TTI SUCCESS INSIGHTS®

TriMetrix® DNA

Management-Staff

Sample Jane
09.14.2023

Your Professional Assessment Solution!
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Introduction

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

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Competencies

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

Introduction
Behaviors

Behavioral research suggests that the most effective people are those who understand 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 is adaptable. She wants the safety features on her equipment to be in good working order. 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. She wants to know the company rules so she can follow them, and she may become upset when others continually break the rules. 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. She has a need to achieve in an environment in which the quality is controlled. She can become frustrated when put in a situation that is nothing more than a rambling discussion. She wants to make certain that detailed reports are accurately completed. This tendency can be reassuring to Sample's supervisors. 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. Sample wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. She can be sensitive about any comments regarding the quality of her work. She constantly strives forward to improvement in everything she does.

Sample takes pride in her competence or her ability to understand all the facts of a situation. She is good at concentrating on data while looking for the best method for solving the problem. She tends to make her decisions after deliberation and gives weight to all the pros and cons. 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 can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront. Sample tends to base decisions on the quality of work, not on efficiency. She has an acute awareness of social, economic and political implications of her decisions. She 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.

Graph I
Adapted Style
D I S C

Graph II
Natural Style
D I S C

14 52 75 76

12 58 74 85

Sample Jane
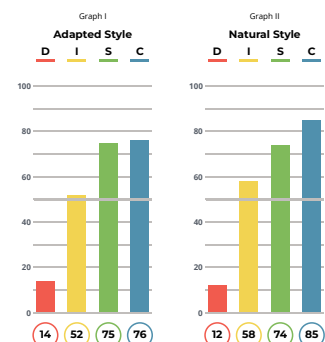
Sample is usually soft-spoken, but her demeanor may be deceptive to those who work with her. She may possess strong and unwavering convictions that are not always apparent to others. She likes to know what is expected of her in a working relationship; they also like to know what the duties and responsibilities are for others who will be involved. Communication is accomplished best by well-defined avenues. She 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 enjoys analyzing the motives of others. This allows her to develop her intuitive skills. Sample can be outgoing at times. Basically introverted, she will engage in social conversation when the occasion warrants. She is intuitive and is able to ask good questions in order to get the critical, complete information she seeks. 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 ask questions to clarify the communications. She gathers data in order to be certain she is correct in her work, communications or decision making.

Graph I
Adapted Style

D	I	S	C
14	52	75	76

Graph II
Natural Style

D	I	S	C
12	58	74	85

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. Comprehensive in problem solving.

2. Proficient and skilled in her technical specialty.

3. Accurate and intuitive.

4. Defines, clarifies, gets information, criticizes, and tests.

5. Conscientious and steady.

6. Adaptable.

7. Has respect for authority and organizational structure.

8. Flexible.

9. Turns confrontation into positives.

Graph I

Adapted Style

D	I	S	C

| 14 | 52 | 75 | 76 |

Graph II

Natural Style

D	I	S	C

| 12 | 58 | 74 | 85 |

Sample Jane

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. Be sincere and use a tone of voice that shows sincerity.

✔ 2. Make an organized contribution to her efforts, present specifics and do what you say you can do.

✔ 3. Give her time to verify the reliability of your actions; be accurate and realistic.

✔ 4. Follow through, if you agree.

✔ 5. Support your communications with the correct facts and data.

✔ 6. Take time to be sure that she is in agreement and understands what you said.

✔ 7. Give her time to ask questions.

✔ 8. Give her time to be thorough when appropriate.

✔ 9. Prepare your "case" in advance.

✔ 10. Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.

✔ 11. Provide tangible and practical evidence.

✔ 12. Make an organized presentation of your position, if you disagree.

Graph I	Graph II
Adapted Style	**Natural Style**
D I S C	D I S C

Graph I (Adapted Style): D 14, I 52, S 75, C 76

Graph II (Natural Style): D 12, I 58, S 74, C 85

Sample Jane

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 <u>NOT</u> to Communicate

🚫   1.   Dillydally or waste time.

🚫   2.   Rush the decision-making process.

🚫   3.   Talk to her when you're extremely angry.

🚫   4.   Use testimonies of unreliable sources; don't be haphazard.

🚫   5.   Make conflicting statements.

🚫   6.   Leave things to chance or luck.

🚫   7.   Be vague about what's expected of either of you; don't fail to follow through.

🚫   8.   Threaten, cajole, wheedle, coax, or whimper.

🚫   9.   Say "trust me"—you must prove it.

🚫   10.   Make statements about the quality of her work unless you can prove it.

🚫   11.   Make promises you cannot deliver.

🚫   12.   Use gimmicks or clever, quick manipulations.

Graph I
Adapted Style

D	I	S	C
14	52	75	76

Graph II
Natural Style

D	I	S	C
12	58	74	85

Sample Jane

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.

Sample Jane

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   ✔ Diplomatic

✔ Thorough   ✔ Knowledgeable

✔ Moderate   ✔ Analytical

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

✔ Pessimistic   ✔ Worrisome

✔ Picky   ✔ Fussy

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

✔ Perfectionistic   ✔ Strict

✔ Hard-to-Please   ✔ 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.

- Avoid work environments with a moving target as the only constant.

- Needs a manager or work-team that has the ability to extract information as opposed to being required to volunteer information.

- 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.

- Focus on one task at a time to assure quality in problem solving.

- Share feelings faster and more often.

- Seek positions that do not require a strong need for self-starting.

Graph I	Graph II
Adapted Style	**Natural Style**
D I S C	D I S C

Graph I (Adapted Style): D 14, I 52, S 75, C 76

Graph II (Natural Style): D 12, I 58, S 74, C 85

Sample Jane

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.

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

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. Sensitivity to existing rules and regulations.

✔ 3. Precise, analytical approach to work tasks.

✔ 4. Calculation of risks before taking action.

✔ 5. Being cordial and helpful when dealing with new clients or customers.

✔ 6. Being conservative, not competitive, in nature.

✔ 7. Precedence of quality over efficiency.

✔ 8. Compliance to high standards.

✔ 9. Presenting a practical, proven approach to decision making.

✔ 10. Critical appraisal of data.

✔ 11. Using restraint when confrontation occurs.

Graph I
Adapted Style
D I S C

Graph II
Natural Style
D I S C

Graph I values: 14 52 75 76
Graph II values: 12 58 74 85

Sample Jane

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.

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

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
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

Graph I
Adapted Style
D I S C

Graph II
Natural Style
D I S C

14 52 75 76

12 58 74 85

Sample Jane

Time Wasters

Continued

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

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

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.

Graph I

Adapted Style

D	I	S	C
14	52	75	76

Graph II

Natural Style

D	I	S	C
12	58	74	85

Sample Jane

Time Wasters

Continued

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

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

Graph I

Adapted Style

D	I	S	C

100
80
60
40
20
0

| 14 | 52 | 75 | 76 |

Graph II

Natural Style

D	I	S	C

100
80
60
40
20
0

| 12 | 58 | 74 | 85 |

Sample Jane

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. 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.

✓ 2. Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.

✓ 3. Be defensive when threatened and use the errors and mistakes of others to defend her position.

✓ 4. Be self-deprecating—doesn't project self-confidence.

✓ 5. Be bound by procedures and methods—especially if she has been rewarded for following these procedures.

✓ 6. Fail to tell others where she stands on an issue.

✓ 7. Get bogged down in details and use details to protect her position.

Graph I
Adapted Style
D   I   S   C

Graph II
Natural Style
D   I   S   C

14 52 75 76   12 58 74 85
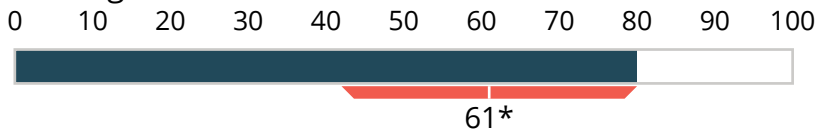
Sample Jane

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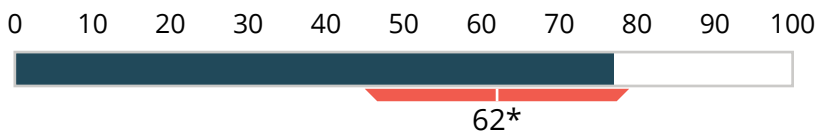
**1. Consistent** - Perform predictably in repetitive situations.

0   10   20   30   40   50   60   70   80   90   100

62*

85
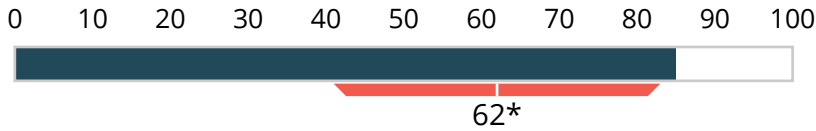
2. Following Policy - Adhere to rules, regulations, or existing methods.

0   10   20   30   40   50   60   70   80   90   100

61*

80

3. Persistence - Finish tasks despite challenges or resistance.

0   10   20   30   40   50   60   70   80   90   100

62*

77

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

0   10   20   30   40   50   60   70   80   90   100

53*

75
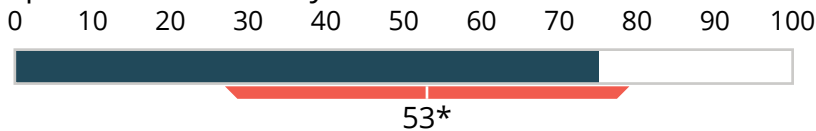
5. Analysis - Compile, confirm and organize information.

0   10   20   30   40   50   60   70   80   90   100

54*

75
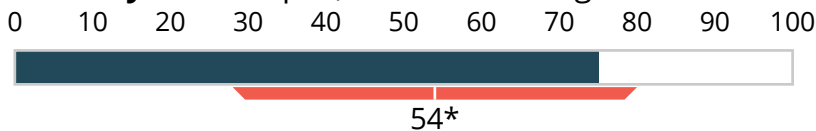
6. People-Oriented - Build rapport with a wide range of individuals.

0   10   20   30   40   50   60   70   80   90   100

65*

75
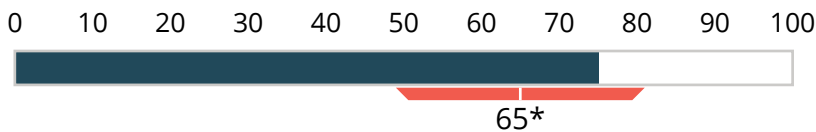
7. Customer-Oriented - Identify and fulfill customer expectations.

0   10   20   30   40   50   60   70   80   90   100

64*

68

Graph I
Adapted Style
D   I   S   C

14   52   75   76

Graph II
Natural Style
D   I   S   C

12   58   74   85

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

Sample Jane
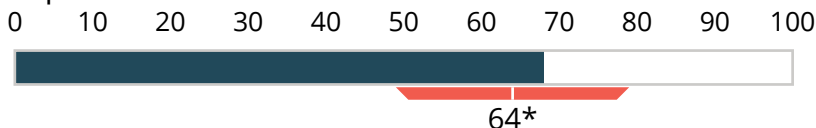
Behavioral Hierarchy

8. Interaction - Frequently engage and communicate with others.

0   10   20   30   40   50   60   70   80   90   100

59*

40
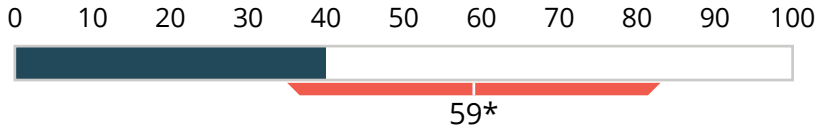
9. Versatile - Adapt to various situations with ease.

0   10   20   30   40   50   60   70   80   90   100

54*

37
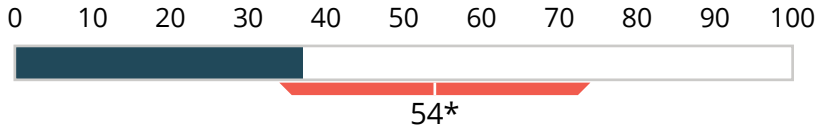
10. Frequent Change - Rapidly shift between tasks.

0   10   20   30   40   50   60   70   80   90   100

52*

28
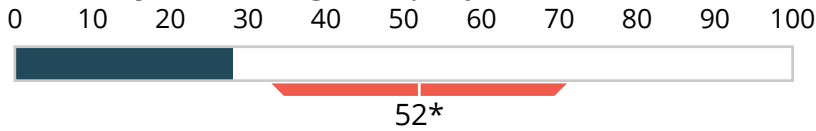
11. Competitive - Want to win or gain an advantage.

0   10   20   30   40   50   60   70   80   90   100

49*

20

12. Urgency - Take immediate action.
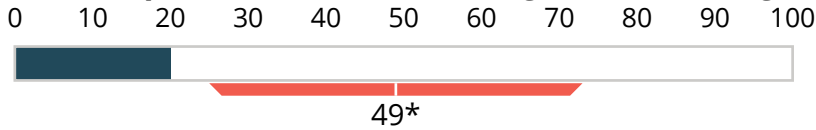
0   10   20   30   40   50   60   70   80   90   100

42*

18

Graph I

Adapted Style

D   I   S   C

100

80

60

40

20

0

14   52   75   76

Graph II

Natural Style

D   I   S   C

100

80

60

40

20

0
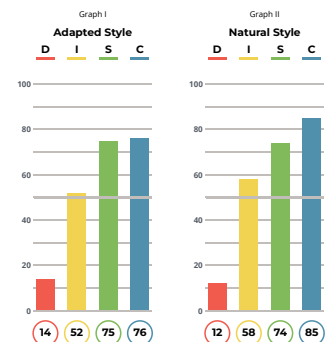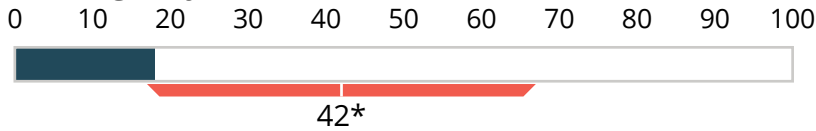
12   58   74   85

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

Sample Jane

Style Insights® Graphs

Graph I

Adapted Style

D   I   S   C

100

80

60

40

20

0

D	I	S	C
14	52	75	76

Graph II

Natural Style

D   I   S   C

100

80

60

40

20

0

D	I	S	C
12	58	74	85
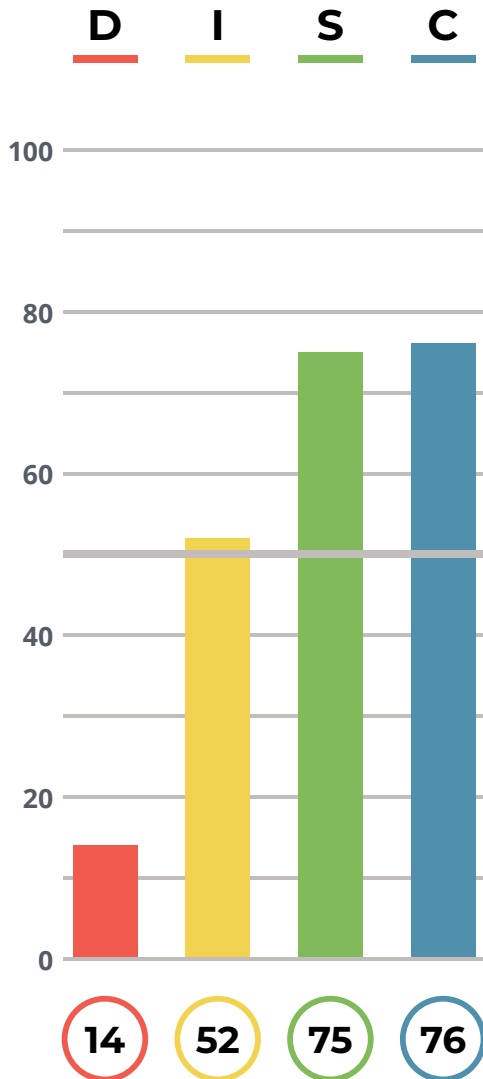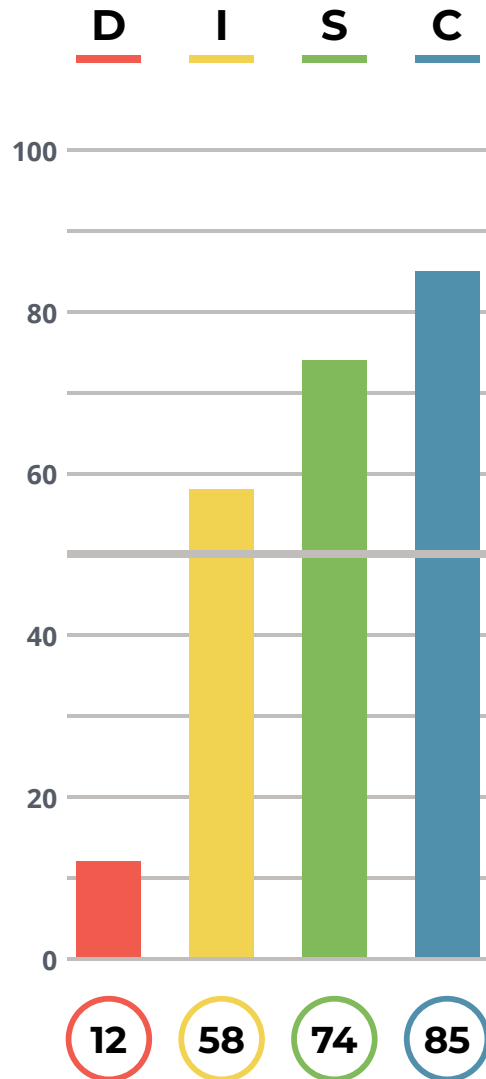
Hungarian Norm 2021 R4
9-14-2023
T: 4:47

Sample Jane

24

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.

Reflective — PROBLEMS & CHALLENGES — Direct

100   50   100

88 / 86

Reserved — PEOPLE & CONTACTS — Outgoing

100   50   100

58 / 52

Dynamic — PACE & CONSISTENCY — Steady

100   50   100

74 / 75

Pioneering — PROCEDURES & CONSTRAINTS — Precise

100   50   100

85 / 76
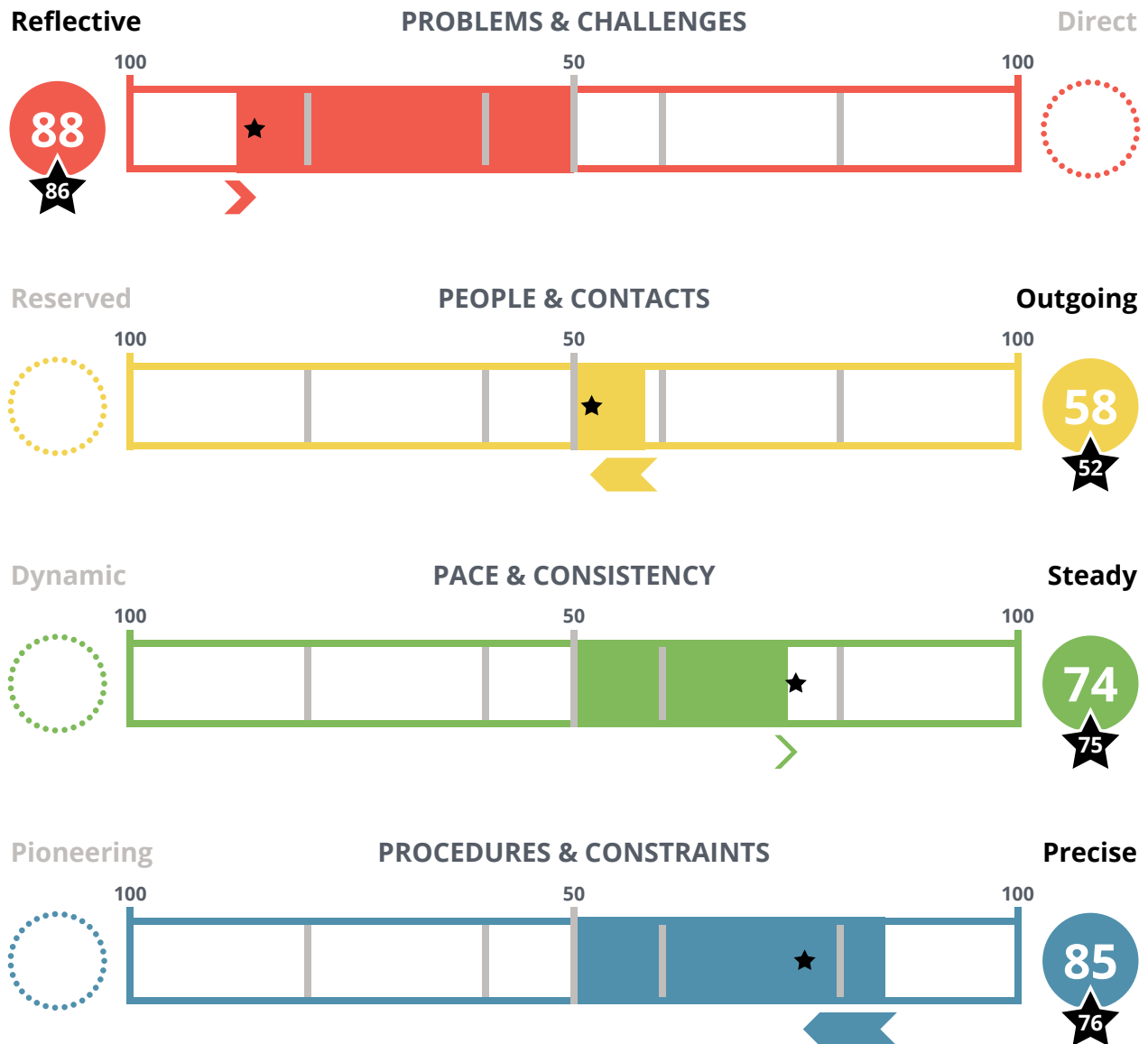
★ Adapted Position
◄ Adapted Movement

Sample Jane

25

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
9-14-2023
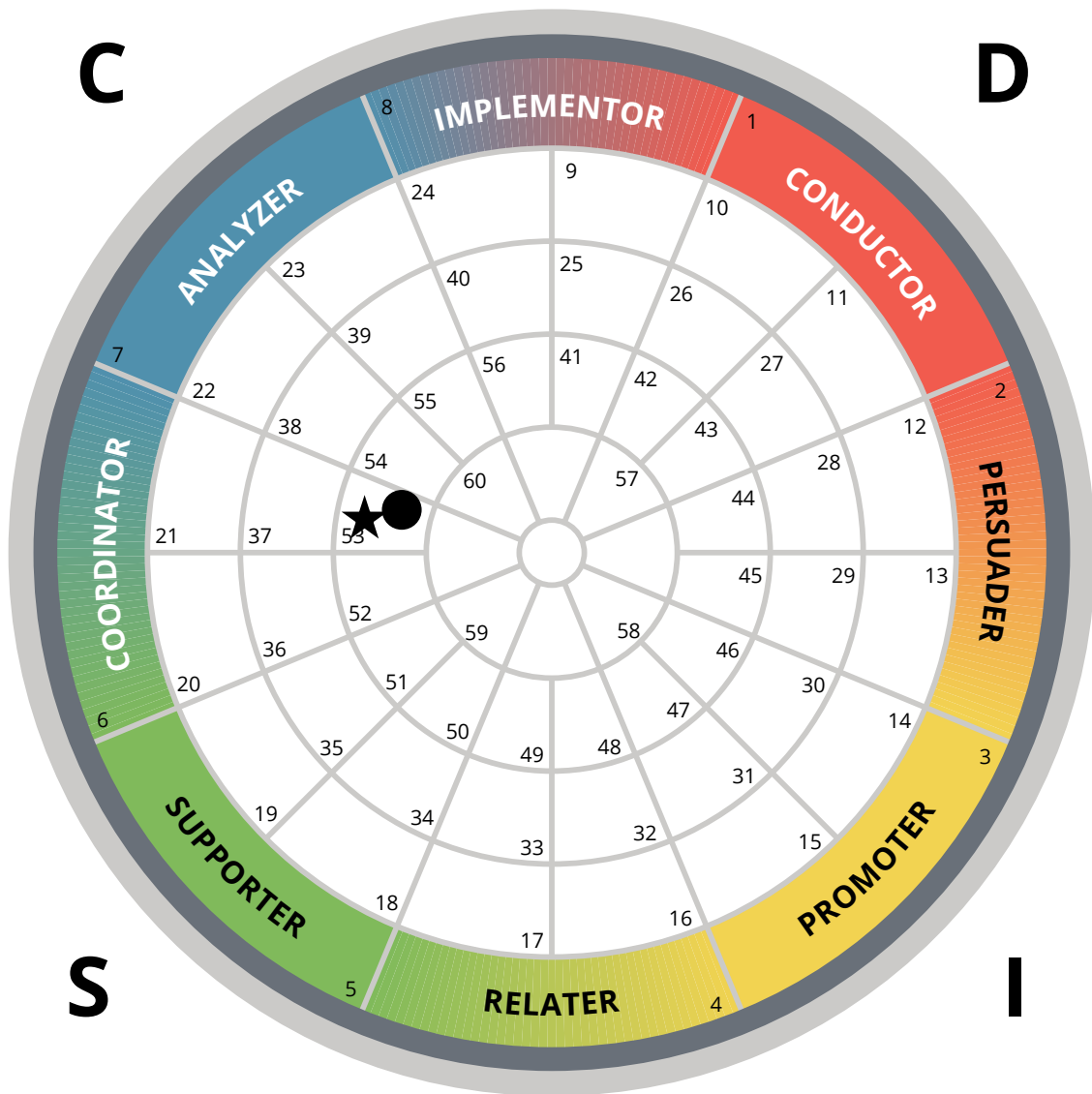
Adapted: ★ (53) ANALYZING COORDINATOR (ACROSS)
Natural: ● (53) ANALYZING COORDINATOR (ACROSS)

Hungarian Norm 2021 R4

T: 4:47

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 will continue researching until all information is discovered. She will be energized in any position in which advancement is based on continuous learning. She will use knowledge as a benchmark for success. If she thinks it will harm a relationship, Sample will avoid confrontation. Sample looks for ways to help people have positive experiences. She is inclined to help other people in the organization, even if it's not in her best interest. Being rewarded for her investment of time, talent, or resources is not her driving force. She will not measure success based on her level of compensation. Sample will relinquish control as long as the task at hand is completed to her standards. She excels when working for a powerful leader. She will focus on the purpose as well as the presentation of a project. She may seek new ways to accomplish routine tasks.

Sample sees value in consuming current information from many sources. She has a keen interest in formulating theories and asking questions to assist in problem solving. She believes people should have the opportunity to be the best they can be. She has the ability to instinctively notice and respond to people in need. Sample is willing to help without focusing on what she receives in return. She will value the process and people involved more than the end result. Job security is more important to Sample than a prestigious title. She will complete tasks and projects without the need for public recognition. In general, unpleasant surroundings may not impact Sample's productivity. She may be able to compartmentalize the situation to ensure a rewarding interaction. She tends to dissect other systems and/or traditions and may be creative when applying them. She may overlook traditions or boundaries to complete a task.

Driving Characteristics

Sample may not focus on a specific approach and will keep the momentum moving forward. She may attempt to balance the functionality and harmony of her workday. She focuses on the greater good versus advancing her position. She will accomplish tasks for the sake of accomplishment. Sample will look for faults in a process before blaming an individual. She will strive to eliminate conflict in the workplace. Adding to the body of knowledge is more important to Sample than the application of knowledge. She sees herself as an intellectual and will seek opportunities to bring new information to the organization.

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 continually seeks new knowledge and information.

2. She seeks to make the unknown known.

3. She focuses on information and facts.

4. She seeks to help and support others.

5. Sample acts to alleviate the suffering of others.

6. She will provide assistance and resources with minimal expectation of personal return.

7. She may feel comfortable in a supporting role.

Potential Weaknesses

1. Sample may pursue knowledge at the expense of practical matters.

2. She may have difficulty when it comes time to apply the knowledge she has gained.

3. She can value discovery over other priorities.

4. She bases personal decisions on the impact to others and not to herself.

5. Sample may be easily taken advantage of.

6. She can potentially waste resources.

7. She may pass on leadership opportunities.

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 will learn continuously.

2. She is energized by discovering new information.

3. She is energized by the opportunity to objectively analyze ideas.

4. She is energized by eliminating conflict.

5. Sample realizes the potential in others.

6. She is energized by completing tasks.

7. She wants to feel included.

⚠️ Potential Stressors

1. Sample is stressed when knowledge is restricted.

2. She is stressed by an environment with no opportunity for intellectual growth.

3. She is turned off when people approach ideas subjectively.

4. She gets frustrated when she observes favoritism.

5. Sample does not like to discipline others.

6. She is stressed when success is measured through efficiency.

7. She gets stressed when individual achievements are recognized.

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

85

54*
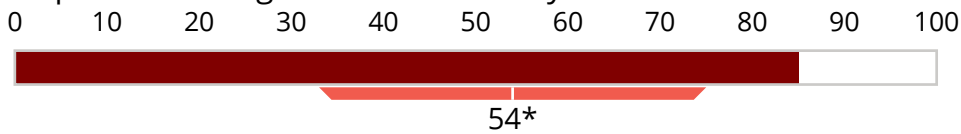
2. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

81

25*
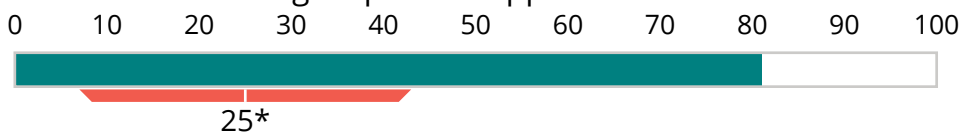
3. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

81

40*
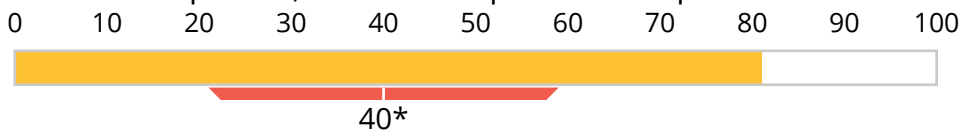
4. Collaborative - People who are driven by being in a supporting role and contributing, with little need for individual recognition.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

60

36*

Hungarian Norm 2021

Sample Jane
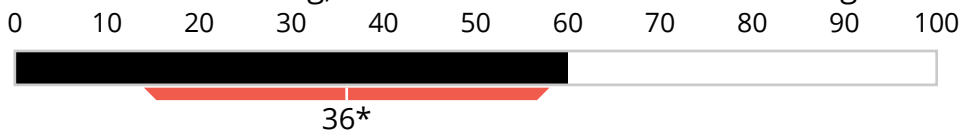
Situational Driving Forces Cluster

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

51

38*
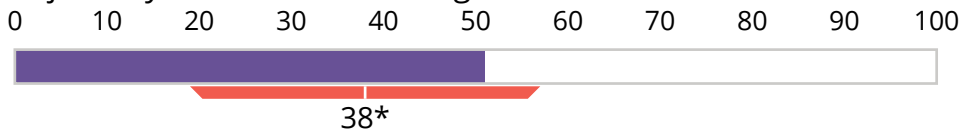
6. Receptive - People who are driven by new ideas, methods, and opportunities that fall outside a defined system for living.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

46

49*
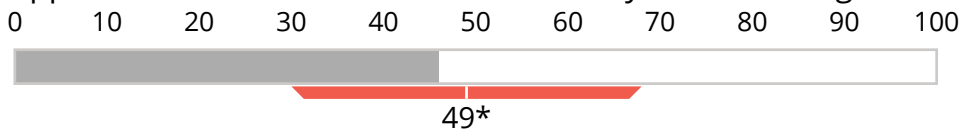
7. Structured - People who are driven by traditional approaches, proven methods, and a defined system for living.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

28

35*
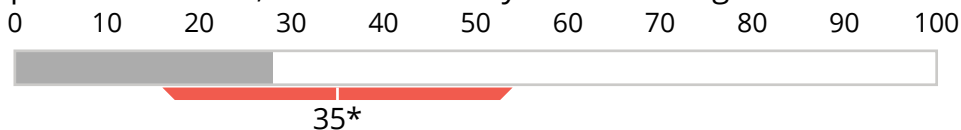
8. Commanding - People who are driven by status, recognition, and control over personal freedom.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

25

47*

Hungarian Norm 2021

Sample Jane
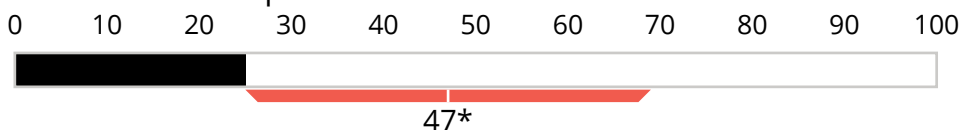
Indifferent Driving Forces Cluster

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

0	10	20	30	40	50	60	70	80	90	100

47*
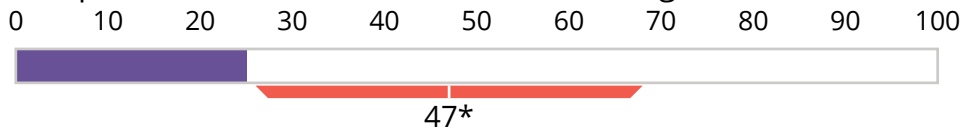
25

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

0	10	20	30	40	50	60	70	80	90	100

28*
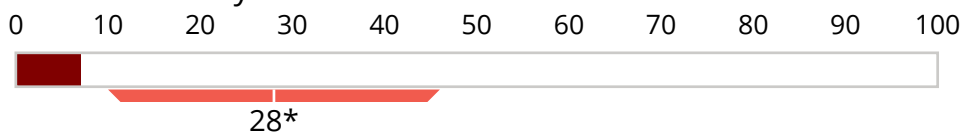
7

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

0	10	20	30	40	50	60	70	80	90	100

42*
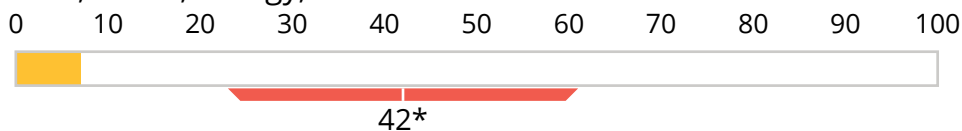
7

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

0	10	20	30	40	50	60	70	80	90	100

60*

6

Hungarian Norm 2021

Sample Jane
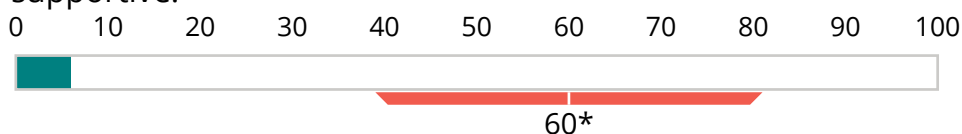
Areas for Awareness

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

Intellectual		**Passionate**
Instinctive		**Indifferent**
Resourceful		**Indifferent**
Selfless		**Extreme**
Harmonious		**Indifferent**
Objective		**Mainstream**
Altruistic		**Extreme**
Intentional		**Extreme**
Commanding		**Mainstream**
Collaborative		**Passionate**
Structured		**Mainstream**
Receptive		**Mainstream**
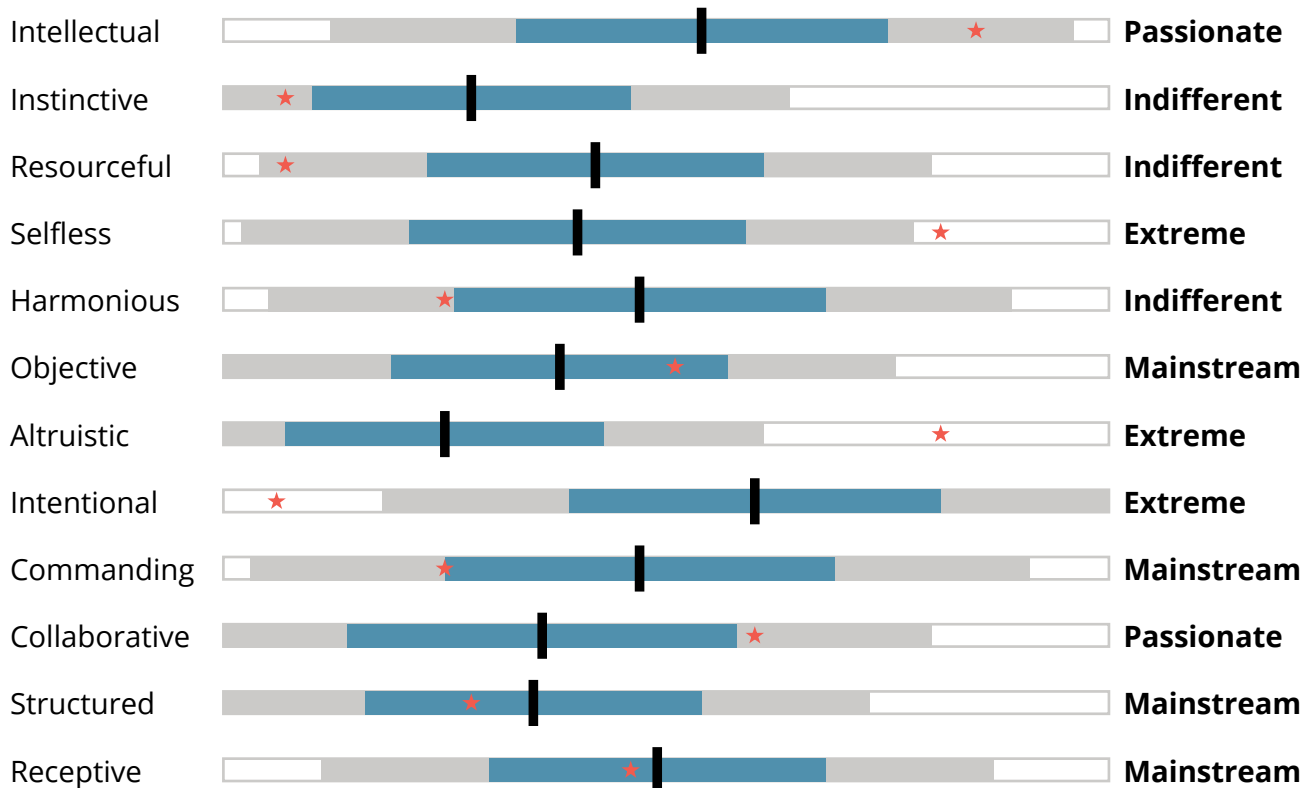
■ - 1st Standard Deviation - * 68% of the population falls within the shaded area. ▮ - national mean ★ - your score
■ - 2nd Standard Deviation
□ - 3rd Standard Deviation

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

Driving Forces Graph

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.
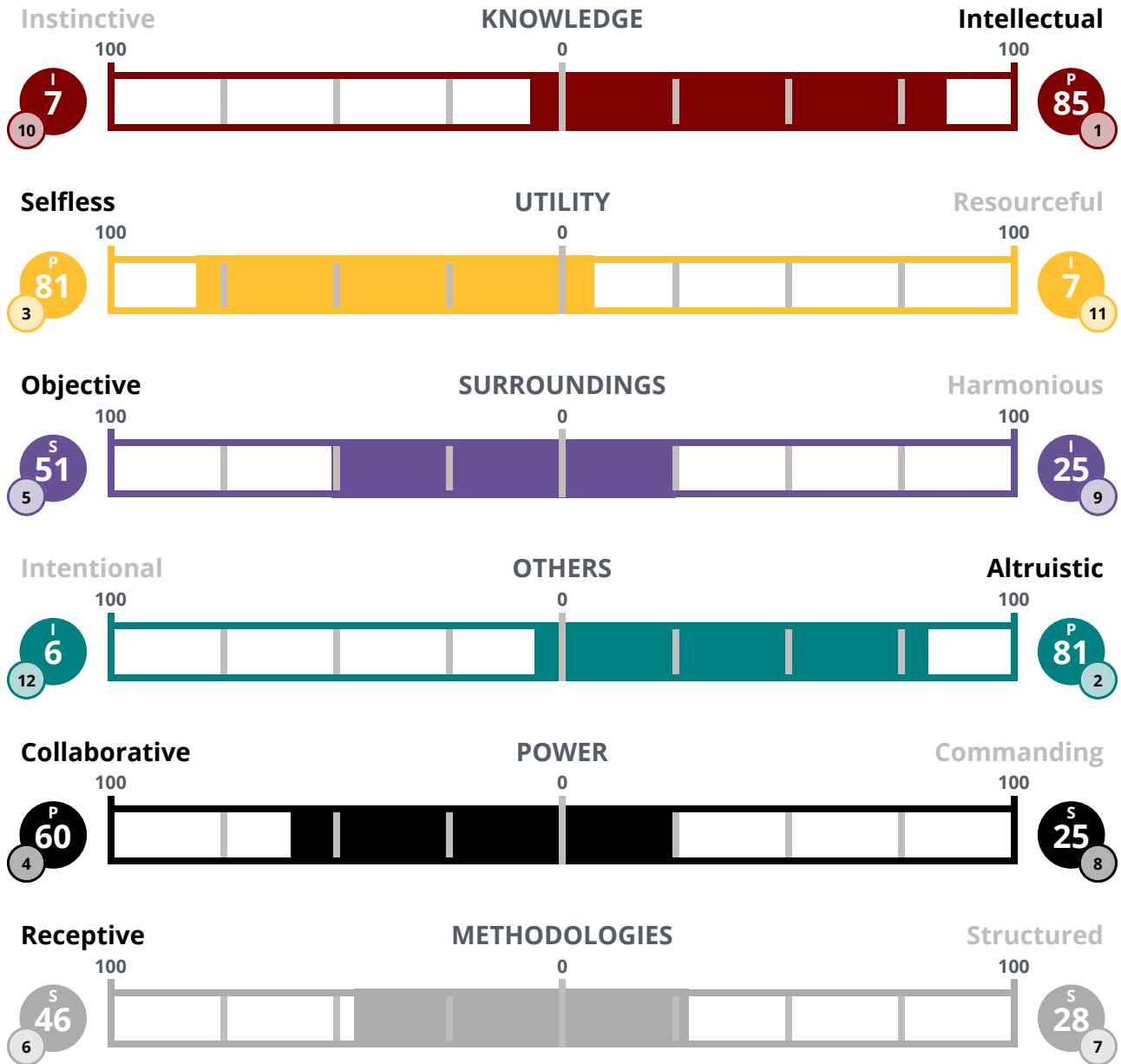
KNOWLEDGE
Instinctive — 100 | 0 | 100 — **Intellectual**

I **7** (10)   P **85** (1)

UTILITY
Selfless — 100 | 0 | 100 — **Resourceful**

P **81** (3)   I **7** (11)

SURROUNDINGS
Objective — 100 | 0 | 100 — **Harmonious**

S **51** (5)   I **25** (9)

OTHERS
Intentional — 100 | 0 | 100 — **Altruistic**

I **6** (12)   P **81** (2)

POWER
Collaborative — 100 | 0 | 100 — **Commanding**

P **60** (4)   S **25** (8)

METHODOLOGIES
Receptive — 100 | 0 | 100 — **Structured**

S **46** (6)   S **28** (7)

Hungarian Norm 2021
9-14-2023
T: 9:06

Sample Jane

Driving Forces Wheel

T: 9:06

Sample Jane

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Descriptors Wheel

Possibilities
Options
New Methods

Receptive

Identifying Truth
Discovery
Knowledge

Intellectual

Efficiency
Practical Results
Return on Investment

Sharing
Cooperation
Supporting

Collaborative

Situational

Primary

Resourceful

Indifferent

Personal Benefit
Self Interests
Opportunity

Intentional

Primary

Indifferent

Indifferent

Harmonious

The Experience
Balance
Subjective

Objective

Situational

Primary

Altruistic

Serving Others
Compassion
Caring

Function
Compartmentalization
Detachment

Situational

Selfless

Primary

Indifferent

Situational

Commanding

Status
Recognition
Individuality

Accomplishment
Willing
Accommodating

Instinctive

Situational

Structured

Relevant Knowledge
Intuition
Current Needs

Ideology
Proven Methods
Structure

T: 9:06

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

Sample Jane

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. Detailed and compliant about the research process.

2. Asks many questions to find the correct answers.

3. Will ask all of the questions and gather all of the data to make every outcome the best it can be.

4. Could be a judge with a heart.

5. Anticipates challenges within the process in order to help people succeed.

6. Paints a very detailed picture for the benefit of others to follow.

7. Gives clear expectations to others when working towards tangible accomplishments.

8. Sees the details and resources needed to achieve the desired outcome.

9. Completes a due diligence process when working on critical organizational tasks.

10. Gives clear instruction for the supporting of goals.

11. Contributes to refining policies and procedures.

12. Can relinquish control as long as her high standards are maintained.

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. Needs data for comfort and curiosity but may experience paralysis by analysis when finishing goals.

2. Can be defensive when hard facts are questioned.

3. May appear overly data- or theory-focused.

4. Wants to help others but sometimes gets upset when others don't follow rules.

5. A desire to help is preceded with a tendency to overcorrect.

6. Viewed by others as a "watchdog", but wants to be seen as trying to help the cause move in the right direction.

7. May over focus on the details of the investment and, therefore, may miss the opportunity to help others.

8. Desires to be seen as selfless, yet is fearful of making mistakes.

9. Only looks for a safe investment, regardless of time and resources.

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. Will work toward unreachable standards to support the company's mission.

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. The ability to return to the table with more information in order to present the case.

2. An environment to gather all the facts and information.

3. Appreciation for the process of gathering data in order to avoid mistakes.

4. Ability to help others within the organizational framework.

5. Have resources and tools in proper order for efficient access to help others.

6. The opportunity to be objective and diligent in her quest to help others.

7. An environment where accurate and systematic standards are required to ensure results.

8. The ability to sacrifice efficiency to follow the rules and protocol.

9. A documented and verifiable explanation of compensation and benefits.

10. A familiar group to share ideas and thought processes through facts and data.

11. Rewards for supporting and adhering to processes and procedures.

12. An environment that supports the analysis of facts and data.

Sample Jane

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. All background information detailed on the process in order to ensure they are correct.

2. To be on the team that creates new procedures in order to ensure minimal risk and high standards.

3. To understand why a procedure needs to be changed prior to the start of the project.

4. Processes and procedures for maintaining compliance while giving back to society.

5. The information and facts necessary to help others achieve their goals.

6. To be assured that the organization is willing to help others and will maintain rules and procedures to ensure assistance is given.

7. All facts and details necessary to achieve daily tasks.

8. Following documented processes that have previously demonstrated achieving organizational results.

9. The understanding from management that the process can be more important than the result.

10. High standards maintained throughout the group.

11. Procedures and protocol to be followed for the greater good of the organization.

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 that too much detail may prevent ideas from moving forward.

2. To ask questions when evaluating others' efforts instead of making judgments on the perceived lack of detail.

3. The ability to recognize when she is in "paralysis-by-analysis" mode.

4. To utilize her drive to help others in negotiations on the job.

5. To be involved in determining how new procedures may affect people.

6. A manager that applies all rules to individuals equally.

7. Time to review and analyze data in order to understand the people and processes before making a decision.

8. A manager that understands that communication will be factual and people-oriented.

9. Time provided for reviewing the procedure and/or systems behind the new project or opportunity.

10. To be seen as a strong proponent of procedures and protocol.

11. A manager that understands her strong stance on issues is from the need to protect the greater good of the organization.

12. A manager that understands how a black and white worldview can support the organization.

Introduction
Competencies

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

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

Based on your responses to the DNA 25 questionnaire, this report indicates your development of 25 personal skills. These 25 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

1) Well Developed

2) Developed

3) Moderately Developed

4) Needs Development

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

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

Development Indicator
Based on Scores

This section of your report shows your development level of 25 personal skills based on your responses to the questionnaire.

Skill	Score
	0 10 20 30 40 50 60 70 80 90 100
Negotiation	60
Time and Priority Management	60
Customer Focus	57
Understanding Others	57
Decision Making	53
Conflict Management	50
Continuous Learning	50
Resiliency	50
Flexibility	50
Interpersonal Skills	50
Planning and Organizing	47
Appreciating Others	47
Diplomacy	47
Project Management	47
Influencing Others	47
Teamwork	47
Self Starting	47
Employee Development/Coaching	47
Goal Orientation	47
Futuristic Thinking	43
Problem Solving	43
Creativity and Innovation	43
Leadership	43
Conceptual Thinking	40
Personal Accountability	40

T: 7:05

Development Indicator
Based on Means

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.
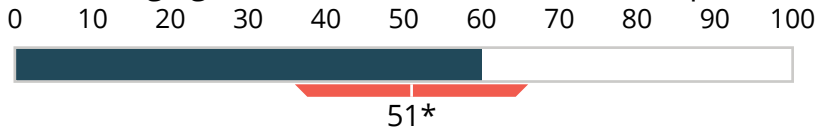
Skill	Score	
Negotiation	+9	**Developed**
Decision Making	+3	
Planning and Organizing	-5	
Time and Priority Management	-5	
Futuristic Thinking	-6	
Appreciating Others	-8	
Diplomacy	-9	
Project Management	-9	
Influencing Others	-11	**Moderately Developed**
Problem Solving	-11	
Conflict Management	-12	
Customer Focus	-12	
Continuous Learning	-12	
Resiliency	-13	
Teamwork	-16	
Creativity and Innovation	-13	
Self Starting	-17	
Conceptual Thinking	-19	
Leadership	-19	
Understanding Others	-19	**Development Opportunity**
Flexibility	-20	
Interpersonal Skills	-21	
Employee Development/Coaching	-25	
Goal Orientation	-25	
Personal Accountability	-27	

T: 7:05

Sample Jane
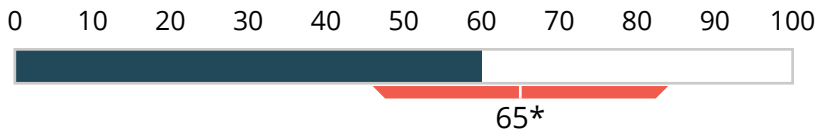
Competencies Hierarchy

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.

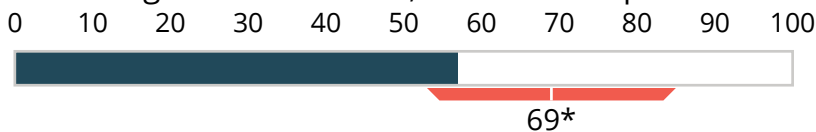**1. Negotiation** - Listening to many points of view and facilitating agreements between two or more parties.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

60

51*

2. Time and Priority Management - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.
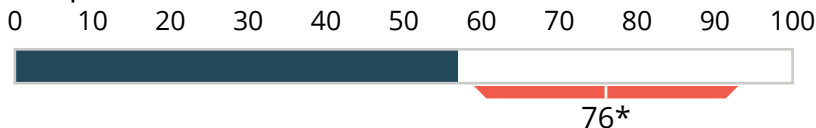
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

60

65*

3. Customer Focus - Anticipating, meeting and/or exceeding customer needs, wants and expectations.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

57

69*

4. Understanding Others - Understanding the uniqueness and contributions of others.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

57

76*

5. Decision Making - Analyzing all aspects of a situation to make consistently sound and timely decisions.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

53

50*

6. Conflict Management - Understanding, addressing and resolving conflict constructively.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

50

62*

7. Continuous Learning - Taking initiative to regularly learn new concepts, technologies and/or methods.

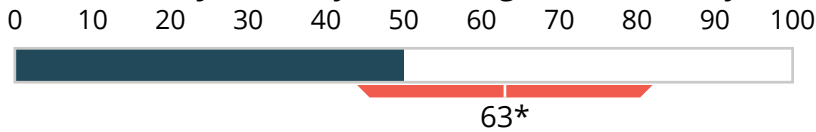| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

50

62*

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

Competencies Hierarchy

8. Resiliency - Quickly recovering from adversity.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

50

63*

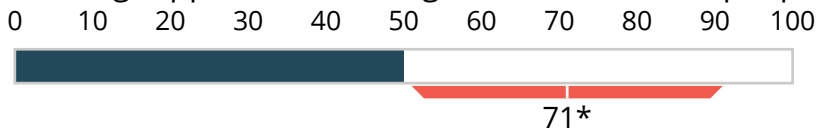**9. Flexibility** - Readily modifying, responding and adapting to change with minimal resistance.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

50

70*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

50

71*

11. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

52*

12. Appreciating Others - Identifying with and caring about others.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

55*

13. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

56*

14. Project Management - Identifying and overseeing all resources, tasks, systems and people to obtain results.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

56*

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

Sample Jane
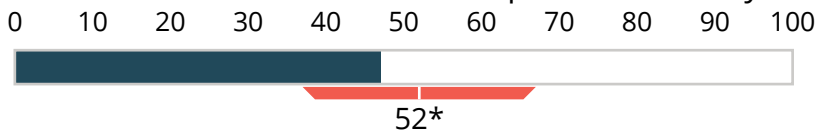
Competencies Hierarchy

15. Influencing Others - Personally affecting others' actions, decisions, opinions or thinking.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

58*

16. Teamwork - Cooperating with others to meet objectives.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

63*

17. Self Starting - Demonstrating initiative and willingness to begin working.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

64*

18. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

72*

19. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

72*

20. Futuristic Thinking - Imagining, envisioning, projecting and/or creating what has not yet been actualized.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

43

49*

21. Problem Solving - Defining, analyzing and diagnosing key components of a problem to formulate a solution.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

43

54*

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

Competencies Hierarchy

22. Creativity and Innovation - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

43

56*

23. Leadership - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

43

62*

24. Conceptual Thinking - Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

40

59*

25. Personal Accountability - Being answerable for personal actions.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

40

67*
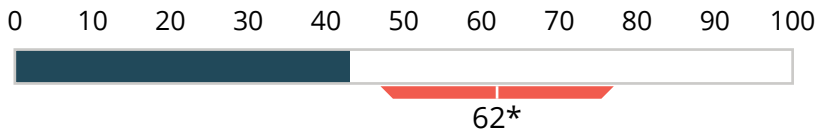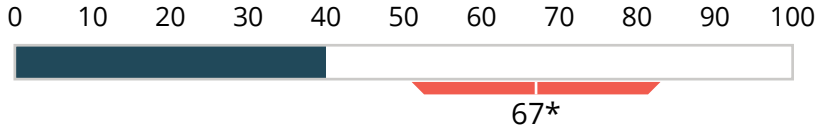
* 68% of the population falls within the shaded area.

Summary of Competencies

Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals.

1. **Negotiation:** Listening to many points of view and facilitating agreements between two or more parties.

   1. Understands both parties must get something they want before agreement is feasible.
   2. Listens to identify and understand what each party wants.
   3. Determines what each party is willing to accept in an agreement.
   4. Establishes a non-threatening environment conducive to open communication for discussing possible terms of agreement.
   5. Develops the terms for an agreement.
   6. Ensures each party understands the terms of agreement.
   7. Binds agreements between parties with verbal and/or written contracts.
   8. Listens to all sides involved and ensures all parties understand the issues.
   9. Allows all parties to express their viewpoints.
   10. Facilitates mutually beneficial outcomes to satisfy various interests.

2. **Time and Priority Management:** Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.

   1. Effectively manages difficulties and delays to complete tasks on time.
   2. Effectively manages time and priorities to meet deadlines.
   3. Presents completed tasks on or before the deadline.
   4. Demonstrates an ability to maintain deadlines in the midst of crisis.
   5. Strives to improve prioritization.
   6. Balances timelines and desired outcomes.
   7. Takes initiative and prioritizes tasks to stay on schedule.
   8. Accepts responsibility for deadlines and results.
   9. Creates an environment conducive to effectiveness.
   10. Reduces the amount of time spent on non-priorities.

3. **Customer Focus:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.

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

Summary of Competencies

4. **Understanding Others:** Understanding the uniqueness and contributions of others.

    1. Demonstrates the ability to evaluate others.
    2. Strives to understand the unique qualities of all people.
    3. Evaluates many aspects of the people in her surroundings.
    4. Recognizes how other people can contribute.
    5. Accepts individuals' unique abilities and looks for ways for them to contribute.
    6. Utilizes feedback to identify strengths in other people.
    7. Seeks to understand how certain decisions can impact others.
    8. Sees the unique contributions of colleagues.
    9. Relates and connects with others.
    10. Understands the unique motivations, needs and aspirations of others.

5. **Decision Making:** Analyzing all aspects of a situation to make consistently sound and timely decisions.

    1. Demonstrates an ability to make thorough decisions in a timely manner.
    2. Gathers relevant input and develops a rationale for making decisions.
    3. Evaluates the impact or consequences of decisions before making them.
    4. Acts decisively once all aspects have been analyzed.
    5. Focuses on timely decisions after the situations have been completely diagnosed.
    6. Willing to update decisions if more information becomes available.
    7. Provides a rationale for decisions when necessary.
    8. Systematically analyzes information before making a decision.
    9. Looks at all aspects of a situation including historical components.
    10. Asks the right questions rather than making assumptions to produce a timely decision.

6. **Conflict Management:** Understanding, addressing and resolving conflict constructively.

    1. Readily identifies and addresses issues, concerns or conflicts.
    2. Recognizes opportunities for positive outcomes in conflict situations.
    3. Reads situations accurately to pinpoint critical issues.
    4. Listens to gain understanding of an issue from different perspectives.
    5. Diffuses tension and effectively handles emotional situations.
    6. Assists people in adversarial positions to identify common interests.
    7. Strives to settle differences equitably.
    8. Settles differences without damaging relationships.
    9. Strives to limit the negative aspects of conflict while increasing the positive.
    10. Focuses on enhancing learning and group outcomes, including effectiveness or performance.

Summary of Competencies

7. **Continuous Learning:** Taking initiative to regularly learn new concepts, technologies and/or methods.

   1. Demonstrates curiosity and enthusiasm for learning.
   2. Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
   3. Keeps abreast of current or new information through reading and other learning methods.
   4. Actively interested in new technologies, processes and methods.
   5. Welcomes or seeks assignments requiring new skills and knowledge.
   6. Expends considerable effort and/or time on learning.
   7. Genuinely enjoys learning.
   8. Identifies opportunities to gain knowledge.
   9. May be considered a knowledgeable resource by others.
   10. Enjoys new resources or methods for learning.

8. **Resiliency:** Quickly recovering from adversity.

   1. Demonstrates the ability to overcome setbacks.
   2. Strives to remain optimistic in light of adversity.
   3. Evaluates many aspects of the situations to create a positive outcome.
   4. Recognizes criticism is an opportunity to improve.
   5. Accepts setbacks and looks for ways to progress.
   6. Utilizes feedback to forge forward.
   7. Seeks to understand how certain obstacles can impact results.
   8. Sees the unique opportunities by overcoming challenges.
   9. Swiftly works through the emotions and effects of stressful events.
   10. Copes with the inevitable bumps in life.

9. **Flexibility:** Readily modifying, responding and adapting to change with minimal resistance.

   1. Responds promptly to shifts in direction, priorities and schedules.
   2. Demonstrates agility in accepting new ideas, approaches and/or methods.
   3. Effective in shifting priorities and tasks.
   4. Modifies methods or strategies to fit changing circumstances.
   5. Adapts personal style to work with different people.
   6. Maintains productivity during transitions.
   7. Embraces and/or champions a shift in activity.
   8. Strives to adapt to situational demands.
   9. Capable of changing or adjusting to meet particular or varied needs.
   10. Able to step outside their comfort zone and try something they haven't done before.

Summary of Competencies

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

    1. Strives for self-awareness in a social setting.
    2. Demonstrates sincere interest in others.
    3. Treats all people with respect, courtesy and consideration.
    4. Respects differences in the attitudes and perspectives of others.
    5. Listens, observes and strives to gain understanding of others.
    6. Communicates effectively.
    7. Shows sensitivity to diversity issues.
    8. Develops and maintains relationships with many different kinds of people regardless of differences.
    9. Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
    10. Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.

11. **Planning and Organizing:** Establishing courses of action to ensure that work is completed effectively.

    1. Works effectively within established systems.
    2. Utilizes logical, practical and efficient approaches.
    3. Prioritizes tasks for optimum productivity.
    4. Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
    5. Anticipates probable effects, outcomes and risks.
    6. Develops contingency plans to minimize waste, error and risk.
    7. Allocates, adjusts and manages resources according to priorities.
    8. Monitors implementation of plans and makes adjustments as needed.
    9. Establishes action plans to ensure desired results.
    10. Allows for practical, systematic and organized conclusions.

12. **Appreciating Others:** Identifying with and caring about others.

    1. Demonstrates genuine concern for others.
    2. Respects and values people.
    3. Wants to ensure people experience positive emotions.
    4. Expends considerable effort to impact the needs, concerns and feelings of others.
    5. Advocates for the interests, needs and wants of others.
    6. Demonstrates sensitivity and understanding.
    7. Takes personal and/or professional risks for the sake of others.
    8. Recognizes and enjoys the good qualities of others.
    9. Provides support, appreciation and recognition.
    10. Displays kindness and concern for others.

13. **Diplomacy:** Effectively and tactfully handling difficult or sensitive issues.

   1. Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
   2. Understands cultural, climate and organizational issues.
   3. Adapts conduct and communications to "politically correct" standards.
   4. Effectively leverages networks of influence to enable progress.
   5. Is sensitive to the needs of special interest groups within organizations.
   6. Builds relationships and networks with key people of influence.
   7. Provides advice, counsel and mentoring on organizational issues.
   8. Utilizes both formal and informal networks internally to obtain support and achieve results.
   9. Expresses the context of a situation in a non-confrontational or positive manner.

14. **Project Management:** Identifying and overseeing all resources, tasks, systems and people to obtain results.

   1. Identifies all required components to achieve goals, objectives or results.
   2. Demonstrates the ability to utilize the right people to complete the project.
   3. Establishes high performance standards.
   4. Holds people accountable and is focused on goals and priorities.
   5. Identifies barriers to objectives and removes them.
   6. Delegates appropriate responsibilities and authority.
   7. Ensures adequate resources are available to achieve objectives.
   8. Makes decisions that benefit the outcome of the project.
   9. Plans, organizes, motivates and controls resources, procedures and protocols to achieve specific goals.
   10. Maintains the objectives while honoring designated constraints.

15. **Influencing Others:** Personally affecting others' actions, decisions, opinions or thinking.

   1. Utilizes the knowledge of others' needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
   2. Builds trust and credibility before attempting to promote concepts, products or services.
   3. Understands and utilizes the behaviors of others to personally affect an outcome.
   4. Uses logic and reason to develop rational arguments that challenge current assumptions.
   5. Identifies and addresses the barriers that prevent people from seeing the benefits.
   6. Adapts techniques to understand and meet the needs and wants of those being influenced.
   7. Understands the role self-awareness plays in influencing others.
   8. Leverages a person in an indirect but important way.
   9. Produces effects on the actions, behavior and opinions of others.
   10. Brings others to their way of thinking without force or coercion.

16. Teamwork: Cooperating with others to meet objectives.

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

17. Self Starting: Demonstrating initiative and willingness to begin working.

1. Possesses a strong work ethic and belief in getting results.
2. Takes initiative and does whatever it takes to achieve objectives.
3. Projects self-assurance in getting the task started.
4. Starts quickly to avoid setbacks.
5. Asserts self in personal and professional life.
6. Willing to begin working regardless of circumstances.
7. Accepts personal responsibility for achieving personal and professional goals.
8. Functions effectively and achieves results regardless of circumstances.
9. Takes initiative and acts without waiting for direction.
10. Displays self-confidence, conscientiousness, assertiveness, persistence and is achievement-oriented.

18. Employee Development/Coaching: Facilitating, supporting and contributing to the professional growth of others.

1. Inspires confidence in others' ability to grow professionally.
2. Identifies and facilitates developmental opportunities.
3. Encourages initiative and improvement.
4. Provides opportunities for enhancement.
5. Gives new and challenging work assignments.
6. Acknowledges and praises improvements.
7. Supports, coaches and mentors the development of others.
8. Views mistakes as opportunities for learning.
9. Promotes learning and professional growth.
10. Understands the uniqueness and current level of each participant.

Summary of Competencies

19. **Goal Orientation:** Setting, pursuing and attaining goals, regardless of obstacles or circumstances.

   1. Acts instinctively to achieve objectives without supervision.
   2. Expends the necessary time and effort to achieve goals.
   3. Recognizes and acts on opportunities to advance progress to meet goals.
   4. Establishes and works toward ambitious and challenging goals.
   5. Develops and implements strategies to meet objectives.
   6. Measures effectiveness and performance to ensure results are attained.
   7. Acts with a determination to achieve goals.
   8. Demonstrates persistence in overcoming obstacles to meet objectives.
   9. Takes calculated risks to achieve results.
   10. Employs a strategy that affects how they approach tasks and future projects.

20. **Futuristic Thinking:** Imagining, envisioning, projecting and/or creating what has not yet been actualized.

   1. Demonstrates an ability to connect the dots and see the big picture.
   2. Looks beyond the forces driving the current reality that may have long-term effects.
   3. Utilizes foresight and intuitive perception as well as factual events to draw inferences.
   4. Recognizes, supports and/or champions cutting-edge ideas.
   5. Anticipates future trends or events.
   6. Envisions possibilities others may not.
   7. Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
   8. Creates an environment where forward thinking is the norm not the exception.
   9. Envisions ideas that may be seen as unobtainable by others.
   10. Mentally lives in the future and does not allow current technology to cloud their vision.

21. **Problem Solving:** Defining, analyzing and diagnosing key components of a problem to formulate a solution.

   1. Anticipates, identifies and resolves problems or obstacles.
   2. Utilizes logical processes to analyze and solve problems.
   3. Defines the causes, effects, impact and scope of problems.
   4. Identifies the multiple components of problems and their relationships.
   5. Prioritizes steps to a solution.
   6. Defines and develops criteria for optimum solutions.
   7. Evaluates the potential impact of possible solutions.
   8. Looks for specific goals, clearly defined solution paths, and/or clear expected solutions.
   9. Allows for initial planning including some abstract thinking to come up with creative solutions.
   10. Understands and defines the problem before jumping to a solution.

Summary of Competencies

22. **Creativity and Innovation:** Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.

    1. Notices unique patterns, variables, processes, systems or relationships.
    2. Expresses non-traditional perspectives and/or novel approaches.
    3. Synthesizes data, ideas, models, processes or systems to create new insights.
    4. Challenges established theories, methods and/or protocols.
    5. Encourages and promotes creativity and innovation.
    6. Modifies existing concepts, methods, models, designs, processes, technologies and systems.
    7. Develops and tests new theories to explain or resolve complex issues.
    8. Applies unorthodox theories and/or methods.
    9. Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.
    10. Combines knowledge, curiosity, imagination, and evaluation to achieve desired results.

23. **Leadership:** Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.

    1. Inspires others with compelling visions.
    2. Takes risks for the sake of purpose, vision or mission.
    3. Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
    4. Demonstrates optimism and positive expectations of others.
    5. Delegates appropriate levels of responsibility and authority.
    6. Involves people in decisions that affect them.
    7. Addresses performance issues promptly, fairly and consistently.
    8. Adapts methods and approaches to create an environment to allow others to be successful.
    9. Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
    10. Demonstrates loyalty to constituents.

24. **Conceptual Thinking:** Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.

    1. Demonstrates the ability to identify patterns, themes or connections not noticed by others.
    2. Gathers hypothetical or abstract concepts to formulate new insights.
    3. Evaluates many patterns to formulate connections.
    4. Recognizes unique or unusual perspectives.
    5. Envisions hypothetical situations to formulate new concepts.
    6. Utilizes patterns to develop new ways to process information.
    7. Observes and analyzes data to create new methods, techniques or processes.
    8. Sees new possibilities by dissecting the situation and examining the parts.
    9. Integrates issues and factors into a practical framework.
    10. Understands a situation or problem by identifying patterns or connections, to address key underlying issues.

Summary of Competencies

25. **Personal Accountability:** Being answerable for personal actions.

1. Demonstrates the ability to self evaluate.
2. Strives to take responsibility for her actions.
3. Evaluates many aspects of her personal actions.
4. Recognizes when she has made a mistake.
5. Accepts personal responsibility for outcomes.
6. Utilizes feedback.
7. Observes and analyzes data to learn from mistakes.
8. Sees new possibilities by examining personal performance.
9. Accepts responsibility for actions and results.
10. Willing to take ownership of situations.

Sample Jane

Getting The Most From Your Report

Questions about the personal skills you are well developed in:

1. Are you using the personal skills you are well developed in more in your personal or professional life?
2. How is your development of these personal skills contributing to your success?
3. How can you use these personal skills to advance your career, get a promotion or secure a better job?
4. Do other people know that you are well developed in these personal skills?
5. 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:

1. How has not fully developing these personal skills hindered your ability to succeed personally or professionally?
2. Which of these personal skills might help you the most personally, if you developed them more thoroughly?
3. 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:

1. Which of these personal skills might help you the most personally, if you developed them?
2. Which of these personal skills might help you the most professionally, if you developed them?

Sample Jane

TriGraph

Graph I
Adapted Style

D	I	S	C
14	52	75	76

T: 4:47

Graph II
Natural Style

D	I	S	C
12	58	74	85

Instinctive	KNOWLEDGE	Intellectual
7 (10)		85 (1)

Selfless	UTILITY	Resourceful
81 (3)		7 (11)

Objective	SURROUNDINGS	Harmonious
51 (5)		25 (9)

Intentional	OTHERS	Altruistic
6 (12)		81 (2)

Collaborative	POWER	Commanding
60 (4)		25 (8)

Receptive	METHODOLOGIES	Structured
46 (6)		28 (7)

T: 9:06

Negotiation	+9	**Developed**
Decision Making	+3	
Planning and Organizing	-5	
Time and Priority Management	-5	
Futuristic Thinking	-6	
Appreciating Others	-8	
Diplomacy	-9	
Project Management	-9	
Influencing Others	-11	**Moderately Developed**
Problem Solving	-11	
Conflict Management	-12	
Customer Focus	-12	
Continuous Learning	-12	
Resiliency	-13	
Teamwork	-16	
Creativity and Innovation	-13	
Self Starting	-17	
Conceptual Thinking	-19	
Leadership	-19	
Understanding Others	-19	**Development Opportunity**
Flexibility	-20	
Interpersonal Skills	-21	
Employee Development/Coaching	-25	
Goal Orientation	-25	
Personal Accountability	-27	

T: 7:05

Sample Jane

9-14-2023

TriGraph

Reflective	PROBLEMS & CHALLENGES	Direct
88 / 86	100 / 50 / 100 ★ ➤	

Reserved	PEOPLE & CONTACTS	Outgoing
	100 / 50 / 100 ★ ◀	**58** / 52

Dynamic	PACE & CONSISTENCY	Steady
	100 / 50 / 100 ★ ▶	**74** / 75

Pioneering	PROCEDURES & CONSTRAINTS	Precise
	100 / 50 / 100 ★ ◀	**85** / 76

T: 4:47

Instinctive	KNOWLEDGE	Intellectual
7 / 10	100 / 0 / 100	**85** / 1

Selfless	UTILITY	Resourceful
81 / 3	100 / 0 / 100	**7** / 11

Objective	SURROUNDINGS	Harmonious
51 / 5	100 / 0 / 100	**25** / 9

Intentional	OTHERS	Altruistic
6 / 12	100 / 0 / 100	**81** / 2

Collaborative	POWER	Commanding
60 / 4	100 / 0 / 100	**25** / 8

Receptive	METHODOLOGIES	Structured
46 / 6	100 / 0 / 100	**28** / 7

T: 9:06

Competency	Score	Category
Negotiation	+9	Developed
Decision Making	+3	
Planning and Organizing	-5	
Time and Priority Management	-5	
Futuristic Thinking	-6	
Appreciating Others	-8	
Diplomacy	-9	
Project Management	-9	
Influencing Others	-11	Moderately Developed
Problem Solving	-11	
Conflict Management	-12	
Customer Focus	-12	
Continuous Learning	-12	
Resiliency	-13	
Teamwork	-16	
Creativity and Innovation	-13	
Self Starting	-17	
Conceptual Thinking	-19	
Leadership	-19	
Understanding Others	-19	Development Opportunity
Flexibility	-20	
Interpersonal Skills	-21	
Employee Development/Coaching	-25	
Goal Orientation	-25	
Personal Accountability	-27	

T: 7:05

Sample Jane

9-14-2023