



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Job/Talent Comparison Report

Comparison of Top 5 Candidates

Account Manager
5-21-2013

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company



Introduction Where Opportunity Meets Talent®

This report compares a specific job benchmark to the results of one to five talent reports. Use the following guidelines to effectively interpret the results.

Interpretation Guidelines

When you compare a person to a specific job benchmark, you must ask yourself some very important questions with regard to the top seven competencies, the top three motivators, and the top three behaviors and the Acumen Indicators. The answers to these questions will maximize the use of this report:

Competencies

- How difficult will it be for someone to master and maintain the specific attribute for which the job is calling?
- If a gap exists between the job and the person, can the gap be addressed with training, or not?
- Are courses, seminars, training, books, tapes, or CDs available for personal development in the weak area(s)?
- How cost effective will it be to train a person rather than hire someone who has already mastered the necessary attributes?
- Has the person mastered certain attributes that could be detrimental to the job benchmark?

Rewards/Culture

- How will a person feel if they have to spend eight hours a day in a culture that does not reward their passion?
- How will a person feel if he/she has negative feelings about the built-in rewards and culture of the job?

Behavioral Traits

- How will a person feel about being required to make a major behavioral change, and how will that affect productivity?

Additional Consideration

- How are other people in the same job performing based on the results of their TriMetrix® HD Talent Report?



Introduction

This comparison report is based on the hierarchy of the job benchmark. The report uses raw numbers generated from the job and talent scoring. The job may call for something to be very important; however, people rarely bring perfection and complete mastery to any job. The job could call for the person to be a perfect 10; however, do not exclude people from consideration based solely on the gap(s) between the job benchmark and their talent score.

If a person is poor in an area that the job benchmark has identified as "very important," you must ask the difficult questions to determine if that would keep a person from achieving and maintaining superior performance.

Note: THE ORDER IN WHICH A PERSON'S NAME APPEARS IS NOT BASED ON THE PERSON'S MATCH TO THE JOB. THE ORDER IS BASED SOLELY ON THE ORDER IN WHICH PERSONAL REPORTS WERE SELECTED BY THE ORIGINATOR OF THIS REPORT.



Introduction

Job Competencies Hierarchy (25 Areas)

This section presents the key job attributes, quantifies their importance to this specific job benchmark, and compares the personal results for each attribute. The job has a unique ranking of attributes, reflecting different levels of capacities required for superior performance.

Rewards/Culture Hierarchy (6 Areas)

This section clearly identifies the rewards/culture of the job, which defines its sources of motivation, and compares the personal results in each of these areas. It clarifies "why" and "in what kind of environment" this job will produce success.

Behavioral Hierarchy (12 Areas)

This section provides the behavioral traits demanded by the job and compares the talent for each trait. The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

Note: Sections are presented on a 0-10 point scale to clearly illustrate the job benchmark and corresponding results of the individual personal report(s).

Acumen Indicators (12 Areas)

This section represents the acumen needed for superior performance in the position.

Job Competencies Feedback

This section will assist you in understanding the type and kinds of attributes (people skills) that are needed for superior job performance.

Rewards/Culture Feedback

This section expands on the fact that every job in every organization has its own culture. The culture of any job is clearly defined by how it rewards superior performance.

Behavioral Feedback

This section clarifies the nature of the behavioral traits demanded by the job.



Introduction

Note: The information provided above offers you a better understanding of the job requirements for superior performance based on the top seven attributes, the top three rewards/culture and the top three behavioral traits. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for the person(s) selected to perform this job.

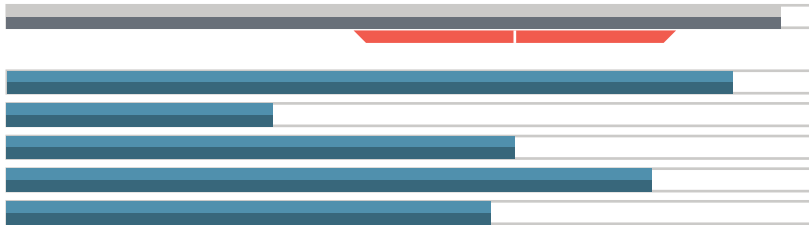


Job Competencies Hierarchy

All jobs require certain competencies. This section of the report identifies those competencies that lead to superior performance in most jobs. The graphs below are in descending order from the highest rated competency required by the job to the lowest.

1. Customer Focus - A commitment to customer satisfaction.

0 . . . 1 2 3 4 5 6 7 8 9 . . . 10



9.6 Job
6.3 *
9.0 Mark Sample
3.3 Gregg Sample
6.3 Jenny Sample
8.0 Juliane Sample
6.0 Debbie Sample

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

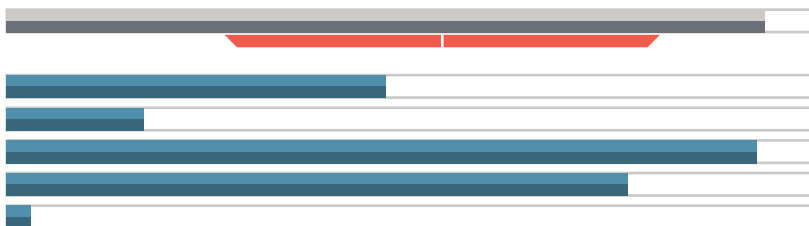
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9.6 Job
6.8 *
9.3 Mark Sample
9.3 Gregg Sample
9.3 Jenny Sample
6.7 Juliane Sample
10.0 Debbie Sample

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

0 . . . 1 2 3 4 5 6 7 8 9 . . . 10



9.4 Job
5.4 *
4.7 Mark Sample
1.7 Gregg Sample
9.3 Jenny Sample
7.7 Juliane Sample
0.3 Debbie Sample

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

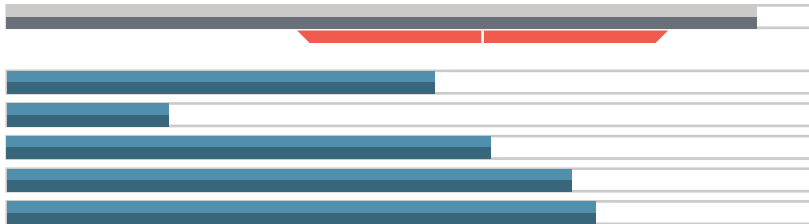
Please note that the population means and standard deviations shown are based on the entire population and are not job/position specific.



Job Competencies Hierarchy

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

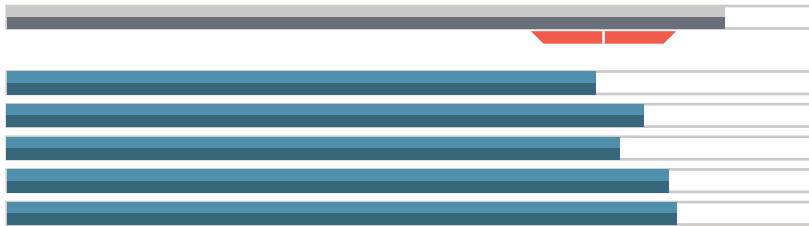
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- 9.3 Job**
- 5.9 ***
- 5.3 Mark Sample
- 2.0 Gregg Sample
- 6.0 Jenny Sample
- 7.0 Juliane Sample
- 7.3 Debbie Sample

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

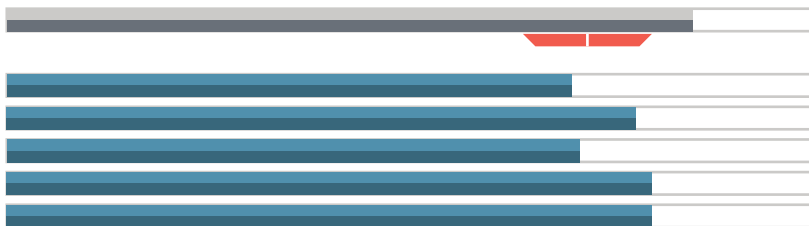
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- 8.9 Job**
- 7.4 ***
- 7.3 Mark Sample
- 7.9 Gregg Sample
- 7.6 Jenny Sample
- 8.2 Juliane Sample
- 8.3 Debbie Sample

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

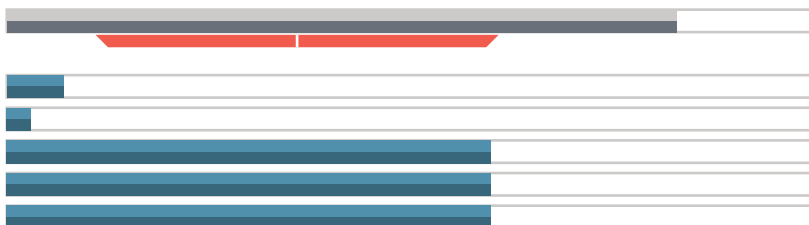
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- 8.5 Job**
- 7.2 ***
- 7.0 Mark Sample
- 7.8 Gregg Sample
- 7.1 Jenny Sample
- 8.0 Juliane Sample
- 8.0 Debbie Sample

7. Empathy - Identifying with and caring about others.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 8.3 Job**
- 3.6 ***
- 0.7 Mark Sample
- 0.0 Gregg Sample
- 6.0 Jenny Sample
- 6.0 Juliane Sample
- 6.0 Debbie Sample

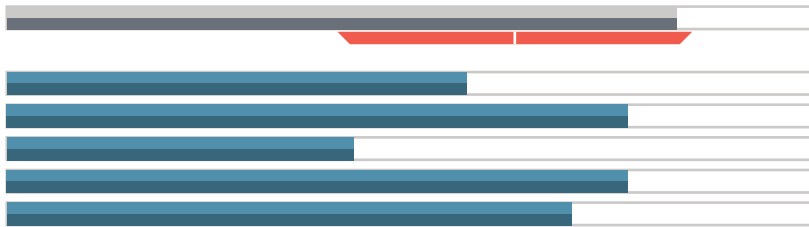
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

8. Teamwork - Working effectively and productively with others.

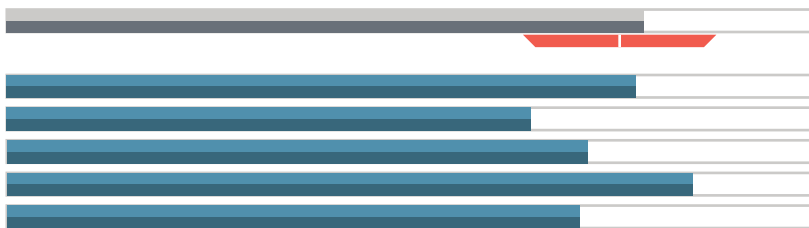
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8.3 Job
6.3 *
5.7 Mark Sample
7.7 Gregg Sample
4.3 Jenny Sample
7.7 Juliane Sample
7.0 Debbie Sample

9. Flexibility - Agility in adapting to change.

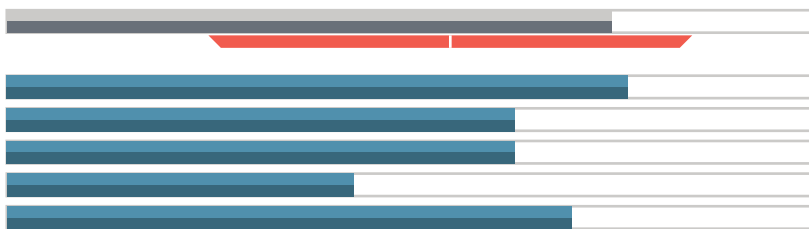
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7.9 Job
7.6 *
7.8 Mark Sample
6.5 Gregg Sample
7.2 Jenny Sample
8.5 Juliane Sample
7.1 Debbie Sample

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

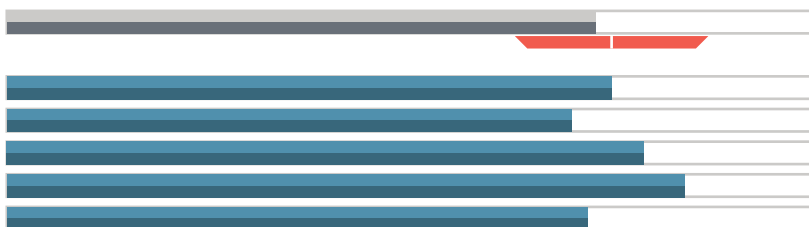
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7.5 Job
5.5 *
7.7 Mark Sample
6.3 Gregg Sample
6.3 Jenny Sample
4.3 Juliane Sample
7.0 Debbie Sample

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



7.3 Job
7.5 *
7.5 Mark Sample
7.0 Gregg Sample
7.9 Jenny Sample
8.4 Juliane Sample
7.2 Debbie Sample

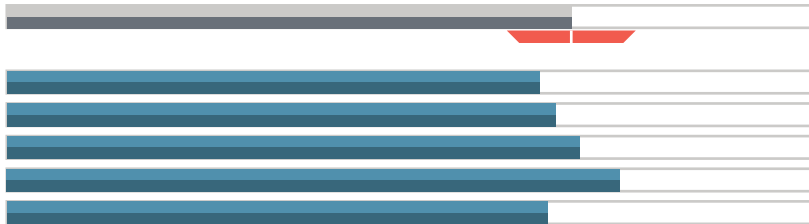
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

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

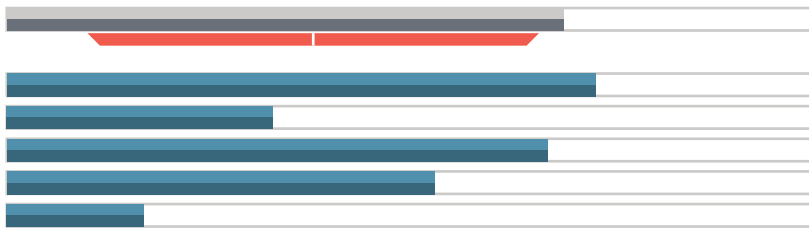
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- 7.0 Job**
- 7.0 ***
- 6.6 Mark Sample
- 6.8 Gregg Sample
- 7.1 Jenny Sample
- 7.6 Juliane Sample
- 6.7 Debbie Sample

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.9 Job**
- 3.8 ***
- 7.3 Mark Sample
- 3.3 Gregg Sample
- 6.7 Jenny Sample
- 5.3 Juliane Sample
- 1.7 Debbie Sample

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

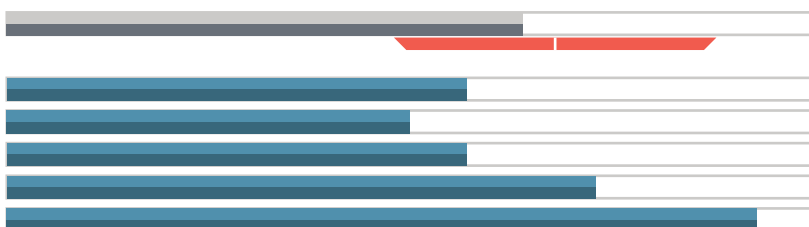
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- 6.7 Job**
- 7.3 ***
- 6.9 Mark Sample
- 6.3 Gregg Sample
- 8.5 Jenny Sample
- 7.4 Juliane Sample
- 7.3 Debbie Sample

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.4 Job**
- 6.8 ***
- 5.7 Mark Sample
- 5.0 Gregg Sample
- 5.7 Jenny Sample
- 7.3 Juliane Sample
- 9.3 Debbie Sample

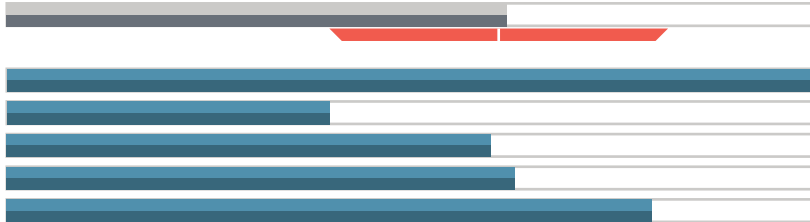
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

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

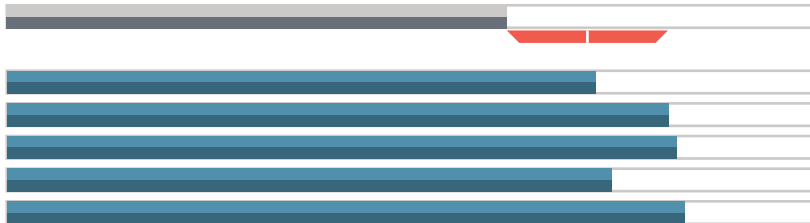
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- 6.2 Job**
- 6.1 ***
- 10.0 Mark Sample
- 4.0 Gregg Sample
- 6.0 Jenny Sample
- 6.3 Juliane Sample
- 8.0 Debbie Sample

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

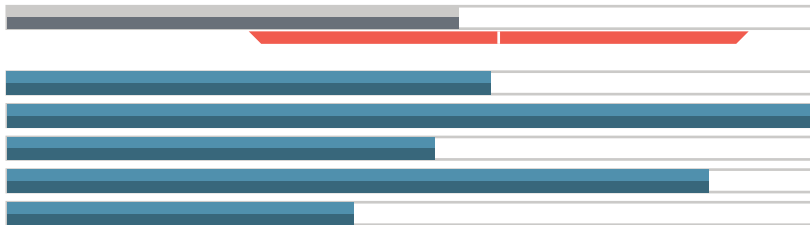
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- 6.2 Job**
- 7.2 ***
- 7.3 Mark Sample
- 8.2 Gregg Sample
- 8.3 Jenny Sample
- 7.5 Juliane Sample
- 8.4 Debbie Sample

18. Presenting - Communicating effectively to groups.

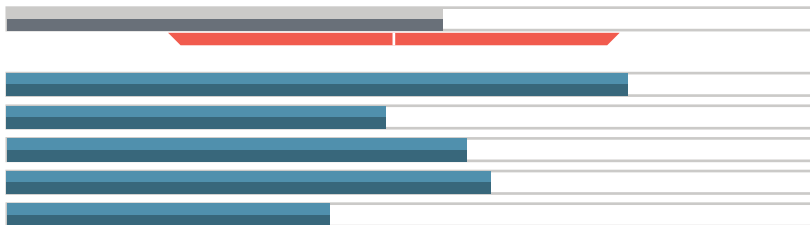
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- 5.6 Job**
- 6.1 ***
- 6.0 Mark Sample
- 10.0 Gregg Sample
- 5.3 Jenny Sample
- 8.7 Juliane Sample
- 4.3 Debbie Sample

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.4 Job**
- 4.8 ***
- 7.7 Mark Sample
- 4.7 Gregg Sample
- 5.7 Jenny Sample
- 6.0 Juliane Sample
- 4.0 Debbie Sample

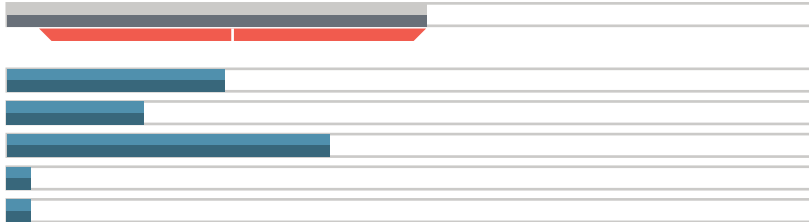
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

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

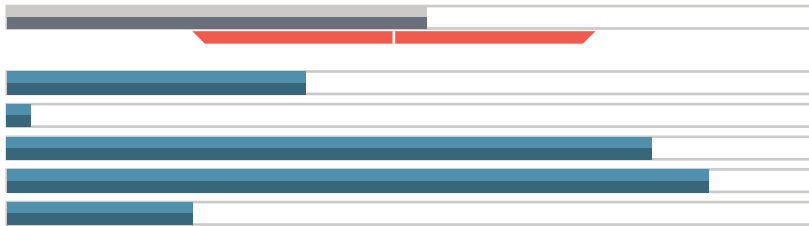
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5.2 Job
2.8 *
2.7 Mark Sample
1.7 Gregg Sample
4.0 Jenny Sample
0.3 Juliane Sample
0.3 Debbie Sample

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

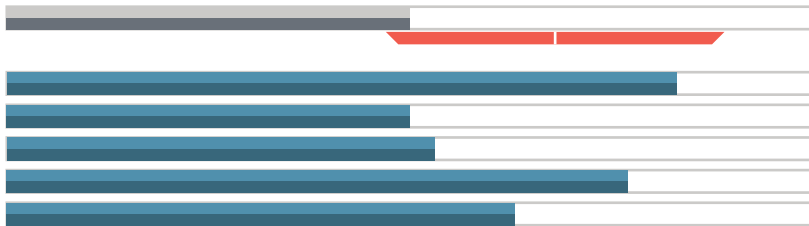
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5.2 Job
4.8 *
3.7 Mark Sample
0.3 Gregg Sample
8.0 Jenny Sample
8.7 Juliane Sample
2.3 Debbie Sample

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

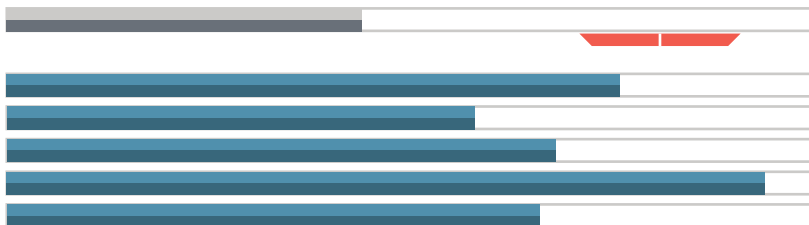
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5.0 Job
6.8 *
8.3 Mark Sample
5.0 Gregg Sample
5.3 Jenny Sample
7.7 Juliane Sample
6.3 Debbie Sample

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



4.4 Job
8.1 *
7.6 Mark Sample
5.8 Gregg Sample
6.8 Jenny Sample
9.4 Juliane Sample
6.6 Debbie Sample

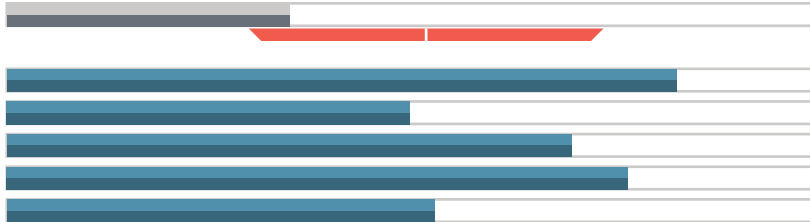
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

24. Conflict Management - Addressing and resolving conflict constructively.

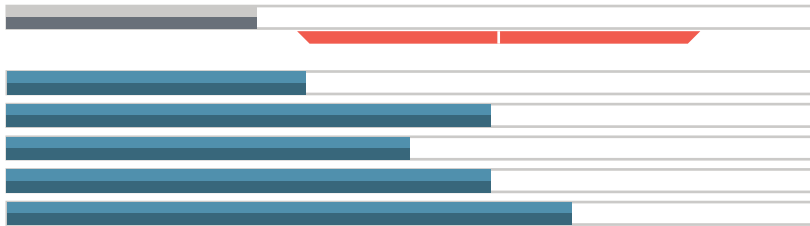
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- 3.5 Job
- 5.2 *
- 8.3 Mark Sample
- 5.0 Gregg Sample
- 7.0 Jenny Sample
- 7.7 Juliane Sample
- 5.3 Debbie Sample

25. Leadership - Achieving extraordinary business results through people.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 3.1 Job
- 6.1 *
- 3.7 Mark Sample
- 6.0 Gregg Sample
- 5.0 Jenny Sample
- 6.0 Juliane Sample
- 7.0 Debbie Sample

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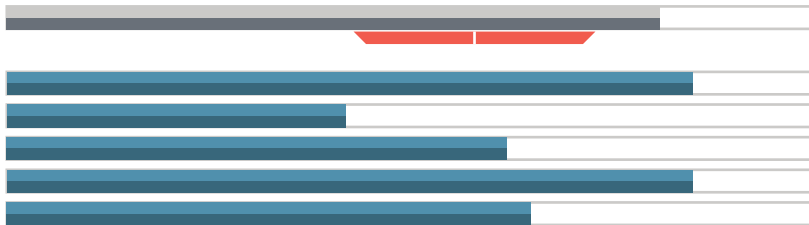


Job Rewards/Culture Hierarchy

These graphs are based on the hierarchy of the job benchmark's rewards/culture in descending order from highest required by the job to the lowest. Gaps may point to a job culture that does not match the person's passion and may produce negative feelings about the job.

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

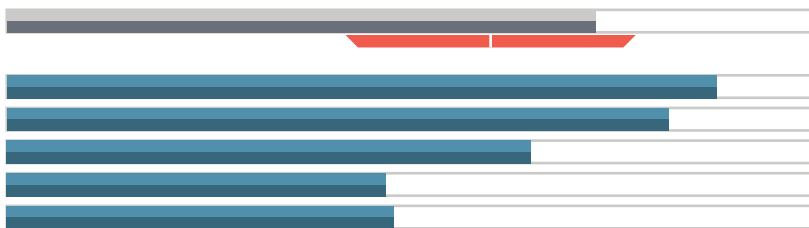
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- 8.1 Job
- 5.8 *
- 8.5 Mark Sample
- 4.2 Gregg Sample
- 6.2 Jenny Sample
- 8.5 Juliane Sample
- 6.5 Debbie Sample

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

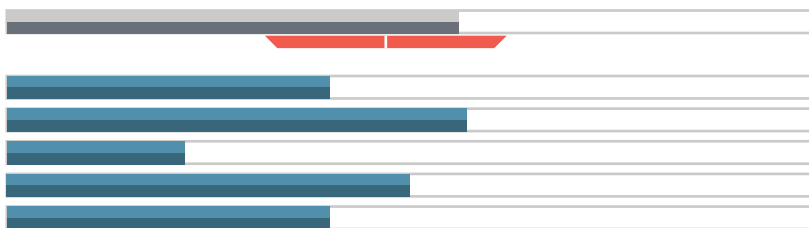
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- 7.3 Job
- 6.0 *
- 8.8 Mark Sample
- 8.2 Gregg Sample
- 6.5 Jenny Sample
- 4.7 Juliane Sample
- 4.8 Debbie Sample

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.6 Job
- 4.7 *
- 4.0 Mark Sample
- 5.7 Gregg Sample
- 2.2 Jenny Sample
- 5.0 Juliane Sample
- 4.0 Debbie Sample

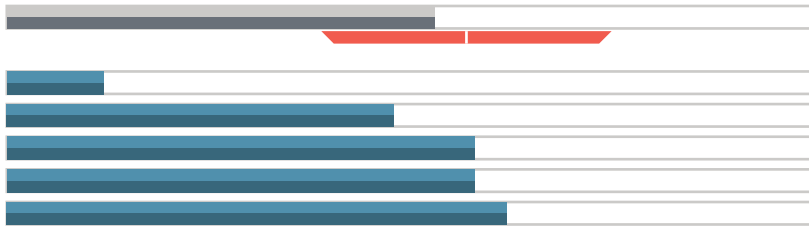
* 68% of the population falls within the shaded area.



Job Rewards/Culture Hierarchy

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

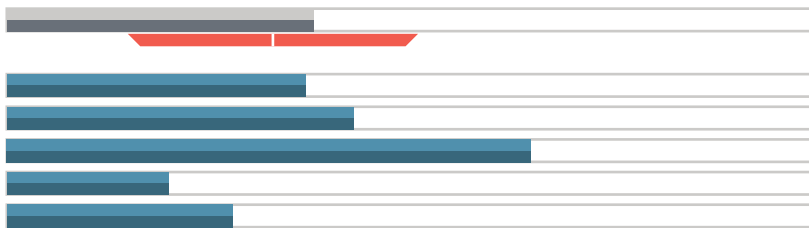
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- 5.3 Job**
- 5.7 ***
- 1.2 Mark Sample
- 4.8 Gregg Sample
- 5.8 Jenny Sample
- 5.8 Juliane Sample
- 6.2 Debbie Sample

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

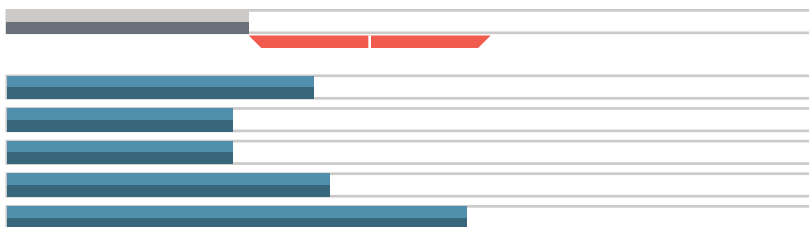
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- 3.8 Job**
- 3.3 ***
- 3.7 Mark Sample
- 4.3 Gregg Sample
- 6.5 Jenny Sample
- 2.0 Juliane Sample
- 2.8 Debbie Sample

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 3.0 Job**
- 4.5 ***
- 3.8 Mark Sample
- 2.8 Gregg Sample
- 2.8 Jenny Sample
- 4.0 Juliane Sample
- 5.7 Debbie Sample

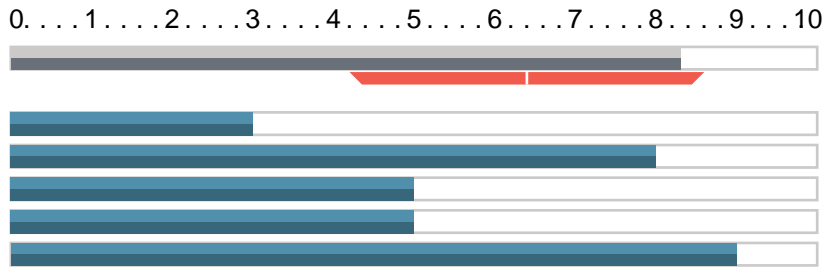
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

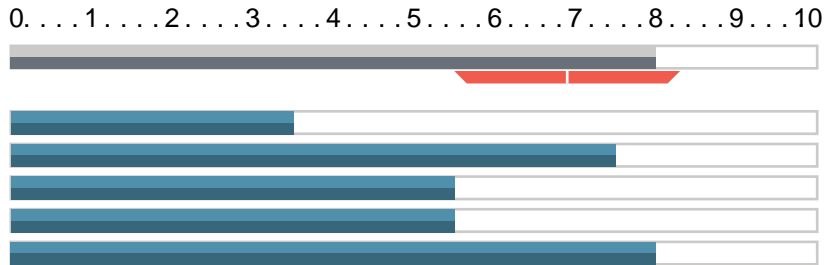
This section is designed to give a visual understanding of the behavioral traits demanded of the job and the natural behavioral style(s) of the individual(s). The graphs are in descending order from the highest rated behavioral traits required by the job to the lowest. In comparing the results in this section, it is important to note how gaps may indicate a level of stress that could be created when a person is forced to adapt behavior that is not his/her natural style.

1. Frequent Interaction with Others - The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



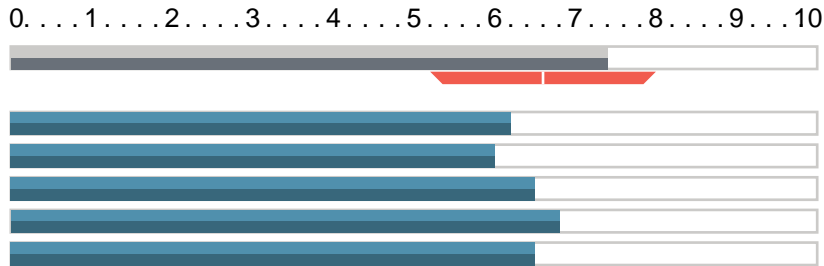
- 8.3 Job
- 6.4 *
- 3.0 Mark Sample
- 8.0 Gregg Sample
- 5.0 Jenny Sample
- 5.0 Juliane Sample
- 9.0 Debbie Sample

2. People Oriented - The job demands a positive and constructive view of working with others. There will be a high percentage of time spent in listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



- 8.0 Job
- 6.9 *
- 3.5 Mark Sample
- 7.5 Gregg Sample
- 5.5 Jenny Sample
- 5.5 Juliane Sample
- 8.0 Debbie Sample

3. Customer Relations - The job demands a desire to convey your sincere interest in your internal and/or external customers.



- 7.4 Job
- 6.6 *
- 6.2 Mark Sample
- 6.0 Gregg Sample
- 6.5 Jenny Sample
- 6.8 Juliane Sample
- 6.5 Debbie Sample

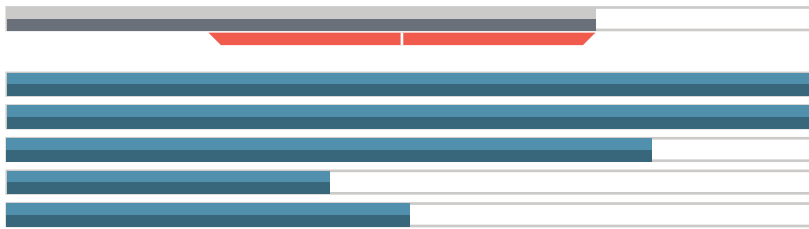
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

4. Competitiveness - The job exists within a demanding environment where consistently winning is critical. The job demands tenacity, boldness, assertiveness and a "will to win" in dealing with highly competitive situations.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



7.3	Job
4.9	*
10.0	Mark Sample
10.0	Gregg Sample
8.0	Jenny Sample
4.0	Juliane Sample
5.0	Debbie Sample

5. Frequent Change - The job requires a comfort level with "juggling many balls in the air at the same time!" It will be asked to leave several tasks unfinished and easily move on to new tasks with little or no notice.

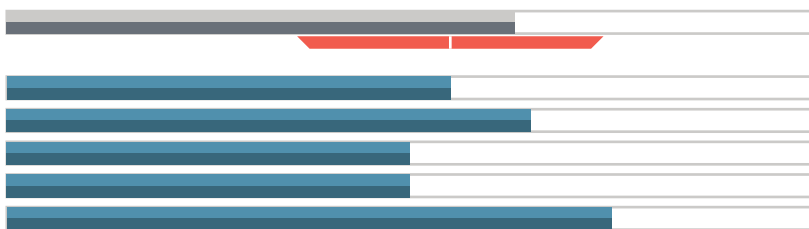
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



6.5	Job
5.4	*
6.5	Mark Sample
8.5	Gregg Sample
6.2	Jenny Sample
4.2	Juliane Sample
7.2	Debbie Sample

6. Versatility - The job calls for a high level of optimism and a "can do" orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



6.3	Job
5.5	*
5.5	Mark Sample
6.5	Gregg Sample
5.0	Jenny Sample
5.0	Juliane Sample
7.5	Debbie Sample

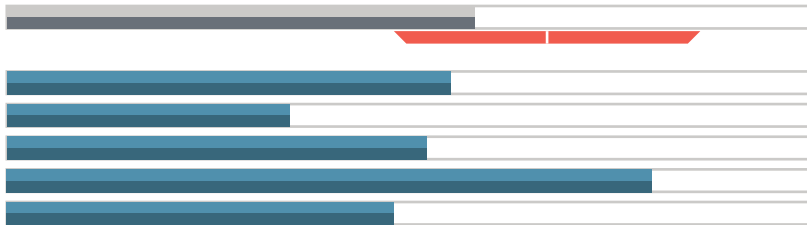
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

7. Following Policy - The job calls for complying with the policy or if no policy, complying with the way it has been done in the past.

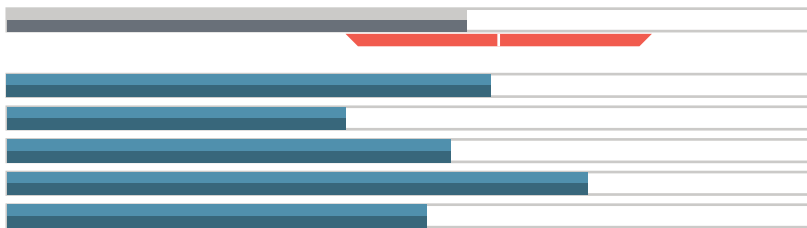
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.8 Job
- 6.7 *
- 5.5 Mark Sample
- 3.5 Gregg Sample
- 5.2 Jenny Sample
- 8.0 Juliane Sample
- 4.8 Debbie Sample

8. Follow Up and Follow Through - The job requires a need to be thorough and complete tasks that have been started.

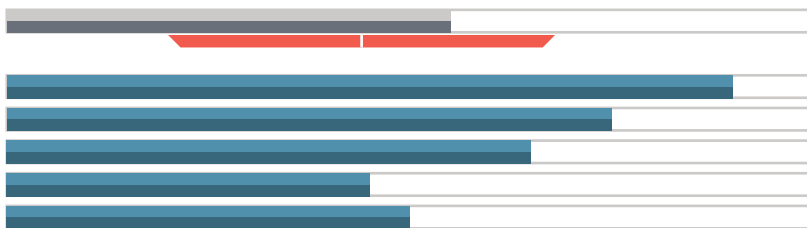
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- 5.7 Job
- 6.1 *
- 6.0 Mark Sample
- 4.2 Gregg Sample
- 5.5 Jenny Sample
- 7.2 Juliane Sample
- 5.2 Debbie Sample

9. Urgency - The job requires decisiveness, quick response, fast action. It will often be involved in critical situations demanding that on-the-spot decisions be made with good judgment. The job will repeatedly face important deadlines that must be met on time.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.5 Job
- 4.4 *
- 9.0 Mark Sample
- 7.5 Gregg Sample
- 6.5 Jenny Sample
- 4.5 Juliane Sample
- 5.0 Debbie Sample

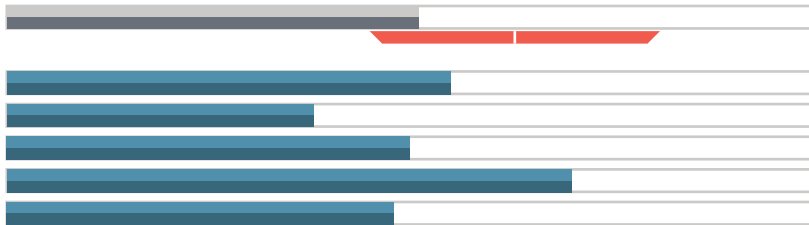
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

10. Consistency - The job requires the ability to do the job the same way on a repeated basis.

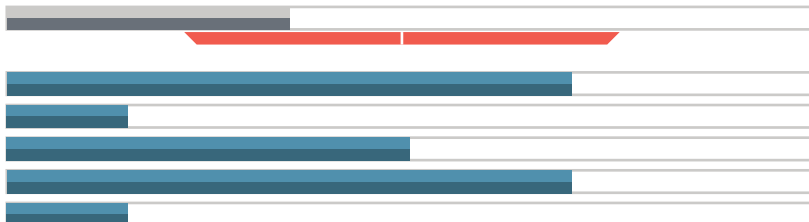
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.1 Job
- 6.3 *
- 5.5 Mark Sample
- 3.8 Gregg Sample
- 5.0 Jenny Sample
- 7.0 Juliane Sample
- 4.8 Debbie Sample

11. Organized Workplace - The job's success depends on systems and procedures, its successful performance is tied to careful organization of activities, tasks and projects that require accuracy. Record keeping and planning are essential components of the job.

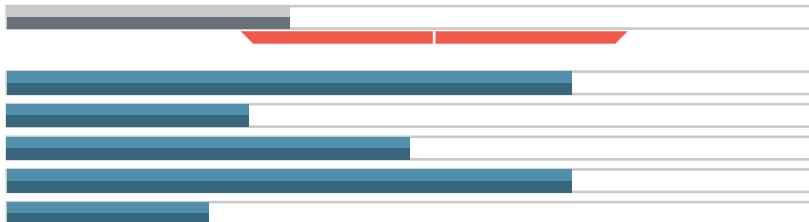
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- 3.5 Job
- 4.9 *
- 7.0 Mark Sample
- 1.5 Gregg Sample
- 5.0 Jenny Sample
- 7.0 Juliane Sample
- 1.5 Debbie Sample

12. Analysis of Data - The job deals with a large number of details. It requires that details, data and facts are analyzed and challenged prior to making decisions and that important decision-making data is maintained accurately for repeated examination as required.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 3.5 Job
- 5.3 *
- 7.0 Mark Sample
- 3.0 Gregg Sample
- 5.0 Jenny Sample
- 7.0 Juliane Sample
- 2.5 Debbie Sample

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

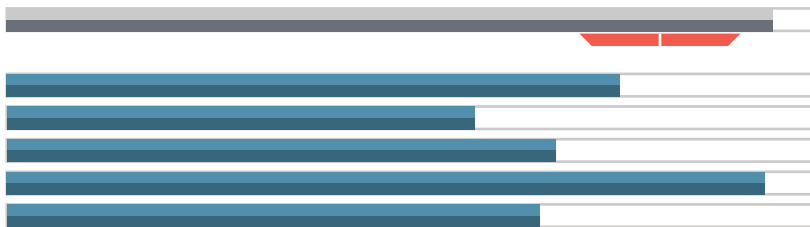


Acumen Indicators

This section identifies the acumen needed for superior performance in this position. These scores are calculated based on the world view (blue) and self view (red) required by the job. Each factor has a clarity score from one to ten and a bias indicator ranging from undervalued, neutral or overvalued for each dimension.

UNDERSTANDING OTHERS - The development of the capacity to discern individuality in others.

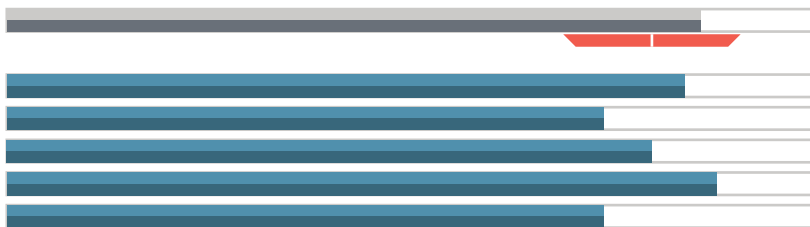
0 . . . 1 2 3 4 5 6 7 8 9 . . . 10



9.5 (-) Job
8.1 *
7.6 (-) Mark Sample
5.8 (-) Gregg Sample
6.8 (o) Jenny Sample
9.4 (o) Juliane Sample
6.6 (-) Debbie Sample

PRACTICAL THINKING - The development of the capacity to discern practical values in situations in the outside world.

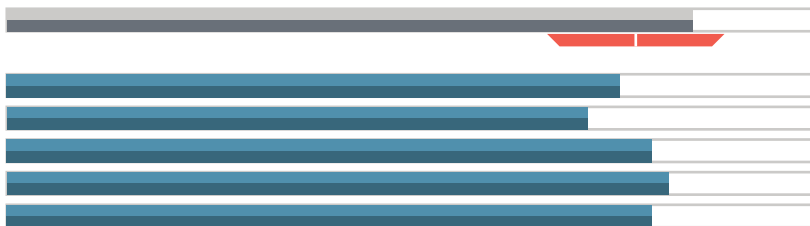
0 . . . 1 2 3 4 5 6 7 8 9 . . . 10



8.6 (+) Job
8.0 *
8.4 (-) Mark Sample
7.4 (-) Gregg Sample
8.0 (o) Jenny Sample
8.8 (-) Juliane Sample
7.4 (-) Debbie Sample

SYSTEMS JUDGMENT - The development of the capacity to discern systems and order in the world.

0 . . . 1 2 3 4 5 6 7 8 9 . . . 10



8.5 (-) Job
7.8 *
7.6 (+) Mark Sample
7.2 (+) Gregg Sample
8.0 (-) Jenny Sample
8.2 (+) Juliane Sample
8.0 (o) Debbie Sample

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



Acumen Indicators

SENSE OF SELF - The development of the capacity to discern individuality in one's self.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



7.1 (-) Job
7.3 *
7.4 (-) Mark Sample
9.0 (-) Gregg Sample
8.0 (-) Jenny Sample
6.2 (-) Juliane Sample
6.8 (-) Debbie Sample

ROLE AWARENESS - The development of the capacity to discern practical values in situations in one's own roles in the world.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



6.8 (+) Job
7.1 *
6.2 (o) Mark Sample
8.4 (+) Gregg Sample
6.6 (-) Jenny Sample
8.0 (o) Juliane Sample
8.2 (+) Debbie Sample

SELF DIRECTION - The development of the capacity to discern systems and order within oneself.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



6.8 (+) Job
6.9 *
7.2 (+) Mark Sample
7.8 (o) Gregg Sample
8.2 (+) Jenny Sample
7.8 (+) Juliane Sample
7.8 (+) Debbie Sample

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



Summary of Top Competencies

This section of the report focuses on competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. 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

2. 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.

3. 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.



Summary of Top Competencies

4. **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.

5. **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

6. **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

7. **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.
 - Expend 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.





Job Rewards/Culture Feedback

This section provides you with a better understanding of the culture of this job. The culture of any job is clearly defined by how it rewards superior performance. Feedback is provided on the three most highly ranked attributes. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. Theoretical
 - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.
2. Utilitarian/Economic
 - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.
3. Individualistic/Political
 - Rewards those who value personal recognition, freedom and control over their own destiny and others.



Behavioral Feedback

This section clarifies the nature of the behavioral traits demanded by the job. Feedback is provided on the three most highly ranked traits. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. Frequent Interaction with Others

- The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

2. People Oriented

- The job demands a positive and constructive view of working with others. There will be a high percentage of time spent in listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.

3. Customer Relations

- The job demands a desire to convey your sincere interest in your internal and/or external customers.