



TTI
SUCCESS
INSIGHTS®

TriMetrix® DNA Executive

Jenny Sample
Inside Sales
Sample Co.
5-21-2013

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company



Introduction

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

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

Behaviors Section

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

Motivators Section

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

Integrating Behaviors And Motivators

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

Competencies Section

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



Introduction Behaviors

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

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

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

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

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

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



General Characteristics

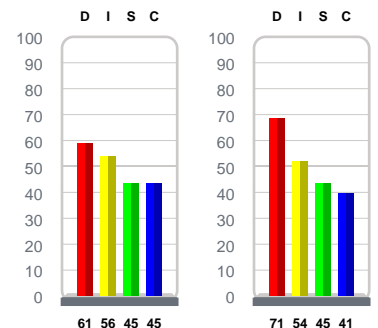
Based on Jenny's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the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

Jenny is goal-oriented and driven by results. She is the team member who will try to keep the others on task. She is extremely results-oriented, with a sense of urgency to complete projects quickly. She is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. She is forward-looking, aggressive and competitive. Her vision for results is one of her positive strengths. Jenny prefers an environment with variety and change. She is at her best when many projects are underway at once. She is often considered daring, bold and gutsy. She is a risk taker who likes to be seen as an individualist. She has high ego strengths and may be viewed by some as egotistical. She wants to be viewed as self-reliant and willing to pay the price for success. Jenny displays a high energy factor and is optimistic about the results she can achieve. The word "can't" is not in her vocabulary. She may lose interest in a project once the challenge ceases. She may then be ready for another challenging project.

Jenny prefers authority equal to her responsibility. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. When faced with a tough decision, she will try to sell you on her ideas. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. Jenny has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. She likes to make decisions quickly. She is a good problem solver and troubleshooter, always seeking new ways to solve old problems. She is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits.



Adapted Style Natural Style



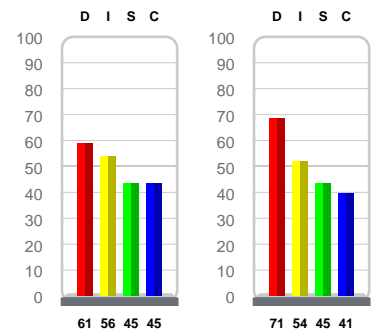


General Characteristics Continued

Jenny tends to influence people by being direct, friendly and results-oriented. She challenges people who volunteer their opinions. She tends to be intolerant of people who seem ambiguous or think too slowly. She should exhibit more patience and ask questions to make sure that others have understood what she has said. Jenny may lose interest in what others are saying if they ramble or don't speak to the point. Her active mind is already moving ahead. She likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She may sometimes mask her feelings in friendly terms. If pressured, Jenny's true feelings may emerge. Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people.



Adapted Style Natural Style



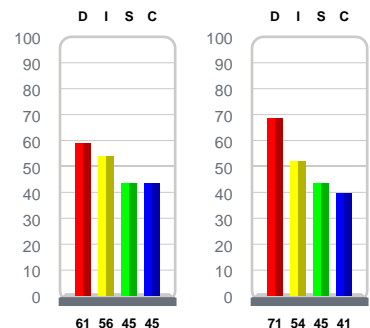


Value to the Organization

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

- Creative in her approach to solving problems.
- Competitive.
- Accomplishes goals through people.
- Has the confidence to do the difficult assignments.
- Self-reliant.
- Self-starter.
- Can support or oppose strongly.
- Dedicated to her own ideas.

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Checklist for Communicating

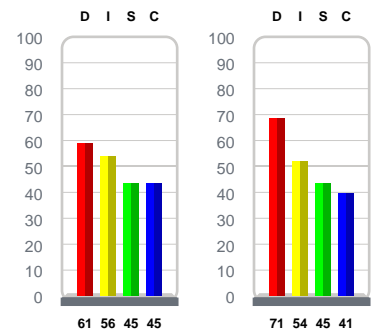
Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Jenny. Read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



Ways to Communicate:

- Come prepared with all requirements, objectives and support material in a well-organized "package."
- Provide "yes" or "no" answers--not maybe.
- Provide facts and figures about probability of success, or effectiveness of options.
- Define the problem in writing.
- Motivate and persuade by referring to objectives and results.
- Support and maintain an environment where she can be efficient.
- Clarify any parameters in writing.
- Use a balanced, objective and emotional approach.
- Support the results, not the person, if you agree.
- Present the facts logically; plan your presentation efficiently.
- Use a motivating approach, when appropriate.

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Checklist for Communicating Continued

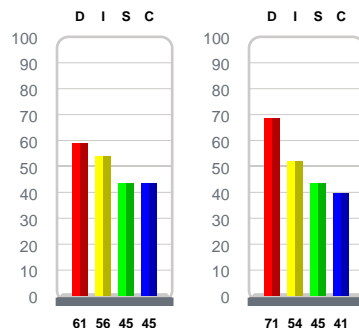
This section of the report is a list of things NOT to do while communicating with Jenny. Review each statement with Jenny and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that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

Ways NOT to Communicate:

- Direct or order.
- Be paternalistic.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Take credit for her accomplishments.
- Try to build personal relationships.
- Hesitate when confronted.
- Reinforce agreement with "I'm with you."
- Be redundant.
- Try to convince by "personal" means.
- Ask rhetorical questions, or useless ones.
- Ramble on, or waste her time.



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Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Perceptions

See Yourself as Others See You

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

Self-Perception

Jenny usually sees herself as being:

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

Others' Perception - Moderate

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

- Demanding
- Nervy
- Egotistical
- Aggressive

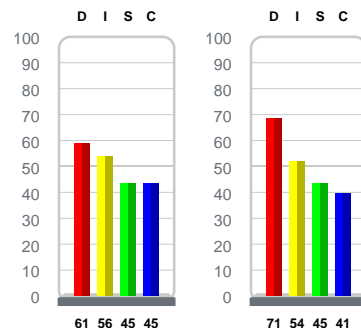
Others' Perception - Extreme

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

- Abrasive
- Controlling
- Arbitrary
- Opinionated



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The Absence of a Behavioral Factor

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

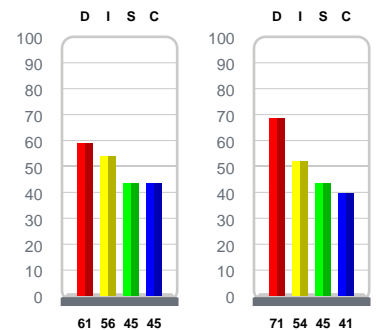
Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.

- Avoid work environments requiring constant diplomacy, as they may cause stress.
- Avoid working environments where risk taking is not rewarded or encouraged.
- Avoid situations that require strict adherence to standards without any flexibility.

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

- The desire to be seen as a unique person may detract from the ideal outcome.
- Breaking rules that others must follow, will be seen as reckless and haphazard.
- The lack of caution exhibited may lead to unnecessary high-risk decisions being made.

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Descriptors

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

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



Natural and Adapted Style

Jenny'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

Jenny is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Jenny has a tendency to make decisions with little or no hesitation.

Adapted

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

People - Contacts

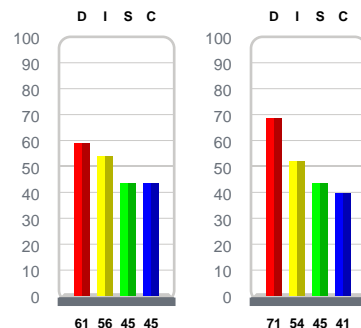
Natural

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

Adapted

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

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Natural and Adapted Style Continued



Pace - Consistency

Natural

Jenny likes mobility and the absence of routine does not traumatize her. She feels comfortable juggling different projects and is able to move from one project to another fairly easily.

Adapted

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

Procedures - Constraints

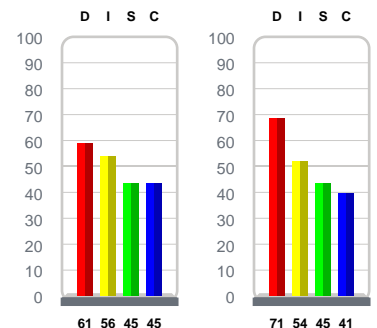
Natural

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

Adapted

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

Adapted Style Natural Style





Adapted Style

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

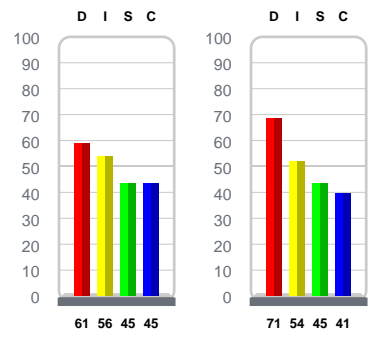
- A competitive environment, combined with a high degree of people skills.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- A good support team to handle paperwork.
- Motivating people to take action by using persuasive skills.
- Acting without precedent, and able to respond to change in daily work.
- Maintaining an ever-changing, friendly, work environment.
- Optimistic, future-oriented outlook.
- Contacting people using a variety of modes.
- Obtaining results through people.
- Flexibility.
- Preferring people involvement over task focus.
- Persistence in job completion.



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Adapted Style

Natural Style



Jenny Sample



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.

Lack of a Written Plan

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

Possible Causes:

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

Possible Solutions:

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

Firefighting

Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

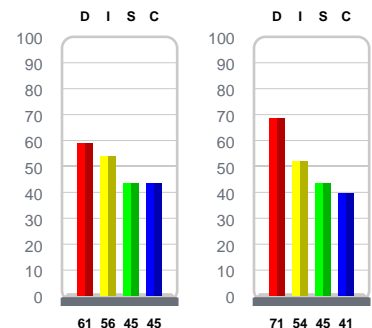
Possible Causes:

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



Adapted Style

Natural Style





Time Wasters Continued

Possible Solutions:

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

Poor Delegation

Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

Possible Causes:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

Possible Solutions:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

Snap Decisions

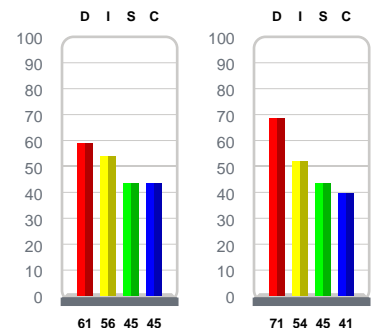
Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

Possible Causes:

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



Adapted Style Natural Style





Time Wasters Continued

- Lack specific goals

Possible Solutions:

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

Crisis Management

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

Possible Causes:

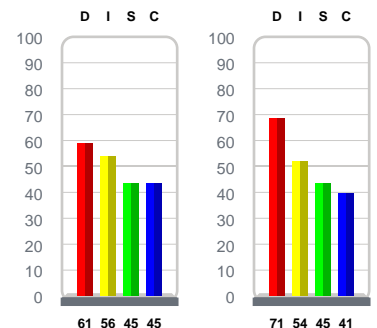
- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

Possible Solutions:

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



Adapted Style Natural Style





Areas for Improvement

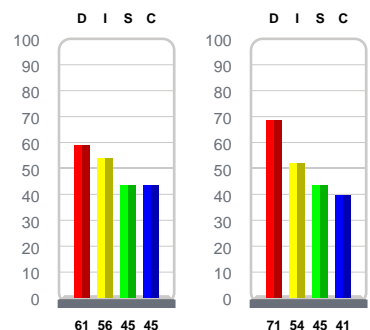
In this area is a listing of possible limitations without regard to a specific job. Review with Jenny and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.

Jenny has a tendency to:

- Be a one-way communicator--doesn't listen to the total story before introducing her opinion.
- Fail to complete what she starts because of adding more and more projects.
- Blame, deny and defend her position--even if it is not needed.
- Overstep authority and prerogatives--will override others.
- Dislike routine work or routine people--unless she sees the need to further her goals.
- Be explosive by nature and lack the patience to negotiate.
- Be so concerned with big picture; she forgets to see the little pieces.
- Keep too many balls in the air, and if her support is weak she will have a tendency to drop some of those balls.
- Be inconsistent because of many stops, starts and ever-changing direction.



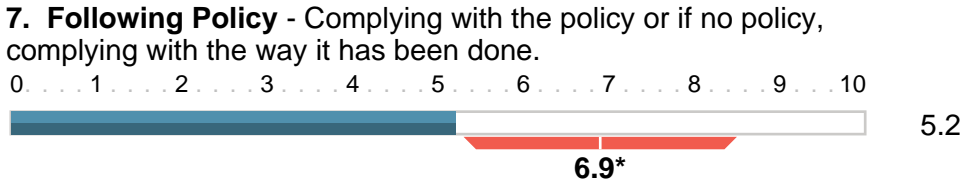
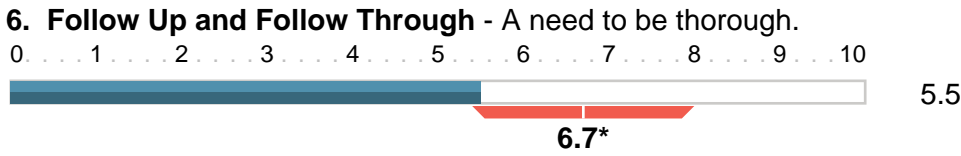
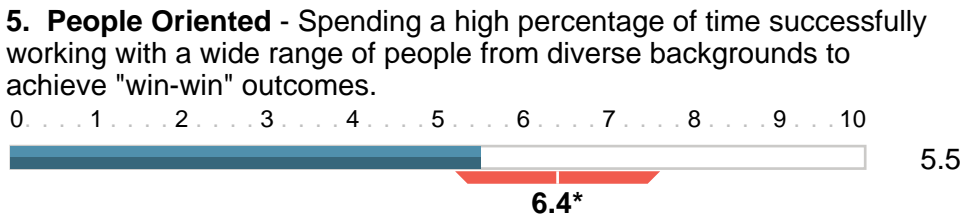
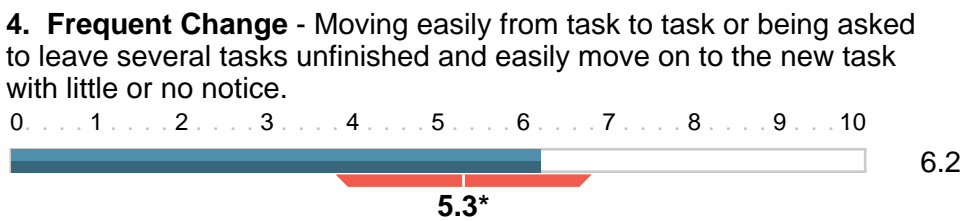
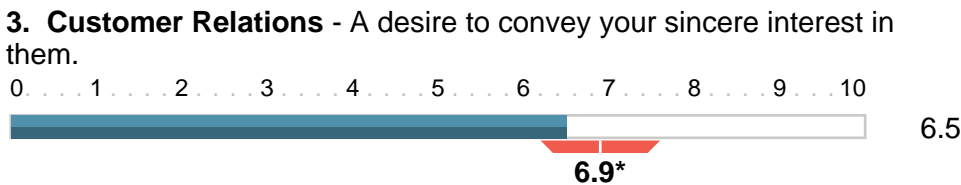
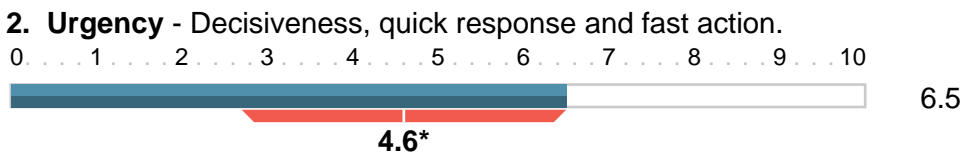
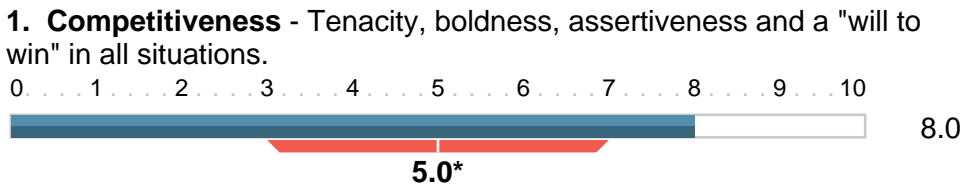
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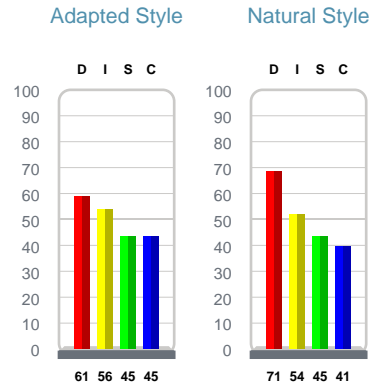




Behavioral Hierarchy

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

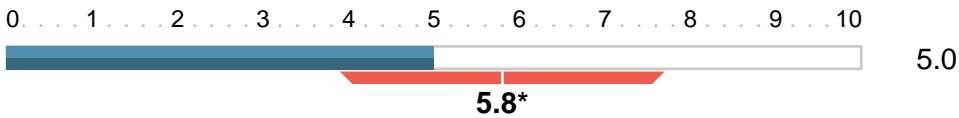




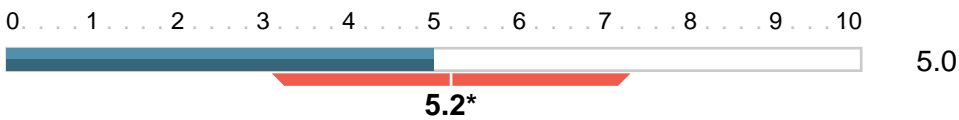


Behavioral Hierarchy

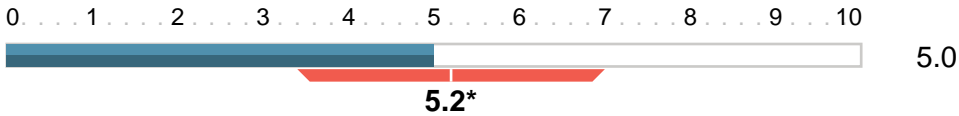
8. Frequent Interaction with Others - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



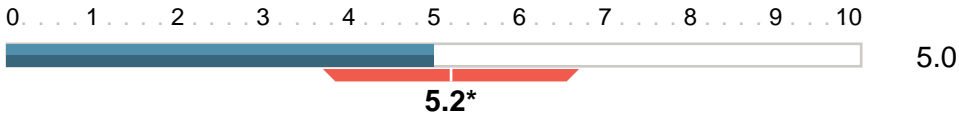
9. Organized Workplace - Systems and procedures followed for success.



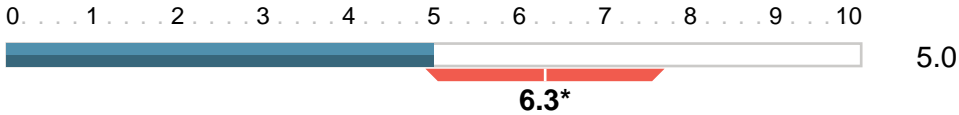
10. Analysis of Data - Information is maintained accurately for repeated examination as required.



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

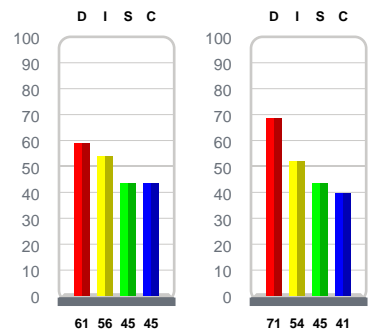


12. Consistency - The ability to do the job the same way.



Adapted Style

Natural Style



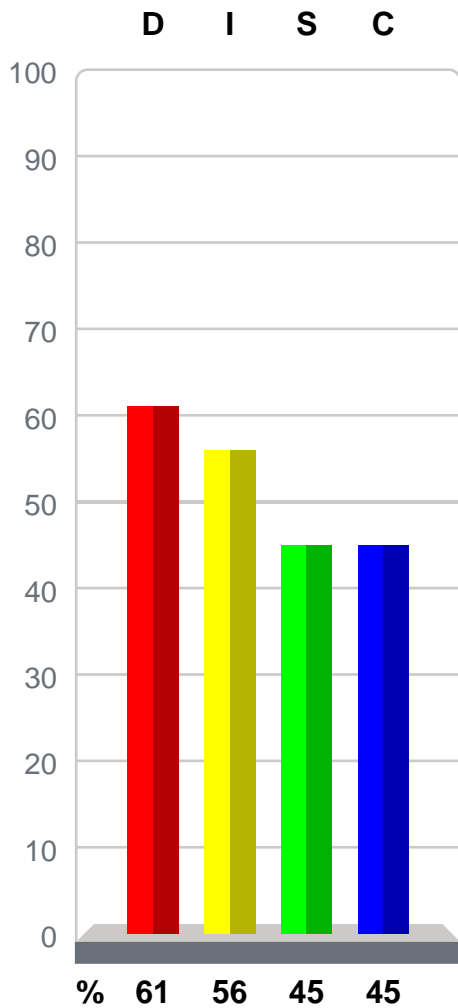
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 * 68% of the population falls within the shaded area.



Style Insights® Graphs

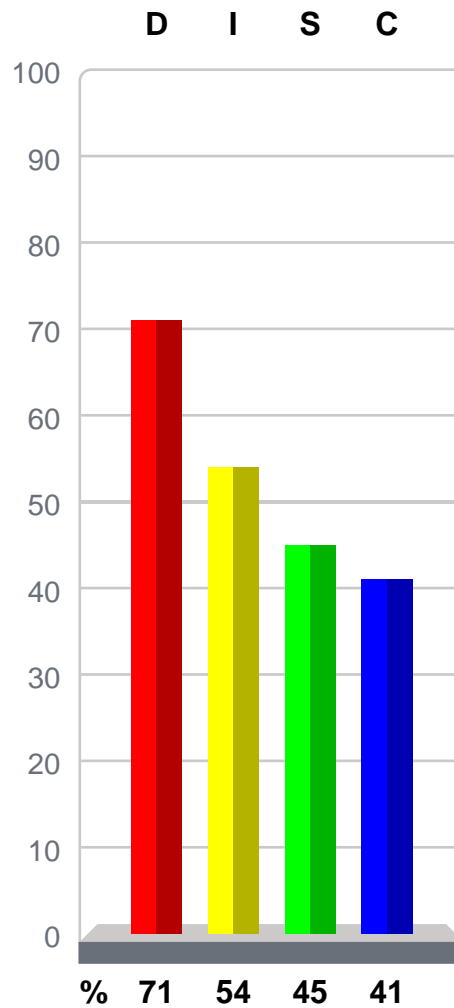
Adapted Style

Graph I



Natural Style

Graph II



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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:

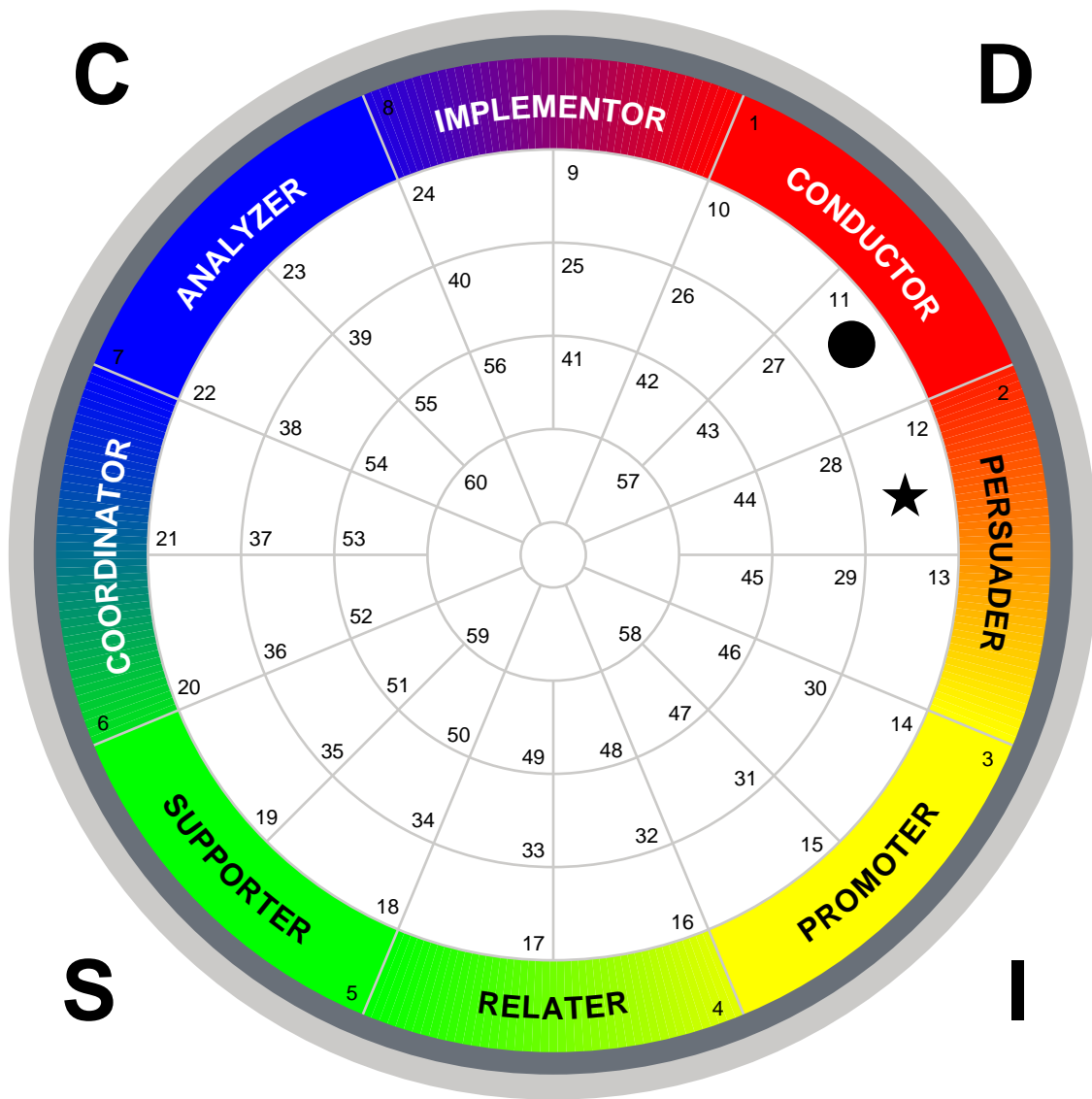
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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



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

Norm 2011 R4



Introduction Motivators Section

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

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

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

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

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

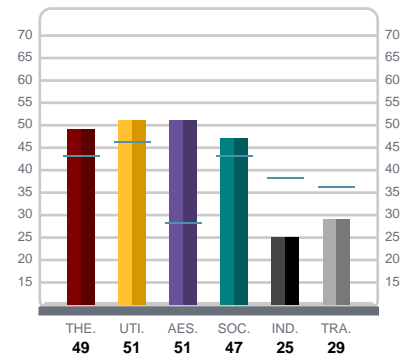
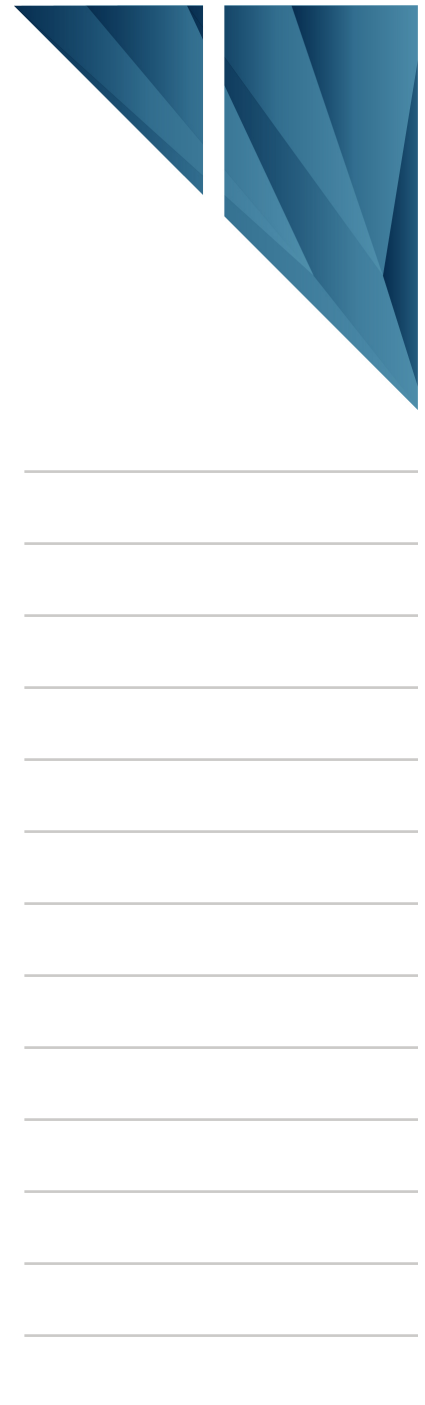
Your Personal Motivators Ranking		
1st	Utilitarian	Strong
2nd	Aesthetic	Strong
3rd	Theoretical	Situational
4th	Social	Situational
5th	Traditional	Indifferent
6th	Individualistic	Indifferent



Utilitarian

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

- She may use wealth as a yardstick to measure her work effort.
- The accumulation of material possessions results from her ability to follow through and accomplish goals.
- Jenny tends to give freely of time and resources, but will want and expect a return on her investment.
- She evaluates things for their utility and economic return.
- Goals for the future are easily accomplished with her ability to integrate the past and the present.
- She will work long and hard to satisfy her needs.
- Jenny is good at achieving goals.

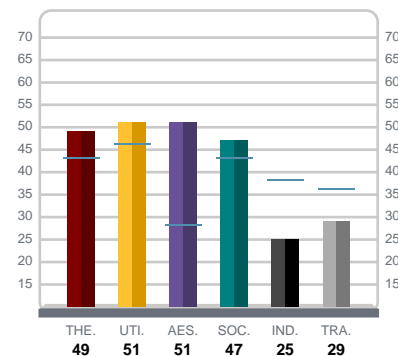




Aesthetic

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.

- Jenny uses her aesthetic talent to impress others.
- Decorating her surroundings so they are visually pleasing is enjoyable for Jenny.
- Dressing for success comes naturally to Jenny. She enjoys the latest designer clothes when she has the funds to purchase them.
- Jenny looks for and appreciates the beauty in things.
- Jenny will evaluate things based on artistic beauty and usefulness.
- Form and harmony provide her with an experience to remember.

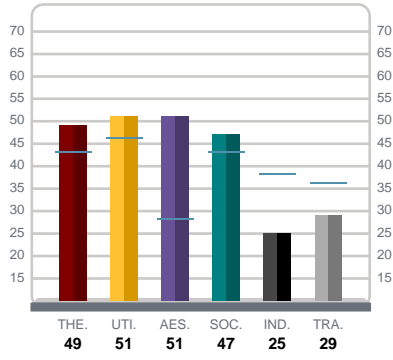




Theoretical

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

- If Jenny is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.
- Jenny will seek knowledge based on her needs in individual situations.
- A job that challenges the knowledge will increase her job satisfaction.
- If knowledge of a specific subject is not of interest, or is not required for success, Jenny will have a tendency to rely on her intuition or practical information in this area.
- In those areas where Jenny has a special interest she will be good at integrating past knowledge to solve current problems.
- Jenny will usually have the data to support her convictions.
- Jenny has the potential to become an expert in her chosen field.



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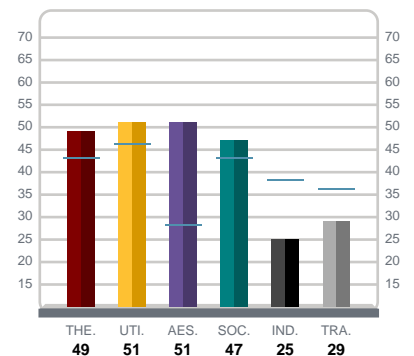
Social

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.

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



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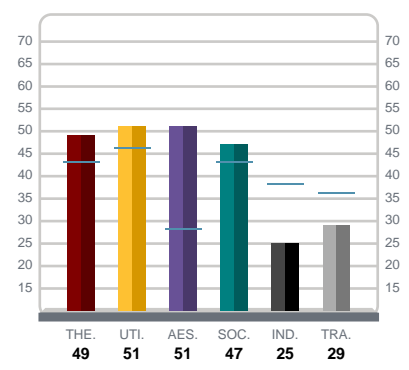


Traditional

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

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





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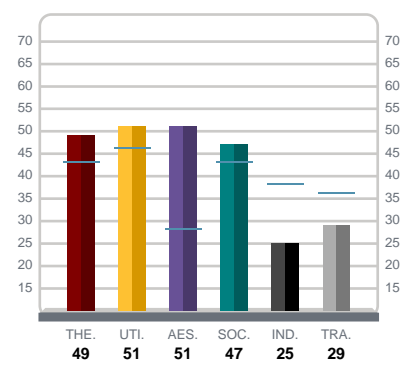


Individualistic

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

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





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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 Individualistic" utilizing your Utilitarian.

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

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

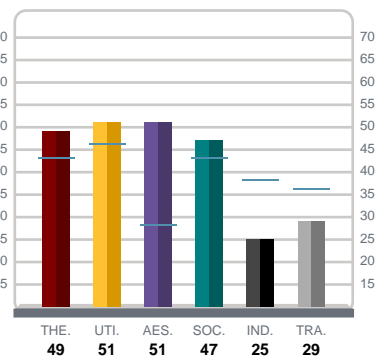
How do Individualistics contribute to the world, your professional life and your personal life?

A high Individualistic wants not only to control his or her own destiny, but the destiny of others.

- Partner with the high Individualistic to be "above the radar" on initiatives in order to get things done bigger, faster, better.
- Ask questions to determine how their initiatives can help achieve a higher return on investment and get them closer to their envisioned future at the same time.

When a high Individualistic feels strongly about a situation, he or she may apply the "All is fair in love and war" philosophy.

- Sharing in the "ends justify the means" mentality, be sure to clarify with the Individualistic team member that both parties can win: one from the return on investment of time, talent and resources, the other with the recognition and praise for a job well done.
- Be sure to win over the high Individualistic's when trying to improve efficiency and productivity. If ownership of the idea is not taken, he or she may stifle new things being approved that could threaten power. However, if the idea is internalized, they will champion the efforts.



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Navigating Situations Outside Your Comfort Zone

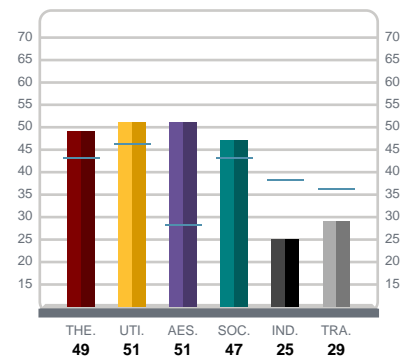
Controlling the situation is important to a high Individualistic, but he or she also wants to have the public recognition.

- When the Individualistic sees the drive for return on investment as a way to gain control and to be recognized, he or she will leverage the information to organizational leaders. Remember, the goal is about return; allow the Individualistic to take the recognition.
- How can creating recognition programs within the organization achieve a greater return on resources? Partner with the Individualistic to create the programs.

A high Individualistic will have strong feelings about the legacy he or she is striving to create and eventually will leave behind.

- Position efficiency and productivity as a way to achieve the legacy faster and with greater success. Both parties are looking for results. The Individualistic is about the image and recognition, whereas the Utilitarian is looking for return.
- Champion each other's goals. Attempt to make higher returns for the organization a part of the Individualistic's legacy. If it becomes a part of his or her goals, the Individualistic will become an advocate for return in the organization.







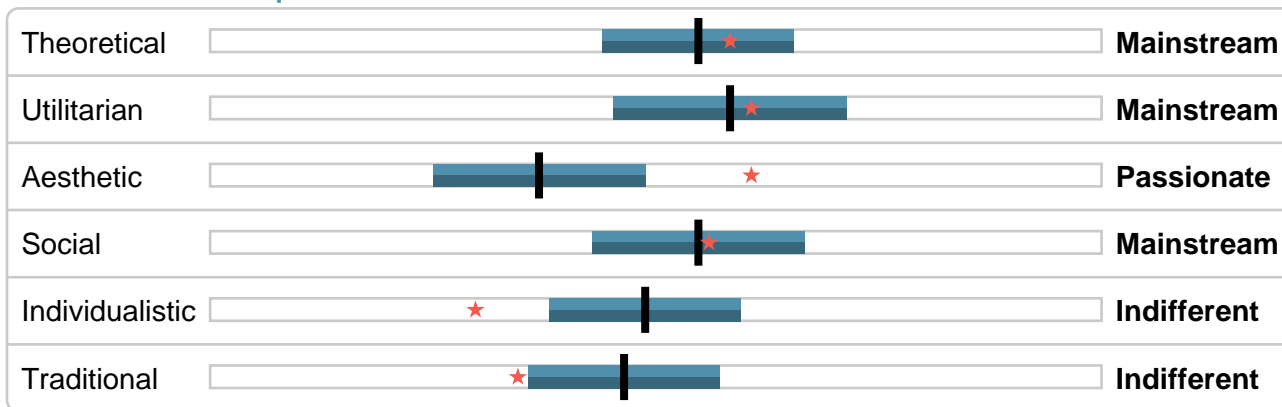
Motivators - Norms & Comparisons

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 2011



- 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 a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.

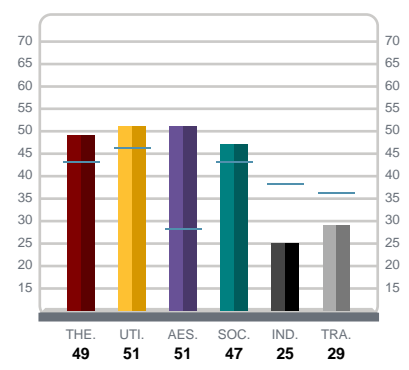
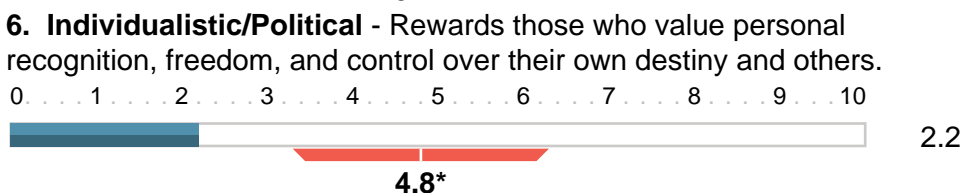
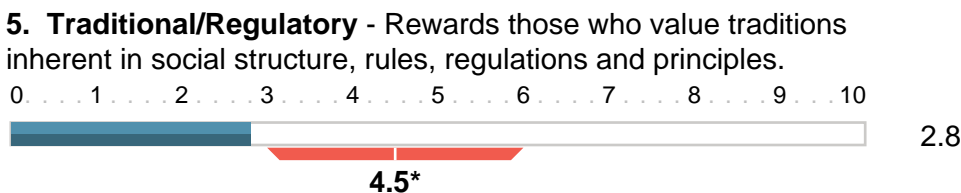
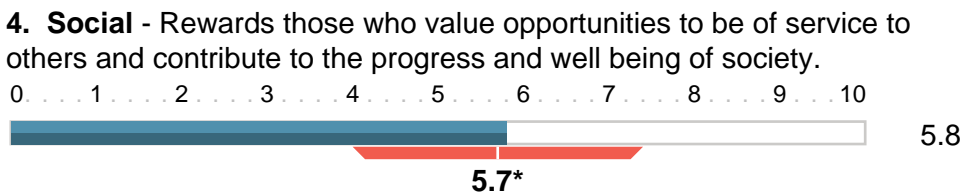
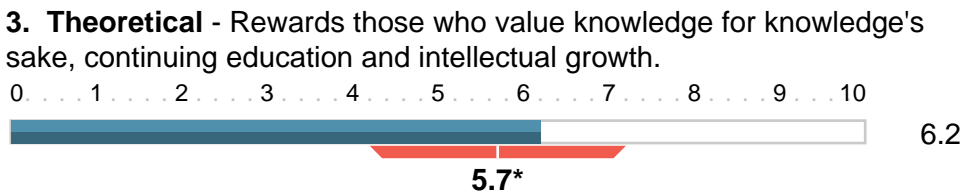
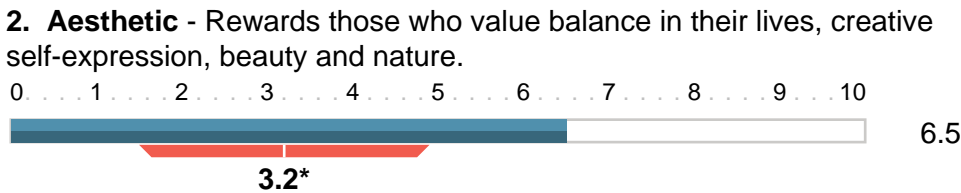
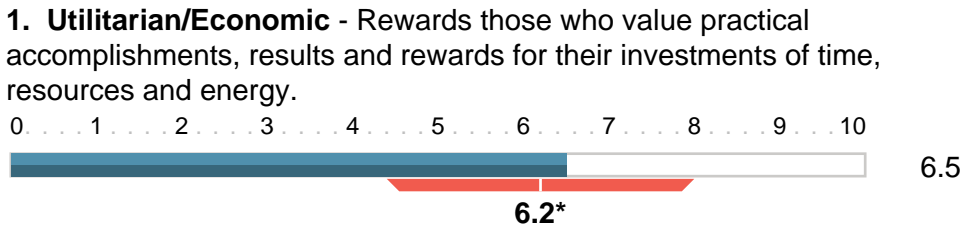
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- You can be frustrated by others who are always jockeying for position and control.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.



Motivators Hierarchy

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



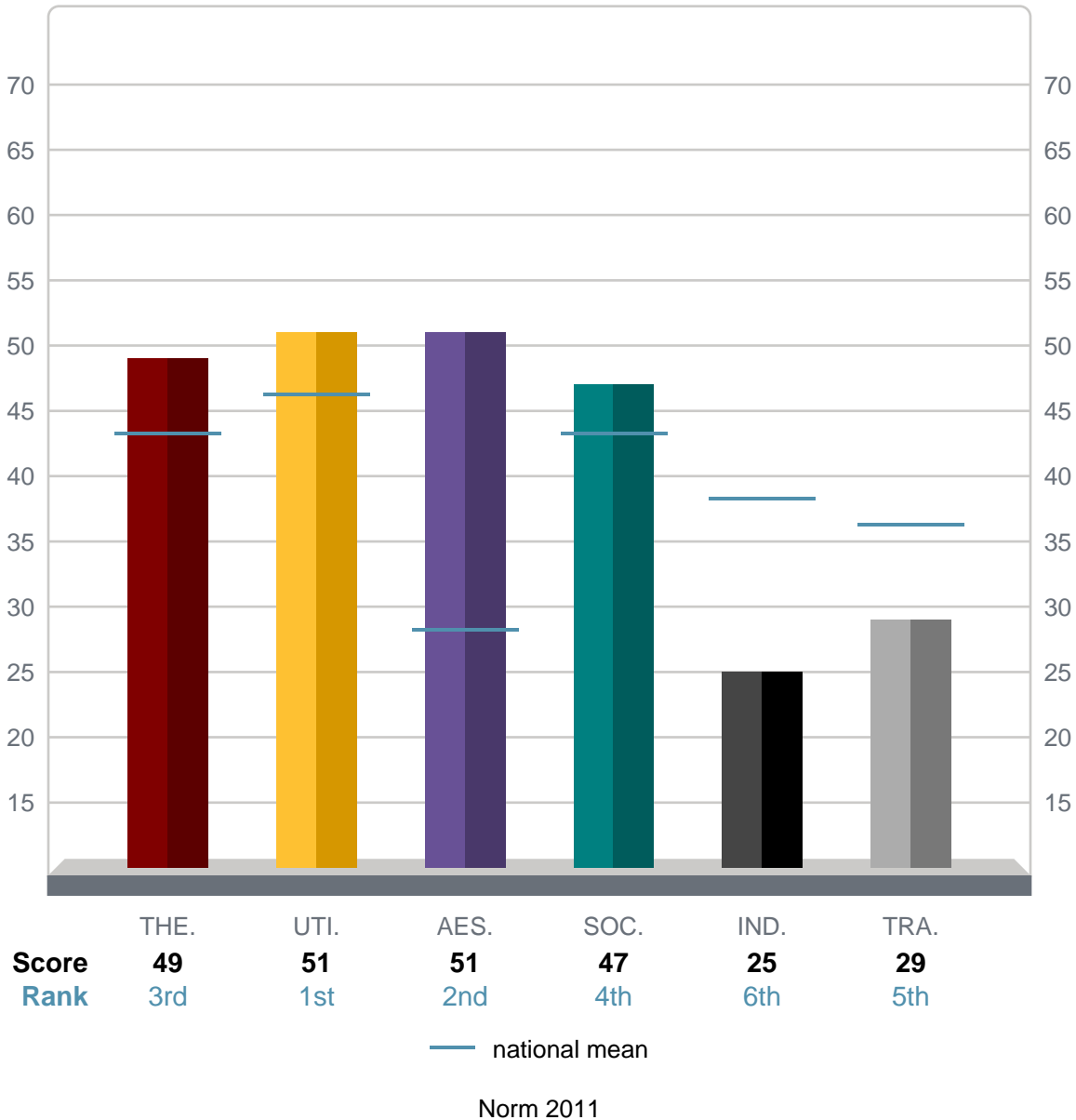
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* 68% of the population falls within the shaded area.

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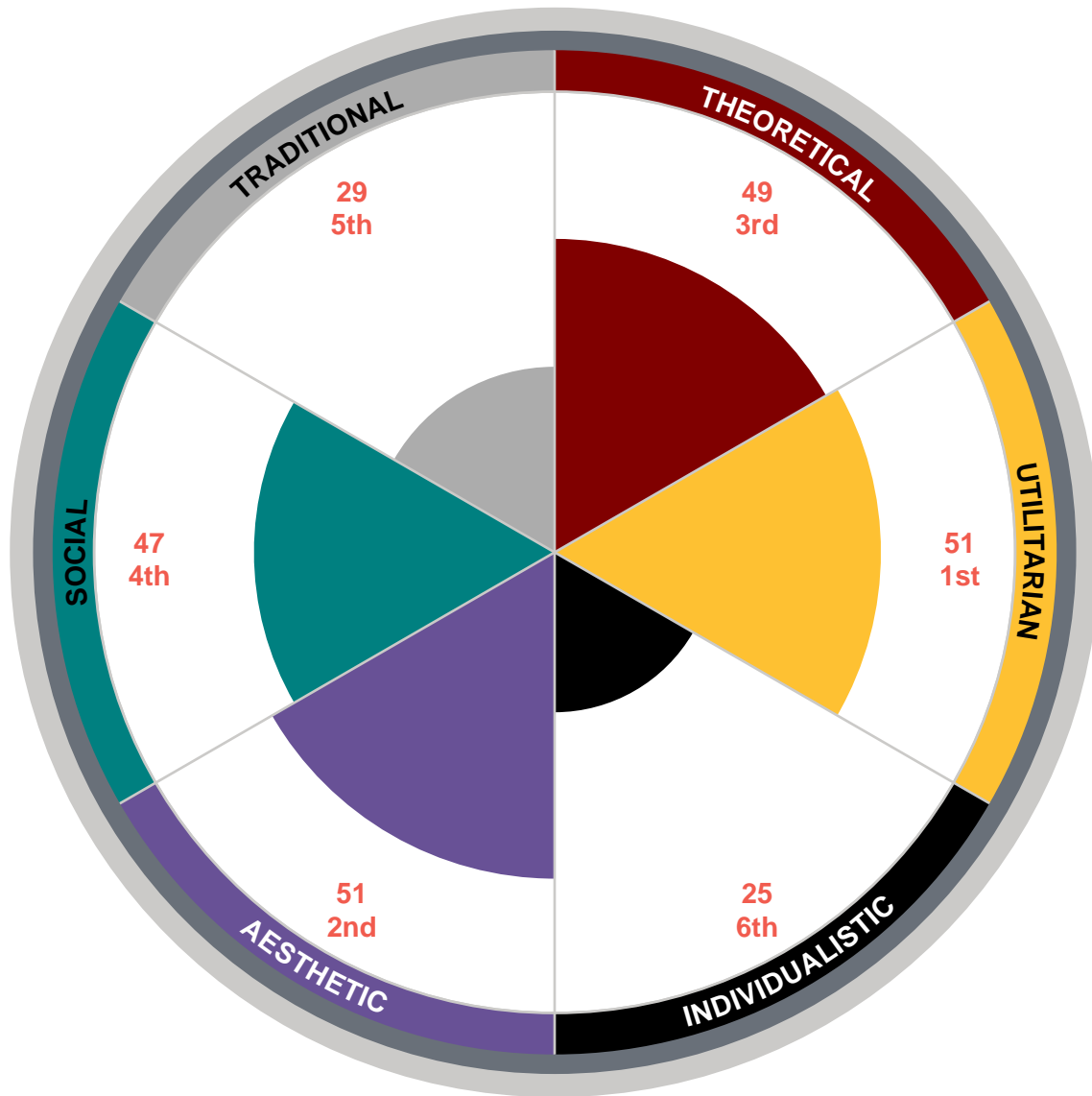


Motivation Insights® Graph





Motivators Wheel™





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 Jenny's behavioral style and top two motivators. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Has an entrepreneurial mindset.
- Very creative in solving problems.
- An independent self-starter who will refine and enhance her surroundings.
- May take a leadership position with ideas on protecting or preserving.
- Sees the positive in all resources and will want to use resources accordingly.
- Tends to be futuristic and entrepreneurial in attaining results.
- Motivates others to express themselves.
- Always willing to share her ideas on how to enhance the surroundings.



Introduction Competencies

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

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

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

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

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

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



Development Indicator

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

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

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

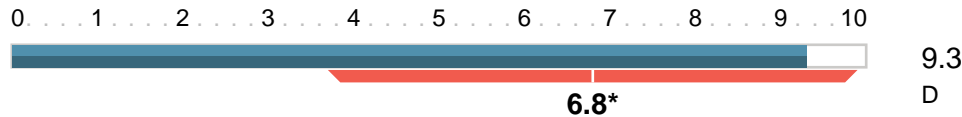
Well Developed
 Developed
 Moderately Developed
 Needs Development



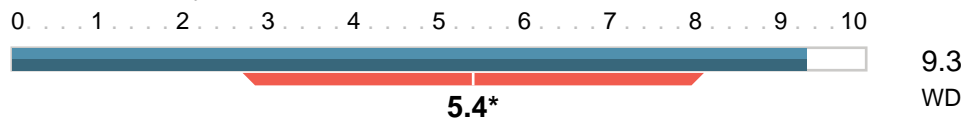
Competencies Hierarchy

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

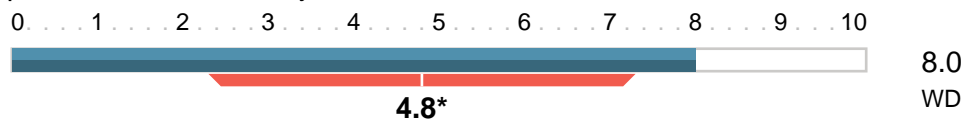
1. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



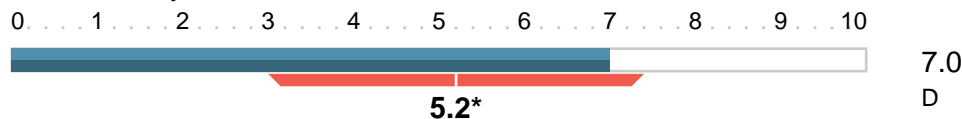
2. Written Communication - Writing clearly, succinctly and understandably.



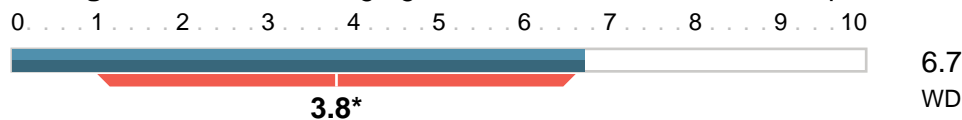
3. Planning/Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.



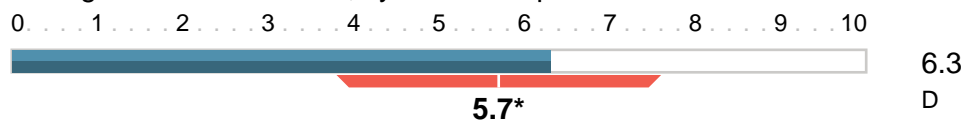
4. Conflict Management - Addressing and resolving conflict constructively.



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



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



Development Legend

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

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

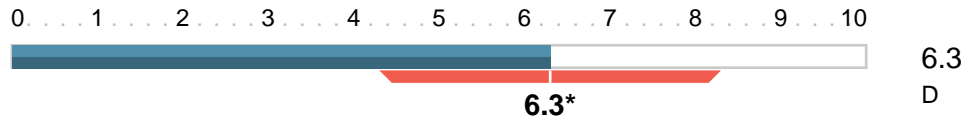
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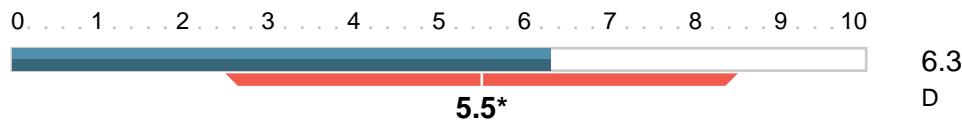


Competencies Hierarchy

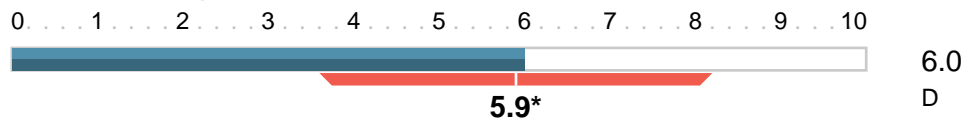
7. Customer Service - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



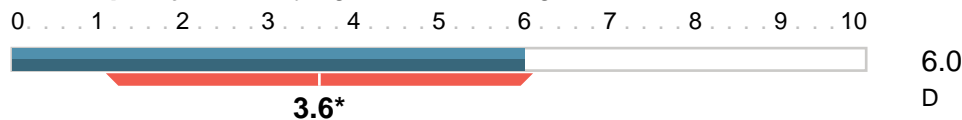
8. Persuasion - Convincing others to change the way they think, believe or behave.



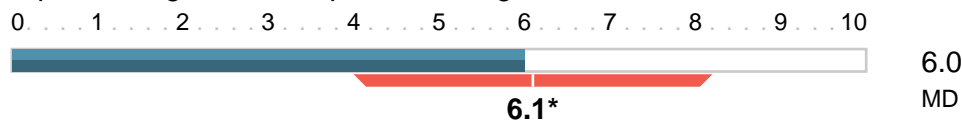
9. Diplomacy - Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.



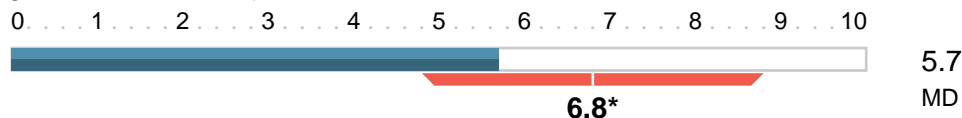
10. Empathy - Identifying with and caring about others.



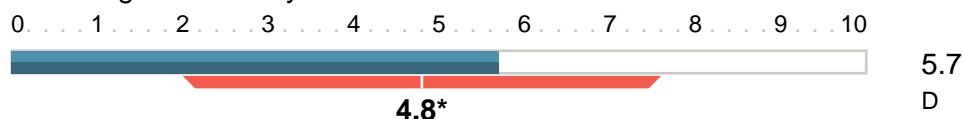
11. Continuous Learning - Taking initiative in learning and implementing new concepts, technologies and/or methods.



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



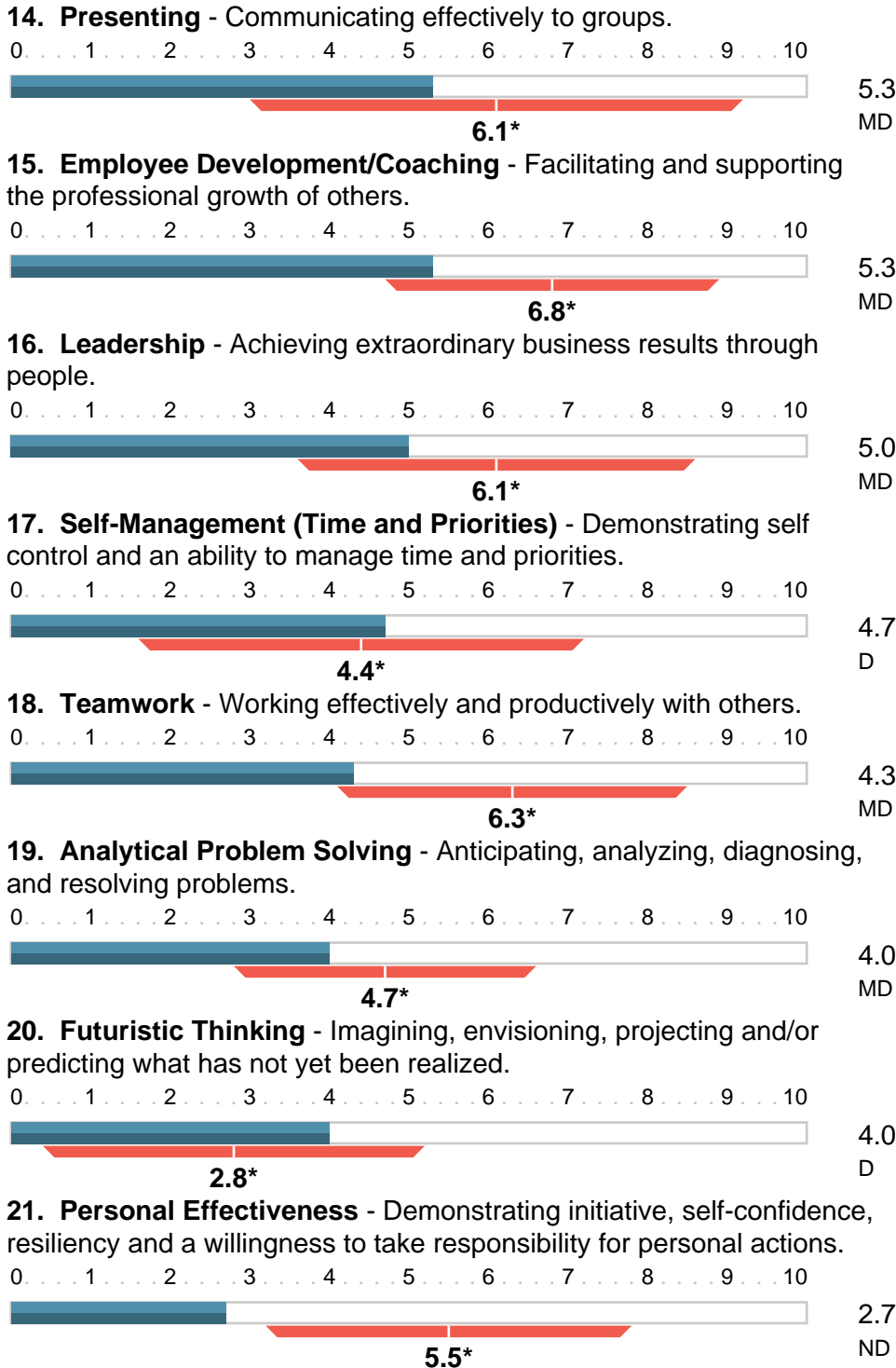
13. Creativity/Innovation - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



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



Competencies Hierarchy



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

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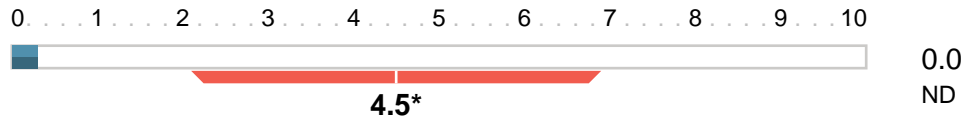


Competencies Hierarchy

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



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



* 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.

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.

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.





Well Developed Competencies

Negotiation: Facilitating agreements between two or more parties.

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





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.

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.

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.

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

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



Developed Competencies

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

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

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.





Developed Competencies

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

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

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.

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

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



Developed Competencies

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

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

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

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



Moderately Developed Competencies

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

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.

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

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



Moderately Developed Competencies

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.

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.



Moderately Developed Competencies

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.

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.

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

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



Moderately Developed Competencies

Decision Making: Utilizing effective processes to make decisions.

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





Competencies Needing Development

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

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

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

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.



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? _____