



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Management-Staff Coaching

George Smith

Manager

TAG

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The Abelson Group

Solutions for Hiring, Managing, Team Development, Leading & Coaching

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Hiring & Performance Solutions for Staff, Teams & Leaders

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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.

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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

Introduction

Behaviors



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

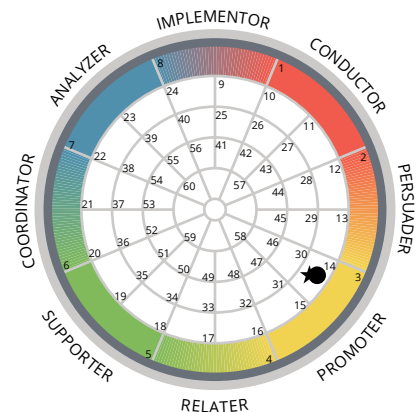
Behavioral Characteristics



Based on George'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 George's natural behavior.

George has a good sense of urgency. He, an outgoing person, feels at home with strangers. He does not like close supervision. He seeks popularity and social recognition. He likes to deal with people in a favorable social environment. George is gregarious and sociable. He will be seen as a good mixer both on or off the job. He tries to influence others through a personal relationship and many times will perform services to develop this relationship. He places his focus on people. To him, strangers are just friends he hasn't met! He wants to be seen not only as a team player, but also as a leader of the team. George may be careless with details. He likes to develop people and build organizations.

George is good at solving problems that deal with people. 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 is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust him and to see him as receptive and helpful. He likes to be involved in the decision-making process. George may be inconsistent in disciplining others. He makes quick decisions. He likes working for managers who make quick decisions. He may leap to a favorable conclusion without considering all the facts.

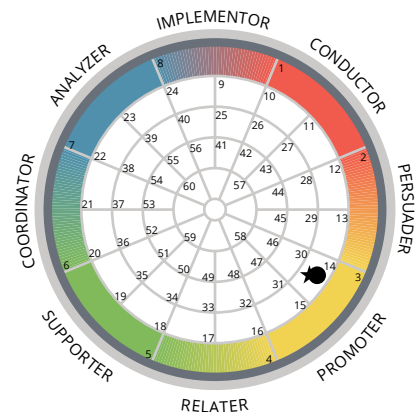


Behavioral Characteristics

Continued



George is people-oriented and verbally fluent. Sometimes he can get caught short on the facts and figures needed to support his ideas. He may have a tendency to oversell certain styles. He will often verbalize his need to be his own person. George will optimistically interact with people in an assured, diplomatic and poised manner. He can be intense and may not always fit the intensity to the situation. He is good at negotiating conflict between others. George feels that "if everyone would just talk it out, everything would be okay!" It is important for George to use his people skills to "facilitate" agreement between people. He tends to look at all the things the group has in common, rather than key in on the differences.

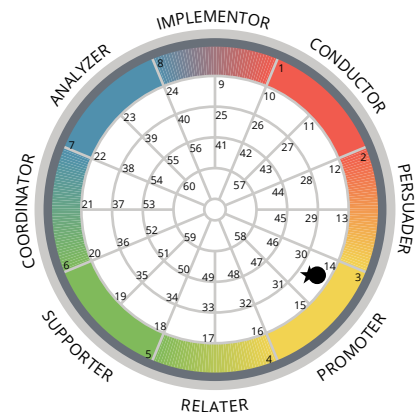


Value to the Organization



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

- ✓ Bottom line-oriented.
- ✓ Big thinker.
- ✓ Verbalizes his feelings.
- ✓ Positive sense of humor.
- ✓ Inner-directed rather than tradition-directed—brings fresh ideas for solving problems.
- ✓ Can support or oppose strongly.
- ✓ Creative problem solving.
- ✓ Builds confidence in others.



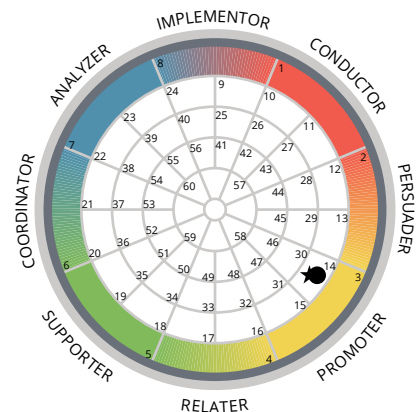
Checklist for Communicating



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 George. 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 George most frequently.

Ways to Communicate

- ✓ Ask for his opinions/ideas regarding people.
- ✓ Plan interaction that supports his dreams and intentions.
- ✓ Speak at a rapid pace.
- ✓ Use a motivating approach, when appropriate.
- ✓ Define the problem in writing.
- ✓ Provide testimonials from people he sees as important.
- ✓ Use enough time to be stimulating, fun-loving, fast-moving.
- ✓ Talk about him, his goals and the opinions he finds stimulating.
- ✓ Appeal to the benefits he will receive.
- ✓ Provide ideas for implementing action.
- ✓ Look for his oversights.
- ✓ Leave time for relating, socializing.
- ✓ Offer special, immediate and continuing incentives for his willingness to take risks.



Checklist for Communicating

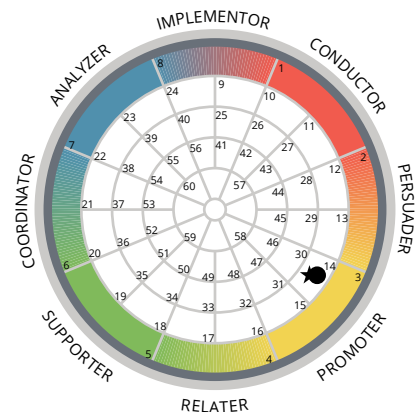
Continued



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

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



Communication Tips



This section provides suggestions for methods which will improve George'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, George 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.

Compliance

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

Dominance

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

Steadiness

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, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

Influence

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.
- ✗ 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 George's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower George to project the image that will allow him to control the situation.



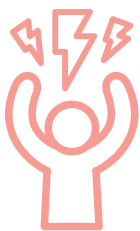
George usually sees himself as being:

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



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

- ✓ Self-Promoting
- ✓ Overly Optimistic
- ✓ Glib
- ✓ Unrealistic



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

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

The Absence of a Behavioral Factor



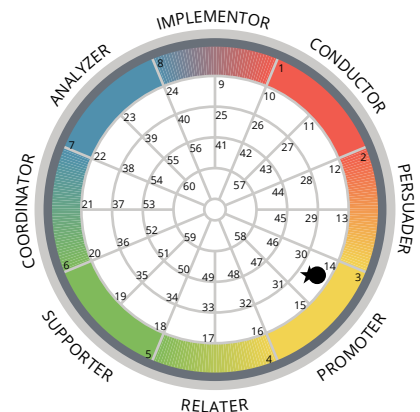
The absence of a behavioral factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimized in a person's day-to-day environment. By understanding the contribution of a low behavioral 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 environments where micromanagement is the way of the organization.
- Avoid situations where critical analysis is required and move toward an out-of-the-box brainstorming environment.

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.
- Extremely formal and structured interactions may cause stress.
- 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.



Descriptors



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

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

Natural & Adapted Style



George'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

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

Adapted

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

People & Contacts

Natural

George is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. George is trusting and also wants to be trusted.

Adapted

George 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.

Natural & Adapted Style



Pace & Consistency

Natural

George likes mobility, and the absence of routine does not traumatize him. He feels comfortable juggling different projects and is able to move from one project to another fairly easily.

Adapted

George seeks a wide scope of activities in an environment that is constantly changing. Timetables, deadlines and schedules can be constantly shuffled without obvious consternation. Even electronic communication may not move fast enough for him.



Procedures & Constraints

Natural

George is independent by nature and feels comfortable in situations where the constraints are few and far between. He will follow rules as long as he feels that the rules are his. He has a tendency to rebel from rules set by others and wants input into any constraints.

Adapted

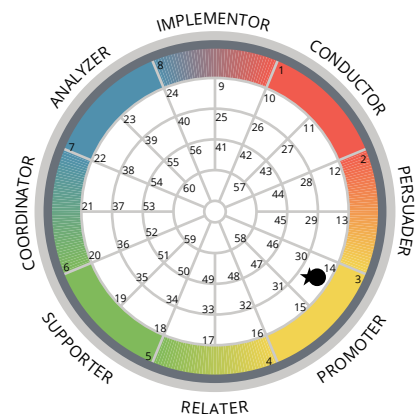
George shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant, and George sees little or no need to change his response to the environment.

Adapted Style



George 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.

- ✓ Handling a variety of activities.
- ✓ Meeting deadlines.
- ✓ Moving quickly from one activity to another.
- ✓ Questioning the status quo and seeking more effective ways of accomplishment.
- ✓ Optimistic, future-oriented outlook.
- ✓ Participative decision making.
- ✓ Making tactful decisions.
- ✓ Exhibiting an active and creative sense of humor.
- ✓ Obtaining results through people.
- ✓ Motivating people to take action by using persuasive skills.
- ✓ Coping with rapid changes in the work arena.



Time Wasters



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

Poor Filing System

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

Possible Causes:

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

Possible Solutions:

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

Open Door Policy

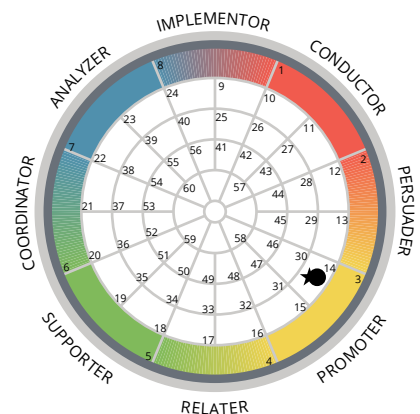
An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.

Possible Causes:

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

Possible Solutions:

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



Time Wasters

Continued



- Avoid eye contact with people who walk by your desk or office

Procrastination

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

Possible Causes:

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

Possible Solutions:

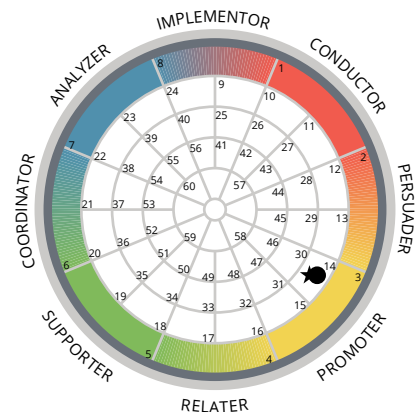
- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute

Excessive Socializing

Excessive socializing is defined as those interactions that go beyond the usual required time for discussing an issue or task. It can also be interacting too frequently with those who do not support or contribute to the accomplishment of daily priorities.

Possible Causes:

- Enjoy people
- Want to be liked
- Are creatively motivated when with others
- Allow and even encourage visitors and telephone calls
- Haven't prioritized daily requirements
- Confuse deadlines



Time Wasters

Continued



Possible Solutions:

- Keep daily priorities in view to keep you on task
- Set time guidelines for informal conversations, lunches and meetings
- Monitor your open door policy
- Screen and put a time limit on telephone calls
- Be willing to tell visitors and callers that you cannot be interrupted at this time

Inability To Say No

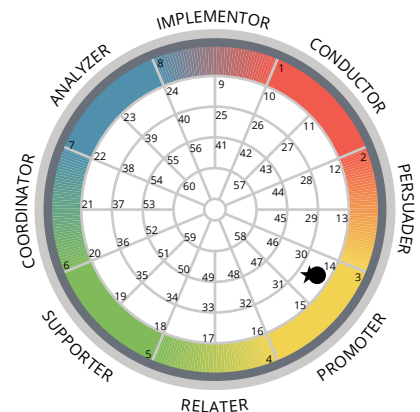
The inability to say no is when you are unable to or feel powerless to refuse any request.

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

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





Time Wasters

Continued

Cluttered Desk

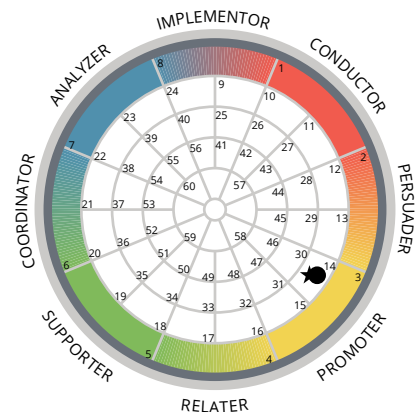
A cluttered desk is one that is overloaded by papers, supplies and equipment to the point of impacting the ability to be productive.

Possible Causes:

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

Possible Solutions:

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



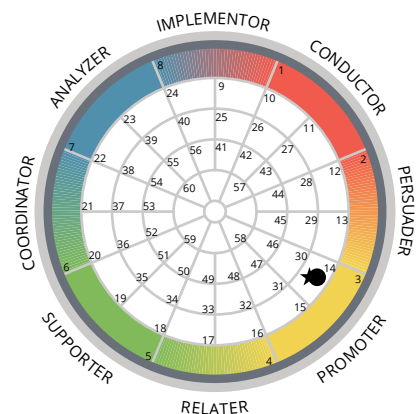
Areas for Improvement



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

George has a tendency to:

- ✓ Be a situational listener if not given an opportunity to tell his ideas.
- ✓ Underinstruct and overdelegate—will rely on personality as opposed to a disciplined approach to follow-up.
- ✓ Have difficulty planning and controlling time expenditure.
- ✓ Make decisions based on surface analysis.
- ✓ Be optimistic regarding possible results of his projects or the potential of his people.
- ✓ Be inattentive to detail unless that detail is important to him or if detail work is of a short duration.
- ✓ Take information at face value without validation or substantial investigation.
- ✓ Act impulsively—heart over mind, especially if his security is not perceived to be threatened.
- ✓ Be so enthusiastic that he can be seen as superficial.

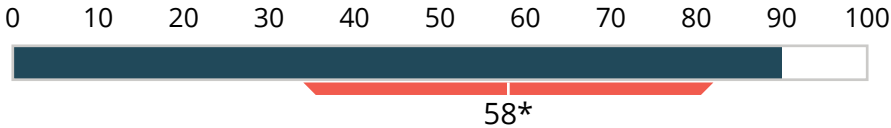


Behavioral Hierarchy

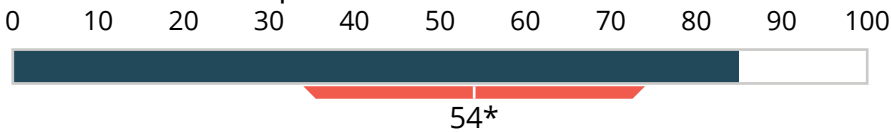


The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

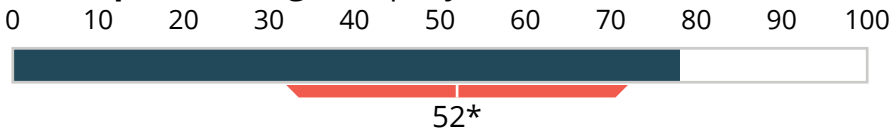
1. Interaction - Frequently engage and communicate with others.



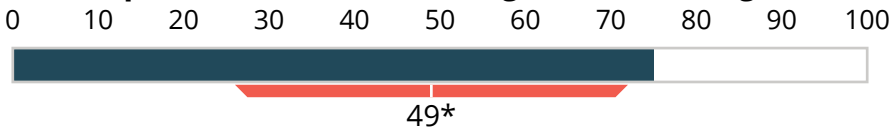
2. Versatile - Adapt to various situations with ease.



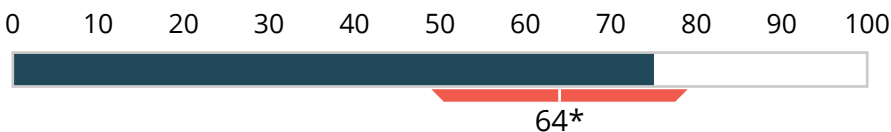
3. Frequent Change - Rapidly shift between tasks.



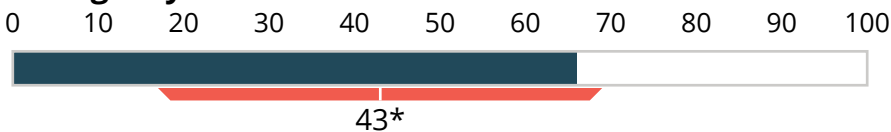
4. Competitive - Want to win or gain an advantage.



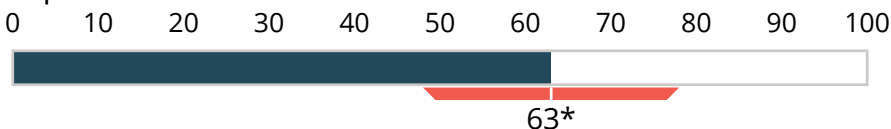
5. People-Oriented - Build rapport with a wide range of individuals.



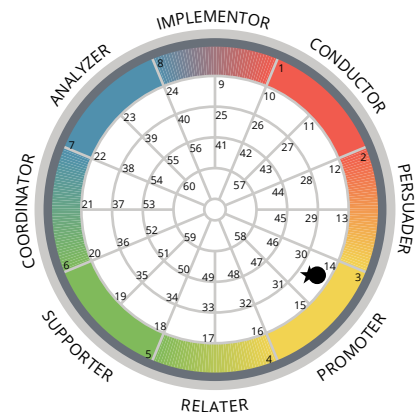
6. Urgency - Take immediate action.



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.

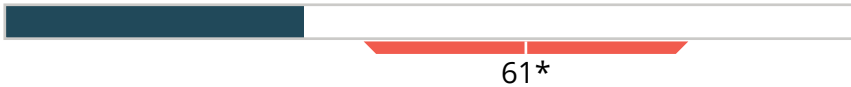
0 10 20 30 40 50 60 70 80 90 100



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

0 10 20 30 40 50 60 70 80 90 100



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10. Consistent - Perform predictably in repetitive situations.

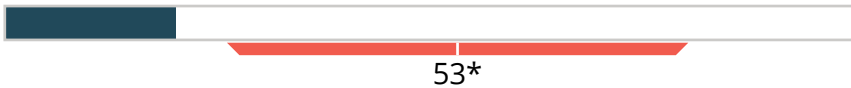
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11. Organized Workplace - Establish and maintain specific order in daily activities.

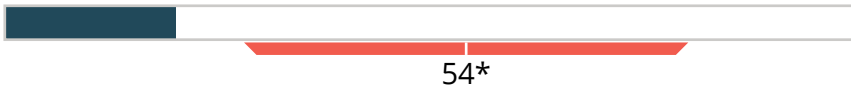
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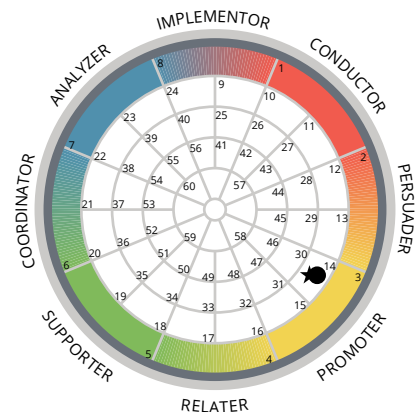
20

12. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



20



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

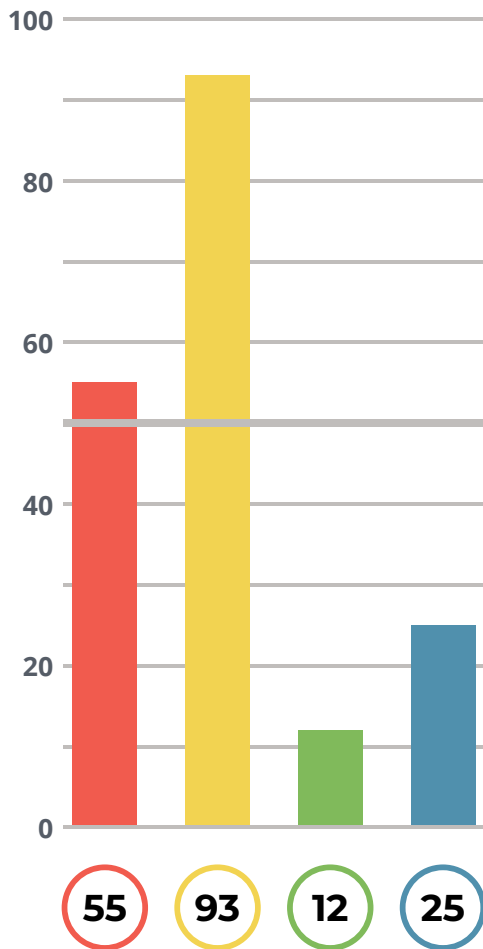
Style Insights® Graphs



Graph I

Adapted Style

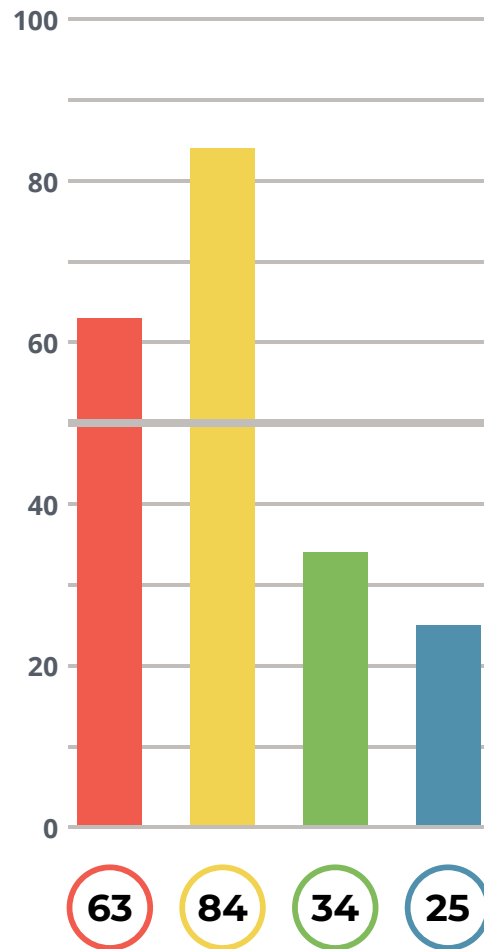
D **I** **S** **C**



Graph II

Natural Style

D **I** **S** **C**



The TTI Success Insights® Wheel



The TTI 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.

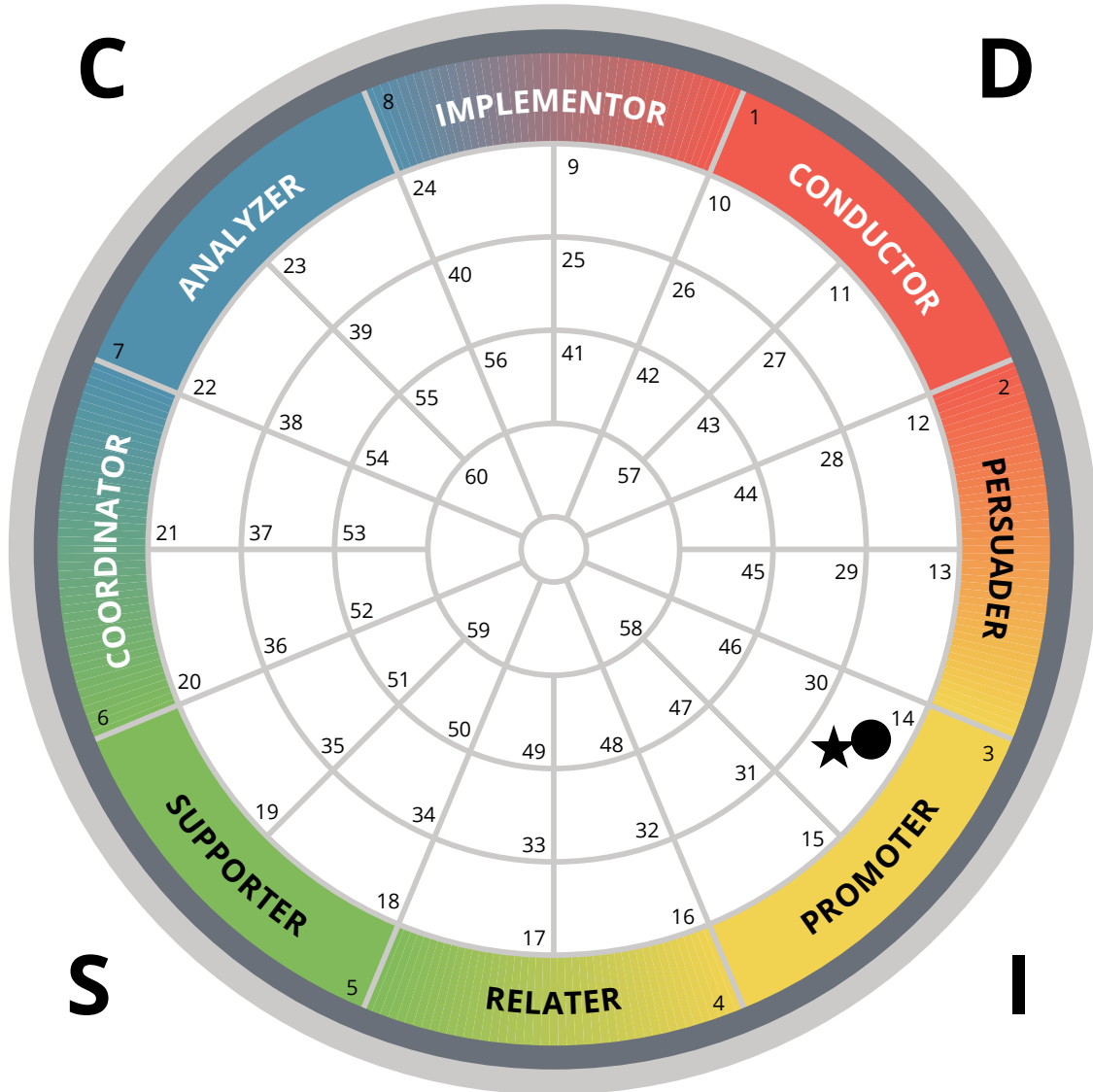
The TTI Success Insights® Wheel



George Smith

TAG

6-23-2022



Adapted: ★ (14) PERSUADING PROMOTER

Natural: ● (14) PERSUADING PROMOTER

Norm 2021 R4

T: 11:17

Introduction

Motivators



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.

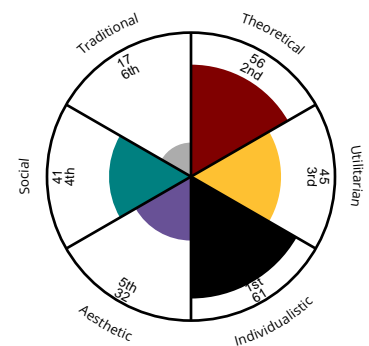
Your Personal Motivators Ranking		
1st	Individualistic	Strong
2nd	Theoretical	Strong
3rd	Utilitarian	Strong
4th	Social	Situational
5th	Aesthetic	Indifferent
6th	Traditional	Indifferent

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.

- When George feels strongly about a situation, he may apply the "end justifies the means" concept.
- He will work long and hard to achieve positions that will allow him to interject his philosophies.
- He enjoys public recognition for his contributions made for the betterment of those in need.
- George believes he deserves the very best that life has to offer.
- George may go to extremes to win or control the situation.
- He wants to not only control his own destiny but the destiny of others.
- Controlling the situation is important to him, but he also wants to have the financial wherewithal to sustain that control.
- At times, he believes all is fair in love and war.
- His intellectual curiosity and information will be used to control many situations.
- Control of the situation is the primary concern for him. The limelight is not a requirement as long as credit is given where credit is due.
- George believes you have to do what works for you.

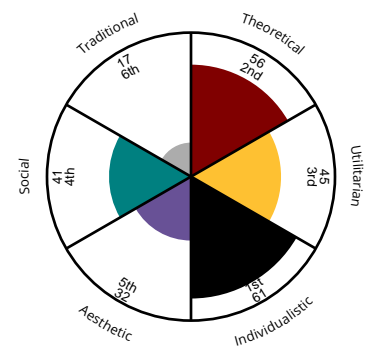


Theoretical



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.

- George is comfortable around people who share his interest for knowledge and especially those people with similar convictions.
- He may have difficulty putting down a good book.
- George has the potential to become an expert in his chosen field.
- He will usually have the data to support his convictions.
- George is very good at integrating past knowledge to solve present problems.
- A comfortable job for George is one that challenges his knowledge.

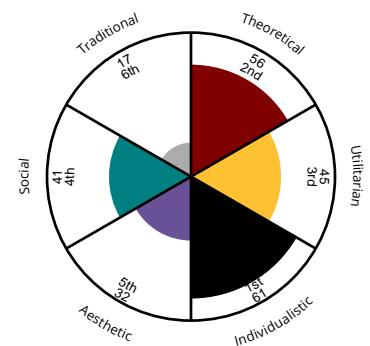


Utilitarian



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.

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

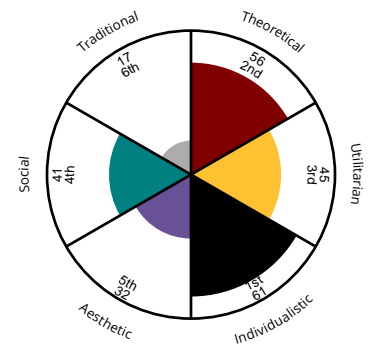


Social



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.

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

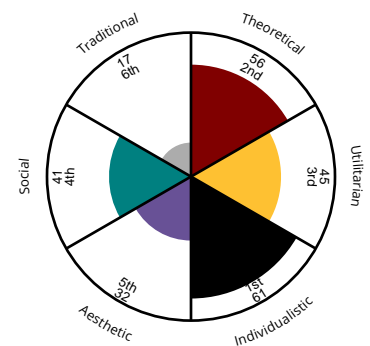


Aesthetic



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.

- Intellectually, George can see the need for beauty but has difficulty buying the finer things in life.
- The utility of "something" is more important than its beauty, form and harmony.
- He is a very practical person who is not sensitive to being in harmony with his surroundings.
- George is not necessarily worried about form and beauty in his environment.
- He wants to take a practical approach to events.
- Unpleasant surroundings will not stifle his creativity.
- George's passion in life will be found in one or two of the other motivators discussed in this report.

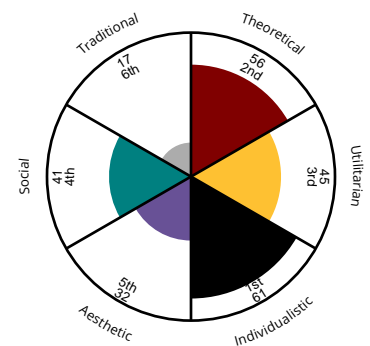


Traditional



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

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



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 Traditional" utilizing your Individualistic.

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

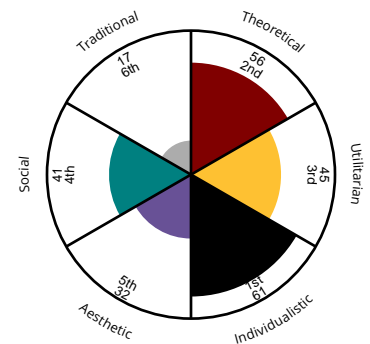
1. How does the mindset of a high Traditional contribute to today's workforce?
2. How do Traditionals contribute to the world, your professional life and your personal life?

A high Traditional seeks a system for living and wants others to follow the system of his choice.

- Look at traditions as a way to take what's proven to accomplish goals and to enhance them. How can the way things are done be improved, without throwing out the foundational concepts?
- Find commonalities between the beliefs of the Traditional and the goals being accomplished. Can beliefs be utilized to expand influence and control?

Once a Traditional has made up his mind on an issue, he will rarely change this opinion even if logic indicates he is/are wrong.

- Persuade the Traditional utilizing shared perspectives and communicate that agreement is not present on all aspects. How can both parties work together toward a larger common ground and be respectful of each other's beliefs?
- Ask what value is represented in converting the Traditional's thought process. Understand that extreme biases may be on the table and agreeing to disagree may be necessary in certain areas.



NAVIGATING SITUATIONS OUTSIDE YOUR COMFORT ZONE

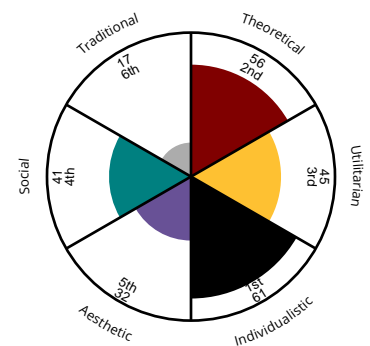


At times a high Traditional can be overly rigid in evaluating others against his standard.

- If alignment between the desired achievement and what the high Traditional wants to adhere to can occur, everyone can excel. If alignment does not exist on the standards, people will struggle to follow either person.
- People will often feel judged by the high Traditional. How can the desire to be seen as a leader be utilized to depersonalize the judgment and bring the conversation back to how the organization is going to achieve the goals set before them?

For a high Traditional, following proven procedures is more important than quick fixes.

- The proven way will not always grant the most power or project the best image. Ask questions to determine what approach will lead toward the desired legacy. Convince the high Traditional that the right fix will preserve the integrity of the foundational principles of the organization.
- Oftentimes, the quick fix will work and will provide the ideal recognition. Explain why this is the choice and communicate that although the tried and true is correct, this will maintain the pillars of the organizational foundation.



Motivators - Norms & Comparisons

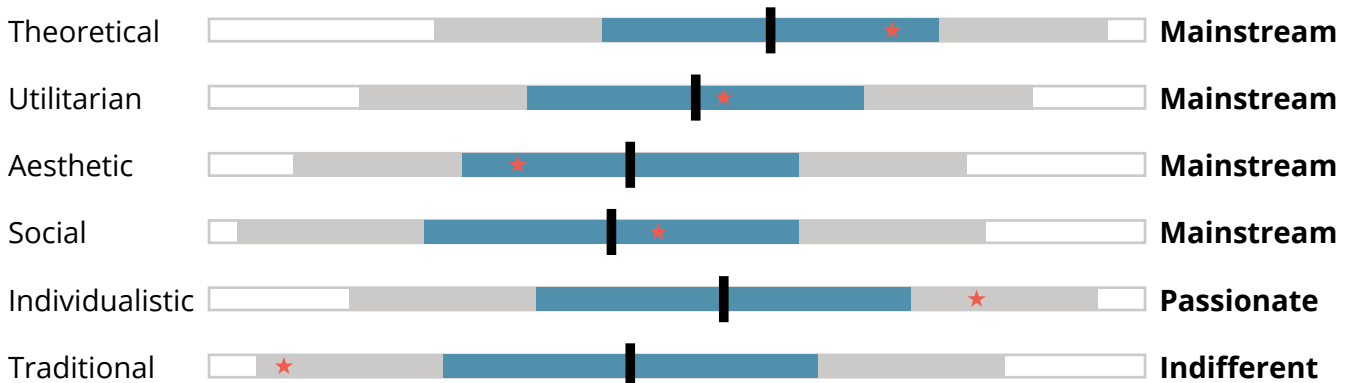


For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar motivators, you will fit in with the group and be energized. However, when surrounded by people 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 2021



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

Motivators - Norms & Comparisons



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

- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

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

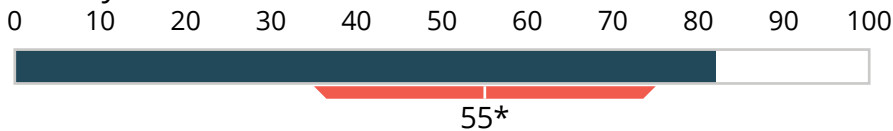
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

Motivators Hierarchy



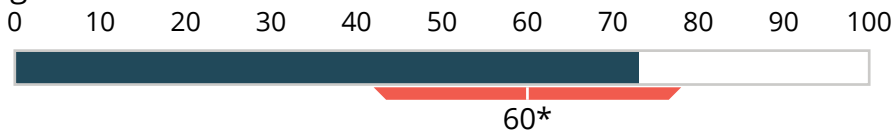
Your drive to succeed in anything you do is determined by your underlying motivators. You will feel energized and successful at work when your job supports your personal motivators. They are listed below from the highest to the lowest.

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



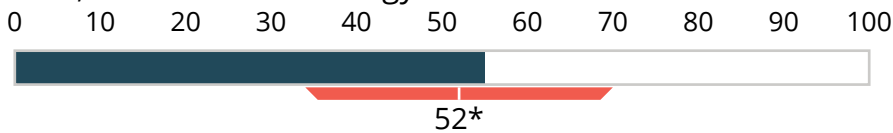
82

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



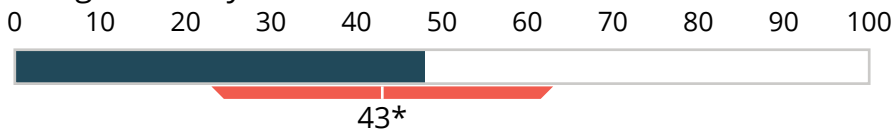
73

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



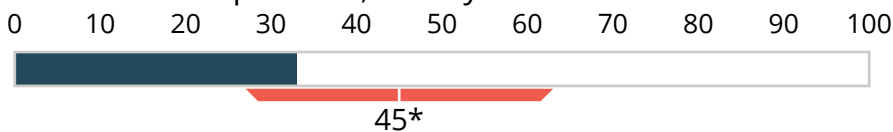
55

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



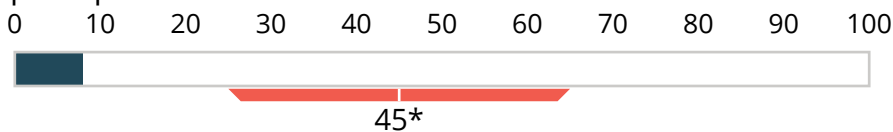
48

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

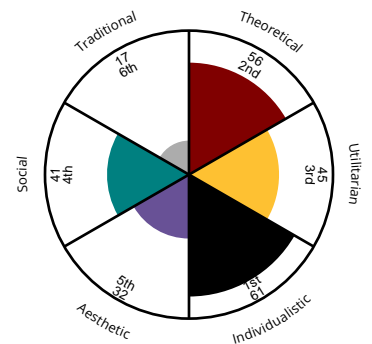


33

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



8

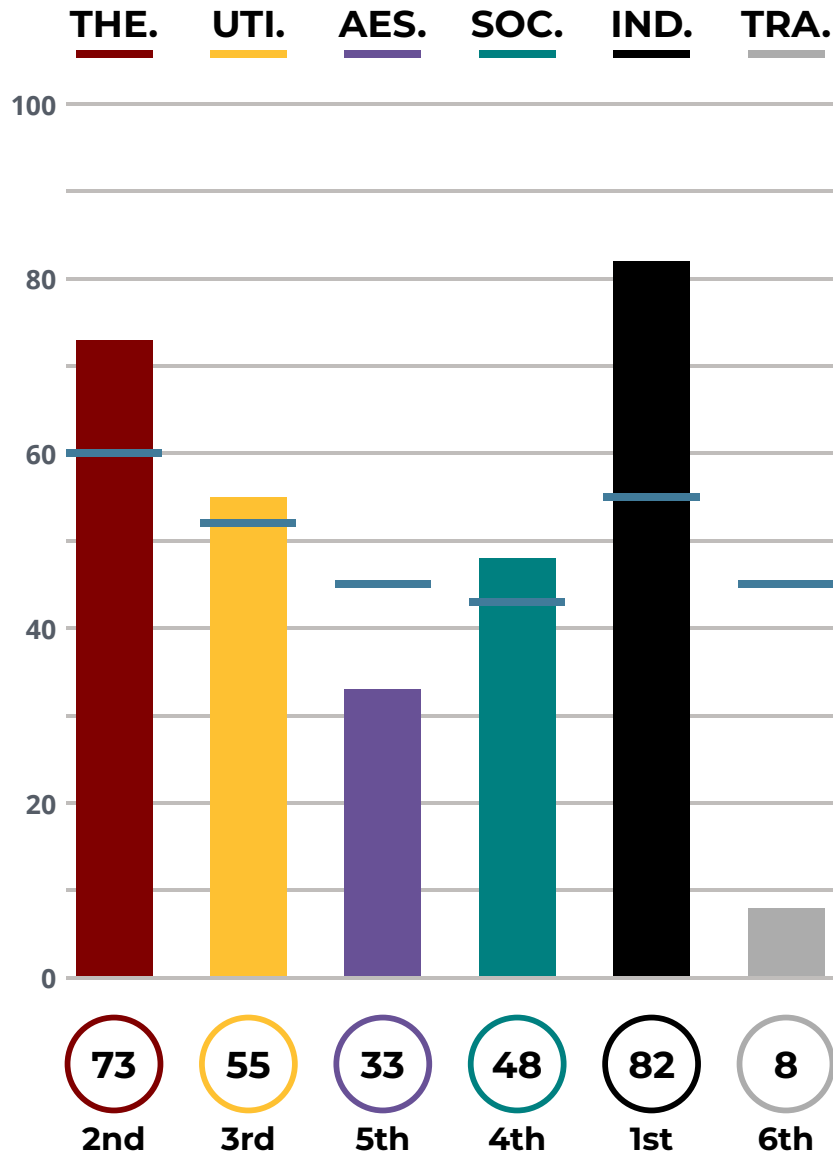


* 68% of the population falls within the shaded area.

Motivation Insights® Graph



The Motivators Graph is a visual representation of what motivates George and the level of intensity for each category. These categories include: Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

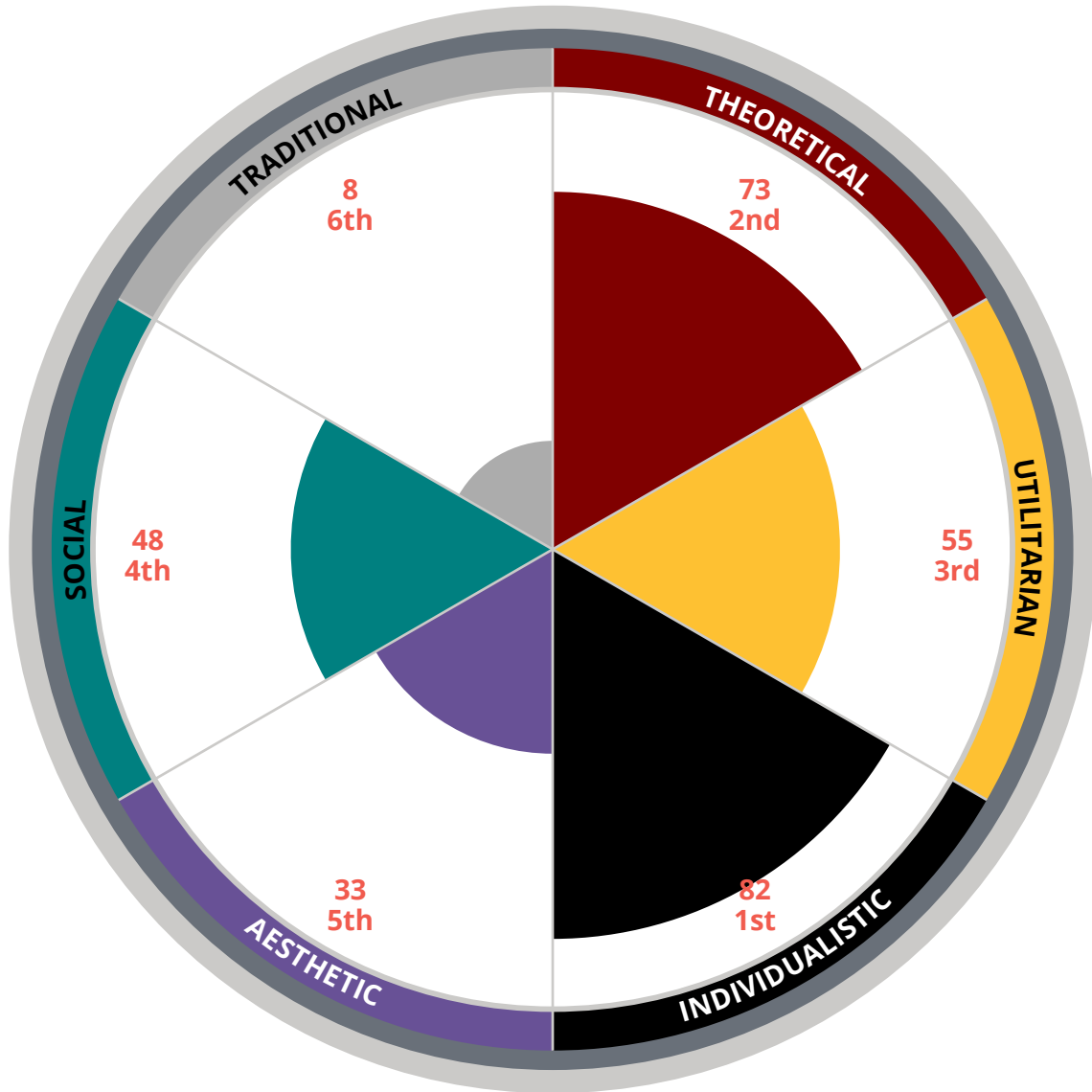


— national mean
Norm 2021
 6-23-2022
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Motivators Wheel™



6-23-2022



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Introduction



Integrating Behaviors & Motivators

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 & Motivational Strengths



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

- Utilizes people to win and accomplish goals.
- Motivates others to be the best they can be.
- Willing to share knowledge to benefit the team or organization.
- Volunteers his knowledge on many subjects.
- Bottom-line focused when leading others.
- A strong influencer.
- Demonstrates a forward-looking approach to old questions.
- Initiates action to get questions answered.

Potential Behavioral & Motivational Conflict



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

- As a leader may over focus on self and his own needs.
- He may overestimate his authority.
- May be too trusting of people as resources.
- May present facts and figures with too much emotion.
- Can set personal standards too high.
- Has to be a big player if not the leader and may miss out on beneficial role-playing opportunities.
- Impatient when gathering information.
- Ability to communicate knowledge in a tactful way will be hindered when frustrated with the knowledge level of others.

Ideal Environment



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

- Tasks involving motivated groups and establishing a network of contacts.
- Assignments with a high degree of people contacts.
- Forum to express ideas and viewpoints.
- Flexibility to explore a variety of outlets for learning in a people-rich environment.
- Appreciation for a logical approach to problem solving.
- A leadership team that is optimistic toward learning new concepts or theories.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- Opportunity to display excitement and fun while getting others to act.
- An environment to express ideas to influence people.

Keys To Motivating



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

George wants:

- New challenges and problems to solve.
- Rewards to support his dreams.
- Participation in meetings on future planning.
- To research new information in a team environment requiring people interaction.
- Necessary information at his fingertips in order to conquer challenges.
- To be seen as an expert in a variety of areas and to be included in discussions about new things.
- Power and control over outcomes and goals.
- Recognition for leadership accomplishments and the results he receives.
- Public recognition of power and prestige.

Keys To Managing



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

George needs:

- To display empathy for people who approach life differently than he does.
- People to work and associate with.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Learn to prioritize ideas and thoughts according to organizational objectives.
- A manager that realizes that he wants to learn new ways to solve problems and make decisions.
- To continue his learning in a participatory rather than solitary environment.
- Help understanding the effect on his image when he disengages from uncontrolled projects.
- To listen to others and understand different perspectives in order to meet objectives.
- To understand that others need "air-time" during meetings to share their own ideas.

Introduction

Acumen Indicators



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:

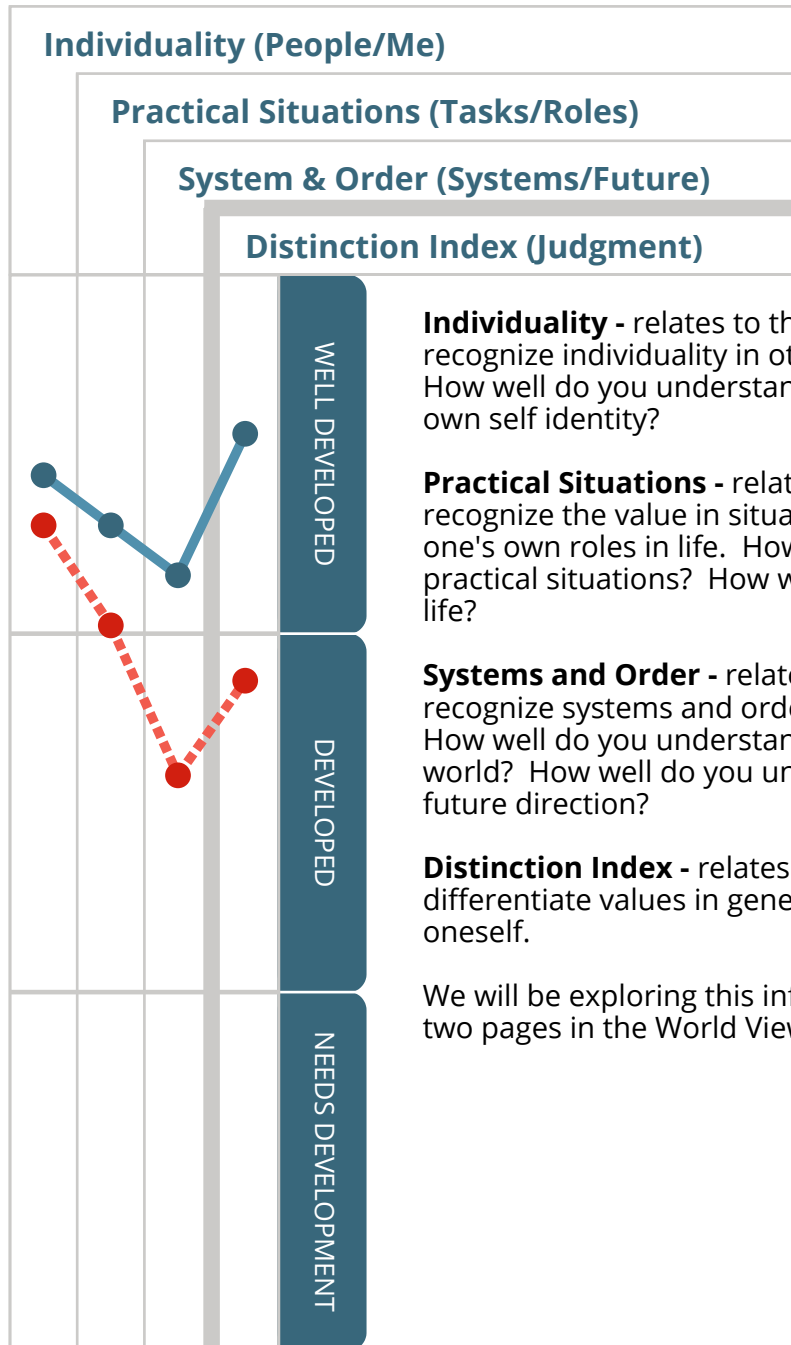
- Summary of Acumen Capacity
- World View
- Self View
- External Concentration Score
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary
- Dimensional Balance

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 George'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.

George's World View



George's Self View



World View



This is how George sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions found on the World View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- George has a very good understanding of people, which allows him to meet others and build rapport.
- George places the most value on personal or professional relationships with others.
- George treats each person as a unique individual.
- George has trouble delegating work to others because of high perfectionist standards.
- George is good at comparing and choosing options to achieve the best outcome in a practical sense.
- George may tend to ignore problems or interruptions in order to stay focused on the task or assignment.
- George needs clearly defined responsibilities.
- George tends to apply structure and order to situations.
- George tends to have good thinking and planning ability.
- George tends to involve others in the completion of tasks or projects.

Self View



This is how George sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based on the 3 dimensions found on the Self View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- George has a good sense of self worth.
- George has a strong sense of self worth.
- George has the ability to rely on himself in the face of adversity.
- George has achieved a moderate level of role awareness.
- George identifies with personal and professional roles.
- George may benefit from asking himself, "What are my major roles in life?"
- George has a moderate understanding of the concepts that guide him forward and shape his future.
- George has developed an emerging idea of where he is going.
- George is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of opportunities.

External Clarity and Awareness



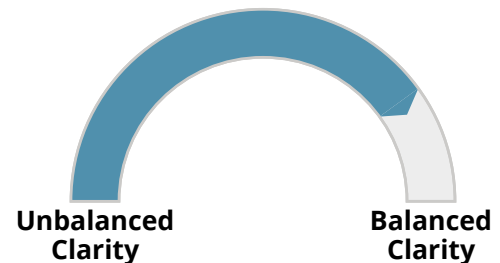
Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly in the outside world. Situational Awareness is the measurement of George's viewpoint of the reality in the outside world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion Score into account. Does George 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 George's ability to evaluate people, practical and theoretical situations in the outside world.

- George is balanced in his approach to the issues in the work environment.
- George is able to clearly focus on the issues at hand.

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?

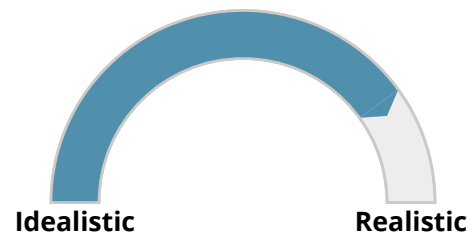


External Situational Awareness: Your level of reality based on your perception of the outside world.

- George has a realistic approach to matters personal, practical and theoretical in his work environment.
- George has firm awareness of the issues and situations in his immediate work environment.

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?



20

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



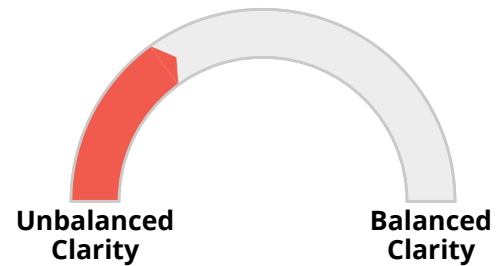
Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly within one's self. Situational Awareness is the measurement of George's viewpoint of the reality within his own world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion description into account. Does George 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 George's ability to evaluate who you are, your roles and your future.

- He lacks objectivity on some personal issues.
- George lacks objectivity on personal issues and, as such, has an unbalanced view of himself internally.

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?

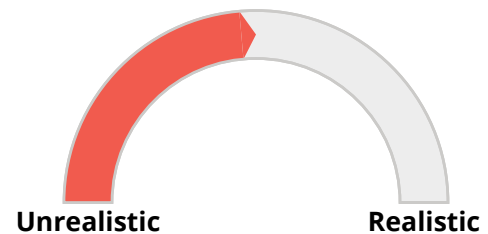


Internal Situational Awareness: Your level of expectations based on your perception of yourself, your roles and your future.

- George may occasionally have an unrealistic view of himself.
- George has a moderate understanding of his reality as it pertains to himself.

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

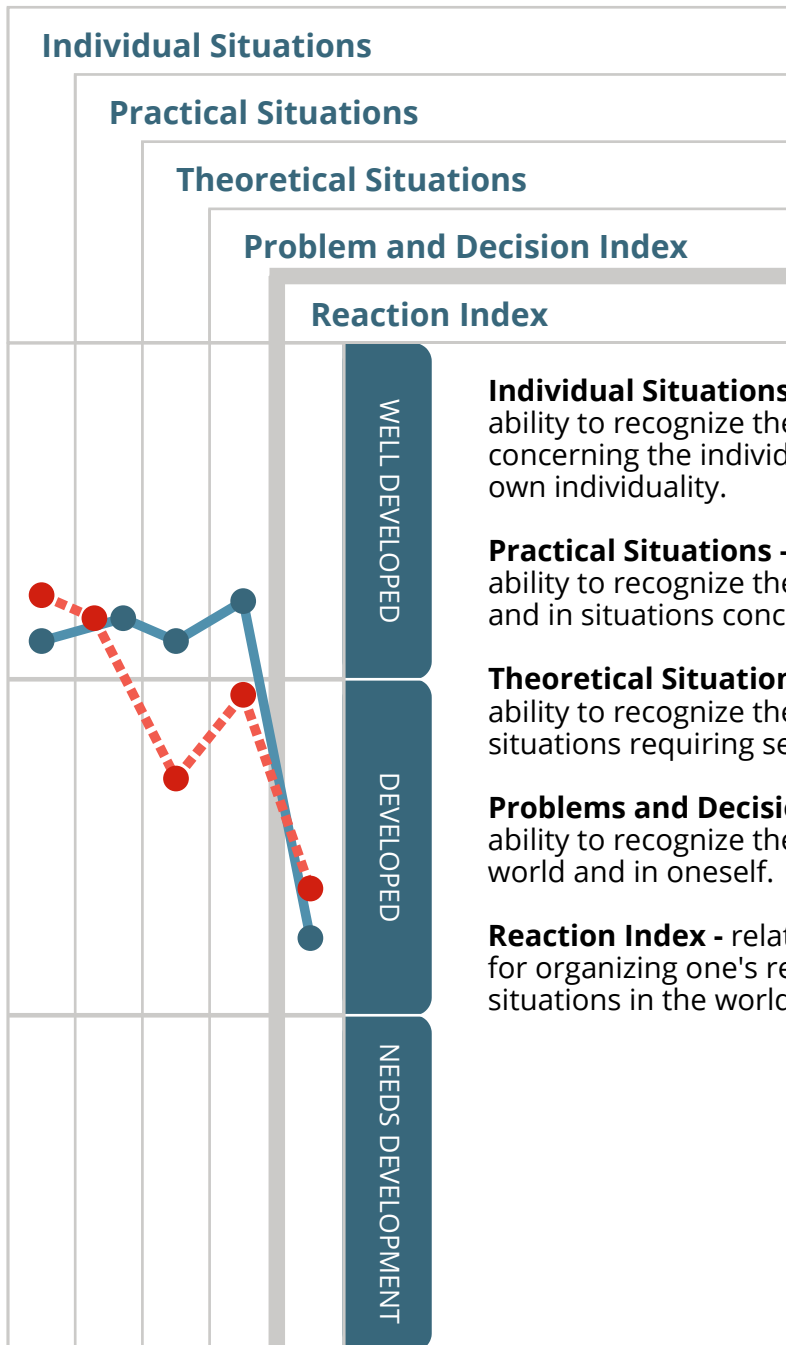
What insights have you discovered about yourself that could be further developed?



29

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.

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.

George's World View



George's Self View



External Problem Solving and Decision Making



The following scores will identify George's ability to identify and solve specific types of problems as well as his ability to make balanced decisions in the outside world.

Capacity for Solving Problems Involving People - The ability to identify and solve problems related to the individuality of people.

0 10 20 30 40 50 60 70 80 90 100



78

Capacity for Solving Practical Problems - The ability to identify and solve problems related to tasks and practical situations.

0 10 20 30 40 50 60 70 80 90 100



80

Capacity for Solving Theoretical Problems - The ability to identify and solve systems, structural and theory-based problems.

0 10 20 30 40 50 60 70 80 90 100



78

Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information regarding people, tasks and systems. The higher your score, the more balanced your problem and decision making will be.

0 10 20 30 40 50 60 70 80 90 100



78

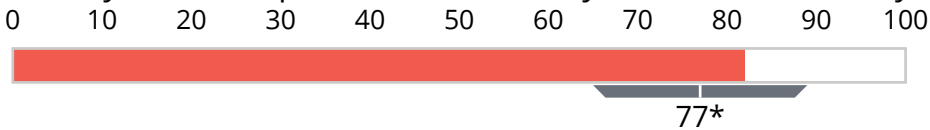
* 68% of the population falls within the shaded area.

Internal Problem Solving and Decision Making



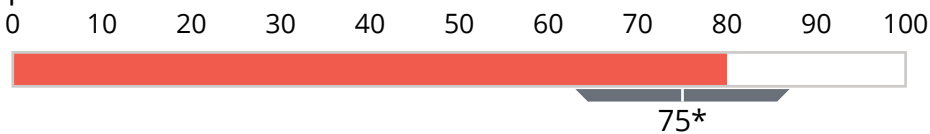
The following scores will identify George's ability to identify and solve specific types of problems as well as his ability to make balanced decisions within one's self.

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



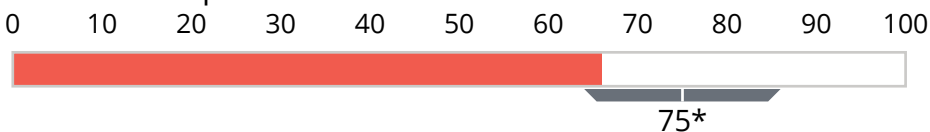
82

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



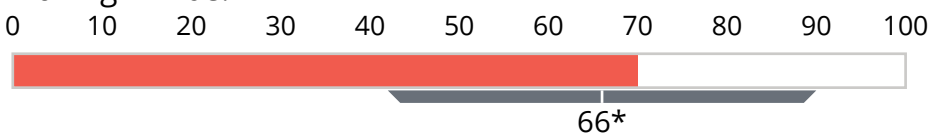
80

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



66

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.



70

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

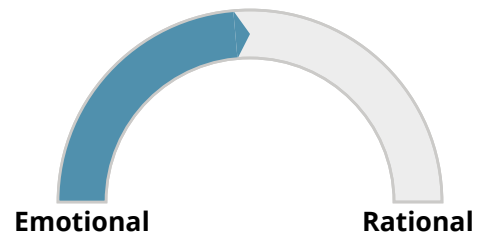
Reaction Index



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

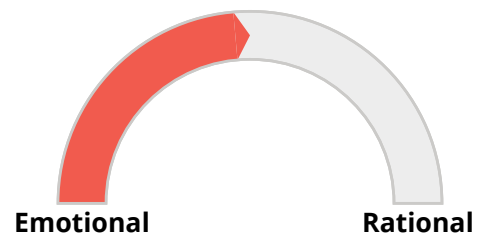
External Control: The ability to appear to be rational and in control when facing problems or crises.

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



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

- His capacity to organize and discipline his reactions when confronted with problems within himself is developed.
- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his own individuality.
- 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.

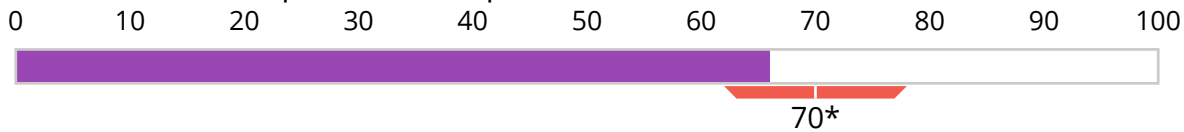


Business Performance Summary



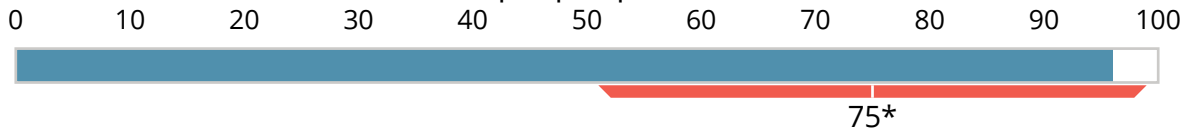
The Business Performance Summary will identify George's ability to solve problems and concentrate during challenging times and ability to make balanced decisions.

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



66

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

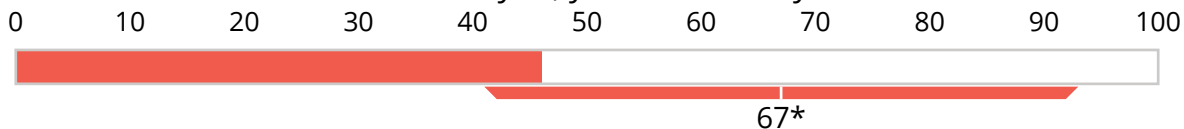


96

20

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.



46

29

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.

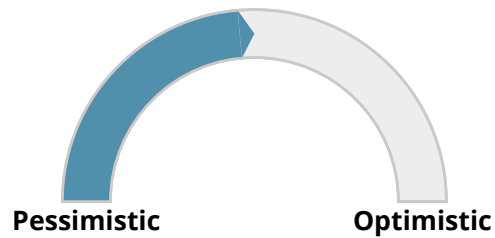
Business Performance Summary



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.

- Tentative - provisional, speculative
- Cautious - careful, guarded, watchful
- Hesitant - shy, uncertain
- Wary - suspicious
- Tolerant - broadminded, understanding
- Prudent - sensible, practical, discreet



Have there been any negative events in the last 30 to 60 days that are still affecting you today?

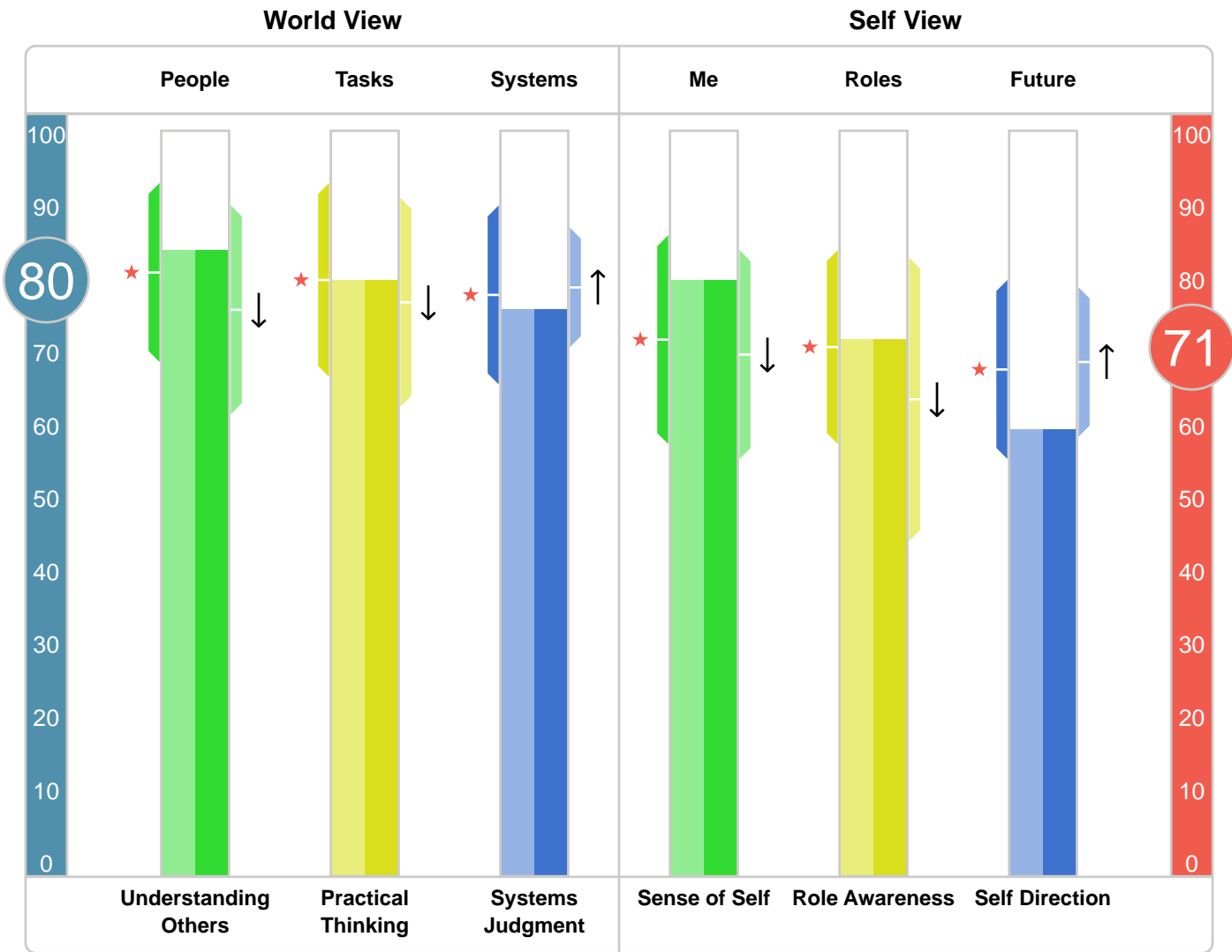
If yes, have you noticed any differences in your behavior?

Who if anyone, have you talked to about this event?

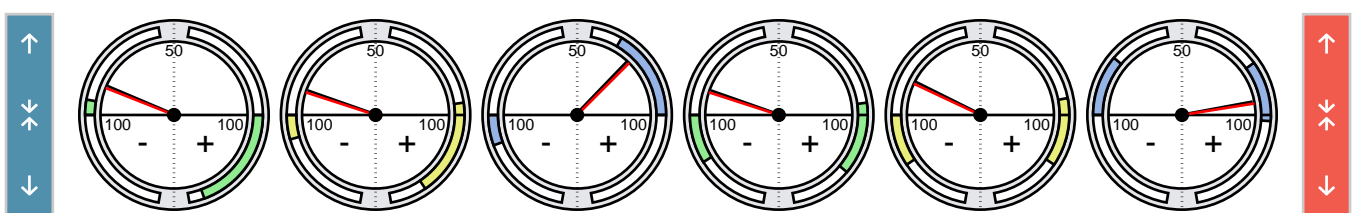
20

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.

Dimensional Balance



Clarity	84	80	76	80	72	60
Bias	↓	↓	↑	↓	↓	↑
Blind Spot	16	20	24	20	28	40



Rev: 0.89-0.84

- ↑ Overvaluation
- ↕ Mixed valuation
- ↓ Undervaluation
- Intrinsic
- Extrinsic
- Systemic
- ★ Population mean
- 80 External Clarity Average
- 71 Internal Clarity Average

T: 8:43

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.

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

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: 11:58

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

0 10 20 30 40 50 60 70 80 90 100



61*

100
WD

2. Customer Focus - A commitment to customer satisfaction.

0 10 20 30 40 50 60 70 80 90 100



63*

100
WD

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

0 10 20 30 40 50 60 70 80 90 100



68*

100
WD

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

0 10 20 30 40 50 60 70 80 90 100



38*

100
WD

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

0 10 20 30 40 50 60 70 80 90 100



55*

100
WD

6. Presenting - Communicating effectively to groups.

0 10 20 30 40 50 60 70 80 90 100



61*

100
WD

Development Legend

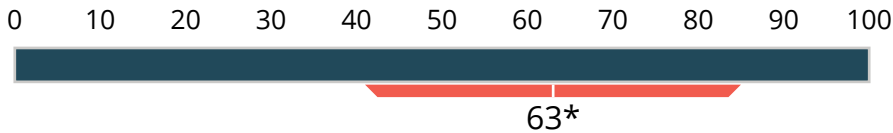
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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

Competencies Hierarchy

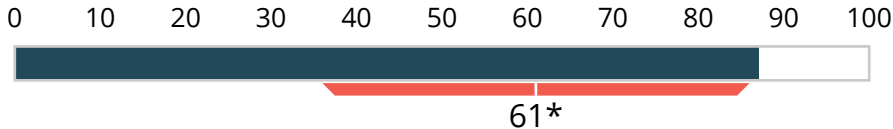


7. Teamwork - Working effectively and productively with others.



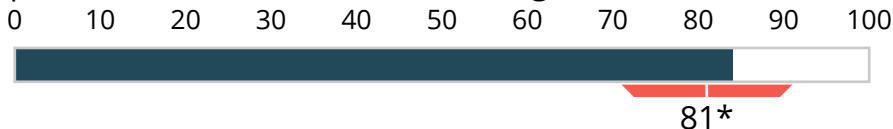
100
WD

8. Leadership - Achieving extraordinary business results through people.



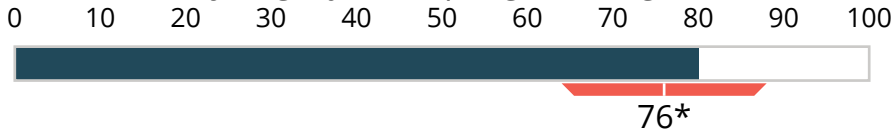
87
WD

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



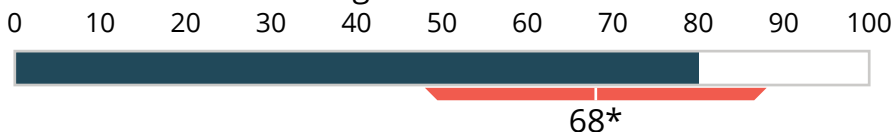
84
D

10. Flexibility - Agility in adapting to change.



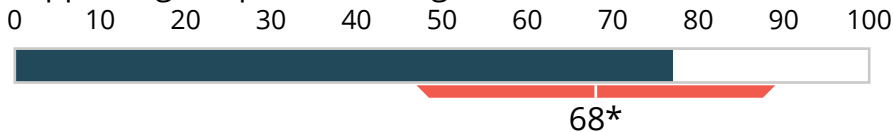
80
D

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



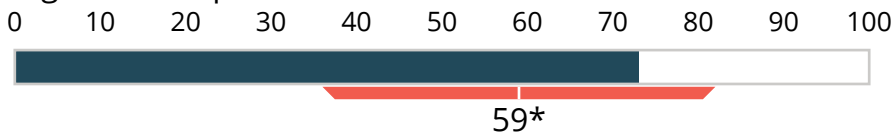
80
D

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



77
D

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



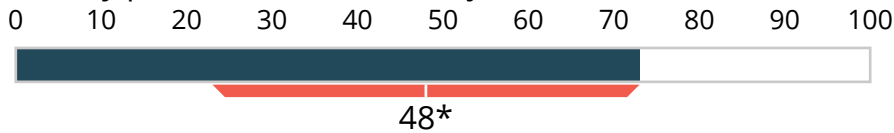
73
D

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

Competencies Hierarchy

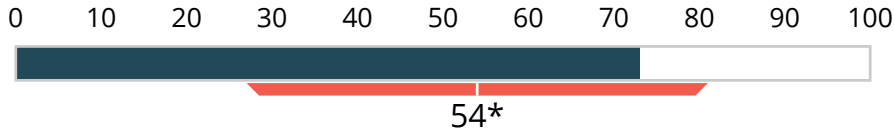


14. Planning & Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.



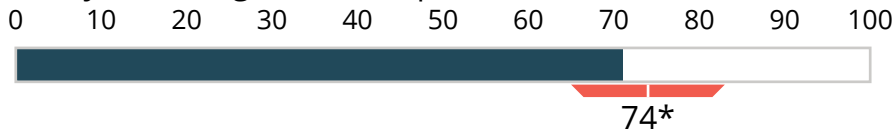
73
WD

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



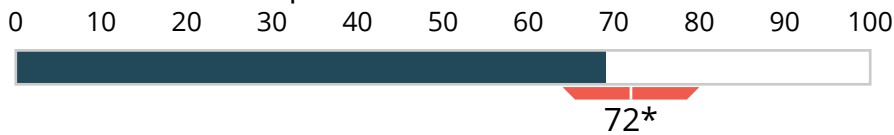
73
D

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



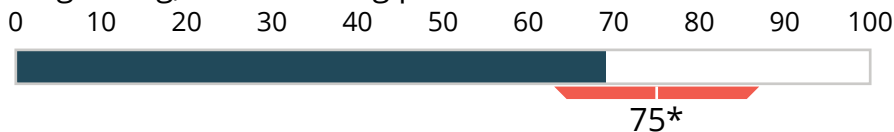
71
MD

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



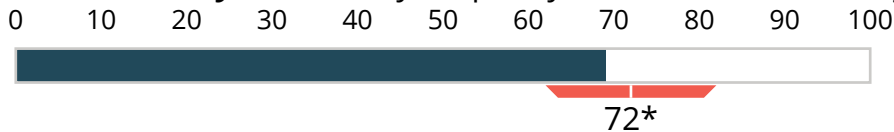
69
MD

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



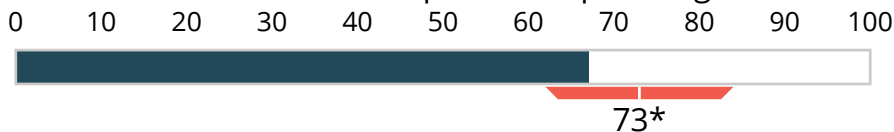
69
MD

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



69
MD

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



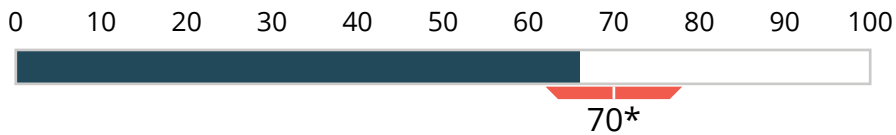
67
MD

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

Competencies Hierarchy

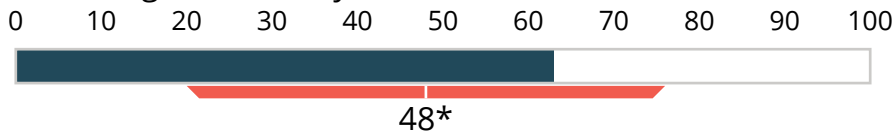


21. Decision Making - Utilizing effective processes to make decisions.



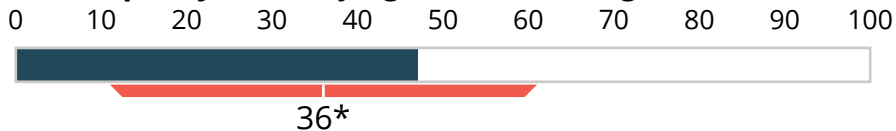
66
MD

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



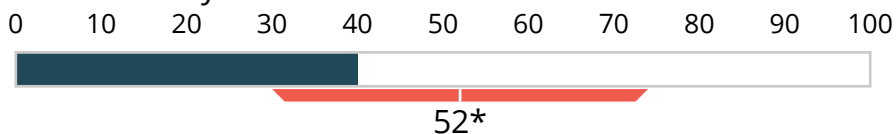
63
D

23. Empathy - Identifying with and caring about others.



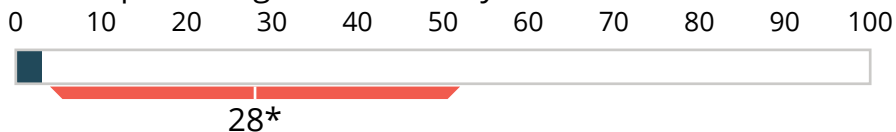
47
D

24. Conflict Management - Addressing and resolving conflict constructively.



40
MD

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



0
ND

* 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.

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.

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

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.

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.

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.

Well 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.

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.

Well 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.

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

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

Developed Competencies



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.

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.

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

Developed Competencies



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

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

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

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.

Developed Competencies



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

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

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.

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

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

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.

Moderately Developed Competencies



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

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

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.

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.

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.

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.

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?