TTI SUCCESS INSIGHTS®

TriMetrix® HD

Executive Coaching

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VP of Samples
TTI
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Introduction

Where Opportunity Meets Talent

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Acumen Indicators

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

Competencies

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

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Introduction

Behaviors Section

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

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

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

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

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

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

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Behavioral Characteristics

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

Samuel embraces visions not always seen by others. Samuel's creative mind allows him to see the "big picture." He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He prefers an environment with variety and change. He is at his best when many projects are underway at once. Samuel is extremely results-oriented, with a sense of urgency to complete projects quickly. He is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see him as a self-starter dedicated to achieving results. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. Samuel seeks his own solutions to problems. In this way, his independent nature comes into play. He is a goal-oriented manager who believes in harnessing people to help him achieve his goals.

Samuel will work long hours until a tough problem is solved. After it is solved, Samuel may become bored with any routine work that follows. He likes to make decisions quickly. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. He prefers authority equal to his responsibility. Samuel is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

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Behavioral Characteristics

Continued

Samuel tends to be intolerant of people who seem ambiguous or think too slowly. He challenges people who volunteer their opinions. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He may sometimes mask his feelings in friendly terms. If pressured, Samuel's true feelings may emerge. Samuel may lack the patience to listen and communicate with slower acting people. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He may lose interest in what others are saying if they ramble or don't speak to the point. His active mind is already moving ahead. He tends to influence people by being direct, friendly and results-oriented.

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Value to the Organization

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

- Thinks big.
- Self-starter.
- Forward-looking and future-oriented.
- Ability to change gears fast and often.
- Accomplishes goals through people.
- Usually makes decisions with the bottom line in mind.
- Will join organizations to represent the company.
- Sense of urgency.

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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 Samuel. 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 Samuel most frequently.

Ways to Communicate:

- ✔ Give strokes for his involvement.
- ✔ Understand his sporadic listening skills.
- ✔ Put projects in writing with deadlines.
- ✔ Support the results, not the person, if you agree.
- ✔ Support and maintain an environment where he can be efficient.
- ✔ Present the facts logically; plan your presentation efficiently.
- ✔ Be specific and leave nothing to chance.
- ✔ Read the body language—look for impatience or disapproval.
- ✔ Verify that the message was heard.
- ✔ Come prepared with all requirements, objectives and support material in a well-organized "package."
- ✔ Provide time for fun and relaxing.
- ✔ Ask specific (preferably "what?") questions.

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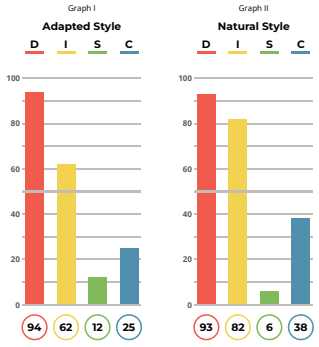
Checklist for Communicating

Continued

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

- Ramble on, or waste his time.
- Assume he heard what you said.
- Ask rhetorical questions or useless ones.
- Try to build personal relationships.
- Come with a ready-made decision or make it for him.
- Let him change the topic until you are finished.
- Reinforce agreement with "I'm with you."
- Forget to follow-up.
- Use a paternalistic approach.
- Try to convince by "personal" means.
- Be redundant.
- Let disagreement reflect on him personally.



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Communication Tips

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

Compliance

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

Dominance

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

Steadiness

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, non-threateningly.
- ✔ Ask "how?" questions to draw their opinions.
- ⊘ Rushing headlong into business.
- ⊘ Being domineering or demanding.
- ⊘ Forcing them to respond quickly to your objectives.

Influence

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

Samuel usually sees himself as being:

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

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

- ✔ Demanding
- ✔ Nervy
- ✔ Egotistical
- ✔ Aggressive

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

- ✔ Abrasive
- ✔ Controlling
- ✔ Arbitrary
- ✔ Opinionated

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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.

- The need for juggling many tasks at once may jeopardize quality.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- Avoid projects that require constant focus without any room for variance in task.

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

- Recognize that others may move at a slower pace.
- Rambling, written or verbal, will be avoided to the point of missing a deadline.
- Seek environments where change is rewarded versus discouraged.

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Descriptors

Based on Samuel'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.

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

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Natural and Adapted Style

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

Problems & Challenges

Natural	Adapted
Samuel tends to deal with problems and challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and actively seeks goals. Samuel will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.	Samuel sees no need to change his approach to solving problems or dealing with challenges in his present environment.

People & Contacts

Natural	Adapted
Samuel 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. Samuel is trusting and also wants to be trusted.	Samuel feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

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Natural and Adapted Style

Pace & Consistency

Natural	Adapted
Samuel is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.	Samuel sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.

Procedures & Constraints

Natural	Adapted
Samuel is independent by nature and somewhat self-willed. He is open to new suggestions and can, at times, be seen as somewhat freewheeling. He is most comfortable in an environment where the constraints can be "loosened" for certain situations.	Samuel sees the environment with few constraints. He feels the necessity to rebel at too many constraints and may even flaunt this independence.

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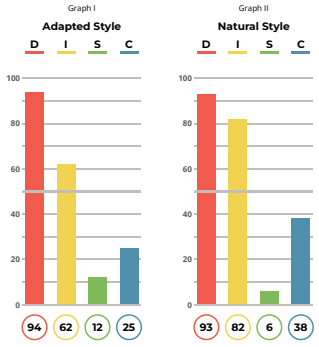
Adapted Style

Samuel 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.

- Questioning the status quo and seeking more effective ways of accomplishment.
- Working without close supervision.
- A competitive environment combined with a high degree of people skills.
- Dealing with a wide variety of work activities.
- Moving quickly from one activity to another.
- Anticipating and solving problems.
- Quickly responding to crisis and change with a strong desire for immediate results.
- Meeting deadlines.
- Skillful use of vocabulary for persuasive situations.
- Persistence in job completion.
- Exhibiting an active and creative sense of humor.
- Handling a variety of activities.



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Time Wasters

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

Poor Delegation

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

Possible Causes:

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

Possible Solutions:

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

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

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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

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

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

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Time Wasters
Continued

Possible Solutions:

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

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
- 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

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Areas for Improvement

In this area is a listing of possible limitations without regard to a specific job. Review with Samuel 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.

Samuel has a tendency to:

- Be impulsive and seek change for change's sake. May change priorities daily.
- Set standards for himself and others so high that impossibility of the situation is commonplace.
- Fail to complete what he starts because of adding more and more projects.
- Be explosive by nature and lack the patience to negotiate.
- Be so concerned with the big picture that he forgets to see the little pieces.
- Have trouble delegating—can't wait, so does it himself.
- Have no concept of the problems that slower-moving people may have with his style.
- Dislike routine work or routine people—unless he sees the need to further his goals.

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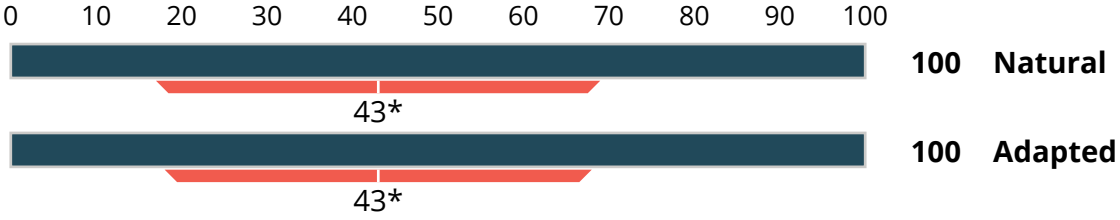
Behavioral Hierarchy

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.

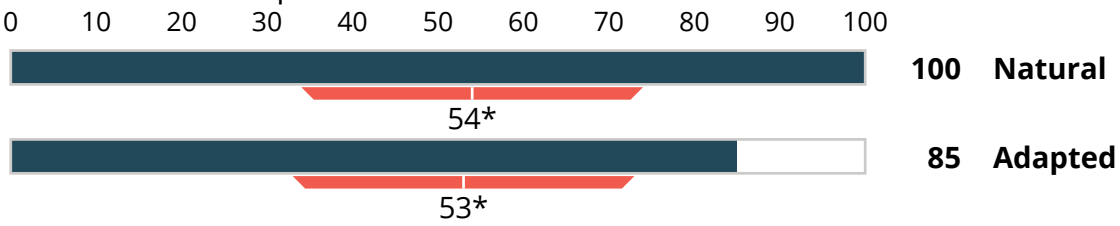
1. Urgency - Take immediate action.



100 Natural

100 Adapted

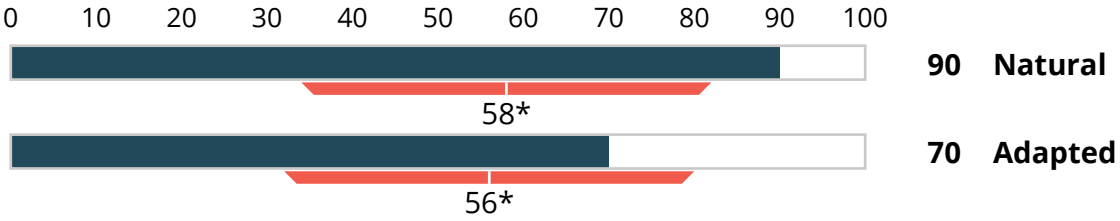
2. Versatile - Adapt to various situations with ease.



100 Natural

85 Adapted

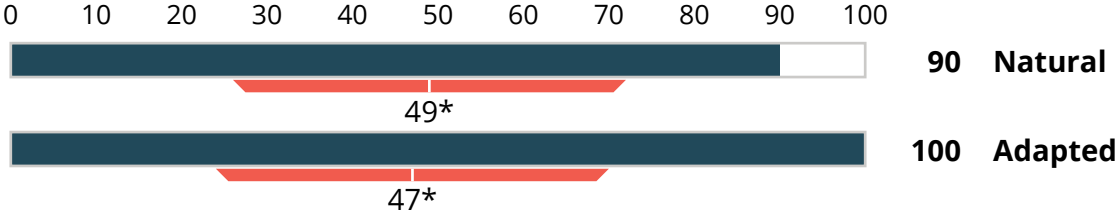
3. Interaction - Frequently engage and communicate with others.



90 Natural

70 Adapted

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



90 Natural

100 Adapted

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

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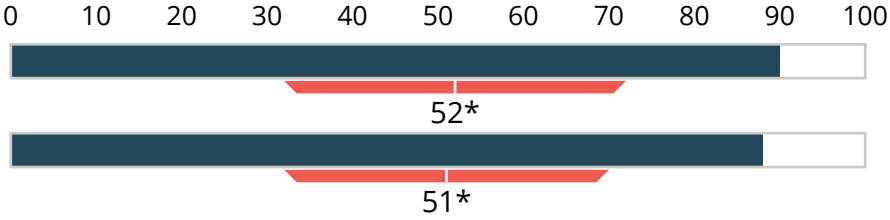
Behavioral Hierarchy

Continued

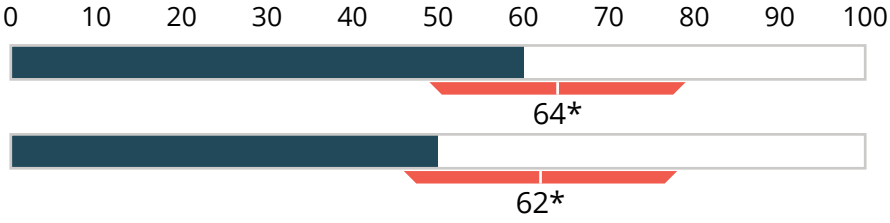
5. Frequent Change - Rapidly shift between tasks.



90 Natural

88 Adapted

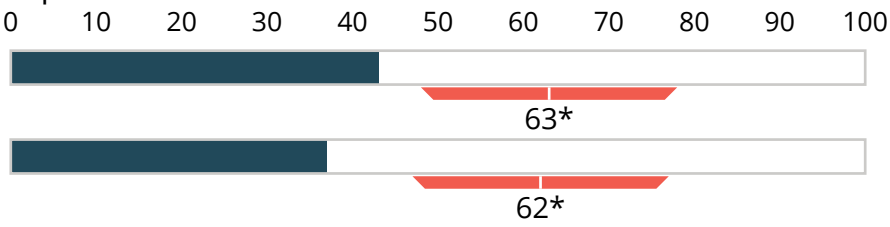
6. People-Oriented - Build rapport with a wide range of individuals.



60 Natural

50 Adapted

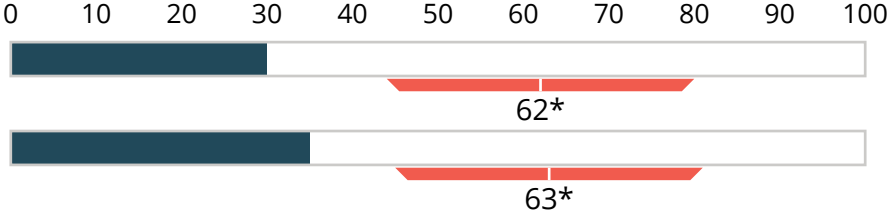
7. Customer-Oriented - Identify and fulfill customer expectations.



43 Natural

37 Adapted

8. Persistence - Finish tasks despite challenges or resistance.



30 Natural

35 Adapted

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

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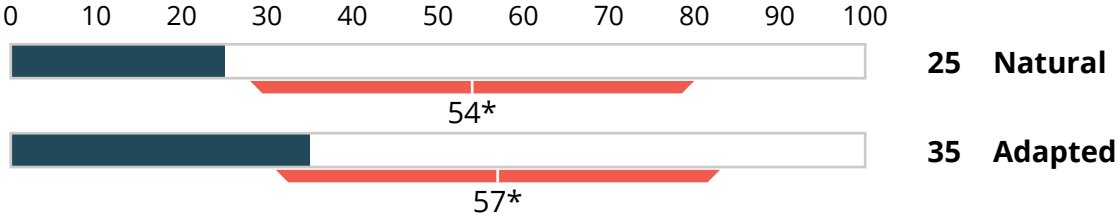
Behavioral Hierarchy

Continued

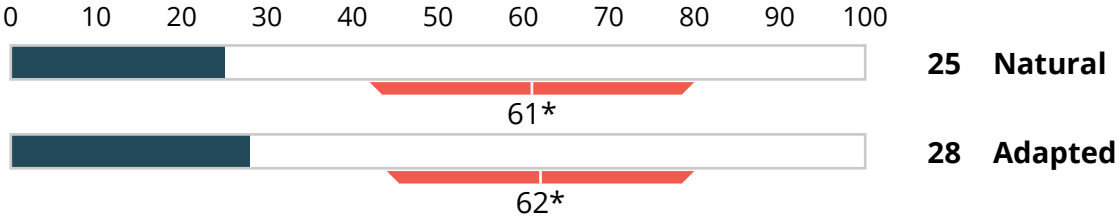
9. Analysis - Compile, confirm and organize information.



25 Natural

35 Adapted

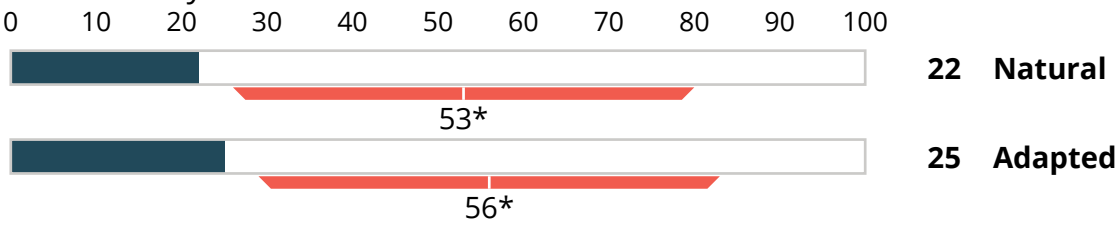
10. Following Policy - Adhere to rules, regulations, or existing methods.



25 Natural

28 Adapted

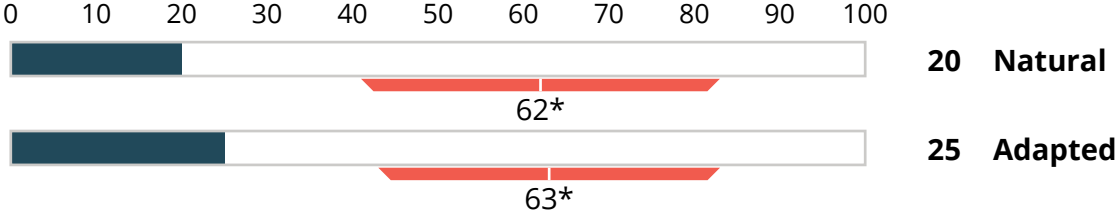
11. Organized Workplace - Establish and maintain specific order in daily activities.



22 Natural

25 Adapted

12. Consistent - Perform predictably in repetitive situations.



20 Natural

25 Adapted

SIA: 94-62-12-25 (11) SIN: 93-82-06-38 (12)
* 68% of the population falls within the shaded area.

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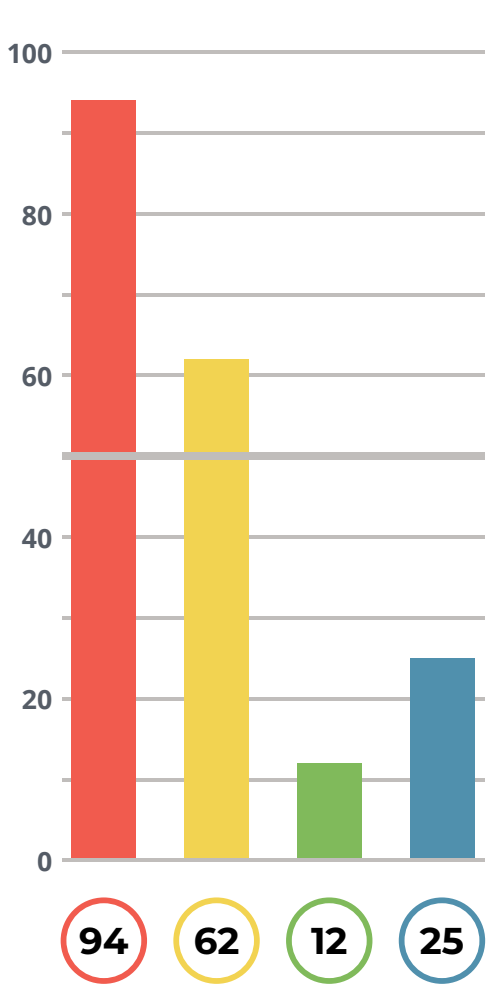
Style Insights® Graphs

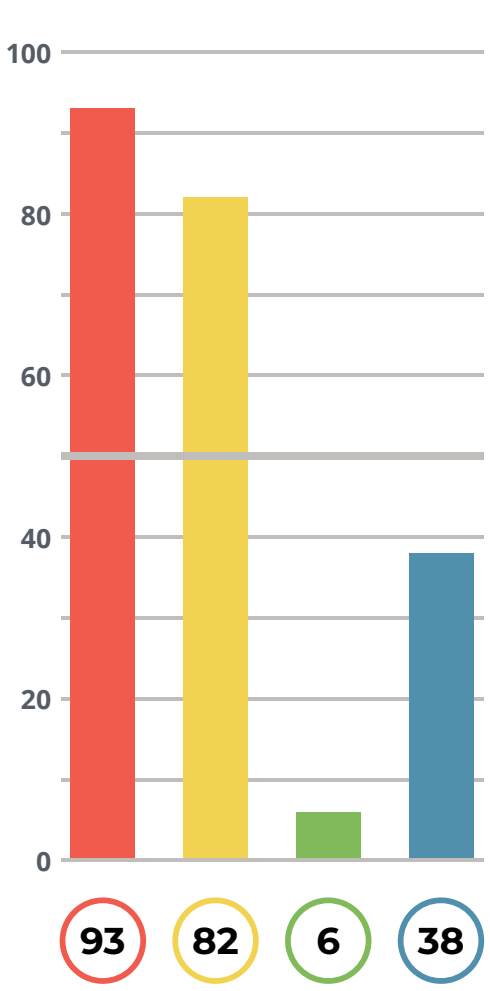
Graph I

Adapted Style



Graph II

Natural Style



Norm 2021 R4
8-19-2021
T: 7:12

Samuel Sample

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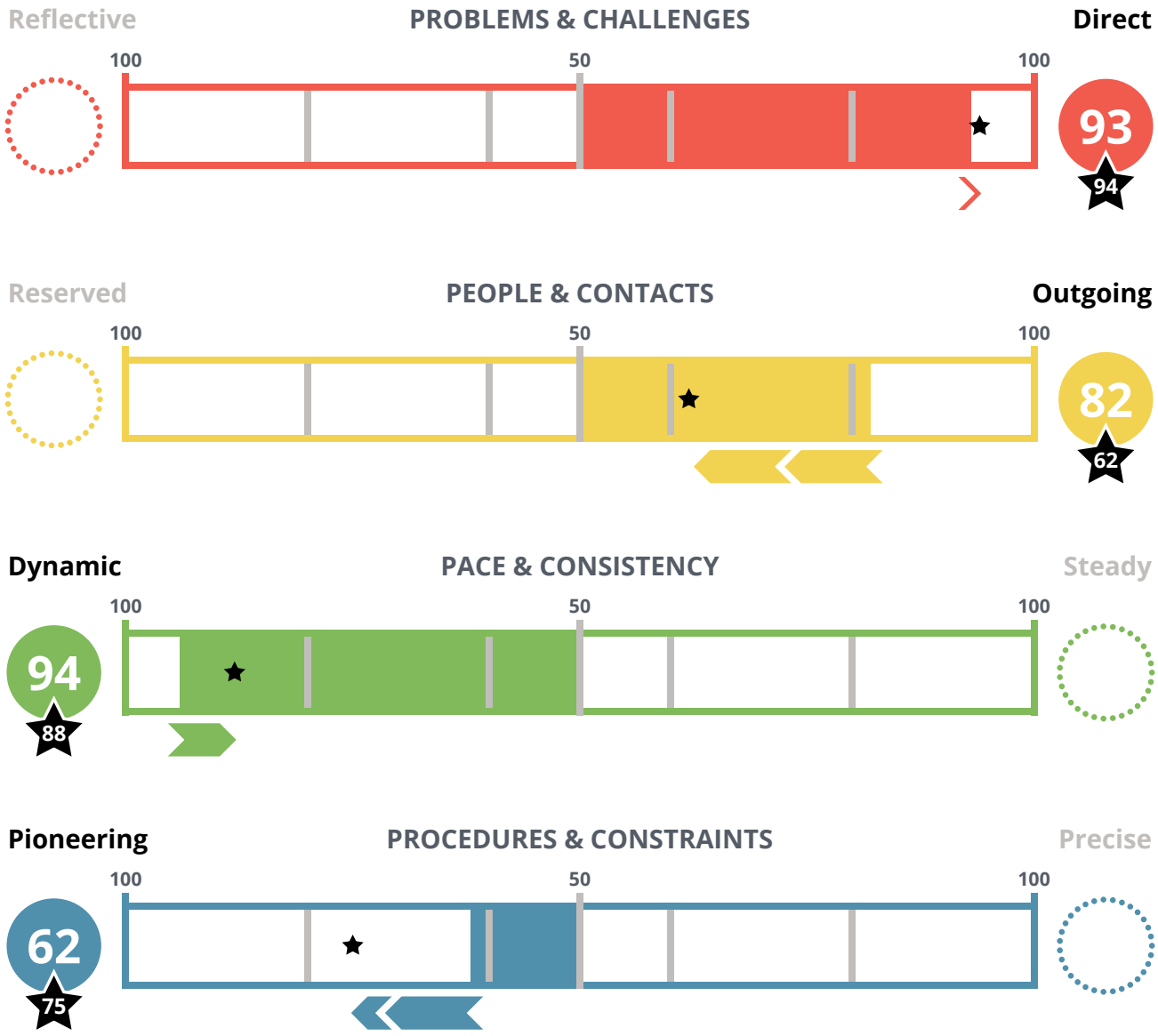
Behavioral Continuum

Everyone has a varying level of the four main behavioral factors that create their own, personal style. Each side of those factors lives on a continuum, and the combination influences individuals' level of engagement in different situations. The graph below is a visual representation of where Samuel falls within each continuum.



Adapted Position
Adapted Movement

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8-19-2021
T: 7:12

Samuel Sample

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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.

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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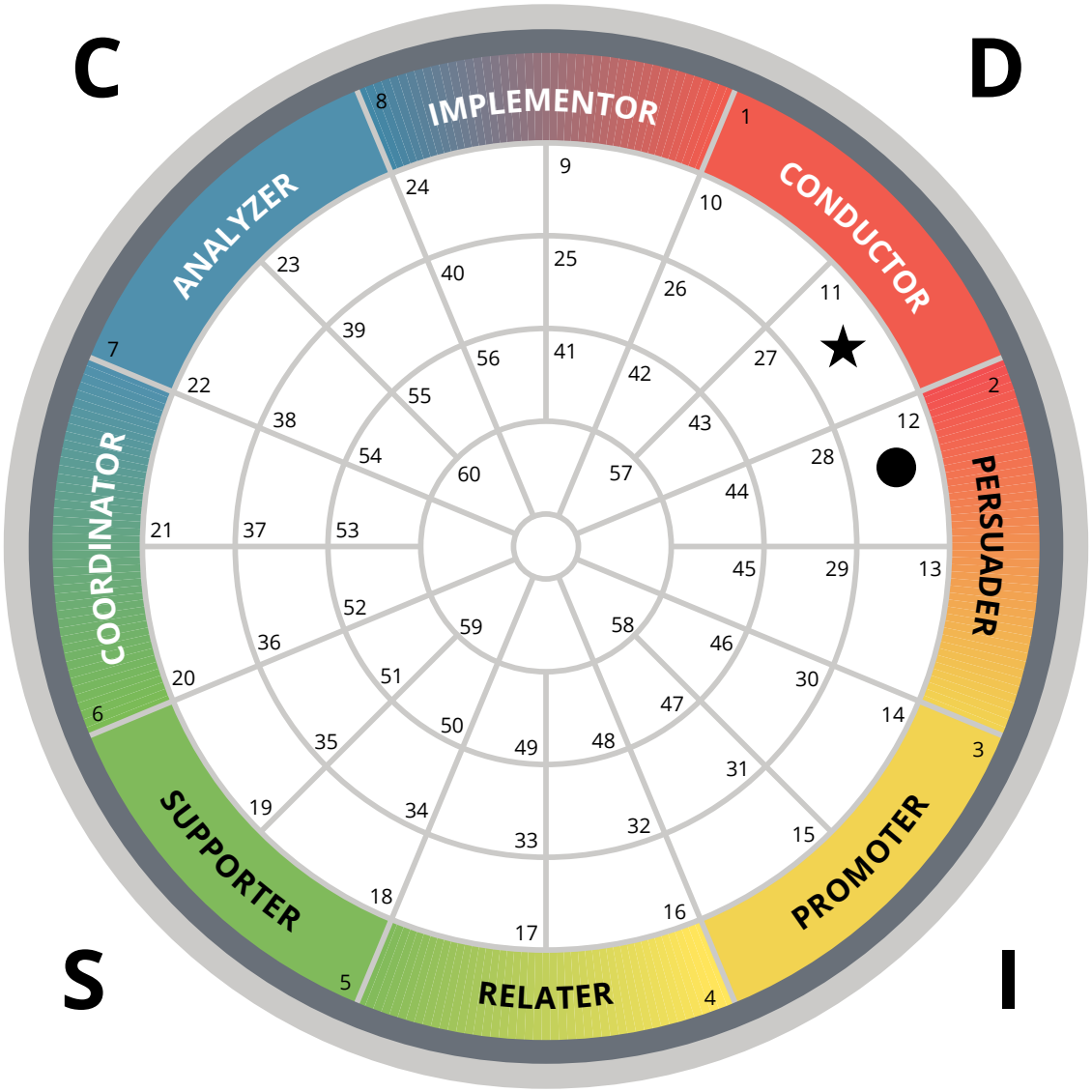
The Success Insights® Wheel

Samuel Sample
TTI
8-19-2021



Adapted: ★ (11) PERSUADING CONDUCTOR
Natural: ● (12) CONDUCTING PERSUADER
Norm 2021 R4

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Understanding Your Driving Forces

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

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

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

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

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

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

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Driving Characteristics

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

Samuel is motivated by increasing productivity and efficiency. He is driven by a long list of wants and will work hard to achieve them. He is driven to be very diligent and resourceful. He views people as a resource to achieve results. Samuel can buffer the feelings of others to drive business. He sees the world as a toolset to accomplish his goals. He will challenge the status quo to keep momentum moving. He is always looking for new ways to accomplish routine tasks. When Samuel feels strongly about a situation, he will apply the "end justifies the means" concept. He wants to control his own destiny and impact the destiny of others. If knowledge of a specific subject is not of interest, or is not required for success, Samuel will have a tendency to rely on his intuition or practical information in this area. He may prefer pleasant experiences for himself and others.

Samuel will focus on creating processes to ensure efficiency going forward. He is driven to maximize opportunities in order to create financial flexibility. He follows a philosophy of "it's not personal, it's just business." He will help develop an individual if he sees opportunities for future return. Samuel can be an out-of-the-box thinker. Given the choice, Samuel would choose to experience new opportunities. He can go to extremes to win or control the situation. He has the desire to create a winning strategy. In those areas where Samuel has a special interest he will be good at integrating past knowledge to solve current problems. If Samuel is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth. At times Samuel will look for opportunities to tie beauty and harmony into the experiences of others. He may look at the totality of a situation to ensure a rewarding interaction.

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Driving Characteristics

Samuel may look for ways to create a positive customer experience. He will seek knowledge based on his needs in individual situations. He is driven by public recognition. He likes to set his own plan to guide and direct his actions. Samuel believes it's important to keep emotions out of business decisions. He will not normally allow himself to be directed by others unless it will enhance his own self-interest. He has a strong desire to build resources for the future. He will be creative when resources are scarce.

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Strengths & Weaknesses

The following section will give you a general understanding of the strengths and weaknesses of Samuel's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.

Potential Strengths

- Samuel configures resources to maximize output.
- He tends to focus on the return on investment.
- He tends to maximize efficiency and productivity.
- He will help others when others are willing to work hard.
- Samuel will seek to develop or help others when he can see future opportunities.
- He will adopt aspects of systems if he sees a benefit.
- He strives to advance his position.

Potential Weaknesses

- Samuel tends to view people and resources as tools to achieve an outcome.
- He may view material possessions and money as a scorecard.
- He may be perceived as a workaholic.
- He may create scenarios that benefit himself more than others.
- Samuel may expect something in return each time he helps or serves others.
- He resists overly structured ways of thinking and approaches.
- He can be driven by the desire to achieve status and recognition.

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Energizers & Stressors

The following section will give you a general understanding of the energizers and stressors of Samuel's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of an energizer can be perceived as a stressor to others.

Potential Energizers

- Samuel tries to eliminate waste.
- He strives to obtain practical results.
- He likes to be compensated based on performance.
- He is energized by purposeful people.
- Samuel likes to develop internal advocates.
- He likes to question unnecessary protocols.
- He likes to create and control his destiny.

Potential Stressors

- Samuel does not like when resources are used inefficiently.
- He gets frustrated when processes are redundant.
- He is stressed when others ignore the return on investment.
- He does not act without personal benefit.
- Samuel does not like to make emotion-based decisions.
- He is stressed when he must support the status quo.
- He does not like a small workspace.

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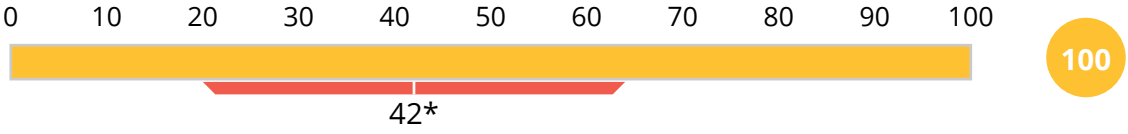
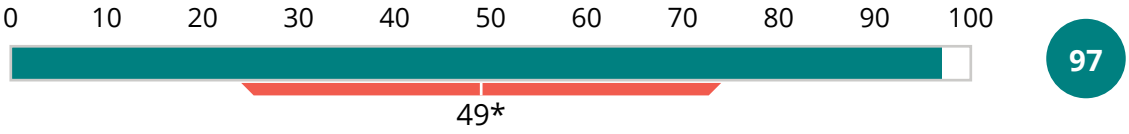
Primary Driving Forces Cluster

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

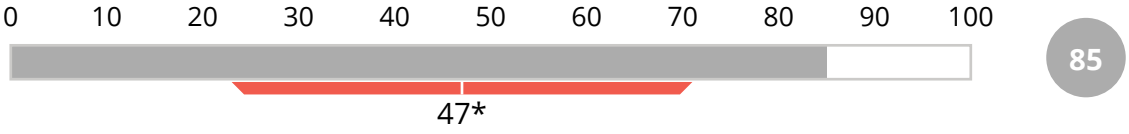
1. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.



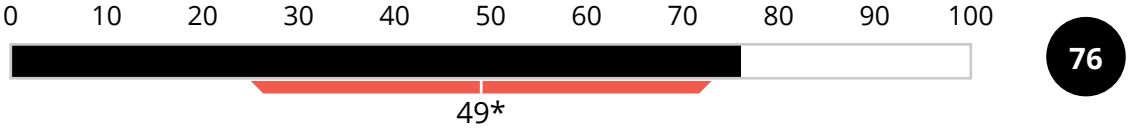
2. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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



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



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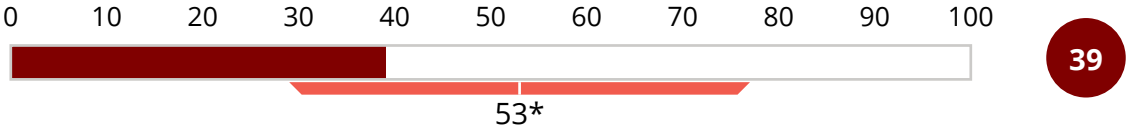
Situational Driving Forces Cluster

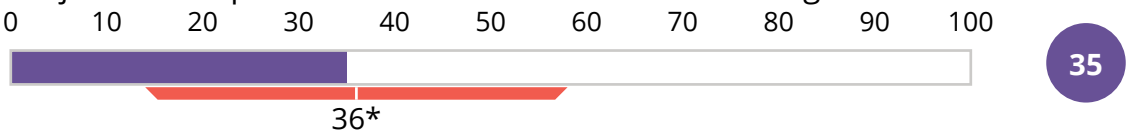
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



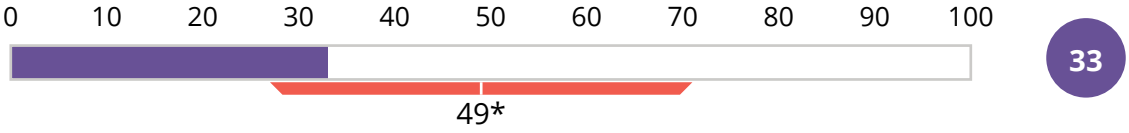
39

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



35

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



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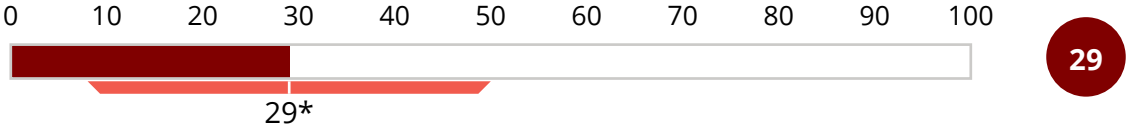
8. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



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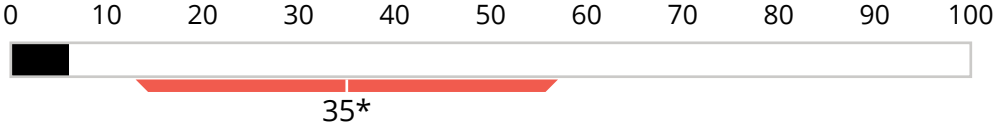
Indifferent Driving Forces Cluster

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

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



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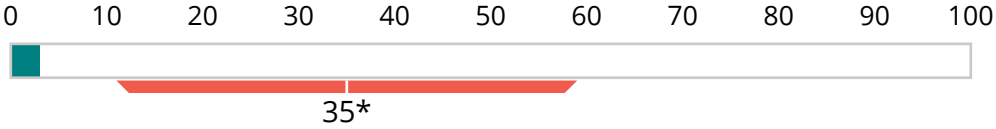
10. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.



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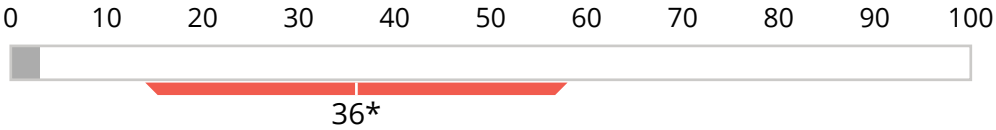
11. Structured - People who are driven by traditional approaches, proven methods and a defined system for living.



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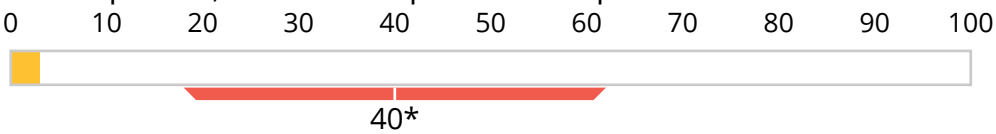
12. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



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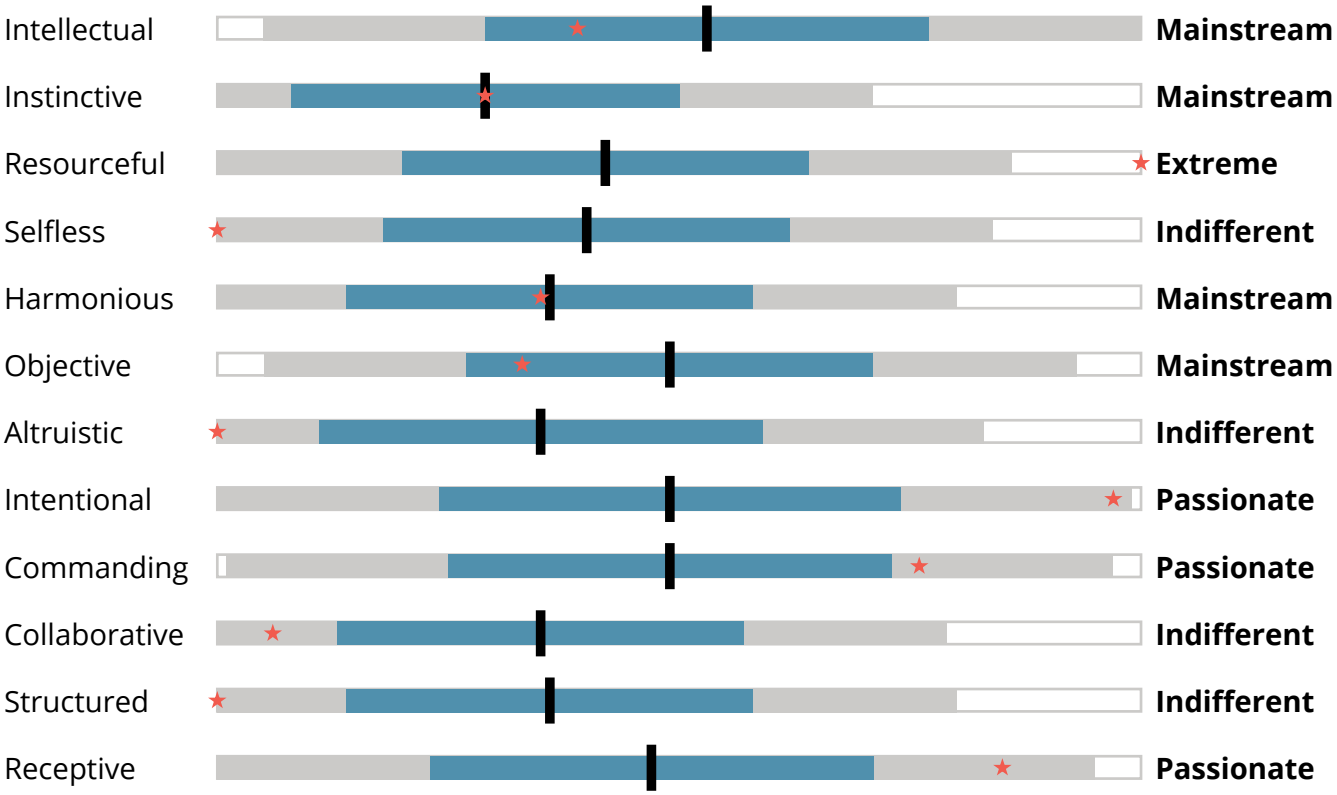
Areas for Awareness

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

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

Norms & Comparisons Table - Norm 2021



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

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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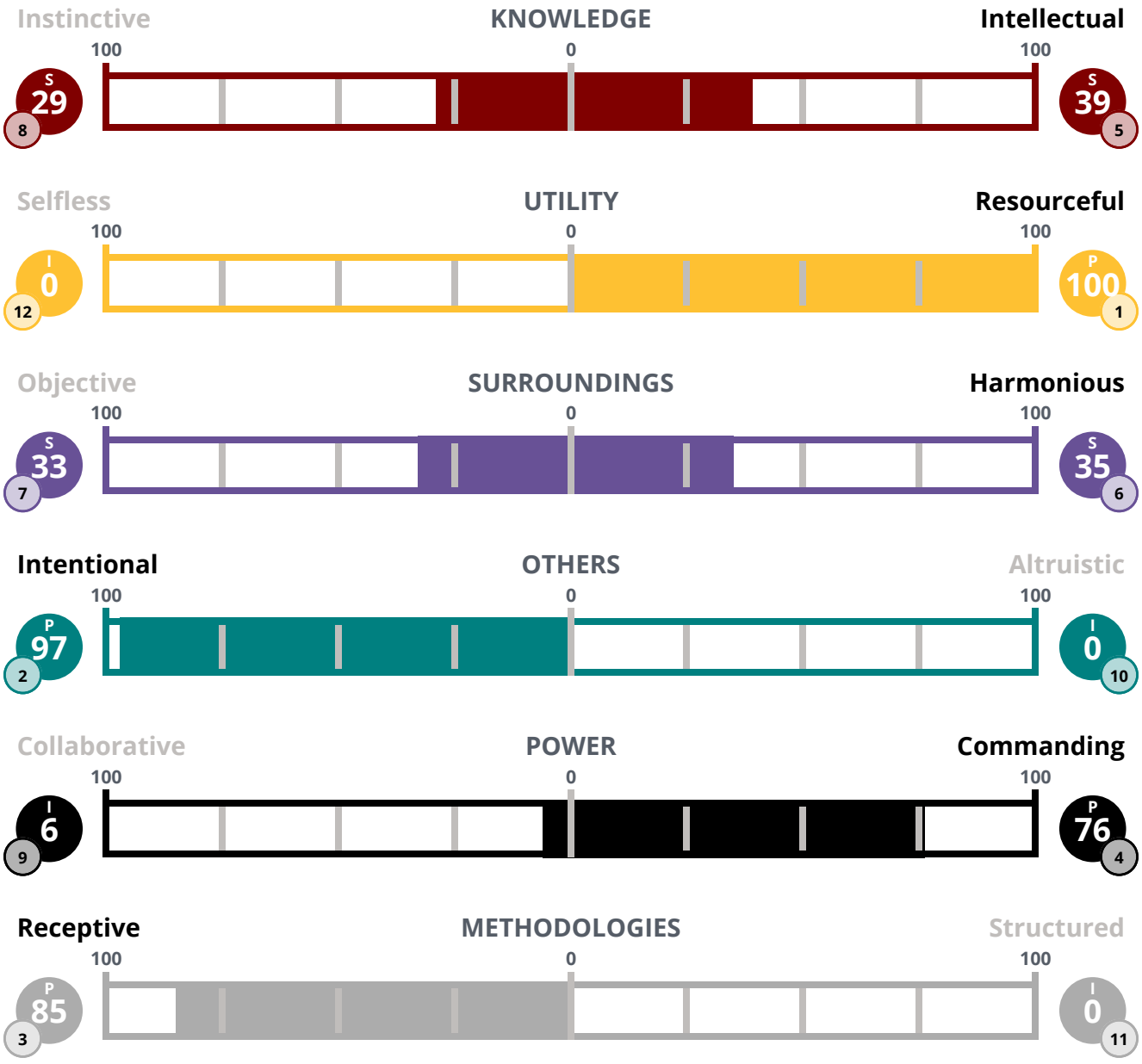
Driving Forces Graph

The 12 Driving Forces® Continuum is a visual representation of what motivates Samuel and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Samuel's motivation and engagement regardless of the situation.



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Primary, Situational, or Indifferent
Driving Forces Score
Driving Forces Rank

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8-19-2021
T: 5:13

Samuel Sample

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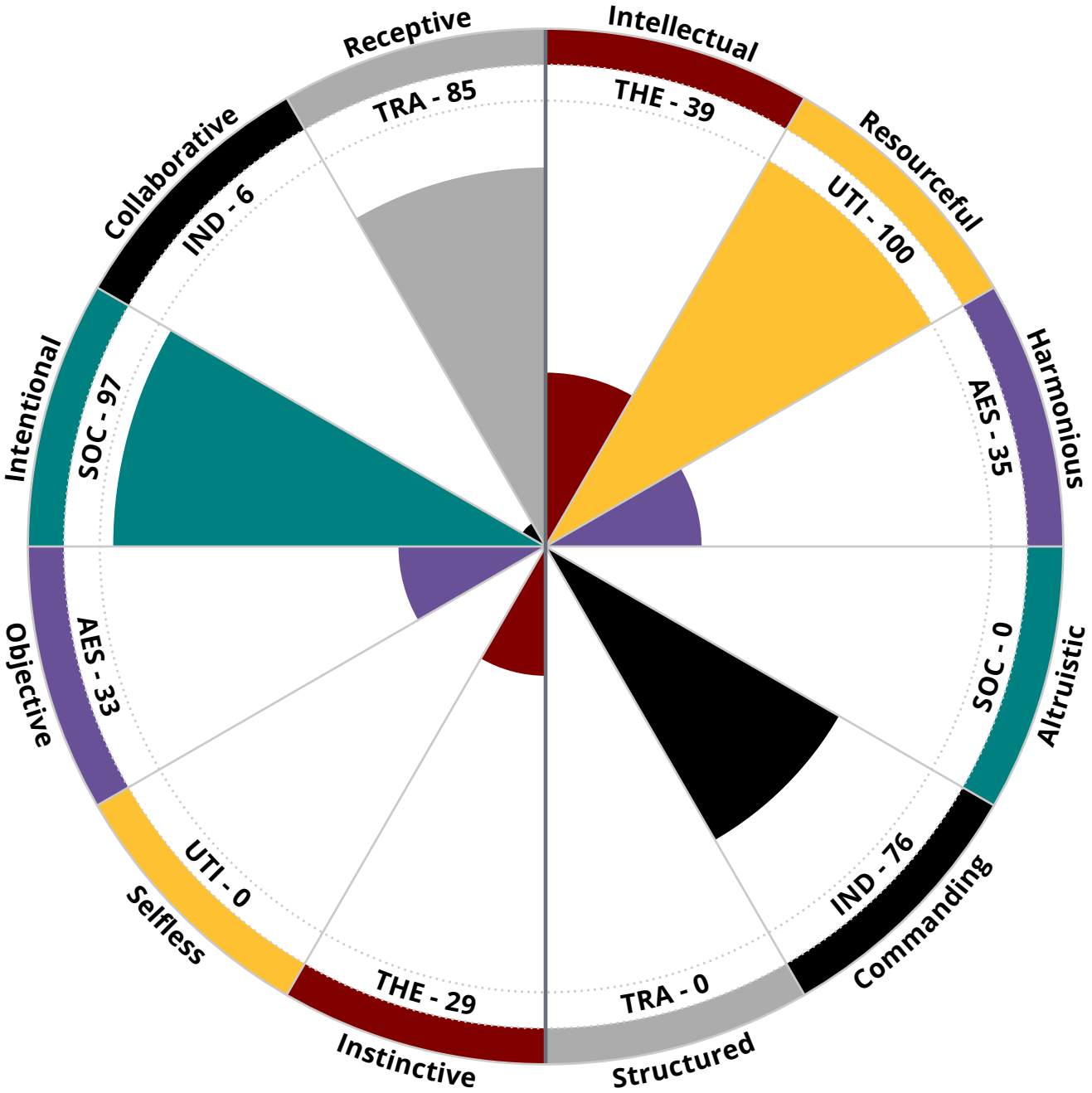
Driving Forces Wheel



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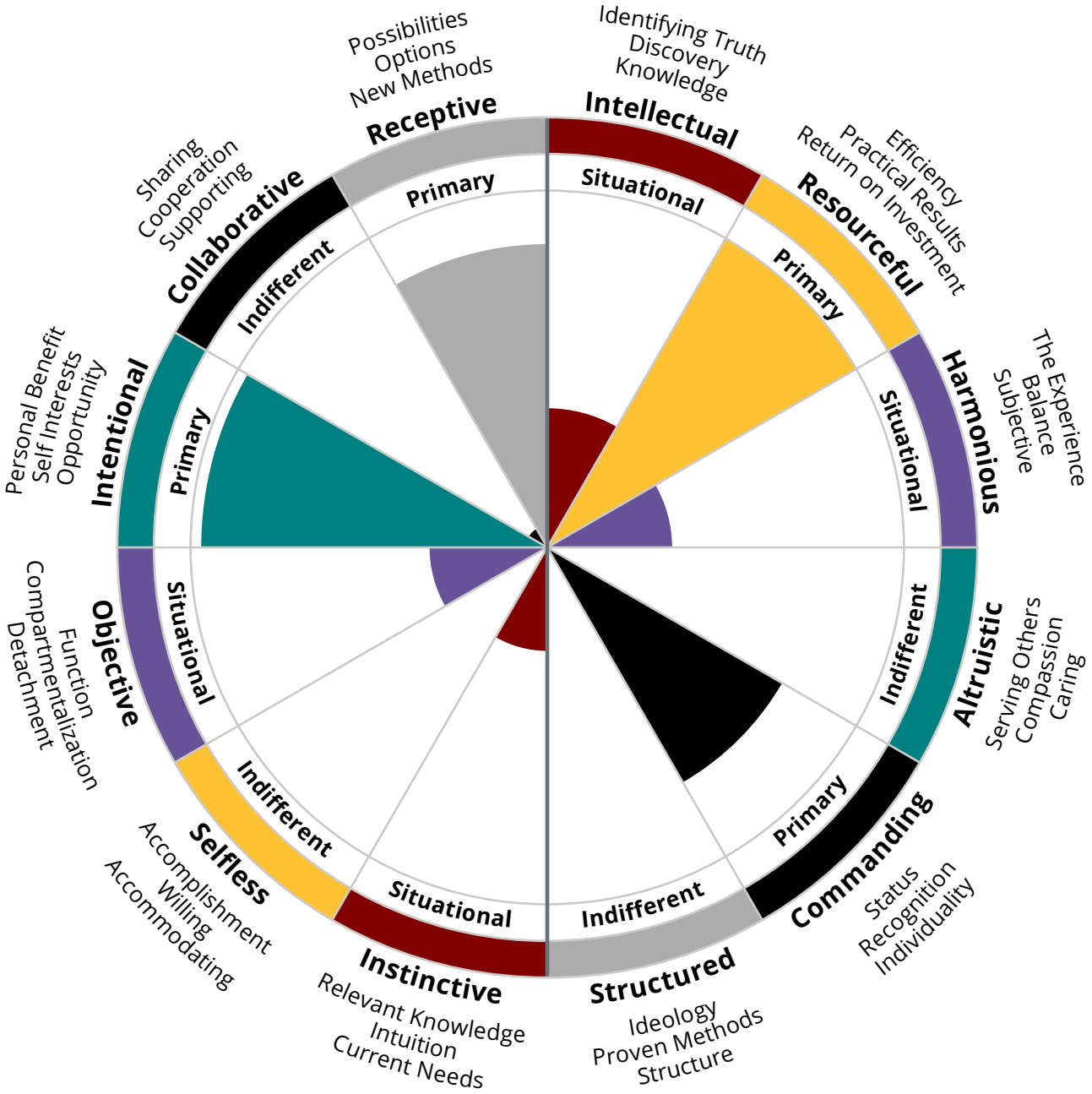
Descriptors Wheel



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Introduction

Integrating Behaviors and Driving Forces Section

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

In this section you will find:

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

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Potential Behavioral & Motivational

Strengths

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

- Can be resourceful to influence others to get results.
- Makes decisions based on saving time, resources and improving efficiency.
- Very resourceful in solving problems.
- Will champion a worthy cause, as a challenge, if they see a potential return.
- Initiates the activity of developing others if they are putting forth a strong effort on their own.
- Tough but fair when others are willing to work hard.
- A leader for those who question traditions.
- Will champion change and focus on out of the box results
- Puts everything he has into looking for new opportunities.
- Forward-looking to improve himself or a situation.
- Not easily deterred by setbacks.
- Seeks the challenge and opportunity to win.

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Potential Behavioral & Motivational

Conflict

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

- May tend to flaunt success and use money as a scorecard.
- Can be a workaholic.
- May offend others with too much discussion of results.
- May try to utilize many people to obtain results.
- Needs immediate results when involving others.
- May set standards too high that causes others to fall short.
- By challenging the status quo he may miss the desired results.
- A desire for better results may be prohibited by his need for something new.
- May break others' rules to keep the momentum moving.
- May always want to display his superiority through problems or challenges.
- May not realize the negative consequences of his quick decisions.
- Takes on too much, too soon, too fast to maintain control.

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Ideal Environment

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

- Rewards for being quicker, faster, better.
- Key performance measured on results and efficiency rather than people and process.
- An environment where direct, bottom-line efforts are appreciated.
- A forum to champion the needs and desires of others who are willing to work for common results.
- The opportunity to show others their potential in order to drive the desired outcomes.
- A results-driven environment where people are respected for what they can provide.
- An environment that promotes creative ideas for solving problems and making decisions.
- Opportunity to alter existing systems to make them bigger, better and faster.
- Ability to achieve results by challenging the status quo.
- Continual opportunity to challenge and win.
- Opportunity to assertively express his desire to control his own destiny and potentially that of others.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.

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Keys To Motivating

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

Samuel wants:

- Freedom to get desired results and improve efficiency.
- Focus on results and rewards, not the process or journey.
- Opportunities for achieving things faster and of more value.
- Opportunities to accomplish solutions to problems that relate to his vision.
- To be in charge of people, resources and surroundings.
- Recognition for driving business and being a catalyst for changing the world.
- The opportunity to expand his way of thinking.
- All systems and structures to be current and moving toward the desired result.
- The ability to solve problems by examining many new approaches.
- New and difficult challenges that lead to prestige and status.
- Space and latitude to do what it takes to get the job done.
- Power and control over outcomes and goals.

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Keys To Managing

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

Samuel needs:

- To be an active listener instead of dominating the discussion.
- The opportunity to receive rewards based on results achieved.
- To assess the risk and rewards of each decision.
- To be given power and authority to achieve results through people.
- Needs task-oriented challenges.
- Help to understand how managing his intensity can align others to his objectives.
- Support to achieve results through his constantly evolving system for living.
- A manager that understands his potentially explosive nature is from the desire to achieve and win in new and different ways.
- A manager that understands his need to explore many systems to capture all possibilities.
- Assistance in staying on task when he is not the leader of the project.
- Freedom to determine how results should be achieved.
- Help understanding the effect on his image when he disengages from uncontrolled projects.

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Introduction

Acumen Indicators Section

Research shows that the most effective people understand themselves and develop strategies to meet the demands of their environment. The Acumen Capacity Index (ACI) report helps individuals accurately perceive the world around them as well as themselves.

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

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

- Summary of Acumen Capacity
- World View
- Self View
- External Concentration Score
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary
- Dimensional Balance

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

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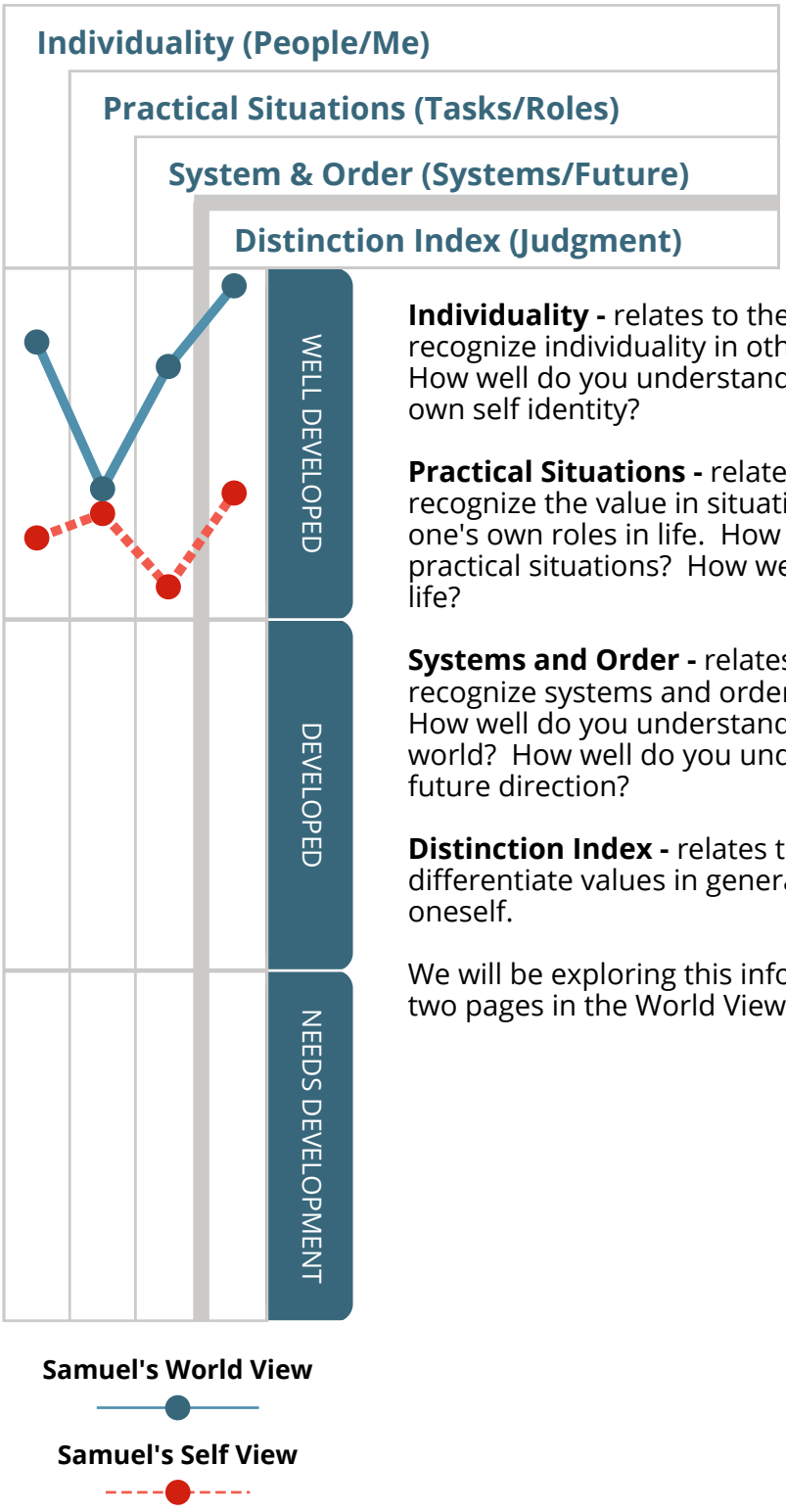
Summary of Acumen Capacity

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



Individuality - relates to the development of your ability to recognize individuality in others and individuality within yourself. How well do you understand others? How well developed is your own self identity?

Practical Situations - relates to the development of your ability to recognize the value in situations in the outside world and within one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life?

Systems and Order - relates to the development of your ability to recognize systems and order in the world and within yourself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction?

Distinction Index - relates to your development of the ability to differentiate values in general in the world as well as within oneself.

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

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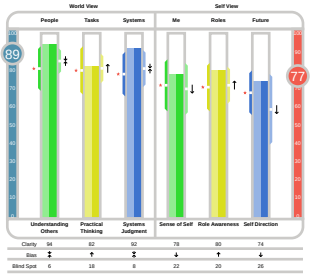
World View

This is how Samuel sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions found on the World View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samuel values people as individuals, rather than just on their performance, even when he is in a management position.
- Samuel understands people well and enjoys a feeling of mutual respect for others.
- Samuel enjoys forming and maintaining close affiliations with others.
- Samuel sees order and structure as necessary requirements for getting things done.
- Samuel performs best in an atmosphere that has a clear structure and a well-defined chain of command.
- Samuel has good thinking and planning abilities.
- Samuel sees the practical perspective clearly and will ignore interruptions to stay focused.
- Samuel performs best in an atmosphere that is practical, with the end-point of each project or task clearly defined.
- Samuel focuses on solutions to problems to achieve goals.
- Samuel will try to find a way to accomplish objectives, even if the necessary resources are not available.



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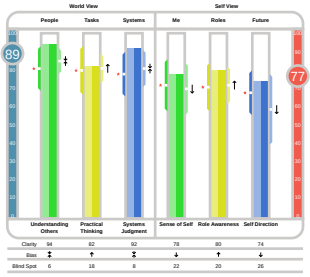
Self View

This is how Samuel sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based on the 3 dimensions found on the Self View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samuel will focus on the process of role changes when necessary to assure a smoother transition.
- Samuel is a person who emphasizes his personal and professional roles.
- Samuel has a good grasp of his life roles.
- Samuel tends to rely on himself in the face of adversity.
- Samuel may call upon his inner strength when needed to get through a situation.
- Samuel could benefit from developing a deeper understanding and appreciation of himself.
- Samuel tends to follow a set of organizing principles for his life.
- Samuel is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of opportunities.
- Samuel focuses on the directional aspects of life, where he is going and who he will become.



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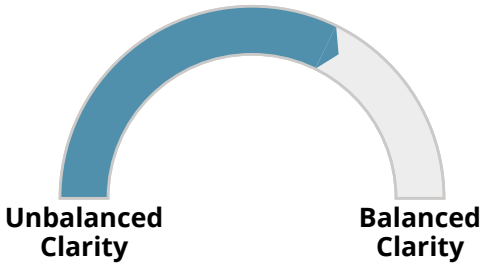
External Clarity and Awareness

Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly in the outside world. Situational Awareness is the measurement of Samuel's viewpoint of the reality in the outside world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion Score into account. Does Samuel have a clear view of the outside world to go with his level of balance and reality?

External Clarity of Performance: The level of balance based on Samuel's ability to evaluate people, practical and theoretical situations in the outside world.

- Samuel should do his best to remain objective in dealing with situations and issues of all kinds.
- To establish a more balanced view of the world, Samuel should seek to understand and appreciate tasks and practical matters.

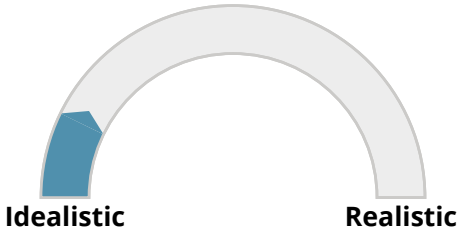


Based on your current level of balance, where is the greatest impact: people, tasks or systems?

Is your level of balance appropriate for your professional/personal life and path?

External Situational Awareness: Your level of reality based on your perception of the outside world.

- Samuel may be "closed" to certain things.
- Samuel may be unrealistic in matters personal, practical and theoretical.



How realistic is your world perception or your expectations of the world in terms of people, tasks and systems?

How is this level (or lack) of expectations or perception impacting you?

11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

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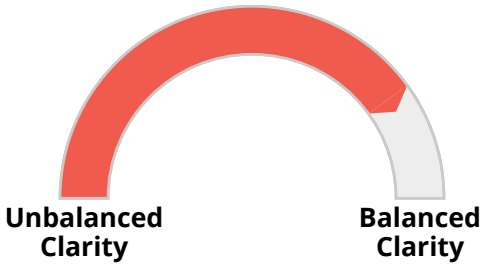
Internal Clarity and Awareness

Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly within one's self. Situational Awareness is the measurement of Samuel's viewpoint of the reality within his own world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion description into account. Does Samuel have a clear view of himself to go with his level of balance and expectations?

Internal Clarity of Performance: The level of balance based on Samuel's ability to evaluate who you are, your roles and your future.

- He may want to focus on clarifying his envisioned future of who and what he ought to become.
- Samuel has a balanced view of internal issues and situations.

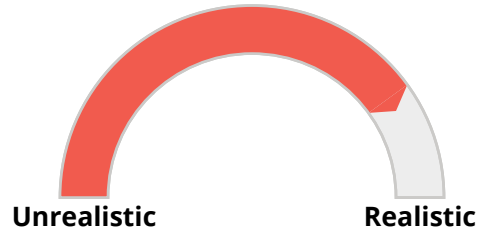


Based on your current level of balance, where is the greatest impact: you as a person, your roles or your future?

How does this level of balance impact you (positive/negative) in your current situation?

Internal Situational Awareness: Your level of expectations based on your perception of yourself, your roles and your future.

- Samuel is acutely aware of his own strengths and weaknesses.
- Samuel has good awareness in terms of himself, role and direction.



How realistic is your self perception or your expectations in terms of you as a person, your roles and your future?

What insights have you discovered about yourself that could be further developed?

23

Emotional Bias Distortion: This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

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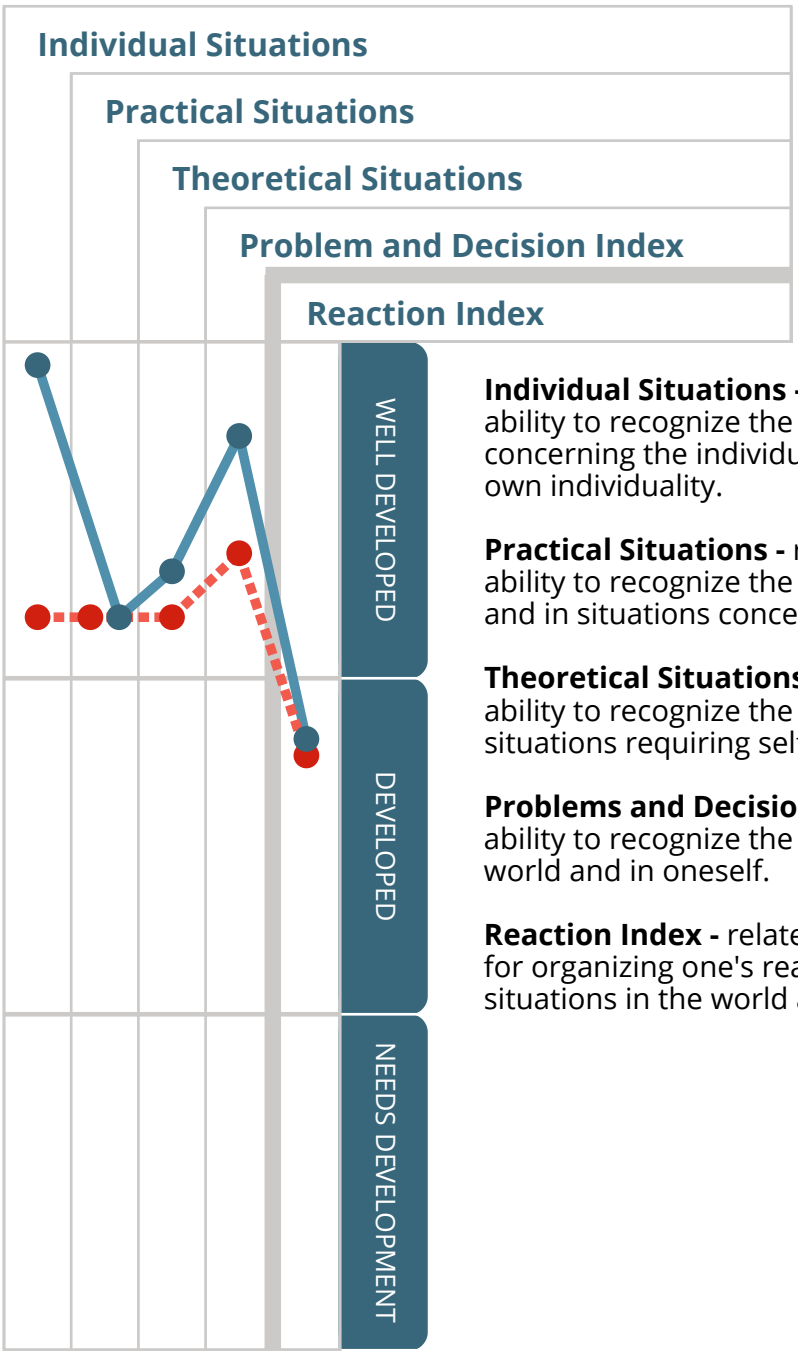
Summary of Capacity for Problem Solving



Samuel's World View

Samuel's Self View

Individual Situations - relates to the development of your ability to recognize the importance within situations concerning the individuality of others and concerning one's own individuality.

Practical Situations - relates to the development of your ability to recognize the importance within practical situations and in situations concerning one's own roles in life.

Theoretical Situations - relates to the development of your ability to recognize the importance within systems and in situations requiring self-discipline.

Problems and Decisions - relates to the development of your ability to recognize the importance within situations in the world and in oneself.

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

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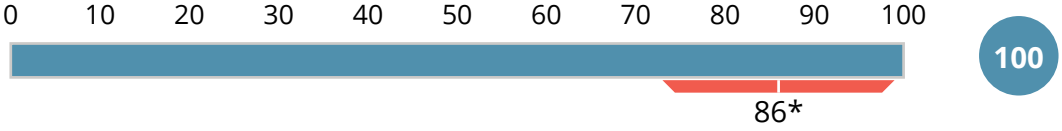
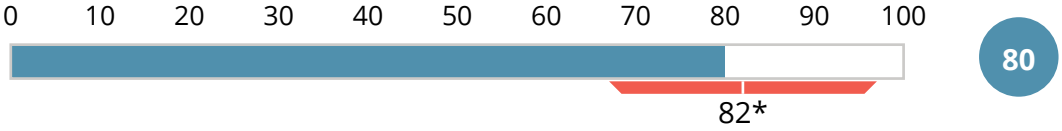
External Problem Solving and Decision Making

The following scores will identify Samuel's ability to identify and solve specific types of problems as well as his ability to make balanced decisions in the outside world.

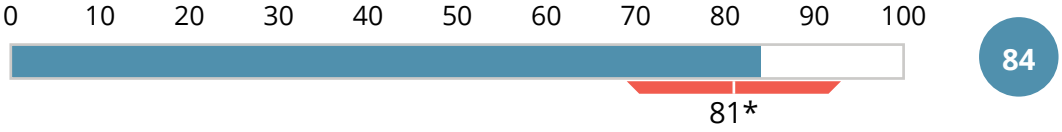
Capacity for Solving Problems Involving People - The ability to identify and solve problems related to the individuality of people.



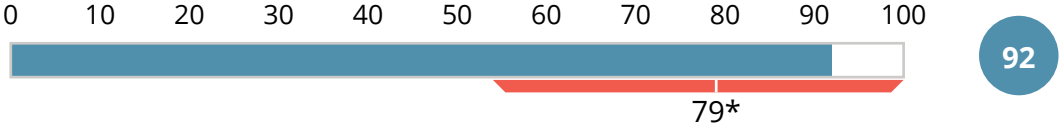
Capacity for Solving Practical Problems - The ability to identify and solve problems related to tasks and practical situations.



Capacity for Solving Theoretical Problems - The ability to identify and solve systems, structural and theory-based problems.



Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information regarding people, tasks and systems. The higher your score, the more balanced your problem and decision making will be.



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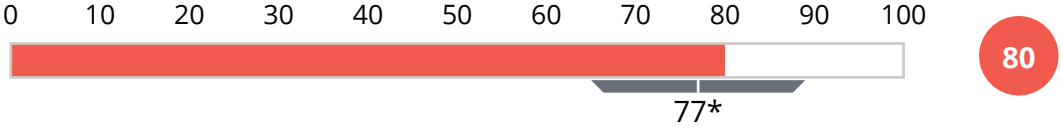
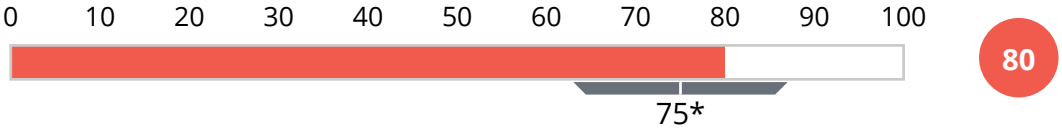
Internal Problem Solving and Decision Making

The following scores will identify Samuel's ability to identify and solve specific types of problems as well as his ability to make balanced decisions within one's self.

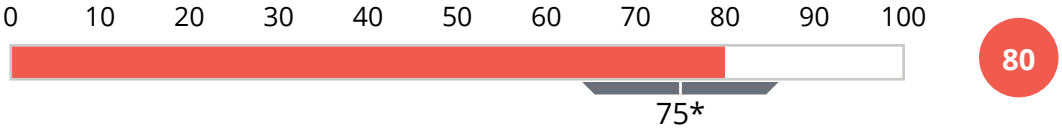
Problem Solving Ability Within One's Self - The ability to identify and solve problems related to your own individuality.



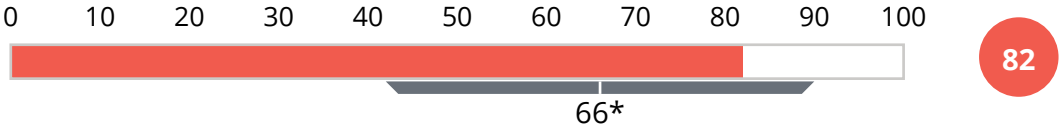
Problem Solving Ability Within One's Roles - The ability to identify and solve problems related to your personal and/or professional roles in life.



Problem Solving Ability Regarding One's Future - The ability to identify and solve problems with regard to your future direction and self-discipline.



Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive important aspects regarding your individuality, your roles and your future. The higher your score, the more balanced your problem solving and decision making will be.



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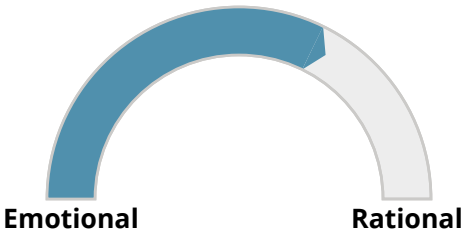
Reaction Index

The Reaction Index is determined by looking at Samuel's External Control and Internal Control. The combination of this information will identify one's ability for appropriate responses in difficult situations.

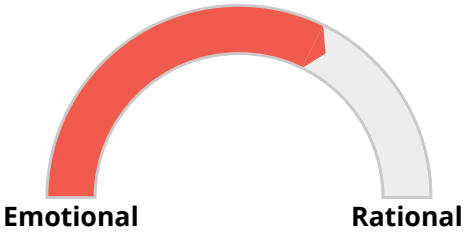
External Control: The ability to appear to be rational and in control when facing problems or crises.

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



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

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his roles in life.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his own individuality.
- His capacity to organize and discipline his reactions when confronted with problems within himself is developed.



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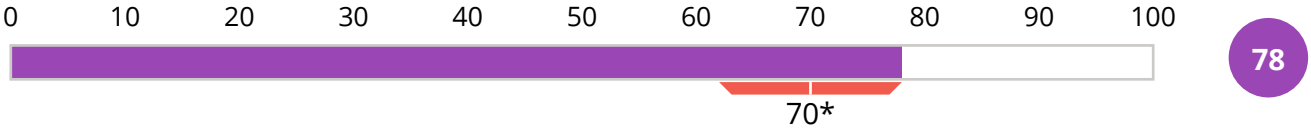
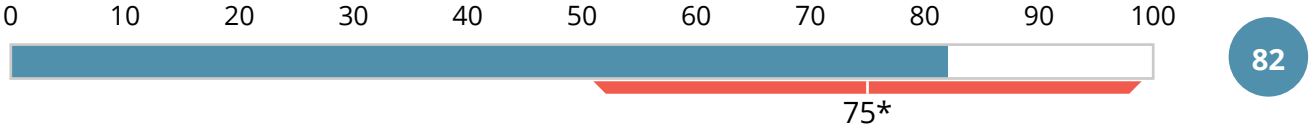
Business Performance Summary

The Business Performance Summary will identify Samuel's ability to solve problems and concentrate during challenging times and ability to make balanced decisions.

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



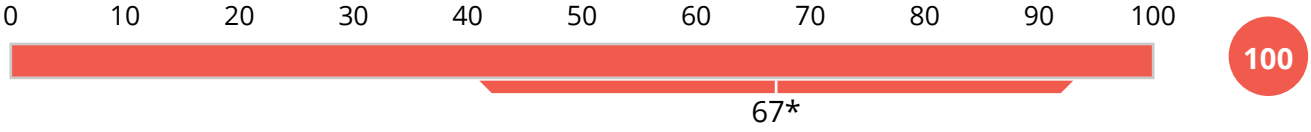
External Concentration Index - The ability to remain focused and manage distractions on issues relative to people, practical and theoretical situations.



11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Concentration score awareness. Scores over 40 can greatly cloud these areas.

Internal Concentration Index - The ability to remain focused and manage distractions on issues relative to you, your roles and your future.



23

Emotional Bias Distortion: This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Concentration score awareness. Scores over 40 can greatly cloud these areas.

- External - Internal - Combined External and Internal

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

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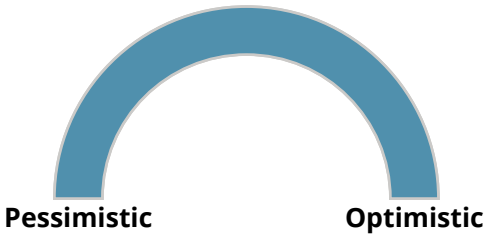
Business Performance Summary

Continued

Attitude Index: The Attitude Index measures your current outlook regarding your external or world view at the time when you completed the assessment. This is a very sensitive measurement and may pick up on something that has affected you within a few days or even several weeks of completing this assessment.

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



How has your optimistic outlook benefited you in recent times?

How can you build on this in the future?

11 **Emotional Bias Distortion:** This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect your Attitude Index. Scores over 40 can greatly cloud your outlook.

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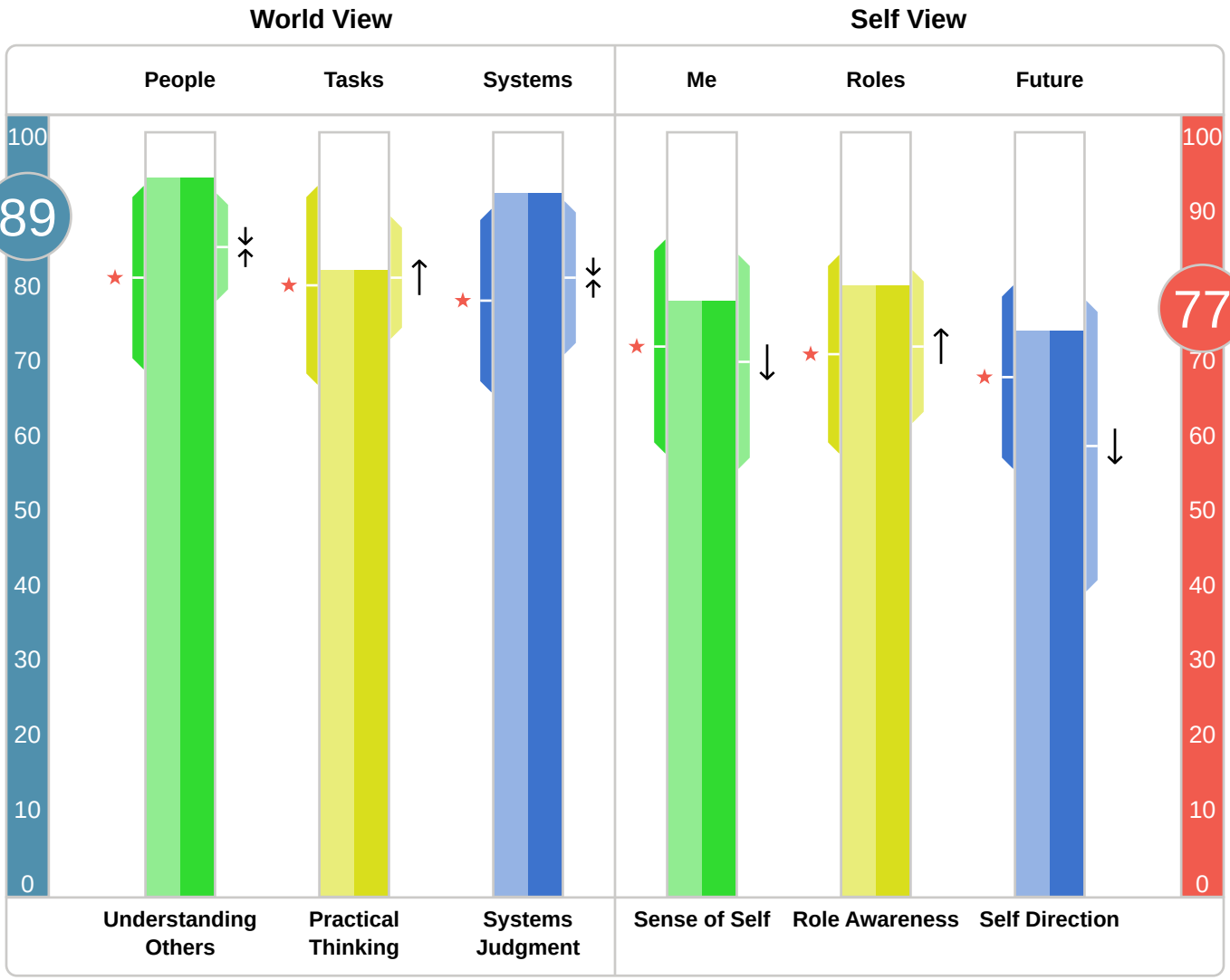
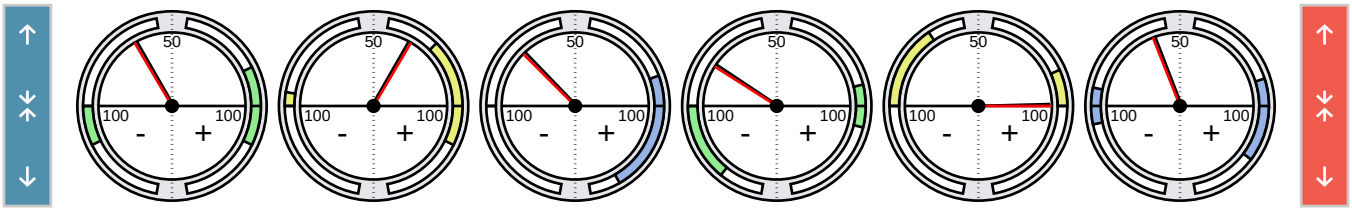
Dimensional Balance



	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Clarity	94	82	92	78	80	74
Bias	↕	↑	↕	↓	↑	↓
Blind Spot	6	18	8	22	20	26



Rev: 0.96-0.90

↑ Overvaluation
↕ Mixed valuation
↓ Undervaluation

Intrinsic
Extrinsic
Systemic

★ Population mean
89 External Clarity Average
77 Internal Clarity Average

T: 4:56

Samuel Sample

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Introduction

Competencies Section

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

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

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

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

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Development Indicator

Based on Scores

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

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Development Indicator

Based on Means

This section of your report shows your development level of 25 personal skills, based on your responses to the questionnaire. The 25 personal skills have been categorized into four levels, based on means and standard deviations.

Flexibility	**+34**	
Conflict Management	**+32**	
Goal Orientation	**+32**	
Creativity and Innovation	**+25**	Well Developed
Futuristic Thinking	**+17**	
Customer Focus	**+16**	
Negotiation	**+16**	
Understanding Others	**+15**	
Influencing Others	**+14**	
Self Starting	**+14**	
Interpersonal Skills	**+12**	
Conceptual Thinking	**+10**	Developed
Leadership	**+10**	
Teamwork	**+9**	
Personal Accountability	**+7**	
Resiliency	**+1**	
Diplomacy	**-2**	
Project Management	**-2**	Moderately Developed
Continuous Learning	**-7**	
Employee Development/Coaching	**-12**	
Decision Making	**-16**	
Planning and Organizing	**-16**	
Problem Solving	**-17**	Needs Development
Time and Priority Management	**-18**	
Appreciating Others	**-33**	

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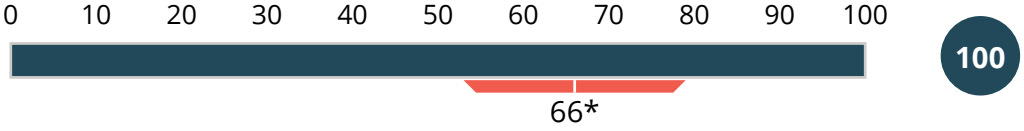
Competencies Hierarchy

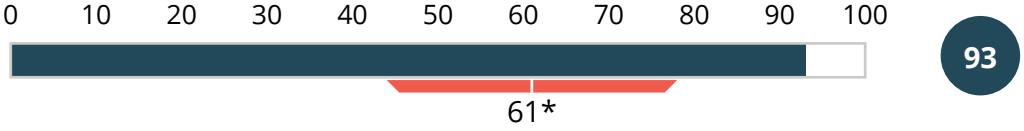
Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

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



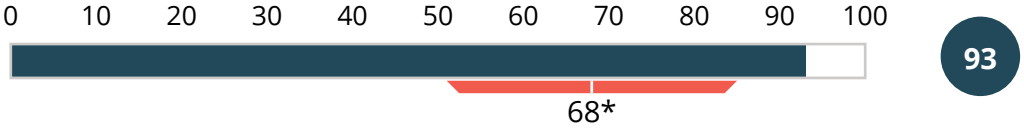
100

2. Conflict Management - Understanding, addressing and resolving conflict constructively.



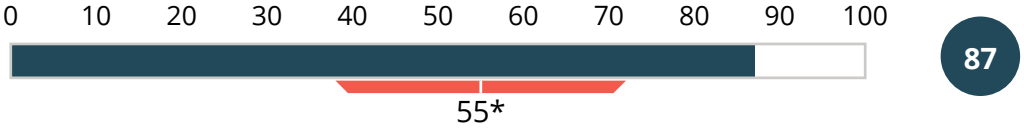
93

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



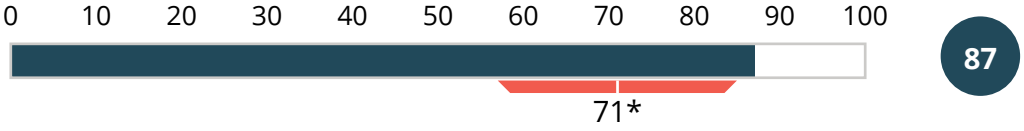
93

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



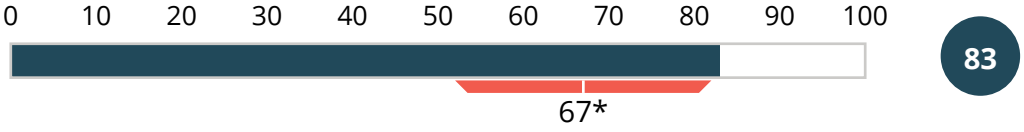
87

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



87

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



83

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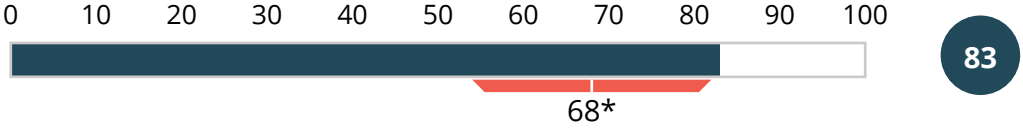
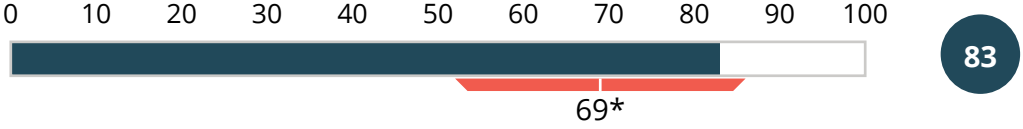
Competencies Hierarchy

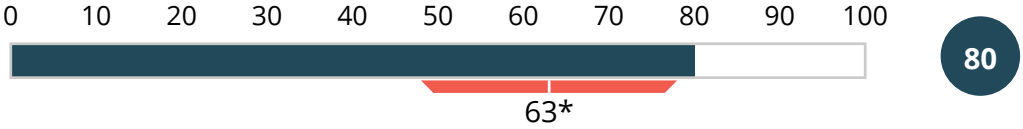
7. Understanding Others - Understanding the uniqueness and contributions of others.



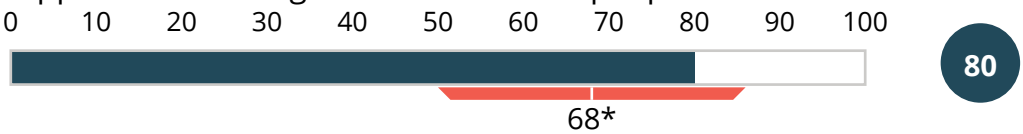
8. Self Starting - Demonstrating initiative and willingness to begin working.



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



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



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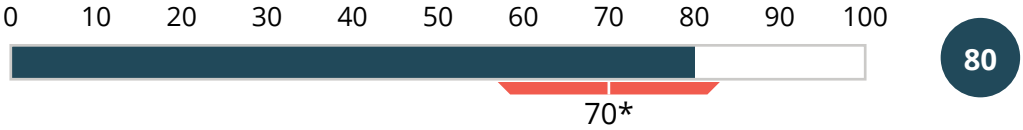

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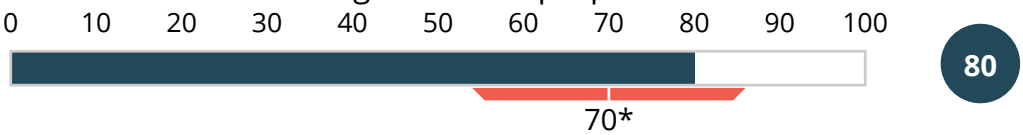

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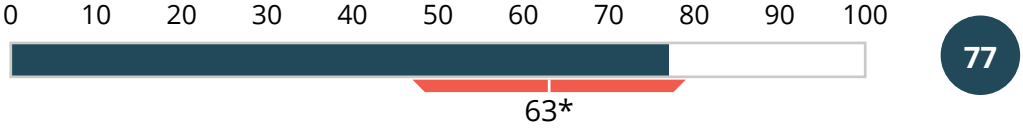
Competencies Hierarchy

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



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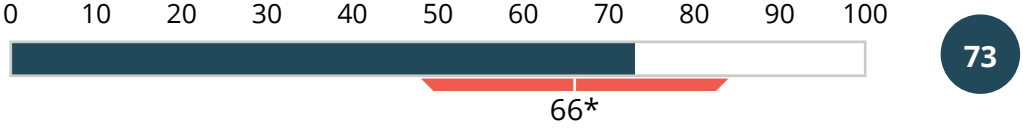
14. Personal Accountability - Being answerable for personal actions.



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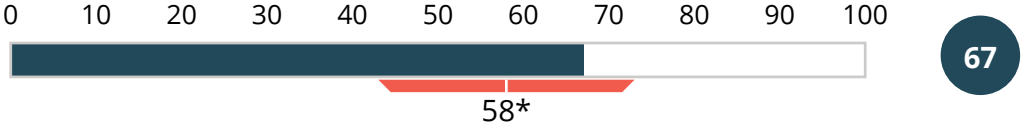
15. Teamwork - Cooperating with others to meet objectives.



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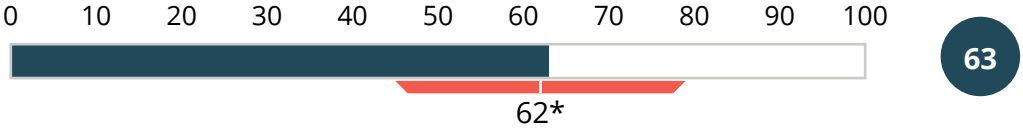
16. Resiliency - Quickly recovering from adversity.



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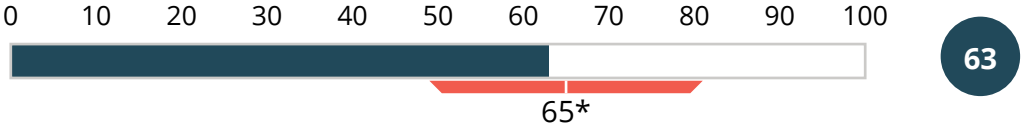
17. Project Management - Identifying and overseeing all resources, tasks, systems and people to obtain results.



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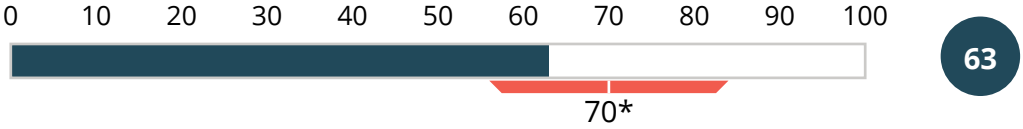
18. Continuous Learning - Taking initiative to regularly learn new concepts, technologies and/or methods.



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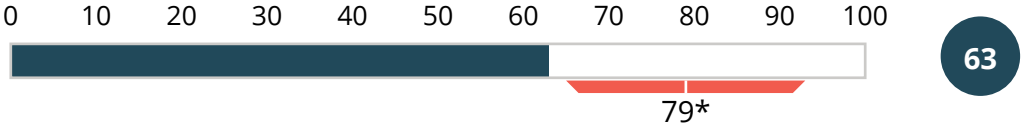
19. Decision Making - Analyzing all aspects of a situation to make consistently sound and timely decisions.



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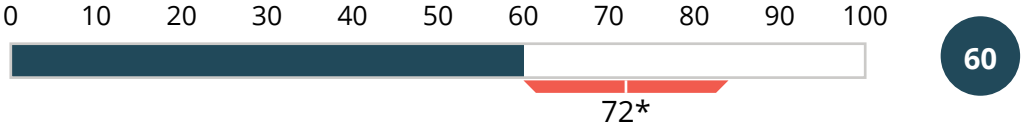
Competencies Hierarchy

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



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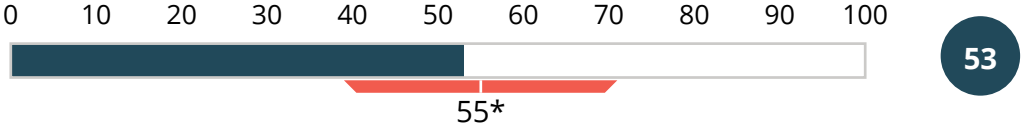
21. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.



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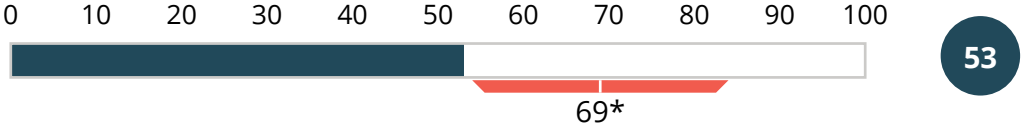
22. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.



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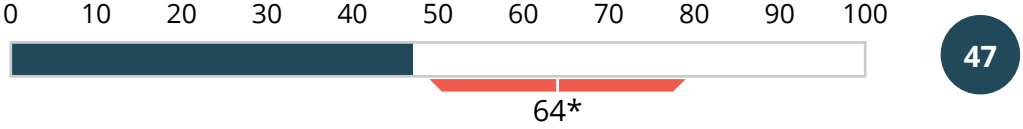
23. Problem Solving - Defining, analyzing and diagnosing key components of a problem to formulate a solution.



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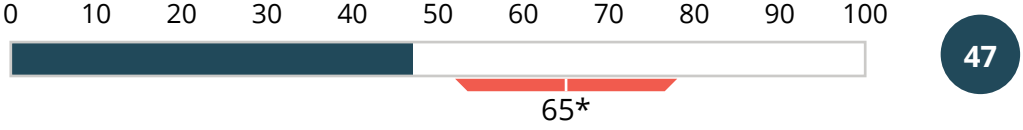
24. Time and Priority Management - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



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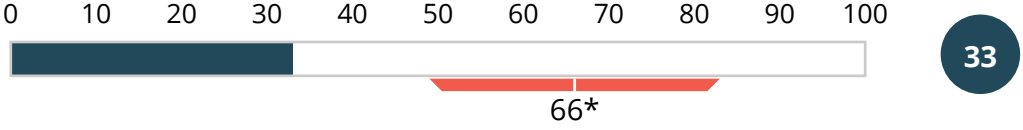
25. Appreciating Others - Identifying with and caring about others.



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Summary of Competencies

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

1. **Flexibility:** Readily modifying, responding and adapting to change with minimal resistance.

   - Responds promptly to shifts in direction, priorities and schedules.
   - Demonstrates agility in accepting new ideas, approaches and/or methods.
   - Effective in shifting priorities and tasks.
   - Modifies methods or strategies to fit changing circumstances.
   - Adapts personal style to work with different people.
   - Maintains productivity during transitions.
   - Embraces and/or champions a shift in activity.
   - Strives to adapt to situational demands.
   - Capable of changing or adjusting to meet particular or varied needs.
   - Able to step outside their comfort zone and try something they haven't done before.

2. **Conflict Management:** Understanding, addressing and resolving conflict constructively.

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

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

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

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Summary of Competencies

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

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

5. **Customer Focus:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.

   - Strives to anticipate, identify and understand customers' wants, needs and concerns.
   - Responds to customers with a sense of urgency.
   - Follows through on customer requests.
   - Is patient and courteous with customers.
   - Resolves issues and complaints to the satisfaction of customers.
   - Expends extraordinary effort to satisfy customers.
   - Develops relationships with customers.
   - Partners with customers to assist them in achieving their objectives.
   - Acts as an advocate for customers' needs.
   - Takes professional risks for the sake of customers' needs.

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

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

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Summary of Competencies

7. **Understanding Others:** Understanding the uniqueness and contributions of others.

   - Demonstrates the ability to evaluate others.
   - Strives to understand the unique qualities of all people.
   - Evaluates many aspects of the people in his surroundings.
   - Recognizes how other people can contribute.
   - Accepts individuals' unique abilities and looks for ways for them to contribute.
   - Utilizes feedback to identify strengths in other people.
   - Seeks to understand how certain decisions can impact others.
   - Sees the unique contributions of colleagues.
   - Relates and connects with others.
   - Understands the unique motivations, needs and aspirations of others.

8. **Self Starting:** Demonstrating initiative and willingness to begin working.

   - Possesses a strong work ethic and belief in getting results.
   - Takes initiative and does whatever it takes to achieve objectives.
   - Projects self-assurance in getting the task started.
   - Starts quickly to avoid setbacks.
   - Asserts self in personal and professional life.
   - Willing to begin working regardless of circumstances.
   - Accepts personal responsibility for achieving personal and professional goals.
   - Functions effectively and achieves results regardless of circumstances.
   - Takes initiative and acts without waiting for direction.
   - Displays self-confidence, conscientiousness, assertiveness, persistence and is achievement-oriented.

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

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

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Summary of Competencies

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

    - Strives for self-awareness in a social setting.
    - Demonstrates sincere interest in others.
    - Treats all people with respect, courtesy and consideration.
    - Respects differences in the attitudes and perspectives of others.
    - Listens, observes and strives to gain understanding of others.
    - Communicates effectively.
    - Shows sensitivity to diversity issues.
    - Develops and maintains relationships with many different kinds of people regardless of differences.
    - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
    - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.

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

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

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Summary of Competencies

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

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

13. **Influencing Others:** Personally affecting others' actions, decisions, opinions or thinking.

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

14. **Personal Accountability:** Being answerable for personal actions.

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

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Summary of Competencies

15. **Teamwork:** Cooperating with others to meet objectives.

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

16. **Resiliency:** Quickly recovering from adversity.

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

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

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

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Summary of Competencies

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

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

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

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

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

    - Inspires confidence in others' ability to grow professionally.
    - Identifies and facilitates developmental opportunities.
    - Encourages initiative and improvement.
    - Provides opportunities for enhancement.
    - Gives new and challenging work assignments.
    - Acknowledges and praises improvements.
    - Supports, coaches and mentors the development of others.
    - Views mistakes as opportunities for learning.
    - Promotes learning and professional growth.
    - Understands the uniqueness and current level of each participant.

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Summary of Competencies

21. **Diplomacy:** Effectively and tactfully handling difficult or sensitive issues.

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

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

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

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

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

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Summary of Competencies

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

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

25. **Appreciating Others:** Identifying with and caring about others.

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

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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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