



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Executive Coaching

Samantha Sample

VP of Samples

TTI

7-23-2025

Table of Contents



Introduction - <i>Where Opportunity Meets Talent</i>	4
Introduction - <i>Behaviors</i>	5
Behavioral Characteristics	6
Value to the Organization	8
Checklist for Communicating	9
Checklist for Communicating - <i>Continued</i>	10
Communication Tips	11
Perceptions - <i>See Yourself as Others See You</i>	12
The Absence of a Behavioral Factor	13
Descriptors	14
Natural & Adapted Style	15
Adapted Style	17
Time Wasters	18
Areas for Improvement	21
Behavioral Hierarchy	22
Style Insights® Graphs	25
Behavioral Continuum	26
The TTI Success Insights® Wheel	27
Understanding Your Driving Forces	29
Driving Characteristics	30
Strengths & Weaknesses	32
Energizers & Stressors	33
Primary Driving Forces Cluster	34
Situational Driving Forces Cluster	35
Indifferent Driving Forces Cluster	36
Areas for Awareness	37
Driving Forces Graph	38
Driving Forces Wheel	39
Descriptors Wheel	40
Introduction - <i>Integrating Behaviors and Driving Forces</i>	41
Potential Behavioral & Motivational - <i>Strengths</i>	42
Potential Behavioral & Motivational - <i>Conflict</i>	43

Table of Contents

Continued



Ideal Environment	44
Keys to Motivating	45
Keys to Managing	46
Introduction - <i>Acumen Indicators</i>	47
Summary of Acumen Capacity	48
World View	49
Self View	50
External Clarity and Awareness	51
Internal Clarity and Awareness	52
Summary of Capacity for Problem Solving	53
External Problem Solving and Decision Making	54
Internal Problem Solving and Decision Making	55
Reaction Index	56
Business Performance Summary	57
Dimensional Balance	59
Introduction - <i>Competencies</i>	60
Development Indicator - <i>Based on Scores</i>	61
Development Indicator - <i>Based on Means</i>	62
Competencies Hierarchy	63
Summary of Competencies	67
Getting the Most From Your Report	76

Introduction

Where Opportunity Meets Talent



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

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

Behaviors

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

Driving Forces

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

Integrating Behaviors & Driving Forces

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

Acumen Indicators

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

Competencies

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

Introduction

Behaviors



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

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

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

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

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

All people exhibit all four behavioral factors to varying degrees of intensity.
–W.M. Marston

Behavioral Characteristics

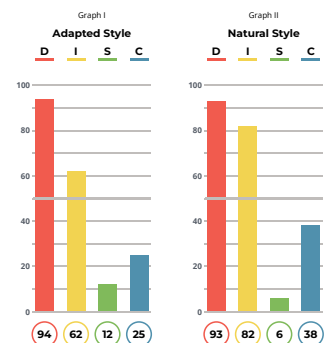


Based on Samantha's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic, natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use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

Samantha embraces visions not always seen by others. Samantha's creative mind allows her to see the "big picture." She is goal-oriented and driven by results. She is the team member who will try to keep the others on task. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." She prefers an environment with variety and change. She is at her best when many projects are underway at once. Samantha is extremely results-oriented, feeling a sense of urgency to complete projects quickly. She is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see her as a self-starter dedicated to achieving results. She needs to learn to relax and pace herself. She may expend too much energy trying to control herself and others. Samantha seeks her own solutions to problems. In this way, her independent nature comes into play. She is a goal-oriented manager who believes in harnessing people to help her achieve her goals.

Samantha will work long hours until a tough problem is solved. After it is solved, Samantha may become bored with any routine work that follows. She likes to make decisions quickly. She is a good problem solver and troubleshooter, always seeking new ways to solve old problems. She prefers authority equal to her responsibility. Samantha is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. She should realize that at times she needs to think a project through, beginning to end, before starting the project. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. She has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

Samantha tends to be intolerant of people who seem ambiguous or think too slowly. She challenges people who volunteer their opinions. Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people. She may



Behavioral Characteristics

Continued



sometimes mask her feelings in friendly terms. If pressured, Samantha's true feelings may emerge. Samantha may lack the patience to listen and communicate with slower acting people. She should exhibit more patience and ask questions to make sure that others have understood what she has said. She may lose interest in what others are saying if they ramble and fail to speak to the point. Her active mind is already moving ahead. She tends to influence people by being direct, friendly, and results-oriented.



Value to the Organization



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

- ✓ 1. Thinks big.
- ✓ 2. Self-starter.
- ✓ 3. Forward-looking and future-oriented.
- ✓ 4. Ability to change gears fast and often.
- ✓ 5. Accomplishes goals through people.
- ✓ 6. Usually makes decisions with the bottom line in mind.
- ✓ 7. Will join organizations to represent the company.
- ✓ 8. Sense of urgency.



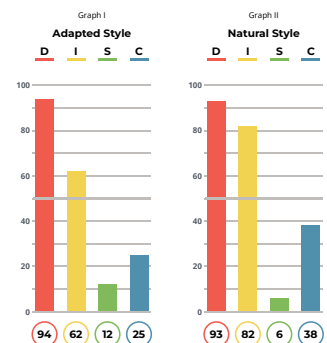
Checklist for Communicating



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

Ways to Communicate:

- ✓ 1. Give strokes for her involvement.
- ✓ 2. Understand her sporadic listening skills.
- ✓ 3. Put projects in writing with deadlines.
- ✓ 4. Support the results, not the person, if you agree.
- ✓ 5. Support and maintain an environment where she can be efficient.
- ✓ 6. Present the facts logically; plan your presentation efficiently.
- ✓ 7. Be specific and leave nothing to chance.
- ✓ 8. Read the body language—look for impatience or disapproval.
- ✓ 9. Verify that the message was heard.
- ✓ 10. Come prepared with all requirements, objectives, and support material in a well-organized "package."
- ✓ 11. Provide time for fun and relaxing.
- ✓ 12. Ask specific (preferably "what?") questions.



Checklist for Communicating

Continued



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

- ❌ 1. Ramble or waste her time.
- ❌ 2. Assume she heard what you said.
- ❌ 3. Ask rhetorical questions or useless ones.
- ❌ 4. Try to build personal relationships.
- ❌ 5. Come with a ready-made decision or make it for her.
- ❌ 6. Let her change the topic until you are finished.
- ❌ 7. Reinforce agreement with "I'm with you."
- ❌ 8. Forget to follow-up.
- ❌ 9. Use a paternalistic approach.
- ❌ 10. Try to convince by "personal" means.
- ❌ 11. Be redundant.
- ❌ 12. Let disagreement reflect on her personally.



Communication Tips



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

Compliance

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

- ✓ Prepare your "case" in advance.
- ✓ Stick to business.
- ✓ Be accurate and realistic.
- ✗ Being giddy, casual, informal, or loud.
- ✗ Pushing too hard or being unrealistic with deadlines.
- ✗ Being disorganized or messy.

Dominance

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

- ✓ Be clear, specific, brief, and to the point.
- ✓ Stick to business.
- ✓ Be prepared with support material in a well-organized "package."
- ✗ Talking about things that are not relevant to the issue.
- ✗ Leaving loopholes or cloudy issues.
- ✗ Appearing disorganized.

Steadiness

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

- ✓ Begin with a personal comment—break the ice.
- ✓ Present your case softly, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

Influence

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

- ✓ Provide a warm and friendly environment.
- ✓ Don't deal with a lot of details (put them in writing).
- ✓ Ask "feeling" questions to draw their opinions or comments.
- ✗ Being curt, cold, or tight-lipped.
- ✗ Controlling the conversation.
- ✗ Driving on facts and figures or alternatives and abstractions.

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 Samantha's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Samantha to project the image that will allow her to control the situation.



Samantha usually sees herself as being:

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



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

- ✓ Demanding
- ✓ Nervy
- ✓ Egotistical
- ✓ Aggressive



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

- ✓ Abrasive
- ✓ Controlling
- ✓ Arbitrary
- ✓ Opinionated

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.

- The need for juggling many tasks at once may jeopardize quality.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- 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.

- Recognize that others may move at a slower pace.
- Rambling, written or verbal, will be avoided to the point of missing a deadline.
- Seek environments where change is rewarded rather than discouraged.



Descriptors



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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
Dominance	Influence	Steadiness	Compliance
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending

Natural & Adapted Style



Samantha'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

Samantha tends to deal with problems and challenges in a demanding, driving, and self-willed manner. She is individualistic in her approach and actively seeks goals. Samantha will attack problems and likes a position with authority and work that will constantly challenge her to perform up to her ability.

Adapted

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



People & Contacts

Natural

Samantha is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Samantha is trusting and also wants to be trusted.

Adapted

Samantha feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate.

Natural & Adapted Style



Pace & Consistency

Natural

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

Adapted

Samantha sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency.



Procedures & Constraints

Natural

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

Adapted

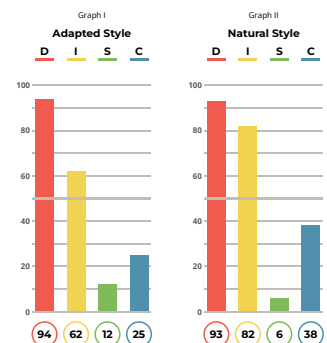
Samantha sees the environment with few constraints. She feels the necessity to rebel at too many constraints and may even flaunt this independence.

Adapted Style



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

- ✓ 1. Questioning the status quo and seeking more effective ways of accomplishment.
- ✓ 2. Working without close supervision.
- ✓ 3. A competitive environment combined with a high degree of people skills.
- ✓ 4. Dealing with a wide variety of work activities.
- ✓ 5. Moving quickly from one activity to another.
- ✓ 6. Anticipating and solving problems.
- ✓ 7. Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ 8. Meeting deadlines.
- ✓ 9. Skillful use of vocabulary for persuasive situations.
- ✓ 10. Persistence in job completion.
- ✓ 11. Exhibiting an active and creative sense of humor.
- ✓ 12. Handling a variety of activities.



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.

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:

1. Do not want to give up control
2. Do not trust the abilities of others
3. Do not understand the abilities of others
4. Fear the talents of others
5. Do not want to overload others

Possible Solutions:

1. Train and mentor others
2. Develop a support team
3. Give people the opportunity to help
4. 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:

1. Desire to solve problems quickly and sometimes without adequate information
2. Lack of delegation
3. Lack of standard operating procedures
4. Poor/wrong priorities
5. Failure to fit intensity to the situation



Time Wasters

Continued



Possible Solutions:

1. Establish a plan
2. Create operational procedures for tasks and known problems
3. Establish a "management by objectives" approach

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:

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

Possible Solutions:

1. Write down personal and job-related values and prioritize them
2. Write out a long-term plan that will support those values
3. 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:

1. Lack planning
2. Place unrealistic time requirements on people and tasks
3. Always looking for problems to solve



Time Wasters

Continued



Possible Solutions:

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

Snap Decisions

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

Possible Causes:

1. Impatience overrides need to wait for more information
2. Try to do too much
3. Failure to plan in advance
4. Lack specific goals

Possible Solutions:

1. Ask for recommendations
2. Establish process for decisions prior to situation occurring
3. Establish standard operating procedures and alternative procedures for possible problems



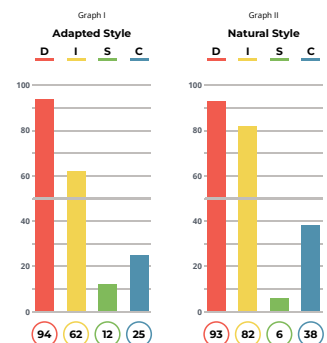
Areas for Improvement



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

Samantha has a tendency to:

- ✓ 1. Be impulsive and seek change for change's sake. May change priorities daily.
- ✓ 2. Set standards for herself and others so high that impossibility of the situation is commonplace.
- ✓ 3. Fail to complete what she starts because of adding more and more projects.
- ✓ 4. Be explosive by nature and lack the patience to negotiate.
- ✓ 5. Be so concerned with the big picture that she forgets to see the details.
- ✓ 6. Have trouble delegating—can't wait, so does it herself.
- ✓ 7. Have no concept of the problems that slower-moving people may have with her style.
- ✓ 8. Dislike routine work or routine people—unless she sees the need to further her goals.

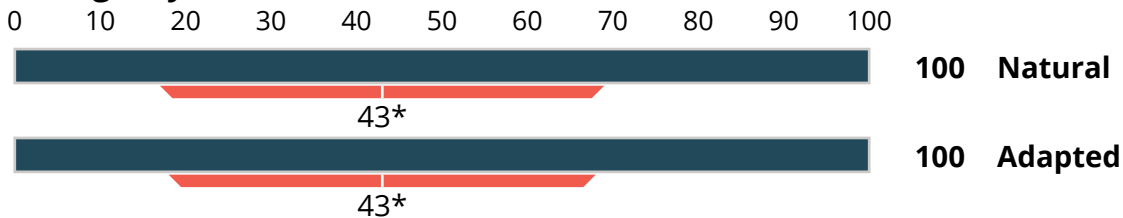


Behavioral Hierarchy

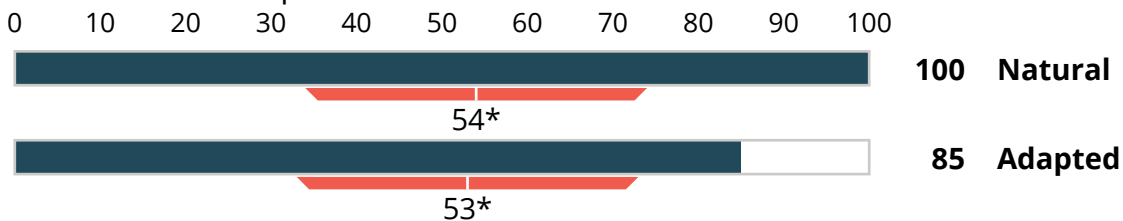


The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

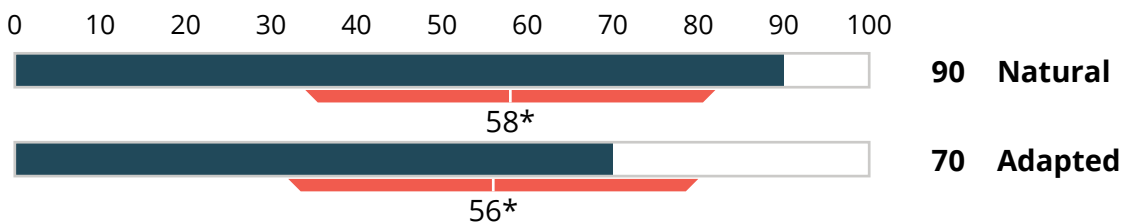
1. Urgency - Take immediate action.



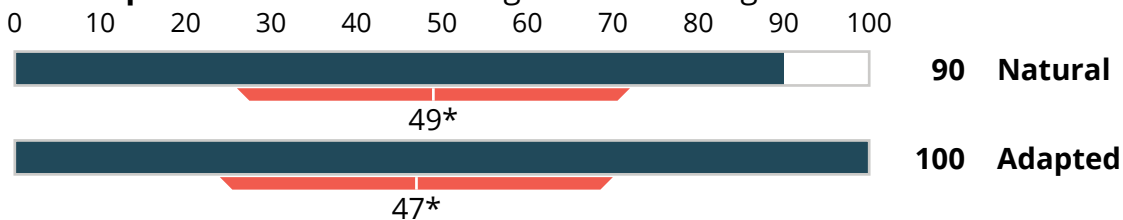
2. Versatile - Adapt to various situations with ease.



3. Interaction - Frequently engage and communicate with others.



4. Competitive - Want to win or gain an advantage.



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

Behavioral Hierarchy

Continued



5. Frequent Change - Rapidly shift between tasks.

0 10 20 30 40 50 60 70 80 90 100



90 Natural

52*



88 Adapted

51*

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

0 10 20 30 40 50 60 70 80 90 100



60 Natural

64*



50 Adapted

62*

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

0 10 20 30 40 50 60 70 80 90 100



43 Natural

63*



37 Adapted

62*

8. Persistence - Finish tasks despite challenges or resistance.

0 10 20 30 40 50 60 70 80 90 100



30 Natural

62*



35 Adapted

63*

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

Behavioral Hierarchy

Continued



9. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



25 Natural

54*



35 Adapted

57*

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

0 10 20 30 40 50 60 70 80 90 100



25 Natural

61*



28 Adapted

62*

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

0 10 20 30 40 50 60 70 80 90 100



22 Natural

53*



25 Adapted

56*

12. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



20 Natural

62*



25 Adapted

63*

SIA: 94-62-12-25 (11) SIN: 93-82-06-38 (12)

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

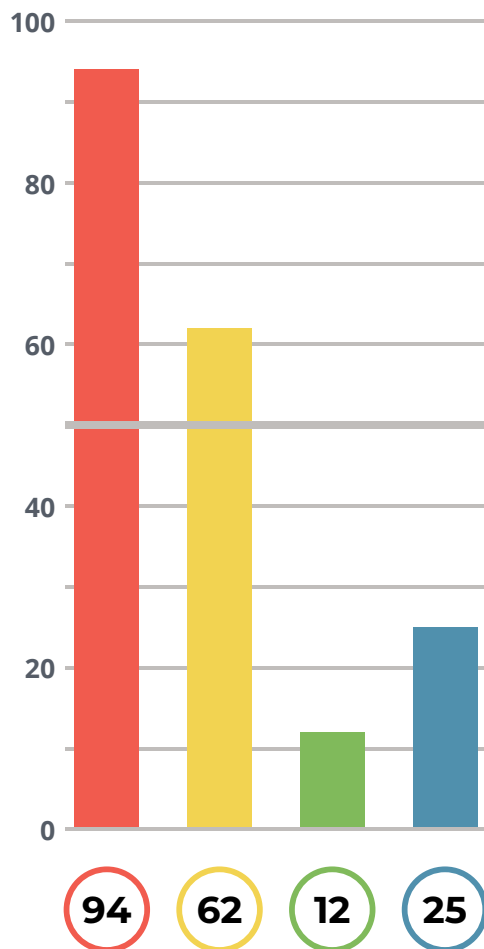
Style Insights® Graphs



Graph I

Adapted Style

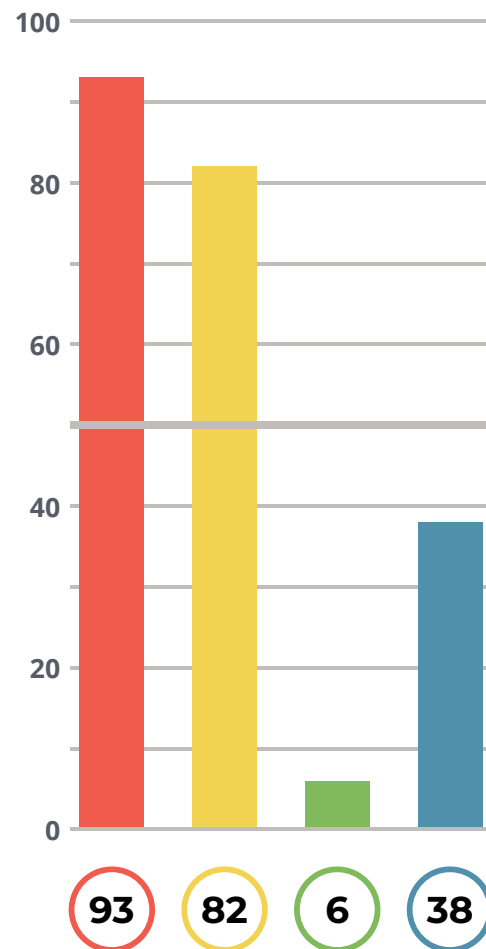
D **I** **S** **C**



Graph II

Natural Style

D **I** **S** **C**



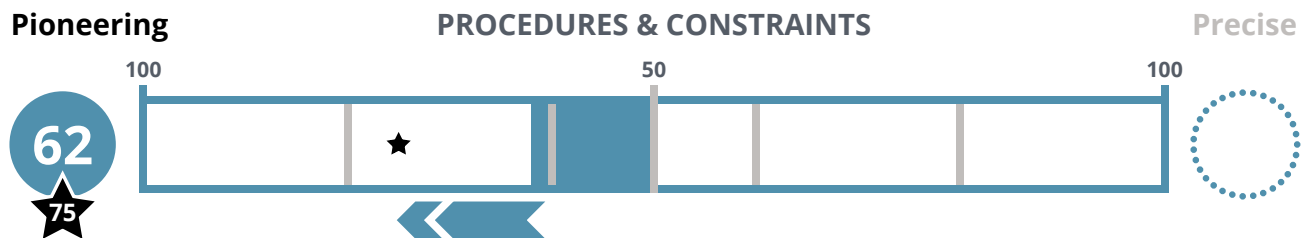
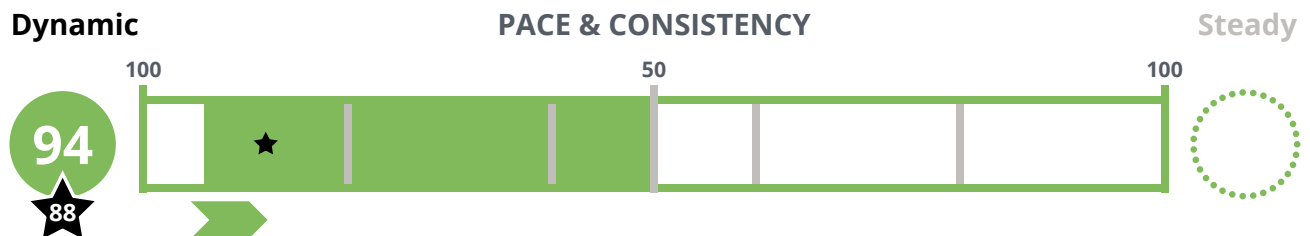
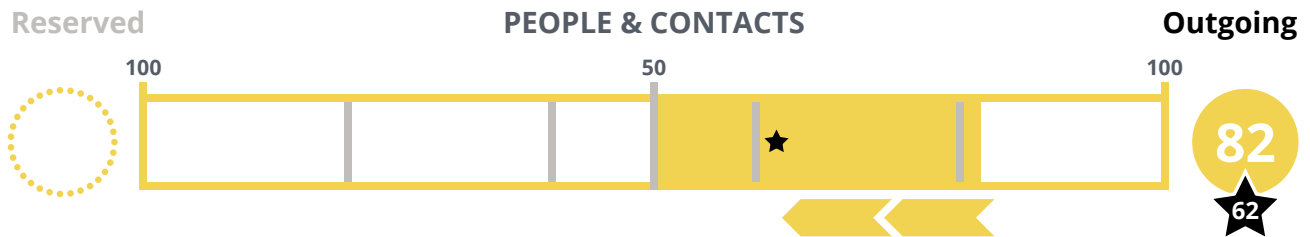
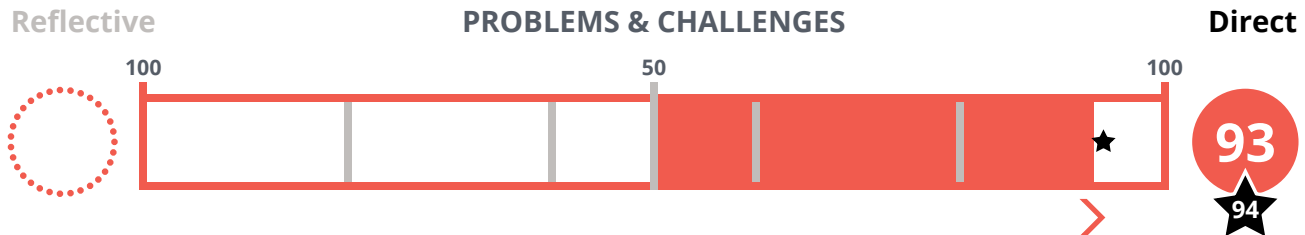
Norm 2021 R4
7-23-2025
T: 7:12

Samantha Sample

Behavioral Continuum



Everyone has a varying level of the four main behavioral factors that create their own personal style. Each side of those factors lives on a continuum, and the combination influences individuals' levels of engagement in different situations. The graph below is a visual representation of where Samantha falls within each continuum.



★ Adapted Position
 ◀ Adapted Movement

Norm 2021 R4
 7-23-2025
 T: 7:12

Samantha Sample

The TTI Success Insights® Wheel



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

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree to which you are adapting your behavior.

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

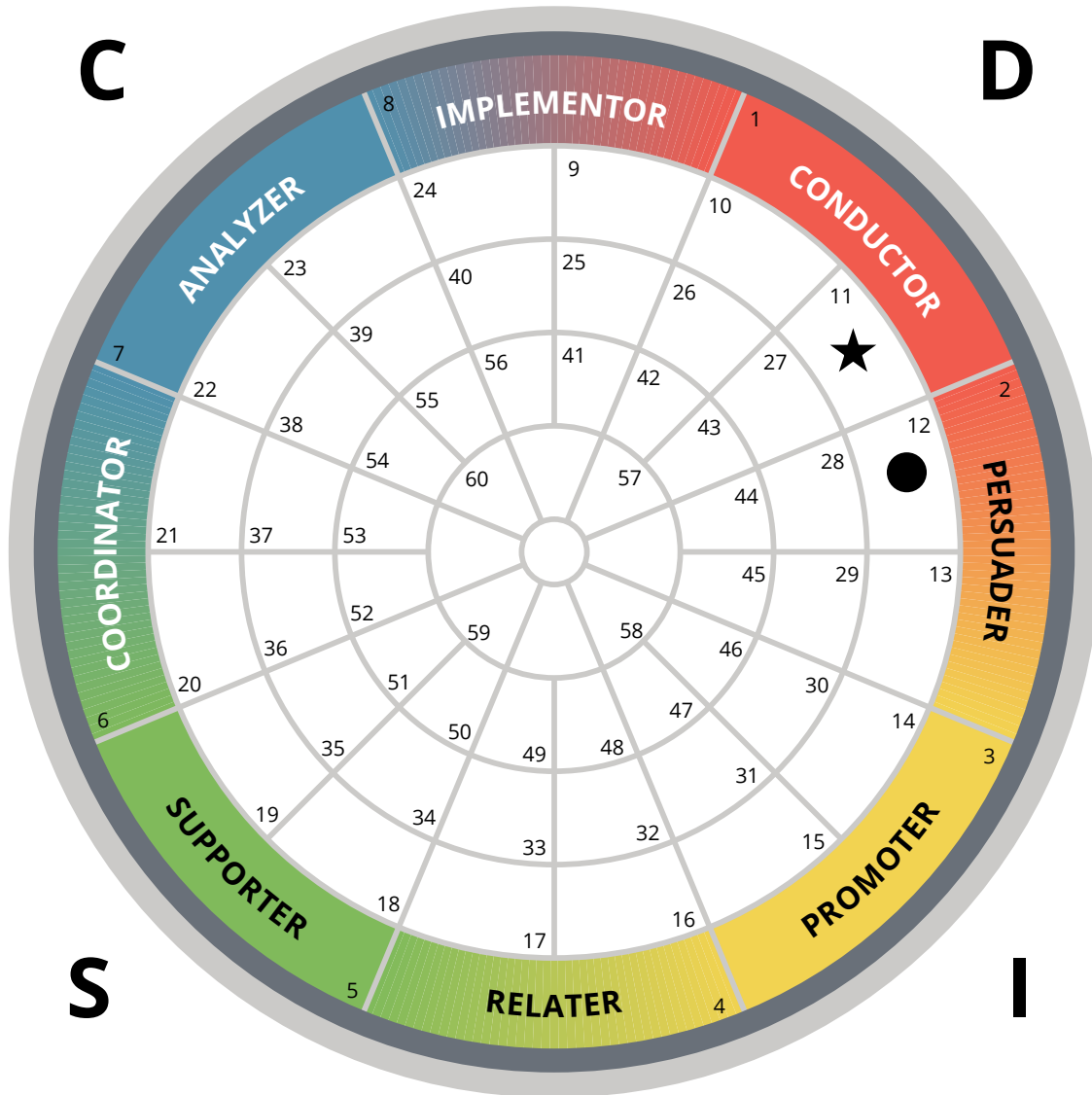
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

The TTI Success Insights® Wheel



Samantha Sample

TTI
7-23-2025



Adapted: ★ (11) PERSUADING CONDUCTOR
 Natural: ● (12) CONDUCTING PERSUADER
 Norm 2021 R4

T: 7:12

Understanding Your Driving Forces



Eduard Spranger first defined six primary types or categories to define human motivation and drive. These six types are Theoretical, Utilitarian, Aesthetic, Social, Individualistic, and Traditional.

With TTISI's additional insights into Spranger's original work, the 12 Driving Forces® came to life. The 12 Driving Forces® are established by looking at each motivator on a continuum and describing both ends. All of the twelve descriptors are based on six keywords, one for each continuum. The six keywords are Knowledge, Utility, Surroundings, Others, Power, and Methodologies.

You will learn how to explain, clarify, and amplify some of the driving forces in your life. This report will empower you to build on your unique strengths, which you bring to both work and life. You will learn how your passions from the 12 Driving Forces® frame your perspectives, providing the most accurate understanding of you as a unique person.

Please pay careful attention to your top four driving forces, as they highlight what most powerfully moves you to action. As you examine the next tier of four driving forces, you'll recognize how they have a strong pull on you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

Once you have reviewed this report, you will have a better grasp of one of the key areas in the Science of Self™ and will:

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognize and understand how your Driving Forces interact with others such that communication can be improved

Driving Characteristics



Based on your responses, the report has generated statements to provide a broad understanding of WHY YOU DO WHAT YOU DO. These statements identify the motivation that you bring to the job. However, you could have a potential Me-Me conflict when two driving forces seem to conflict with each other. Use the general characteristics to gain a better understanding of your driving forces.

Samantha is motivated by increasing productivity and efficiency. She is driven by a long list of wants and will work hard to achieve them. She is driven to be very diligent and resourceful. She views people as a resource to achieve results. Samantha can buffer the feelings of others to drive business. She sees the world as a toolset with which to accomplish her goals. She will challenge the status quo to keep momentum moving. She is always looking for new ways to accomplish routine tasks. When Samantha feels strongly about a situation, she will argue that the "end justifies the means." She wants to control her own destiny and impact the destiny of others. If knowledge of a specific subject is not of interest, or is not required for success, Samantha will have the tendency to rely on her intuition or practical information in this area. She may prefer pleasant experiences for herself and others.

Samantha will focus on creating processes to ensure efficiency going forward. She is driven to maximize opportunities in order to create financial flexibility. She follows a philosophy of "it's not personal, it's just business." She will help develop an individual if she sees opportunities for future return. Samantha can be an out-of-the-box thinker. Given the choice, Samantha would choose to experience new opportunities. She can go to extremes to win or control the situation. She has the desire to create a winning strategy. In those areas where Samantha has a special interest, she will be good at integrating past knowledge to solve current problems. If Samantha is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth. At times Samantha will look for opportunities to tie beauty and harmony into the experiences of others. She may look at the totality of a situation to ensure a rewarding interaction.

Driving Characteristics



Samantha may look for ways to create a positive customer experience. She will seek knowledge based on her needs in individual situations. She is driven by public recognition. She likes to set her own plan to guide and direct her actions. Samantha believes it's important to keep emotions out of business decisions. She will not normally allow herself to be directed by others unless it will enhance her own self-interest. She has a strong desire to build resources for the future. She will be creative when resources are scarce.

Strengths & Weaknesses



The following section will give you a general understanding of the strengths and weaknesses of Samantha's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.



Potential Strengths

- ✓ 1. Samantha configures resources to maximize output.
- ✓ 2. She tends to focus on the return on investment.
- ✓ 3. She tends to maximize efficiency and productivity.
- ✓ 4. She will help others when others are willing to work hard.
- ✓ 5. Samantha will seek to develop or help others when she can see future opportunities.
- ✓ 6. She will adopt aspects of systems if she sees a benefit.
- ✓ 7. She strives to advance her position.



Potential Weaknesses

- ✗ 1. Samantha tends to view people and resources as tools to achieve an outcome.
- ✗ 2. She may view material possessions and money as a scorecard.
- ✗ 3. She may be perceived as a workaholic.
- ✗ 4. She may create scenarios that benefit herself more than others.
- ✗ 5. Samantha may expect something in return each time she helps or serves others.
- ✗ 6. She resists overly structured ways of thinking and approaches.
- ✗ 7. She can be driven by the desire to achieve status and recognition.

Energizers & Stressors



The following section will give you a general understanding of the energizers and stressors of Samantha's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of an energizer can be perceived as a stressor to others.



Potential Energizers

- ✓ 1. Samantha tries to eliminate waste.
- ✓ 2. She strives to obtain practical results.
- ✓ 3. She likes to be compensated based on performance.
- ✓ 4. She is energized by purposeful people.
- ✓ 5. Samantha likes to develop internal advocates.
- ✓ 6. She likes to question unnecessary protocols.
- ✓ 7. She likes to create and control her destiny.



Potential Stressors

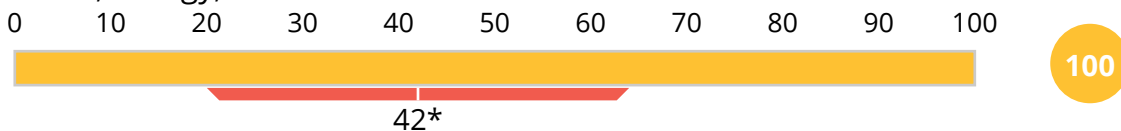
- ✗ 1. Samantha does not like when resources are used inefficiently.
- ✗ 2. She gets frustrated when processes are redundant.
- ✗ 3. She is stressed when others ignore the return on investment.
- ✗ 4. She does not act without personal benefit.
- ✗ 5. Samantha does not like to make emotion-based decisions.
- ✗ 6. She is stressed when she must support the status quo.
- ✗ 7. She does not like a small workspace.

Primary Driving Forces Cluster

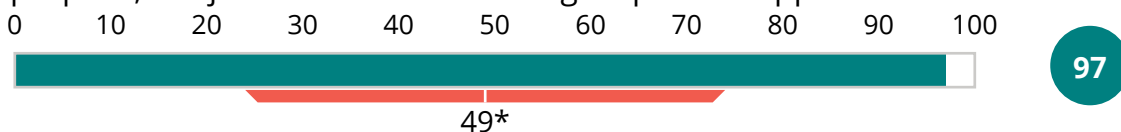


Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver that you can relate to most and then see how your other primary drivers can support or complement it to create your unique driving force.

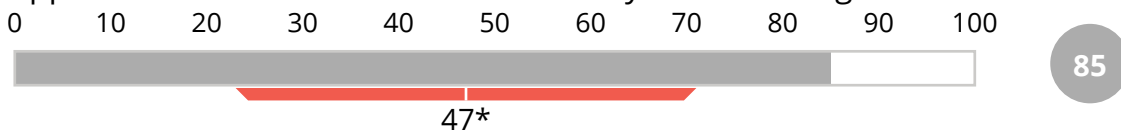
1. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy, and resources.



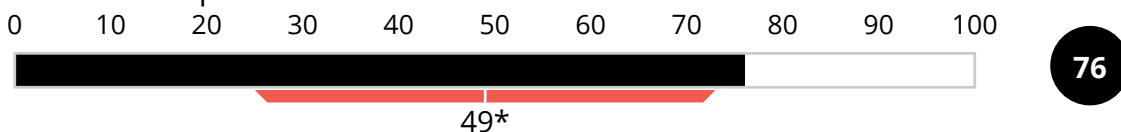
2. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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



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

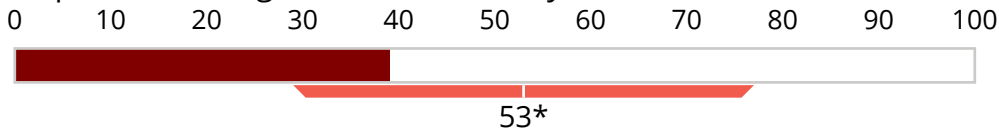


Situational Driving Forces Cluster



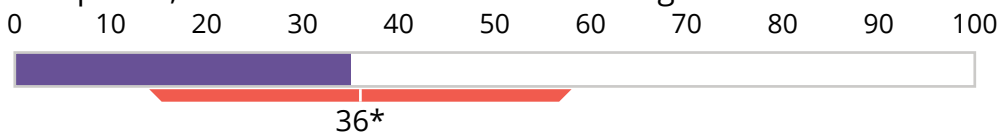
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



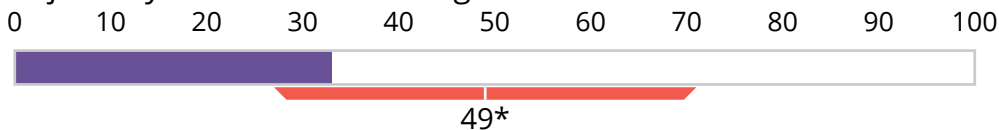
39

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



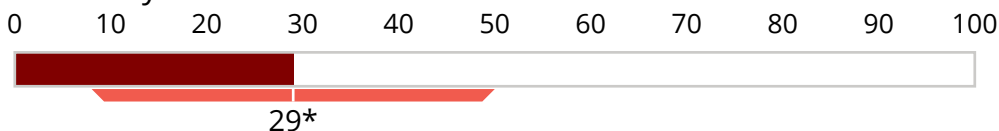
35

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



33

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



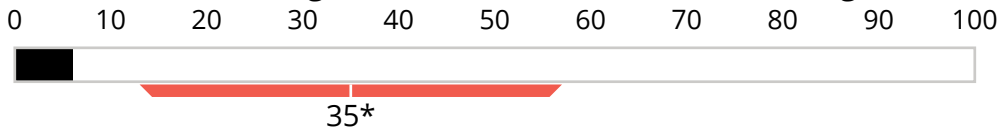
29

Indifferent Driving Forces Cluster



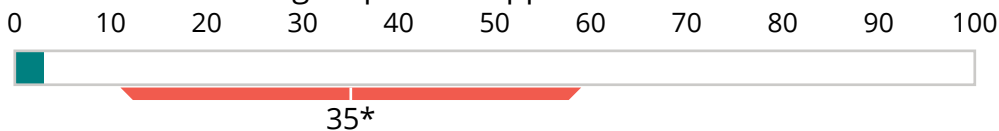
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



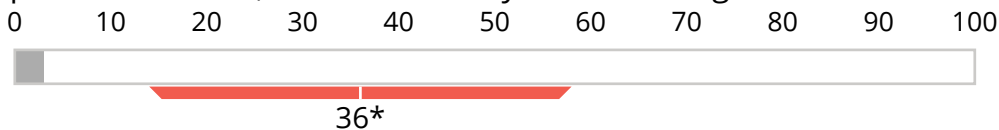
6

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



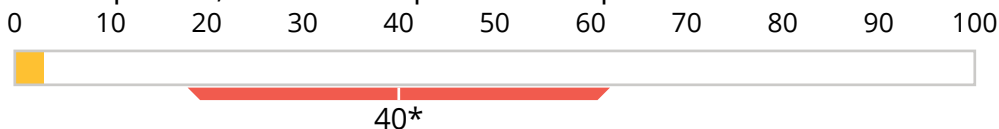
0

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



0

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



0

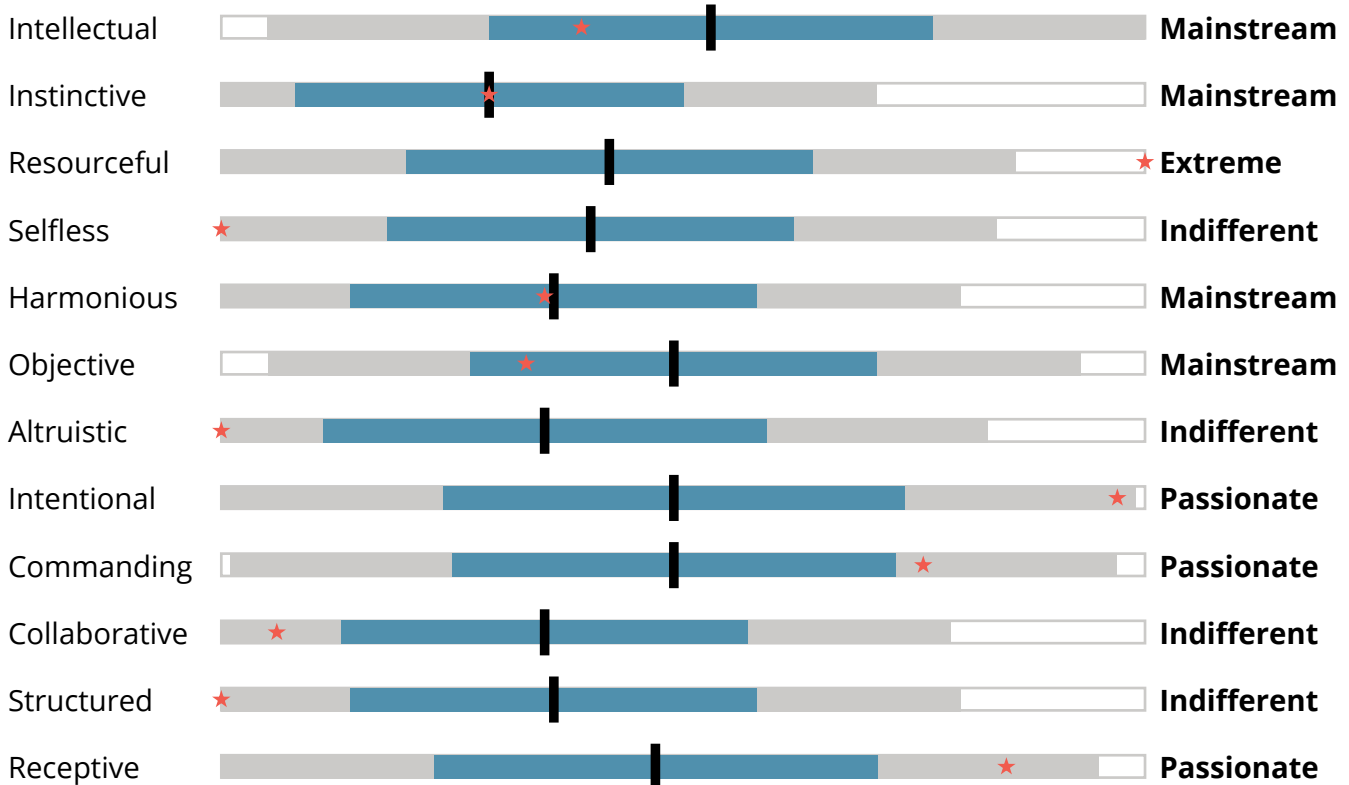
Areas for Awareness



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

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside of the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside of the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2021



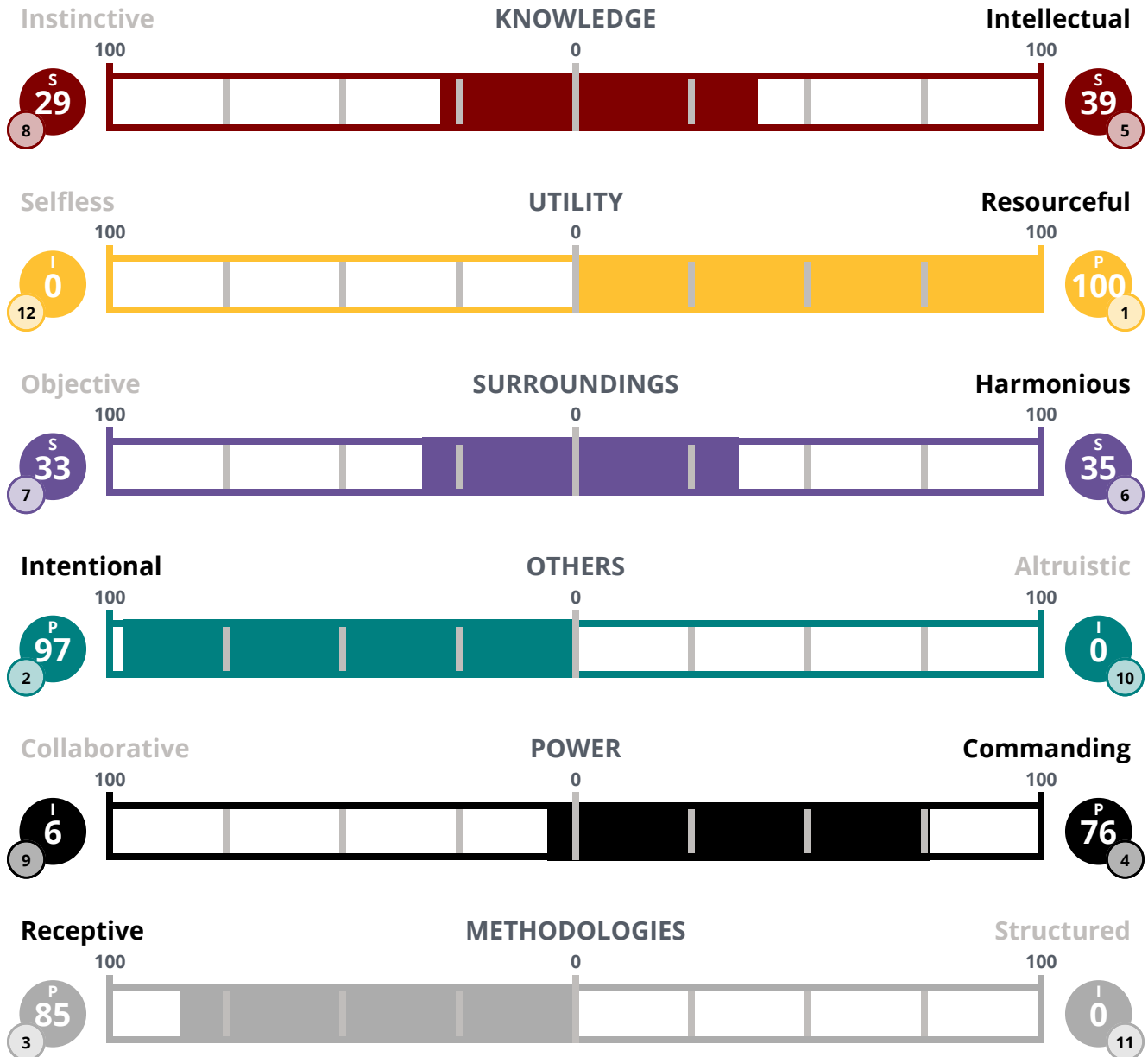
■ - 1st Standard Deviation - * 68% of the population falls within the shaded area. ■ - national mean ★ - your score
 ■ - 2nd Standard Deviation
 ■ - 3rd Standard Deviation

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

Driving Forces Graph



The 12 Driving Forces® Continuum is a visual representation of what motivates Samantha and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Samantha's motivation and engagement regardless of the situation.

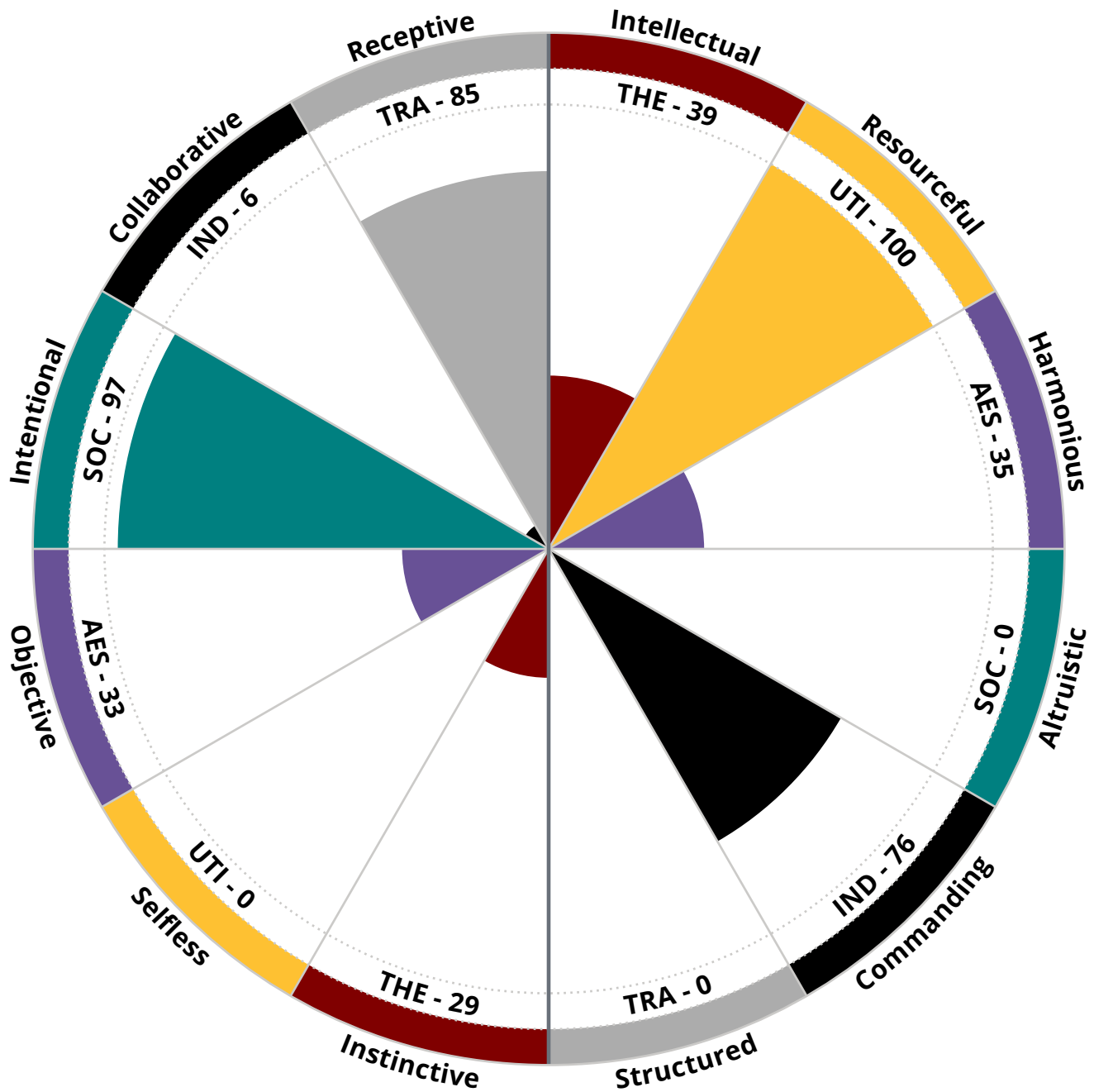


P Primary, Situational, or Indifferent
 76 Driving Forces Score
 3 Driving Forces Rank

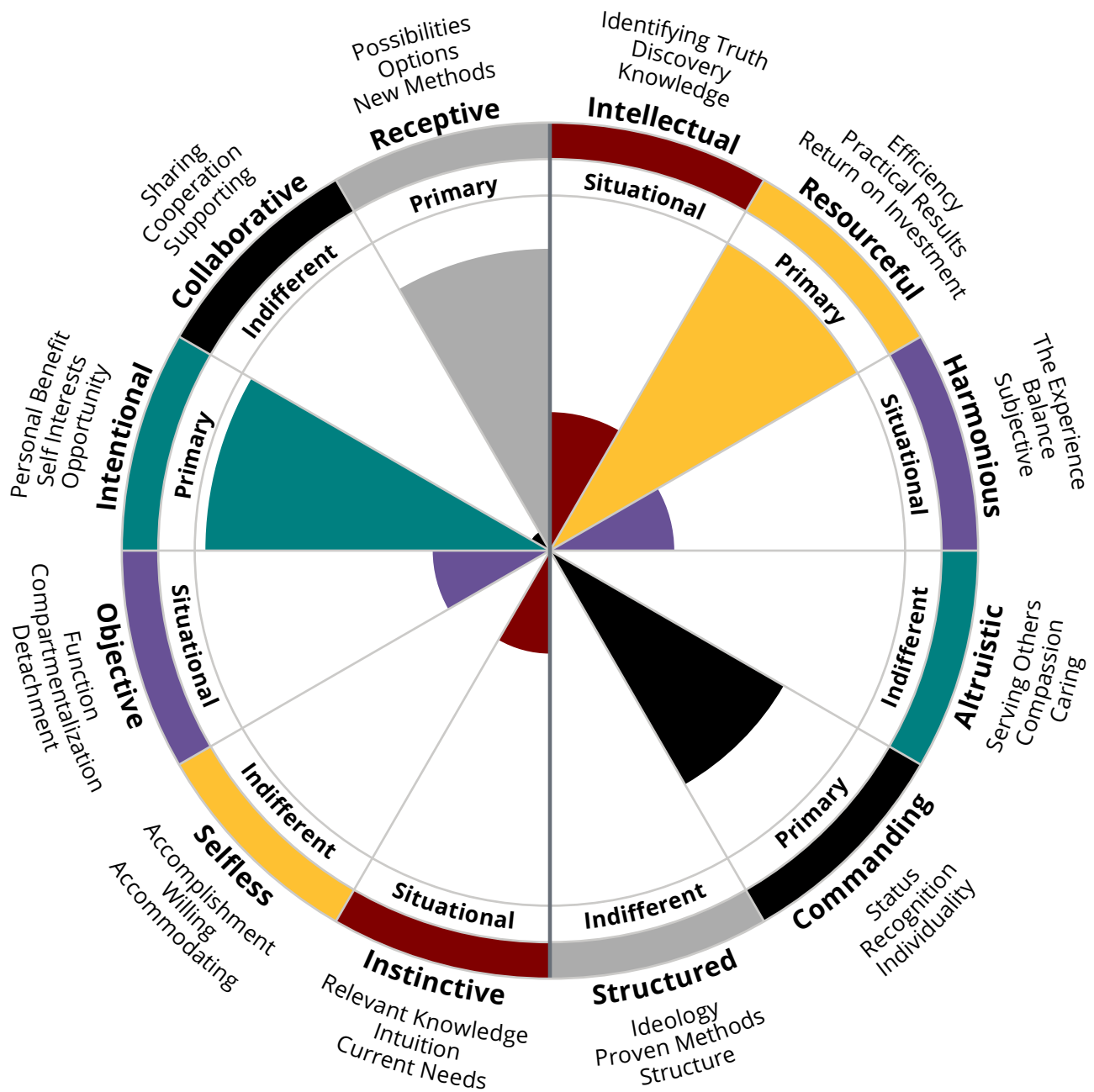
Norm 2021
 7-23-2025
 T: 5:13

Samantha Sample

Driving Forces Wheel



Descriptors Wheel



Introduction



Integrating Behaviors and Driving Forces

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

In this section you will find:

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

Potential Behavioral & Motivational Strengths



This section describes the potential area of overlap between Samantha's behavioral style and top four driving forces. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

1. Can be resourceful in influencing others to get results.
2. Makes decisions based on saving time, resources, and improving efficiency.
3. Very resourceful in solving problems.
4. Will champion a worthy cause, as a challenge, if they see a potential return.
5. Initiates the activity of developing others if they are putting forth a strong effort on their own.
6. Tough but fair when others are willing to work hard.
7. A leader to those who question traditions.
8. Will champion change and focus on out-of-the-box results
9. Puts everything she has into looking for new opportunities.
10. Forward-looking to improve herself or a situation.
11. Not easily deterred by setbacks.
12. Seeks the challenge and opportunity to win.

Potential Behavioral & Motivational Conflict



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

1. May tend to flaunt success and use money as a scorecard.
2. Can be a workaholic.
3. May offend others with too much discussion of results.
4. May try to utilize many people to obtain results.
5. Needs immediate results when involving others.
6. May set standards too high that causes others to fall short.
7. By challenging the status quo she may miss the desired results.
8. A desire for better results may be prohibited by her need for something new.
9. May break others' rules to keep the momentum moving.
10. May always want to display her superiority through solving problems or challenges.
11. May not realize the negative consequences of her quick decisions.
12. Takes on too much, too soon, and too fast to maintain control.

Ideal Environment



People are more engaged and productive when their work environment matches the statements described in this section. This section identifies the ideal work environment based on Samantha's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Samantha enjoys.

1. Rewards for being quicker, faster, and better.
2. Key performance measured on results and efficiency rather than people and processes.
3. An environment where direct, bottom-line efforts are appreciated.
4. A forum to champion the needs and desires of others who are willing to work for common results.
5. The opportunity to show others their potential in order to achieve the desired outcomes.
6. A results-driven environment where people are respected for what they can provide.
7. An environment that promotes creative ideas for solving problems and making decisions.
8. Opportunity to alter existing systems to make them bigger, better, and faster.
9. The ability to achieve results by challenging the status quo.
10. Continual opportunity to challenge and win.
11. Opportunity to assertively express her desire to control her own destiny and potentially that of others.
12. Ability to be self-starting and forward looking as it relates to challenging the status quo.

Keys To Motivating



All people are different and motivated in various ways. This section of the report was produced by analyzing Samantha's driving forces. Review each statement produced in this section with Samantha and highlight those that are present "wants."

Samantha wants:

1. Freedom to get desired results and improve efficiency.
2. Focus on results and rewards, not the process or journey.
3. Opportunities for achieving things faster and of more value.
4. Opportunities to accomplish solutions to problems that relate to her vision.
5. To be in charge of people, resources, and surroundings.
6. Recognition for driving business and being a catalyst for changing the world.
7. The opportunity to expand her way of thinking.
8. All systems and structures to be current and moving toward the desired result.
9. The ability to solve problems by examining many new approaches.
10. New and difficult challenges that lead to prestige and status.
11. Space and latitude to do what it takes to get the job done.
12. Power and control over outcomes and goals.

Keys To Managing



This section discusses the needs which must be met in order for Samantha to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Samantha and identify 3 or 4 statements that are most important to her. This allows Samantha to participate in forming her own personal management plan.

Samantha needs:

1. To be an active listener instead of dominating the discussion.
2. The opportunity to receive rewards based on results achieved.
3. To assess the risk and rewards of each decision.
4. To be given power and authority to achieve results through people.
5. Needs task-oriented challenges.
6. Help to understand how managing her intensity can align others to her objectives.
7. Support to achieve results through her constantly evolving system for living.
8. A manager that understands her potentially explosive nature is from the desire to achieve and win in new and different ways.
9. A manager that understands her need to explore many systems to capture all possibilities.
10. Assistance in staying on task when she is not the leader of the project.
11. Freedom to determine how results should be achieved.
12. Help understanding the effect on her image when she disengages from uncontrolled projects.

Introduction

Acumen Indicators



Research shows that the most effective people understand themselves and develop strategies to meet the demands of their environment. The Acumen Capacity Index (ACI) report helps individuals accurately perceive the world around them as well as themselves.

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

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

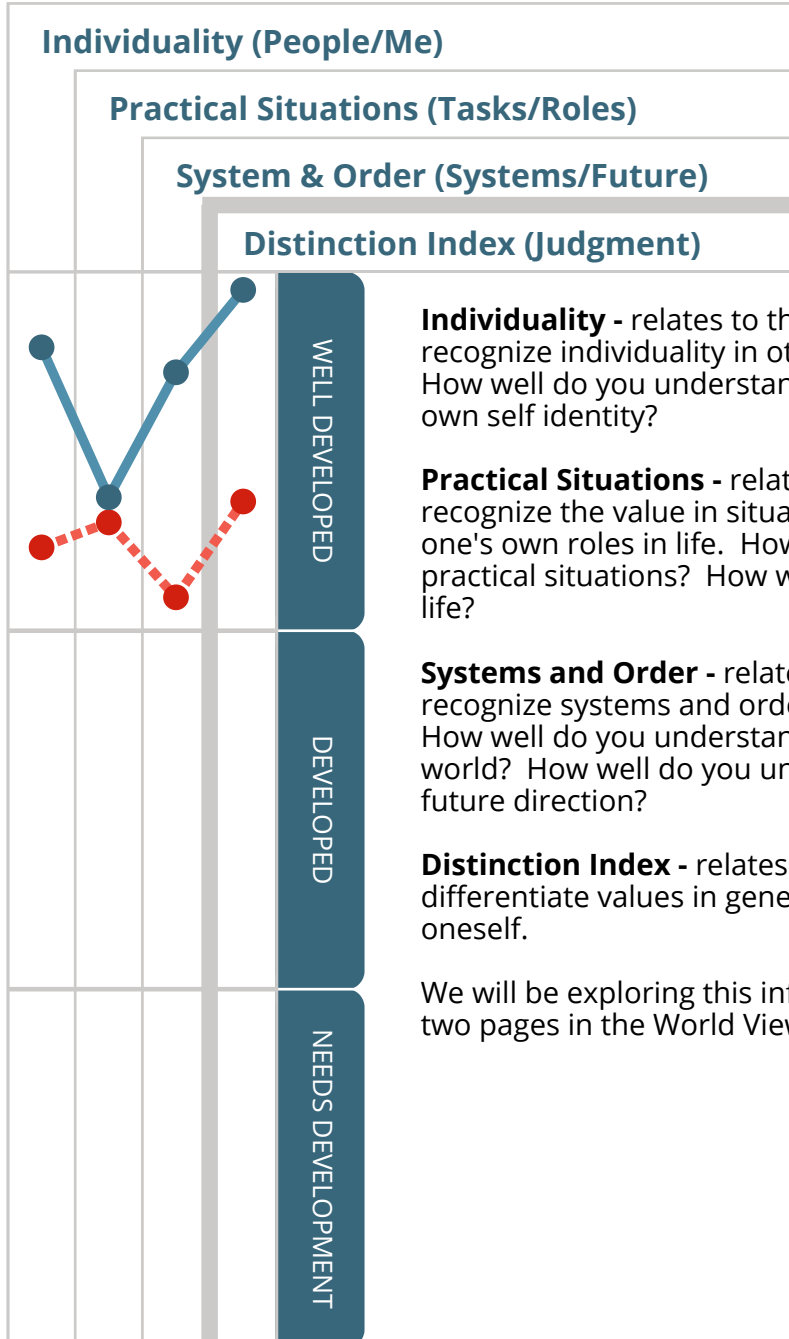
- Summary of Acumen Capacity
- World View
- Self View
- External Concentration Score
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary
- Dimensional Balance

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

Summary of Acumen Capacity



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



Individuality - relates to the development of your ability to recognize individuality in others and individuality within yourself. How well do you understand others? How well developed is your own self identity?

Practical Situations - relates to the development of your ability to recognize the value in situations in the outside world and within one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life?

Systems and Order - relates to the development of your ability to recognize systems and order in the world and within yourself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction?

Distinction Index - relates to your development of the ability to differentiate values in general in the world as well as within oneself.

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

Samantha's World View



Samantha's Self View

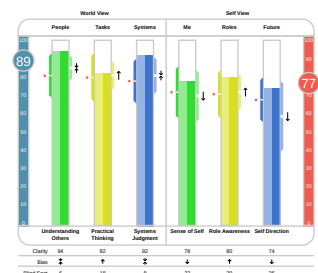


World View



This is how Samantha sees the world around her. This view measures her clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions found on the World View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samantha values people as individuals, rather than just on their performance, even when she is in a management position.
- Samantha understands people well and enjoys a feeling of mutual respect for others.
- Samantha enjoys forming and maintaining close affiliations with others.
- Samantha sees order and structure as necessary requirements for getting things done.
- Samantha performs best in an atmosphere that has a clear structure and a well-defined chain of command.
- Samantha has good thinking and planning abilities.
- Samantha sees the practical perspective clearly and will ignore interruptions to stay focused.
- Samantha performs best in an atmosphere that is practical, with the end-point of each project or task clearly defined.
- Samantha focuses on solutions to problems to achieve goals.

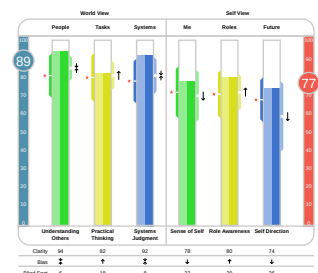


Self View



This is how Samantha sees herself. This view measures her clarity and understanding of herself, her roles in life and her direction for the future. The internal dimensions are a reflection of her from both personal and professional viewpoints. The statements below are based on the 3 dimensions found on the Self View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samantha will focus on the process of role changes when necessary to assure a smoother transition.
- Samantha is a person who emphasizes her personal and professional roles.
- Samantha has a good grasp of her life roles.
- Samantha tends to rely on herself in the face of adversity.
- Samantha may call upon her inner strength when needed to get through a situation.
- Samantha could benefit from developing a deeper understanding and appreciation of herself.
- Samantha tends to follow a set of organizing principles for her life.
- Samantha is open to future possibilities and opportunities, and her flexibility about her long-term future should help her to take advantage of opportunities.
- Samantha focuses on the directional aspects of life, where she is going and who she will become.



External Clarity and Awareness



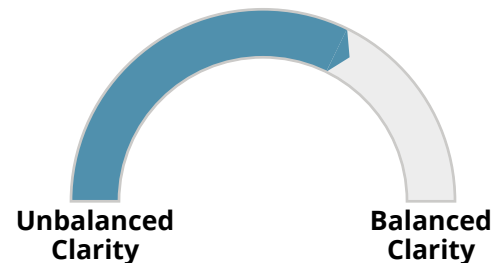
Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly in the outside world. Situational Awareness is the measurement of Samantha's viewpoint of the reality in the outside world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion Score into account. Does Samantha have a clear view of the outside world to go with her level of balance and reality?

External Clarity of Performance: The level of balance based on Samantha's ability to evaluate people, practical and theoretical situations in the outside world.

- Samantha should do her best to remain objective in dealing with situations and issues of all kinds.
- To establish a more balanced view of the world, Samantha should seek to understand and appreciate tasks and practical matters.

Based on your current level of balance, where is the greatest impact: people, tasks or systems?

Is your level of balance appropriate for your professional/personal life and path?

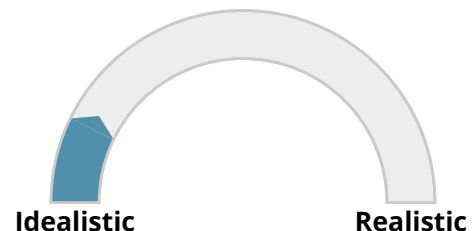


External Situational Awareness: Your level of reality based on your perception of the outside world.

- Samantha may be "closed" to certain things.
- Samantha may be unrealistic in matters personal, practical and theoretical.

How realistic is your world perception or your expectations of the world in terms of people, tasks and systems?

How is this level (or lack) of expectations or perception impacting you?



11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

Internal Clarity and Awareness



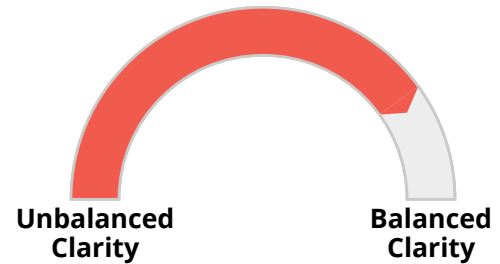
Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly within one's self. Situational Awareness is the measurement of Samantha's viewpoint of the reality within her own world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion description into account. Does Samantha have a clear view of herself to go with her level of balance and expectations?

Internal Clarity of Performance: The level of balance based on Samantha's ability to evaluate who you are, your roles and your future.

- She may want to focus on clarifying her envisioned future of who and what she ought to become.
- Samantha has a balanced view of internal issues and situations.

Based on your current level of balance, where is the greatest impact: you as a person, your roles or your future?

How does this level of balance impact you (positive/negative) in your current situation?

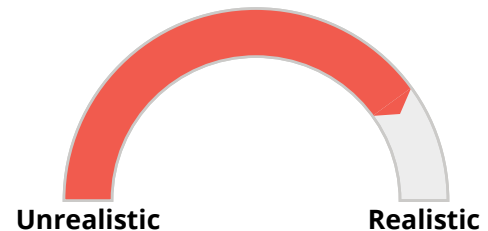


Internal Situational Awareness: Your level of expectations based on your perception of yourself, your roles and your future.

- Samantha is acutely aware of her own strengths and weaknesses.
- Samantha has good awareness in terms of herself, role and direction.

How realistic is your self perception or your expectations in terms of you as a person, your roles and your future?

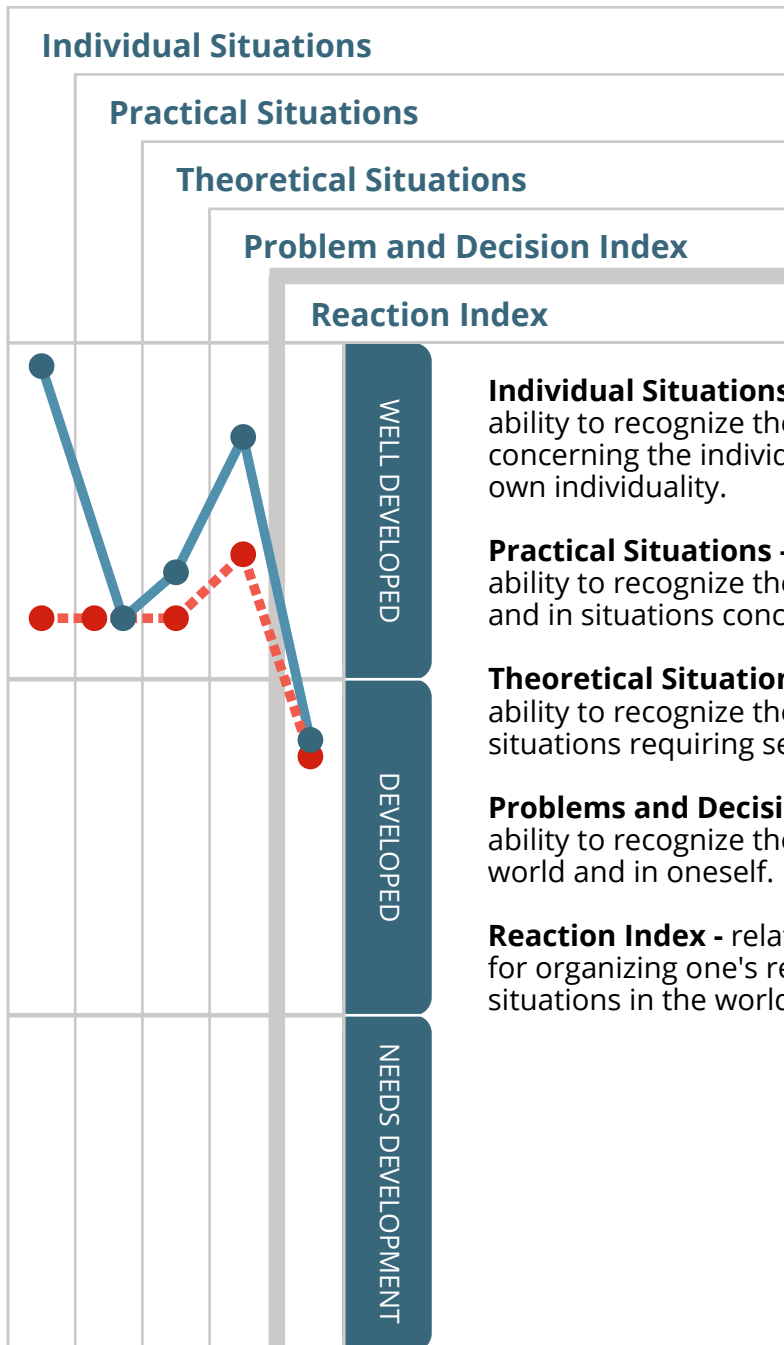
What insights have you discovered about yourself that could be further developed?



23

Emotional Bias Distortion: This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

Summary of Capacity for Problem Solving



Individual Situations - relates to the development of your ability to recognize the importance within situations concerning the individuality of others and concerning one's own individuality.

Practical Situations - relates to the development of your ability to recognize the importance within practical situations and in situations concerning one's own roles in life.

Theoretical Situations - relates to the development of your ability to recognize the importance within systems and in situations requiring self-discipline.

Problems and Decisions - relates to the development of your ability to recognize the importance within situations in the world and in oneself.

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

Samantha's World View



Samantha's Self View

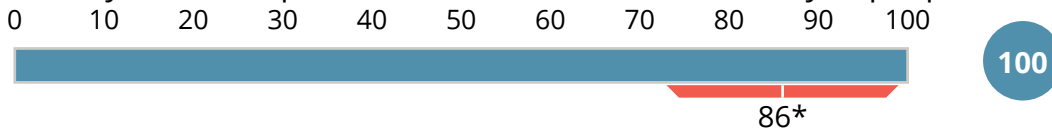


External Problem Solving and Decision Making

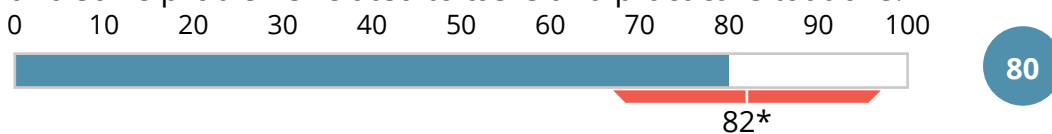


The following scores will identify Samantha's ability to identify and solve specific types of problems as well as her ability to make balanced decisions in the outside world.

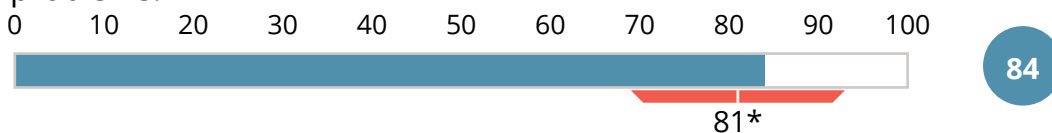
Capacity for Solving Problems Involving People - The ability to identify and solve problems related to the individuality of people.



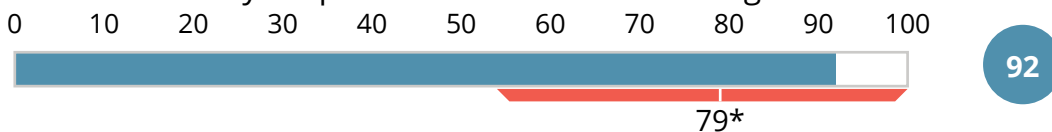
Capacity for Solving Practical Problems - The ability to identify and solve problems related to tasks and practical situations.



Capacity for Solving Theoretical Problems - The ability to identify and solve systems, structural and theory-based problems.



Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information regarding people, tasks and systems. The higher your score, the more balanced your problem and decision making will be.



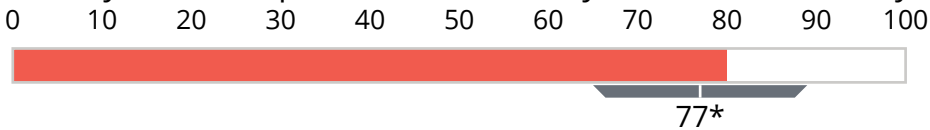
* 68% of the population falls within the shaded area.

Internal Problem Solving and Decision Making



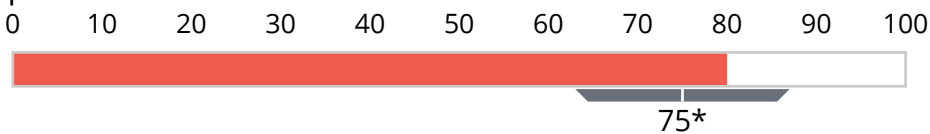
The following scores will identify Samantha's ability to identify and solve specific types of problems as well as her ability to make balanced decisions within one's self.

Problem Solving Ability Within One's Self - The ability to identify and solve problems related to your own individuality.



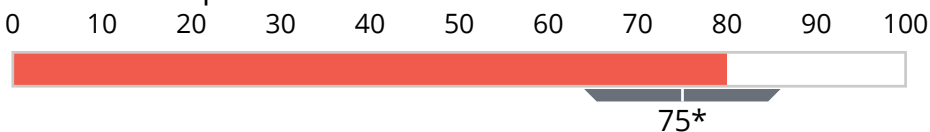
80

Problem Solving Ability Within One's Roles - The ability to identify and solve problems related to your personal and/or professional roles in life.



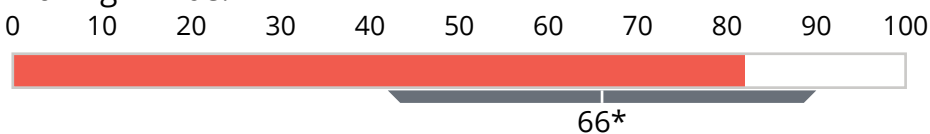
80

Problem Solving Ability Regarding One's Future - The ability to identify and solve problems with regard to your future direction and self-discipline.



80

Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive important aspects regarding your individuality, your roles and your future. The higher your score, the more balanced your problem solving and decision making will be.



82

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

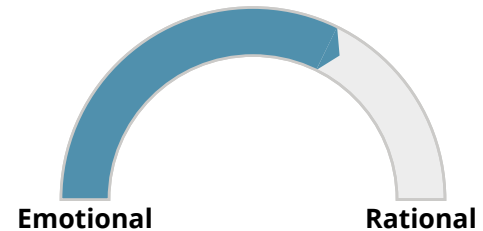
Reaction Index



The Reaction Index is determined by looking at Samantha's External Control and Internal Control. The combination of this information will identify one's ability for appropriate responses in difficult situations.

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

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

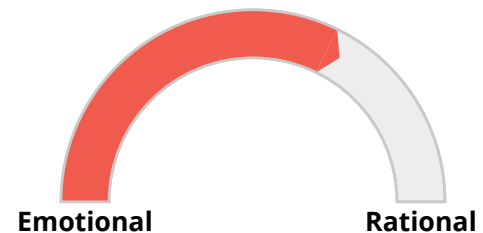


11

Emotional Bias Distortion: The higher the score, the more difficult it will be to maintain a rational and appropriate response in difficult situations regarding people, tasks, and systems.

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

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



23

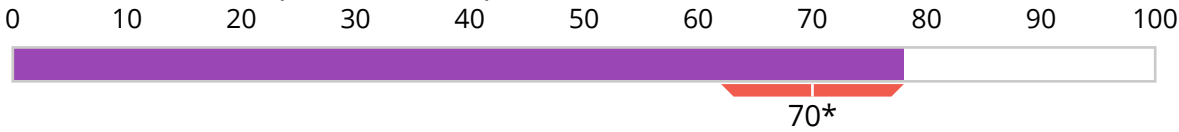
Emotional Bias Distortion: The higher the score, the more difficult it will be to maintain a rational and appropriate response in difficult situations regarding you as a person, your roles, and your future.

Business Performance Summary

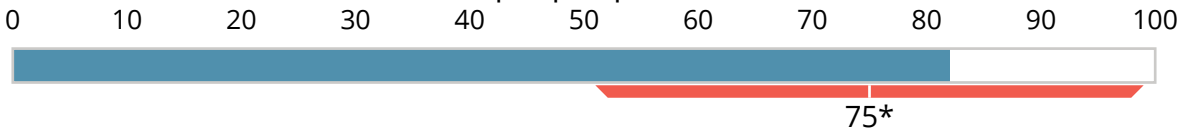


The Business Performance Summary will identify Samantha's ability to solve problems and concentrate during challenging times and ability to make balanced decisions.

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



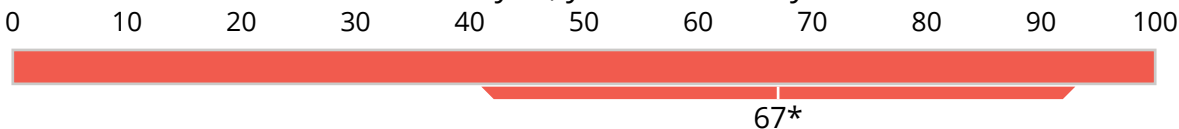
External Concentration Index - The ability to remain focused and manage distractions on issues relative to people, practical and theoretical situations.



11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Concentration score awareness. Scores over 40 can greatly cloud these areas.

Internal Concentration Index - The ability to remain focused and manage distractions on issues relative to you, your roles and your future.



23

Emotional Bias Distortion: This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Concentration score awareness. Scores over 40 can greatly cloud these areas.

■ - External ■ - Internal ■ - Combined External and Internal

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

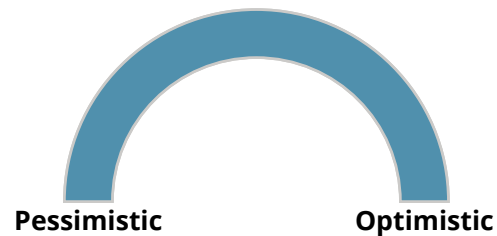
Business Performance Summary

Continued



Attitude Index: The Attitude Index measures your current outlook regarding your external or world view at the time when you completed the assessment. This is a very sensitive measurement and may pick up on something that has affected you within a few days or even several weeks of completing this assessment.

1. Open-minded - accessible, flexible
2. Appreciative - grateful, thankful
3. Approving - favorable
4. Positive - encouraging, upbeat
5. Dynamic - lively, energetic, vibrant



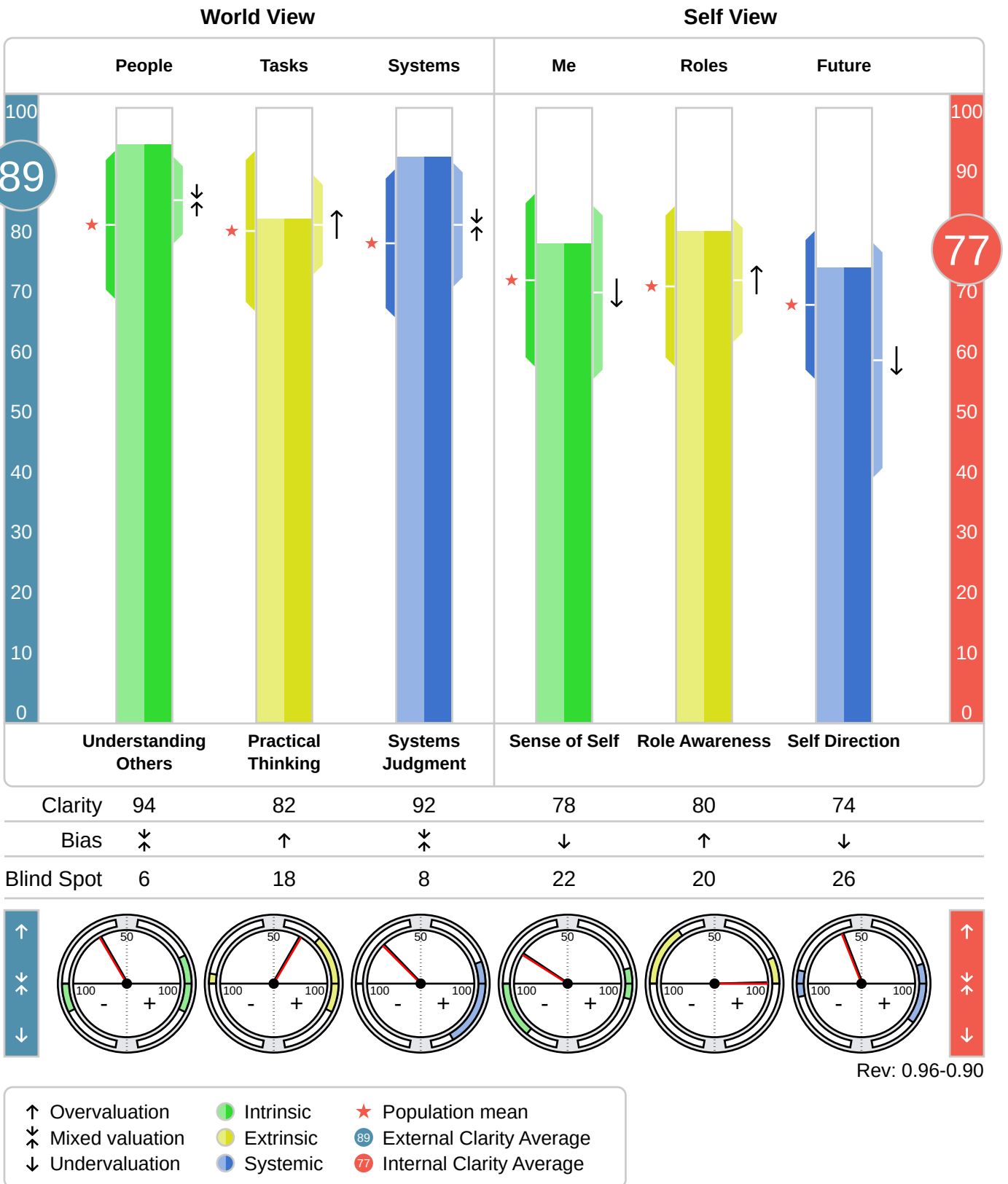
How has your optimistic outlook benefited you in recent times?

How can you build on this in the future?

11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect your Attitude Index. Scores over 40 can greatly cloud your outlook.

Dimensional Balance



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.

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

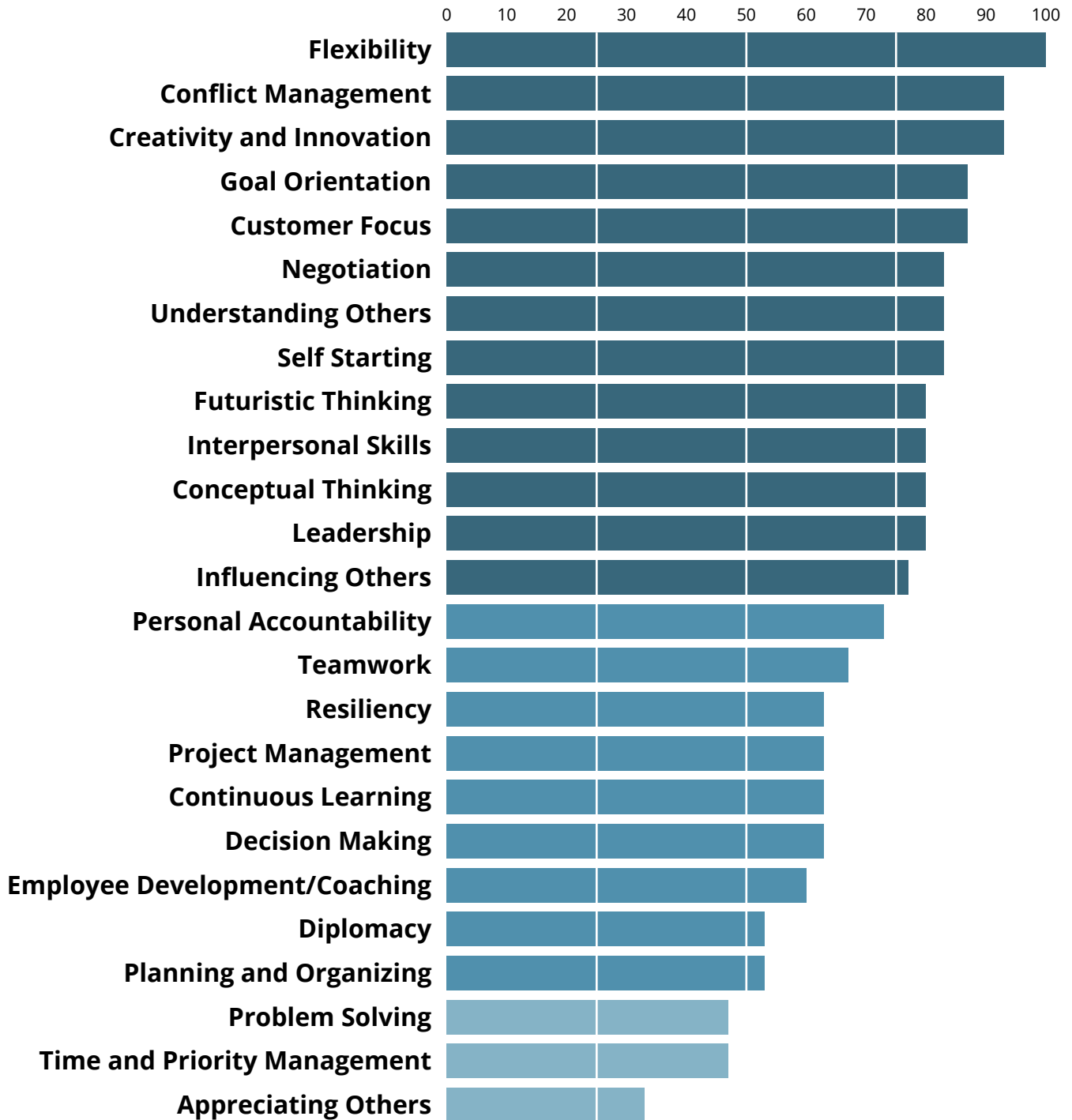
Be sure to read the entire report with an open mind. Everyone has areas where they can improve. Before deciding to work on developing personal skills you have not yet fully developed, you may want to discuss the report with a trusted peer, mentor or professional coach. You may even wish to share the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

Development Indicator

Based on Scores



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

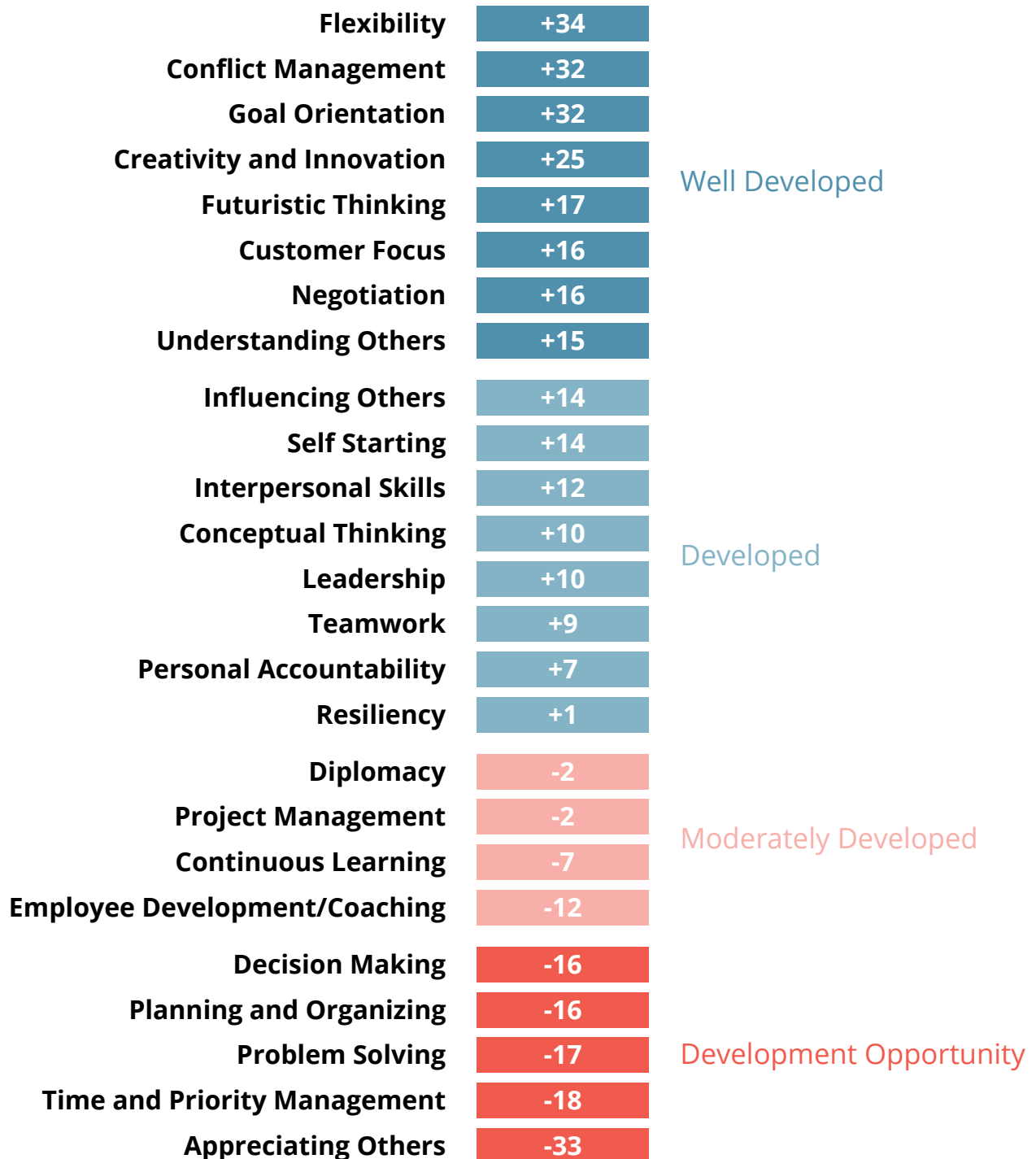


Development Indicator

Based on Means



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



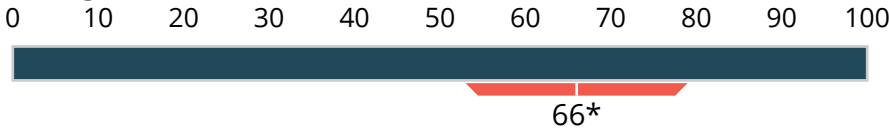
T: 11:58

Competencies Hierarchy

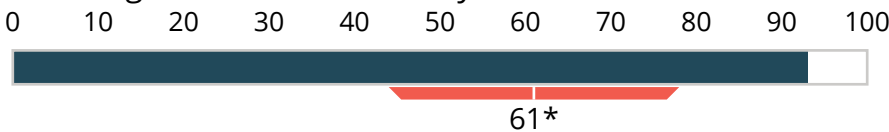


Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

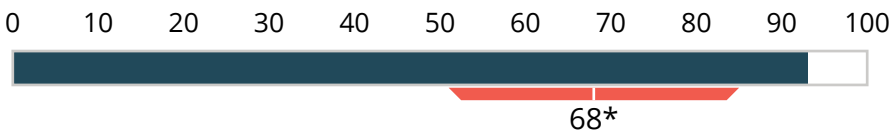
1. Flexibility - Readily modifying, responding and adapting to change with minimal resistance.



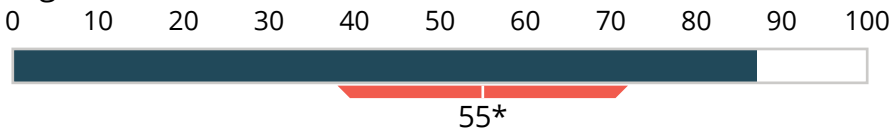
2. Conflict Management - Understanding, addressing and resolving conflict constructively.



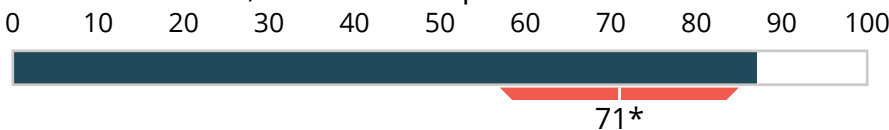
3. Creativity and Innovation - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



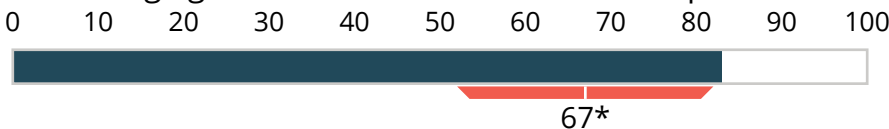
4. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



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



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

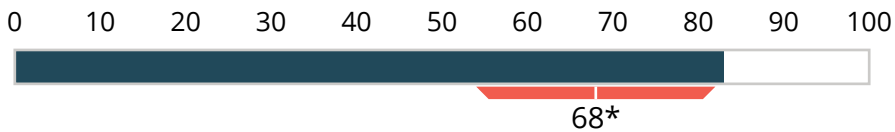


* 68% of the population falls within the shaded area.

Competencies Hierarchy

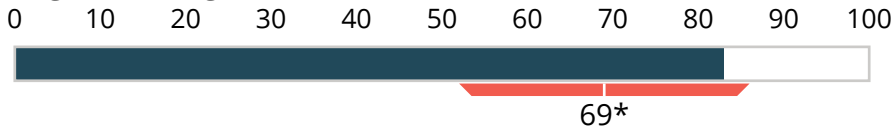


7. Understanding Others - Understanding the uniqueness and contributions of others.



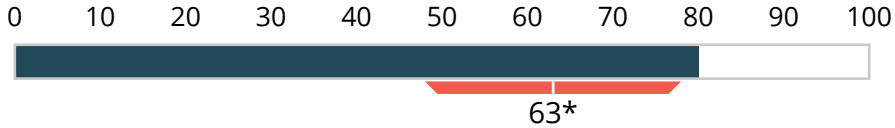
83

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



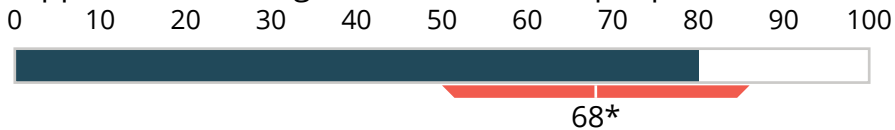
83

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



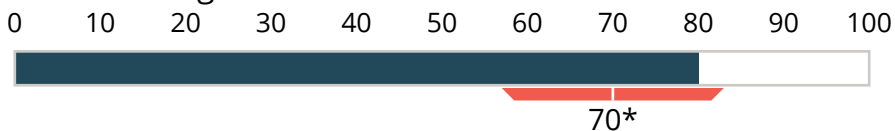
80

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



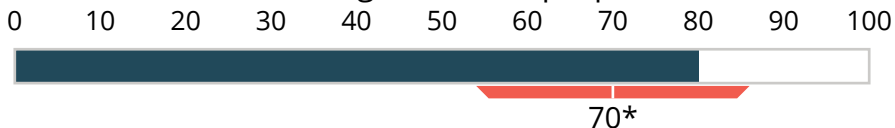
80

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



80

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



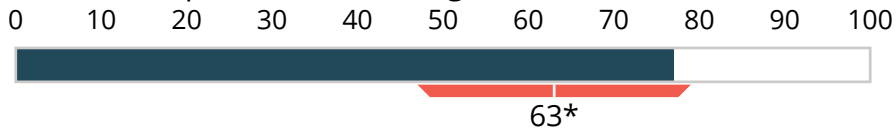
80

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

Competencies Hierarchy

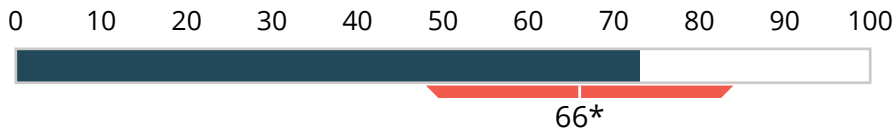


13. Influencing Others - Personally affecting others' actions, decisions, opinions or thinking.



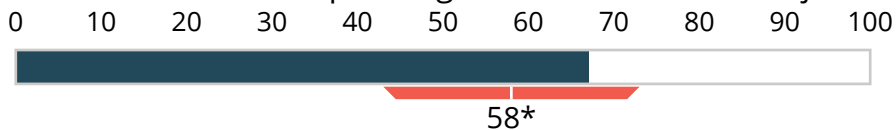
77

14. Personal Accountability - Being answerable for personal actions.



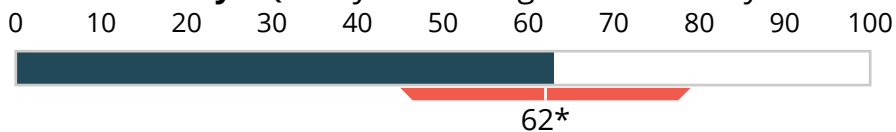
73

15. Teamwork - Cooperating with others to meet objectives.



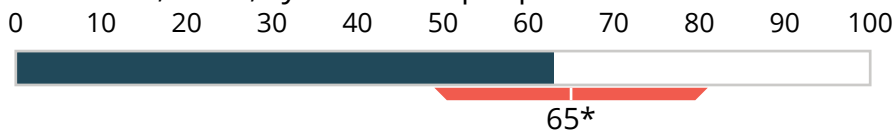
67

16. Resiliency - Quickly recovering from adversity.



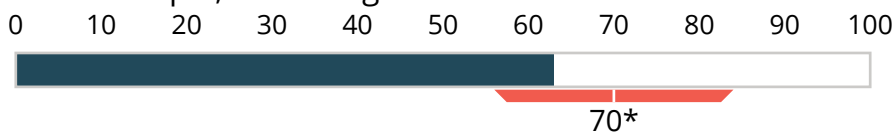
63

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



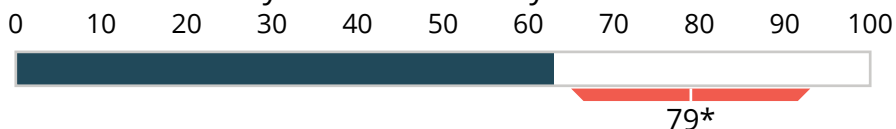
63

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



63

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



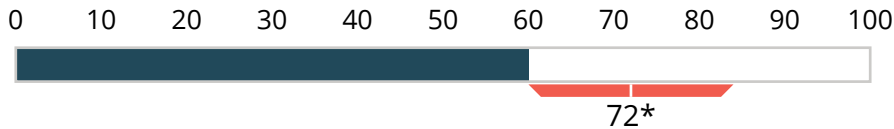
63

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

Competencies Hierarchy

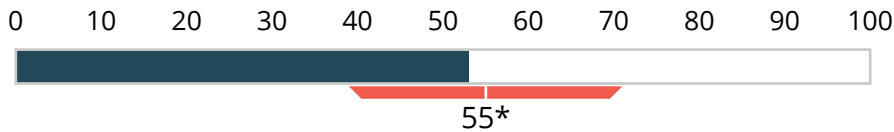


20. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.



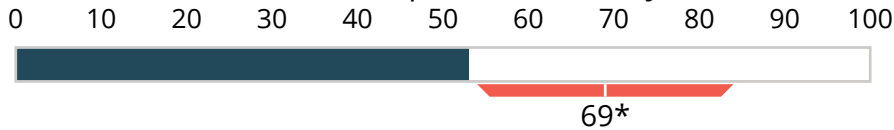
60

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



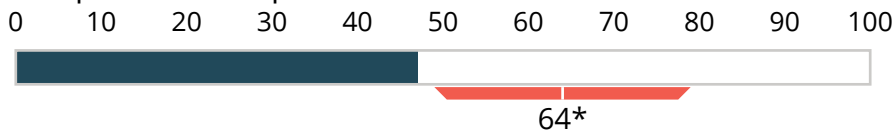
53

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



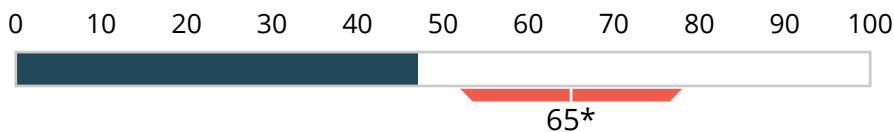
53

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



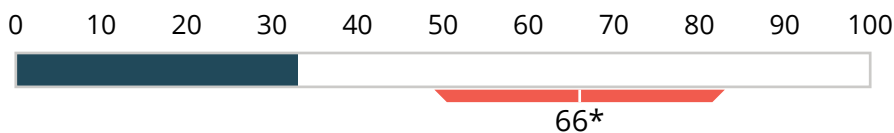
47

24. Time and Priority Management - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



47

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



33

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

Summary of Competencies



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

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

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

2. Conflict Management: Understanding, addressing and resolving conflict constructively.

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

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

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

Summary of Competencies



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

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

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

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

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

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

Summary of Competencies



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

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

8. **Self Starting:** Demonstrating initiative and willingness to begin working.

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

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

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

Summary of Competencies



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

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

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

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

Summary of Competencies



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

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

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

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

14. Personal Accountability: Being answerable for personal actions.

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

Summary of Competencies



15. Teamwork: Cooperating with others to meet objectives.

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

16. Resiliency: Quickly recovering from adversity.

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

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

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

Summary of Competencies



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

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

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

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

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

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

Summary of Competencies



21. Diplomacy: Effectively and tactfully handling difficult or sensitive issues.

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

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

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

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

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

Summary of Competencies



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

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

25. Appreciating Others: Identifying with and caring about others.

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

Getting The Most From Your Report



Questions about the personal skills you are well developed in:

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

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

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

Questions about the personal skills you have not yet developed:

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