TTI SUCCESS INSIGHTS®

TriMetrix® HD
Executive Coaching

Jenny Sample
Inside Sales
5-21-2013

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Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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

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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

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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.

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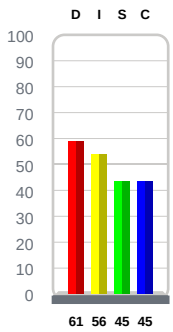

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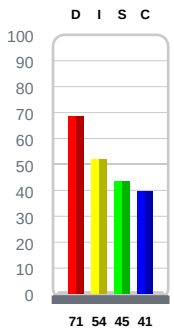

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General Characteristics Continued

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.

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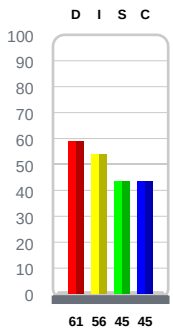

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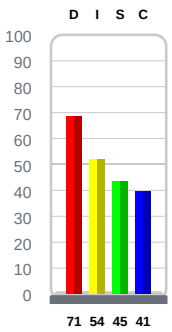

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Value to the Organization

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.

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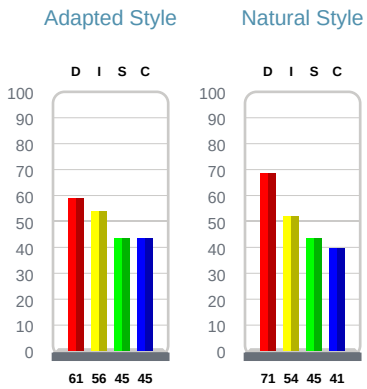
Checklist for Communicating

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 Jenny. 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 Jenny most frequently.

Ways to Communicate:

- ☐ Come prepared with all requirements, objectives and support material in a well-organized "package."
- ☐ Provide "yes" or "no" answers--not maybe.
- ☐ Provide facts and figures about probability of success, or effectiveness of options.
- ☐ Define the problem in writing.
- ☐ Motivate and persuade by referring to objectives and results.
- ☐ Support and maintain an environment where she can be efficient.
- ☐ Clarify any parameters in writing.
- ☐ Use a balanced, objective and emotional approach.
- ☐ Support the results, not the person, if you agree.
- ☐ Present the facts logically; plan your presentation efficiently.
- ☐ Use a motivating approach, when appropriate.



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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.

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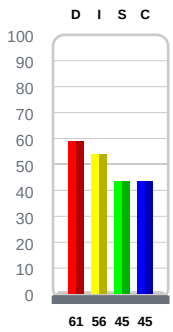

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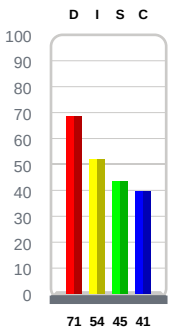

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Communication Tips

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.

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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
- Assertive
- Competitive
- Confident
- Positive
- Winner

Others' Perception - Moderate

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

- Demanding
- Nervy
- Egotistical
- Aggressive

Others' Perception - Extreme

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

- Abrasive
- Controlling
- Arbitrary
- Opinionated

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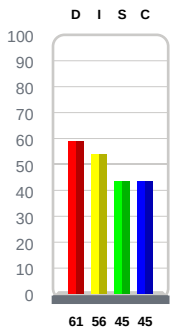

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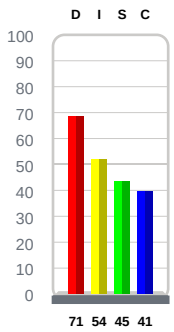

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The Absence of a Behavioral Factor

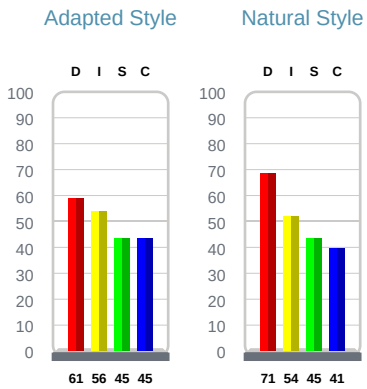
The absence of a behavioral factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimized in a person's day-to-day environment. By understanding the contribution of a low behavioral 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.



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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.

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

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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.

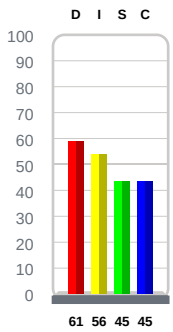
Problems - Challenges

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

People - Contacts

Natural	Adapted
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.	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



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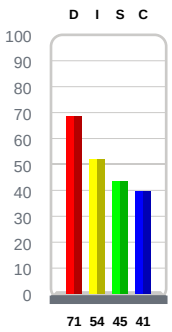

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Natural and Adapted Style Continued

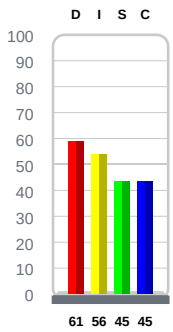
Pace - Consistency

Natural	Adapted
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.	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	Adapted
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.	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



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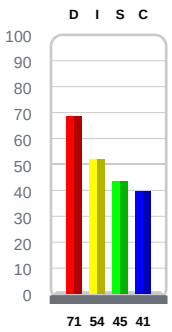

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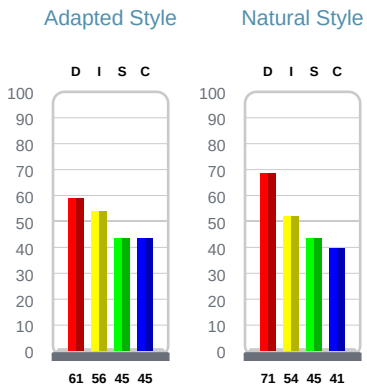
Adapted Style

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.



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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:

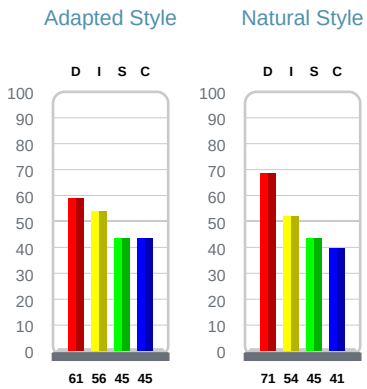
- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

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



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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:

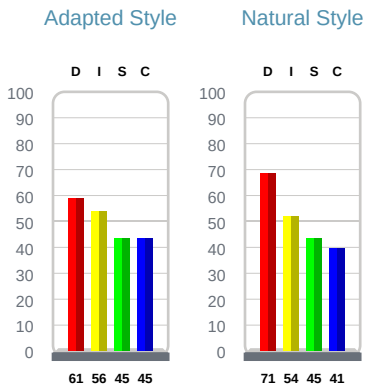
- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

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



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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

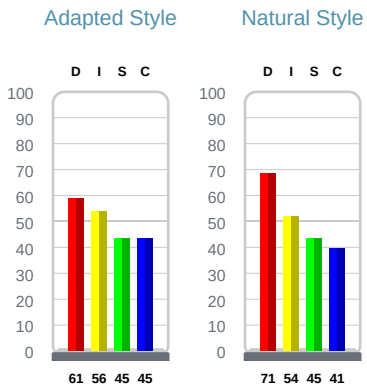
Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

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



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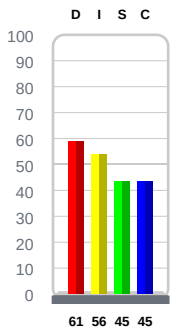
Areas for Improvement

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.

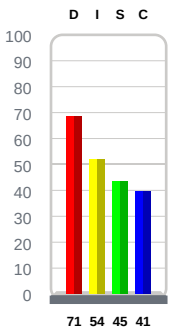
Jenny has a tendency to:

- 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



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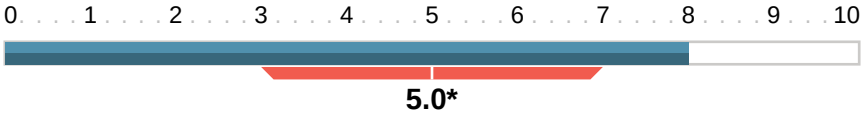
Behavioral Hierarchy

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.



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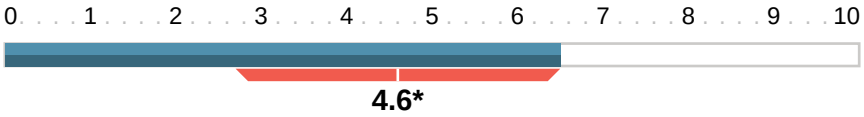
2. Urgency - Decisiveness, quick response and fast action.



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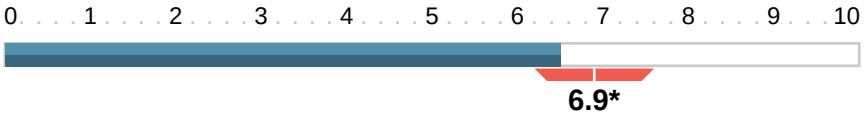
3. Customer Relations - A desire to convey your sincere interest in them.



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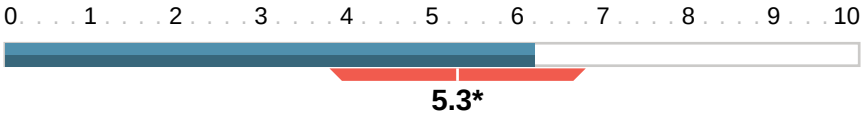
4. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



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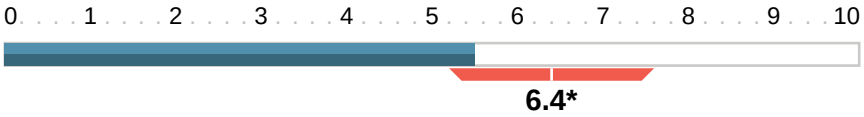
5. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



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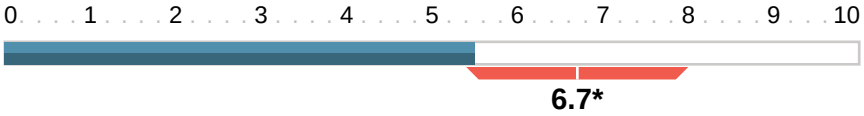
6. Follow Up and Follow Through - A need to be thorough.



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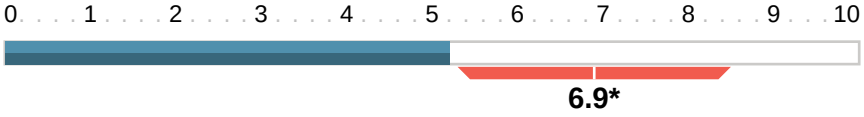
7. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



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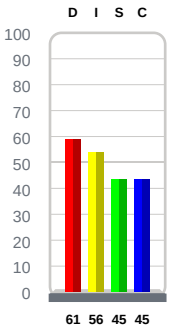
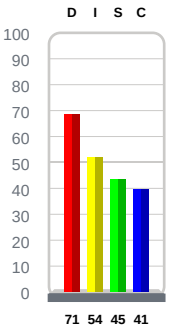
Adapted Style



Natural Style



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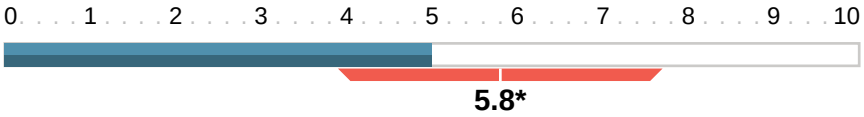
Behavioral Hierarchy

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



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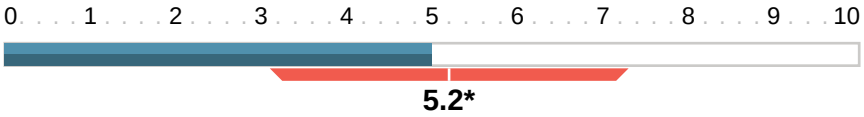
9. Organized Workplace - Systems and procedures followed for success.



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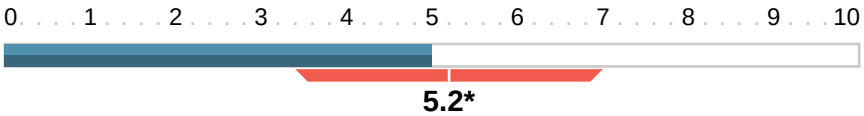
10. Analysis of Data - Information is maintained accurately for repeated examination as required.



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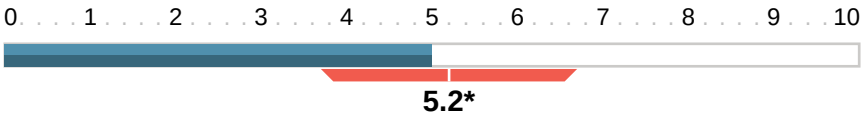
11. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



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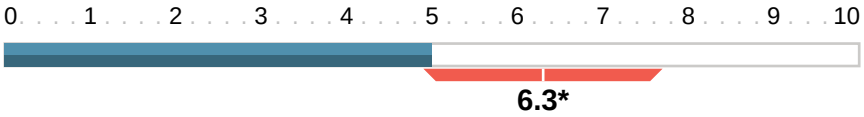
12. Consistency - The ability to do the job the same way.



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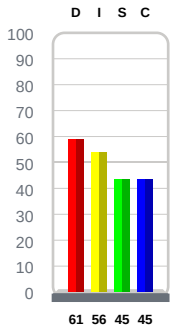

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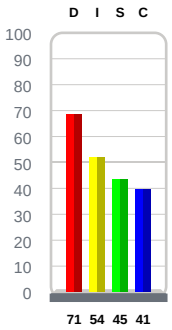

SIA: 61-56-45-45 (12) SIN: 71-54-45-41 (11)
* 68% of the population falls within the shaded area.

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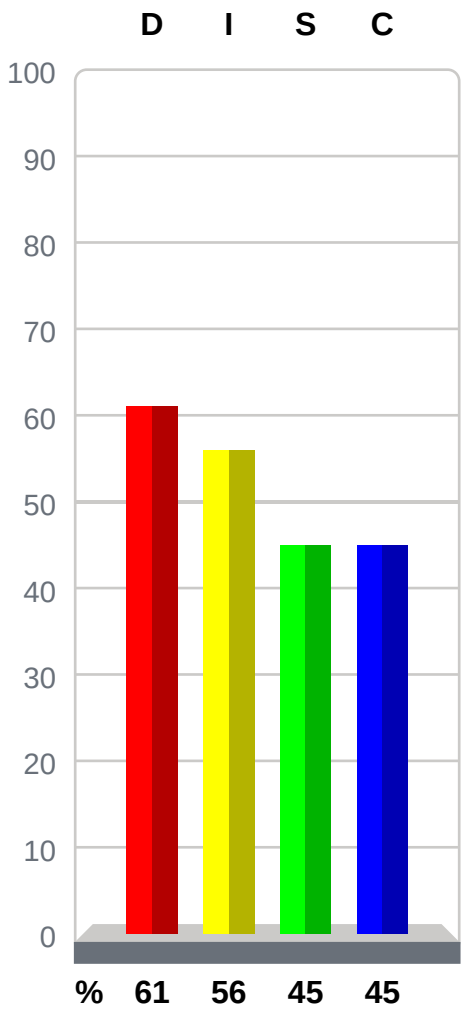
Style Insights® Graphs

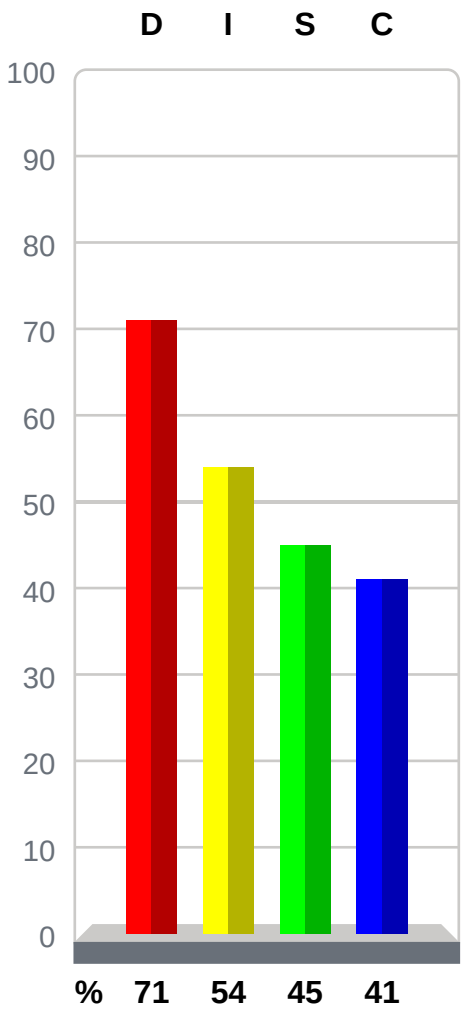
Adapted Style

Graph I



Natural Style

Graph II



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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.

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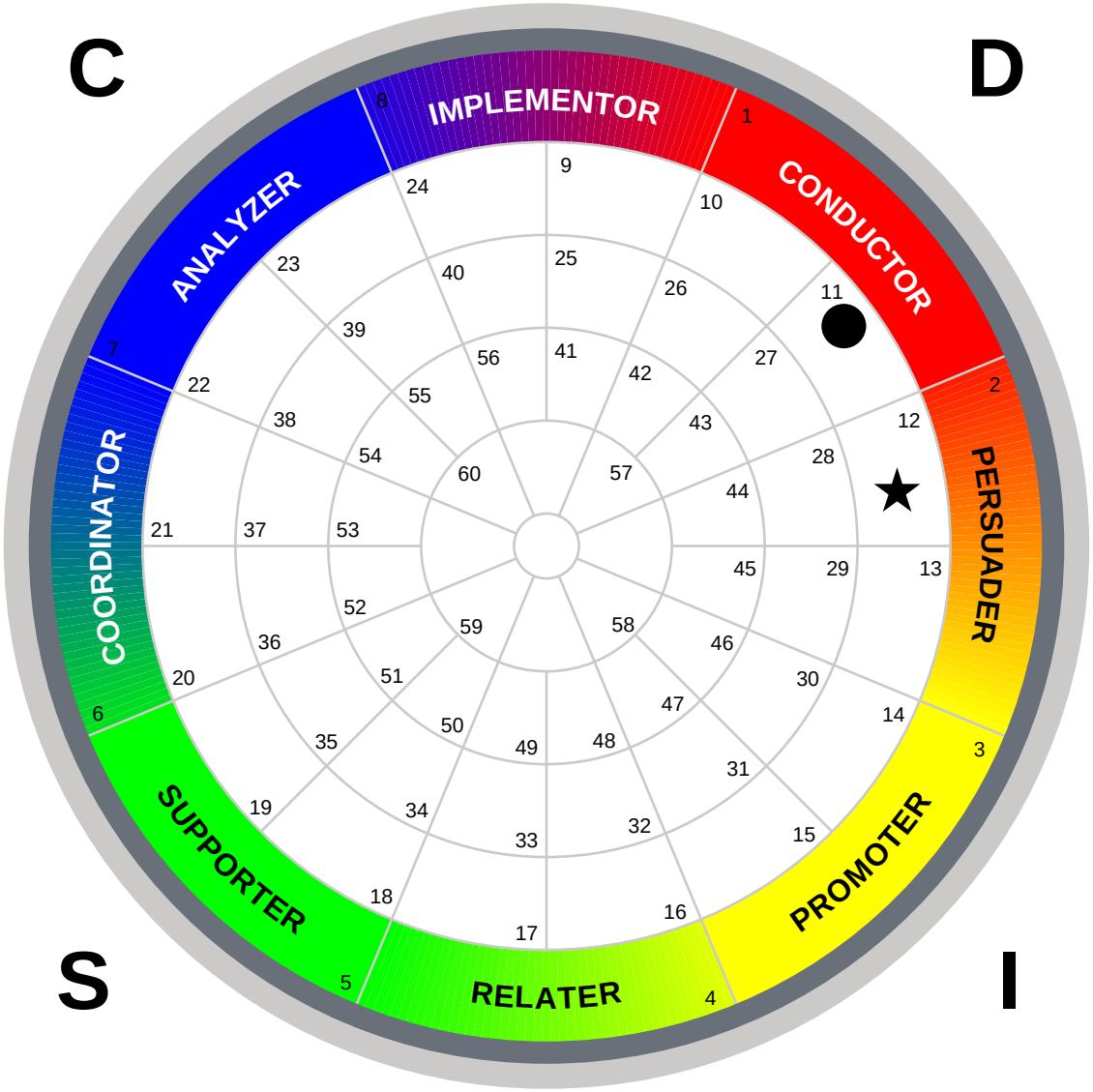
The Success Insights® Wheel



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

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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**

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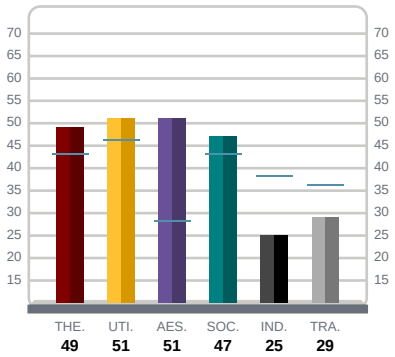
Utilitarian

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.



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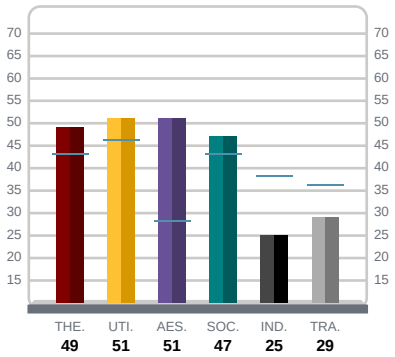
Aesthetic

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.



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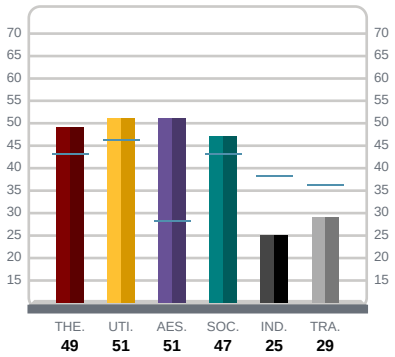
Theoretical

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.



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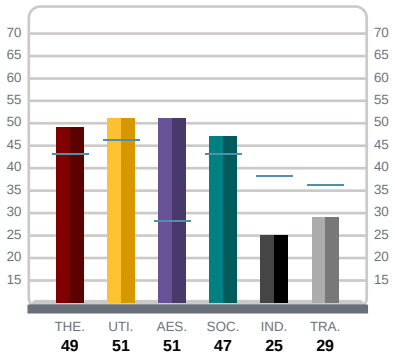
Social

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

- 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.



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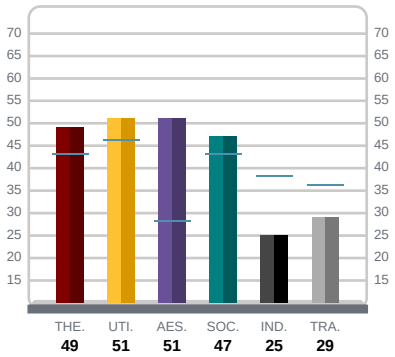
Traditional

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.



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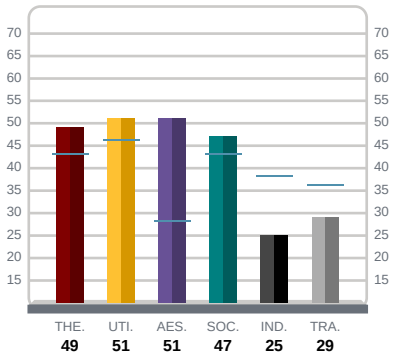
Individualistic

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.



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Navigating Situations Outside Your Comfort Zone

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

Tips for Communicating with "High 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?

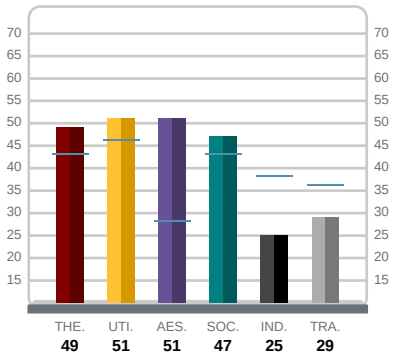
How do Individualistics contribute to the world, your professional life and your personal life?

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.*



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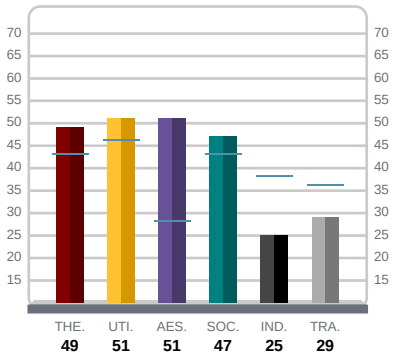
Navigating Situations Outside Your Comfort Zone

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.



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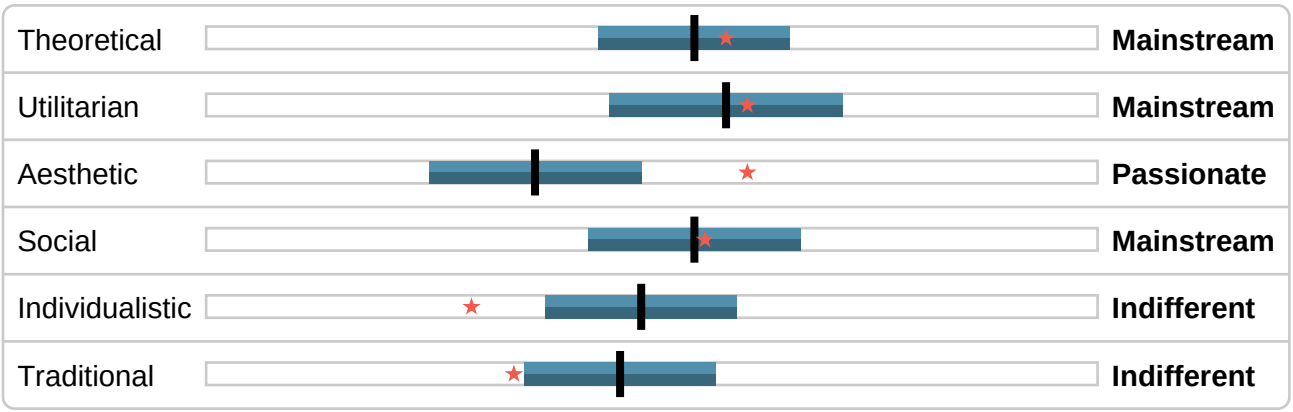
Motivators - Norms & Comparisons

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

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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.

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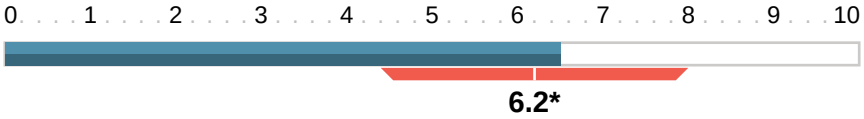
Motivators Hierarchy

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.

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



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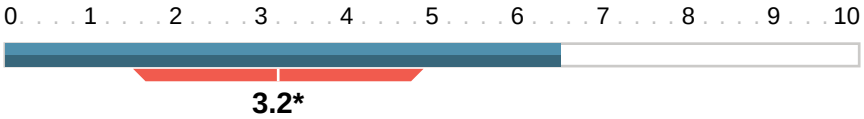
2. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



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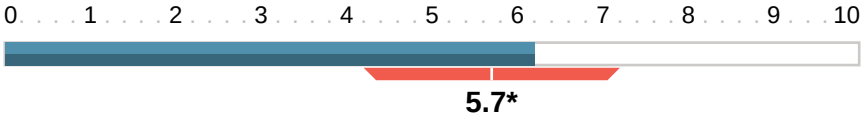
3. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



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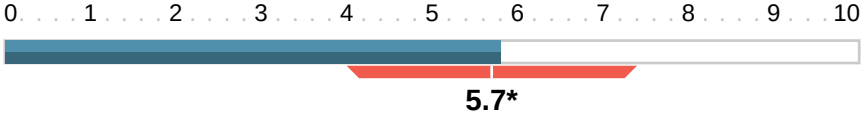
4. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



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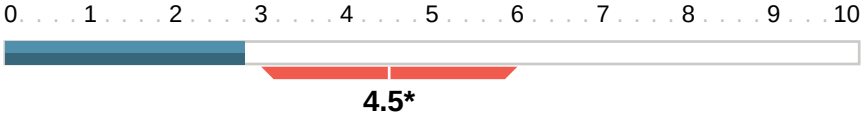
5. Traditional/Regulatory - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



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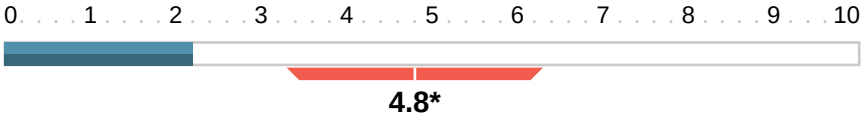
6. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



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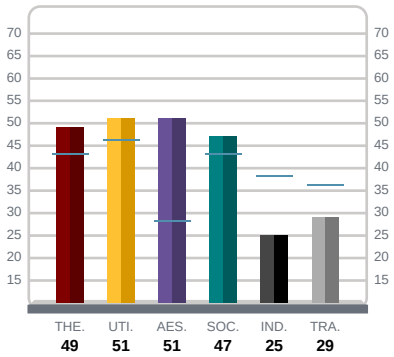

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* 68% of the population falls within the shaded area.

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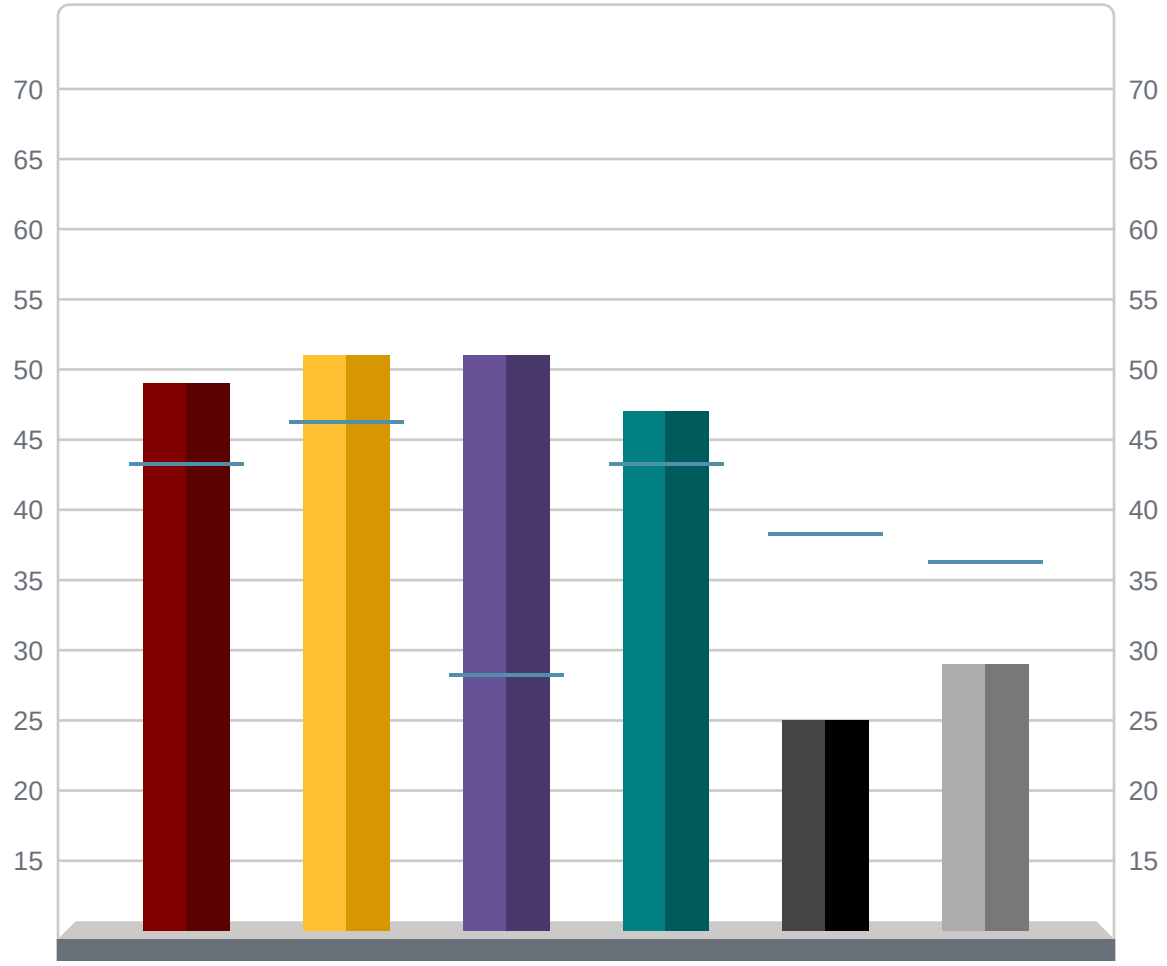
Motivation Insights® Graph



	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	**49**	**51**	**51**	**47**	**25**	**29**
Rank	3rd	1st	2nd	4th	6th	5th

national mean

Norm 2011

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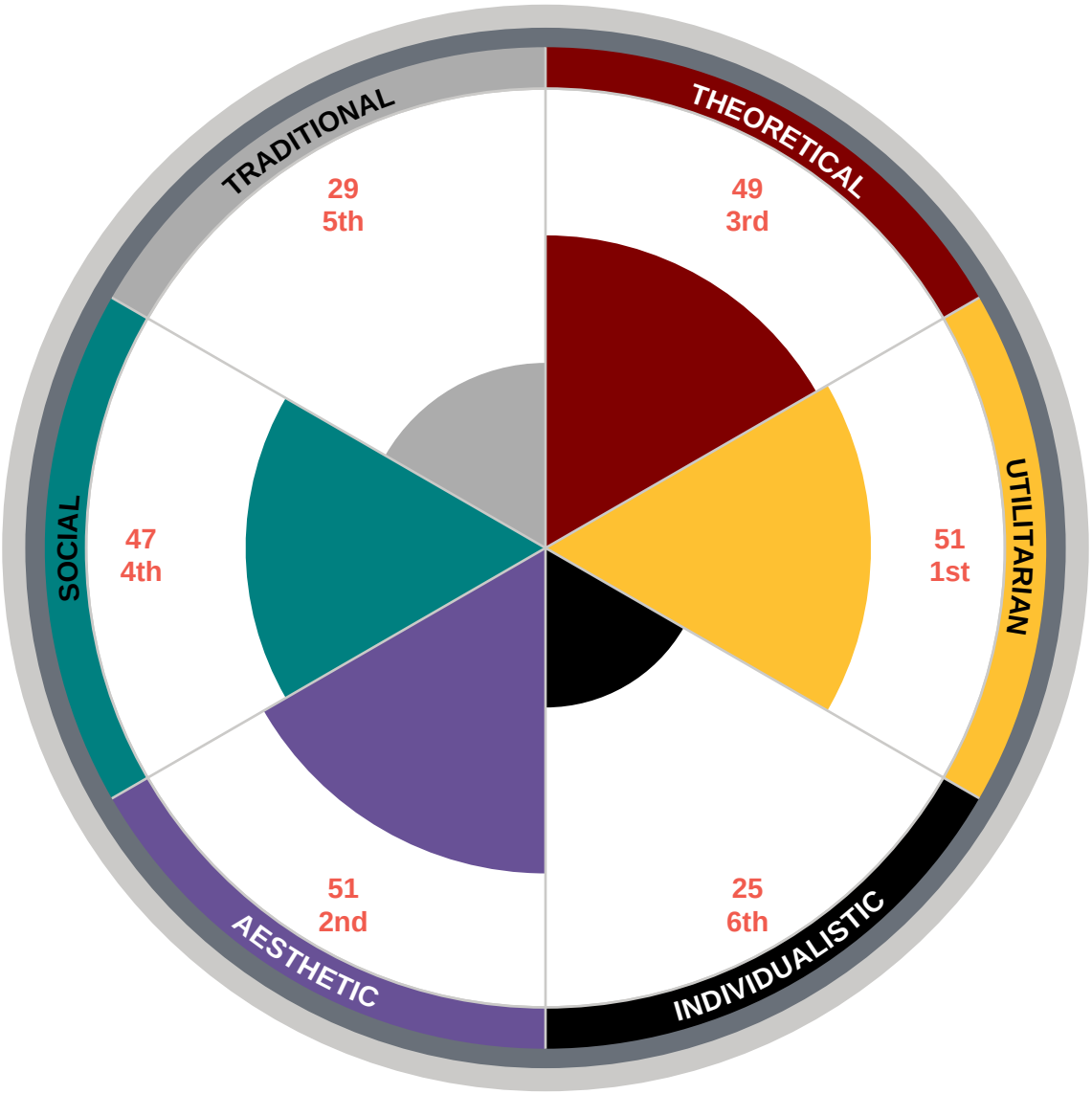
Motivators Wheel™



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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

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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.

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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.

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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-conscience efficiency.

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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.

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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.

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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

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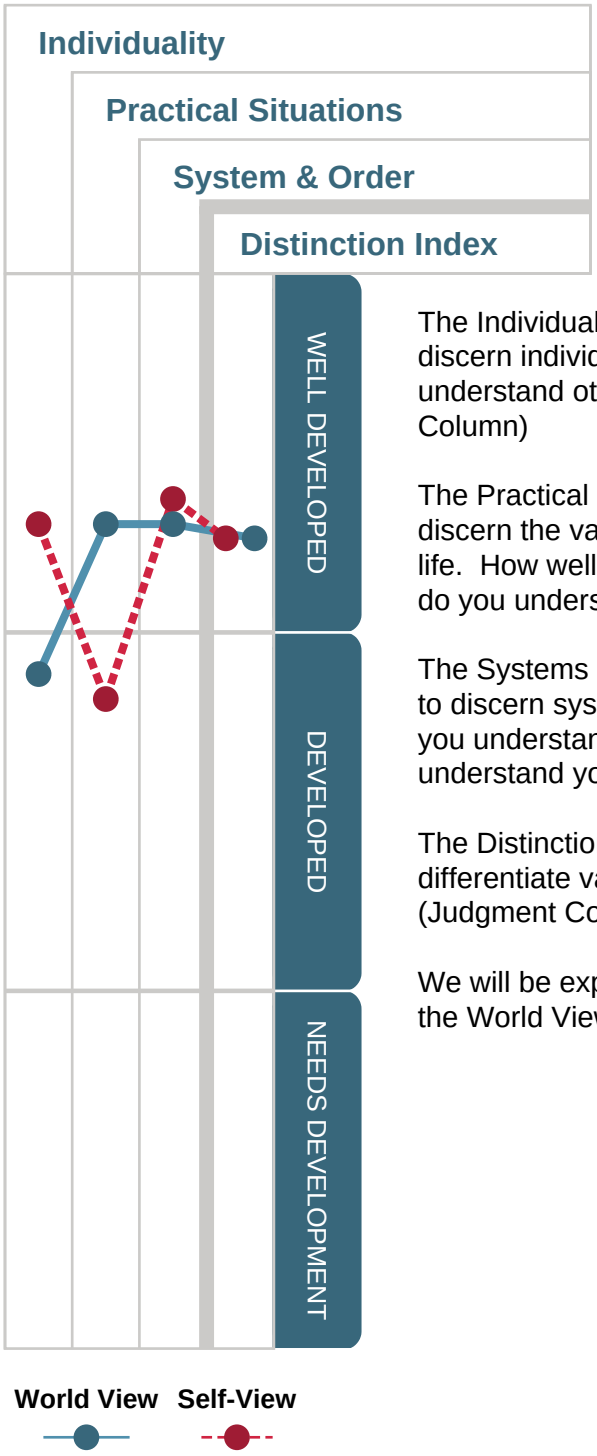
Summary of Acumen Capacity

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.

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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.

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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.

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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.

Needs Clarity	Moderate Clarity	High Clarity

- 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.

Needs Development	Developed	Well Developed

- 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.

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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.

Needs Clarity	Moderate Clarity	High Clarity

- 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.

Needs Development	Developed	Well Developed

- 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.

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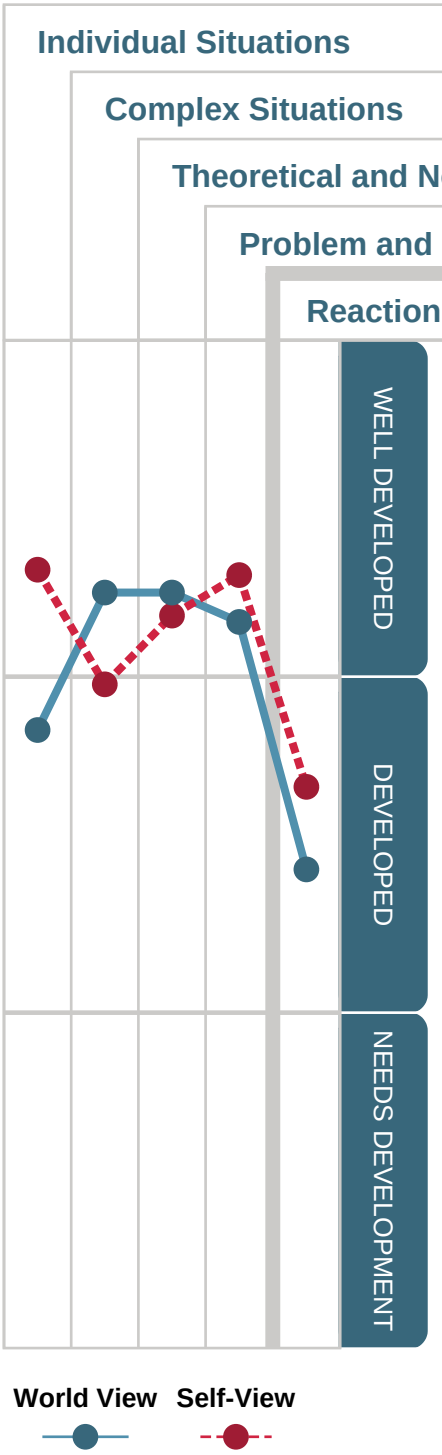
Summary of Capacity for Problem Solving



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.

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Capacity for Problem Solving

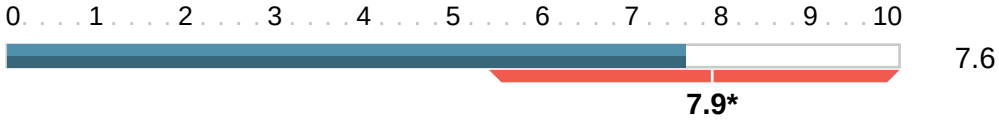
The Problem Solving Summary will identify Jenny's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated by Well Developed, Developed or Needs Development as well as through a numerical score.

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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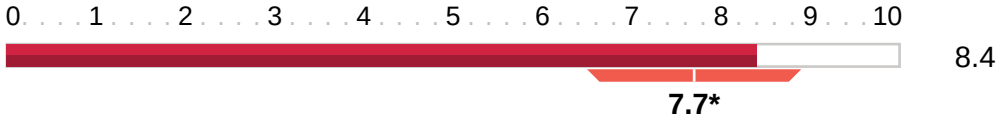
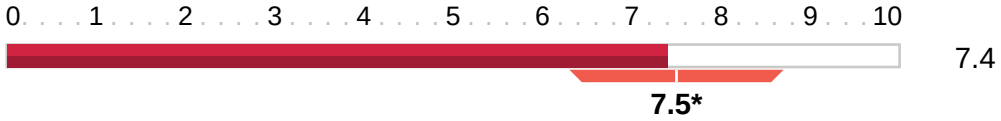
Capacity for Problem Solving Continued

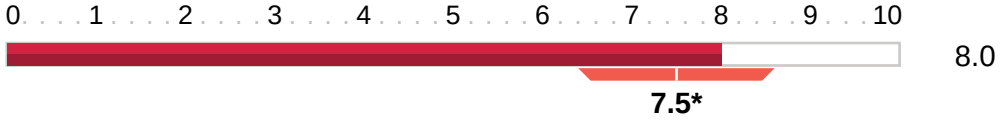
Internal Problem Solving Ability - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



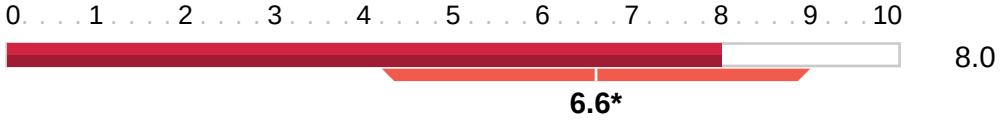
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



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.



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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.

Needs Development | **Developed** | **Well Developed**

- 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.

Needs Development | **Developed** | **Well Developed**

- 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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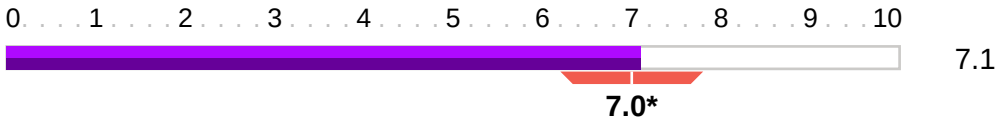
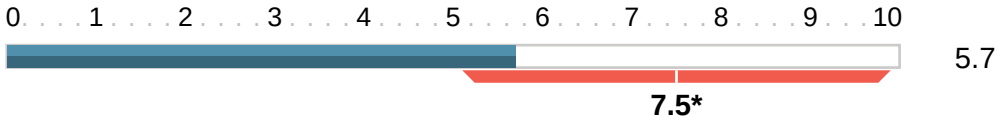
Business Performance Summary

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.

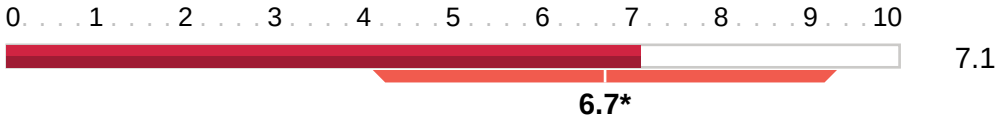
Balanced Decision Making - The ability to make consistently sound and timely decisions in one's personal and professional life.



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

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Business Performance Summary Continued

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

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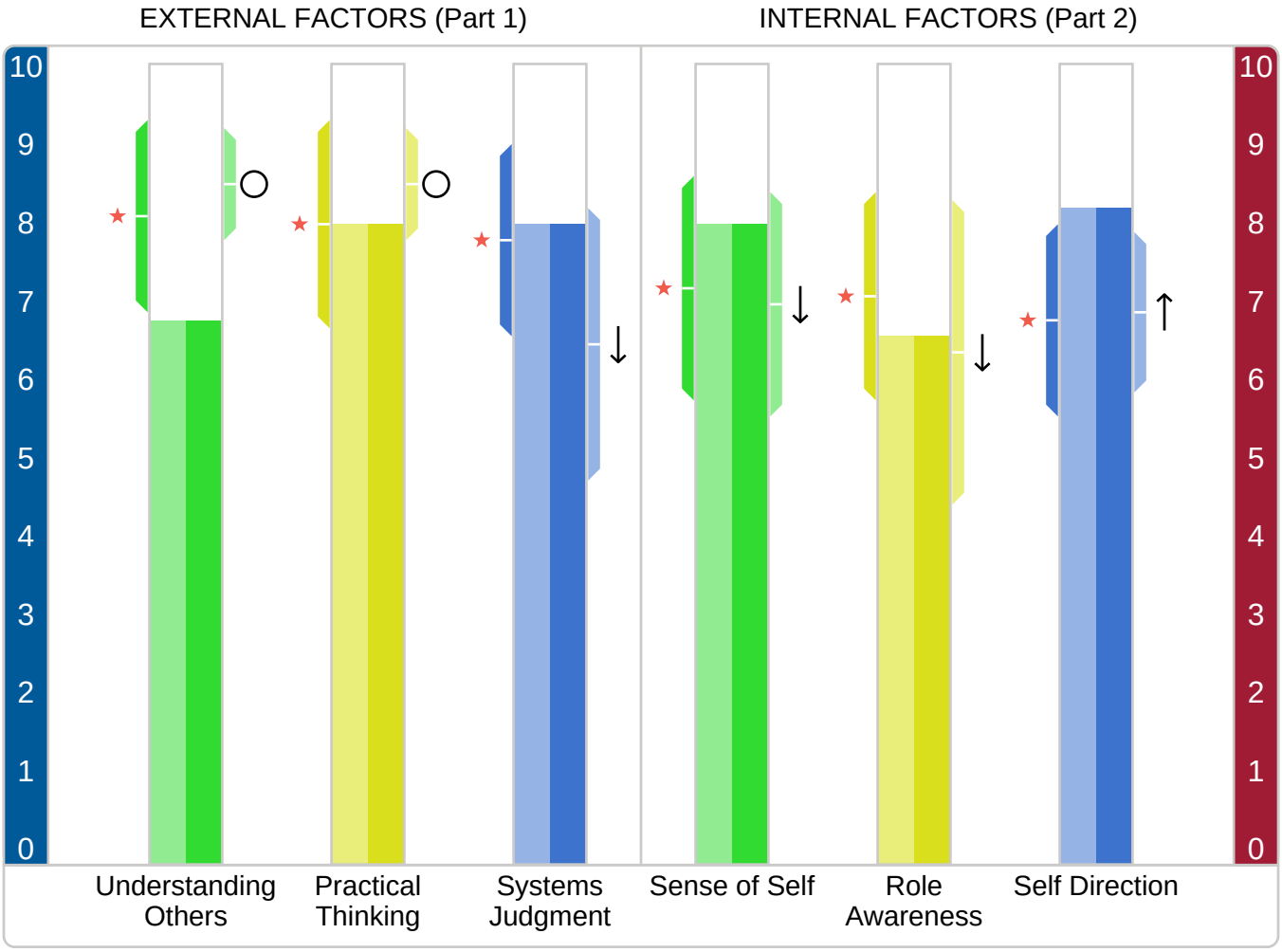
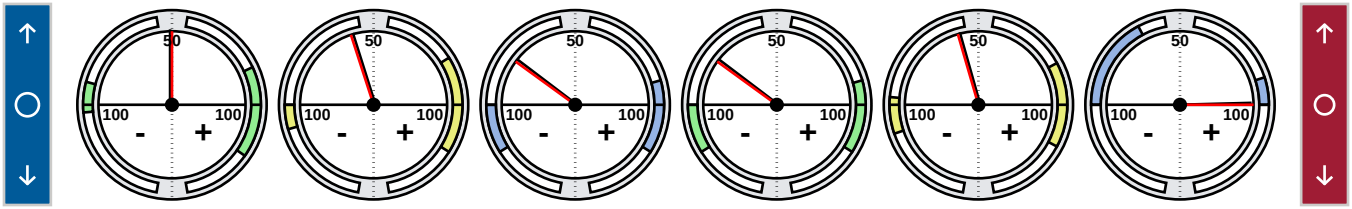
Dimensional Balance

★ Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation



	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Score	6.8	8.0	8.0	8.0	6.6	8.2
Bias	○	○	↓	↓	↓	↑



Rev: 0.87-0.88

Jenny Sample

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Introduction Competencies Section

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

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

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

1) Well Developed

2) Developed

3) Moderately Developed

4) Needs Development

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

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

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Development Indicator

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

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

Note: Don't be concerned if you have not developed all 25 personal skills. Research has proven that individuals seldom develop all 25. Development of the most important personal skills needed for your personal and professional life is what is critical.

Well Developed | Developed | Moderately Developed | Needs Development

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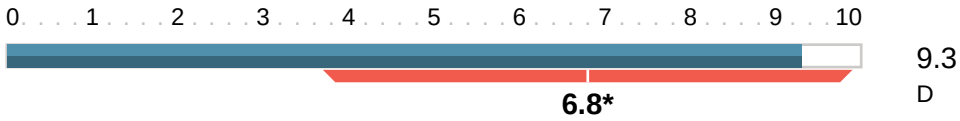
Competencies Hierarchy

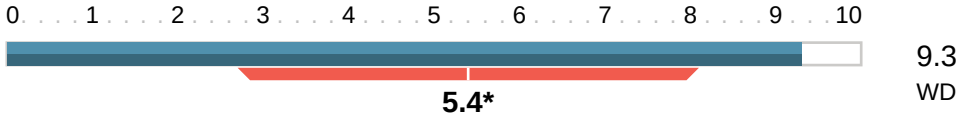
Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

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



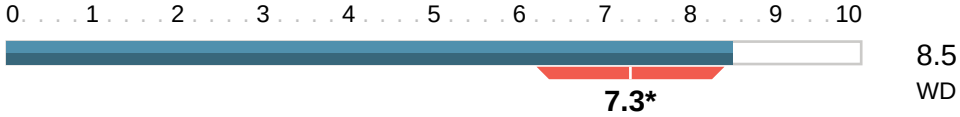
9.3
D

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



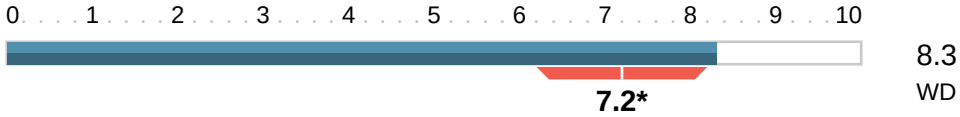
9.3
WD

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



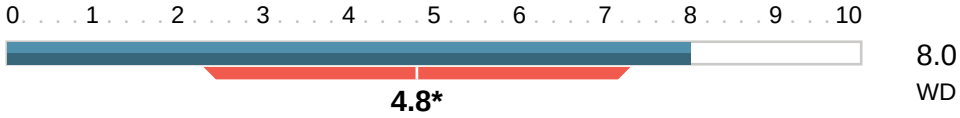
8.5
WD

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



8.3
WD

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



8.0
WD

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

7.9
D

Development Legend

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

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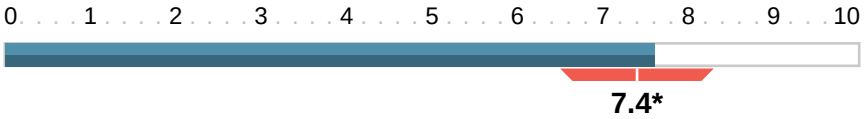
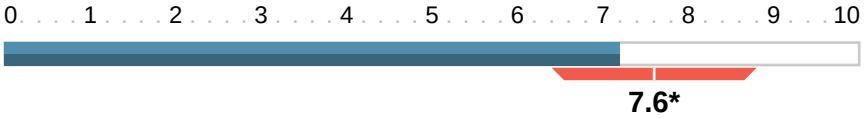
7. Self-Management - Demonstrating self control and an ability to manage time and priorities.



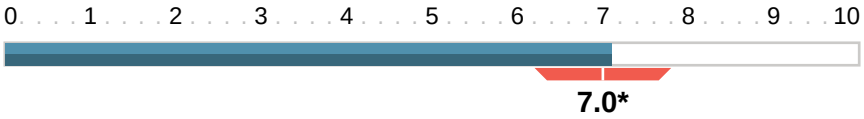
7.6
D

8. Flexibility - Agility in adapting to change.



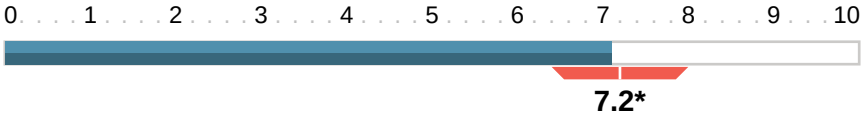
7.2
MD

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



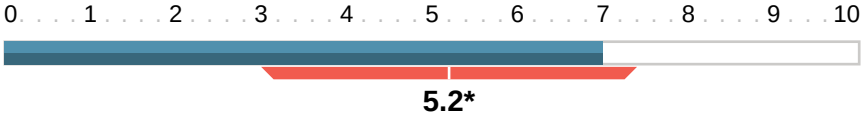
7.1
D

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



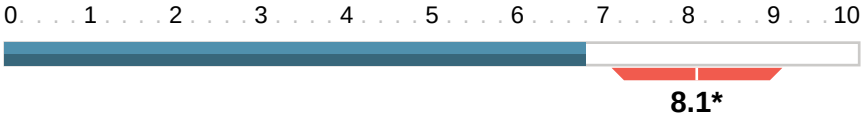
7.1
MD

11. Conflict Management - Addressing and resolving conflict constructively.



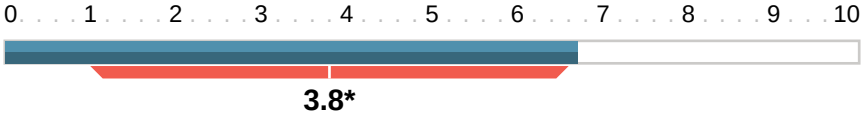
7.0
D

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



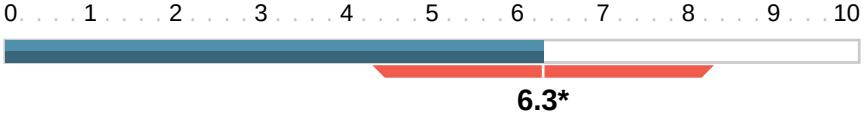
6.8
ND

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



6.7
WD

14. Customer Focus - A commitment to customer satisfaction.



6.3
D

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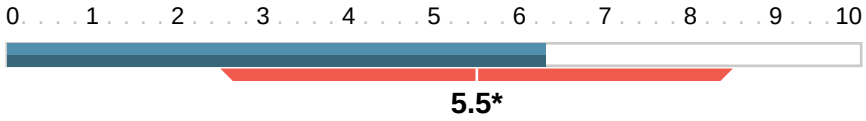
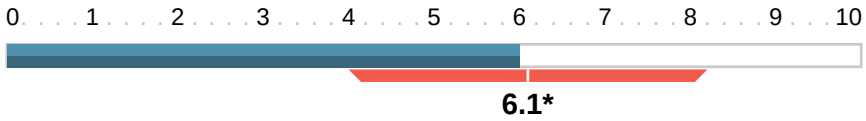
15. Persuasion - Convincing others to change the way they think, believe or behave.



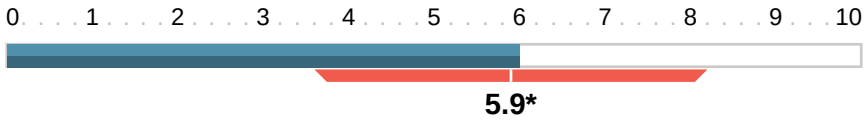
6.3
D

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



6.0
MD

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



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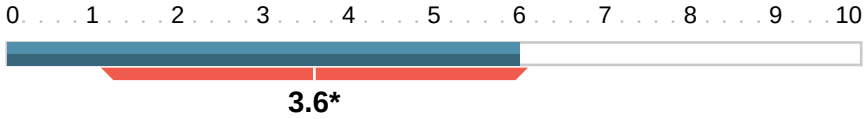
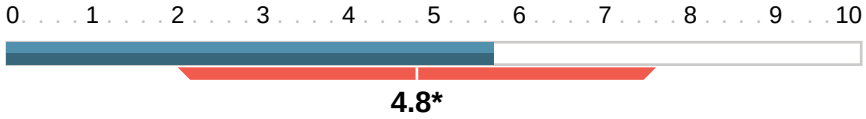
D

18. Empathy - Identifying with and caring about others.



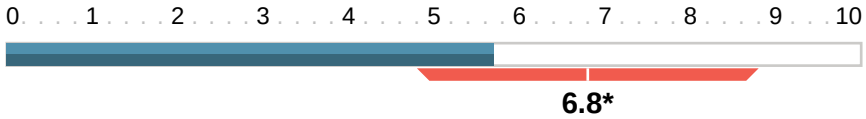
6.0
D

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



5.7
D

20. Goal Achievement - The ability to ideNtify and prioritize activities that lead to a goal.



5.7
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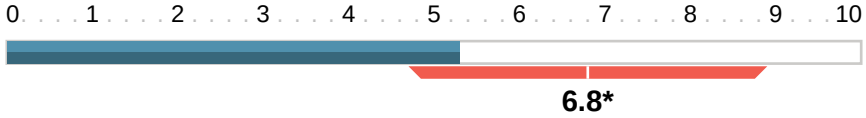
21. Employee Development/Coaching - Facilitating and supporting the professional growth of others.



5.3
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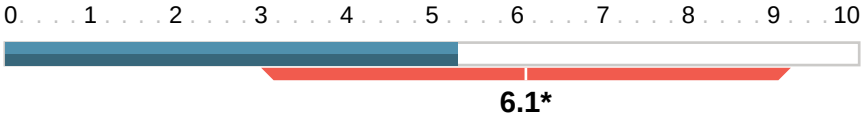
22. Presenting - Communicating effectively to groups.



5.3
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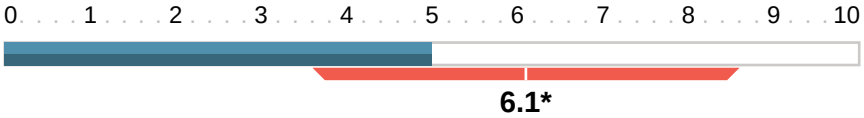
23. Leadership - Achieving extraordinary business results through people.



5.0
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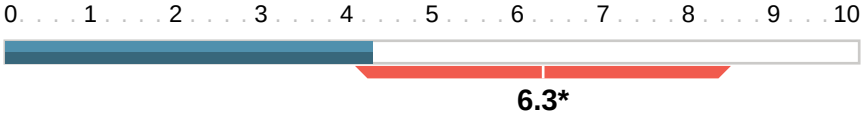
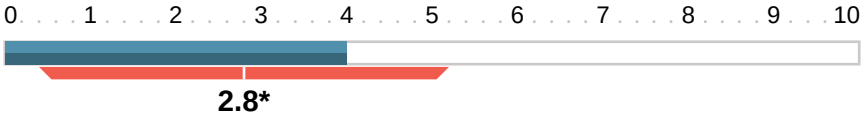
24. Teamwork - Working effectively and productively with others.



4.3
MD

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



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

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Well Developed Competencies

This section of your report lists and describes competencies that are well developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have consistently demonstrated the actions described.

Written Communication: Writing clearly, succinctly and understandably.

- Writes in ways that make abstract concepts, issues and information clear and understandable.
- Utilizes a wide range of appropriate writing techniques and methods.
- Succinctly presents objective or subjective viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Determines what information needs to be communicated.
- Skillfully utilizes written language to convey key messages and meaning.
- Effectively involves readers in the material.
- Adjusts writing style to specific audiences as needed.

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

- Demonstrates ability to forecast long range outcomes and develop suitable business strategies
- Identifies, evaluates and communicates potential impacts of hypothetical situations
- Defines options to leverage opportunities in achieving business goals
- Develops plans and strategies that lead to desired strategic outcomes

Resiliency: The ability to quickly recover from adversity.

- Continues toward goals in the face of difficulty and adversity
- Handles criticism and rejection from others with objectivity
- Recovers quickly from personal setbacks
- Moves past unforeseen obstacles without unnecessary delay

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

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

Negotiation: Facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment, conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.

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Developed Competencies

This section of your report lists and describes the competencies in which you are developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have demonstrated the actions described.

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

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

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

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

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

- Independently pursues business objectives in an organized and efficient manner
- Prioritizes activities as necessary to meet job responsibilities
- Maintains required level of activity toward achieving goals without direct supervision
- Minimizes work flow disruptions and time wasters to complete high quality work within a specified time frame

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Decision Making: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult decisions in a timely manner.
- Gathers relevant input and develops a rationale for making decisions.
- Evaluates the impact or consequences of decisions before making them.
- Acts decisively despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

Conflict Management: Addressing and resolving conflict constructively.

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

Customer Focus: A commitment to customer satisfaction.

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

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

- Utilizes the knowledge of other's needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.

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

- Maintains positive relationships with others through treating them fairly
- Demonstrates respect for others
- Understands and values differences between people
- Respects diversity in race, national origin, religion, gender, life style, age and disability.

Empathy: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.

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

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

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

- Demonstrates an ability to connect the dots and see the big-picture.
- Observes and analyzes the forces driving current reality that may have long-term effects.
- Utilizes foresight and intuitive perception as well as factual events to draw inferences.
- Recognizes, supports and/or champions progressive ideas.
- Anticipates future trends or events.
- Envisions possibilities others may not.
- Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.

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Moderately Developed Competencies

This section of the report list and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 25 competencies. The statements listed below describe consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

Flexibility: Agility in adapting to change.

- Responds promptly to shifts in direction, priorities and schedules.
- Demonstrates agility in accepting new ideas, approaches and/or methods.
- Effective in juggling multiple priorities and tasks.
- Modifies methods or strategies to fit changing circumstances.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.
- Embraces and/or champions change.

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

- Accepts personal responsibility for the consequences of personal actions
- Avoids placing unnecessary blame on others
- Maintains personal commitment to objectives regardless of the success or failure of personal decisions
- Applies personal lessons learned from past failures to moving forward in achieving future successes

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

- Demonstrates curiosity and enthusiasm for learning.
- Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
- Keeps abreast of current or new information through reading and other learning methods.
- Actively interested in new technologies, processes and methods.
- Welcomes or seeks assignments requiring new skills and knowledge.
- Expends considerable effort and/or expense on learning.
- Genuinely enjoys learning.
- Identifies applications for knowledge.
- Is considered a knowledgeable resource by others.

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Moderately Developed Competencies

Goal Achievement: The ability to ideNtify and prioritize activities that lead to a goal.

- Establishes goals that are relevant, realistic and attainable
- Identifies and implements required plans and milestones to achieve specific business goals
- Initiates activity toward goals without unnecessary delay
- Stays on target to complete goals regardless of obstacles or adverse circumstances

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

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

Presenting: Communicating effectively to groups.

- Organizes information to be presented in succinct, logical sequence.
- Presents information in ways that makes abstract or complex concepts clear and understandable.
- Effectively utilizes language, word-pictures, stories, metaphors and humor.
- Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
- Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
- Projects authenticity, confidence, conviction and passion.
- Appeals to and engages the heart and mind of the audience.
- Tailors presentation to the interests, needs and wants of audiences.
- Establishes and delivers content objectives.
- Communicates in ways that elevate audience awareness and understanding.
- Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
- Is recognized and relied upon as an effective spokesperson.

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Moderately Developed Competencies

Leadership: Achieving extraordinary business results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walks their talk).
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to the needs and motivations of others.
- Makes decisions to avoid or mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.

Teamwork: Working effectively and productively with others.

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

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Competencies Needing Development

Very few individuals are well developed in all 25 competencies. This section of your report lists and describes the competencies you have not yet developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

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

- Demonstrates awareness of how actions will directly and indirectly impact others
- Listens to others attentively
- Demonstrates regard for and sensitivity to the feelings of others
- Values and respects the diversity of others and their beliefs

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Getting the Most From Your Report

Questions about the personal skills you are well developed in:

- Are you using the personal skills you are well developed in more in your personal or professional life?
- How is your development of these personal skills contributing to your success?
- How can you use these personal skills to advance your career, get a promotion or secure a better job?
- Do other people know that you are well developed in these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you are developed and moderately developed:

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

Questions about the personal skills you have not yet developed:

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

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