



TTI
SUCCESS
INSIGHTS®

TriMetrix® DNA Management-Staff

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8-24-2020

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Helping your emotions work for you not against you.
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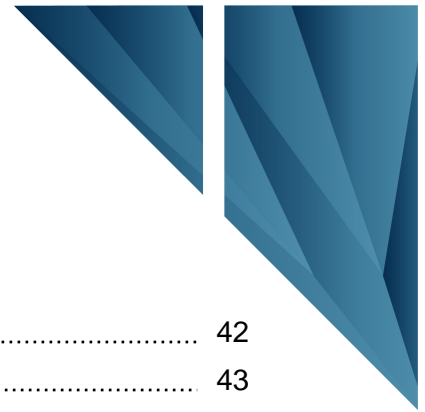


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Introduction

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

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Competencies

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



Introduction Behaviors

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

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

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

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

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

*"All people exhibit all four behavioral factors
in varying degrees of intensity."
—W.M. Marston*



General Characteristics

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

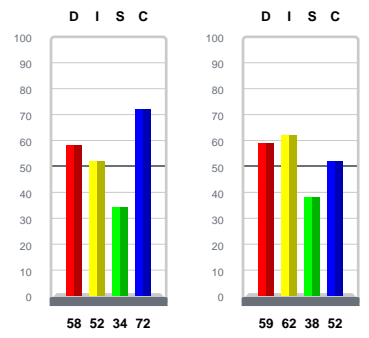
Bob wants to know what others think of him. He wants and tries to please. He likes feedback from his manager on how he is doing. He places his focus on people. To him, strangers are just friends he hasn't met! He believes in getting results through other people. He prefers the "team approach." Bob has a strong ego and usually projects this ego in friendly terms. He likes to get results through others. He is at his best when he has people working with him. He likes to develop people and build organizations. He, because of high standards, is sensitive to criticism of his work. Sometimes he does his best work in order to gain acceptance from others. Bob has a good sense of urgency. He prefers working for a participative manager. He does his best work in this kind of environment.

Bob likes working for managers who make quick decisions. He may be inconsistent in disciplining others. He is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust him and to see him as receptive and helpful. When he has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. Because of his trust and willing acceptance of people, he may misjudge the abilities of others. He likes to be involved in the decision-making process. He is good at solving problems that deal with people.



Adapted Style

Natural Style

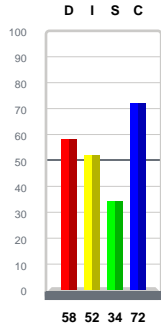




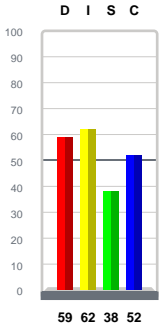
General Characteristics *Continued*

Bob tends to mask some of his directness in friendly terms and is usually recognized as a friendly and trusting person. Communication can extend from friendly to argumentative discourse. He is positive in his approach to dealing with others. He may not understand why everyone doesn't see life as he does! He is people-oriented and verbally fluent. It is important for Bob to use his people skills to "facilitate" agreement between people. He tends to look at all the things the group has in common, rather than key in on the differences. He has the ability to look at the whole problem; for example, thinking about relationships, being concerned about the feelings of others and focusing on the real impact of his decisions and actions. He usually uses many gestures when talking. He is good at calming conflict situations. Others can sense that he is truly interested in helping people in a conciliatory role.

Adapted Style



Natural Style





Value to the Organization

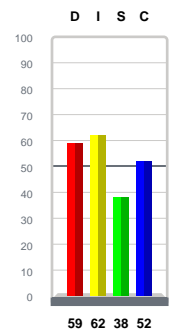
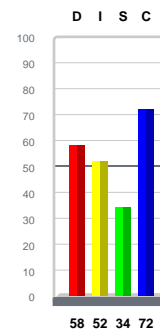
This section of the report identifies the specific talents and behavior Bob brings to the job. By looking at these statements, one can identify his role in the organization. The organization can then develop a system to capitalize on his particular value and make him an integral part of the team.

- People-oriented.
- Optimistic and enthusiastic.
- Accomplishes goals through people.
- Negotiates conflicts.
- Ability to handle many activities.
- Verbalizes his feelings.
- Creative problem solving.



Adapted Style

Natural Style





Checklist for Communicating

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Bob. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Bob most frequently.

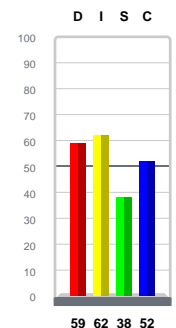
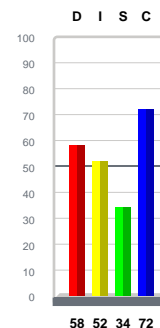
Ways to Communicate

- Understand his sporadic listening skills.
- Provide ideas for implementing action.
- Give strokes for his involvement.
- Be open, honest and informal.
- Ask for his opinions/ideas regarding people.
- Leave time for relating, socializing.
- Read the body language for approval or disapproval.
- Deal with details in writing, have him commit to modes of action.
- Verify that the message was heard.
- Use his jargon.
- Provide a warm and friendly environment.
- Plan interaction that supports his dreams and intentions.
- Be isolated from interruptions.



Adapted Style

Natural Style





Checklist for Communicating Continued

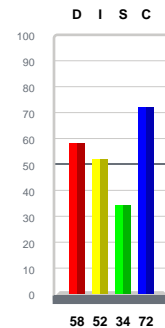
This section of the report is a list of things NOT to do while communicating with Bob. Review each statement with Bob and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Ways NOT to Communicate

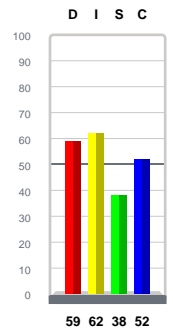
- Let him change the topic until you are finished.
- Drive on to facts, figures, alternatives or abstractions.
- Talk down to him.
- Kid around too much, or "stick to the agenda" too much.
- Legislate or muffle--don't overcontrol the conversation.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Talk too slowly, or dwell on details to excess.
- Use paternalistic approach.
- Take credit for his ideas.
- Forget to follow-up.
- Be dictatorial.
- Be curt, cold or tight-lipped.



Adapted Style



Natural Style





Communication Tips

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

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.



Perceptions

See Yourself as Others See You

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

Self-Perception

Bob usually sees himself as being:

- Enthusiastic
- Charming
- Persuasive
- Outgoing
- Inspiring
- Optimistic

Others' Perception - Moderate

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

- Self-Promoting
- Overly Optimistic
- Glib
- Unrealistic

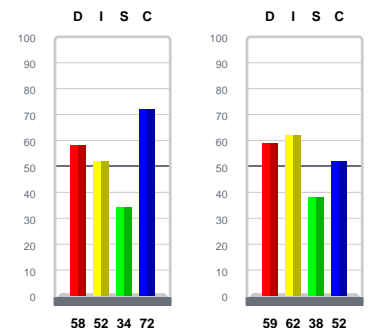
Others' Perception - Extreme

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

- Overly Confident
- Poor Listener
- Talkative
- Self-Promoter



Adapted Style Natural Style





The Absence of a Behavioral Factor

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

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

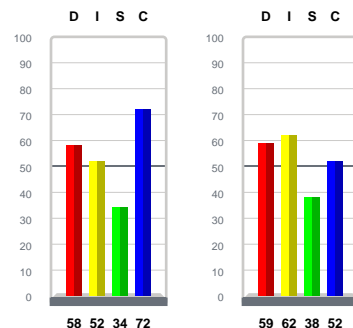
- The need for juggling many tasks at once may jeopardize quality.
- Avoid projects that require constant focus without any room for variance in task.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.

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

- Recognize that others may move at a slower pace.
- Recognize the constant need for change causes fear in others.
- Understand and recognize that the avoidance of delegation may have a negative impact long-term.



Adapted Style Natural Style





Descriptors

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

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



Natural and Adapted Style

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

Problems - Challenges

Natural

Bob is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. He is results-oriented and likes to be innovative in his approach to problem solving. Bob is not necessarily confrontational by nature, but if a problem does exist he will not turn down the opportunity for confrontation.

Adapted

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

People - Contacts

Natural

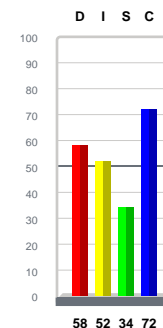
Bob is sociable and optimistic. He is able to use an emotional appeal to convince others of a certain direction. He likes to be on a team and may be the spokesman for the team. He will trust others and likes a positive environment in which to relate.

Adapted

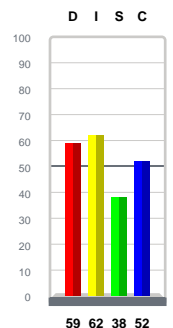
Bob sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.



Adapted Style



Natural Style





Natural and Adapted Style Continued

Pace - Consistency

Natural

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

Adapted

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

Procedures - Constraints

Natural

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

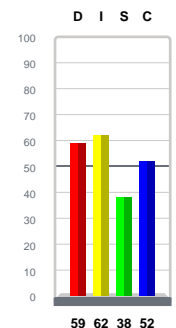
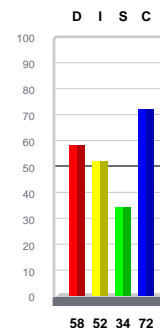
Adapted

Bob is displaying a natural concern for quality and procedures that acquire quality. He wants to know the rules so he can abide by them.



Adapted Style

Natural Style





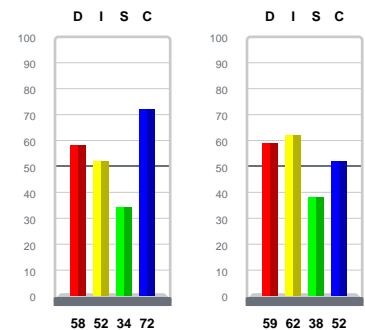
Adapted Style

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

- Calculation of risks before taking action.
- Exhibiting an active and creative sense of humor.
- Careful, thoughtful approach to decision making.
- Possessing a strong sense of urgency toward results.
- Precise, analytical approach to work tasks.
- Sensitivity to existing rules and regulations.
- Critical appraisal of data.
- Handling a variety of activities.
- Meeting deadlines.
- Coping with rapid changes in the work arena.
- Working without close supervision.



Adapted Style Natural Style





Time Wasters

This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.

Inability To Say No

The inability to say no is when you are unable to or feel powerless to refuse any request.

Possible Causes:

- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request
- Do not feel comfortable giving "real" reason and doesn't want to lie

Possible Solutions:

- Realistically evaluate how much time is available
- Understand limitations and what can be done well
- Set daily and long-term priorities
- Learn to say no to those people and tasks that do not support daily and long-term priorities

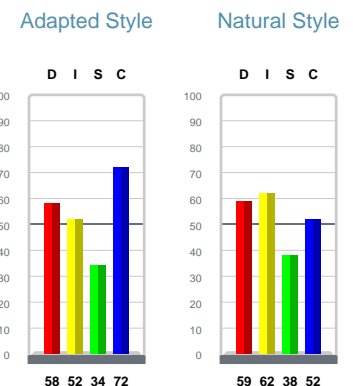
Procrastination

Procrastination is the process of delaying action. It is also the inability to begin action.

Possible Causes:

- Priorities have not been set
- Do not see projects or tasks clearly
- Overwhelmed with commitments
- Hope that time will solve or eliminate the problem
- Fear of failure







Time Wasters *Continued*

Possible Solutions:

- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute

Desire To Be Involved With Too Many People

The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

Possible Causes:

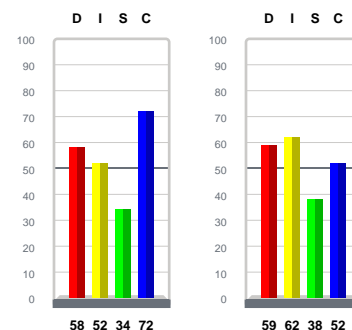
- Have many interests
- Want to be seen as one of the gang
- Need praise and approval from others

Possible Solutions:

- Recognize your time constraints
- Be selective in getting involved in activities
- Monitor energy level
- Keep personal and job related priorities in view

Adapted Style

Natural Style





Areas for Improvement

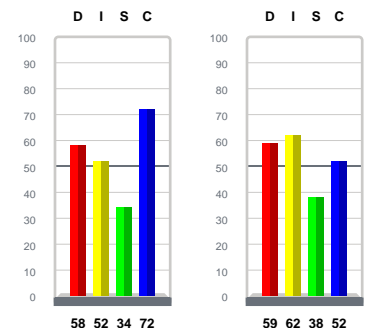
In this area is a listing of possible limitations without regard to a specific job. Review with Bob and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering his performance and develop an action plan to eliminate or reduce this hindrance.

Bob has a tendency to:

- Be inattentive to detail unless that detail is important to him or if detail work is of a short duration.
- Overuse praise in motivating others.
- Have difficulty planning and controlling time expenditure.
- Make decisions based on surface analysis.
- Be so enthusiastic that he can be seen as superficial.
- Be optimistic regarding possible results of his projects or the potential of his people.
- Be unrealistic in appraising people--especially if the person is a "friend."
- Be too verbal in expressing criticism.
- Trust people indiscriminately if positively reinforced by those people.

Adapted Style

Natural Style

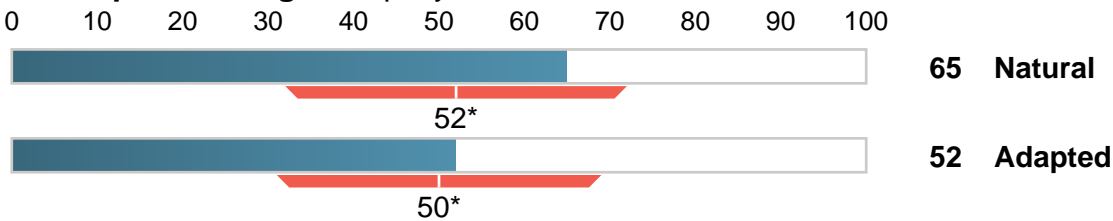




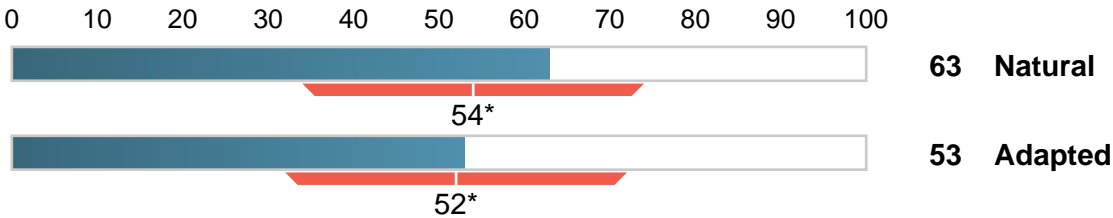
Behavioral Hierarchy

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.

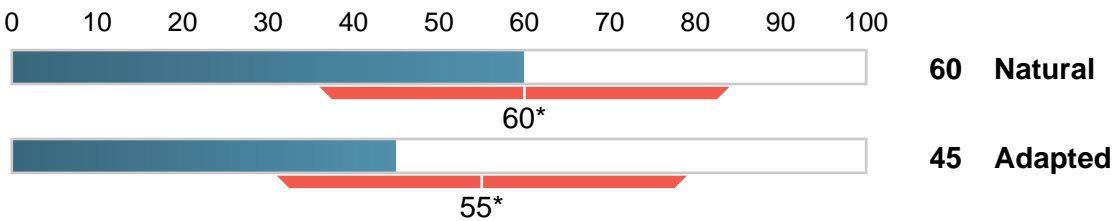
1. Frequent Change - Rapidly shift between tasks.



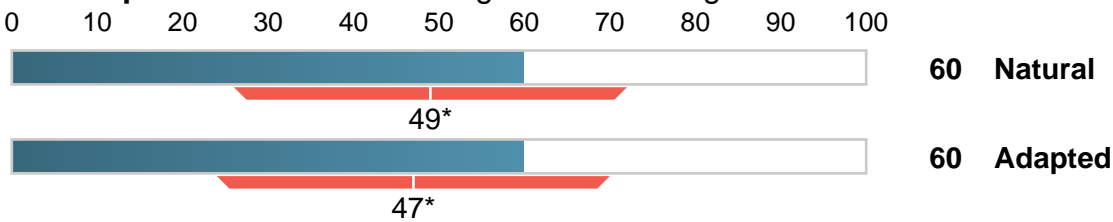
2. Versatile - Adapt to various situations with ease.



3. Interaction - Frequently engage and communicate with others.



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

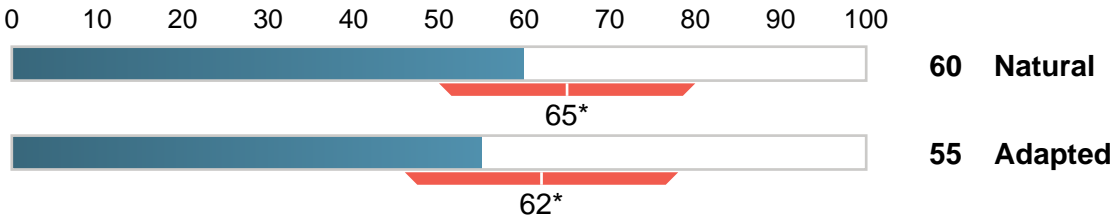


* 68% of the population falls within the shaded area.

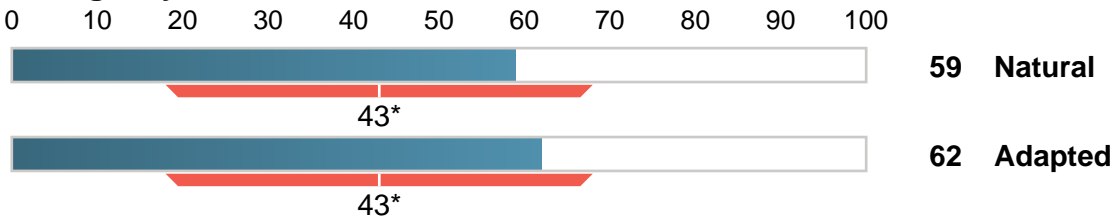


Behavioral Hierarchy Continued

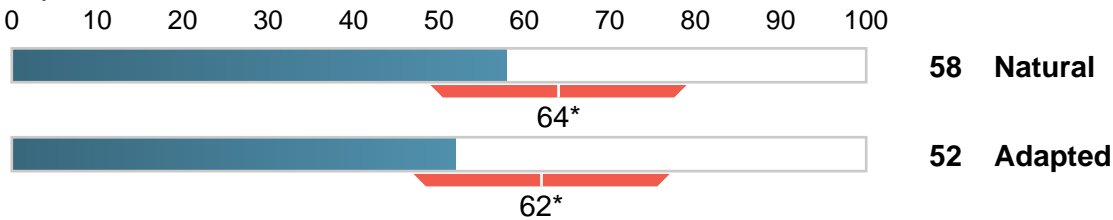
5. People-Oriented - Build rapport with a wide range of individuals.



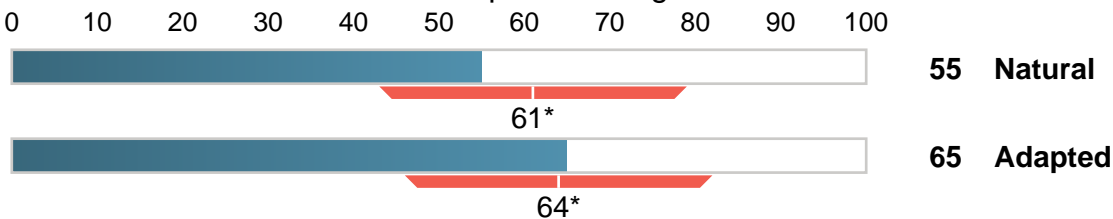
6. Urgency - Take immediate action.



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



8. Persistence - Finish tasks despite challenges or resistance.



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



Behavioral Hierarchy Continued

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

0 10 20 30 40 50 60 70 80 90 100



55 Natural

60*



62 Adapted

63*

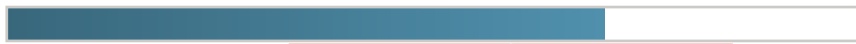
10. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



50 Natural

53*



70 Adapted

59*

11. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



50 Natural

61*



58 Adapted

64*

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

0 10 20 30 40 50 60 70 80 90 100



45 Natural

51*



70 Adapted

57*

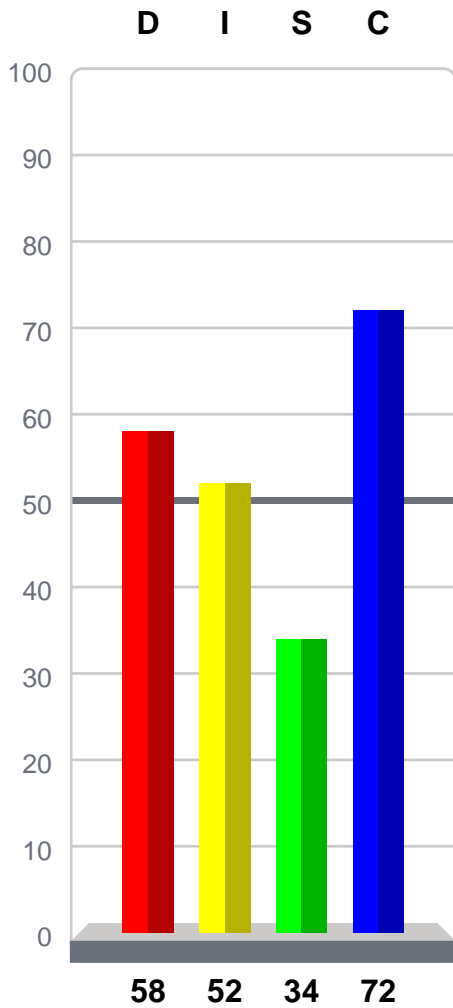


Style Insights® Graphs

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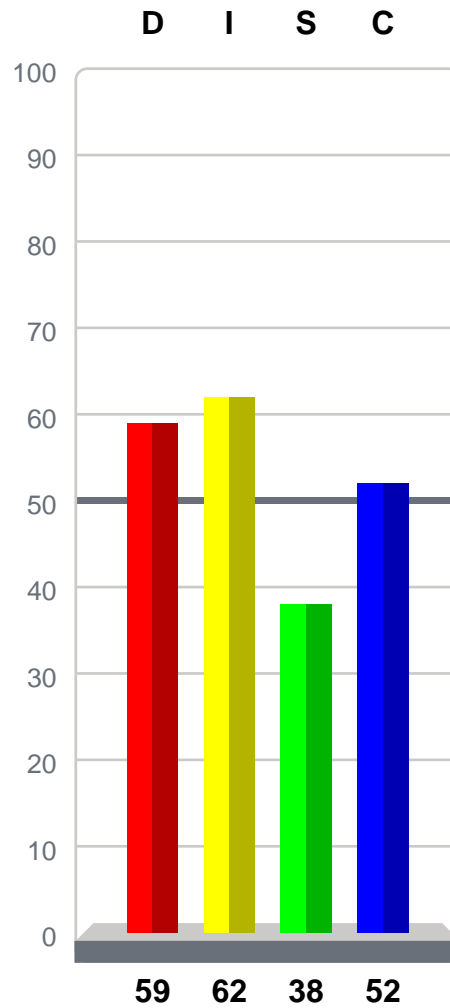
Adapted Style

Graph I



Natural Style

Graph II



Norm 2017 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.

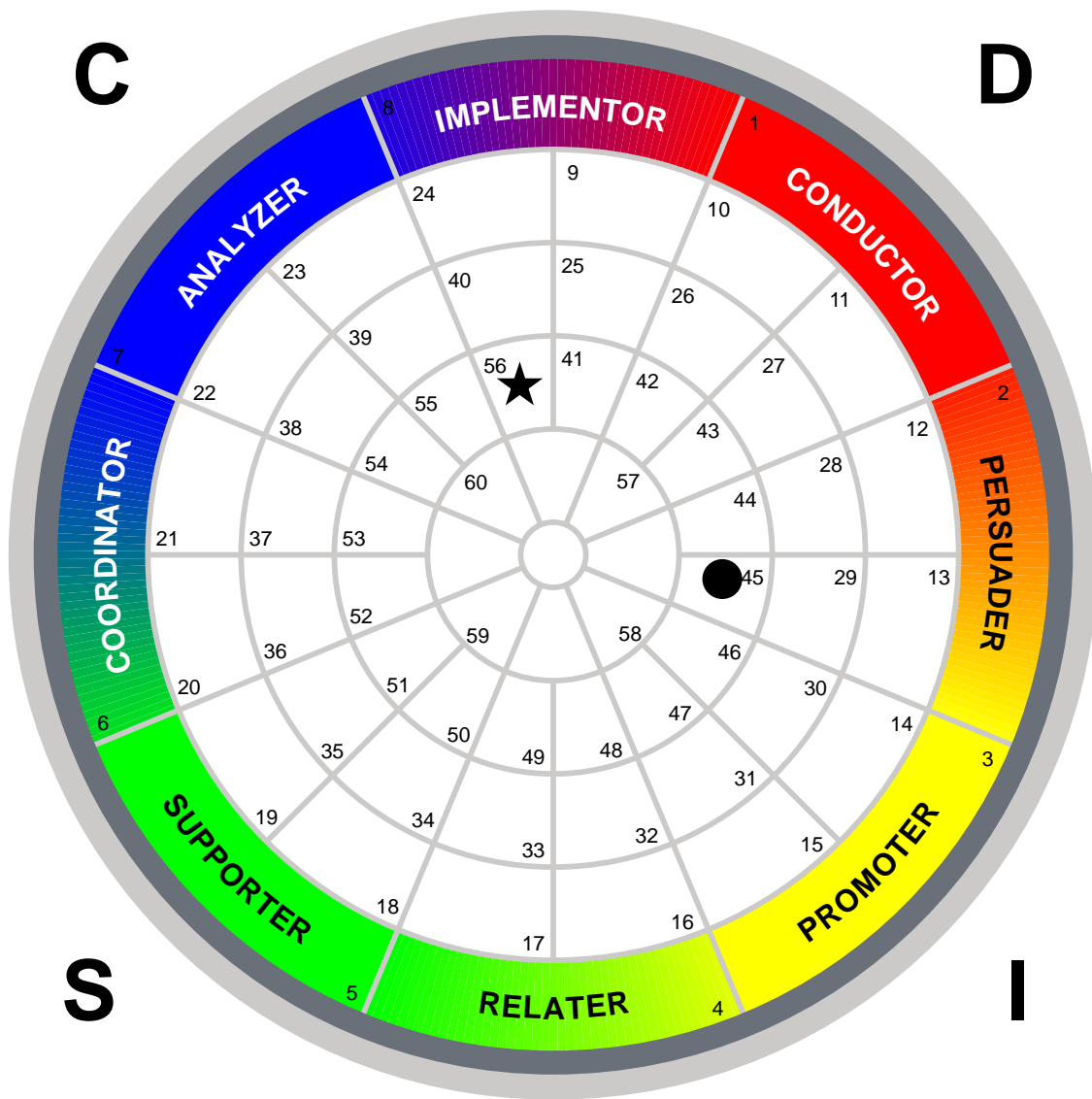
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

8-24-2020



Adapted: ★ (56) ANALYZING IMPLEMENTOR (ACROSS)
 Natural: ● (45) PROMOTING PERSUADER (ACROSS)

Norm 2017 R4

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Understanding Your Driving Forces

Eduard Spranger first defined six primary types or categories to define human motivation and drive. These six types are Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

With TTISI's additional insights into Spranger's original work, the 12 Driving Forces® came to life. The 12 Driving Forces® are established by looking at each motivator on a continuum and describing both ends. All of the twelve descriptors are based on six keywords, one for each continuum. The six keywords are Knowledge, Utility, Surroundings, Others, Power and Methodologies.

You will learn how to explain, clarify and amplify some of the driving forces in your life. This report will empower you to build on your unique strengths, which you bring to work and life. You will learn how your passions from 12 Driving Forces® frame your perspectives and provide the most accurate understanding of you as a unique person.

Please pay careful attention to your top four driving forces, as they highlight what most powerfully moves you to action. As you examine the next tier of four driving forces, you'll recognize they may have a strong pull for you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

Once you have reviewed this report you will have a better grasp of one of the key areas in the Science of Self™ and will:

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognize and understand how your Driving Forces interact with others to improve communication



General Characteristics

Based on your responses, the report has generated statements to provide a broad understanding of WHY YOU DO WHAT YOU DO. These statements identify the motivation that you bring to the job. However, you could have a potential Me-Me conflict when two driving forces seem to conflict with each other. Use the general characteristics to gain a better understanding of your driving forces.

Bob is driven by public recognition. He looks for opportunities to take control of situations. When Bob feels strongly about a situation, he will apply the "end justifies the means" concept. He will help develop an individual if he sees opportunities for future return. Bob feels things must be earned, not given, because he believes all are capable of hard work and persistence. He views people as a resource to achieve results. He will usually have the information to support his convictions. He could be instrumental in identifying informational resources. Bob will focus on the objective of a situation more than the harmony of a situation. He is able to isolate personal issues and focus on professional productivity. He may not focus on a specific approach and will keep momentum moving forward. He may accomplish tasks for the sake of accomplishment.

Bob is passionate about creating something that leads to an enduring legacy. He will work long and hard to advance his position. He prioritizes his work responsibilities over social causes. He will not normally allow himself to be directed by others unless it will enhance his own self-interest. Bob may spend considerable time researching a topic of interest. He will often gather information before starting a project. He may choose to see the world in pieces, not as a whole. In general, unpleasant surroundings will not impact his productivity. Bob may be able to pick and choose the traditions to which he will adopt. He may seek new ways to accomplish routine tasks. He evaluates situations and may not feel the need for a return on investment. He tends to give freely of time, talent and resources, but may still value a return on his investment.



General Characteristics

Bob tends to be open to increasing productivity and efficiency. At times Bob sees the importance of following a system and how it applies to a specific situation. He tends to have an objective view of the task at hand. He will tend to seek new methods or information rather than relying on past experiences. Bob questions the amount of time individuals spend assisting other people. He sees the world as a toolset to accomplish his goals. He is driven by building a team that is recognized as a winner. He can go to extremes to win or control the situation.





Strengths and Weaknesses

The following section will give you a general understanding of the strengths and weaknesses of Bob's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.

Potential Strengths

- Bob creates winning strategies and outcomes.
- He seeks to control his own destiny.
- He values status and public recognition.
- He will seek to develop or help others when he can see future opportunities.
- Bob will downplay emotions when making decisions concerning people.
- He could research much more thoroughly compared to others.
- He may isolate personal challenges and remain focused on the task.

Potential Weaknesses

- Bob tends to have a “me” versus “we” attitude.
- He may over emphasize the need to control or direct people and projects.
- He may not consider people in seeking personal advancement.
- He may expect something in return each time he helps or serves others.
- Bob tends to value people as an opportunity or resource rather than as an individual.
- He may make decisions without subjective or emotional considerations.
- He can over compartmentalize and miss the issues of the whole picture.



Energizers and Stressors

The following section will give you a general understanding of the energizers and stressors of Bob's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of an energizer can be perceived as a stressor to others.

Potential Energizers

- Bob enjoys leading a group.
- He obtains status symbols.
- He is energized by the pursuit of advancement opportunities.
- He likes to develop internal advocates.
- Bob relies on himself.
- He will devote time to learn.
- He is energized by chaos.

Potential Stressors

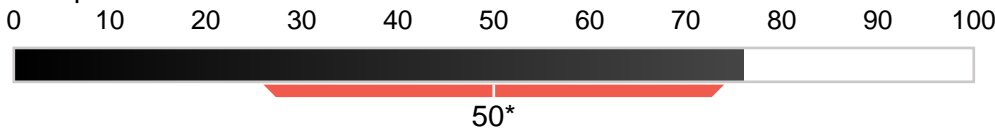
- Bob gets frustrated when working behind the scenes.
- He does not enjoy when personal advancement is delayed.
- He gets stressed when he lacks authority.
- He does not like to make emotion-based decisions.
- Bob gets frustrated when his contribution is disregarded.
- He will not simply make educated guesses.
- He does not like the pursuit of intangible ideas.



Primary Driving Forces Cluster

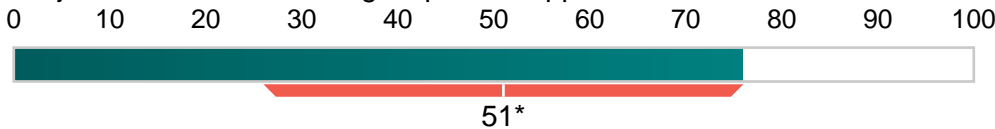
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



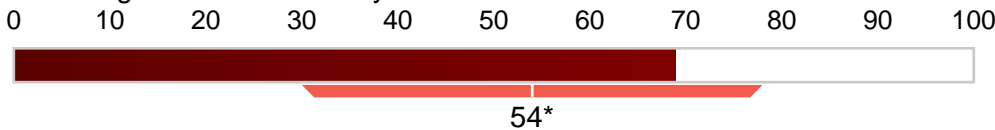
76

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



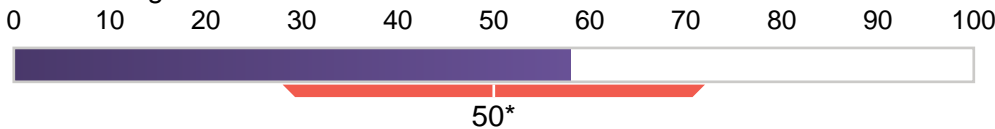
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3. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



69

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



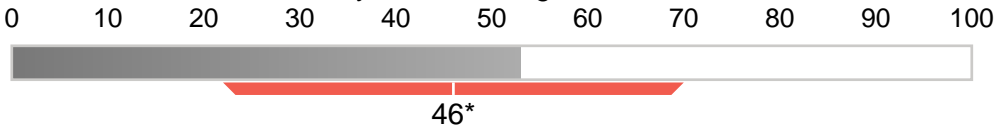
58



Situational Driving Forces Cluster

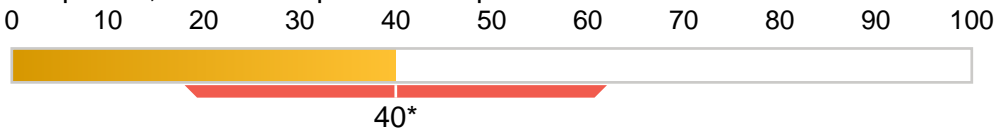
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



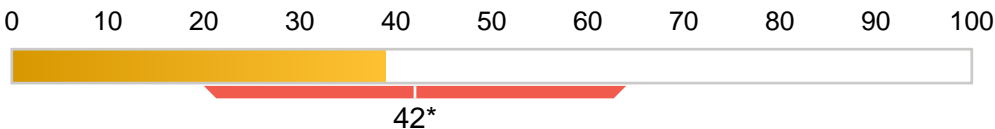
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6. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



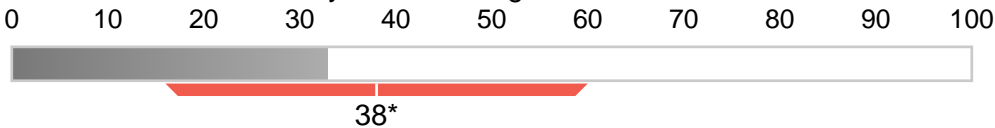
40

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



39

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



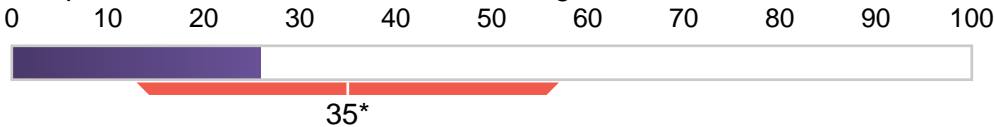
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Indifferent Driving Forces Cluster

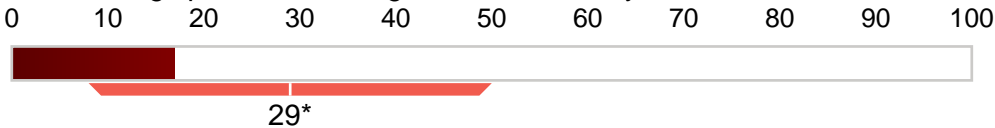
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



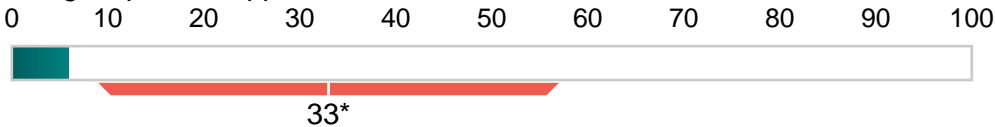
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10. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



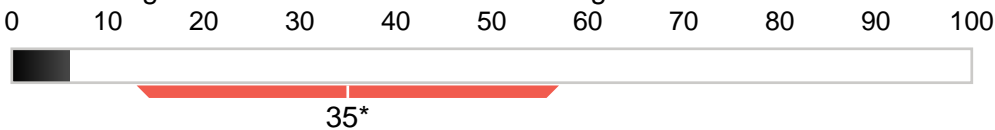
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11. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.



6

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



6

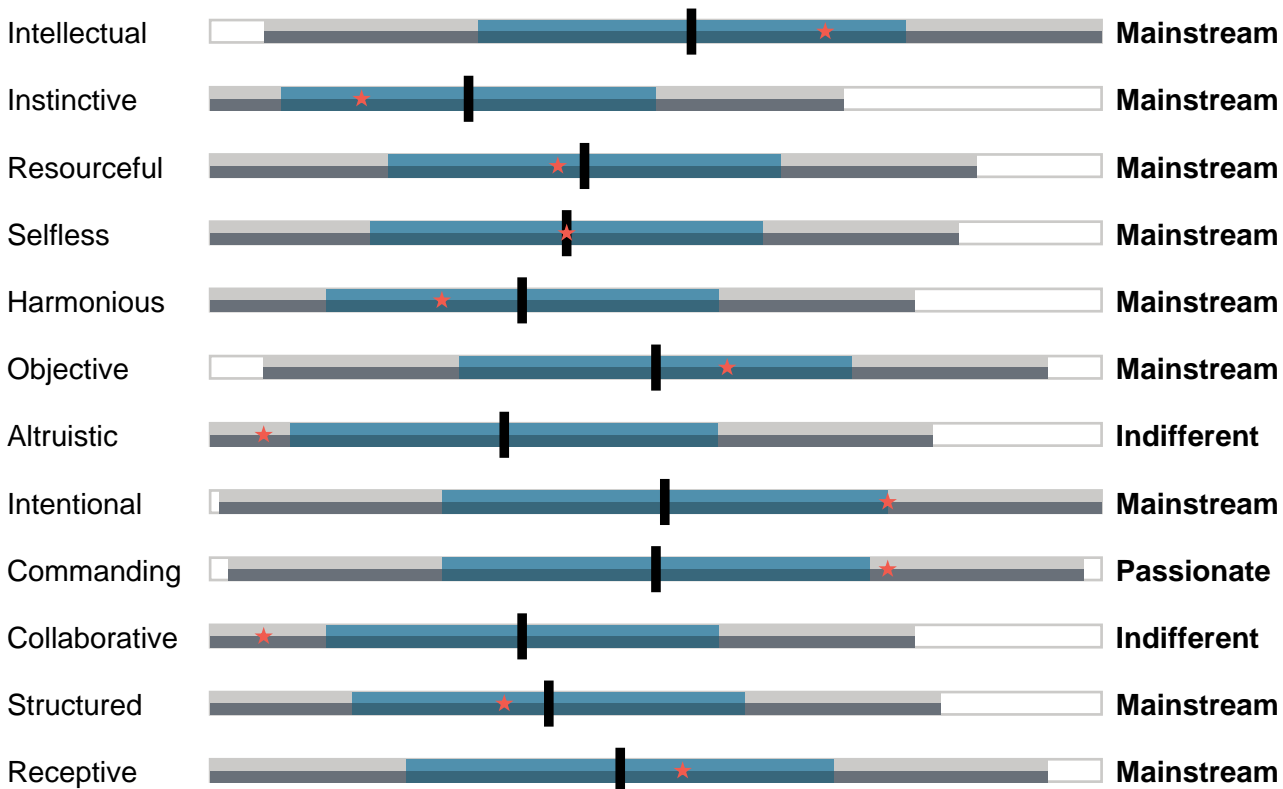


Areas for Awareness

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

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2017

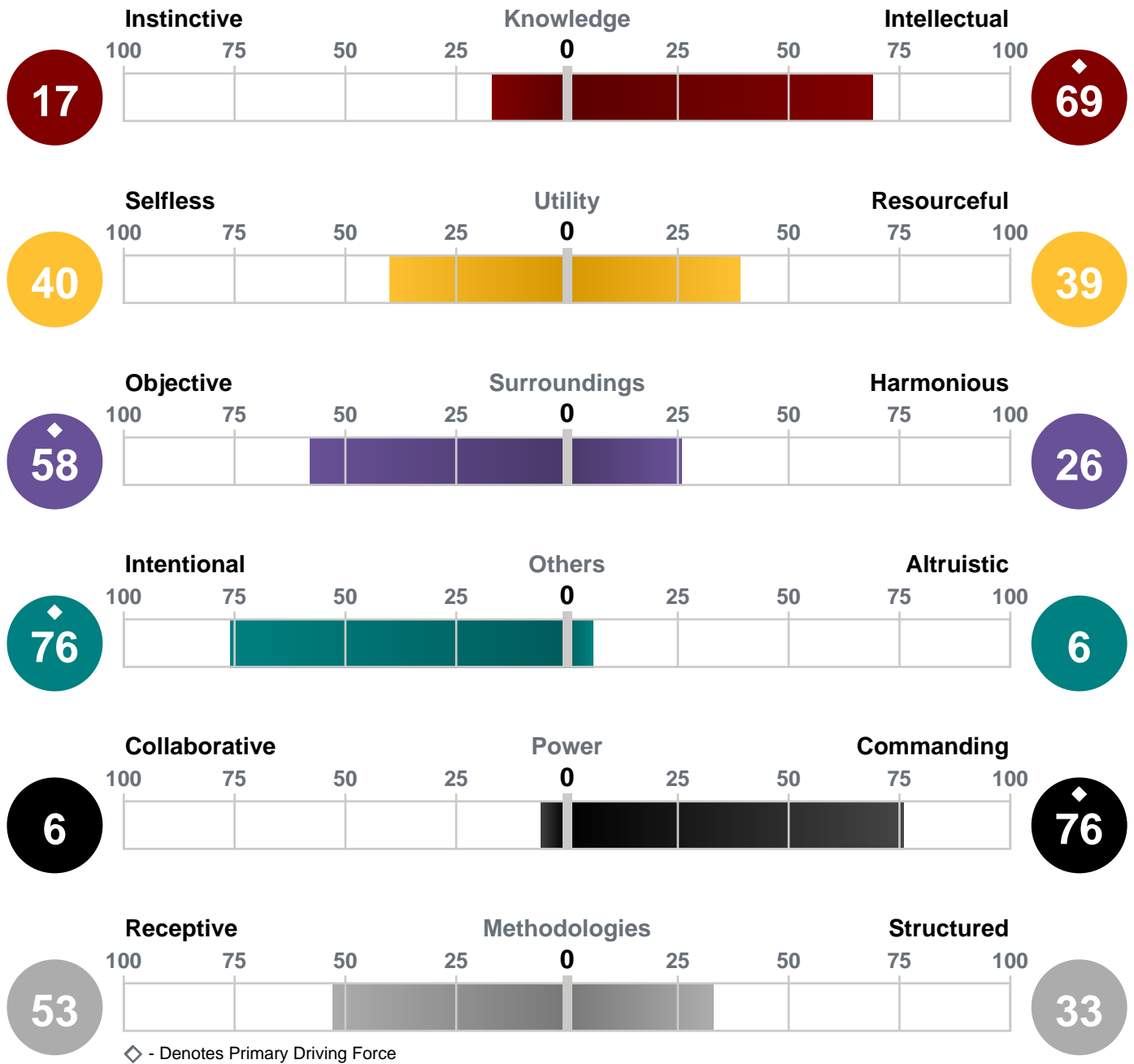


- 1st Standard Deviation - * 68% of the population falls within the shaded area.
 - 2nd Standard Deviation
 - 3rd Standard Deviation
 - national mean
 - your score

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

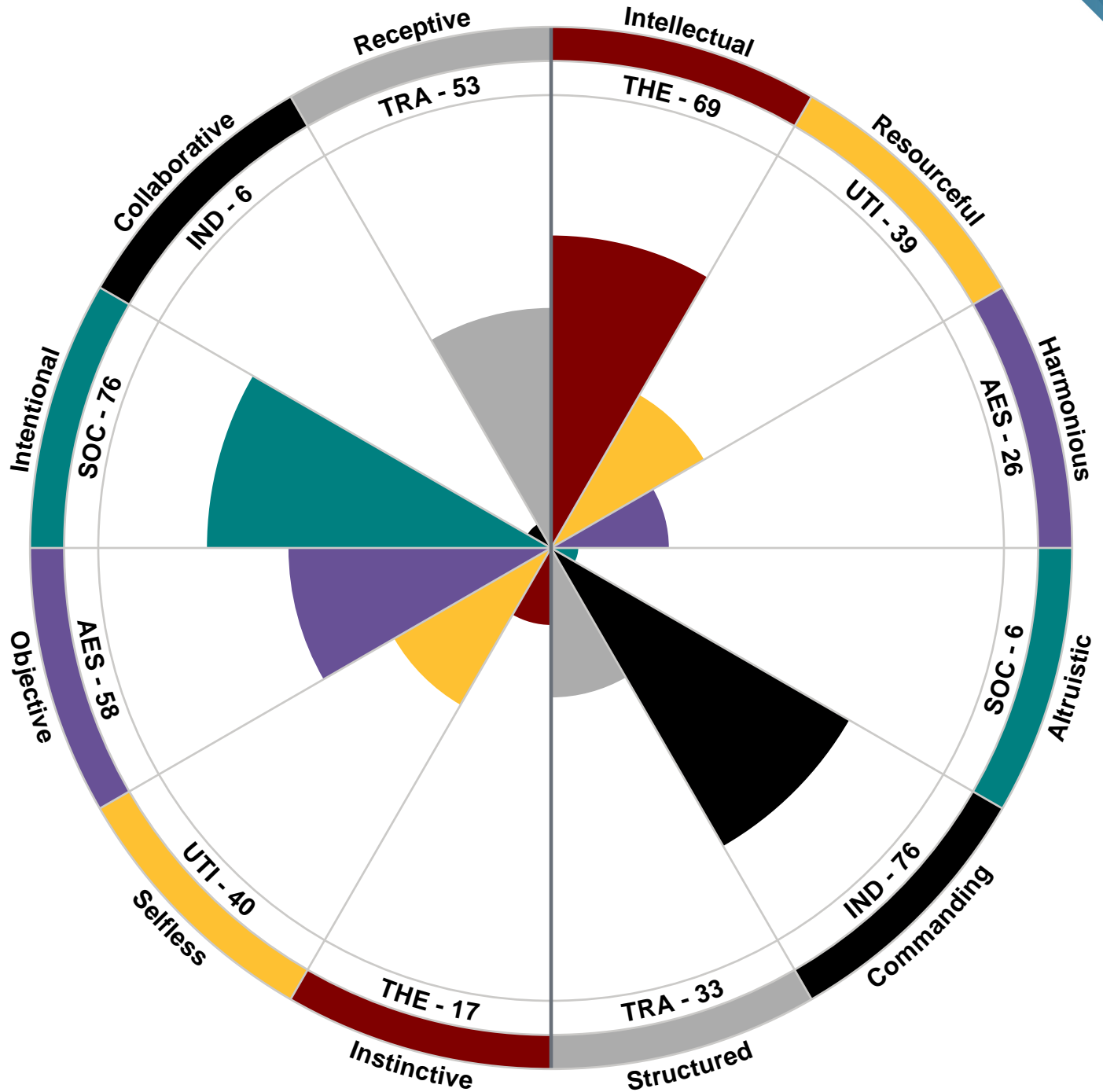


Driving Forces Graph



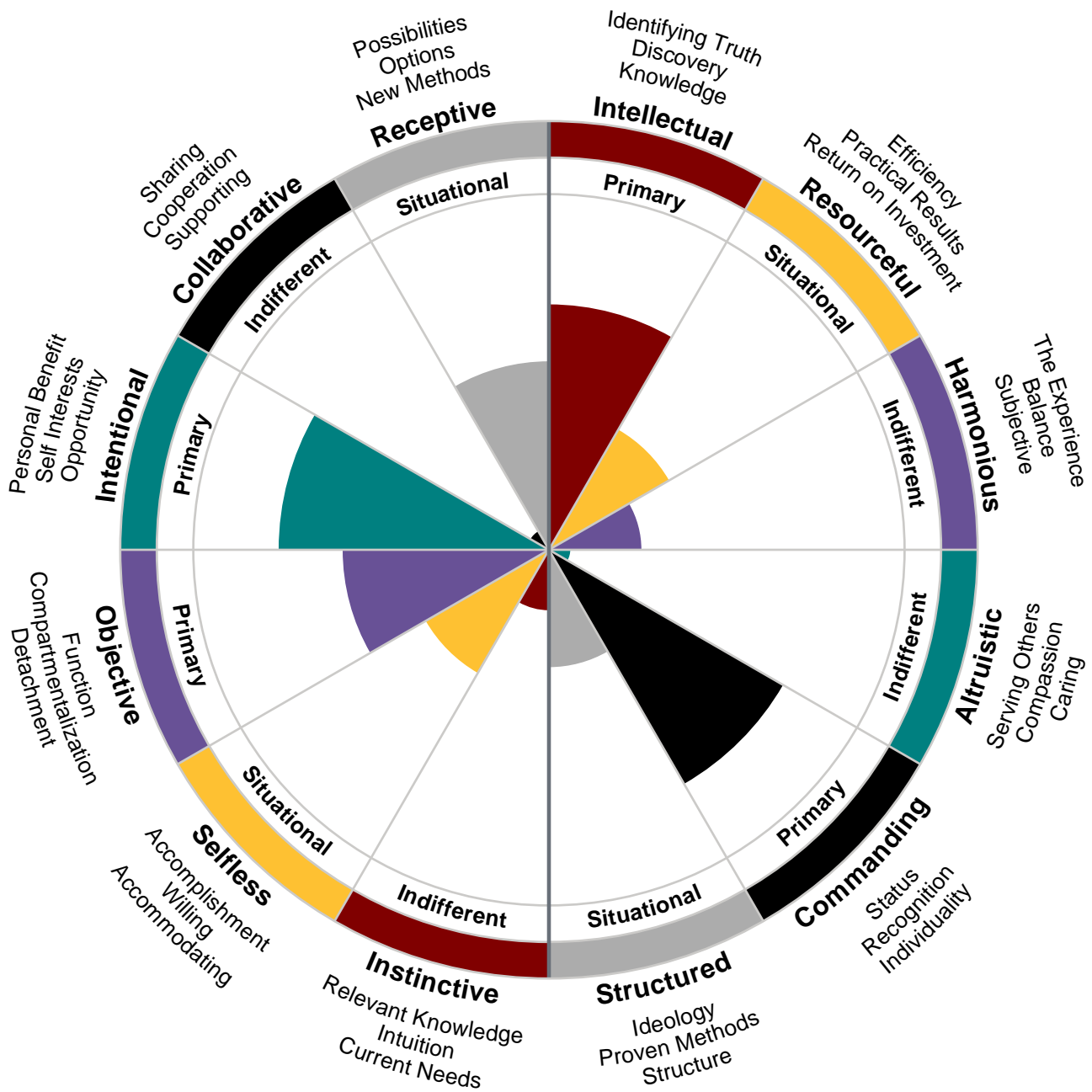


Driving Forces Wheel





Descriptors Wheel





Introduction Integrating Behaviors and Driving Forces Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

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

- Positively promotes the image of the organization.
- Motivates others to be the best they can be.
- Utilizes people to win and accomplish goals.
- Wants to be seen as a leader in maximizing the production of people.
- Demonstrates optimism when helping others if they are contributing to the organization.
- Great at generating excitement in others when viewed as a future resource.
- Will bring high energy and enthusiasm to the researching process.
- Volunteers his knowledge on many subjects.
- Willing to share knowledge to benefit the team or organization.
- Encourages others to separate personal issues and focus on productivity.
- Will convey optimism for practical new ideas.
- Brings enthusiasm to all aspects of the process.





Potential Behavioral and Motivational Conflict

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

- May only interact with those he feels complement his goals.
- He may overestimate his authority.
- As a leader may over focus on self and his own needs.
- When utilizing skills of others, he may slow the progress by talking too much.
- Does not always listen to those he is working with.
- May have trouble making difficult people decisions that don't directly drive business.
- Ability to learn is diminished due to his lack of focus on one thing.
- May present facts and figures with too much emotion.
- May be too trusting of people as resources.
- Overly optimistic in his ability to compartmentalize any situation.
- Situational listener to other's perspective of the pieces of a process.
- Can over share personal feelings which could hinder objectivity.



Ideal Environment

People are more engaged and productive when their work environment matches the statements described in this section. This section identifies the ideal work environment based on Bob's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Bob enjoys.

- An environment where he can "lead the parade".
- A "can-do" environment filled with optimistic people.
- An environment to express ideas to influence people.
- A forum to work with people as it relates to moving the organization forward.
- Groups and committees are available to assist and drive desired outcomes.
- An environment where interacting with others in an effort to achieve results.
- Flexibility to attend tradeshow and seminars in order to gain information and share with others.
- Continuous learning in a team atmosphere where people share openly.
- Flexibility to explore a variety of outlets for learning in a people-rich environment.
- Working conditions that focus on the functionality as well as people-interactions.
- Ability to compartmentalize new ideas with a group of people.
- A forum to participate in meetings with others regardless of surroundings.



Keys to Motivating

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

Bob wants:

- Opportunities for advancement and new experiences.
- A podium to express ideas, vision and experiences.
- Recognition for leadership accomplishments and the results he receives.
- To be seen as a resource for those who are willing to work towards a common vision.
- To promote programs that produce results by utilizing the skills of others.
- To be a part of a high performing team that contributes to corporate objectives.
- The opportunity to share knowledge with others.
- To research new information in a team environment requiring people interaction.
- Praise for his knowledge base and research capabilities.
- The ability to express enthusiasm while still focusing on the tangible outcomes.
- Optimistic and focused interactions between co-workers and management.
- To be involved in many people-oriented projects with functional results.





Keys to Managing

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

Bob needs:

- To set realistic goals that can be accomplished while improving the organizational recognition.
- A manager that recognizes his need for public recognition of accomplishments.
- To listen to others and understand different perspectives in order to meet objectives.
- A manager that promotes his ability to positively influence others to work hard toward a common goal.
- To be realistic about how hard others are working before giving assistance.
- Balance between socializing and obtaining tangible assistance from others.
- To understand that others do not share the same excitement for new information.
- To establish a method for bringing knowledge to the process.
- Learn to prioritize ideas and thoughts according to organizational objectives.
- To find opportunities to separate personal and professional relationships.
- A manager with an open door policy who focuses on professional productivity.
- To balance socializing and work load to minimize time management issues.





Introduction Competencies

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

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

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

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

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

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



Development Indicator

Based on Scores

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

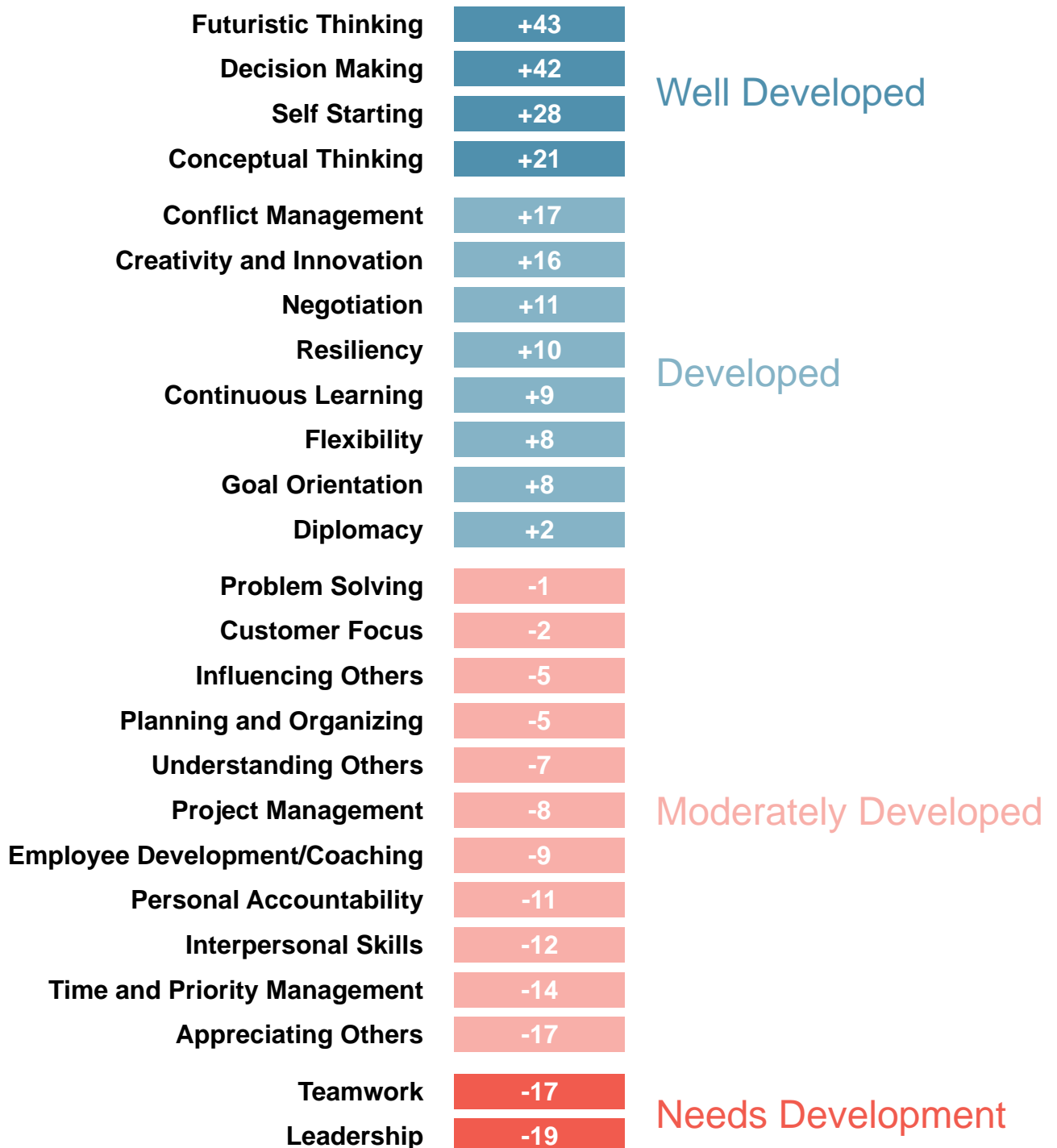




Development Indicator

Based on Means

This section of your report shows your development level of 25 personal skills based on your responses to the questionnaire. The 25 personal skills have been categorized into four levels; based on means and standard deviations.

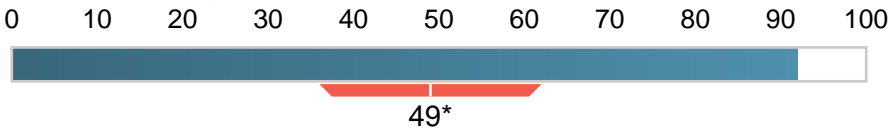




Competencies Hierarchy

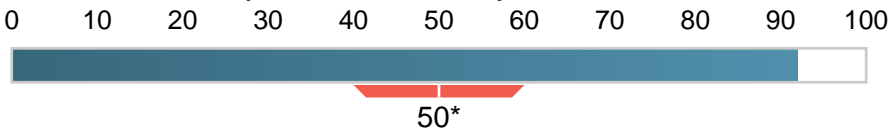
Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

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



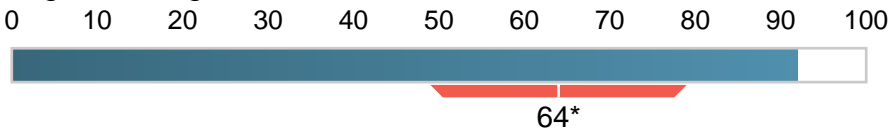
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2. Decision Making - Analyzing all aspects of a situation to make consistently sound and timely decisions.



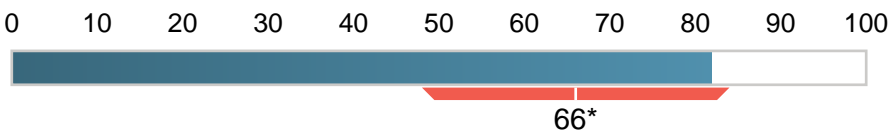
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3. Self Starting - Demonstrating initiative and willingness to begin working.



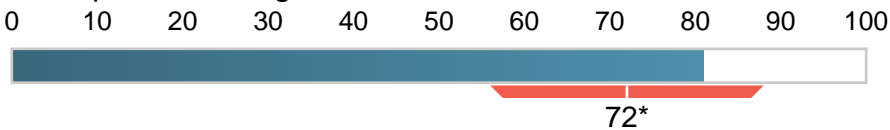
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4. Creativity and Innovation - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



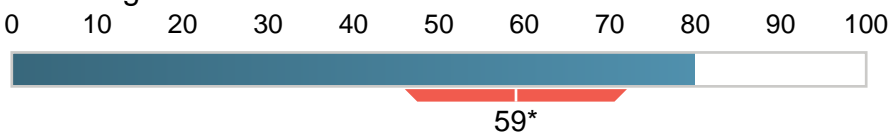
82

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



81

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



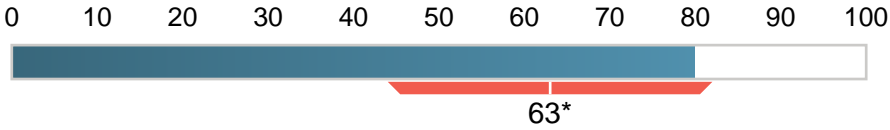
80

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

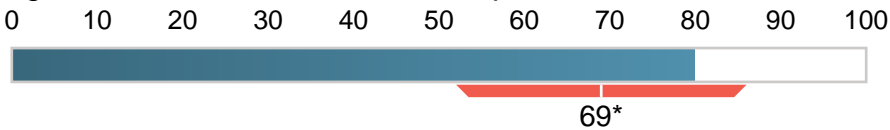


Competencies Hierarchy

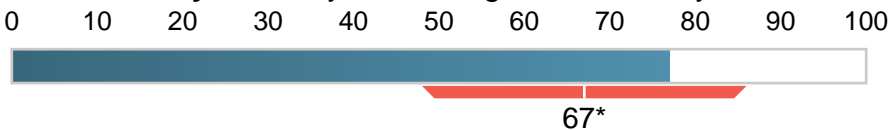
7. Conflict Management - Understanding, addressing and resolving conflict constructively.



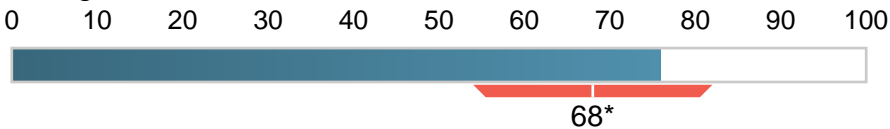
8. Negotiation - Listening to many points of view and facilitating agreements between two or more parties.



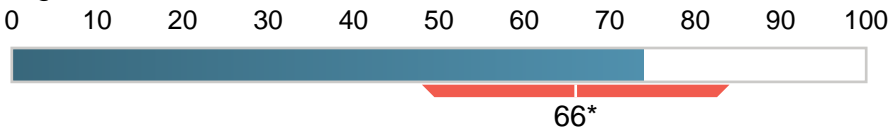
9. Resiliency - Quickly recovering from adversity.



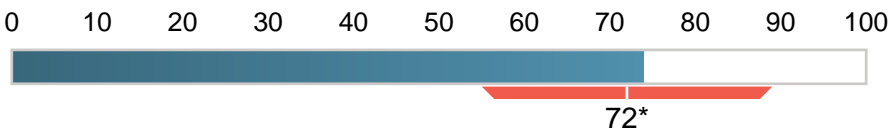
10. Flexibility - Readily modifying, responding and adapting to change with minimal resistance.



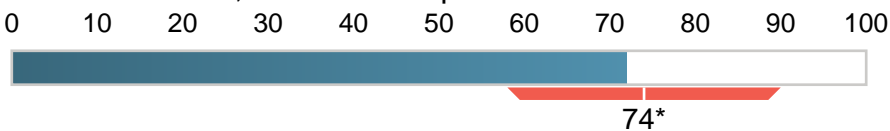
11. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



12. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.



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

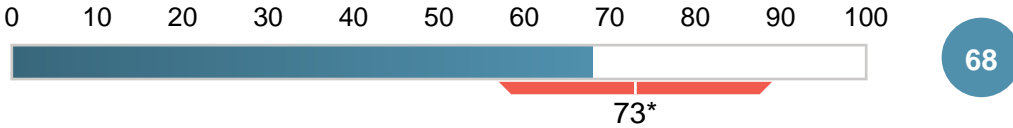


* 68% of the population falls within the shaded area.

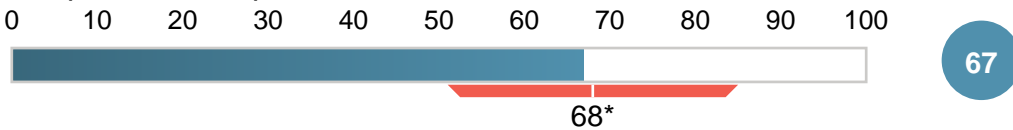


Competencies Hierarchy

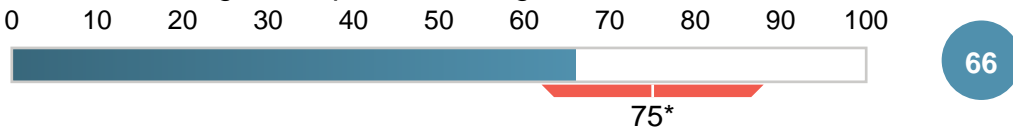
14. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.



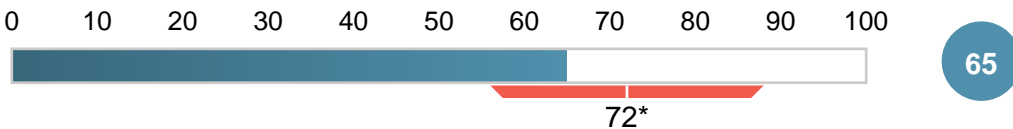
15. Problem Solving - Defining, analyzing and diagnosing key components of a problem to formulate a solution.



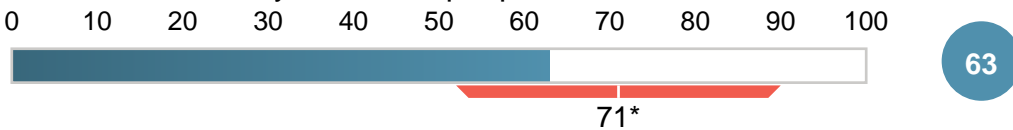
16. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.



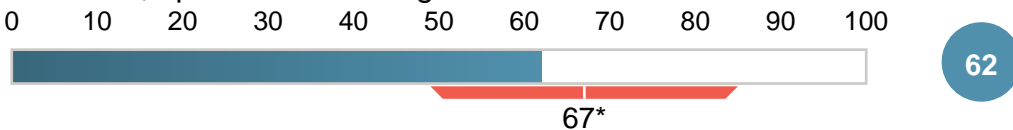
17. Understanding Others - Understanding the uniqueness and contributions of others.



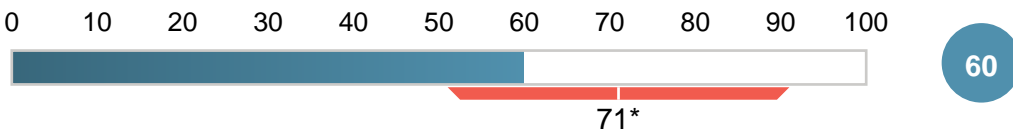
18. Project Management - Identifying and overseeing all resources, tasks, systems and people to obtain results.



19. Influencing Others - Personally affecting others actions, decisions, opinions or thinking.



20. Personal Accountability - Being answerable for personal actions.



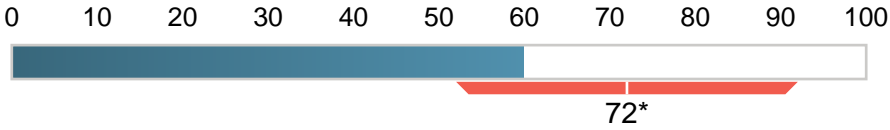
* 68% of the population falls within the shaded area.





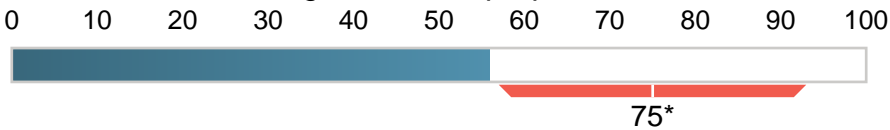
Competencies Hierarchy

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



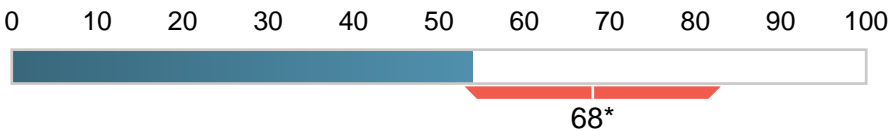
60

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



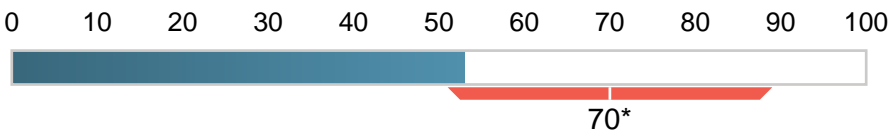
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23. Time and Priority Management - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



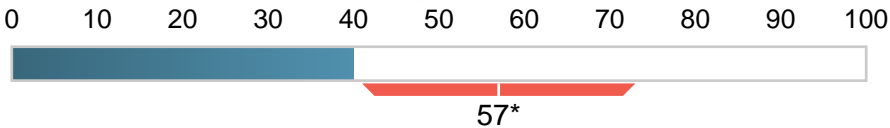
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24. Appreciating Others - Identifying with and caring about others.



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25. Teamwork - Cooperating with others to meet objectives.



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



Summary of Competencies

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

1. Futuristic Thinking: Imagining, envisioning, projecting and/or creating what has not yet been actualized.
 - Demonstrates an ability to connect the dots and see the big picture.
 - Looks beyond the forces driving the current reality that may have long-term effects.
 - Utilizes foresight and intuitive perception as well as factual events to draw inferences.
 - Recognizes, supports and/or champions cutting-edge ideas.
 - Anticipates future trends or events.
 - Envisions possibilities others may not.
 - Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
 - Creates an environment where forward thinking is the norm not the exception.
 - Envisions ideas that may be seen as unobtainable by others.
 - Mentally lives in the future and does not allow current technology to cloud their vision.

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





Summary of Competencies

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

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

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

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





Summary of Competencies



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

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



Summary of Competencies



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

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

11. Goal Orientation: Setting, pursuing and attaining goals, regardless of obstacles or circumstances.

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



Summary of Competencies



12. Diplomacy: Effectively and tactfully handling difficult or sensitive issues.
 - Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
 - Understands cultural, climate and organizational issues.
 - Adapts conduct and communications to "politically correct" standards.
 - Effectively leverages networks of influence to enable progress.
 - Is sensitive to the needs of special interest groups within organizations.
 - Builds relationships and networks with key people of influence.
 - Provides advice, counsel and mentoring on organizational issues.
 - Utilizes both formal and informal networks internally to obtain support and achieve results.
 - Expresses the context of a situation in a non-confrontational or positive manner.

13. Customer Focus: Anticipating, meeting and/or exceeding customer needs, wants and expectations.
 - Strives to anticipate, identify and understand customers' wants, needs and concerns.
 - Responds to customers with a sense of urgency.
 - Follows through on customer requests.
 - Is patient and courteous with customers.
 - Resolves issues and complaints to the satisfaction of customers.
 - 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.

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



Summary of Competencies

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

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

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



Summary of Competencies

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

- 19. Influencing Others: Personally affecting others' actions, decisions, opinions or thinking.
 - Utilizes the knowledge of others' needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
 - Builds trust and credibility before attempting to promote concepts, products or services.
 - Understands and utilizes the behaviors of others to personally affect an outcome.
 - Uses logic and reason to develop rational arguments that challenge current assumptions.
 - Identifies and addresses the barriers that prevent people from seeing the benefits.
 - Adapts techniques to understand and meet the needs and wants of those being influenced.
 - Understands the role self-awareness plays in influencing others.
 - Leverages a person in an indirect but important way.
 - Produces effects on the actions, behavior and opinions of others.
 - Brings others to their way of thinking without force or coercion.





Summary of Competencies

20. Personal Accountability: Being answerable for personal actions.

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

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

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

22. Leadership: Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.

- Inspires others with compelling visions.
- Takes risks for the sake of purpose, vision or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate levels of responsibility and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to create an environment to allow others to be successful.
- Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.



Summary of Competencies

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

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

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

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

25. Teamwork: Cooperating with others to meet objectives.

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



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?