



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Management-Staff Coaching

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7-27-2016

Providing a Fun, Fast, and Flexible Learning Experience

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Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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



Introduction Behaviors Section

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

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

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

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

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

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



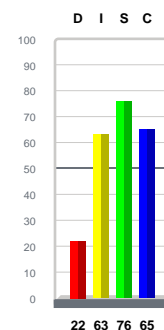
General Characteristics

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

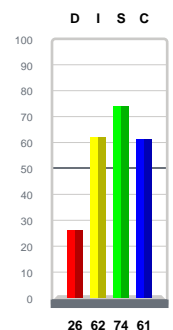
Sean dislikes volunteering his opinion until he has collected sufficient information to warrant an opinion. He can be motivated through teamwork. He likes to know he is a valued team member. He may not project a sense of urgency like some people with different behavioral styles. He sometimes finds it difficult to relax until all the work is completed. Leisure time activities often include friends and family. Others see him as a good neighbor, since he is always willing to help those he considers to be his friends. He can be friendly with others in many situations, but primarily with groups of established friends and associates. He is sociable and enjoys the uniqueness of each human being. He needs time for some study and analysis, particularly when doing new or challenging assignments. This allows him to adjust to the changing environment. He does not always like being placed in competitive situations. He tends to lose the "team feeling" when he is involved in direct competition. Sean tends to build a close relationship with a relatively small group of associates. He prefers to help and support others rather than compete against them.

Sean tries to use balanced judgment. He is the person who brings stability to the entire team. He is persistent and persevering in his approach to achieving goals. He may want to think over major decisions before acting. He must be convinced that actions will produce the desired result. Making plans and following those plans is important to him. Sean finds making decisions easier when he knows that others he respects are doing the same thing; he then has a feeling of stability and "family." Once he has arrived at a decision, he can be tough-minded and unbending. He has made his decision after gathering much data, and he probably won't want to repeat the process. Occasionally he will underplay bad news, if telling it as it is will offend someone. He may fear it would disturb the relationship. He is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts."

Adapted Style



Natural Style

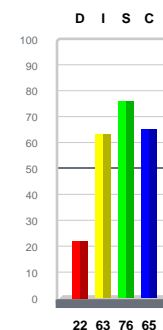




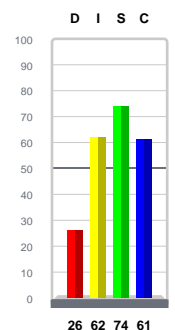
General Characteristics Continued

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

Adapted Style



Natural Style



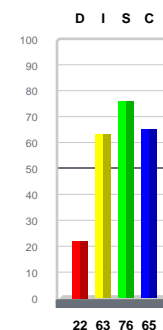


Value to the Organization

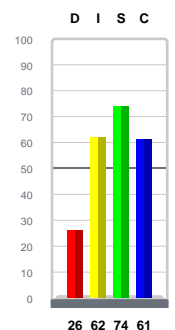
This section of the report identifies the specific talents and behavior Sean brings to the job. By looking at these statements, one can identify his role in the organization. The organization can then develop a system to capitalize on his particular value and make him an integral part of the team.

- Service-oriented.
- Works for a leader and a cause.
- Respect for authority and organizational structure.
- People-oriented.
- Good at reconciling factions--is calming and adds stability.
- Concerned about quality.
- Flexible.
- Will gather data for decision making.

Adapted Style



Natural Style





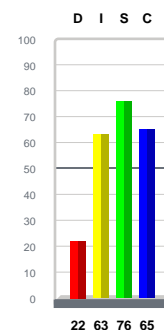
Checklist for Communicating

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

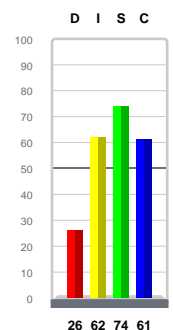
Ways to Communicate

- ☐ Present your case softly, nonthreateningly with a sincere tone of voice.
- ☐ Be prepared.
- ☐ Be sincere and use a tone of voice that shows sincerity.
- ☐ Take time to be sure that he is in agreement and understands what you said.
- ☐ Support your communications with correct facts and data.
- ☐ Take your time and be persistent.
- ☐ Use scheduled timetable when implementing new action.
- ☐ Patiently draw out personal goals and work with him to help him achieve those goals; listen and be responsive.
- ☐ Keep conversation at discussion level.
- ☐ Provide guarantees that his decision will minimize risks; give assurance that provides him with benefits.
- ☐ Define clearly (preferably in writing) individual contributions.

Adapted Style



Natural Style





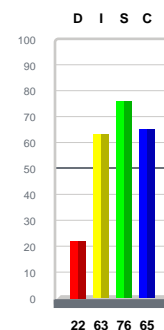
Checklist for Communicating Continued

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

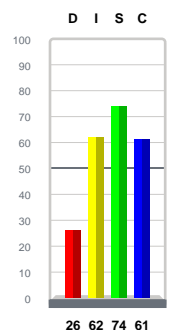
Ways NOT to Communicate

- ☐ Debate about facts and figures.
- ☐ Give your presentation in random order.
- ☐ Use testimonies from unreliable sources.
- ☐ Push too hard, or be unrealistic with deadlines.
- ☐ Manipulate or push him into agreeing because he probably won't fight back.
- ☐ Patronize or demean him by using subtlety or incentive.
- ☐ Be abrupt and rapid.
- ☐ Talk in a loud voice or use confrontation.
- ☐ Offer assurance and guarantees you can't fulfill.
- ☐ Rush him in the decision-making process.
- ☐ Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.
- ☐ Be domineering or demanding; don't threaten with position power.

Adapted Style



Natural Style





Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Perceptions

See Yourself as Others See You

A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Sean's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Sean to project the image that will allow him to control the situation.

Self-Perception

Sean usually sees himself as being:

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

Others' Perception - Moderate

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

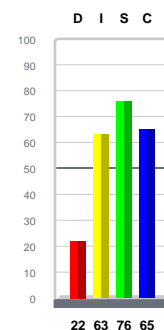
- Nondemonstrative
- Unconcerned
- Hesitant
- Inflexible

Others' Perception - Extreme

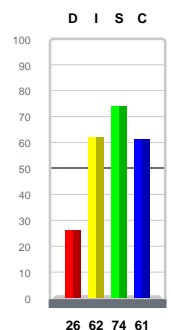
Under extreme pressure, stress or fatigue, others may see him as being:

- Possessive
- Detached
- Stubborn
- Insensitive

Adapted Style



Natural Style





The Absence of a Behavioral Factor

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

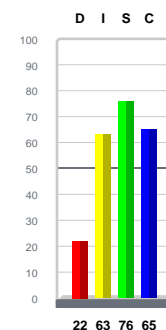
Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.

- Needs meeting and planning sessions with pre-disclosed agenda items in order to feel prepared.
- Needs the flexibility and time to collect data before having to make decisions.
- Avoid situations where competition is a primary factor.

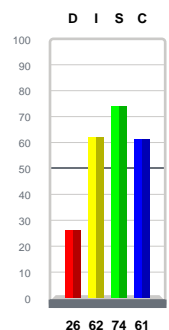
Understanding that the need to adapt is unavoidable at times, below are tips for adapting to those with D above the energy line and/or tips for seeking environments that will be conducive to the low D.

- Seek partnership when forced to make decisions that do not have a procedure or set precedence.
- Share feelings faster and more often.
- Seek an environment that allows for a humoristic approach to conflict situations.

Adapted Style



Natural Style





Descriptors

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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
Dominance	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

Sean'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

Sean is cautious in his approach to problem solving and does not attempt to demand that his view, or opinion, be accepted at face value. Sean likes to solve problems within the framework of a team environment. He will look for a compromise as opposed to a win-lose situation.

Adapted

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

People - Contacts

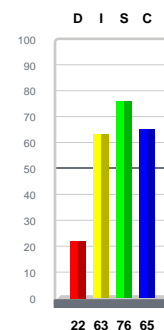
Natural

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

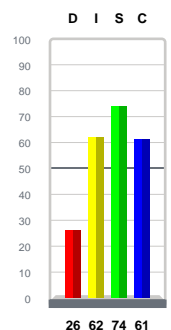
Adapted

Sean sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.

Adapted Style



Natural Style





Natural and Adapted Style Continued

Pace - Consistency

Natural

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

Adapted

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

Procedures - Constraints

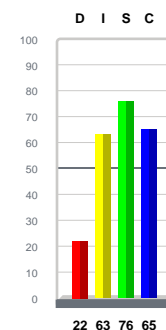
Natural

Sean is somewhat open-minded, but aware and sensitive to the implications of not following the rules. He can display balanced judgment in reviewing procedures. Knowing he is doing things well is a key reinforcement for him.

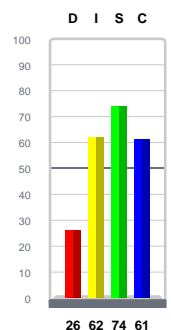
Adapted

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

Adapted Style



Natural Style



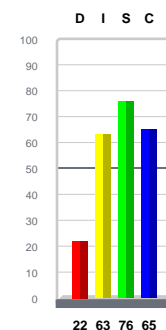


Adapted Style

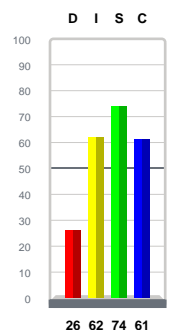
Sean sees his present work environment requiring him to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why he is adapting this behavior.

- Logical solutions.
- Limited or prepared changes in routine.
- Undemanding of others' time and attention.
- Diplomatic cooperation in team interaction.
- Being cordial and helpful when dealing with new clients or customers.
- Being conservative, not competitive, in nature.
- Consistency of task performance.
- Exhibiting patience and good listening skills.
- Adherence to established guidelines and procedures.
- Being cooperative and supportive.
- Presenting a practical, proven approach to decision making.
- Freedom from confrontation.
- Being a good "team player."

Adapted Style



Natural Style





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.

Habits

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

Possible Causes:

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

Possible Solutions:

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

Postpone The Unpleasant

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

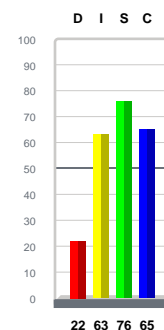
Possible Causes:

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

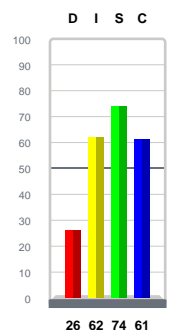
Possible Solutions:

- Change your routine and, for one week, do the unpleasant tasks first

Adapted Style



Natural Style





Time Wasters Continued

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

Not Exercising Authority

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

Possible Causes:

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

Possible Solutions:

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

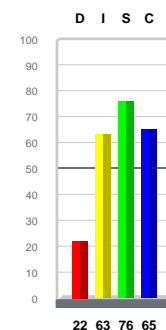
Failure To Clarify Precise Responsibilities With Manager

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

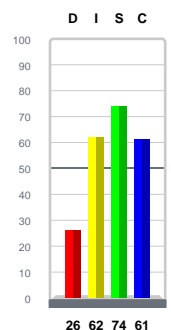
Possible Causes:

- Unsure of how you will be perceived

Adapted Style



Natural Style





Time Wasters Continued

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

Possible Solutions:

- Have informal conversations with the manager about his/her expectations
- Share with manager your expectations
- Clarify with peers and other managers your duties and responsibilities
- Read and discuss articles on "management by objectives"

Resisting Change

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

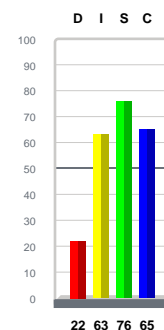
Possible Causes:

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

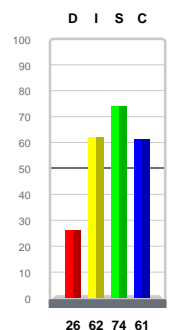
Possible Solutions:

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

Adapted Style



Natural Style





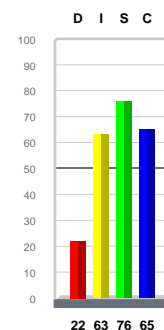
Areas for Improvement

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

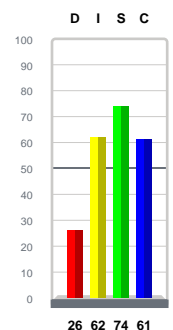
Sean has a tendency to:

- Be too conservative--bides time and avoids much that is new.
- Not project a sense of urgency--others may not feel the pressure to help immediately.
- Be dependent on others for decisions, even if he knows he is right.
- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.
- Take criticism of his work as a personal affront.
- Be defensive when risk is involved--move towards maintaining status quo.
- Underestimate his abilities.
- Dislike change if he feels the change is unwarranted.
- Need help in prioritizing new assignments.

Adapted Style



Natural Style

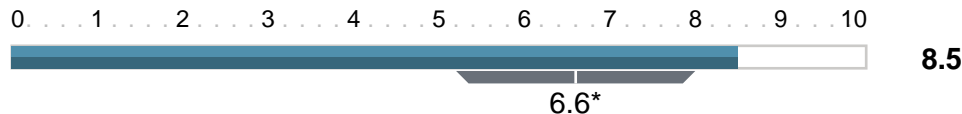




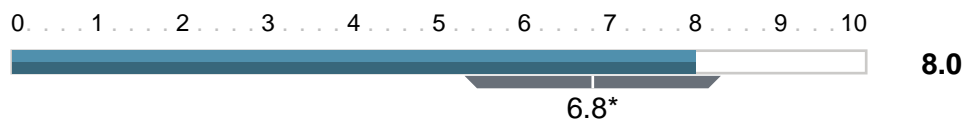
Behavioral Hierarchy

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.

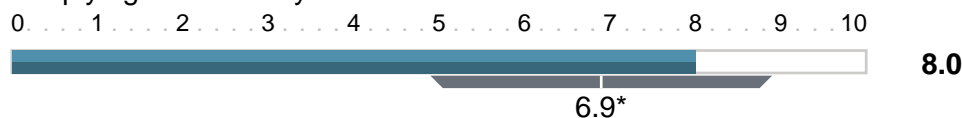
1. Customer Relations - A desire to convey your sincere interest in them.



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



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



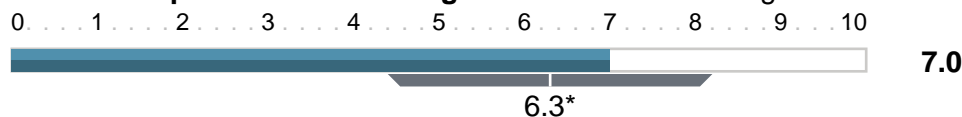
4. Consistency - The ability to do the job the same way.



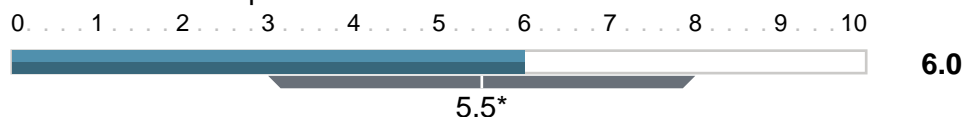
5. Frequent Interaction with Others - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



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

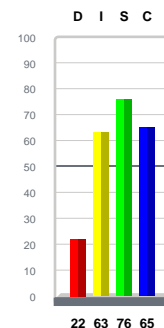


7. Analysis of Data - Information is maintained accurately for repeated examination as required.

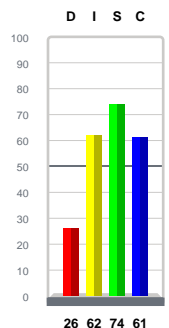


* 68% of the population falls within the shaded area.

Adapted Style



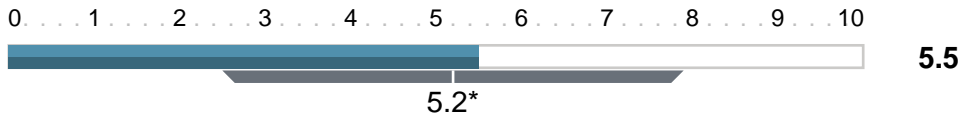
Natural Style



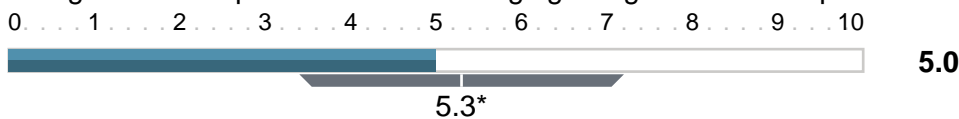


Behavioral Hierarchy

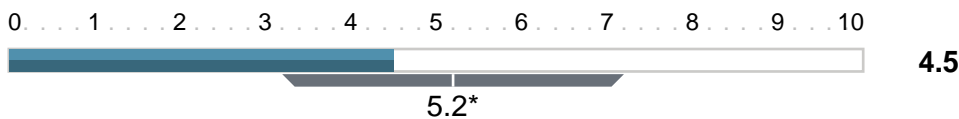
8. Organized Workplace - Systems and procedures followed for success.



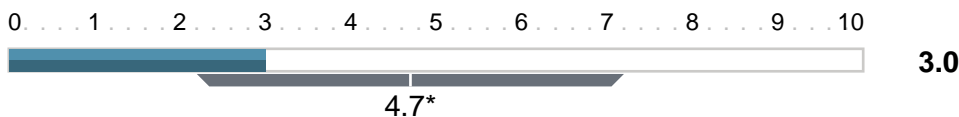
9. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



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



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

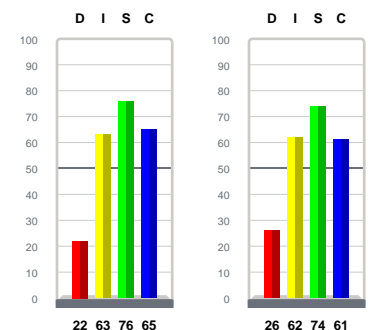


12. Urgency - Decisiveness, quick response and fast action.



Adapted Style

Natural Style



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

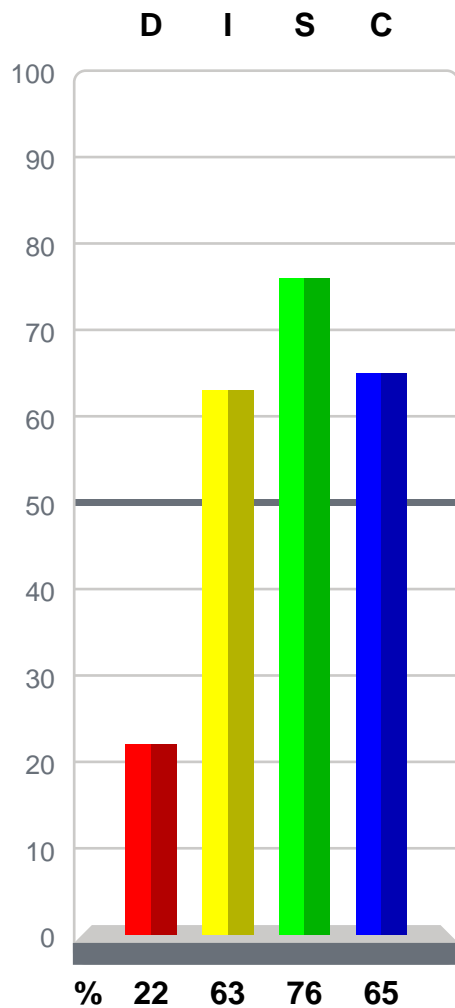


Style Insights® Graphs

7-27-2016

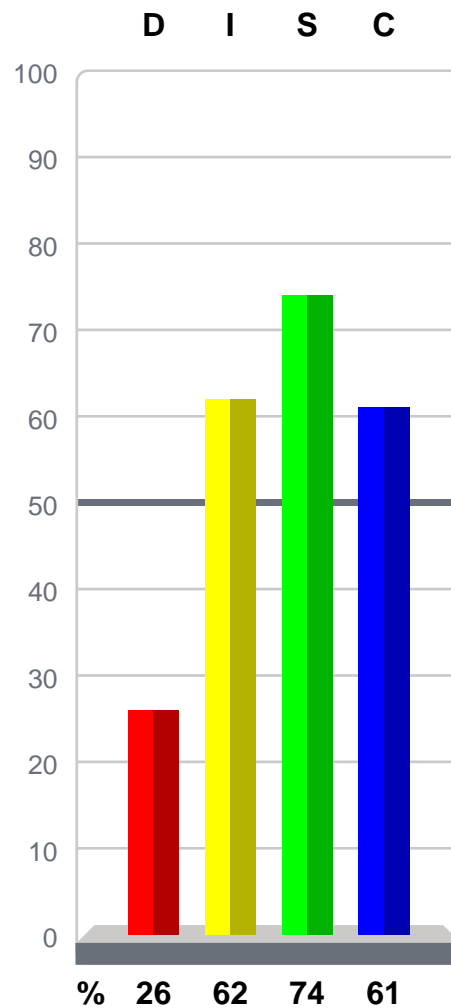
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



The Success Insights® Wheel

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

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

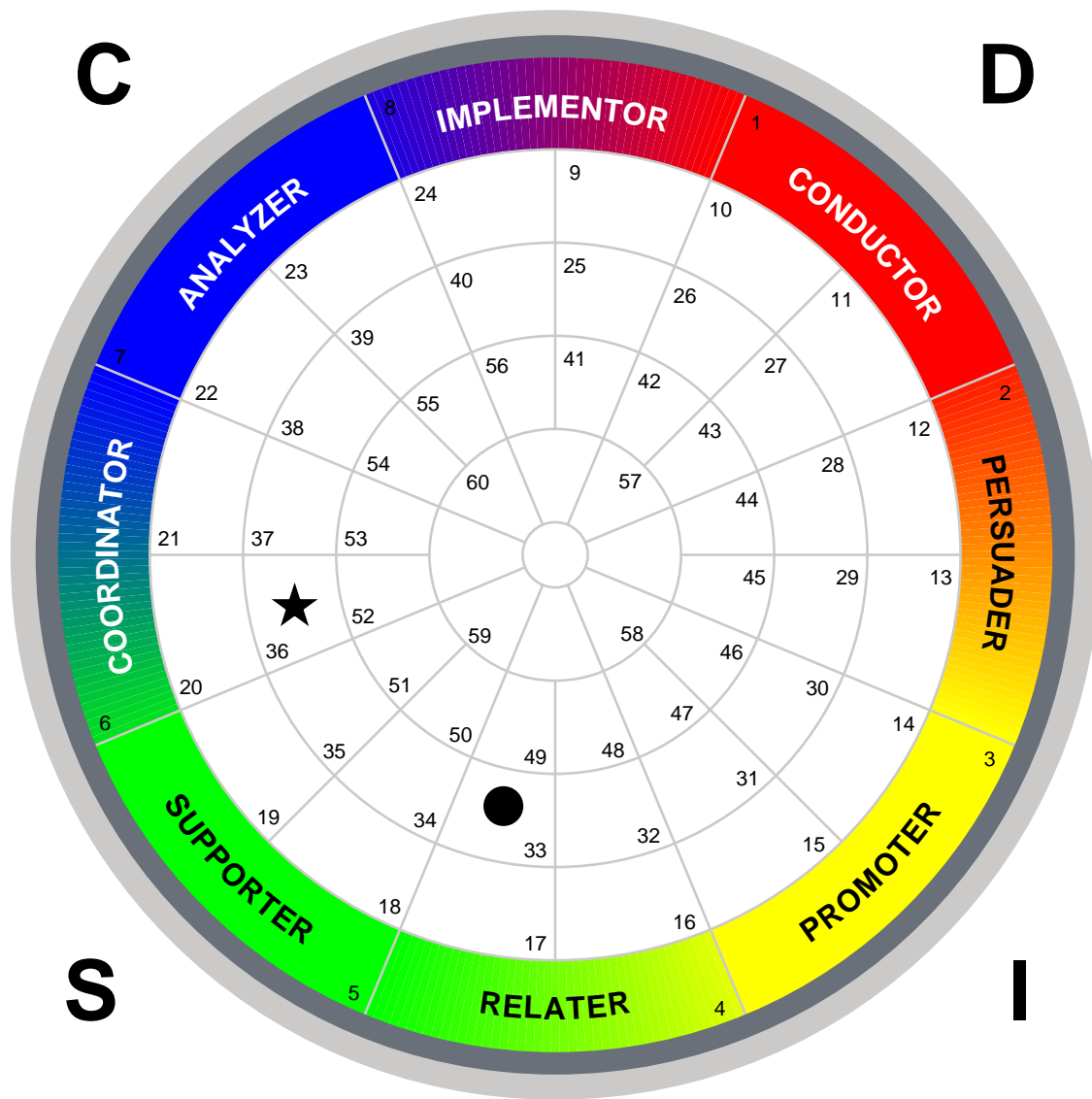
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



The Success Insights® Wheel

7-27-2016



Adapted: ★ (36) SUPPORTING COORDINATOR (FLEXIBLE)
Natural: ● (33) SUPPORTING RELATER (FLEXIBLE)

Norm 2015 R4

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Introduction Motivators Section

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

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

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

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

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

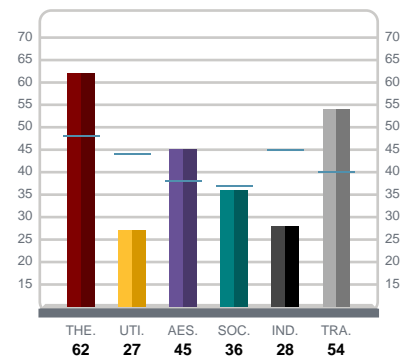
Your Personal Motivators Ranking		
1st	Theoretical	Strong
2nd	Traditional	Strong
3rd	Aesthetic	Situational
4th	Social	Situational
5th	Individualistic	Indifferent
6th	Utilitarian	Indifferent



Theoretical

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

- Sean will use his knowledge to sell others on his ideas and beliefs.
- Sean will seek the "truth," yet "truth" is relative and will be defined by his own standards.
- Many may see him as an intellectual.
- Sean never walked by a bookstore or library he didn't want to visit.
- Understanding social problems and their ramifications is one of his strengths.
- Sean will spend time and money helping people who have committed their lives to educating themselves and others.
- The process is not as important to him as the results.
- He may have difficulty putting down a good book.
- He has a keen interest in formulating theories and asking questions to assist in problem solving.
- Adding to the body of knowledge may be more important than the application of the knowledge.
- Using knowledge and intuition, Sean creates harmony with his surroundings.

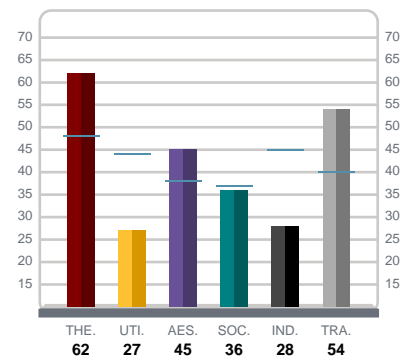




Traditional

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

- He will evaluate others based on his rules for living.
- He believes strongly in his opinions.
- Sean lets his conscience be his guide.
- Sean likes unity and order in his life.
- Following proven procedures is more important than quick fixes.

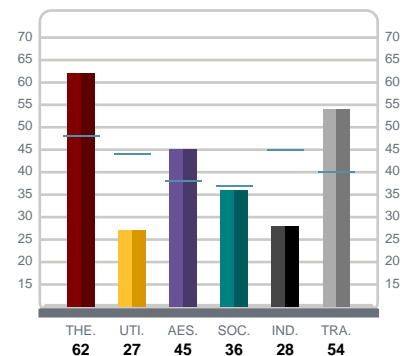




Aesthetic

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

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

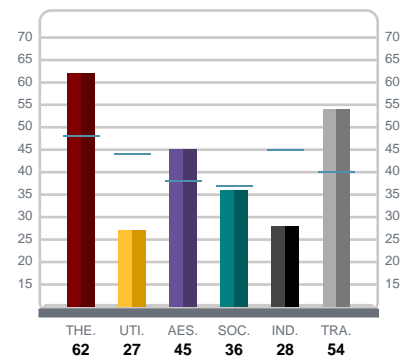




Social

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

- Sean's desire to help others (even to his own detriment) or decision not to help others, is reviewed on an individual basis.
- Sean will definitely attempt to help an individual or group overcome a predicament, but only if they have "touched the right chords" within him.

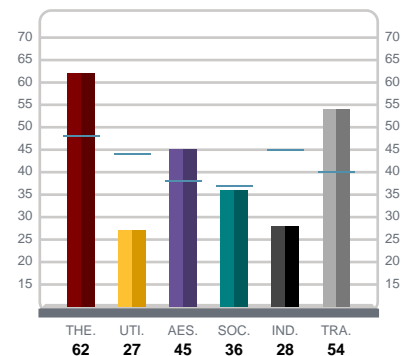




Individualistic

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

- Sean will be less concerned about his ego than others may be.
- As long as Sean's belief systems are not threatened, he will allow others to set the tone and direction of his work.
- Sean feels that struggles should be the burden of the team, not just the individuals.
- He will not attempt to overpower others' points of view or change their thinking.
- Stability is a primary concern. Patience and fortitude will win in the long run.
- Being in total control of a situation is not a primary motivating factor.
- Sean's passion in life will be found in one or two of the other dimensions discussed in this report.

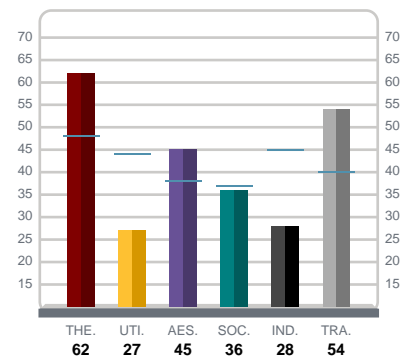




Utilitarian

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

- Financial security is not a necessity, but a long-term goal.
- There is not a tremendous need for Sean to have great sums of money.
- Overemphasizing the value of money will bore Sean and turn him off.
- Sean will seek a comfort level in his standard of living and try to maintain that level.
- Sean will not be swayed or motivated by what he feels are excessive material goals.
- Sean will accept his financial situation and not strive to change it.
- Sean will use his money to satisfy his true motivation.
- He is motivated by internal beliefs and does not feel compelled to impress others with material things.
- Money and material possessions are not a high priority for Sean.
- Sean will not use money as a scorecard to impress others.





Navigating Situations Outside Your Comfort Zone

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

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

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

How does the mindset of a high Utilitarian contribute to today's workforce?

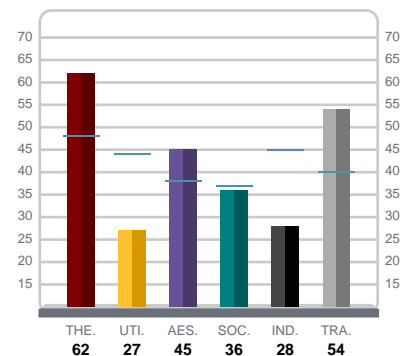
How do Utilitarians contribute to the world, your professional life and your personal life?

A person with a high Utilitarian possesses an entrepreneurial mindset and is future-oriented.

- Approach the desire to learn more about the problem before jumping to a solution from a questioning standpoint. Have the high Utilitarian give guidelines for the amount of time the problem is worth.
- Leverage the high Utilitarian's drive for return as a resource for new avenues to discover information. Share an article with him or her and ask for his or her perspective, expect a ROI centered response. This will give a different viewpoint on the same research.

A high Utilitarian uses return on time, talent and resources as a scorecard.

- Understand and communicate the importance of return for the high Utilitarian and how the information possessed can help achieve a greater return on time, talent and resources.
- The internal scorecard centered around possessed knowledge is similar to the scorecard the Utilitarian possesses around return. Understand everything he or she sees will be filtered through return versus through the gaining of information.





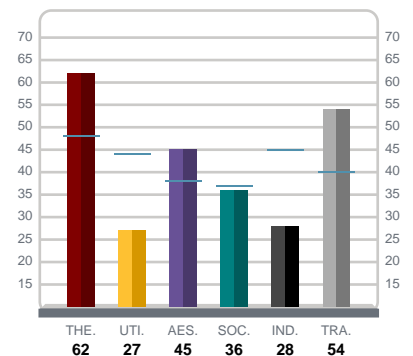
Navigating Situations Outside Your Comfort Zone

The high Utilitarian will protect his or her assets to ensure the future of his or her economic security.

- Communicate the data that indicates the level of return for the organization as a way of creating evidence of economic security and potential growth.
- Position information as a way to make decisions while protecting the organization from risk. Present the analysis in a way that demonstrates how the decision will protect the economic future of the organization.

A person with a high Utilitarian will turn every conversation toward a "what's in it for me?" mindset.

- Understand the Utilitarian viewpoint as it relates to the drive for return. Take the position of "information resource" in order to remain engaged when confronted with this bias.
- Persistence and timing are key when trying to influence the high Utilitarian to see a particular viewpoint. Be sure to add a context for them to see the possible returns.





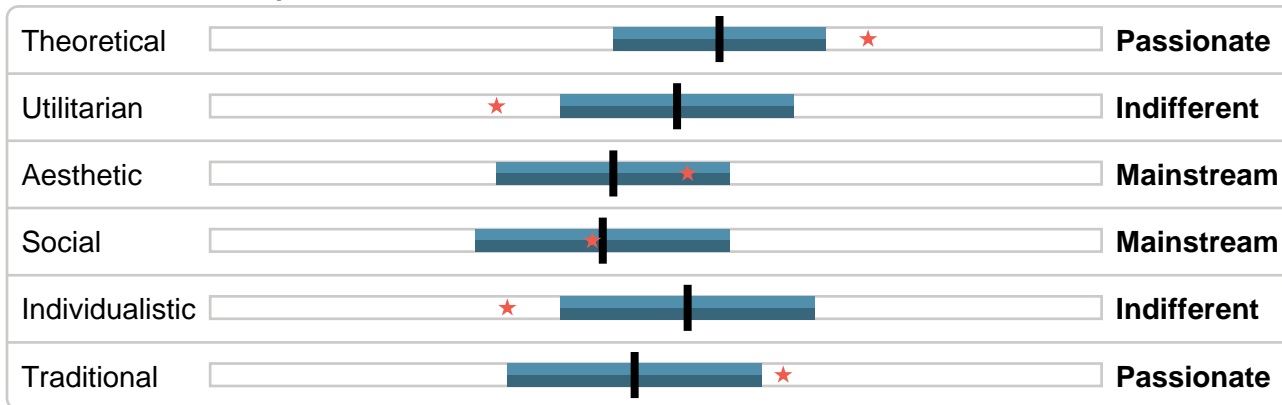
Motivators - Norms & Comparisons

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

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

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

Norms & Comparisons Table - Norm 2015



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

Mainstream - one standard deviation of the national mean

Passionate - two standard deviations above the national mean

Indifferent - two standard deviations below the national mean

Extreme - three standard deviations from the national mean



Motivators - Norms & Comparisons

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

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.
- You have chosen a system for living that you believe in. All of the decisions in your life are made according to the principles of your system. Your principles mean more to you than money or success. Others may feel you impose your standards on the rest of the world and may see you as being judgmental. They may think you exhibit a "holier than thou" mindset. They may believe you are closed-minded.

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

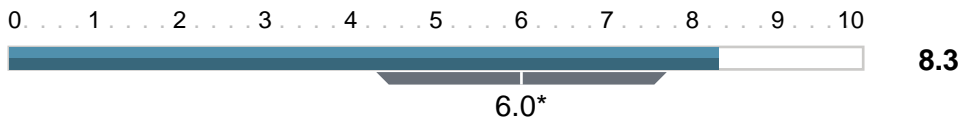
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.
- You can be frustrated by others who are always jockeying for position and control.



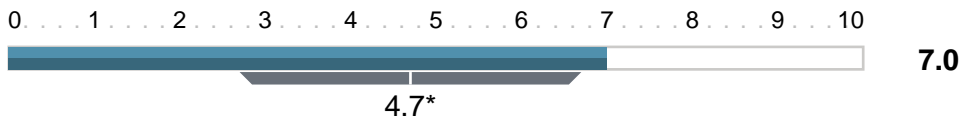
Motivators Hierarchy

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

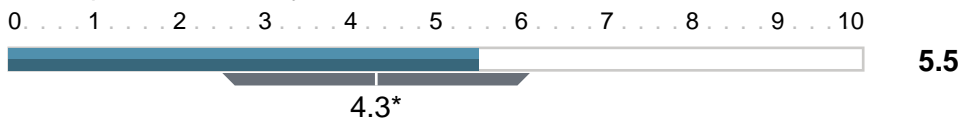
1. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



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



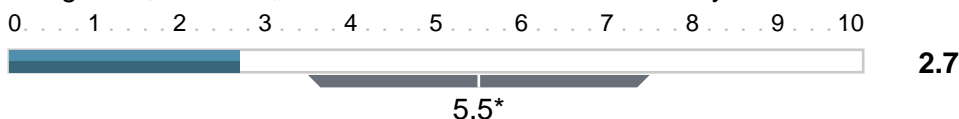
3. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



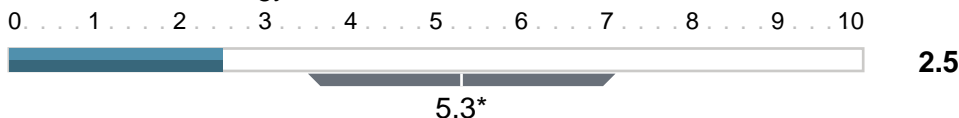
4. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



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

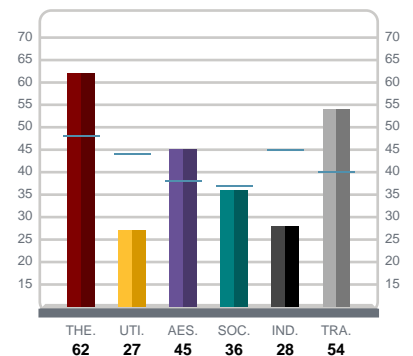


6. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



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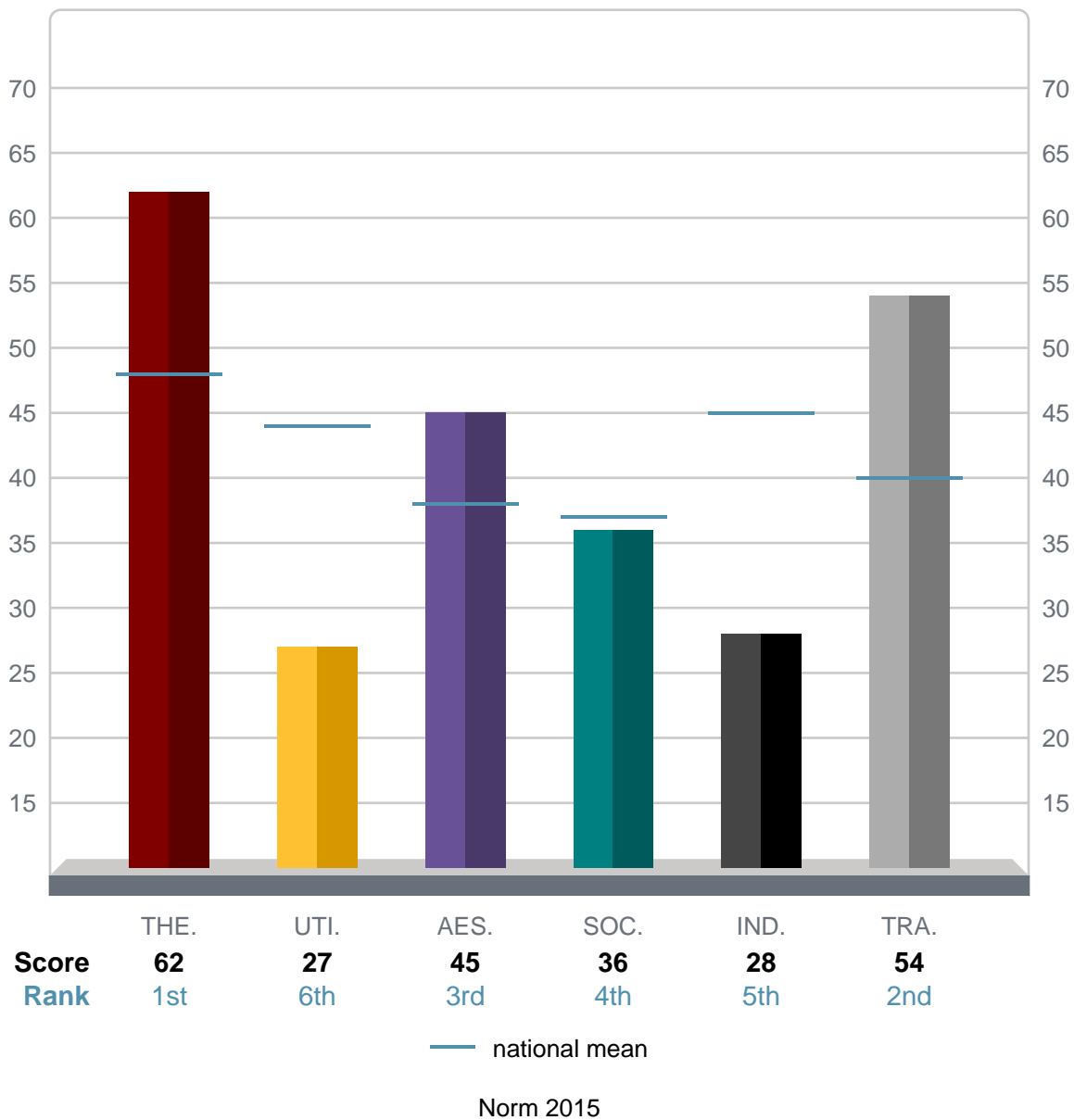
* 68% of the population falls within the shaded area.





Motivation Insights® Graph

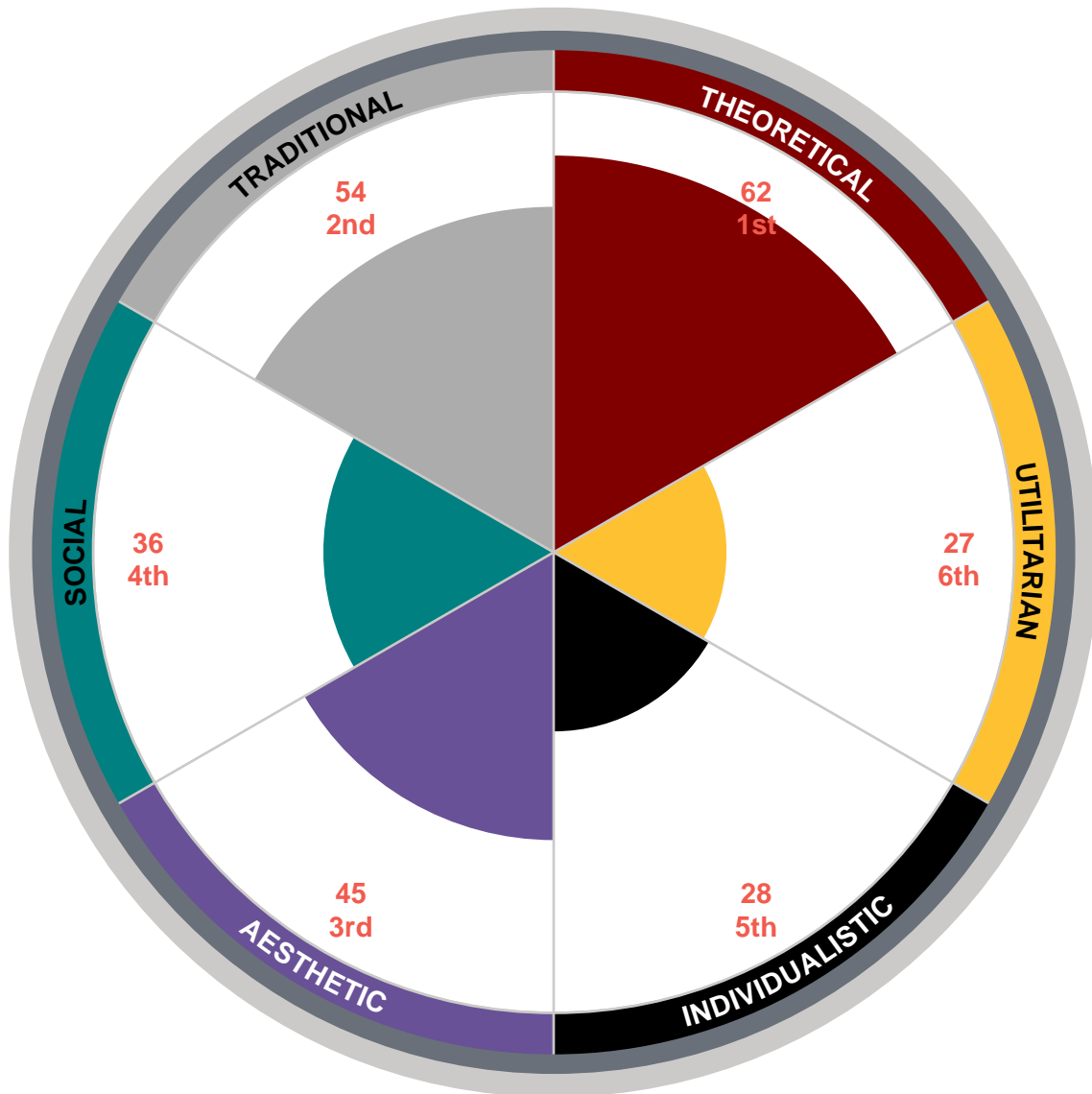
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Motivators Wheel™

7-27-2016





Introduction Integrating Behaviors and Motivators Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

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

- Great at retrieving information for decision makers he trusts.
- Will keep sensitive information under lock and key.
- Loyal to his cause.
- Steady communicator of structure and process and the way it "should" be.
- Willing to share knowledge to benefit the team or organization.
- Thinks outside of the box when gathering information.
- Great at recruiting membership in organizations to which he belongs.
- The "megaphone" to spreading a message.



Potential Behavioral and Motivational Conflict

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

- Struggles in adapting to new situations without preparation.
- May not pursue knowledge if it jeopardizes his security.
- Diverse situations can be highly stressful when trying to stay in line with his system of living.
- Difficulty making ambiguous choices when confronted with changing the system.
- May be too trusting of people as resources.
- May overlook vital details in his pursuit of information.
- May interpret his beliefs as flawless.
- Has difficulty hearing what others are saying if it contradicts his beliefs.



Ideal Environment

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

- Little conflict between people.
- A stable and predictable environment.
- Needs personal attention from his manager and compliments for each assignment well done.
- Time necessary to gather enough information in order to move forward.
- A leadership team that is optimistic toward learning new concepts or theories.
- A forum to be curious about the discovery of new information.
- An environment that instills a sense of security through the reliance on an established system.
- Opportunity to be a spokesperson for the "system" of the organization.
- A leader that understand the need to talk through the system in order to have buy-in.



Keys to Motivating

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

Sean wants:

- Activities that don't infringe on family life.
- A friendly work environment.
- Rewards to support his dreams.
- The time to research and layout information in a methodical way.
- To be seen as an expert in a variety of areas and wants to be included in discussions about new things.
- To be able to seek out new information that will be valuable to share with others.
- An understanding that the resistance to change comes from loyalty to the system.
- To influence anyone and everyone to his way of thinking, but in friendly terms.
- A manager that values his optimism about the ability to live and stand for a system of living and doing business.



Keys to Managing

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

Sean needs:

- To set professional and family goals.
- A manager who delegates in detail.
- People to work and associate with.
- Support in being seen as an expert within the organization.
- To continue his learning in a participatory rather than solitary environment.
- Seek out ways to organize thoughts in order to effectively convey the desired information.
- To understand that not all situations are black and white and discussions need to happen to facilitate an actionable process.
- To understand that there is a time and a place for influencing others to his system for living.
- Support in being an advocate for organizational systems, as long as they are systems he believes in.



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:

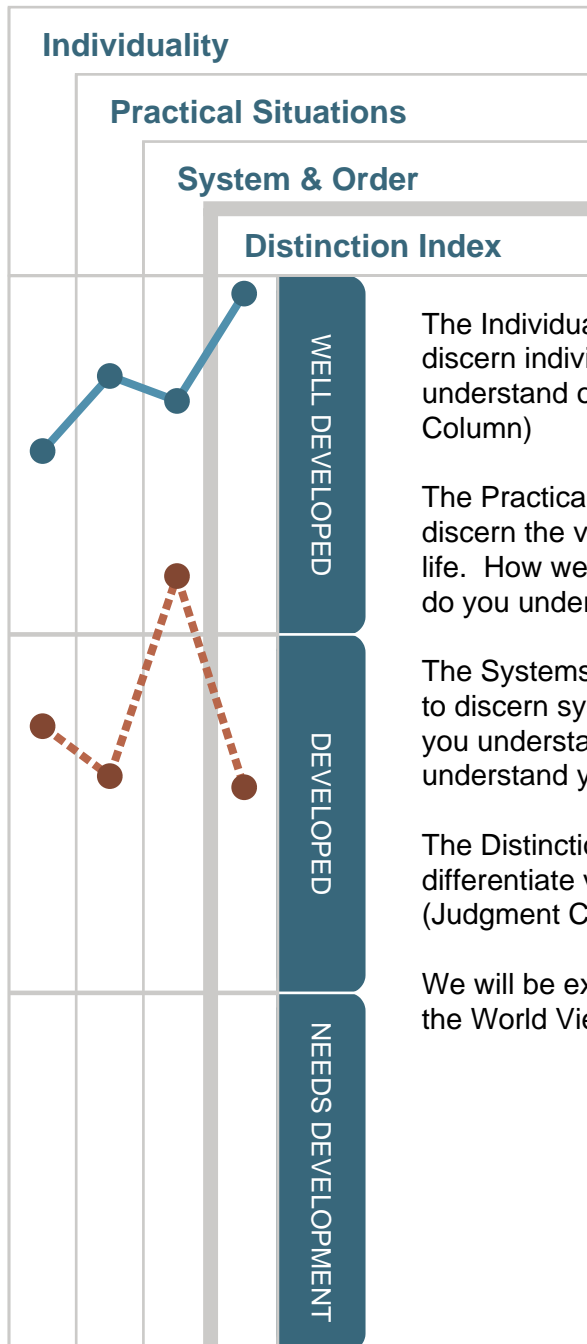
- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

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 Sean'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.

World View Self-View

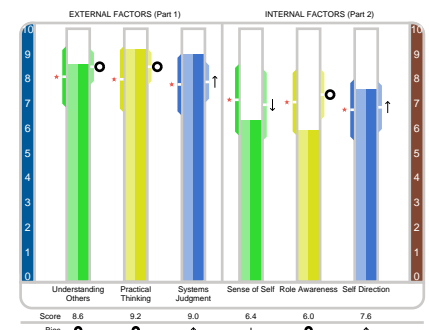




World View

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

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

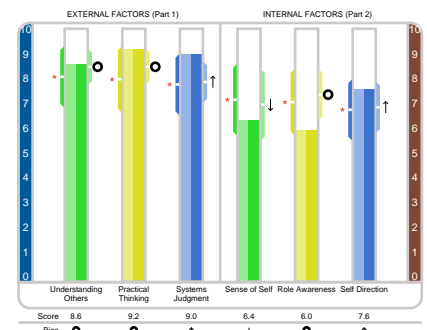




Self View

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

- Sean will focus on the process of role changes when necessary to assure a smoother transition.
- Sean may benefit from asking himself, "What are my major roles in life?"
- Sean could gain a clearer understanding of his roles in life by asking himself, "What are my major roles?"
- Sean tends to rely on himself in the face of adversity.
- Sean may benefit from gaining a better understanding of himself.
- Sean could benefit from developing a deeper understanding and appreciation of himself.
- Sean tends to have a strong personal drive and devotion to living up to who and what he thinks he ought to be.
- Sean is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of opportunities.
- Sean focuses on planning and organizing as it relates to his future.

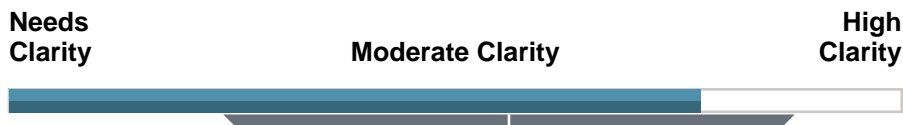




Clarity of Performance and Situational Awareness

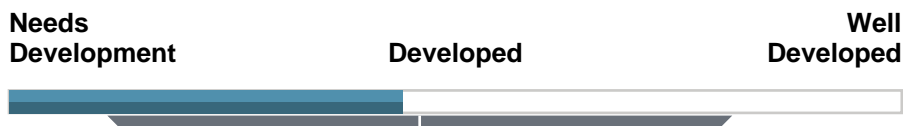
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The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

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



- Sean is comfortable handling all types of situations and issues.
- Sean is adept at handling sensitive issues.
- Sean has a balanced view of issues and situations around him.

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



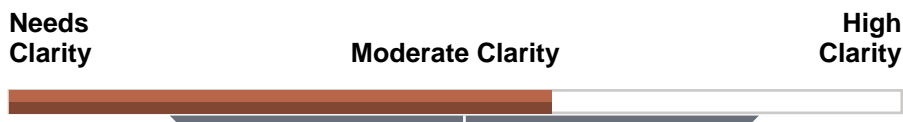
- Sean can improve on making his expectations more realistic in terms of matters personal, practical and theoretical in his work environment.
- Sean demonstrates moderate objectivity in his approach to situations.
- Sean has moderate awareness of the reality of the world.

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



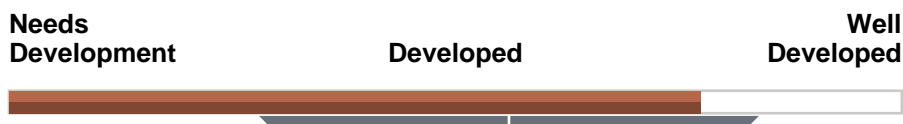
Clarity of Performance and Situational Awareness *Continued*

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



- For Sean, his current life roles are secondary to who he is as a unique individual and his envisioned future.
- Sean has a balanced sense of proportion when dealing with issues relating to himself but may at times overreact.
- When confronted with personal/internal issues, Sean generally approaches the issue with moderate clarity.

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



- Sean is able to view himself objectively.
- Sean has a solid comprehension of the issues and situations relating to himself.
- Sean is acutely aware of his own strengths and weaknesses.

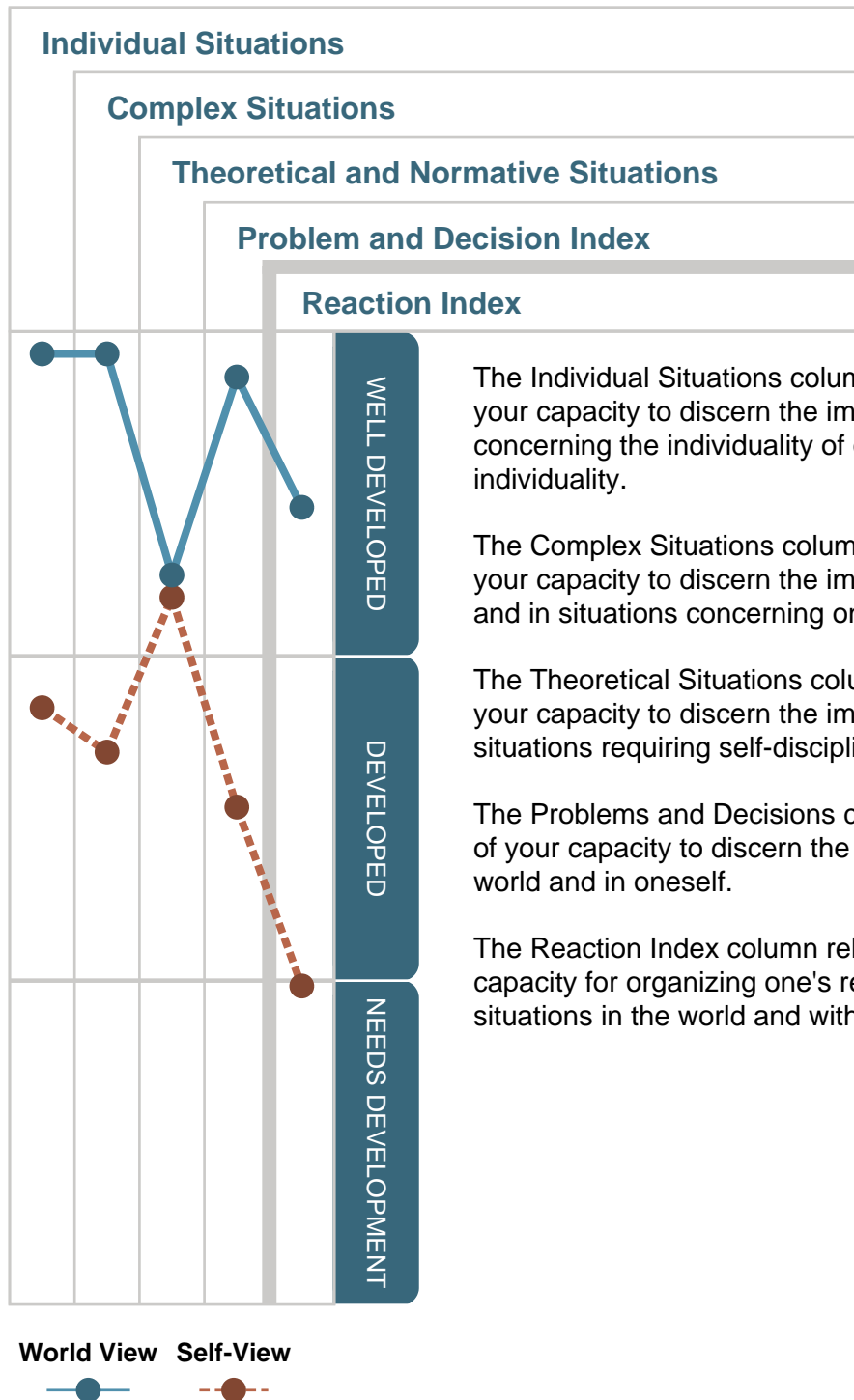
How would making improvements in these areas benefit your personal and professional life?

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

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



Summary of Capacity for Problem Solving



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.

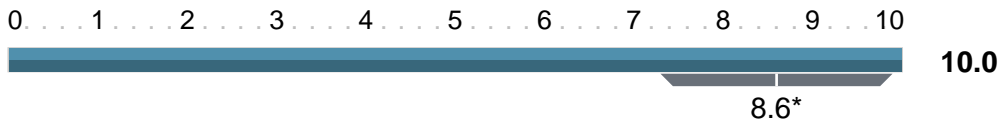
The Reaction Index column relates to the development of your capacity for organizing one's reactions when confronted with situations in the world and within oneself.



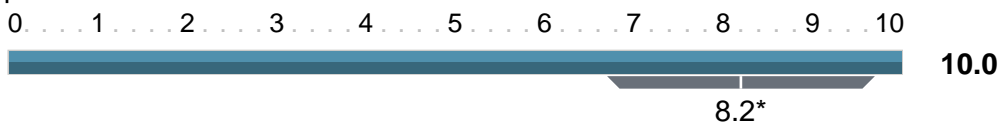
Capacity for Problem Solving

The Problem Solving Summary will identify Sean'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.

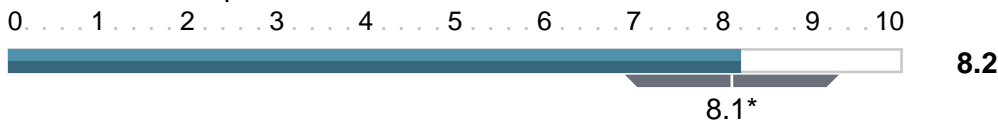
Capacity for Solving Problems Involving People - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



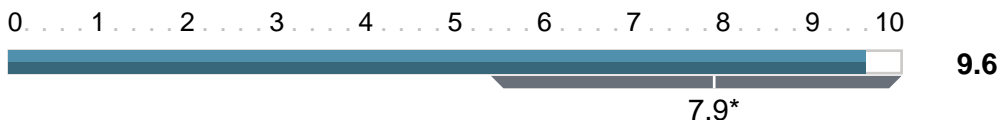
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



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.



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.

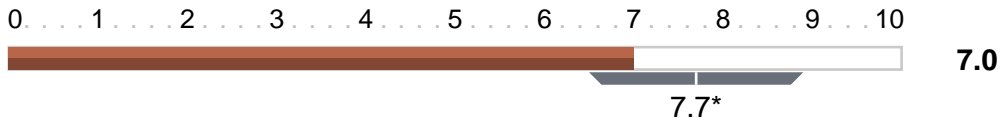


* 68% of the population falls within the shaded area.



Capacity for Problem Solving Continued

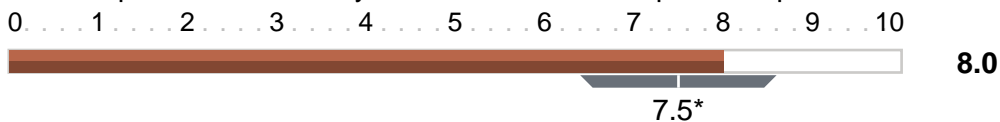
Internal Problem Solving Ability - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



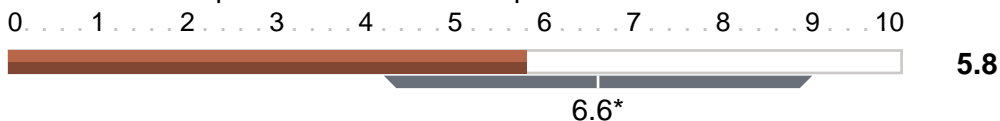
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



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.



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.



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



Reaction Index

The Reaction Index is determined by looking at Sean'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**



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

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**



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

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



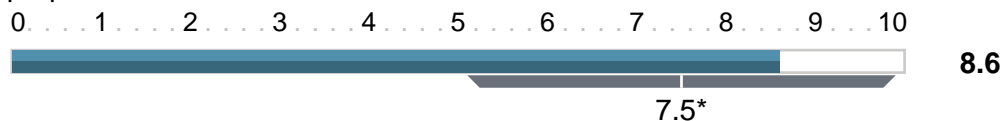
Business Performance Summary

The business performance summary will identify Sean'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.

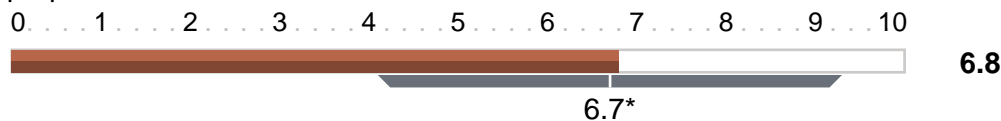
Balanced Decision Making - The ability to make consistently sound and timely decisions in one's personal and professional life.



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



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



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.



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

Attitude Index General Descriptors

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

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



Business Performance Summary Continued

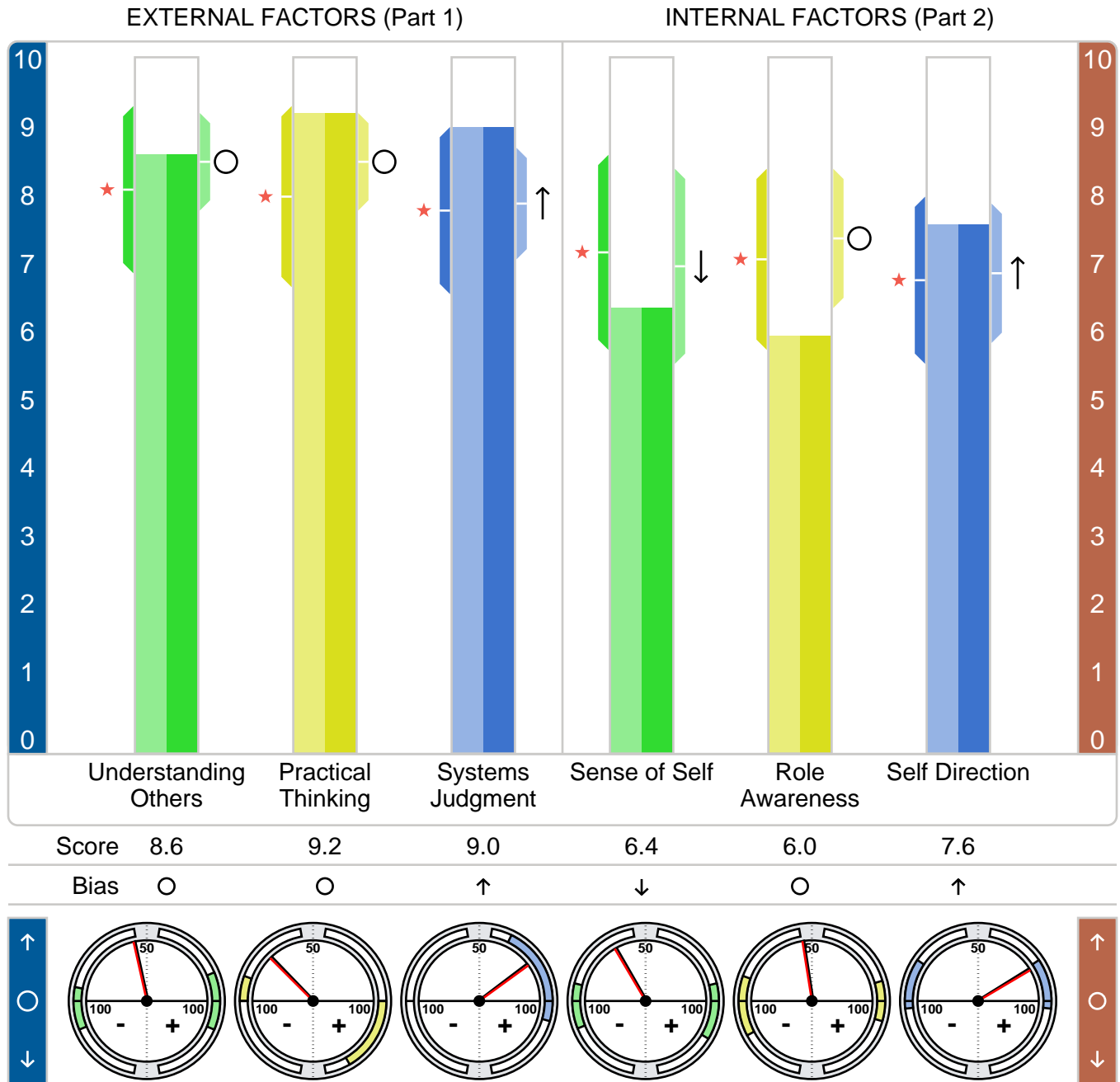
- Positive - encouraging, upbeat

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



Dimensional Balance

- ★ Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation





Introduction Competencies Section

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

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

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

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

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

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



Development Indicator

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

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

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

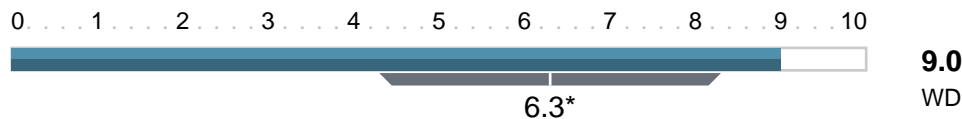
 Well Developed  Developed  Moderately Developed  Needs Development



Competencies Hierarchy

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

1. Customer Focus - A commitment to customer satisfaction.



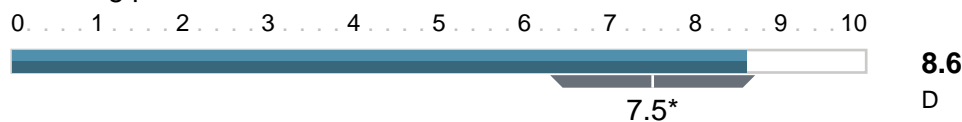
2. Conceptual Thinking - The ability to analyze hypothetical situations or abstract concepts to compile insight.



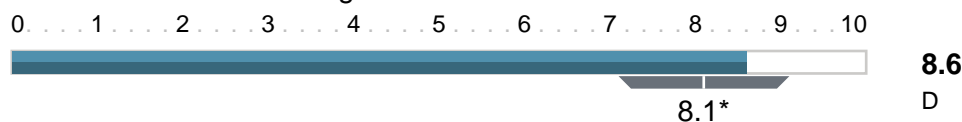
3. Flexibility - Agility in adapting to change.



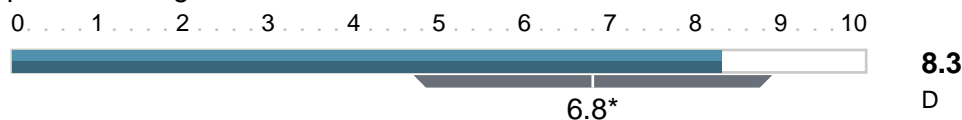
4. Problem Solving Ability - Anticipating, analyzing, diagnosing, and resolving problems.



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



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



Development Legend

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

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



Competencies Hierarchy

7. Teamwork - Working effectively and productively with others.

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



D

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

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



D

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

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



D

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

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



D

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

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



D

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

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



D

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

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



D

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

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



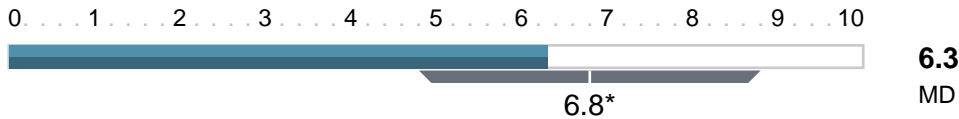
D

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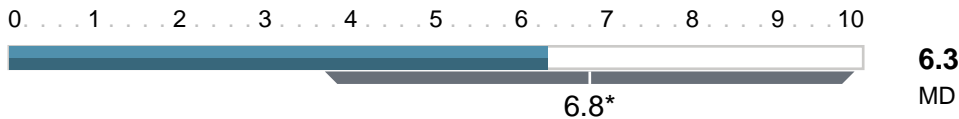


Competencies Hierarchy

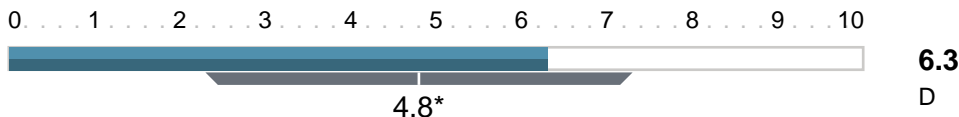
15. Goal Achievement - The ability to identify and prioritize activities that lead to a goal.



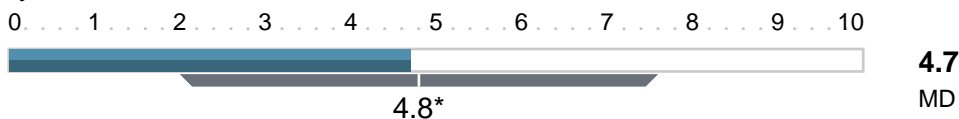
16. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



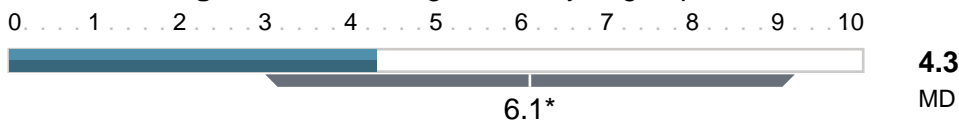
17. Planning & Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.



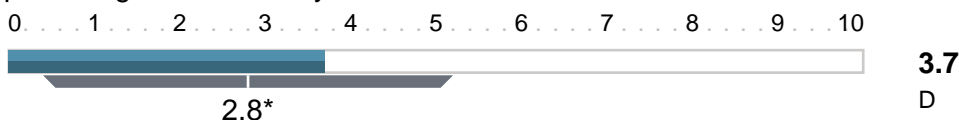
18. Creativity - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



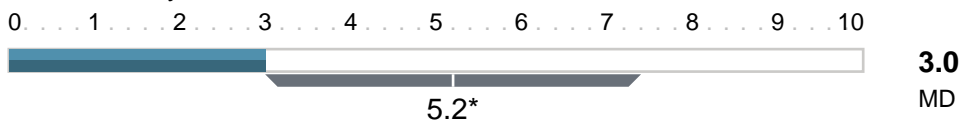
19. Presenting - Communicating effectively to groups.



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



21. Conflict Management - Addressing and resolving conflict constructively.

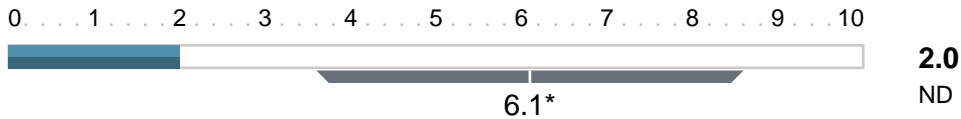


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Competencies Hierarchy

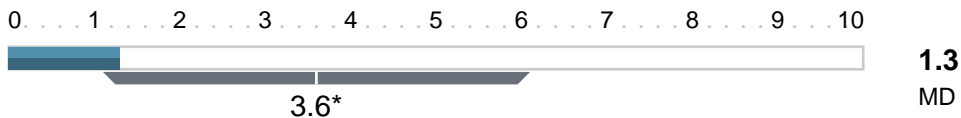
22. Leadership - Achieving extraordinary business results through people.



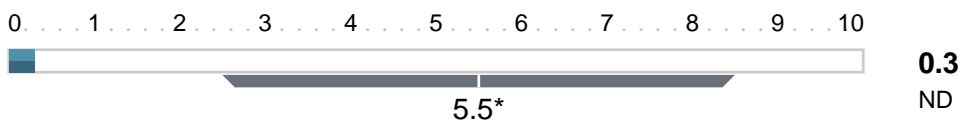
23. Negotiation - Facilitating agreements between two or more parties.



24. Empathy - Identifying with and caring about others.



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



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



Well Developed Competencies

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

Customer Focus: A commitment to customer satisfaction.

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

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

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



Developed Competencies

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

Flexibility: Agility in adapting to change.

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

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

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

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

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



Developed Competencies

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

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

Teamwork: Working effectively and productively with others.

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

Decision Making: Utilizing effective processes to make decisions.

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



Developed Competencies

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

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

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

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

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

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



Developed Competencies

Written Communication: Writing clearly, succinctly and understandably.

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

Resiliency: The ability to quickly recover from adversity.

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

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

- Maintains positive relationships with others through treating them fairly
- Demonstrates respect for others
- Understands and values differences between people
- Respects diversity in people

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

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



Developed Competencies

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

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



Moderately Developed Competencies

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

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

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

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

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



Moderately Developed Competencies

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

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

Presenting: Communicating effectively to groups.

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



Moderately Developed Competencies

Conflict Management: Addressing and resolving conflict constructively.

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

Negotiation: Facilitating agreements between two or more parties.

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

Empathy: Identifying with and caring about others.

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



Competencies Needing Development

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

Leadership: Achieving extraordinary business results through people.

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

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

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



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?