



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Management-Staff Coaching

Sandy Sample

Account Manager

ABC Company

10-13-2021

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Introduction

Where Opportunity Meets Talent

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

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.

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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



Introduction

Behaviors

Behavioral research suggests that the most effective people are those who understand 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 Sandy's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Sandy's natural behavior.

Sandy can be characterized by her creativity and attention to quality and detail. She is good at work that requires attention to detail and accuracy. She may be overly sensitive to criticism of her work. If you do comment on her work, you had better be right, since she may not take criticism lightly. She wants the safety features on her equipment to be in good working order. Sandy doesn't appreciate a dirty or messy work station, since she equates dirt and disorganization with lower quality work. Her motto for work may well be the coined phrase, "quality is job number one." Getting the project or job done right is important to her. If forced to choose between producing quality work or quantities of work, quality will be the winner. She tends to be her own worst critic, constantly reminding herself that she could have done better if given more time. She resists change if she feels the change will lower the quality of her work. If change is inevitable, she may need reassurances that her standards will continue to be met. Accuracy is important to her. When Sandy sees something that is wrong, she wants to fix it. She is oriented toward achieving practical results.

Sandy is a critical and systematic thinker, and this strength may not be easily recognized by others. Because she knows that she can rely on the "tried and true," Sandy places high value on tradition and traditional things. She tends to postpone the decision-making process until she has all the facts. She likes to assemble facts and data before making decisions. This allows her time to review the facts and think about the decision to be made. Sandy is the type of person who will accept challenges and accept them seriously. She can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront. She uses data and facts to support the big decisions, because it makes her feel more confident that her decisions are correct. She has an acute awareness of social, economic and political implications of her decisions.





Behavioral Characteristics

Continued

Sandy prefers meetings that start and finish on time. She may get upset with people who do not adhere to rules and how things "should be done." She is patient and persistent in her approach to achieving goals. She responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." Whenever possible, Sandy avoids face-to-face conflict. She is usually slow to anger; but when "enough is enough," she may tend to explode. People will then have no doubt about her feelings. Sandy wants others to ask for her advice, rather than initiate the conversation. She prefers to be certain her advice is correct. Because Sandy wants to be certain she is performing her work assignments correctly, she enjoys working for a manager who explains what is expected of her. She has a low trust level with strangers. This becomes apparent when she asks specific and perhaps blunt questions. She can be outgoing at times. Basically introverted, she will engage in social conversation when the occasion warrants.



Sandy Sample



Value to the Organization

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

- ✓ Always concerned about quality work.
- ✓ Maintains standards.
- ✓ People-oriented.
- ✓ Objective—"The anchor of reality."
- ✓ Proficient and skilled in her technical specialty.
- ✓ Comprehensive in problem solving.
- ✓ Good listener.
- ✓ Conscientious and steady.



Sandy Sample



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

Ways to Communicate

- ✓ Give her time to verify reliability of your actions; be accurate, realistic.
- ✓ Provide personal assurances, clear, specific solutions with maximum guarantees.
- ✓ Watch carefully for possible areas of early disagreement or dissatisfaction.
- ✓ Make an organized contribution to her efforts, present specifics and do what you say you can do.
- ✓ Present your case softly, non-threateningly, with a sincere tone of voice.
- ✓ Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- ✓ Clearly define (preferably in writing) individual contributions.
- ✓ Follow through, if you agree.
- ✓ Patiently draw out personal goals and work with her to help her achieve those goals; listen and be responsive.
- ✓ Prepare your "case" in advance.
- ✓ Look for hurt feelings or personal reasons if you disagree.



Checklist for Communicating

Continued



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

- 🚫 Say "trust me"—you must prove it.
- 🚫 Use testimonies of unreliable sources; don't be haphazard.
- 🚫 Leave things to chance or luck.
- 🚫 Make conflicting statements.
- 🚫 Rush headlong into business or the agenda.
- 🚫 Dillydally, or waste time.
- 🚫 Be vague; don't offer opinions and probabilities.
- 🚫 Debate about facts and figures.
- 🚫 Offer assurance and guarantees you can't fulfill.
- 🚫 Force her to respond quickly to your objectives. Don't say, "Here's how I see it."
- 🚫 Manipulate or push her into agreeing because she probably won't fight back.
- 🚫 Be abrupt and rapid.





Communication Tips

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

C 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.

D 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.

S 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.

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



Sandy usually sees herself as being:

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



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

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



Under extreme pressure, stress or fatigue, others may see her 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 situations where competition is a primary factor.
- Avoid environments that focus on constant innovation.
- Needs a manager or accountability partner that can appreciate the need for reflective problem solving but can also manage the time spent on each situation.

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

- Seek an environment that allows for a humorous approach to conflict situations.
- Remove from short term, multifaceted projects and focus on long-term single objectives.
- Seek positions that do not require a strong need for self-starting.





Descriptors

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

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



Natural & Adapted Style

Sandy's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.



Problems & Challenges

Natural

Sandy uses a laid-back and peaceful approach to problem solving. She tends to solve problems in a reactive and team-oriented manner. Sandy tends to be unobtrusive and avoids confrontation, so she can be seen as a true team player.

Adapted

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



People & Contacts

Natural

Sandy is undemonstrative in her approach to influencing others and likes to let facts and figures stand for themselves. She feels persuasion needs to be objective and straightforward. Her trust level is based on each interaction—the past is the past. She presents facts without embellishments.

Adapted

Sandy feels that convincing people can only be done within the framework of logical facts presented by a totally objective person. She rarely displays emotion when attempting to influence others.



Natural & Adapted Style



Pace & Consistency

Natural

Sandy is comfortable in an environment in which there are few projects going on concurrently. She is appreciative of the team concept and feels quite secure in an environment where the need to move from one activity to another quite quickly is held to a minimum.

Adapted

Sandy feels the environment is calling for a relaxed demeanor or one in which patience is looked at as a virtue. She is predictable and stable and places an emphasis on follow-up and follow-through.



Procedures & Constraints

Natural

Sandy is concerned with doing things right. She can be quite worrisome and possibly fearful that mistakes will crop into the procedure. She will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.

Adapted

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



Adapted Style

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

- ✓ Using a proven, procedure-oriented method when implementing change.
- ✓ Traditional, quality-oriented work model to follow.
- ✓ Calculation of risks before taking action.
- ✓ Projecting a limited display of emotion.
- ✓ Limited contact with people.
- ✓ Gathering data in a logical, systematic way.
- ✓ Compliance to high standards.
- ✓ Precedence of quality over efficiency.
- ✓ Precise, analytical approach to work tasks.
- ✓ Working in a systematic, non-demonstrative manner.
- ✓ Critical appraisal of data.
- ✓ Careful, thoughtful approach to decision making.





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

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

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

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





Time Wasters

Continued

Looking For "Hidden Meaning"

The habitual practice of looking for hidden meanings demonstrates the inability to take messages, information and people-signals at face value. It may indicate that issues and people are suspect or have potential negative impact on you and your work.

Possible Causes:

- Critical listening ability may cause you to read more into a situation
- Want to look beyond the obvious
- Have a need for additional information
- Do not have a high level of trust in others

Possible Solutions:

- Ask questions
- Share initial evaluation/opinion with others

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 precision 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





Areas for Improvement

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

Sandy has a tendency to:

- ✓ Be self-deprecating—doesn't project self-confidence.
- ✓ Be suspicious and pessimistic of any new project. Wants more support than is necessary.
- ✓ Hesitate to act without precedent.
- ✓ Select people much like herself.
- ✓ Prefer things to people—things don't show emotion or need restraint.
- ✓ Be defensive when threatened and use the errors and mistakes of others to defend her position.
- ✓ Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for directions.
- ✓ Be critical of any approach that is not regarded as purely logical or factual (to her standards).



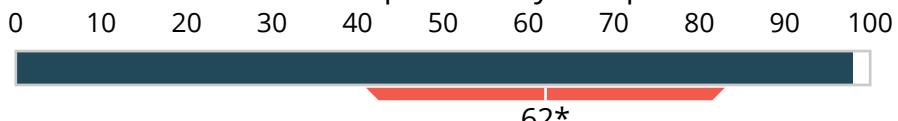
Sandy Sample



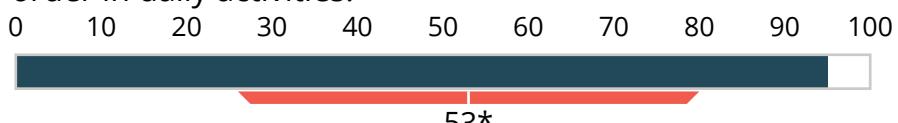
Behavioral Hierarchy

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.

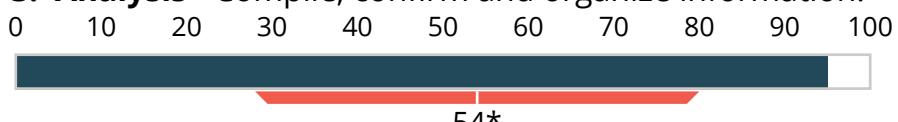
- 1. Consistent** - Perform predictably in repetitive situations.



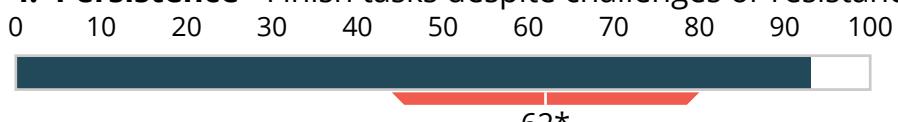
- 2. Organized Workplace** - Establish and maintain specific order in daily activities.



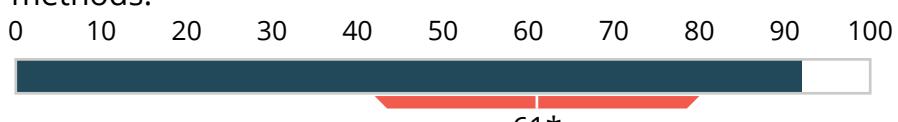
- 3. Analysis** - Compile, confirm and organize information.



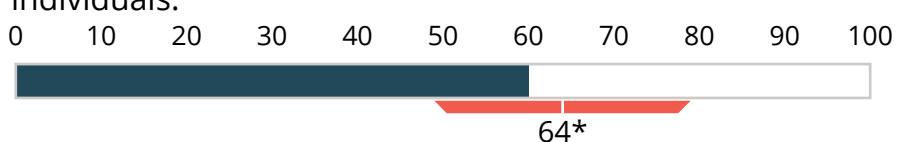
- 4. Persistence** - Finish tasks despite challenges or resistance.



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



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



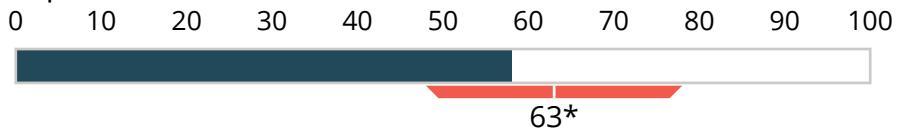
* 68% of the population falls within the shaded area.



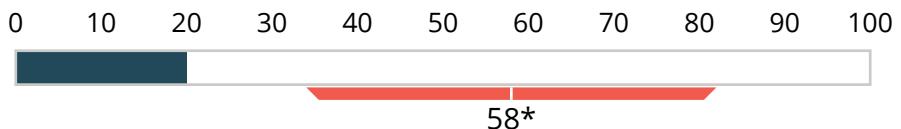


Behavioral Hierarchy

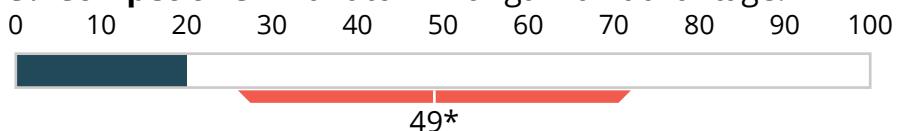
7. Customer-Oriented - Identify and fulfill customer expectations.



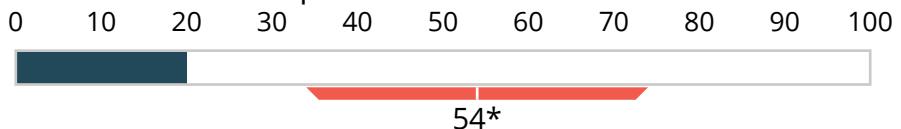
8. Interaction - Frequently engage and communicate with others.



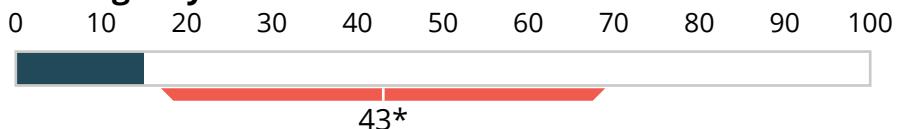
9. Competitive - Want to win or gain an advantage.



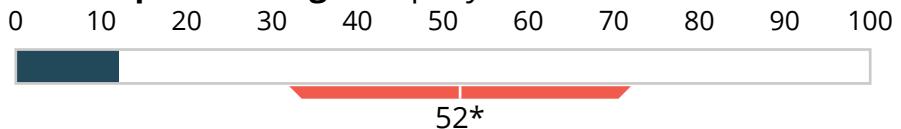
10. Versatile - Adapt to various situations with ease.



11. Urgency - Take immediate action.



12. Frequent Change - Rapidly shift between tasks.



58

20

20

20

15

12

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

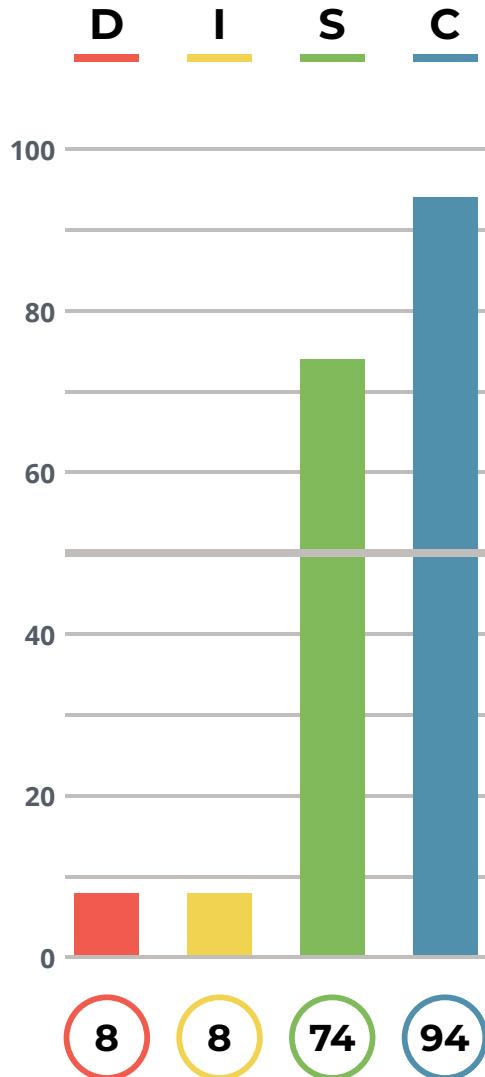




Style Insights® Graphs

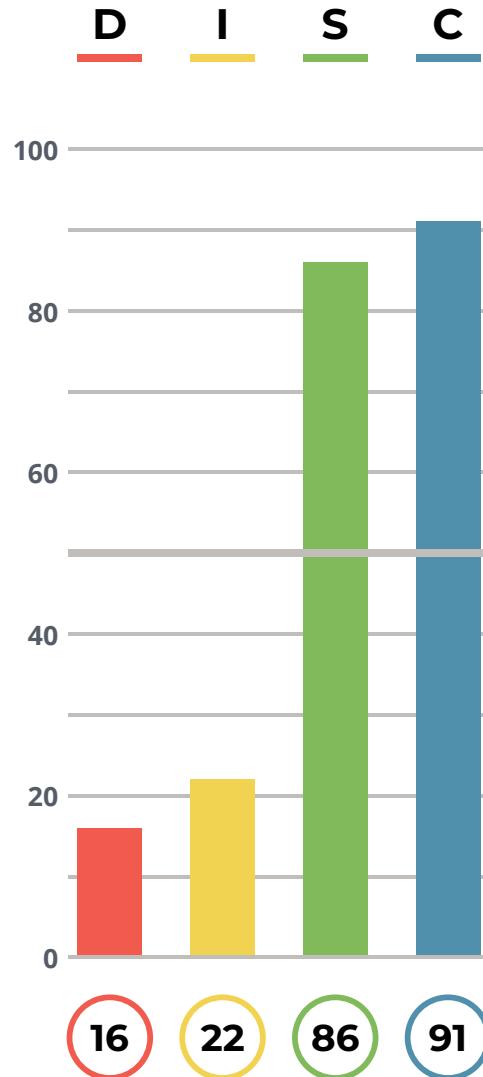
Graph I

Adapted Style



Graph II

Natural Style



Norm 2021 R4
10-13-2021
T: 11:09

Sandy Sample

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The TTI Success Insights® Wheel

The TTI 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.

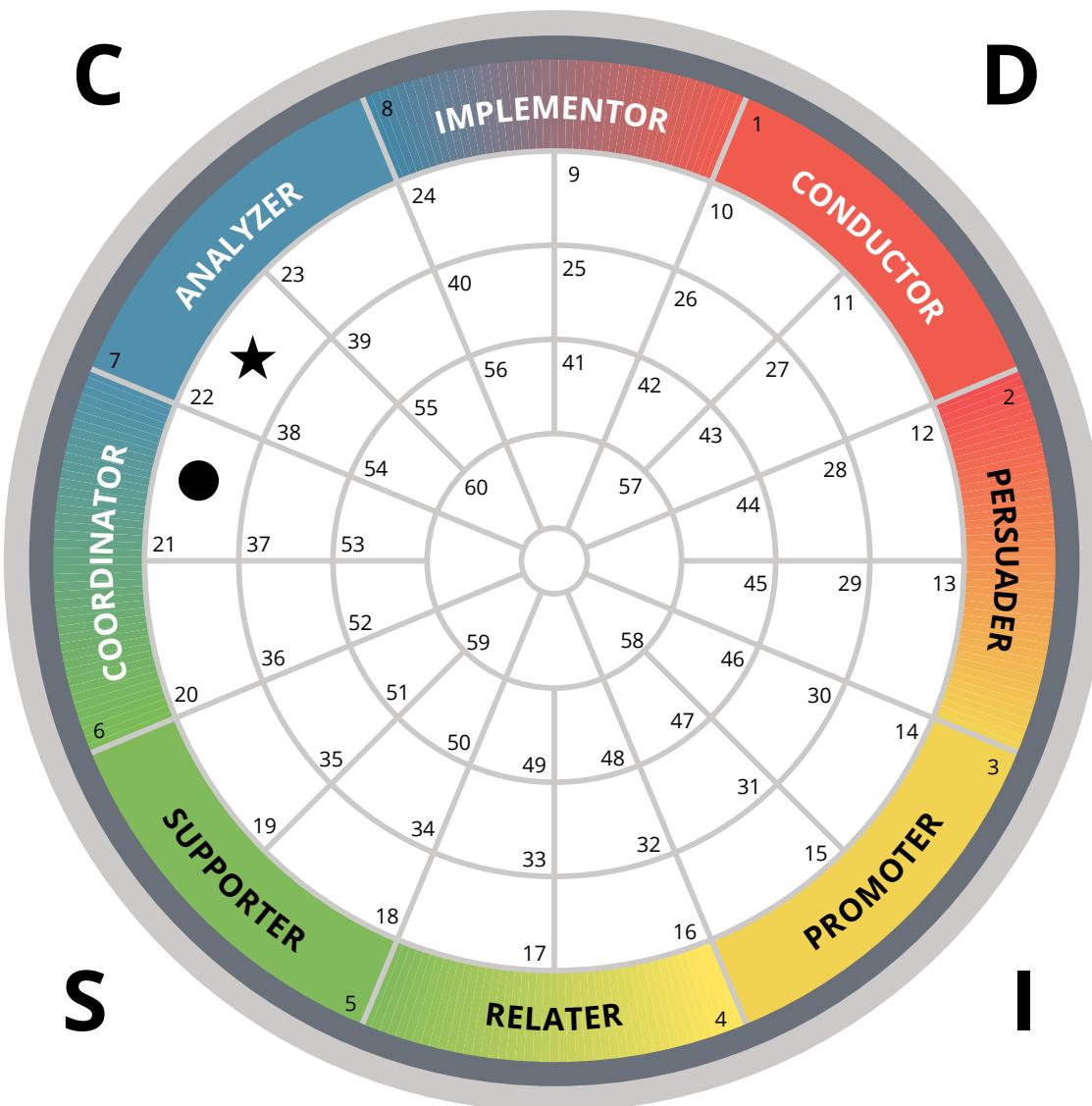


The TTI Success Insights® Wheel

Sandy Sample

ABC Company

10-13-2021



Adapted: ★(22) COORDINATING ANALYZER

Natural: ●(21) ANALYZING COORDINATOR

Norm 2021 R4

T: 11:09

Sandy Sample

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Introduction

Motivators

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

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

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

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

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

Your Personal Motivators Ranking

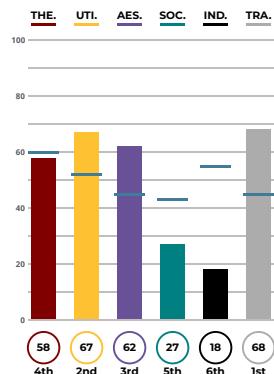
1st	Traditional	Strong
2nd	Utilitarian	Strong
3rd	Aesthetic	Situational
4th	Theoretical	Situational
5th	Social	Indifferent
6th	Individualistic	Indifferent



Traditional

The highest interest for this motivator may be called "unity," "order," or "tradition." Individuals with high scores for this motivator seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

- Sandy lets her conscience be her guide.
- She believes strongly in her opinions.
- Sandy likes unity and order in her life.
- She will evaluate others based on her rules for living.
- Following proven procedures is more important than quick fixes.



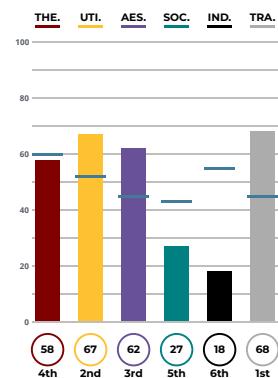
Sandy Sample



Utilitarian

The Utilitarian score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves but for their present and future family. This motivator includes the practical affairs of the business world — the production, marketing and consumption of goods, the use of credit and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average business person. A person with a high score is likely to have a high need to surpass others in wealth.

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



Sandy Sample

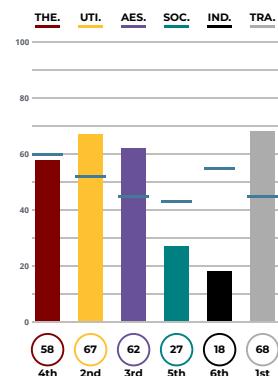
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Aesthetic

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

- The need for the appreciation of beauty is determined on an individual basis and is not generalized in terms of the total world around her.
- At times Sandy will look for the beauty in all things.
- Sandy may desire fine things for her spouse or family members.
- There could be a specific area that is of great interest to her. For instance, she may be appreciative of the natural beauty of mountains and streams, but may not be overly impressed by the works of Picasso or Rembrandt.



Sandy Sample

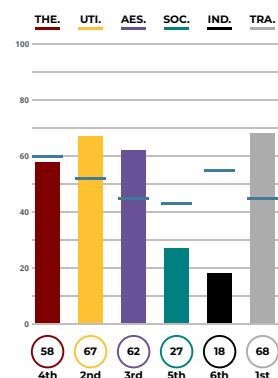
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Theoretical

The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

- Sandy will seek knowledge based on her needs in individual situations.
- If knowledge of a specific subject is not of interest or is not required for success, Sandy will have a tendency to rely on her intuition or practical information in this area.
- A job that challenges the knowledge will increase her job satisfaction.
- If Sandy is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.
- In those areas where Sandy has a special interest, she will be good at integrating past knowledge to solve current problems.
- Sandy will usually have the data to support her convictions.
- Sandy has the potential to become an expert in her chosen field.



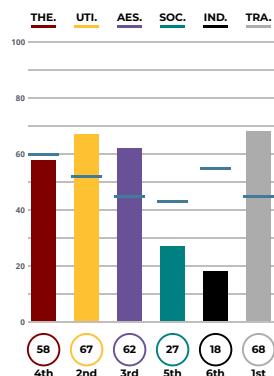
Sandy Sample



Social

Those who score very high for this motivator have an inherent love of people. The social person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic attitudes cold and inhuman. Compared to the Individualistic motivator, the Social person regards helping others as the only suitable form for human relationships. Research indicates that in its purest form, the Social interest is selfless.

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



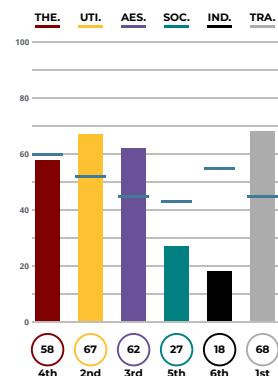
Sandy Sample



Individualistic

The primary interest for this motivator is POWER, not necessarily politics. Research studies indicate that leaders in most fields have a high power drive. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

- She will not attempt to overpower others' points of view or change their thinking.
- Being in total control of a situation is not a primary motivating factor.
- Sandy will be less concerned about her ego than others may be.
- As long as Sandy's belief systems are not threatened, she will allow others to set the tone and direction of her work.
- Stability is a primary concern. Patience and fortitude will win in the long run.
- Sandy's passion in life will be found in one or two of the other dimensions discussed in this report.
- Sandy feels that struggles should be the burden of the team, not just the individuals.



Sandy Sample

NAVIGATING SITUATIONS OUTSIDE YOUR COMFORT ZONE



The information on this page will highlight areas in which you may struggle relating to, based on your lowest motivator. The information will teach you how to manage your way through discussions focusing on your number six motivator.

Tips for Communicating with "High Individualistic" utilizing your Traditional.

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

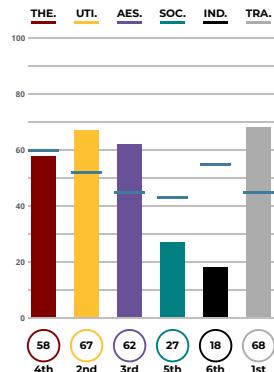
1. How does the mindset of a high Individualistic contribute to today's workforce?
2. How do Individualistics contribute to the world, your professional life and your personal life?

A high Individualistic wants not only to control her own destiny, but the destiny of others.

- Strive to understand what the Individualistic wants to control and how her desires can be accomplished in the organization. How can the two connect this with the traditions and founding principles of the organization in order to advance your mission?
- The desire to have an impact on the organization through the preservation of the traditions, and the Individualistic's desire to have control in general can be partnered once the Individualistic has buy-in to the system. Position the Individualistic as the leader for the cause.

When a high Individualistic feels strongly about a situation, she may apply the "All is fair in love and war" philosophy.

- Validate that the current goal and process for achieving it aligns with the traditions of the organization. If not, a strong voice will be necessary in protecting the principles while giving the high Individualistic a way to be seen as the person advocating for the organization.
- A powerful partnership can be created when both parties are on the same page. The energy and passion for what's believed in and wanted is second to none. Use this to move the organization forward while protecting the organizational philosophies and allowing the Individualistic to be seen as a leader.



Sandy Sample

NAVIGATING SITUATIONS OUTSIDE YOUR COMFORT ZONE

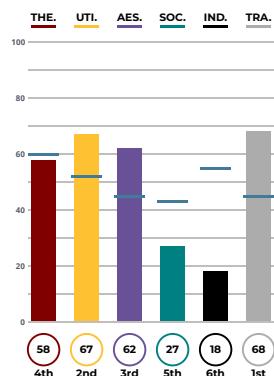


Controlling the situation is important to a high Individualistic, but she also wants/want to have the public recognition.

- Work together to create something people want to follow that's based on the founding organizational principles and put the Individualistic in charge of moving the group toward the common mission.
- Persuade the high Individualistic to become a member of the cause with a quick path toward leading the team. Be sure both parties have commonalities in philosophies and that they align with the organization.

A high Individualistic will have strong feelings about the legacy she is/are striving to create and eventually will leave behind.

- Determine if the legacy you are following is in line with the legacy the Individualistic is creating. If so, communicate the importance of having sustainable and repeatable processes that will keep the legacy alive.
- If lacking alignment, work towards helping the Individualistic establish pillars that can be the foundation. Connect with others that can articulate the organizational differences in ways that can help the Individualistic build a stronger legacy.



Sandy Sample

Motivators - Norms & Comparisons

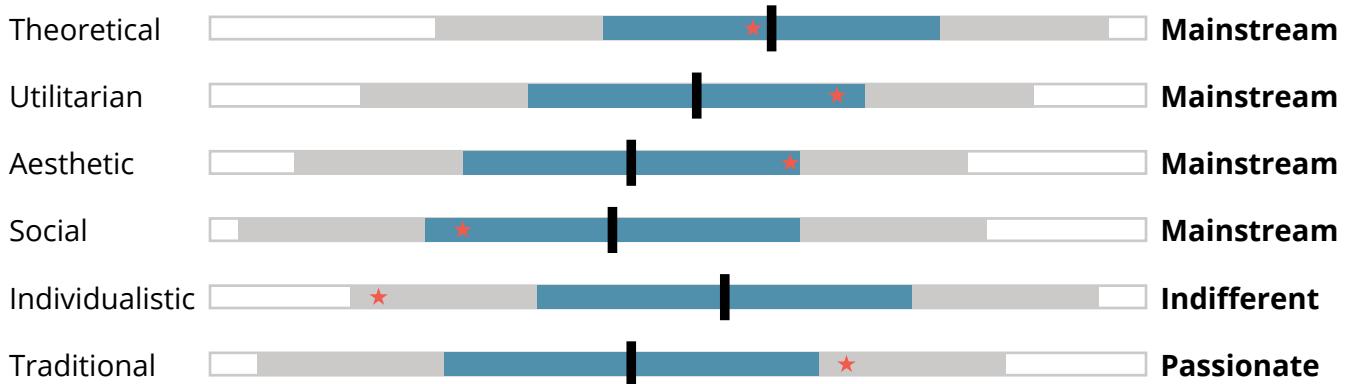


For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar motivators, you will fit in with the group and be energized. However, when surrounded by people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

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your motivators may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that motivator. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that motivator. The shaded area for each motivator represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2021



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

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

Motivators - Norms & Comparisons



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

- You have chosen a system for living that you believe in. All of the decisions in your life are made according to the principles of your system. Your principles mean more to you than money or success. Others may feel you impose your standards on the rest of the world and may see you as being judgmental. They may think you exhibit a "holier than thou" mindset. They may believe you are closed-minded.

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

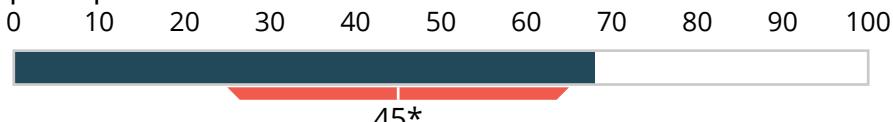
- You can be frustrated by others who are always jockeying for position and control.



Motivators Hierarchy

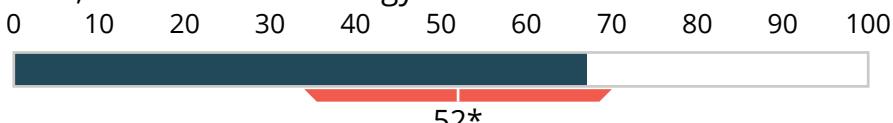
Your motivation to succeed in anything you do is determined by your underlying motivators. You will feel energized and successful at work when your job supports your personal motivators. They are listed below from the highest to the lowest.

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



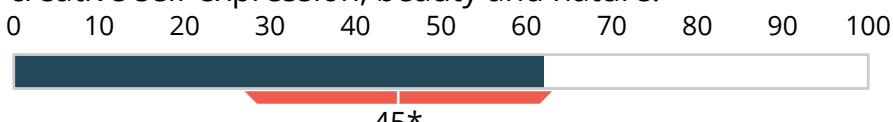
68

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



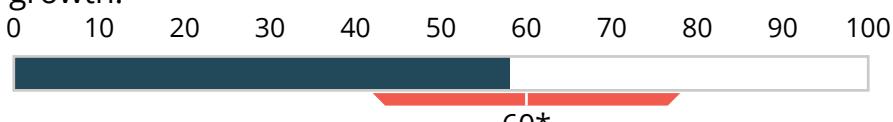
67

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



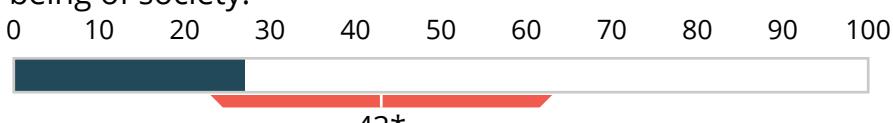
62

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



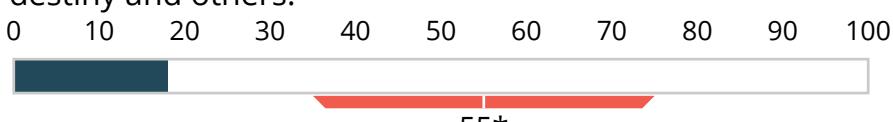
58

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

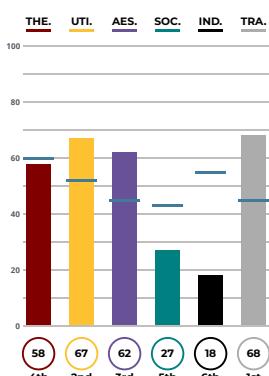


27

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



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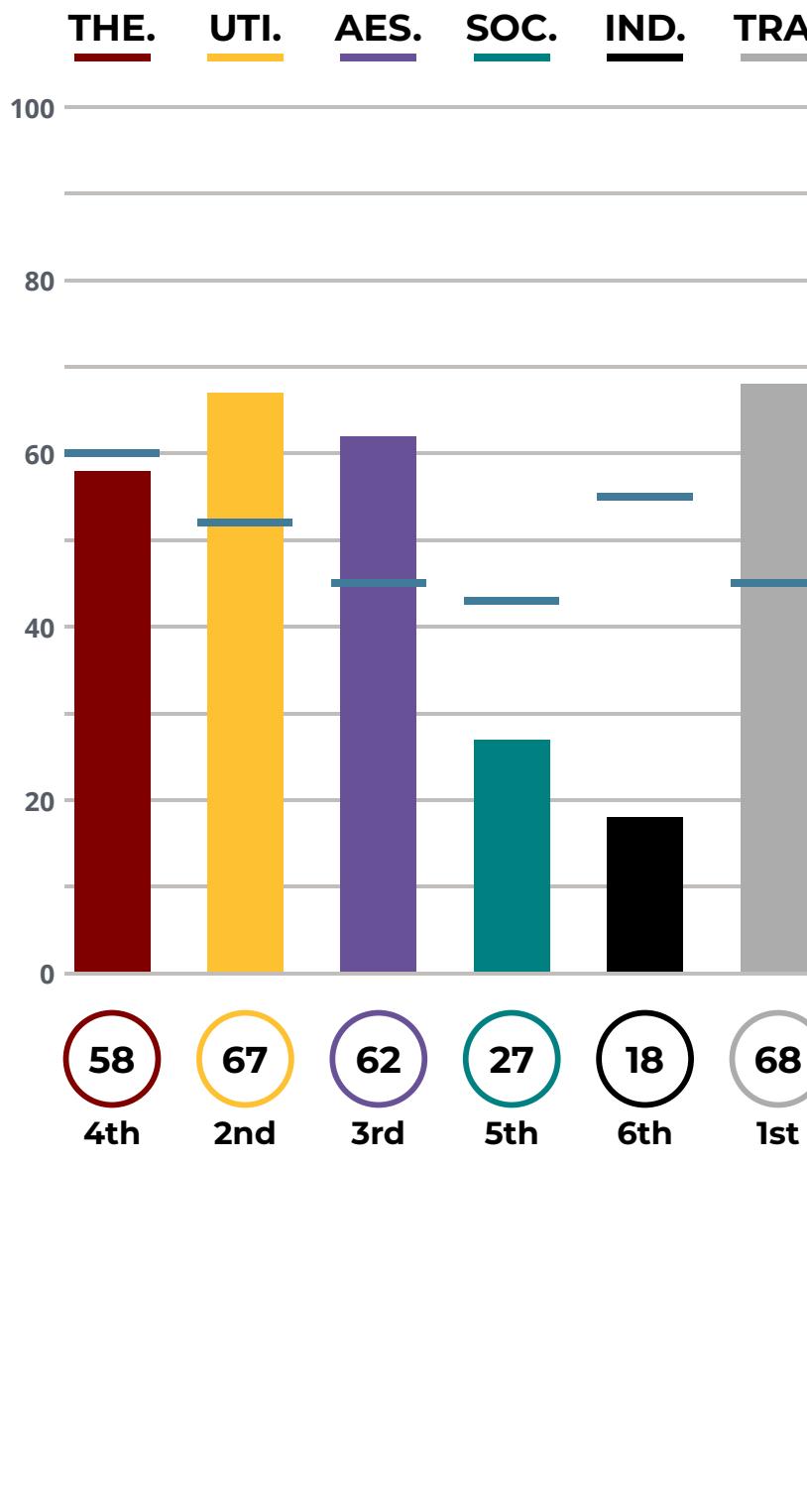


* 68% of the population falls within the shaded area.



Motivation Insights® Graph

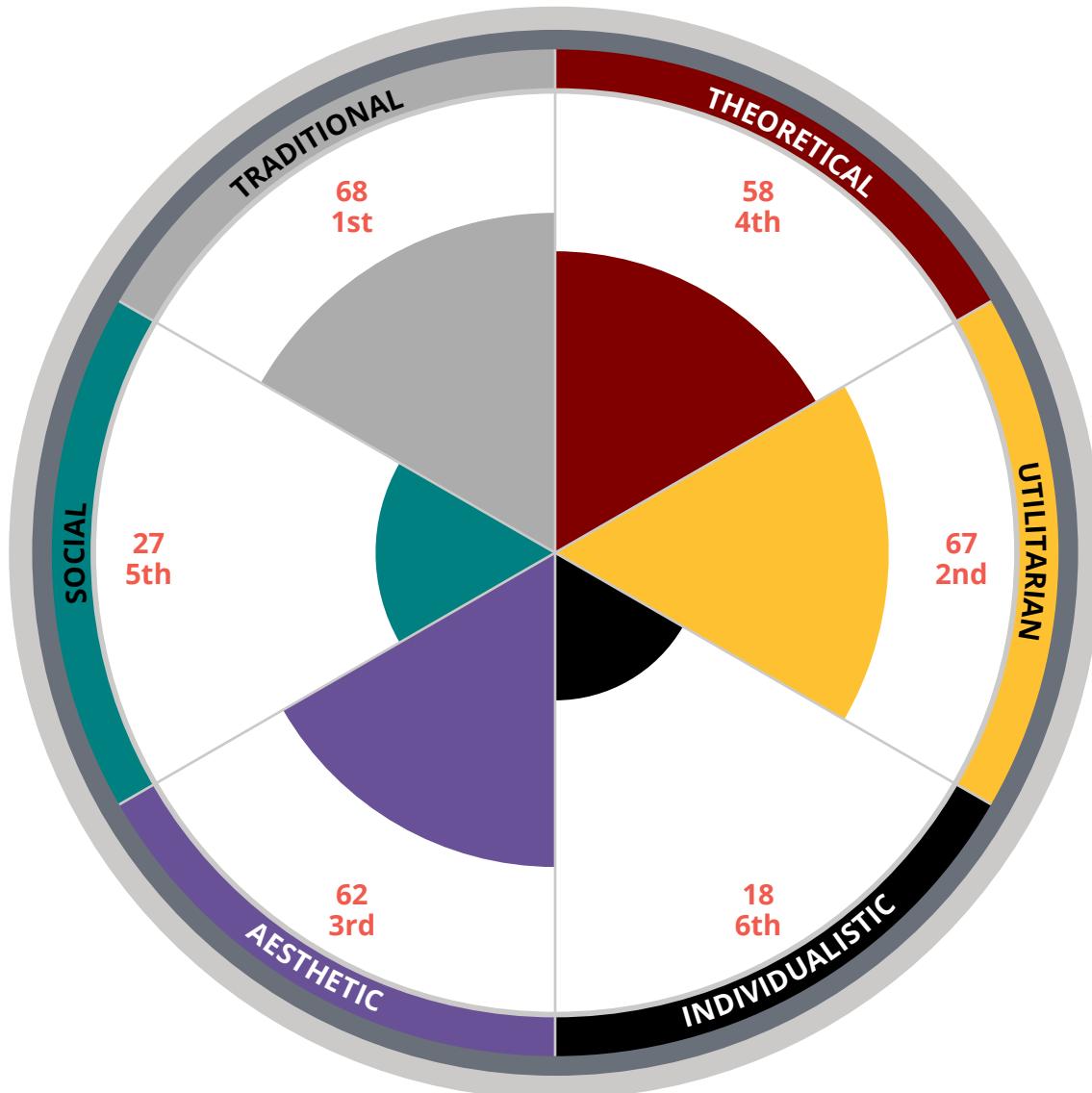
The Motivators Graph is a visual representation of what motivates Sandy and the level of intensity for each category. These categories include: Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.





Motivators Wheel™

10-13-2021



T: 6:43

Introduction Integrating Behaviors & Motivators



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

In this section you will find:

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

Potential Behavioral & Motivational Strengths



This section describes the potential areas of strengths between Sandy's behavioral style and top two motivators. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Will do things the same way time and time again, while maintaining high standards.
- Will catch the mistakes of others and try to correct them through the system.
- Completes a due diligence process when making investments or taking risks.
- Tends to make accurate decisions based on facts and return on investment, rather than emotions.
- Great at maintaining a system or process.
- Loyal to her cause.
- Loyal and consistent in using the resources she has been allocated.
- Takes a methodical approach to implementing changes that will increase return on investment.



Potential Behavioral & Motivational Conflict

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

- May have trouble solving unorthodox issues that require unconventional solutions.
- Can obsess over unimportant details when in conflict with her system of beliefs.
- Only looks for the safe investment of time and resources.
- Will have a desire to take risks, but will be fearful of failure.
- May struggle with simultaneous concern for accommodating needs and making sure processes are followed.
- Diverse situations can be highly stressful when trying to stay in line with her system of living.
- May never get a good plan off the ground if she feels rushed.
- Puts all her "eggs in one basket".



Ideal Environment

This section identifies the ideal work environment based on Sandy's basic style and top two motivators. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Sandy enjoys and also those that create frustration.

- Little conflict between people.
- An environment where she can use her intuitive thinking skills.
- Needs personal attention from her manager and compliments for each assignment well done.
- Behind-the-scene-work is appreciated as a part of the return on investment.
- The need for consistent, reliable and stable contributions to the bottom-line.
- Where protection of the organization's bottom-line is rewarded and valued.
- To be seen as a reliable and trustworthy team player working for the organizational system.
- Recognition for accomplishing tasks the traditional way in absence of a set procedure.
- An environment that does not advocate change for the sake of change.



Keys To Motivating

This section of the report was produced by analyzing Sandy's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Sandy and highlight those that are present "wants."

Sandy wants:

- Recognition for loyalty and long service.
- Logical reasons for change.
- Advancement when she is ready.
- Opportunity to celebrate successes on her own terms.
- Logical, predictable ways to achieve goals and the time needed to achieve them.
- Time to prove the process for achieving return on investment.
- Time to adjust to changes as it relates to systems and structure.
- Time to pursue the cause and belief through the gathering of facts and data in order to adhere to high standards.
- Appreciation for her patient and steady following of the system and organization.



Keys To Managing

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

Sandy needs:

- A quality product in which to believe.
- A program to encourage creativity and self-worth.
- Complete instructions on her assignments.
- Support in speaking out when returns may be compromised.
- To diversify resources in order to yield expected organizational results.
- To know when to change directions in order to preserve expected return.
- Support in her need to protect the processes and systems of the organization in a stable and loyal way.
- Time to clarify, ask questions and gather data to make a decision that fits within the system.
- Assistance in letting others "in" so that the organization can be more effective as a whole.



Introduction

Acumen Indicators

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

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

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

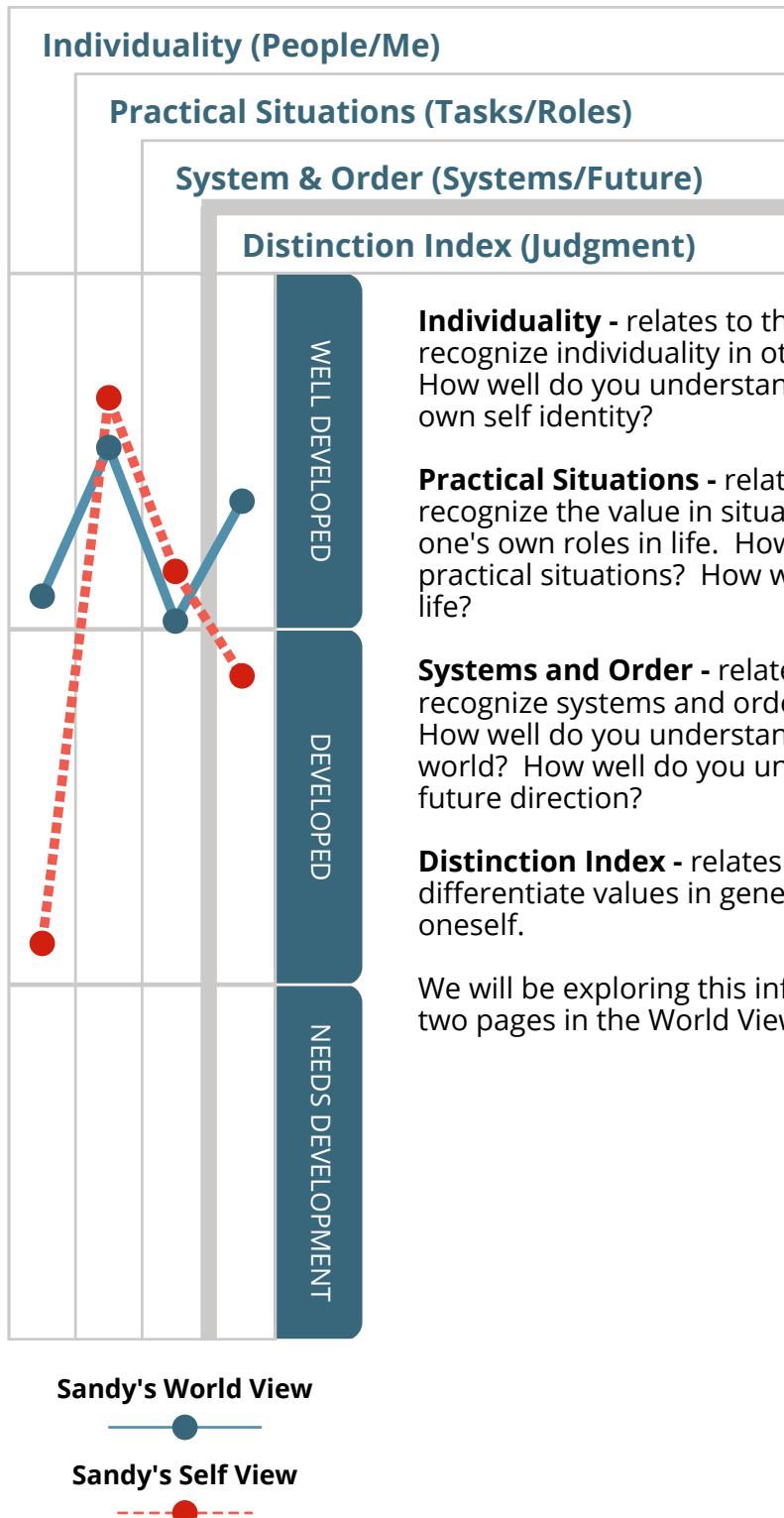
- Summary of Acumen Capacity
- World View
- Self View
- External Concentration Score
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary
- Dimensional Balance

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

Summary of Acumen Capacity



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



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

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

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

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

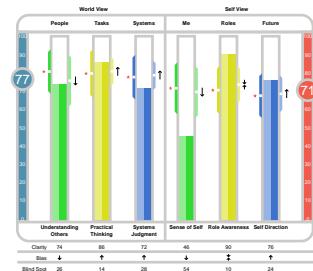
We will be exploring this information in more detail over the next two pages in the World View and Self View sections.

World View



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

- Sandy has the ability to focus on the activity or task and to get the job done.
- Sandy is resourceful in efficiently achieving specific goals.
- Sandy understands how things work and is sensitive to the details of what to do and when to do it in a practical sense.
- Sandy has a good understanding of people, which allows her to meet others and build rapport.
- Sandy may do well in positions that involve the management, coaching or leadership of others.
- Sandy tends to rely and depend on relationships with others.
- Sandy may benefit from improving her relationships with authority figures.
- Sandy tends to apply structure and order to situations.
- Sandy understands the need for planning, systems, policies and rules.
- Sandy tends to look at people and systems in the practical sense, judging whether people are performing their roles or functions.



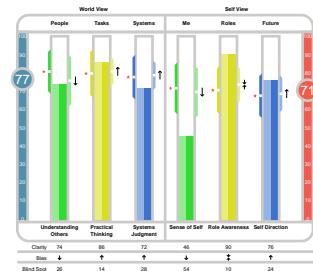
Sandy Sample

Self View



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

- Sandy has a strong emphasis on actually performing and fulfilling various role responsibilities.
- Sandy has the ability to perform and fulfill her roles and responsibilities in life.
- Sandy is confident in her ability to fulfill her various roles.
- Sandy has a desire to live up to self standards.
- Sandy has developed an emerging idea of where she is going.
- Sandy may benefit from developing a clear set of goals for the future.
- Sandy puts less emphasis on who she is as an individual.
- Sandy puts little emphasis on who she is as an individual.
- Sandy would benefit from a clearer understanding of who she is as a person.



Sandy Sample

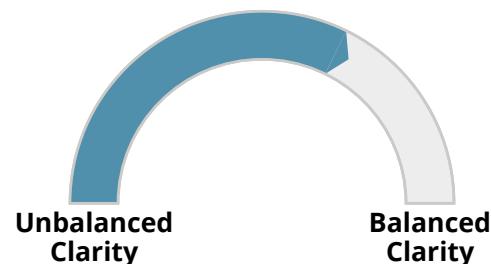


External Clarity and Awareness

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

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

- When confronted with a situation, Sandy may overlook the systems and policies involved, focusing more on the people or tasks involved.
- Sandy has a slight "astigmatism" in her view of the world, as she feels that systems and structure are less important than how things are being done and the people that are doing them.

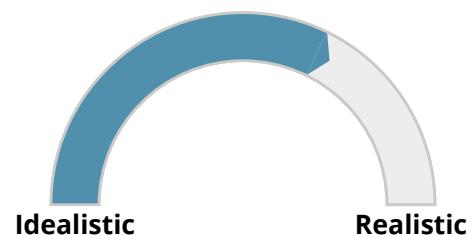


Based on your current level of balance, where is the greatest impact: people, tasks or systems?

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

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

- Sandy should seek to make her expectations in terms of people, tasks or systems more realistic.
- Sandy has a moderate understanding of the reality of the world in terms of people, tasks and systems.



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

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

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

23



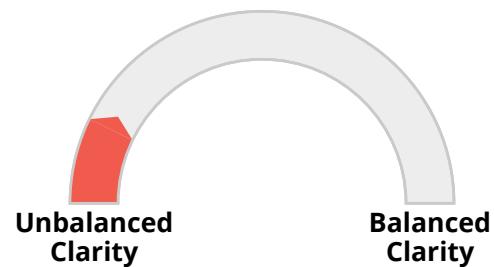
Internal Clarity and Awareness

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

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

- She lacks objectivity on some personal issues.
- Sandy lacks objectivity on personal issues and, as such, has an unbalanced view of herself internally.

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

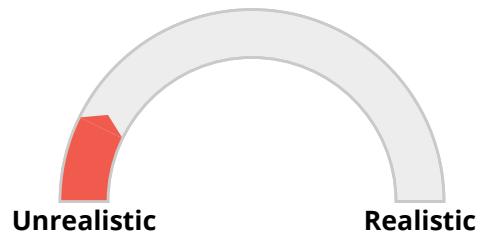


How does this level of balance impact you (positive/negative) in your current situation?

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

- Sandy should strive to be more rational in her approach to herself.
- Sandy has a subjective approach to herself, her role and her goals.

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

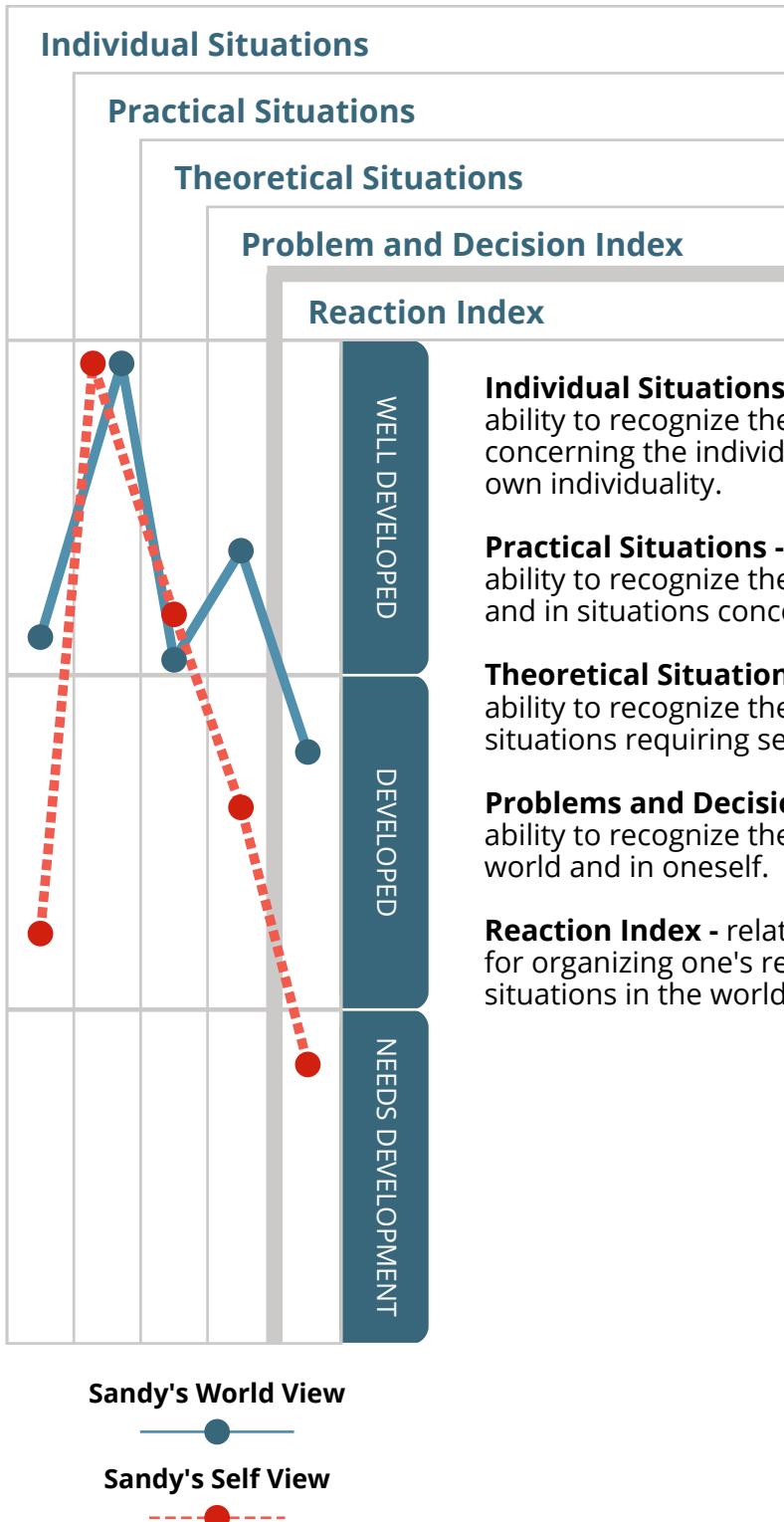


What insights have you discovered about yourself that could be further developed?

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

29

Summary of Capacity for Problem Solving



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

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

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

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

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



External Problem Solving and Decision Making

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

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

0 10 20 30 40 50 60 70 80 90 100



78

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

0 10 20 30 40 50 60 70 80 90 100



100

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

0 10 20 30 40 50 60 70 80 90 100



76

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

0 10 20 30 40 50 60 70 80 90 100



82

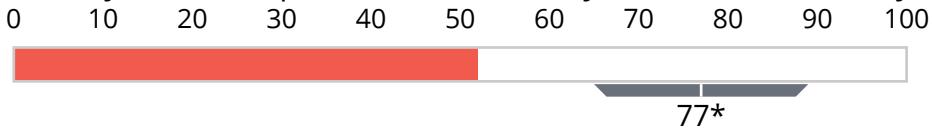
* 68% of the population falls within the shaded area.

Internal Problem Solving and Decision Making



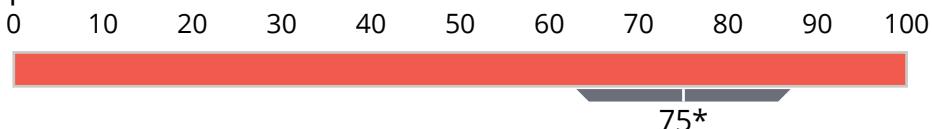
The following scores will identify Sandy's ability to identify and solve specific types of problems as well as her ability to make balanced decisions within one's self.

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



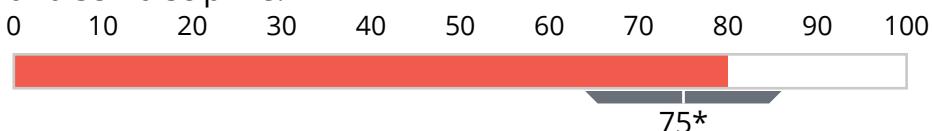
52

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



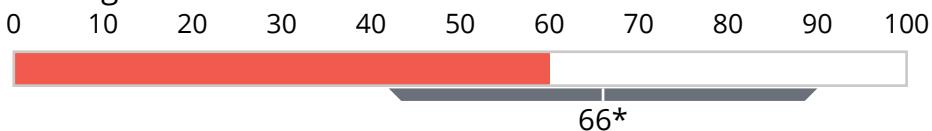
100

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



80

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



60

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

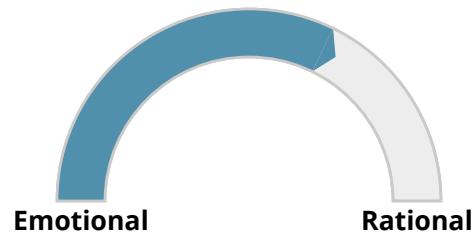


Reaction Index

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

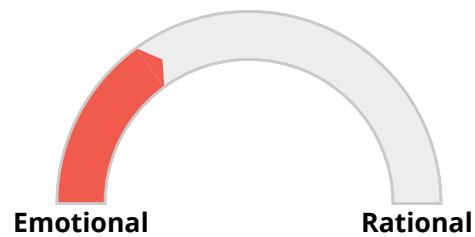
External Control: The ability to appear to be rational and in control when facing problems or crises.

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



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

- Her capacity to organize and discipline her reactions when confronted with problems within herself needs development.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her own individuality.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her roles in life.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.

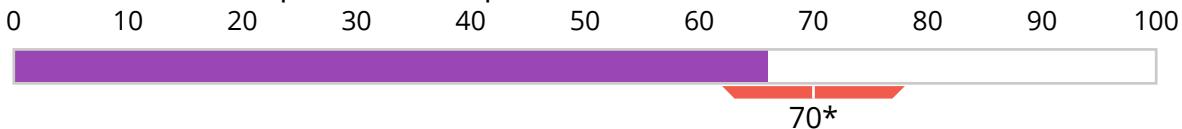




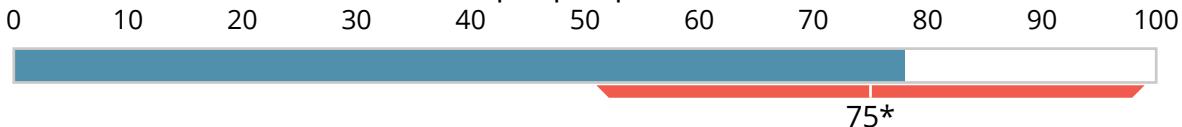
Business Performance Summary

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

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

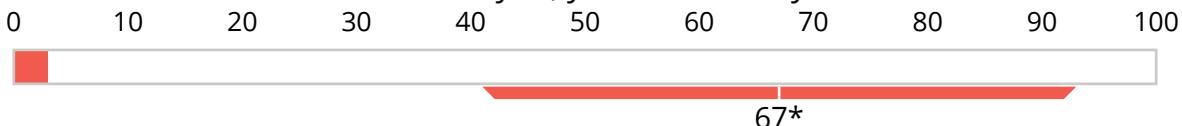


External Concentration Index - The ability to remain focused and manage distractions on issues relative to people, practical and theoretical situations.



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

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



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

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

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

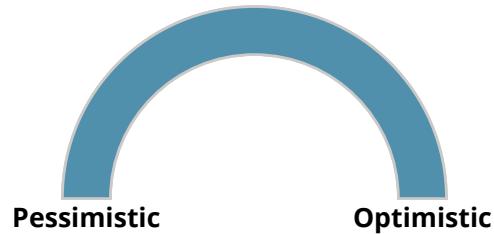


Business Performance Summary

Continued

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

- Dynamic - lively, energetic, vibrant
- Positive - encouraging, upbeat
- Approving - favorable
- Appreciative - grateful, thankful
- Open-minded - accessible, flexible



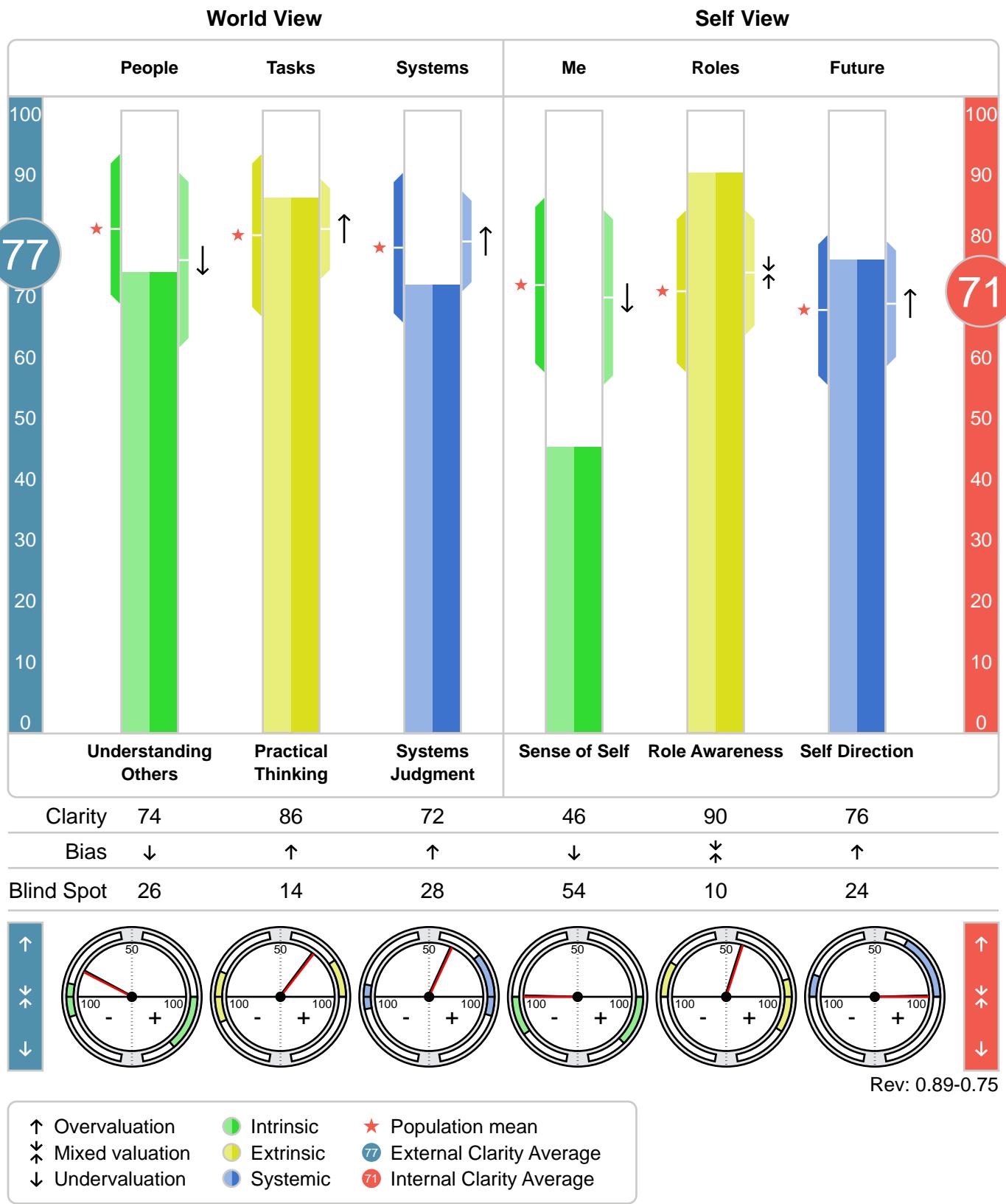
How has your optimistic outlook benefited you in recent times?

How can you build on this in the future?

23

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

Dimensional Balance





Introduction

Competencies

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

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

Your development of these personal skills are categorized into four levels:

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

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

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



Development Indicator

This section of your report shows your development level of 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. Well Developed, Developed, Moderately Developed and Needs Development.

Personal Skills Ranking	
1	Planning & Organizing
2	Self-Management
3	Goal Achievement
4	Personal Accountability
5	Problem Solving Ability
6	Flexibility
7	Resiliency
8	Creativity
9	Understanding & Evaluating Others
10	Conceptual Thinking
11	Decision Making
12	Customer Focus
13	Diplomacy & Tact
14	Teamwork
15	Continuous Learning
16	Empathy
17	Futuristic Thinking
18	Employee Development/Coaching
19	Persuasion
20	Conflict Management
21	Written Communication
22	Leadership
23	Presenting
24	Interpersonal Skills
25	Negotiation

Note: Don't be concerned if you have not developed all 25 personal skills. Research has proven that individuals seldom develop all 25. Development of the most important personal skills needed for your personal and professional life is what is critical.

Well Developed

Developed

Moderately Developed

Needs Development

T: 11:49

Sandy Sample

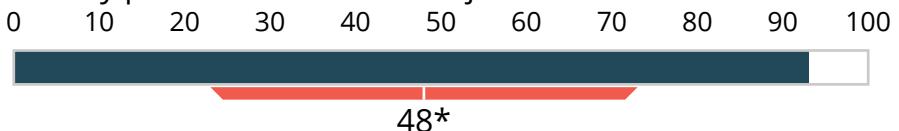
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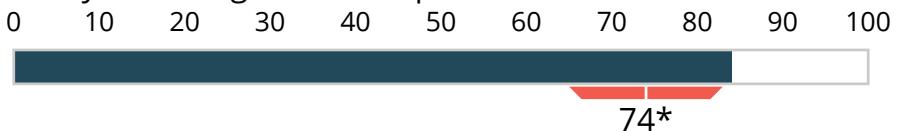
Competencies Hierarchy

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.

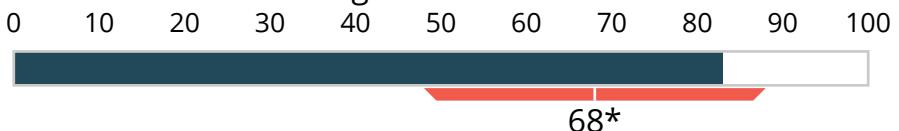
1. Planning & Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.



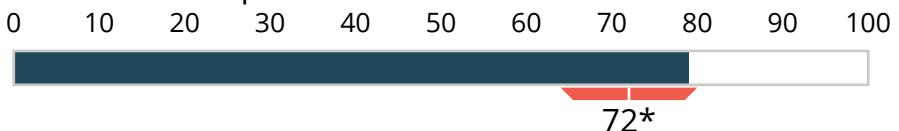
2. Self-Management - Demonstrating self control and an ability to manage time and priorities.



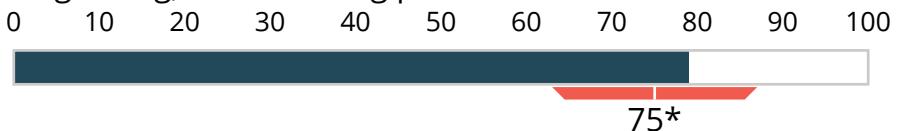
3. Goal Achievement - The ability to identify and prioritize activities that lead to a goal.



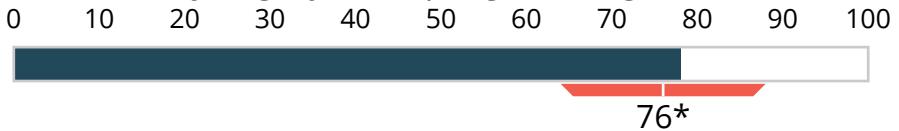
4. Personal Accountability - A measure of the capacity to be answerable for personal actions.



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



6. Flexibility - Agility in adapting to change.



Development Legend

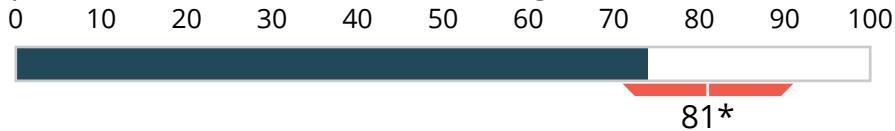
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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

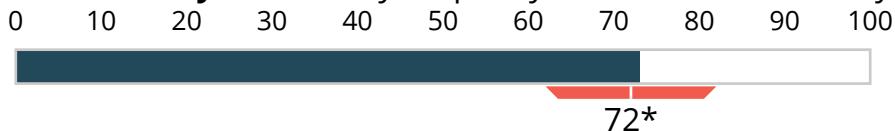


Competencies Hierarchy

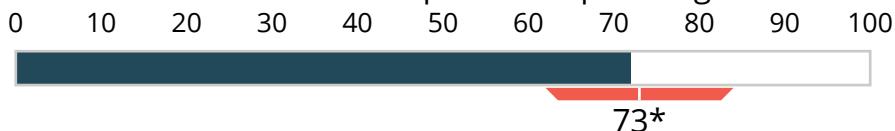
7. Understanding & Evaluating Others - The capacity to perceive and understand the feelings and attitudes of others.



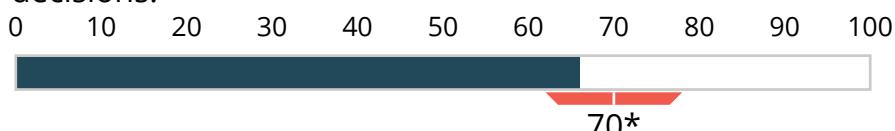
8. Resiliency - The ability to quickly recover from adversity.



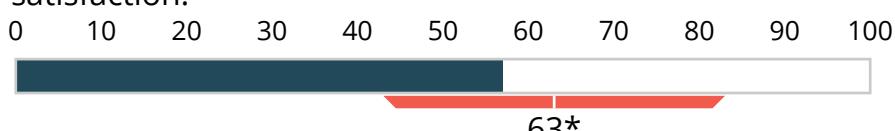
9. Conceptual Thinking - The ability to analyze hypothetical situations or abstract concepts to compile insight.



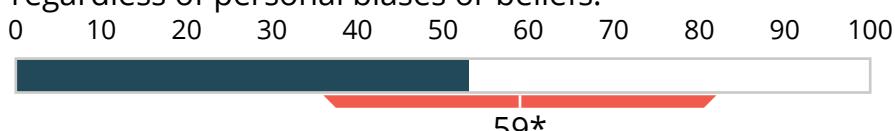
10. Decision Making - Utilizing effective processes to make decisions.



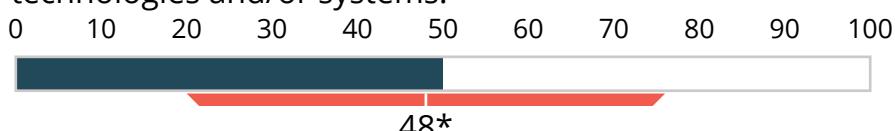
11. Customer Focus - A commitment to customer satisfaction.



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



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

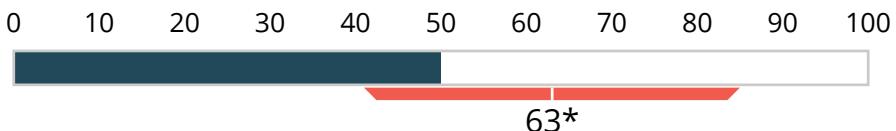


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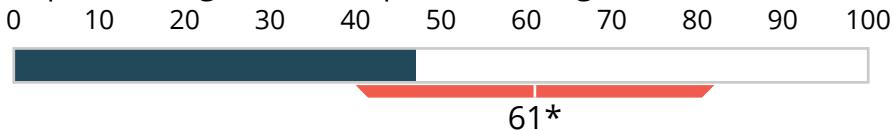


Competencies Hierarchy

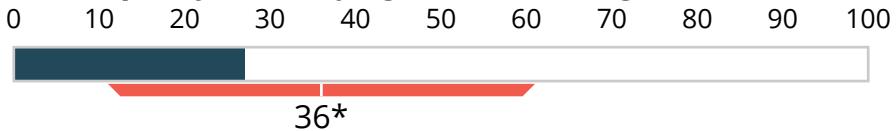
14. Teamwork - Working effectively and productively with others.



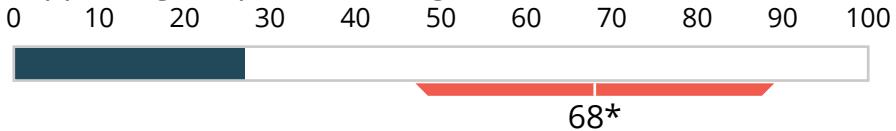
15. Continuous Learning - Taking initiative in learning and implementing new concepts, technologies and/or methods.



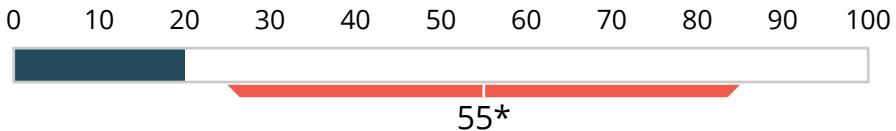
16. Empathy - Identifying with and caring about others.



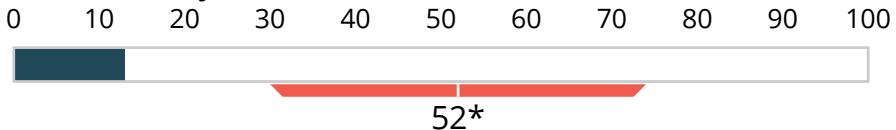
17. Employee Development/Coaching - Facilitating and supporting the professional growth of others.



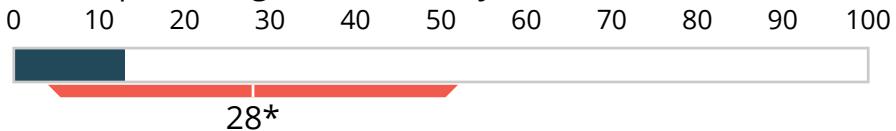
18. Persuasion - Convincing others to change the way they think, believe or behave.



19. Conflict Management - Addressing and resolving conflict constructively.



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

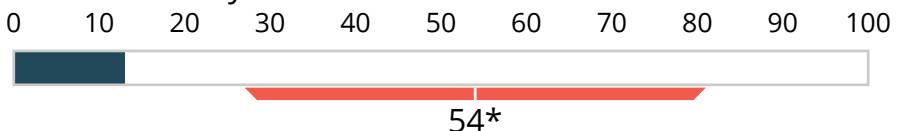


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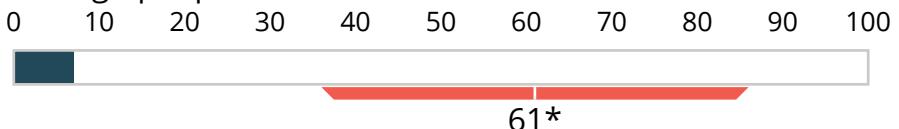
Competencies Hierarchy

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



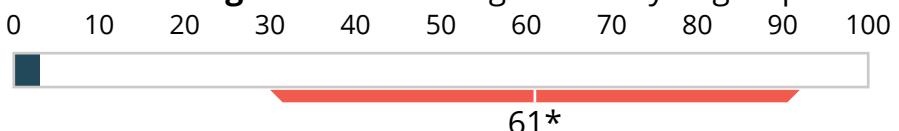
13
ND

22. Leadership - Achieving extraordinary business results through people.



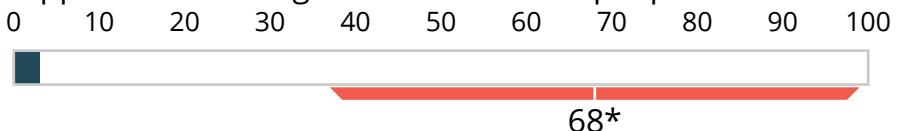
7
ND

23. Presenting - Communicating effectively to groups.



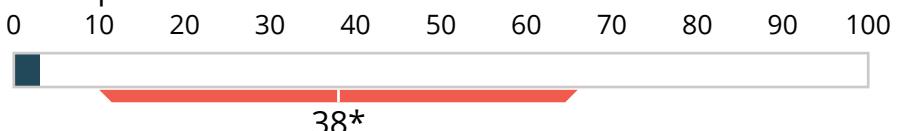
3
ND

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



0
ND

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



0
ND

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



Well Developed Competencies

This section of your report lists and describes competencies that are well developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have consistently demonstrated the actions described.

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

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

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

- Independently pursues business objectives in an organized and efficient manner
- Prioritizes activities as necessary to meet job responsibilities
- Maintains required level of activity toward achieving goals without direct supervision
- Minimizes work flow disruptions and time wasters to complete high quality work within a specified time frame



Developed Competencies

This section of your report lists and describes the competencies in which you are developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have demonstrated the actions described.

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

- Establishes goals that are relevant, realistic and attainable
- Identifies and implements required plans and milestones to achieve specific business goals
- Initiates activity toward goals without unnecessary delay
- Stays on target to complete goals regardless of obstacles or adverse circumstances

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

- Accepts personal responsibility for the consequences of personal actions
- Avoids placing unnecessary blame on others
- Maintains personal commitment to objectives regardless of the success or failure of personal decisions
- Applies personal lessons learned from past failures to moving forward in achieving future successes

Problem Solving Ability: Anticipating, analyzing, diagnosing, and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.



Developed Competencies

Flexibility: Agility in adapting to change.

- Responds promptly to shifts in direction, priorities and schedules.
- Demonstrates agility in accepting new ideas, approaches and/or methods.
- Effective in juggling multiple priorities and tasks.
- Modifies methods or strategies to fit changing circumstances.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.
- Embraces and/or champions change.

Resiliency: The ability to quickly recover from adversity.

- Continues toward goals in the face of difficulty and adversity
- Handles criticism and rejection from others with objectivity
- Recovers quickly from personal setbacks
- Moves past unforeseen obstacles without unnecessary delay

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

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



Moderately Developed Competencies

This section of the report lists and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 25 competencies. The statements listed below describe consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

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

- Demonstrates awareness of how actions will directly and indirectly impact others
- Listens to others attentively
- Demonstrates regard for and sensitivity to the feelings of others
- Values and respects the diversity of others and their beliefs

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

- Demonstrates ability to forecast long range outcomes and develop suitable business strategies
- Identifies, evaluates and communicates potential impacts of hypothetical situations
- Defines options to leverage opportunities in achieving business goals
- Develops plans and strategies that lead to desired strategic outcomes

Decision Making: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult decisions in a timely manner.
- Gathers relevant input and develops a rationale for making decisions.
- Evaluates the impact or consequences of decisions before making them.
- Acts decisively despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

Moderately Developed Competencies



Customer Focus: A commitment to customer satisfaction.

- Consistently places a high value on customers and all issues related to customers
- Objectively listens to, understands and represents customer feedback
- Anticipates customer needs and develops appropriate solutions
- Meets all promises and commitments made to customers

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

- Maintains positive relationships with others through treating them fairly
- Demonstrates respect for others
- Understands and values differences between people
- Respects diversity in people

Teamwork: Working effectively and productively with others.

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

Moderately Developed Competencies



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

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

Empathy: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.

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

- Demonstrates an ability to connect the dots and see the big-picture.
- Observes and analyzes the forces driving current reality that may have long-term effects.
- Utilizes foresight and intuitive perception as well as factual events to draw inferences.
- Recognizes, supports and/or champions progressive ideas.
- Anticipates future trends or events.
- Envisions possibilities others may not.
- Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.

Competencies Needing Development



Very few individuals are well developed in all 25 competencies. This section of your report lists and describes the competencies you have not yet developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

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

- Expresses confidence in others' ability to perform.
- Identifies developmental needs.
- Encourages initiative and improvement.
- Provides opportunities for training.
- Gives new, difficult and/or challenging work assignments.
- Acknowledges and praises improvements.
- Trains, coaches and mentors others to develop.
- Views mistakes as opportunities for learning.
- Promotes learning and growth.

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

- Utilizes the knowledge of other's needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.

Conflict Management: Addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations quickly and accurately to pinpoint critical issues.
- Listens to gain understanding of an issue from different perspectives.
- Diffuses tension and effectively handles emotional situations.
- Assists people in adversarial positions to identify common interests.
- Strives to settle differences equitably.
- Settles differences without damaging relationships.

Sandy Sample

Competencies Needing Development



Written Communication: Writing clearly, succinctly and understandably.

- Writes in ways that make abstract concepts, issues and information clear and understandable.
- Utilizes a wide range of appropriate writing techniques and methods.
- Succinctly presents objective or subjective viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Determines what information needs to be communicated.
- Skillfully utilizes written language to convey key messages and meaning.
- Effectively involves readers in the material.
- Adjusts writing style to specific audiences as needed.

Leadership: Achieving extraordinary business results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walks their talk).
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to the needs and motivations of others.
- Makes decisions to avoid or mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.

Competencies Needing Development



Presenting: Communicating effectively to groups.

- Organizes information to be presented in succinct, logical sequence.
- Presents information in ways that makes abstract or complex concepts clear and understandable.
- Effectively utilizes language, word-pictures, stories, metaphors and humor.
- Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
- Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
- Projects authenticity, confidence, conviction and passion.
- Appeals to and engages the heart and mind of the audience.
- Tailors presentation to the interests, needs and wants of audiences.
- Establishes and delivers content objectives.
- Communicates in ways that elevate audience awareness and understanding.
- Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
- Is recognized and relied upon as an effective spokesperson.

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

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

Competencies Needing Development



Negotiation: Facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment, conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.

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?