TriMetrix® DNA
Management-Staff

Stacy Sample
Support Staff
ABC Company
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THE
PROFESSIONAL DEVELOPMENT
GROUP

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.

Driving Forces 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 Driving Forces

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

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

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

Stacy looks to people for support and inner-satisfaction as a way to reach her personal goals. Others see her as a good neighbor, since she is always willing to help those she considers to be her friends. She may have difficulty sharing her feelings if it may disturb the relationship. She can be discreet and sociable as called for by the situation. Patience, control and deliberateness characterize her usual behavior. She does not always like being placed in competitive situations. She tends to lose the "team feeling" when she is involved in direct competition. At times, Stacy would like to slow the world down and cut out some of the activities people want her involved in. She requires many good reasons, as well as the benefits involved, before agreeing to making changes. Stacy is eager to please others. She wants others to be satisfied and she may go out of her way to accommodate others, sometimes even to her own discomfort. She is usually steady, easygoing and relaxed.

Stacy is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. Her motto is, "facts are facts." She can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. Occasionally she will underplay bad news, if telling it as it is will offend someone. She may fear it would disturb the relationship. She prefers to plan her work and work her plan. Others may find it refreshing to have her on their team. Stacy may tend to fight for her beliefs or those things she feels passionate about. She is persistent and persevering in her approach to achieving goals. Making plans and following those plans is important to her. Once she has arrived at a decision, she can be tough-minded and unbending. She has made her decision after gathering much data, and she probably won't want to repeat the process.

Adapted Style   Natural Style

D I S C   D I S C

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Natural Style: 7 62 84 84
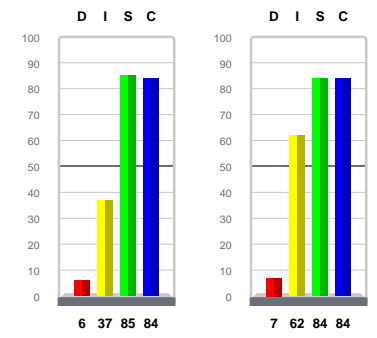
Stacy likes a friendly, open style of communication. She likes to know what is expected of her in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. She is not easily triggered or explosive, but she may conceal some grievances because she doesn't always state her feelings. She is quick to pick up on group dynamics and skilled in fitting in with a group. She brings both speaking and listening skills to the group. Stacy usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when her ideals and beliefs are confronted. She does not enjoy confrontation for confrontation's sake. She feels she can win through patience and resolve. She will be open with those she trusts; however, reaching the required trust level may take time.

Adapted Style

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Natural Style

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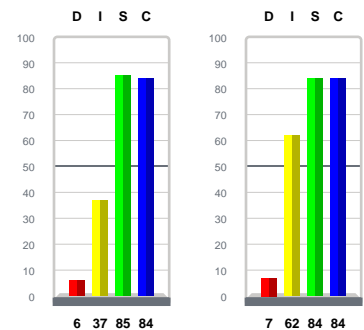
Value to the Organization

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

- Patient and empathetic.

- People-oriented.

- Dependable team player.

- Good at reconciling factions--is calming and adds stability.

- Turns confrontation into positives.

- Concerned about quality.

- Respect for authority and organizational structure.

- Service-oriented.

- Adaptable.

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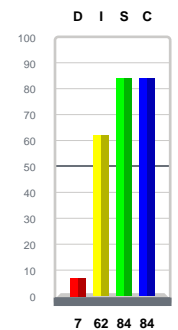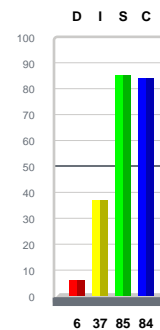
Checklist for Communicating

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 Stacy. 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 Stacy most frequently.

Ways to Communicate

☐ Provide solid, tangible, practical evidence.

☐ Provide a friendly environment.

☐ Take time to be sure that she is in agreement and understands what you said.

☐ Be prepared.

☐ Define clearly (preferably in writing) individual contributions.

☐ Provide guarantees that her decision will minimize risks; give assurance that provides her with benefits.

☐ Give her time to ask questions.

☐ Show sincere interest in her as a person. Find areas of common involvement and be candid and open.

☐ Keep conversation at discussion level.

☐ Patiently draw out personal goals and work with her to help her achieve those goals; listen and be responsive.

☐ Take your time and be persistent.

☐ Look for hurt feelings or personal reasons if you disagree.

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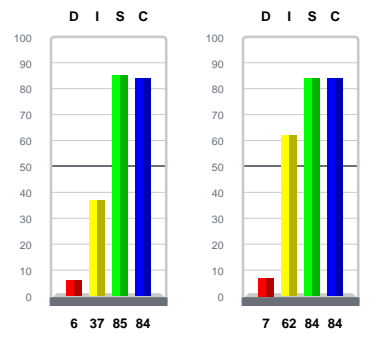
Checklist for Communicating Continued

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

- ☐ Use testimonies from unreliable sources.

- ☐ Be abrupt and rapid.

- ☐ Push too hard, or be unrealistic with deadlines.

- ☐ Force her to respond quickly to your objectives. Don't say "Here's how I see it."

- ☐ Make promises you cannot deliver.

- ☐ Talk in a loud voice or use confrontation.

- ☐ Patronize or demean her by using subtlety or incentive.

- ☐ Manipulate or push her into agreeing because she probably won't fight back.

- ☐ Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.

- ☐ Debate about facts and figures.

- ☐ Don't be haphazard.

- ☐ Rush her in the decision-making process.

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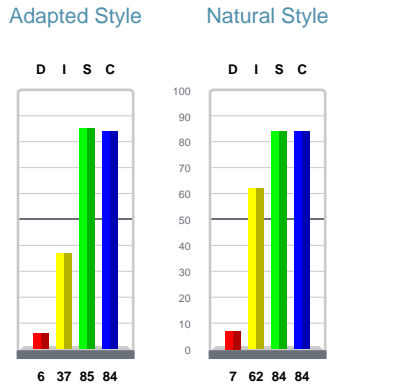
Communication Tips

This section provides suggestions on methods which will improve Stacy's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Stacy 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 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 Stacy's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Stacy to project the image that will allow her to control the situation.

Self-Perception

Stacy usually sees herself as being:

- Considerate
- Good-Natured
- Team player
- Thoughtful
- Dependable
- Good listener

Others' Perception - Moderate

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

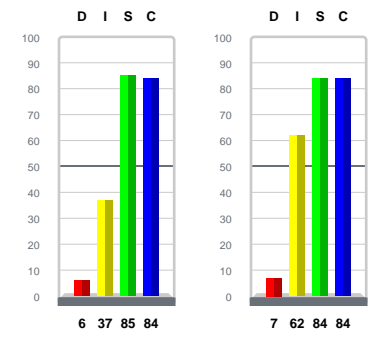- Nondemonstrative
- Unconcerned
- Hesitant
- Inflexible

Others' Perception - Extreme

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

- Possessive
- Detached
- Stubborn
- Insensitive

Adapted Style   Natural Style

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Adapted Style	Natural Style
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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.

- Needs a manager or work-team that has the ability to extract information as opposed to being required to volunteer information.

- Needs meeting and planning sessions with pre-disclosed agenda items in order to feel prepared.

- Needs a manager or accountability partner that can appreciate the need for reflective problem solving but can also manage the time spent on each situation.

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

- Share feelings faster and more often.

- Seek partnership when forced to make decisions that do not have a procedure or set precedence.

- Seek positions that do not require a strong need for self-starting.

Adapted Style   Natural Style

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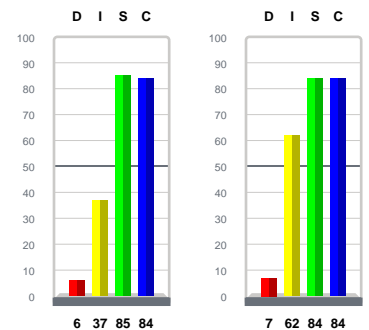
Descriptors

Based on Stacy'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.

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

Natural and Adapted Style

Stacy'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

Stacy uses a laid-back and peaceful approach to problem solving. She tends to solve problems in a reactive and team-oriented manner. Stacy tends to be unobtrusive and avoids confrontation so she can be seen as a true team player.

Adapted

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

People - Contacts

Natural

Stacy is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She likes to be on a team and may be the spokesman for the team. She will trust others and likes a positive environment in which to relate.

Adapted

Stacy sees a need to be factual and logical while attempting to influence others. She feels a direct and straightforward approach is really what others want before they can be influenced.

Adapted Style

Natural Style

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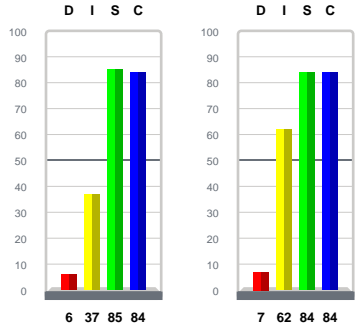
Natural and Adapted Style Continued

Pace - Consistency

Natural

Stacy is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. She prefers to complete one task before starting the next and prefers an environment that is predictable.

Adapted

Stacy sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

Procedures - Constraints

Natural

Stacy naturally is cautious and concerned for quality. She likes to be on a team that takes responsibility for the final product. She enjoys knowing the rules and can become upset when others fail to comply with the rules.

Adapted

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

Adapted Style

Natural Style

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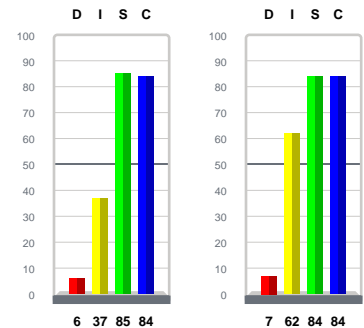
Adapted Style

Stacy 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.

- Being cooperative and supportive.

- Adherence to established guidelines and procedures.

- Consistency of task performance.

- Logical solutions.

- Undemanding of others' time and attention.

- Being a good "team player."

- Presenting a practical, proven approach to decision making.

- Being cordial and helpful when dealing with new clients or customers.

- Limited or prepared changes in routine.

- Task focus over people focus.

- Using a disciplined approach.

Adapted Style

Natural Style

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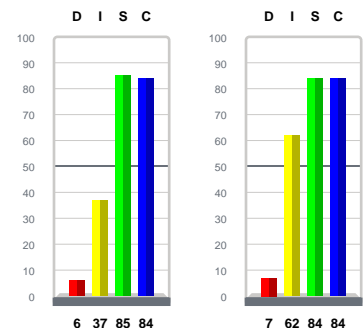
Time Wasters

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.

Postpone The Unpleasant

Postponing the unpleasant is similar to procrastinating but is usually a continual reprioritizing of daily tasks. It is often a way to delay something that is not enjoyable.

Possible Causes:

- Like low-conflict environments and relationships
- Want to feel the success of accomplishment so the simple tasks are done first

Possible Solutions:

- Change your routine and, for one week, do the unpleasant tasks first
- See the accomplishment of unpleasant tasks as an equal or even greater achievement of success
- Reward yourself for every unpleasant task that you complete without postponing
- Confront those people who are causing you discomfort and discuss the problems

Not Exercising Authority

Not exercising authority is the inability to make decisions that might adversely impact some people and compromises the success of task accomplishment. It is also the resistance to making the tough calls.

Possible Causes:

- Want to be seen as supportive
- Believe people will do what is right
- Fear offending others
- Fear creating conflict between team members

Adapted Style   Natural Style

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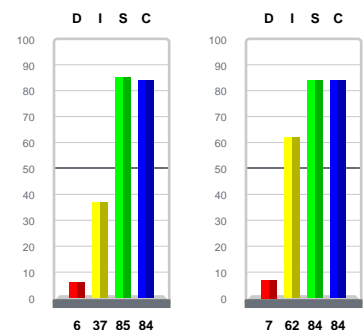
Possible Solutions:

- Have clearly defined and written performance objectives
- Have clearly written rationale for specific decisions
- Assign decision reporting to the deputy/assistant
- Appoint a strong deputy or assistant
- Have a "Good Guy/Bad Guy" image agreement with deputy/assistant

Resisting Change

Resisting change is the process of consciously or subconsciously not participating in the change process. Measures of resistance may be active or passive, not doing things the new way, or making excuses for not having tasks accomplished.
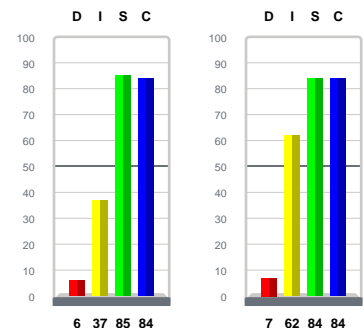
Possible Causes:

- Need a high degree of security
- Like to maintain the status quo
- Routine/procedures have worked in the past
- One specific aspect of a proposed change violates sense of values
- A specific change is not seen as contributing to successful accomplishments

Possible Solutions:

- Acknowledge that change is a natural part of any job
- Develop the habit of writing down all of the pros and cons of a specific change
- Evaluate each objection to a change
- If there is one specific objection that is overriding the ability to change, share the specific concern with those involved and seek advice or input from others

Adapted Style

Natural Style

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D I S C

Adapted Style: 6 37 85 84

Natural Style: 7 62 84 84

Stacy Sample

Time Wasters Continued

Habits

A habit is a specific thought, behavior or way of doing something that was acquired by repetition or by reinforcement from self and/or others.

Possible Causes:

- Have established routines that are comfortable
- Routine creates a feeling of security
- Resist change for change's sake
- Have been praised repeatedly for a specific behavior

Possible Solutions:

- Evaluate habits and decide which contribute to your accomplishments and which deter you from success
- Try new ways of performing a certain task
- Ask others for recommendations on different approaches
- Consciously practice changing your routine

## Failure To Clarify Precise Responsibilities With Manager

The failure to clarify precise responsibilities with your manager assumes that you have a full understanding of his/her expectations. It infers that your manager understands your job and concurs with your assessment of requirements.

Possible Causes:

- Unsure of how you will be perceived
- Don't want to overstep authority
- Want to be a team player
- Want to help everyone so you don't object to the manager when requests are being made that are not your responsibility

Possible Solutions:

- Have informal conversations with the manager about his/her expectations
- Share with manager your expectations

Adapted Style   Natural Style

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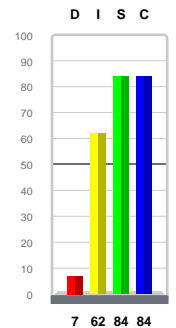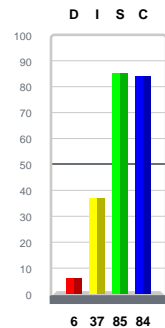
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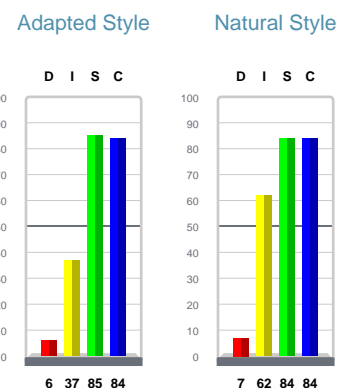
Time Wasters Continued

- Clarify with peers and other managers your duties and responsibilities
- Read and discuss articles on "management by objectives"

Adapted Style   Natural Style

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Areas for Improvement

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

Stacy has a tendency to:

- Not project a sense of urgency--others may not feel the pressure to help immediately.

- Dislike change if she feels the change is unwarranted.

- Yield to avoid controversy--attempt to avoid the antagonistic environment.

- Need help in prioritizing new assignments.

- Take criticism of her work as a personal affront.

- Be too conservative--bides time and avoids much that is new.

- Become resistive and indecisive when forced to act quickly. Without proper information she will resist in a passive-aggressive manner.
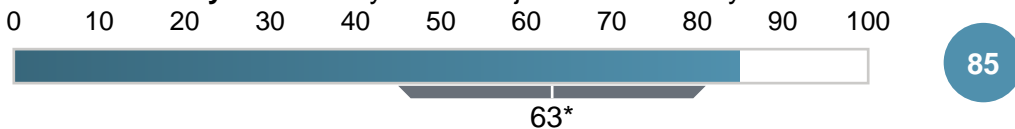
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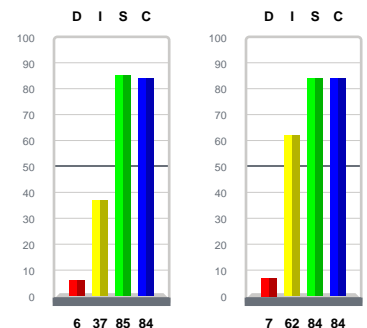
Behavioral Hierarchy

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

1. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.
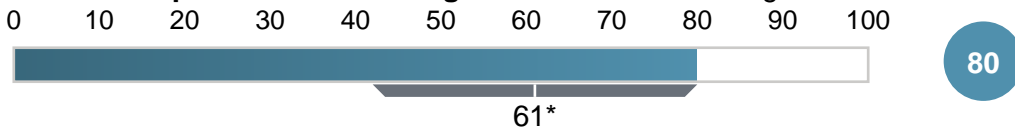
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85

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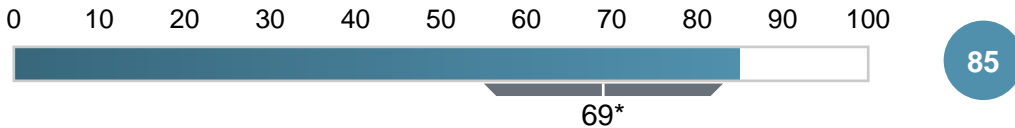
2. Consistency - The ability to do the job the same way.

0   10   20   30   40   50   60   70   80   90   100

85

63*

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

0   10   20   30   40   50   60   70   80   90   100

85

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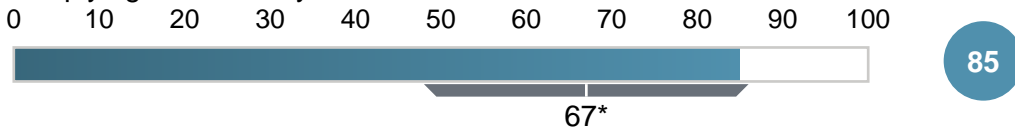
4. Follow Up and Follow Through - A need to be thorough.

0   10   20   30   40   50   60   70   80   90   100

80

61*

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

0   10   20   30   40   50   60   70   80   90   100

70

64*
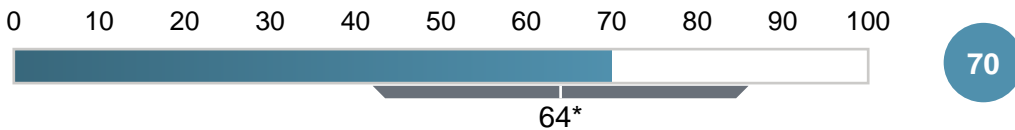
6. Analysis of Data - Information is maintained accurately for repeated examination as required.

0   10   20   30   40   50   60   70   80   90   100

70

53*
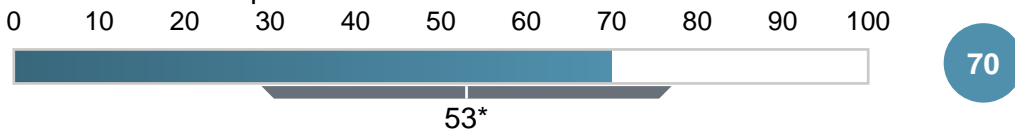
7. Customer Relations - A desire to convey your sincere interest in them.

0   10   20   30   40   50   60   70   80   90   100

70

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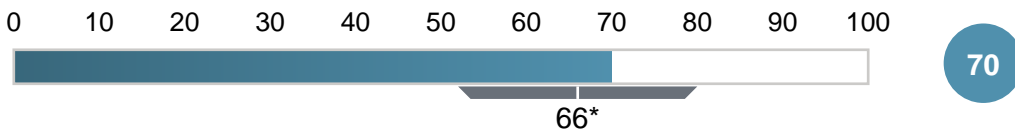
* 68% of the population falls within the shaded area.

Adapted Style

D I S C

Natural Style

D I S C

6 37 85 84

7 62 84 84

Stacy Sample

20
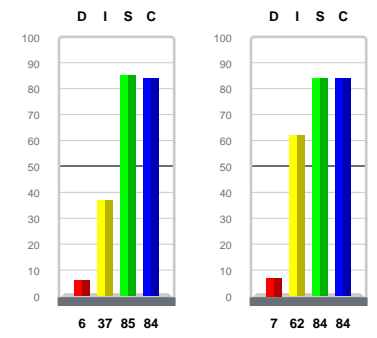
Behavioral Hierarchy

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

0   10   20   30   40   50   60   70   80   90   100

65

49*
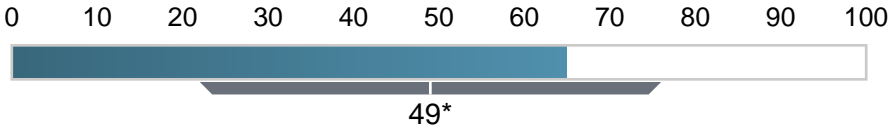
9. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.

0   10   20   30   40   50   60   70   80   90   100

45
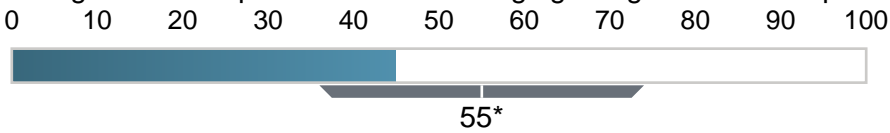
55*

10. 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   10   20   30   40   50   60   70   80   90   100

32

54*
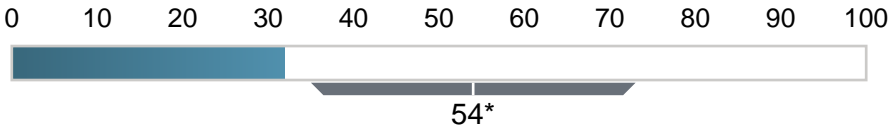
11. Urgency - Decisiveness, quick response and fast action.

0   10   20   30   40   50   60   70   80   90   100

10

44*
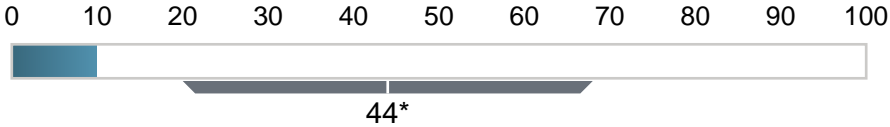
12. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.

0   10   20   30   40   50   60   70   80   90   100

10

49*

Adapted Style   Natural Style

D I S C   D I S C
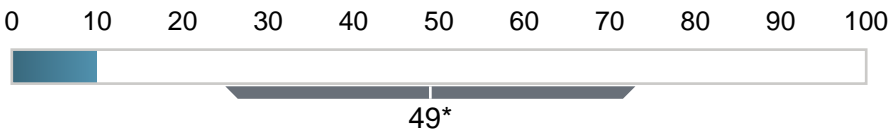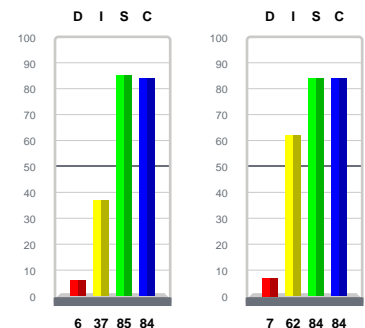
6 37 85 84   7 62 84 84

SIA: 06-37-85-84 (20)   SIN: 07-62-84-84 (36)
* 68% of the population falls within the shaded area.

Stacy Sample

Style Insights® Graphs
1-28-2014

Adapted Style

Graph I

	D	I	S	C

| % | 6 | 37 | 85 | 84 |
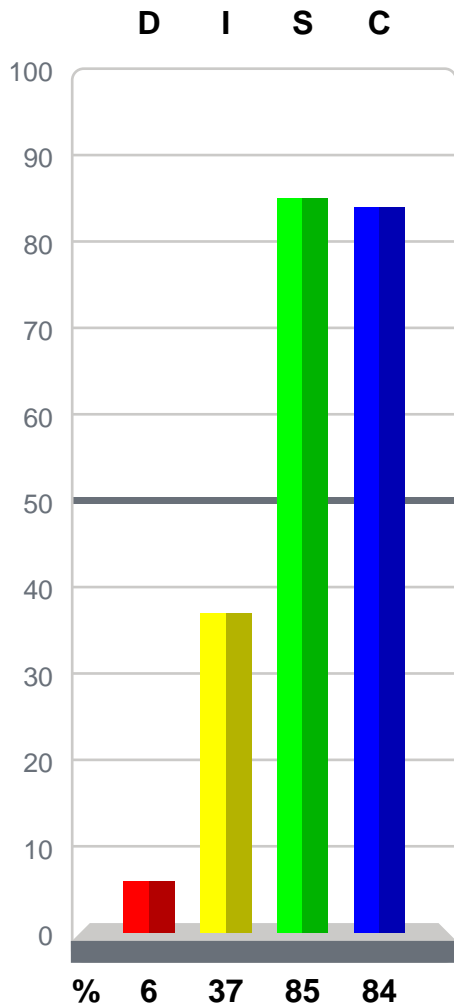
Natural Style

Graph II

	D	I	S	C

| % | 7 | 62 | 84 | 84 |

Norm 2012 R4

T: 17:43
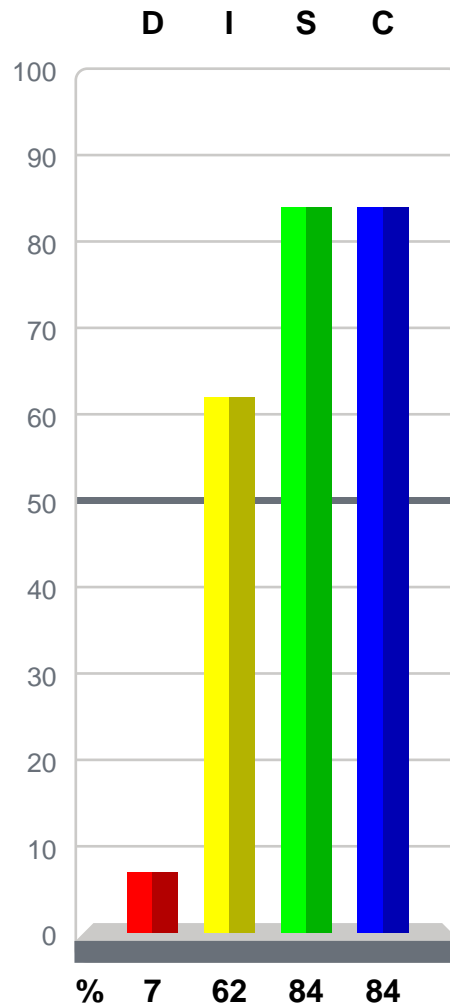
The Success Insights® Wheel

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.
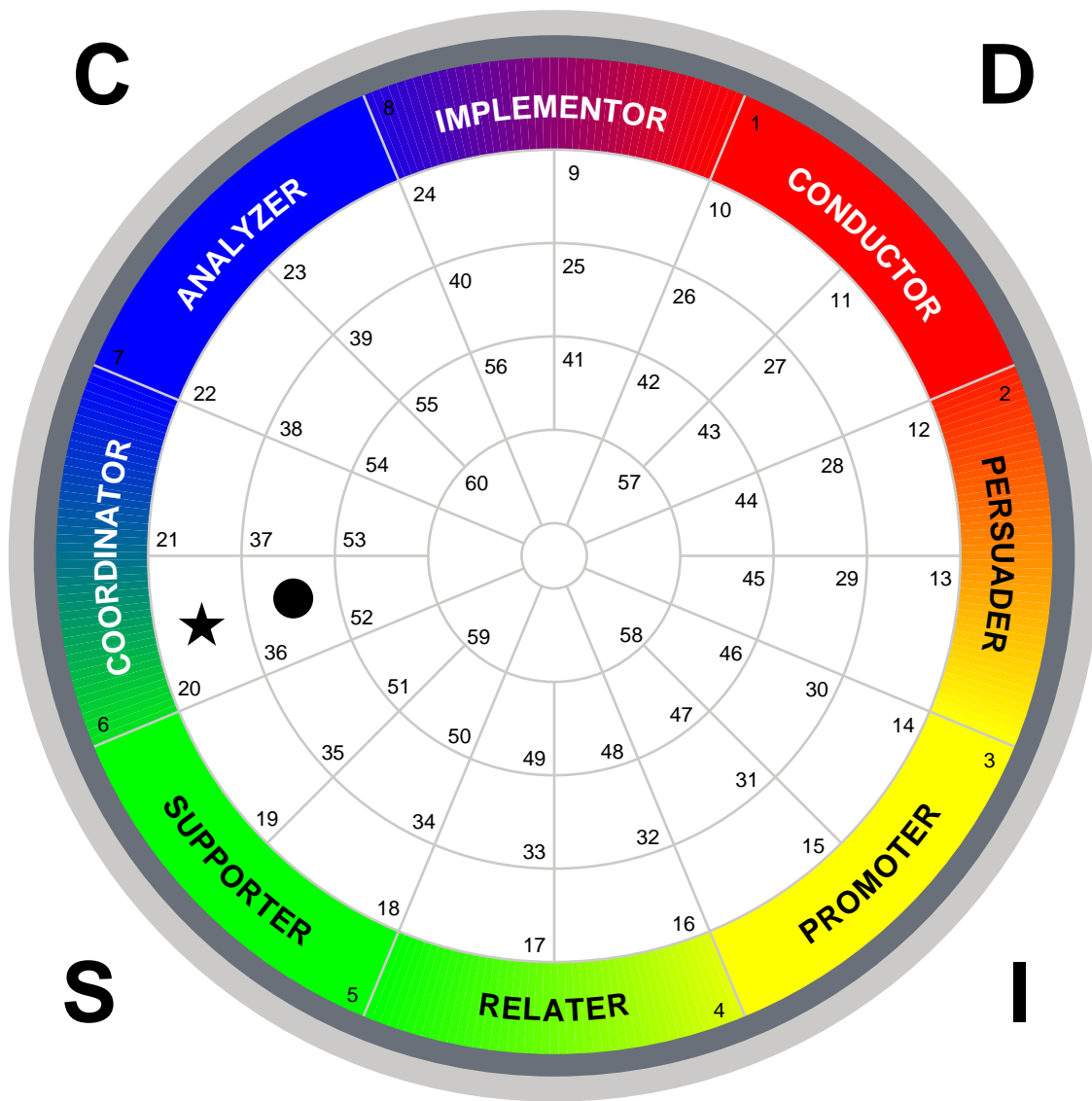
Adapted: ★ (20) SUPPORTING COORDINATOR

Natural: ● (36) SUPPORTING COORDINATOR (FLEXIBLE)

Norm 2012 R4

T: 17:43

The Professional Development Group llc
888-959-1188
Shawn@TheProfessionalDevelopmentGroup.com

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Understanding Your Driving Forces

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

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

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

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

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

- Identify and understand your unique Driving Forces

- Understand and appreciate the Driving Forces of others

- Establish methods to recognize and understand how your Driving Forces interact with others to improve communication

General Characteristics

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

Stacy has the ability to instinctively notice and respond to people in need. She believes people should have the opportunity to be the best they can be. If she thinks it will harm the relationship, Stacy will avoid confrontation. She focuses on the greater good versus advancing her position. Stacy will complete tasks and projects without the need for public recognition. She will relinquish control as long as the task at hand is completed to her standards. She is comfortable around people who share her interest for knowledge and especially comfortable among people with similar convictions. She may have the desire to expand her knowledge to be considered an expert in her chosen field. Stacy will accomplish tasks for the sake of accomplishment. She will value the process and people involved more than the end result. She may overlook traditions or boundaries to complete a task. She may be able to compartmentalize the situation to ensure a rewarding interaction.

Stacy will look for faults in a process before blaming an individual. She has the desire to be empathetic toward those in need. She prefers to be part of a work group or team. She likes to be behind the scenes and get things done. Stacy will usually have the information to support her convictions. She is very good at integrating past knowledge to solve present problems. Being rewarded for her investment of time, talent or resources is not her driving force. She is able to let go of possessions without looking at future needs or uses. Stacy may not focus on a specific approach and will keep momentum moving forward. She may seek new ways to accomplish routine tasks. She may attempt to balance the functionality and harmony of her workday. She will focus on the purpose as well as the presentation of a project.

General Characteristics

Stacy will focus on the objective before the harmony of a situation. She may be able to pick and choose the traditions to which she will adopt. She values people for who they are versus what they can provide. She will benefit from a role that allows her to gain new knowledge. Stacy excels when working for a powerful leader. She can set aside her own agenda for the good of the company. She looks for ways to help people have positive experiences. She will strive to eliminate conflict in the workplace.

Primary Driving Forces Cluster

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

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

0	10	20	30	40	50	60	70	80	90	100

78

49*
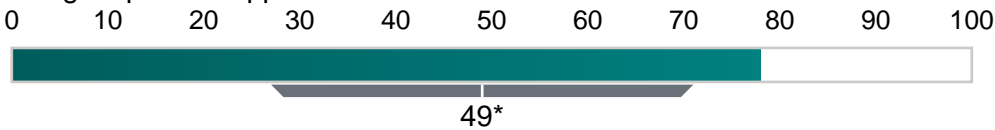
2. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.

0	10	20	30	40	50	60	70	80	90	100

71

46*
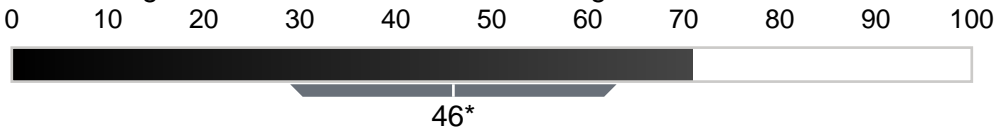
3. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.

0	10	20	30	40	50	60	70	80	90	100

69

50*
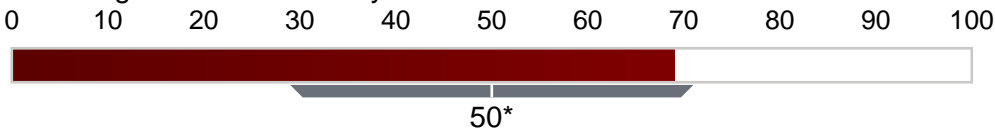
4. Selfless - People who are driven by completing tasks for the greater good, with little expectation of personal return.

0	10	20	30	40	50	60	70	80	90	100

58

31*

Norm 2014

Stacy Sample
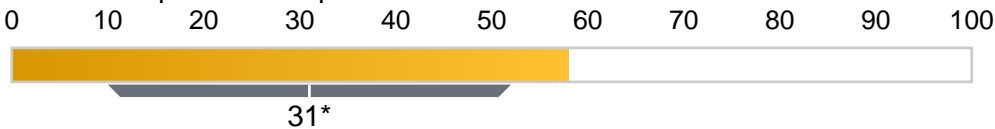
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Situational Driving Forces Cluster

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

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

0	10	20	30	40	50	60	70	80	90	100

53

49*
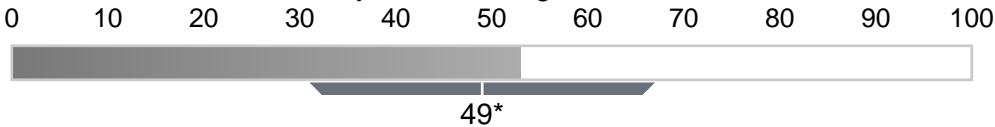
6. Objective - People who are driven by the functionality and objectivity of their surroundings.

0	10	20	30	40	50	60	70	80	90	100

51

61*
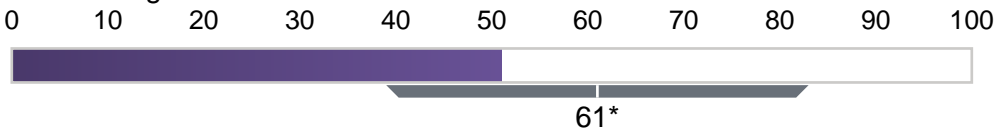
7. Structured - People who are driven by traditional approaches, proven methods and a defined system for living.

0	10	20	30	40	50	60	70	80	90	100

38

35*
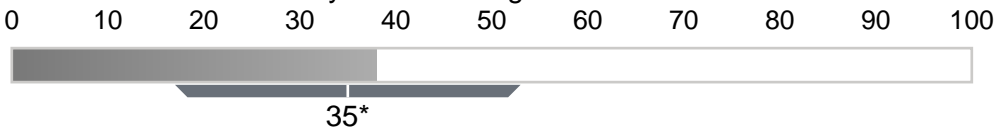
8. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.

0	10	20	30	40	50	60	70	80	90	100

28

53*

Norm 2014
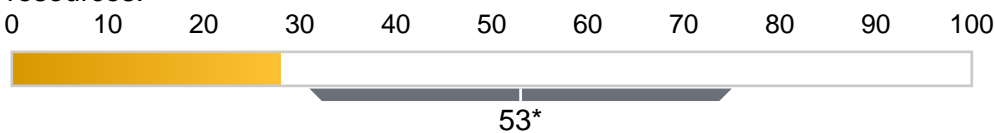
Indifferent Driving Forces Cluster

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

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

0	10	20	30	40	50	60	70	80	90	100

24
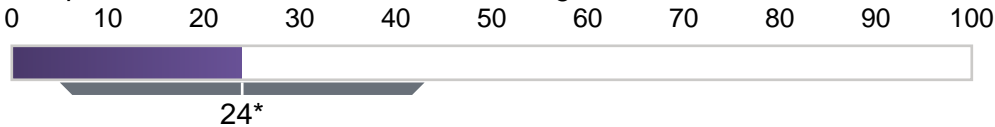
24*

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

0	10	20	30	40	50	60	70	80	90	100

14

40*
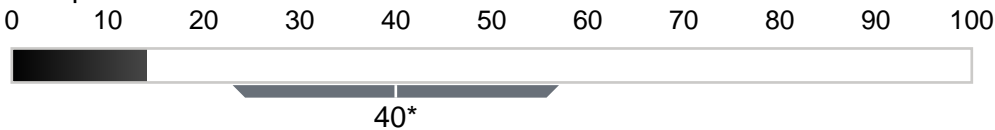
11. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.

0	10	20	30	40	50	60	70	80	90	100

11

32*
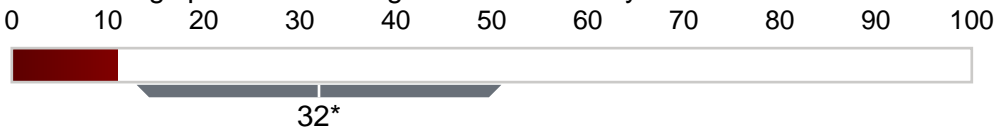
12. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.

0	10	20	30	40	50	60	70	80	90	100

6

32*
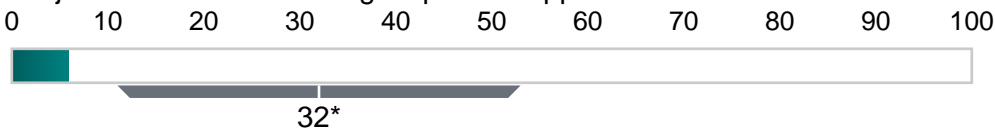
Areas for Awareness

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

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

Norms & Comparisons Table - Norm 2014

Intellectual	**Mainstream**
Instinctive	**Indifferent**
Resourceful	**Indifferent**
Selfless	**Passionate**
Harmonious	**Mainstream**
Objective	**Mainstream**
Altruistic	**Passionate**
Intentional	**Indifferent**
Commanding	**Indifferent**
Collaborative	**Passionate**
Structured	**Mainstream**
Receptive	**Mainstream**
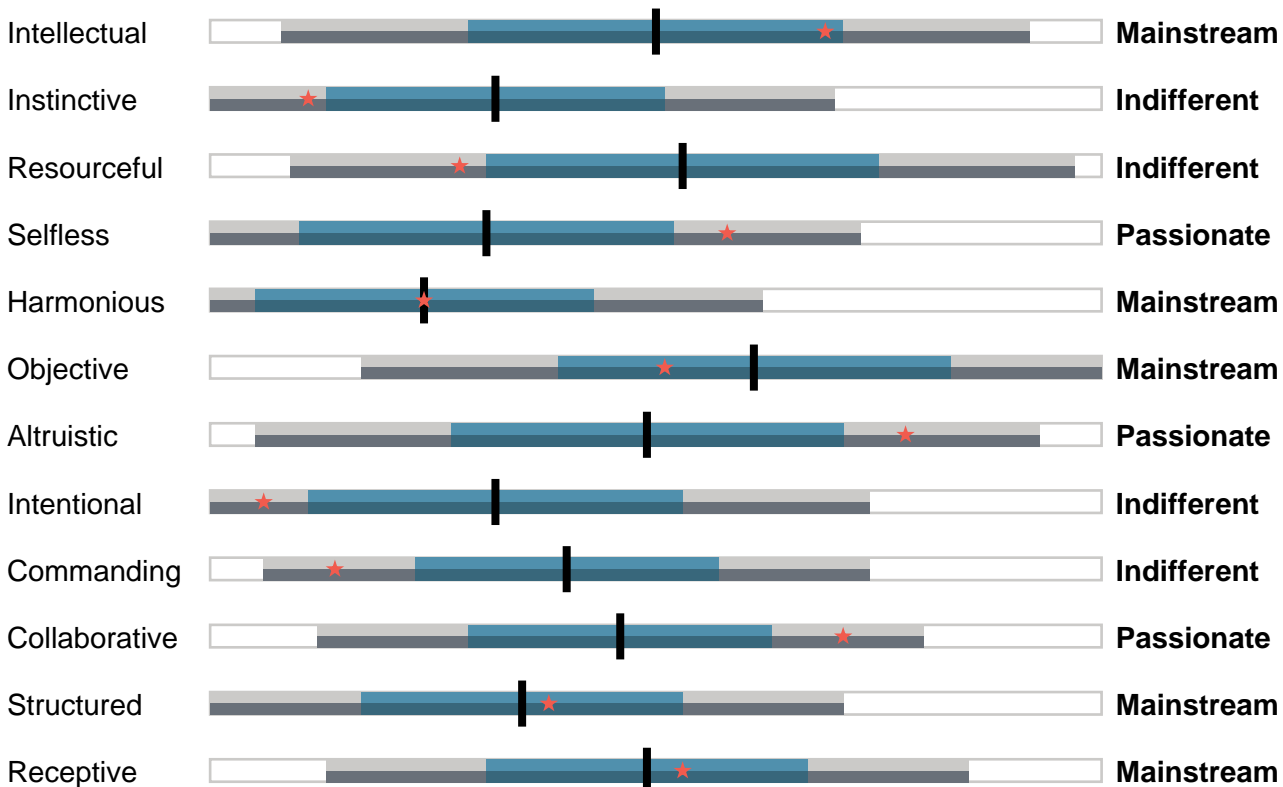
- 1st Standard Deviation - * 68% of the population falls within the shaded area.   █ - national mean   ★ - your score
- 2nd Standard Deviation
- 3rd Standard Deviation

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

Instinctive   **Knowledge**   **Intellectual**

100   75   50   25   **0**   25   50   75   100

11   **69**

Selfless   **Utility**   **Resourceful**

100   75   50   25   **0**   25   50   75   100

58   **28**

Objective   **Surroundings**   **Harmonious**

100   75   50   25   **0**   25   50   75   100

51   **24**

Intentional   **Others**   **Altruistic**

100   75   50   25   **0**   25   50   75   100

6   **78**

Collaborative   **Power**   **Commanding**

100   75   50   25   **0**   25   50   75   100

71   **14**

Receptive   **Methodologies**   **Structured**

100   75   50   25   **0**   25   50   75   100

53   **38**

◇ - Denotes Primary Driving Force

T: 9:24

Driving Forces Wheel

T: 9:24

Stacy Sample

Stacy Sample
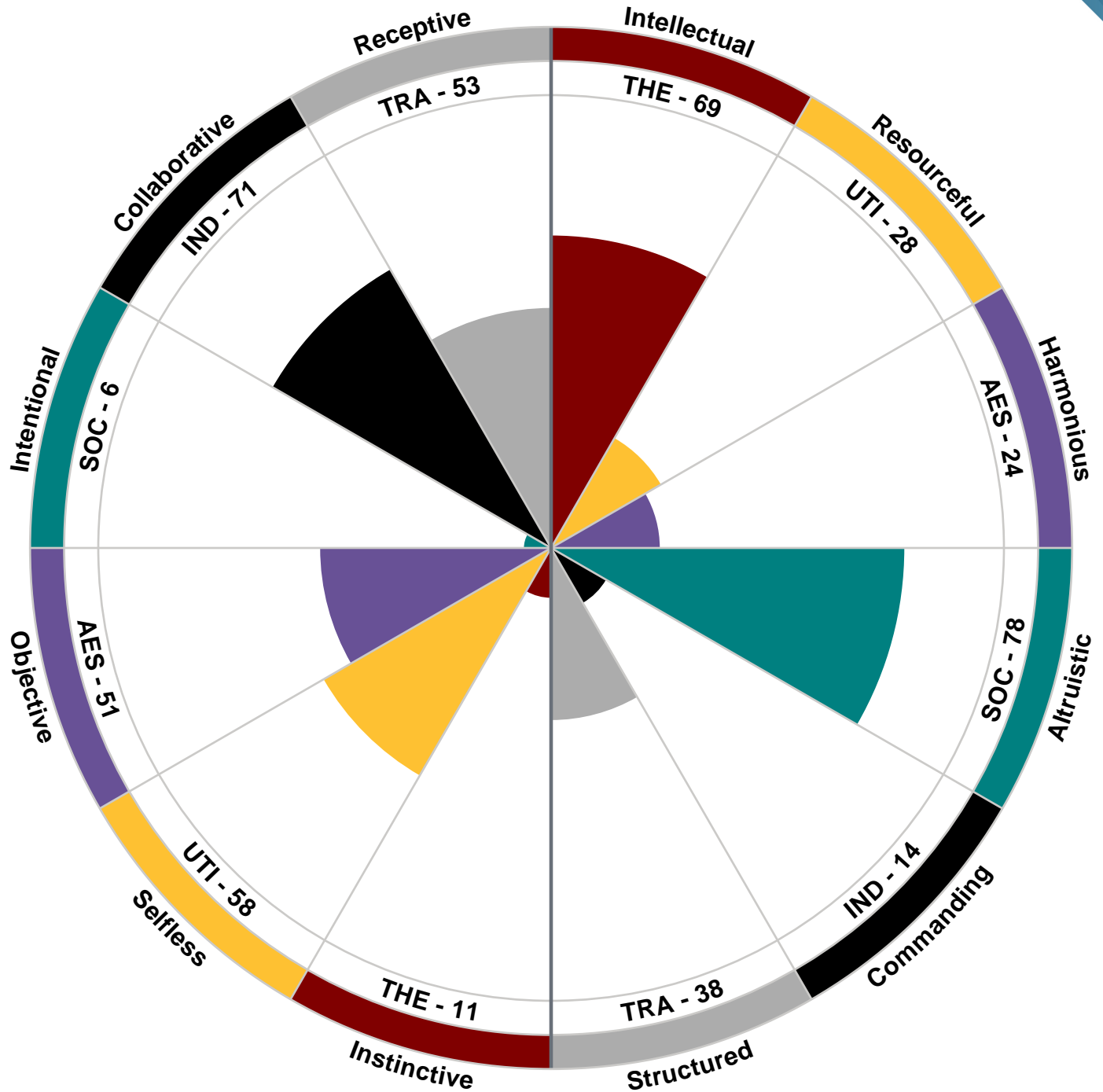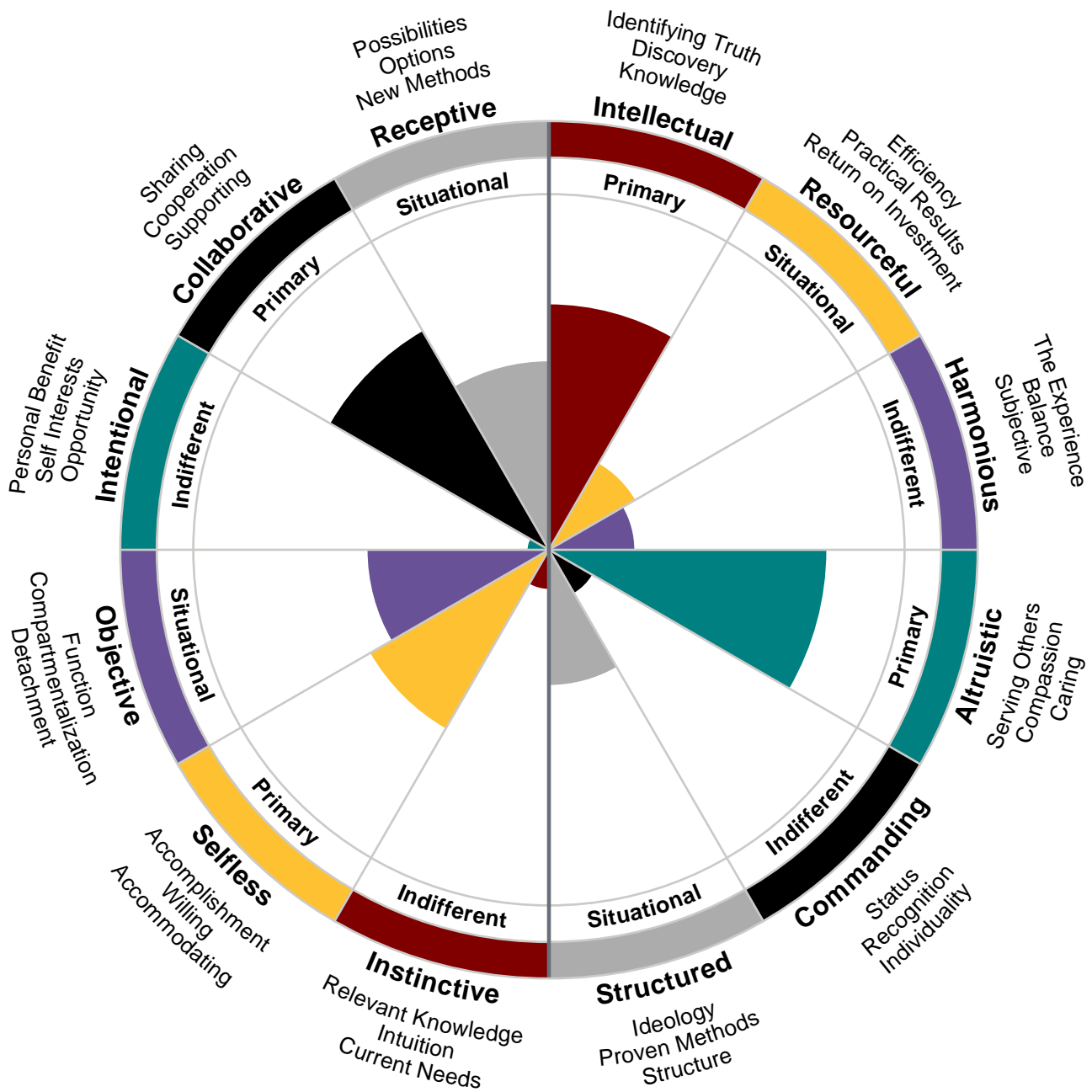
Introduction Integrating Behaviors and Driving Forces Section

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

In this section you will find:

- Potential Behavioral and Motivational Strengths

- Potential Behavioral and Motivational Conflict

- Ideal Environment

- Keys to Motivating

- Keys to Managing

Potential Behavioral and Motivational Strengths

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

- Wants to methodically solve people-related problems that benefit the greater good.

- Will be persistent about moving toward the greater cause.

- Willing to be the support system behind the cause.

- Works persistently as part of a group to achieve objectives.

- Will take a quiet but firm stance when her security or loyalty is questioned.

- Likes to win but does not brag about accomplishments.

- Good listener when being presented with accurate facts and figures.

- Desire for continuous learning is one of her greatest strengths.

- Great at retrieving information for decision makers she trusts.

- Will be loyal and supportive of company products and services.

- When stability is established, she will focus on completing objectives.

- Loyal and consistent in using the resources she has been allocated.

Potential Behavioral and Motivational Conflict

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

- Sees change for change's sake as negative for herself and others.

- Struggles with putting her foot down, as she doesn't want to hurt others.

- May always place blame on herself.

- A fear of change could prevent her from supporting a new venture.

- Can come across as stubborn and unwilling to change unless she supports the leader's vision.

- Will hide emotions until others push her buttons or challenge the support she provides.

- May withhold sharing of knowledge to meet her security needs.

- May have difficulty sharing subjective information.

- Struggles in adapting to new situations without preparation.

- Sees unwarranted change as an obstacle.

- May have difficulty breaking habits that hinder accomplishments.

- May struggle to help with daily objectives if she feels rushed.

Ideal Environment

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

- An opportunity to help others without being in the limelight.

- Ability to give time, talent and resources in order to help the organization.

- Work on a team that has common interests and desires.

- Rewards for consistency, steadiness and being persistent.

- Opportunity to be the silent team player.

- Opportunities to challenge change for the sake of change in a private setting.

- A credible manager that provides enough information.

- Time to make decisions based on all available information.

- Realistic deadlines that are based on the appropriate amount of information gathering.

- Working behind the scenes is an important part of accomplishing the task.

- Where protection of the organization's greater good is rewarded and valued.

- Rewards for a methodical and persistent drive to better the organization.

Keys to Motivating

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

Stacy wants:

- Support others in the organization's quest to make a difference.

- Time to give back both internally and externally in order to quietly change things for the better.

- To develop methodical and fair ways to help others.

- A manager that appreciates her steadfast approach to supporting the team.

- Time to determine when and where to share information.

- Private recognition for loyalty and service.

- To be seen as the keeper of information.

- To support others through the gathering and delivery of information.

- To have all the information to support others so she can feel secure with how the job is being done.

- Opportunity to celebrate group successes on her own terms.

- Time to prove the process for accomplishing any new tasks.

- The understanding from management that rewards come in different ways.

Keys to Managing

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

Stacy needs:

- To maximize her ability to create and maintain long-term relationships.

- To be involved in long-term planning where people are the forefront of the plan.

- The time to help others as it relates to her own performance objectives.

- A manager that understands her persistent value as part of group project.

- A manager that understands the need for private recognition and one that will not take credit for group ideas.

- Assistance in understanding the need for change so she can join in supporting the process.

- A consistent approach to apply new information.

- Appropriate time to research and understand new information.

- To understand the expected pace for exploring new theories and opportunities.

- Support in speaking out when accomplishments may be compromised.

- To know when to change directions in order to preserve people and process.

- Be a part of the team exploring personnel opportunities for the organization.

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

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.
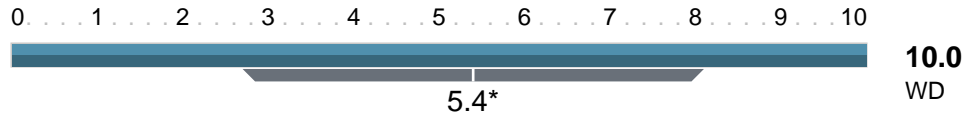
■ Well Developed   ■ Developed   ■ Moderately Developed   □ Needs Development
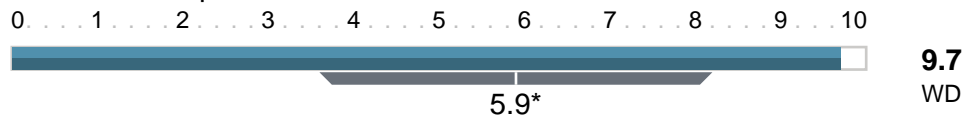
T: 31:43

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. Written Communication - Writing clearly, succinctly and understandably.

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

10.0
WD

5.4*

2. 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

9.7
WD

5.9*

3. Teamwork - Working effectively and productively with others.

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

9.7
WD

6.3*

4. Conflict Management - Addressing and resolving conflict constructively.

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

8.7
WD

5.2*

5. 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

8.7
WD

6.1*

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

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

8.0
WD

4.7*
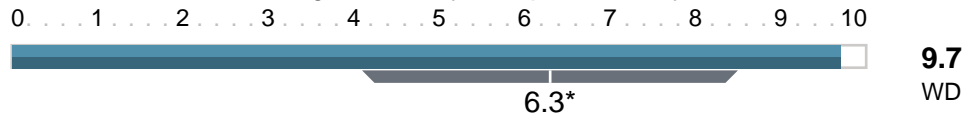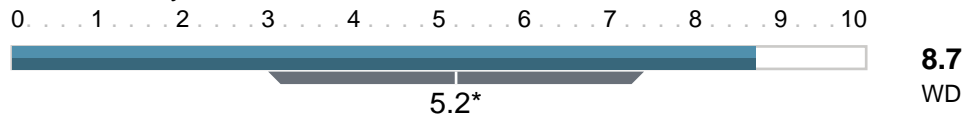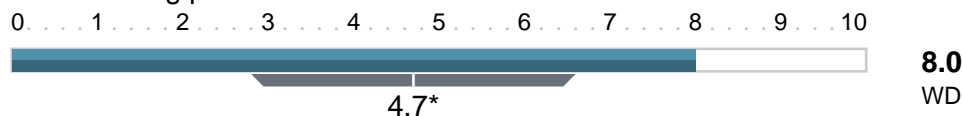
Development Legend

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

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

Competencies Hierarchy

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

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

8.0
WD

4.4*

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

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

8.0
D

6.8*

9. 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

7.3
D

6.8*

10. Empathy - Identifying with and caring about others.

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

6.0
D

3.6*

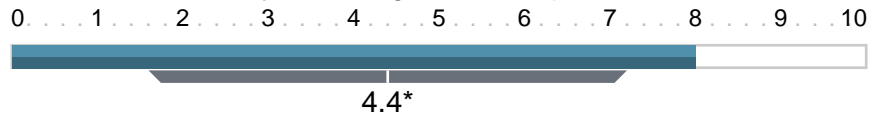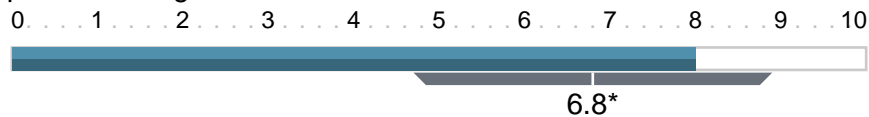**11. Goal Orientation** - Energetically focusing efforts on meeting a goal, mission or objective.

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

5.7
MD

6.8*

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

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

5.7
D

4.8*

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

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5.3
WD

2.8*
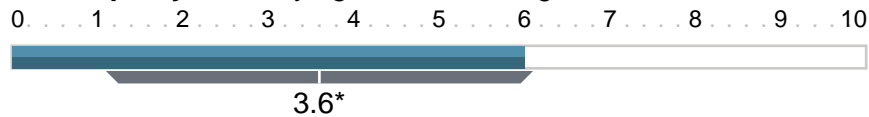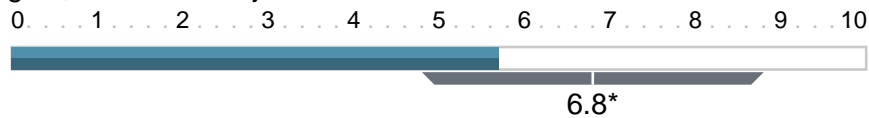
14. Leadership - Achieving extraordinary business results through people.

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

5.0
MD

6.1*

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

Competencies Hierarchy

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

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

4.3
MD

6.3*

16. Creativity/Innovation - 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

4.0
MD

4.8*

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

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

3.3
MD

5.5*
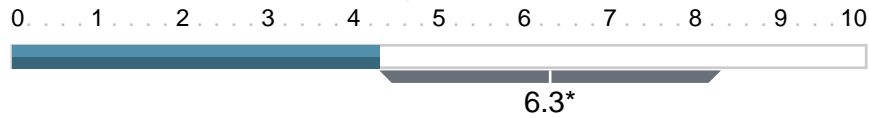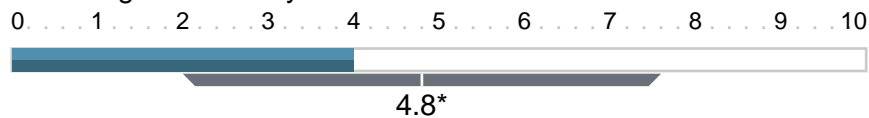
18. Personal Effectiveness - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

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3.0
ND

5.5*
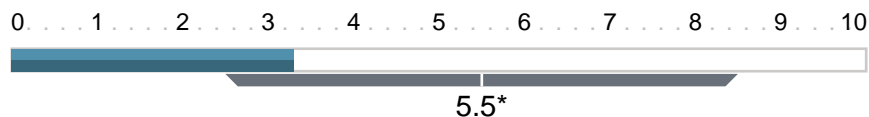
19. Flexibility - Agility in adapting to change.

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2.3
MD

4.5*
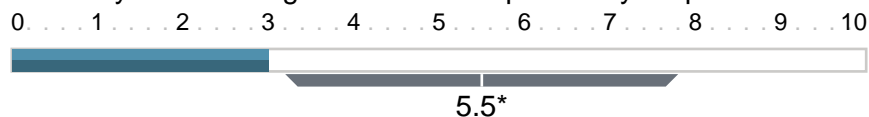
20. Management - Achieving extraordinary results through effective management of resources, systems and processes.

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

1.7
ND

5.7*
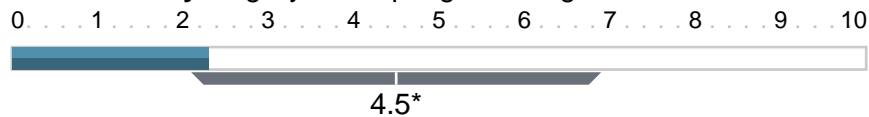
21. Decision Making - Utilizing effective processes to make decisions.

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

0.0
ND

4.0*
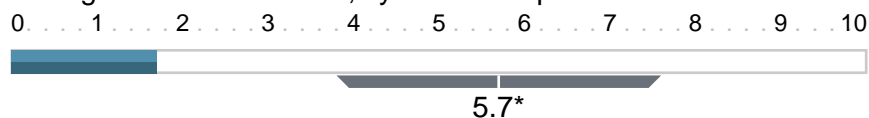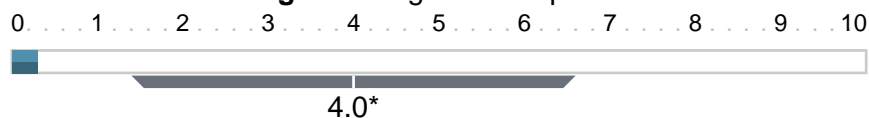
22. Negotiation - Facilitating agreements between two or more parties.

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

0.0
ND

3.8*

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

Competencies Hierarchy

23. Presenting - Communicating effectively to groups.

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0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
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0.0
ND

6.1*

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

Stacy Sample

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.

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.

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.

Well 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.

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.

Well 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.

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.

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.

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.

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.

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

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.

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.

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.

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.

Moderately Developed Competencies

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

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

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.

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.

Moderately Developed Competencies

- Adapts techniques and approaches to the needs and wants of those being influenced.

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.

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.

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.

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.

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.

Competencies Needing Development

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.

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.

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?