



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Management-Staff Coaching

Mitch Thompson
Information Technology
Sample Co.
5-21-2013

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Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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



Introduction Behaviors Section

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

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

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

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

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

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



General Characteristics

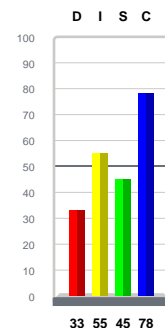
Based on Mitch's responses, the report has selected general statements to provide a broad understanding of his work style. These statements identify the basic natural behavior that he brings to the job. That is, if left on his own, these statements identify HOW HE WOULD CHOOSE TO DO THE JOB. Use the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

Mitch likes to work behind the scene and be seen as someone who is organized and has his life in order. Rules and procedures provide security for his job performance. Mitch can devote all his energy to the job, and that offers security to his work situation. He resists change if he feels the change will lower the quality of his work. If change is inevitable, he may need reassurances that his standards will continue to be met. He can overanalyze a problem which tends to slow down the decision-making process. When Mitch sees something that is wrong he wants to fix it. He is oriented toward achieving practical results. He tends to be his own worst critic constantly reminding himself that he could have done better if given more time. Because of high expectations of his own job performance, Mitch may sometimes feel that other workers cannot perform up to his standards. He wants to make certain that detailed reports are accurately completed. This tendency can be reassuring to Mitch's supervisors. Mitch wants the safety features on his equipment to be in good working order. He is alert and sensitive to his errors and mistakes. He constantly seeks to avoid errors in his work.

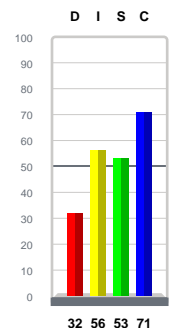
Mitch gets frustrated when well-established rules are not observed by others. He prefers to have everyone adhere to the same rules and regulations. He usually judges others by the quality of their work. He may find it difficult to recognize others' strengths, if their work does not meet his high standards. He is skilled at observing and collecting data on different subjects. If he has a real passion for a given subject, he will read and listen to all the available information on the subject. He feels tension when forced to make major decisions quickly. Mitch is the type of person who will accept challenges, and accept them seriously. He has an acute awareness of social, economic and political implications of his decisions. He is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts." He tends to base decisions on the quality of work--not on efficiency.



Adapted Style



Natural Style



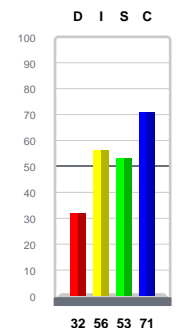
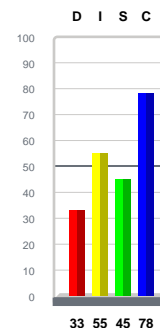


General Characteristics Continued

Mitch can be outgoing at times. Basically introverted, he will engage in social conversation when the occasion warrants. He likes to ask questions to clarify the communications. He gathers data in order to be certain he is correct in his work, communications or decision making. He does not seek confrontation, but if he is confronted, he will present his case with enough supportive data that he will probably win. Because Mitch prefers logical information, he likes people who communicate all the facts in logical order. Random facts in a haphazard format tend to distract and annoy him. Mitch does not like to work for a manager who uses a confrontational management style. He tends to withdraw and not express himself, and may become unproductive if he feels threatened. He enjoys analyzing the motives of others. This allows him to develop his intuitive skills. He is patient and persistent in his approach to achieving goals. He responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." He wants to establish good will with others and to influence them in a friendly and sociable manner.

Adapted Style

Natural Style



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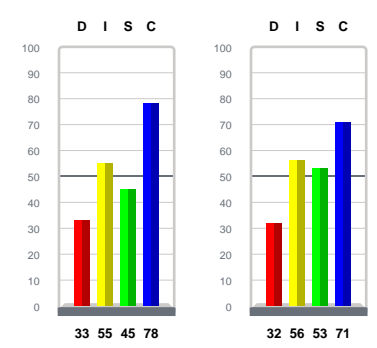
Value to the Organization

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

- Maintains standards.
- Turns confrontation into positives.
- Always concerned about quality work.
- Accurate and intuitive.
- Respect for authority and organizational structure.
- Defines, clarifies, gets information, criticizes and tests.
- Conscientious and steady.
- Proficient and skilled in his technical specialty.



Adapted Style Natural Style





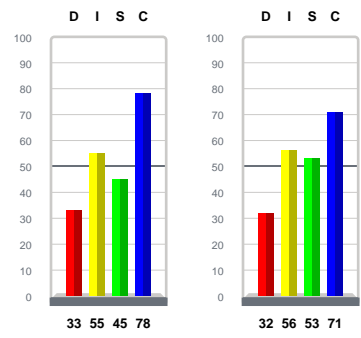
Checklist for Communicating

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Mitch. 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 Mitch most frequently.

Ways to Communicate

- Support your communications with correct facts and data.
- Give him time to verify reliability of your comments--be accurate and realistic.
- Give him time to verify reliability of your actions; be accurate, realistic.
- Support his principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Take time to be sure that he is in agreement and understands what you said.
- Be sincere and use a tone of voice that shows sincerity.
- Give him time to be thorough, when appropriate.
- Make an organized contribution to his efforts, present specifics and do what you say you can do.
- Prepare your "case" in advance.
- Follow through, if you agree.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.
- Make an organized presentation of your position, if you disagree.

Adapted Style Natural Style





Checklist for Communicating Continued

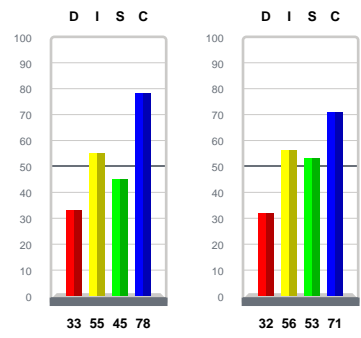
This section of the report is a list of things NOT to do while communicating with Mitch. Review each statement with Mitch and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that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

Ways NOT to Communicate

- Use gimmicks or clever, quick manipulations.
- Talk in a loud voice or use confrontation.
- Rush the decision-making process.
- Use testimonies of unreliable sources; don't be haphazard.
- Threaten, cajole, wheedle, coax or whimper.
- Make conflicting statements.
- Make promises you cannot deliver.
- Don't be haphazard.
- Make statements about the quality of his work unless you can prove it.
- Push too hard, or be unrealistic with deadlines.
- Dillydally, or waste time.
- Talk to him when you're extremely angry.
- Be vague about what's expected of either of you; don't fail to follow through.



Adapted Style Natural Style





Communication Tips

This section provides suggestions on methods which will improve Mitch'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, Mitch will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Perceptions

See Yourself as Others See You

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

Self-Perception

Mitch usually sees himself as being:

- Precise
- Moderate
- Knowledgeable
- Thorough
- Diplomatic
- Analytical

Others' Perception - Moderate

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

- Pessimistic
- Worrisome
- Picky
- Fussy

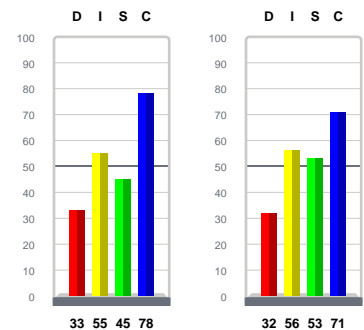
Others' Perception - Extreme

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

- Perfectionistic
- Strict
- Hard-to-Please
- Defensive



Adapted Style Natural Style





The Absence of a Behavioral Factor

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

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

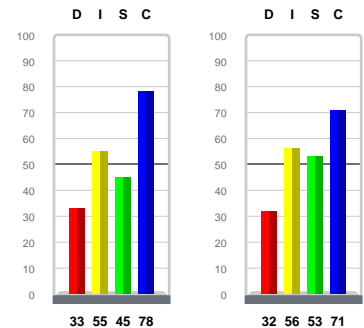
- Needs meeting and planning sessions with pre-disclosed agenda items in order to feel prepared.
- Avoid environments that focus on constant innovation.
- Needs a manager or accountability partner that can appreciate the need for reflective problem solving but can also manage the time spent on each situation.

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

- Seek partnership when forced to make decisions that do not have a procedure or set precedence.
- Focus on one task at a time to assure quality in problem solving.
- Seek positions that do not require a strong need for self-starting.

Adapted Style

Natural Style





Descriptors

Based on Mitch'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.

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



Natural and Adapted Style

Mitch'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

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

Adapted

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



People - Contacts

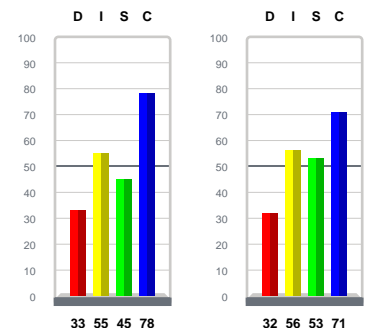
Natural

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

Adapted

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

Adapted Style Natural Style





Natural and Adapted Style Continued



Pace - Consistency

Natural

Mitch is deliberate and steady. He is willing to change, if the new direction is meaningful and consistent with the past. He will resist change for change's sake.

Adapted

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

Procedures - Constraints

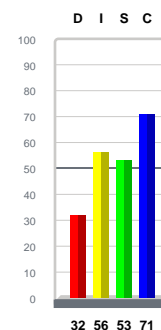
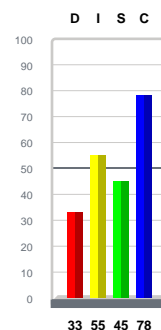
Natural

Mitch naturally is cautious and concerned for quality. He likes to be on a team that takes responsibility for the final product. He enjoys knowing the rules and can become upset when others fail to comply with the rules.

Adapted

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

Adapted Style Natural Style



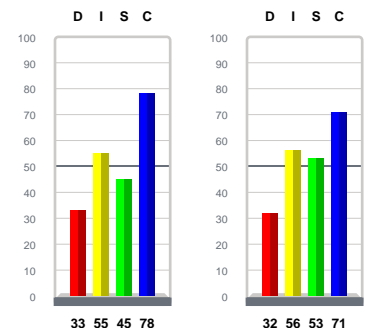


Adapted Style

Mitch 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.

- Careful, thoughtful approach to decision making.
- Precise, analytical approach to work tasks.
- Sensitivity to existing rules and regulations.
- Being cooperative and supportive.
- Undemanding of others' time and attention.
- Presenting a practical, proven approach to decision making.
- Being cordial and helpful when dealing with new clients or customers.
- Being conservative, not competitive, in nature.
- Using restraint when confrontation occurs.
- Precedence of quality over efficiency.
- Calculation of risks before taking action.
- Being a good "team player."
- Compliance to high standards.

Adapted Style Natural Style





Time Wasters

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

Waiting For Events To Happen

Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.

Possible Causes:

- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

Possible Solutions:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios

Seeking "All" of The Facts

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

Possible Causes:

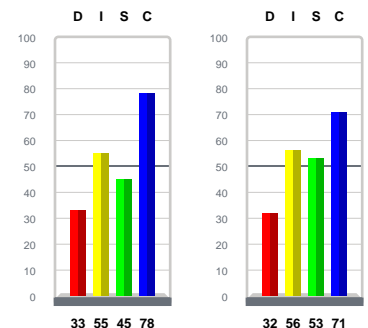
- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

Possible Solutions:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed



Adapted Style Natural Style





Time Wasters *Continued*

Overreacting To Constructive Criticism

Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

Possible Causes:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

Possible Solutions:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors

Prolong Events In Order To Gain Improved Results

Prolonging events in order to gain improved results is the process of doing and redoing, evaluating and re-evaluating and changing to and changing back as a way of "testing" the best possible outcome.

Possible Causes:

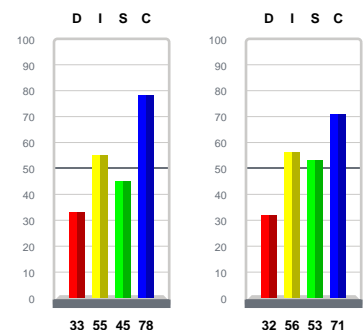
- Want to insure that success is always achieved
- Feel that if rushed, the results will not be satisfactory
- Hope situations will work out themselves

Possible Solutions:

- Set realistic schedule and timeline
- Follow the schedule
- Seek advice or assistance from others



Adapted Style Natural Style





Time Wasters *Continued*

Seeking The Best, But Not Necessarily Workable Solutions

Always seeking the best solution may prohibit getting the task accomplished. Something better is always on the horizon.

Possible Causes:

- Want to do things right the first time
- Want personal approval for preciseness of work
- Fear criticism if solution doesn't work

Possible Solutions:

- Establish required standards
- Determine the solution that meets or exceeds those standards
- Set a timeline for making a decision or completing a task

Fear of Mistakes

Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

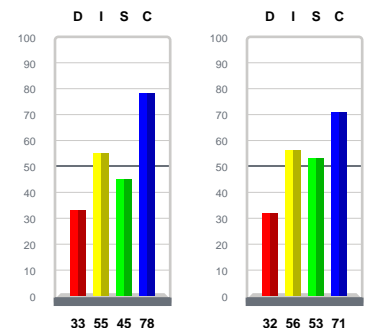
Possible Causes:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

Possible Solutions:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes

Adapted Style Natural Style





Areas for Improvement

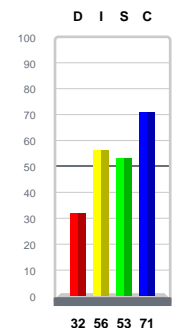
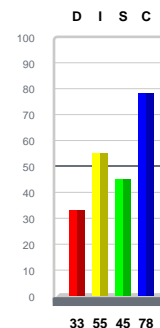
In this area is a listing of possible limitations without regard to a specific job. Review with Mitch and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering his performance and develop an action plan to eliminate or reduce this hindrance.

Mitch has a tendency to:

- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Yield his position to avoid controversy.
- Be self-deprecating--doesn't project self-confidence.
- Select people much like himself.
- Have difficulty making decisions because he's mostly concerned about the "right" decision. If precedent does not give direction, his tendency is to wait for directions.
- Lean on supervisors if information and direction is not clear.
- Be defensive when threatened and use the errors and mistakes of others to defend his position.
- Get bogged down in details and use details to protect his position.
- Be bound by procedures and methods--especially if he has been rewarded for following these procedures.

Adapted Style

Natural Style

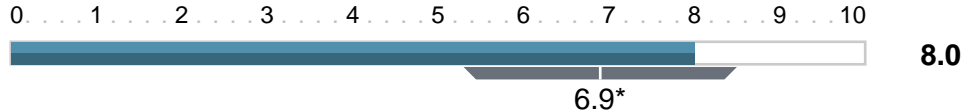




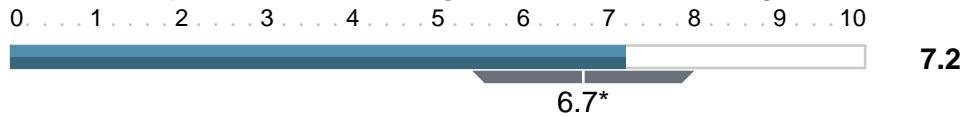
Behavioral Hierarchy

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

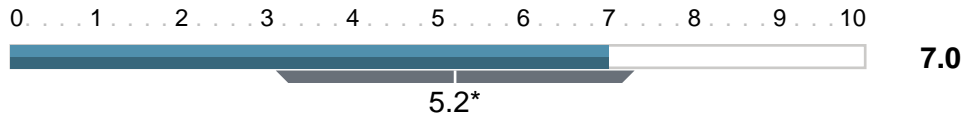
1. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



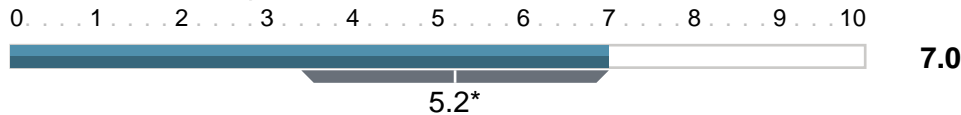
2. Follow Up and Follow Through - A need to be thorough.



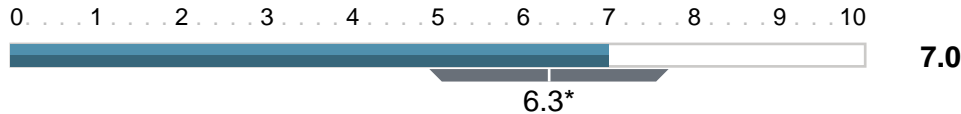
3. Organized Workplace - Systems and procedures followed for success.



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



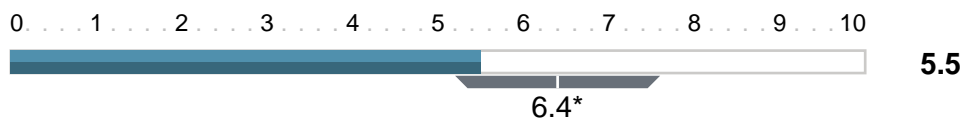
5. Consistency - The ability to do the job the same way.

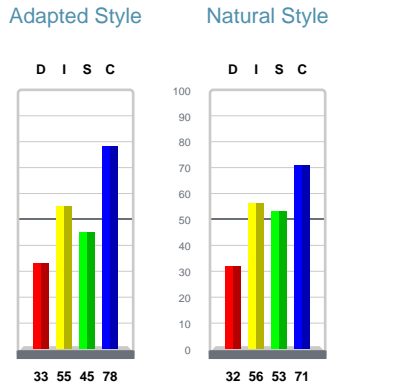


6. Customer Relations - A desire to convey your sincere interest in them.



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



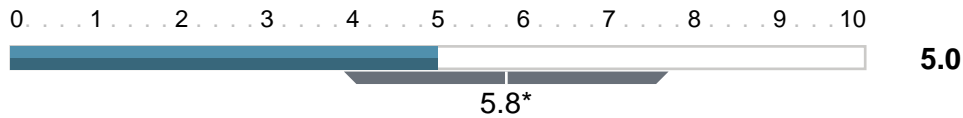


* 68% of the population falls within the shaded area.

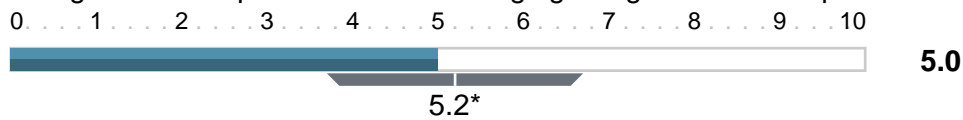


Behavioral Hierarchy

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



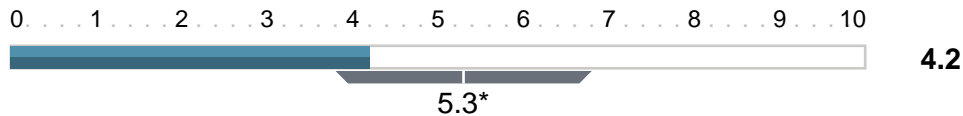
9. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



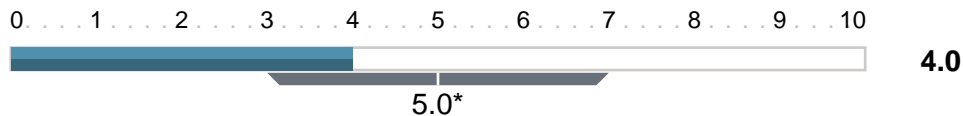
10. Urgency - Decisiveness, quick response and fast action.



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

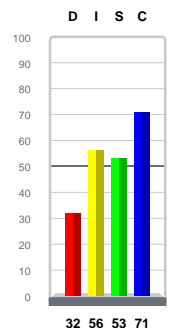
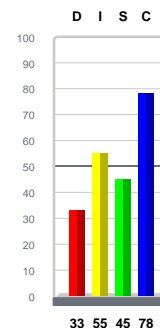


12. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.



Adapted Style

Natural Style



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

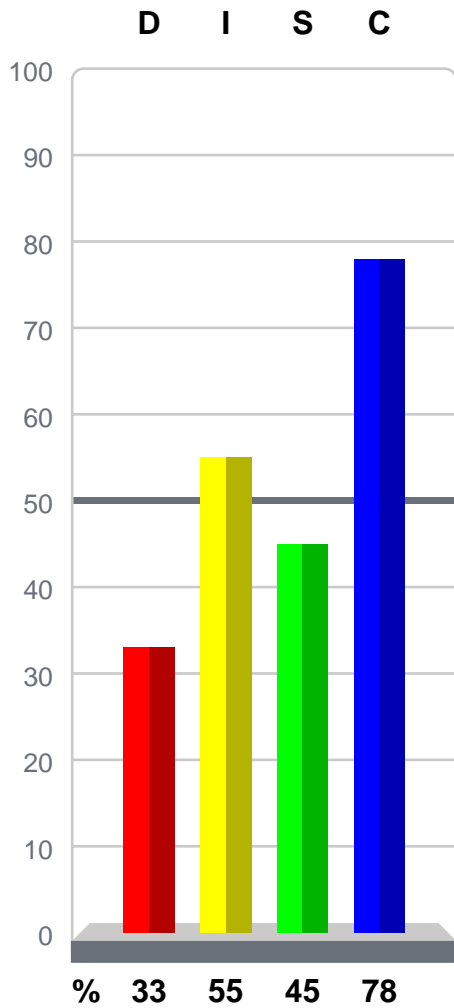


Style Insights® Graphs

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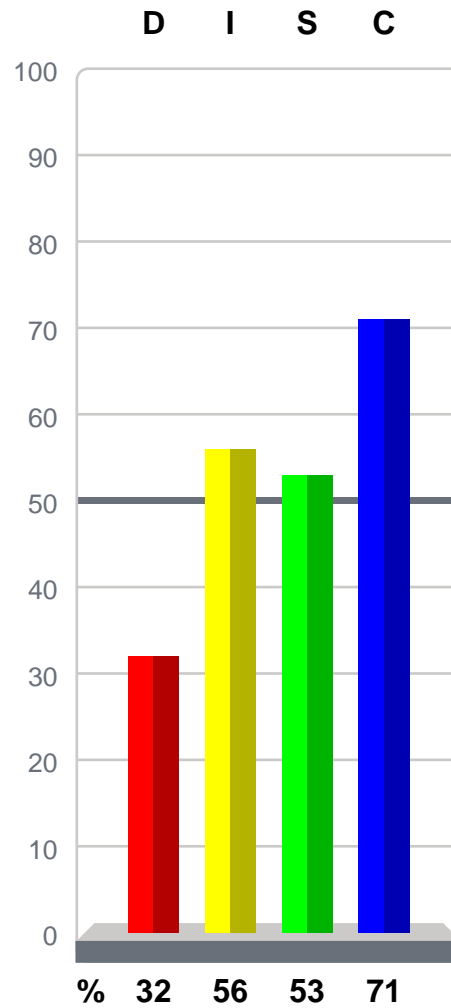
Adapted Style

Graph I



Natural Style

Graph II



Norm 2011 R4



The Success Insights® Wheel

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

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

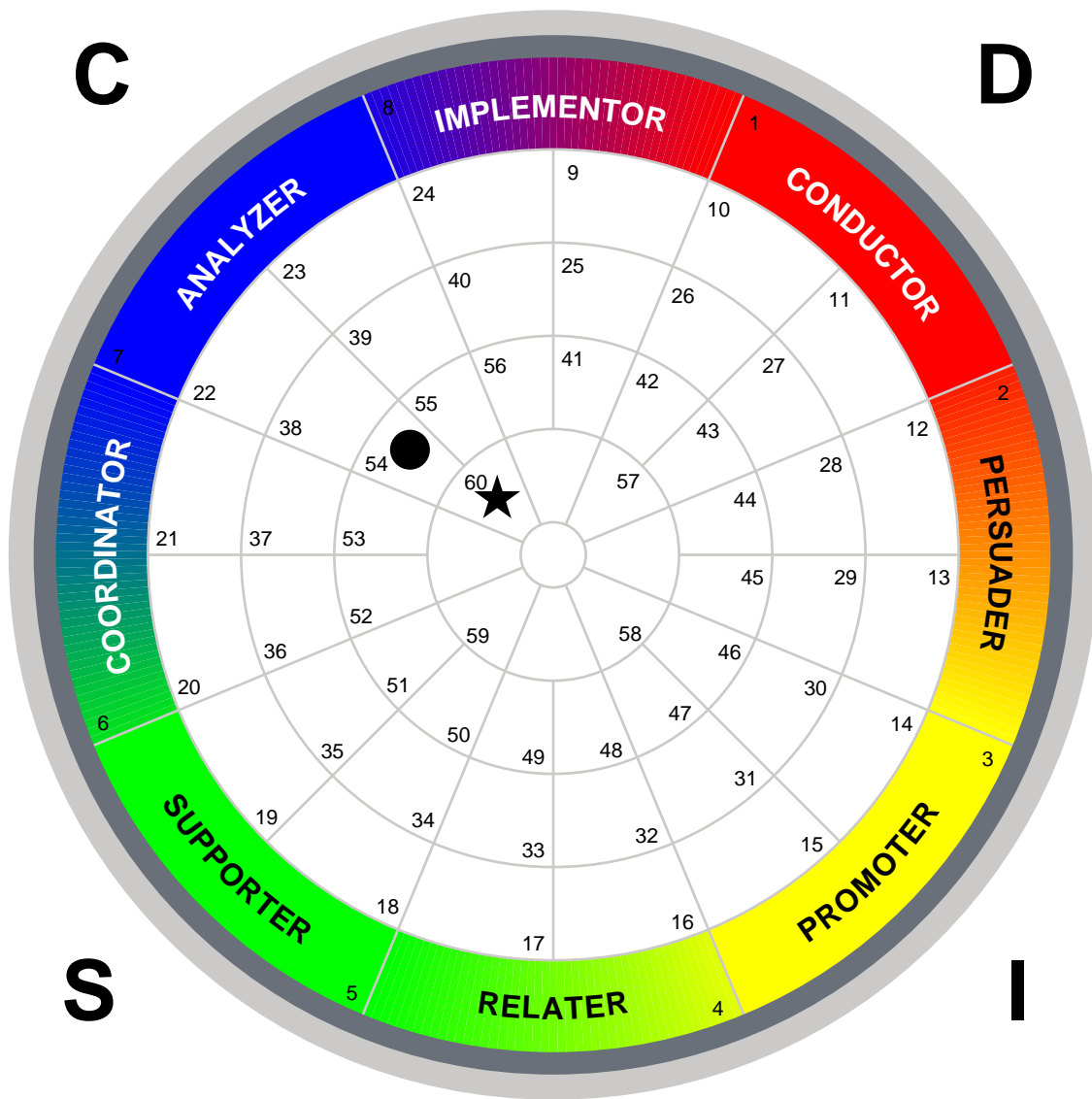
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



The Success Insights® Wheel

5-21-2013



Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)
 Natural: ● (54) COORDINATING ANALYZER (ACROSS)

Norm 2011 R4

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Mitch Thompson



Introduction Motivators Section

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

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

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

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

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

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

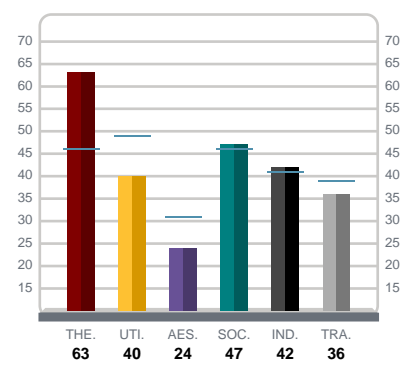


Theoretical

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

- He may have difficulty putting down a good book.
- People who talk on a subject without adequate knowledge will frustrate him and cause him to lose interest in the conversation.
- Adding to the body of knowledge may be more important than the application of the knowledge.
- Mitch will seek the "truth," yet "truth" is relative and will be defined by his own standards.
- Mitch never walked by a bookstore or library he didn't want to visit.
- Understanding social problems and their ramifications is one of his strengths.
- Mitch may use his specialized knowledge of a topic to control the situation.
- Mitch will spend time and money helping people who have committed their lives to educating themselves and others.
- Mitch will use his knowledge to ensure economic security.
- He has a keen interest in formulating theories and asking questions to assist in problem solving.
- Many may see him as an intellectual.
- He sees the value in having good libraries and bookstores in every community.
- The process is not as important to him as the results.





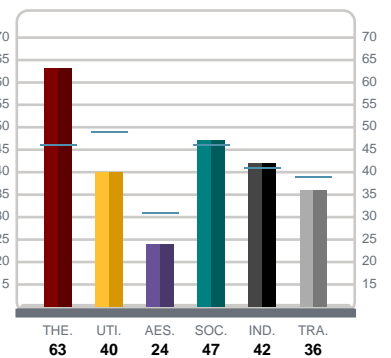
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Social

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

- He is generous with his time, talent and resources for those in need.
- He believes charities should be supported.
- Mitch is patient and sensitive to others.
- Helping the homeless may be one of his concerns.
- Saying "no" is difficult when others need his time or talent.
- Mitch will be generous with time, research and information on social problems.

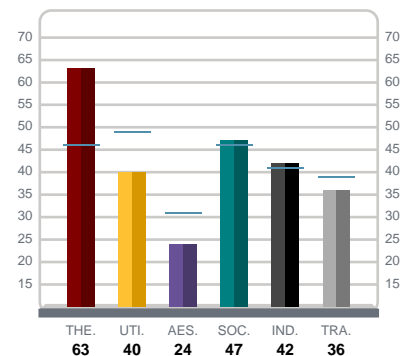




Individualistic

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.

- At times Mitch can be very competitive.
- Mitch can be assertive in meeting his needs.
- The amount of control he attempts will increase if he has strong feelings about the issues involved with the situation. If, however, he has little interest in the issues involved, he will not see the need for exercising control.
- He will evaluate each situation individually and determine how much or how little control he will want to exercise.



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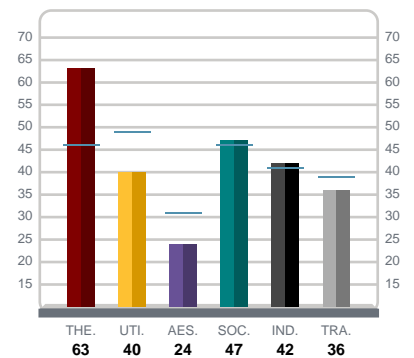
Mitch Thompson



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 will evaluate some decisions but not necessarily all based on their utility and economic return.
- Mitch will become money motivated when he wants to satisfy one of the other motivators mentioned in this report.
- He will use wealth as a yardstick to measure his work effort with certain activities.
- Mitch will not alter his lifestyle in order to acquire something unless there is an immediate need (or the situation is critical).
- Mitch can give freely of time and resources to certain causes and feel this investment will result in a future return on his investment.
- Money itself is not as important as what it will buy.

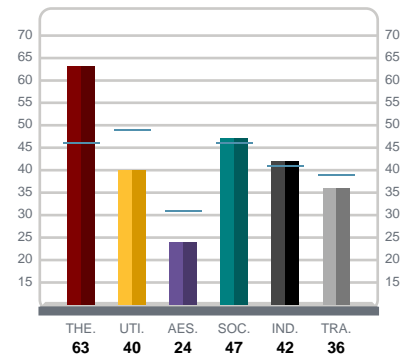




Traditional

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.

- Mitch'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 Mitch because he has not defined a philosophy or system that can provide immediate answers to every situation.
- In many cases, Mitch will want to set his own rules which will allow his own intuition to guide and direct his actions.
- He will not be afraid to explore new and different ways of interpreting his own belief system.
- Mitch can be creative in interpreting other systems or traditions and selective in applying those traditions.
- He will work within a broadly defined set of beliefs.
- Traditions will not place limits or boundaries on Mitch.



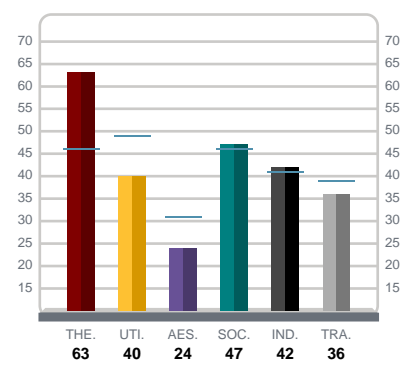


Aesthetic

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.

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





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Navigating Situations Outside Your Comfort Zone

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

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

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

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

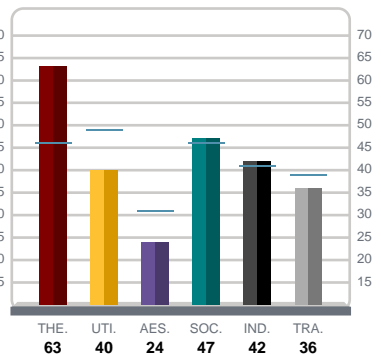
How do Aesthetics contribute to the world, your professional life and your personal life?

A person with a high Aesthetic is interested in studying and appreciating the totality of a situation.

- Connect the common need to look at problems from a holistic viewpoint. Understand one viewpoint is through the objective data analysis versus that of the Aesthetic, which is from a subjective, or feeling related, standpoint.
- Ask questions to bring the Aesthetic perspective into reality, and utilize visuals in order to influence them. Partner with them in order to visually represent shared opinions.

A person with a high Aesthetic will have a strong interest in preserving the balance and harmony of the organization.

- Provide the high Aesthetic with information and data to substantiate why decisions that may disrupt the balance need to be made at times. Assist with bringing the objective to the subjective
- Understand that a harmonious organization is more likely to be comfortable with the vulnerability that comes with the need for continuous learning. If fear is present in the organization, it will be less likely to get new information to spread through the company.





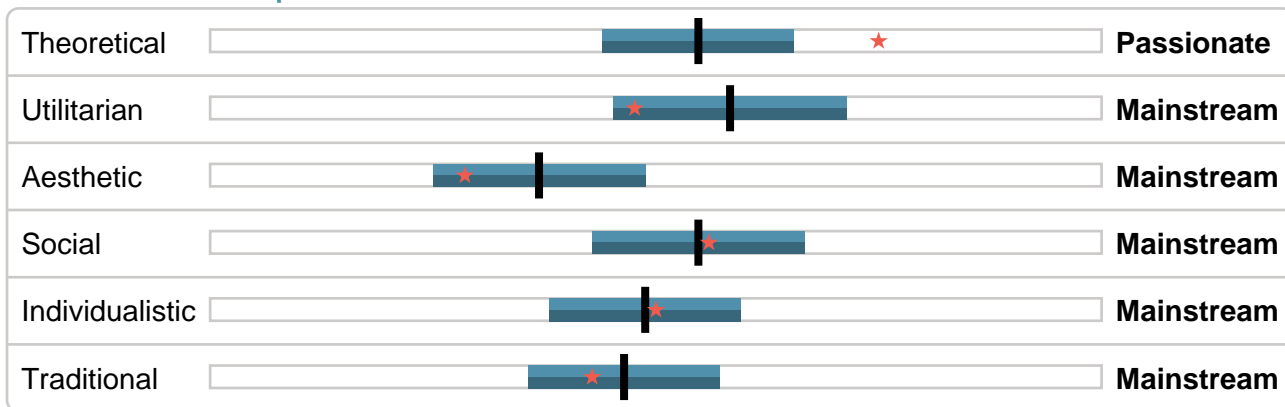
Motivators - Norms & Comparisons

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

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

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

Norms & Comparisons Table - Norm 2011



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

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



Motivators - Norms & Comparisons

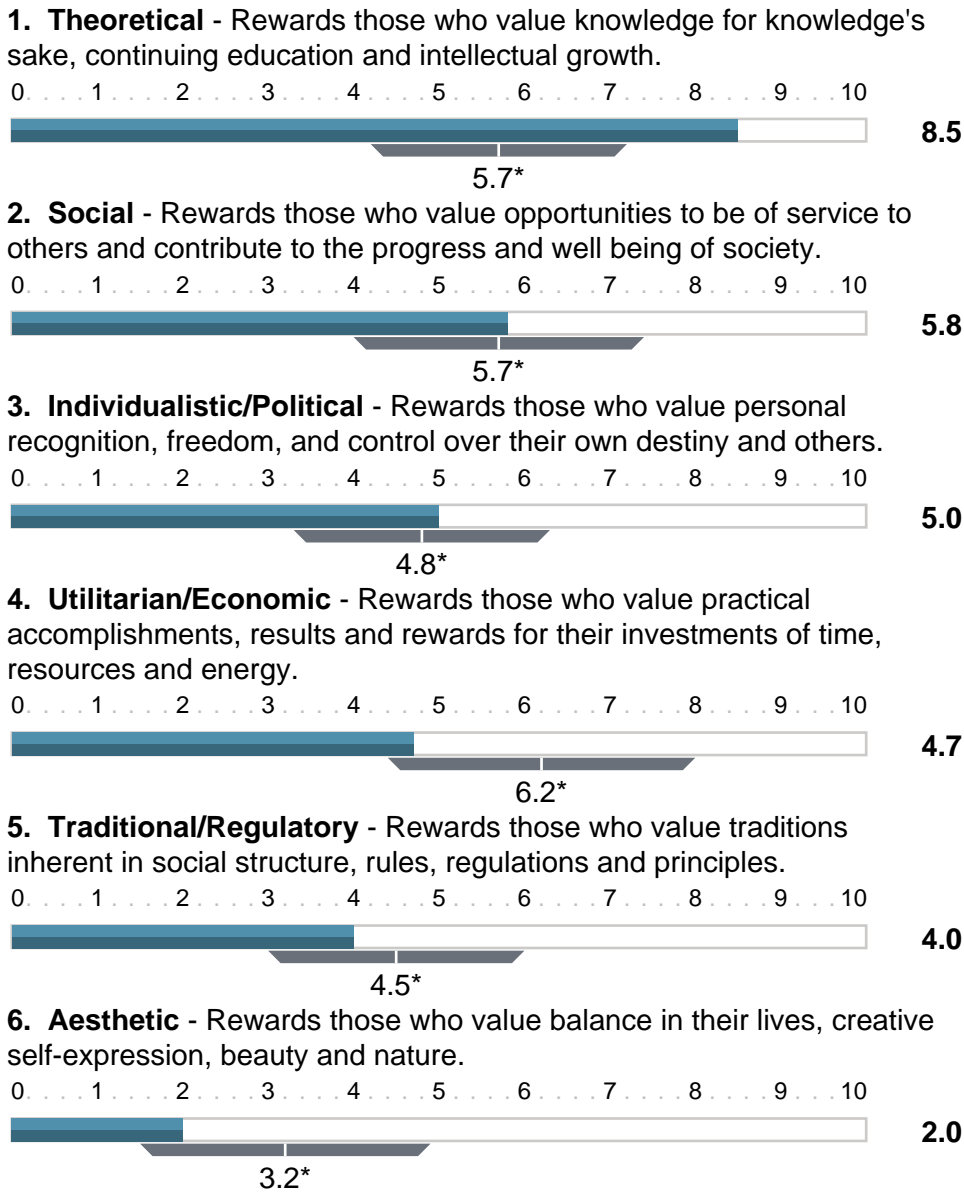
Areas in which you have strong feelings or passions compared to others:

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.

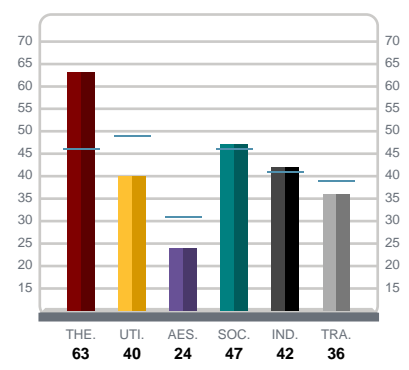
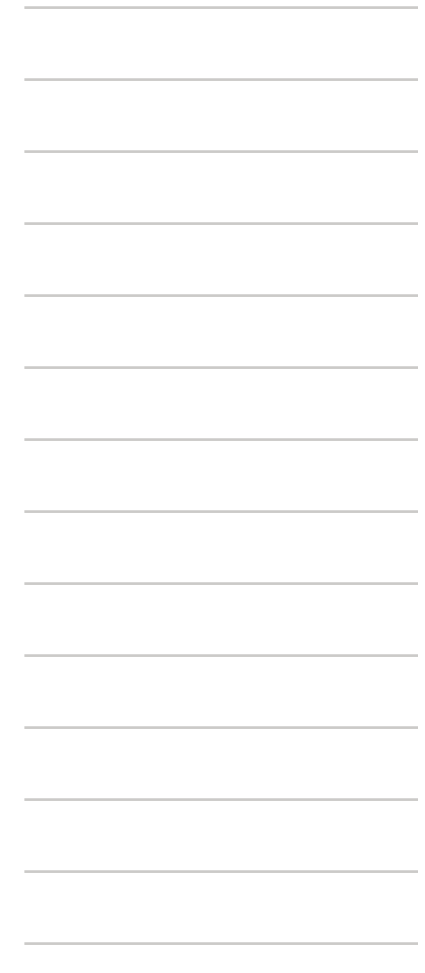


Motivators Hierarchy

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



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



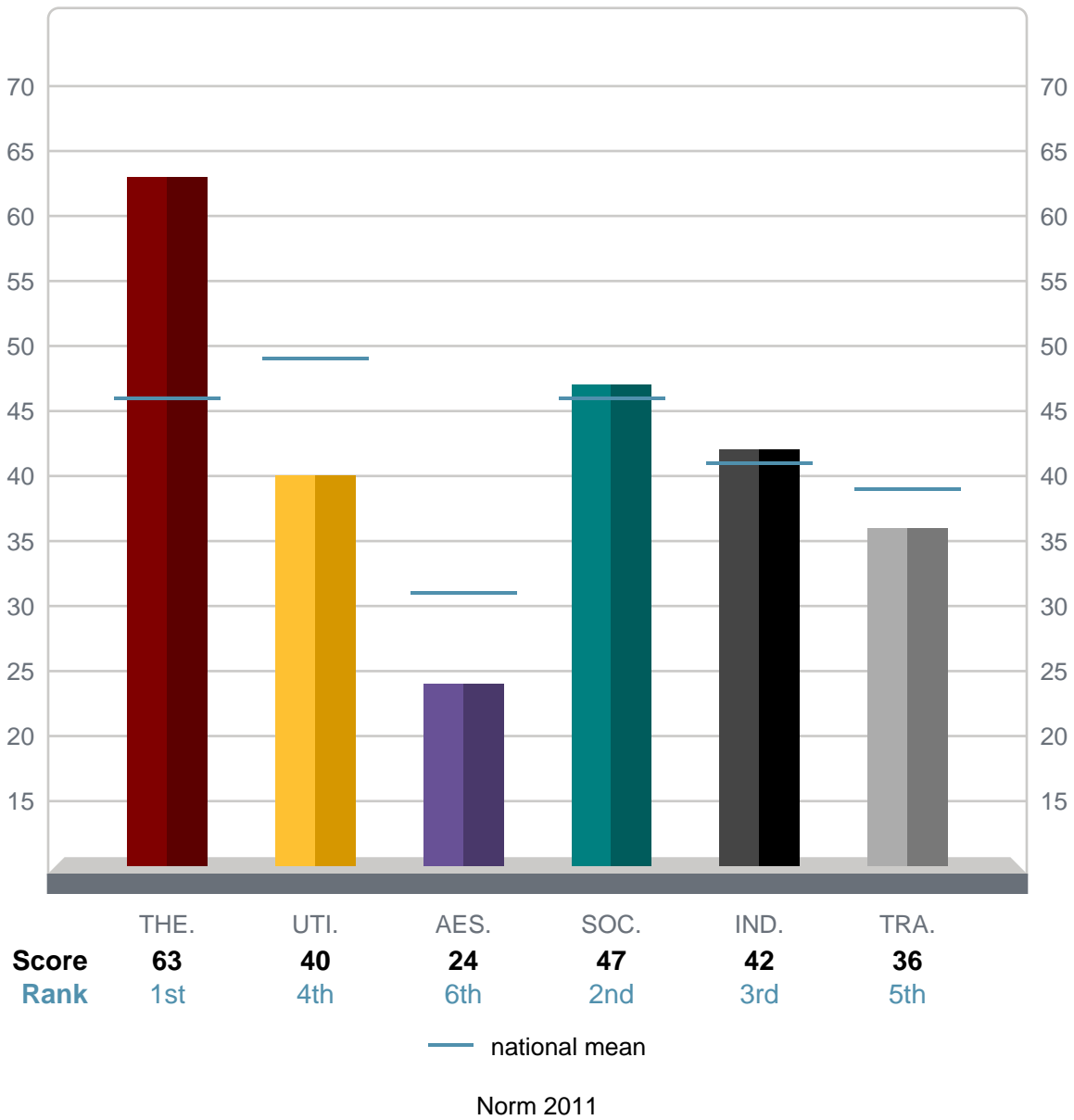
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Mitch Thompson



Motivation Insights® Graph

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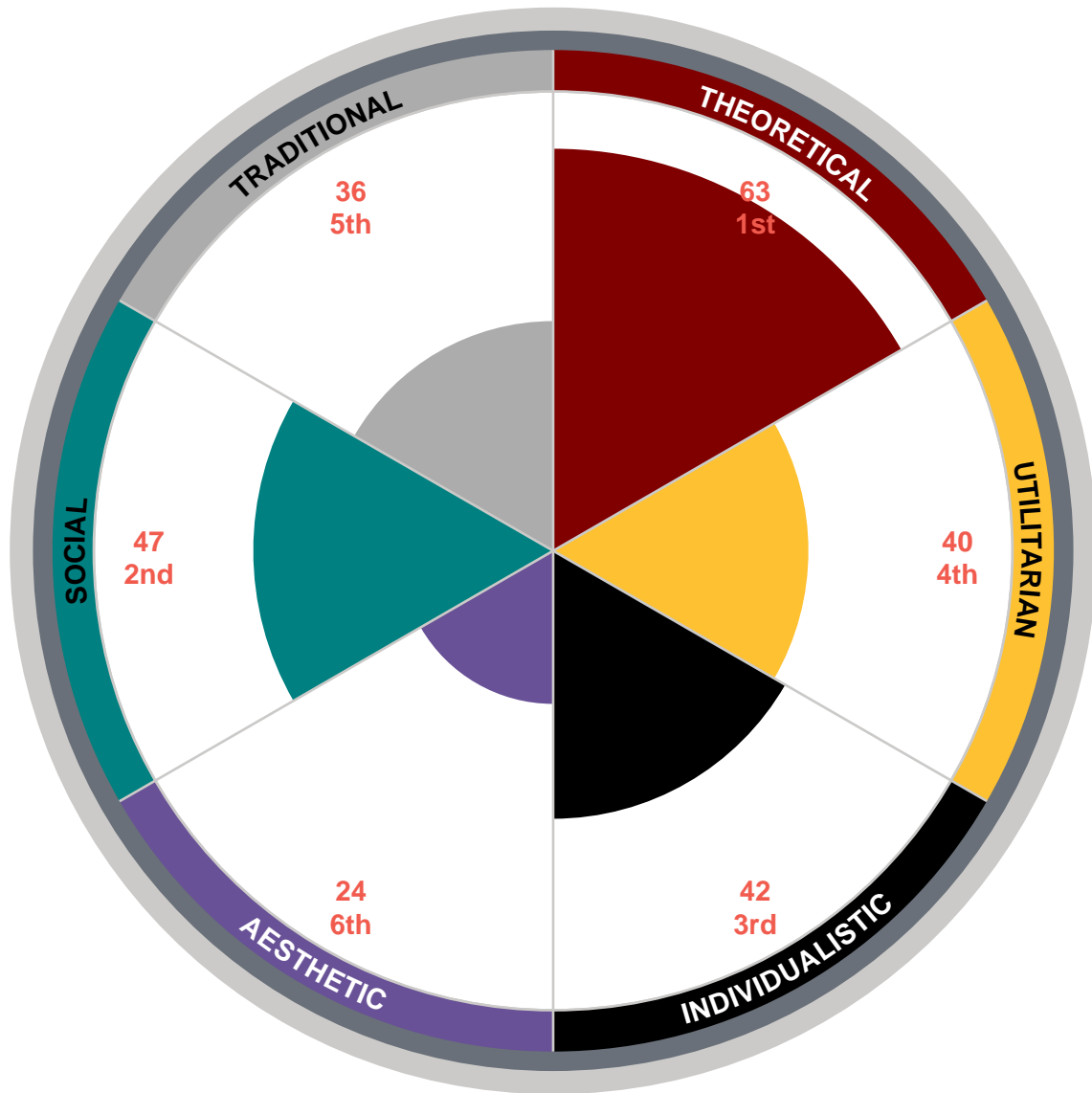
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Mitch Thompson



Motivators Wheel™

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Mitch Thompson



Introduction Integrating Behaviors and Motivators Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

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

- His desire to learn more allows processes to become more effective.
- Detailed and compliant about the research process.
- Brings organization for those going for the same cause.
- Paints a very detailed picture for the benefit of others to follow.
- Will bring high energy and enthusiasm to the researching process.
- Motivates others to continue education.
- Great at generating excitement in others and getting people on board.
- Always willing to offer his time and perspective.





Potential Behavioral and Motivational Conflict

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

- Never enough facts to prove the new theory.
- Needs data for comfort and curiosity but may experience paralysis by analysis when finishing goals.
- May micro manage friends or family and in turn, unintentionally alienate others.
- Viewed by others as a "watchdog", but wants to be seen as trying to help the cause move in the right direction.
- Ability to learn is diminished due to his lack of focus on one thing.
- A desire to share information can impede his ability to listen and learn.
- Has trouble making difficult decisions that affect others.
- High trust and a desire to help could lead to being taken advantage of.





Ideal Environment

This section identifies the ideal work environment based on Mitch'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 Mitch enjoys and also those that create frustration.

- An environment where he can use his intuitive thinking skills.
- Democratic supervisor with whom he can associate.
- Assignments that can be followed through to completion.
- Logical approach to problem solving and information-based solutions.
- A leadership team that is optimistic toward learning new concepts or theories.
- The ability to return to the table with more information in order to present the case.
- Ability to achieve results through the interaction with and helping of others.
- A forum to advocate for the greater good as it relates to moving the organization forward.
- The opportunity to be objective and diligent in his quest to help others.





Keys to Motivating

This section of the report was produced by analyzing Mitch'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 Mitch and highlight those that are present "wants."

Mitch wants:

- To be part of a quality-oriented work group.
- Operating procedures in writing.
- Time to perform up to his high standards.
- Time to gather data and facts in order to work through challenges and conflicts.
- Information on how to do things right, for fear of making a mistake.
- Access to all necessary information and instruction manuals in order to do things right.
- An opportunity to express how he can improve society.
- To be seen as an internal resource for people to express problems and challenges.
- To be assured that the organization is willing to help others and will maintain the rules and procedures for making sure the assistance is given.



Keys to Managing

In this section are some needs which must be met in order for Mitch 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 Mitch and identify 3 or 4 statements that are most important to him. This allows Mitch to participate in forming his own personal management plan.

Mitch needs:

- To be encouraged to be more independent.
- To be informed of things which affect him.
- A work environment without much conflict.
- The ability to recognize when he is in "paralysis-by-analysis" mode.
- To continue his learning in a participatory rather than solitary environment.
- Access to appropriate resources and tools for learning new information within the organizational framework.
- Support in handling situations when others take advantage.
- A manager that promotes his ability to positively influence others.
- A manager that applies all rules to individuals equally.



Introduction Acumen Indicators Section

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

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

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

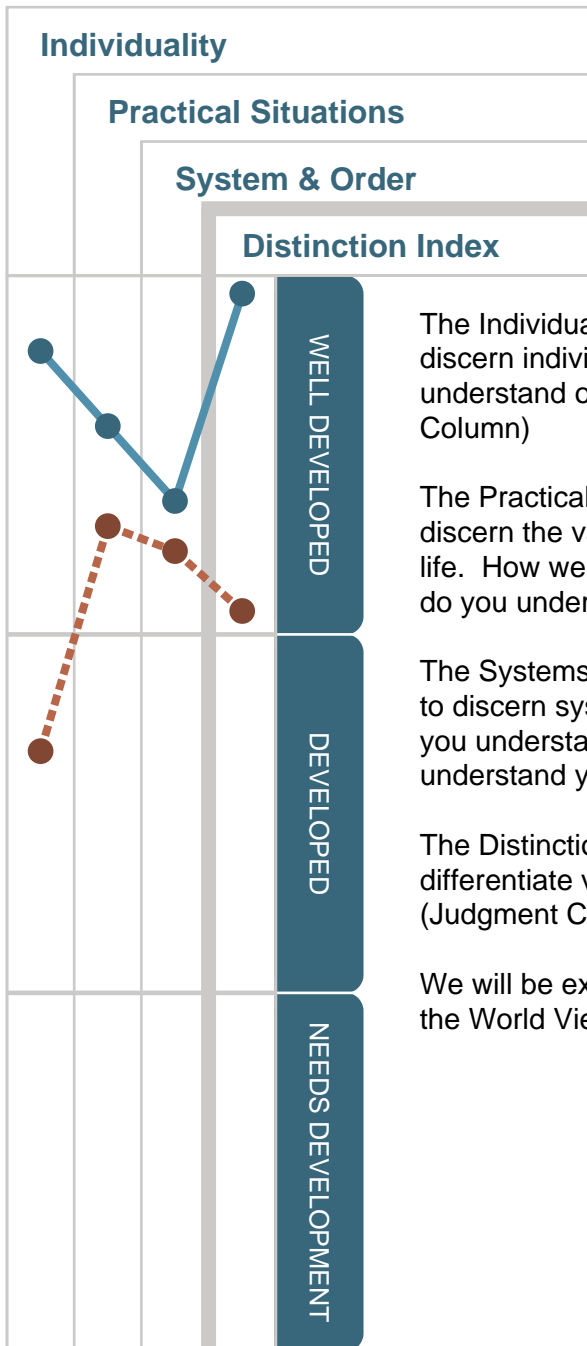
- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

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



Summary of Acumen Capacity

The Dimensions section measures Mitch's capacity to understand each of the dimensions individually as well as the capacity to differentiate the value elements in situations.



The Individuality column relates to the development of your capacity to discern individuality in others and individuality in oneself. How well do you understand others? How well developed is your sense of self? (Feeling Column)

The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life? (Doing Column)

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

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

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

World View **Self-View**





World View

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

- Mitch will work best in an atmosphere of open, two-way communication, in which the focus is on producing practical results.
- Mitch is an action-oriented individual, who has the ability to get involved in many different things.
- Mitch tends to stick with a task or assignment until it's done.
- Mitch values people as individuals rather than just on their performance, even when he is in a management position.
- Mitch places the most value on personal or professional relationships with others.
- Mitch focuses on giving others support, positive feedback and motivation.
- Mitch tends to do things by the book or according to a plan.
- Mitch looks at problems according to systems or rules that apply to the situation.
- Mitch believes authority figures, rules and processes should be respected.
- Mitch will try to find a way to accomplish objectives, even if the necessary resources are not available.



Self View

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

- Mitch will focus on the process of role changes when necessary to assure a smoother transition.
- Mitch has achieved a high level of role clarity.
- Mitch is confident in his ability to perform his various responsibilities.
- Mitch tends to rely on himself in the face of adversity.
- Mitch has a grasp of his actual accomplishments.
- Mitch tends to be confident due to his clear sense of self.
- Mitch tends to have a strong personal drive and devotion to living up to who and what he thinks he ought to be.
- Mitch has an idea of where he wants to go in the future.
- Mitch may focus on gaining information to clearly envision himself in the future.

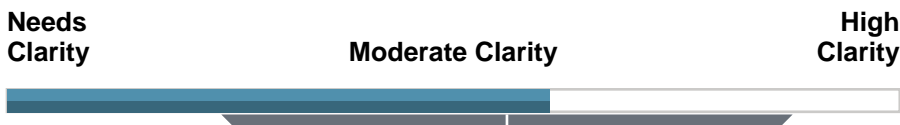




Clarity of Performance and Situational Awareness

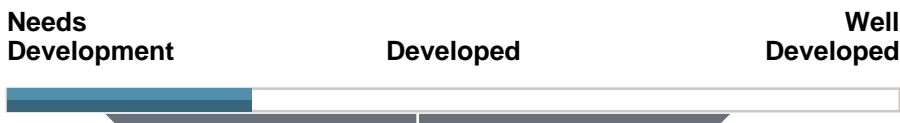
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The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

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



- Mitch should do his best to remain objective in dealing with situations and issues of all kinds.
- Mitch lacks some sense of proportion in viewing the world, as he lacks some clarity in seeing the big picture.
- Mitch, on the whole, has an objective view of issues but should seek to evaluate them equally in terms of people, tasks and systems.

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



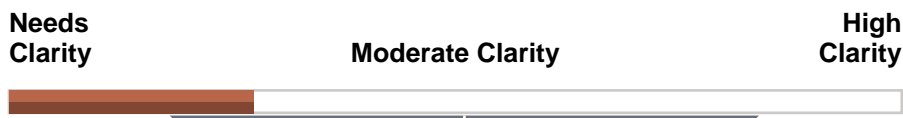
- Mitch may have unrealistic expectations when it comes to people, tasks and systems.
- Mitch has difficulty seeing the "bigger picture."
- Mitch should seek to develop his overall understanding of situations and issues in his work environment.

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



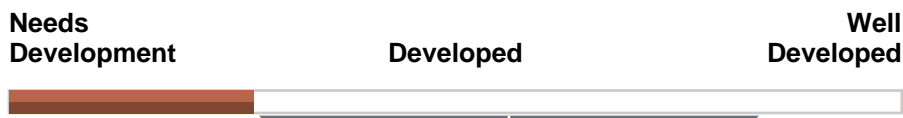
Clarity of Performance and Situational Awareness *Continued*

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



- When confronted with internal issues, Mitch would benefit from developing a more proportionate view of himself in terms of who he is, his life roles and his future direction.
- He lacks a balanced view when looking at his internal world, and could benefit from a clearer understanding of who he is as a unique individual.
- To establish a more balanced view of his internal world, he may want to focus on improving his sense of inner worth.

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



- Mitch has a subjective approach to himself, his role and his goals.
- Mitch should seek to develop his overall awareness and understanding of his strengths and weaknesses.
- Mitch may often be unrealistic in his approach to himself, his role and his future.

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

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



Clarity of Performance and Situational Awareness Continued

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

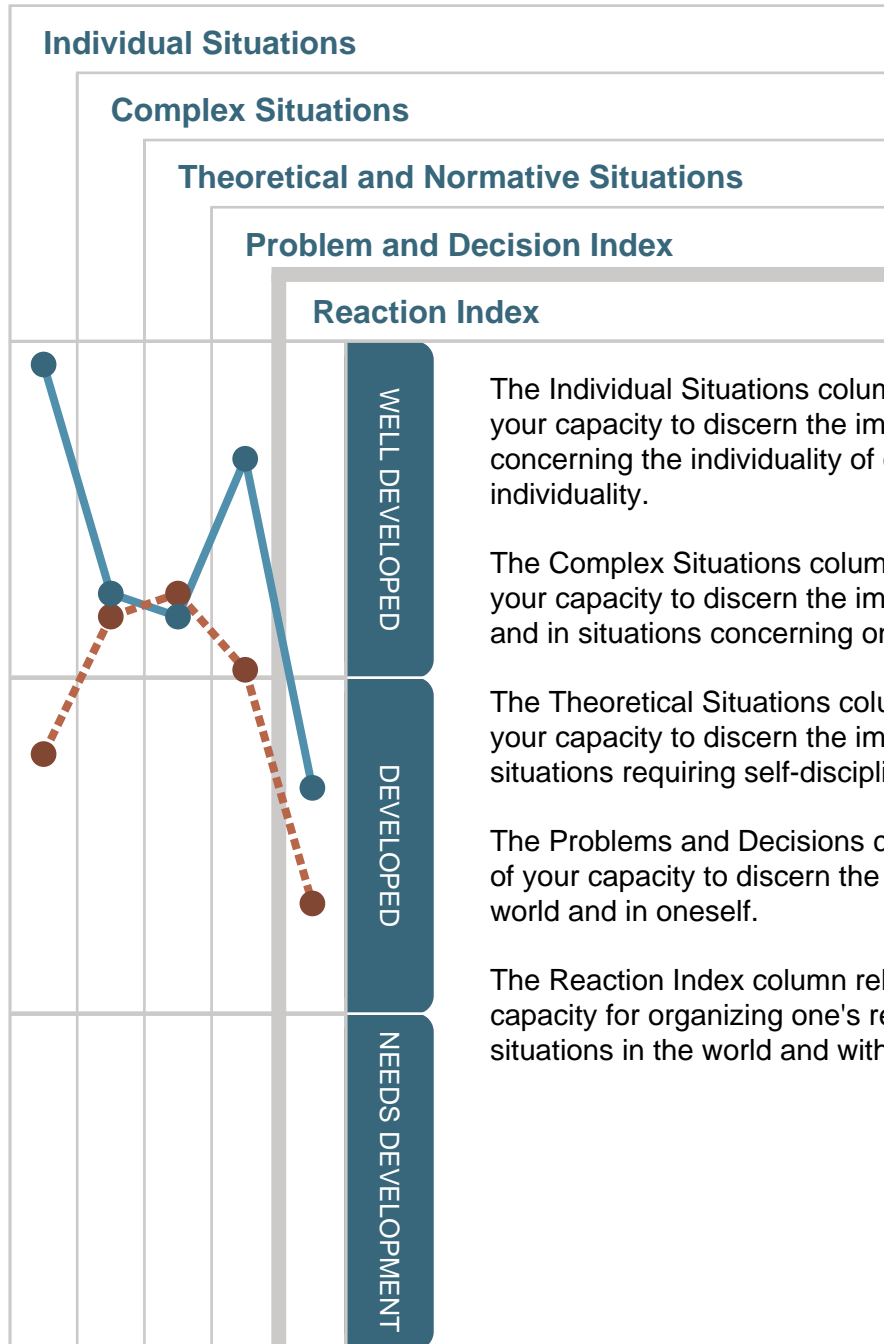
* 68% of the population falls within the shaded area.

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Your Email Address Here

Mitch Thompson



Summary of Capacity for Problem Solving



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

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

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

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

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

World View Self-View

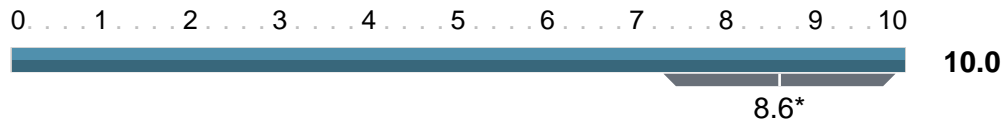




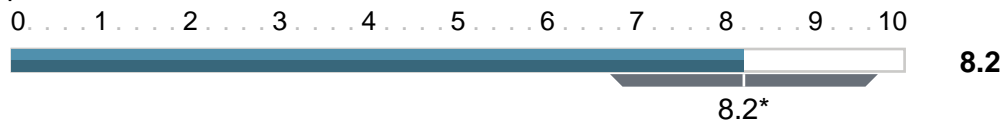
Capacity for Problem Solving

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

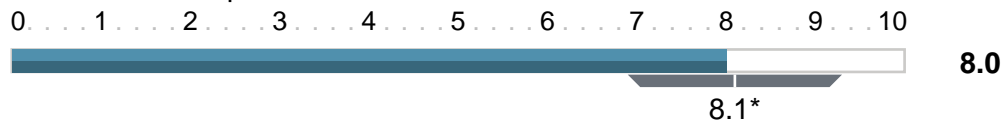
Capacity for Solving Problems Involving People - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



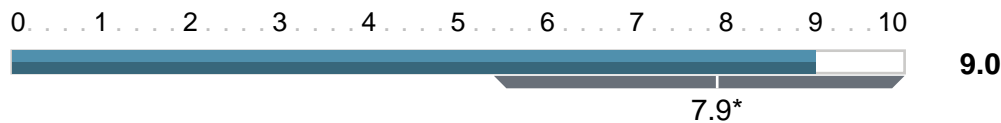
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



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



Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.

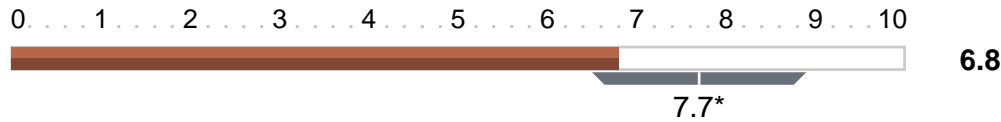


* 68% of the population falls within the shaded area.

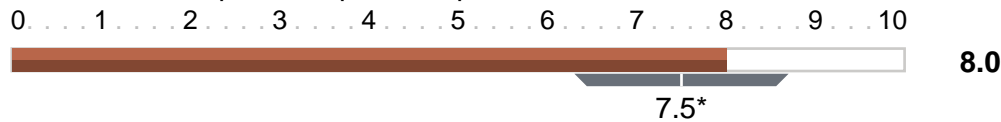


Capacity for Problem Solving Continued

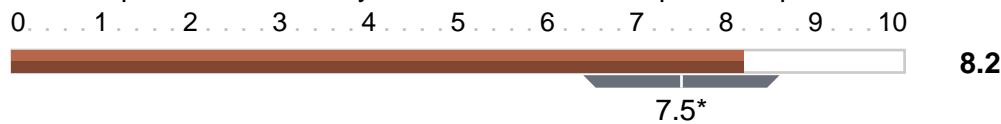
Internal Problem Solving Ability - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



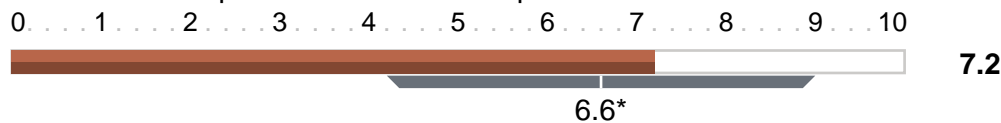
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



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



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



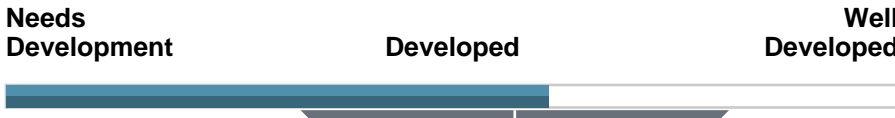
* 68% of the population falls within the shaded area.



Reaction Index

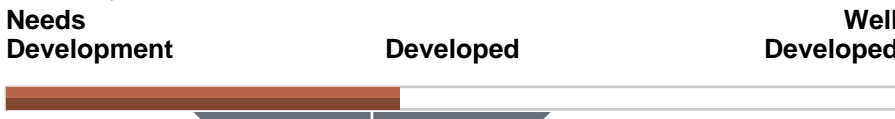
The Reaction Index is determined by looking at Mitch's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

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



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

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



- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- 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.

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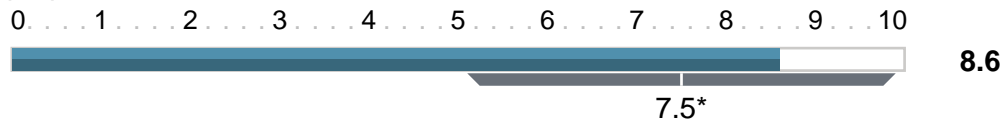
Business Performance Summary

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

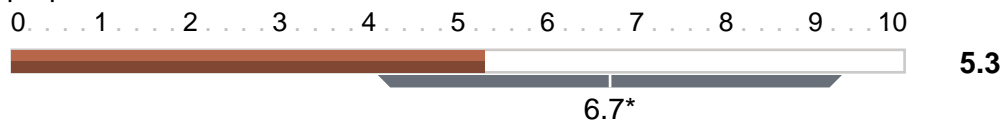
Balanced Decision Making - The ability to make consistently sound and timely decisions in one's personal and professional life.



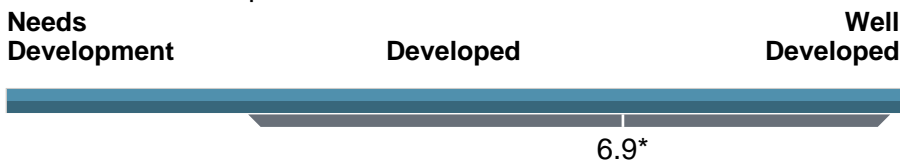
External Concentration Index - The ability to concentrate with a sense of proportion in external situations.



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



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



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

Attitude Index General Descriptors

- Open-minded - accessible, flexible
- Positive - encouraging, upbeat
- Approving - favorable
- Appreciative - grateful, thankful

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



Business Performance Summary Continued

- Dynamic - lively, energetic, vibrant

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

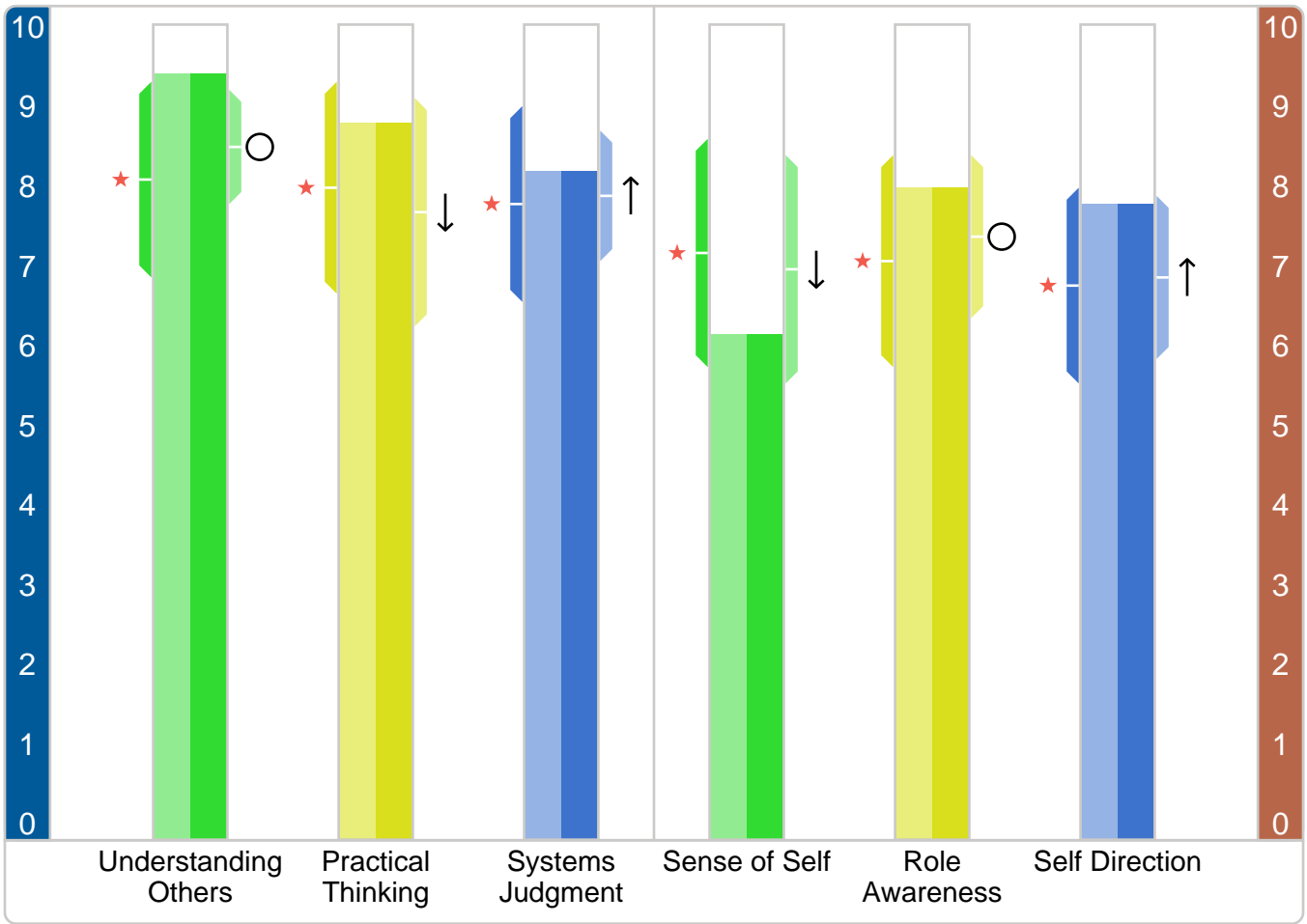


Dimensional Balance

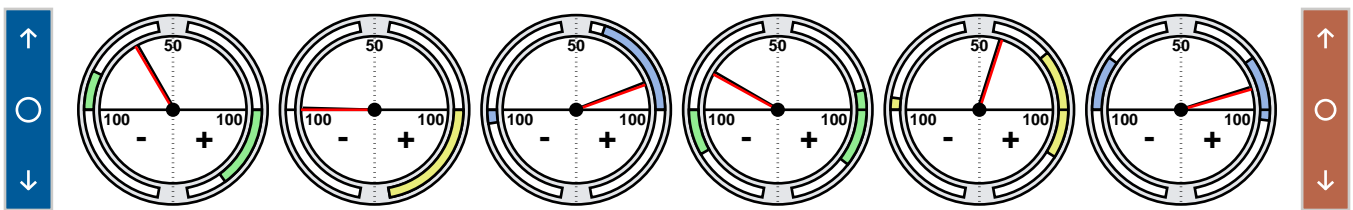
- ★ Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	9.4	8.8	8.2	6.2	8.0	7.8
Bias	○	↓	↑	↓	○	↑



Rev: 0.95-0.86



Introduction Competencies Section

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

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

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

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

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

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



Development Indicator

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

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

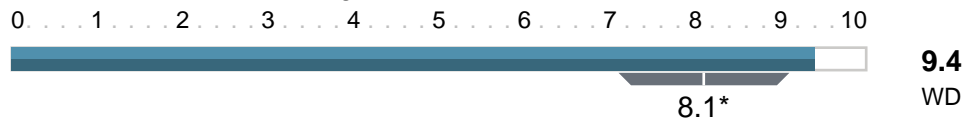
Well Developed
 Developed
 Moderately Developed
 Needs Development



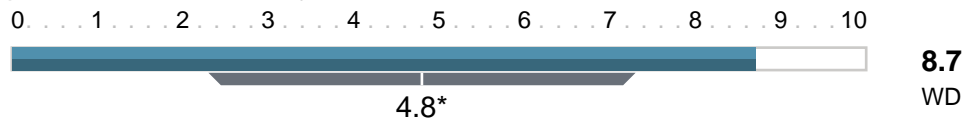
Competencies Hierarchy

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.

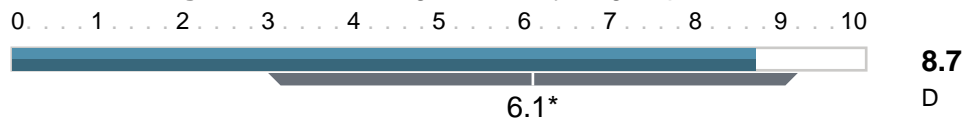
1. Understanding & Evaluating Others - The capacity to perceive and understand the feelings and attitudes of others.



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



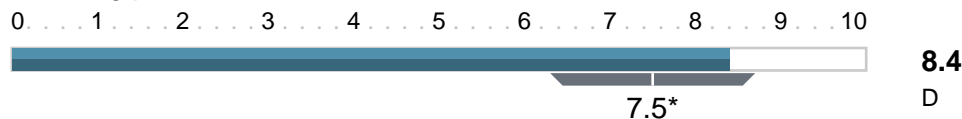
3. Presenting - Communicating effectively to groups.



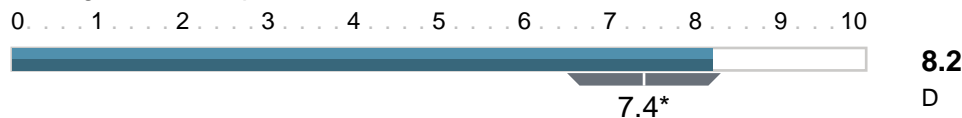
4. Flexibility - Agility in adapting to change.



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



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



Development Legend

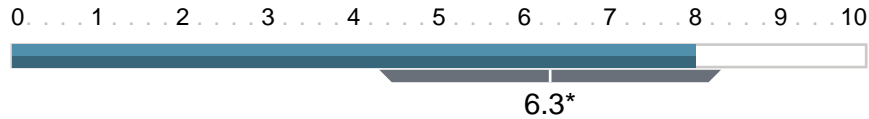
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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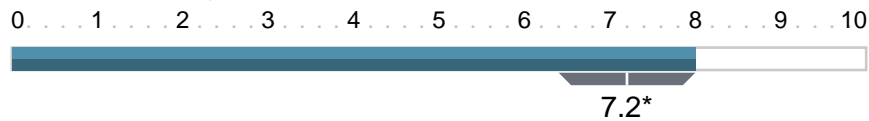
Competencies Hierarchy

7. Customer Focus - A commitment to customer satisfaction.



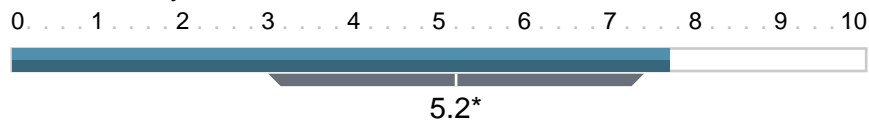
8.0
D

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



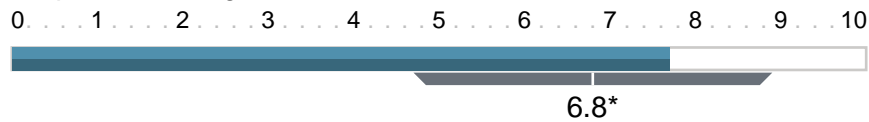
8.0
WD

9. Conflict Management - Addressing and resolving conflict constructively.



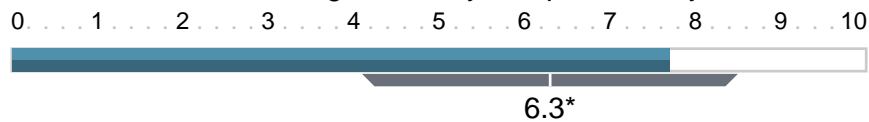
7.7
WD

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



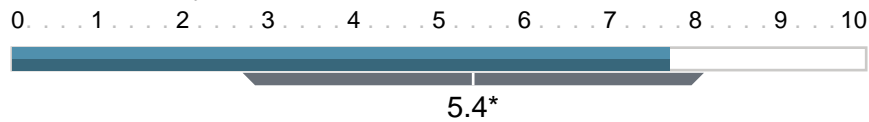
7.7
D

11. Teamwork - Working effectively and productively with others.



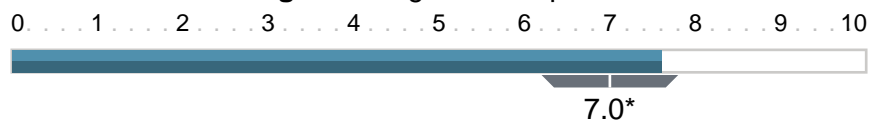
7.7
D

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



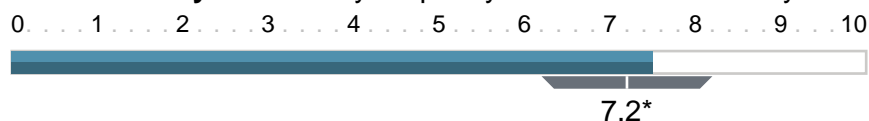
7.7
D

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



7.6
D

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



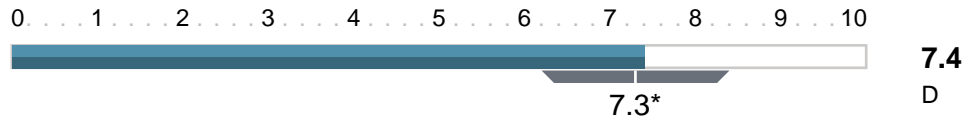
7.5
D

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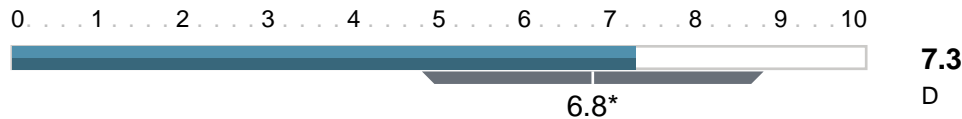


Competencies Hierarchy

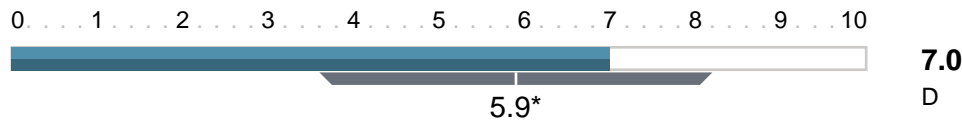
15. Conceptual Thinking - The ability to analyze hypothetical situations or abstract concepts to compile insight.



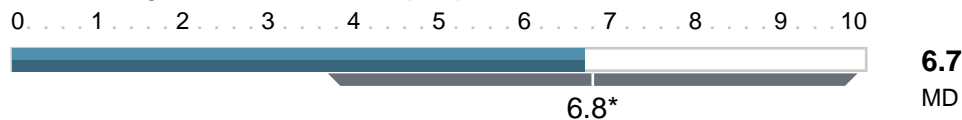
16. Goal Achievement - The ability to identify and prioritize activities that lead to a goal.



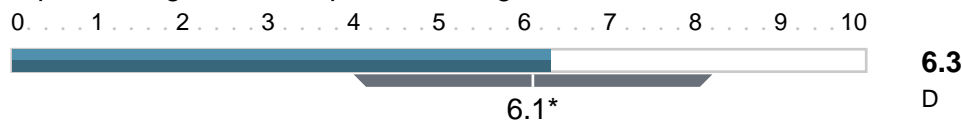
17. Diplomacy & Tact - The ability to treat others fairly, regardless of personal biases or beliefs.



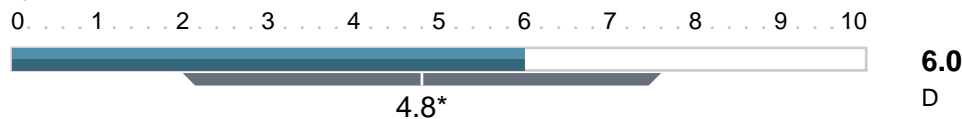
18. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



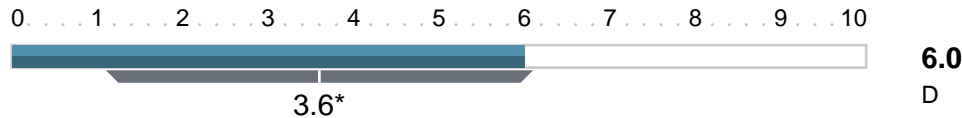
19. Continuous Learning - Taking initiative in learning and implementing new concepts, technologies and/or methods.



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



21. Empathy - Identifying with and caring about others.

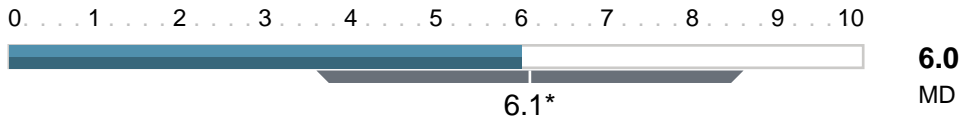


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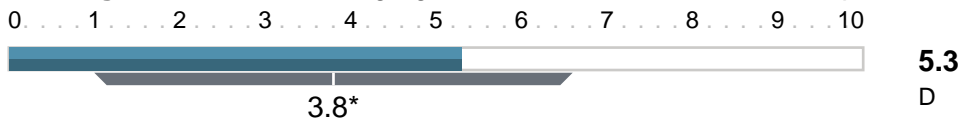


Competencies Hierarchy

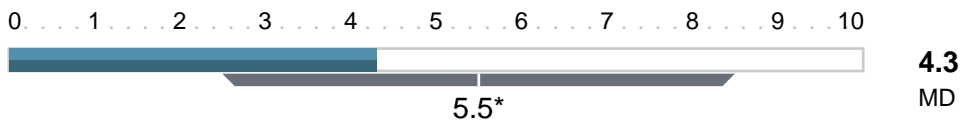
22. Leadership - Achieving extraordinary business results through people.



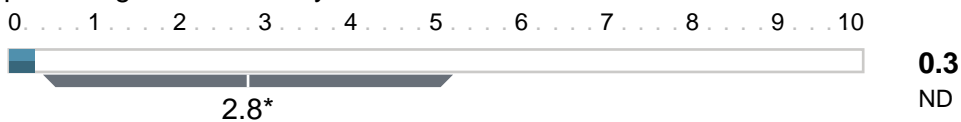
23. Negotiation - Facilitating agreements between two or more parties.



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



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



* 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.

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

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.

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



Well Developed Competencies

Conflict Management: Addressing and resolving conflict constructively.

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



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.

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.

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.





Developed Competencies

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

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

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

Customer Focus: A commitment to customer satisfaction.

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



Developed Competencies

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

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

Teamwork: Working effectively and productively with others.

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

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

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.

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

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

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 race, national origin, religion, gender, life style, age and disability.

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.

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.





Developed Competencies

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.

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.



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.

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.

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.



Moderately Developed Competencies

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.



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?