



TTI  
SUCCESS  
INSIGHTS®

## TriMetrix® DNA

**Sales**

**Doug**

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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



# Sales Characteristics

Based on Doug's responses, the report has selected general statements to provide a broad understanding of his sales style. This section highlights how he deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style he brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Doug is usually known for his ability to tackle tough sales problems and bring them to a successful conclusion. He can be resourceful, even when faced with obstacles. When results are at stake, it brings out Doug's drive for success. Some may see him as a high risk-taker, but this merely reflects his approach to winning. He will take the risks necessary to succeed. Although Doug is good at selling to people who have similar behavioral characteristics, he may be too impatient to sell to the methodical buyer. He prefers to win, respecting winners and those who show persistence. Doug loves the challenge presented by sales. He sees it as a great opportunity to compete with himself and others. He will want to sell new and unusual products or services. Motivated by his many interests, he prefers an ever-changing work environment. He is a self-starter, generally resourceful and readily adaptable to many sales situations. He finds the actual sales process much more rewarding than completing all the paperwork involved.

Doug prefers a direct and straightforward approach to selling. He truly feels that he can sell to anyone at anytime, and this may be true if he takes the time to prepare properly. He usually welcomes objections as they provide him with an opportunity to share his knowledge. If he is careful to take objections seriously, it will allow him to be more effective. Doug's body language may sometimes get him into trouble. He projects a great sense of urgency, which some buyers may interpret as an unwillingness to listen to their needs. Some buyers are intimidated by Doug's sales approach. He doesn't intentionally intimidate people, but he may be too blunt and direct for them. Doug may use confrontation to show his knowledge and expertise. Unless he is calling on an aggressive buyer, this may hinder the sale. He may not use enough facts to overcome objections; that is, he likes the challenge presented by the objection, and may attempt to answer, whether he has all the facts or not.





# Sales Characteristics

## Continued

Doug prefers to service his accounts using one of two methods: excellent service for those accounts he likes, or those with potential; adequate or poor service for those accounts he doesn't like, or with little potential. He usually has his favorite close, and he might, therefore, resist using all the closes he knows. He often promises more service than he can deliver, especially if he must be the person to deliver. He usually has too many activities going on to fulfill all he promises. He can close so hard that he causes the buyer to think of objections, which may be excuses rather than real objections. Doug may lose interest in a client once the sale has been completed. His further interest may be based on the client's ability to buy additional products or services. He will be direct and positive with his closes. He can be persistent and friendly at the same time.





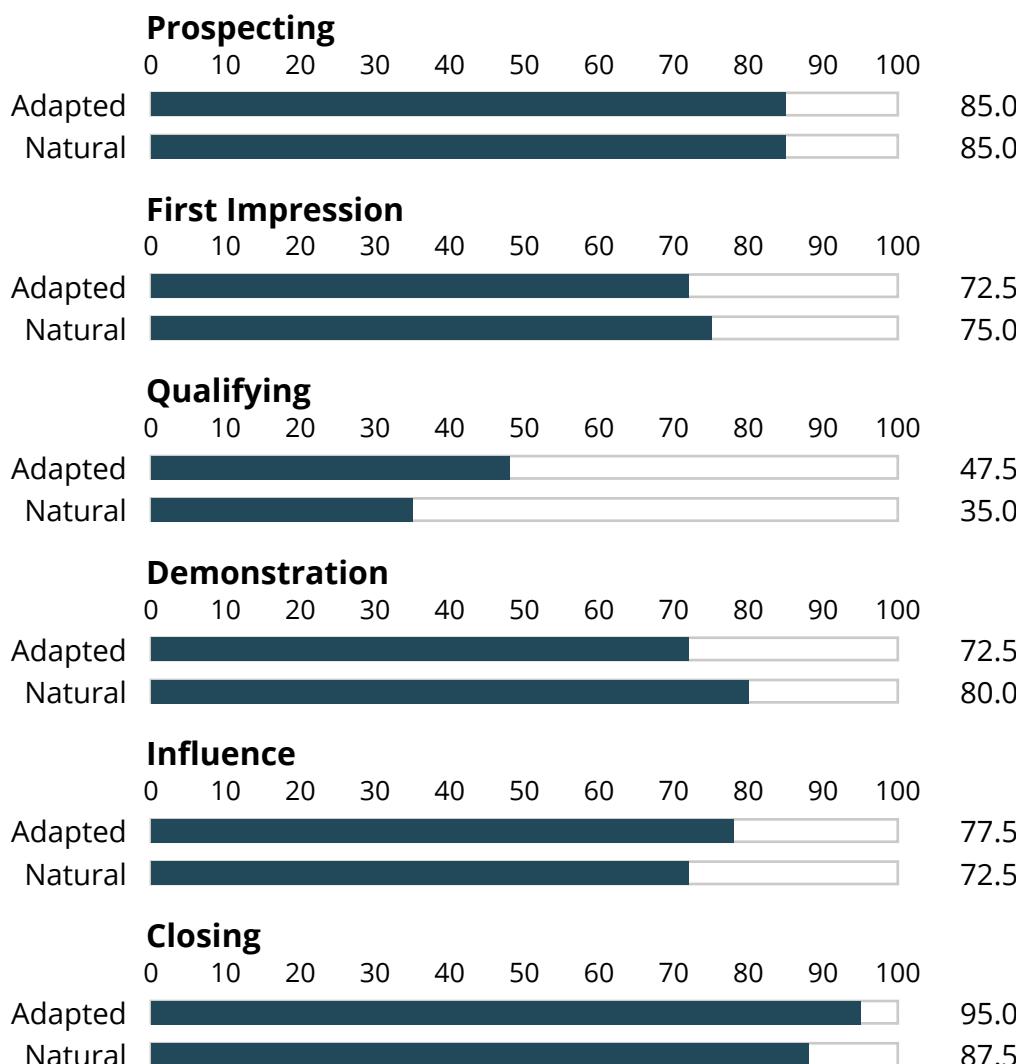
# Behavioral Selling

## Overview

The Behavioral Selling Overview reflects Doug's natural and adapted styles within each phase of the Behavioral Selling Model. Doug's natural style reflects his native, intuitive selling behavior. Doug's adapted scores reflect the behavior that Doug believes necessary in each phase of behavioral selling.

The level of effectiveness that Doug either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Doug is at that phase of the sale. The lower the score, the greater challenge Doug has in terms of delivering specific behavior required for success within that phase.

The amount of difference between a salesperson's adapted and natural styles is also key. The greater the difference, the greater potential for stress.



0-50=POOR 51-66=FAIR 67-76=GOOD 77-88=VG 89-100=EX



# Behavioral Selling Success

## Potential Strengths Or Obstacles

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Doug's performance tendencies within each specific phase of the Behavioral Selling Model.

Prospecting: The first phase of the Behavioral Selling Model. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

### In the Prospecting Phase, Doug MAY have a TENDENCY to:

- Be willing to join organizations for the achievement of sales success.
- Disregard a cardinal rule of behavioral selling: the secret to selling is to be in front of a qualified buyer when they are ready to buy, not when he is ready to sell! The results could be an impatient and sometimes pushy attitude in setting appointments.
- Represent himself with more authority than he may have with new prospects.
- Overlook small, but relevant bits of information that are important to gathering meaningful information essential to making a precise and meaningful presentation.

First Impression: The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display their sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

### In the First Impression Phase, Doug MAY have a TENDENCY to:

- Talk and move too fast for the logical and detailed oriented prospect.
- Open with a close.
- Come on too strong, too early and too assertively for some prospects.





# Behavioral Selling Success

## Potential Strengths Or Obstacles

- Be so interested in accomplishing the sale that he forgets the need to sell his sincere interest in the prospect as a human being.

Qualifying: The questioning and detailed needs analysis phase of the face-to-face sale, this phase of the Behavioral Selling Model enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.

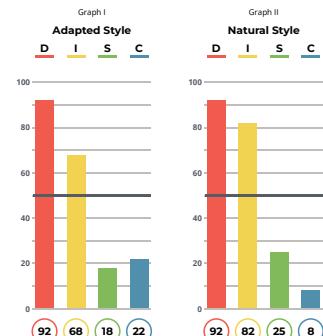
### In the Qualifying Phase, Doug MAY have a TENDENCY to:

- Dominate the sales presentation.
- Not continue a line of questioning that will allow the prospect to discuss and verbalize their secondary needs and true buying motives.
- Not understand that listening is a receptive, accommodating skill rather than an aggressive, take charge type of skill.
- Not write down answers to questions. Is more likely to rely upon memory or sketchy notes when not realizing how important accuracy is and what a critical role writing down someone's comments is to the proper positioning of the sale.

Demonstration: Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate their product knowledge in such a way that it fulfills the stated or implied wants, needs, or intentions of the prospect as identified and verbalized in the Qualifying Phase.

### In the Demonstration Phase, Doug MAY have a TENDENCY to:

- Present the products or services that satisfy his own needs rather than really answering the prospect's true buying motives, time frame for buying and terms of purchase.
- Dominate the presentation and rush through it. May tend to leave the prospect out of the equation.
- Not devote sufficient time to present his products and/or services adequately.





# Behavioral Selling Success

## Potential Strengths Or Obstacles

- Develop highly creative solutions to the prospect's problems. However, these solutions may tend to be too aggressive for some buyers. Needs to stay alert to buying signals and maintain focus on the buyer rather than on himself or his product or service.

Influence: What people believe enough, they act upon. This phase is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

### In the Influence Phase, Doug MAY have a TENDENCY to:

- Loosely "toss around" testimonials of others without providing the facts to support statements.
- Overuse name dropping as a strategy in the Influence Phase.
- Not allow prospect time to think through what the information really means and how the product or service will solve his problems.
- Subconsciously force the prospect to agree with his intentions.

Closing: The final phase of the Behavioral Selling Model. This phase is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

### In the Closing Phase, Doug MAY have a TENDENCY to:

- Resist participation as part of the team, rather, prefers to be seen as the leader of the team.
- Not answer objections to the buyer's satisfaction.
- Be weak at providing follow-up service if the customer shows little potential for future sales.
- Take on a large number of outside activities.





# Value to the Organization

This section of the report identifies the specific talents and behavior Doug 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.

- ✓ Pioneering.
- ✓ Forward-looking and future-oriented.
- ✓ Self-starter.
- ✓ Competitive.
- ✓ Change agent--looks for faster and better ways.
- ✓ Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- ✓ Creative in his approach to solving problems and selling.





# 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 Doug. 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 Doug most frequently.

## Ways to Communicate:

- ✓ Be clear, specific, brief and to the point.
- ✓ Motivate and persuade by referring to objectives and results.
- ✓ Confront when in disagreement.
- ✓ Provide solutions--not opinions.
- ✓ Come prepared with all requirements, objectives and support material in a well-organized "package."
- ✓ Understand his defiant nature.
- ✓ Use a balanced, objective and unemotional approach.
- ✓ Present the facts logically; plan your presentation efficiently.
- ✓ Use the carrot approach when appropriate.
- ✓ Be brief--be bright--be gone.
- ✓ Support and maintain an environment where he can be efficient.



# Checklist for Communicating

## Continued



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

- 🚫 Try to build personal relationships.
- 🚫 Come with a ready-made decision, and don't make it for him.
- 🚫 Let disagreement reflect on him personally.
- 🚫 Direct or order.
- 🚫 Ask rhetorical questions, or useless ones.
- 🚫 Muffle or over legislate.
- 🚫 Be paternalistic.
- 🚫 Reinforce agreement with "I'm with you."
- 🚫 Let him overpower you with verbiage.
- 🚫 Hesitate when confronted.
- 🚫 Take credit for his accomplishments.





# Selling Tips

This section provides suggestions on methods which will improve Doug's communications when selling to different styles. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Doug 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 salesperson.

## C Compliance

When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- ✓ Prepare your "presentation" in advance.
- ✓ Stick to business--provide fact to support your presentation.
- ✓ Be accurate and realistic--don't exaggerate.
- ✗ Being giddy, casual, informal, loud.
- ✗ Wasting time with small talk.
- ✗ Being disorganized or messy.

## D Dominance

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

- ✓ Be clear, specific, brief and to the point.
- ✓ Stick to business. Give an effective presentation.
- ✓ Come 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.

## S Steadiness

When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:

- ✓ Begin with a personal comment--break the ice.
- ✓ Present yourself softly, non-threateningly and logically.
- ✓ Earn their trust--provide proven products.
- ✗ Rushing headlong into the interview.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your questions.

## I Influence

When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- ✓ Provide a warm and friendly environment.
- ✓ Don't deal with a lot of details, unless they want them.
- ✓ Provide testimonials from people they see as important.
- ✗ 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 Doug's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Doug to project the image that will allow him to control the situation.



### Doug usually sees himself as being:

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



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

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



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

- ✓ Abrasive
- ✓ Arbitrary
- ✓ Controlling
- ✓ 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.

- Avoid environments where micromanagement is the way of the organization.
- Avoid work environments requiring constant diplomacy, as they may cause stress.
- Avoid situations where the lack of fear is the driving force versus the return for the organization.

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

- Extremely formal and structured interactions may cause stress.
- The desire to be seen as a unique person may detract from the ideal outcome.
- Stress is demonstrated through body language; be sure to send the same message verbally and physically.





# Descriptors

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

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 and Adapted

## Selling Style

Doug's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.



### PROBLEMS - CHALLENGES

#### Natural

Doug tends to attack sales challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and will actively seek to achieve sales goals. He likes authority along with his responsibility and a territory that will constantly challenge him to perform up to his ability.

#### Adapted

Doug sees no need to change his sales approach from his basic style as it is related to solving problems and challenges.



### PEOPLE - CONTACTS

#### Natural

Doug is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. He is trusting and also wants to be trusted.

#### Adapted

Doug 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 and Adapted

## Selling Style



### PACE - CONSISTENCY

#### Natural

Doug wants a sales environment that is intense and demanding. He feels a great sense of urgency to close his prospects quickly. He feels comfortable selling new products that meet his prospect's needs.

#### Adapted

Doug feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency.



### PROCEDURES - CONSTRAINTS

#### Natural

Doug wants to be seen as his own person who is willing and capable of interpreting the company policies to ensure the best results and allow him creative and innovative methods of selling. He wants to be measured on his sales results, not how he achieved the results.

#### Adapted

Doug sees the need to be his own person and may attempt to sidestep rules to achieve results. He feels a need to personalize his sales presentation to allow for creative selling techniques.



# Adapted Style

Doug 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.

- ✓ Using authority and responsibility for completing the sale.
- ✓ Adapting easily to changing sales territory.
- ✓ Authority to carry out responsibility.
- ✓ Challenging the status-quo.
- ✓ Handling a variety of products or services.
- ✓ Positive response to a client's objections.
- ✓ Using sales aids in presentation, when he remembers to take them with him.
- ✓ Impulsive and eager to keep the sales presentation moving.
- ✓ Alert, active attention to customers or clients.
- ✓ A variety of sales activities.
- ✓ Anticipating and using creative ways to assist clients in problem solving.
- ✓ Ability to handle many new products or services.





# 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.

## Snap Decisions

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

### Possible Causes:

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance
- Lack specific goals

### Possible Solutions:

- Ask for recommendations
- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems

## Firefighting

*Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.*

### Possible Causes:

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

### Possible Solutions:

- Establish a plan





# Time Wasters

## Continued

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

## Poor Delegation

*Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.*

### Possible Causes:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

### Possible Solutions:

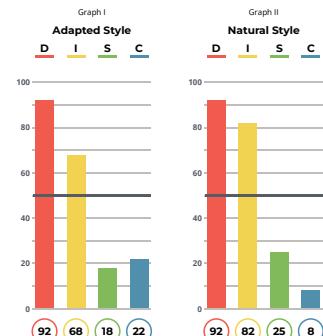
- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

## Lack of a Written Plan

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

### Possible Causes:

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





# Time Wasters

## Continued

### Possible Solutions:

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

## Crisis Management

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

### Possible Causes:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

### Possible Solutions:

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





# Areas for Improvement

In this area is a listing of possible limitations without regard to a specific job. Review with Doug 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.

## Doug has a tendency to:

- ✓ Become defensive and overreact to certain objections.
- ✓ Blame, deny and defend when confronted with poor sales results.
- ✓ Resist participation as part of the team, unless seen as a leader.
- ✓ Sell what he wants to sell rather than listen to the buyer's needs.
- ✓ Be so concerned with the big picture; he forgets to see the little pieces.
- ✓ Take on too many outside activities.
- ✓ Dominate a sales presentation.
- ✓ Not have his presentation in a logical order.

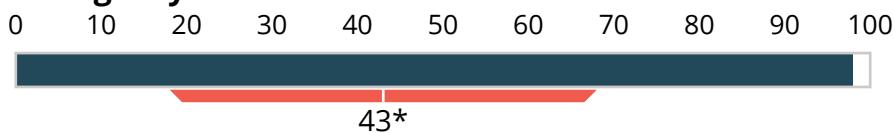




# Behavioral Hierarchy

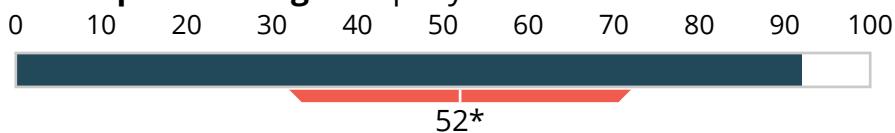
Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

## 1. Urgency - Take immediate action.



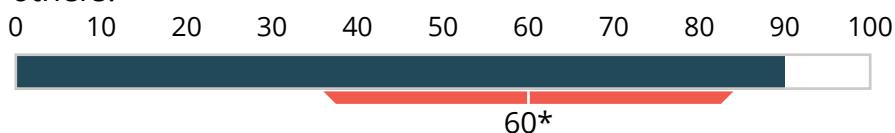
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## 2. Frequent Change - Rapidly shift between tasks.



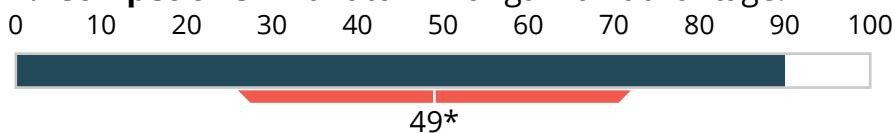
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## 3. Interaction - Frequently engage and communicate with others.



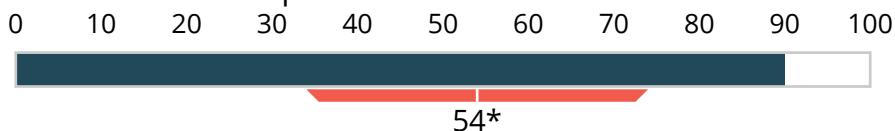
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## 4. Competitive - Want to win or gain an advantage.



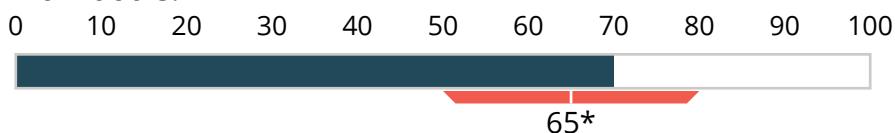
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## 5. Versatile - Adapt to various situations with ease.

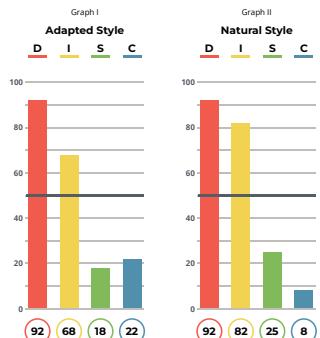


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## 6. People-Oriented - Build rapport with a wide range of individuals.



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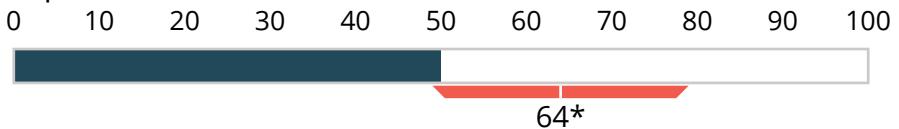


\* 68% of the population falls within the shaded area.

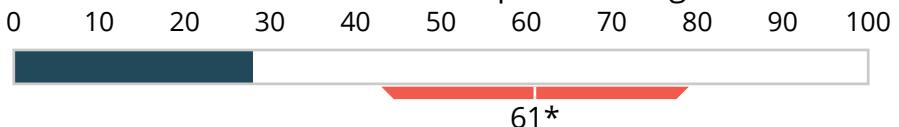


# Behavioral Hierarchy

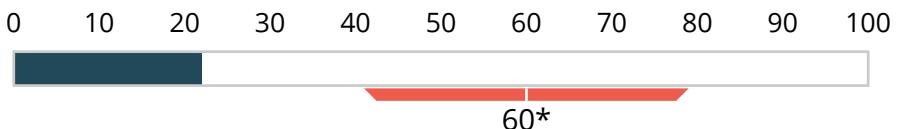
**7. Customer-Oriented** - Identify and fulfill customer expectations.



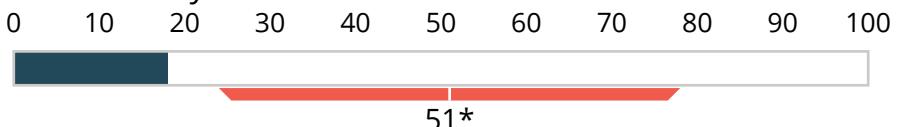
**8. Persistence** - Finish tasks despite challenges or resistance.



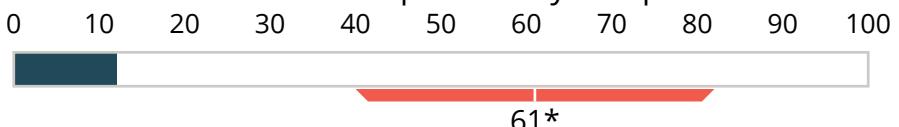
**9. Following Policy** - Adhere to rules, regulations, or existing methods.



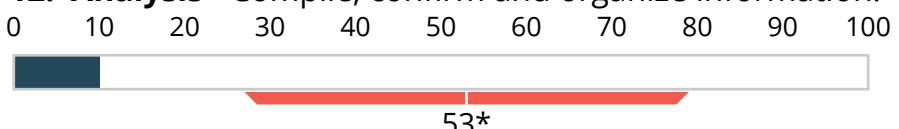
**10. Organized Workplace** - Establish and maintain specific order in daily activities.



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



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



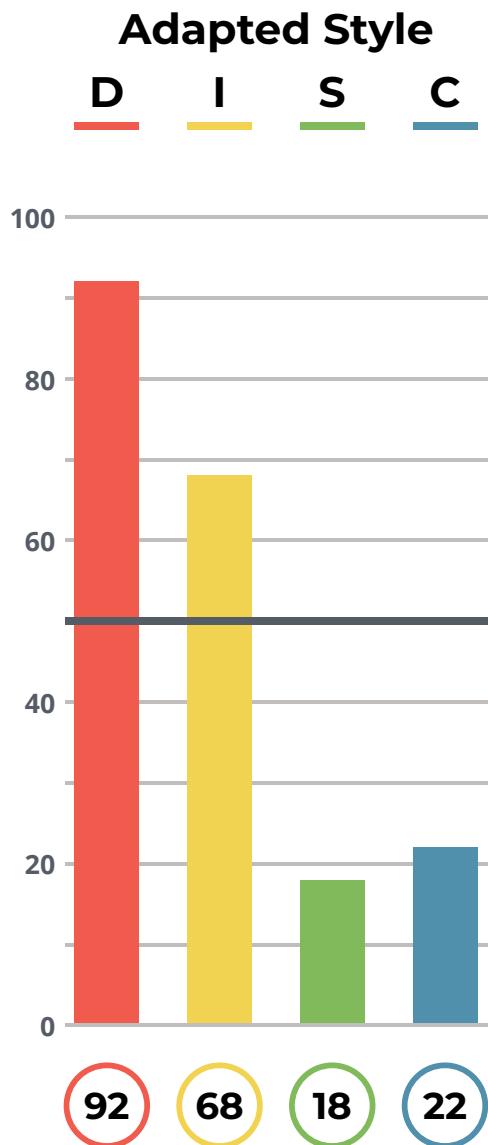
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\* 68% of the population falls within the shaded area.



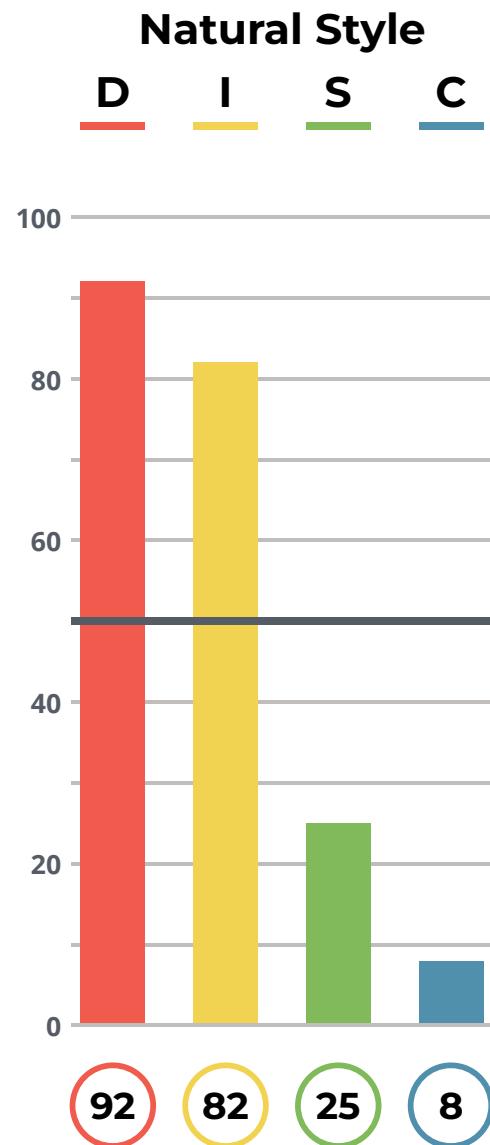
# Style Insights® Graphs



Graph I



Graph II

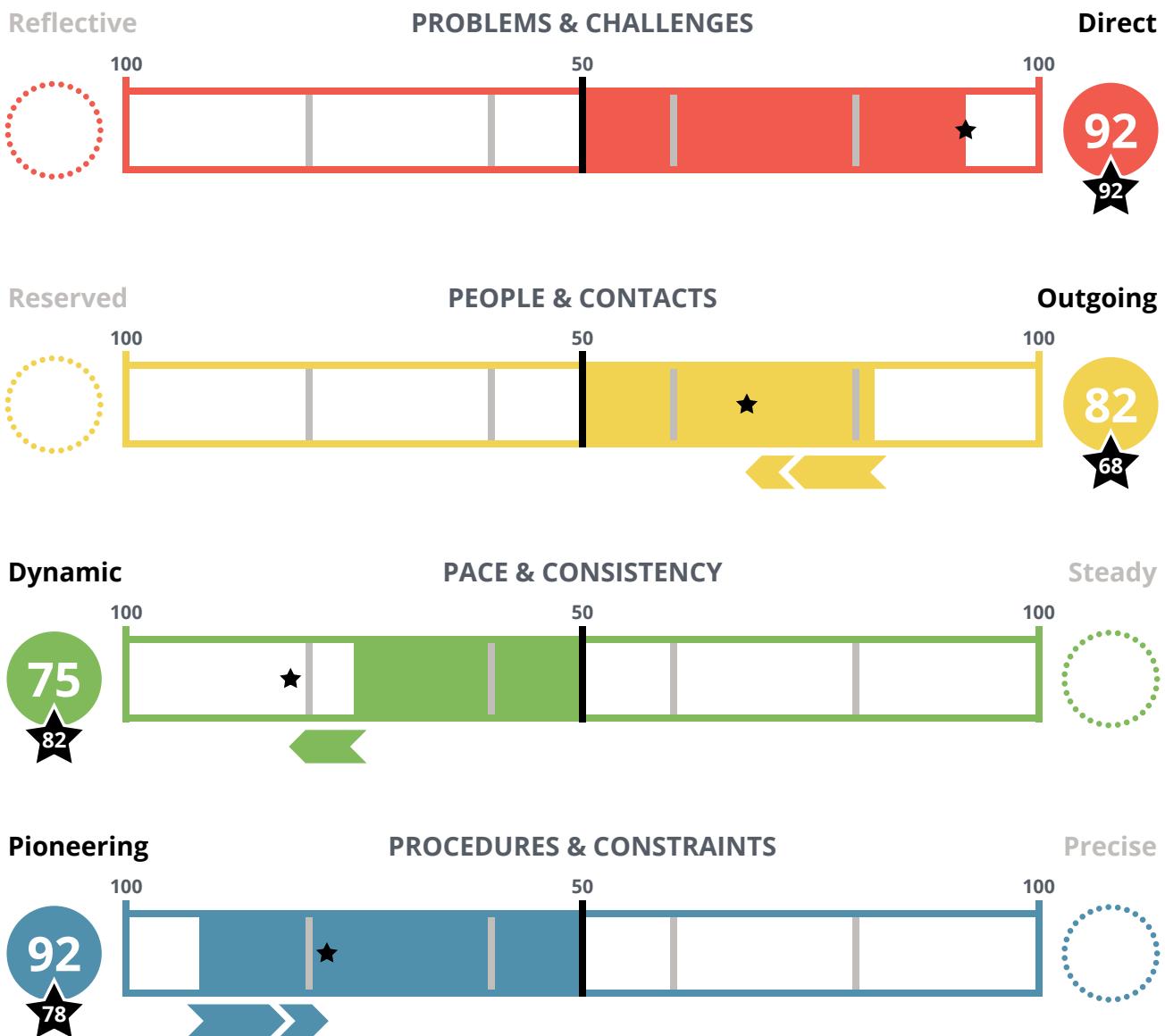


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# Behavioral Continuum



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' level of engagement in different situations. The graph below is a visual representation of where Doug falls within each continuum.





# 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.

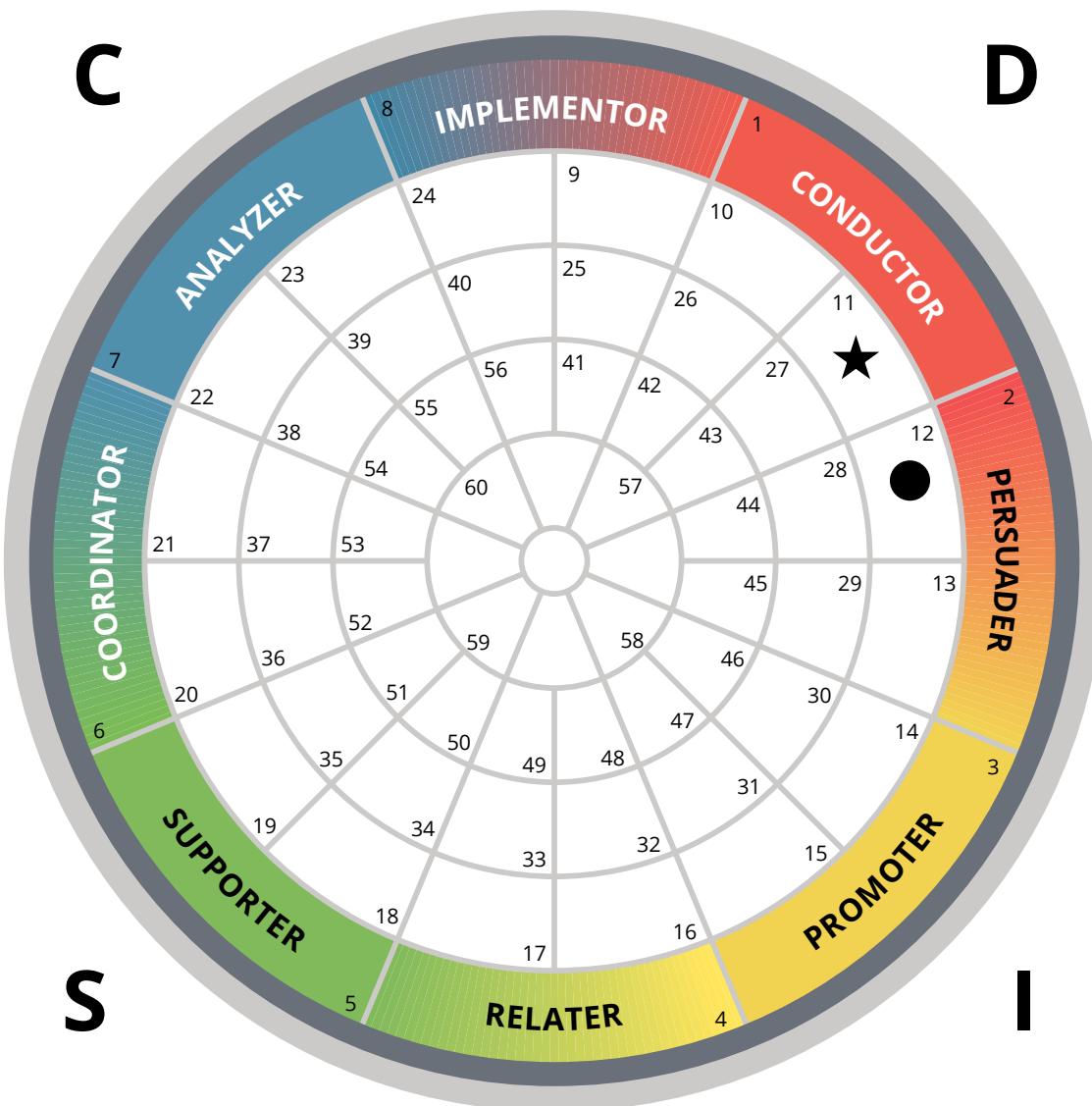
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

Doug Tripp  
1486 So. Distribution Dr.  
2-22-2021



Adapted: ★(11) PERSUADING CONDUCTOR  
Natural: ●(12) CONDUCTING PERSUADER  
Norm 2017 R4

T: 10:36

# 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.*

Doug is driven by a long list of wants and will work hard to achieve them. He is motivated by increasing productivity and efficiency. He is driven to maximize opportunities in order to create financial flexibility. He is able to isolate personal issues and focus on professional productivity. Doug tends to have an objective view of the task at hand. He may choose to see the world in pieces, not as a whole. He tends to overlook traditions or boundaries to complete a task. He tends to interpret and dissect other systems and/or traditions and is creative when applying them. Doug's intention to help others is determined on an individual basis. He may attempt to assist an individual or group to overcome adversity. He will evaluate each situation to determine how much control to apply. If Doug does not have strong feelings about a situation he does not see the need to exert control.

Based on his enterprising nature, Doug is sensitive to wasting time, resources and/or opportunities. He will be creative when resources are scarce. He tends to compartmentalize issues to keep the momentum moving forward. He will focus on the objective of a situation more than the harmony of a situation. Doug tends to seek new methods and ways to expand his future opportunities. He will not be afraid to explore new and different ways of interpreting his own belief system. He will be generous with time, research and information if the cause appeals to his own self-interest. He tends to help other people in the organization, if it's in his best interest. In certain situations Doug may go to extremes to win or control the outcome. He likes to be in situations that allow him the freedom to control his destiny. He may seek to achieve leadership roles. When possible Doug will strive to create a winning strategy.



# Driving Characteristics

Doug may aspire to create something that leaves a lasting impact. He may strive to maintain individuality in certain group settings. He is willing to help others if they are willing to work to achieve his goals. He may be open to new ideas because he is not tied to a defined philosophy or system. In general, unpleasant surroundings will not impact his productivity. He is capable of functioning in an environment filled with chaos. He is energized by building a framework that maximizes his time and talent invested in a project. He is driven to be very diligent and resourceful.



# Strengths & Weaknesses

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

- ✓ Doug might focus on the return on investment.
- ✓ He sometimes focuses on achieving measurable and practical results.
- ✓ He may configure resources to maximize output.
- ✓ He may isolate personal challenges and remain focused on the task.
- ✓ Doug might compartmentalize and focus only on the situation.
- ✓ He can draw from many systems and ways of thinking to create something new.
- ✓ He may seek to develop or help others when he can see future opportunities.



## Potential Weaknesses

- ✗ Doug 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 tends to view people and resources as tools to achieve an outcome.
- ✗ He can over compartmentalize and miss the issues of the whole picture.
- ✗ Doug may overemphasize the function with disregard for appearance.
- ✗ He may resist systems or structures being forced on him.
- ✗ He may expect something in return each time he helps or serves others.



# Energizers & Stressors

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

- Doug strives to obtain practical results.
- He is energized by efficiency.
- He tries to eliminate waste.
- He is energized by chaos.
- Doug likes to provide tangible outcomes.
- He is energized by creating new systems.
- He likes to develop internal advocates.

## Potential Stressors

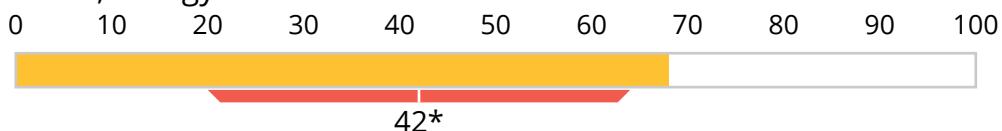
- Doug gets frustrated when processes are redundant.
- He will not waste time.
- He does not like when resources are used inefficiently.
- He does not like the pursuit of intangible ideas.
- Doug gets frustrated when appearance is placed over function.
- He does not like to follow outdated processes.
- He does not like to make emotion-based decisions.



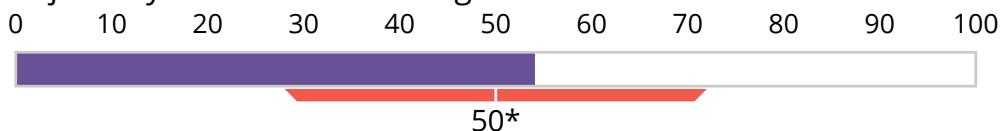
# Primary Driving Forces Cluster

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.

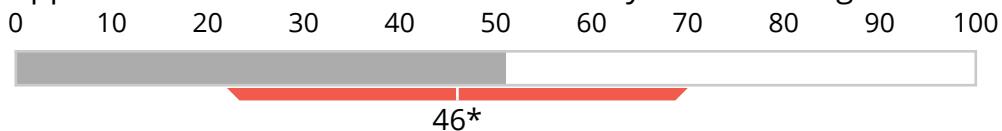
- 1. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.



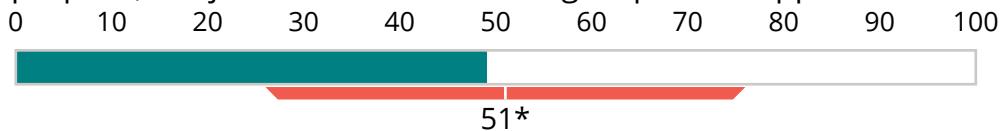
- 2. Objective** - People who are driven by the functionality and objectivity of their surroundings.



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



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



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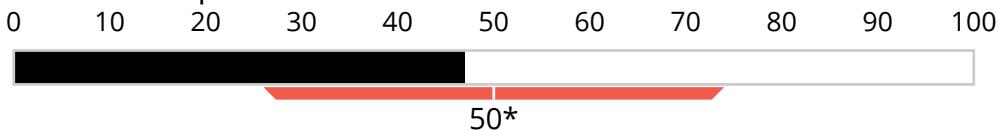
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# Situational Driving Forces Cluster

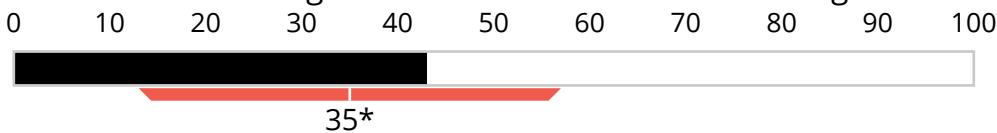
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



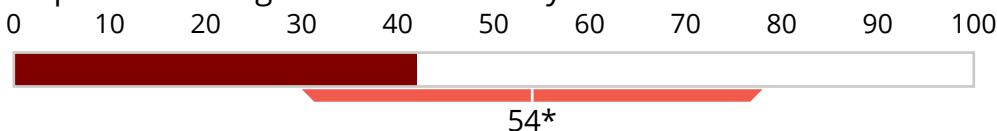
47

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



43

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



42

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



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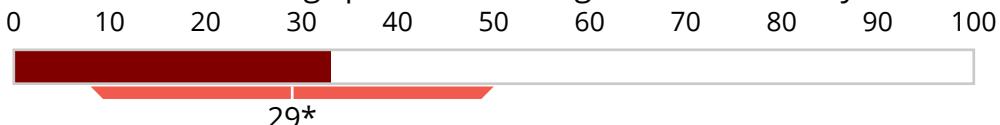
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# Indifferent Driving Forces Cluster

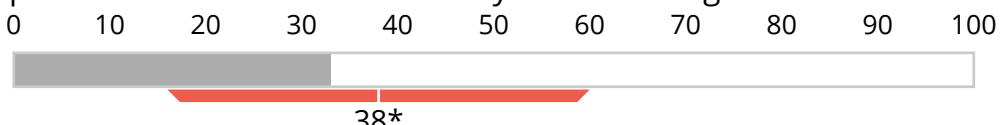
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



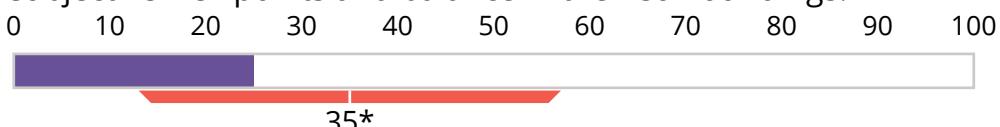
33

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



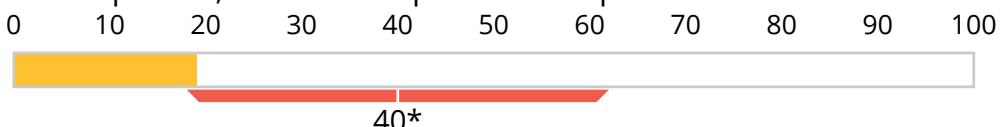
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**11. Harmonious** - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



25

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



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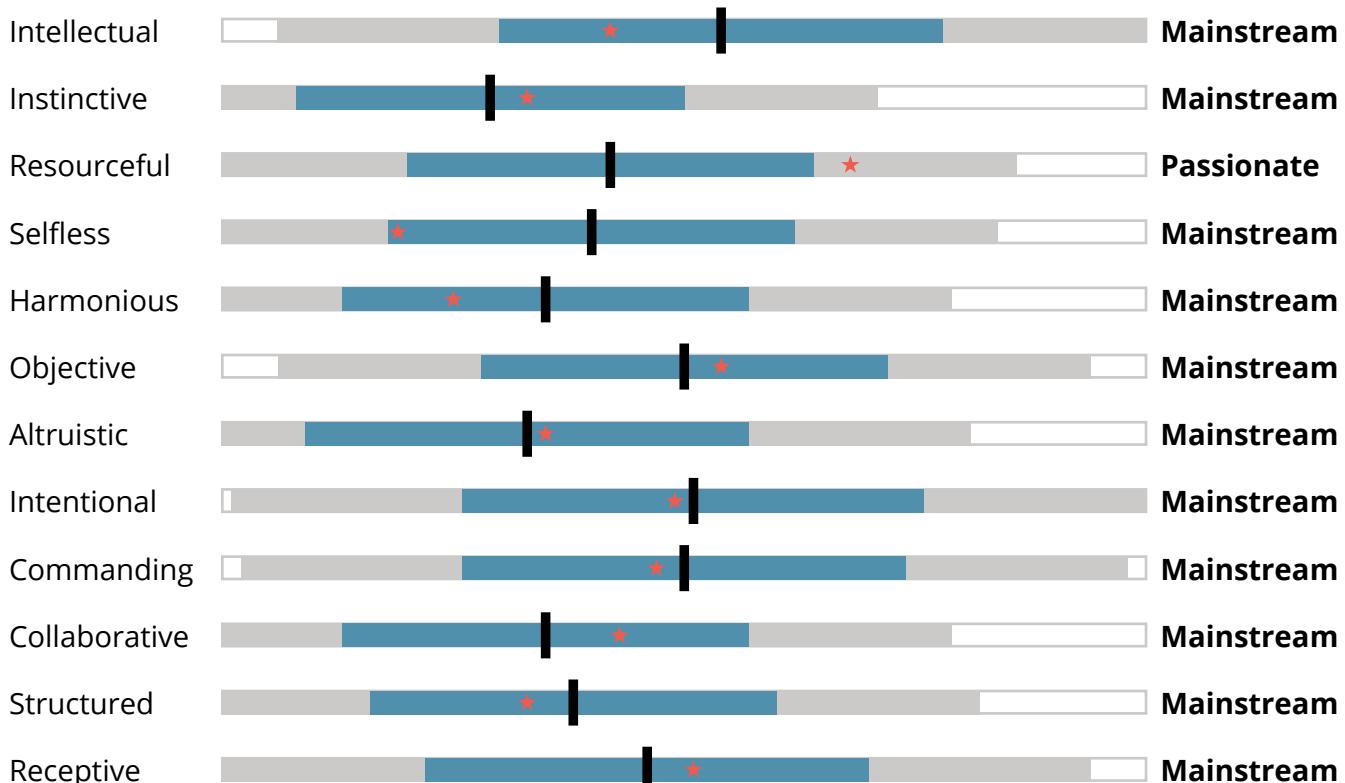


# Areas for Awareness

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



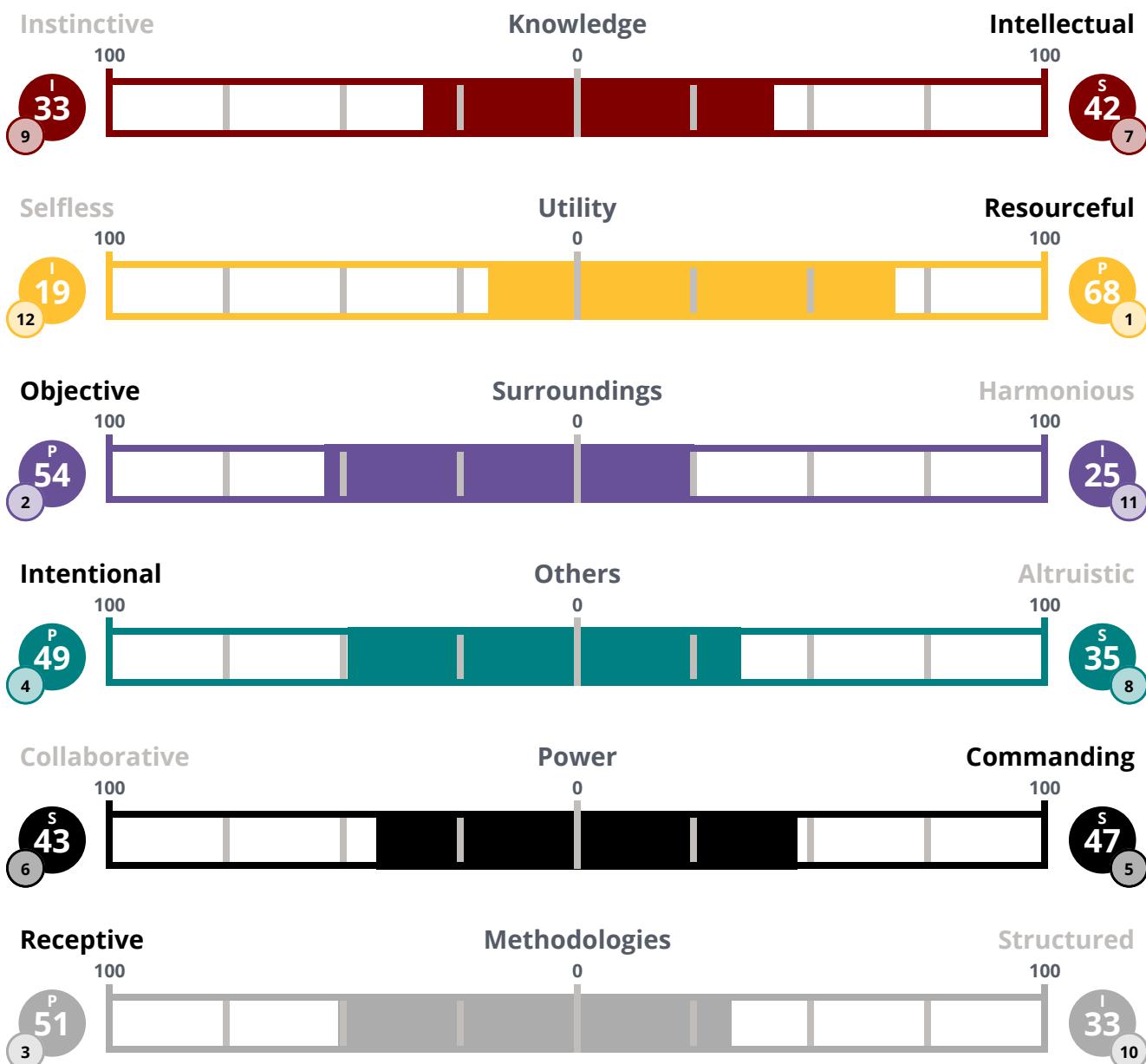
■ - 1st Standard Deviation - \* 68% of the population falls within the shaded area. ■ - national mean ■ - your score  
■ - 2nd Standard Deviation  
■ - 3rd Standard Deviation

**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



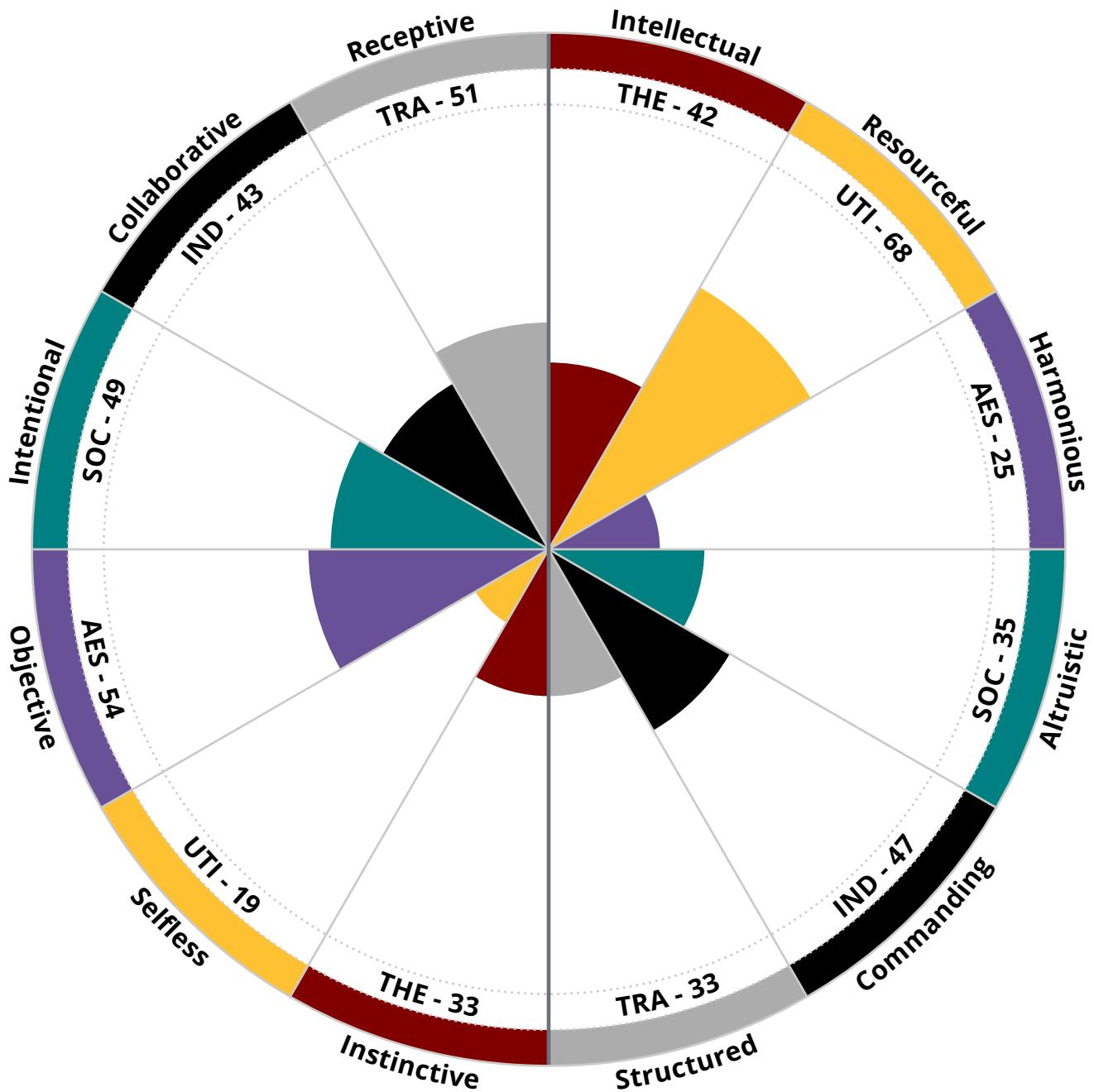
The 12 Driving Forces® Continuum is a visual representation of what motivates Doug and the level of intensity for each category. Diamonds indicate an individual's primary cluster. These four factors are critical to Doug's motivation and engagement regardless of the situation.



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

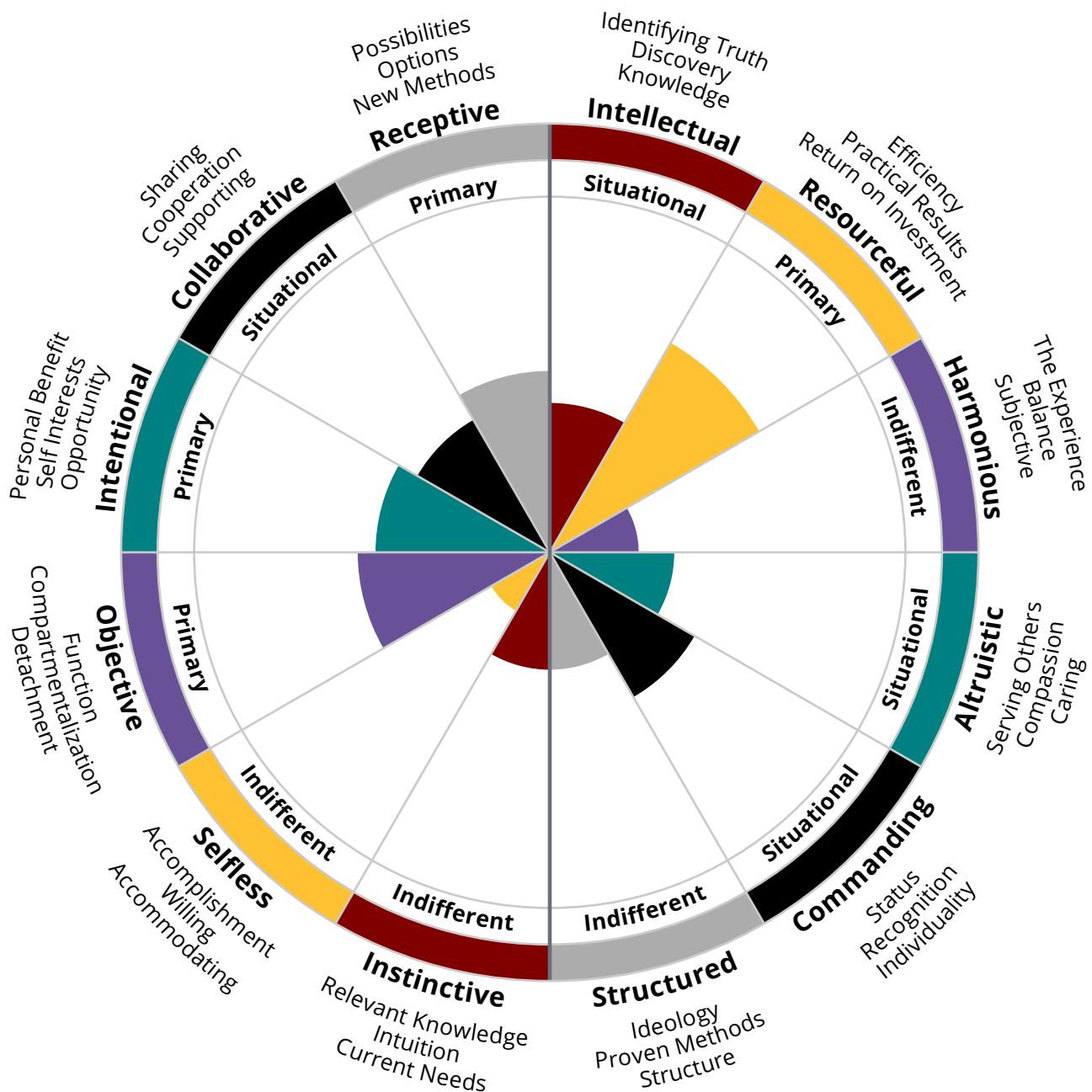
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# Driving Forces Wheel



T: 11:43

# 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 Doug'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.*

- Tends to be futuristic.
- Has an entrepreneurial mindset.
- Can be resourceful to influence others to get results.
- Initiates action to stir up activity.
- Will do what he commits to to ensure function.
- Seen as a leader who will focus on the functionality.
- Puts everything he has into looking for new opportunities.
- Good at directing others to challenge the status quo.
- Lives by an open system and will do anything to enhance it.
- Calculated with their time, talent, and resources.
- Goal focused when assessing how others can help.
- Will champion a worthy cause, as a challenge, if they see a potential return.

# Potential Behavioral & Motivational Conflict



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

- May offend others with too much discussion of results.
- May make a quick decision that results in a bad investment and/or wasted time.
- Tends to think bigger is always better.
- The need for function and results could overpower the balance in the organization.
- May over focus on productivity over appearance.
- Will want function and results immediately.
- May break others' rules to keep the momentum moving.
- Standards may be unreachable with his desire to try new things.
- Willing to listen to outside viewpoints to build a creative solution.
- Has a direct method of developing others if he sees a future return.
- May over focus on results and overlook others.
- May try to utilize many people to obtain results.



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

- Key performance measured on results and efficiency rather than people and process.
- Having economic, competitive and challenging incentives.
- An environment where direct, bottom-line efforts are appreciated.
- Fast-paced chaotic activity based situations.
- Objective, results-driven environment.
- An environment where keeping the momentum moving is critical and rewarded.
- Ability to achieve results by challenging the status quo.
- Forum to champion new ways in which to improve existing methods.
- An environment to challenge rules in which he doesn't agree.
- Rewards based on group "wins", as well as individual contributions.
- Ability to utilize their own strengths to achieve results.
- A forum to champion the needs and desires of others who are willing to work for common results.



# Keys To Motivating

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

## Doug wants:

- Opportunities for achieving things faster and of more value.
- Freedom to get desired results and improve efficiency.
- Focus on results and rewards, not the process or journey.
- The understanding from management that working and focusing on tangible results is the desired outcome.
- To focus on the functionality more than physical attributes as an indicator of success.
- The freedom to compartmentalize issues when solving problems.
- The ability to solve problems by examining many new approaches.
- Goals and results that stem from a creative and open approach.
- A manager and a team that appreciates that every system should be challenged.
- To be seen as a person who helps others, if they are willing to work hard for the desired results.
- To get results by incorporating the abilities of others.
- Opportunities to accomplish solutions to problems that relate to his vision.



# Keys To Managing

This section discusses the needs which must be met in order for Doug 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 Doug and identify 3 or 4 statements that are most important to him. This allows Doug to participate in forming his own personal management plan.

## Doug needs:

- To understand that people who do not move at his pace may still offer value and a return on investment.
- To be an active listener instead of dominating the discussion.
- To assess the risk and rewards of each decision.
- To compartmentalize activities in order to accomplish the objectives.
- Challenges that utilize his objectivity and drive.
- To understand the optimal pace of each team member in order to help maintain momentum.
- A manager that understands his need to explore many systems to capture all possibilities.
- To understand that there is a time and a place for arguing his point of view.
- Support in properly displaying his passion for the way things could be.
- Awareness of how his drive can inspire others to accomplish mutual goals.
- To understand the desire to win or achieve may cause people to be seen as tools.
- To be given power and authority to achieve results through people.



# 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.

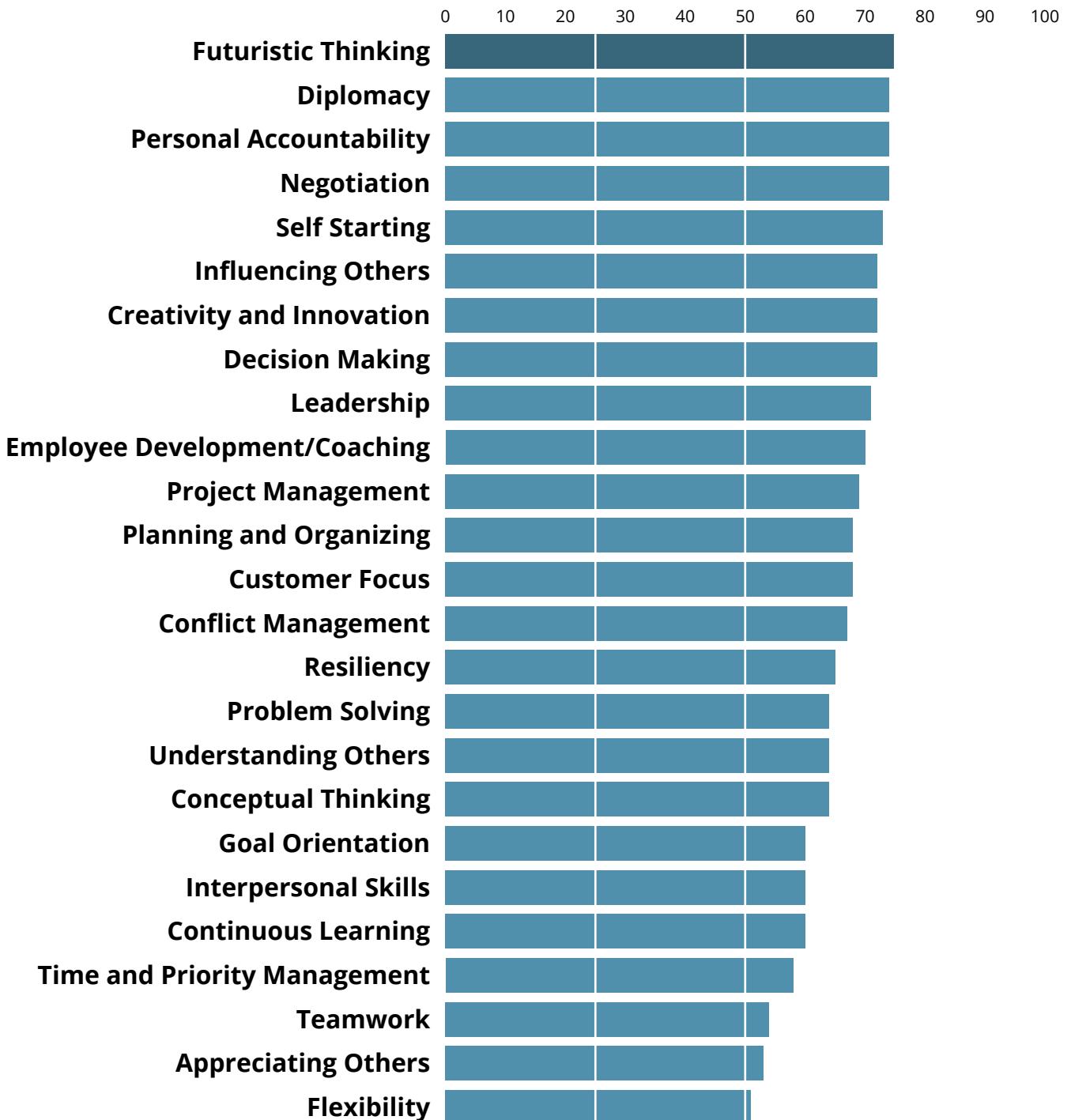
Be sure to read the entire report with an open mind. Everyone has areas where they can improve. Before deciding to work on developing personal skills you have not yet fully developed, you may want to discuss the report with a trusted peer, mentor or professional coach. You may even wish to share the 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.



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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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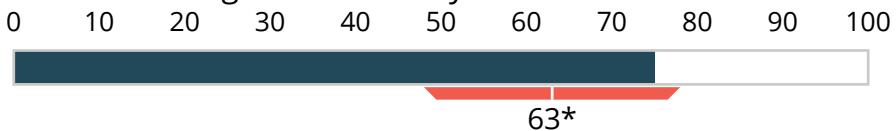
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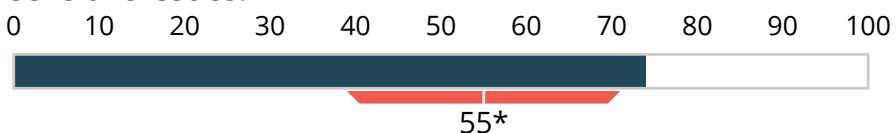
# Competencies Hierarchy

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.

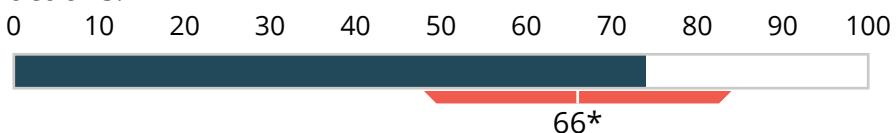
**1. Futuristic Thinking** - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



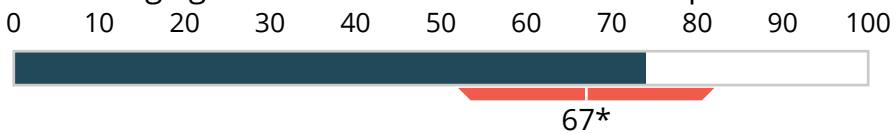
**2. Diplomacy** - Effectively and tactfully handling difficult or sensitive issues.



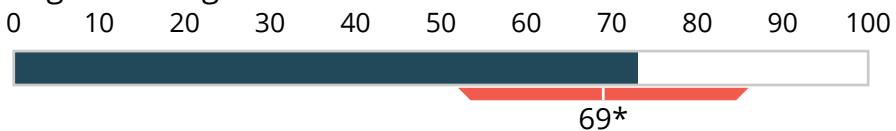
**3. Personal Accountability** - Being answerable for personal actions.



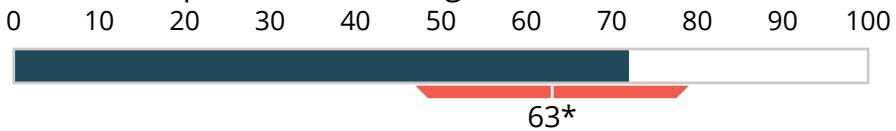
**4. Negotiation** - Listening to many points of view and facilitating agreements between two or more parties.



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



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



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

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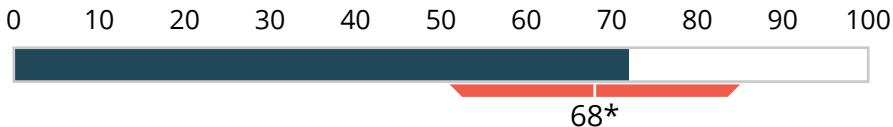
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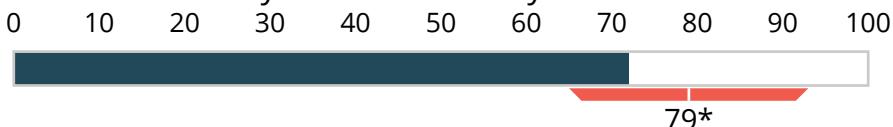
# Competencies Hierarchy

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



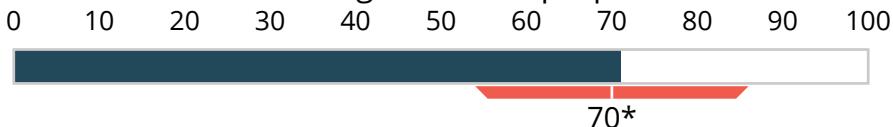
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**8. Decision Making** - Analyzing all aspects of a situation to make consistently sound and timely decisions.



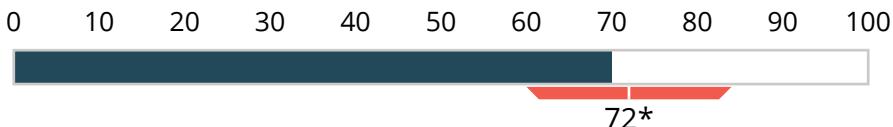
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**9. Leadership** - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



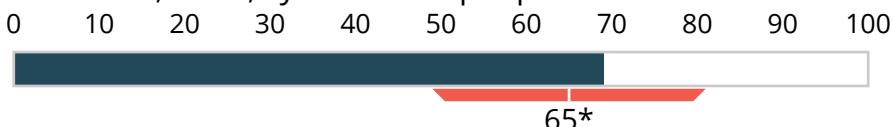
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**10. Employee Development/Coaching** - Facilitating, supporting and contributing to the professional growth of others.



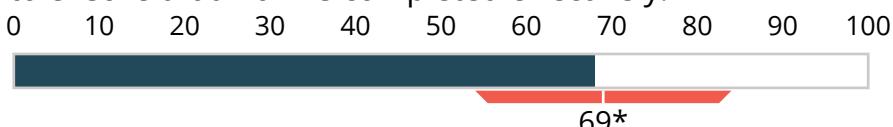
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**11. Project Management** - Identifying and overseeing all resources, tasks, systems and people to obtain results.



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



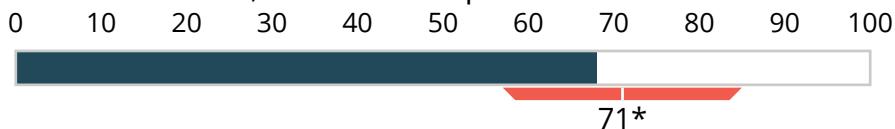
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\* 68% of the population falls within the shaded area.

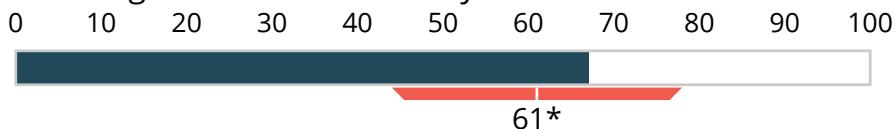


# Competencies Hierarchy

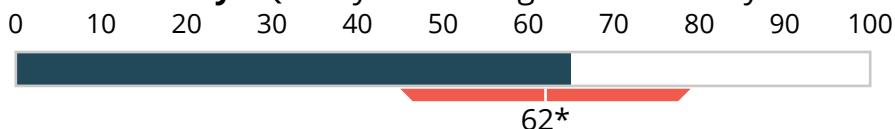
**13. Customer Focus** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



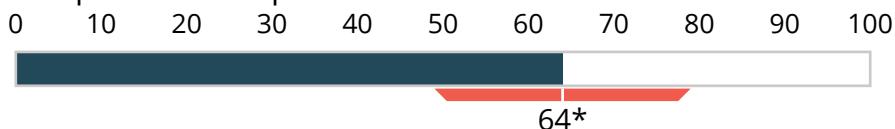
**14. Conflict Management** - Understanding, addressing and resolving conflict constructively.



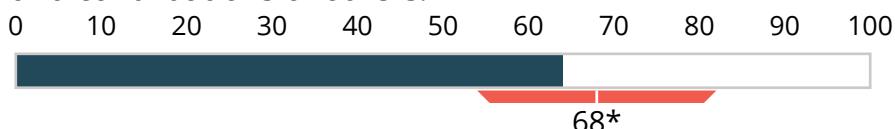
**15. Resiliency** - Quickly recovering from adversity.



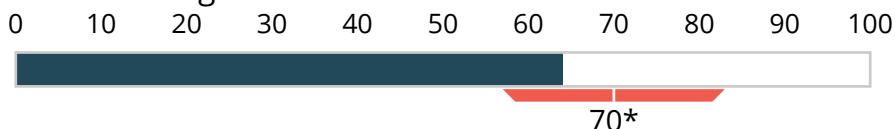
**16. Problem Solving** - Defining, analyzing and diagnosing key components of a problem to formulate a solution.



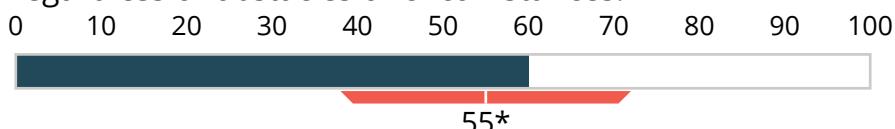
**17. Understanding Others** - Understanding the uniqueness and contributions of others.



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



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

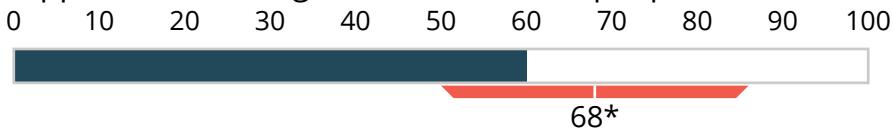


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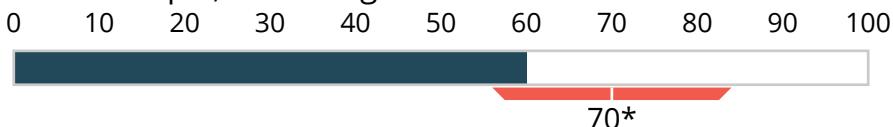
# Competencies Hierarchy

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



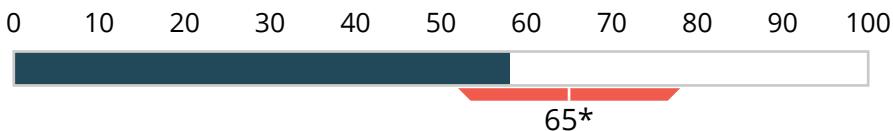
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**21. Continuous Learning** - Taking initiative to regularly learn new concepts, technologies and/or methods.



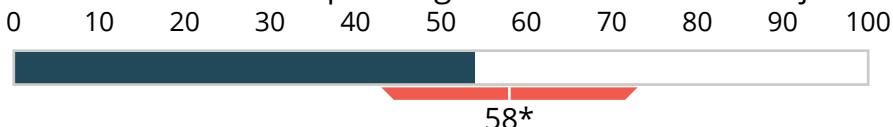
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**22. Time and Priority Management** - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



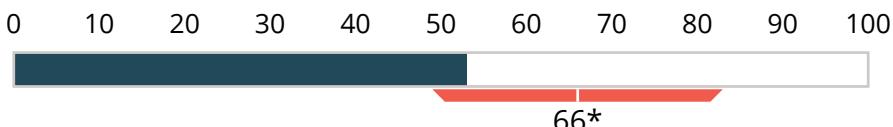
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**23. Teamwork** - Cooperating with others to meet objectives.



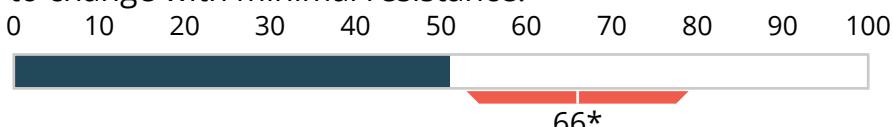
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**24. Appreciating Others** - Identifying with and caring about others.



53

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



51

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# Summary of Competencies

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

## 1. **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.

## 2. **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.

## 3. **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.



# Summary of Competencies

**4. 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.

**5. 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.

**6. 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

**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. 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.

**9. 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.



# Summary of Competencies

**10. 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.

**11. 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.

**12. 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.



# Summary of Competencies

**13. 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.
- Expendes 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.

**14. 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.

**15. 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.



# Summary of Competencies

**16. 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.

**17. 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.

**18. 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

**19. 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.

**20. 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.

**21. 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.



# Summary of Competencies

**22. 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.

**23. 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.

**24. Appreciating Others:** Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Wants to ensure people experience positive emotions.
- Expends 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

**25. 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.

# 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?