



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix® DNA**  
Management-Staff

**Juliane Sample**  
Sales  
Sample Co.  
5-21-2013

**Target Training International Atlanta LLC.**  
**800-466-2468 [www.ttiatlanta.com](http://www.ttiatlanta.com)**



## Introduction

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

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

### Behaviors Section

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 Section

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.

### Competencies Section

This section presents 23 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*















# Communication Tips

*This section provides suggestions on methods which will improve Juliane'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, Juliane 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.*

## **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.

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

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

## **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."

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

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

## **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, nonthreateningly.
- Ask "how?" questions to draw their opinions.

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

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

## **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.

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

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







# Descriptors

Based on Juliane'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.

Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable	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	Mobile Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous Hypertense	Firm Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details













# 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 insure 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




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## Areas for Improvement

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

### Juliane has a tendency to:

- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Yield her position to avoid controversy.
- Be self-deprecating--doesn't project self-confidence.
- Select people much like herself.
- 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.
- Lean on supervisors if information and direction is not clear.
- Be defensive when threatened and use the errors and mistakes of others to defend her position.
- Get bogged down in details and use details to protect her position.
- Be bound by procedures and methods--especially if she has been rewarded for following these procedures.



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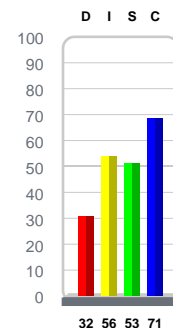
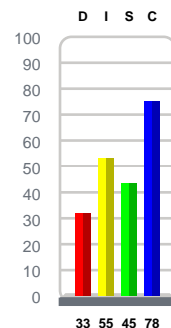
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Adapted Style

Natural Style

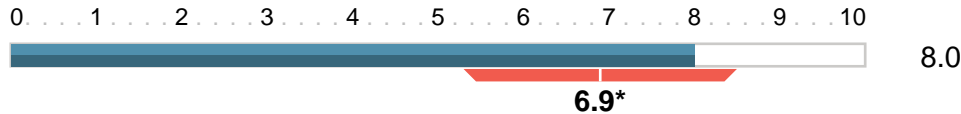




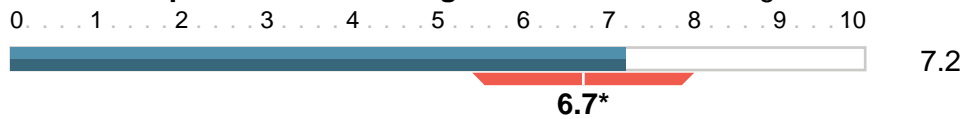
# Behavioral Hierarchy

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.

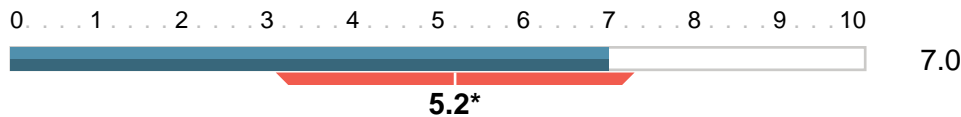
**1. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



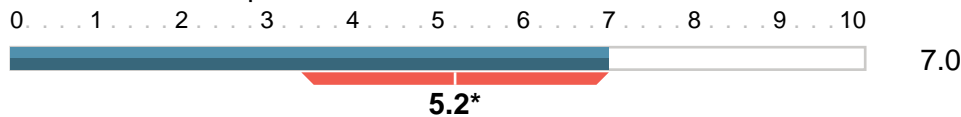
**2. Follow Up and Follow Through** - A need to be thorough.



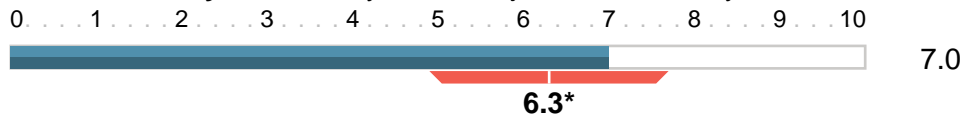
**3. Organized Workplace** - Systems and procedures followed for success.



**4. Analysis of Data** - Information is maintained accurately for repeated examination as required.



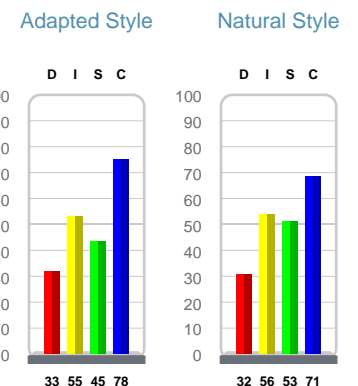
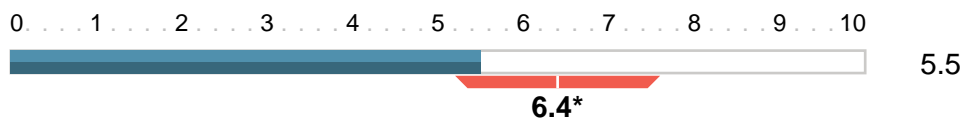
**5. Consistency** - The ability to do the job the same way.



**6. Customer Relations** - A desire to convey your sincere interest in them.



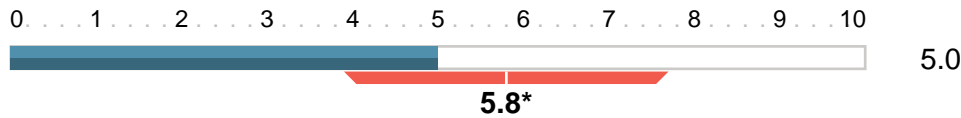
**7. People Oriented** - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



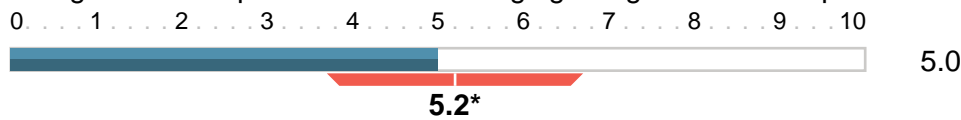


# Behavioral Hierarchy

**8. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



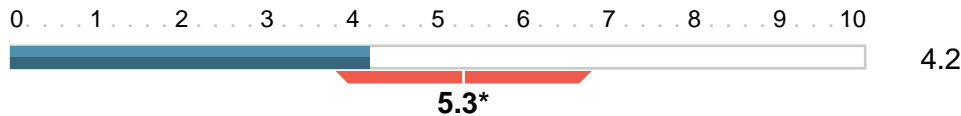
**9. Versatility** - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



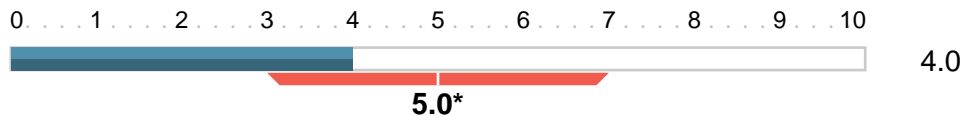
**10. Urgency** - Decisiveness, quick response and fast action.



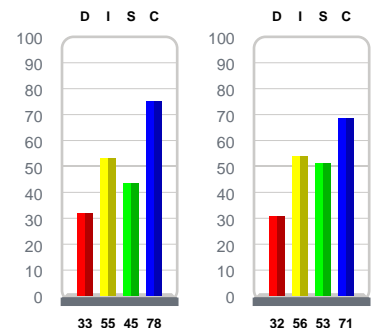
**11. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



**12. Competitiveness** - Tenacity, boldness, assertiveness and a "will to win" in all situations.



Adapted Style      Natural Style



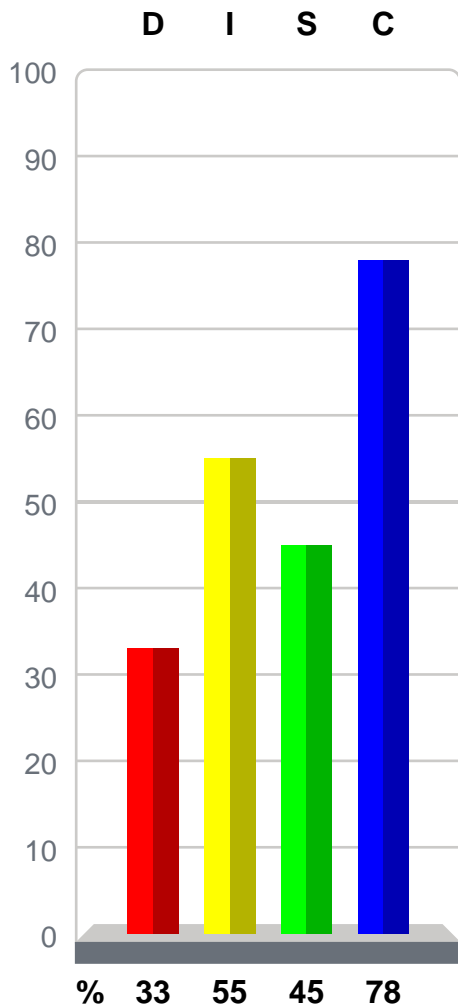
SIA: 33-55-45-78 (60)    SIN: 32-56-53-71 (54)  
\* 68% of the population falls within the shaded area.



# Style Insights® Graphs

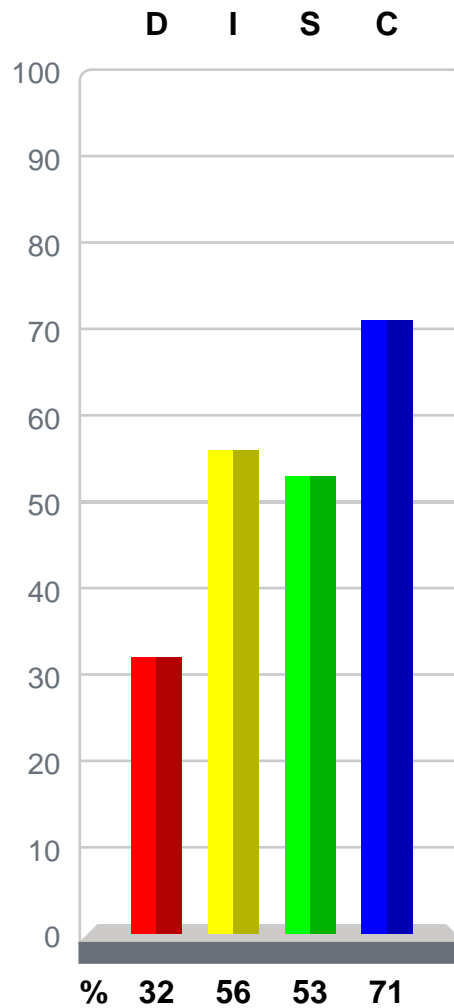
Adapted Style

Graph I



Natural Style

Graph II



Norm 2011 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:

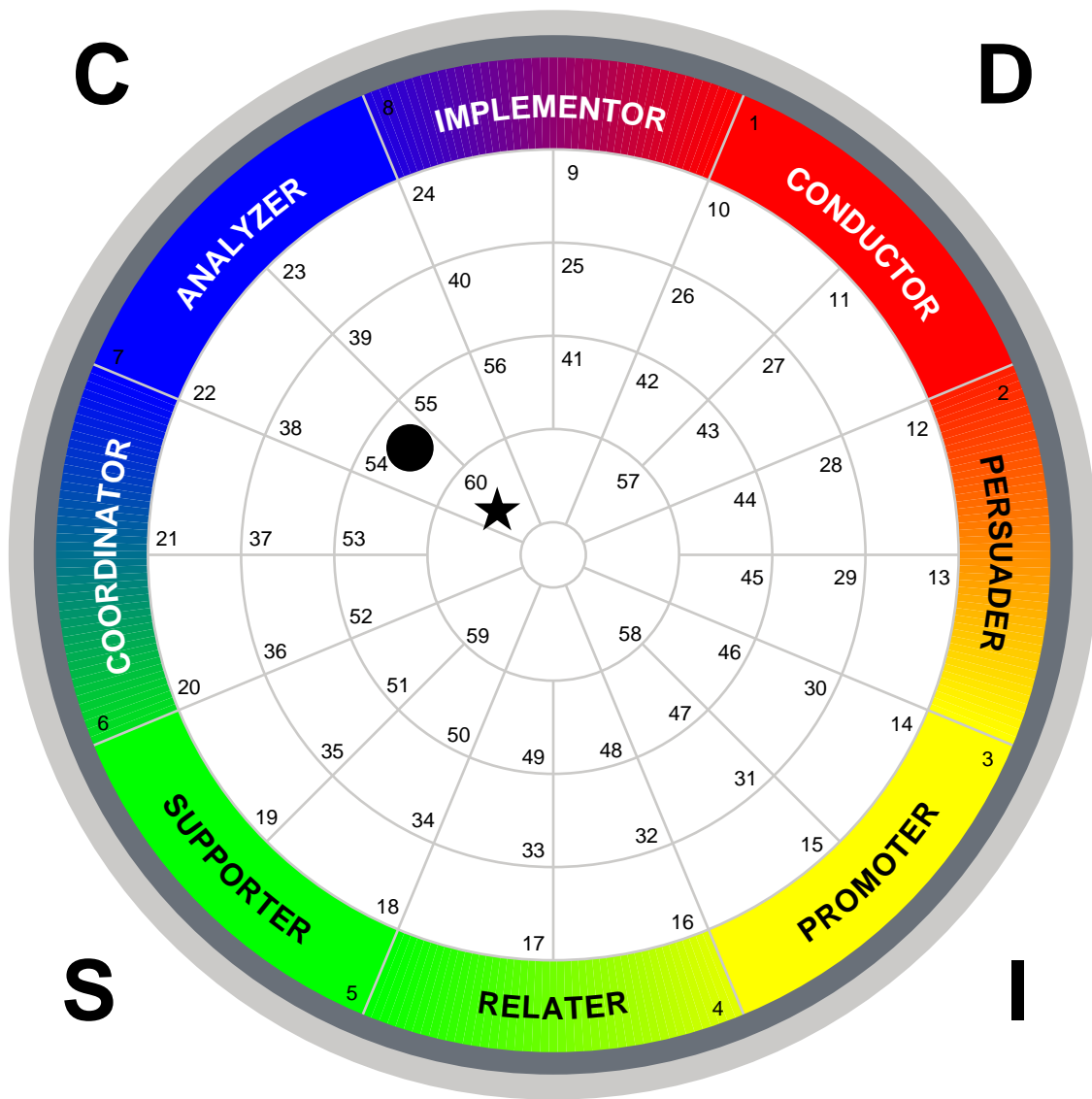
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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



Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)  
Natural: ● (54) COORDINATING ANALYZER (ACROSS)

Norm 2011 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.

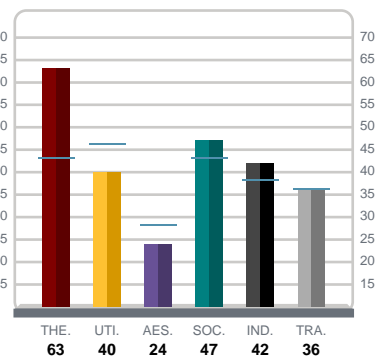
Your Personal Motivators Ranking		
1st	Theoretical	<b>Strong</b>
2nd	Social	<b>Strong</b>
3rd	Individualistic	<b>Situational</b>
4th	Utilitarian	<b>Situational</b>
5th	Traditional	<b>Indifferent</b>
6th	Aesthetic	<b>Indifferent</b>



# 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.*

- She may have difficulty putting down a good book.
- People who talk on a subject without adequate knowledge will frustrate her and cause her to lose interest in the conversation.
- Adding to the body of knowledge may be more important than the application of the knowledge.
- Juliane will seek the "truth," yet "truth" is relative and will be defined by her own standards.
- Juliane never walked by a bookstore or library she didn't want to visit.
- Understanding social problems and their ramifications is one of her strengths.
- Juliane may use her specialized knowledge of a topic to control the situation.
- Juliane will spend time and money helping people who have committed their lives to educating themselves and others.
- Juliane will use her knowledge to ensure economic security.
- She has a keen interest in formulating theories and asking questions to assist in problem solving.
- Many may see her as an intellectual.
- She sees the value in having good libraries and bookstores in every community.
- The process is not as important to her as the results.

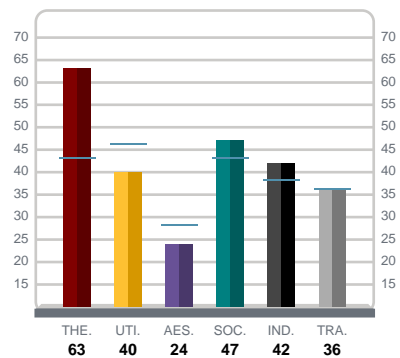




## Social

*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 is generous with her time, talent and resources for those in need.
- She believes charities should be supported.
- Juliane is patient and sensitive to others.
- Helping the homeless may be one of her concerns.
- Saying "no" is difficult when others need her time or talent.
- Juliane will be generous with time, research and information on social problems.



Juliane 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.*

- At times Juliane can be very competitive.
- Juliane can be assertive in meeting her needs.
- The amount of control she attempts will increase if she has strong feelings about the issues involved with the situation. If, however, she has little interest in the issues involved, she will not see the need for exercising control.
- She will evaluate each situation individually and determine how much or how little control she will want to exercise.

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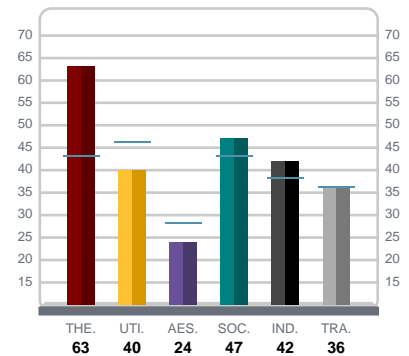
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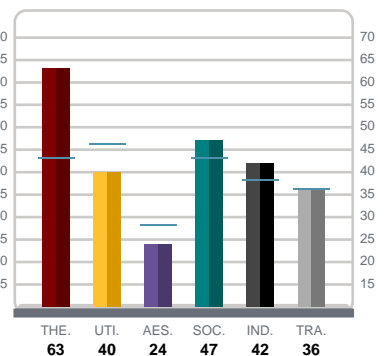




# Utilitarian

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 evaluate some decisions but not necessarily all based on their utility and economic return.
- Juliane will become money motivated when she wants to satisfy one of the other motivators mentioned in this report.
- She will use wealth as a yardstick to measure her work effort with certain activities.
- Juliane will not alter her lifestyle in order to acquire something unless there is an immediate need (or the situation is critical).
- Juliane can give freely of time and resources to certain causes and feel this investment will result in a future return on her investment.
- Money itself is not as important as what it will buy.



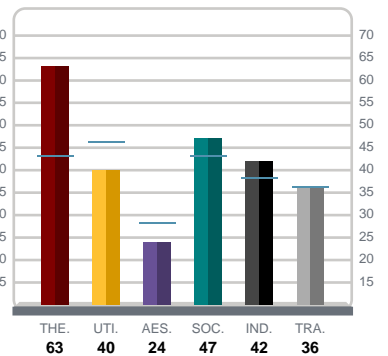
Juliane Sample



# 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.*

- Juliane's passion in life will be found in one or two of the other dimensions discussed in this report.
- It may be hard to manipulate Juliane because she has not defined a philosophy or system that can provide immediate answers to every situation.
- In many cases, Juliane will want to set her own rules which will allow her own intuition to guide and direct her actions.
- She will not be afraid to explore new and different ways of interpreting her own belief system.
- Juliane can be creative in interpreting other systems or traditions and selective in applying those traditions.
- She will work within a broadly defined set of beliefs.
- Traditions will not place limits or boundaries on Juliane.

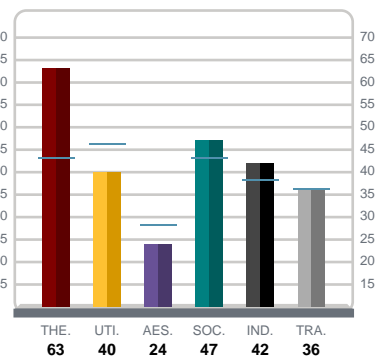




# Aesthetic

*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.*

- Juliane's passion in life will be found in one or two of the other motivators discussed in this report.
- She wants to take a practical approach to events.
- Unpleasant surroundings will not stifle her creativity.
- She is a very practical person who is not sensitive to being in harmony with her surroundings.
- The utility of "something" is more important than its beauty, form and harmony.
- Intellectually, Juliane can see the need for beauty, but has difficulty buying the finer things in life.
- Juliane is not necessarily worried about form and beauty in her environment.





# 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 Aesthetic" utilizing your Theoretical.

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

*How does the mindset of a high Aesthetic contribute to today's workforce?*

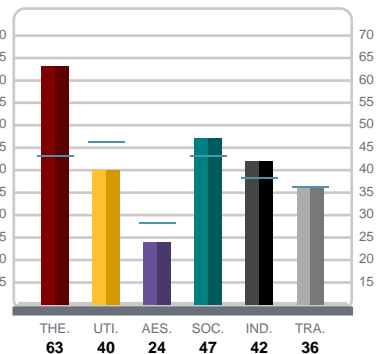
*How do Aesthetics contribute to the world, your professional life and your personal life?*

*A person with a high Aesthetic is interested in studying and appreciating the totality of a situation.*

- *Connect the common need to look at problems from a holistic viewpoint. Understand one viewpoint is through the objective data analysis versus that of the Aesthetic, which is from a subjective, or feeling related, standpoint.*
- *Ask questions to bring the Aesthetic perspective into reality, and utilize visuals in order to influence them. Partner with them in order to visually represent shared opinions.*

*A person with a high Aesthetic will have a strong interest in preserving the balance and harmony of the organization.*

- *Provide the high Aesthetic with information and data to substantiate why decisions that may disrupt the balance need to be made at times. Assist with bringing the objective to the subjective*
- *Understand that a harmonious organization is more likely to be comfortable with the vulnerability that comes with the need for continuous learning. If fear is present in the organization, it will be less likely to get new information to spread through the company.*





# Navigating Situations Outside Your Comfort Zone

A person with a high Aesthetic is in tune with his or her inner feelings and likes surroundings that compliment these feelings.

- Maximize the Aesthetic's ability to beautify educational components, training facilities and other aspects of the continuous learning initiatives of the organization in order to make people feel at ease and open to learning.
- Work with the Aesthetics to present ideas, data and information in a way that people can not only hear what's being said, but visualize it and relate to it. This will help ideas move forward faster.

Form and harmony are key in providing a high Aesthetic with an experience to remember.

- Understand that the Aesthetic receives the same motivation and reward from the journey or the experience as a Theoretical does from learning something new. How can the parties work together to be sure to bring information back to the organization?
- Prior to presenting findings, work with the Aesthetic to be sure proper credit and explanation are being given to the journey, not just the findings. Connect with the team members that want to know the whole picture.




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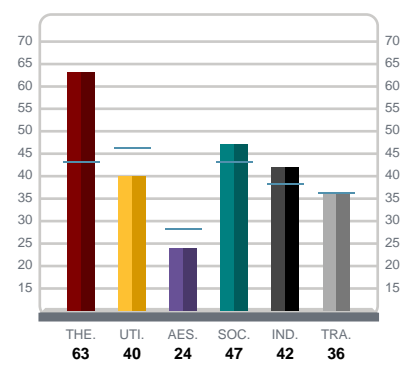
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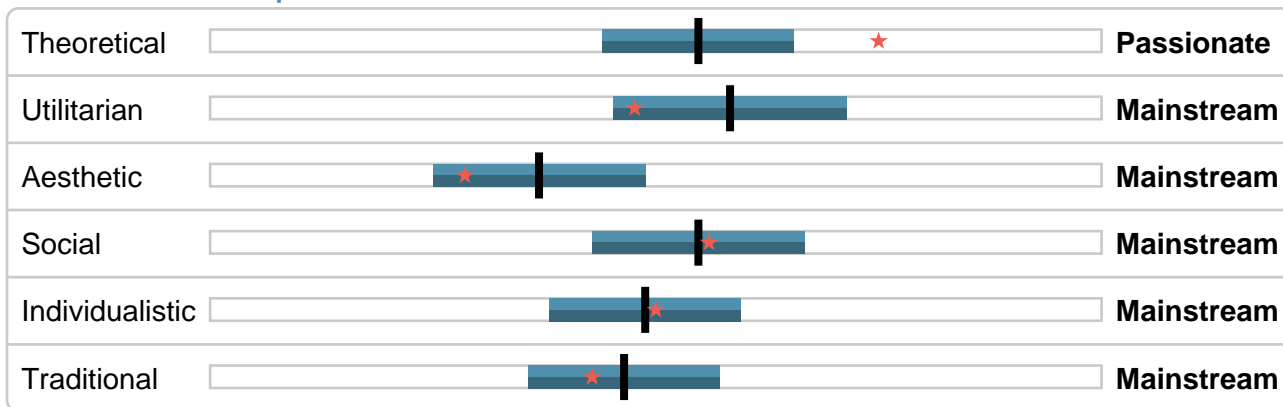
# Motivators - Norms & Comparisons

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 2011



- 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:

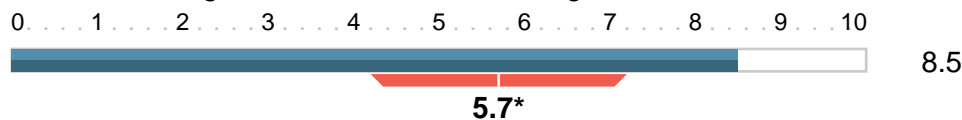
- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.



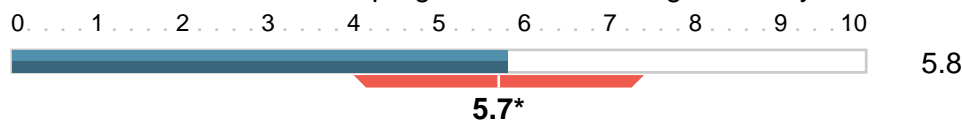
# Motivators Hierarchy

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.

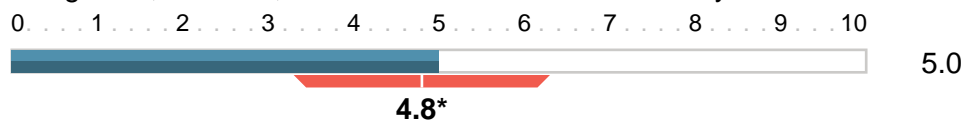
**1. Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



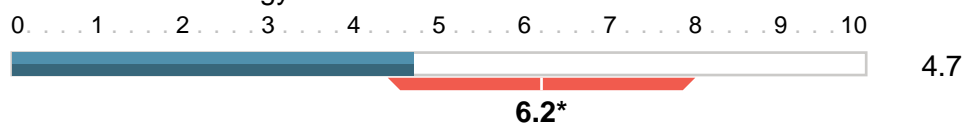
**2. Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



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



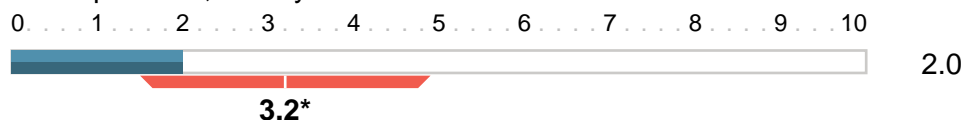
**4. Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



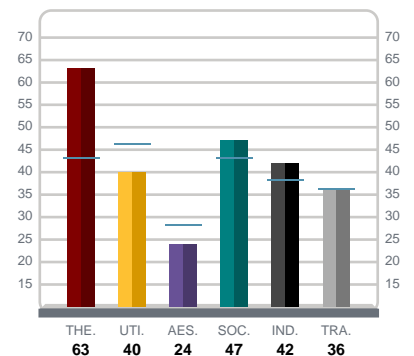
**5. Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



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

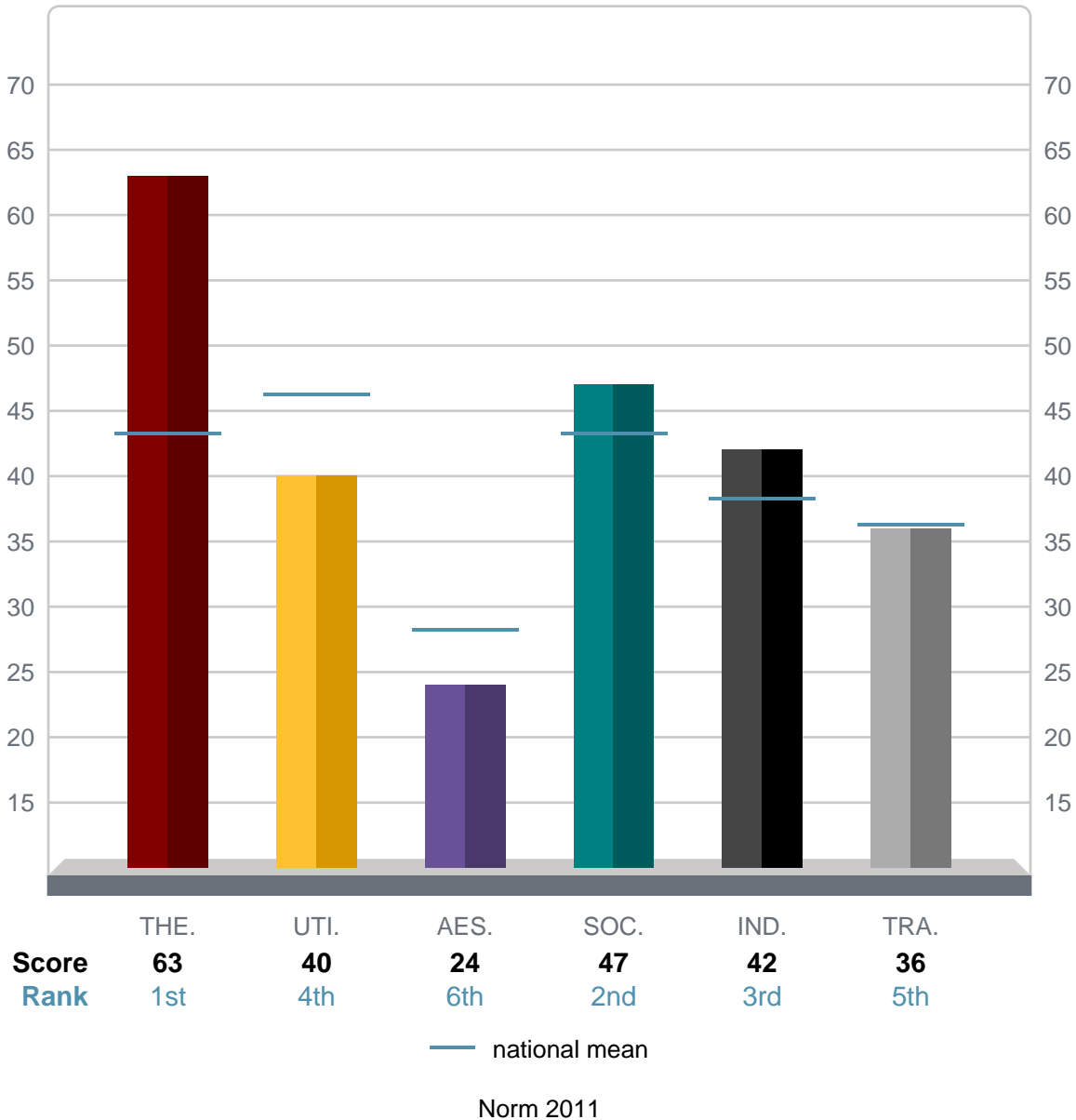


MI: 63-40-24-47-42-36 (THE.-UTI.-AES.-SOC.-IND.-TRA.)  
\* 68% of the population falls within the shaded area.



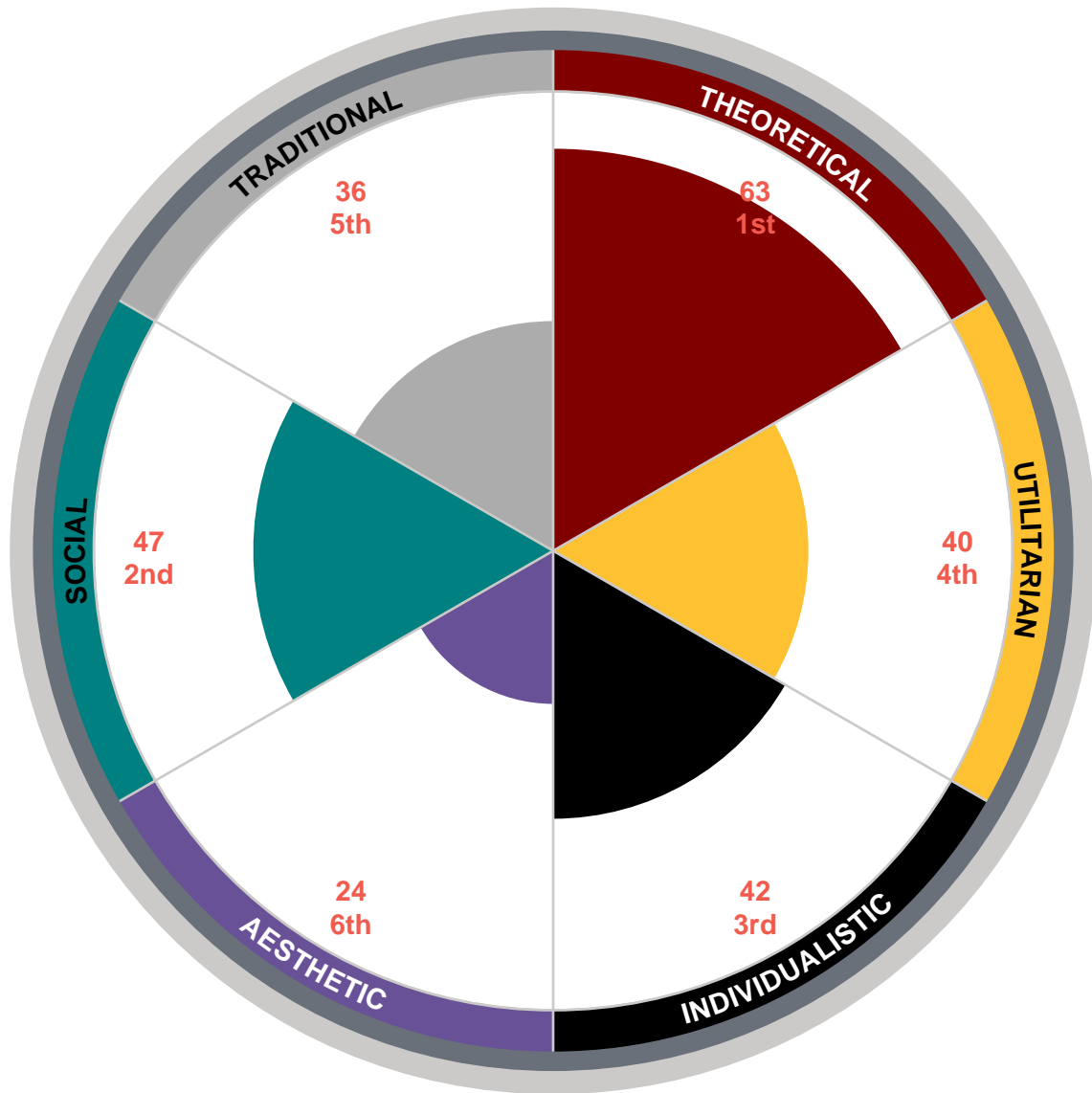


# Motivation Insights® Graph





# Motivators Wheel™





## 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



# Potential Behavioral and Motivational Strengths

*This section describes the potential areas of strengths between Juliane'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.*

- Her desire to learn more allows processes to become more effective.
- Detailed and compliant about the research process.
- Brings organization for those going for the same cause.
- Paints a very detailed picture for the benefit of others to follow.
- Will bring high energy and enthusiasm to the researching process.
- Motivates others to continue education.
- Great at generating excitement in others and getting people on board.
- Always willing to offer her time and perspective.



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# Potential Behavioral and Motivational Conflict

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

- Never enough facts to prove the new theory.
- Needs data for comfort and curiosity but may experience paralysis by analysis when finishing goals.
- May micro manage friends or family and in turn, unintentionally alienate others.
- Viewed by others as a "watchdog", but wants to be seen as trying to help the cause move in the right direction.
- Ability to learn is diminished due to her lack of focus on one thing.
- A desire to share information can impede her ability to listen and learn.
- Has trouble making difficult decisions that affect others.
- High trust and a desire to help could lead to being taken advantage of.

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## Ideal Environment

*This section identifies the ideal work environment based on Juliane'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 Juliane enjoys and also those that create frustration.*

- An environment where she can use her intuitive thinking skills.
- Democratic supervisor with whom she can associate.
- Assignments that can be followed through to completion.
- Logical approach to problem solving and information-based solutions.
- A leadership team that is optimistic toward learning new concepts or theories.
- The ability to return to the table with more information in order to present the case.
- Ability to achieve results through the interaction with and helping of others.
- A forum to advocate for the greater good as it relates to moving the organization forward.
- The opportunity to be objective and diligent in her quest to help others.



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## Keys to Motivating

*This section of the report was produced by analyzing Juliane'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 Juliane and highlight those that are present "wants."*

### Juliane wants:

- To be part of a quality-oriented work group.
- Operating procedures in writing.
- Time to perform up to her high standards.
- Time to gather data and facts in order to work through challenges and conflicts.
- Information on how to do things right, for fear of making a mistake.
- Access to all necessary information and instruction manuals in order to do things right.
- An opportunity to express how she can improve society.
- To be seen as an internal resource for people to express problems and challenges.
- To be assured that the organization is willing to help others and will maintain the rules and procedures for making sure the assistance is given.



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## Keys to Managing

*In this section are some needs which must be met in order for Juliane 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 Juliane and identify 3 or 4 statements that are most important to her. This allows Juliane to participate in forming her own personal management plan.*

### Juliane needs:

- To be encouraged to be more independent.
- To be informed of things which affect her.
- A work environment without much conflict.
- The ability to recognize when she is in "paralysis-by-analysis" mode.
- To continue her learning in a participatory rather than solitary environment.
- Access to appropriate resources and tools for learning new information within the organizational framework.
- Support in handling situations when others take advantage.
- A manager that promotes her ability to positively influence others.
- A manager that applies all rules to individuals equally.



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## Introduction Competencies

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

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

Based on your responses to the Personal Soft Skills Indicator™ questionnaire, this report indicates your development of 23 personal skills. These 23 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

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

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

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



# Development Indicator

*This section of your report shows your development level of 23 personal skills based on your responses to the questionnaire. The 23 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 (time and priorities)
3	Conflict Management
4	Analytical Problem Solving
5	Presenting
6	Customer Service
7	Teamwork
8	Written Communication
9	Employee Development/Coaching
10	Goal Orientation
11	Diplomacy
12	Continuous Learning
13	Creativity/Innovation
14	Empathy
15	Negotiation
16	Interpersonal Skills
17	Leadership
18	Management
19	Persuasion
20	Personal Effectiveness
21	Flexibility
22	Decision Making
23	Futuristic Thinking

Note: Don't be concerned if you have not developed all 23 personal skills. Research has proven that individuals seldom develop all 23. Development of the most important personal skills needed for your personal and professional life is what is critical.

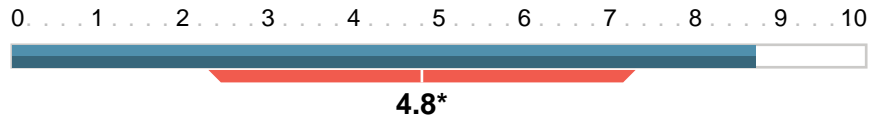
Well Developed     
  Developed     
  Moderately Developed     
  Needs Development



# Competencies Hierarchy

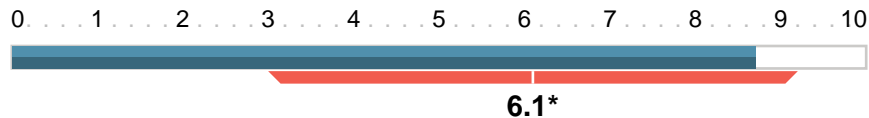
Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

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



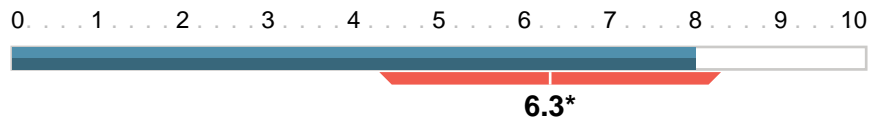
8.7  
WD

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



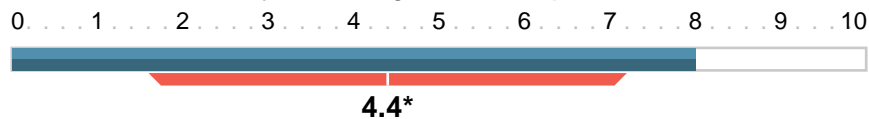
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**3. Customer Service** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



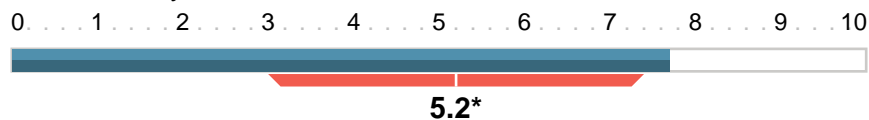
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D

**4. Self-Management (Time and Priorities)** - Demonstrating self control and an ability to manage time and priorities.



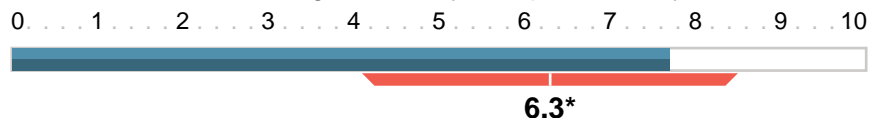
8.0  
WD

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



7.7  
WD

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



7.7  
D

## Development Legend

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

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




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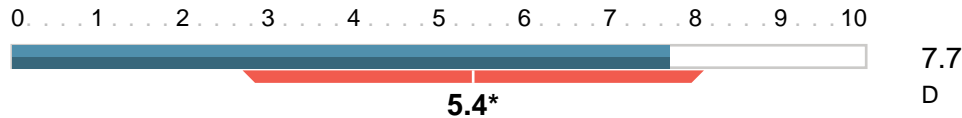
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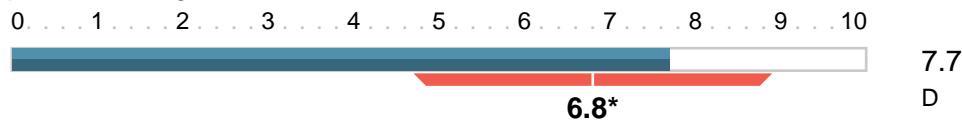


# Competencies Hierarchy

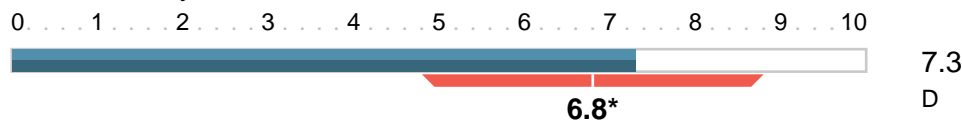
**7. Written Communication** - Writing clearly, succinctly and understandably.



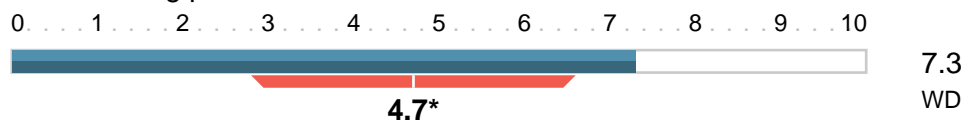
**8. Employee Development/Coaching** - Facilitating and supporting the professional growth of others.



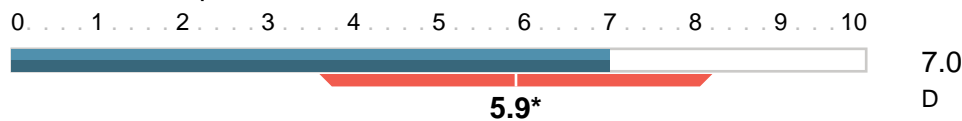
**9. Goal Orientation** - Energetically focusing efforts on meeting a goal, mission or objective.



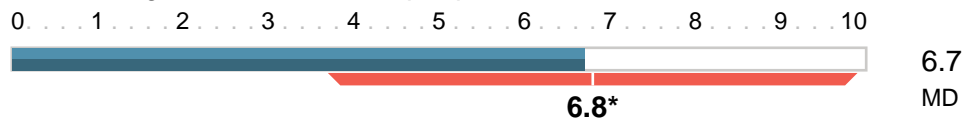
**10. Analytical Problem Solving** - Anticipating, analyzing, diagnosing, and resolving problems.



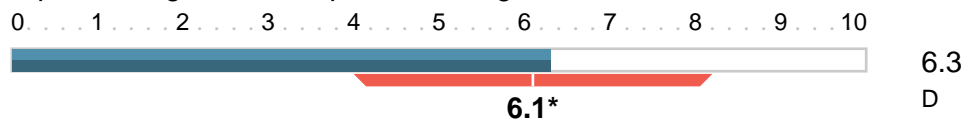
**11. Diplomacy** - Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.



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



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



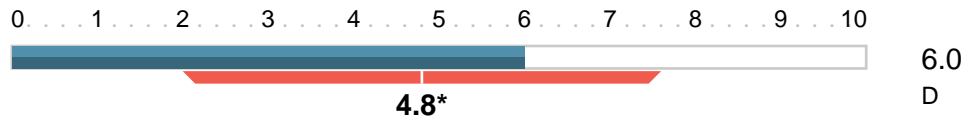
\* 68% of the population falls within the shaded area.



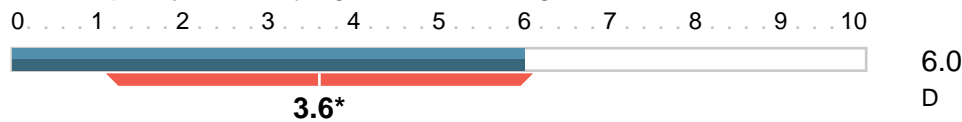


# Competencies Hierarchy

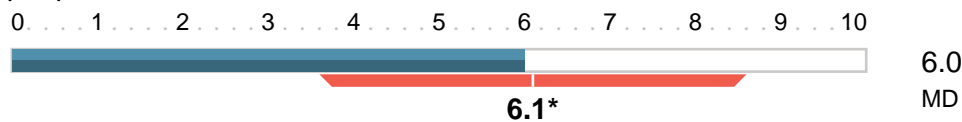
**14. Creativity/Innovation** - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



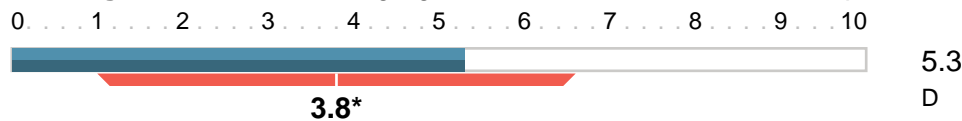
**15. Empathy** - Identifying with and caring about others.



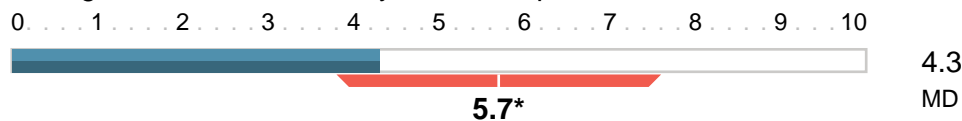
**16. Leadership** - Achieving extraordinary business results through people.



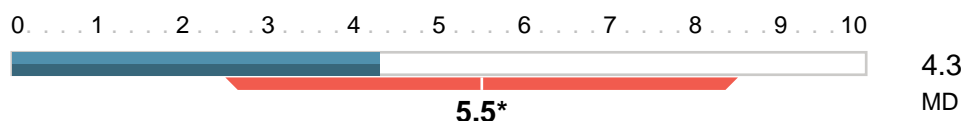
**17. Negotiation** - Facilitating agreements between two or more parties.



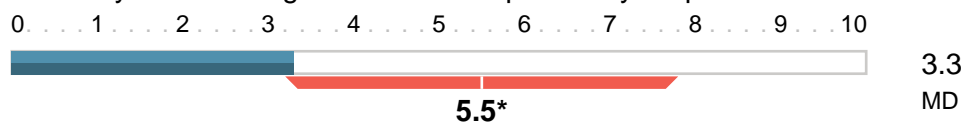
**18. Management** - Achieving extraordinary results through effective management of resources, systems and processes.



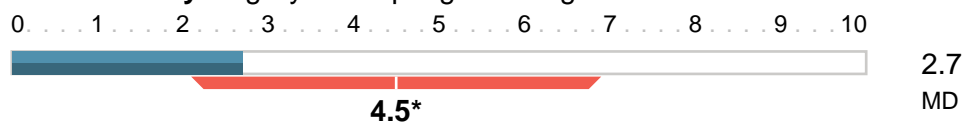
**19. Persuasion** - Convincing others to change the way they think, believe or behave.



**20. Personal Effectiveness** - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.



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



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




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# Competencies Hierarchy

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

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4.0\*

1.7  
MD

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

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



2.8\*

0.3  
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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.*

**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 (Time and Priorities): Demonstrating self control and an ability to manage time and priorities.**

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for direction.
- Accepts responsibility for actions and results.

**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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# Well Developed Competencies

Analytical Problem Solving: 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

*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.*

## 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.

## Customer Service: Anticipating, meeting and/or exceeding customer needs, wants and expectations.

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




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# 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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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.

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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.

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# Developed Competencies

Goal Orientation: Energetically focusing efforts on meeting a goal, mission or objective.

- Acts independently to achieve objectives without supervision.
- Expends the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress towards meeting goals.
- Establishes and works toward ambitious and challenging goals.
- Develops and implements strategies to meet objectives.
- Measures effectiveness and performance to ensure results are attained.
- Acts with a sense of urgency to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.

Diplomacy: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

- Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
- Understands cultural, climate and organizational issues.
- Adapts conduct and communications to "politically correct" standards.
- Effectively leverages networks of influence to get things done.
- Is sensitive to the needs of "special interest" groups within organizations.
- Builds relationships and networks with key people of influence.
- Provides advice, counsel and mentoring on organizational issues.
- Utilizes both formal and informal networks internally to obtain support and achieve results.
- Utilizes both formal and informal networks externally to obtain support and achieve results.




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# 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.

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Creativity/Innovation: 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.

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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.





# 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 23 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.*

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.

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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# Moderately Developed Competencies

Management: Achieving extraordinary results through effective management of resources, systems and processes.

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and focused on goals and priorities.
- Identifies barriers to objectives and removes them.
- Delegates appropriate responsibilities and authority.
- Ensures adequate resources are available to achieve objectives.
- Makes decisions that benefit the bottom line or return on investment.

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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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Personal Effectiveness: Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

- Possesses unwavering confidence and belief in personal capabilities.
- Takes initiative and does what ever it takes to achieve goals.
- Projects confidence and self-assurance.
- Bounces back after setbacks.
- Asserts self in personal and professional life.
- Admits mistakes and works to avoid repeating them.
- Accepts personal responsibility for achieving personal and professional goals.
- Functions effectively and achieves results even in adverse circumstances.



# Moderately 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.

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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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# Competencies Needing Development

*Very few individuals are well developed in all 23 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.*

**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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# 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? \_\_\_\_\_