



TTI  
SUCCESS  
INSIGHTS®

# TriMetrix® DNA

## Management-Staff

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# Introduction



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

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

## Behaviors

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 And 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.

## 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 themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.**

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

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

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

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

*"All people exhibit all four behavioral factors in varying degrees of intensity."*

–W.M. Marston

# Behavioral Characteristics



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

Chris prefers that things be orderly, and he will approach work in a systematic manner. He can be characterized by his attention to quality and detail. People can depend on his work to be accurate and complete. He may be overly sensitive to criticism of his work. If you do comment on his work, you had better be right, since he may not take criticism lightly. His motto for work may well be the coined phrase, "quality is job number one." Getting the project or job done right is important to him. If forced to choose between producing quality work or quantities of work, quality will be the winner. Chris wants to be liked by fellow workers, as well as be recognized for doing quality work. Coworkers know that his projects will always be done correctly. He is alert and sensitive to his errors and mistakes. He constantly seeks to avoid errors in his work. He tends to be his own worst critic, constantly reminding himself that he could have done better if given more time. He can be sensitive about any comments regarding the quality of his work. He constantly strives forward to improvement in everything he does. Chris likes to work behind the scene and be seen as someone who is organized and has his life in order. Because of high expectations of his own job performance, Chris may sometimes feel that other workers cannot perform up to his standards.

Chris is the type of person who will accept challenges and accept them seriously. He tends to base decisions on the quality of work, not on efficiency. He, capable of routinely making daily decisions, usually becomes cautious about the bigger decisions; he wants to be absolutely certain his decision is correct. He uses data and facts to support the big decisions, because it makes him feel more confident that his decisions are correct. Chris feels tension when forced to make major decisions quickly. He is skilled at observing and collecting data on different subjects. If he has a real passion for a given subject, he will read and listen to all the available information on the subject. He takes pride in his competence or his ability to understand all the facts of a situation. He is good at concentrating on data while looking for the best method of solving the problem. He can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront.



# Behavioral Characteristics

## Continued



Chris' work represents his true self, and he will take issue when people attack the quality of his work. He is usually slow to anger; but when "enough is enough," he may tend to explode. People will then have no doubt about his feelings. He does not like to work for a manager who uses a confrontational management style. He tends to withdraw and not express himself and may become unproductive if he feels threatened. He does not seek confrontation; but if he is confronted, he will present his case with enough supportive data that he will probably win. Because Chris wants to be certain he is performing his work assignments correctly, he enjoys working for a manager who explains what is expected of him. He can be outgoing at times. Basically introverted, he will engage in social conversation when the occasion warrants. He likes to ask questions to clarify the communications. He gathers data in order to be certain he is correct in his work, communications or decision making. He likes to have contact with a variety of individuals in his area of expertise.



# Value to the Organization



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

- ✓ Comprehensive in problem solving.
- ✓ Always concerned about quality work.
- ✓ Proficient and skilled in his technical specialty.
- ✓ Creative problem solving.
- ✓ Accomplishes goals through people.
- ✓ People-oriented.
- ✓ Team player.
- ✓ Optimistic and enthusiastic.
- ✓ Conscientious and steady.





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

## Ways to Communicate

- ✓ Deal with details in writing, have him commit to modes of action.
- ✓ Provide solid, tangible, practical evidence.
- ✓ Make an organized presentation of your position, if you disagree.
- ✓ Provide a warm and friendly environment.
- ✓ Provide testimonials from people he sees as important.
- ✓ Support his principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- ✓ Talk about him, his goals and the opinions he finds stimulating.
- ✓ Follow through, if you agree.
- ✓ Provide ideas for implementing action.
- ✓ Make an organized contribution to his efforts, present specifics and do what you say you can do.
- ✓ Leave time for relating, socializing.



# Checklist for Communicating

## Continued



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

- ⊘ Make statements about the quality of his work unless you can prove it.
- ⊘ Threaten, cajole, wheedle, coax or whimper.
- ⊘ Waste time trying to be impersonal, judgmental or too task-oriented.
- ⊘ Be disorganized or messy.
- ⊘ Leave decisions hanging in the air.
- ⊘ Legislate or muffle—don't overcontrol the conversation.
- ⊘ Say "trust me"—you must prove it.
- ⊘ Be curt, cold or tight-lipped.
- ⊘ Dillydally, or waste time.
- ⊘ Use gimmicks or clever, quick manipulations.
- ⊘ Leave things to chance or luck.



# Communication Tips



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

## 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, 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, alternatives, abstractions.

# Perceptions



## See Yourself As Others See You

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



### Chris usually sees himself as being:

- ✓ Precise
- ✓ Thorough
- ✓ Moderate
- ✓ Diplomatic
- ✓ Knowledgeable
- ✓ Analytical



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

- ✓ Pessimistic
- ✓ Picky
- ✓ Worrisome
- ✓ Fussy



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

- ✓ Perfectionistic
- ✓ Hard-to-Please
- ✓ Strict
- ✓ Defensive

# The Absence of a Behavioral Factor



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

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

- Avoid working situations where a high sense of urgency could cause a safety issue.
- Avoid positions that revolve around routine work.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.

## **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 the constant need for change causes fear in others.
- Seek environments where change is rewarded versus discouraged.
- When working on a team, the need for collaboration before moving forward can be a deterrent.



# Descriptors



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

|                  |                  |                   |                   |
|------------------|------------------|-------------------|-------------------|
| 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        |
| <b>Dominance</b> | <b>Influence</b> | <b>Steadiness</b> | <b>Compliance</b> |
| 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



Chris' 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

Chris is somewhat conservative in his approach to solving problems. He will accept challenges by being quite calculating in his response to the problem or challenge. Chris will be quite cooperative by nature and attempt to avoid confrontation, as he wants to be seen as a person who is "easy" to work with.

### Adapted

Chris sees the need to be competitive, results-oriented and a little innovative in his approach to problem solving. He has a tendency to evaluate the risk before rushing into solving a problem.

## People & Contacts

### Natural

Chris is sociable and optimistic. He is able to use an emotional appeal to convince others of a certain direction. He likes to be on a team and may be the spokesman for the team. He will trust others and likes a positive environment in which to relate.

### Adapted

Chris sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.

# Natural & Adapted Style



## Pace & Consistency

### Natural

Chris likes mobility, and the absence of routine does not traumatize him. He feels comfortable juggling different projects and is able to move from one project to another fairly easily.

### Adapted

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



## Procedures & Constraints

### Natural

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

### Adapted

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



# Adapted Style



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

- ✓ Dealing with a wide variety of work activities.
- ✓ Precise, analytical approach to work tasks.
- ✓ Acting without precedent and able to respond to change in daily work.
- ✓ Accurate adherence to high quality standards.
- ✓ Being sensitive to, but not necessarily controlled by, rules and procedures.
- ✓ Careful, thoughtful approach to decision making.
- ✓ Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ Sensitivity to existing rules and regulations.
- ✓ Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- ✓ A competitive environment combined with a high degree of people skills.
- ✓ Persistence in job completion.
- ✓ Skillful use of vocabulary for persuasive situations.
- ✓ Anticipating and solving problems.



# 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.*

## Seeking "All" of The Facts

*Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.*

### Possible Causes:

- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

### Possible Solutions:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

## Seeking The Best, But Not Necessarily Workable Solutions

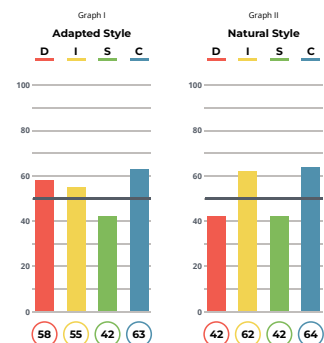
*Always seeking the best solution may prohibit getting the task accomplished. Something better is always on the horizon.*

### Possible Causes:

- Want to do things right the first time
- Want personal approval for preciseness of work
- Fear criticism if solution doesn't work

### Possible Solutions:

- Establish required standards
- Determine the solution that meets or exceeds those standards
- Set a timeline for making a decision or completing a task





# Time Wasters

## Continued

### Prolong Events In Order To Gain Improved Results

*Prolonging events in order to gain improved results is the process of doing and redoing, evaluating and re-evaluating and changing to and changing back as a way of "testing" the best possible outcome.*

#### Possible Causes:

- Want to ensure that success is always achieved
- Feel that if rushed, the results will not be satisfactory
- Hope situations will work out themselves

#### Possible Solutions:

- Set realistic schedule and timeline
- Follow the schedule
- Seek advice or assistance from others

### Fear of Mistakes

*Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.*

#### Possible Causes:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

#### Possible Solutions:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes





# Time Wasters

## Continued

### Waiting For Events To Happen

*Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.*

#### Possible Causes:

- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

#### Possible Solutions:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios

### Overreacting To Constructive Criticism

*Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.*

#### Possible Causes:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

#### Possible Solutions:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors



# Areas for Improvement



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

## Chris has a tendency to:

- ✓ Want full explanation before changes are made to ensure his understanding.
- ✓ Be defensive when threatened and use the errors and mistakes of others to defend his position.
- ✓ Fail to tell others where he stands on an issue.
- ✓ Select people much like himself.
- ✓ Be self-deprecating—doesn't project self-confidence.
- ✓ Lean on supervisors if information and direction is not clear.
- ✓ Get bogged down in details and use details to protect his position.
- ✓ Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.

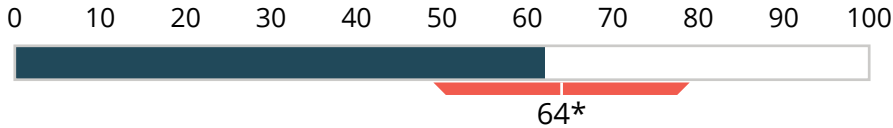


# Behavioral Hierarchy

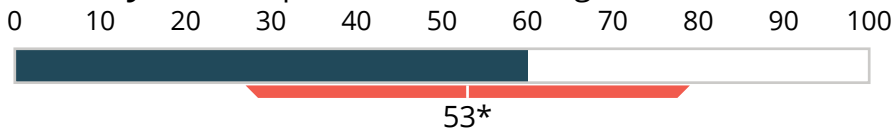


Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

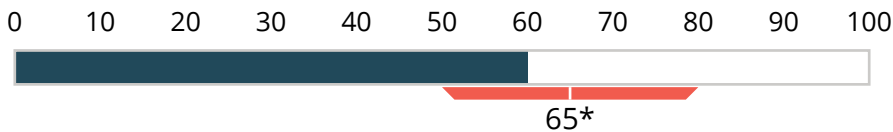
**1. Customer-Oriented** - Identify and fulfill customer expectations.



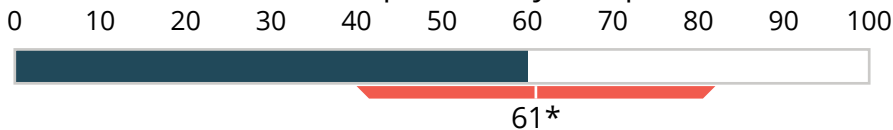
**2. Analysis** - Compile, confirm and organize information.



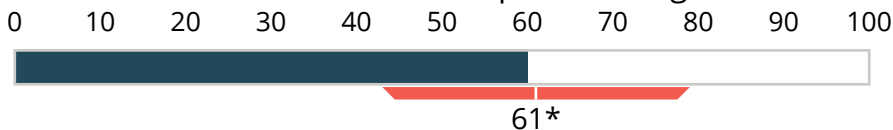
**3. People-Oriented** - Build rapport with a wide range of individuals.



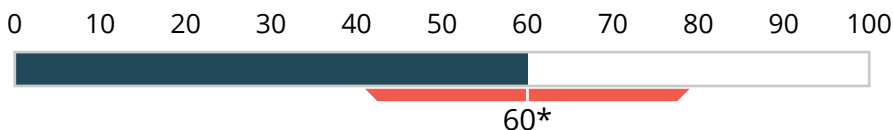
**4. Consistent** - Perform predictably in repetitive situations.



**5. Persistence** - Finish tasks despite challenges or resistance.



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

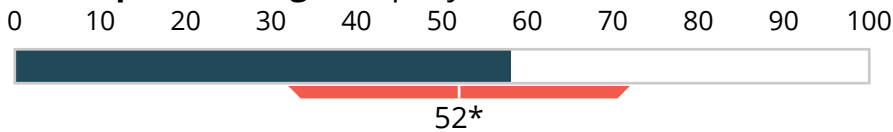


\* 68% of the population falls within the shaded area.

# Behavioral Hierarchy

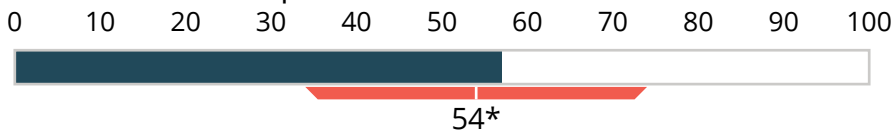


**7. Frequent Change** - Rapidly shift between tasks.



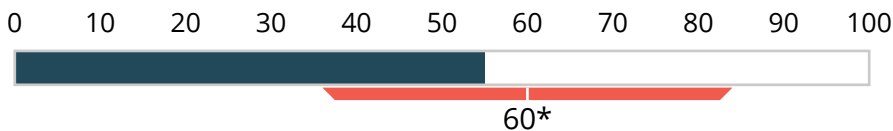
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**8. Versatile** - Adapt to various situations with ease.



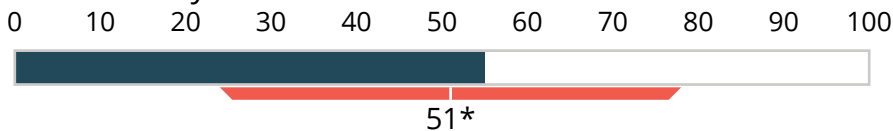
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**9. Interaction** - Frequently engage and communicate with others.



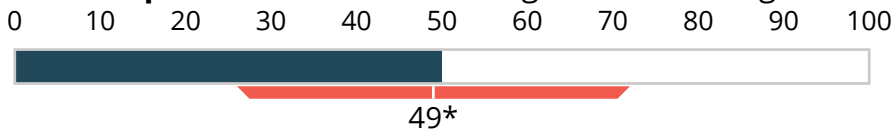
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**10. Organized Workplace** - Establish and maintain specific order in daily activities.



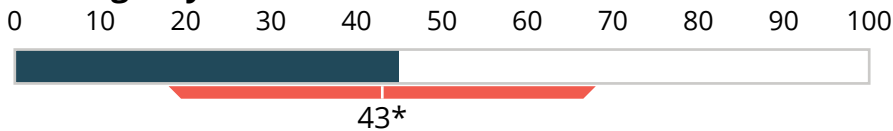
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**11. Competitive** - Want to win or gain an advantage.

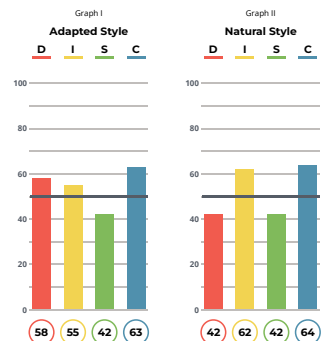


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**12. Urgency** - Take immediate action.



45



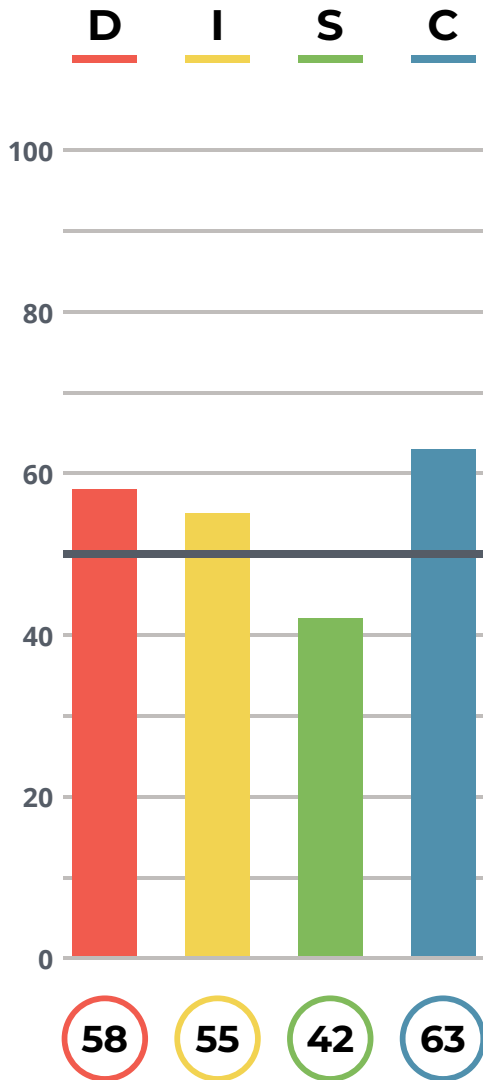
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\* 68% of the population falls within the shaded area.

# Style Insights® Graphs



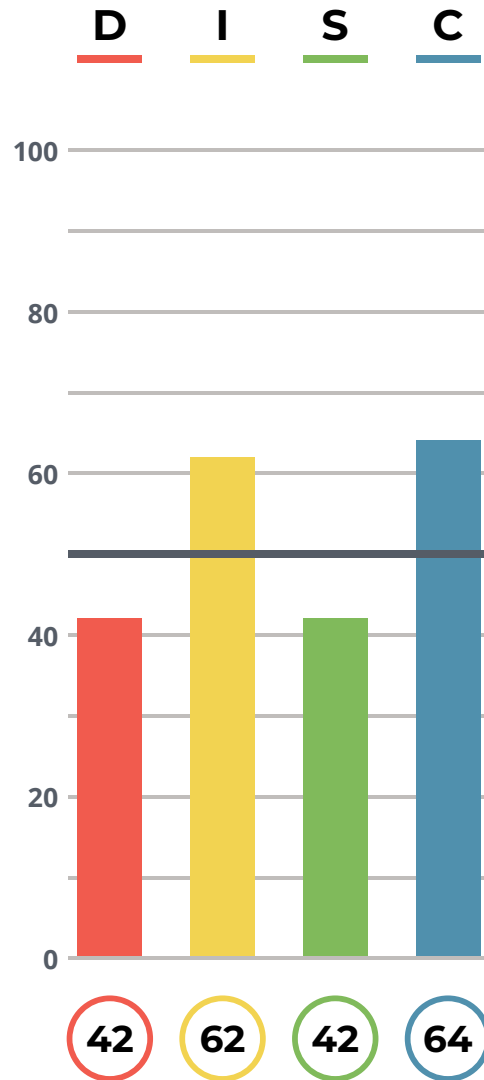
Graph I

## Adapted Style



Graph II

## Natural Style





# The Success Insights® Wheel



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

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

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

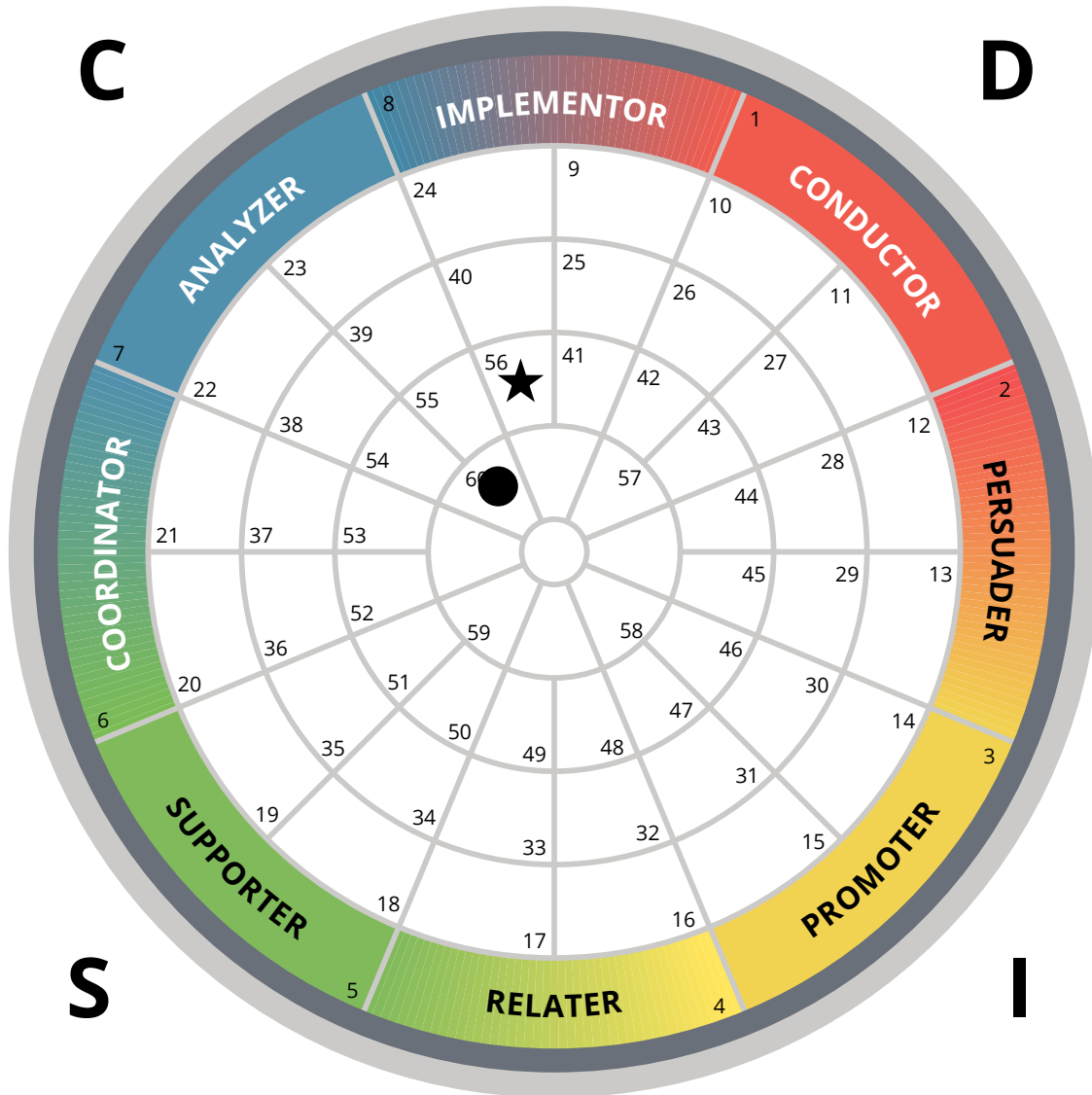
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

# The Success Insights® Wheel



**Chris Parr**

Zocalo  
2-14-2021



Adapted: ★ (56) ANALYZING IMPLEMENTOR (ACROSS)

Natural: ● (60) PROMOTING ANALYZER (ACROSS)

Norm 2017 R4

T: 16:23

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# 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 work and life. You will learn how your passions from 12 Driving Forces® frame your perspectives and provide 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 they may have a strong pull for 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 to improve communication

# 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.*

Chris is driven to be very diligent and resourceful. He has a strong desire to build resources for the future. He is motivated by increasing productivity and efficiency. He will research a subject if it's something Chris is passionate about. Chris is more concerned with the application of ideas than the details behind it. He is comfortable starting a project before gathering all the necessary information. He tends to have an objective view of the task at hand. He may choose to see the world in pieces, not as a whole. Chris is generous with his time, talent and resources for those who need help. He may have an interest in improving the working conditions for others. In most situations Chris may look for ways to create collaboration. He sees value in following and implementing certain systems.

Chris is energized by building a framework that maximizes his time and talent invested in a project. He is driven by a long list of wants and will work hard to achieve them. He will view and use knowledge as a needed resource or a means to an end. He will learn based on his perception of what's important from the situation. In general, unpleasant surroundings will not impact his productivity. He will focus on the objective of a situation more than the harmony of a situation. He may strive to reduce the occurrence of conflict in the workplace. He may look at the process for faults before blaming an individual. Chris may seek situations that allow him the freedom to partner with others. He tends to support those who are leading with a vision. He may evaluate others based on how and if they follow systems and rules. When formulating a plan of action, Chris tends to use a systematic approach.

# Driving Characteristics



Following proven procedures may be more important than quick fixes. He may strive to maintain collaboration in group settings. He may intuitively notice and respond to people in need. He is capable of functioning in an environment filled with chaos. Chris doesn't require a full explanation of details. He is focused on handling practical matters over the pursuit of knowledge. He will create opportunities for others if he sees a greater return in the future. He will focus on creating processes to ensure efficiency going forward.

# Strengths & Weaknesses



The following section will give you a general understanding of the strengths and weaknesses of Chris' 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

- ✓ Chris might focus on the return on investment.
- ✓ He sometimes focuses on achieving measurable and practical results.
- ✓ He can maximize efficiency and productivity.
- ✓ He might rely on past experience.
- ✓ Chris may be able to quickly apply past knowledge.
- ✓ He may isolate personal challenges and remain focused on the task.
- ✓ He tends to believe that most people should have the opportunity to be the best they can be.



## Potential Weaknesses

- ✗ Chris may view material possessions and money as a scorecard.
- ✗ He may only be willing to give if there is an opportunity for a return.
- ✗ He may be perceived as a workaholic.
- ✗ He may disregard excess information.
- ✗ Chris may start a project without all the required information.
- ✗ He can over compartmentalize and miss the issues of the whole picture.
- ✗ He may support others at the expense of his own work.

# Energizers & Stressors



The following section will give you a general understanding of the energizers and stressors of Chris' 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

- ✓ Chris strives to obtain practical results.
- ✓ He is energized by efficiency.
- ✓ He likes to be compensated based on performance.
- ✓ He learns on demand.
- ✓ Chris likes to discover specific knowledge.
- ✓ He is energized by chaos.
- ✓ He realizes the potential in others.

## Potential Stressors

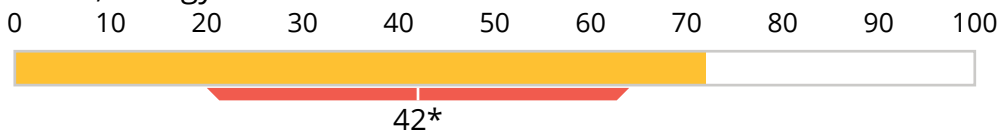
- ✗ Chris gets frustrated when processes are redundant.
- ✗ He will not waste time.
- ✗ He is stressed when others ignore the return on investment.
- ✗ He does not enjoy discussing theoretical subjects.
- ✗ Chris does not enjoy learning excessive information.
- ✗ He does not like the pursuit of intangible ideas.
- ✗ He is stressed by inconsiderate acts.

# Primary Driving Forces Cluster

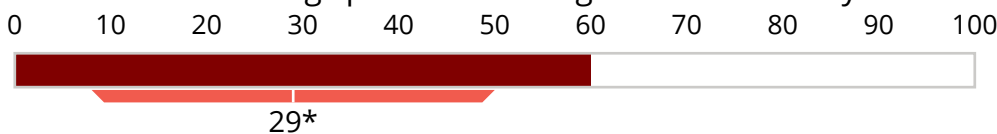


Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

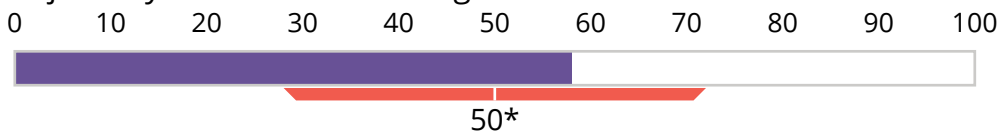
**1. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.



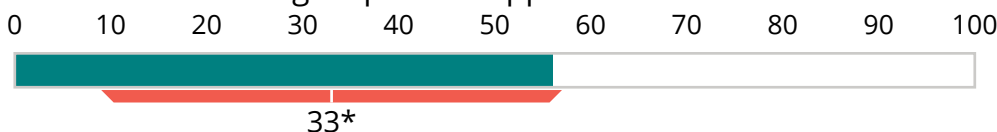
**2. Instinctive** - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



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



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



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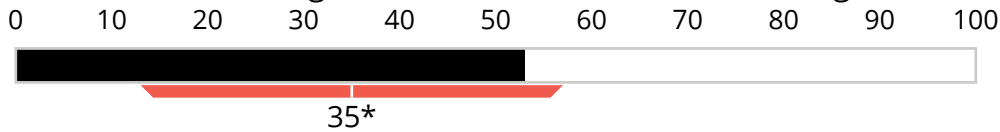


# Situational Driving Forces Cluster



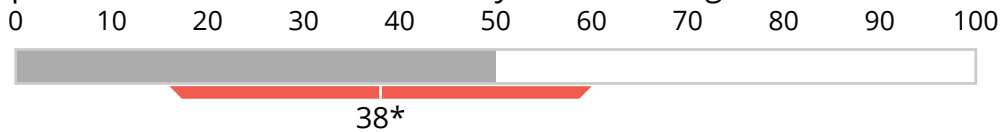
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



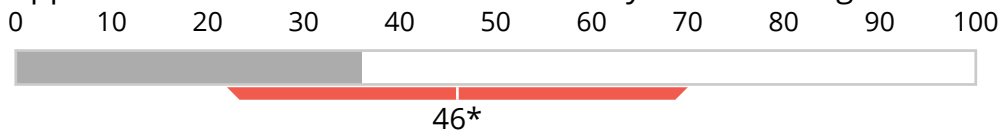
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**6. Structured** - People who are driven by traditional approaches, proven methods and a defined system for living.



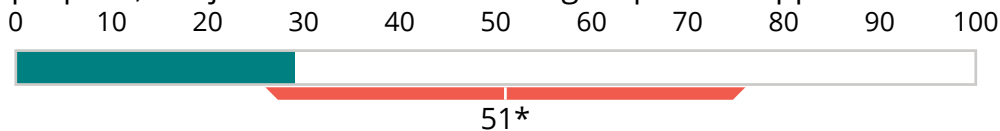
50

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



36

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



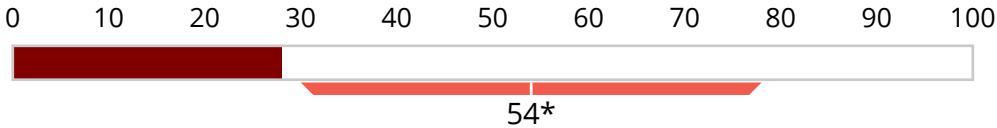
29

# Indifferent Driving Forces Cluster

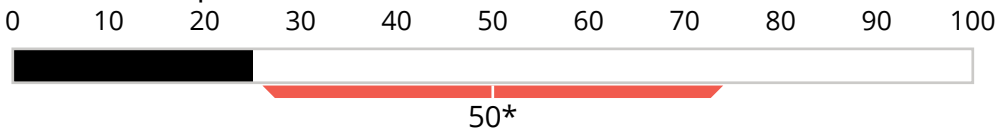


You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

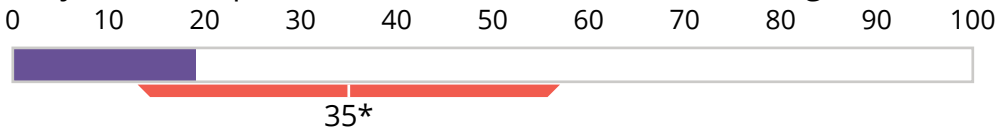
**9. Intellectual** - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



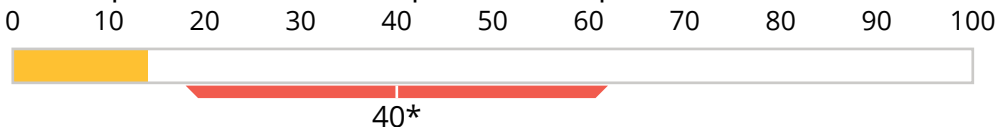
**10. Commanding** - People who are driven by status, recognition and control over personal freedom.



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



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



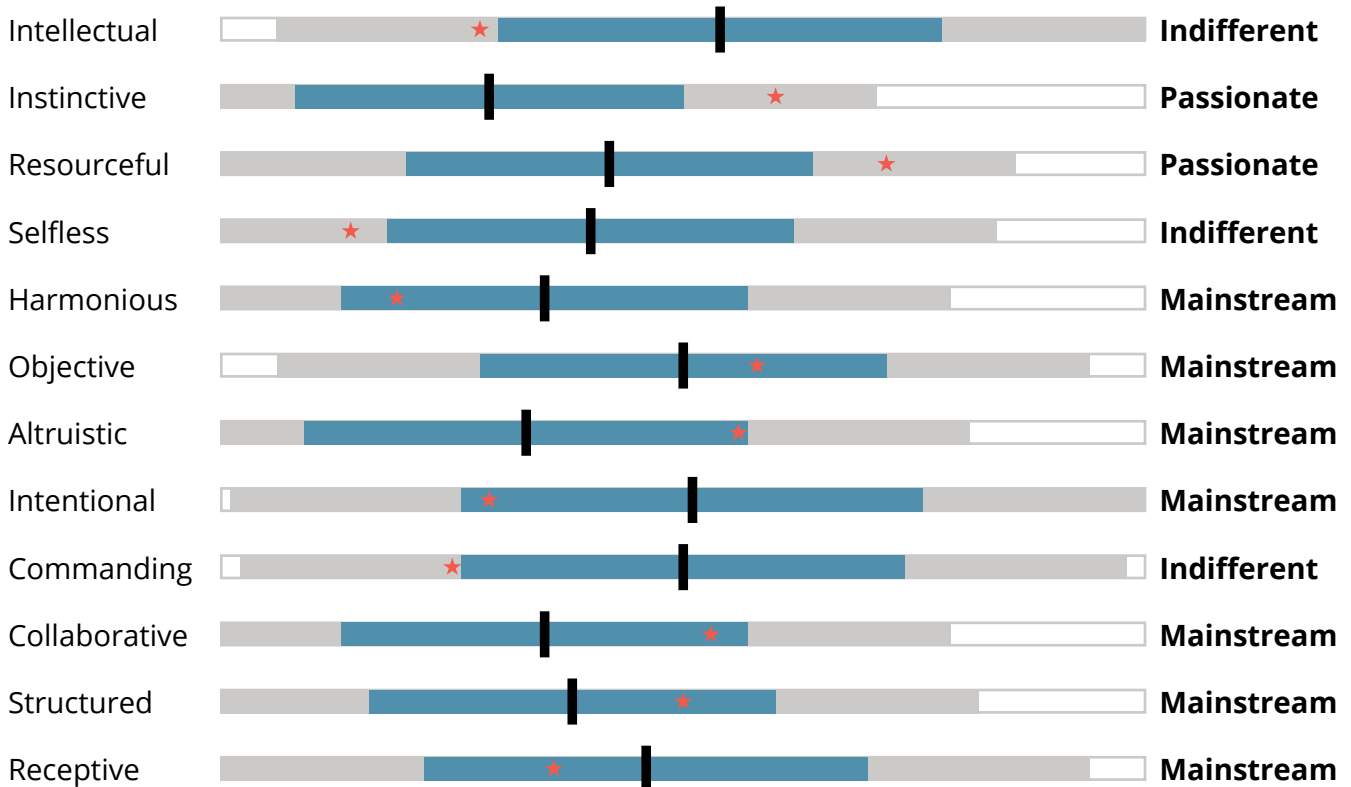
# Areas for Awareness



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 the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside 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 2017



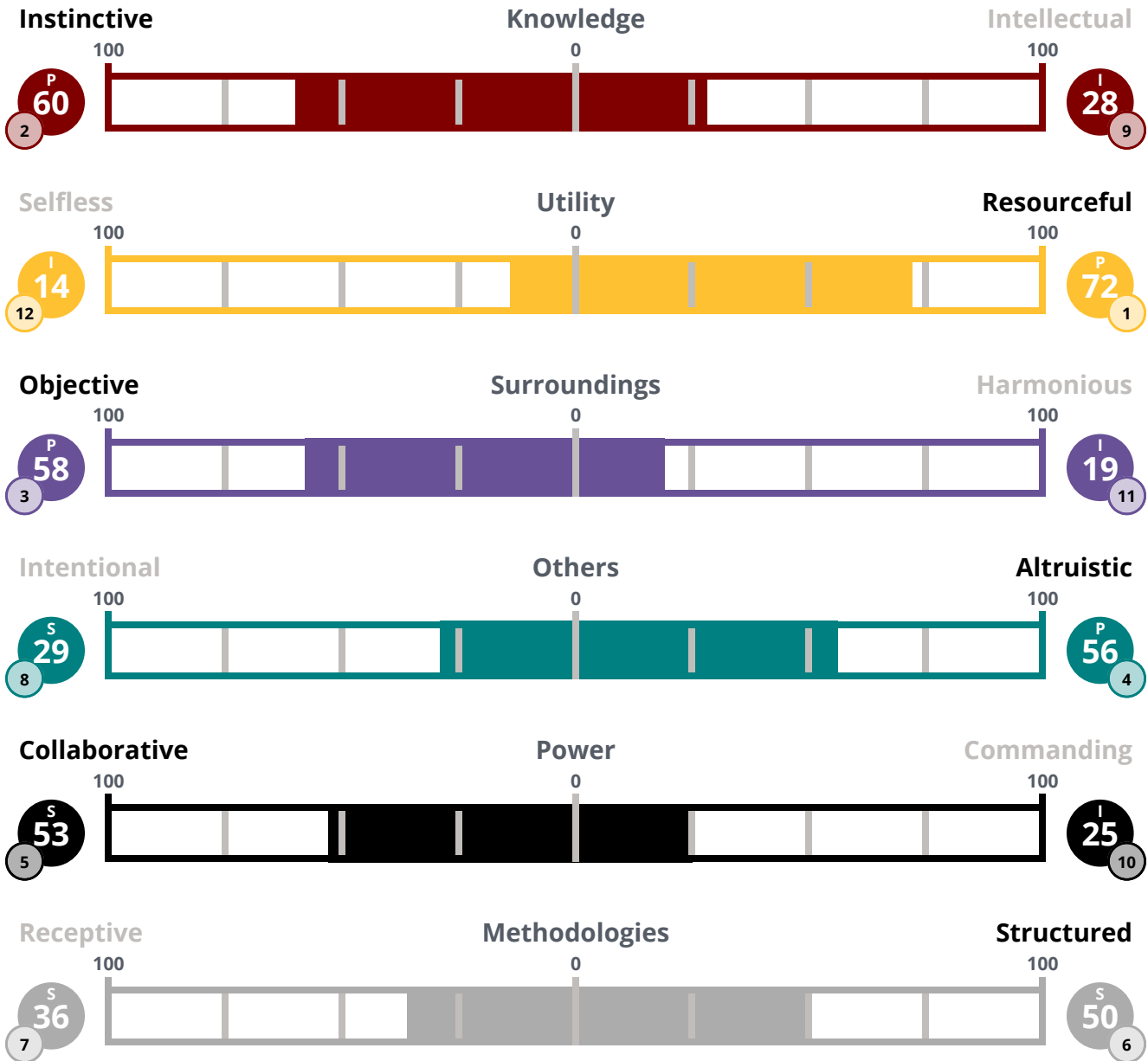
■ - 1st Standard Deviation - \* 68% of the population falls within the shaded area. ■ - national mean ★ - your score  
■ - 2nd Standard Deviation  
■ - 3rd Standard Deviation

**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



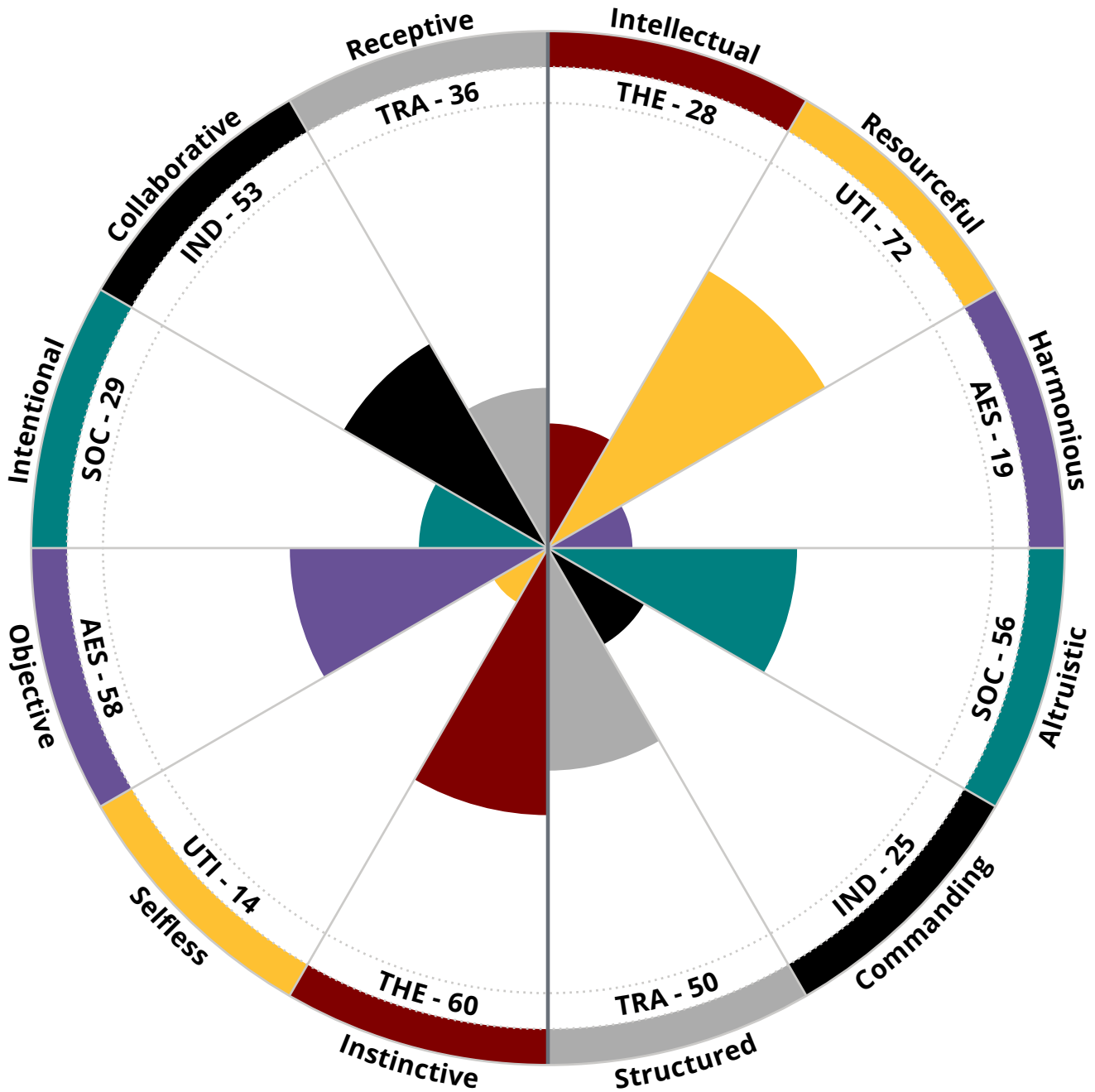
The 12 Driving Forces® Continuum is a visual representation of what motivates Chris and the level of intensity for each category. Diamonds indicate an individual's primary cluster. These four factors are critical to Chris' motivation and engagement regardless of the situation.



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

**Norm 2017**  
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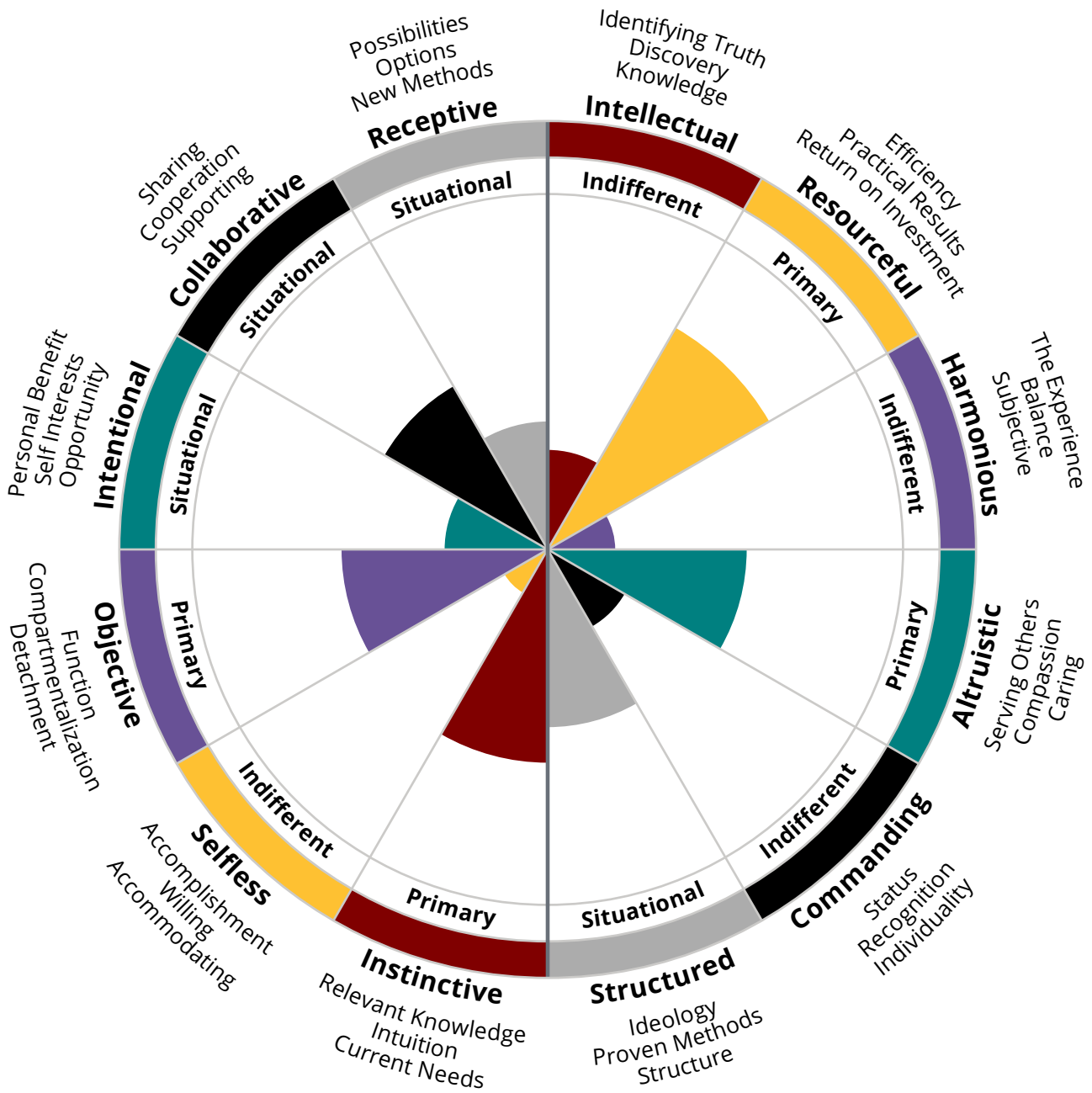
# Driving Forces Wheel



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# Descriptors Wheel



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# Introduction



## Integrating Behaviors and Driving Forces Section

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 areas of strengths between Chris' 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.*

- Expectations are clear, tangible and have a bottom-line focus.
- Completes a due diligence process when making investments or taking risks.
- Asks questions others overlook in regards to the bottom-line.
- Will ask just enough questions and gather very specific data to reach the desired outcome.
- Wants to know specific details about the process, which leads to higher standards.
- Defines and clarifies procedures clearly by having and providing necessary information.
- Lets his work demonstrate his unique ability to compartmentalize projects.
- Brings a good mixture of procedure orientation and objectivity.
- He brings extreme detail and precision to the project in order to ensure the outcome.
- Will care for others while holding people accountable.
- Anticipates challenges within the process in order to help people succeed.
- Could be a judge with a heart.



# Potential Behavioral & Motivational Conflict



*This section describes the potential areas of conflict between Chris' 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.*

- May over focus on the negative side of investments and, therefore, may miss the opportunity.
- Only looks for the safe investment of time and resources.
- May come off as someone who believes process is the only way to increase the bottom-line.
- May appear comfortable starting a project without all the details as long as it is completed to his high standards.
- Wants an intuitive process, but is constantly looking to make sure it is correct.
- May be seen as a procrastinator due to his desire to find the right information and fear of making a mistake.
- May feel his view is the only way and not see the function in other viewpoints.
- Takes criticism personally but will move to another aspect of the project.
- His process may not always translate to completing the task at hand.
- Sets unwanted rules for others, but does so for their own good.
- A desire to help is preceded with a tendency to over correct.
- Wants to help others but sometimes gets upset when others don't follow rules.

# 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 Chris' behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Chris enjoys.*

- Clearly defined rules, procedures and pathways to meet performance objectives.
- Ability to be direct and to-the-point with the appropriate return on investment data.
- Documented and verifiable explanation of compensation and incentive structures.
- An environment to gather the necessary facts and information.
- An environment where bringing the right information to a meeting is rewarded.
- Logical and intuitive approach to problem solving.
- An environment where attention to detail compartmentalization is rewarded.
- Permission to work through the chaos in order to implement new rules.
- Rewards for the utilization of facts and data in order to determine a tangible outcome or direction.
- Provide functional and useful ways to help others achieve and win.
- Have resources and tools in proper order for efficient access to help others.
- Able to showcase his unique ability to bring people up to speed through caring for others and detail orientation.

# Keys To Motivating



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

## Chris wants:

- The understanding from management that the process is as important as achieving the results.
- Documentation of potential returns for projects and goals.
- Fears eliminated by making the data and information available for decision making and problem solving.
- To understand why a procedure needs to be changed even if the project is already started.
- Relevant information to eliminate the chance of making a mistake.
- Time to gather necessary data and facts in order to work through challenges and conflicts.
- The opportunity to put systems and processes in place to support the workings of the organization.
- To have charts and information displayed for the purpose of function.
- The freedom to base company initiatives on facts and data.
- Accountability for the desired humanitarian outcomes.
- The information and facts necessary to help others achieve their goals.
- The facts and data to be sure all assistance is accurate and compliant with external standards in order to protect the organization.

# Keys To Managing



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

## Chris needs:

- Time provided for reviewing the procedure and/or systems behind the new project or opportunity.
- Assistance in recognizing the balance between perfection and return on investment.
- The opportunity to prove that company policies and standards will protect the return on investment to the organization.
- To ask questions when evaluating others' instead of making judgments on the perceived lack of specific knowledge or experience.
- To understand the appropriate amount of detail in order to move ideas forward.
- The ability to recognize when he is in "paralysis-by-analysis" mode and could rely more on intuition.
- Opportunities to express the specifications required for functionality.
- A manager who will hold others accountable for the details necessary to meet company expectations.
- Tangible action regarding his suggestions.
- To be positioned as the champion on procedures and to help others understand them.
- To be involved in determining how new procedures may affect people.
- To understand how getting bogged down in the details can negatively affect others.

# Introduction

## Competencies



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

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

Based on your responses to the DNA 25 questionnaire, this report indicates your development of 25 personal skills. These 25 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

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

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

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

# Development Indicator

## Based on Scores



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



T: 31:05

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# 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.



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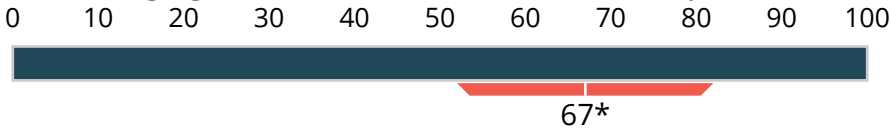
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# Competencies Hierarchy

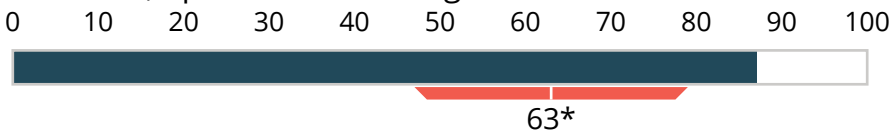


Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

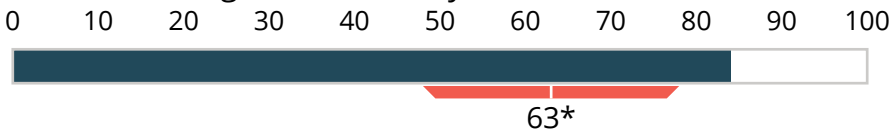
**1. Negotiation** - Listening to many points of view and facilitating agreements between two or more parties.



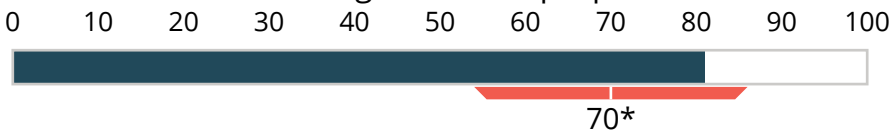
**2. Influencing Others** - Personally affecting others' actions, decisions, opinions or thinking.



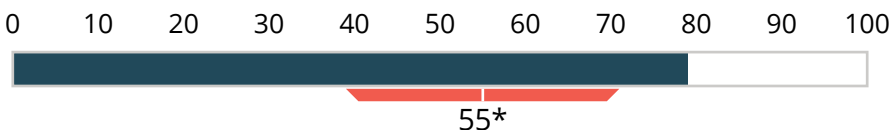
**3. Futuristic Thinking** - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



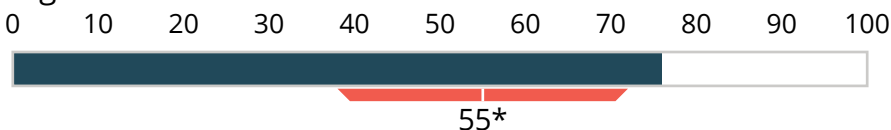
**4. Leadership** - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



**5. Diplomacy** - Effectively and tactfully handling difficult or sensitive issues.



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



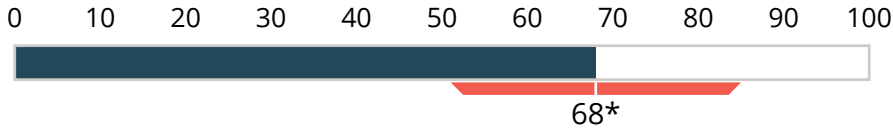
\* 68% of the population falls within the shaded area.



# Competencies Hierarchy

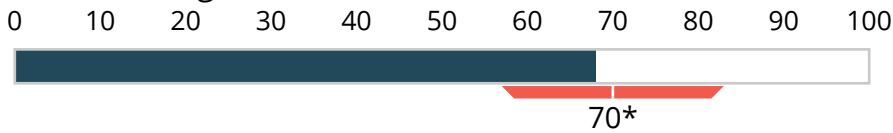


**7. Creativity and Innovation** - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



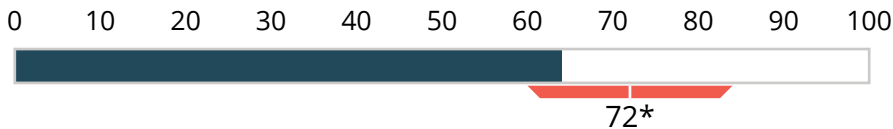
68

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



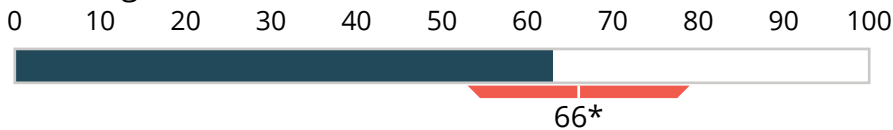
68

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



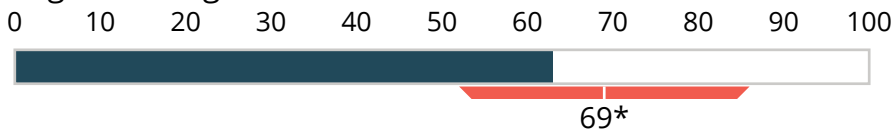
64

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



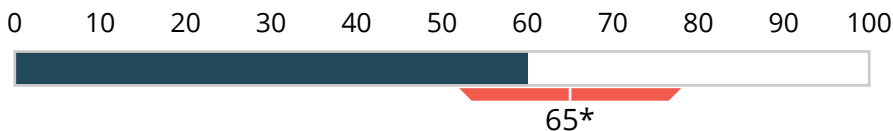
63

**11. Self Starting** - Demonstrating initiative and willingness to begin working.



63

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



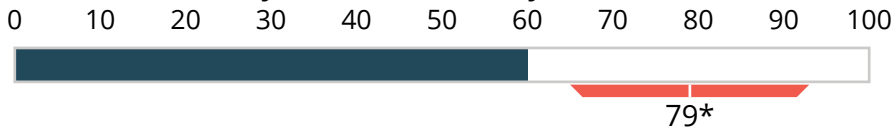
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\* 68% of the population falls within the shaded area.

# Competencies Hierarchy

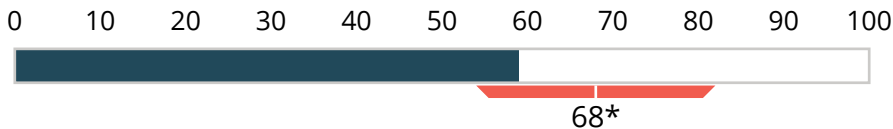


**13. Decision Making** - Analyzing all aspects of a situation to make consistently sound and timely decisions.



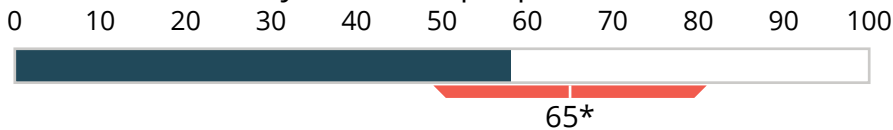
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**14. Understanding Others** - Understanding the uniqueness and contributions of others.



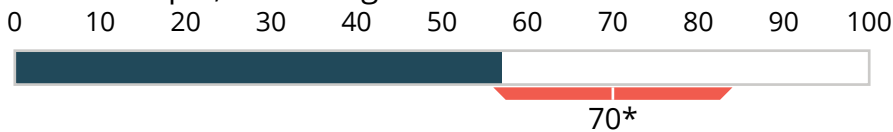
59

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



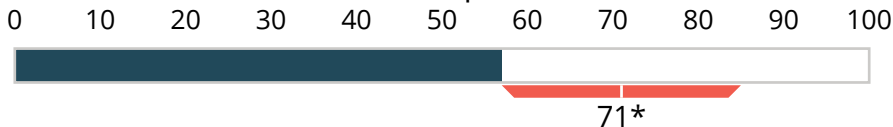
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**16. Continuous Learning** - Taking initiative to regularly learn new concepts, technologies and/or methods.



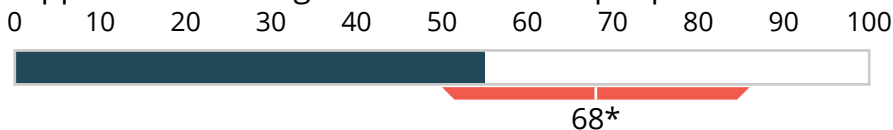
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**17. Customer Focus** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



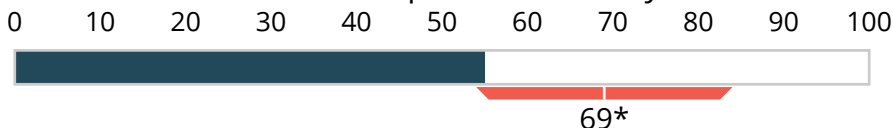
57

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



55

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



55

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

# Competencies Hierarchy



**20. Teamwork** - Cooperating with others to meet objectives.

0 10 20 30 40 50 60 70 80 90 100



53

58\*

**21. Conflict Management** - Understanding, addressing and resolving conflict constructively.

0 10 20 30 40 50 60 70 80 90 100



53

61\*

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

0 10 20 30 40 50 60 70 80 90 100



52

64\*

**23. Appreciating Others** - Identifying with and caring about others.

0 10 20 30 40 50 60 70 80 90 100



50

66\*

**24. Resiliency** - Quickly recovering from adversity.

0 10 20 30 40 50 60 70 80 90 100



47

62\*

**25. Personal Accountability** - Being answerable for personal actions.

0 10 20 30 40 50 60 70 80 90 100



44

66\*

\* 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. Negotiation:** Listening to many points of view and facilitating agreements between two or more parties.
  - Understands both parties must get something they want before agreement is feasible.
  - Listens to identify and understand what each party wants.
  - Determines what each party is willing to accept in an agreement.
  - Establishes a non-threatening environment conducive to open communication for discussing possible terms of agreement.
  - Develops the terms for an agreement.
  - Ensures each party understands the terms of agreement.
  - Binds agreements between parties with verbal and/or written contracts.
  - Listens to all sides involved and ensures all parties understand the issues.
  - Allows all parties to express their viewpoints.
  - Facilitates mutually beneficial outcomes to satisfy various interests.
  
- 2. Influencing Others:** Personally affecting others' actions, decisions, opinions or thinking.
  - Utilizes the knowledge of others' needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
  - Builds trust and credibility before attempting to promote concepts, products or services.
  - Understands and utilizes the behaviors of others to personally affect an outcome.
  - Uses logic and reason to develop rational arguments that challenge current assumptions.
  - Identifies and addresses the barriers that prevent people from seeing the benefits.
  - Adapts techniques to understand and meet the needs and wants of those being influenced.
  - Understands the role self-awareness plays in influencing others.
  - Leverages a person in an indirect but important way.
  - Produces effects on the actions, behavior and opinions of others.
  - Brings others to their way of thinking without force or coercion.

# Summary of Competencies



3. **Futuristic Thinking:** Imagining, envisioning, projecting and/or creating what has not yet been actualized.
  - Demonstrates an ability to connect the dots and see the big picture.
  - Looks beyond the forces driving the current reality that may have long-term effects.
  - Utilizes foresight and intuitive perception as well as factual events to draw inferences.
  - Recognizes, supports and/or champions cutting-edge ideas.
  - Anticipates future trends or events.
  - Envisions possibilities others may not.
  - Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
  - Creates an environment where forward thinking is the norm not the exception.
  - Envisions ideas that may be seen as unobtainable by others.
  - Mentally lives in the future and does not allow current technology to cloud their vision.
  
4. **Leadership:** Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.
  - Inspires others with compelling visions.
  - Takes risks for the sake of purpose, vision or mission.
  - Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
  - Demonstrates optimism and positive expectations of others.
  - Delegates appropriate levels of responsibility and authority.
  - Involves people in decisions that affect them.
  - Addresses performance issues promptly, fairly and consistently.
  - Adapts methods and approaches to create an environment to allow others to be successful.
  - Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
  - Demonstrates loyalty to constituents.
  
5. **Diplomacy:** Effectively and tactfully handling difficult or sensitive issues.
  - Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
  - Understands cultural, climate and organizational issues.
  - Adapts conduct and communications to "politically correct" standards.
  - Effectively leverages networks of influence to enable progress.
  - Is sensitive to the needs of special interest groups within organizations.
  - Builds relationships and networks with key people of influence.
  - Provides advice, counsel and mentoring on organizational issues.
  - Utilizes both formal and informal networks internally to obtain support and achieve results.
  - Expresses the context of a situation in a non-confrontational or positive manner.

# Summary of Competencies



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

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

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

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

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

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

# Summary of Competencies



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

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

## 10. **Flexibility:** Readily modifying, responding and adapting to change with minimal resistance.

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

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

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

# Summary of Competencies



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

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

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

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

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

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



# Summary of Competencies



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

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

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

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

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

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

# Summary of Competencies



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

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

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

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

**20. Teamwork:** Cooperating with others to meet objectives.

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

# Summary of Competencies



## 21. **Conflict Management:** Understanding, addressing and resolving conflict constructively.

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

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

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

## 23. **Appreciating Others:** Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Wants to ensure people experience positive emotions.
- Expend considerable effort to impact the needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.
- Recognizes and enjoys the good qualities of others.
- Provides support, appreciation and recognition.
- Displays kindness and concern for others.

# Summary of Competencies



## 24. **Resiliency:** Quickly recovering from adversity.

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

## 25. **Personal Accountability:** Being answerable for personal actions.

- Demonstrates the ability to self evaluate.
- Strives to take responsibility for his actions.
- Evaluates many aspects of his personal actions.
- Recognizes when he has made a mistake.
- Accepts personal responsibility for outcomes.
- Utilizes feedback.
- Observes and analyzes data to learn from mistakes.
- Sees new possibilities by examining personal performance.
- Accepts responsibility for actions and results.
- Willing to take ownership of situations.

# Getting The Most From Your Report



Questions about the personal skills you are well developed in:

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

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

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

Questions about the personal skills you have not yet developed:

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