



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix® HD**  
Management-Staff Coaching

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**Making People, Teams, and Organizations More Valuable**  
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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.

### Driving Forces

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

### Integrating Behaviors And Driving Forces

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

### Acumen Indicators

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

### Competencies

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



## Introduction Behaviors Section

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

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

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

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

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

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



# General Characteristics

*Based on Ryan'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 Ryan's natural behavior.*

Ryan has a good sense of urgency. He likes feedback from his manager on how he is doing. He believes in getting results through other people. He prefers the "team approach." He does not like close supervision. Ryan influences most people with his warmth. He may be careless with details. He is optimistic and usually has a positive sense of humor. He likes freedom from many controls. Ryan, an outgoing person, feels at home with strangers. He is most likely to be at his best in situations where important things, such as values, judgments, feelings and emotions are involved. He prides himself on his "intuition."

Ryan can make decisions even though some of the facts to support the decision may be missing. He usually makes decisions after gathering some facts and supporting data. Sometimes he will seek the quick and simple decision. His aversion to detailed work motivates his desire for simplicity. Because of his trust and willing acceptance of people, he may misjudge the abilities of others. When he has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. He likes working for managers who make quick decisions. He believes rules exist to serve rather than to be followed by him. He may leap to a favorable conclusion without considering all the facts.



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# General Characteristics Continued

Ryan tends to influence people to his way of thinking by using verbiage as compared with others who like to use reports. Sometimes he can get caught short on the facts and figures needed to support his ideas. He will optimistically interact with people in an assured, diplomatic and poised manner. He will often verbalize his need to be his own person. Ryan judges others by their verbal skills and warmth. Some see him as too talkative and emotional. He is good at negotiating conflict between others. Ryan feels that "if everyone would just talk it out, everything would be okay!" He will know many people. He has a tendency to be a name dropper. He may do this without thinking, trying to establish rapport with people he may not know well.



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# Value to the Organization

*This section of the report identifies the specific talents and behavior Ryan 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.*

- Negotiates conflicts.
- Can support or oppose strongly.
- Self-reliant.
- Big thinker.
- Bottom line-oriented.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Optimistic and enthusiastic.

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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 Ryan. 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 Ryan most frequently.*

## Ways to Communicate

- Speak at a rapid pace.
- Deal with details in writing, have him commit to modes of action.
- Expect him to return to fight another day when he has received a "no" answer.
- Ask for his opinions/ideas regarding people.
- Talk about him, his goals and the opinions he finds stimulating.
- Provide testimonials from people he sees as important.
- Understand his defiant nature.
- Provide ideas for implementing action.
- Read the body language for approval or disapproval.
- Look for his oversights.
- Leave time for relating, socializing.
- Define the problem in writing.

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# Checklist for Communicating Continued

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

- Hesitate when confronted.
- Be dictatorial.
- Leave decisions hanging in the air.
- Drive on to facts, figures, alternatives or abstractions.
- Legislate or muffle--don't overcontrol the conversation.
- "Dream" with him or you'll lose time.
- Be curt, cold or tight-lipped.
- Be paternalistic.
- Let him overpower you with verbiage.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Give him your opinion unless asked.
- Ramble.

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# Communication Tips

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

### Self-Perception

*Ryan usually sees himself as being:*

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

### Others' Perception - Moderate

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

- Self-Promoting
- Overly Optimistic
- Glib
- Unrealistic

### Others' Perception - Extreme

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

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




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# The Absence of a Behavioral Factor

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

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

- Avoid situations where critical analysis is required, and move toward an out-of-the-box brainstorming environment.
- Avoid situations that require strict adherence to standards without any flexibility.
- Avoid working environments where risk taking is not rewarded or encouraged.

## **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.**

- Understand the need for detail in delegation practices, as this may cause unnecessary stress for others, and the desired result will be more difficult to achieve.
- The lack of caution exhibited may lead to unnecessary high-risk decisions being made.
- Breaking rules that others must follow, will be seen as reckless and haphazard.



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# Descriptors

Based on Ryan'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
<b>Dominance</b>	<b>Influencing</b>	<b>Steadiness</b>	<b>Compliance</b>
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

*Ryan'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	Adapted
<p>Ryan is ambitious in his approach to problem solving, displaying a strong will and a need to win against all obstacles. Ryan has a tendency to make decisions with little or no hesitation.</p>	<p>Ryan sees the need to be competitive, results-oriented and a little innovative in his approach to problem solving. He has a tendency to evaluate the risk before rushing into solving a problem.</p>

## People - Contacts

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

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# Natural and Adapted Style Continued

## Pace - Consistency

### Natural

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

### Adapted

Ryan 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.

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## Procedures - Constraints

### Natural

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

### Adapted

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





# Adapted Style

*Ryan 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.*

- Obtaining results through people.
- Firm commitment to accomplishments.
- Participative decision making.
- Being independent and innovative.
- Acting independently and without precedent.
- Willing to take risks when others may be hesitant.
- Preferring people involvement over task focus.
- Flexibility.
- Maintaining an ever-changing, friendly, work environment.
- Dedicated to "going it alone" when necessary.
- Motivating people to take action by using persuasive skills.
- Using a direct, forthright and honest approach in his communications.

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# Time Wasters

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

## Procrastination

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

### Possible Causes:

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

### Possible Solutions:

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

## Desire To Be Involved With Too Many People

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

### Possible Causes:

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



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## Time Wasters Continued

### Possible Solutions:

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

### Open Door Policy

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

### Possible Causes:

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

### Possible Solutions:

- Set aside time to "close your door" and work on projects
- Set aside time to interact with co-workers
- Learn to prioritize activities and say "no" to low priorities
- Place your desk so that it is not always in "view" of those who pass by
- Avoid eye contact with people who walk by your desk or office

### Poor Filing System

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

### Possible Causes:

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




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## Time Wasters Continued

### Possible Solutions:

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

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### Inability To Say No

*The inability to say no is when you are unable to or feel powerless to refuse any request.*

### Possible Causes:

- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request
- Do not feel comfortable giving "real" reason and doesn't want to lie

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### Possible Solutions:

- Realistically evaluate how much time is available
- Understand limitations and what can be done well
- Set daily and long-term priorities
- Learn to say no to those people and tasks that do not support daily and long-term priorities

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### Cluttered Desk

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

### Possible Causes:

- See organizing and filing activities as a waste of time



## Time Wasters Continued

- Want everything at fingertips
- Do not conceptualize a system for grouping information and materials
- Have not established a timeline for tasks or projects

### **Possible Solutions:**

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



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# Areas for Improvement

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

## Ryan has a tendency to:

- Have difficulty planning and controlling time expenditure.
- Be inattentive to detail unless that detail is important to him or if detail work is of a short duration.
- Trust people indiscriminately if positively reinforced by those people.
- Make decisions based on surface analysis.
- Overuse praise in motivating others.
- Be optimistic regarding possible results of his projects or the potential of his people.
- Be overly enthusiastic about his own shortcomings (weaknesses) and the shortcomings of others.

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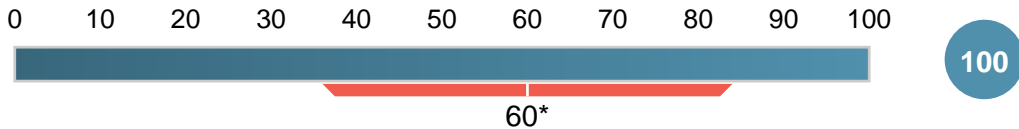
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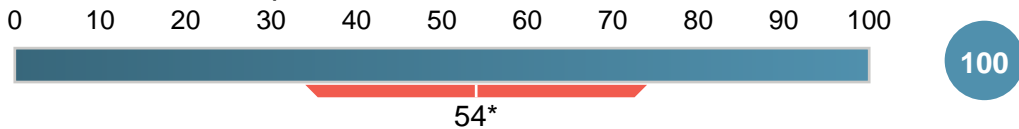
# Behavioral Hierarchy

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

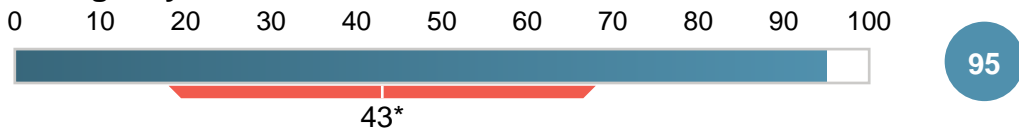
**1. Interaction** - Frequently engage and communicate with others.



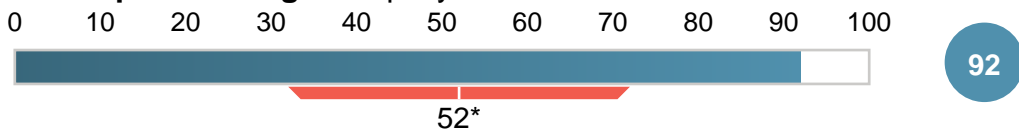
**2. Versatile** - Adapt to various situations with ease.



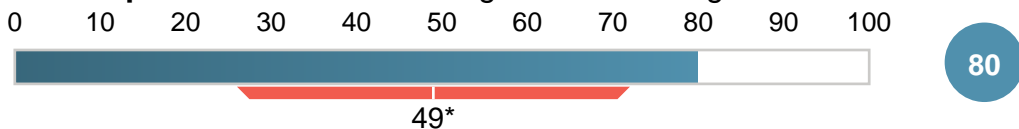
**3. Urgency** - Take immediate action.



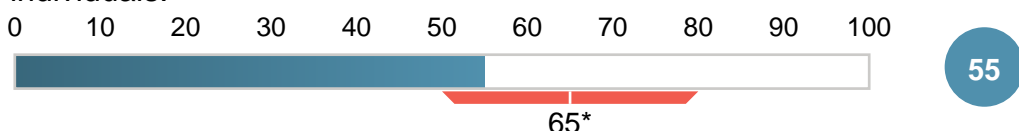
**4. Frequent Change** - Rapidly shift between tasks.



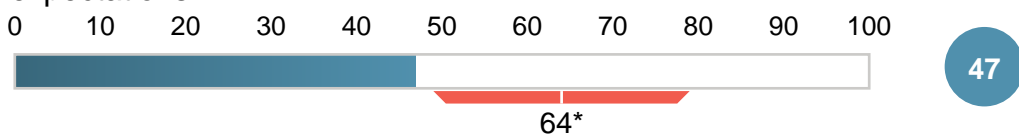
**5. Competitive** - Want to win or gain an advantage.



**6. People-Oriented** - Build rapport with a wide range of individuals.



**7. Customer-Oriented** - Identify and fulfill customer expectations.

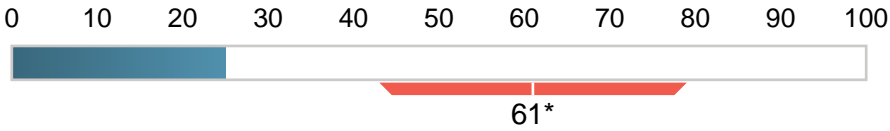


\* 68% of the population falls within the shaded area.



# Behavioral Hierarchy

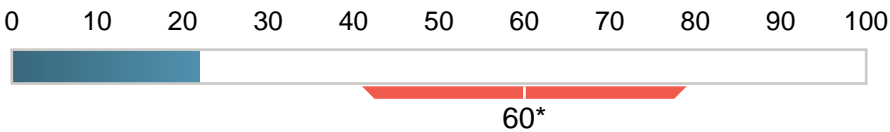
**8. Persistence** - Finish tasks despite challenges or resistance.



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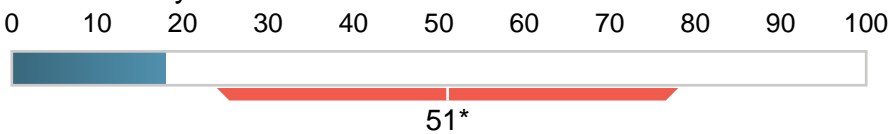
**9. Following Policy** - Adhere to rules, regulations, or existing methods.



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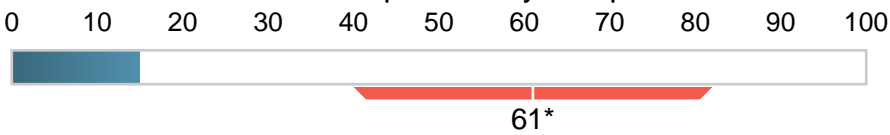
**10. Organized Workplace** - Establish and maintain specific order in daily activities.



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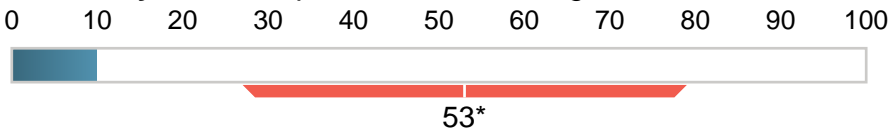
**11. Consistent** - Perform predictably in repetitive situations.



15

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**12. Analysis** - Compile, confirm and organize information.



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SIA: 63-93-18-07 (14) SIN: 79-94-15-08 (13)  
\* 68% of the population falls within the shaded area.



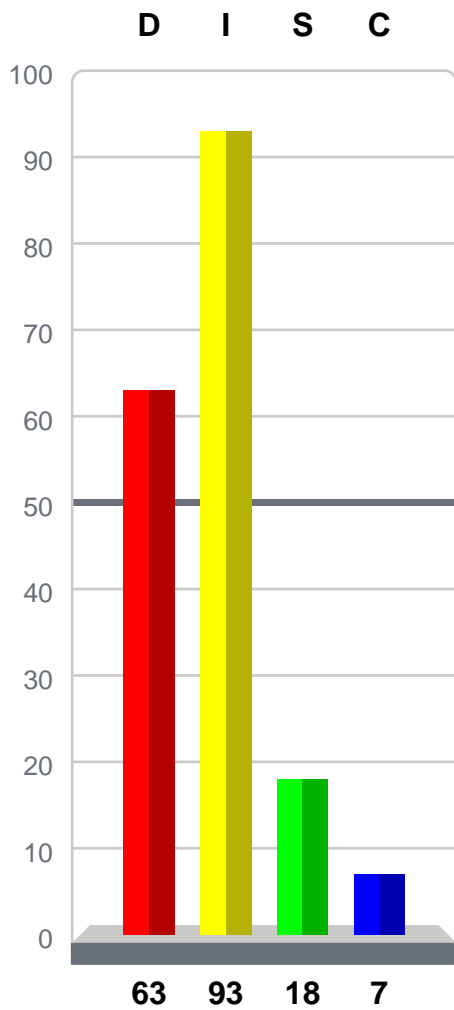


# Style Insights® Graphs

5-4-2020

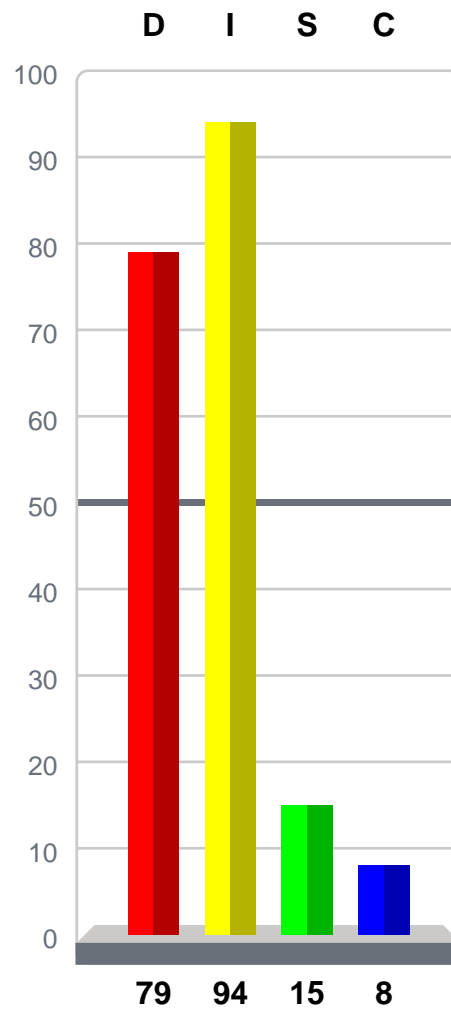
## Adapted Style

### Graph I



## Natural Style

### Graph II



Norm 2017 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.

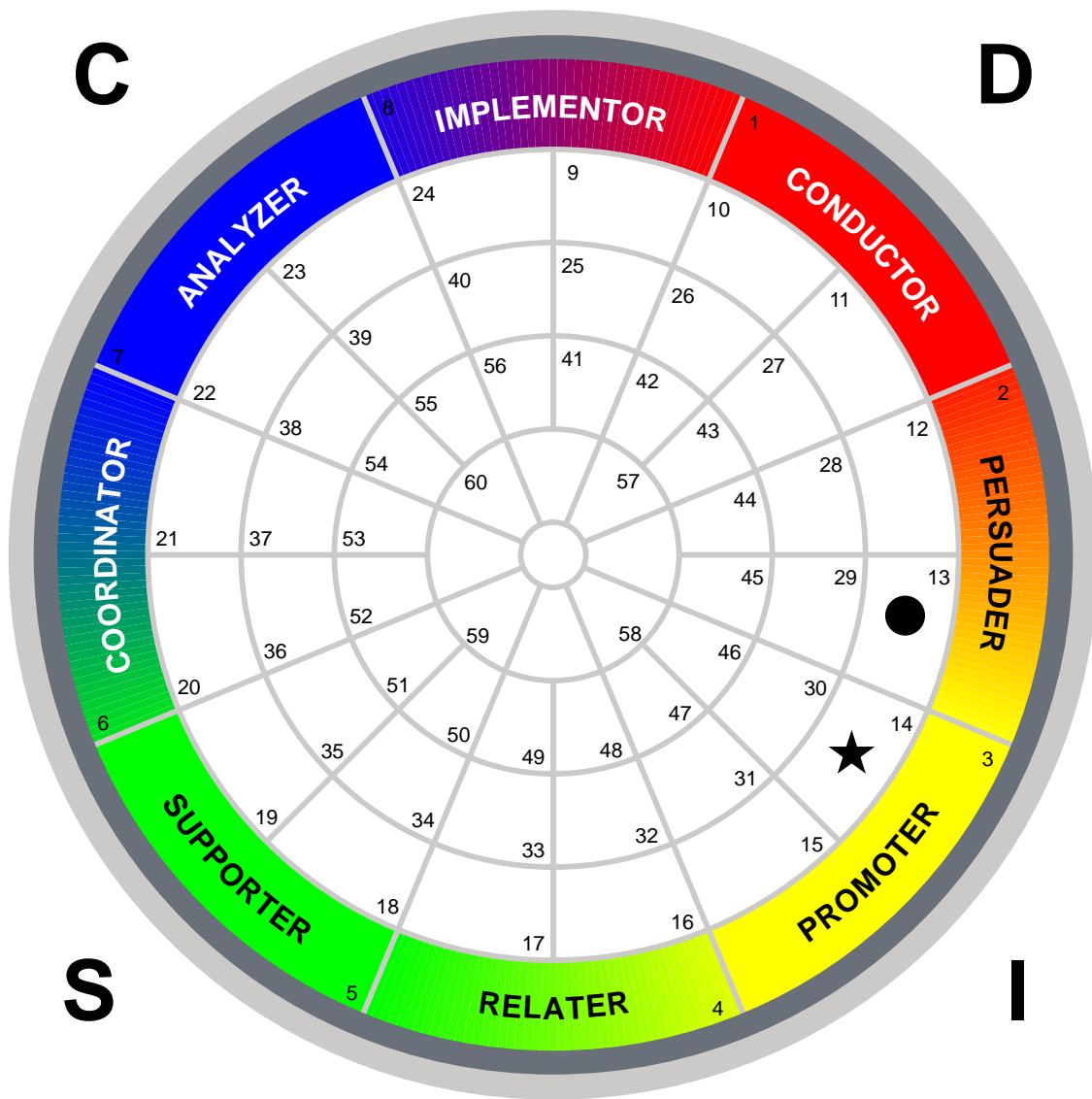
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

5-4-2020



Adapted: ★ (14) PERSUADING PROMOTER  
 Natural: ● (13) PROMOTING PERSUADER

Norm 2017 R4

T: 6:41



# Understanding Your Driving Forces

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

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

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

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

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

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognize and understand how your Driving Forces interact with others to improve communication



## General Characteristics

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

Ryan is driven to be very diligent and resourceful. He is motivated by increasing productivity and efficiency. He is driven by a long list of wants and will work hard to achieve them. He can be an out-of-the-box thinker. Ryan will challenge the status quo to keep momentum moving. He is always looking for new ways to accomplish routine tasks. He will compartmentalize issues to keep the momentum moving forward. He can divide the personal and professional relationships within the same person. Ryan wants to control his own destiny and display his independence. He may be energized by public recognition. He will be generous with time, research and information if the cause appeals to him. If knowledge of a specific subject is not of interest, or is not required for success, Ryan will have a tendency to rely on his intuition or practical information in this area.

Ryan views return on investment of time, talent and resources as a benchmark for success. He will focus on creating processes to ensure efficiency going forward. He is searching for new methods to improve even if it's halfway through the process. Given the choice, Ryan would choose to experience new opportunities. Ryan will thrive in an environment filled with chaos. He tends to have a realistic view of everyday life. He will strive to maintain individuality in group settings. He tends to work long and hard to advance his position. Ryan can be patient and sensitive to others. He may attempt to help an individual or group to overcome adversity. In those areas where Ryan has a special interest he will be good at integrating past knowledge to solve current problems. If Ryan is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth.

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# Strengths and Weaknesses

*The following section will give you a general understanding of the strengths and weaknesses of Ryan's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.*

## Potential Strengths

- Ryan tends to maximize efficiency and productivity.
- He configures resources to maximize output.
- He focuses on achieving measurable and practical results.
- He seeks new ways to accomplish routine tasks.
- Ryan will adopt aspects of systems if he sees a benefit.
- He will succeed in chaotic environments.
- He might seek to control his own destiny.

## Potential Weaknesses

- Ryan may be perceived as a workaholic.
- He tends to view people and resources as tools to achieve an outcome.
- He may only be willing to give if there is an opportunity for a return.
- He may question every system and every step in a system.
- Ryan resists overly structured ways of thinking and approaches.
- He tends to miss the overall experience by focusing only on tangible components.
- He may over emphasize the need to control or direct people and projects.



# Energizers and Stressors

*The following section will give you a general understanding of the energizers and stressors of Ryan's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of an energizer can be perceived as a stressor to others.*

## Potential Energizers

- Ryan likes to be compensated based on performance.
- He tries to eliminate waste.
- He is energized by efficiency.
- He enjoys exploring possibilities.
- Ryan likes to question unnecessary protocols.
- He appreciates functionality.
- He obtains status symbols.

## Potential Stressors

- Ryan is stressed when others ignore the return on investment.
- He does not like when resources are used inefficiently.
- He will not waste time.
- He does not enjoy working with restrictions.
- Ryan is stressed when he must support the status quo.
- He is stressed when the focus is on harmony.
- He does not enjoy when personal advancement is delayed.

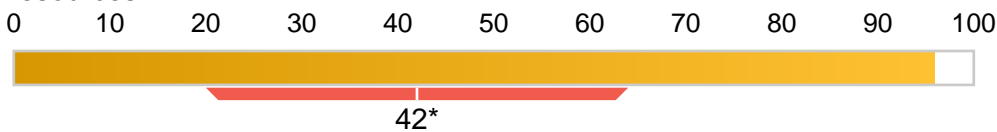




# Primary Driving Forces Cluster

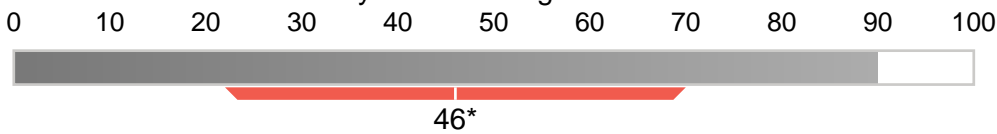
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



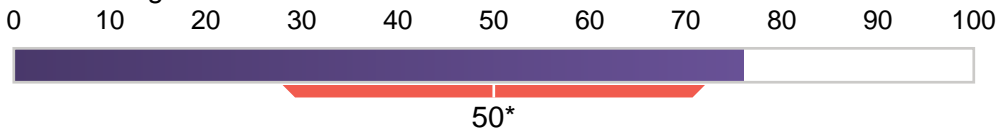
96

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



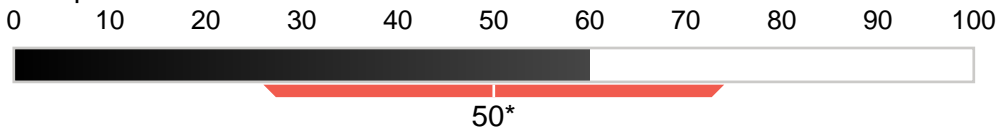
90

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



76

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



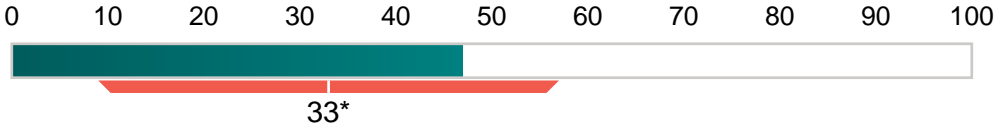
60



# Situational Driving Forces Cluster

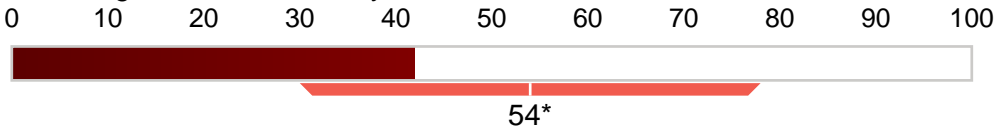
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



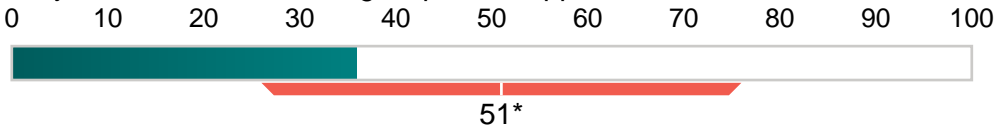
47

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



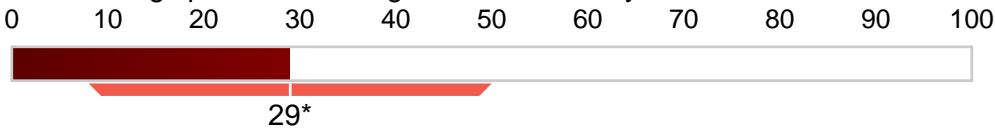
42

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



36

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



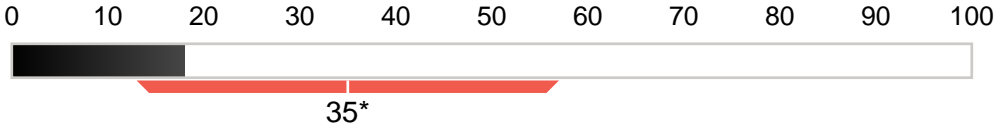
29



# Indifferent Driving Forces Cluster

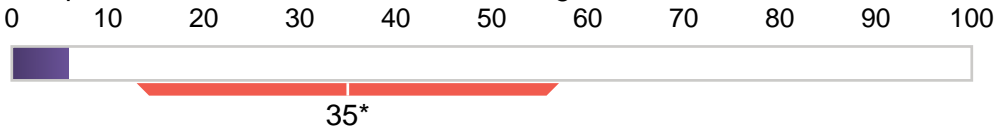
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



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



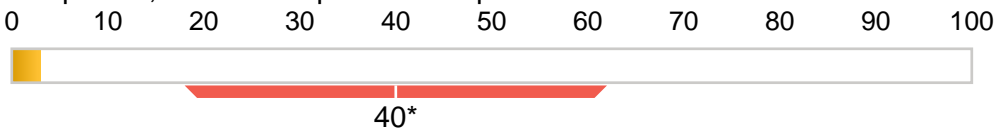
6

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



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**12. Selfless** - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



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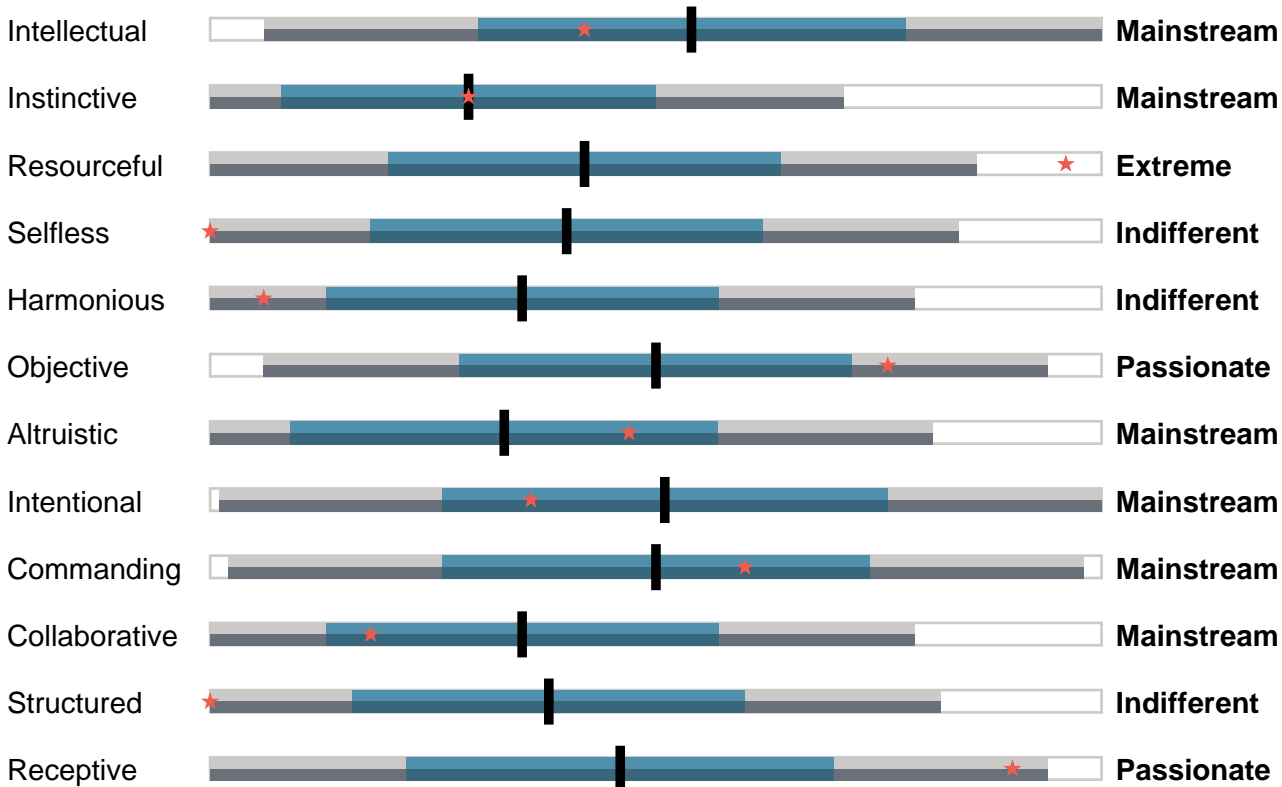


# Areas for Awareness

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

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

## Norms & Comparisons Table - Norm 2017

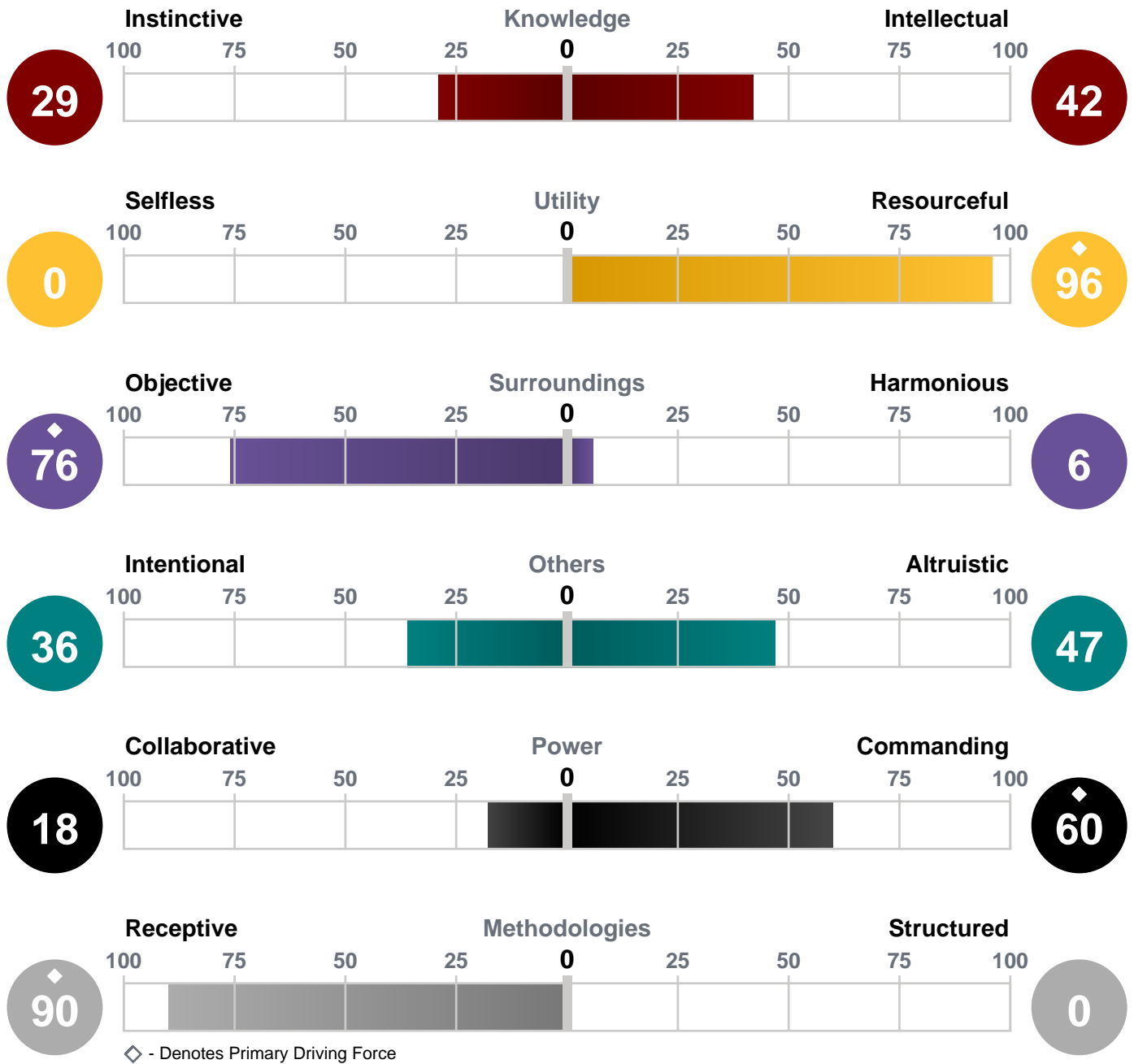


■ - 1st Standard Deviation - \* 68% of the population falls within the shaded area. ■ - national mean ★ - your score  
 ■ - 2nd Standard Deviation  
 □ - 3rd Standard Deviation

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



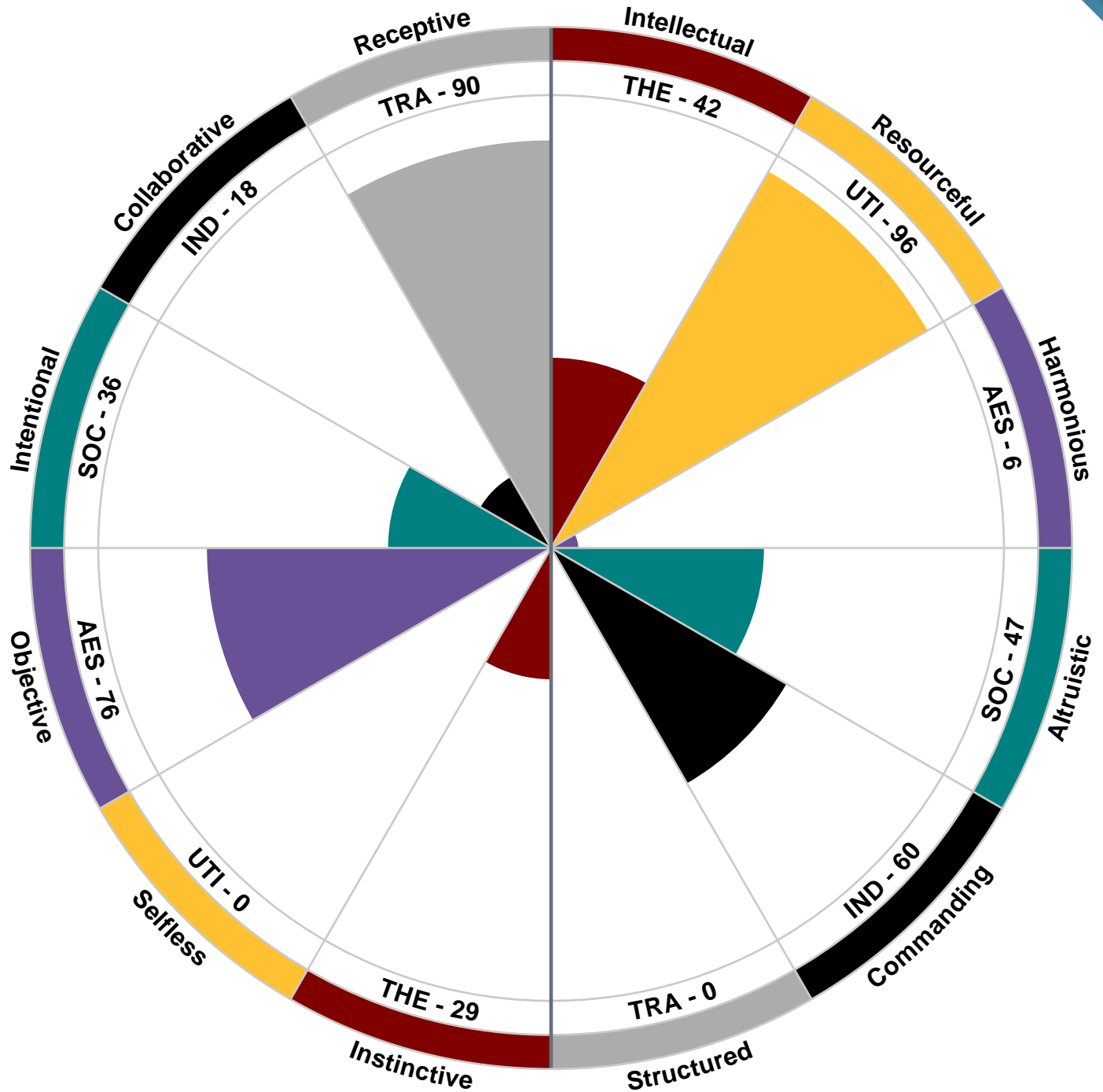
# Driving Forces Graph



T: 6:58



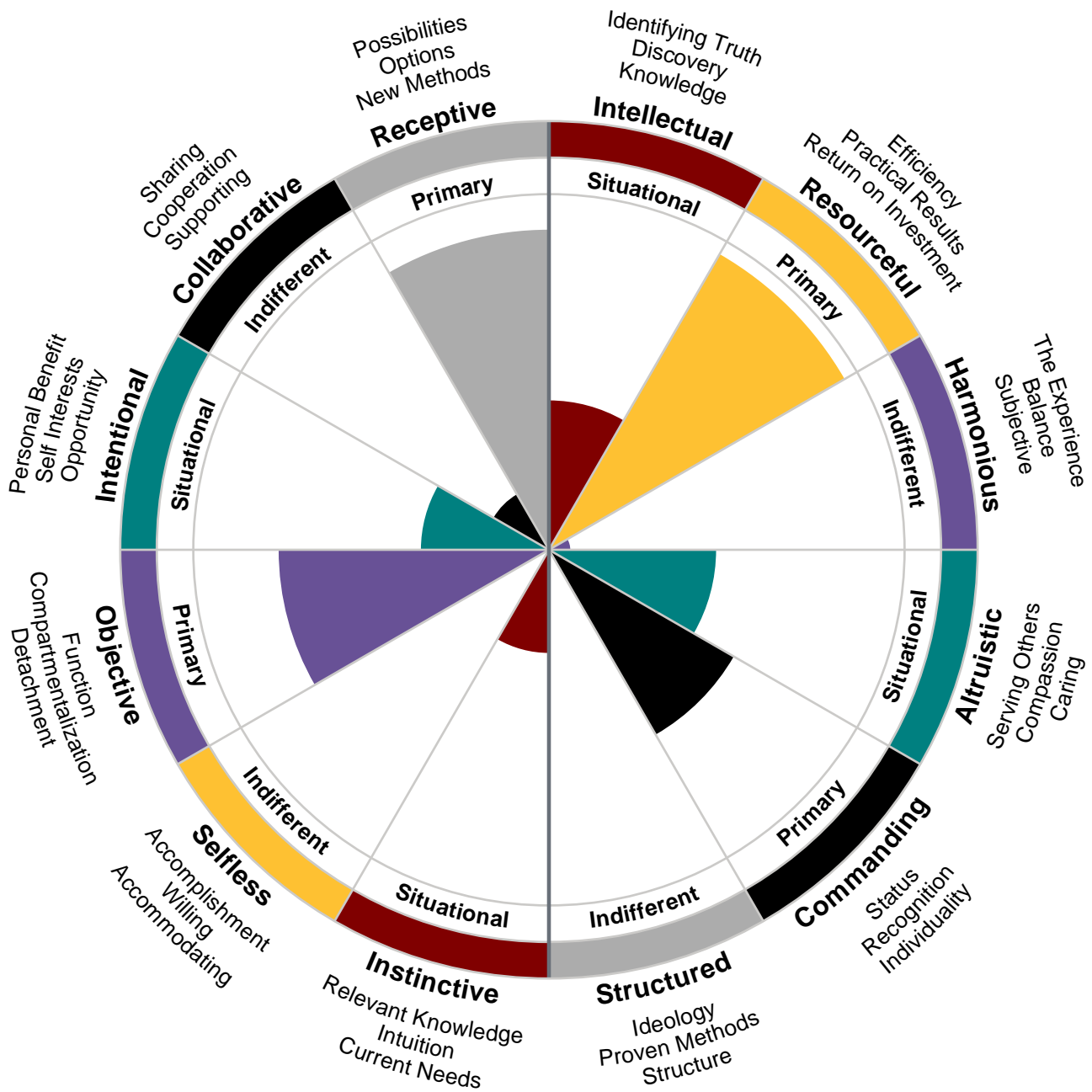
# Driving Forces Wheel



T: 6:58



# Descriptors Wheel



T: 6:58



## Introduction Integrating Behaviors and Driving Forces Section

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

### In this section you will find:

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





# Potential Behavioral and Motivational Strengths

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

- Sees the positive in all resources and will want to use resources accordingly.
- Resourceful and influential in creating effective results.
- Optimistically looks for ways to improve efficiency and process.
- Good at recruiting membership in organizations he enjoys.
- Tends to promote new ideas in the organization.
- Expresses all that is great about a new concept.
- Encourages others to separate personal issues and focus on productivity.
- Brings enthusiasm to all aspects of the process.
- Creates organizational momentum in a positive and friendly way.
- Utilizes people to win and accomplish goals.
- Capable of addressing conflict for a win-win scenario.
- Willing to be the spokesperson for the team.

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## Introduction Acumen Indicators Section

Research shows that the most effective people understand themselves and develop strategies to meet the demands of their environment. The Acumen Capacity Index (ACI) report helps individuals accurately perceive the world around them as well as themselves.

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:

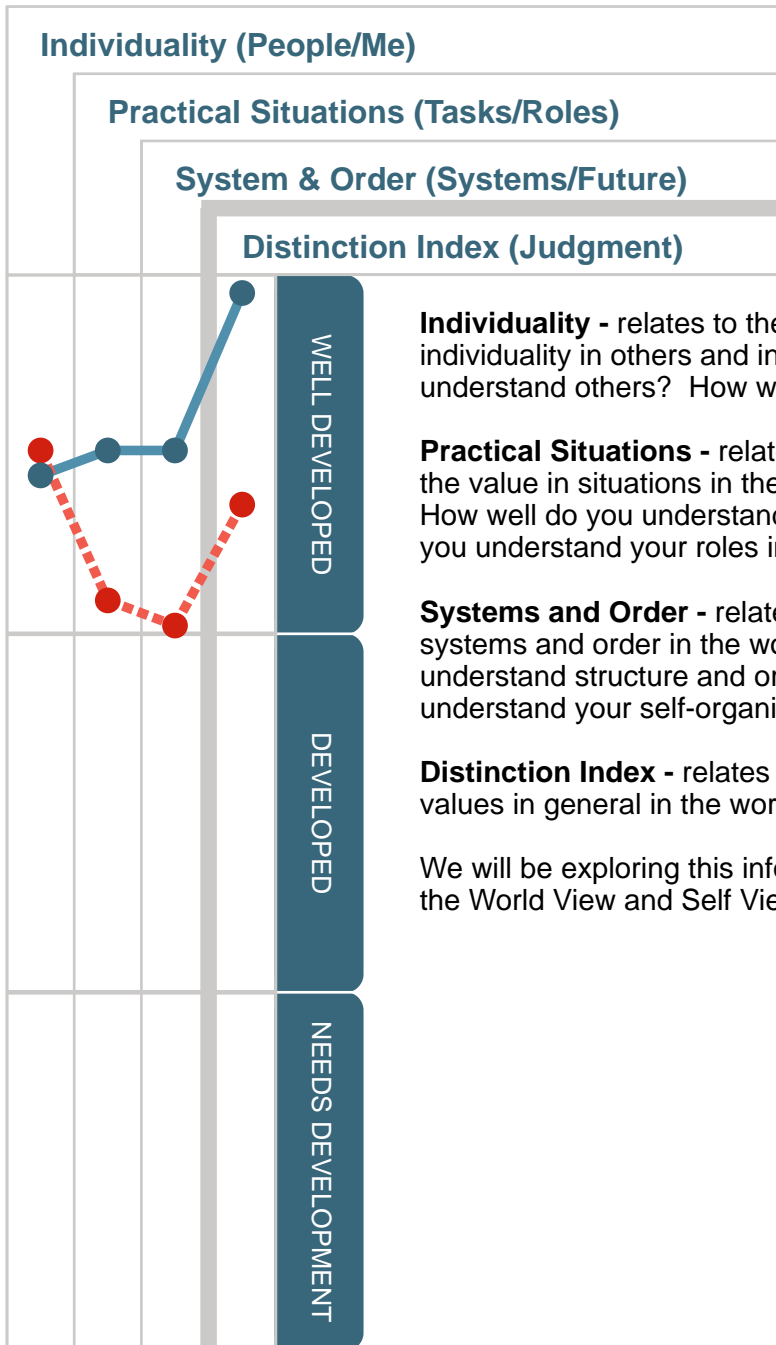
- Summary of Acumen Capacity
- World View
- Self View
- External Concentration Score
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary
- Dimensional Balance

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 Ryan's ability to understand each of the dimensions individually as well as the ability to differentiate the value elements in situations.



**Individuality** - relates to the development of your ability to recognize individuality in others and individuality within yourself. How well do you understand others? How well developed is your own self identity?

**Practical Situations** - relates to the development of your ability to recognize the value in situations in the outside world and within 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?

**Systems and Order** - relates to the development of your ability to recognize systems and order in the world and within yourself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction?

**Distinction Index** - relates to your development of the ability to differentiate values in general in the world as well as within oneself.

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

Ryan's World View



Ryan's Self View











# External Clarity and Awareness

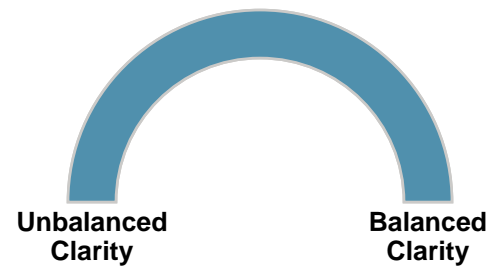
*Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly in the outside world. Situational Awareness is the measurement of Ryan's viewpoint of the reality in the outside world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion Score in to account. Does Ryan have a clear view of the outside world to go with his level of balance and reality?*

**External Clarity of Performance:** The level of balance based on Ryan's ability to evaluate people, practical and theoretical situations in the outside world.

- Ryan is adept at handling sensitive issues.
- Ryan is able to focus equally on matters personal, practical, and theoretical.

*Based on your current level of balance, where is the greatest impact: people, tasks or systems?*

*Is your level of balance appropriate for your professional/personal life and path?*

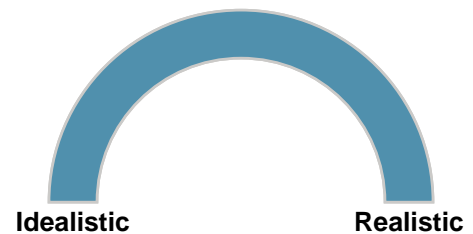


**External Situational Awareness:** Your level of reality based on your perception of the outside world.

- Ryan has firm awareness of the issues and situations in his immediate work environment.
- Ryan demonstrates superior situational awareness.

*How realistic is your world perception or your expectations of the world in terms of people, tasks and systems?*

*How is this level (or lack) of expectations or perception impacting you?*



15

**Emotional Bias Distortion:** This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.



# Internal Clarity and Awareness

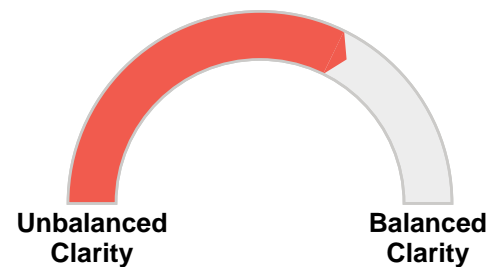
*Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly within one's self. Situational Awareness is the measurement of Ryan's viewpoint of the reality within his own world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion description in to account. Does Ryan have a clear view of himself to go with his level of balance and expectations?*

**Internal Clarity of Performance:** The level of balance based on Ryan's ability to evaluate who you are, your roles and your future.

- Ryan has less clarity understanding who and what he wants to become in his future, but overall has a moderately developed sense of proportion in evaluating himself, his roles and future.
- For Ryan, his envisioned future is secondary to who he is as a unique individual and his current life roles.

*Based on your current level of balance, where is the greatest impact: you as a person, your roles or your future?*

*How does this level of balance impact you (positive/negative) in your current situation?*

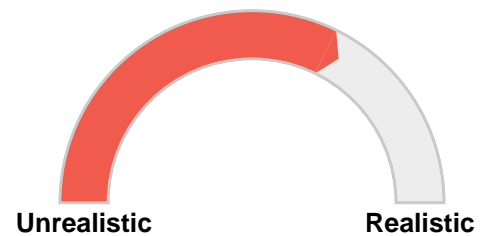


**Internal Situational Awareness:** Your level of expectations based on your perception of yourself, your roles and your future.

- Ryan demonstrates moderate objectivity in his approach to situations relating to himself.
- Ryan is generally rational about his strengths and weaknesses.

*How realistic is your self perception or your expectations in terms of you as a person, your roles and your future?*

*What insights have you discovered about yourself that could be further developed?*

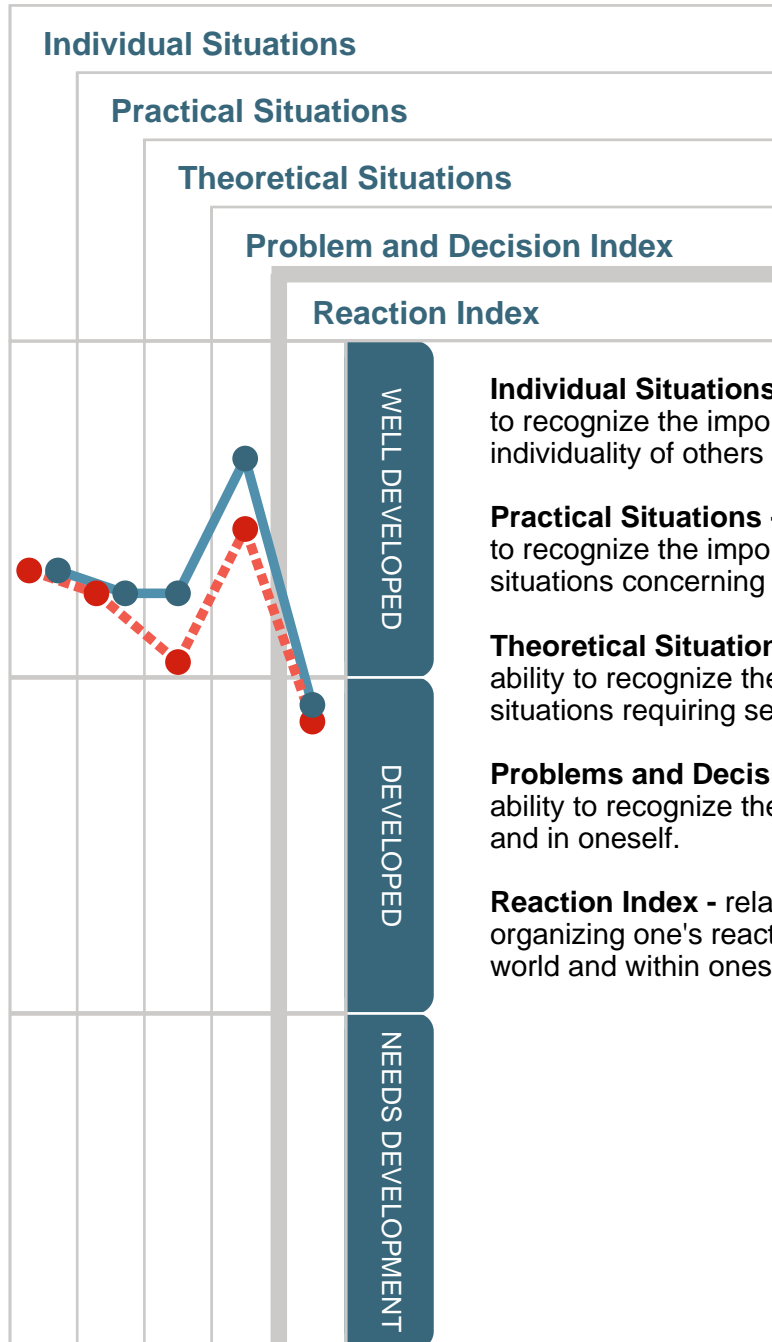


**Emotional Bias Distortion:** This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

23



# Summary of Capacity for Problem Solving



**Individual Situations** - relates to the development of your ability to recognize the importance within situations concerning the individuality of others and concerning one's own individuality.

**Practical Situations** - relates to the development of your ability to recognize the importance within practical situations and in situations concerning one's own roles in life.

**Theoretical Situations** - relates to the development of your ability to recognize the importance within systems and in situations requiring self-discipline.

**Problems and Decisions** - relates to the development of your ability to recognize the importance within situations in the world and in oneself.

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

Ryan's World View



Ryan's Self View



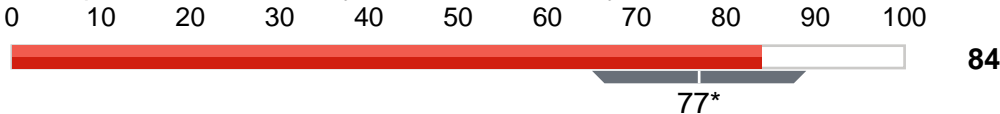




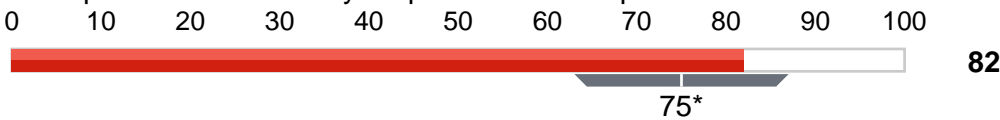
# Internal Problem Solving and Decision Making

The following scores will identify Ryan's ability to identify and solve specific types of problems as well as his ability to make balanced decisions within one's self.

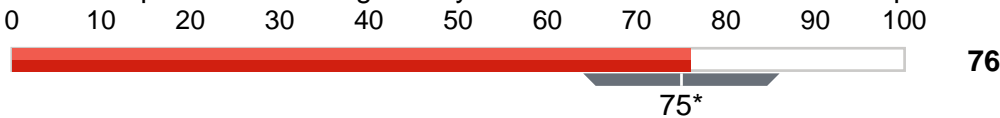
**Problem Solving Ability Within One's Self** - The ability to identify and solve problems related to your own individuality.



**Problem Solving Ability Within One's Roles** - The ability to identify and solve problems related to your personal and/or professional roles in life.

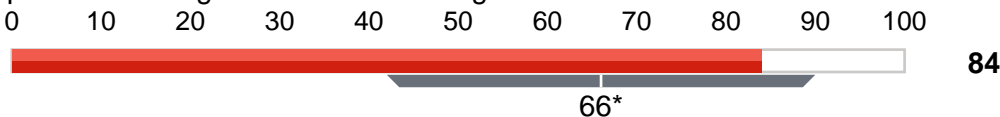


**Problem Solving Ability Regarding One's Future** - The ability to identify and solve problems with regard to your future direction and self-discipline.



**Capacity for Problem Solving and Decision Making Within One's Self** -

The ability to perceive important aspects regarding your individuality, your roles and your future. The higher your score, the more balanced your problem solving and decision making will be.



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

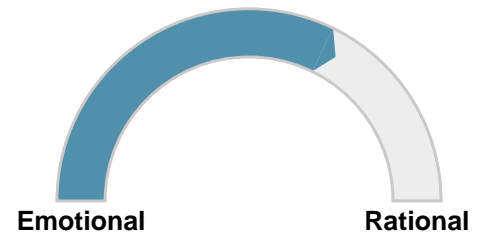


# Reaction Index

The Reaction Index is determined by looking at Ryan's External Control and Internal Control. The combination of this information will identify one's ability for appropriate responses in difficult situations.

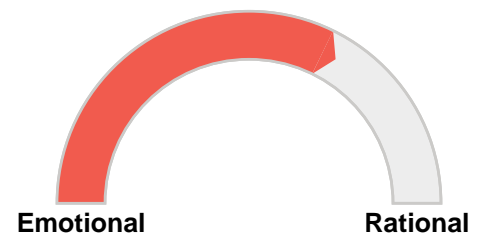
**External Control:** The ability to appear to be rational and in control when facing problems or crises.

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



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

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his roles in life.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- He shows some 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 is developed.



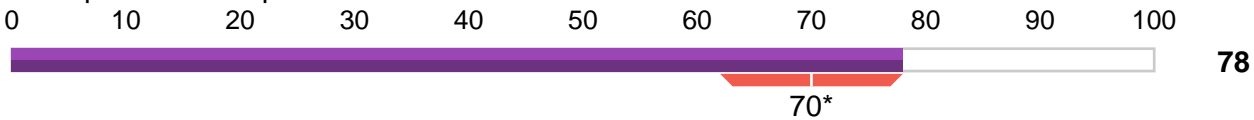
\* 68% of the population falls within the shaded area.



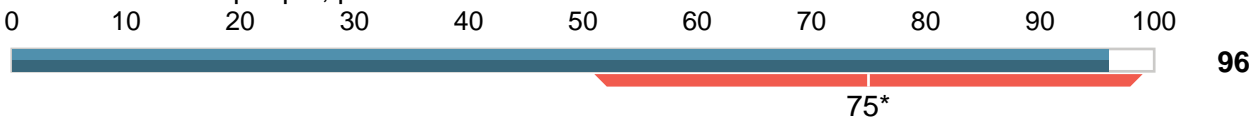
# Business Performance Summary

The Business Performance Summary will identify Ryan's ability to solve problems and concentrate during challenging times and ability to make balanced decisions.

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



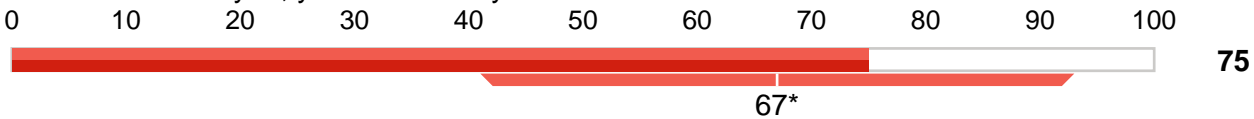
**External Concentration Index** - The ability to remain focused and manage distractions on issues relative to people, practical and theoretical situations.



15

**Emotional Bias Distortion:** This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Concentration score awareness. Scores over 40 can greatly cloud these areas.

**Internal Concentration Index** - The ability to remain focused and manage distractions on issues relative to you, your roles and your future.



23

**Emotional Bias Distortion:** This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Concentration score awareness. Scores over 40 can greatly cloud these areas.

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

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

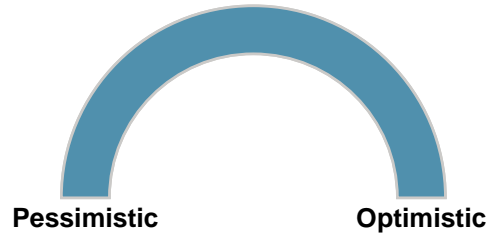




## Business Performance Summary Continued

**Attitude Index:** The Attitude Index measures your current outlook regarding your external or world view at the time when you completed the assessment. This is a very sensitive measurement and may pick up on something that has affected you within a few days or even several weeks of completing this assessment.

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



**How has your optimistic outlook benefited you in recent times?**

**How can you build on this in the future?**

15

**Emotional Bias Distortion:** This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect your Attitude Index. Scores over 40 can greatly cloud your outlook.

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

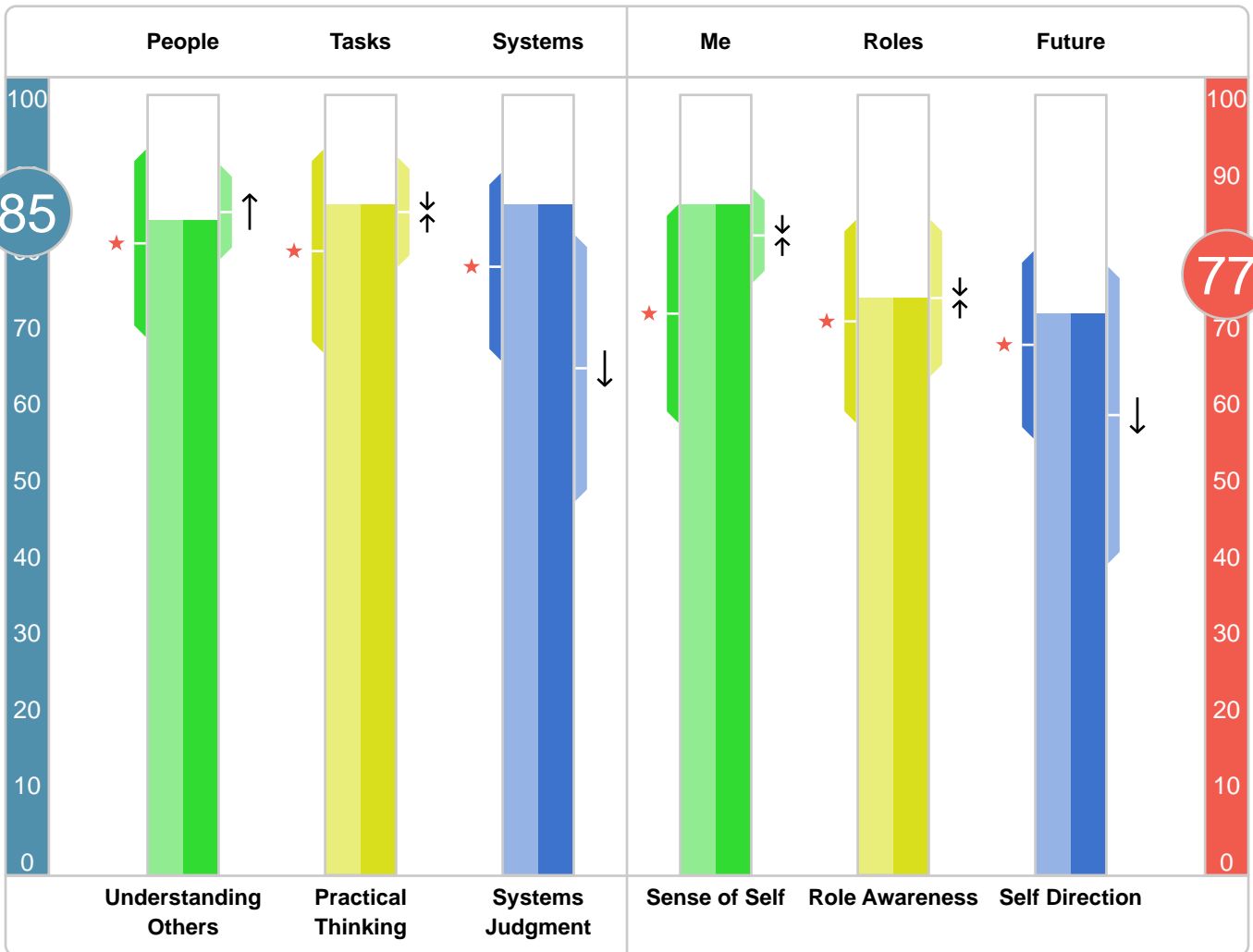


# Dimensional Balance

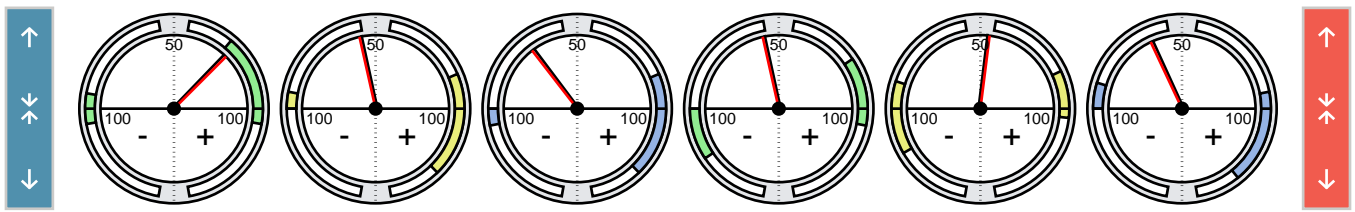


## World View

## Self View



	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Clarity	84	86	86	86	74	72
Bias	↑	✱	↓	✱	✱	↓
Blind Spot	16	14	14	14	26	28



Rev: 0.94-0.90

- ↑ Overvaluation
- ✱ Mixed valuation
- ↓ Undervaluation
- Intrinsic
- Extrinsic
- Systemic
- ★ Population mean
- 85 External Clarity Average
- 77 Internal Clarity Average



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

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

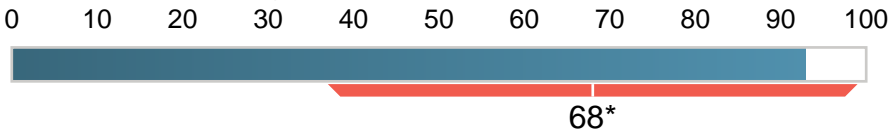
T: 11:22



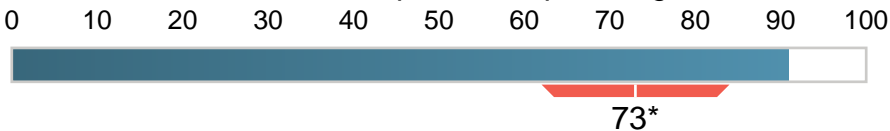
# Competencies Hierarchy

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.

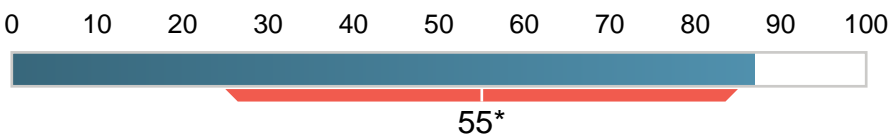
**1. Interpersonal Skills** - Effectively communicating, building rapport and relating well to all kinds of people.



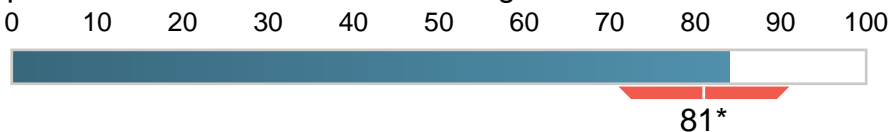
**2. Conceptual Thinking** - The ability to analyze hypothetical situations or abstract concepts to compile insight.



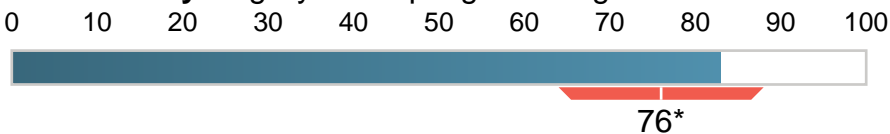
**3. Persuasion** - Convincing others to change the way they think, believe or behave.



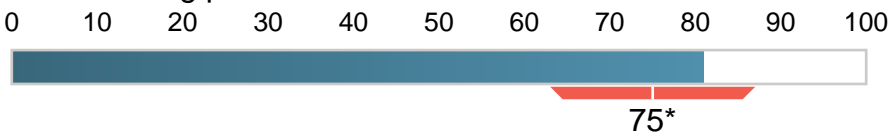
**4. Understanding & Evaluating Others** - The capacity to perceive and understand the feelings and attitudes of others.



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



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



## Development Legend

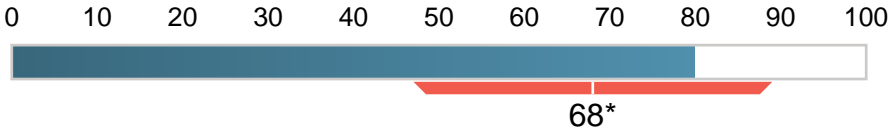
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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



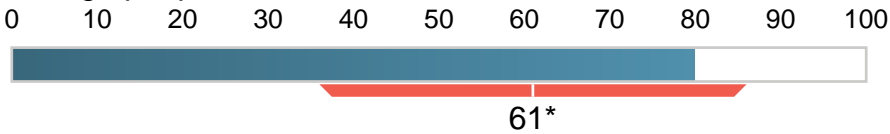
# Competencies Hierarchy

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



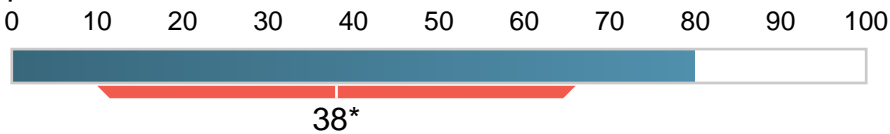
80  
D

## 8. Leadership - Achieving extraordinary business results through people.



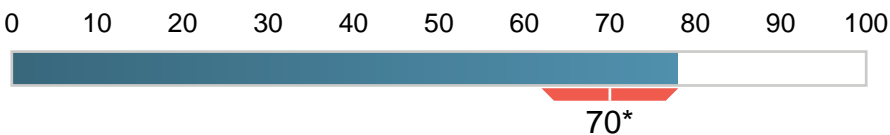
80  
D

## 9. Negotiation - Facilitating agreements between two or more parties.



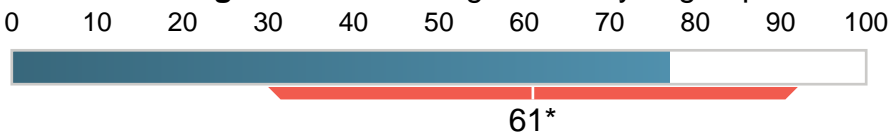
80  
WD

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



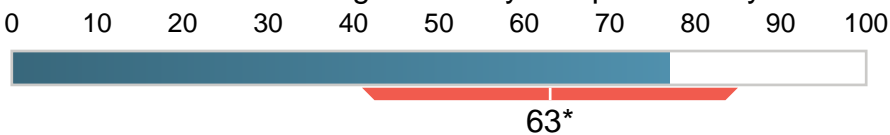
78  
WD

## 11. Presenting - Communicating effectively to groups.



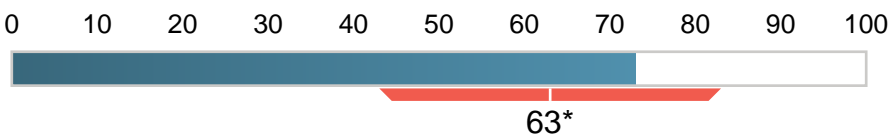
77  
D

## 12. Teamwork - Working effectively and productively with others.



77  
D

## 13. Customer Focus - A commitment to customer satisfaction.



73  
D

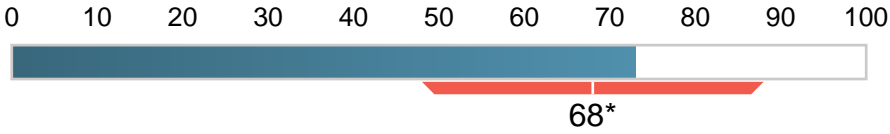


\* 68% of the population falls within the shaded area.

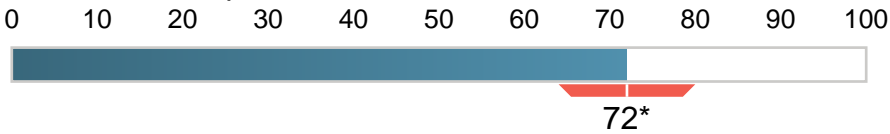


# Competencies Hierarchy

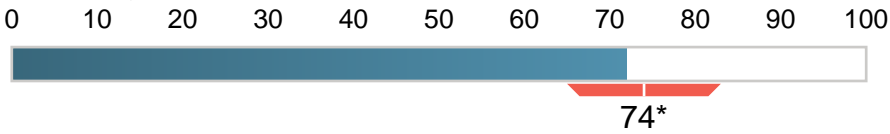
**14. Goal Achievement** - The ability to identify and prioritize activities that lead to a goal.



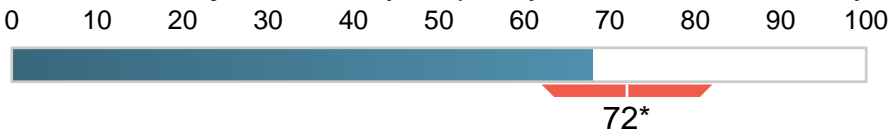
**15. Personal Accountability** - A measure of the capacity to be answerable for personal actions.



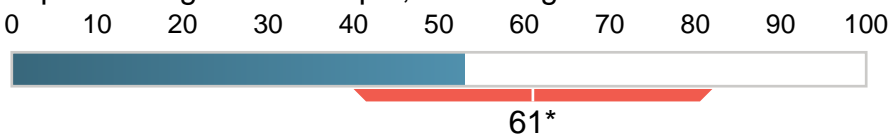
**16. Self-Management** - Demonstrating self control and an ability to manage time and priorities.



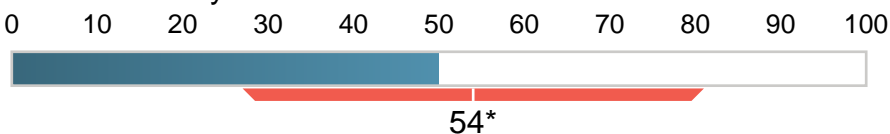
**17. Resiliency** - The ability to quickly recover from adversity.



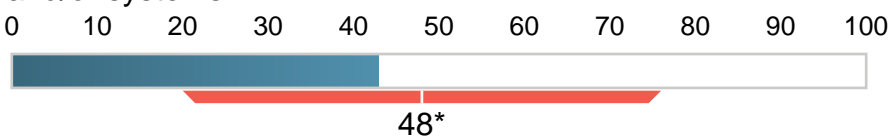
**18. Continuous Learning** - Taking initiative in learning and implementing new concepts, technologies and/or methods.



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



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



\* 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.*

**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

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

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

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**Negotiation:** Facilitating agreements between two or more parties.

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

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# Well Developed Competencies

Decision Making: Utilizing effective processes to make decisions.

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



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## Developed Competencies

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

**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.

**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

**Flexibility: Agility in adapting to change.**

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

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# Developed Competencies

**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.

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

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

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**Leadership:** Achieving extraordinary business results through people.

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

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# 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.




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## 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.

## 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



# Developed Competencies

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

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

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

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




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# 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.*

**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

**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

**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.
- Expend considerable effort and/or expense on learning.
- Genuinely enjoys learning.
- Identifies applications for knowledge.
- Is considered a knowledgeable resource by others.

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# Moderately 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.

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.

Conflict Management: Addressing and resolving conflict constructively.

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

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# Moderately Developed Competencies

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

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



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# 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.*

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

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.
- Expend considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.



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# 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?