



TTI
SUCCESS
INSIGHTS®

TriMetrix® ACI
Executive

Jenny Sample
Inside Sales
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TTI ATLANTA
101 West Ridge Ct.
La Porte City, IA 50651
800-466-2468



company



Introduction Where Opportunity Meets Talent®

The TriMetrix® ACI Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, motivators and acumen. 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.

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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



Introduction Behaviors Section

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

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

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

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

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

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



General Characteristics

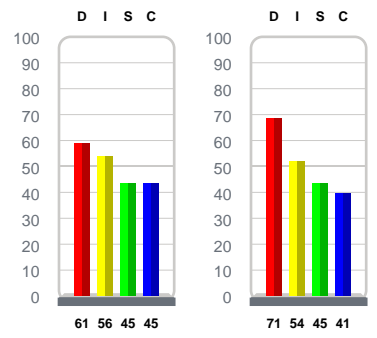
Based on Jenny's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the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

Jenny is goal-oriented and driven by results. She is the team member who will try to keep the others on task. She is extremely results-oriented, with a sense of urgency to complete projects quickly. She is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. She is forward-looking, aggressive and competitive. Her vision for results is one of her positive strengths. Jenny prefers an environment with variety and change. She is at her best when many projects are underway at once. She is often considered daring, bold and gutsy. She is a risk taker who likes to be seen as an individualist. She has high ego strengths and may be viewed by some as egotistical. She wants to be viewed as self-reliant and willing to pay the price for success. Jenny displays a high energy factor and is optimistic about the results she can achieve. The word "can't" is not in her vocabulary. She may lose interest in a project once the challenge ceases. She may then be ready for another challenging project.

Jenny prefers authority equal to her responsibility. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. When faced with a tough decision, she will try to sell you on her ideas. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. Jenny has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. She likes to make decisions quickly. She is a good problem solver and troubleshooter, always seeking new ways to solve old problems. She is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits.



Adapted Style Natural Style



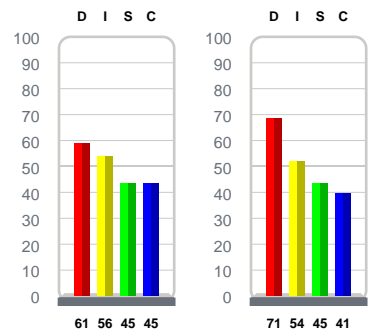


General Characteristics Continued

Jenny tends to influence people by being direct, friendly and results-oriented. She challenges people who volunteer their opinions. She tends to be intolerant of people who seem ambiguous or think too slowly. She should exhibit more patience and ask questions to make sure that others have understood what she has said. Jenny may lose interest in what others are saying if they ramble or don't speak to the point. Her active mind is already moving ahead. She likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She may sometimes mask her feelings in friendly terms. If pressured, Jenny's true feelings may emerge. Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people.



Adapted Style Natural Style





Value to the Organization

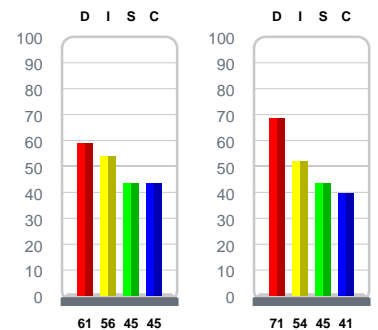
This section of the report identifies the specific talents and behavior Jenny brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.

- Creative in her approach to solving problems.
- Competitive.
- Accomplishes goals through people.
- Has the confidence to do the difficult assignments.
- Self-reliant.
- Self-starter.
- Can support or oppose strongly.
- Dedicated to her own ideas.



Adapted Style

Natural Style





Checklist for Communicating Continued

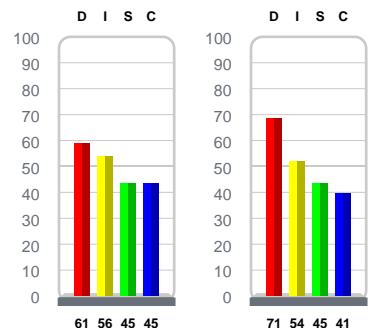
This section of the report is a list of things NOT to do while communicating with Jenny. Review each statement with Jenny and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that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

Ways NOT to Communicate:

- Direct or order.
- Be paternalistic.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Take credit for her accomplishments.
- Try to build personal relationships.
- Hesitate when confronted.
- Reinforce agreement with "I'm with you."
- Be redundant.
- Try to convince by "personal" means.
- Ask rhetorical questions, or useless ones.
- Ramble on, or waste her time.



Adapted Style Natural Style





Communication Tips

This section provides suggestions on methods which will improve Jenny's communications with others. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Jenny 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.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Perceptions

See Yourself as Others See You

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

Self-Perception

Jenny usually sees herself as being:

- Pioneering
- Competitive
- Positive
- Assertive
- Confident
- Winner

Others' Perception - Moderate

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

- Demanding
- Egotistical
- Nervy
- Aggressive

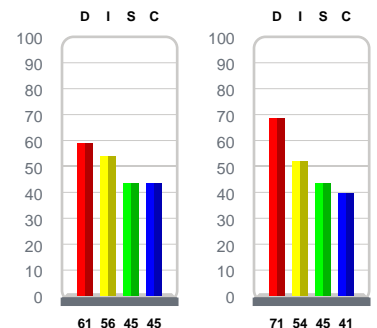
Others' Perception - Extreme

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

- Abrasive
- Arbitrary
- Controlling
- Opinionated



Adapted Style Natural Style





The Absence of a Behavioral Factor

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

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

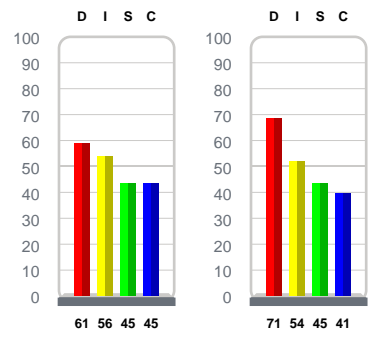
- Avoid work environments requiring constant diplomacy, as they may cause stress.
- Avoid working environments where risk taking is not rewarded or encouraged.
- Avoid situations that require strict adherence to standards without any flexibility.

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

- The desire to be seen as a unique person may detract from the ideal outcome.
- Breaking rules that others must follow, will be seen as reckless and haphazard.
- The lack of caution exhibited may lead to unnecessary high-risk decisions being made.



Adapted Style Natural Style





Descriptors

Based on Jenny'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.

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



Natural and Adapted Style

Jenny'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

Jenny is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Jenny has a tendency to make decisions with little or no hesitation.

Adapted

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

People - Contacts

Natural

Jenny 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.

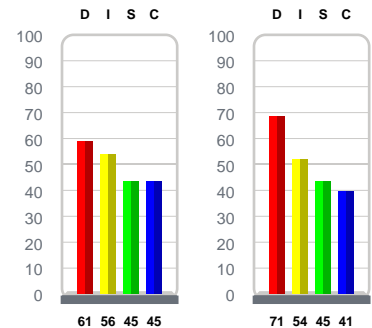
Adapted

Jenny 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.



Adapted Style

Natural Style





Natural and Adapted Style Continued



Pace - Consistency

Natural

Jenny likes mobility and the absence of routine does not traumatize her. She feels comfortable juggling different projects and is able to move from one project to another fairly easily.

Adapted

Jenny 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

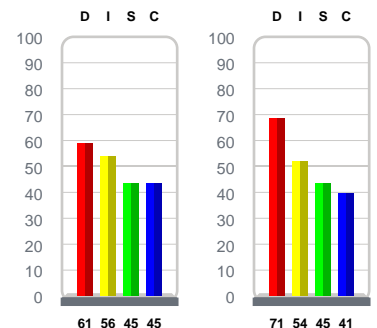
Natural

Jenny is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.

Adapted

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

Adapted Style Natural Style





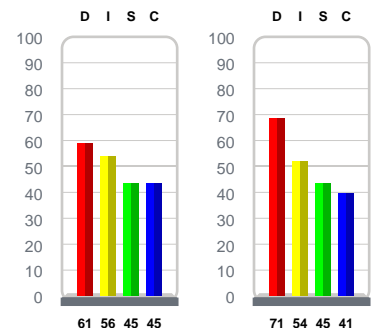
Adapted Style

Jenny 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.

- A competitive environment, combined with a high degree of people skills.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- A good support team to handle paperwork.
- Motivating people to take action by using persuasive skills.
- Acting without precedent, and able to respond to change in daily work.
- Maintaining an ever-changing, friendly, work environment.
- Optimistic, future-oriented outlook.
- Contacting people using a variety of modes.
- Obtaining results through people.
- Flexibility.
- Preferring people involvement over task focus.
- Persistence in job completion.



Adapted Style Natural Style





Time Wasters

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

Lack of a Written Plan

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

Possible Causes:

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

Possible Solutions:

- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

Firefighting

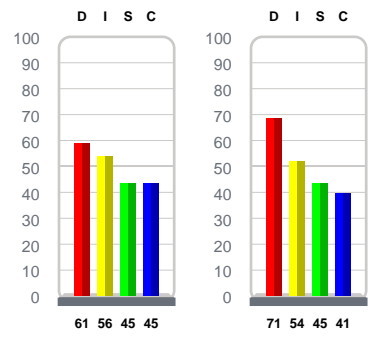
Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

Possible Causes:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation



Adapted Style Natural Style





Time Wasters Continued

Possible Solutions:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach

Poor Delegation

Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

Possible Causes:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

Possible Solutions:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

Snap Decisions

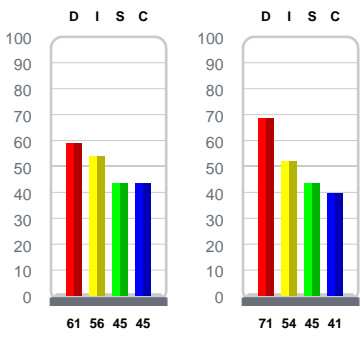
Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

Possible Causes:

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance



Adapted Style Natural Style





Time Wasters Continued

- Lack specific goals

Possible Solutions:

- Ask for recommendations
- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems

Crisis Management

Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

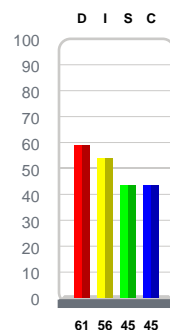
Possible Causes:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

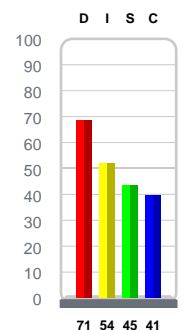
Possible Solutions:

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

Adapted Style



Natural Style





Areas for Improvement

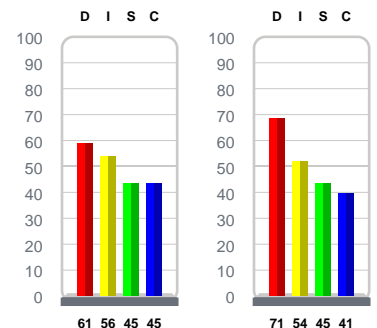
In this area is a listing of possible limitations without regard to a specific job. Review with Jenny and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.

Jenny has a tendency to:

- Be a one-way communicator--doesn't listen to the total story before introducing her opinion.
- Fail to complete what she starts because of adding more and more projects.
- Blame, deny and defend her position--even if it is not needed.
- Overstep authority and prerogatives--will override others.
- Dislike routine work or routine people--unless she sees the need to further her goals.
- Be explosive by nature and lack the patience to negotiate.
- Be so concerned with big picture; she forgets to see the little pieces.
- Keep too many balls in the air, and if her support is weak she will have a tendency to drop some of those balls.
- Be inconsistent because of many stops, starts and ever-changing direction.



Adapted Style Natural Style

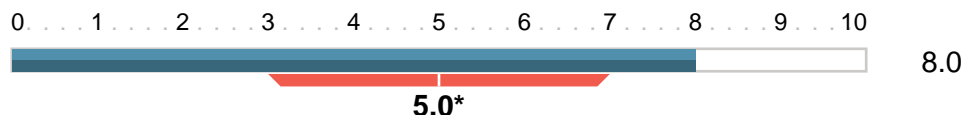




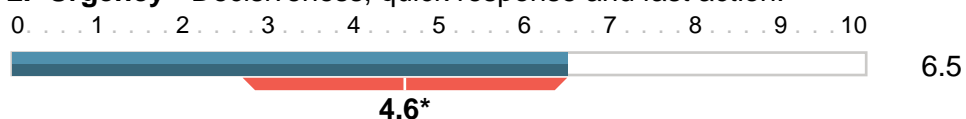
Behavioral Hierarchy

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

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



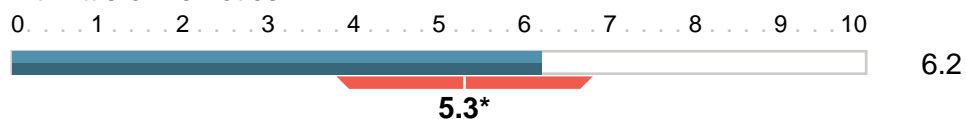
2. Urgency - Decisiveness, quick response and fast action.



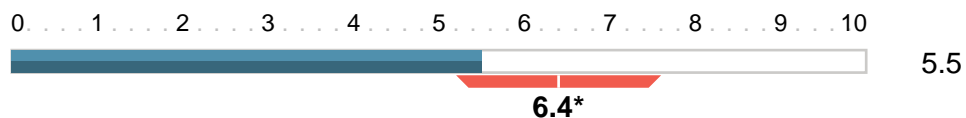
3. Customer Relations - A desire to convey your sincere interest in them.



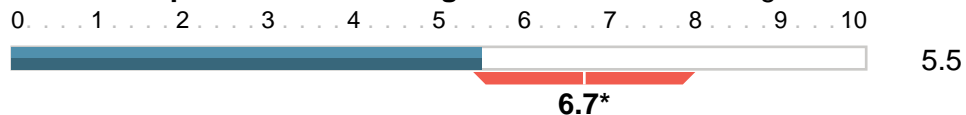
4. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



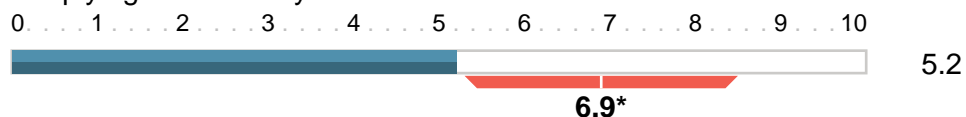
5. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



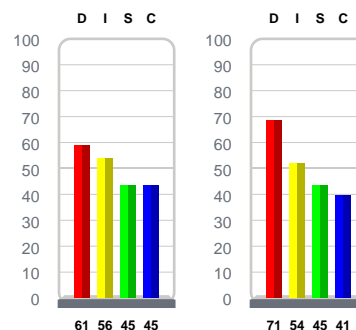
6. Follow Up and Follow Through - A need to be thorough.



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



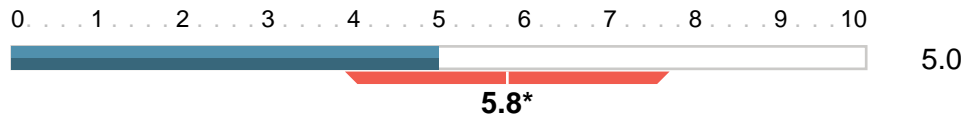
Adapted Style Natural Style



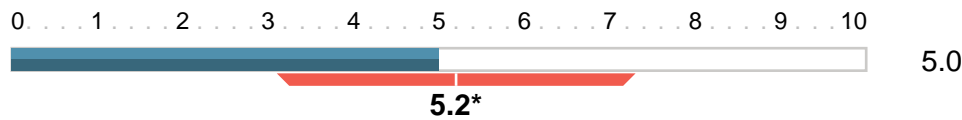


Behavioral Hierarchy

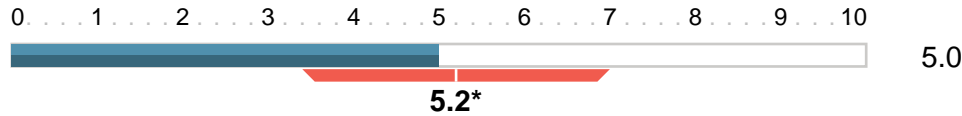
8. Frequent Interaction with Others - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



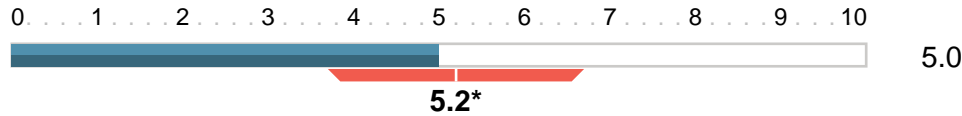
9. Organized Workplace - Systems and procedures followed for success.



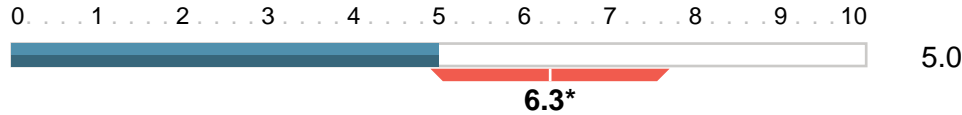
10. Analysis of Data - Information is maintained accurately for repeated examination as required.



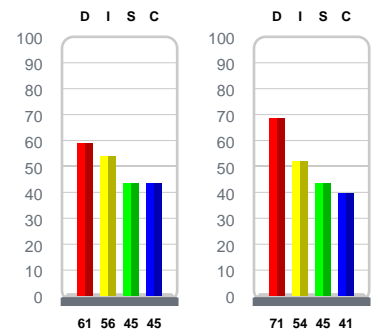
11. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



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



Adapted Style Natural Style



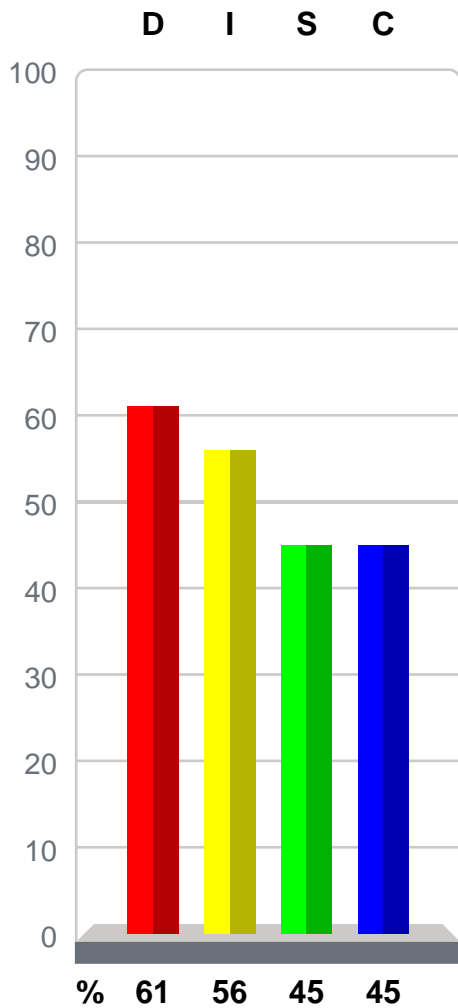
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* 68% of the population falls within the shaded area.



Style Insights® Graphs

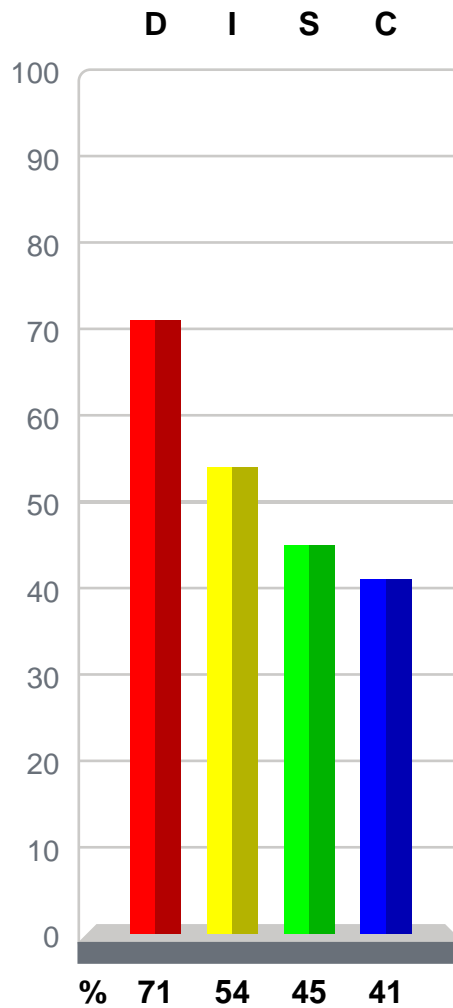
Adapted Style

Graph I



Natural Style

Graph II



Norm 2011 R4



The Success Insights® Wheel

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

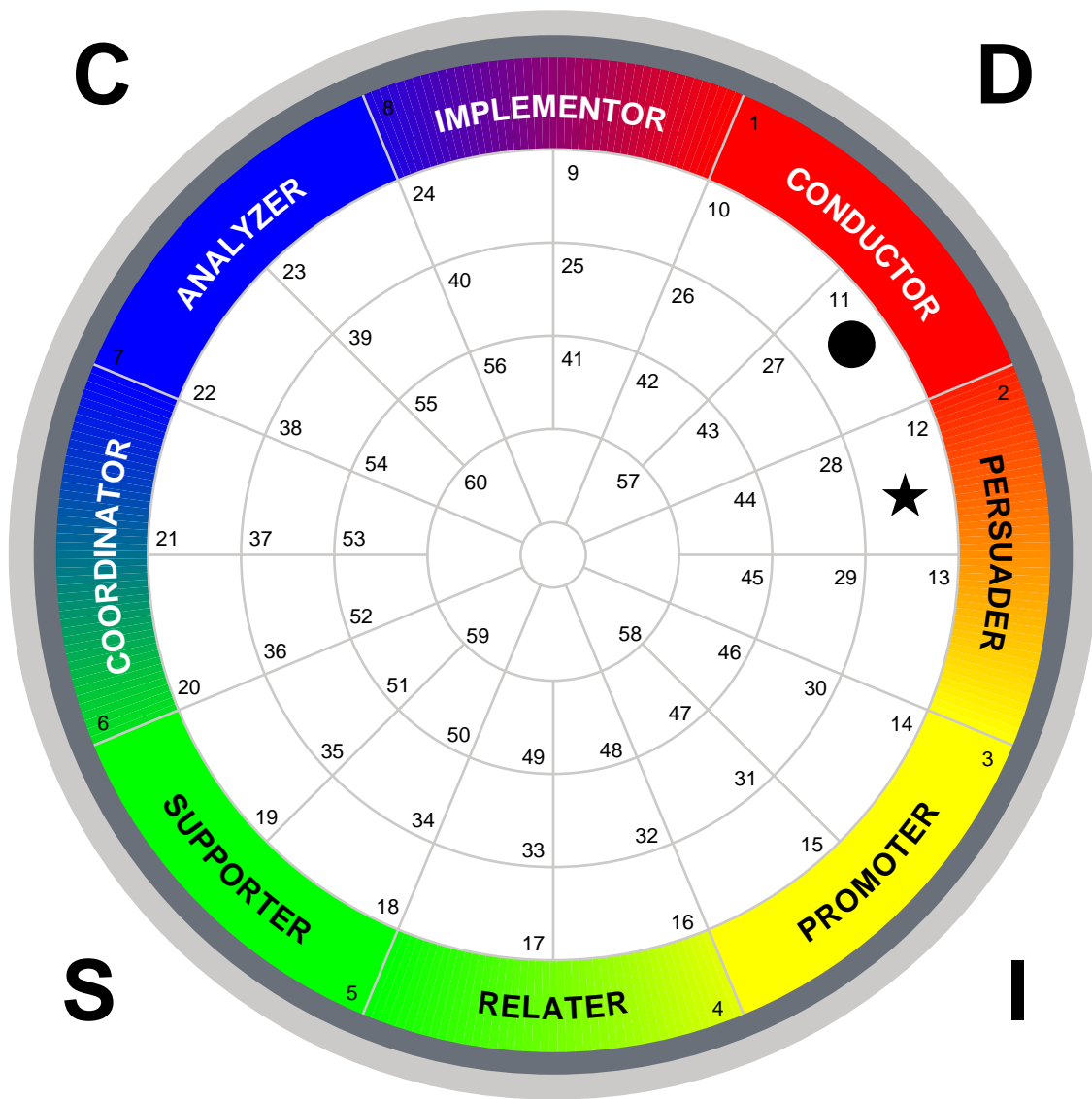
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

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



The Success Insights® Wheel



Adapted: ★ (12) CONDUCTING PERSUADER
 Natural: ● (11) PERSUADING CONDUCTOR

Norm 2011 R4



Introduction Motivators Section

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

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

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

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

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

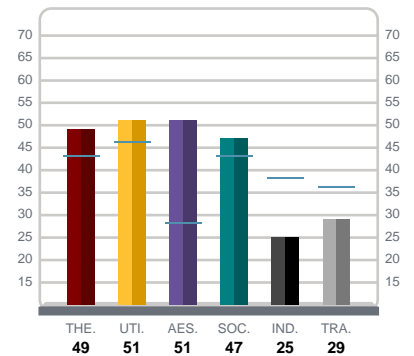
Your Personal Motivators Ranking		
1st	Utilitarian	Strong
2nd	Aesthetic	Strong
3rd	Theoretical	Situational
4th	Social	Situational
5th	Traditional	Indifferent
6th	Individualistic	Indifferent



Utilitarian

The Utilitarian score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This motivator includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average business person. A person with a high score is likely to have a high need to surpass others in wealth.

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



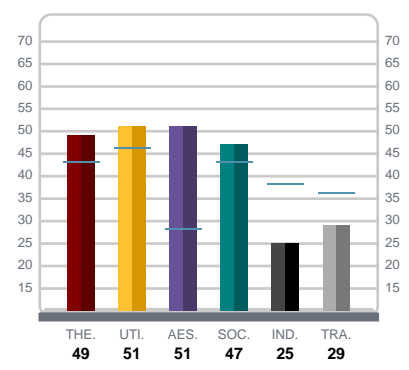


Aesthetic

A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

- Jenny uses her aesthetic talent to impress others.
- Decorating her surroundings so they are visually pleasing is enjoyable for Jenny.
- Dressing for success comes naturally to Jenny. She enjoys the latest designer clothes when she has the funds to purchase them.
- Jenny looks for and appreciates the beauty in things.
- Jenny will evaluate things based on artistic beauty and usefulness.
- Form and harmony provide her with an experience to remember.





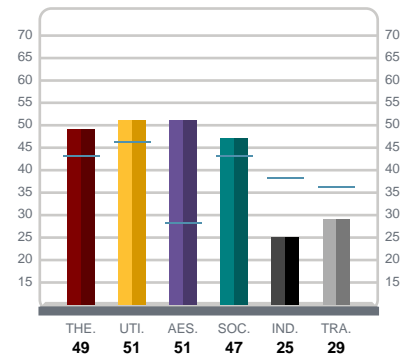


Theoretical

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

- If Jenny is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.
- Jenny will seek knowledge based on her needs in individual situations.
- A job that challenges the knowledge will increase her job satisfaction.
- If knowledge of a specific subject is not of interest, or is not required for success, Jenny will have a tendency to rely on her intuition or practical information in this area.
- In those areas where Jenny has a special interest she will be good at integrating past knowledge to solve current problems.
- Jenny will usually have the data to support her convictions.
- Jenny has the potential to become an expert in her chosen field.



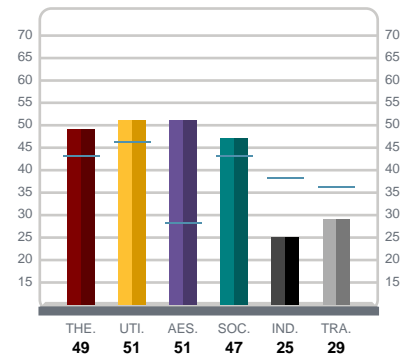




Social

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

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



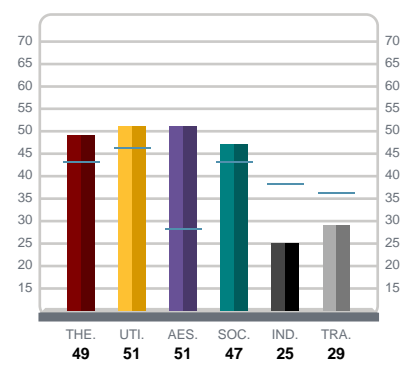


Traditional

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

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



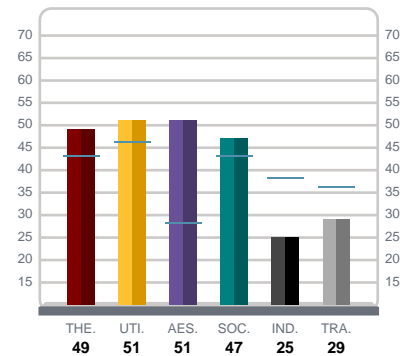




Individualistic

The primary interest for this motivator is POWER, not necessarily politics. Research studies indicate that leaders in most fields have a high power drive. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

- Jenny will be less concerned about her ego than others may be.
- Being in total control of a situation is not a primary motivating factor.
- Jenny's passion in life will be found in one or two of the other dimensions discussed in this report.
- Stability is a primary concern. Patience and fortitude will win in the long run.
- As long as Jenny's belief systems are not threatened, she will allow others to set the tone and direction of her work.
- She will not attempt to overpower others' points of view or change their thinking.
- Jenny feels that struggles should be the burden of the team, not just the individuals.





Navigating Situations Outside Your Comfort Zone

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

Tips for Communicating with "High Individualistic" utilizing your Utilitarian.

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

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

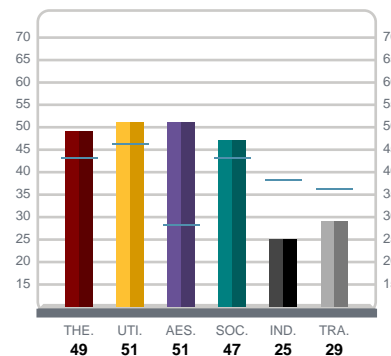
How do Individualistics contribute to the world, your professional life and your personal life?

A high Individualistic wants not only to control his or her own destiny, but the destiny of others.

- Partner with the high Individualistic to be "above the radar" on initiatives in order to get things done bigger, faster, better.
- Ask questions to determine how their initiatives can help achieve a higher return on investment and get them closer to their envisioned future at the same time.

When a high Individualistic feels strongly about a situation, he or she may apply the "All is fair in love and war" philosophy.

- Sharing in the "ends justify the means" mentality, be sure to clarify with the Individualistic team member that both parties can win: one from the return on investment of time, talent and resources, the other with the recognition and praise for a job well done.
- Be sure to win over the high Individualistic's when trying to improve efficiency and productivity. If ownership of the idea is not taken, he or she may stifle new things being approved that could threaten power. However, if the idea is internalized, they will champion the efforts.





Navigating Situations Outside Your Comfort Zone

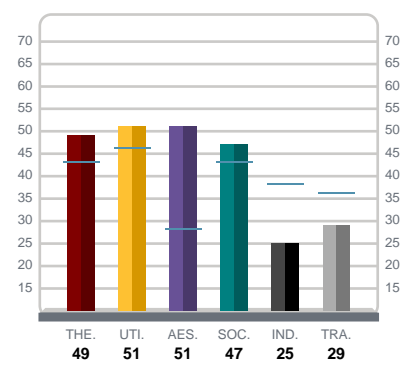


Controlling the situation is important to a high Individualistic, but he or she also wants to have the public recognition.

- When the Individualistic sees the drive for return on investment as a way to gain control and to be recognized, he or she will leverage the information to organizational leaders. Remember, the goal is about return; allow the Individualistic to take the recognition.
- How can creating recognition programs within the organization achieve a greater return on resources? Partner with the Individualistic to create the programs.

A high Individualistic will have strong feelings about the legacy he or she is striving to create and eventually will leave behind.

- Position efficiency and productivity as a way to achieve the legacy faster and with greater success. Both parties are looking for results. The Individualistic is about the image and recognition, whereas the Utilitarian is looking for return.
- Champion each other's goals. Attempt to make higher returns for the organization a part of the Individualistic's legacy. If it becomes a part of his or her goals, the Individualistic will become an advocate for return in the organization.





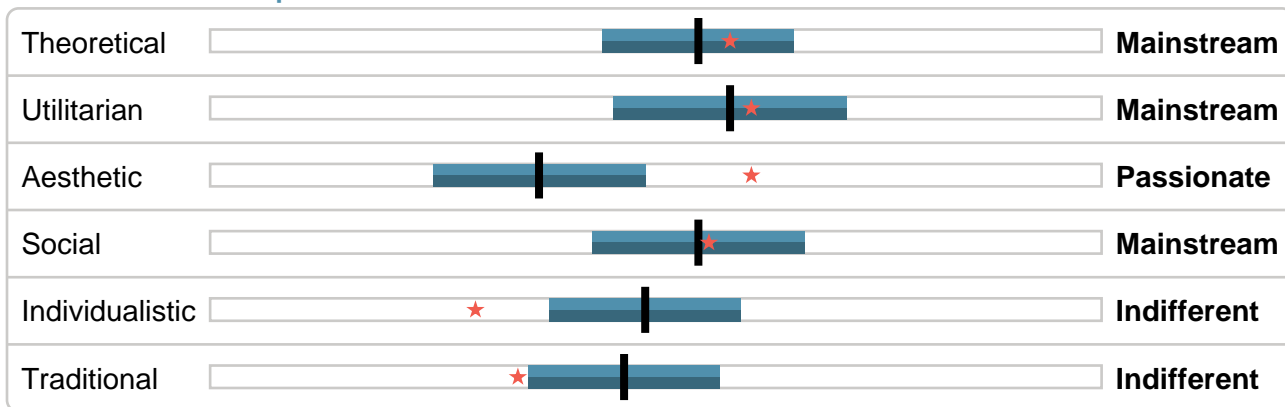
Motivators - Norms & Comparisons

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

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

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

Norms & Comparisons Table - Norm 2011



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

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



Motivators - Norms & Comparisons

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

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.

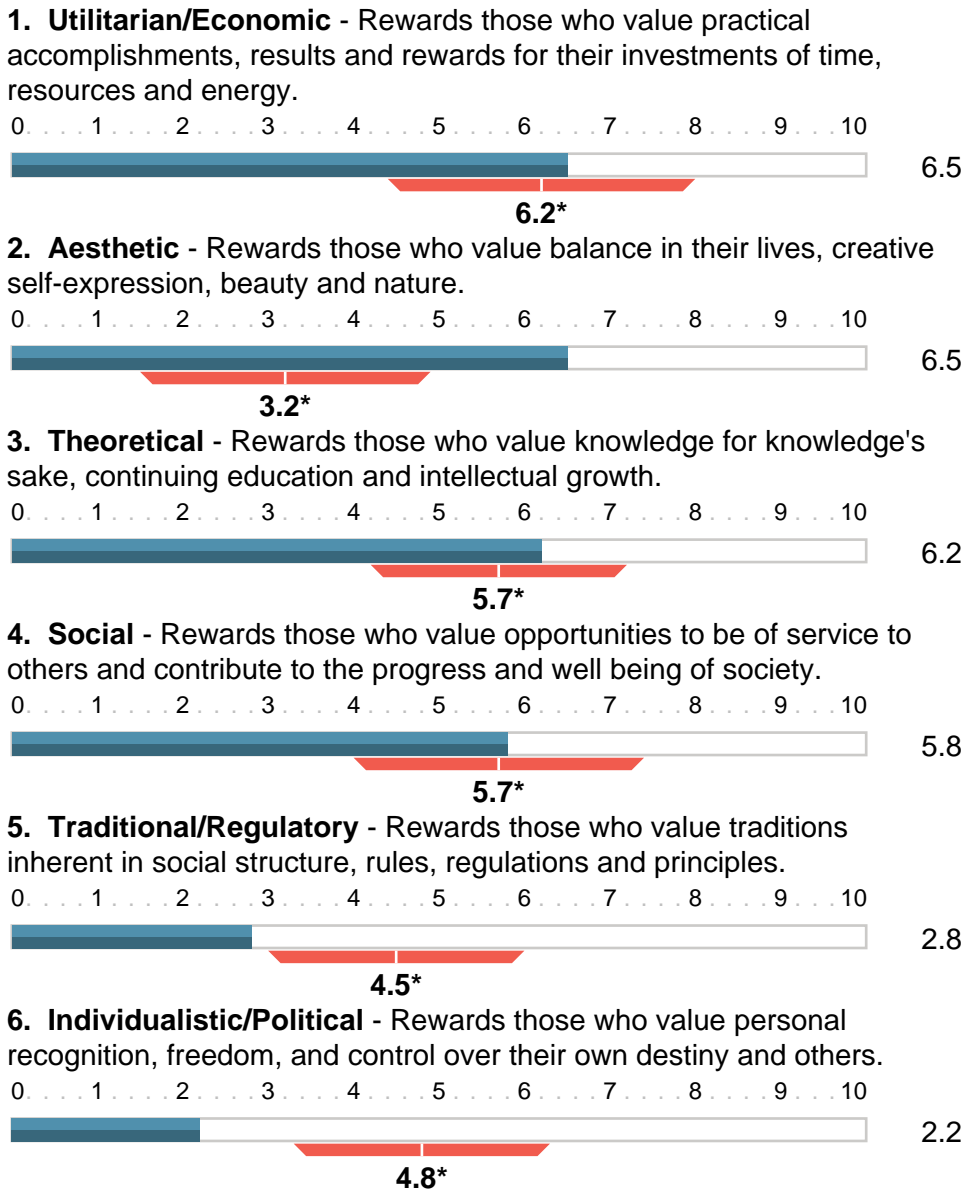
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- You can be frustrated by others who are always jockeying for position and control.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.



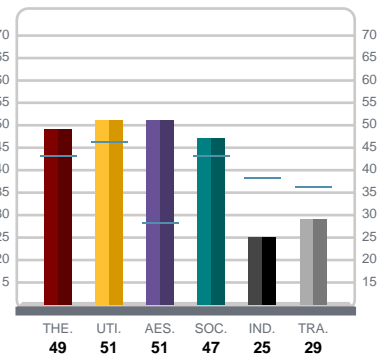
Motivators Hierarchy

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



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

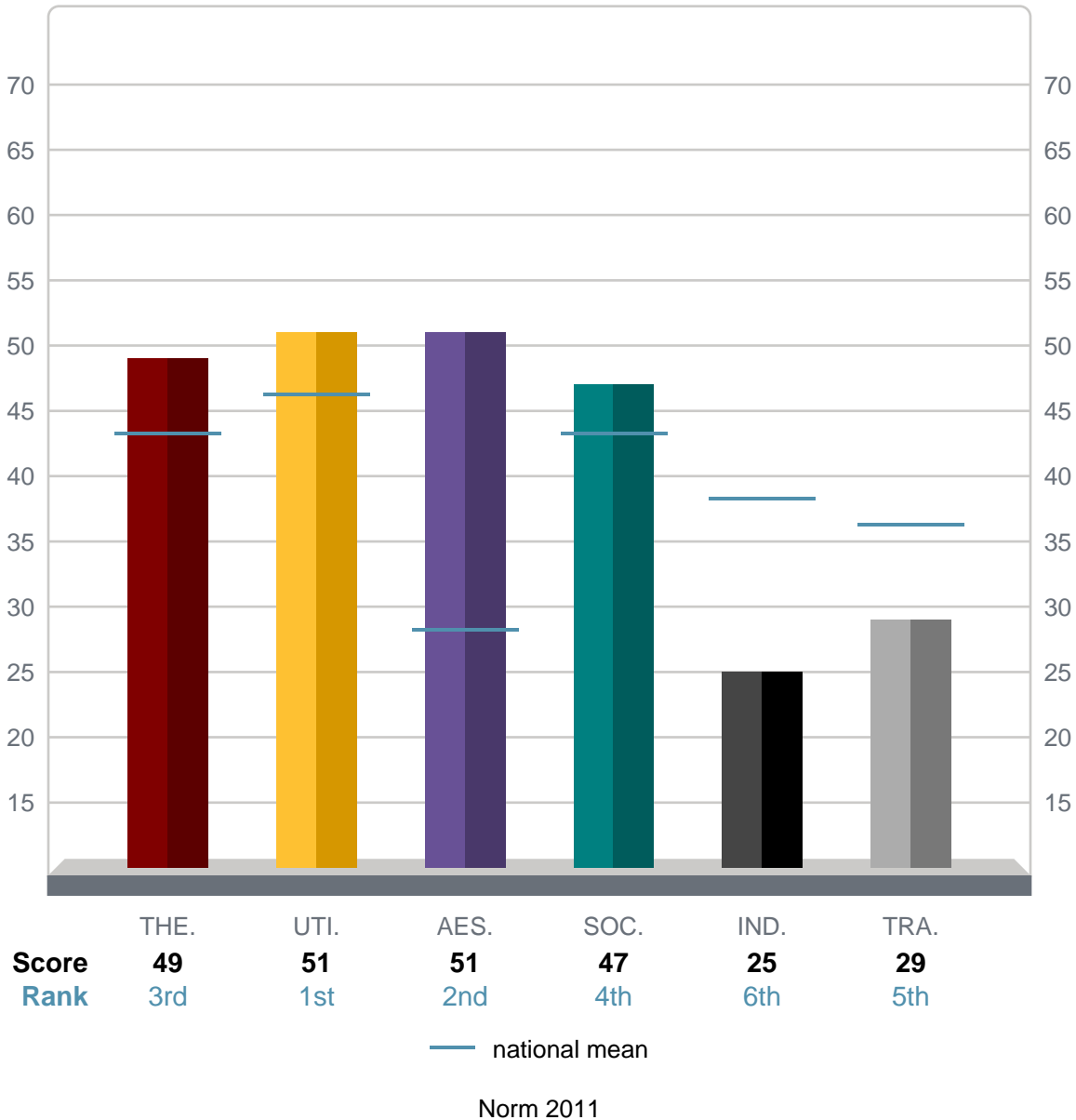
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Jenny Sample

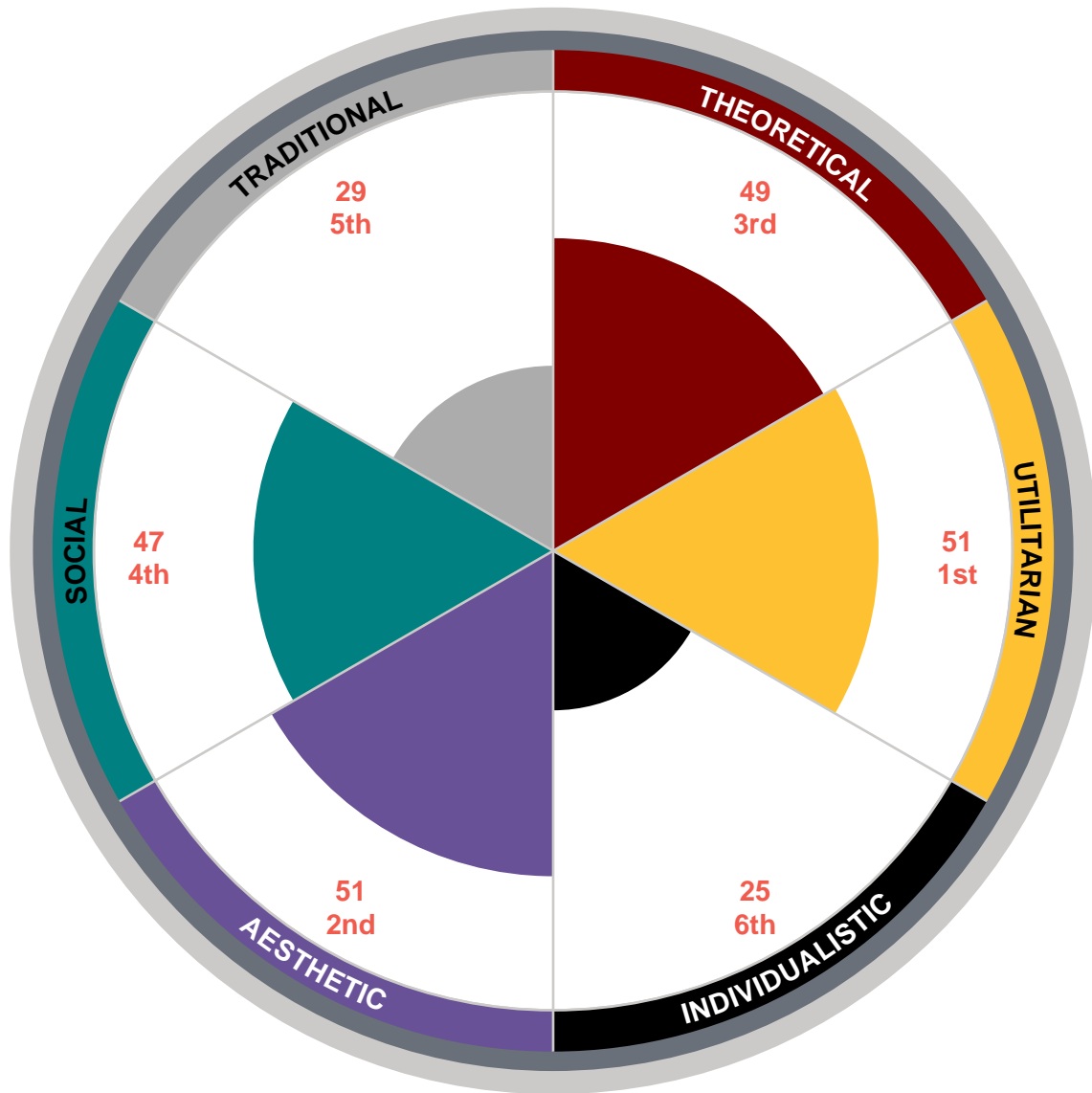


Motivation Insights® Graph





Motivators Wheel™





Introduction Integrating Behaviors and Motivators Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

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

- Has an entrepreneurial mindset.
- Very creative in solving problems.
- An independent self-starter who will refine and enhance her surroundings.
- May take a leadership position with ideas on protecting or preserving.
- Sees the positive in all resources and will want to use resources accordingly.
- Tends to be futuristic and entrepreneurial in attaining results.
- Motivates others to express themselves.
- Always willing to share her ideas on how to enhance the surroundings.





Potential Behavioral and Motivational Conflict

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

- Tends to think bigger is always better.
- May offend others with too much discussion of results.
- Will only see her perspective in the here and now.
- May struggle with keeping her distance while trying to enjoy the experience.
- May overlook details when weighing results.
- Efficiency is diminished with small talk.
- Overly optimistic in her ability to bring balance to any situation.
- Over emphasizes the experience compared to the results.



Ideal Environment

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

- Democratic supervisor with whom she can associate.
- Tasks involving motivated groups and establishing a network of contacts.
- Freedom from controls, supervision and details.
- A manager that brings people and excitement into the act of doing business.
- Key performance measured on results and efficiency rather than people and process.
- The experience is seen as a part of the desired return on investment.
- A fun and creative working environment.
- A forum to express ideas and concepts in an assertive way.
- Freedom to decorate office area with a status-conscious efficiency.



Keys to Motivating

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

Jenny wants:

- Flattery, praise, popularity and strokes.
- New challenges and problems to solve.
- Group activities outside the job.
- To be the spokesperson for team and organizational accomplishments.
- Public recognition of financial rewards for returns and efficiency.
- Freedom to get desired results through efficiency and a "can do" attitude.
- The experience of the people and the surroundings to be happy and balanced.
- The understanding from management that just working isn't the desired outcome; the result has to fit into the overall feel of the organization or project.
- Things done now and to the highest level of appeal possible in a streamlined way.



Keys to Managing

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

Jenny needs:

- To adjust her intensity to match the situation.
- To understand her role on the team--either a team player or the leader.
- Better organization of record keeping.
- Assistance in establishing realistic expectations of others in order to maximize contributions.
- To assess the risk and rewards of each decision.
- Help balancing the desire for return and the need for people interactions.
- To balance socializing and work load, time management could be an issue.
- Be aware of potential personal problems that could disrupt workflow.
- Creative competitions in order to feel like a true winner.



Introduction Acumen Indicators Section


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

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


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

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

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

 - External

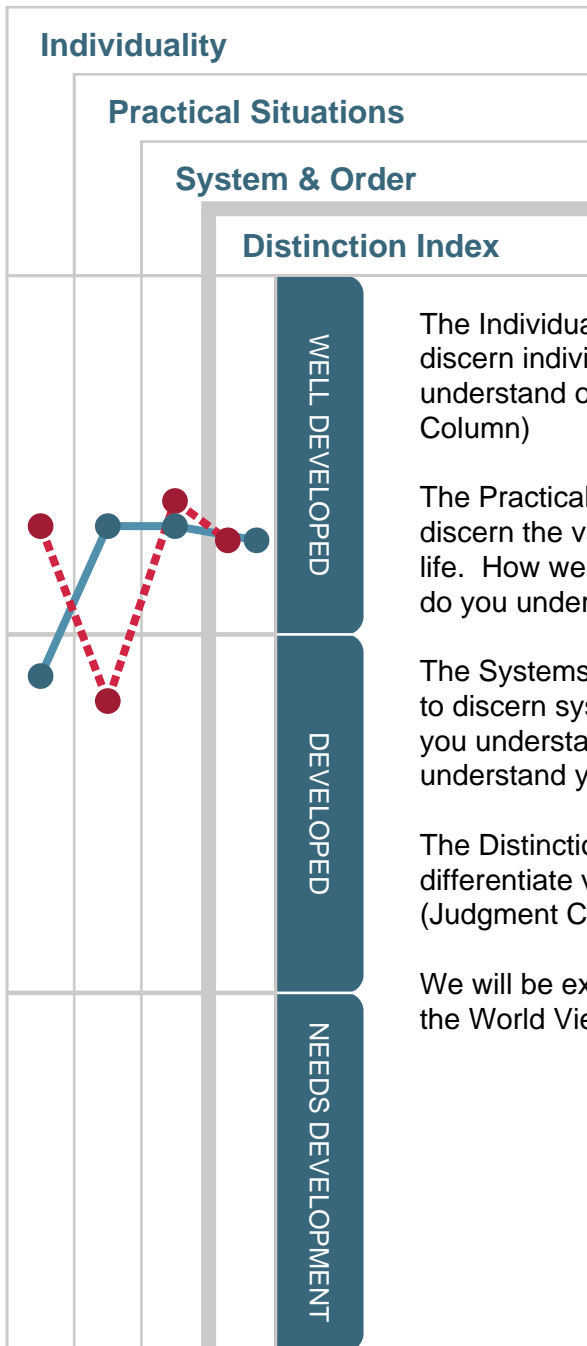
 - Internal

 - Combined External and Internal



Summary of Acumen Capacity

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



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

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

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

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

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

World View **Self-View**





World View

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

- Jenny ignores problems or interruptions to stay focused on what she is doing.
- Jenny has trouble delegating work to others because of high perfectionist standards.
- Jenny has the ability to adopt a new process in order to accomplish the task at hand.
- Jenny may benefit from gaining a better understanding of people.
- Jenny has the ability to use her people skills in order to relate to others.
- Jenny has a good understanding of people, which allows her to meet others and build rapport.
- Jenny has thinking and planning skills, which help her understand the underlying systems.
- Jenny has thinking and planning ability when it comes to seeing the overall process.
- Jenny has the ability to focus on processes and ideas.
- Jenny may over or under evaluate others abilities to complete tasks or projects.





Self View

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

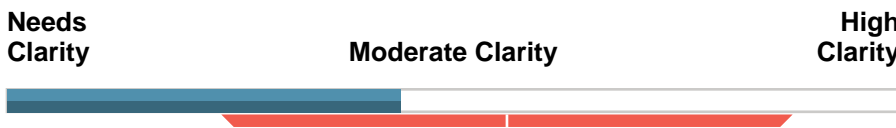
- Jenny has achieved a moderate level of role awareness.
- Jenny has a grasp of her life roles and activities.
- Jenny places emphasis on actually performing and fulfilling various role responsibilities.
- Jenny has a good sense of self worth.
- Jenny has a deep understanding of herself, which results in a strong sense of self.
- Jenny tends to persevere in the face of adversity based on her strong sense of self.
- Jenny has a strong focus on the structure and direction of her life.
- Jenny has a good sense of where she is going.
- Jenny has a desire to live up to self standards.



Clarity of Performance and Situational Awareness

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

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



- When confronted with a situation, Jenny may overlook the people involved focusing more on the tasks at hand or the systems involved.
- Jenny lacks some clarity in terms of people and as such has a moderately developed sense of proportion about the world.
- Jenny, on the whole, has an objective view of issues but should seek to evaluate them equally in terms of people, tasks and systems.

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



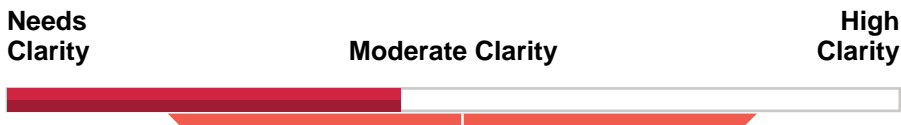
- Jenny has moderate awareness of the reality of the world.
- Jenny can improve on making her expectations more realistic in terms of matters personal, practical and theoretical in her work environment.
- Jenny demonstrates moderate objectivity in her approach to situations.

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



Clarity of Performance and Situational Awareness *Continued*

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



- Jenny may lack some objectivity on personal issues, but in general has a balanced view of herself internally.
- At times, Jenny may lack some clarity on internal issues.
- When confronted with personal/internal issues, Jenny generally approaches the issue with moderate clarity.

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



- Jenny may often be unrealistic in her approach to herself, her role and her future.
- Jenny has a subjective approach to herself, her role and her goals.
- Jenny may have unrealistic expectations when it comes to herself, her role and her goals.

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

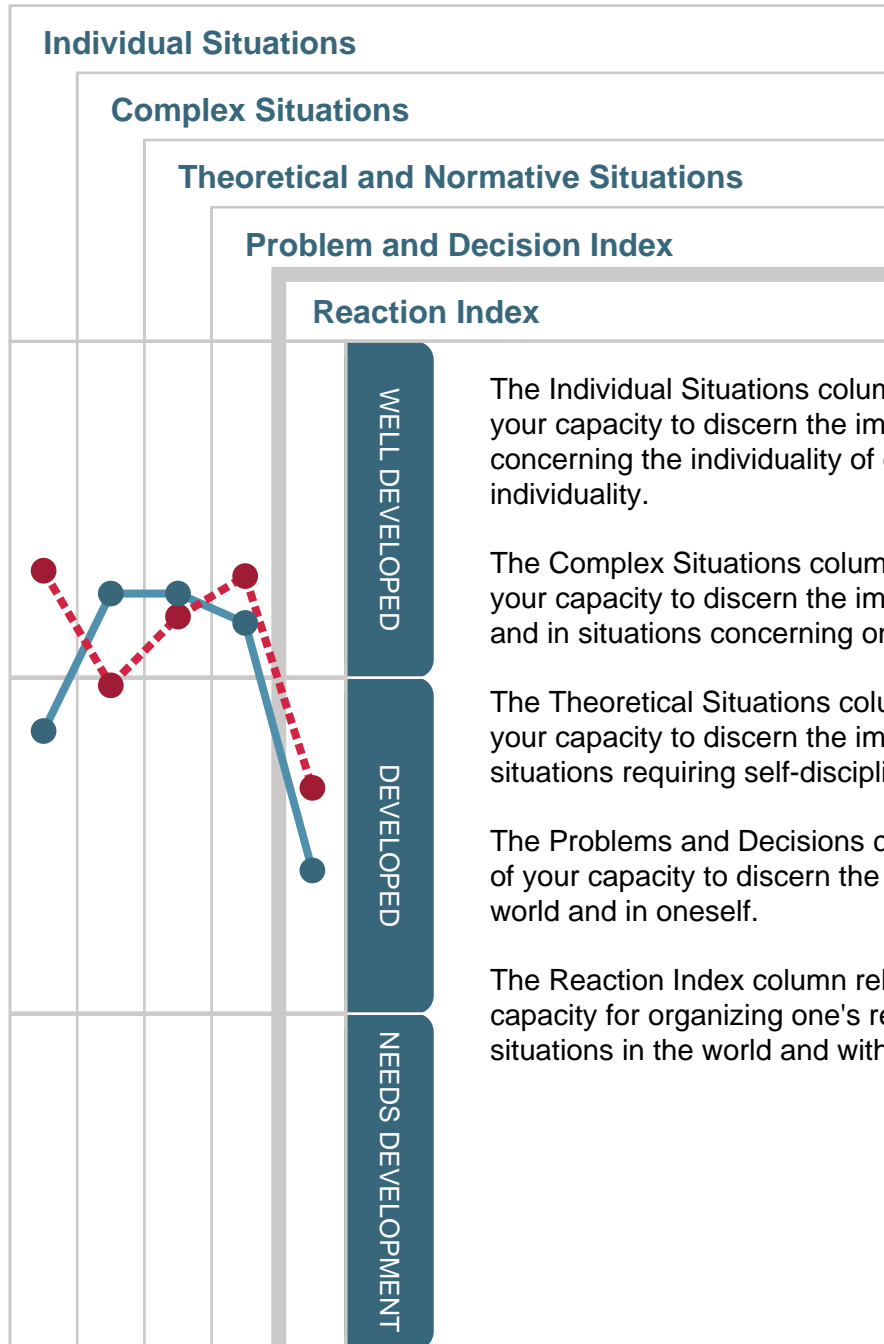
In what areas do you feel you would have the most benefit from further developing?



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



Summary of Capacity for Problem Solving



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

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

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

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

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

World View Self-View

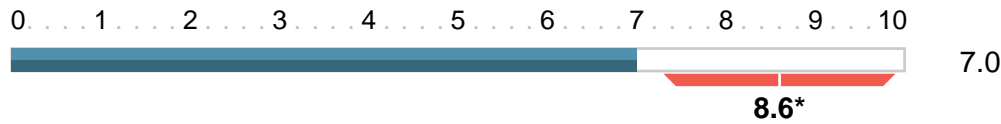




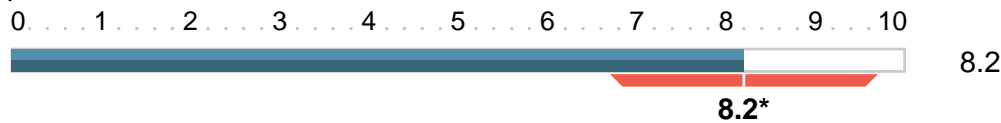
Capacity for Problem Solving

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

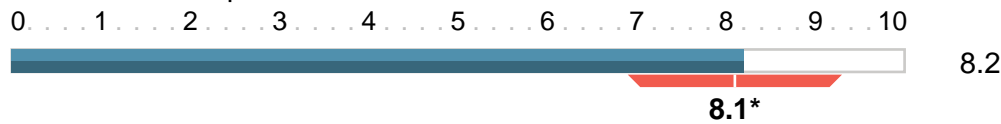
Capacity for Solving Problems Involving People - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



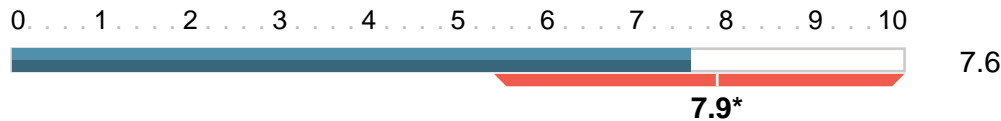
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



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



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

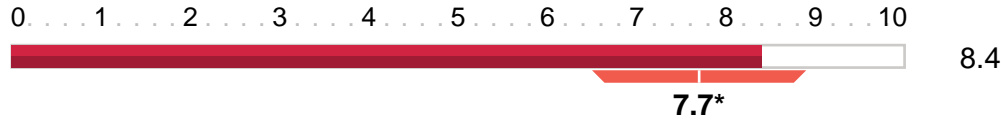


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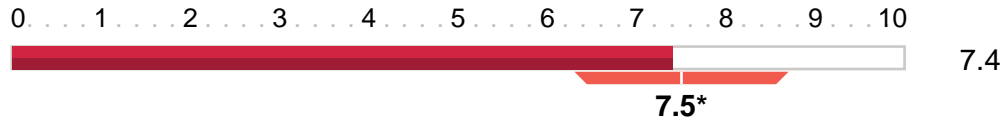


Capacity for Problem Solving Continued

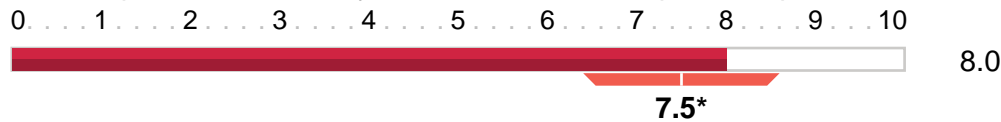
Internal Problem Solving Ability - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



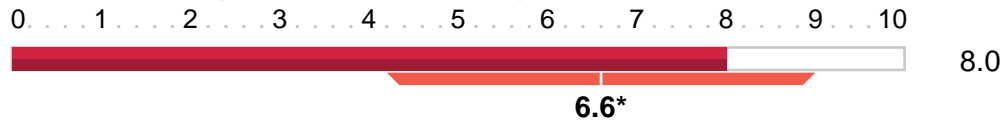
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



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



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



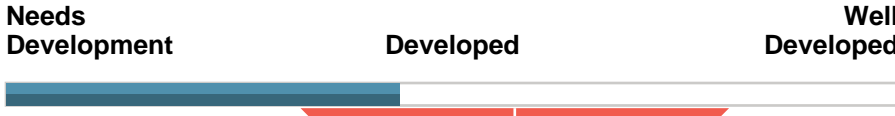
* 68% of the population falls within the shaded area.



Reaction Index

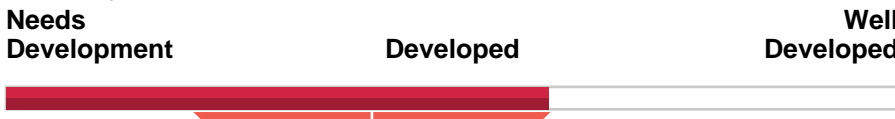
The Reaction Index is determined by looking at Jenny's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

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



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

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



- Her capacity to organize and discipline her reactions when confronted with problems within herself is developed.
- She shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- She shows some discipline and organization when reacting to conflict, primarily dealing with problems involving her own individuality.
- She shows some discipline and organization when reacting to conflict, primarily dealing with problems involving her roles in life.

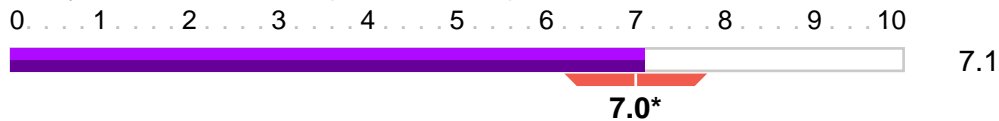
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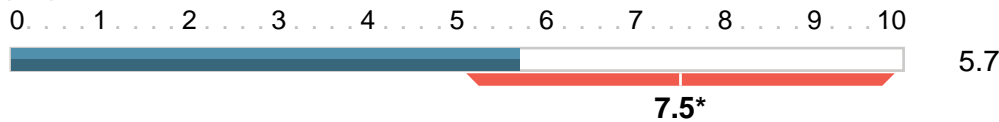
Business Performance Summary

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

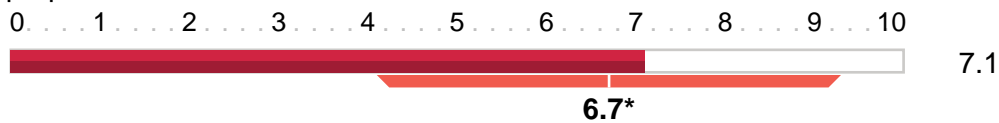
Balanced Decision Making - The ability to make consistently sound and timely decisions in one's personal and professional life.



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



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



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



Attitude Index General Descriptors

- Tentative - provisional, speculative
- Tolerant - broadminded, understanding
- Reluctant - unwilling, disinclined
- Cautious - careful, guarded, watchful
- Prudent - sensible, practical, discreet

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



Business Performance Summary *Continued*

- Timid - nervous
- A Little Doubtful - uncertain, unsure
- Wary - suspicious
- Hesitant - shy, uncertain



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



Development Indicator

This section of your report shows your development level of 23 personal skills based on your responses to the questionnaire. The 23 personal skills have been categorized into four levels; based on means and standard deviations. Well Developed, Developed, Moderately Developed and Needs Development.

Personal Skills Ranking	
1	Continuous Learning
2	Conceptual Thinking
3	Resiliency
4	Goal Achievement
5	Planning and Organization
6	Problem Solving
7	Decision Making
8	Developing Others
9	Self Management
10	Results Orientation
11	Self-Starting Ability
12	Leading Others
13	Interpersonal Skills
14	Conflict Management
15	Flexibility
16	Taking Responsibility
17	Diplomacy & Tact
18	Objective Listening
19	Influencing Others
20	Teamwork
21	Customer Focus
22	Accountability for Others
23	Empathetic Outlook

Note: Don't be concerned if you have not developed all 23 personal skills. Research has proven that individuals seldom develop all 23. Development of the most important personal skills needed for your personal and professional life is what is critical.

Well Developed
 Developed
 Moderately Developed
 Needs Development



Personal Skills Hierarchy

Your unique hierarchy of personal skills is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your personal skills from top to bottom.

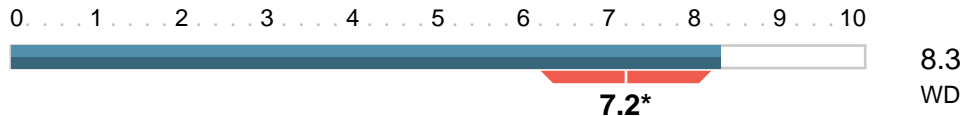
1. Continuous Learning - The ability to take personal responsibility and action toward learning and implementing new ideas, methods and technologies.



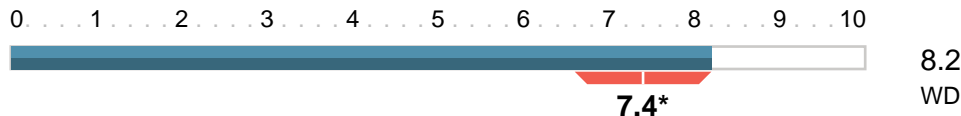
2. Conceptual Thinking - The ability to analyze hypothetical situations or abstract concepts to compile insight.



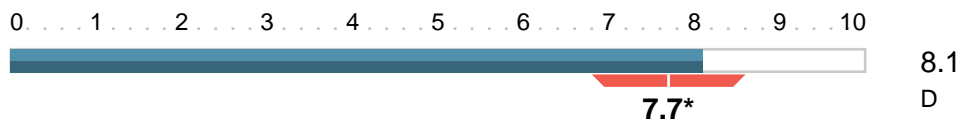
3. Resiliency - The ability to quickly recover from adversity.



4. Goal Achievement - The overall ability to set, pursue and attain achievable goals, regardless of obstacles or circumstances.



5. Planning and Organization - The ability to establish a process for activities that lead to the implementation of systems, procedures or outcomes.



6. Problem Solving - The ability to identify key components of a problem to formulate a solution or solutions.



Development Legend

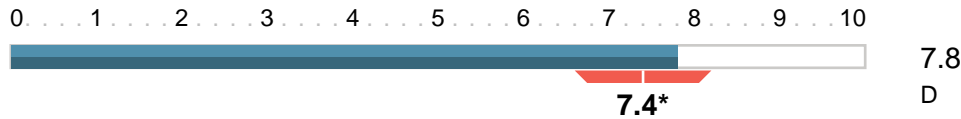
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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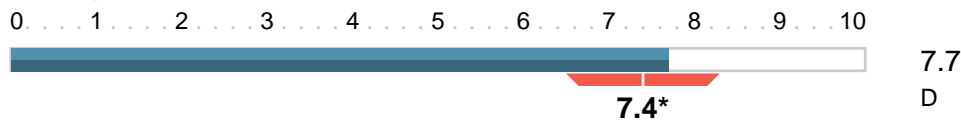


Personal Skills Hierarchy

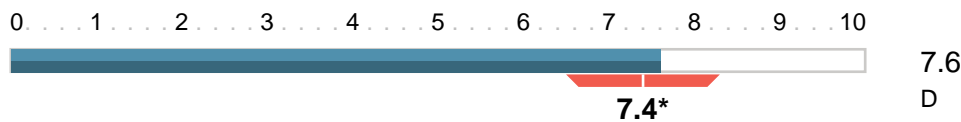
7. Decision Making - The ability to analyze all aspects of a situation to gain thorough insight to make decisions.



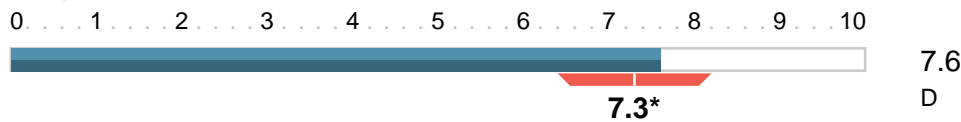
8. Developing Others - The ability to contribute to the growth and development of others.



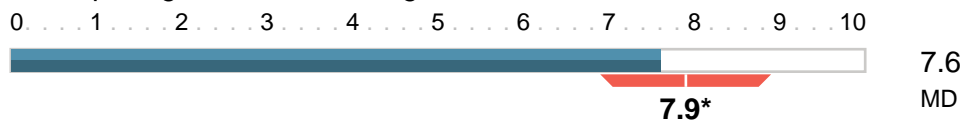
9. Self Management - The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.



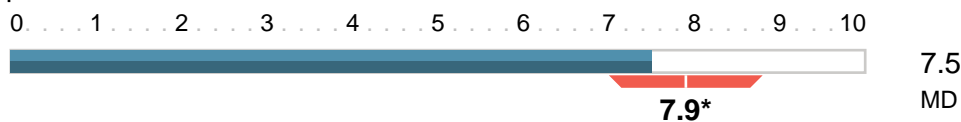
10. Results Orientation - The ability to identify actions necessary to complete tasks and obtain results.



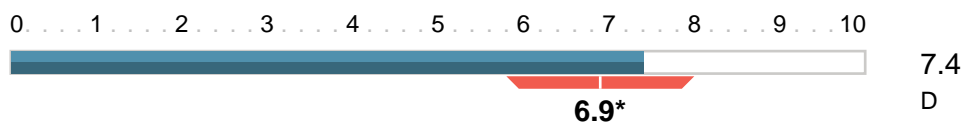
11. Leading Others - The ability to organize and motivate people to accomplish goals while creating a sense of order and direction.



12. Interpersonal Skills - The ability to interact with others in a positive manner.



13. Self Starting - The ability to initiate and sustain momentum without external stimulation.

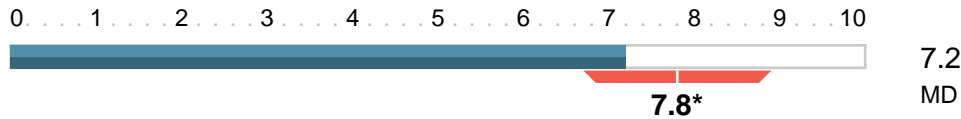


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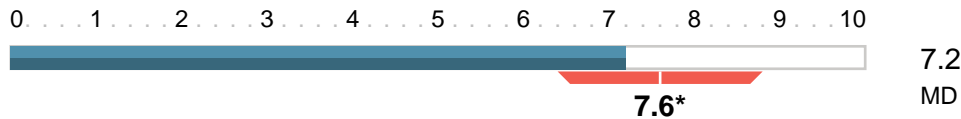


Personal Skills Hierarchy

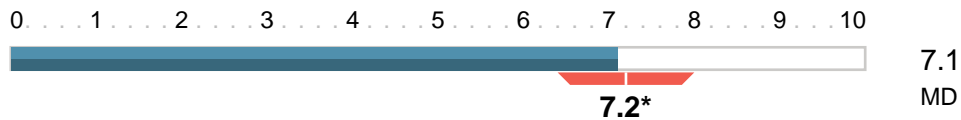
14. Conflict Management - The ability to resolve different points of view constructively.



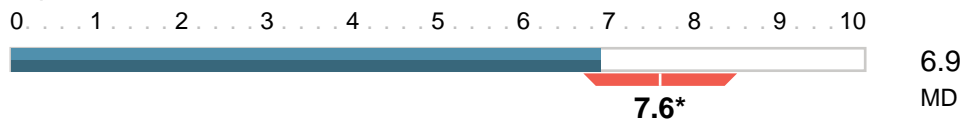
15. Flexibility - The ability to readily modify, respond to and integrate change with minimal personal resistance.



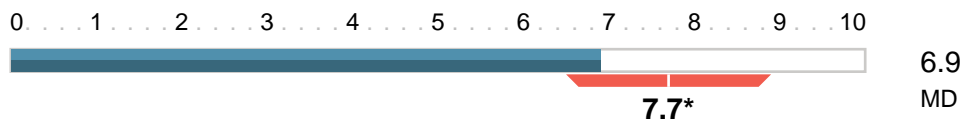
16. Personal Accountability - A measure of the capacity to be answerable for personal actions.



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



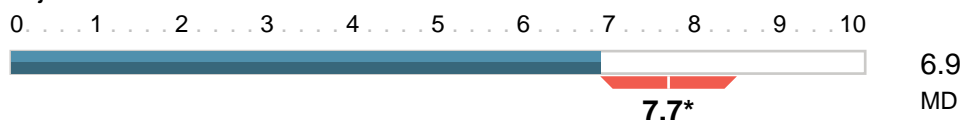
18. Objective Listening - The ability to listen to many points of view without bias.



19. Influencing Others - The ability to personally affect others' actions, decisions, opinions or thinking.



20. Teamwork - The ability to cooperate with others to meet objectives.



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



Personal Skills Hierarchy

21. Customer Focus - A commitment to customer satisfaction.

0 1 2 3 4 5 6 7 8 9 10



7.9*

6.8
MD

22. Empathetic Outlook - The capacity to perceive and understand the feelings and attitudes of others.

0 1 2 3 4 5 6 7 8 9 10



8.1*

6.8
ND

23. Accountability for Others - The ability to take responsibility for others' actions.

0 1 2 3 4 5 6 7 8 9 10



7.5*

6.7
MD



Horizontal lines for notes or additional data.

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

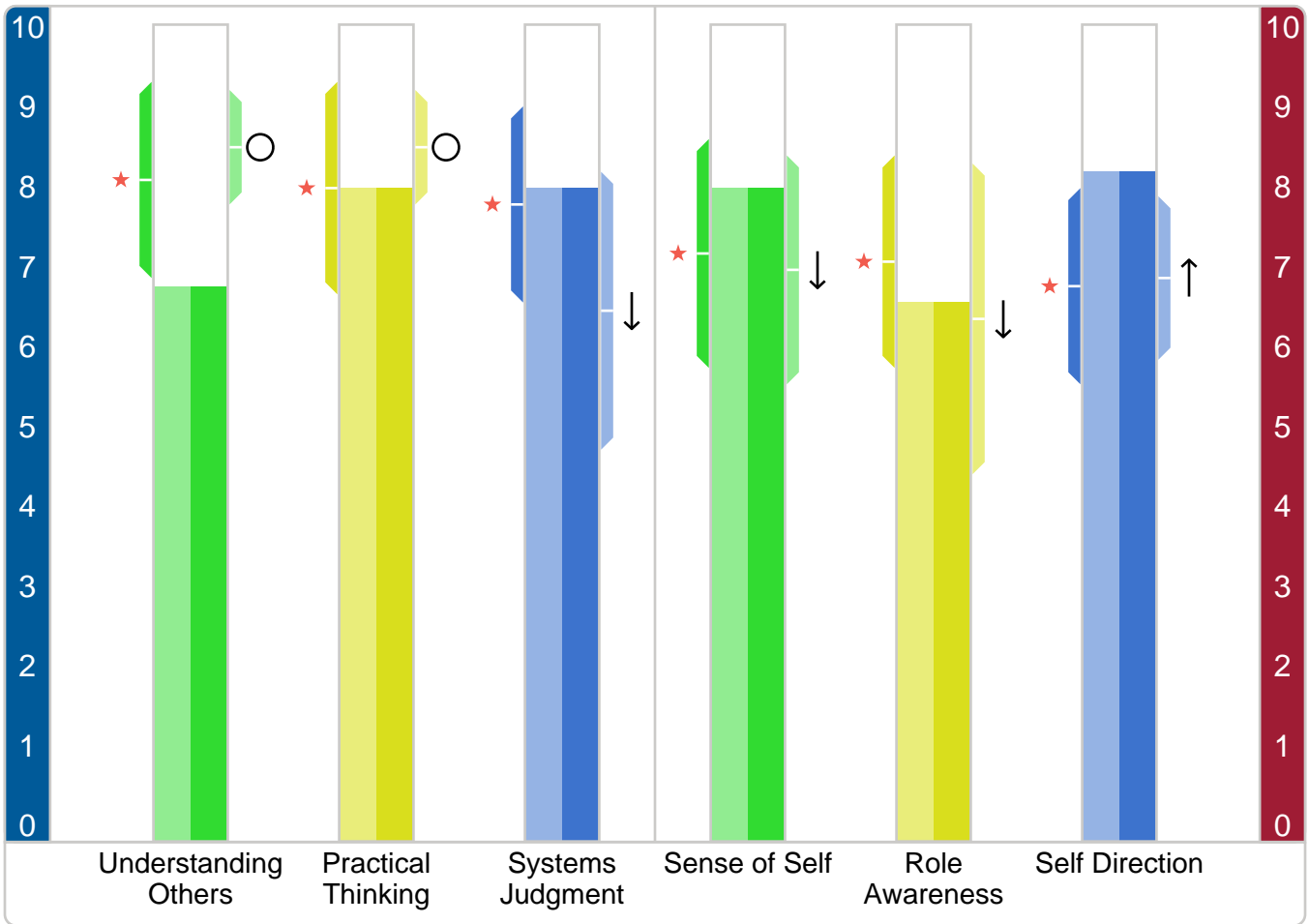


Dimensional Balance

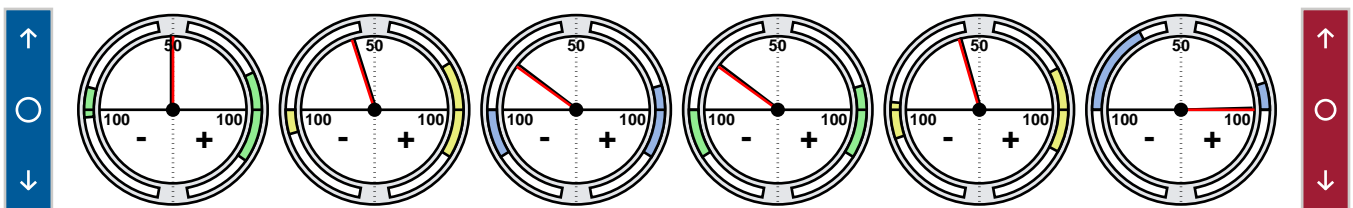
- ★ Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	6.8	8.0	8.0	8.0	6.6	8.2
Bias	○	○	↓	↓	↓	↑



Rev: 0.87-0.88