



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix® HD**  
Sales Coaching

Ann Smith  
Sales Manager  
Sample Co.  
7-16-2014



## Introduction Where Opportunity Meets Talent®

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

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

### Behaviors

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

### 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 Section

**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*





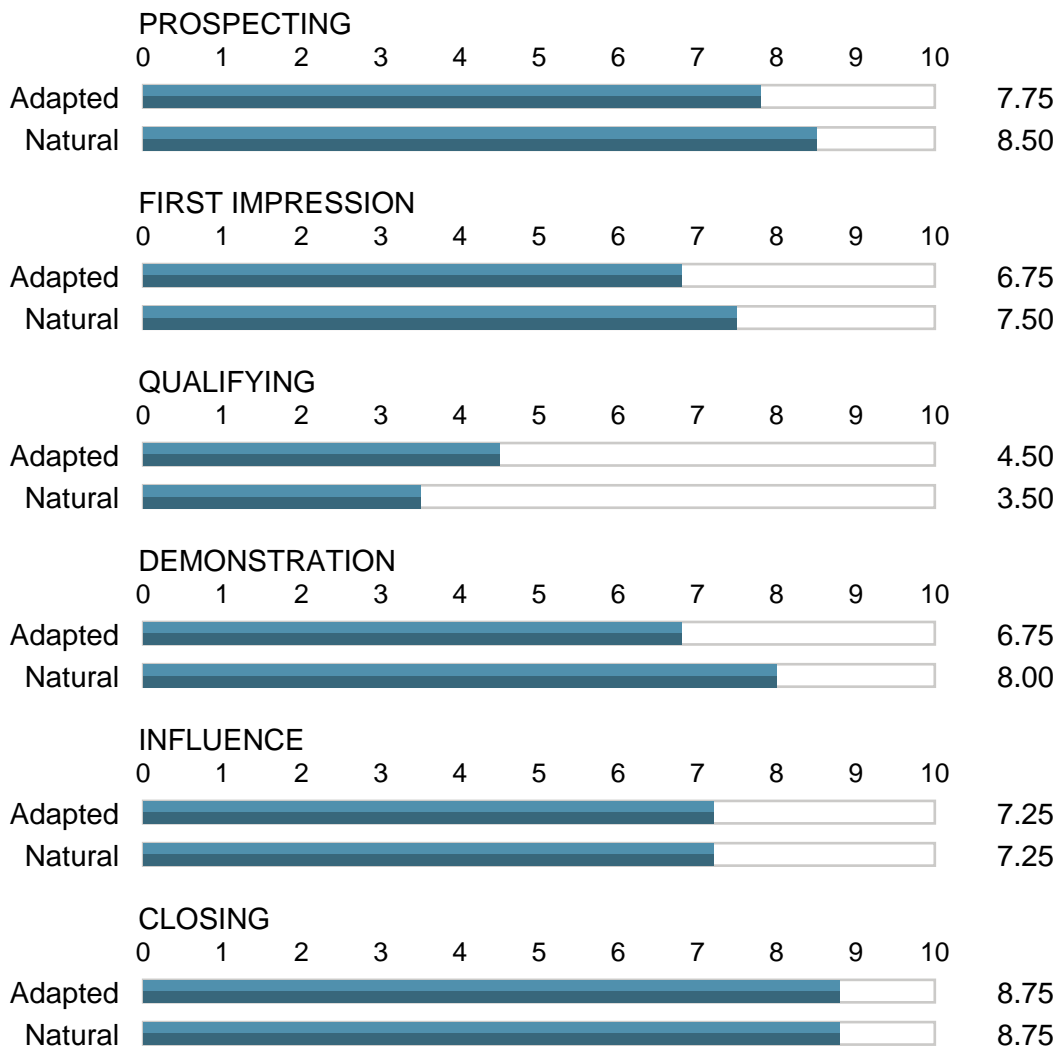


# Behavioral Selling Overview

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

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

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



0-5.0=POOR 5.1-6.6=FAIR 6.7-7.6=GOOD 7.7-8.8=VG 8.9-10=EX

















## Selling Tips

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

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

- Prepare your "presentation" in advance.
- Stick to business--provide fact to support your presentation.
- Be accurate and realistic--don't exaggerate.

#### **Factors that will create tension:**

- Being giddy, casual, informal, loud.
- Wasting time with small talk.
- Being disorganized or messy.

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

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

#### **Factors that will create tension:**

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

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

- Begin with a personal comment--break the ice.
- Present yourself softly, nonthreateningly and logically.
- Earn their trust--provide proven products.

#### **Factors that will create tension:**

- Rushing headlong into the interview.
- Being domineering or demanding.
- Forcing them to respond quickly to your questions.

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

- Provide a warm and friendly environment.
- Don't deal with a lot of details, unless they want them.
- Provide testimonials from people they see as important.

#### **Factors that will create tension:**

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







# Descriptors

Based on Ann'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.

<b>Demanding</b>  <b>Egocentric</b>  <b>Driving</b> <b>Ambitious</b> <b>Pioneering</b> <b>Strong-Willed</b> <b>Forceful</b> <b>Determined</b> <b>Aggressive</b> <b>Competitive</b> <b>Decisive</b> <b>Venturesome</b>  <b>Inquisitive</b> <b>Responsible</b>	Effusive  Inspiring  <b>Magnetic</b> <b>Political</b> <b>Enthusiastic</b> <b>Demonstrative</b> <b>Persuasive</b> <b>Warm</b> <b>Convincing</b> <b>Polished</b> <b>Poised</b> <b>Optimistic</b>  <b>Trusting</b> <b>Sociable</b>	Phlegmatic  Relaxed Resistant to Change Nondemonstrative  Passive  Patient  Possessive  Predictable Consistent Deliberate Steady Stable	Evasive  Worrisome Careful Dependent Cautious Conventional Exacting Neat  Systematic Diplomatic Accurate Tactful  Open-Minded Balanced Judgment
<b>Dominance</b>	<b>Influencing</b>	<b>Steadiness</b>	<b>Compliance</b>
Conservative  Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious  Mild Agreeable Modest Peaceful  Unobtrusive	Reflective  Factual Calculating Skeptical  Logical Undemonstrative Suspicious Matter-of-Fact Incisive  Pessimistic Moody  Critical	<b>Mobile</b>  <b>Active</b> <b>Restless</b> <b>Alert</b> <b>Variety-Oriented</b> <b>Demonstrative</b>  <b>Impatient</b> Pressure-Oriented Eager Flexible Impulsive Impetuous  Hypertense	<b>Firm</b>  <b>Independent</b> <b>Self-Willed</b> <b>Stubborn</b>  <b>Obstinate</b>  <b>Opinionated</b> <b>Unsystematic</b> <b>Self-Righteous</b> <b>Uninhibited</b> <b>Arbitrary</b> <b>Unbending</b>  Careless with Details























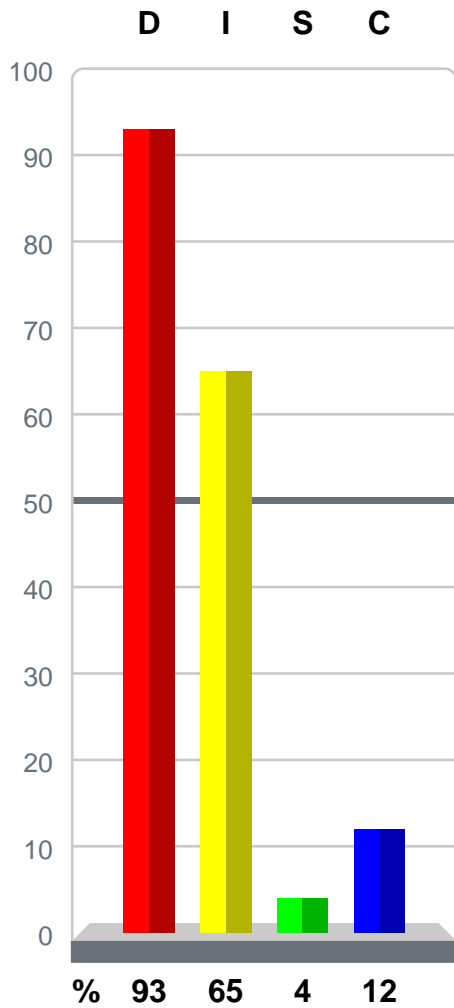


# Style Insights® Graphs

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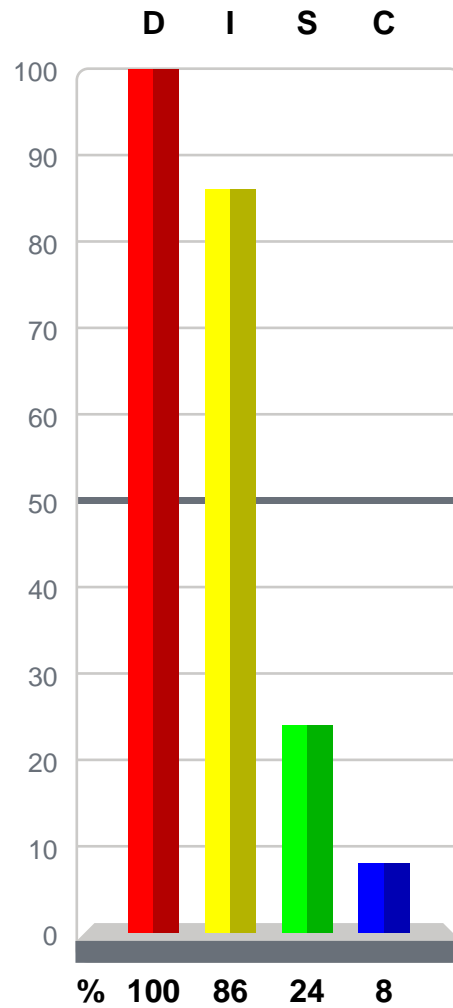
Adapted Style

Graph I



Natural Style

Graph II



Norm 2012 R4



## The Success Insights® Wheel

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

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

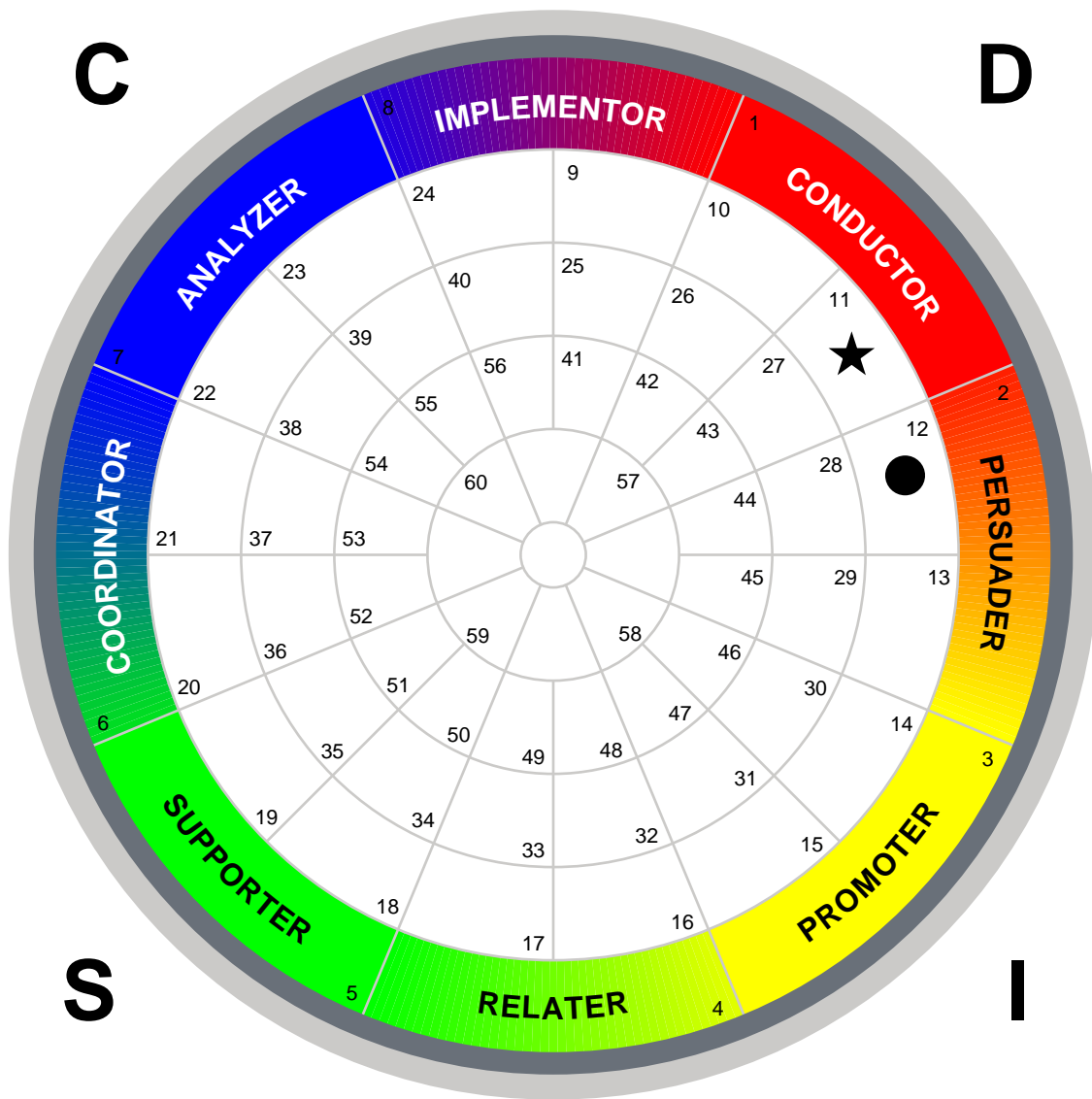
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



# The Success Insights® Wheel

7-16-2014



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

Norm 2012 R4



## Introduction Motivators Section

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

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

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

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

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

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





















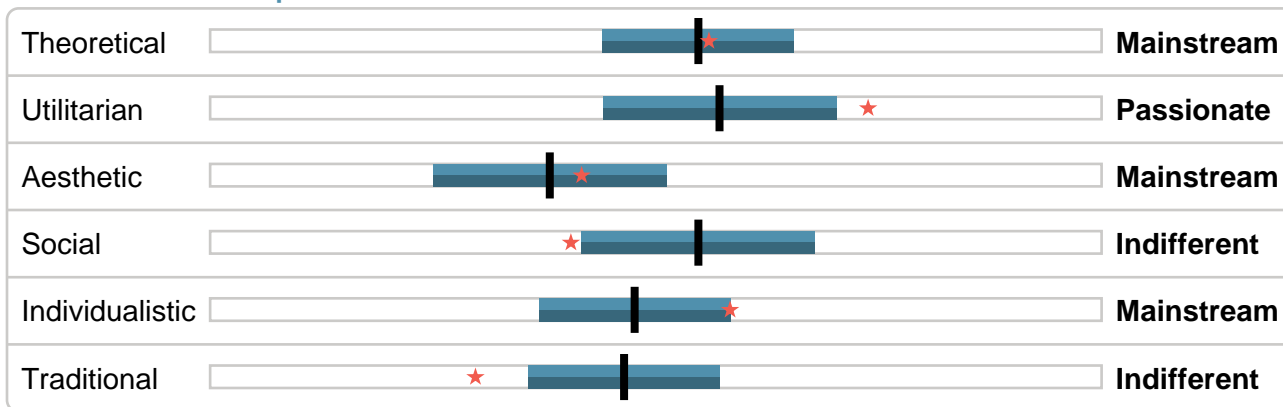
# Motivators - Norms & Comparisons

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 2012



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

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



## Motivators - Norms & Comparisons

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

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

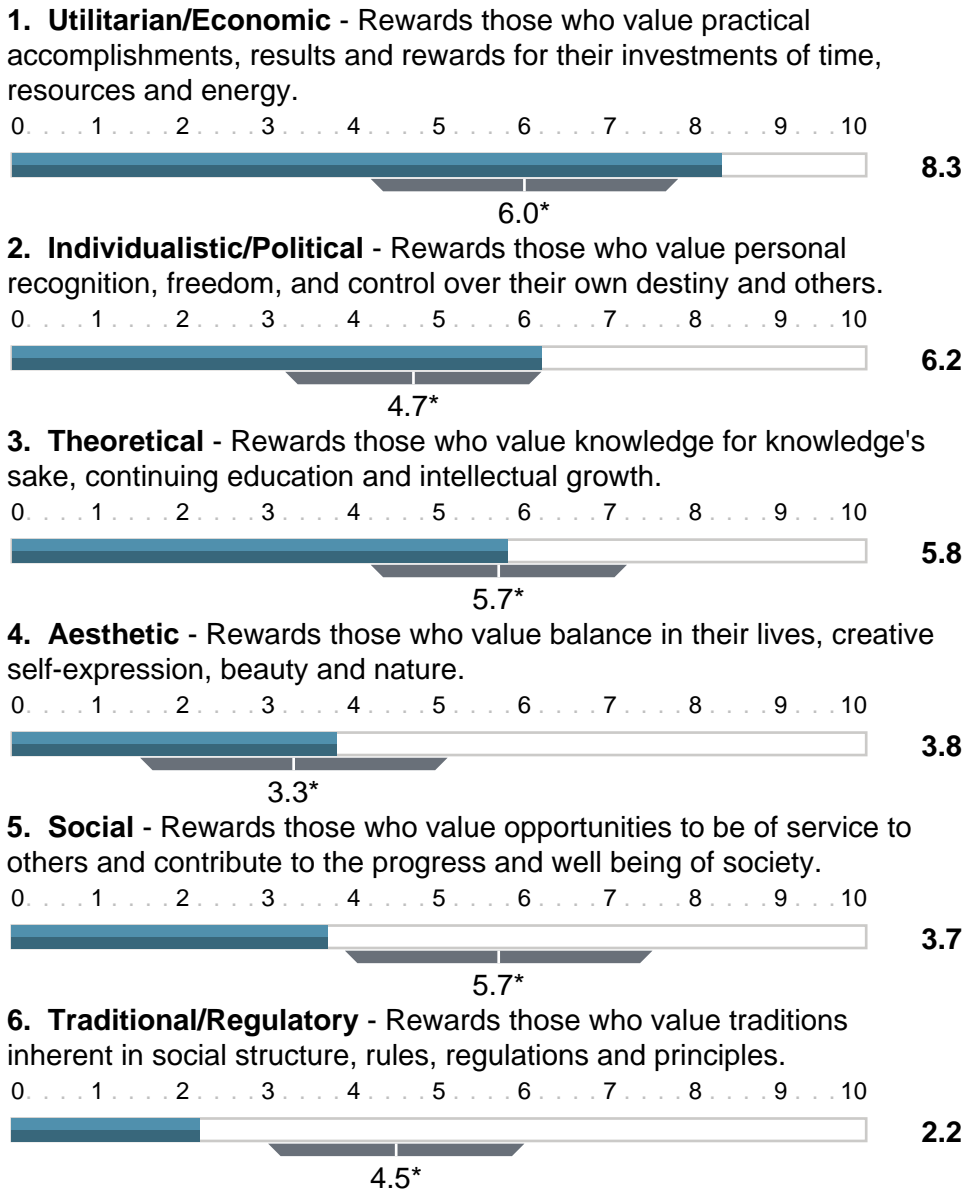
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.



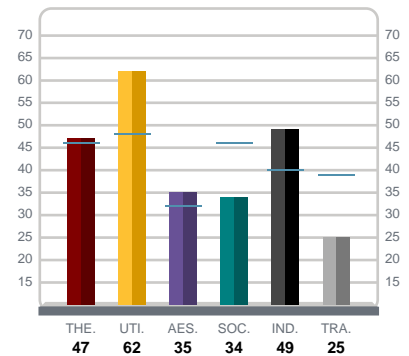
# Motivators Hierarchy

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



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

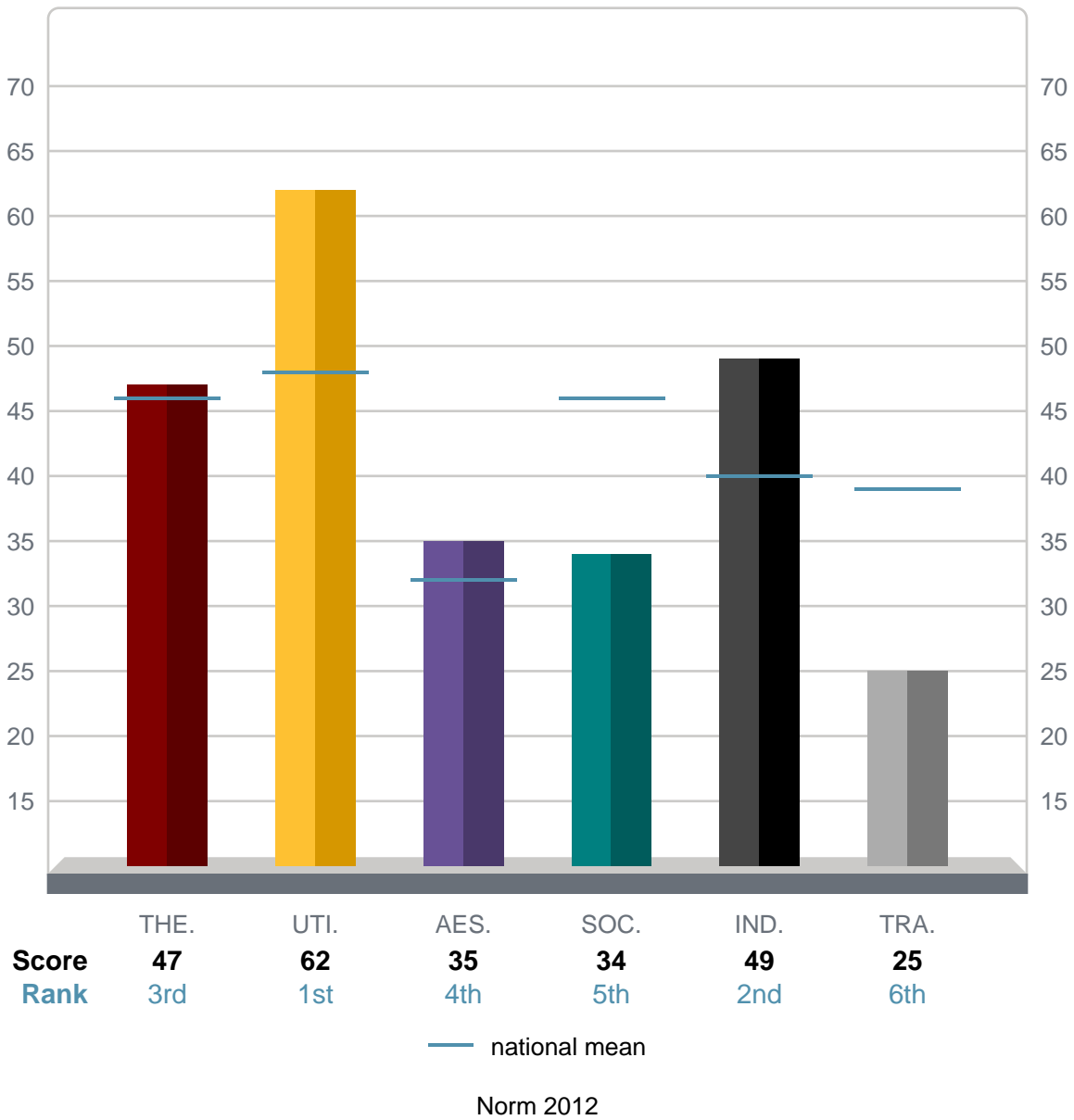






# Motivation Insights® Graph

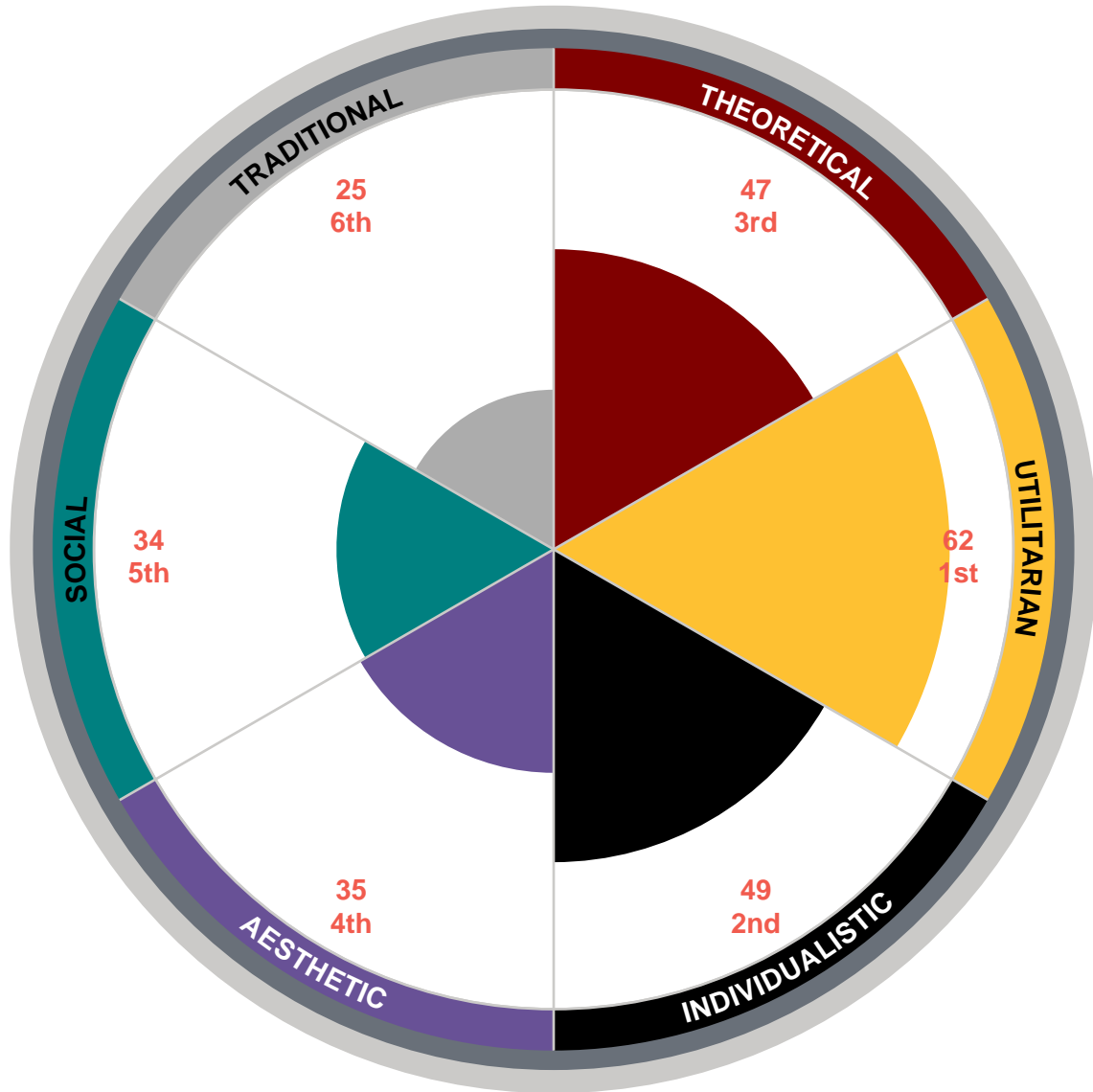
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# Motivators Wheel™

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## Introduction Integrating Behaviors and Motivators Section

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

### In this section you will find:

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















## Introduction Acumen Indicators Section

Research has shown 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.

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:

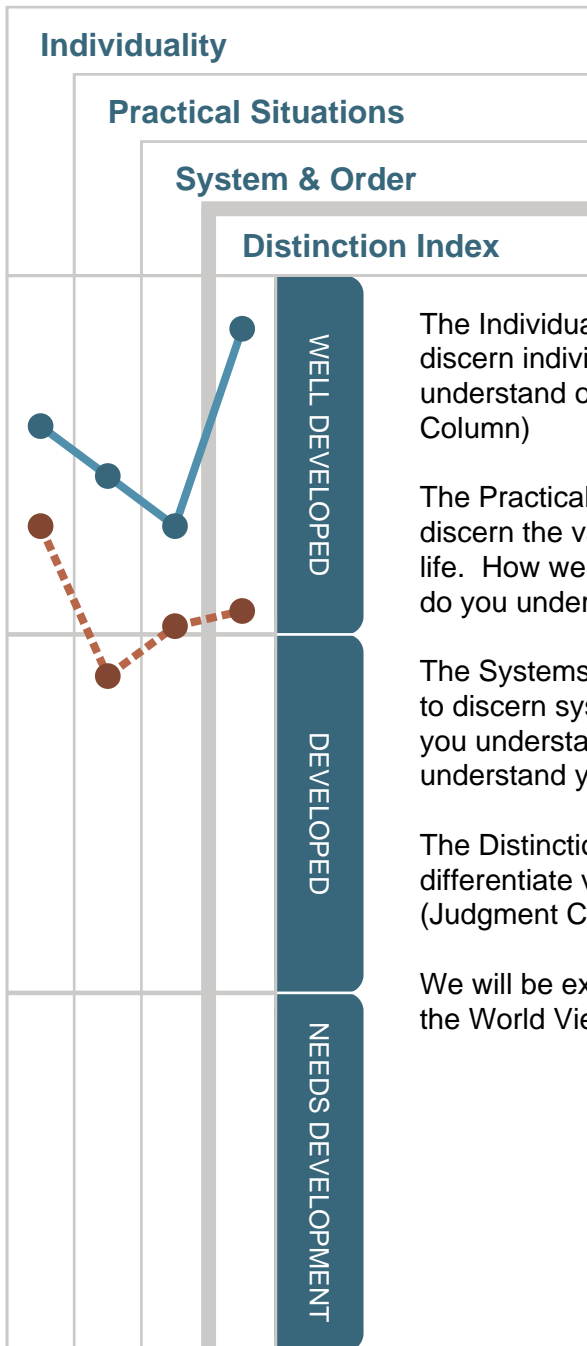
- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

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 Ann's capacity to understand each of the dimensions individually as well as the capacity to differentiate the value elements in situations.



The Individuality column relates to the development of your capacity to discern individuality in others and individuality in oneself. How well do you understand others? How well developed is your sense of self? (Feeling Column)

The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in 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? (Doing Column)

The Systems and Order column relates to the development of your capacity to discern systems and order in the world and within oneself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction? (Thinking Column)

The Distinction Index Column relates to your development of the capacity to differentiate values in general in the world as well as within oneself. (Judgment Column)

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

World View Self-View





# World View

This is how Ann 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 on the left side of the dimensional balance page and are in a random order.

- Ann is conscious of the resources it will take to do something.
- Ann is an action-oriented individual, who has the ability to get involved in many different things.
- Ann can put various things together to make or produce results.
- Ann places the most value on personal or professional relationships with others.
- Ann needs an atmosphere of dedicated co-workers who are going in the same direction or working toward the same goals.
- Ann can form and maintain close affiliations with others.
- Ann looks at problems according to systems or rules that apply to the situation.
- Ann is good at understanding systems and order in the world.
- Ann can be cooperative when it comes to following the rules or a specific plan.
- Ann is versatile and able to adapt well to different types of people and changing situations.




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## Self View

This is how Ann 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 primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

- Ann has the ability to perform and fulfill her roles in life.
- Ann has the ability to fulfill various roles.
- Ann could benefit from developing a stronger understanding of her current roles and activities.
- Ann has a high sense of self.
- Ann has a good understanding of who she is, and her inner sense of self worth is strong.
- Ann has a strong sense of who she is.
- Ann has an idea of where she wants to go in the future.
- Ann has an idea of where she wants to go and who she wants to become in the future.
- Ann could be more concerned about the concepts that guide her forward and shape her future.



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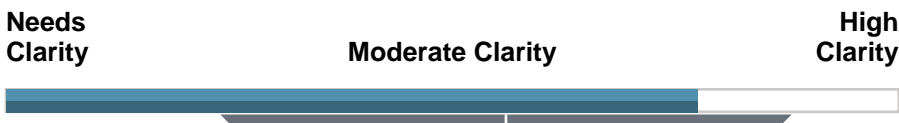
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# Clarity of Performance and Situational Awareness

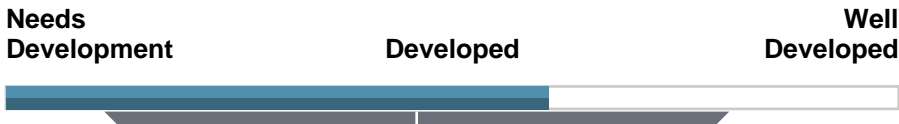
*Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The Situational Awareness score is the measurement of Ann's awareness of the reality of the outside world and within her own world.*

**External Clarity of Performance:** Development of a *sense of proportion* in evaluating personal, practical and theoretical situations in the outside world.



- Ann is able to clearly focus on the issues at hand.
- Ann is balanced in her approach to the issues in the work environment.
- Ann shows balance in handling issues in the world around herself.

**External Situational Awareness:** Development of the awareness of the reality of the world.



- Ann has moderate understanding of the reality of the world in terms of people, tasks and systems.
- Ann could strive to be more rational in her approach to issues in her work environment.
- Ann can improve on making her expectations more realistic in terms of matters personal, practical and theoretical in her work environment.

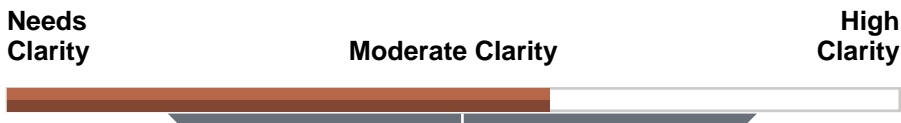
\* 68% of the population falls within the shaded area.





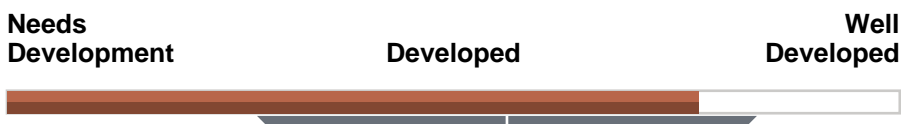
# Clarity of Performance and Situational Awareness *Continued*

**Internal Clarity of Performance:** Development of a *sense of proportion* in evaluating personal, practical and theoretical situations in oneself.



- At times, Ann may lack some clarity on internal issues.
- She has a moderately balanced view when looking at her internal world, but could benefit from a clearer understanding of all of her life roles, both personal and/or professional.
- For Ann, her current life roles are secondary to who she is as a unique individual and her envisioned future.

**Internal Situational Awareness:** Development of the awareness of the reality of one's own self.



- Ann has realistic expectations for herself, her job and her future.
- Ann is able to view herself objectively.
- Ann is acutely aware of her own strengths and weaknesses.

How would making improvements in these areas benefit your personal and professional life?

In what areas do you feel you would have the most benefit from further developing?




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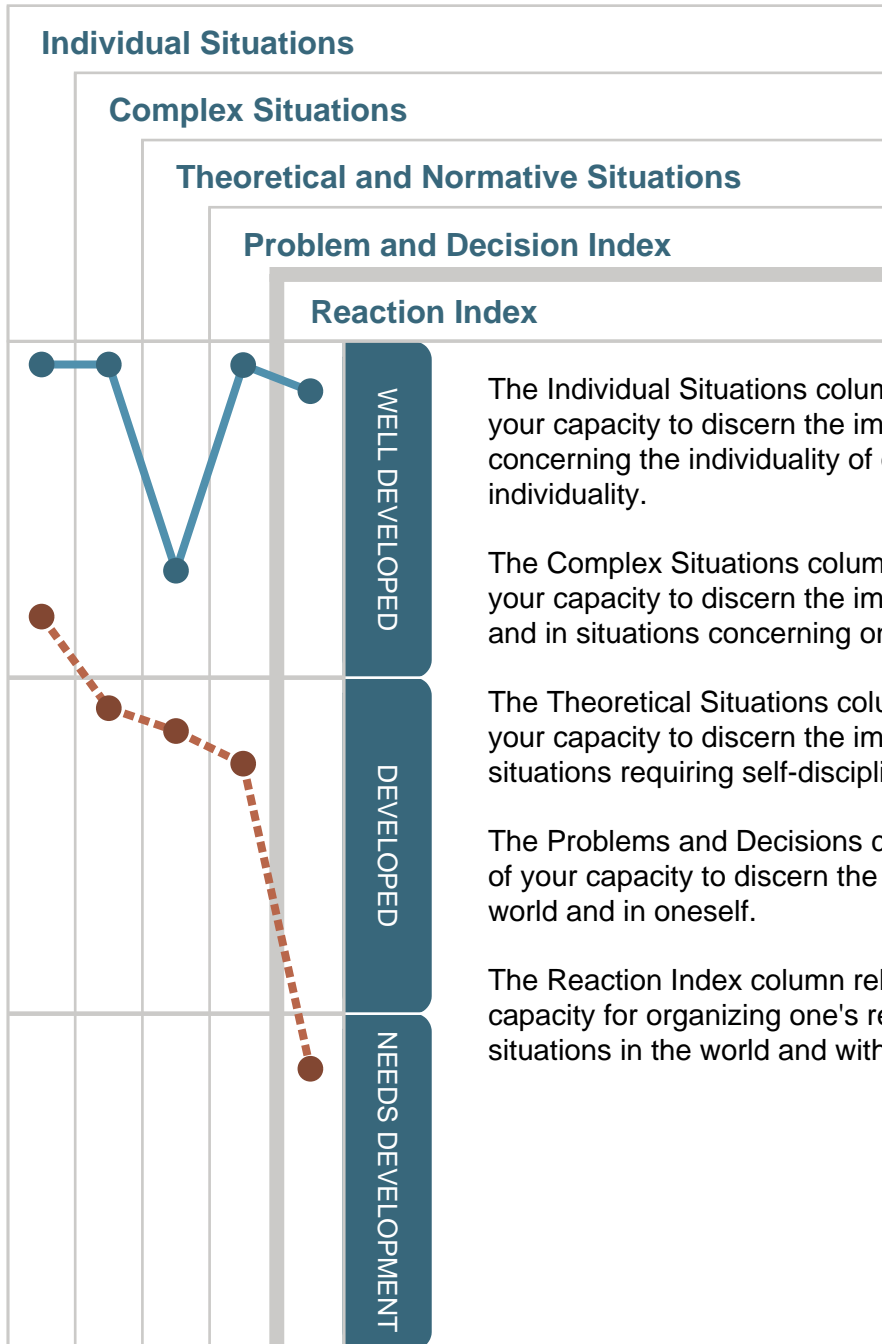
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\* 68% of the population falls within the shaded area.



# Summary of Capacity for Problem Solving



The Individual Situations column relates to the development of your capacity to discern the importance within situations concerning the individuality of others and concerning one's own individuality.

The Complex Situations column relates to the development of your capacity to discern the importance within practical situations and in situations concerning one's own roles in life.

The Theoretical Situations column relates to the development of your capacity to discern the importance within systems and in situations requiring self-discipline.

The Problems and Decisions column relates to the development of your capacity to discern the importance within situations in the world and in oneself.

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

World View    Self-View

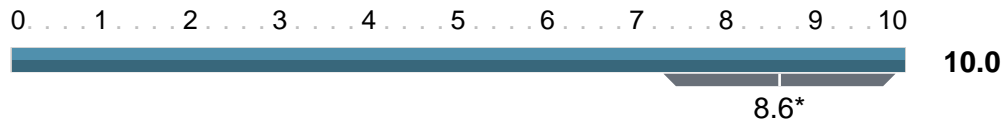




# Capacity for Problem Solving

*The Problem Solving Summary will identify Ann's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated by Well Developed, Developed or Needs Development as well as through a numerical score.*

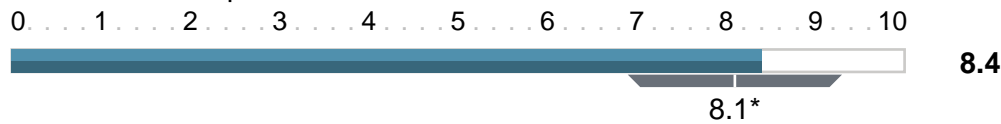
**Capacity for Solving Problems Involving People** - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



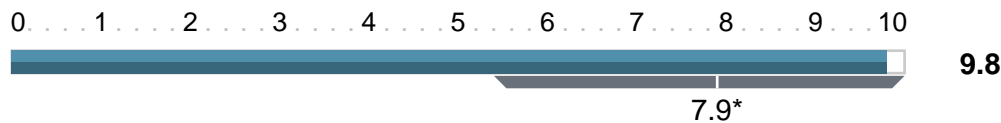
**Capacity for Solving Practical Problems** - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



**Capacity for Solving Theoretical Problems** - The ability to perceive the important within the complex in outside situations or systems in order to solve theoretical problems in the outside world.



**Capacity for Problem Solving and Decision Making in the Outside World** - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.




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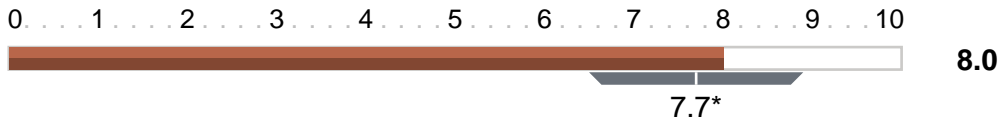
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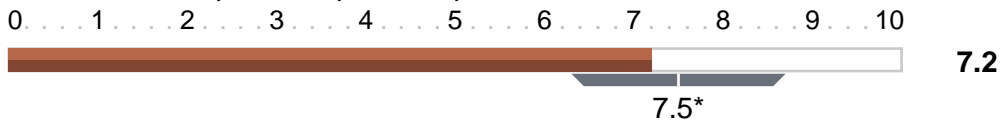


## Capacity for Problem Solving Continued

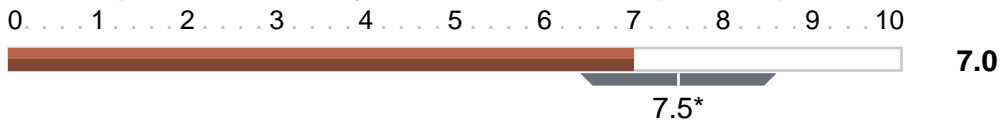
**Internal Problem Solving Ability** - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



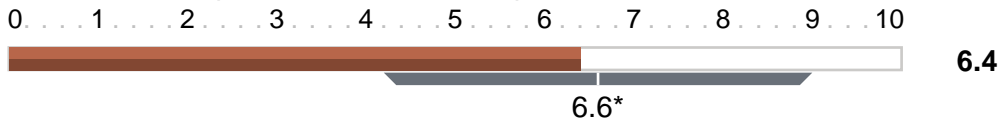
**Problem Solving Ability Within One's Roles** - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



**Problem Solving Ability Regarding One's Future** - The ability to perceive the important within the complex in problems which require self-discipline and the ability to resolve theoretical personal problems.



**Capacity for Problem Solving and Decision Making Within One's Self** - The ability to perceive the important within the complex within one's self in order to resolve problems and to make personal decisions.




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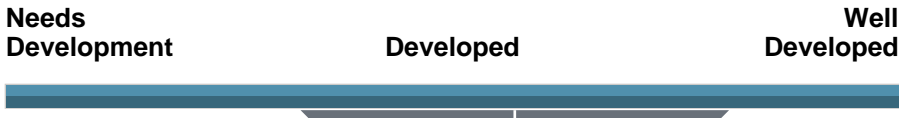
\* 68% of the population falls within the shaded area.



# Reaction Index

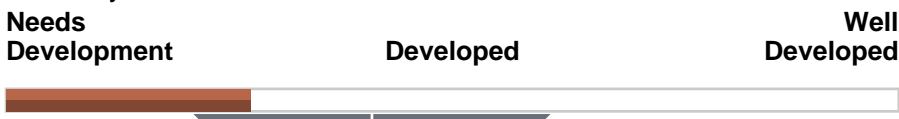
The Reaction Index is determined by looking at Ann's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

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



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

**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 roles in life.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her own individuality.




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



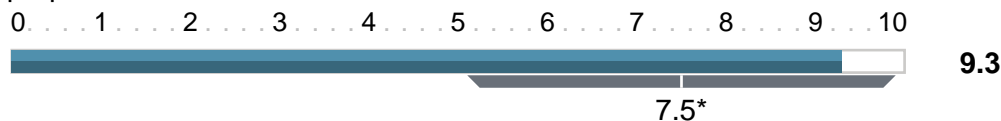
## Business Performance Summary

The business performance summary will identify Ann's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated through a numerical score for Balanced Decision Making and External and Internal Control as well as by Well Developed, Developed and Needs Development for the Attitude Index.

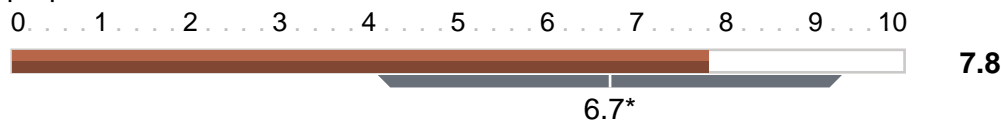
**Balanced Decision Making** - The ability to make consistently sound and timely decisions in one's personal and professional life.



**External Concentration Index** - The ability to concentrate with a sense of proportion in external situations.



**Internal Concentration Index** - The ability to concentrate with a sense of proportion in internal situations.



**Attitude Index:** Attitude Index shows the positive or negative attitude of the person toward the world and is a result of over or under-valuing the statements in the questionnaire.



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

### Attitude Index General Descriptors

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

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



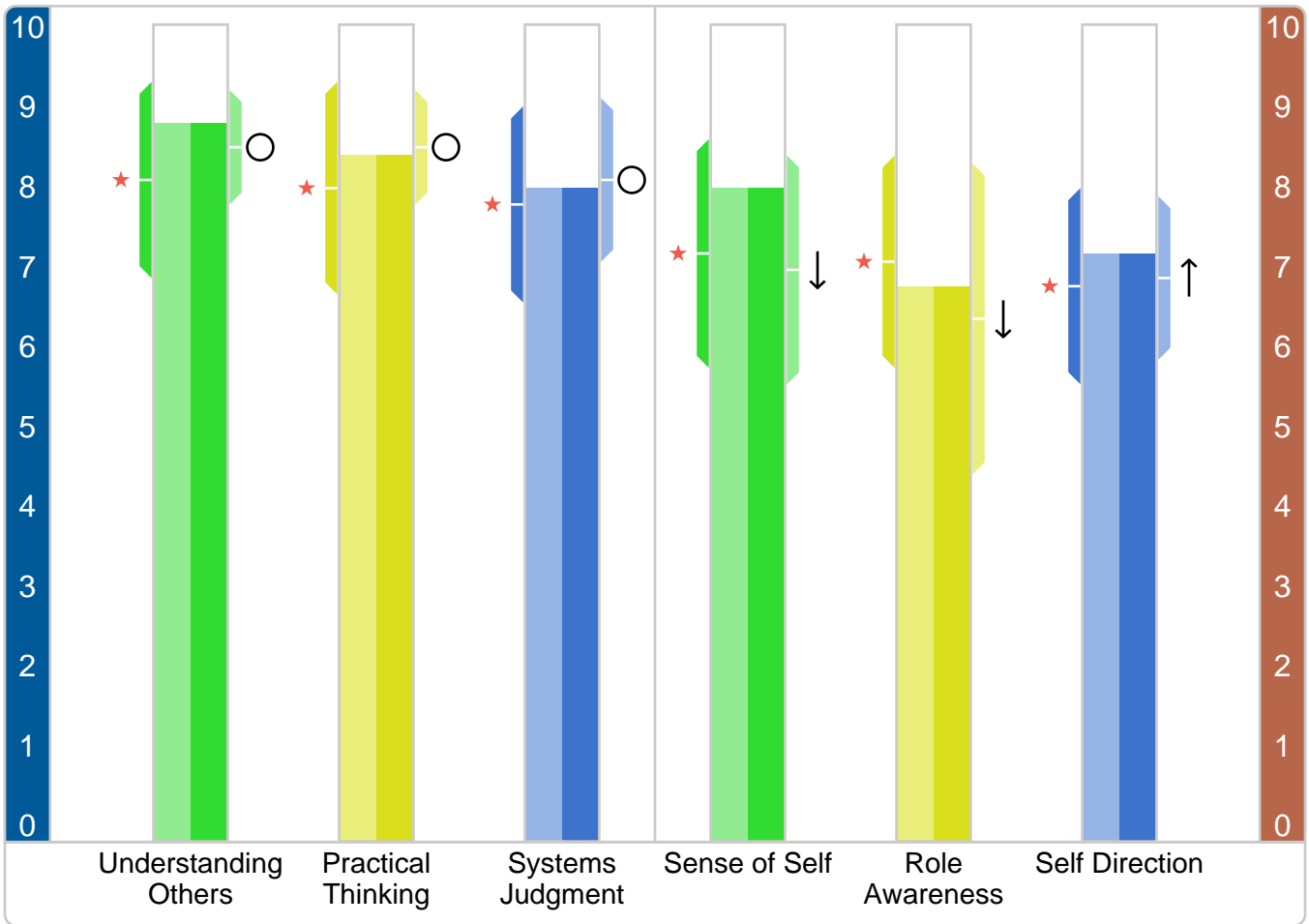


# Dimensional Balance

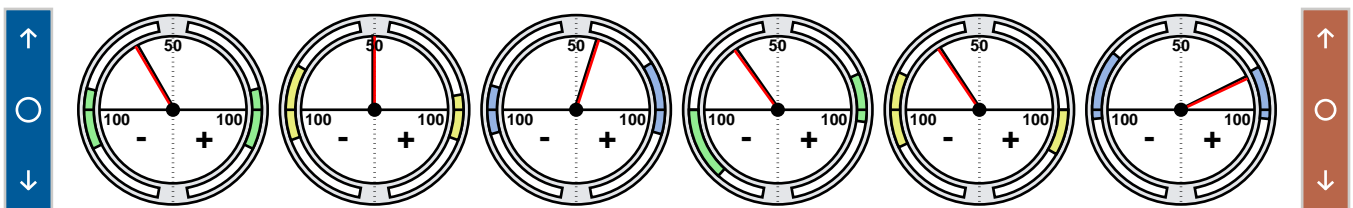
- ★ Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Score	8.8	8.4	8.0	8.0	6.8	7.2
Bias	○	○	○	↓	↓	↑



Rev: 0.96-0.83



## Introduction Competencies Section

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

**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.

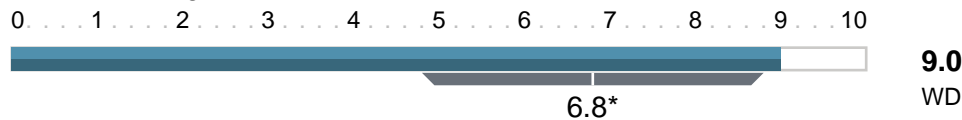
Well Developed
  Developed
  Moderately Developed
  Needs Development



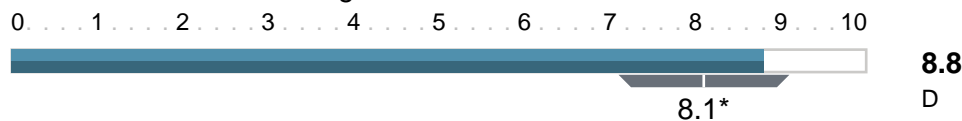
# Competencies Hierarchy

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.

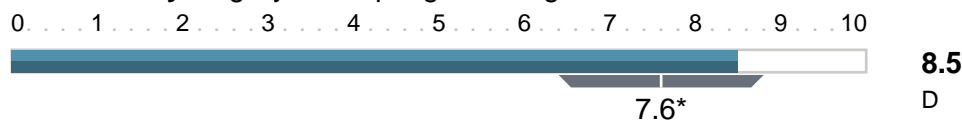
**1. Goal Achievement** - The ability to identify and prioritize activities that lead to a goal.



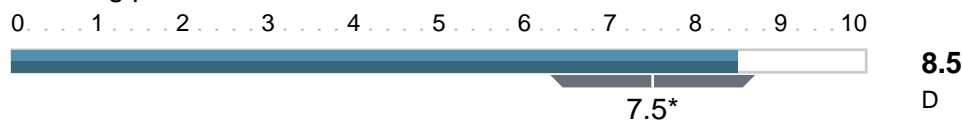
**2. Understanding & Evaluating Others** - The capacity to perceive and understand the feelings and attitudes of others.



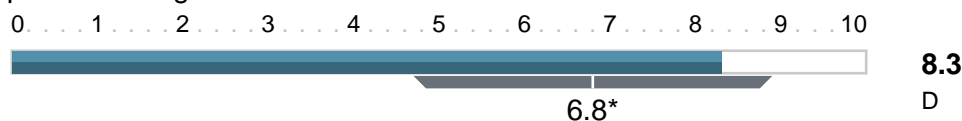
**3. Flexibility** - Agility in adapting to change.



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



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



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



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

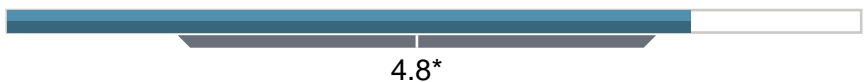
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**8.0**  
D

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

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



**8.0**  
WD

**9. Decision Making** - Utilizing effective processes to make decisions.

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



**7.8**  
WD

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

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



**7.7**  
D

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

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



**7.5**  
D

**12. Leadership** - Achieving extraordinary business results through people.

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



**7.3**  
D

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

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**7.3**  
D

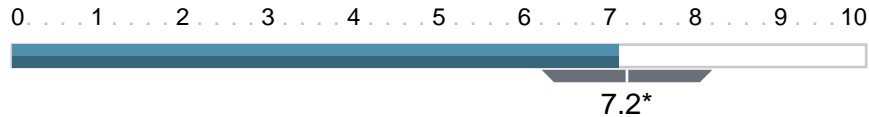
\* 68% of the population falls within the shaded area.



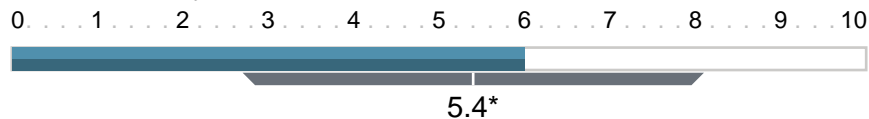


# Competencies Hierarchy

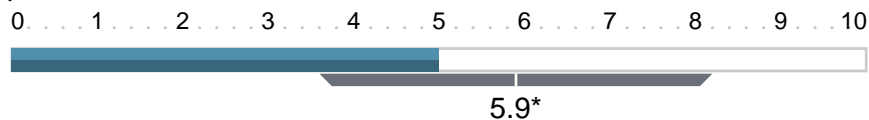
**14. Resiliency** - The ability to quickly recover from adversity.



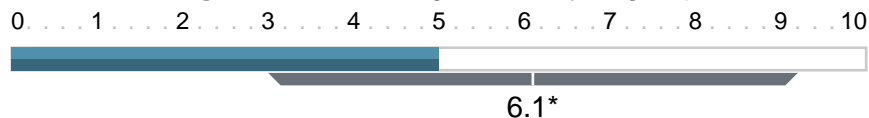
**15. Written Communication** - Writing clearly, succinctly and understandably.



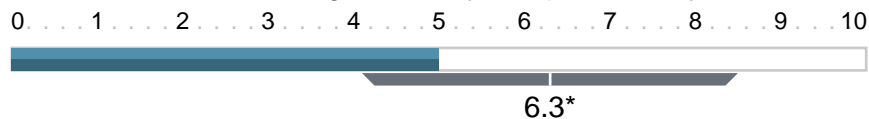
**16. Diplomacy & Tact** - The ability to treat others fairly, regardless of personal biases or beliefs.



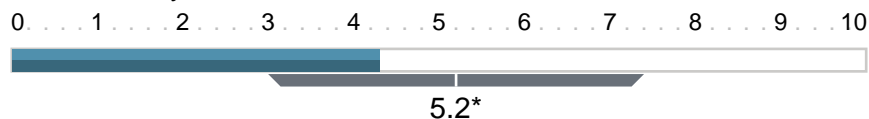
**17. Presenting** - Communicating effectively to groups.



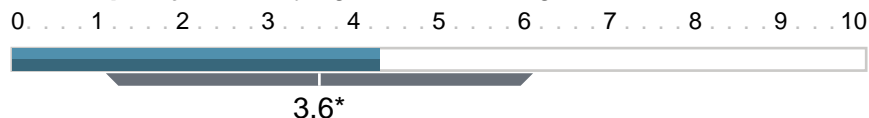
**18. Teamwork** - Working effectively and productively with others.



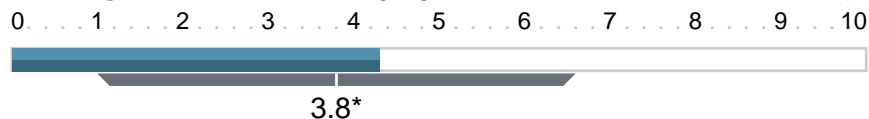
**19. Conflict Management** - Addressing and resolving conflict constructively.



**20. Empathy** - Identifying with and caring about others.



**21. Negotiation** - Facilitating agreements between two or more parties.

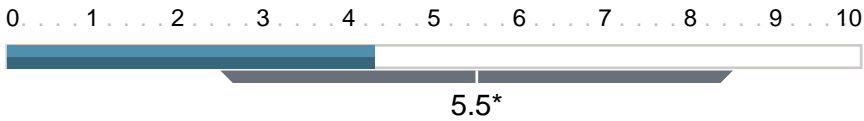


\* 68% of the population falls within the shaded area.



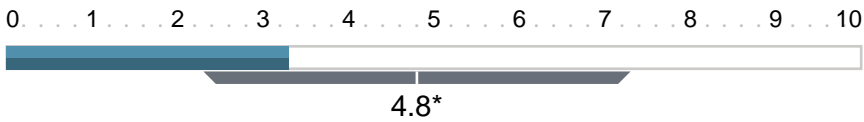
# Competencies Hierarchy

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



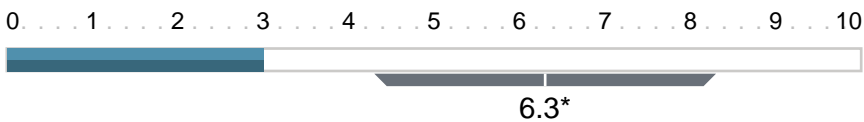
**4.3**  
MD

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



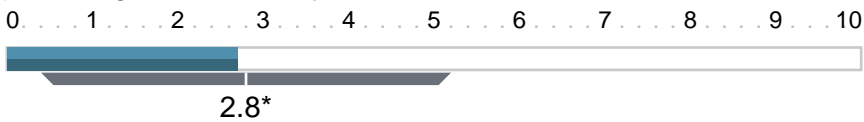
**3.3**  
MD

**24. Customer Focus** - A commitment to customer satisfaction.



**3.0**  
ND

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



**2.7**  
MD

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



## Well Developed Competencies

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

**Goal 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

**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.

**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.

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# 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.*

**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

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**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.

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**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.

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# Developed Competencies

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.

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

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.



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# Developed Competencies

**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.

**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

**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.




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# Developed Competencies

**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

**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.

**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.
- Expend 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.




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# Developed Competencies

Negotiation: Facilitating agreements between two or more parties.

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

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## Moderately Developed Competencies

This section of the report list and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 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.

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

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 race, national origin, religion, gender, life style, age and disability.

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.

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# Moderately Developed Competencies

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.

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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.

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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.

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# Moderately Developed Competencies

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

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

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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.

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# 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.*

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




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# 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?