TTI SUCCESS INSIGHTS®

TriMetrix® HD
Sales Coaching

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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, motivators, acumen and competencies. Understanding strengths and weaknesses in each of the four areas will lead to personal and professional development and a higher level of satisfaction.

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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

Introduction Behaviors Section

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

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

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

- How you respond to problems and challenges.

- How you influence others to your point of view.

- How you respond to the pace of the environment.

- How you respond to rules and procedures set by others.

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

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

Sales Characteristics

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

Ann loves the challenge presented by sales. She sees it as a great opportunity to compete with herself and others. Although Ann is good at selling to people who have similar behavioral characteristics, she may be too impatient to sell to the methodical buyer. She perceives herself as a salesperson who is totally keyed to results. She wants to get things done in a way that is consistent with her perception of "the right way" for her to accomplish her sales goals. She wants the authority and responsibility to achieve her sales goals. She may at times tend to overstep her authority if it will help her achieve her goals. When results are at stake, it brings out Ann's drive for success. Some may see her as a high risk-taker, but this merely reflects her approach to winning. She will take the risks necessary to succeed. She may be so self-confident about this ability to sell to anyone she may fail to qualify the prospect adequately. She must guard against coming across as a high-pressure salesperson, which can antagonize the prospect and jeopardize the sale.

Ann may use confrontation to show her knowledge and expertise. Unless she is calling on an aggressive buyer, this may hinder the sale. Ann's body language may sometimes get her into trouble. She projects a great sense of urgency, which some buyers may interpret as an unwillingness to listen to their needs. She may display her impatience if the buyer raises too many objections. She wants to close the sale and get on to the next challenge. She needs to "size up" her buyers before starting her sales presentation. Concentrating on what the buyer is saying will help her adjust her presentation toward the buyer's needs. Ann usually welcomes objections as they provide her with an opportunity to share her knowledge. If she is careful to take objections seriously, it will allow her to be more effective. She may become defensive if she hears objections to a service or product she helped to develop.

Sales Characteristics Continued

Ann usually has her favorite close, and she might, therefore, resist using all the closes she knows. She generally concentrates on selling new accounts as compared to servicing her present accounts. New accounts represent a challenge, while servicing old accounts may be dull and too routine. Ann's natural closing style works extremely well with fast-acting buyers. These buyers appreciate a salesperson who uses the direct approach. Ann prefers to service her accounts using one of two methods: excellent service for those accounts she likes, or those with potential; adequate or poor service for those accounts she doesn't like, or with little potential. Ann can close so hard that she causes the buyer to think of objections, which may be excuses rather than real objections. She may lose interest in a client once the sale has been completed. Her further interest may be based on the client's ability to buy additional products or services.

Behavioral Selling Overview

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

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

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

PROSPECTING

	0	1	2	3	4	5	6	7	8	9	10	
Adapted												7.75
Natural												8.50

FIRST IMPRESSION

	0	1	2	3	4	5	6	7	8	9	10	
Adapted												6.75
Natural												7.50

QUALIFYING

	0	1	2	3	4	5	6	7	8	9	10	
Adapted												4.50
Natural												3.50

DEMONSTRATION

	0	1	2	3	4	5	6	7	8	9	10	
Adapted												6.75
Natural												8.00

INFLUENCE

	0	1	2	3	4	5	6	7	8	9	10	
Adapted												7.25
Natural												7.25

CLOSING

	0	1	2	3	4	5	6	7	8	9	10	
Adapted												8.75
Natural												8.75

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

Potential Strengths or Obstacles to Behavioral Selling Success

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

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

In the Prospecting Phase, Ann MAY have a TENDENCY to:

- Both accept, enjoy and attack the challenge presented by cold calls.

- Not keep detailed records while gathering information on prospects unless she sees it as leading directly to the sale.

- Be a self starter in finding new business and will be aggressive in the pursuit of new accounts.

- Be challenged by solving problems and the gathering of bottom-line information that will assist in the sales process.

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

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

- Let her body language sometimes get her into trouble. She projects a great sense of urgency which some prospects may interpret as an unwillingness to listen to their needs.

- Open with a close.

- Be impatient when selling the methodical buyer. Although she may be very good at selling prospects who have similar behavioral characteristics to her own.

- Use confrontation as a means to display her position, power, knowledge and expertise. This may hinder the sales process unless she is calling on an equally aggressive buyer.

Potential Strengths or Obstacles to Behavioral Selling Success

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

In the Qualifying Phase, Ann MAY have a TENDENCY to:

- Impress the prospect with how much she knows by asking questions to which the prospect may not have the answers. May also ask questions that tend to put the prospect on the defensive.

- Dominate the sales presentation.

- Want to get things done immediately while correctly at a level that may be too intense for some buyers.

- Show impatience during the Qualifying Phase rather than allowing the prospect to verbally expand on her or her problems, needs and concerns.

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

In the Demonstration Phase, Ann MAY have a TENDENCY to:

- Not devote sufficient time to present her products and/or services adequately.

- Ten to fifteen percent of her potential customers will feel comfortable with her presentation style which can be fast, direct and sometimes glossing over major points. However, the remaining prospects will feel somewhat uncomfortable with her natural style.

- To try to close the sale prematurely before the prospect is truly convinced. May believe in the outdated "close early and close often" school of selling. In today's world of selling, this can lead to more trouble than to more sales.

Potential Strengths or Obstacles to Behavioral Selling Success

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

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

In the Influence Phase, Ann MAY have a TENDENCY to:

- Subconsciously force prospect to agree with her intentions.

- Not have the full array of "happy customer" letters that she should have. Feels she doesn't need them because she can "go it alone."

- Use intimidation and her physical presence rather than third party testimonial data or related materials to allow prospect to be convinced of the accuracy of her claims.

- Rely too much on high visibility customers, publications and prestigious references as testimonials or proven resources.

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

In the Closing Phase, Ann MAY have a TENDENCY to:

- Become defensive and overreact to certain objections.

- Not listen to the true objection. May respond hastily and never answer the prospect's real objection.

- Take on a large number of outside activities.

- Resist participation as part of the team, rather, prefers to be seen as the leader of the team.

Value to the Organization

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

- Has the confidence to do the difficult assignments.

- Tenacious.

- Change agent--looks for faster and better ways.

- Forward-looking and future-oriented.

- Self-reliant.

- Will join organizations to represent the company.

- Self-starter.

- Thinks big.

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

Ways to Communicate:

☐ Provide questions, alternatives and choices for making her own decisions.

☐ Be brief--be bright--be gone.

☐ Clarify any parameters in writing.

☐ Use a balanced, objective and emotional approach.

☐ Flatter her ego.

☐ Speak at a rapid pace.

☐ Look for her oversights.

☐ Expect her to return to fight another day when she has received a no answer.

☐ Appeal to how she will benefit or be admired.

☐ Come prepared with all requirements, objectives and support material in a well-organized "package."

☐ Read the body language--look for impatience or disapproval.

☐ Support the results, not the person, if you agree.

Checklist for Communicating Continued

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

☐ Be paternalistic.

☐ Try to convince by "personal" means.

☐ Muffle or over legislate.

☐ Be redundant.

☐ Reinforce agreement with "I'm with you."

☐ Direct or order.

☐ Forget or lose things; be disorganized or messy; confuse or distract her mind from business.

☐ Take credit for her accomplishments.

☐ Let her overpower you with verbiage.

☐ Ramble on, or waste her time.

☐ Hesitate when confronted.

Selling Tips

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

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

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

Factors that will create tension:

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

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

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

Factors that will create tension:

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

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

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

Factors that will create tension:

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

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

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

Factors that will create tension:

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

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

Self-Perception

Ann usually sees herself as being:

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

Others' Perception - Moderate

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

- Demanding
- Egotistical
- Nervy
- Aggressive

Others' Perception - Extreme

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

- Abrasive
- Arbitrary
- Controlling
- Opinionated

The Absence of a Behavioral Factor

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

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

- Avoid work environments requiring constant diplomacy, as they may cause stress.

- Avoid situations that require strict adherence to standards without any flexibility.

- Avoid working environments where risk taking is not rewarded or encouraged.

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

- The desire to be seen as a unique person may detract from the ideal outcome.

- The lack of caution exhibited may lead to unnecessary high-risk decisions being made.

- Breaking rules that others must follow, will be seen as reckless and haphazard.

Descriptors

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

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

Natural and Adapted Selling Style

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

PROBLEMS - CHALLENGES

Natural

Ann tends to attack sales challenges in a demanding, driving and self-willed manner. She is individualistic in her approach and will actively seek to achieve sales goals. She likes authority along with her responsibility and a territory that will constantly challenge her to perform up to her ability.

Adapted

Ann sees no need to change her sales approach from her basic style as it is related to solving problems and challenges.

PEOPLE - CONTACTS

Natural

Ann's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtue of her oral skills. She will try to convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost everything with every prospect.

Adapted

Ann feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to sell.

PACE - CONSISTENCY

Natural

Ann wants a sales environment that is intense and demanding. She feels a great sense of urgency to close her prospects quickly. She feels comfortable selling new products that meet her prospect's needs.

Adapted

Ann sees the need to be involved in as many activities as her schedule will allow. She has a tendency to make everything a number one priority and wishes that everyone had her sense of urgency.

PROCEDURES - CONSTRAINTS

Natural

Ann wants to be seen as her own person who is willing and capable of interpreting the company policies to ensure the best results and allow her creative and innovative methods of selling. She wants to be measured on her sales results, not how she achieved the results.

Adapted

The difference between Ann's basic and adapted sales style is not significant and she sees no need to change on this factor.

Adapted Style

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

- Using an informal sales presentation.

- Telling clients or customers about the "big picture."

- Adapting easily to changing sales territory.

- Anticipating and using creative ways to assist clients in problem solving.

- A resourceful, eager self-starter.

- Using authority and responsibility for completing the sale.

- Alert, active attention to customers or clients.

- Ability to handle many new products or services.

- Reacting quickly to changes in the sales process or product line.

- A variety of sales activity.

- Dealing with customers and clients efficiently.

- Authority to carry out responsibility.

- Impulsive and eager to keep the sales presentation moving.

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.

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

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

Time Wasters Continued

- 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

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

Time Wasters Continued

- Failure to fit intensity to the situation

Possible Solutions:

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

Crisis Management

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

Possible Causes:

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

Possible Solutions:

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

Areas for Improvement

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

Ann has a tendency to:

- Sell what she wants to sell rather than listen to the buyer's needs.

- Become defensive and overreact to certain objections.

- Not answer objections to buyer's satisfaction.

- Be a situational listener--hears only what she wants to hear.

- Blame, deny and defend when confronted with poor sales results.

- Use fear as motive for buying.

- Represent herself with more authority than she may have.

- Resist participation as part of the team, unless seen as a leader.

Behavioral Hierarchy

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

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

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

10.0

5.0*

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

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

9.2

5.3*

3. Urgency - Decisiveness, quick response and fast action.

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

9.0

4.6*

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

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

9.0

5.9*

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

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

8.5

5.2*

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

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

7.5

6.4*

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

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

7.0

6.9*

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

Behavioral Hierarchy

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

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

3.8

6.6*

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

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

3.0

6.2*

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

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

2.8

6.8*

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

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

2.0

5.2*

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

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

1.0

5.1*

Style Insights® Graphs
7-16-2014

Adapted Style

Graph I

	D	I	S	C
%	93	65	4	12

Natural Style

Graph II

	D	I	S	C
%	100	86	24	8

Norm 2012 R4

T: 11:04

The Success Insights® Wheel

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

- View your natural behavioral style (circle).

- View your adapted behavioral style (star).

- Note the degree you are adapting your behavior.

- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

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

The Success Insights® Wheel
7-16-2014
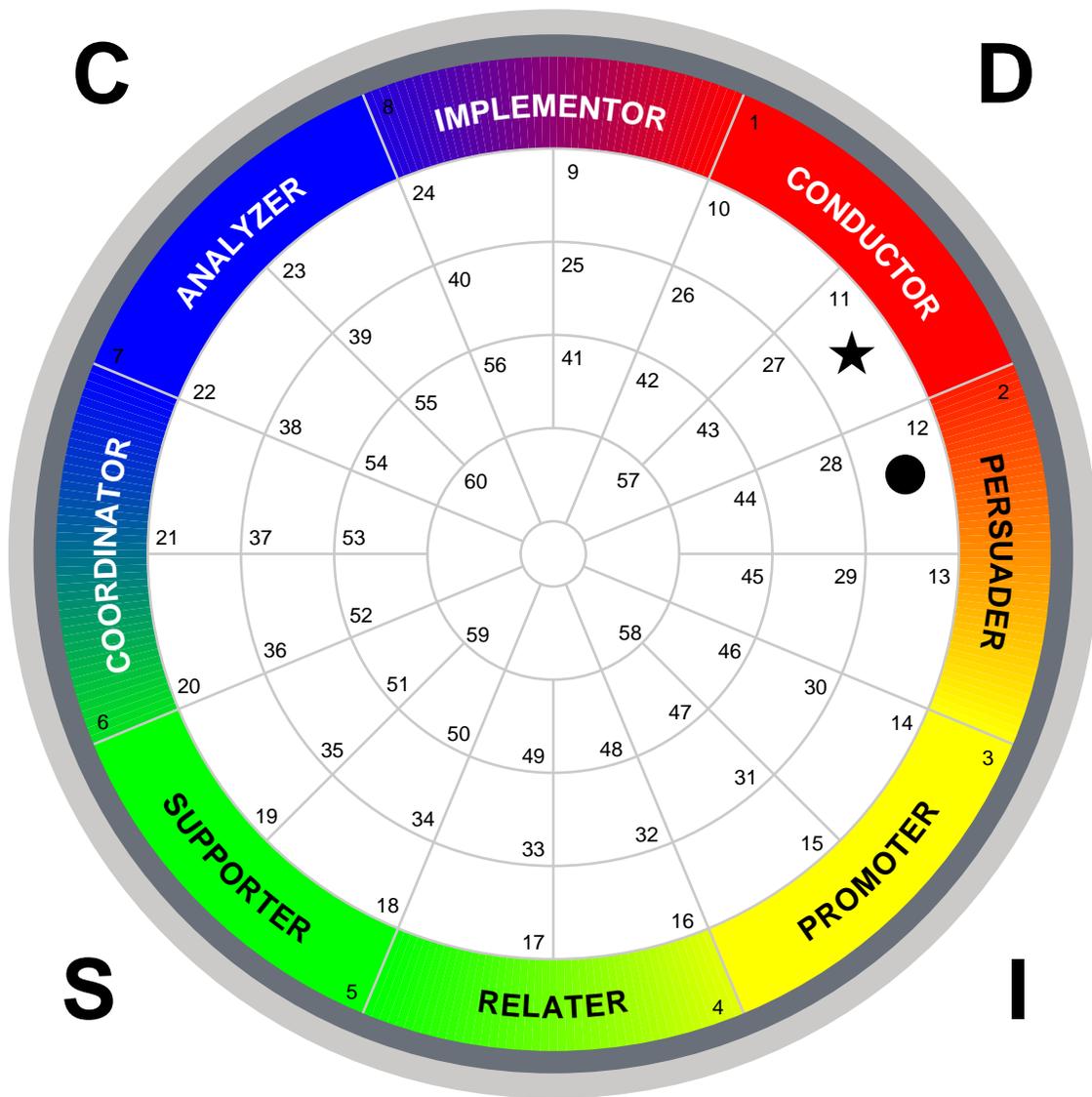
Adapted: ★ (11) PERSUADING CONDUCTOR

Natural: ● (12) CONDUCTING PERSUADER

Norm 2012 R4

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

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

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

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

- **Strong** - positive feelings that you need to satisfy either on or off the job.

- **Situational** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.

- **Indifferent** - your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking

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

Utilitarian

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

- She can be very practical.

- Ann will protect her assets to ensure the future of her economic security.

- Ann is future-oriented.

- She uses money as a scorecard.

- Ann faces the future confidently.

- With economic security comes the freedom to advance her ideas or beliefs.

- Working long and hard to purchase the finer things in life is one of Ann's goals.

- Ann will attempt to structure her economic dealings.

- Ann has a long list of wants and will work hard to achieve them.

- Having more wealth than others is a high priority for Ann.

- Wealth provides the security Ann wants for herself and/or her family.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Ann Smith

Individualistic

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

- She wants to control her own destiny and display her independence.

- If necessary, Ann will be assertive in meeting her own needs.

- Ann believes "when the going gets tough, the tough get going."

- Ann takes responsibility for her actions.

- She believes "if at first you don't succeed try, try again."

- Ann has the desire to assert herself and to be recognized for her accomplishments.

- Maintaining individuality is strived for in relationships.

- People who are determined and competitive are liked by Ann.

- Ann likes to be in situations that allow her the freedom to control her destiny and the destiny of others. Her team's strategy is to attempt to dilute outsiders' influence on the results of their goals.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Ann Smith

Theoretical

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

- If knowledge of a specific subject is not of interest, or is not required for success, Ann will have a tendency to rely on her intuition or practical information in this area.

- If Ann is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.

- Ann has the potential to become an expert in her chosen field.

- Ann will seek knowledge based on her needs in individual situations.

- Ann will usually have the data to support her convictions.

- In those areas where Ann has a special interest she will be good at integrating past knowledge to solve current problems.

- A job that challenges the knowledge will increase her job satisfaction.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Aesthetic

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

- The need for the appreciation of beauty is determined on an individual basis and is not generalized in terms of the total world around her.

- Ann may desire fine things for her spouse or family members.

- At times Ann will look for the beauty in all things.

- There could be a specific area that is of great interest to her. For instance, she may be appreciative of the natural beauty of mountains and streams, but may not be overly impressed by the works of Picasso or Rembrandt.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Ann Smith

Social

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

- She will not normally allow herself to be directed by others unless it will enhance her own self-interest.

- Ann's passion in life will be found in one or two of the other dimensions discussed in this report.

- She will be firm in her decisions and not be swayed by unfortunate circumstances.

- Ann is willing to help others if they are working as hard as possible to achieve their goals.

- Believing that hard work and persistence is within everyone's reach - she feels things must be earned, not given.

- Ann will be torn if helping others proves to be detrimental to her.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Traditional

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

- She will work within a broadly defined set of beliefs.

- She will not be afraid to explore new and different ways of interpreting her own belief system.

- It may be hard to manipulate Ann because she has not defined a philosophy or system that can provide immediate answers to every situation.

- Ann's passion in life will be found in one or two of the other dimensions discussed in this report.

- Traditions will not place limits or boundaries on Ann.

- Ann can be creative in interpreting other systems or traditions and selective in applying those traditions.

- In many cases, Ann will want to set her own rules which will allow her own intuition to guide and direct her actions.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Ann Smith

Navigating Situations Outside Your Comfort Zone

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

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

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

> *How does the mindset of a high Traditional contribute to today's workforce?*
>
> *How do Traditionals contribute to the world, your professional life and your personal life?*

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

- Position the Traditional in a way where people want to align with the principles of the organization, as long as these principles are providing the desired return to the bottom-line.

- If principles are being adhered to that detract from the results the organization is looking for, provide factual, data-driven information as to why and how the standards should be adjusted.

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

- Look for the value of the belief system the Traditional team member possesses. Is there a way to yield a return based on the belief system and how it applies to business goals?

- It's important to understand the biases the Traditional has and determine if it's worth the return of trying to change the belief. When dealing purely with a bias, the discovery of other commonalities is necessary in order to maintain a positive relationship.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Ann Smith

Navigating Situations Outside Your Comfort Zone

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

- The preferred standard is based on the size of the return. However, the Traditional looks at the system as the standard. Ask questions as to how to achieve the desired return and meet the standards.

- People will often feel judged by the high Traditional. How can the amount of return generated be utilized to depersonalize the judgment and bring the conversation back to the bottom-line?

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

- The proven way will not always yield the largest return. Ask questions to determine what approach will yield maximum results. Convince the high Traditional that the right fix will preserve the integrity of the foundational principles of the organization.

- Often times, the quick fix will work and will provide a return. Explain why this is the choice and communicate that although the tried and true is correct, a better result will be accomplished with the quick fix.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Ann Smith

Motivators - Norms & Comparisons

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

- Change the situation.

- Change your perception of the situation.

- Leave the situation.

- Cope with the situation.

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

Norms & Comparisons Table - Norm 2012

Theoretical		**Mainstream**
Utilitarian		**Passionate**
Aesthetic		**Mainstream**
Social		**Indifferent**
Individualistic		**Mainstream**
Traditional		**Indifferent**
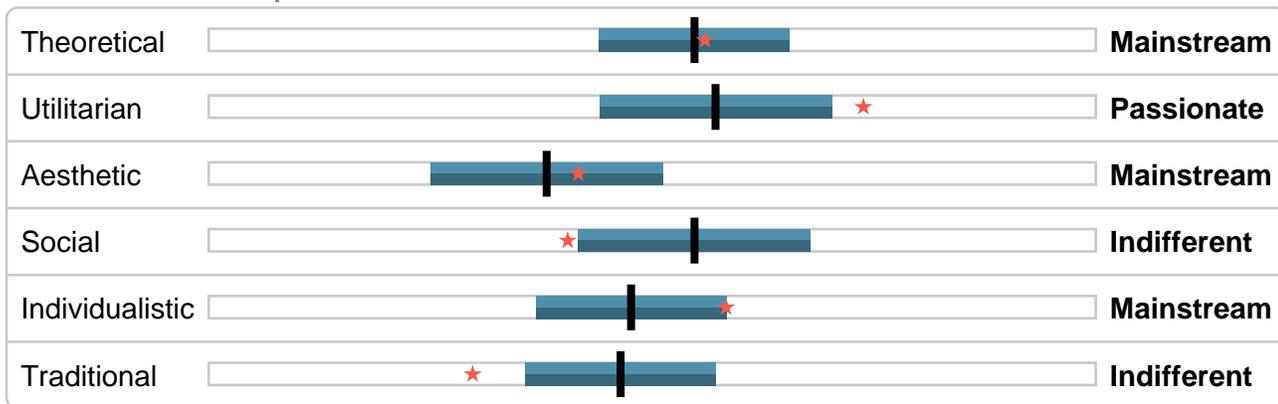
- 68 percent of the population   ▮ - national mean   ★ - your score

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

Motivators - Norms & Comparisons

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

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

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

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.

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

Motivators Hierarchy

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

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

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

8.3

6.0*

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

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

6.2

4.7*

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

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

5.8

5.7*

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

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

3.8

3.3*

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

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

3.7

5.7*

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

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

2.2

4.5*

MI: 47-62-35-34-49-25 (THE.-UTI.-AES.-SOC.-IND.-TRA.)
* 68% of the population falls within the shaded area.

THE.	UTI.	AES.	SOC.	IND.	TRA.
47	62	35	34	49	25

Ann Smith
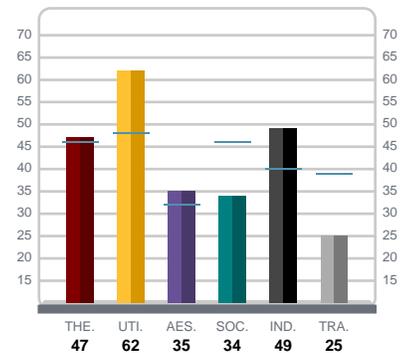
Motivation Insights® Graph
7-16-2014

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	**47**	**62**	**35**	**34**	**49**	**25**
Rank	3rd	1st	4th	5th	2nd	6th

—— national mean

Norm 2012

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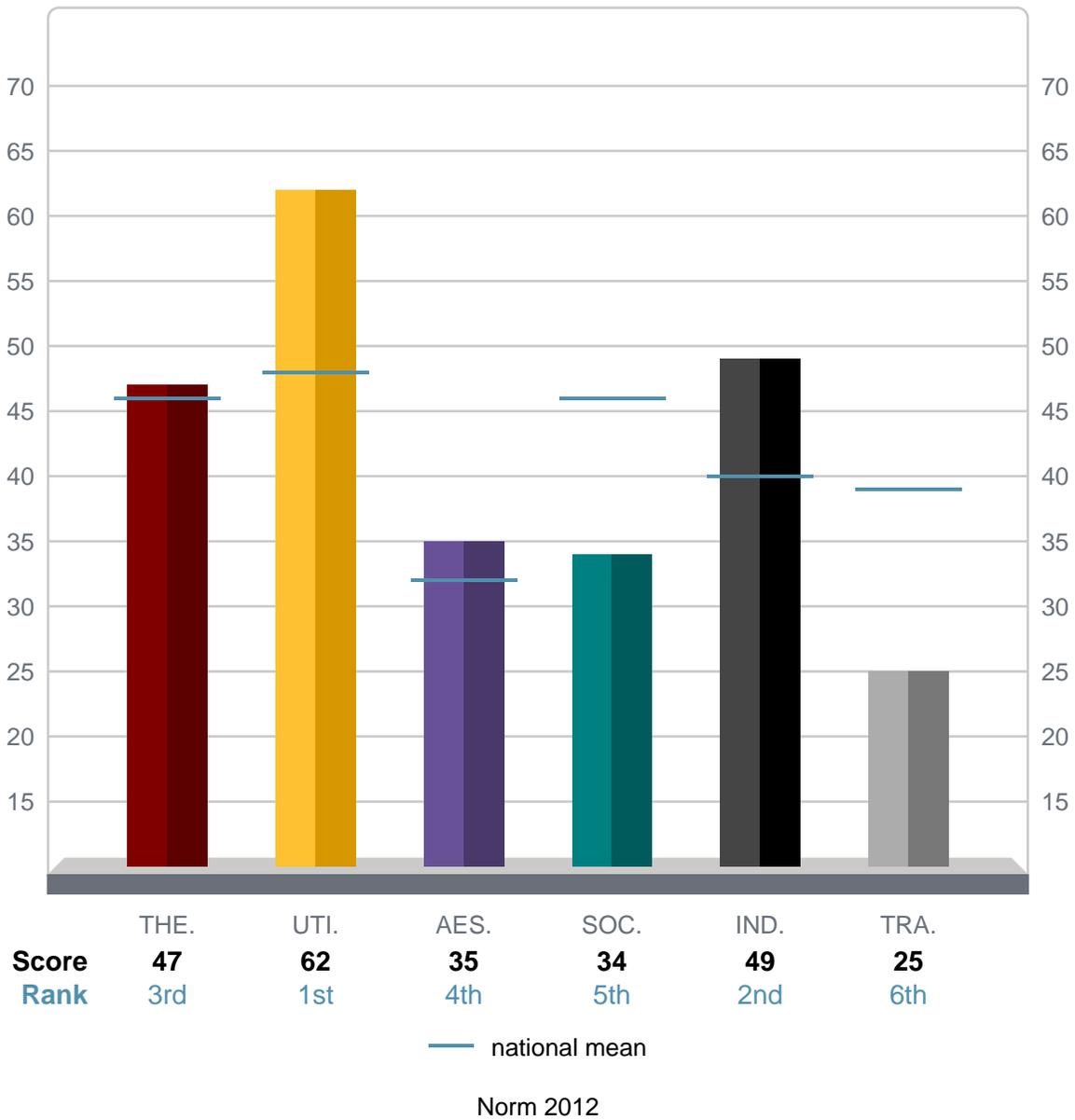
Motivators Wheel™
7-16-2014

TRADITIONAL
25
6th

THEORETICAL
47
3rd

SOCIAL
34
5th

UTILITARIAN
62
1st

AESTHETIC
35
4th

INDIVIDUALISTIC
49
2nd

T: 14:34
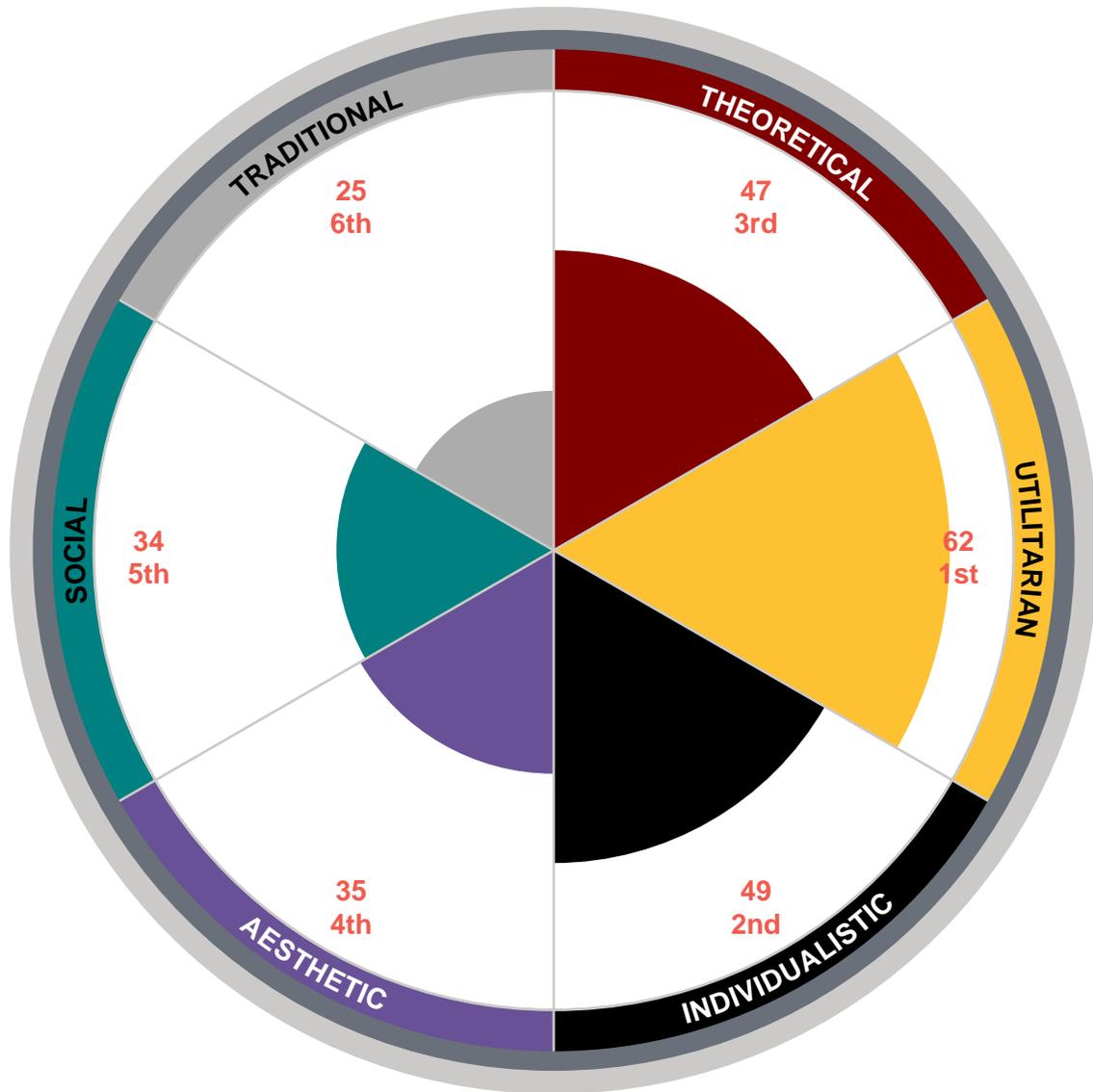
Introduction Integrating Behaviors and Motivators Section

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

In this section you will find:

- Potential Behavioral and Motivational Strengths

- Potential Behavioral and Motivational Conflict

- Ideal Environment

- Keys to Motivating

- Keys to Managing

Potential Behavioral and Motivational Strengths

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

- Has an entrepreneurial mindset.

- Wants to maximize time and resources now, as opposed to later.

- Not easily deterred by setbacks.

- Forward-looking to improving herself or a situation.

- Tends to be futuristic and entrepreneurial in attaining results.

- Resourceful and influential in creating effective results.

- Positively promote the image of the organization.

- Motivates others to be the best they can be.

Potential Behavioral and Motivational Conflict

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

- May make a quick decision that results in a bad investment and/or wasted time.

- Tends to think bigger is always better.

- May not realize the negative consequences of her quick decisions.

- May always want to display her superiority through problems or challenges.

- Efficiency is diminished with small talk.

- Overestimates what others will contribute.

- May only interact with those she feels compliment her goals.

- She may overestimate her authority.

Ideal Environment

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

- Work tasks that change from time to time.

- An innovative and futuristic-oriented environment.

- Evaluation based on results, not the process.

- Having economic, competitive and challenging incentives.

- Rewards determined by return on investment based contributions to team efforts.

- An environment where direct, bottom-line efforts are appreciated.

- Continual opportunity to challenge and win.

- An environment where she can "lead the parade".

- Opportunity to display excitement and fun while getting others to act.

Keys to Motivating

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

Ann wants:

- Flattery, praise, popularity and strokes.

- Opportunity to verbalize her ideas and demonstrate her skills.

- Power and authority to take the risks to achieve results.

- Focus on results and rewards, not the process or journey.

- The ability to express accomplishments to others at a large scale.

- Public recognition of financial rewards for returns and efficiency.

- New and difficult challenges that lead to prestige and status.

- A podium to express ideas, vision and experiences.

- Recognition for leadership accomplishments and the results she receives.

Keys to Managing

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

Ann needs:

- Help on controlling time and setting priorities.

- To display empathy for people who approach life differently than she does.

- To negotiate commitment face-to-face.

- To understand that people who do not move at her pace may still value and offer a return on investment.

- Listen for the answer she wants in order to maximize return.

- To understand that not all people are driven by return and challenges.

- Assistance in staying on task when she is not the leader of the project.

- A manager that recognizes her need for public recognition of accomplishments.

- To listen to others and understand different perspectives in order to meet objectives.

Introduction Acumen Indicators Section

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

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

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

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

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

Summary of Acumen Capacity

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

Individuality

Practical Situations

System & Order

Distinction Index

WELL DEVELOPED

DEVELOPED
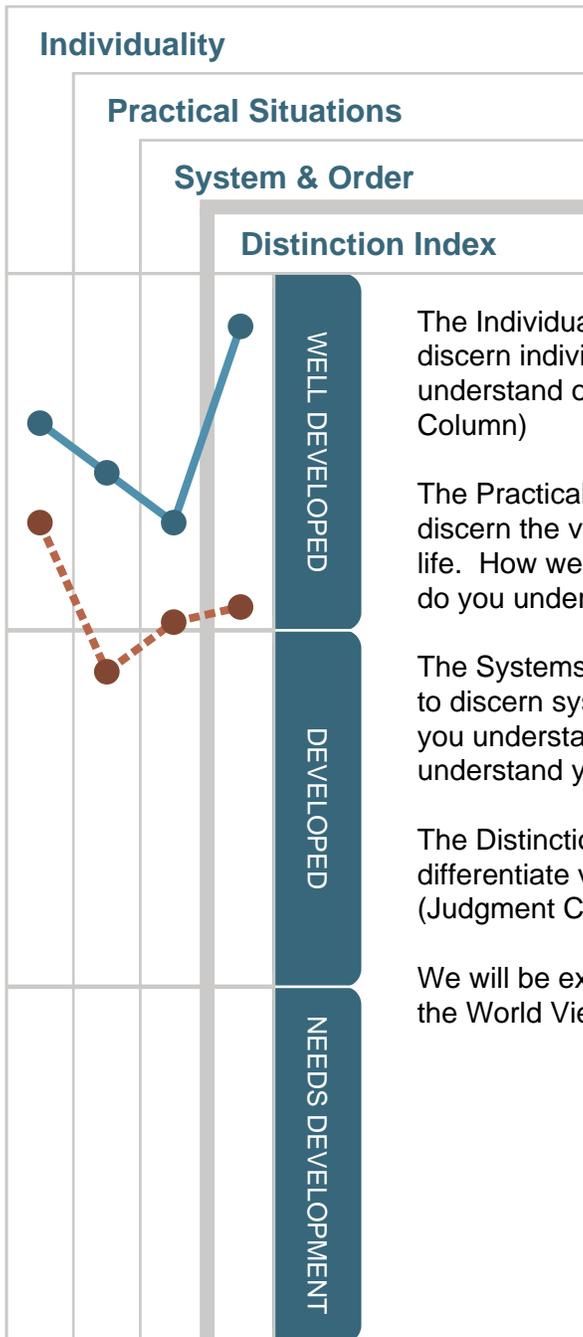
NEEDS DEVELOPMENT

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

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

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

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

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

World View   **Self-View**

World View

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

- Ann is conscious of the resources it will take to do something.

- Ann is an action-oriented individual, who has the ability to get involved in many different things.

- Ann can put various things together to make or produce results.

- Ann places the most value on personal or professional relationships with others.

- Ann needs an atmosphere of dedicated co-workers who are going in the same direction or working toward the same goals.

- Ann can form and maintain close affiliations with others.

- Ann looks at problems according to systems or rules that apply to the situation.

- Ann is good at understanding systems and order in the world.

- Ann can be cooperative when it comes to following the rules or a specific plan.

- Ann is versatile and able to adapt well to different types of people and changing situations.

Self View

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

- Ann has the ability to perform and fulfill her roles in life.

- Ann has the ability to fulfill various roles.

- Ann could benefit from developing a stronger understanding of her current roles and activities.

- Ann has a high sense of self.

- Ann has a good understanding of who she is, and her inner sense of self worth is strong.

- Ann has a strong sense of who she is.

- Ann has an idea of where she wants to go in the future.

- Ann has an idea of where she wants to go and who she wants to become in the future.

- Ann could be more concerned about the concepts that guide her forward and shape her future.

Clarity of Performance and Situational Awareness

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

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

Needs Clarity	Moderate Clarity	High Clarity

- Ann is able to clearly focus on the issues at hand.

- Ann is balanced in her approach to the issues in the work environment.

- Ann shows balance in handling issues in the world around herself.

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

Needs Development	Developed	Well Developed

- Ann has moderate understanding of the reality of the world in terms of people, tasks and systems.

- Ann could strive to be more rational in her approach to issues in her work environment.

- Ann can improve on making her expectations more realistic in terms of matters personal, practical and theoretical in her work environment.

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

Clarity of Performance and Situational Awareness Continued

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

Needs Clarity	Moderate Clarity	High Clarity

- At times, Ann may lack some clarity on internal issues.

- She has a moderately balanced view when looking at her internal world, but could benefit from a clearer understanding of all of her life roles, both personal and/or professional.

- For Ann, her current life roles are secondary to who she is as a unique individual and her envisioned future.

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

Needs Development	Developed	Well Developed

- Ann has realistic expectations for herself, her job and her future.

- Ann is able to view herself objectively.

- Ann is acutely aware of her own strengths and weaknesses.

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

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

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

Summary of Capacity for Problem Solving

Individual Situations				
	Complex Situations			
		Theoretical and Normative Situations		
			Problem and Decision Index	
				Reaction Index

WELL DEVELOPED

DEVELOPED

NEEDS DEVELOPMENT

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

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

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

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

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

World View   **Self-View**

Capacity for Problem Solving

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

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

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

10.0

8.6*

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

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

10.0

8.2*

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

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

8.4

8.1*

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

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

9.8

7.9*

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

Capacity for Problem Solving Continued

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

```
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
```
8.0

7.7*
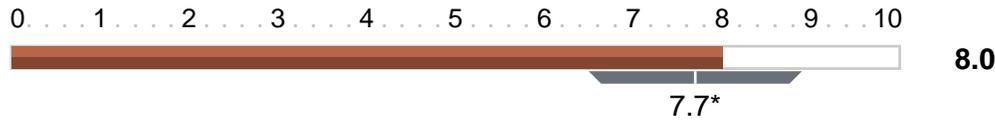
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.

```
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
```
7.2

7.5*
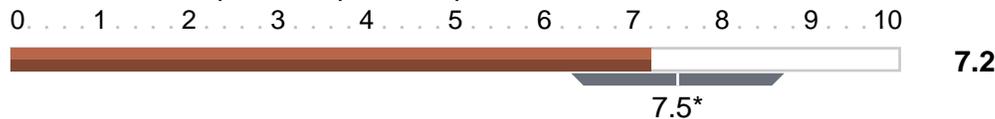
Problem Solving Ability Regarding One's Future - The ability to perceive the important within the complex in problems which require self-discipline and the ability to resolve theoretical personal problems.

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0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
```
7.0

7.5*

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

```
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
```
6.4

6.6*

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

Reaction Index

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

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

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

- Her capacity to organize and control her reactions when confronted with outside problems is well developed.

- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.

- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.

- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving other people.

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

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

- Her capacity to organize and discipline her reactions when confronted with problems within herself needs development.

- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her roles in life.

- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.

- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her own individuality.

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

Business Performance Summary

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

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

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

7.8

7.0*

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

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

9.3

7.5*

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

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

7.8

6.7*

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

Needs Development	Developed	Well Developed

6.9*

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

Attitude Index General Descriptors

- Positive - encouraging, upbeat

- Approving - favorable

- Dynamic - lively, energetic, vibrant

- Open-minded - accessible, flexible

- Appreciative - grateful, thankful

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

Dimensional Balance

★ Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation

	EXTERNAL FACTORS (Part 1)			INTERNAL FACTORS (Part 2)	
	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Score	8.8	8.4	8.0	8.0	6.8	7.2
Bias	○	○	○	↓	↓	↑

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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.

Your development of these personal skills are categorized into four levels:

1) Well Developed

2) Developed

3) Moderately Developed

4) Needs Development

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

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

Development Indicator

This section of your report shows your development level of 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. Well Developed, Developed, Moderately Developed and Needs Development.

	Personal Skills Ranking
1	Goal Achievement
2	Creativity
3	Decision Making
4	Understanding & Evaluating Others
5	Flexibility
6	Problem Solving Ability
7	Employee Development/Coaching
8	Conceptual Thinking
9	Continuous Learning
10	Interpersonal Skills
11	Self-Management
12	Leadership
13	Personal Accountability
14	Written Communication
15	Empathy
16	Negotiation
17	Resiliency
18	Diplomacy & Tact
19	Presenting
20	Teamwork
21	Conflict Management
22	Persuasion
23	Planning & Organizing
24	Futuristic Thinking
25	Customer Focus

Note: Don't be concerned if you have not developed all 25 personal skills. Research has proven that individuals seldom develop all 25. Development of the most important personal skills needed for your personal and professional life is what is critical.
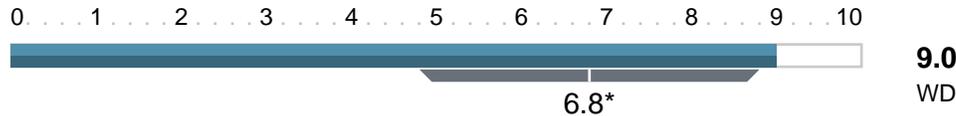
■ Well Developed   ■ Developed   ■ Moderately Developed   □ Needs Development
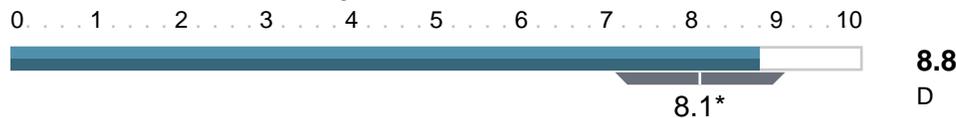
Competencies Hierarchy

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

1. Goal Achievement - The ability to identify and prioritize activities that lead to a goal.
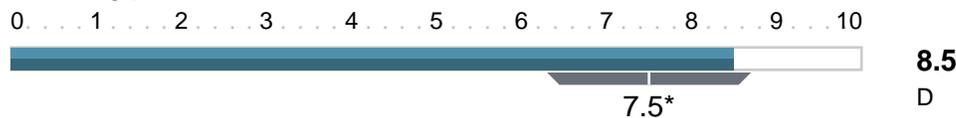
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . 10

9.0
WD

6.8*

2. Understanding & Evaluating Others - The capacity to perceive and understand the feelings and attitudes of others.

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

8.8
D

8.1*

3. Flexibility - Agility in adapting to change.

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

8.5
D

7.6*

4. Problem Solving Ability - Anticipating, analyzing, diagnosing, and resolving problems.

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

8.5
D

7.5*

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

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

8.3
D

6.8*
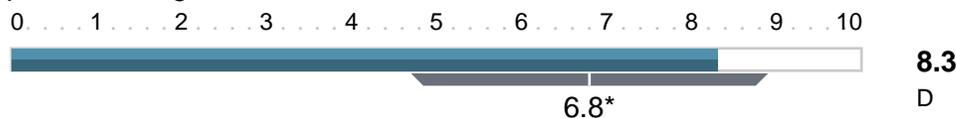
6. Conceptual Thinking - The ability to analyze hypothetical situations or abstract concepts to compile insight.

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

8.1
D

7.3*
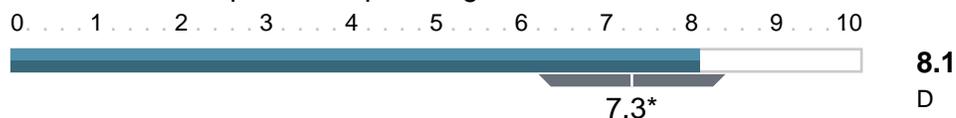
Development Legend

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

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

Competencies Hierarchy

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

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

8.0
D

6.1*

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

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

8.0
WD

4.8*

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

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

7.8
WD

7.0*

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

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

7.7
D

6.8*

11. Self-Management - Demonstrating self control and an ability to manage time and priorities.

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

7.5
D

7.4*

12. Leadership - Achieving extraordinary business results through people.

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

7.3
D

6.1*

13. Personal Accountability - A measure of the capacity to be answerable for personal actions.

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

7.3
D

7.2*

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

Competencies Hierarchy

14. Resiliency - The ability to quickly recover from adversity.

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

7.2*

7.1
MD

15. Written Communication - Writing clearly, succinctly and understandably.

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

5.4*

6.0
D

16. Diplomacy & Tact - The ability to treat others fairly, regardless of personal biases or beliefs.

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

5.9*

5.0
MD

17. Presenting - Communicating effectively to groups.

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

6.1*

5.0
MD

18. Teamwork - Working effectively and productively with others.

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

6.3*

5.0
MD

19. Conflict Management - Addressing and resolving conflict constructively.

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

5.2*

4.3
MD

20. Empathy - Identifying with and caring about others.

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

3.6*

4.3
D

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

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

3.8*

4.3
D

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

Competencies Hierarchy

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

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

4.3
MD

5.5*

23. Planning & Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.

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

3.3
MD

4.8*

24. Customer Focus - A commitment to customer satisfaction.

```
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
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3.0
ND

6.3*

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

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

2.7
MD

2.8*

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

Well Developed Competencies

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

Goal Achievement: The ability to identify and prioritize activities that lead to a goal.

- Establishes goals that are relevant, realistic and attainable
- Identifies and implements required plans and milestones to achieve specific business goals
- Initiates activity toward goals without unnecessary delay
- Stays on target to complete goals regardless of obstacles or adverse circumstances

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

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

Decision Making: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult decisions in a timely manner.
- Gathers relevant input and develops a rationale for making decisions.
- Evaluates the impact or consequences of decisions before making them.
- Acts decisively despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

Developed Competencies

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

Understanding & Evaluating Others: The capacity to perceive and understand the feelings and attitudes of others.

- Demonstrates awareness of how actions will directly and indirectly impact others
- Listens to others attentively
- Demonstrates regard for and sensitivity to the feelings of others
- Values and respects the diversity of others and their beliefs

Flexibility: Agility in adapting to change.

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

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

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.

Developed Competencies

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

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

Conceptual Thinking: The ability to analyze hypothetical situations or abstract concepts to compile insight.

- Demonstrates ability to forecast long range outcomes and develop suitable business strategies
- Identifies, evaluates and communicates potential impacts of hypothetical situations
- Defines options to leverage opportunities in achieving business goals
- Develops plans and strategies that lead to desired strategic outcomes

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

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

Developed Competencies

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

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

Self-Management: Demonstrating self control and an ability to manage time and priorities.

- Independently pursues business objectives in an organized and efficient manner
- Prioritizes activities as necessary to meet job responsibilities
- Maintains required level of activity toward achieving goals without direct supervision
- Minimizes work flow disruptions and time wasters to complete high quality work within a specified time frame

Leadership: Achieving extraordinary business results through people.

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

Developed Competencies

Personal Accountability: A measure of the capacity to be answerable for personal actions.

- Accepts personal responsibility for the consequences of personal actions
- Avoids placing unnecessary blame on others
- Maintains personal commitment to objectives regardless of the success or failure of personal decisions
- Applies personal lessons learned from past failures to moving forward in achieving future successes

Written Communication: Writing clearly, succinctly and understandably.

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

Empathy: Identifying with and caring about others.

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

Developed Competencies

Negotiation: Facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment, conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.

Moderately Developed Competencies

This section of the report list and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 25 competencies. The statements listed below describe consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

Resiliency: The ability to quickly recover from adversity.

- Continues toward goals in the face of difficulty and adversity
- Handles criticism and rejection from others with objectivity
- Recovers quickly from personal setbacks
- Moves past unforeseen obstacles without unnecessary delay

Diplomacy & Tact: The ability to treat others fairly, regardless of personal biases or beliefs.

- Maintains positive relationships with others through treating them fairly
- Demonstrates respect for others
- Understands and values differences between people
- Respects diversity in race, national origin, religion, gender, life style, age and disability.

Presenting: Communicating effectively to groups.

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

Moderately Developed Competencies

Teamwork: Working effectively and productively with others.

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

Conflict Management: Addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations quickly and accurately to pinpoint critical issues.
- Listens to gain understanding of an issue from different perspectives.
- Diffuses tension and effectively handles emotional situations.
- Assists people in adversarial positions to identify common interests.
- Strives to settle differences equitably.
- Settles differences without damaging relationships.

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

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

Moderately Developed Competencies

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

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

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

- Demonstrates an ability to connect the dots and see the big-picture.
- Observes and analyzes the forces driving current reality that may have long-term effects.
- Utilizes foresight and intuitive perception as well as factual events to draw inferences.
- Recognizes, supports and/or champions progressive ideas.
- Anticipates future trends or events.
- Envisions possibilities others may not.
- Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.

Competencies Needing Development

Very few individuals are well developed in all 25 competencies. This section of your report lists and describes the competencies you have not yet developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

Customer Focus: A commitment to customer satisfaction.

- Consistently places a high value on customers and all issues related to customers
- Objectively listens to, understands and represents customer feedback
- Anticipates customer needs and develops appropriate solutions
- Meets all promises and commitments made to customers

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?