



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix® DNA**  
Executive

**Steve Jordan**  
VP of Sales  
Sample Co.  
7-14-2014



# Introduction

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

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

## Behaviors Section

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

## Motivators Section

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

## Integrating Behaviors And Motivators

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

## Competencies Section

This section presents 23 key competencies and ranks them from top to bottom, defining your major strengths. The skills at the top highlight well-developed capabilities and reveal where you are naturally most effective in focusing your time.



## Introduction Behaviors

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

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

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

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

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

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





## General Characteristics *Continued*

Steve may lack the patience to listen and communicate with slower acting people. He may lose interest in what others are saying if they ramble or don't speak to the point. His active mind is already moving ahead. He likes people who present their case effectively. When they do, he can then make a quicker assessment or decision. He tends to influence people by being direct, friendly and results-oriented. Steve should exhibit more patience and ask questions to make sure that others have understood what he has said. He may sometimes mask his feelings in friendly terms. If pressured, Steve's true feelings may emerge. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He likes people who give him options as compared to their opinions. The options may help him make decisions, and he values his own opinion over that of others!



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# Value to the Organization

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

- Initiates activity.
- Accomplishes goals through people.
- Forward-looking and future-oriented.
- Dedicated to his own ideas.
- Competitive.
- Challenge-oriented.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Has the confidence to do the difficult assignments.

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# Checklist for Communicating

*Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Steve. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Steve most frequently.*

## Ways to Communicate:

- Be brief--be bright--be gone.
- Come prepared with all requirements, objectives and support material in a well-organized "package."
- Provide questions, alternatives and choices for making his own decisions.
- Ask specific (preferably "what?") questions.
- Use a balanced, objective and emotional approach.
- Use a motivating approach, when appropriate.
- Clarify any parameters in writing.
- Motivate and persuade by referring to objectives and results.
- Provide "yes" or "no" answers--not maybe.
- Look for his oversights.
- Be clear, specific, brief and to the point.
- Support the results, not the person, if you agree.

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## Checklist for Communicating Continued

*This section of the report is a list of things NOT to do while communicating with Steve. Review each statement with Steve and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.*

### Ways NOT to Communicate:

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




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# Communication Tips

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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



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

### Self-Perception

Steve usually sees himself as being:

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

### Others' Perception - Moderate

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

- Demanding
- Nervy
- Egotistical
- Aggressive

### Others' Perception - Extreme

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

- Abrasive
- Controlling
- Arbitrary
- Opinionated



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# The Absence of a Behavioral Factor

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

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

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

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

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



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# Descriptors

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

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



# Natural and Adapted Style

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

## Problems - Challenges

### Natural

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

### Adapted

Steve sees no need to change his approach to solving problems or dealing with challenges in his present environment.

## People - Contacts

### Natural

Steve's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.

### Adapted

Steve feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.



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## Natural and Adapted Style Continued



### Pace - Consistency

#### Natural

Steve is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. He usually demonstrates a pronounced sense of urgency. He is eager to initiate change if for nothing else than for change's sake.

#### Adapted

Steve seeks a wide scope of activities in an environment that is constantly changing. Timetables, deadlines and schedules can be constantly shuffled without obvious consternation. Even electronic communication may not move fast enough for him.

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### Procedures - Constraints

#### Natural

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

#### Adapted

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



## Adapted Style

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

- Questioning the status quo, and seeking more effective ways of accomplishment.
- Meeting deadlines.
- Acting without precedent, and able to respond to change in daily work.
- Persistence in job completion.
- Exhibiting an active and creative sense of humor.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- A good support team to handle paperwork.
- Working without close supervision.
- Skillful use of vocabulary for persuasive situations.
- Moving quickly from one activity to another.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.

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# Time Wasters

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

## 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

## 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




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## Time Wasters *Continued*

### 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

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### 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.*

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### Possible Causes:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

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### Possible Solutions:

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

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### Snap Decisions

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

### Possible Causes:

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

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## Time Wasters *Continued*

- Lack specific goals

### **Possible Solutions:**

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

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## 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

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### **Possible Solutions:**

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

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# Areas for Improvement

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

## Steve has a tendency to:

- Be crisis-oriented.
- Be disruptive because of his innate restlessness and disdain for sameness.
- Have difficulty finding balance between family and work.
- Be impulsive and seek change for change's sake. May change priorities daily.
- Be so concerned with big picture; he forgets to see the little pieces.
- Keep too many balls in the air, and if his support is weak he will have a tendency to drop some of those balls.
- Have trouble delegating--can't wait, so does it himself.
- Resist participation as part of the team, unless seen as a leader.
- Dislike routine work or routine people--unless he sees the need to further his goals.

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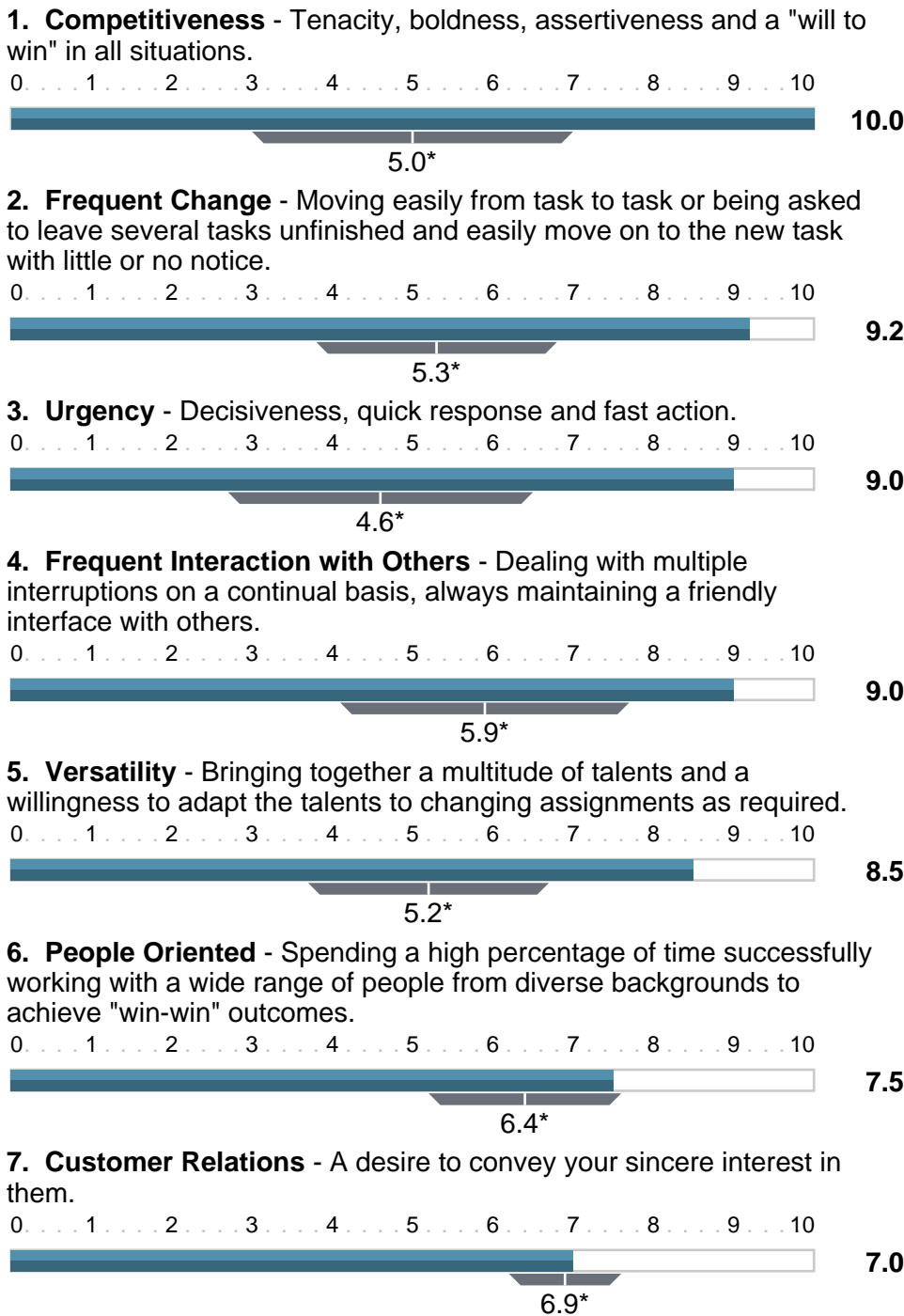
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# Behavioral Hierarchy

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



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



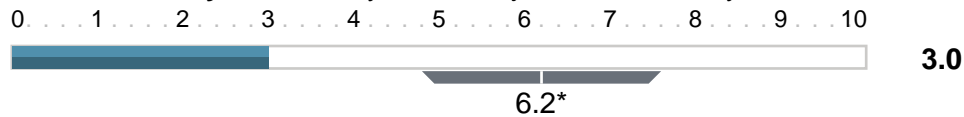


# Behavioral Hierarchy

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



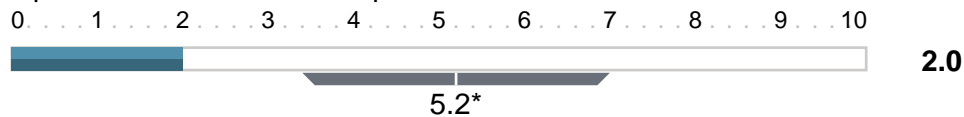
**9. Consistency** - The ability to do the job the same way.



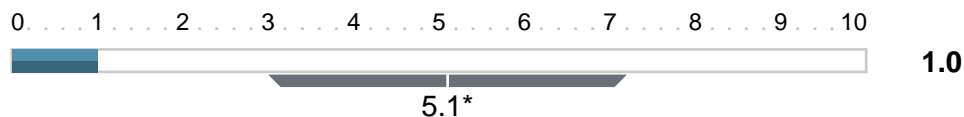
**10. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



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



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




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

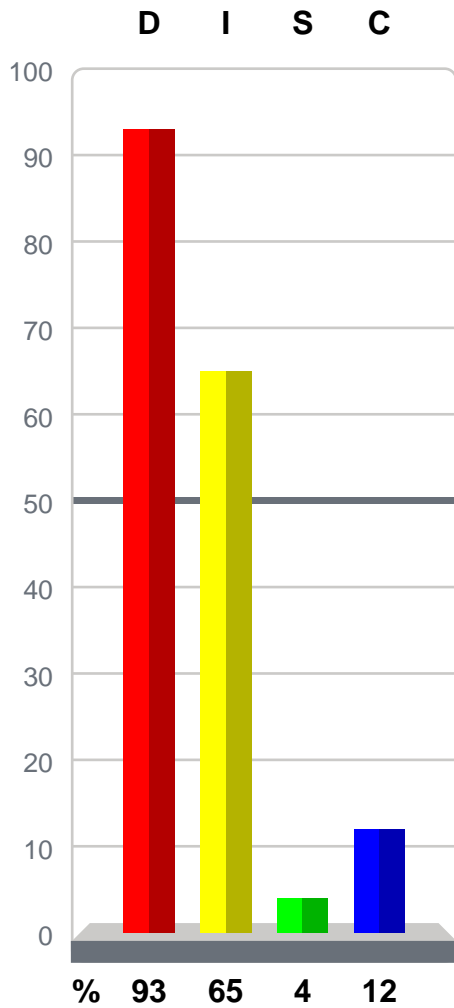


# Style Insights® Graphs

7-14-2014

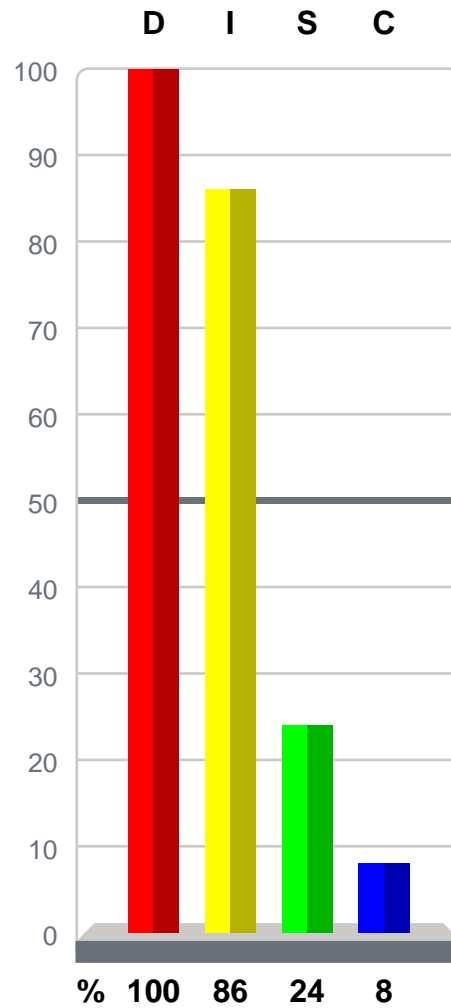
Adapted Style

Graph I



Natural Style

Graph II



Norm 2012 R4



## The Success Insights® Wheel

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

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

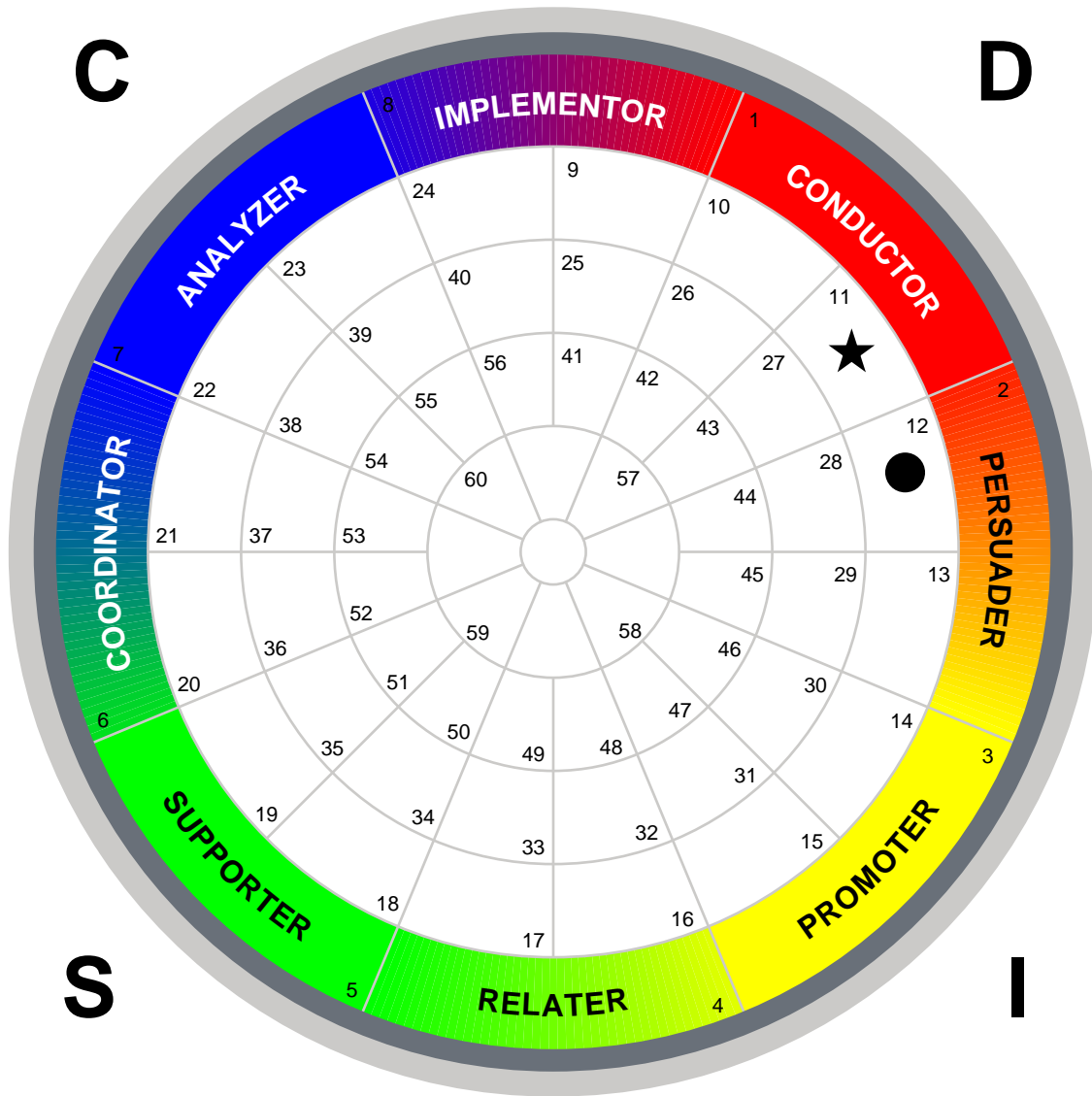
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



# The Success Insights® Wheel

7-14-2014



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

Norm 2012 R4





## Introduction Motivators Section

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

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

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

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

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

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



# 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.*

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



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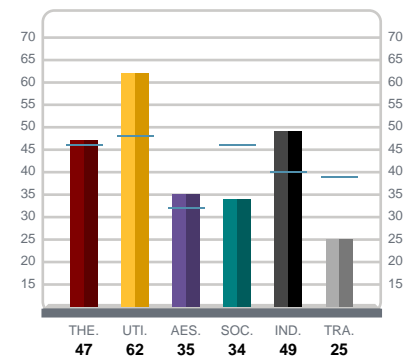
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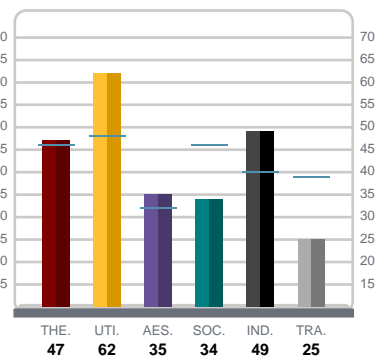




# Individualistic

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

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



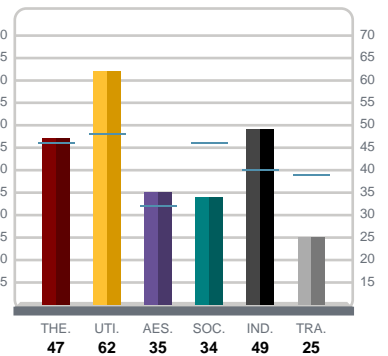
Steve Jordan



# 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, Steve will have a tendency to rely on his intuition or practical information in this area.
- In those areas where Steve has a special interest he will be good at integrating past knowledge to solve current problems.
- Steve will usually have the data to support his convictions.
- If Steve is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth.
- Steve will seek knowledge based on his needs in individual situations.
- A job that challenges the knowledge will increase his job satisfaction.
- Steve has the potential to become an expert in his chosen field.





# 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.*

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




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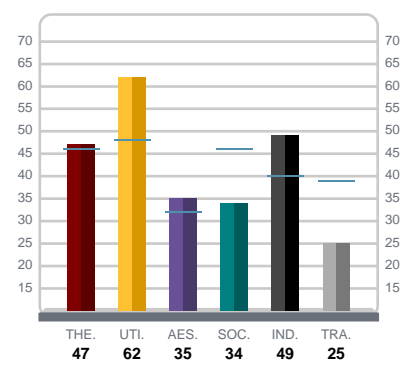
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Steve Jordan



# 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.

- Steve will be torn if helping others proves to be detrimental to him.
- He will be firm in his decisions and not be swayed by unfortunate circumstances.
- Steve 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 - he feels things must be earned, not given.
- He will not normally allow himself to be directed by others unless it will enhance his own self-interest.
- Steve's passion in life will be found in one or two of the other dimensions discussed in this report.

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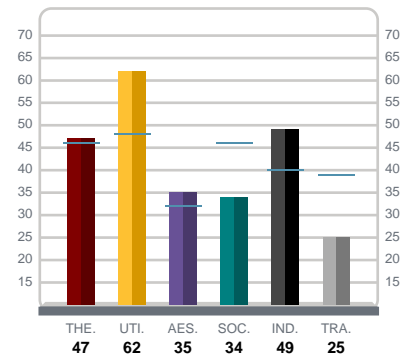
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Steve Jordan



# Traditional

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

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




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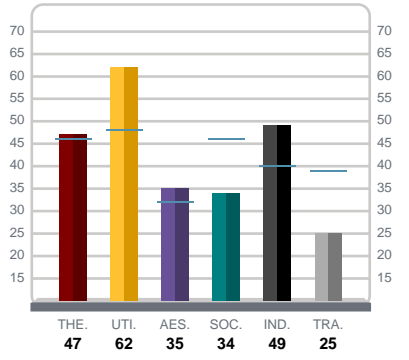
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Steve Jordan







# Navigating Situations Outside Your Comfort Zone

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

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

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

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




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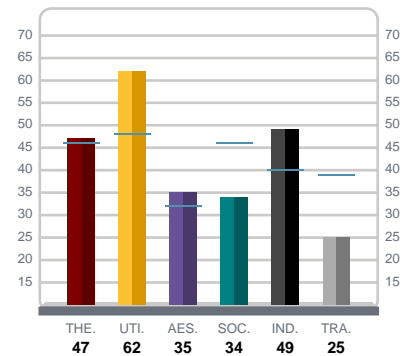
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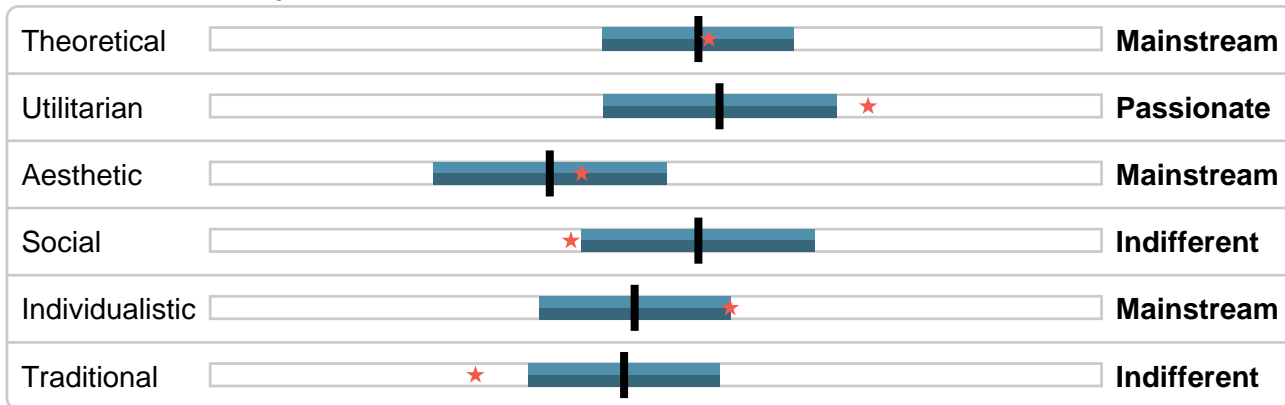
# Motivators - Norms & Comparisons

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

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

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

## Norms & Comparisons Table - Norm 2012



- 68 percent of the population    - national mean    - your score

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



## Motivators - Norms & Comparisons

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:

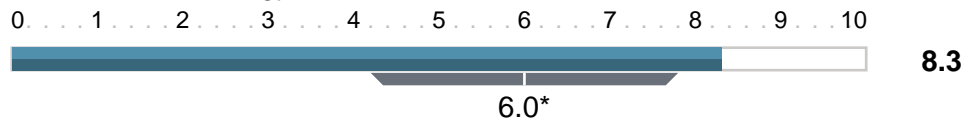
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.



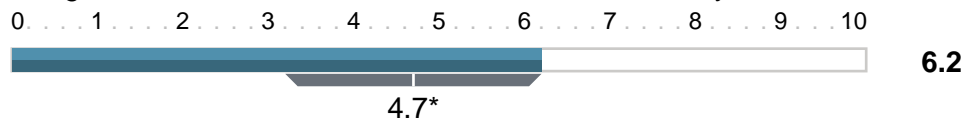
# Motivators Hierarchy

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.

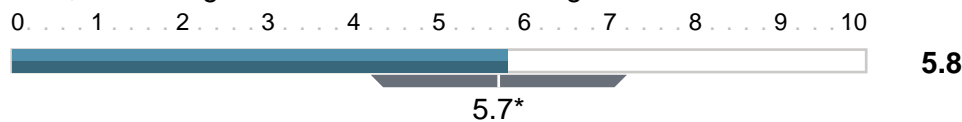
**1. Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



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



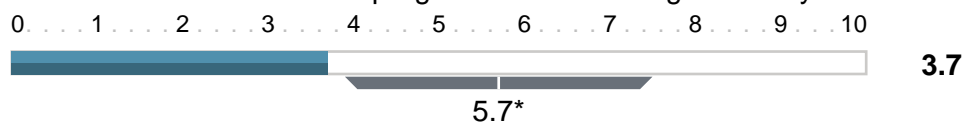
**3. Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



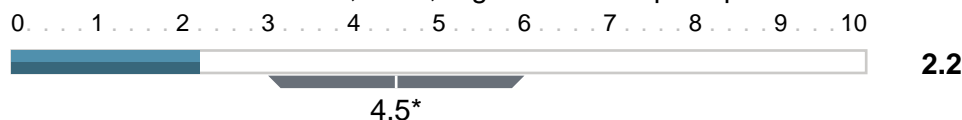
**4. Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



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

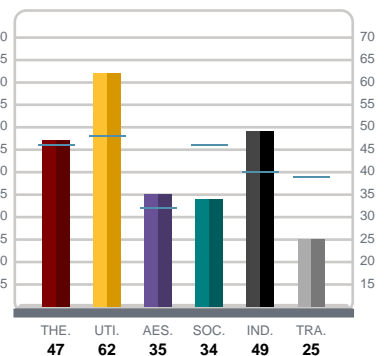


**6. Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



MI: 47-62-35-34-49-25 (THE.-UTI.-AES.-SOC.-IND.-TRA.)

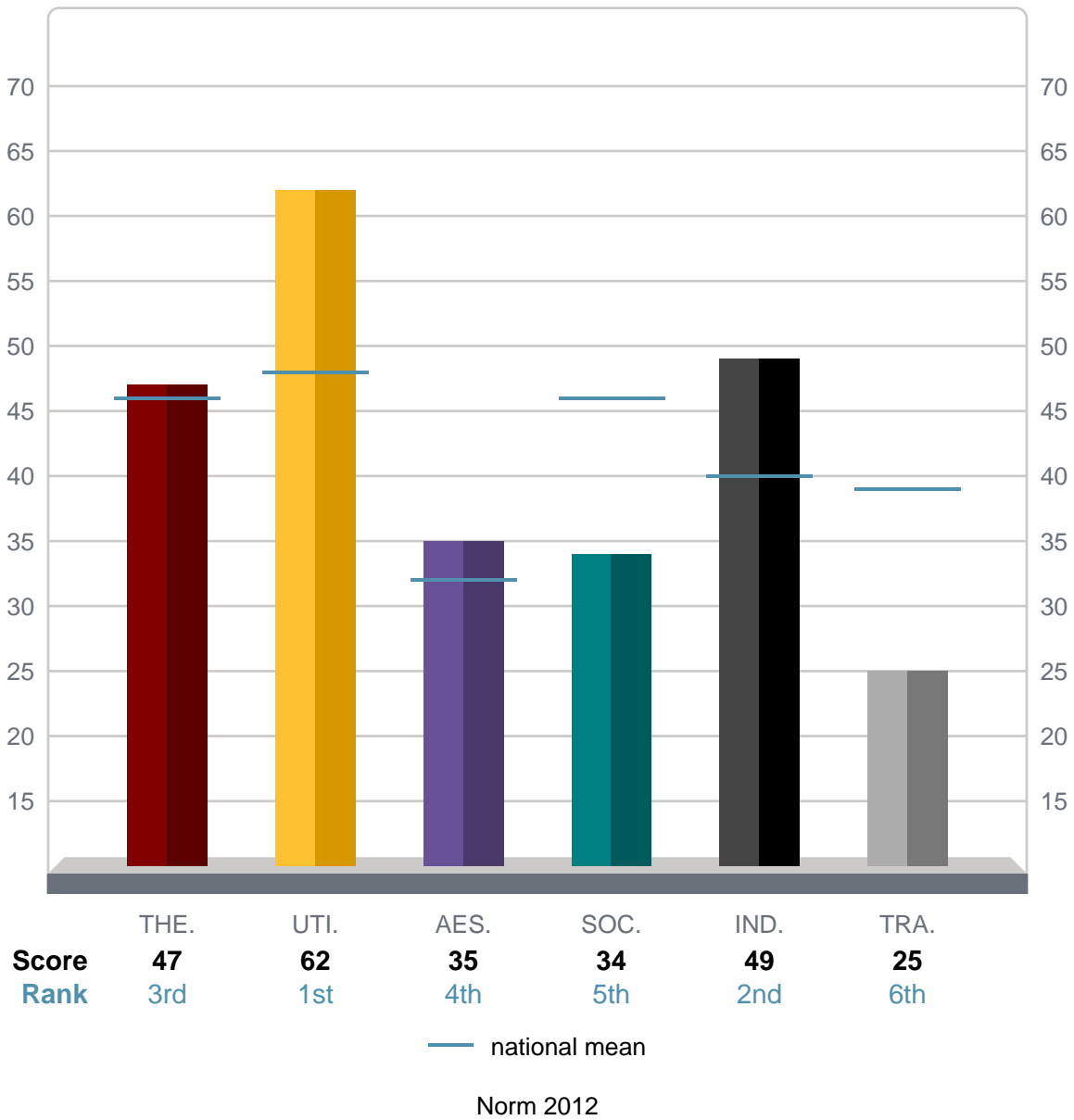
\* 68% of the population falls within the shaded area.





# Motivation Insights® Graph

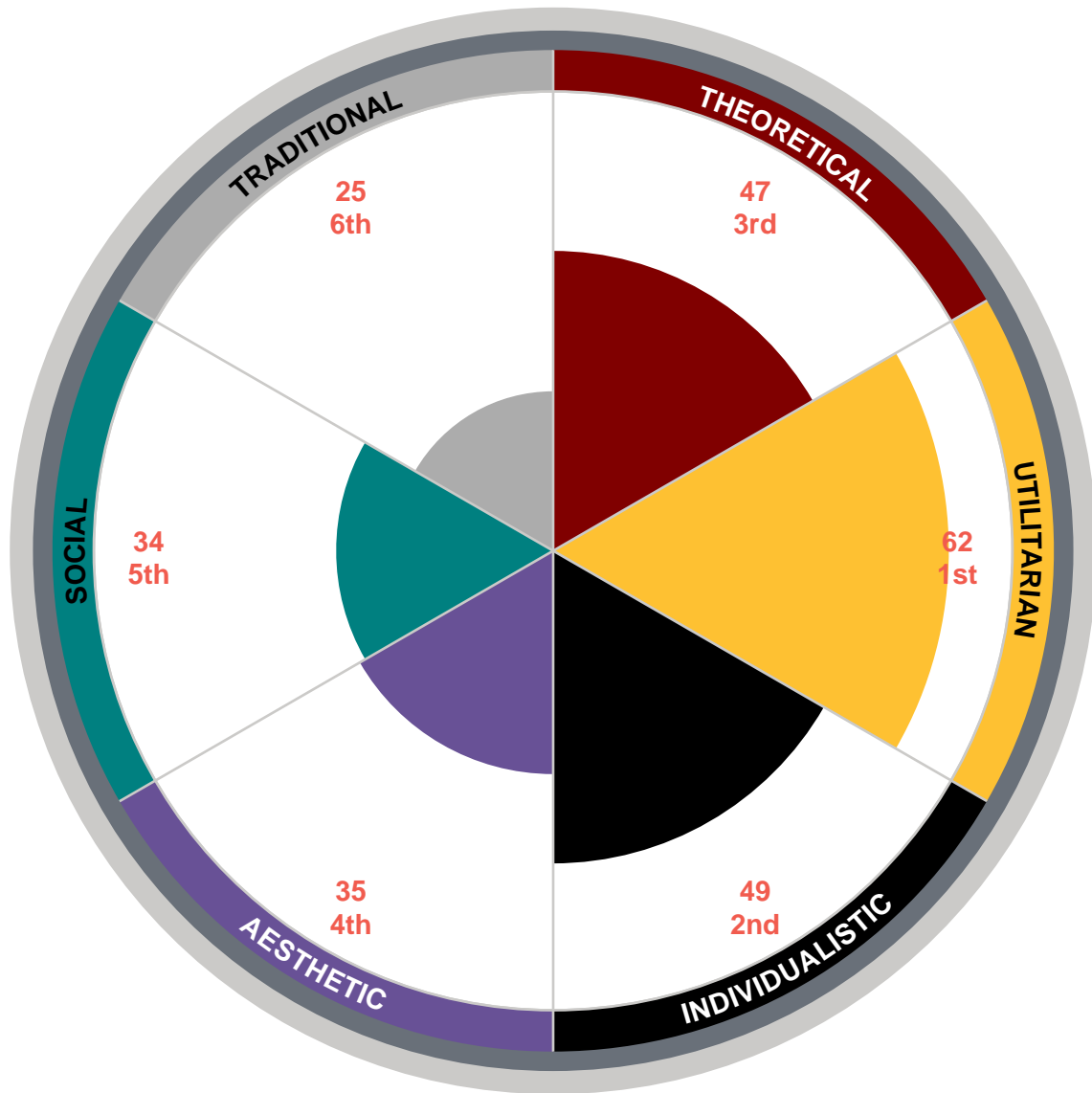
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# Motivators Wheel™

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## Introduction Integrating Behaviors and Motivators Section

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

### In this section you will find:

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



# Potential Behavioral and Motivational Strengths

*This section describes the potential areas of strengths between Steve'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.*

- Tends to be futuristic.
- Makes decisions based on saving time, resources and improving efficiency.
- A strong influencer.
- Innovative with strategies for success.
- Resourceful and influential in creating effective results.
- Promotes efficiency and results.
- Utilizes people to win and accomplish goals.
- Willing to be the spokesperson for the team.

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# Potential Behavioral and Motivational Conflict

*This section describes the potential areas of conflict between Steve'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.
- Can be a workaholic.
- Takes on too much, too soon, too fast to maintain control.
- Has to be big player if not the leader and may miss out on beneficial role-playing opportunities.
- Overestimates what others will contribute.
- Struggles balancing financial advice with actual results.
- As a leader may over focus on self and his own needs.
- May struggle with hearing and applying constructive criticism.



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## Ideal Environment

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

- Forum to express ideas and viewpoints.
- Freedom from controls, supervision and details.
- Freedom of movement.
- Optimism about expected results is not frowned upon.
- The experience is seen as a part of the desired return on investment.
- Rewards based-on challenging the status quo resulting in a return to the organization.
- An environment where he can "lead the parade".
- A "can-do" environment filled with optimistic people.
- A forum to celebrate successes as an individual.




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## Keys to Motivating

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

### Steve wants:

- Rewards to support his dreams.
- Participation in meetings on future planning.
- Public recognition of his ideas and results.
- To be the spokesperson for team and organizational accomplishments.
- Public recognition of financial rewards for returns and efficiency.
- Focus on results and rewards, not the process or journey.
- A podium to express ideas, vision and experiences.
- To lead people toward his vision.
- Opportunities for advancement and new experiences.



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## Keys to Managing

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

### Steve needs:

- Objectivity when dealing with people because of his high trust level.
- To focus conversations on work activities--less socializing.
- People to work and associate with.
- Assistance in prioritizing goals not only based on return, but also other organizational needs.
- Help balancing the desire for return and the need for people interactions.
- The opportunity to receive rewards based on results achieved.
- A manager that recognizes his need for public recognition of accomplishments.
- To minimize his natural way of under informing of details when delegating or giving instruction.
- To set realistic goals that can be accomplished without disrupting the organizational objectives.

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## Introduction Competencies

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

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

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

- 1) Well Developed
- 2) Developed
- 3) Moderately Developed
- 4) Needs Development

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

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





# Development Indicator

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

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

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

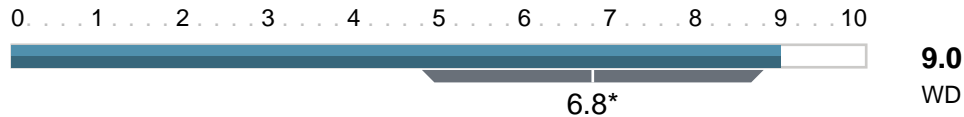
 Well Developed       Developed       Moderately Developed       Needs Development



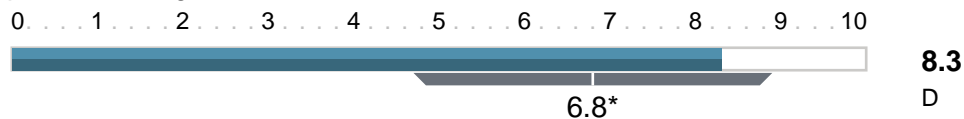
# Competencies Hierarchy

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

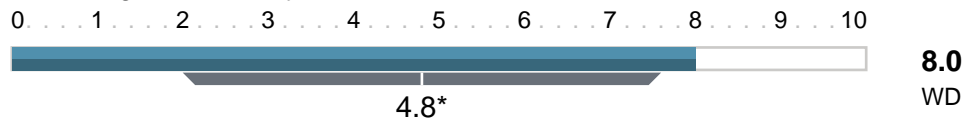
**1. Goal Orientation** - Energetically focusing efforts on meeting a goal, mission or objective.



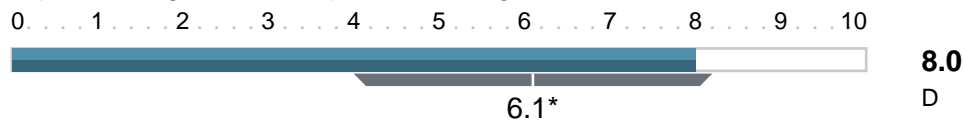
**2. Employee Development/Coaching** - Facilitating and supporting the professional growth of others.



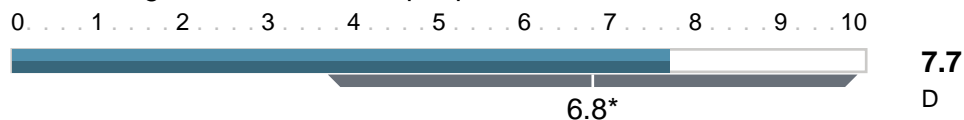
**3. Creativity/Innovation** - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



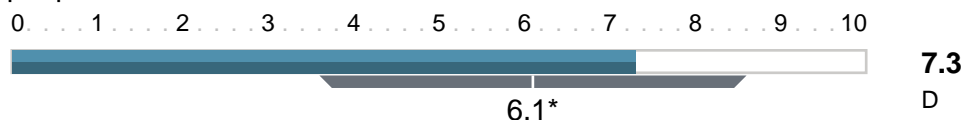
**4. Continuous Learning** - Taking initiative in learning and implementing new concepts, technologies and/or methods.



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



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



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

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



4.0\*

**6.7**  
WD

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

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



4.5\*

**6.7**  
D

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

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



5.7\*

**6.0**  
D

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

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



5.4\*

**6.0**  
D

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

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



5.5\*

**5.3**  
MD

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

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



5.9\*

**5.0**  
MD

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

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



6.3\*

**5.0**  
MD

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

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



6.1\*

**5.0**  
MD

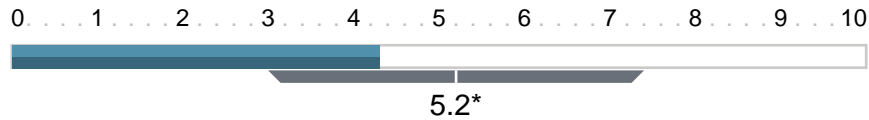
\* 68% of the population falls within the shaded area.





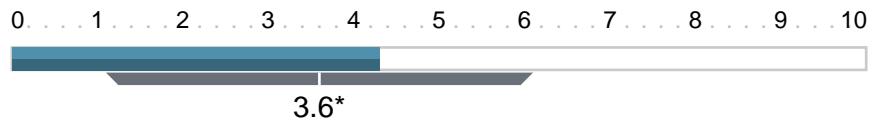
# Competencies Hierarchy

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



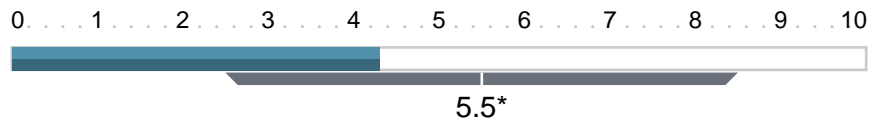
4.3  
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**16. Empathy** - Identifying with and caring about others.



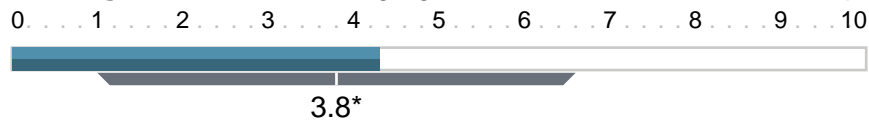
4.3  
D

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



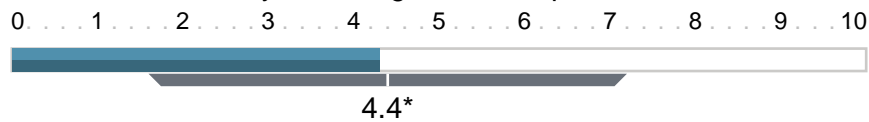
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**18. Negotiation** - Facilitating agreements between two or more parties.



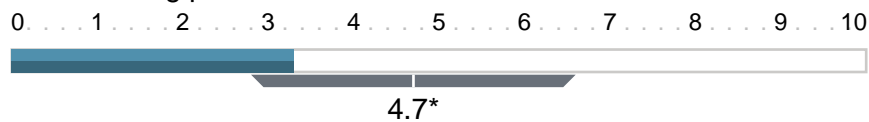
4.3  
D

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



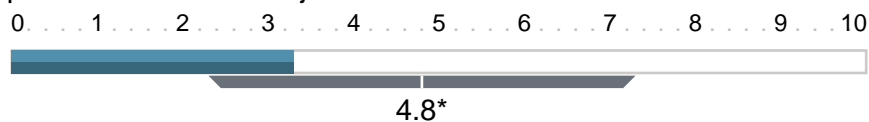
4.3  
MD

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



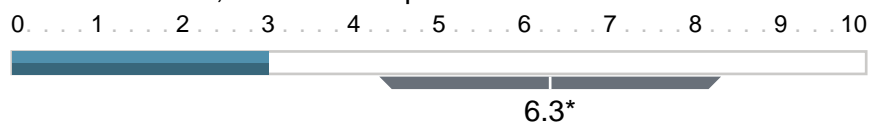
3.3  
MD

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



3.3  
MD

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



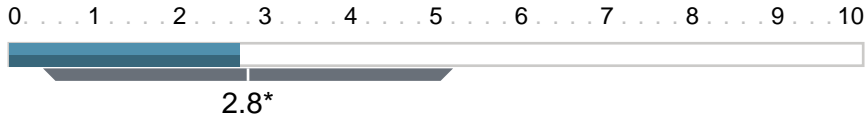
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\* 68% of the population falls within the shaded area.



# Competencies Hierarchy

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



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

- Acts independently to achieve objectives without supervision.
- Expends the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress towards meeting goals.
- Establishes and works toward ambitious and challenging goals.
- Develops and implements strategies to meet objectives.
- Measures effectiveness and performance to ensure results are attained.
- Acts with a sense of urgency to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.

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

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

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# Well Developed Competencies

Decision Making: Utilizing effective processes to make decisions.

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



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## 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.*



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.

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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.

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# 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.

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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.

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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.

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# Developed Competencies

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

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and focused on goals and priorities.
- Identifies barriers to objectives and removes them.
- Delegates appropriate responsibilities and authority.
- Ensures adequate resources are available to achieve objectives.
- Makes decisions that benefit the bottom line or return on investment.

**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.



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# 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.

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## Moderately Developed Competencies

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

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

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

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

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

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# 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.

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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.

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# Moderately Developed Competencies

Conflict Management: Addressing and resolving conflict constructively.

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

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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.

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

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



# Moderately Developed Competencies

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

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

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

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

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

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

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# Competencies Needing Development

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

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

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

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# Getting the Most From Your Report

Questions about the personal skills you are well developed in:

- Are you using the personal skills you are well developed in more in your personal or professional life?
- How is your development of these personal skills contributing to your success?
- How can you use these personal skills to advance your career, get a promotion or secure a better job?
- Do other people know that you are well developed in these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you are developed and moderately developed:

- How has not fully developing these personal skills hindered your ability to succeed personally or professionally?
- Which of these personal skills might help you the most personally, if you developed them more thoroughly?
- Which of these personal skills might help you the most professionally, if you developed them more thoroughly?

Questions about the personal skills you have not yet developed:

- Which of these personal skills might help you the most personally, if you developed them?
- Which of these personal skills might help you the most professionally, if you developed them?