



TTI
SUCCESS
INSIGHTS®

TriMetrix® DNA
Management-Staff

Mark Van
Guest Services
Sample Co.
7-14-2014

Provided by Adam Wong
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TTI Success Insights



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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.



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*



Communication Tips

This section provides suggestions on methods which will improve Mark's communications with others. The tips include a brief description of typical people with whom he may interact. By adapting to the communication style desired by other people, Mark 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 communicator.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Descriptors

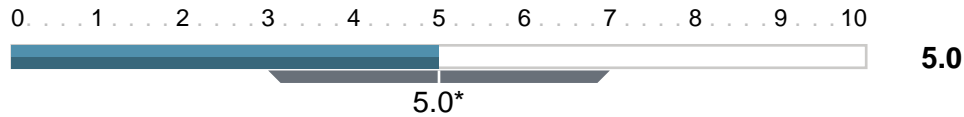
Based on Mark's responses, the report has marked those words that describe his personal behavior. They describe how he solves problems and meets challenges, influences people, responds to the pace of the environment and how he responds to rules and procedures set by others.

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

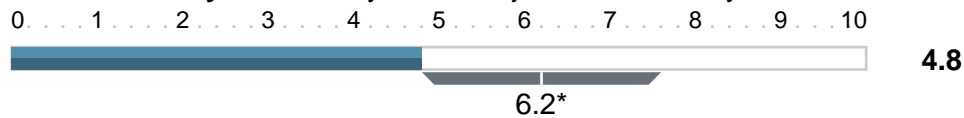


Behavioral Hierarchy

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



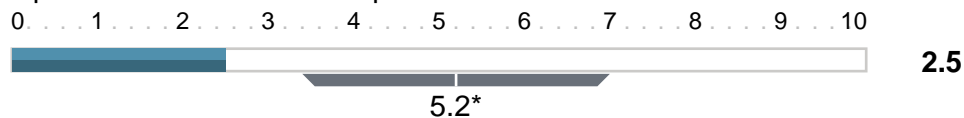
9. Consistency - The ability to do the job the same way.



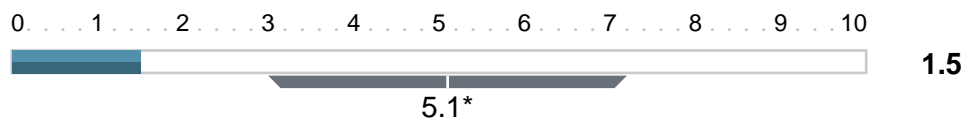
10. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



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

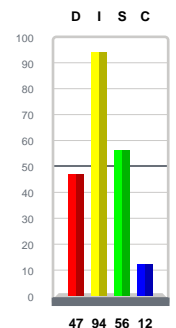
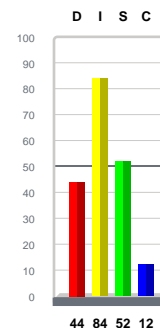


12. Organized Workplace - Systems and procedures followed for success.



Adapted Style

Natural Style



SIA: 44-84-52-12 (15) SIN: 47-94-56-12 (15)
* 68% of the population falls within the shaded area.

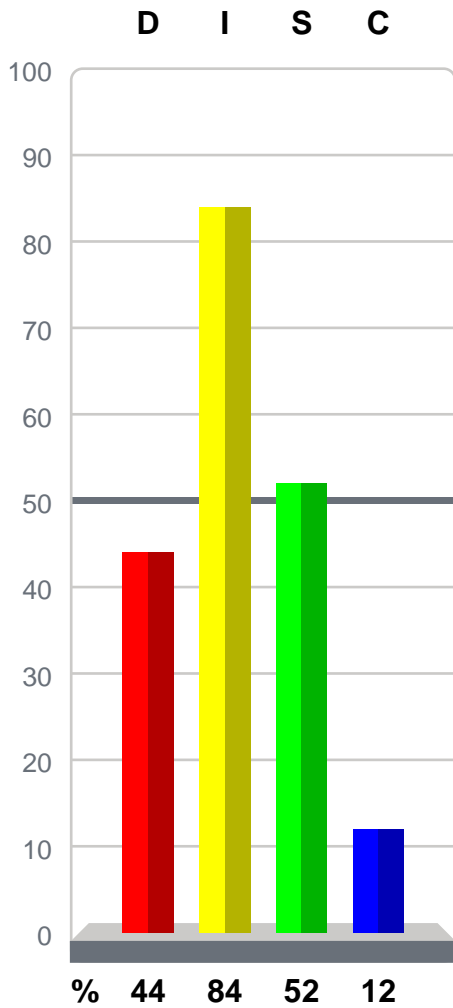


Style Insights® Graphs

7-14-2014

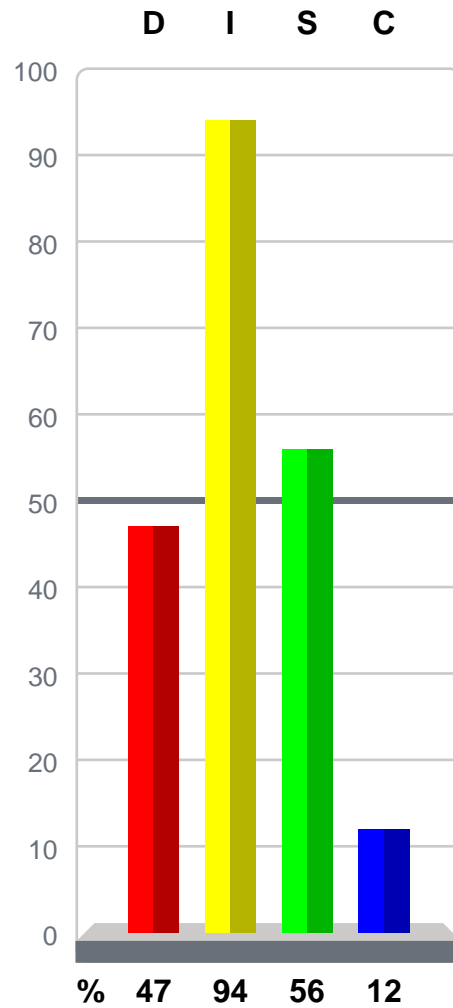
Adapted Style

Graph I



Natural Style

Graph II



Norm 2012 R4



The Success Insights® Wheel

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

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

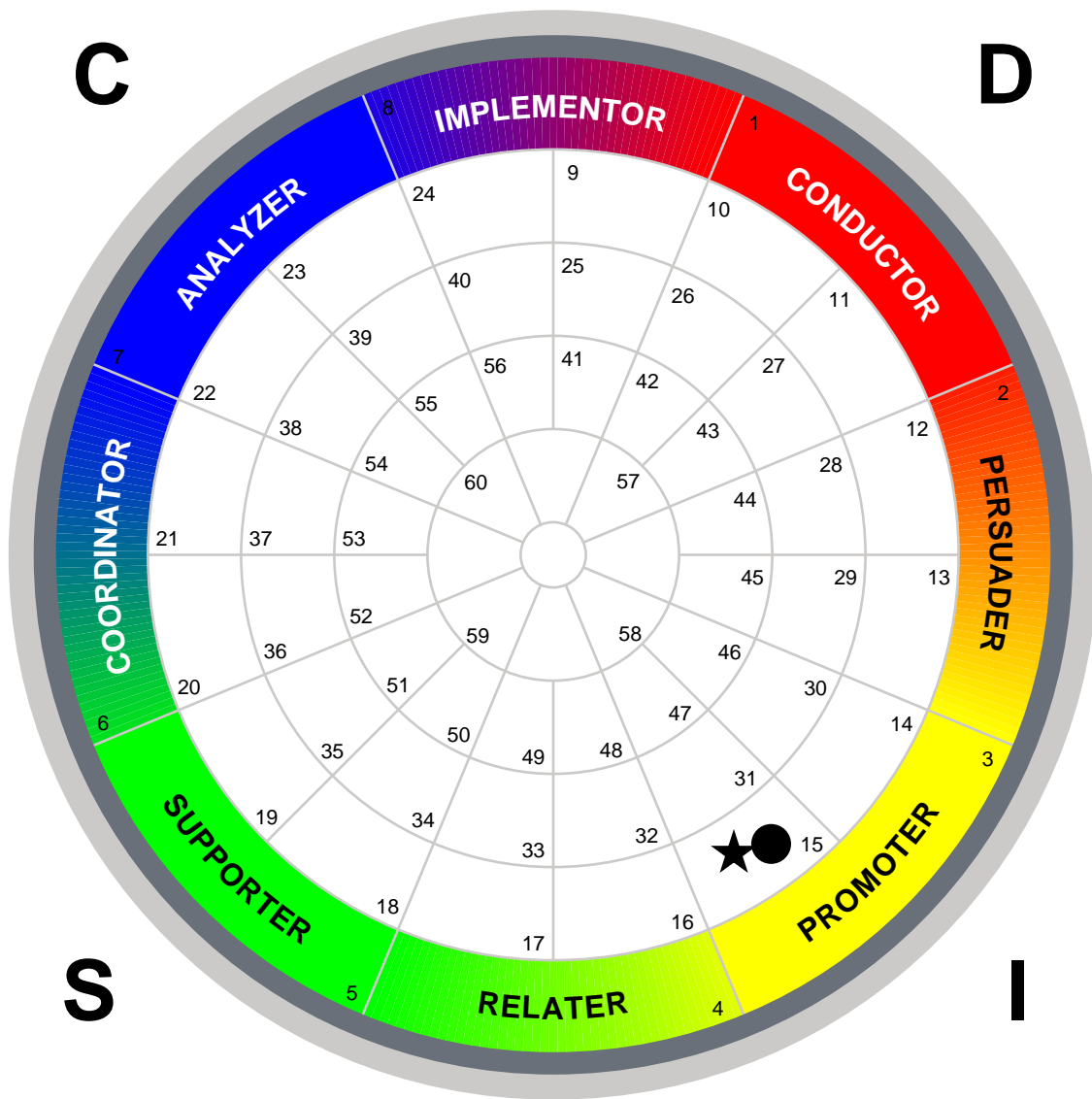
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



The Success Insights® Wheel

7-14-2014



Adapted: ★ (15) RELATING PROMOTER
 Natural: ● (15) RELATING PROMOTER

Norm 2012 R4



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.

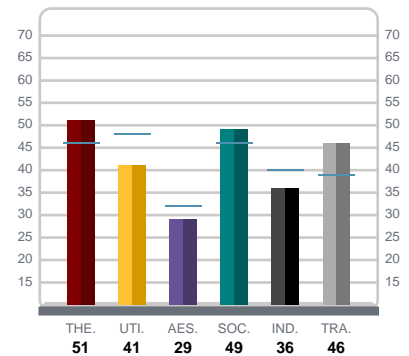
Your Personal Motivators Ranking		
1st	Theoretical	Strong
2nd	Social	Strong
3rd	Traditional	Situational
4th	Utilitarian	Situational
5th	Individualistic	Indifferent
6th	Aesthetic	Indifferent



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.

- Mark is very good at integrating past knowledge to solve present problems.
- Mark has the potential to become an expert in his chosen field.
- He may have difficulty putting down a good book.
- Mark is comfortable around people who share his interest for knowledge and especially those people with similar convictions.
- He will usually have the data to support his convictions.
- A comfortable job for Mark is one that challenges his knowledge.



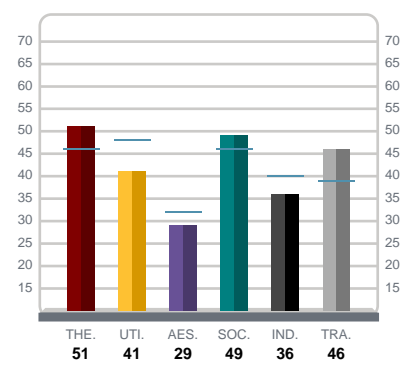


Traditional

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.

- He will have strong beliefs within a system that he feels most comfortable with, and he will not be as strong in his beliefs or approach if he lacks that interest level.
- Mark lets his conscience be his guide.
- Mark needs to be able to pick and choose the traditions and set of beliefs to which he will adhere.
- Mark at times will evaluate others based on his rules for living.





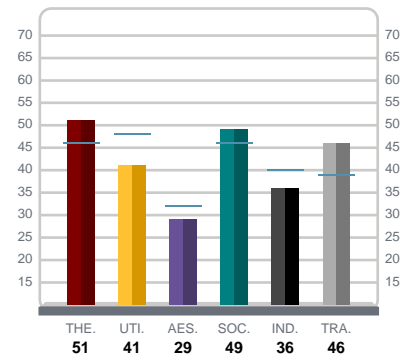
Mark Van



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.

- Money itself is not as important as what it will buy.
- Mark will become money motivated when he wants to satisfy one of the other motivators mentioned in this report.
- He will evaluate some decisions but not necessarily all based on their utility and economic return.
- He will use wealth as a yardstick to measure his work effort with certain activities.
- Mark can give freely of time and resources to certain causes and feel this investment will result in a future return on his investment.
- Mark will not alter his lifestyle in order to acquire something unless there is an immediate need (or the situation is critical).



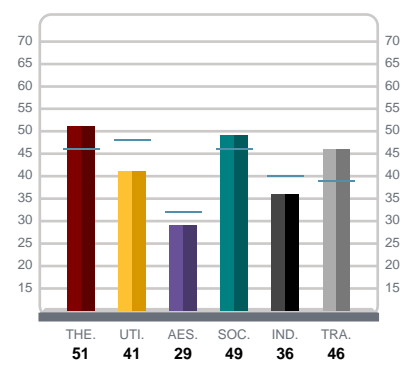


Individualistic

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.

- Being in total control of a situation is not a primary motivating factor.
- Stability is a primary concern. Patience and fortitude will win in the long run.
- He will not attempt to overpower others' points of view or change their thinking.
- As long as Mark's belief systems are not threatened, he will allow others to set the tone and direction of his work.
- Mark's passion in life will be found in one or two of the other dimensions discussed in this report.
- Mark feels that struggles should be the burden of the team, not just the individuals.
- Mark will be less concerned about his ego than others may be.







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 Aesthetic" utilizing your Theoretical.

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

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

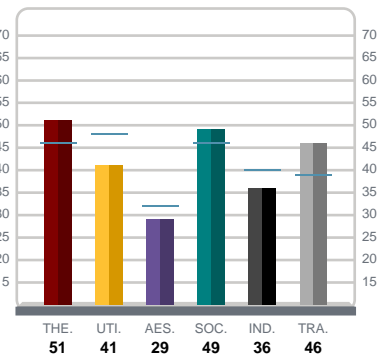
How do Aesthetics contribute to the world, your professional life and your personal life?

A person with a high Aesthetic is interested in studying and appreciating the totality of a situation.

- Connect the common need to look at problems from a holistic viewpoint. Understand one viewpoint is through the objective data analysis versus that of the Aesthetic, which is from a subjective, or feeling related, standpoint.
- Ask questions to bring the Aesthetic perspective into reality, and utilize visuals in order to influence them. Partner with them in order to visually represent shared opinions.

A person with a high Aesthetic will have a strong interest in preserving the balance and harmony of the organization.

- Provide the high Aesthetic with information and data to substantiate why decisions that may disrupt the balance need to be made at times. Assist with bringing the objective to the subjective
- Understand that a harmonious organization is more likely to be comfortable with the vulnerability that comes with the need for continuous learning. If fear is present in the organization, it will be less likely to get new information to spread through the company.





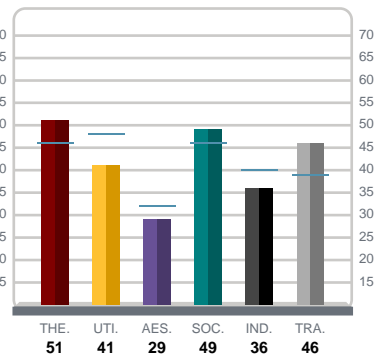
Navigating Situations Outside Your Comfort Zone

A person with a high Aesthetic is in tune with his or her inner feelings and likes surroundings that compliment these feelings.

- Maximize the Aesthetic's ability to beautify educational components, training facilities and other aspects of the continuous learning initiatives of the organization in order to make people feel at ease and open to learning.
- Work with the Aesthetics to present ideas, data and information in a way that people can not only hear what's being said, but visualize it and relate to it. This will help ideas move forward faster.

Form and harmony are key in providing a high Aesthetic with an experience to remember.

- Understand that the Aesthetic receives the same motivation and reward from the journey or the experience as a Theoretical does from learning something new. How can the parties work together to be sure to bring information back to the organization?
- Prior to presenting findings, work with the Aesthetic to be sure proper credit and explanation are being given to the journey, not just the findings. Connect with the team members that want to know the whole picture.





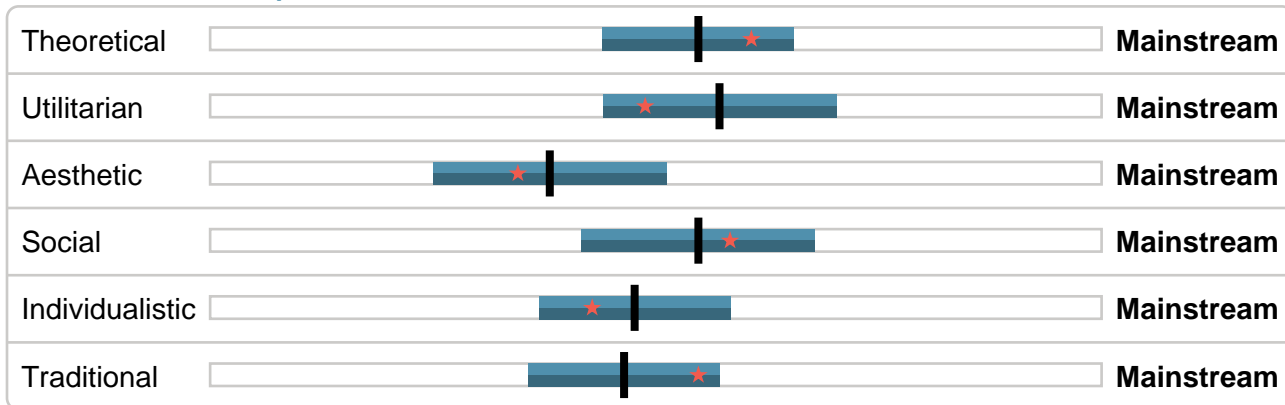
Motivators - Norms & Comparisons

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 2012



- 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



Motivators - Norms & Comparisons

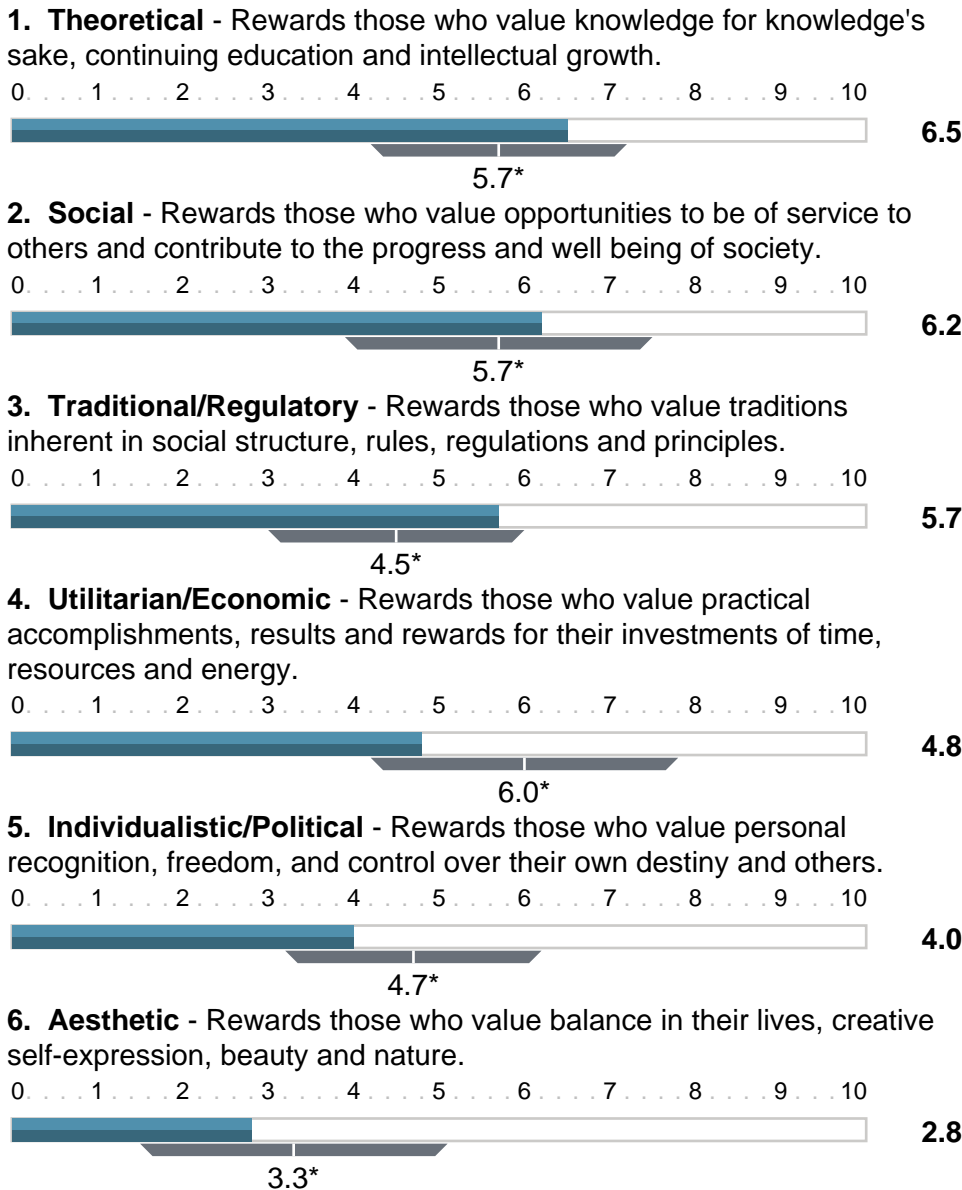
All of your attitude scores fall within one standard deviation of the national mean. This means that 68% of the population have similar attitudes and feelings on each of the six attitudes. Having all your scores close to the national mean indicates the following:

- You will be seen by others as a team player.
- You will be able to relate to a large percentage of our society.
- You will have less conflict with other people.
- You will have a larger selection of friends and careers than most people.

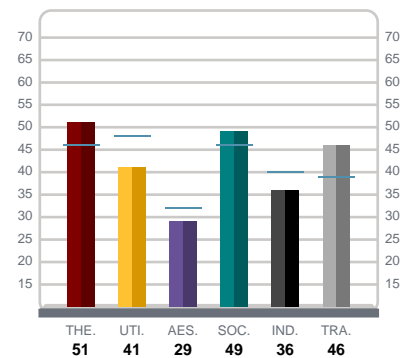


Motivators Hierarchy

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.



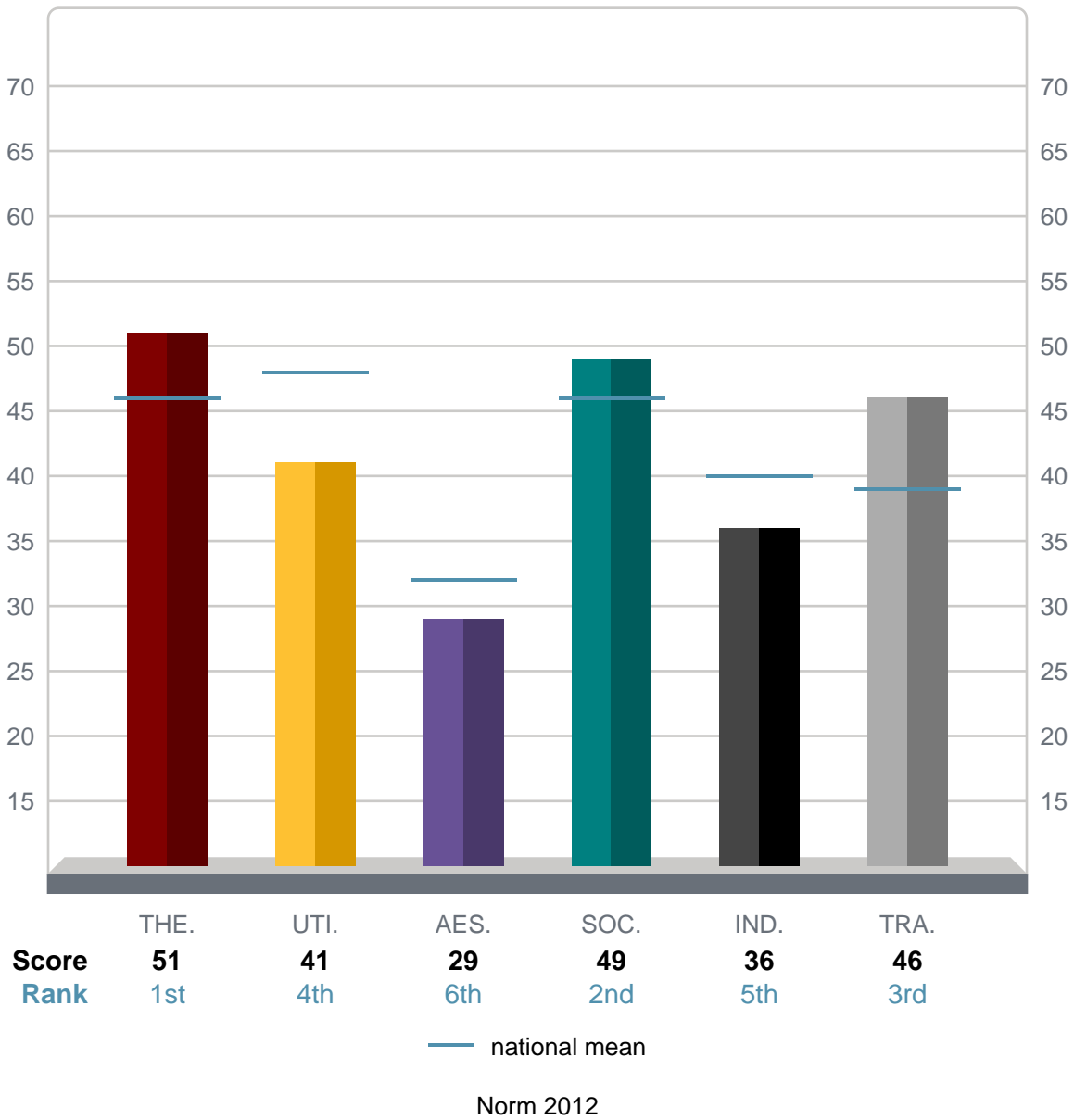
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* 68% of the population falls within the shaded area.





Motivation Insights® Graph

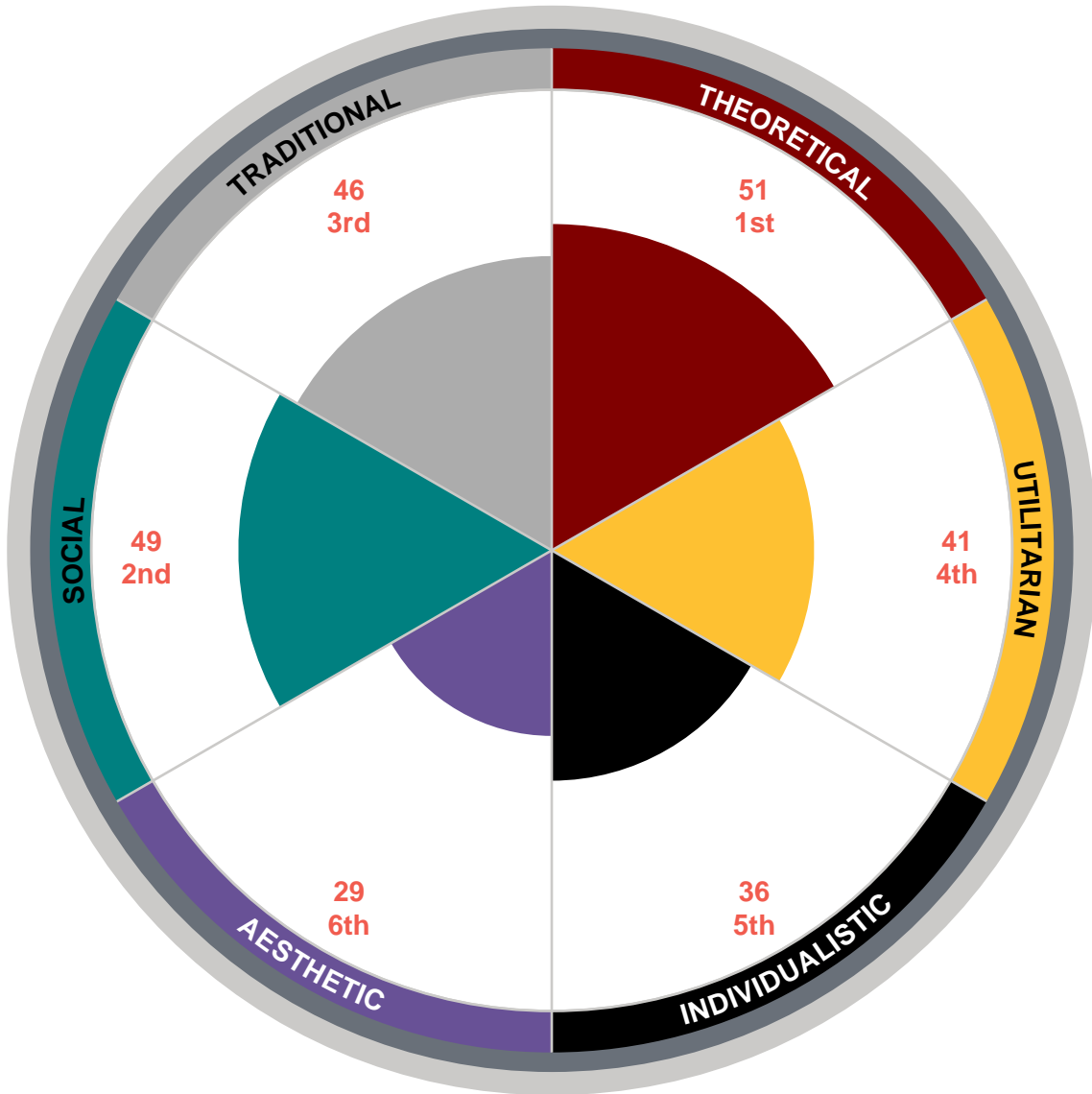
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Motivators Wheel™

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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



Potential Behavioral and Motivational Strengths

This section describes the potential areas of strengths between Mark'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.

- Volunteers his knowledge on many subjects.
- Motivates others to continue education.
- Great at generating excitement in others and getting people on board.
- Demonstrates a will and desire to help others in the organization.
- Desire for continuous learning is one of his greatest strengths.
- Will keep sensitive information under lock and key.
- Strong supporter, therefore, always willing to help.
- Accommodating and pleasing others is one of his natural talents.



Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Mark'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 present facts and figures with too much emotion.
- A desire to share information can impede his ability to listen and learn.
- Has trouble making difficult decisions that affect others.
- Does not always listen to those he is helping.
- May have difficulty sharing subjective information.
- May not pursue knowledge if it jeopardizes his security.
- Can take a long time in addressing sensitive issues that could help others.
- Difficulty correcting others as he wants to help but not offend.



Ideal Environment

This section identifies the ideal work environment based on Mark'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 Mark enjoys and also those that create frustration.

- Assignments with a high degree of people contacts.
- Freedom from control and detail.
- Little conflict between people.
- Flexibility to explore a variety of outlets for learning in a people-rich environment.
- A leadership team that is optimistic toward learning new concepts or theories.
- Information and time to make decisions.
- Ability to achieve results through the interaction with and helping of others.
- An opportunity to help others without being in the limelight.
- An environment where interacting with others in an effort to help each person is rewarded.





Keys to Motivating

This section of the report was produced by analyzing Mark'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 Mark and highlight those that are present "wants."

Mark wants:

- Public recognition of his ideas and results.
- A friendly work environment.
- A manager who practices participative management.
- Praise for his knowledge base and research capabilities.
- To be seen as an expert in a variety of areas and wants to be included in discussions about new things.
- To support others through the gathering and delivery of information.
- An opportunity to express how he can improve society.
- To develop methodical and fair ways to help others.
- To be a part of the team that contributes to causes and helping others.





Keys to Managing

In this section are some needs which must be met in order for Mark 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 Mark and identify 3 or 4 statements that are most important to him. This allows Mark to participate in forming his own personal management plan.

Mark needs:

- To focus conversations on work activities--less socializing.
- A manager who delegates in detail.
- To be informed of things which affect him.
- Learn to prioritize ideas and thoughts according to organizational objectives.
- To continue his learning in a participatory rather than solitary environment.
- Appropriate time to research and understand new information.
- Support in handling situations when others take advantage.
- The time to help others as it relates to his own performance objectives.
- To help balancing socialization and tangible assistance for others.





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.



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

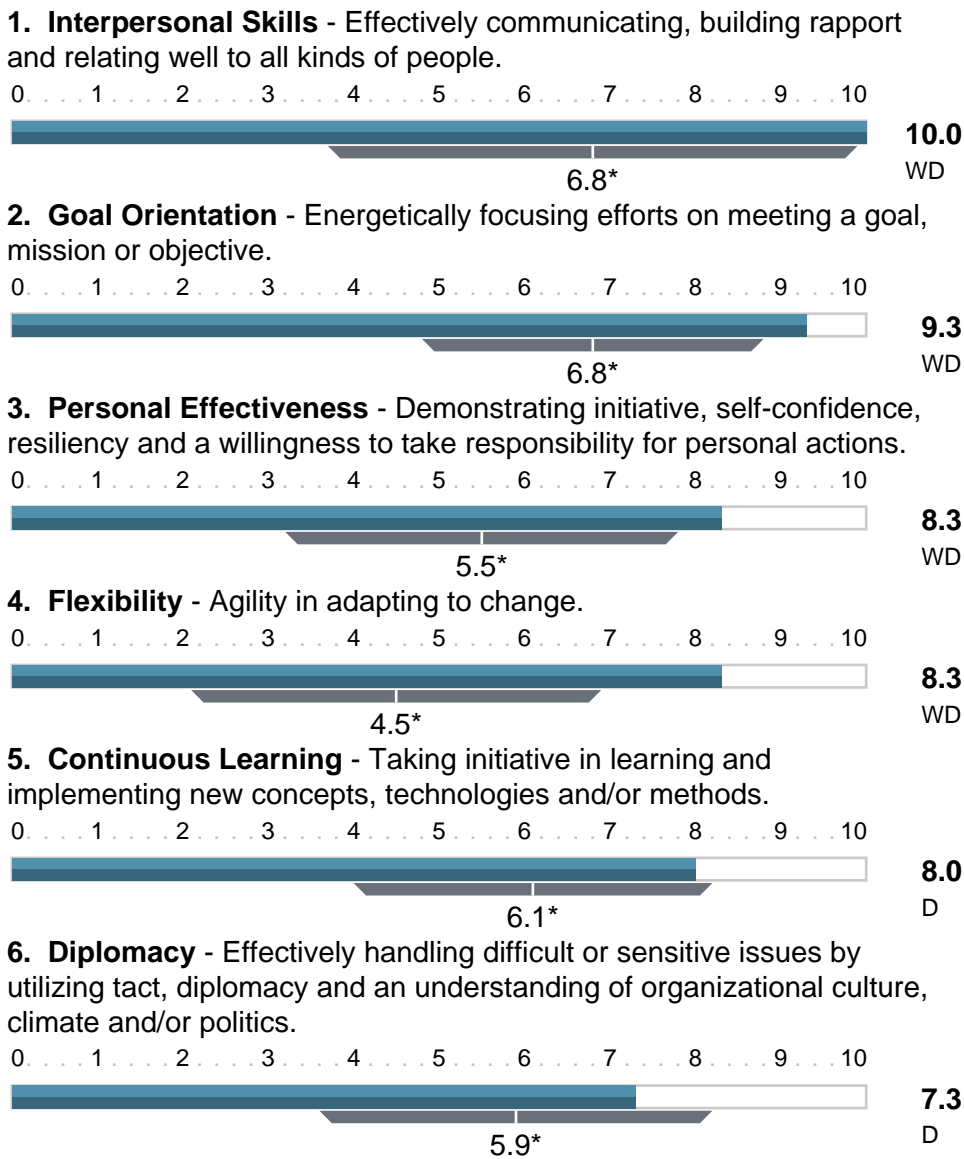
Note: Don't be concerned if you have not developed all 23 personal skills. Research has proven that individuals seldom develop all 23. Development of the most important personal skills needed for your personal and professional life is what is critical.

Well Developed
 Developed
 Moderately Developed
 Needs Development



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.



Development Legend

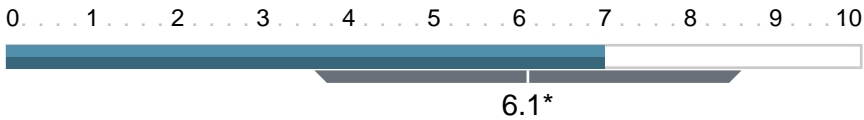
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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



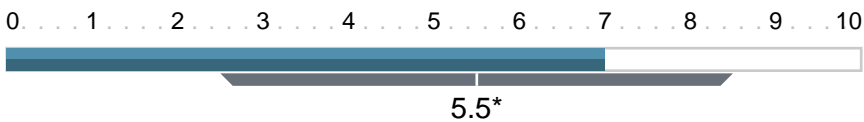
Competencies Hierarchy

7. Leadership - Achieving extraordinary business results through people.



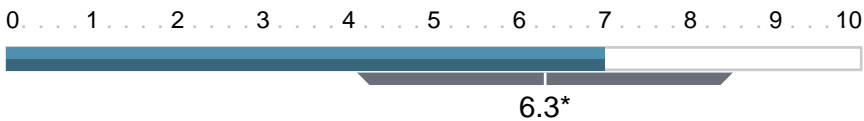
7.0
D

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



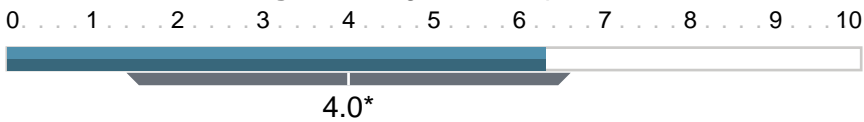
7.0
D

9. Teamwork - Working effectively and productively with others.



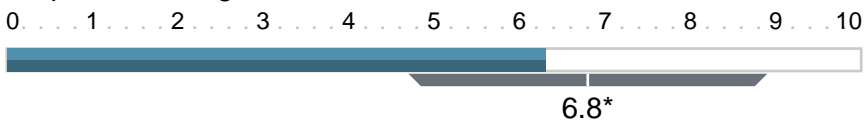
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D

10. Decision Making - Utilizing effective processes to make decisions.



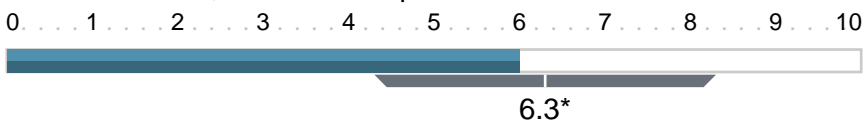
6.3
D

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



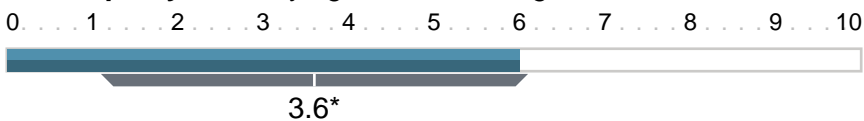
6.3
MD

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



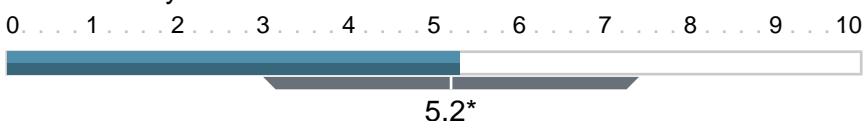
6.0
MD

13. Empathy - Identifying with and caring about others.



6.0
D

14. Conflict Management - Addressing and resolving conflict constructively.



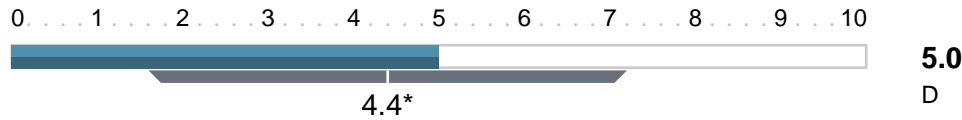
5.3
D

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

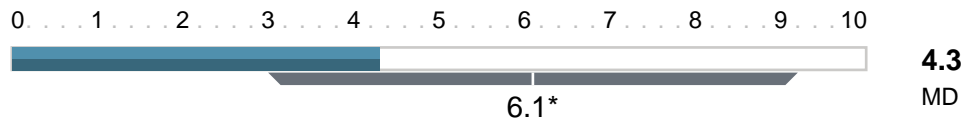


Competencies Hierarchy

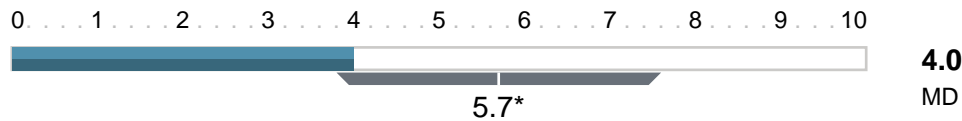
15. Self-Management (Time and Priorities) - Demonstrating self control and an ability to manage time and priorities.



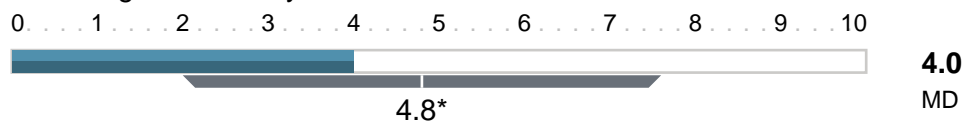
16. Presenting - Communicating effectively to groups.



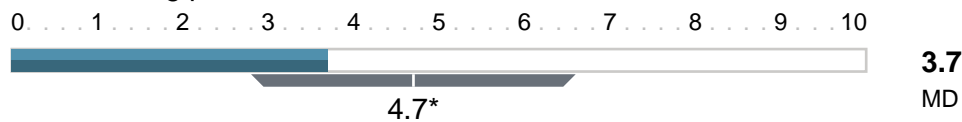
17. Management - Achieving extraordinary results through effective management of resources, systems and processes.



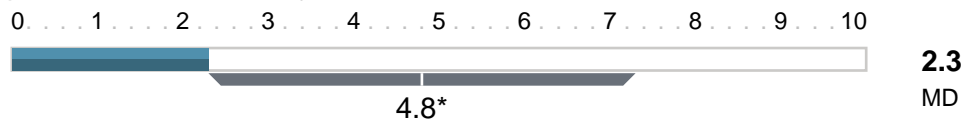
18. Creativity/Innovation - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



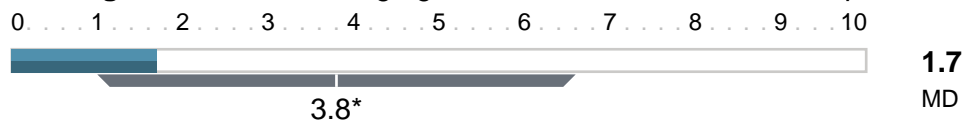
19. Analytical Problem Solving - Anticipating, analyzing, diagnosing, and resolving problems.



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



21. Negotiation - Facilitating agreements between two or more parties.



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



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



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.

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.

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.





Developed Competencies

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.

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.





Developed Competencies

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.

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.

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.





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.

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.



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.

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.

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.
- Expend 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.





Moderately Developed Competencies

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.





Moderately Developed Competencies

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.

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.



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.

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.

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.





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?