



TTI
SUCCESS
INSIGHTS®

TTI Talent Insights®

Management-Staff

Sample Jane

10.11.2023

Your Professional Assessment Solution!

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Introduction



Where Opportunity Meets Talent

The TTI Success Insights® Talent Insights Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, driving forces, and their integration. Understanding strengths and weaknesses in these areas will lead to personal and professional development and a higher level of satisfaction.

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

Behaviors

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

Driving Forces

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

Integrating Behaviors & Driving Forces

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

Introduction

Behaviors



Behavioral research suggests that the most effective people are those who understand their strengths and weaknesses, because they can best 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 which are true and areas of behavior in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.

All people exhibit all four behavioral factors to varying degrees of intensity.

—W.M. Marston

Behavioral Characteristics



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

Sample wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. When Sample sees something that is wrong, she wants to fix it. She is oriented toward achieving practical results. She may be overly sensitive to criticism of her work. If you do comment on her work, you had better be right, since she may not take criticism lightly. She wants to be liked by fellow workers, as well as being recognized for doing quality work. Coworkers know that her projects will always be done correctly. Sample can be sensitive about any comments regarding the quality of her work. She constantly strives forward to improvement in everything she does. She is able to focus on projects with a vision that often results in penetrating insights. Because of high expectations for her own job performance, Sample may sometimes feel that other workers cannot perform up to her standards. She resists change if she feels the change will lower the quality of her work. If change is inevitable, she may need reassurances that her standards will continue to be met. Sample can be a real "stickler" for quality systems and orderly procedures. Rules and procedures provide security for her job performance. Sample can devote all her energy to the job, which offers security to her work situation.

Sample gets frustrated when well-established rules are not observed by others. She prefers to have everyone adhere to the same rules and regulations. She usually judges others by the quality of their work. She may find it difficult to recognize others' strengths if their work does not meet her high standards. She sees herself as factual and "down-to-earth." She is more than casually interested in "theory." When confronted with a problem, she will look for a method, a formula, a procedure, or a system to solve it. She is the type of person who will accept challenges and accept them seriously. Sample is skilled at observing and collecting data on different subjects. If she has a real passion for a given subject, she will read and listen to all of the available information on the subject. She uses data and facts to support the big decisions, because it makes her feel more confident that her decisions are correct. She follows company policy, if aware of it. She, capable of routinely making daily decisions, usually becomes cautious about the bigger decisions; she wants to be absolutely certain her decision is correct.



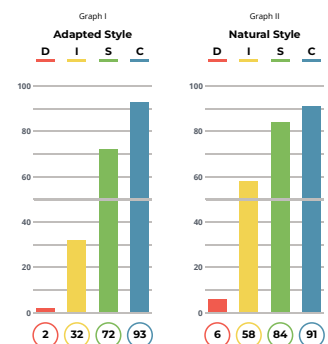
Behavioral Characteristics

Continued



Sample is patient and persistent in her approach to achieving goals. She responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." She is usually soft-spoken, but her demeanor may be deceptive to those who work with her. She may possess strong and unwavering convictions that are not always apparent to others. She does not like to work for a manager who uses a confrontational management style. She tends to withdraw and not express herself and may become unproductive if she feels threatened. She likes to know what is expected of her in a working relationship; they also like to know what the duties and responsibilities are for others who will be involved.

Communication is accomplished best by well-defined avenues. Sample can be outgoing at times. Basically introverted, she will engage in social conversation when the occasion warrants. She enjoys analyzing the motives of others. This allows her to develop her intuitive skills. Sample's work represents her true self, and she will take issue when people attack the quality of her work. Because Sample wants to be certain she is performing her work assignments correctly, she enjoys working for a manager who explains what is expected of her.



Sample Jane

Value to the Organization



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

- ✓ 1. Defines, clarifies, gets information, criticizes, and tests.
- ✓ 2. Always concerned about quality work.
- ✓ 3. Has respect for authority and organizational structure.
- ✓ 4. Turns confrontation into positives.
- ✓ 5. Proficient and skilled in her technical specialty.
- ✓ 6. Conscientious and steady.
- ✓ 7. Adaptable.
- ✓ 8. Cooperative member of the team.



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

Ways to Communicate

- ✓ 1. Support your communications with the correct facts and data.
- ✓ 2. Be sincere and use a tone of voice that shows sincerity.
- ✓ 3. Make an organized contribution to her efforts, present specifics and do what you say you can do.
- ✓ 4. Prepare your "case" in advance.
- ✓ 5. Give her time to verify the reliability of your actions; be accurate and realistic.
- ✓ 6. Make an organized presentation of your position, if you disagree.
- ✓ 7. Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- ✓ 8. Give her time to verify the reliability of your comments—be accurate and realistic.
- ✓ 9. Draw up a scheduled approach to implementing action with a step-by-step timetable; assure her that there won't be surprises.
- ✓ 10. Give her time to ask questions.
- ✓ 11. Provide tangible and practical evidence.



Checklist for Communicating

Continued



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

- ❌ 1. Make conflicting statements.
- ❌ 2. Make statements about the quality of her work unless you can prove it.
- ❌ 3. Make promises you cannot deliver.
- ❌ 4. Threaten, cajole, wheedle, coax, or whimper.
- ❌ 5. Talk to her when you're extremely angry.
- ❌ 6. Be haphazard.
- ❌ 7. Rush the decision-making process.
- ❌ 8. Dillydally or waste time.
- ❌ 9. Be vague about what's expected of either of you; don't fail to follow through.
- ❌ 10. Say "trust me"—you must prove it.
- ❌ 11. Talk in a loud voice or use confrontation.
- ❌ 12. Give your presentation in a random order.



Communication Tips



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

Compliance

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

- ✓ Prepare your "case" in advance.
- ✓ Stick to business.
- ✓ Be accurate and realistic.
- ✗ Being giddy, casual, informal, or loud.
- ✗ Pushing too hard or being unrealistic with deadlines.
- ✗ Being disorganized or messy.

Dominance

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

- ✓ Be clear, specific, brief, and to the point.
- ✓ Stick to business.
- ✓ Be prepared with support material in a well-organized "package."
- ✗ Talking about things that are not relevant to the issue.
- ✗ Leaving loopholes or cloudy issues.
- ✗ Appearing disorganized.

Steadiness

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

- ✓ Begin with a personal comment—break the ice.
- ✓ Present your case softly, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

Influence

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

- ✓ Provide a warm and friendly environment.
- ✓ Don't deal with a lot of details (put them in writing).
- ✓ Ask "feeling" questions to draw their opinions or comments.
- ✗ Being curt, cold, or tight-lipped.
- ✗ Controlling the conversation.
- ✗ Driving on facts and figures or alternatives and 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 Sample's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Sample to project the image that will allow her to control the situation.



Sample usually sees herself as being:

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



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

- ✓ Pessimistic
- ✓ Picky
- ✓ Worrisome
- ✓ Fussy



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

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

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 the flexibility and time to collect data before having to make decisions.
- 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.
- Avoid environments that focus on constant innovation.

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.

- Remove from short term, multifaceted projects, and focus on long-term single objectives.
- Seek positions that do not require a strong need for self-starting.
- Focus on one task at a time to assure quality in problem solving.



Descriptors



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

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

Natural & Adapted Style



Sample'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

Sample uses a laid-back and peaceful approach to problem solving. She tends to solve problems in a reactive and team-oriented manner. Sample tends to be unobtrusive and avoids confrontation, so she can be seen as a true team player.

Adapted

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



People & Contacts

Natural

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

Adapted

Sample will use an undemonstrative approach to influencing others. She prefers to let the facts and figures stand for themselves. Rarely will she embellish the facts. Her level of trust is calculated at each interaction.

Natural & Adapted Style



Pace & Consistency

Natural

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

Adapted

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



Procedures & Constraints

Natural

Sample is concerned with doing things right. She can be quite worrisome and possibly fearful that mistakes will crop into the procedure. She will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.

Adapted

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

Adapted Style



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

- ✓ 1. Being cooperative and supportive.
- ✓ 2. Using restraint when confrontation occurs.
- ✓ 3. Critical appraisal of data.
- ✓ 4. Disciplined, meticulous attention to order.
- ✓ 5. Presenting a practical, proven approach to decision making.
- ✓ 6. Limited contact with people.
- ✓ 7. Compliance to high standards.
- ✓ 8. Precedence of quality over efficiency.
- ✓ 9. Being cordial and helpful when dealing with new clients or customers.
- ✓ 10. Calculation of risks before taking action.
- ✓ 11. Maintaining a clean and organized work station.



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:

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

Possible Solutions:

1. Plan alternative solutions
2. Determine most likely scenarios
3. Implement a plan that best meets those needs without jeopardizing other scenarios

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:

1. Want to ensure that success is always achieved
2. Feel that if rushed, the results will not be satisfactory
3. Hope situations will work out themselves

Possible Solutions:

1. Set realistic schedule and timeline
2. Follow the schedule
3. Seek advice or assistance from others





Time Wasters

Continued

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:

1. Want to be certain or prepared
2. Want to avoid mistakes
3. Want extended time for getting tasks done

Possible Solutions:

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

Fear of Mistakes

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

Possible Causes:

1. Want to avoid criticism
2. Take criticism personally
3. Want to be seen as efficient and competent

Possible Solutions:

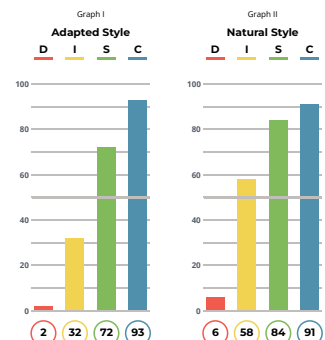
1. Practice focusing on past successes
2. For every mistake that you think might happen, write down two positive possible outcomes for a completed task
3. Focus on several possible future outcomes

Overreacting To Constructive Criticism

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

Possible Causes:

1. Have a high comfort level with past methods
2. Have high standards for work performance



Time Wasters

Continued



3. Think that your way is the correct way
4. Don't see the benefit of doing things differently

Possible Solutions:

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

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:

1. Want to do things right the first time
2. Want personal approval for preciseness of work
3. Fear criticism if a solution doesn't work

Possible Solutions:

1. Establish required standards
2. Determine the solution that meets or exceeds those standards
3. Set a timeline for making a decision or completing a task



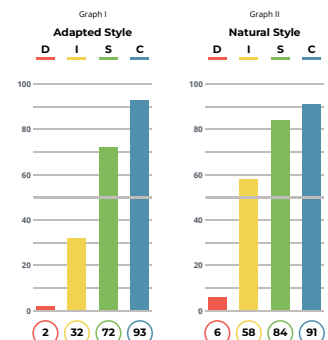
Areas for Improvement



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

Sample has a tendency to:

- ✓ 1. Be self-deprecating—doesn't project self-confidence.
- ✓ 2. Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for direction.
- ✓ 3. Be bound by procedures and methods—especially if she has been rewarded for following these procedures.
- ✓ 4. Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- ✓ 5. Fail to tell others where she stands on an issue.
- ✓ 6. Select people much like herself.
- ✓ 7. Want full explanations before changes are made to ensure her understanding.
- ✓ 8. Be defensive when threatened and use the errors and mistakes of others to defend her position.



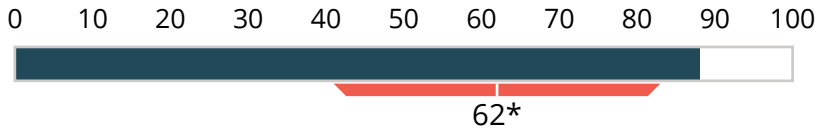
Sample Jane

Behavioral Hierarchy

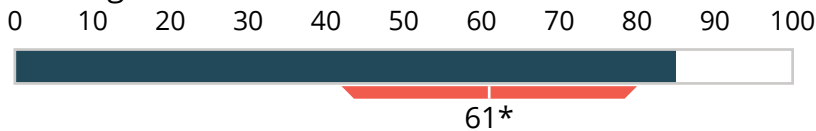


The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

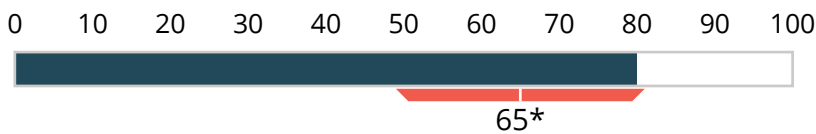
1. Consistent - Perform predictably in repetitive situations.



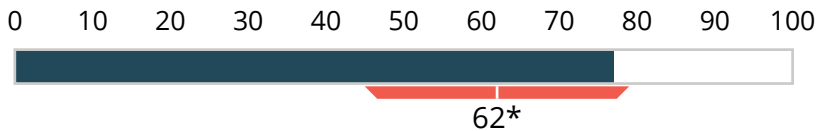
2. Following Policy - Adhere to rules, regulations, or existing methods.



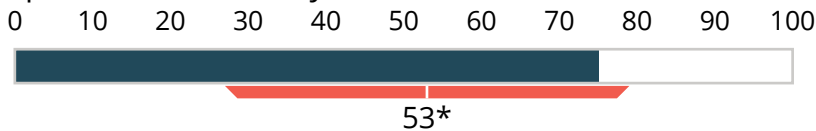
3. People-Oriented - Build rapport with a wide range of individuals.



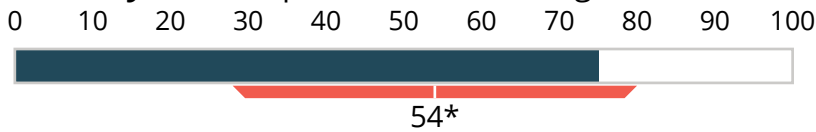
4. Persistence - Finish tasks despite challenges or resistance.



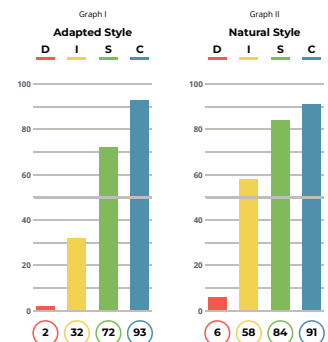
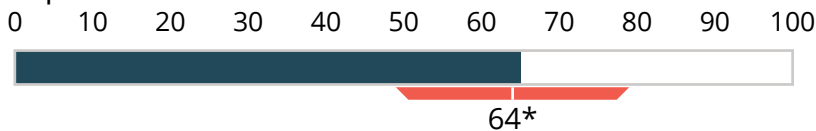
5. Organized Workplace - Establish and maintain specific order in daily activities.



6. Analysis - Compile, confirm and organize information.



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

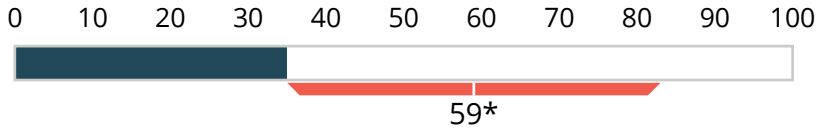


* 68% of the population falls within the shaded area.

Behavioral Hierarchy

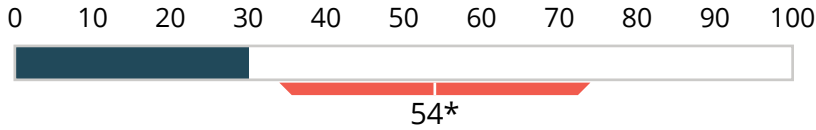


8. Interaction - Frequently engage and communicate with others.



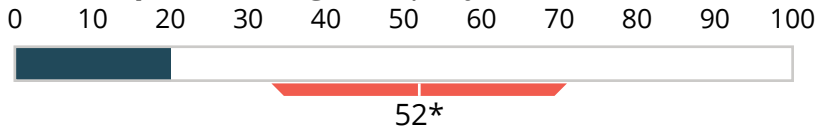
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9. Versatile - Adapt to various situations with ease.



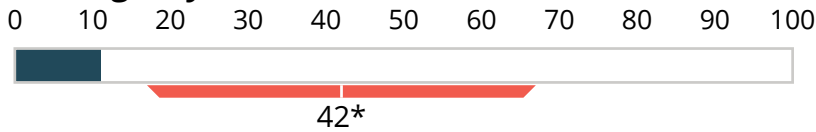
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10. Frequent Change - Rapidly shift between tasks.



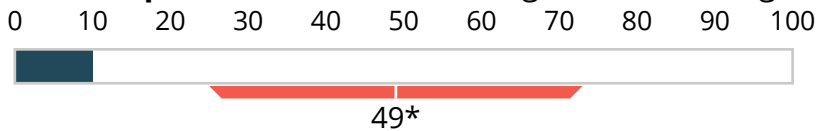
20

11. Urgency - Take immediate action.

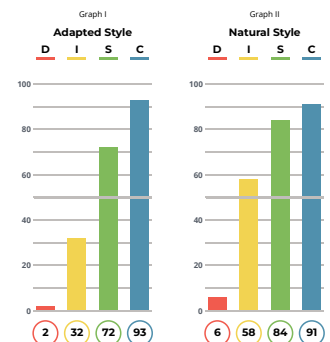


11

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



10



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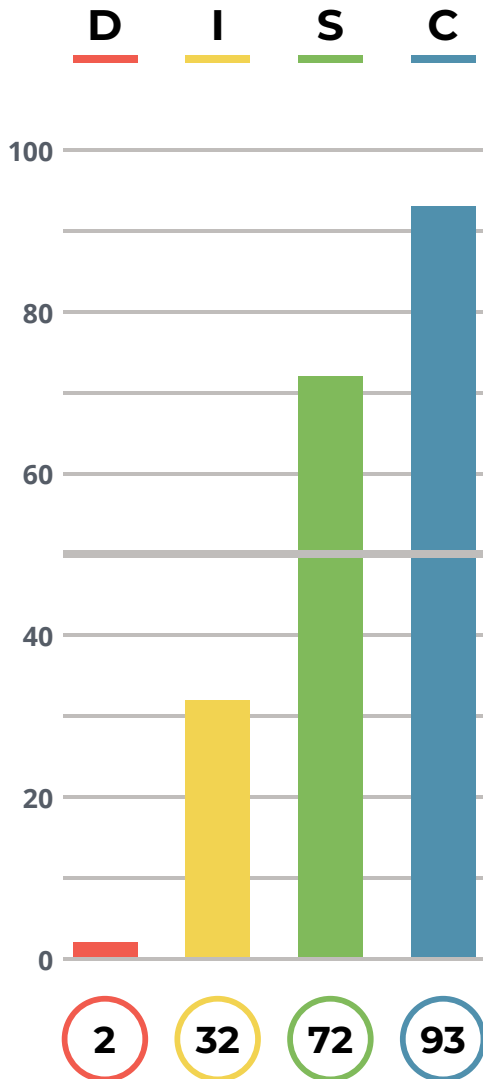
* 68% of the population falls within the shaded area.

Style Insights® Graphs



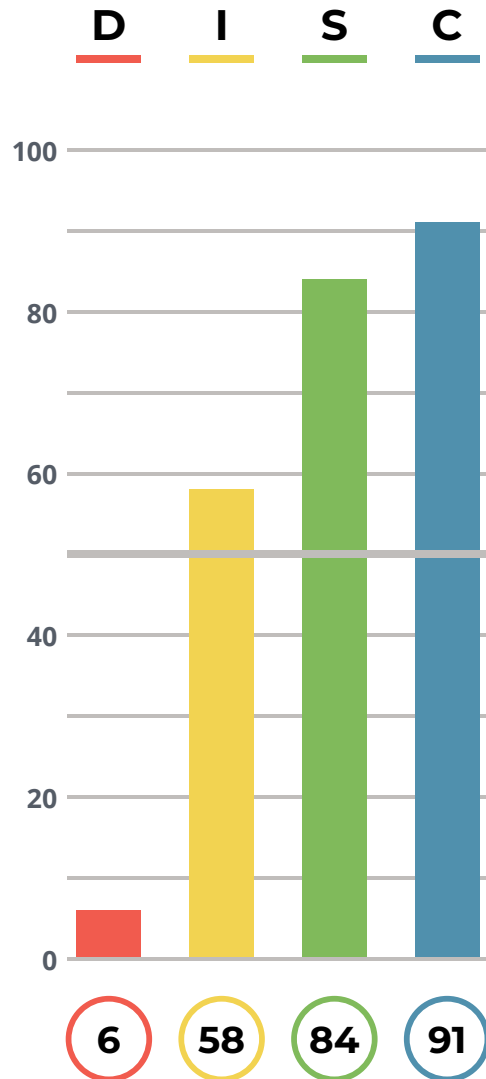
Graph I

Adapted Style



Graph II

Natural Style



Hungarian Norm 2021 R4

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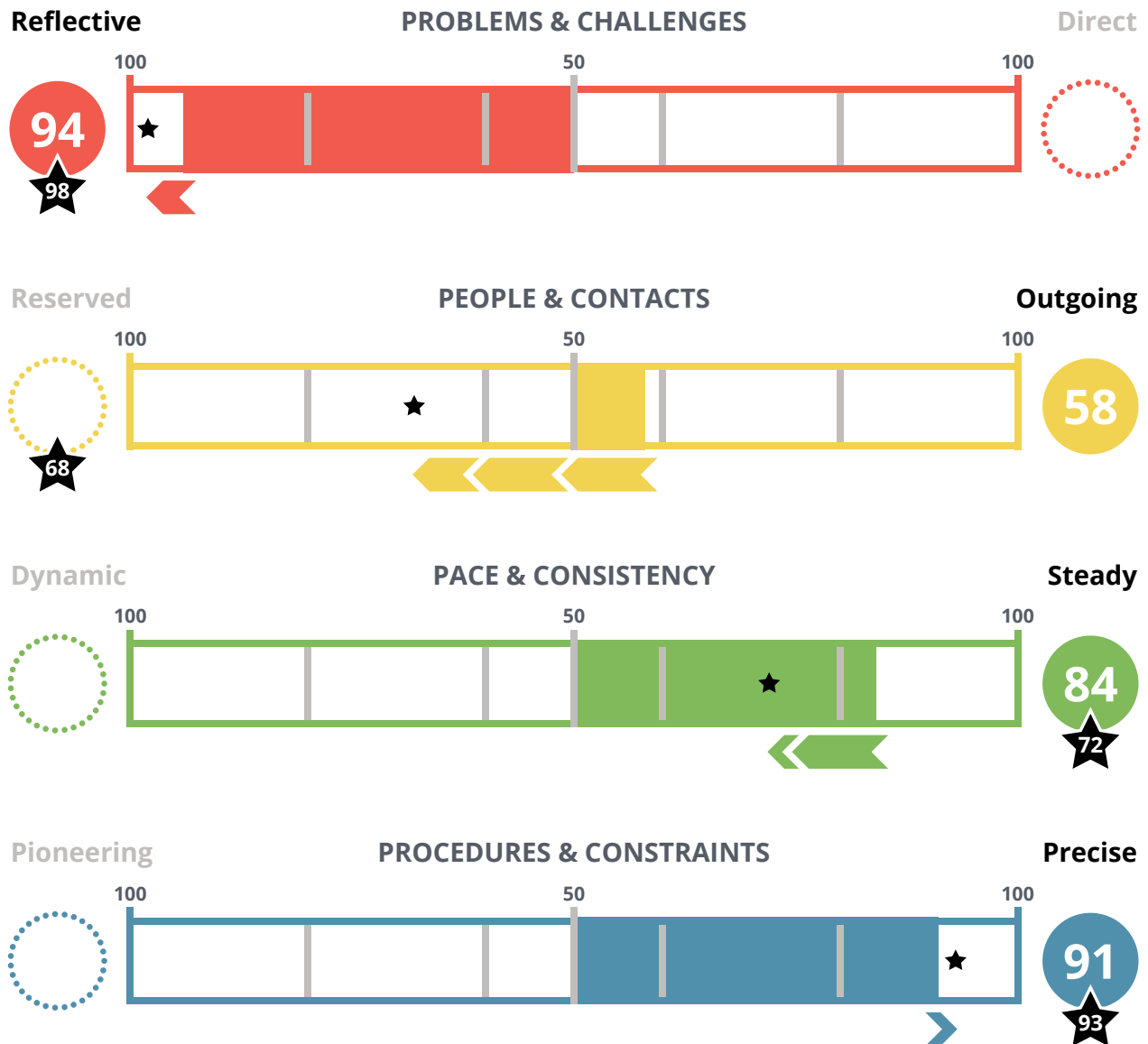
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Sample Jane

Behavioral Continuum



Everyone has a varying level of the four main behavioral factors that create their own personal style. Each side of those factors lives on a continuum, and the combination influences individuals' levels of engagement in different situations. The graph below is a visual representation of where Sample falls within each continuum.



★ Adapted Position
 ➡ Adapted Movement

Hungarian Norm 2021 R4
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Sample Jane

The TTI Success Insights® Wheel



The TTI Success Insights® Wheel is a powerful tool first 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 to which you are adapting your behavior.

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

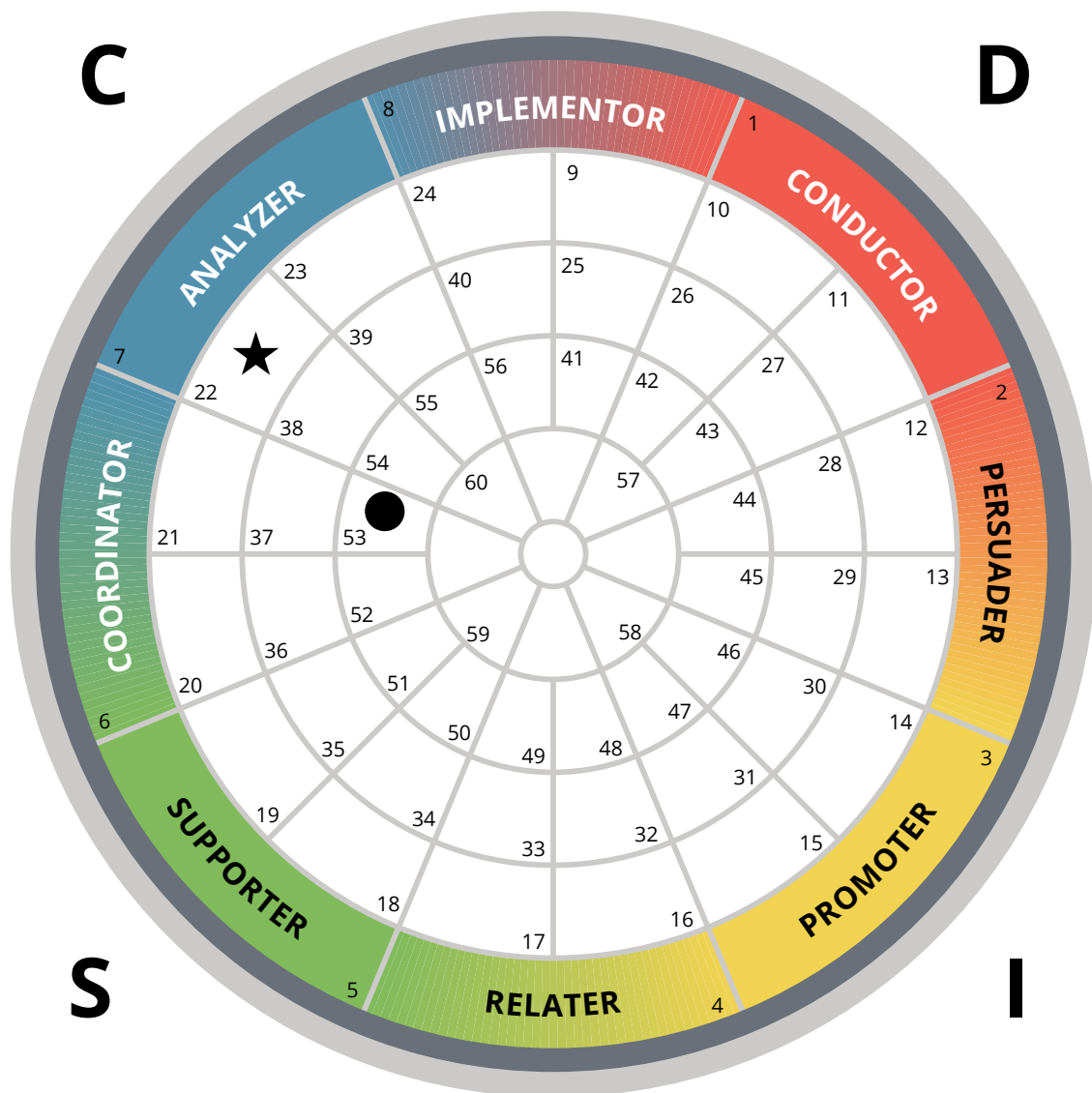
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

The TTI Success Insights® Wheel



Sample Jane

10-11-2023



Adapted: ★ (22) COORDINATING ANALYZER

Natural: ● (53) ANALYZING COORDINATOR (ACROSS)

Hungarian Norm 2021 R4

T: 9:14

Understanding Your Driving Forces



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

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

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

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

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

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognize and understand how your Driving Forces interact with others such that communication can be improved

Driving Characteristics



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

Sample has the ability to instinctively notice and respond to people in need. She has the desire to be empathetic toward those in need. She will look for faults in a process before blaming an individual. She will accomplish tasks for the sake of accomplishment. Sample values people for who they are versus what they can provide. She is able to let go of possessions without considering future needs or uses. She has a keen interest in formulating theories and asking questions to assist in problem solving. She will be a great resource in helping to identify valuable and informational resources. Sample focuses on the greater good versus advancing her position. She likes to be behind the scenes and get things done. She may not focus on a specific approach and will keep the momentum moving forward. She may gather elements from multiple systems to implement them as needed.

Sample is inclined to help other people in the organization, even if it's not in her best interest. If she thinks it will harm a relationship, Sample will avoid confrontation. She is willing to help without focusing on what she receives in return. Being rewarded for her investment of time, talent, or resources is not her driving force. Adding to the body of knowledge is more important to Sample than the application of knowledge. She will use knowledge as a benchmark for success. She prefers to be part of a work group or team. Job security is more important to Sample than a prestigious title. Sample may seek new ways to accomplish routine tasks. At times Sample sees the importance of following a system and how it applies to a specific situation. She may be able to pick and choose the traditions to which she will adopt. She tends to dissect other systems and/or traditions and may be creative when applying them.

Driving Characteristics



Sample may overlook traditions or boundaries to complete a task. She may see value in following and implementing systems in certain situations. She will relinquish control as long as the task at hand is completed to her standards. She will continue researching until all information is discovered. Sample will not measure success based on her level of compensation. She focuses on the greater good versus her return on investment. She looks for ways to help people have positive experiences. She will strive to eliminate conflict in the workplace.

Strengths & Weaknesses



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



Potential Strengths

- ✓ 1. Sample believes that all people should have the opportunity to be the best they can be.
- ✓ 2. She volunteers and gives generously of herself.
- ✓ 3. She will take notice of and responds to people in need.
- ✓ 4. She tends to focus on the completion of a task rather than efficiency.
- ✓ 5. Sample will accomplish tasks simply for the sake of accomplishment.
- ✓ 6. She tends to research much more thoroughly compared to others.
- ✓ 7. She may set aside her own agenda for the good of the company/community.



Potential Weaknesses

- ✗ 1. Sample may support others at the expense of her own work.
- ✗ 2. She acts to alleviate the suffering of others even at her own detriment.
- ✗ 3. She may prioritize others' needs over her own needs.
- ✗ 4. She tends to have a casual approach to how performance is measured.
- ✗ 5. Sample may view activity as productivity.
- ✗ 6. She may make decisions without subjective or emotional considerations.
- ✗ 7. She can be uncomfortable when she is singled out for her contribution.

Energizers & Stressors



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



Potential Energizers

- ✓ 1. Sample likes to participate in charitable events.
- ✓ 2. She supports humanitarian causes.
- ✓ 3. She realizes the potential in others.
- ✓ 4. She enjoys working on unrestricted projects.
- ✓ 5. Sample utilizes resources freely.
- ✓ 6. She will devote time to learn.
- ✓ 7. She enjoys working on team projects.



Potential Stressors

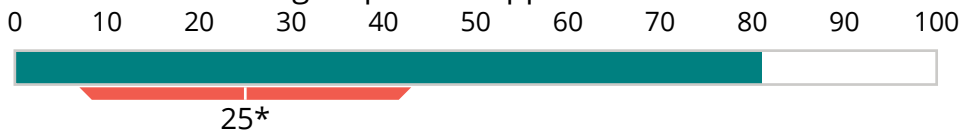
- ✗ 1. Sample is stressed by inconsiderate acts.
- ✗ 2. She does not like when others in need are ignored.
- ✗ 3. She will not put herself first.
- ✗ 4. She tends to not want the focus to be on the process.
- ✗ 5. Sample does not enjoy when time is restricted.
- ✗ 6. She will not simply make educated guesses.
- ✗ 7. She does not like an egocentric environment.

Primary Driving Forces Cluster



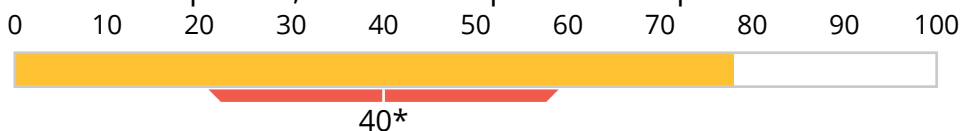
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



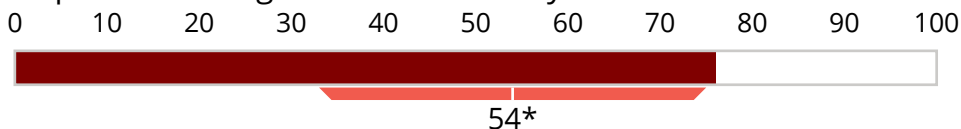
81

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



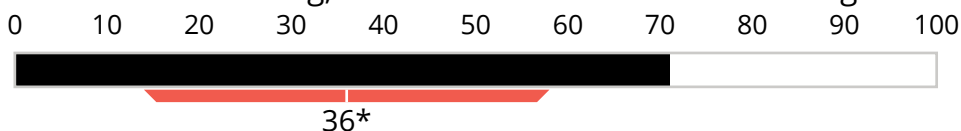
78

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



76

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



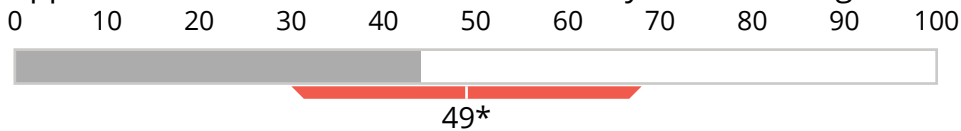
71

Situational Driving Forces Cluster



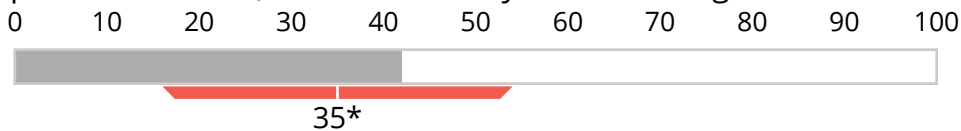
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



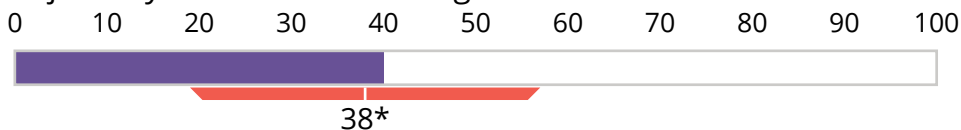
44

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



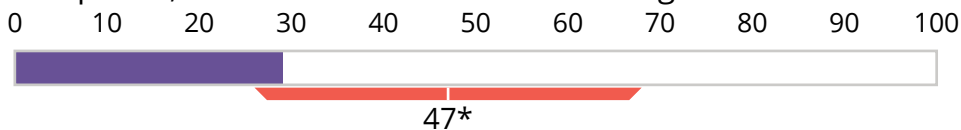
42

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



40

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



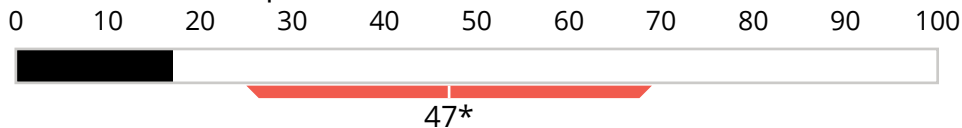
29

Indifferent Driving Forces Cluster



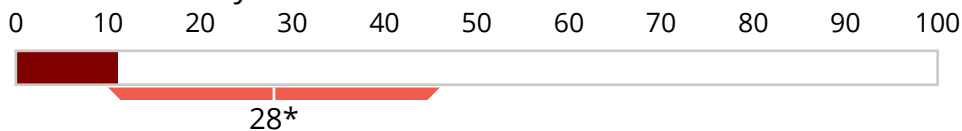
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



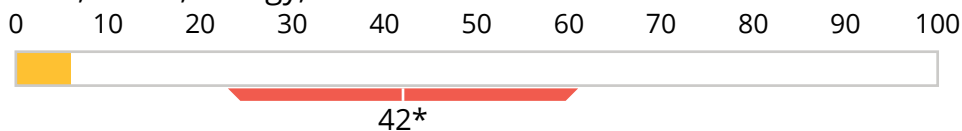
17

10. Instinctive - People who are driven by utilizing past experiences and their intuition and are seeking specific knowledge when necessary.



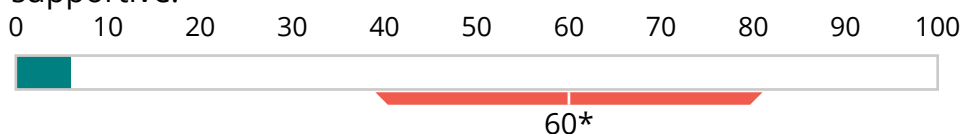
11

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



6

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



6

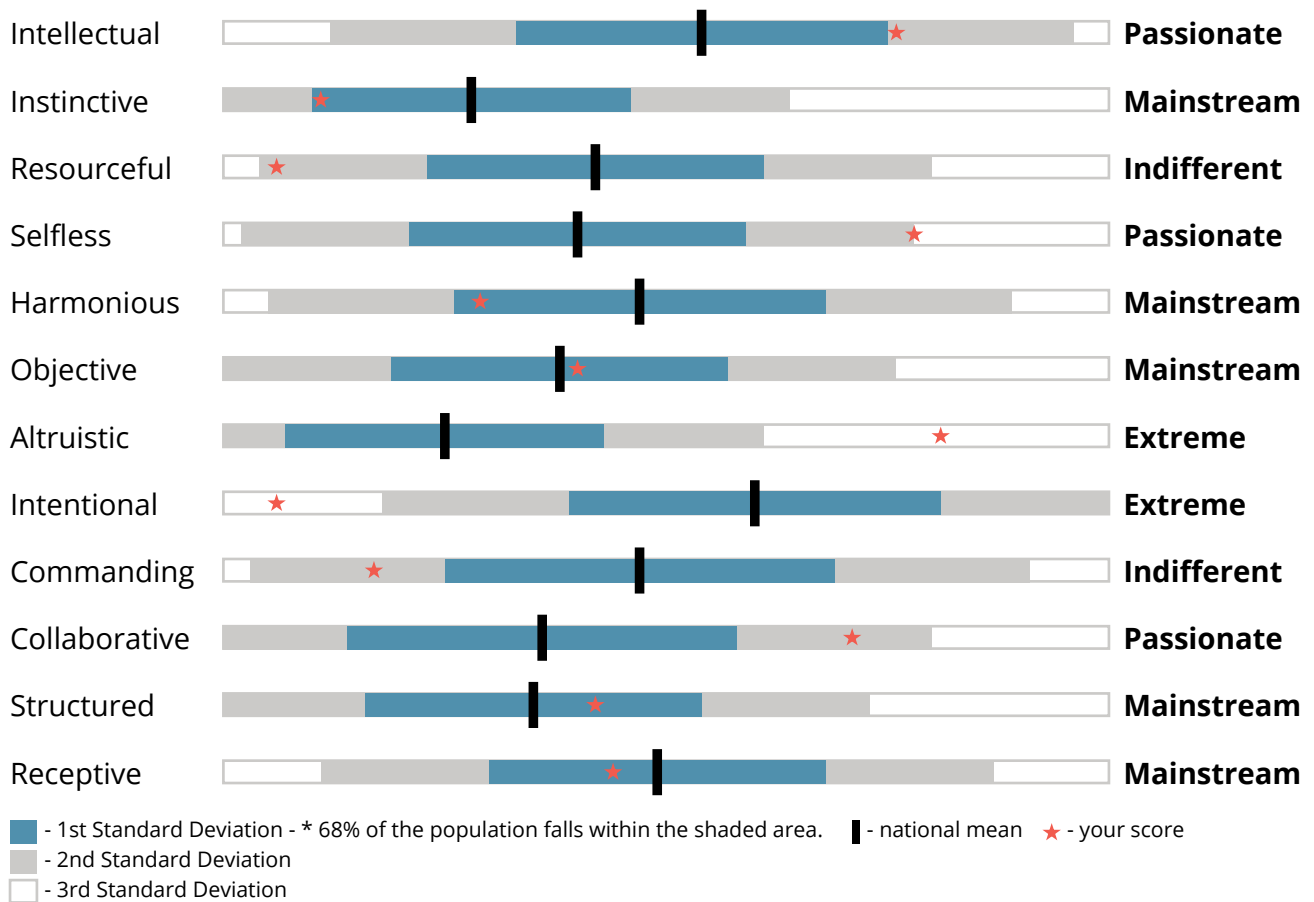
Areas for Awareness



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

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

Norms & Comparisons Table - Hungarian Norm 2021

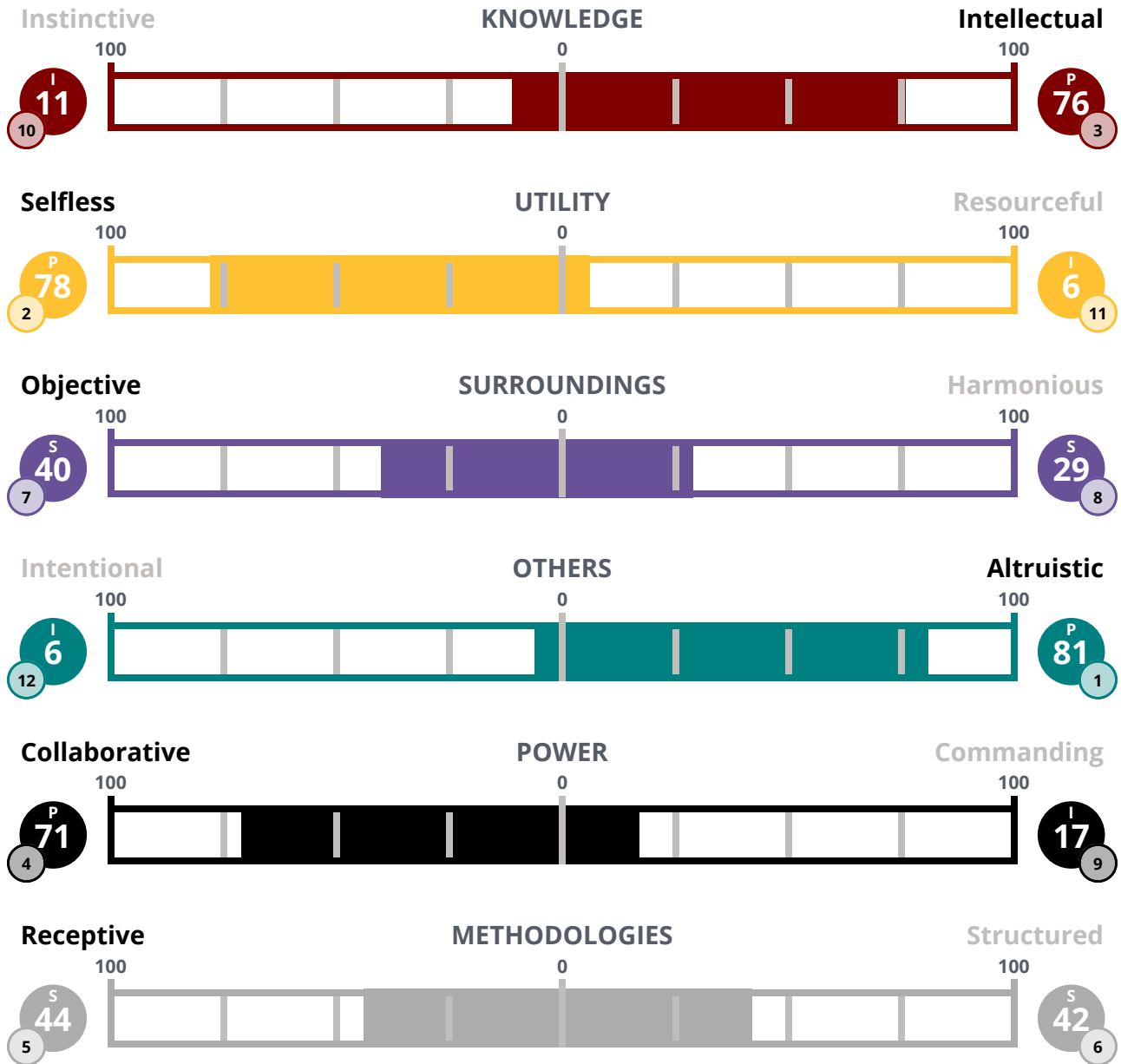


Mainstream - one standard deviation of the national mean
Passionate - two standard deviations above the national mean
Indifferent - two standard deviations below the national mean
Extreme - three standard deviations from the national mean

Driving Forces Graph



The 12 Driving Forces® Continuum is a visual representation of what motivates Sample and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Sample's motivation and engagement regardless of the situation.

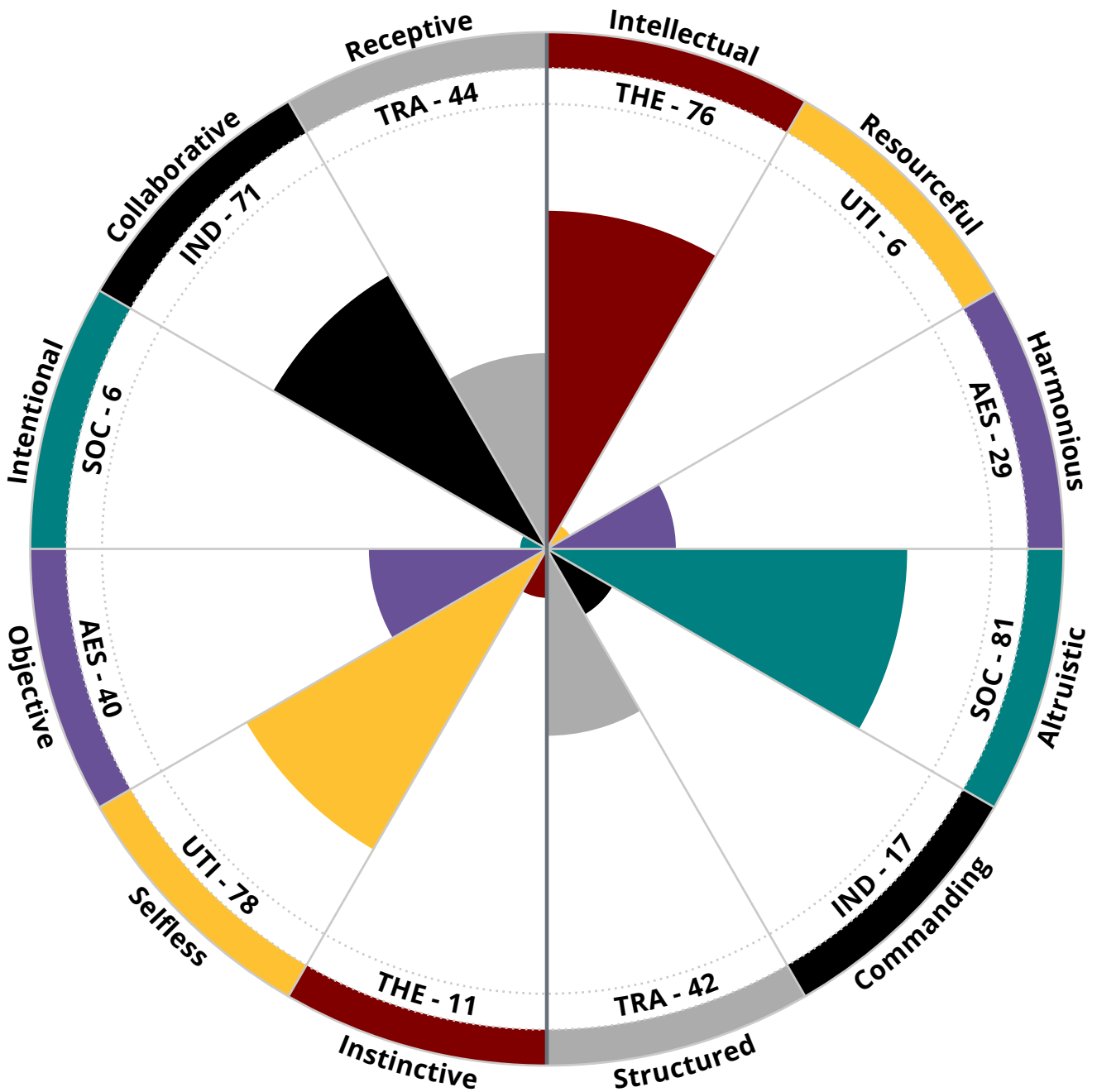


P Primary, Situational, or Indifferent
 76 Driving Forces Score
 3 Driving Forces Rank

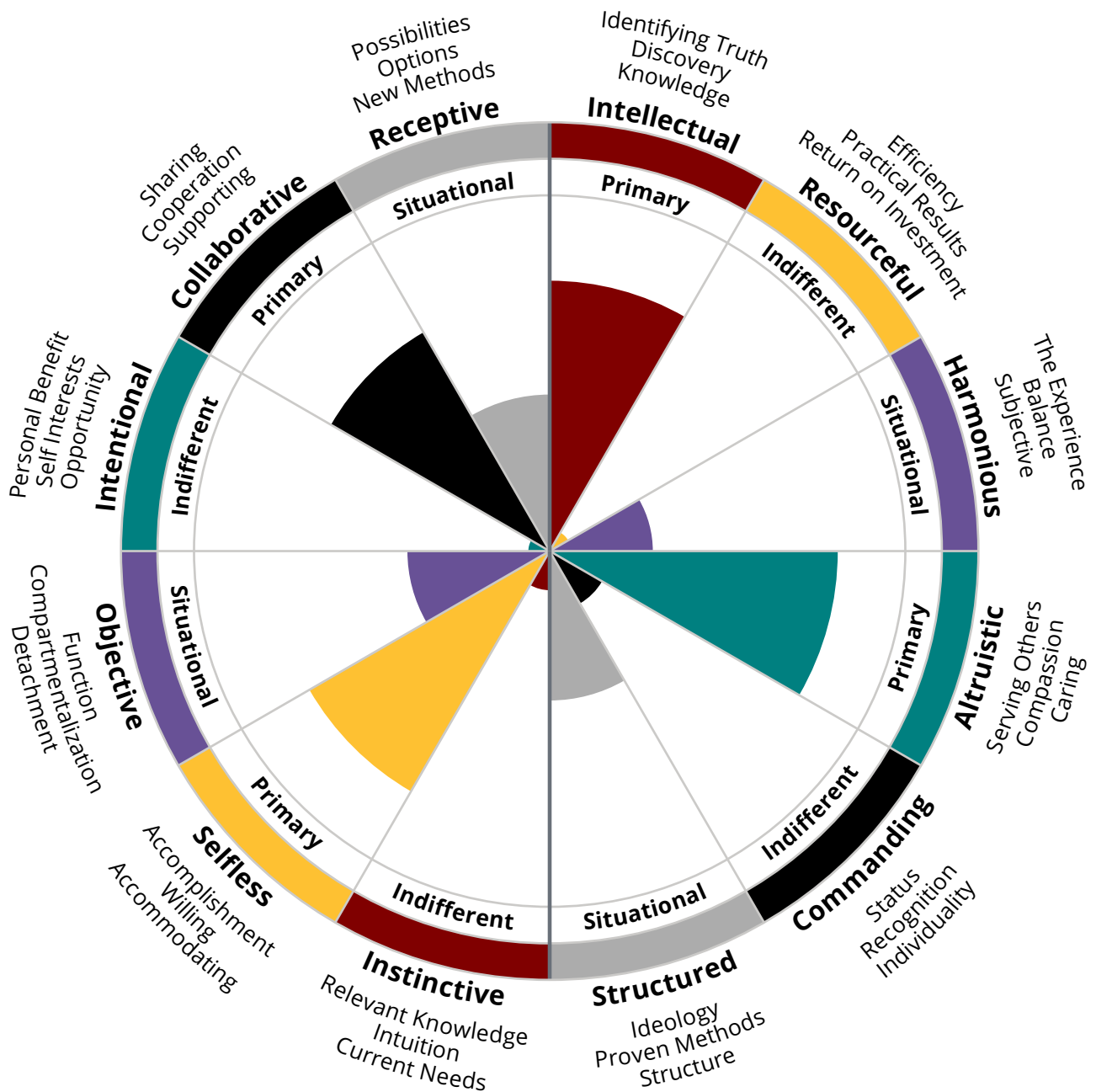
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Sample Jane

Driving Forces Wheel



Descriptors Wheel





Introduction

Integrating Behaviors and Driving Forces

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

In this section you will find:

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

Potential Behavioral & Motivational Strengths



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

1. Paints a very detailed picture for the benefit of others to follow.
2. Will care for others while holding people accountable.
3. Helps others achieve great results through a detailed process.
4. Offers an objective perspective on how the goal can be obtained.
5. Gives clear expectations to others when working towards tangible accomplishments.
6. Asks questions others overlook in regards to potential issues that impact the organization.
7. Her desire to learn more allows processes to become more effective.
8. Will ask all of the questions and gather all of the data to make every outcome the best it can be.
9. Detailed and compliant about the research process.
10. Can relinquish control as long as her high standards are maintained.
11. Will make sure the team does it right the first time.
12. Works with a calculated plan to support the organizational framework.

Potential Behavioral & Motivational



Conflict

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

1. Viewed by others as a "watchdog", but wants to be seen as trying to help the cause move in the right direction.
2. Sets unwanted rules for others, but does so for their own good.
3. Wants to help others but also has a desire to police the happenings of the organization.
4. Calculates every variable without worrying about the best use of her time.
5. May over focus on the details of the investment and, therefore, may miss the opportunity to help others.
6. May come off as someone who believes focusing on the greater good is the only way to accomplish tasks.
7. Never enough facts to prove a new theory.
8. May appear overly data- or theory-focused.
9. Needs data for comfort and curiosity but may experience paralysis by analysis when finishing goals.
10. Willing to relinquish control if her standards are met.
11. Can confuse her desire to support the group with her want for enforcing rules.
12. She feels most effective when she can work on the plan in a structured fashion.

Ideal Environment



People are more engaged and productive when their work environment matches the statements described in this section. This section identifies the ideal work environment based on Sample's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Sample enjoys.

1. Provide functional and useful ways to help others achieve and win.
2. The opportunity to be objective and diligent in her quest to help others.
3. Ability to help others within the organizational framework.
4. Clearly defined rules, procedures, and pathways to meet organizational objectives.
5. An environment where accurate and systematic standards are required to ensure results.
6. A documented and verifiable explanation of compensation and benefits.
7. The ability to return to the table with more information in order to present the case.
8. An environment to gather all the facts and information.
9. An environment where being prepared for meetings is rewarded.
10. A familiar group to share ideas and thought processes through facts and data.
11. The ability to be involved in the review and storage of facts and data.
12. An environment that supports the analysis of facts and data.

Keys To Motivating



All people are different and motivated in various ways. This section of the report was produced by analyzing Sample's driving forces. Review each statement produced in this section with Sample and highlight those that are present "wants."

Sample wants:

1. The facts and data to be sure all assistance is accurate and compliant with external standards in order to protect the organization.
2. Accountability for the desired humanitarian outcomes.
3. To be assured that the organization is willing to help others and will maintain rules and procedures to ensure assistance is given.
4. The opportunity to utilize data and information necessary for improving the processes.
5. All facts and details necessary to achieve daily tasks.
6. The understanding from management that the process can be more important than the result.
7. Access to all necessary information and instruction manuals in order to do things right.
8. To understand why a procedure needs to be changed prior to the start of the project.
9. All background information detailed on the process in order to ensure they are correct.
10. High standards maintained throughout the group.
11. The opportunity to carefully calculate risks while supporting the plan of action.
12. The understanding from management that she supports the long-term health of the business.

Keys To Managing



This section discusses the needs which must be met in order for Sample to perform at an optimum level. Some needs can be met by herself, 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 Sample and identify 3 or 4 statements that are most important to her. This allows Sample to participate in forming her own personal management plan.

Sample needs:

1. To understand how getting bogged down in the details can negatively affect others.
2. To be positioned as the champion of procedures, helping others understand them.
3. A manager that applies all rules to individuals equally.
4. The ability to prove that company policies and standards will protect the good of the organization.
5. Time to review and analyze data in order to understand the people and processes before making a decision.
6. Time provided for reviewing the procedure and/or systems behind the new project or opportunity.
7. Access to appropriate resources and tools for learning new information within the organizational framework.
8. To ask questions when evaluating others' efforts instead of making judgments on the perceived lack of detail.
9. To understand that too much detail may prevent ideas from moving forward.
10. To be seen as a strong proponent of procedures and protocol.
11. To set goals that support the organization.
12. A manager that understands how a black and white worldview can support the organization.

Action Plan



The following are examples of areas in which Sample may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- Communicating (Listening)
- Delegating
- Decision Making
- Disciplining
- Evaluating Performance
- Education
- Time Management
- Career Goals
- Personal Goals
- Motivating Others
- Developing People
- Family

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Date to Begin: _____ Date to Review: _____