TriMetrix® HD
Management-Staff Coaching

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Director
ABC Corporation
9-6-2016

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THE PROFESSIONAL DEVELOPMENT GROUP

NEW 25

Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Acumen Indicators

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

Competencies

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

Introduction Behaviors Section

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

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

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

- How you respond to problems and challenges.

- How you influence others to your point of view.

- How you respond to the pace of the environment.

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

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

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

General Characteristics

Based on Sally'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 Sally's natural behavior.

Sally is most likely to be at her best in situations where important things, such as values, judgments, feelings and emotions are involved. She prides herself on her "intuition." She wants to be seen as her own person, but usually projects it in friendly terms. She, as a manager, supervisor or group leader can use her people skills to build group involvement and increase participation from the group. She, an outgoing person, feels at home with strangers. Sally seeks popularity and social recognition. She likes to deal with people in a favorable social environment. She prefers working for a participative manager. She does her best work in this kind of environment. She is driven by status and power. She has a strong ego and usually projects this ego in friendly terms. Sally places her focus on people. To her, strangers are just friends she hasn't met! She is good at creating enthusiasm in others.

Sally can make decisions even though some of the facts to support the decision may be missing. When she has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. She may leap to a favorable conclusion without considering all the facts. She likes working for managers who make quick decisions. Sally tends to make snap judgments or impulsive decisions. She believes rules exist to serve rather than to be followed by her. She is good at solving problems that deal with people. She is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust her and to see her as receptive and helpful.

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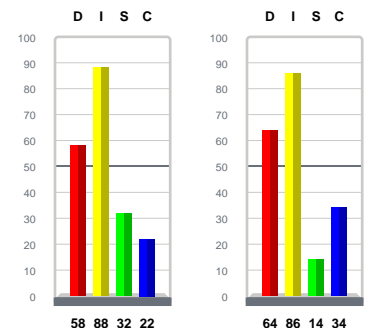
Sally can be intense and may not always fit the intensity to the situation. She has the ability to look at the whole problem; for example, thinking about relationships, being concerned about the feelings of others and focusing on the real impact of her decisions and actions. She is comfortable with most people and can be quite informal and relaxed with them. Even when dealing with strangers, Sally will attempt to put them at ease. Some see her as too talkative and emotional. Sally is positive in her approach to dealing with others. She may not understand why everyone doesn't see life as she does! She will often verbalize her need to be her own person. She tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person. She judges others by their verbal skills and warmth.

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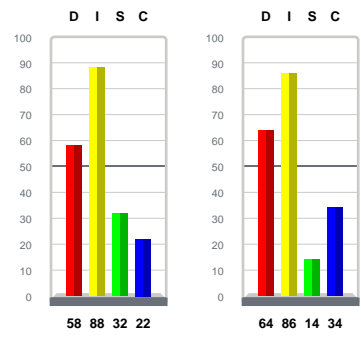
Value to the Organization

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

- People-oriented.

- Few dull moments.

- Negotiates conflicts.

- Ability to change gears fast and often.

- Sense of urgency.

- Verbalizes her feelings.

- Deadline conscious.

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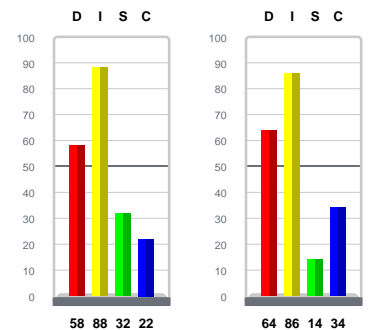
Checklist for Communicating

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 Sally. 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 Sally most frequently.

Ways to Communicate

☐ Give strokes for her involvement.

☐ Put projects in writing, with deadlines.

☐ Provide systems to follow.

☐ Understand her sporadic listening skills.

☐ Be isolated from interruptions.

☐ Expect acceptance without a lot of questions.

☐ Plan interaction that supports her dreams and intentions.

☐ Talk about her, her goals and the opinions she finds stimulating.

☐ Read the body language for approval or disapproval.

☐ Use enough time to be stimulating, fun-loving, fast-moving.

☐ Ask for her opinions/ideas regarding people.

☐ Use her jargon.

☐ Verify that the message was heard.

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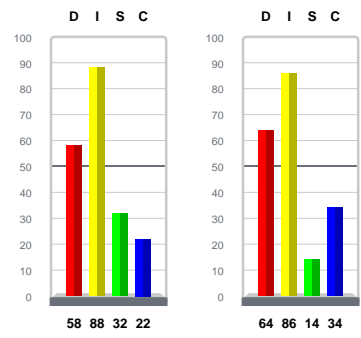
Checklist for Communicating Continued

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

☐ Leave decisions hanging in the air.

☐ Be put off by her "cockiness."

☐ Drive on to facts, figures, alternatives or abstractions.

☐ Assume she heard what you said.

☐ Dictate to her.

☐ "Dream" with her or you'll lose time.

☐ Be curt, cold or tight-lipped.

☐ Legislate or muffle--don't overcontrol the conversation.

☐ Talk down to her.

☐ Forget to follow-up.

☐ Let her change the topic until you are finished.

☐ Waste time trying to be impersonal, judgmental or too task-oriented.

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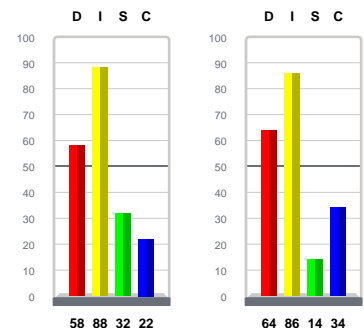
Communication Tips

This section provides suggestions on methods which will improve Sally'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, Sally 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 Sally's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Sally to project the image that will allow her to control the situation.

Self-Perception

Sally usually sees herself as being:

- Enthusiastic
- Outgoing
- Charming
- Inspiring
- Persuasive
- Optimistic

Others' Perception - Moderate

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

- Self-Promoting
- Glib
- Overly Optimistic
- Unrealistic

Others' Perception - Extreme

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

- Overly Confident
- Talkative
- Poor Listener
- Self-Promoter

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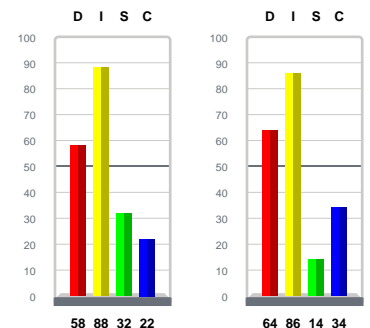
The Absence of a Behavioral Factor

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

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

- The need for juggling many tasks at once may jeopardize quality.

- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.

- Avoid projects that require constant focus without any room for variance in task.

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

- Recognize that others may move at a slower pace.

- Situations requiring active listening need to have a conscious effort.

- Be mindful of the signals body language send and how they affect relationships.

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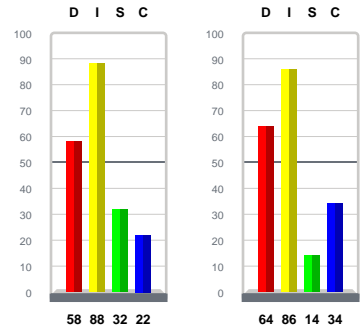
Descriptors

Based on Sally'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

Sally'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

Sally is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. She is results-oriented and likes to be innovative in her approach to problem solving. Sally is not necessarily confrontational by nature, but if a problem does exist she will not turn down the opportunity for confrontation.

Adapted

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

People - Contacts

Natural

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

Adapted

Sally sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

Adapted Style   Natural Style

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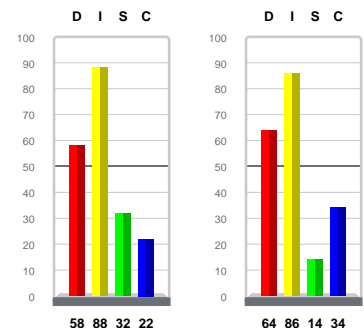
Pace - Consistency

Natural

Sally is comfortable in an environment that is constantly changing. She seeks a wide scope of tasks and duties. Even when the environment is frantic, she can still maintain a sense of equilibrium. She is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

Adapted

Sally wants an environment that is variety-oriented. She feels a great sense of urgency to get things completed quickly. She is eager to accept change and work on many activities.

Procedures - Constraints

Natural

Sally is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.

Adapted

Sally sees the environment with few constraints. She feels the necessity to rebel at too many constraints and may even flaunt this independence.

Adapted Style

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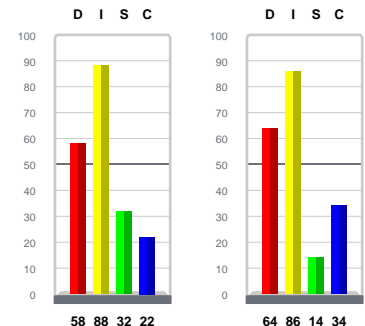
Sally sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Firm commitment to accomplishments.

- Contacting people using a variety of modes.

- Responding well to challenges: "You say I can't do it? Just watch me!"

- Using a creative approach in decision making.

- Making tactful decisions.

- Flaunting independence.

- Maintaining an ever-changing, friendly, work environment.

- Flexibility.

- Being independent and innovative.

- Obtaining results through people.

- Positive, outgoing, friendly behavior.

- Using a direct, forthright and honest approach in her communications.

Adapted Style

Natural Style

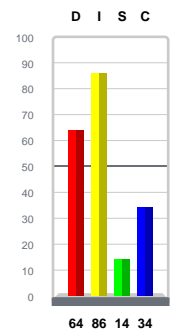| D I S C	D I S C
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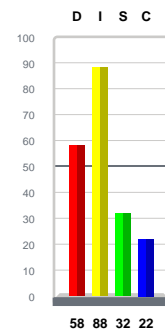
Time Wasters

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

Poor Filing System

A poor filing system is one that has no predetermined method for subject matter grouping. It is one that you may understand but is not usable by others who may need to retrieve information from your files.

Possible Causes:

- Have not determined or prioritized subject matter groupings
- Categorize by emotions

Possible Solutions:

- Set up a cataloging system that you AND others can use easily
- Have someone assist you in setting up a system
- Use cross-referencing indexes
- Computerize information

Open Door Policy

An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.

Possible Causes:

- Want to be seen as supportive and available
- Want the social interaction of people dropping by
- Have a difficult time saying "no"
- Use people interruptions as a way of procrastinating or justifying missed deadlines

Possible Solutions:

- Set aside time to "close your door" and work on projects
- Set aside time to interact with co-workers

Adapted Style   Natural Style

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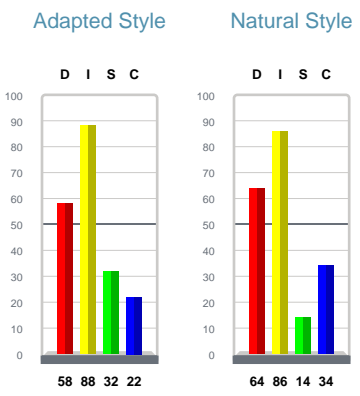
Time Wasters Continued

- Learn to prioritize activities and say "no" to low priorities
- Place your desk so that it is not always in "view" of those who pass by
- Avoid eye contact with people who walk by your desk or office

Procrastination

Procrastination is the process of delaying action. It is also the inability to begin action.

Possible Causes:

- Priorities have not been set
- Do not see projects or tasks clearly
- Overwhelmed with commitments
- Hope that time will solve or eliminate the problem
- Fear of failure

Possible Solutions:

- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute

Desire To Be Involved With Too Many People

The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

Possible Causes:

- Have many interests
- Want to be seen as one of the gang
- Need praise and approval from others

Adapted Style

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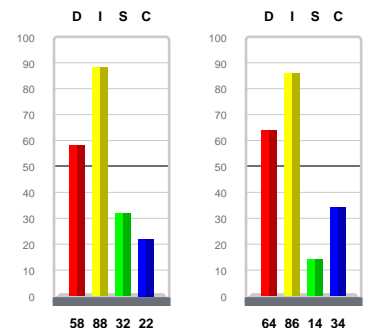
Possible Solutions:

- Recognize your time constraints
- Be selective in getting involved in activities
- Monitor energy level
- Keep personal and job related priorities in view

Cluttered Desk

A cluttered desk is one that is overloaded by papers, supplies and equipment to the point of impacting the ability to be productive.

Possible Causes:

- See organizing and filing activities as a waste of time
- Want everything at fingertips
- Do not conceptualize a system for grouping information and materials
- Have not established a timeline for tasks or projects

Possible Solutions:

- Handle each piece of mail only once, i.e. pitch it, file it or delegate it
- Set up (or have someone else set up) an information storage and retrieval system
- Get off mailing lists that are of no interest to you
- Remind yourself that the time it takes to open "junk" mail robs you of time for more important tasks
- Establish a time limit for certain projects and only have current project material on your desk
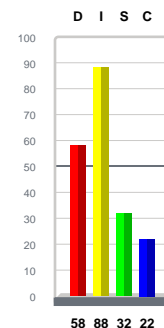
Long Lunches

Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.
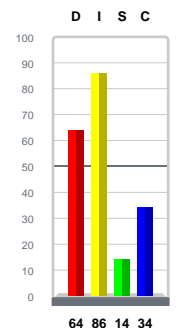
Possible Causes:

- Get involved in the excitement of conversation and forget about time
- See long lunches as a networking opportunity

Adapted Style

Natural Style

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Time Wasters Continued

- Like doing business in a social, non-threatening environment
- Use long lunches as a way to avoid unpleasant tasks, people or the work environment

Possible Solutions:

- Set a specific time for lunch and STICK TO IT
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches

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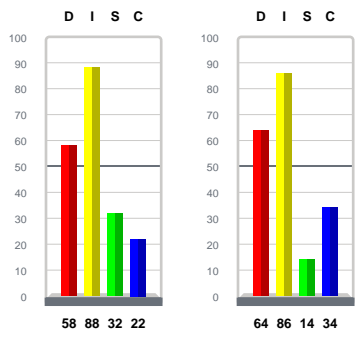
Areas for Improvement

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

Sally has a tendency to:

- Have difficulty planning and controlling time expenditure.

- Be unrealistic in appraising people--especially if the person is a "friend."

- Take information at face value without validation or substantial investigation.

- Make decisions based on surface analysis.

- Be optimistic regarding possible results of her projects or the potential of her people.

- Be a situational listener if not given an opportunity to tell her ideas.

- Act impulsively--heart over mind, especially if her security is not perceived to be threatened.

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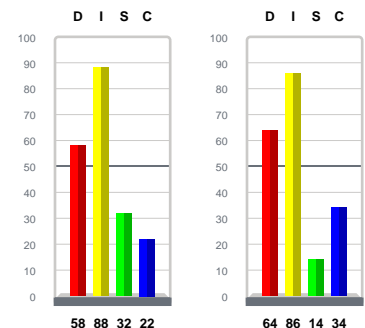
Behavioral Hierarchy

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. Frequent Interaction with Others - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.
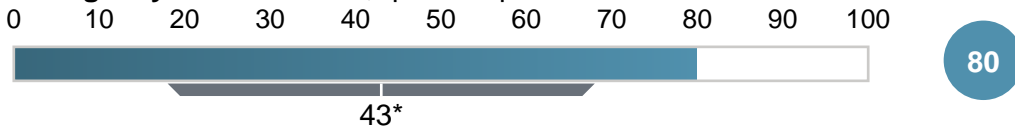
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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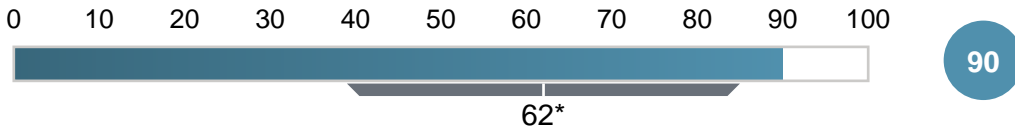
2. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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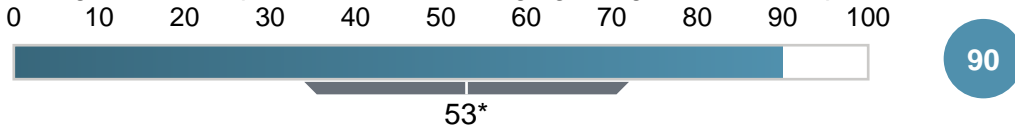
3. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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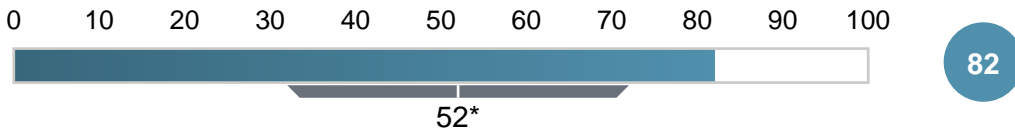
4. Urgency - Decisiveness, quick response and fast action.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

43*

80

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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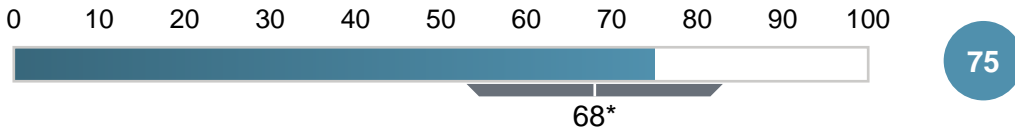
6. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.
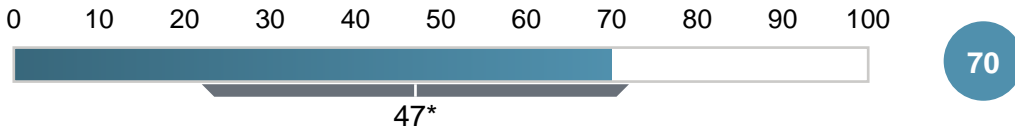
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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

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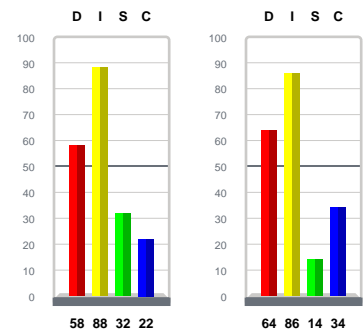
7. Customer Relations - A desire to convey your sincere interest in them.

0 10 20 30 40 50 60 70 80 90 100

66*
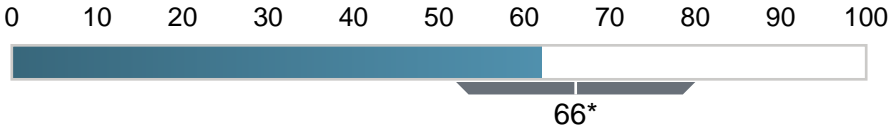
62

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

0 10 20 30 40 50 60 70 80 90 100

65*
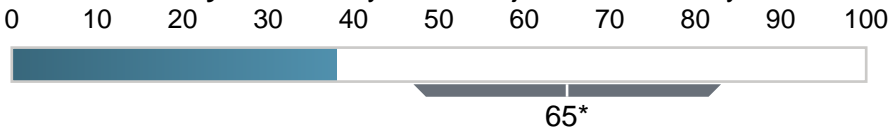
38

9. 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

69*
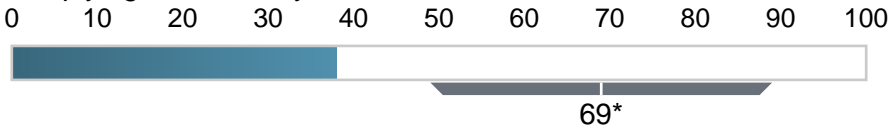
38

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

0 10 20 30 40 50 60 70 80 90 100

63*

33

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

0 10 20 30 40 50 60 70 80 90 100

52*
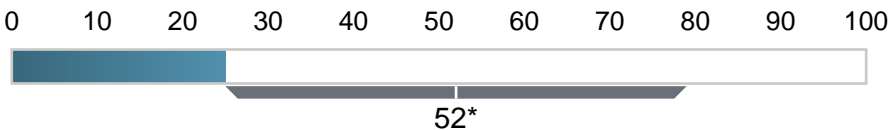
25

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

0 10 20 30 40 50 60 70 80 90 100

55*

25

Adapted Style   Natural Style

D I S C   D I S C
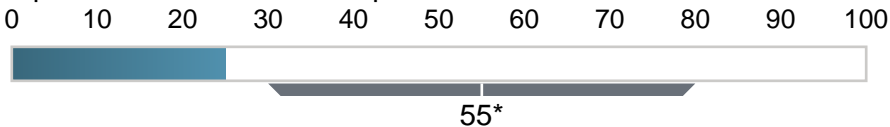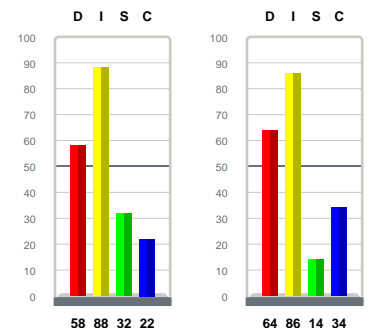
58 88 32 22   64 86 14 34

SIA: 58-88-32-22 (14)   SIN: 64-86-14-34 (14)
* 68% of the population falls within the shaded area.

Style Insights® Graphs
9-6-2016

Adapted Style
Graph I

D I S C

%	58	88	32	22

Natural Style
Graph II

D I S C

%	64	86	14	34

Norm 2015 R4

T: 7:13

Sally Sample

22
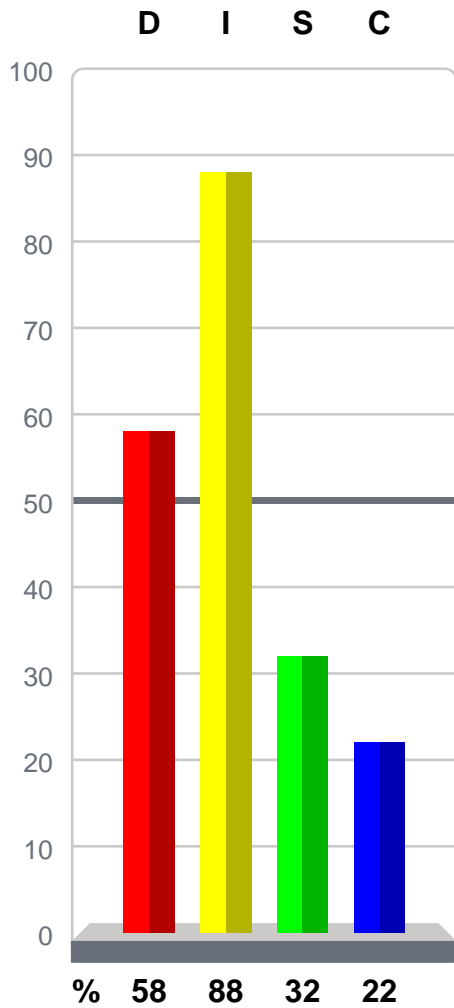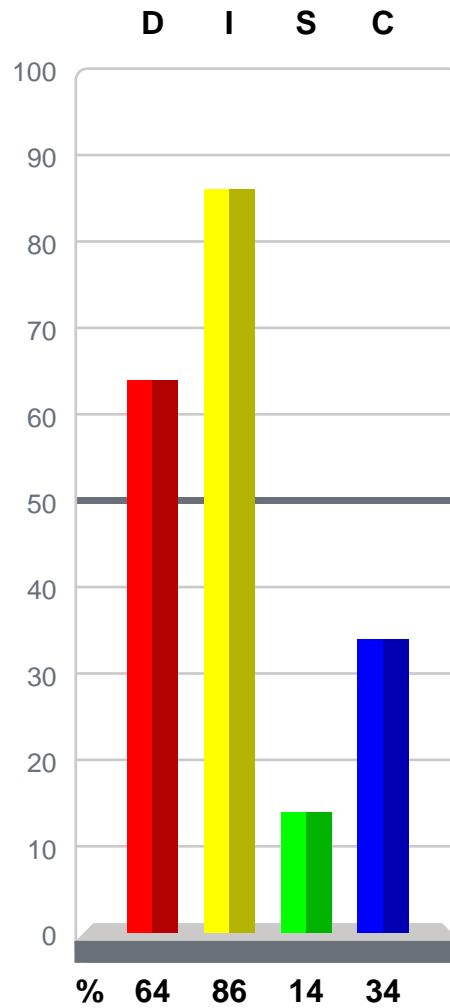
The Success Insights® Wheel

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
9-6-2016
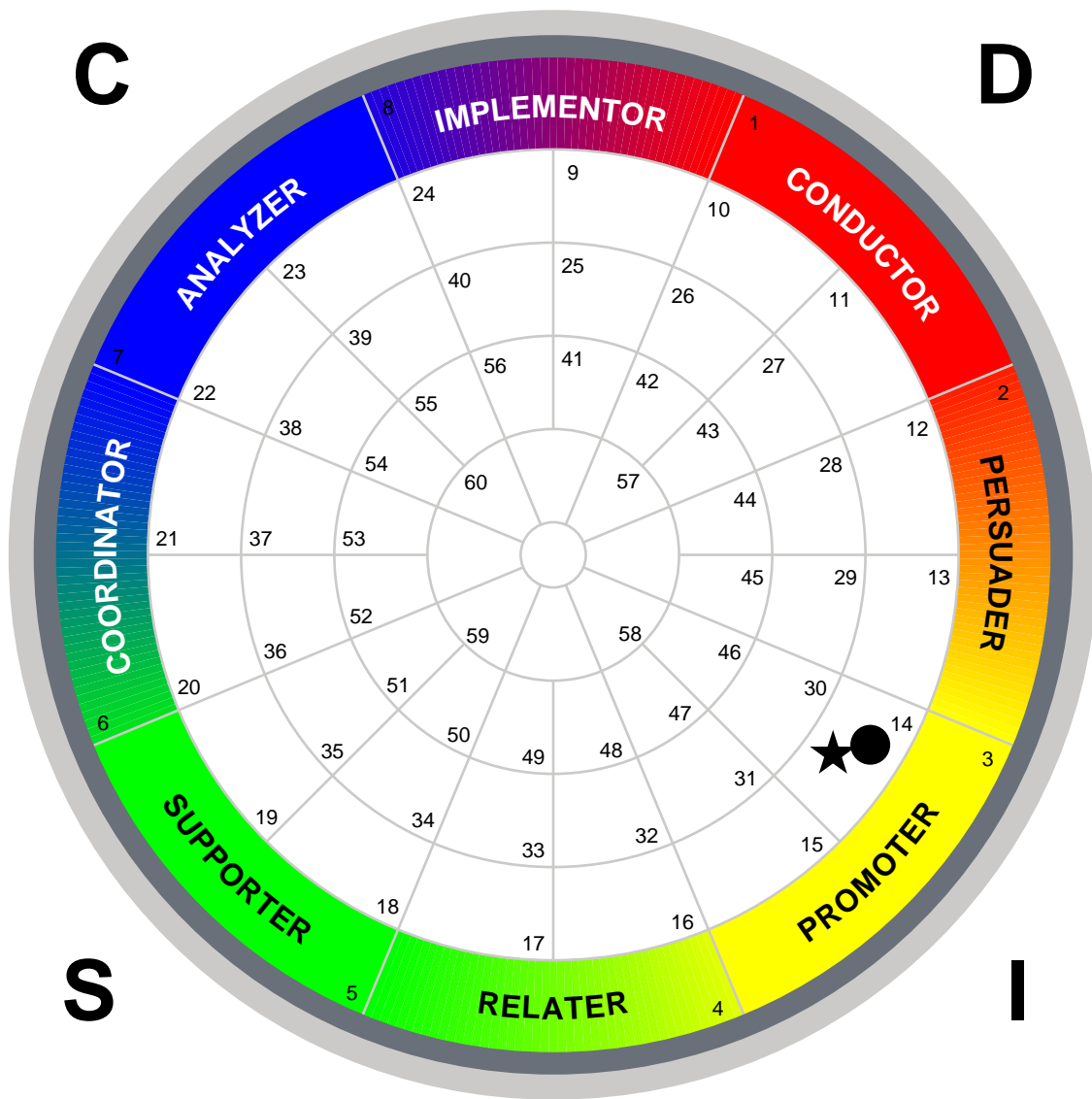
Adapted: ★ (14) PERSUADING PROMOTER

Natural: ● (14) PERSUADING PROMOTER

Norm 2015 R4

T: 7:13

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.

Sally sees the world as a toolset to accomplish her goals. She can buffer the feelings of others to drive business. She believes it's important to keep emotions out of business decisions. She sees herself as an intellectual and will seek opportunities to bring new information to the organization. Sally has a keen interest in formulating theories and asking questions to assist in problem solving. She sees value in consuming current information from many sources. She can go to extremes to win or control the situation. She wants to control her own destiny and impact the destiny of others. Sally is able to isolate personal issues and focus on professional productivity. She may choose to see the world in pieces, not as a whole. She may pick and choose the traditions and beliefs to which she will adhere. She evaluates situations and may not feel the need for a return on investment.

Sally follows a philosophy of "it's not personal, it's just business." She views people as a resource to achieve results. She will continue researching until all information is discovered. She will be a great resource to help with identifying valuable and informational resources. Sally is driven to acquire the very best that life has to offer. She has the desire to create a winning strategy. She tends to have an objective view of the task at hand. She tends to focus on the task at hand regardless of her surroundings. Sally may evaluate others based on how and if they follow systems and rules. She sees value in following and implementing certain systems. She tends to give freely of time, talent and resources, but may still value a return on her investment. She may see money as a necessary tool versus a measurement of success.

General Characteristics

Sally may evaluate situations based on the desired outcome with little regard for utility and economic return. At times Sally sees the importance of following a system and how she can apply it to a specific situation. She will focus on the objective of a situation more than the harmony of a situation. When Sally feels strongly about a situation, she will apply the "end justifies the means" concept. Adding to the body of knowledge is more important than the application of knowledge. She will gather as much information as possible before starting a project. She feels things must be earned, not given, because she believes all are capable of hard work and persistence. She questions the amount of time individuals spend assisting other people.

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. 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

99

51*
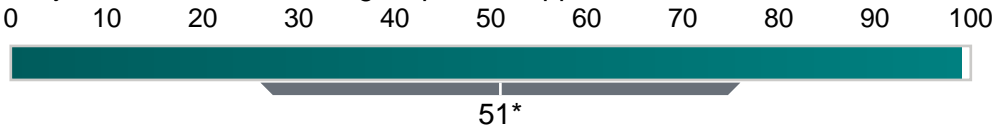
2. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.

0	10	20	30	40	50	60	70	80	90	100

90

51*
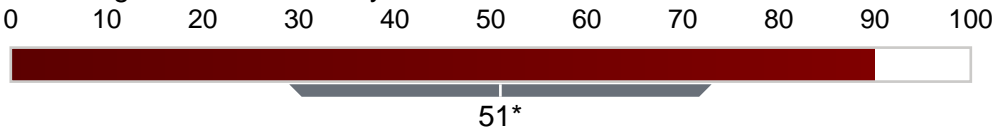
3. Commanding - People who are driven by status, recognition and control over personal freedom.

0	10	20	30	40	50	60	70	80	90	100

74

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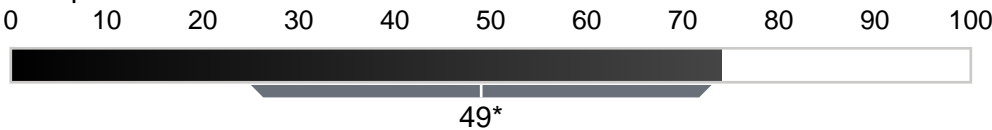
4. Objective - People who are driven by the functionality and objectivity of their surroundings.

0	10	20	30	40	50	60	70	80	90	100

67

51*

Sally Sample
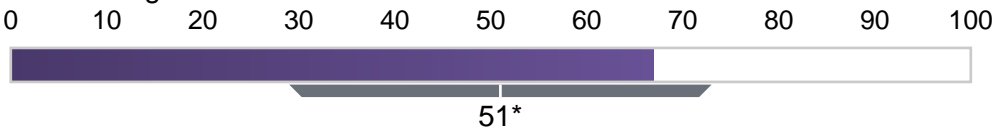
Situational Driving Forces Cluster

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. 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

53

39*
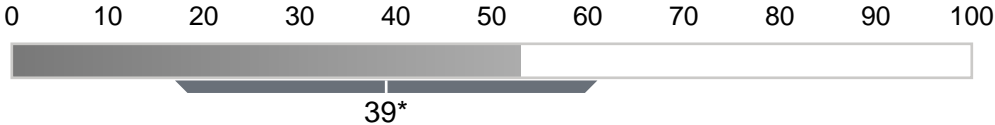
6. Selfless - People who are driven by completing tasks for the greater good, with little expectation of personal return.

0	10	20	30	40	50	60	70	80	90	100

50

39*
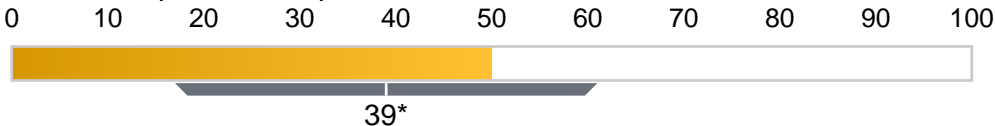
7. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.

0	10	20	30	40	50	60	70	80	90	100

22

44*
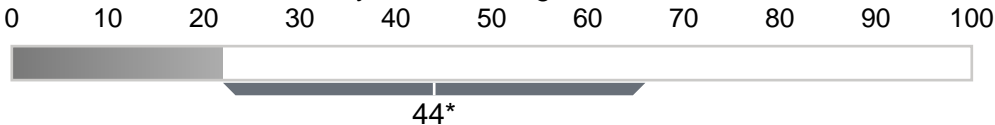
8. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.

0	10	20	30	40	50	60	70	80	90	100

22

44*

Norm 2015
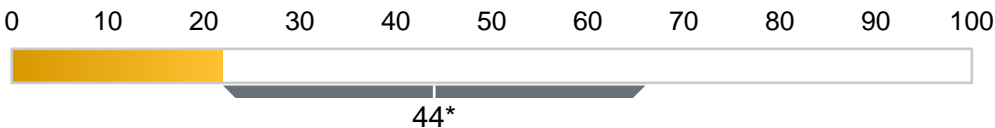
Indifferent Driving Forces Cluster

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 |

33*

11
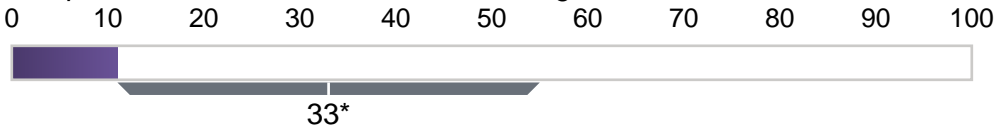
10. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

35*

7
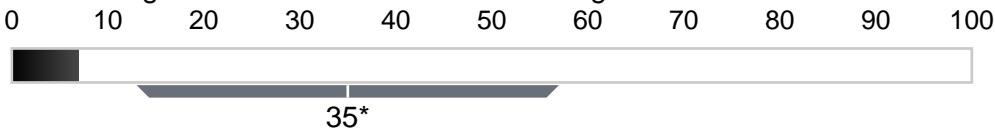
11. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

29*

6
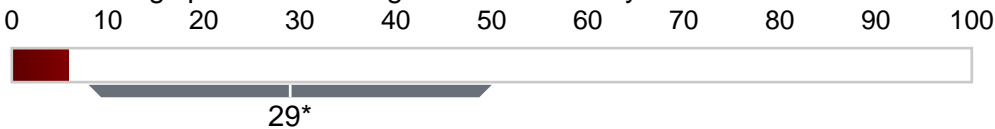
12. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

33*

0

Norm 2015
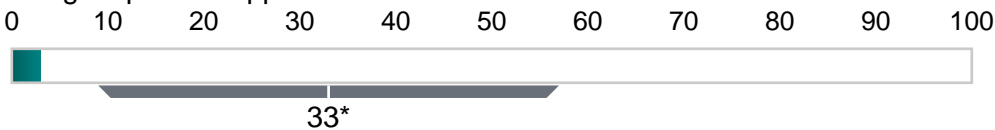
Areas for Awareness

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 2015

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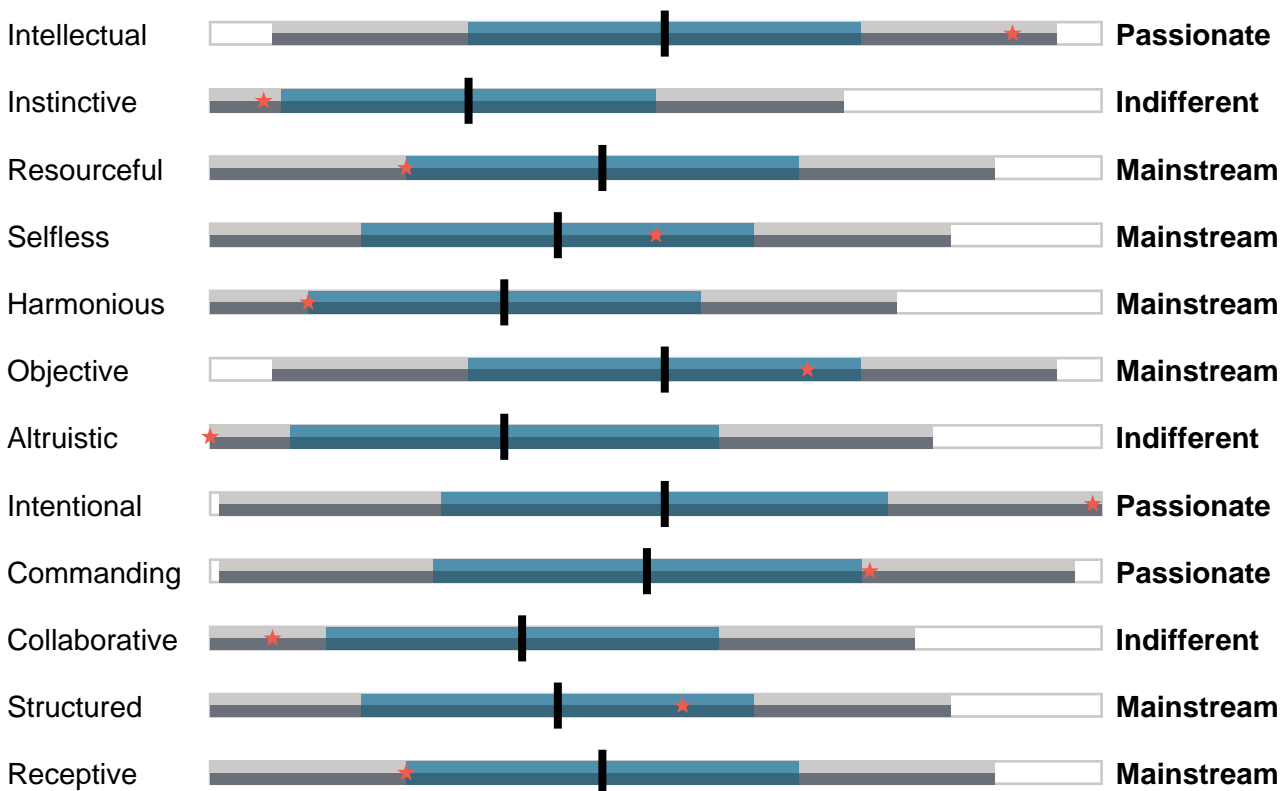
- 1st Standard Deviation - * 68% of the population falls within the shaded area. ▮ - national mean ★ - your score
- 2nd Standard Deviation
- 3rd Standard Deviation

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

Driving Forces Graph

	Instinctive	Knowledge	Intellectual	
6	100 75 50 25	**0** 25 50 75 100		**90** ◆

	Selless	Utility	Resourceful	
50	100 75 50 25	**0** 25 50 75 100		**22**

	Objective	Surroundings	Harmonious	
67 ◆	100 75 50 25	**0** 25 50 75 100		**11**

	Intentional	Others	Altruistic	
99 ◆	100 75 50 25	**0** 25 50 75 100		**0**

	Collaborative	Power	Commanding	
7	100 75 50 25	**0** 25 50 75 100		**74** ◆

	Receptive	Methodologies	Structured	
22	100 75 50 25	**0** 25 50 75 100		**53**

◇ - Denotes Primary Driving Force

T: 5:24

Sally Sample

Driving Forces Wheel

Sally Sample

T: 5:24

The Professional Development Group
215-588-1188 or 888-959-1188
Shawn@TheProfessionalDevelopmentGroup.com

Sally Sample
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Introduction Integrating Behaviors and Driving Forces Section

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

In this section you will find:

- Potential Behavioral and Motivational Strengths

- Potential Behavioral and Motivational Conflict

- Ideal Environment

- Keys to Motivating

- Keys to Managing

Potential Behavioral and Motivational Strengths

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

- Willing to offer time and perspective when she sees others focused on a common goal.

- Sings the praises of peers when they contribute to the bottom-line.

- Wants to be seen as a leader in maximizing the production of people.

- Thinks outside of the box when gathering information.

- Willing to share knowledge to benefit the team or organization.

- Volunteers her knowledge on many subjects.

- Positively promotes the image of the organization.

- Willing to be the spokesperson for the team.

- Motivates others to be the best they can be.

- Encourages others to separate personal issues and focus on productivity.

- Creates organizational momentum in a positive and friendly way.

- Expresses and strives to compartmentalize team activities.

Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Sally'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.

- High trust and a desire to succeed could lead to being taken advantage of.

- May overestimate the impact she can have on driving results.

- When utilizing skills of others, she may slow the progress by talking too much.

- May overlook vital details in her pursuit of information.

- May be too trusting of people as resources.

- May present facts and figures with too much emotion.

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

- May struggle with hearing and applying constructive criticism.

- She may overestimate her authority.

- Overly optimistic in her ability to compartmentalize any situation.

- Struggles with balancing people interaction and completing the task at hand.

- May have difficulty focusing on tangible outcomes.

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 Sally's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Sally enjoys.

- An environment where interacting with others in an effort to achieve results.

- Groups and committees are available to assist and drive desired outcomes.

- Ability to showcase desired achievements in order to get the right people involved.

- A forum to be curious about the discovery of new information.

- Continuous learning in a team atmosphere where people share openly.

- Flexibility to attend tradeshows and seminars in order to gain information and share with others.

- A forum to celebrate successes as an individual.

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

- A "can-do" environment filled with optimistic people.

- Working conditions that focus on the functionality as well as people-interactions.

- The need to be around people while accomplishing tangible outcomes.

- Ability to compartmentalize new ideas with a group of people.

Keys to Motivating

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

Sally wants:

- The flexibility to be creative in utilizing people assets.

- To be seen as a resource for those who are willing to work towards a common vision.

- An opportunity to express how she improved productivity.

- To be able to seek out new information that will be valuable to share with others.

- To research new information in a team environment requiring people interaction.

- The opportunity to share knowledge with others.

- Opportunities for advancement and new experiences.

- Recognition for leadership accomplishments and the results she receives.

- To lead people toward her vision.

- The ability to express enthusiasm while still focusing on the tangible outcomes.

- To demonstrate the ways she has worked on the compartmentalization of projects.

- Optimistic and focused interactions between co-workers and management.

Keys to Managing

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

Sally needs:

- Assistance in managing time to meet her goals while working through other people.

- A manager that promotes her ability to positively influence others to work hard toward a common goal.

- Support in handling situations when others fail to do their part.

- To seek out ways to organize thoughts in order to effectively convey all information.

- To establish a method for bringing knowledge to the process.

- To understand that others do not share the same excitement for new information.

- To set realistic goals that can be accomplished while improving the organizational recognition.

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

- To minimize her natural way of under informing the details when delegating or giving instruction.

- To find opportunities to separate personal and professional relationships.

- To set functional team objectives to keep momentum.

- Assistance in setting realistic expectations with tangible objectives.

Introduction Acumen Indicators Section

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

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

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

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

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

Summary of Acumen Capacity

The Dimensions section measures Sally's capacity to understand each of the dimensions individually as well as the capacity to differentiate the value elements in situations.
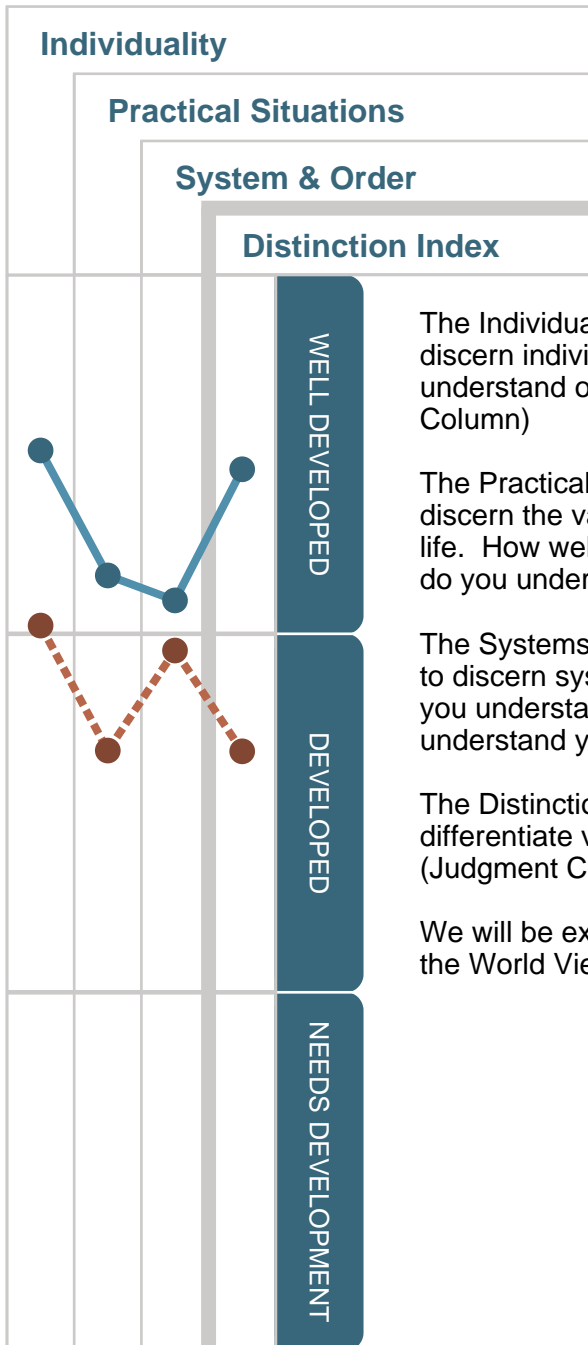
The Individuality column relates to the development of your capacity to discern individuality in others and individuality in oneself. How well do you understand others? How well developed is your sense of self? (Feeling Column)
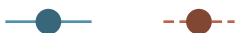
The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life? (Doing Column)

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

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

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

Individuality
Practical Situations
System & Order
Distinction Index

WELL DEVELOPED
DEVELOPED
NEEDS DEVELOPMENT

World View   Self-View

World View

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

- Sally will be most productive in an atmosphere that is practical, with the end-point of each project or task clearly defined.

- Sally tends to be resourceful and will try to solve the problem herself, rather than asking for help.

- Sally tends to pay attention to what she is doing.

- Sally understands others well and tends to be sensitive to their needs and desires.

- Sally will get a sense of satisfaction from any environment with a strong emphasis on people.

- Sally needs to learn to say no when asked for favors, unless she really has the time and inclinations to do what others are asking.

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

- Sally works best in an atmosphere that has a clear structure and a well-defined chain of command.

- Sally believes rules and policies should be respected and followed.

- Sally should develop a better balance between the understanding of others and paying attention to details and systems.

Self View

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

- Sally understands her work and personal roles.

- Sally may benefit from gaining a better understanding of her roles.

- Sally places emphasis on actually performing and fulfilling various role responsibilities.

- Sally tends to focus on who she is as a unique individual.

- Sally puts some emphasis on defining herself as a unique individual.

- Sally tends to emphasize who she is as a unique individual.

- Sally tends to follow a set of organizing principles for her life.

- Sally may benefit from developing a clear set of goals for the future.

- Sally tends to follow a plan.

Clarity of Performance and Situational Awareness

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

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

Needs Clarity	Moderate Clarity	High Clarity

- Sally is comfortable handling all types of situations and issues.

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

- Sally is adept at handling sensitive issues.

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

Needs Development	Developed	Well Developed

- Sally demonstrates moderate objectivity in her approach to situations.

- Sally has moderate awareness of the reality of the world.

- Sally at times may have an unrealistic view of the situation.

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

Clarity of Performance and Situational Awareness Continued

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

Needs Clarity	Moderate Clarity	High Clarity
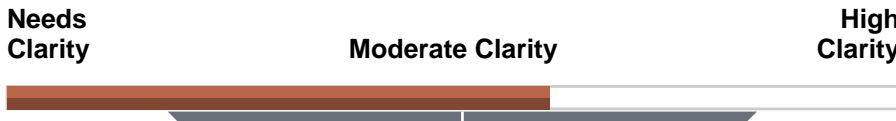
- For Sally, her current life roles are secondary to who she is as a unique individual and her envisioned future.

- Sally has less clarity understanding her life's roles, but overall has a moderately developed sense of proportion in evaluating herself, her roles and her future.

- To establish a more balanced view of her internal world, she may want to focus on further understanding her current personal and professional roles.

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

Needs Development	Developed	Well Developed
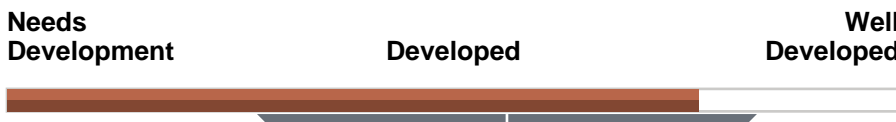
- Sally is able to view herself objectively.

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

- Sally has good awareness in terms of herself, role and direction.

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

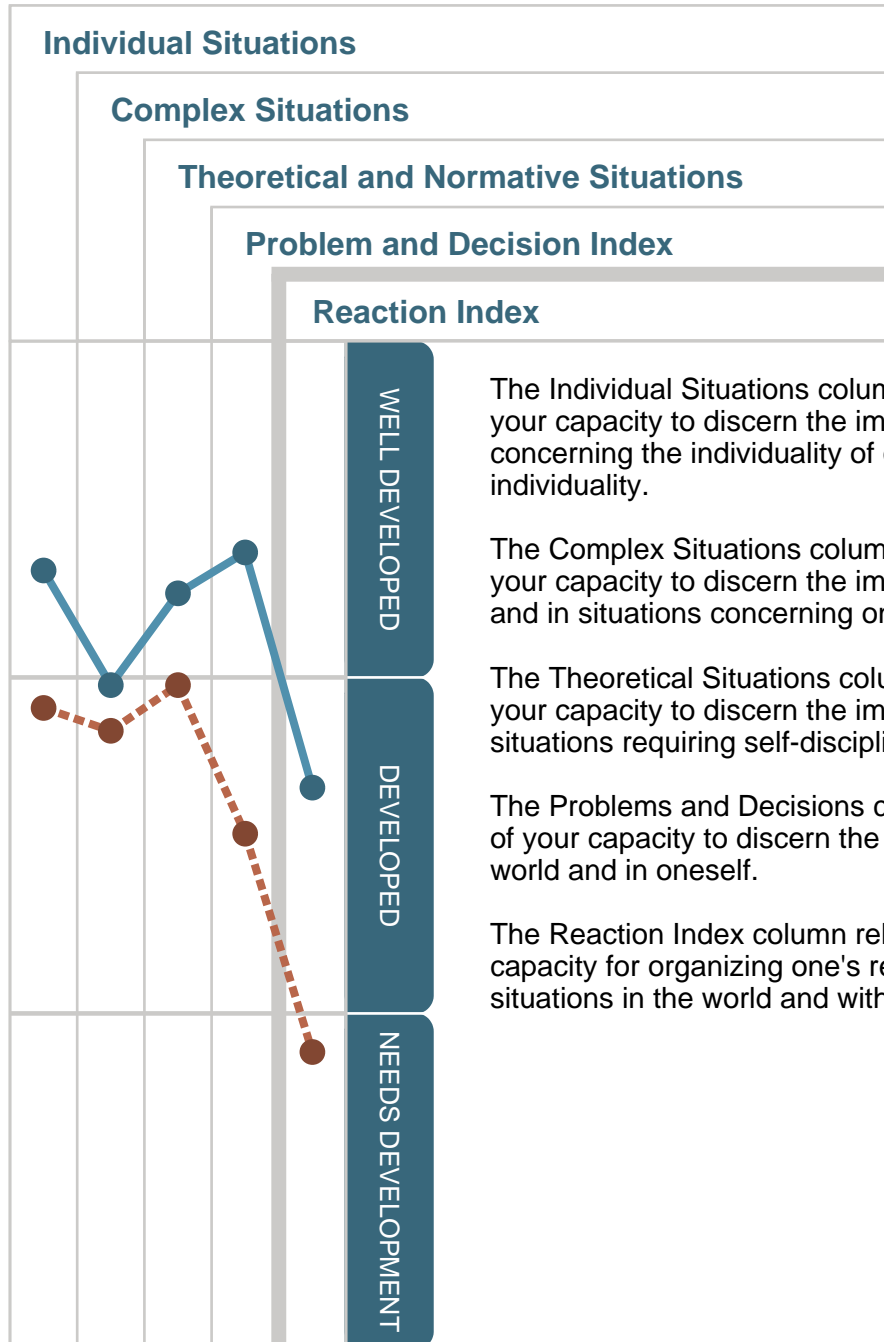In what areas do you feel you would have the most benefit from further developing?

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

Summary of Capacity for Problem Solving

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

WELL DEVELOPED

DEVELOPED

NEEDS DEVELOPMENT

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

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

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

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

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

World View   **Self-View**

Capacity for Problem Solving

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

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
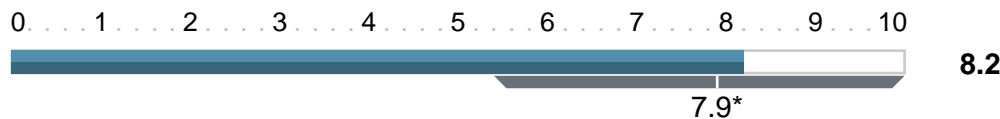
8.4

8.6*
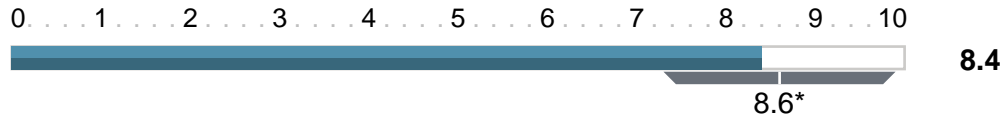
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.

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

7.4

8.2*
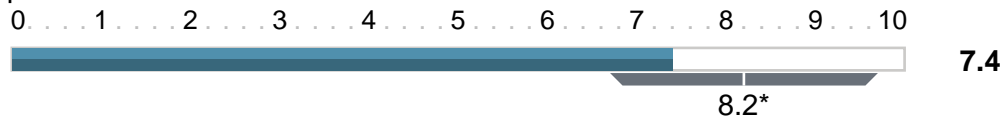
Capacity for Solving Theoretical Problems - The ability to perceive the important within the complex in outside situations or systems in order to solve theoretical problems in the outside world.

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

8.2

8.1*
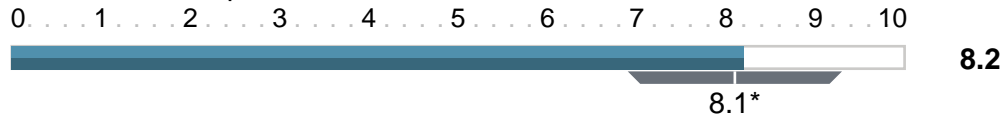
Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.
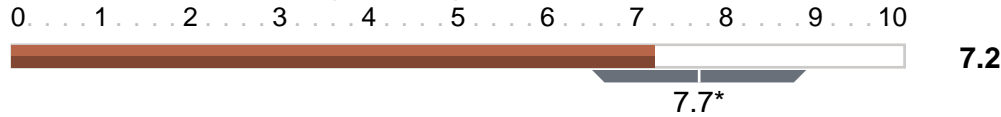
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

8.2

7.9*

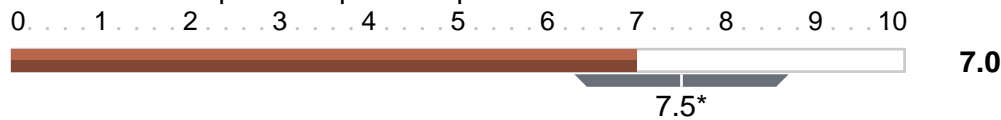* 68% of the population falls within the shaded area.
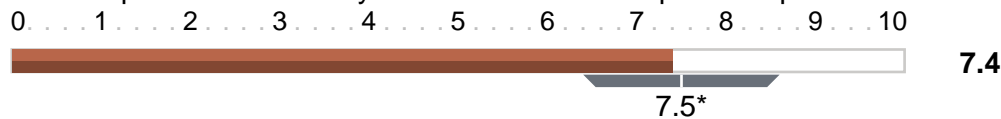
Capacity for Problem Solving Continued

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

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

7.2

7.7*

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

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

7.0

7.5*

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

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

7.4

7.5*

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

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

5.8

6.6*
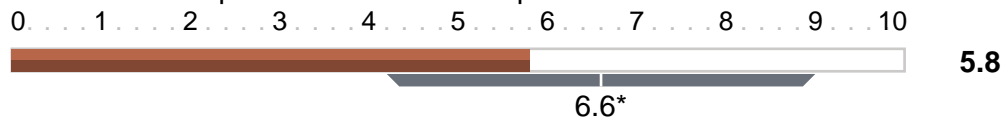
* 68% of the population falls within the shaded area.

Reaction Index

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

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

Needs Development	Developed	Well Developed

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

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

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

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

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

Needs Development	Developed	Well Developed

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

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

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

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

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

Business Performance Summary

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

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

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0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
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6.8

7.0*
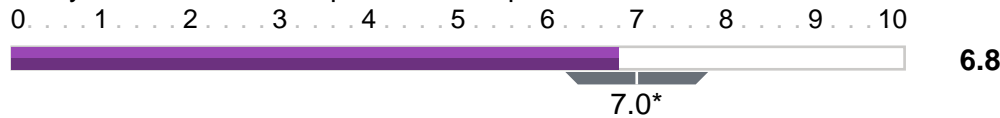
External Concentration Index - The ability to concentrate with a sense of proportion in external situations.

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0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
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6.8

7.5*
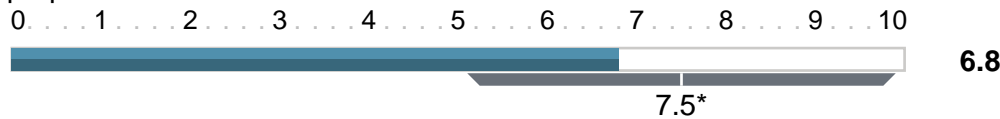
Internal Concentration Index - The ability to concentrate with a sense of proportion in internal situations.

```
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
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8.9

6.7*
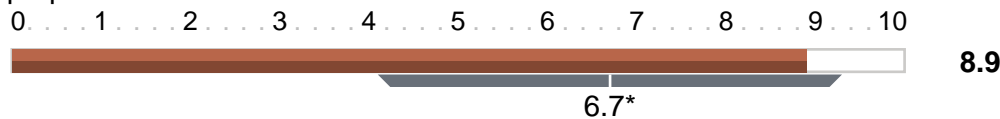
Attitude Index: Attitude Index shows the positive or negative attitude of the person toward the world and is a result of over or under-valuing the statements in the questionnaire.

Needs Development	Developed	Well Developed

6.9*
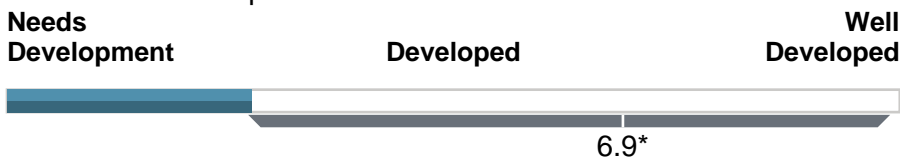
■ - External ■ - Internal ■ - Combined External and Internal

Attitude Index General Descriptors

- Uneasy

- Fear - concern

- Angry - annoyed, irritated

- Suspicious - disbelieving

- Apprehensive - worried

- Resistant - defiant, challenging, opposing

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

Dimensional Balance
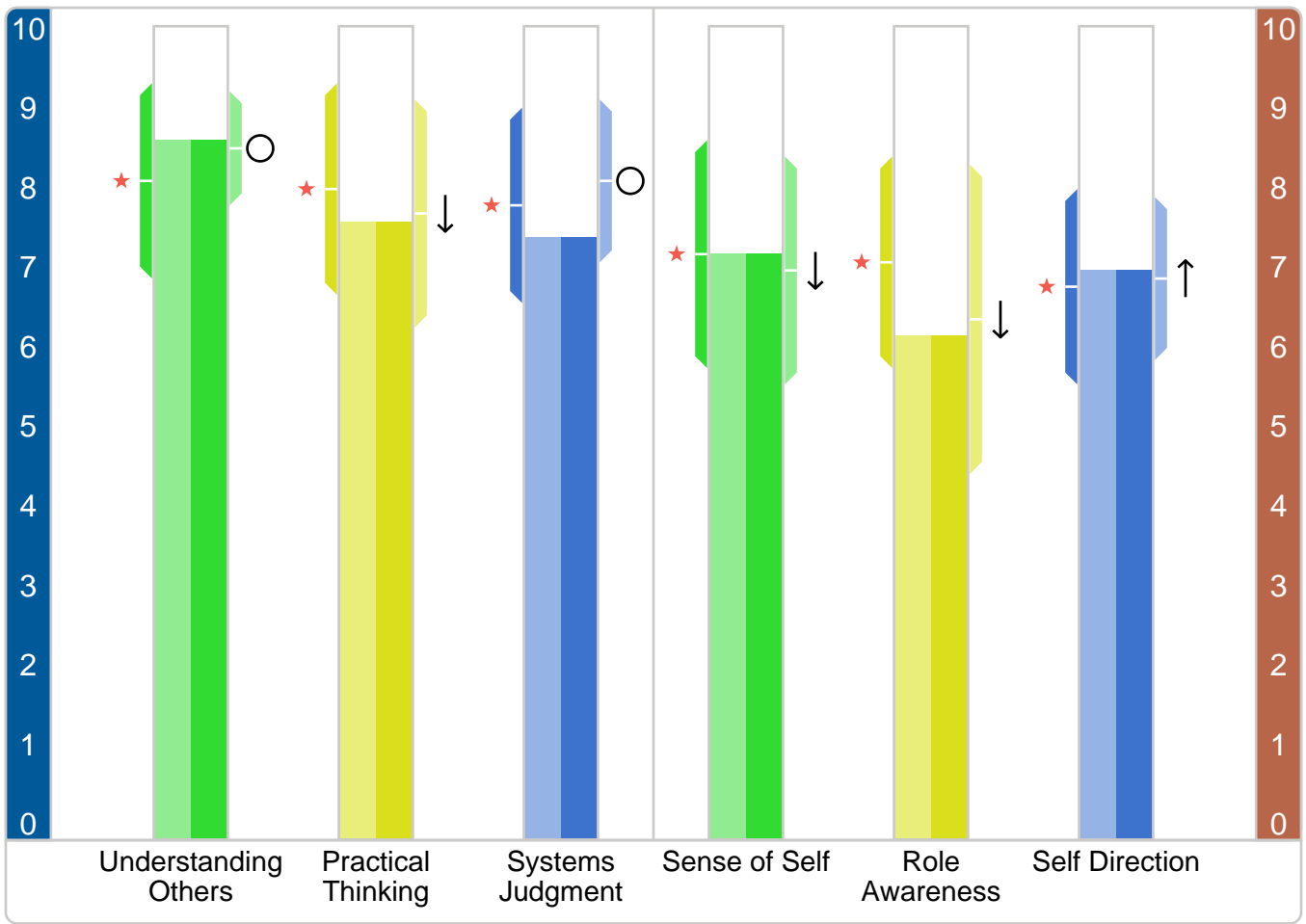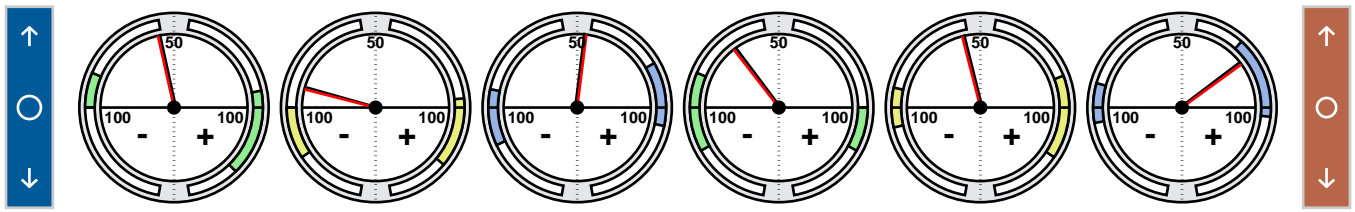
- ★ Population mean
- ↑ Overvaluation
- ○ Neutral valuation
- ↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)

	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Score	8.6	7.6	7.4	7.2	6.2	7.0
Bias	○	↓	○	↓	↓	↑

Rev: 0.90-0.80

T: 4:47

Introduction Competencies Section

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

This report is designed to assist you in managing and developing your career. For many jobs, personal skills are as important as technical skills in producing superior performance. Personal skills are often transferable to different jobs, whereas technical skills are usually more specific.
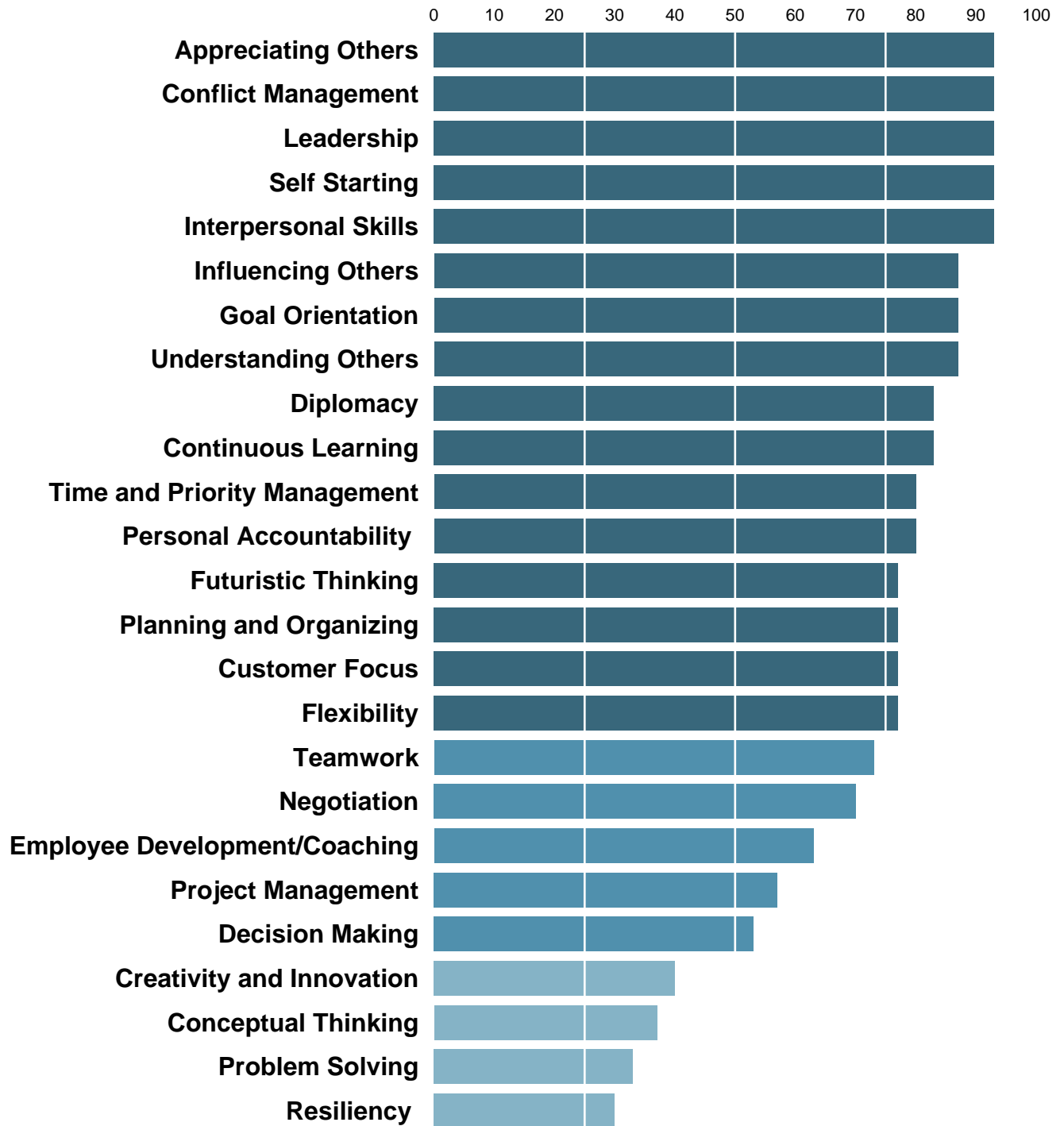
While personal skills are certainly important for career development, it is not necessary to fully develop every one. In fact, development of a personal skill may not benefit your career if it isn't required in your current job. In order to optimize your career potential, it is best to focus your development efforts on the personal skills that are required in your current job, or the job you want.

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

Development Indicator

This section of your report shows your development level of 25 personal skills based on your responses to the questionnaire.
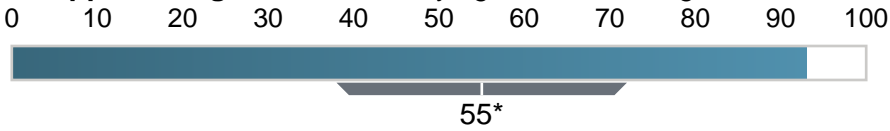
Skill	0	10	20	30	40	50	60	70	80	90	100
Appreciating Others											
Conflict Management											
Leadership											
Self Starting											
Interpersonal Skills											
Influencing Others											
Goal Orientation											
Understanding Others											
Diplomacy											
Continuous Learning											
Time and Priority Management											
Personal Accountability											
Futuristic Thinking											
Planning and Organizing											
Customer Focus											
Flexibility											
Teamwork											
Negotiation											
Employee Development/Coaching											
Project Management											
Decision Making											
Creativity and Innovation											
Conceptual Thinking											
Problem Solving											
Resiliency											

T: 11:39

The Professional Development Group
215-588-1188 or 888-959-1188
Shawn@TheProfessionalDevelopmentGroup.com
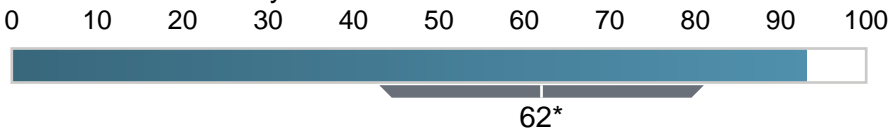
Sally Sample

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.

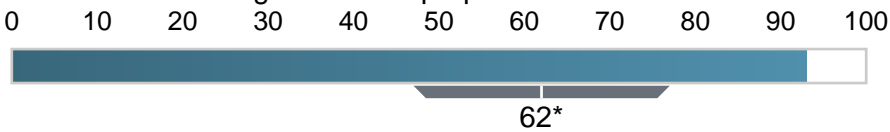**1. Appreciating Others** - Identifying with and caring about others.

0　10　20　30　40　50　60　70　80　90　100

93

55*

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

0　10　20　30　40　50　60　70　80　90　100

93

62*
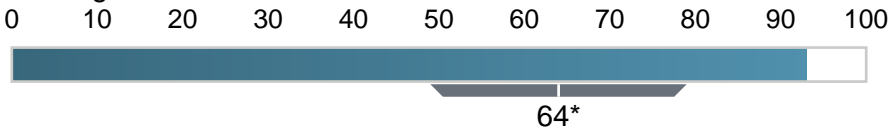
3. Leadership - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.

0　10　20　30　40　50　60　70　80　90　100
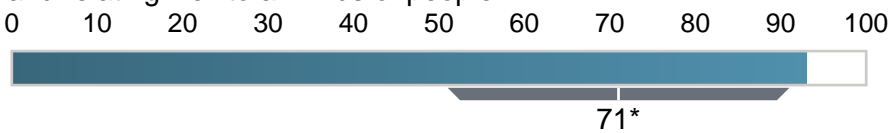
93

62*

4. Self Starting - Demonstrating initiative and willingness to begin working.
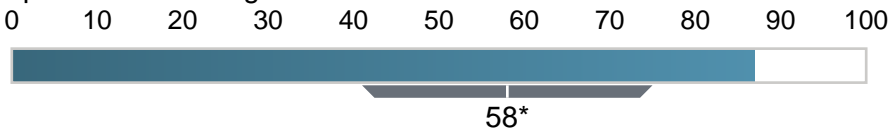
0　10　20　30　40　50　60　70　80　90　100

93

64*

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

0　10　20　30　40　50　60　70　80　90　100

93

71*

6. Influencing Others - Personally affecting others actions, decisions, opinions or thinking.
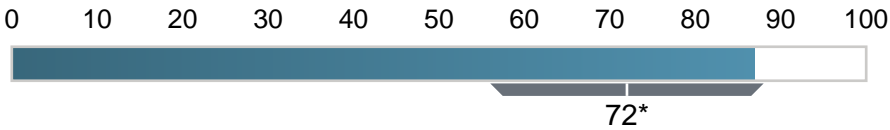
0　10　20　30　40　50　60　70　80　90　100
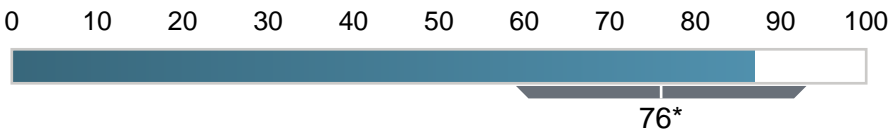
87

58*

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

Competencies Hierarchy

7. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.
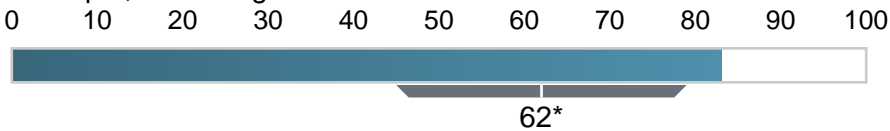
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

87

72*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

87

76*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

83

56*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

83

62*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

80

65*

12. Personal Accountability - Being answerable for personal actions.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

80

67*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

77

49*

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

Competencies Hierarchy

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

0   10   20   30   40   50   60   70   80   90   100

77

52*
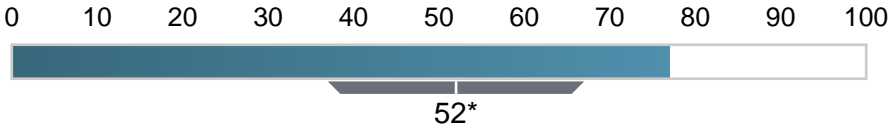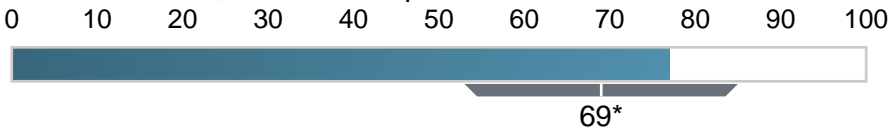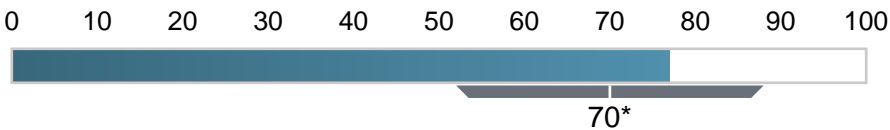
15. Customer Focus - Anticipating, meeting and/or exceeding customer needs, wants and expectations.

0   10   20   30   40   50   60   70   80   90   100

77

69*

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

0   10   20   30   40   50   60   70   80   90   100

77

70*

17. Teamwork - Cooperating with others to meet objectives.

0   10   20   30   40   50   60   70   80   90   100

73

63*

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

0   10   20   30   40   50   60   70   80   90   100

70

51*

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

0   10   20   30   40   50   60   70   80   90   100

63

72*

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

0   10   20   30   40   50   60   70   80   90   100

57

56*

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

Competencies Hierarchy

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

53

50*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

40

56*

23. Conceptual Thinking - Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

37

59*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

33

54*

25. Resiliency - Quickly recovering from adversity.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

30

63*
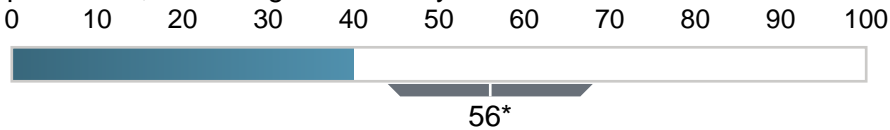
* 68% of the population falls within the shaded area.

Summary of Competencies

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

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

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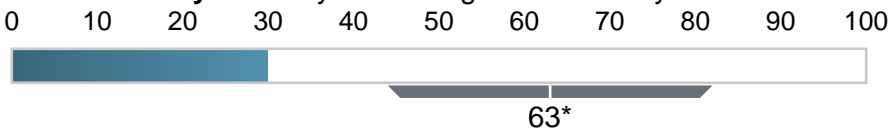   - Reads situations accurately to pinpoint critical issues.
   - Listens to gain understanding of an issue from different perspectives.
   - Diffuses tension and effectively handles emotional situations.
   - Assists people in adversarial positions to identify common interests.
   - Strives to settle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

Summary of Competencies

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

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

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

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

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

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

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

Summary of Competencies

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

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

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

Summary of Competencies

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

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

Summary of Competencies

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

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

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

Summary of Competencies

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

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

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

Summary of Competencies

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

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

Summary of Competencies

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

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

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

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?