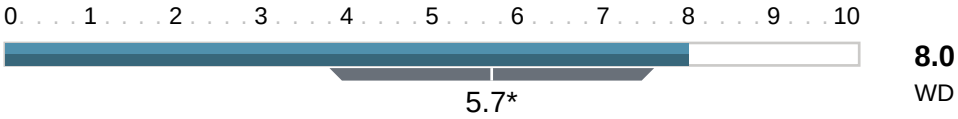

**10.0**
WD

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




**9.3**
D

**3. Management** - Achieving extraordinary results through effective management of resources, systems and processes.

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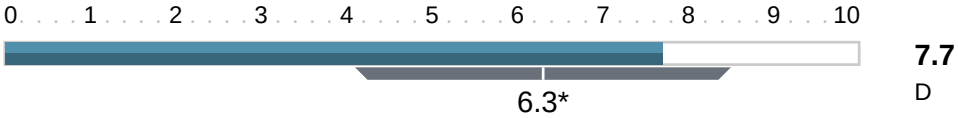
WD

**4. Teamwork** - Working effectively and productively with others.

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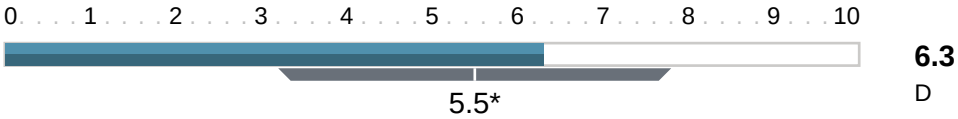
**5. Personal Effectiveness** - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

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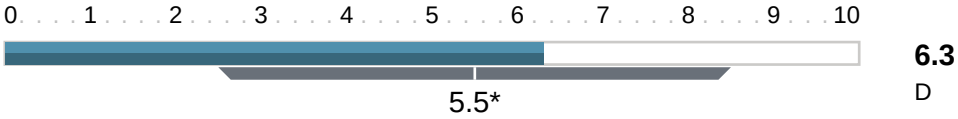
**6. Persuasion** - Convincing others to change the way they think, believe or behave.




**6.3**
D

Development Legend

| | | |
|---|---|---|
| WD | = | Well Developed |
| D | = | Developed |
| MD | = | Moderately Developed |
| ND | = | Needs Development |

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

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Gregg Sample

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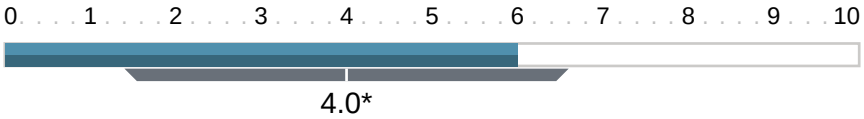
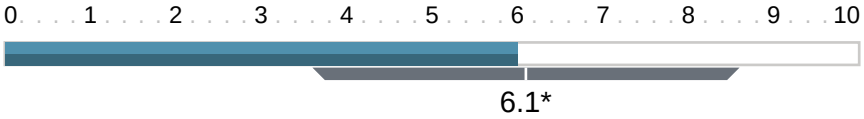
# Competencies Hierarchy

**7. Decision Making** - Utilizing effective processes to make decisions.



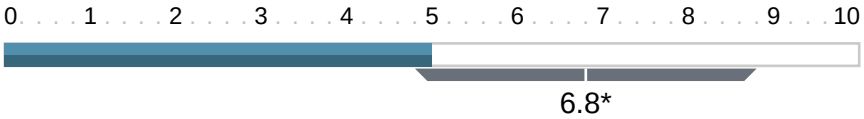

**6.0**
D

**8. Leadership** - Achieving extraordinary business results through people.



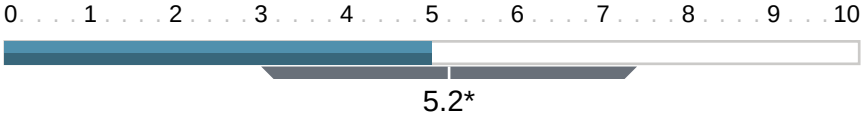

**6.0**
MD

**9. Goal Orientation** - Energetically focusing efforts on meeting a goal, mission or objective.




**5.0**
MD

**10. Conflict Management** - Addressing and resolving conflict constructively.




**5.0**
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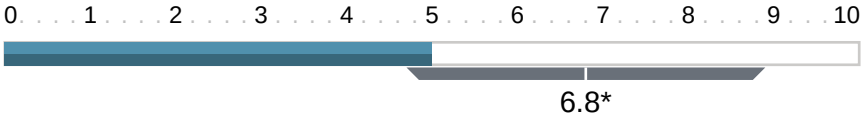
**11. Employee Development/Coaching** - Facilitating and supporting the professional growth of others.

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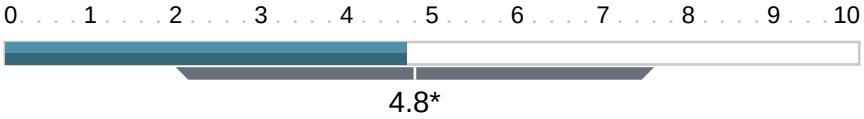
**12. Creativity/Innovation** - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

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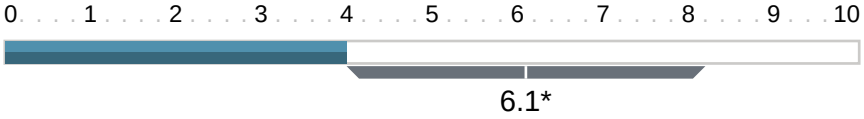
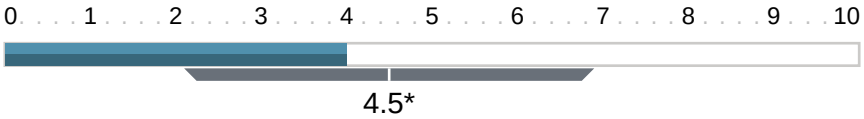
MD

**13. Continuous Learning** - Taking initiative in learning and implementing new concepts, technologies and/or methods.




**4.0**
MD

**14. Flexibility** - Agility in adapting to change.




**4.0**
MD

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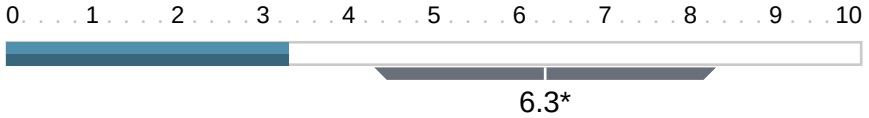
# Competencies Hierarchy

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




**3.3**
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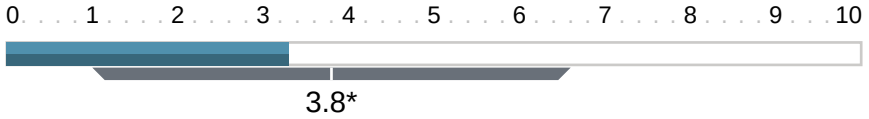
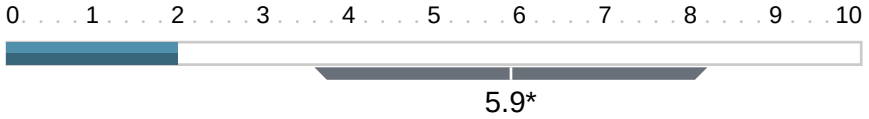
**16. Negotiation** - Facilitating agreements between two or more parties.




**3.3**
MD

**17. Diplomacy** - Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

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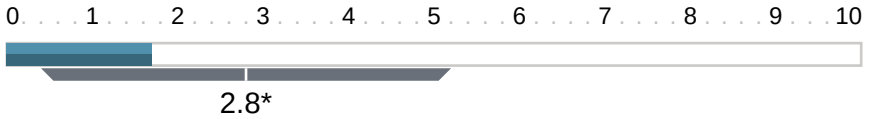
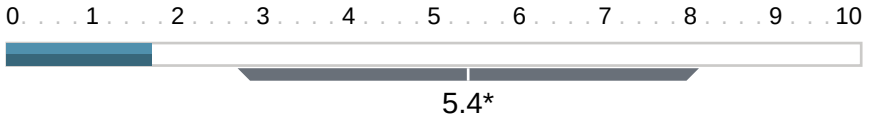
**18. Futuristic Thinking** - Imagining, envisioning, projecting and/or predicting what has not yet been realized.




**1.7**
MD

**19. Written Communication** - Writing clearly, succinctly and understandably.




**1.7**
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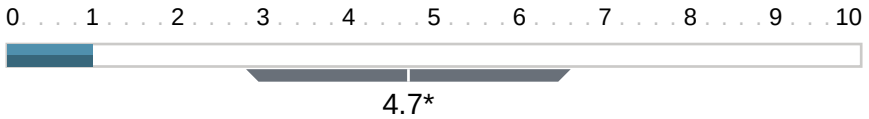
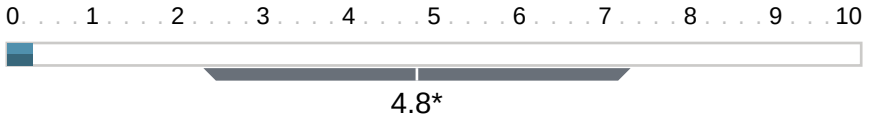
**20. Analytical Problem Solving** - Anticipating, analyzing, diagnosing, and resolving problems.




**1.0**
ND

**21. Planning/Organizing** - Utilizing logical, systematic and orderly procedures to meet objectives.

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# Competencies Hierarchy

**22. Empathy** - Identifying with and caring about others.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . 10

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ND

**23. Self-Management (Time and Priorities)** - Demonstrating self control and an ability to manage time and priorities.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . 10

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# Well Developed Competencies

*This section of your report lists and describes competencies that are well developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have consistently demonstrated the actions described.*

Presenting: Communicating effectively to groups.

- Organizes information to be presented in succinct, logical sequence.
- Presents information in ways that makes abstract or complex concepts clear and understandable.
- Effectively utilizes language, word-pictures, stories, metaphors and humor.
- Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
- Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
- Projects authenticity, confidence, conviction and passion.
- Appeals to and engages the heart and mind of the audience.
- Tailors presentation to the interests, needs and wants of audiences.
- Establishes and delivers content objectives.
- Communicates in ways that elevate audience awareness and understanding.
- Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
- Is recognized and relied upon as an effective spokesperson.

Management: Achieving extraordinary results through effective management of resources, systems and processes.

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and 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 bottom line or return on investment.

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# Developed Competencies

*This section of your report lists and describes the competencies in which you are developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have demonstrated the actions described.*

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

- Strives for self-awareness.
- 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.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

Teamwork: Working effectively and productively with others.

- Respects team members and their individual perspectives.
- Makes team mission and 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 and its members.
- Responds positively to feedback from team members.
- Raises and/or confronts issues limiting team effectiveness.

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# Developed Competencies

Personal Effectiveness: Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

- Possesses unwavering confidence and belief in personal capabilities.
- Takes initiative and does what ever it takes to achieve goals.
- Projects confidence and self-assurance.
- Bounces back after setbacks.
- Asserts self in personal and professional life.
- Admits mistakes and works to avoid repeating them.
- Accepts personal responsibility for achieving personal and professional goals.
- Functions effectively and achieves results even in adverse circumstances.

Persuasion: Convincing others to change the way they think, believe or behave.

- Utilizes the knowledge of other's 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 compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.

Decision Making: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult 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 despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

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# Moderately Developed Competencies

*This section of the report list and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 23 competencies. The statements listed below describe consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.*

Leadership: Achieving extraordinary business results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walks their talk).
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to the needs and motivations of others.
- Makes decisions to avoid or mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.

Goal Orientation: Energetically focusing efforts on meeting a goal, mission or objective.

- Acts independently to achieve objectives without supervision.
- Expends the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress towards meeting 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 sense of urgency to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.

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# Moderately Developed Competencies

Conflict Management: Addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations quickly and 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.

Employee Development/Coaching: Facilitating and supporting the professional growth of others.

- Expresses confidence in others' ability to perform.
- Identifies developmental needs.
- Encourages initiative and improvement.
- Provides opportunities for training.
- Gives new, difficult and/or challenging work assignments.
- Acknowledges and praises improvements.
- Trains, coaches and mentors others to develop.
- Views mistakes as opportunities for learning.
- Promotes learning and growth.

Creativity/Innovation: Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

- Notices unique patterns, variables, processes, systems or relationships.
- Expresses non-traditional perspectives and/or novel approaches.
- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- 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.

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# Moderately Developed Competencies

Continuous Learning: Taking initiative in learning and implementing 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 expense on learning.
- Genuinely enjoys learning.
- Identifies applications for knowledge.
- Is considered a knowledgeable resource by others.

Flexibility: Agility in adapting to change.

- Responds promptly to shifts in direction, priorities and schedules.
- Demonstrates agility in accepting new ideas, approaches and/or methods.
- Effective in juggling multiple priorities and tasks.
- Modifies methods or strategies to fit changing circumstances.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.
- Embraces and/or champions change.

Negotiation: 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.

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# Moderately Developed Competencies

Futuristic Thinking: Imagining, envisioning, projecting and/or predicting what has not yet been realized.

- Demonstrates an ability to connect the dots and see the big-picture.
- Observes and analyzes the forces driving 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 progressive 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.

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# Competencies Needing Development

*Very few individuals are well developed in all 23 competencies. This section of your report lists and describes the competencies you have not yet developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.*

Customer Service: 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.

Diplomacy: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

- 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 get things done.
- 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.

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# Competencies Needing Development

Written Communication: Writing clearly, succinctly and understandably.

- Writes in ways that make abstract concepts, issues and information clear and understandable.
- Utilizes a wide range of appropriate writing techniques and methods.
- Succinctly presents objective or subjective viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Determines what information needs to be communicated.
- Skillfully utilizes written language to convey key messages and meaning.
- Effectively involves readers in the material.
- Adjusts writing style to specific audiences as needed.

Analytical Problem Solving: Anticipating, analyzing, diagnosing, and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic 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 solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.

Planning/Organizing: Utilizing logical, systematic and orderly procedures to meet objectives.

- Works effectively within established time frames and priorities.
- 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.

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# Competencies Needing Development

Empathy: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.

Self-Management (Time and Priorities): Demonstrating self control and an ability to manage time and priorities.

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for direction.
- Accepts responsibility for actions and results.

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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?

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