



TTI
SUCCESS
INSIGHTS®

TriMetrix® DNA
Executive

Eric V. Trappen





Introduction

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

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

Behaviors Section

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 Section

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.

Competencies Section

This section presents 23 key competencies and ranks them from top to bottom, defining your major strengths. The skills at the top highlight well-developed capabilities and reveal where you are naturally most effective in focusing your time.



Introduction Behaviors

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

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

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

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

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

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



General Characteristics

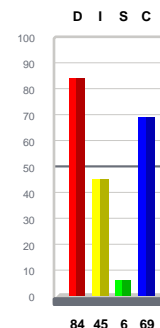
Based on Eric's responses, the report has selected general statements to provide a broad understanding of his work style. These statements identify the basic natural behavior that he brings to the job. That is, if left on his own, these statements identify HOW HE WOULD CHOOSE TO DO THE JOB. Use the general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

Eric is deadline conscious and becomes irritated if deadlines are delayed or missed. He is forward-looking, aggressive and competitive. His vision for results is one of his positive strengths. He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. He embraces visions not always seen by others. Eric's creative mind allows him to see the "big picture." Eric is extremely results-oriented, with a sense of urgency to complete projects quickly. He is often frustrated when working with others who do not share the same sense of urgency. He likes to be forceful and direct when dealing with others. His desire for results is readily apparent to the people he manages. He is a goal-oriented manager who believes in harnessing people to help him achieve his goals. Eric prefers an environment with variety and change. He is at his best when many projects are underway at once. He can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of his great strengths.

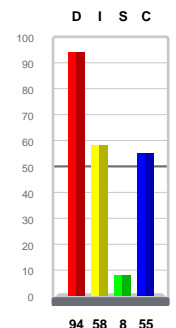
Eric finds it easy to share his opinions on solving work-related problems. He should realize that at times he needs to think a project through, beginning to end, before starting the project. He has the ability to make high-risk decisions, but sometimes should seek counsel before acting. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. Eric has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. When faced with a tough decision, he will try to sell you on his ideas. He will work long hours until a tough problem is solved. After it is solved, Eric may become bored with any routine work that follows.



Adapted Style



Natural Style



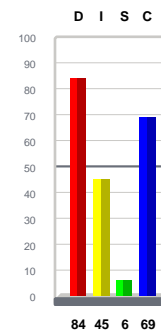


General Characteristics *Continued*

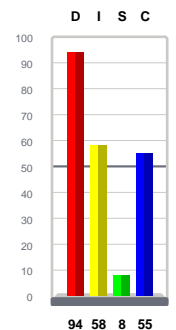
Eric may sometimes mask his feelings in friendly terms. If pressured, Eric's true feelings may emerge. He tends to influence people by being direct, friendly and results-oriented. He likes people who give him options as compared to their opinions. The options may help him make decisions, and he values his own opinion over that of others! He challenges people who volunteer their opinions. Eric should exhibit more patience and ask questions to make sure that others have understood what he has said. He may lose interest in what others are saying if they ramble or don't speak to the point. His active mind is already moving ahead. He likes people who present their case effectively. When they do, he can then make a quicker assessment or decision. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people.



Adapted Style



Natural Style



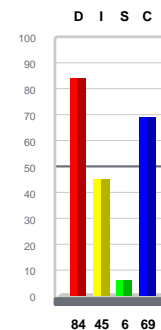


Value to the Organization

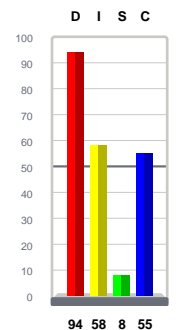
This section of the report identifies the specific talents and behavior Eric brings to the job. By looking at these statements, one can identify his role in the organization. The organization can then develop a system to capitalize on his particular value and make him an integral part of the team.

- Will join organizations to represent the company.
- Creative in his approach to solving problems.
- Spontaneity.
- Challenges the status quo.
- Deadline conscious.
- Thinks big.
- Innovative.
- Tenacious.
- Initiates activity.

Adapted Style



Natural Style





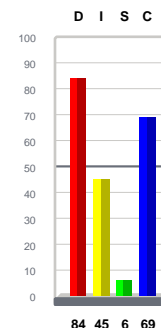
Checklist for Communicating

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

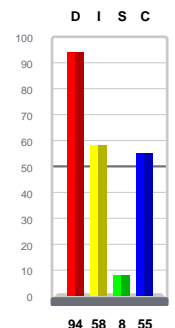
Ways to Communicate:

- Give strokes for his involvement.
- Motivate and persuade by referring to objectives and results.
- Be isolated from interruptions.
- Support the results, not the person, if you agree.
- Be open, honest and informal.
- Support and maintain an environment where he can be efficient.
- Provide systems to follow.
- Be clear, specific, brief and to the point.
- Put projects in writing, with deadlines.
- Provide time for fun and relaxing.
- Understand his sporadic listening skills.
- Read the body language--look for impatience or disapproval.
- Stick to business--let him decide if he wants to talk socially.

Adapted Style



Natural Style





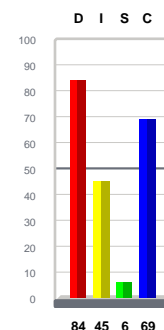
Checklist for Communicating Continued

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

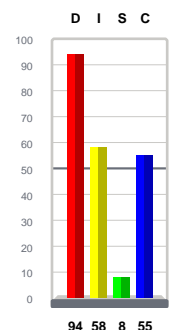
Ways **NOT** to Communicate:

- Let disagreement reflect on him personally.
- Ramble on, or waste his time.
- Try to convince by "personal" means.
- Use paternalistic approach.
- Be redundant.
- Try to build personal relationships.
- Speculate wildly, or offer guarantees and assurances where there is a risk in meeting them.
- Forget to follow-up.
- Talk too slowly, or dwell on details to excess.
- Let him change the topic until you are finished.
- Direct or order.

Adapted Style



Natural Style





Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Perceptions

See Yourself as Others See You

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

Self-Perception

Eric usually sees himself as being:

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

Others' Perception - Moderate

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

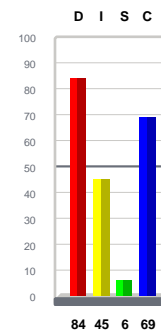
- Demanding
- Nervy
- Egotistical
- Aggressive

Others' Perception - Extreme

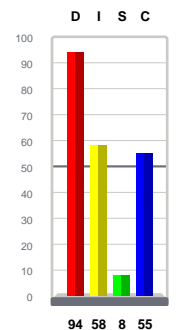
Under extreme pressure, stress or fatigue, others may see him as being:

- Abrasive
- Controlling
- Arbitrary
- Opinionated

Adapted Style



Natural Style





The Absence of a Behavioral Factor

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

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

- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- Avoid positions that revolve around routine work.
- Avoid projects that require constant focus without any room for variance in task.

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

- Situations requiring active listening need to have a conscious effort.
- Seek environments where change is rewarded versus discouraged.
- Understand and recognize that the avoidance of delegation may have a negative impact long-term.





Descriptors

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

Demanding	Effusive	Phlegmatic	Evasive
Egocentric	Inspiring	Relaxed Resistant to Change Nondemonstrative	Worrisome Careful Dependent Cautious Conventional Exacting Neat
Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome	Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic	Passive Patient Possessive Predictable Consistent Deliberate Steady Stable	Systematic Diplomatic Accurate Tactful
Inquisitive Responsible	Trusting Sociable		Open-Minded Balanced Judgment
Dominance	Influencing	Steadiness	Compliance
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	Hypertense	Careless with Details
	Critical		



Natural and Adapted Style

Eric'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

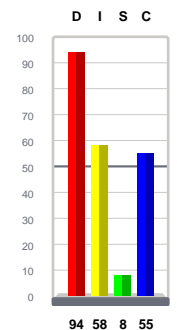
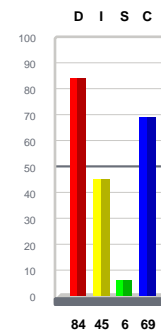
Natural	Adapted
Eric tends to deal with problems and challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and actively seeks goals. Eric will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.	Eric sees no need to change his approach to solving problems or dealing with challenges in his present environment.

People - Contacts

Natural	Adapted
Eric is sociable and optimistic. He is able to use an emotional appeal to convince others of a certain direction. He likes to be on a team and may be the spokesman for the team. He will trust others and likes a positive environment in which to relate.	Eric sees a need to be factual and logical while attempting to influence others. He feels a direct and straightforward approach is really what others want before they can be influenced.

Adapted Style

Natural Style





Natural and Adapted Style Continued

Pace - Consistency

Natural

Eric is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

Adapted

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

Procedures - Constraints

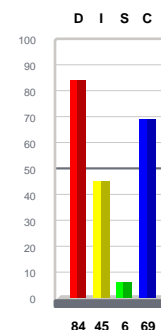
Natural

Eric is somewhat open-minded, but aware and sensitive to the implications of not following the rules. He can display balanced judgment in reviewing procedures. Knowing he is doing things well is a key reinforcement for him.

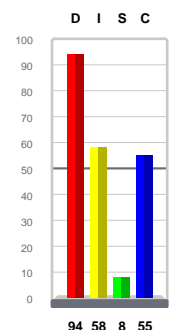
Adapted

Eric is displaying a natural concern for quality and procedures that acquire quality. He wants to know the rules so he can abide by them.

Adapted Style



Natural Style



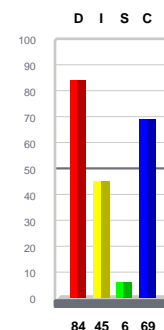


Adapted Style

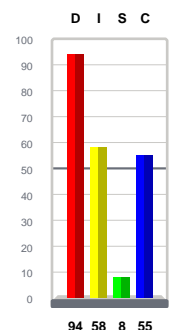
Eric sees his present work environment requiring him to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why he is adapting this behavior.

- Dealing with a wide variety of work activities.
- Handling a variety of activities.
- Anticipating and solving problems.
- Working without close supervision.
- Being sensitive to, but not necessarily controlled by, rules and procedures.
- Meeting deadlines.
- Acting without precedent, and able to respond to change in daily work.
- Persistence in job completion.
- Moving quickly from one activity to another.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Using a flexibility of style, especially with those of different work styles.

Adapted Style



Natural Style





Time Wasters

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

Lack of a Written Plan

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

Possible Causes:

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

Possible Solutions:

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

Crisis Management

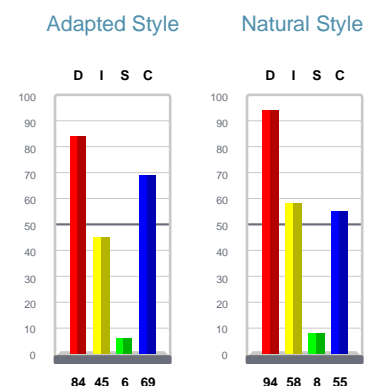
Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

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





Time Wasters *Continued*

- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

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

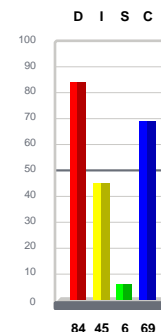
Firefighting

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.

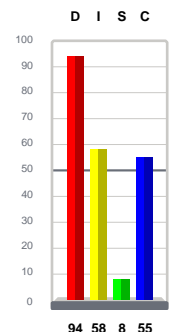
Possible Causes:

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

Adapted Style



Natural Style





Time Wasters Continued

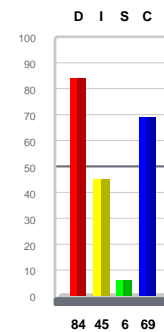
- Failure to fit intensity to the situation

Possible Solutions:

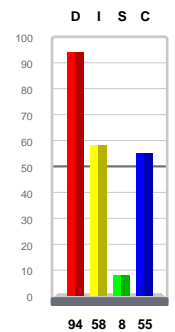
- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach



Adapted Style



Natural Style





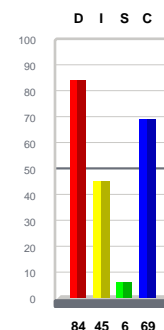
Areas for Improvement

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

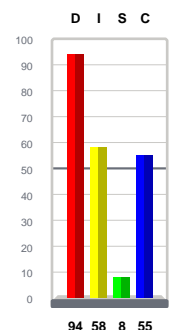
Eric has a tendency to:

- Keep too many balls in the air, and if his support is weak he will have a tendency to drop some of those balls.
- Fail to complete what he starts because of adding more and more projects.
- Take on too much, too soon, too fast.
- Be impulsive and seek change for change's sake. May change priorities daily.
- Set standards for himself and others so high that impossibility of the situation is common place.
- Make "off the cuff" remarks that are often seen as personal prods.
- Be inconsistent because of many stops, starts and ever-changing direction.
- Have trouble delegating--can't wait, so does it himself.
- Be a one-way communicator--doesn't listen to the total story before introducing his opinion.

Adapted Style



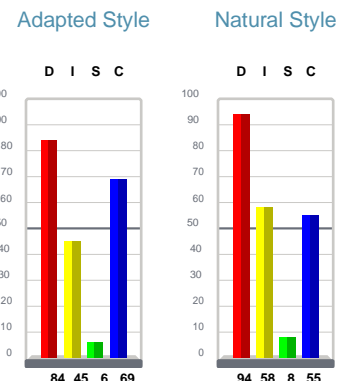
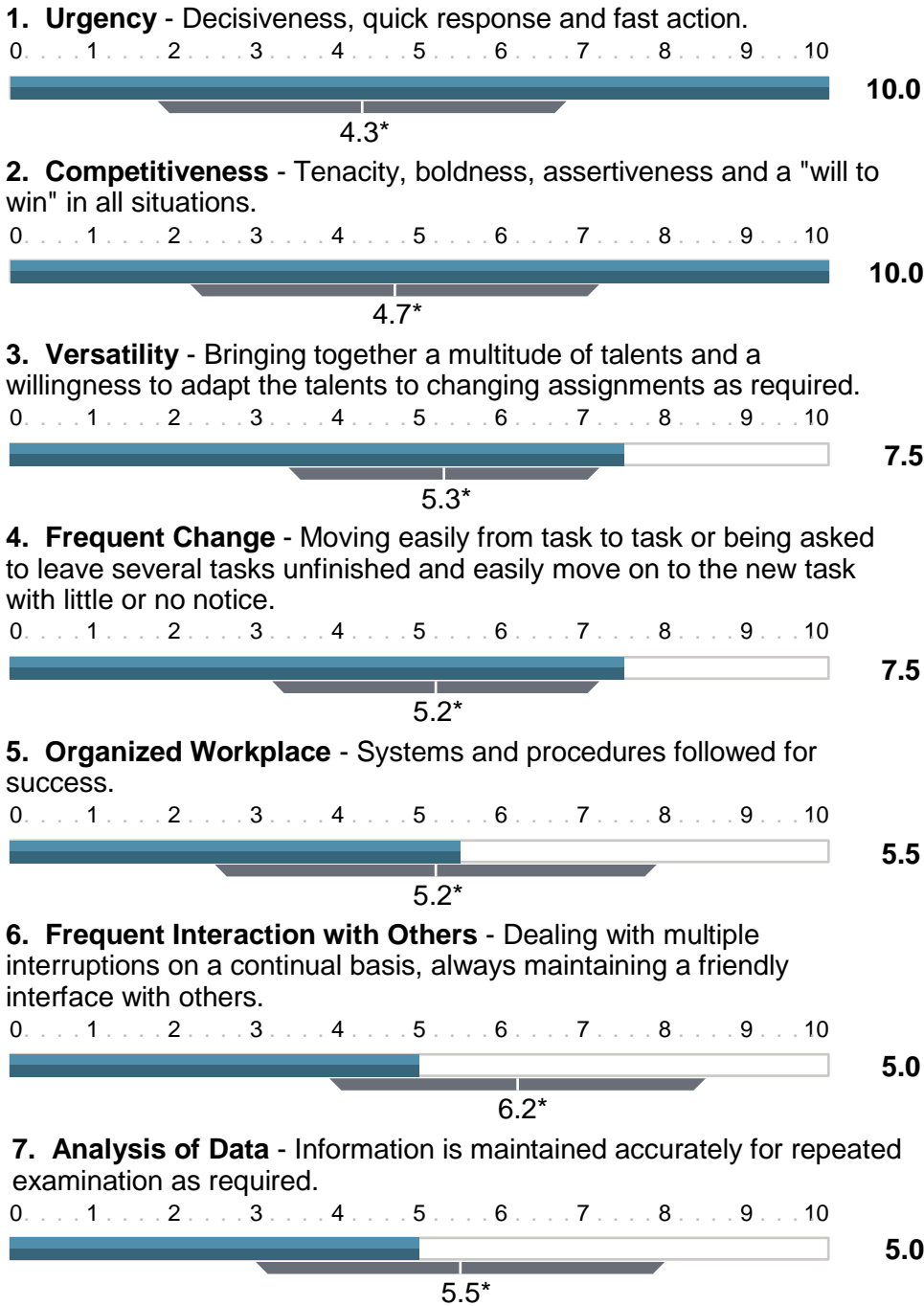
Natural Style





Behavioral Hierarchy

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

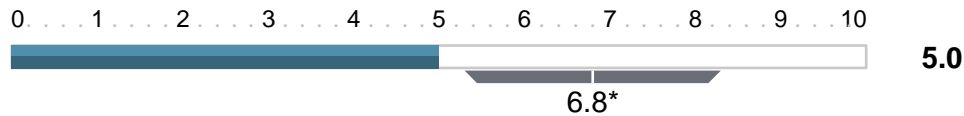


* 68% of the population falls within the shaded area.

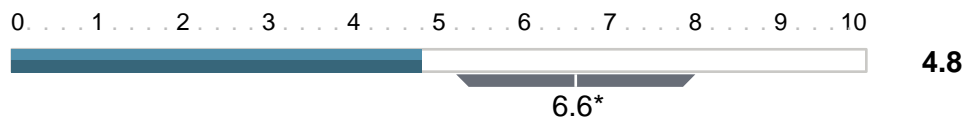


Behavioral Hierarchy

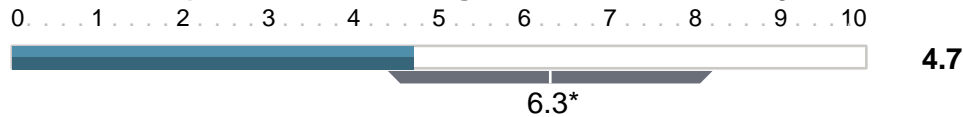
8. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



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



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



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

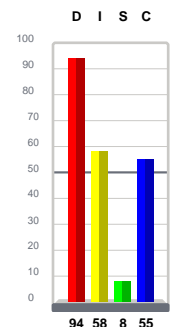
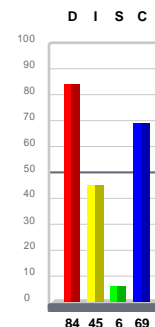


12. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



Adapted Style

Natural Style



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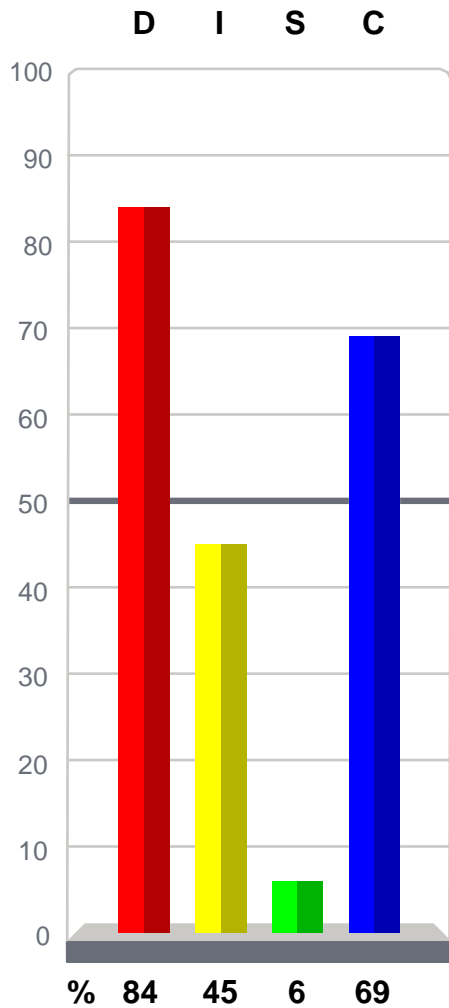


Style Insights® Graphs

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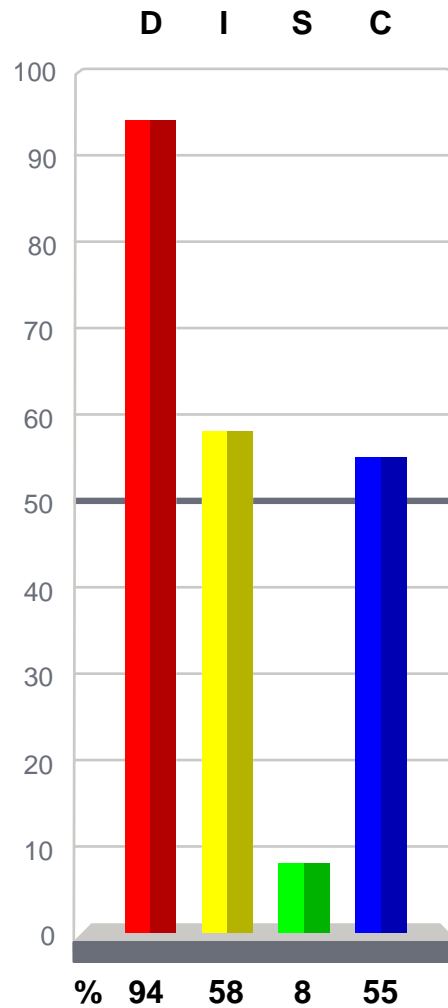
Adapted Style

Graph I



Natural Style

Graph II



Norm 2014 R4



The Success Insights® Wheel

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

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

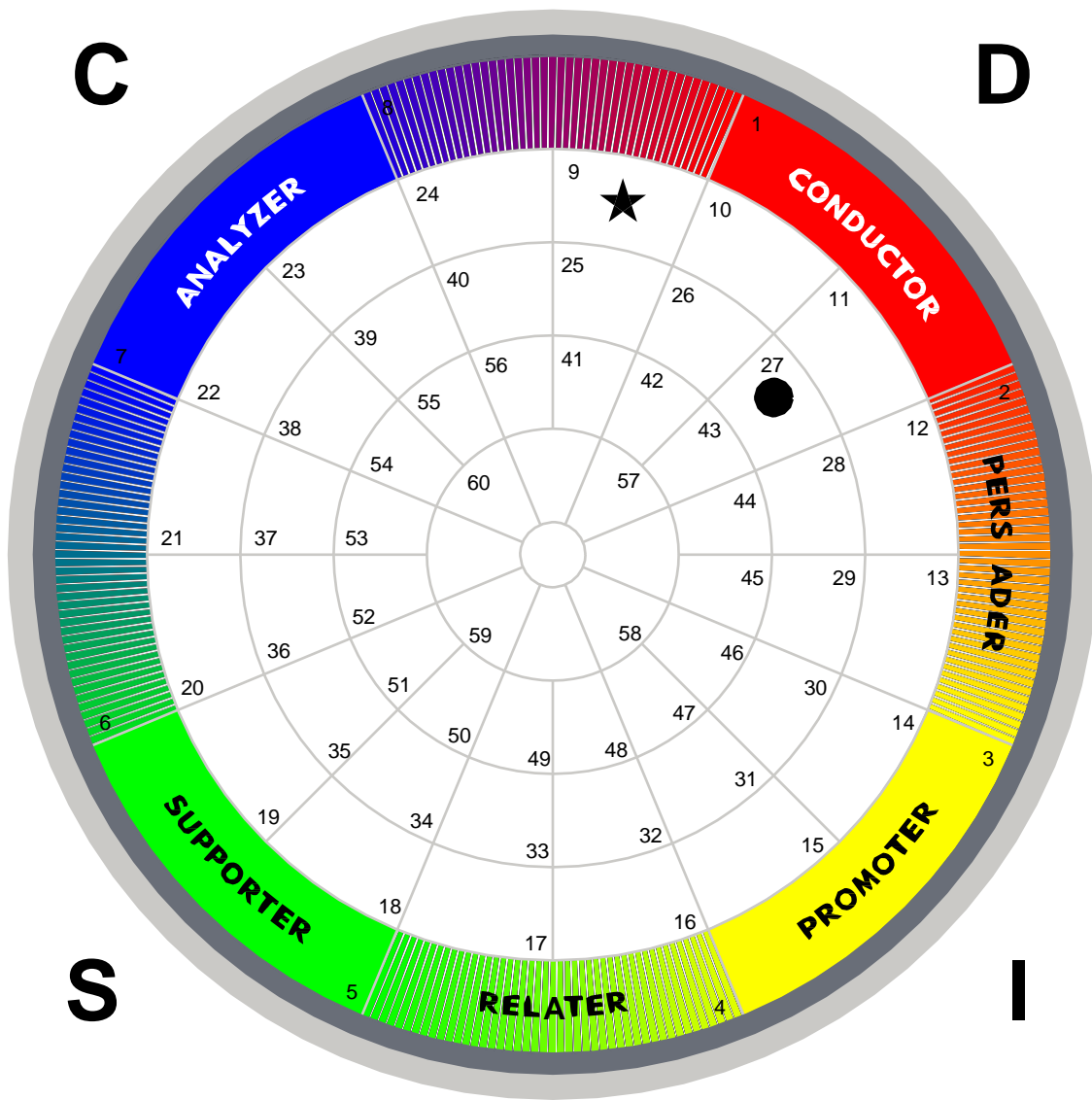
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



The Success Insights® Wheel

4-7-2014



Adapted: ★ (9) CONDUCTING IMPLEMENTOR
 Natural: ● (27) PERSUADING CONDUCTOR (FLEXIBLE)

Norm 2014 R4



Introduction Motivators Section

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

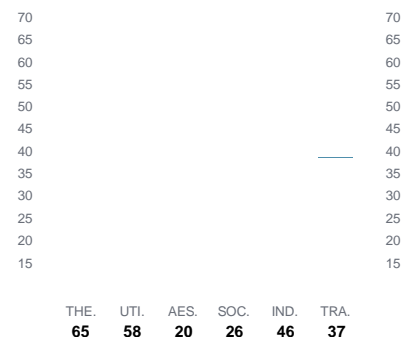
Motivators help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

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

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

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

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

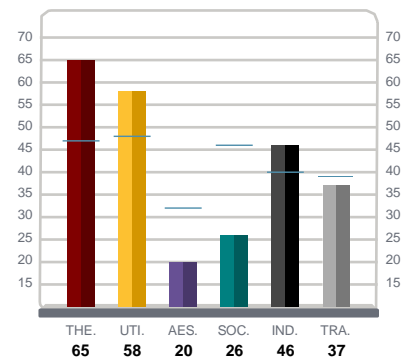




Theoretical

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.

- Eric will use his knowledge to ensure economic security.
- Eric never walked by a bookstore or library he didn't want to visit.
- People who talk on a subject without adequate knowledge will frustrate him and cause him to lose interest in the conversation.
- Eric will seek the "truth," yet "truth" is relative and will be defined by his own standards.
- He may have difficulty putting down a good book.
- Eric will be comfortable in any position that requires knowledge to excel.
- The process is not as important to him as the results.
- Eric is good at integrating the past, present and future.
- Many may see him as an intellectual.
- Eric may use his specialized knowledge of a topic to control the situation.
- Eric will use his knowledge to sell others on his ideas and beliefs.

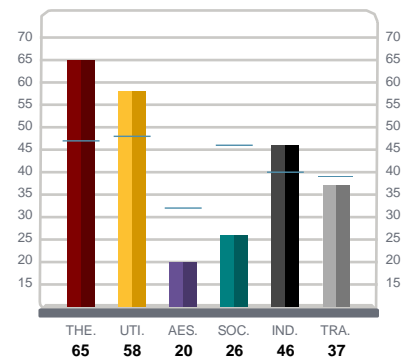




Utilitarian

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.

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

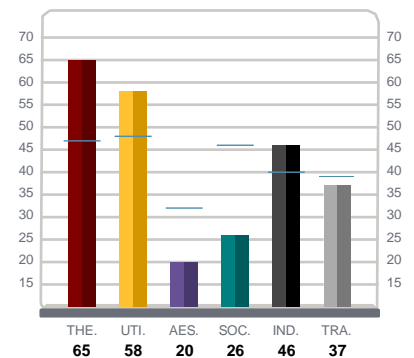




Individualistic

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.

- The amount of control he attempts will increase if he has strong feelings about the issues involved with the situation. If, however, he has little interest in the issues involved, he will not see the need for exercising control.
- He will evaluate each situation individually and determine how much or how little control he will want to exercise.
- Eric can be assertive in meeting his needs.
- At times Eric can be very competitive.

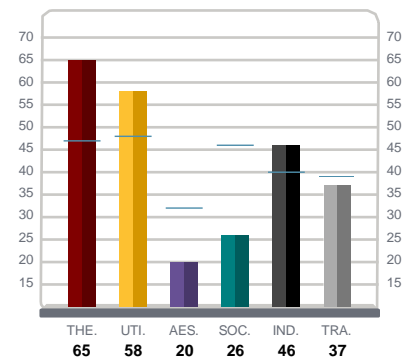




Traditional

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.

- He will have strong beliefs within a system that he feels most comfortable with, and he will not be as strong in his beliefs or approach if he lacks that interest level.
- Eric at times will evaluate others based on his rules for living.
- Eric lets his conscience be his guide.
- Eric needs to be able to pick and choose the traditions and set of beliefs to which he will adhere.

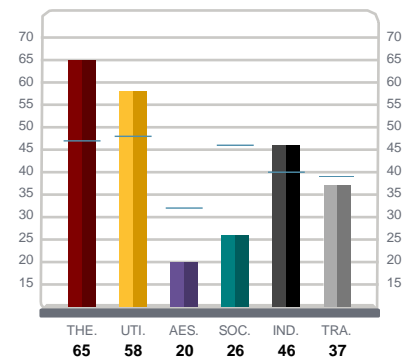




Social

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.

- Eric's passion in life will be found in one or two of the other dimensions discussed in this report.
- Believing that hard work and persistence is within everyone's reach - he feels things must be earned, not given.
- Eric will be torn if helping others proves to be detrimental to him.
- He will not normally allow himself to be directed by others unless it will enhance his own self-interest.
- He will be firm in his decisions and not be swayed by unfortunate circumstances.
- Eric is willing to help others if they are working as hard as possible to achieve their goals.

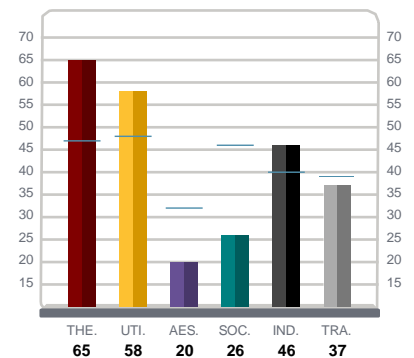




Aesthetic

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

- Eric is not necessarily worried about form and beauty in his environment.
- Unpleasant surroundings will not stifle his creativity.
- He wants to take a practical approach to events.
- The utility of "something" is more important than its beauty, form and harmony.
- Eric's passion in life will be found in one or two of the other motivators discussed in this report.
- Intellectually, Eric can see the need for beauty, but has difficulty buying the finer things in life.
- He is a very practical person who is not sensitive to being in harmony with his surroundings.





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 Aesthetic" utilizing your Theoretical.

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

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

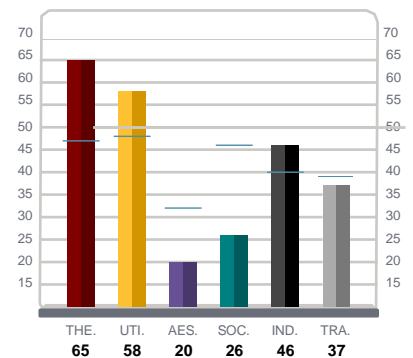
How do Aesthetics contribute to the world, your professional life and your personal life?

A person with a high Aesthetic is interested in studying and appreciating the totality of a situation.

- Connect the common need to look at problems from a holistic viewpoint. Understand one viewpoint is through the objective data analysis versus that of the Aesthetic, which is from a subjective, or feeling related, standpoint.
- Ask questions to bring the Aesthetic perspective into reality, and utilize visuals in order to influence them. Partner with them in order to visually represent shared opinions.

A person with a high Aesthetic will have a strong interest in preserving the balance and harmony of the organization.

- Provide the high Aesthetic with information and data to substantiate why decisions that may disrupt the balance need to be made at times. Assist with bringing the objective to the subjective
- Understand that a harmonious organization is more likely to be comfortable with the vulnerability that comes with the need for continuous learning. If fear is present in the organization, it will be less likely to get new information to spread through the company.





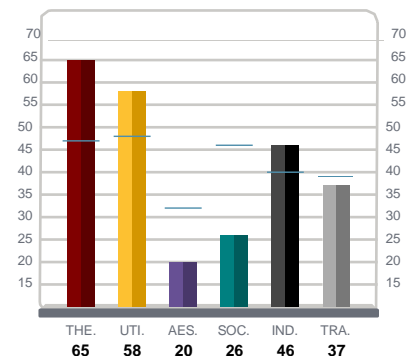
Navigating Situations Outside Your Comfort Zone

A person with a high Aesthetic is in tune with his or her inner feelings and likes surroundings that compliment these feelings.

- Maximize the Aesthetic's ability to beautify educational components, training facilities and other aspects of the continuous learning initiatives of the organization in order to make people feel at ease and open to learning.
- Work with the Aesthetics to present ideas, data and information in a way that people can not only hear what's being said, but visualize it and relate to it. This will help ideas move forward faster.

Form and harmony are key in providing a high Aesthetic with an experience to remember.

- Understand that the Aesthetic receives the same motivation and reward from the journey or the experience as a Theoretical does from learning something new. How can the parties work together to be sure to bring information back to the organization?
- Prior to presenting findings, work with the Aesthetic to be sure proper credit and explanation are being given to the journey, not just the findings. Connect with the team members that want to know the whole picture.





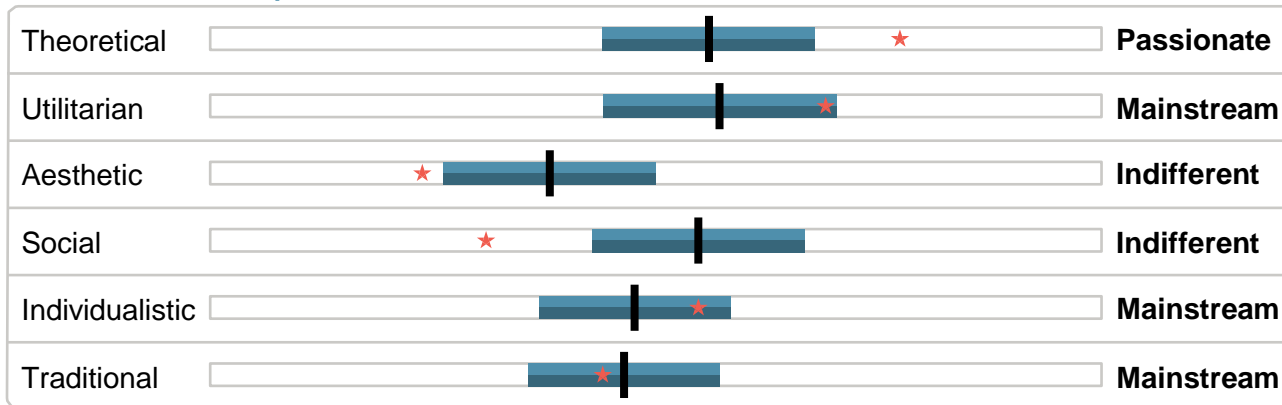
Motivators - Norms & Comparisons

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 2014



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

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



Motivators - Norms & Comparisons

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

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.

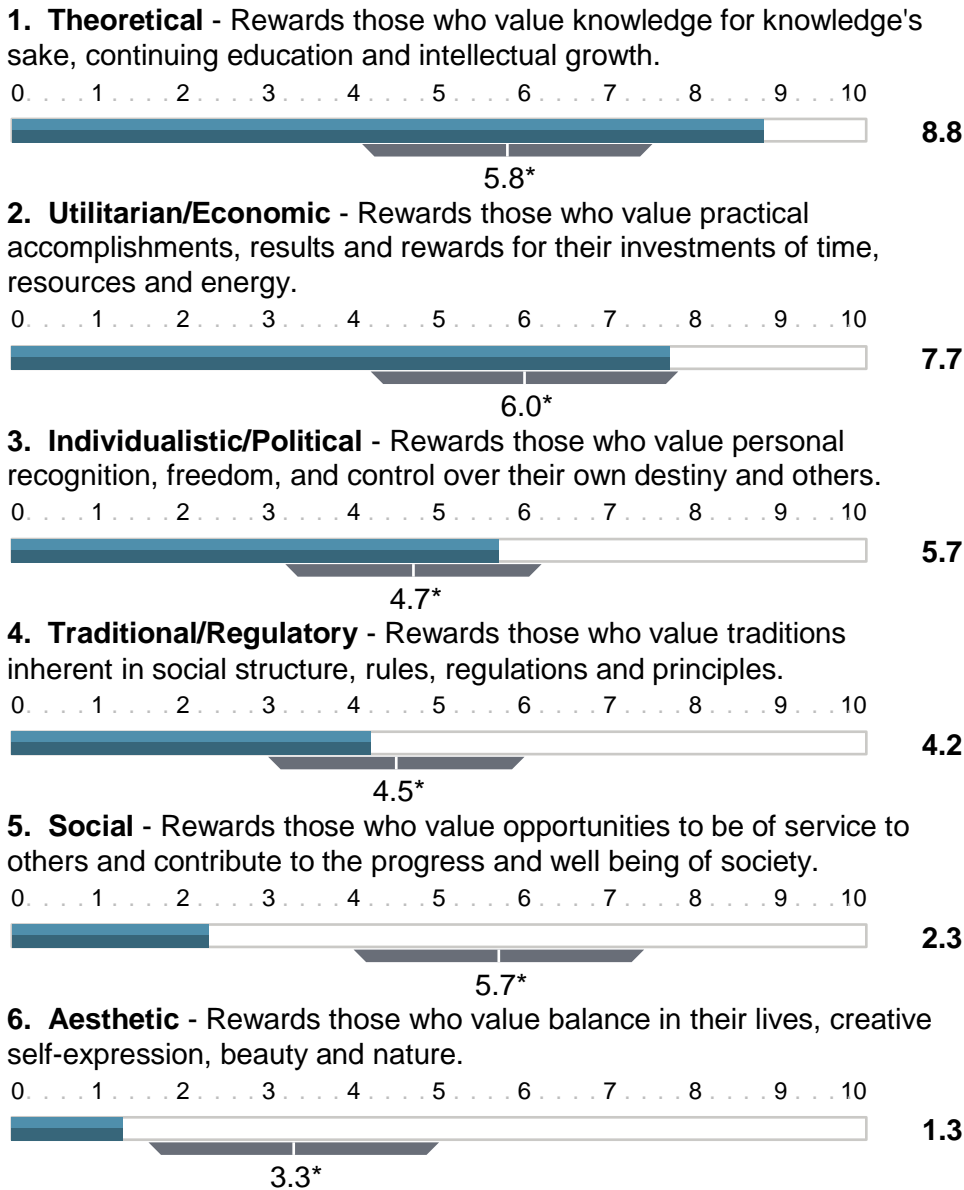
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- People who emphasize the need for beauty, form and harmony in all aspects of their life may frustrate you. You have other priorities.
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.

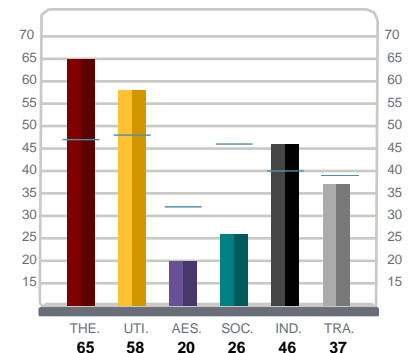


Motivators Hierarchy

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



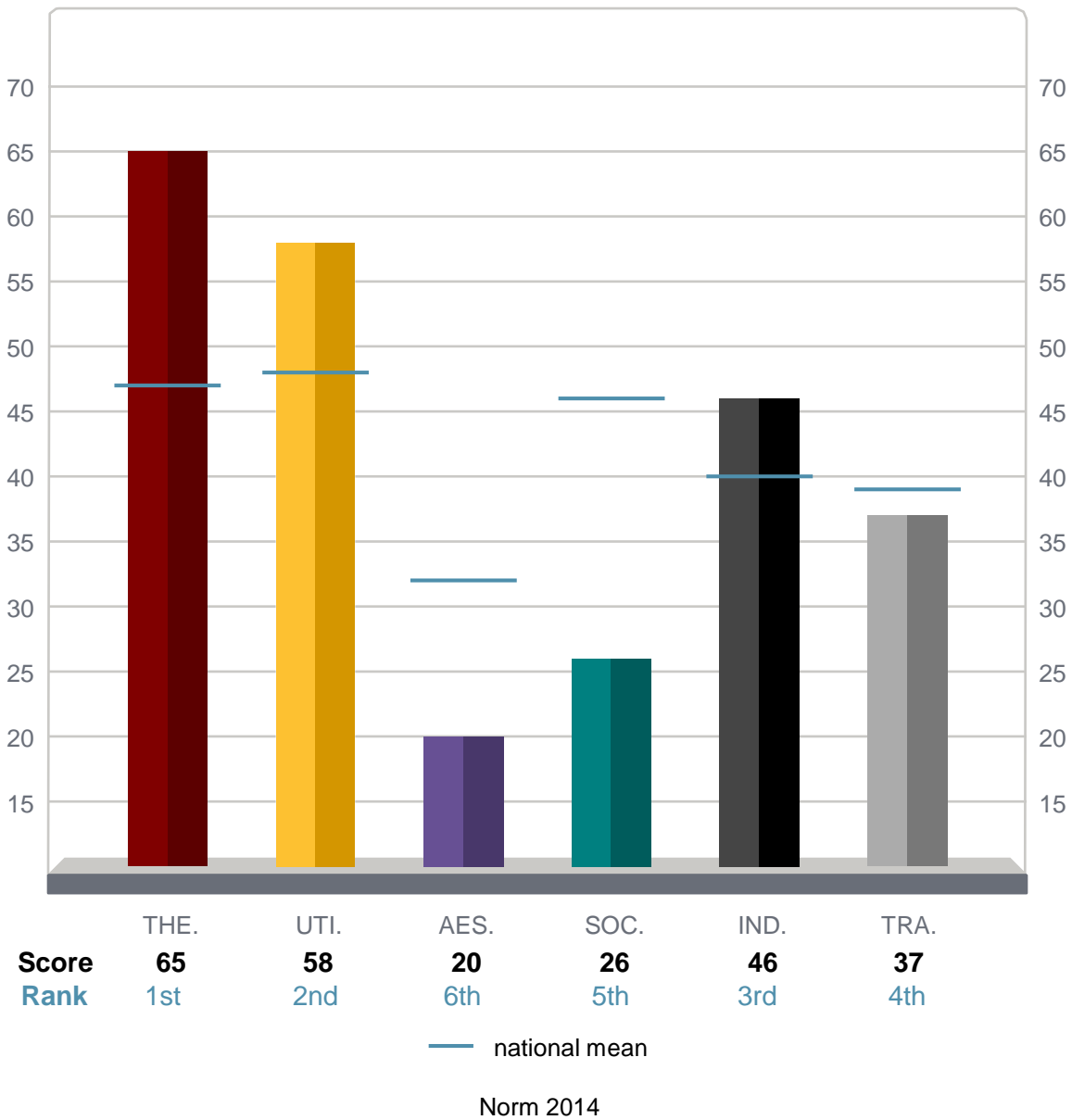
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* 68% of the population falls within the shaded area.





Motivation Insights® Graph

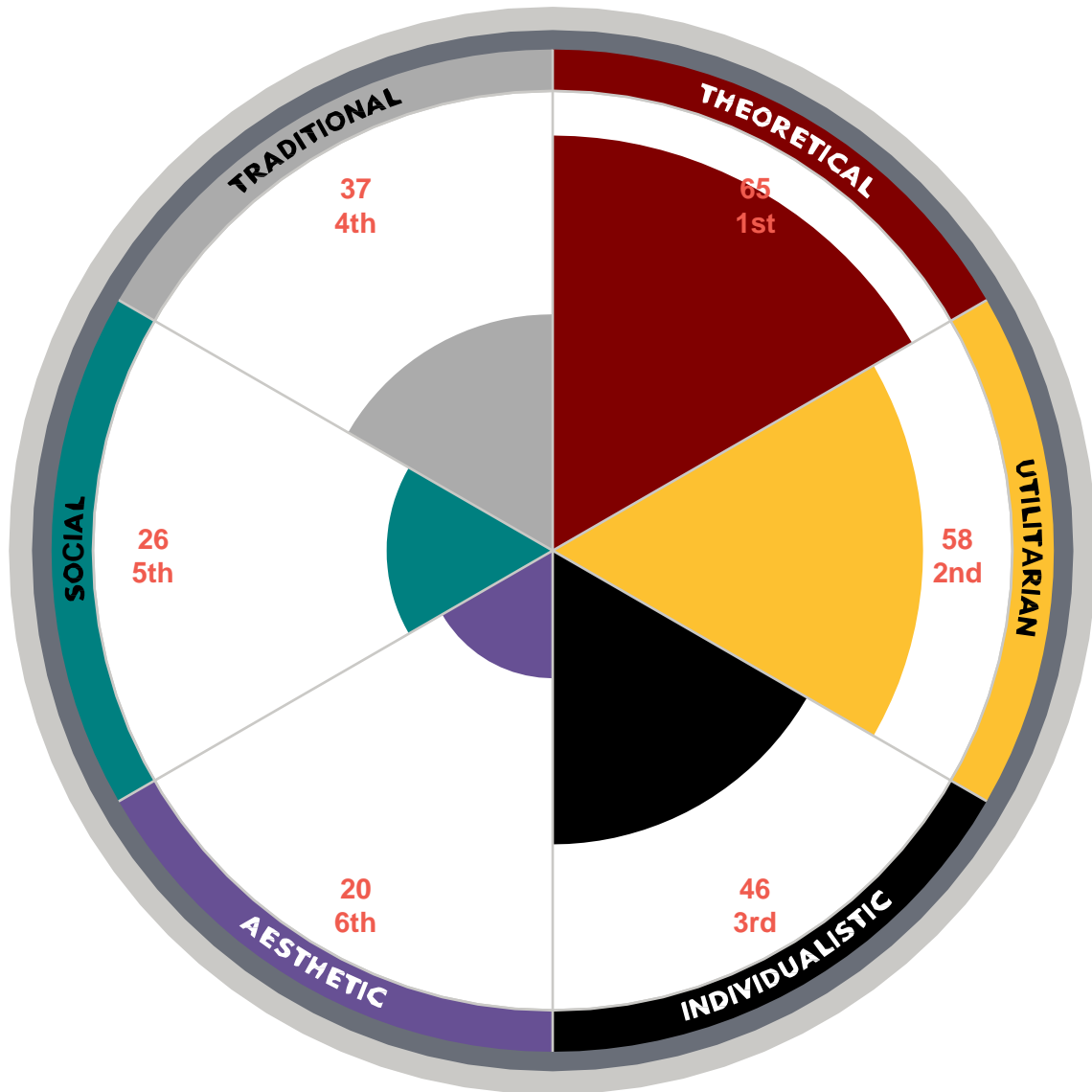
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Motivators Wheel™

4-7-2014





Introduction Integrating Behaviors and Motivators Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

This section describes the potential areas of strengths between Eric'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.

- Thrives on the challenge of solving problems.
- Demonstrates a forward-looking approach to old questions.
- Can be resourceful to influence others to get results.
- Makes decisions based on saving time, resources and improving efficiency.
- Volunteers his knowledge on many subjects.
- Looks for the positive side of every situation.
- Brings enthusiasm to practical situations.
- Resourceful and influential in creating effective results.



Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Eric'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.

- A focus on quick results may hinder quality of information.
- Impatient when gathering information.
- Will override other variables for the sake of an investment.
- Can be a workaholic.
- May present facts and figures with too much emotion.
- Will tend to elaborate on limited data.
- May not recognize increased risk associated with bigger rewards.
- Overestimates what others will contribute.



Ideal Environment

This section identifies the ideal work environment based on Eric'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 Eric enjoys and also those that create frustration.

- Evaluation based on results, not the process.
- Democratic supervisor with whom he can associate.
- Forum to express ideas and viewpoints.
- Continuous learning in a team atmosphere where people share openly.
- Flexibility to attend tradeshow and seminars in order to gain information and share with others.
- Ability to be an independent thinker.
- Having economic, competitive and challenging incentives.
- A manager that brings people and excitement into the act of doing business.
- People-oriented returns are rewarded higher than task-oriented returns.



Keys to Motivating

This section of the report was produced by analyzing Eric'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 Eric and highlight those that are present "wants."

Eric wants:

- Freedom from control and detail.
- To be seen as a leader.
- Flattery, praise, popularity and strokes.
- To research new information in a team environment requiring people interaction.
- To be able to seek out new information that will be valuable to share with others.
- The opportunity to share knowledge with others.
- Opportunities for achieving things faster that are bigger and of more value.
- To be the spokesperson for team and organizational accomplishments.
- Recognition for solid use of resources and investments.



Keys to Managing

In this section are some needs which must be met in order for Eric to perform at an optimum level. Some needs can be met by himself, 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 Eric and identify 3 or 4 statements that are most important to him. This allows Eric to participate in forming his own personal management plan.

Eric needs:

- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- To negotiate commitment face-to-face.
- To focus conversations on work activities--less socializing.
- Establish a method for bringing the ideal to the practical.
- To understand that others do not share the same excitement for new ideas as he does.
- To exhibit patience for those still learning what he is already an expert in.
- To understand that people who do not move at his pace may still value and offer a return on investment.
- Assistance in establishing realistic expectations of others in order to maximize contributions.
- To manage enthusiasm in order to be an effective listener.



Introduction Competencies

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

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

Based on your responses to the Personal Soft Skills Indicator™ questionnaire, this report indicates your development of 23 personal skills. These 23 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

- 1) Well Developed
- 2) Developed
- 3) Moderately Developed
- 4) Needs Development

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

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



Development Indicator

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

Personal Skills Ranking	
1	Goal Orientation
2	Continuous Learning
3	Negotiation
4	Self-Management (time and priorities)
5	Presenting
6	Personal Effectiveness
7	Leadership
8	Conflict Management
9	Persuasion
10	Employee Development/Coaching
11	Management
12	Customer Service
13	Flexibility
14	Decision Making
15	Interpersonal Skills
16	Teamwork
17	Diplomacy
18	Creativity/Innovation
19	Analytical Problem Solving
20	Planning/Organizing
21	Written Communication
22	Futuristic Thinking
23	Empathy

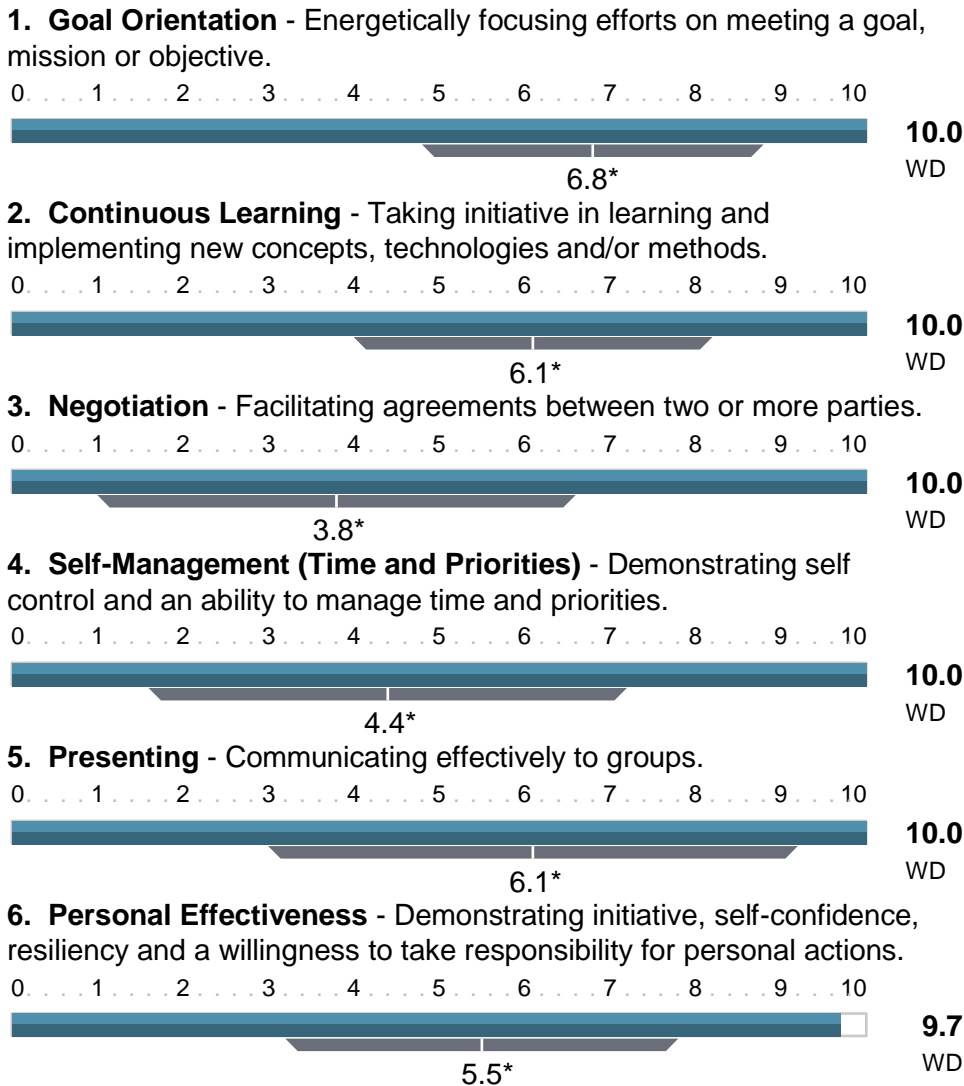
Note: Don't be concerned if you have not developed all 23 personal skills. Research has proven that individuals seldom develop all 23. Development of the most important personal skills needed for your personal and professional life is what is critical.

 Well Developed  Developed  Moderately Developed  Needs Development



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.



Development Legend

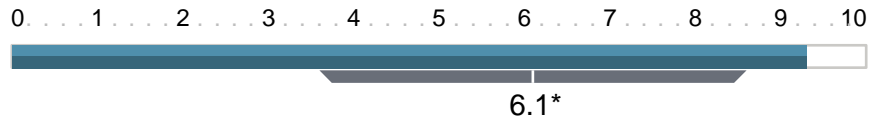
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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



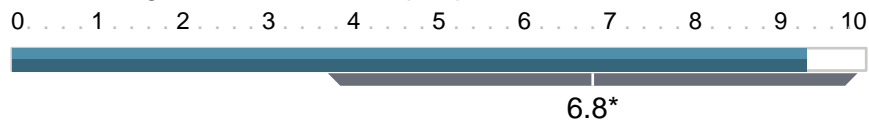
Competencies Hierarchy

7. Leadership - Achieving extraordinary business results through people.



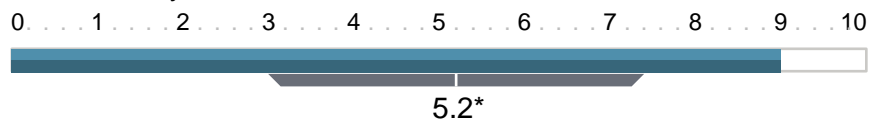
9.3
WD

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



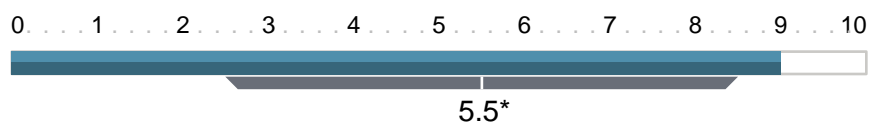
9.3
D

9. Conflict Management - Addressing and resolving conflict constructively.



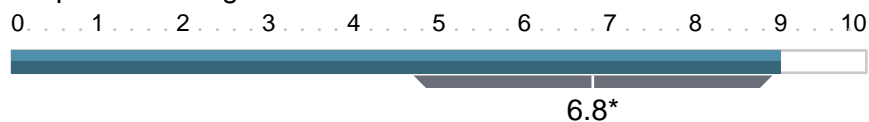
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WD

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



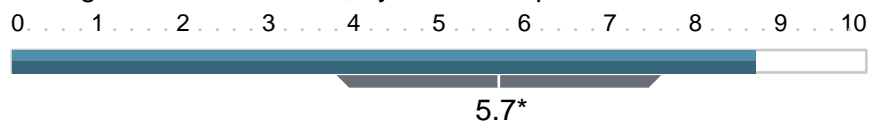
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WD

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



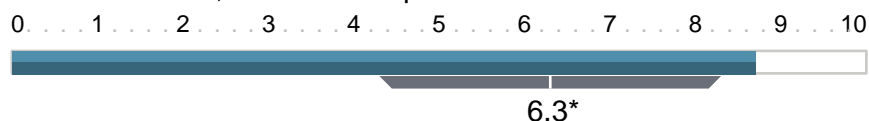
9.0
WD

12. Management - Achieving extraordinary results through effective management of resources, systems and processes.



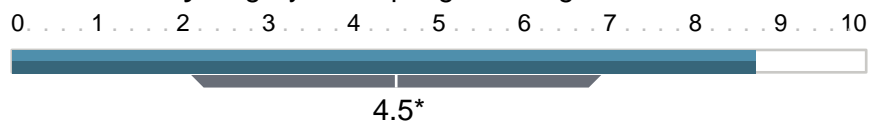
8.7
WD

13. Customer Service - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



8.7
WD

14. Flexibility - Agility in adapting to change.

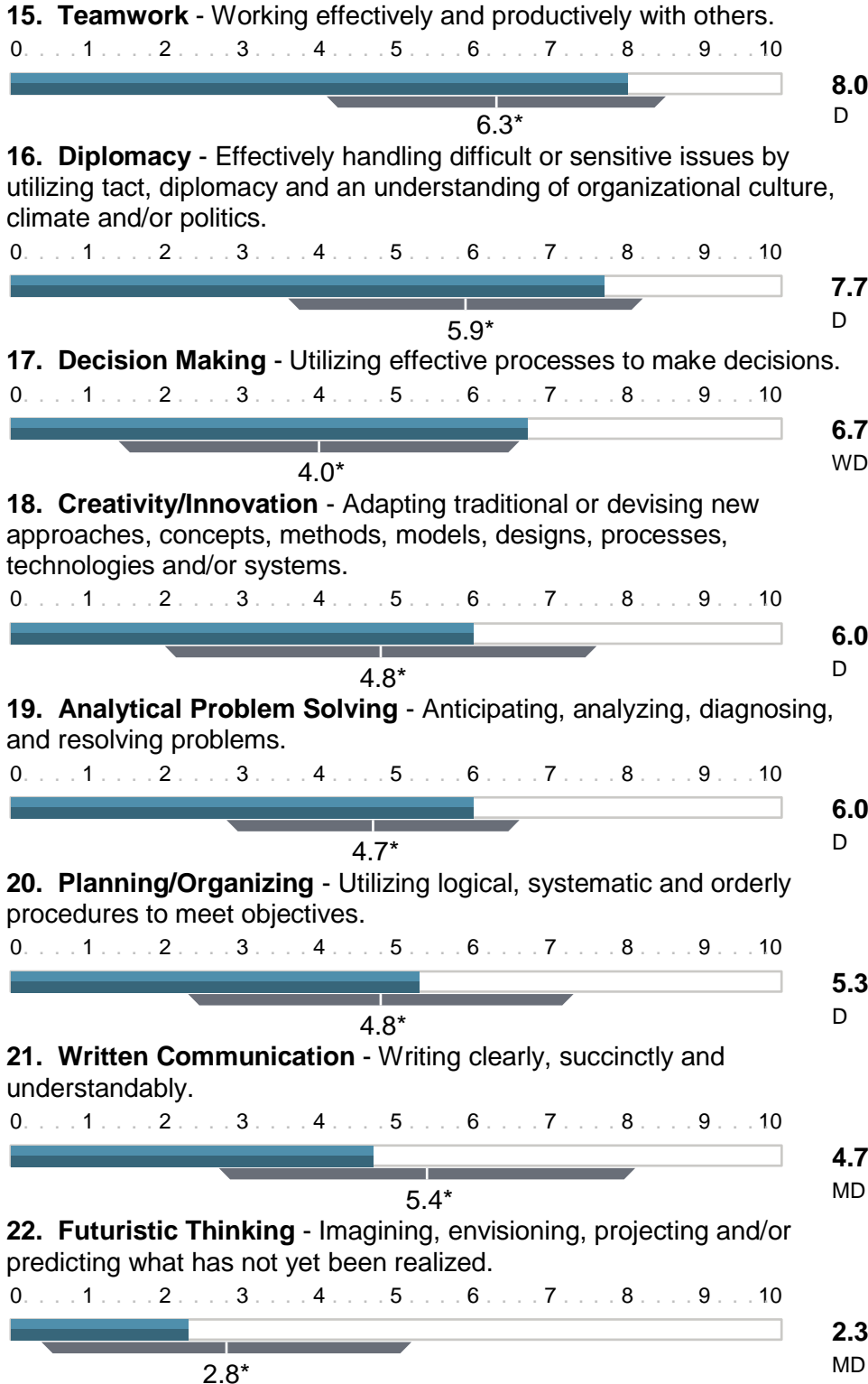


8.7
WD

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



Competencies Hierarchy



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



Competencies Hierarchy

23. Empathy - Identifying with and caring about others.

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



1.0
ND

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



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.

Goal Orientation: Energetically focusing efforts on meeting a goal, mission or objective.

- Acts independently to achieve objectives without supervision.
- Expends the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress towards meeting goals.
- Establishes and works toward ambitious and challenging goals.
- Develops and implements strategies to meet objectives.
- Measures effectiveness and performance to ensure results are attained.
- Acts with a sense of urgency to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.

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.



Well Developed Competencies

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.

Self-Management (Time and Priorities): Demonstrating self control and an ability to manage time and priorities.

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for direction.
- Accepts responsibility for actions and results.

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.



Well Developed Competencies

- 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.

Personal Effectiveness: Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

- Possesses unwavering confidence and belief in personal capabilities.
- Takes initiative and does what ever it takes to achieve goals.
- Projects confidence and self-assurance.
- Bounces back after setbacks.
- Asserts self in personal and professional life.
- Admits mistakes and works to avoid repeating them.
- Accepts personal responsibility for achieving personal and professional goals.
- Functions effectively and achieves results even in adverse circumstances.

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.

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.



Well Developed Competencies

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.

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.

Management: Achieving extraordinary results through effective management of resources, systems and processes.

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and focused on goals and priorities.
- Identifies barriers to objectives and removes them.
- Delegates appropriate responsibilities and authority.
- Ensures adequate resources are available to achieve objectives.
- Makes decisions that benefit the bottom line or return on investment.



Well Developed Competencies

Customer Service: Anticipating, meeting and/or exceeding customer needs, wants and expectations.

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

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.

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.



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.

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.



Developed Competencies

Diplomacy: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

- Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
- Understands cultural, climate and organizational issues.
- Adapts conduct and communications to "politically correct" standards.
- Effectively leverages networks of influence to get things done.
- Is sensitive to the needs of "special interest" groups within organizations.
- Builds relationships and networks with key people of influence.
- Provides advice, counsel and mentoring on organizational issues.
- Utilizes both formal and informal networks internally to obtain support and achieve results.
- Utilizes both formal and informal networks externally to obtain support and achieve results.

Creativity/Innovation: 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.

Analytical Problem Solving: 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.



Developed Competencies

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.



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 23 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.

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.

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.



Competencies Needing Development

Very few individuals are well developed in all 23 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.

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.



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?