



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD
Management-Staff Coaching

Mandy Sample
6-9-2015



Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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



Introduction Behaviors Section

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

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

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

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

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



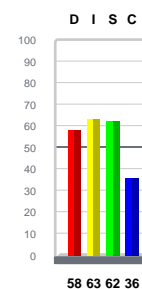
General Characteristics

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

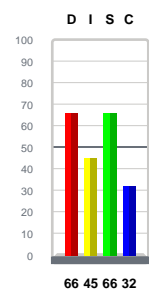
Mandy likes to be forceful and direct when dealing with others. Her desire for results is readily apparent to the people with whom she works. She seeks her own solutions to problems. In this way, her independent nature comes into play. She likes people, but can be seen occasionally as cold and blunt. She may have her mind on project results, and sometimes may not take the time to be empathetic toward others. She establishes many standards for herself and others. Her high ego strength demands that her standards will be met. Mandy is forward-looking, aggressive and competitive. Her vision for results is one of her positive strengths. She can be successful at many things, not because of versatility but rather because of her determination to win. She is an aggressive individual who wins through hard work and persistence; that is, she will come up with a good idea and follow through. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." Mandy will work hard at achieving her goals. She loves to win and hates to lose. She wants to be seen as a winner and has an inherent dislike for losing or failing. She tends to work hard and long to be successful.

Mandy prefers authority equal to her responsibility. Logic and people who have the facts and data to support this logic influence her. She admires the patience required to gather facts and data. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. Mandy is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. She should realize that at times she needs to think a project through, beginning to end, before starting the project. She has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. She finds it easy to share her opinions on solving work-related problems.

Adapted Style



Natural Style

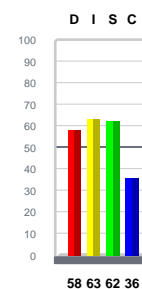




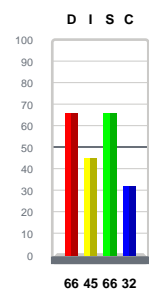
General Characteristics Continued

Mandy could improve her communication skills by being patient, listening and displaying genuine care for the people with whom she comes in contact. She is not influenced by people who are overly enthusiastic. They rarely get her attention. She is influenced by people who communicate with a logical presentation of the facts, impressed by the apparent efficiency involved. She likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! Mandy could improve her communication with others by being more flexible and showing a sincere interest in what they are saying. She has the ability to ask the right questions and destroy a shallow idea. Some people may feel these questions are a personal attack upon their integrity; however, this is just her way of getting the appropriate facts. When communicating with others, Mandy must carefully avoid being excessively critical or pushy. She tries to get on with the subject, while others may be trying to work through the details. She likes people who present their case effectively. When they do, she can then make a quicker assessment or decision.

Adapted Style



Natural Style



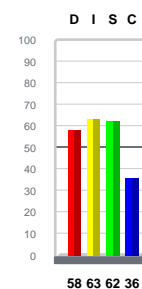


Value to the Organization

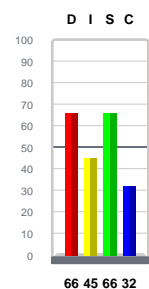
This section of the report identifies the specific talents and behavior Mandy brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.

- Dedicated to her own ideas.
- Self-reliant.
- Can support or oppose strongly.
- Competitive.
- Pioneering.
- Innovative.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Forward-looking and future-oriented.
- Thinks big.

Adapted Style



Natural Style





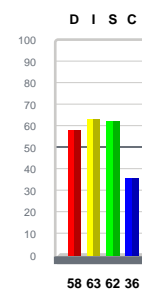
Checklist for Communicating

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

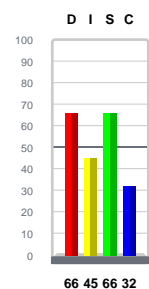
Ways to Communicate

- Read the body language--look for impatience or disapproval.
- Provide solutions--not opinions.
- Be precise about the use of her time.
- Ask specific (preferably "what?") questions.
- Stress logic.
- Take issue with facts, not the person, if you disagree.
- Expect her to return to fight another day when she has received a "no" answer.
- Be clear, specific, brief and to the point.
- Define the problem in writing.
- Provide facts and figures about probability of success, or effectiveness of options.
- Present the facts logically; plan your presentation efficiently.
- Motivate and persuade by referring to objectives and results.
- Provide "yes" or "no" answers--not maybe.

Adapted Style



Natural Style





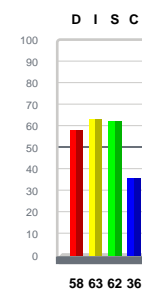
Ineffective Communication

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

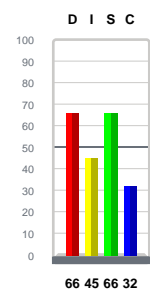
Ways NOT to Communicate

- Feel you have changed her opinion without supporting facts.
- Direct or order.
- Be redundant.
- Come with a ready-made decision, or make it for her.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Muffle or overcontrol.
- Let disagreement reflect on her personally.
- Ask rhetorical questions, or useless ones.
- Be paternalistic.
- Ramble on, or waste her time.

Adapted Style



Natural Style





Communication Tips

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



Natural and Adapted Style

Mandy'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.

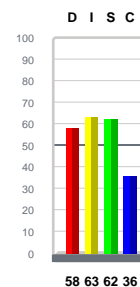
Problems - Challenges

Natural	Adapted
Mandy is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. She is results-oriented and likes to be innovative in her approach to problem solving. Mandy is not necessarily confrontational by nature, but if a problem does exist she will not turn down the opportunity for confrontation.	Mandy sees no need to change her approach to solving problems or dealing with challenges in her present environment.

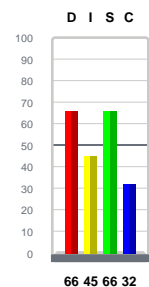
People - Contacts

Natural	Adapted
Mandy is factual and logical in her attempt to persuade others. She looks at things in a rather direct and straightforward manner. Her approach can be analytical and objective when attempting to influence others.	Mandy feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate.

Adapted Style



Natural Style





Natural and Adapted Style Continued



Pace - Consistency

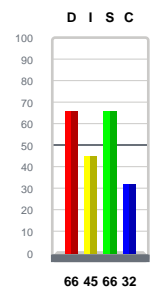
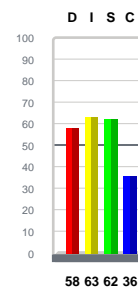
Natural	Adapted
<p>Mandy is deliberate and steady. She is willing to change, if the new direction is meaningful and consistent with the past. She will resist change for change's sake.</p>	<p>Mandy sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.</p>

Procedures - Constraints

Natural	Adapted
<p>Mandy is independent by nature and feels comfortable in situations where the constraints are few and far between. She will follow rules as long as she feels that the rules are hers. She has a tendency to rebel from rules set by others and wants input into any constraints.</p>	<p>Mandy shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Mandy sees little or no need to change her response to the environment.</p>

Adapted Style

Natural Style

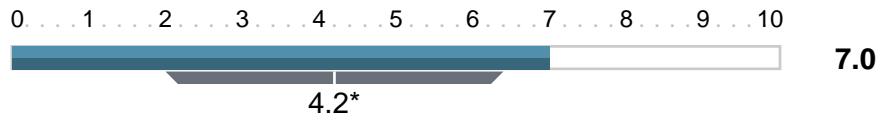




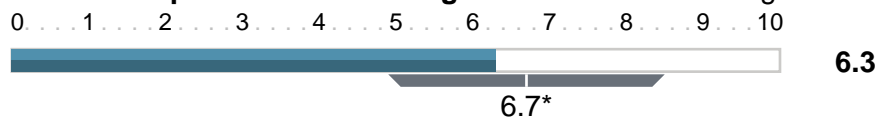
Behavioral Hierarchy

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.

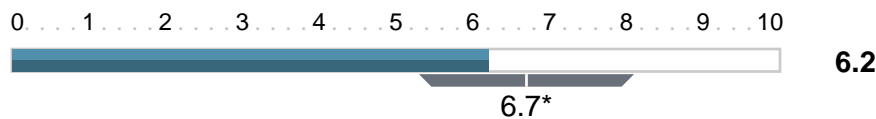
1. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.



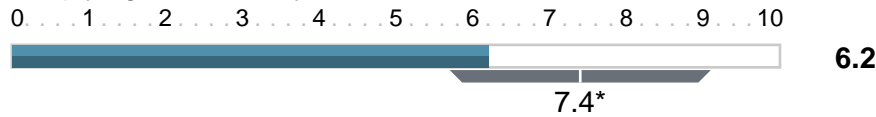
2. Follow Up and Follow Through - A need to be thorough.



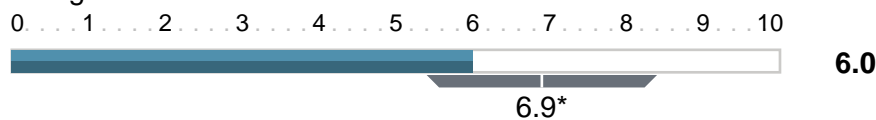
3. Customer Relations - A desire to convey your sincere interest in them.



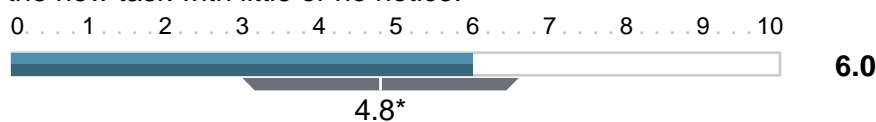
4. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



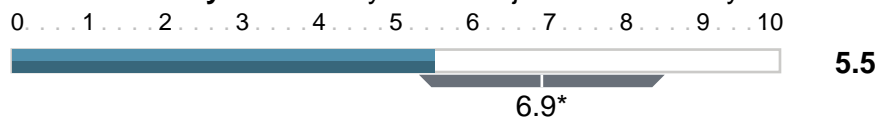
5. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



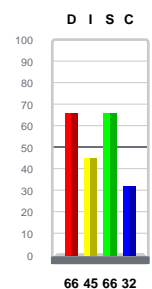
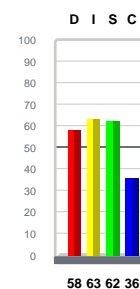
6. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



7. Consistency - The ability to do the job the same way.



Adapted Style Natural Style



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



Behavioral Hierarchy

8. Urgency - Decisiveness, quick response and fast action.

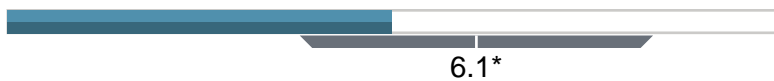
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5.0

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

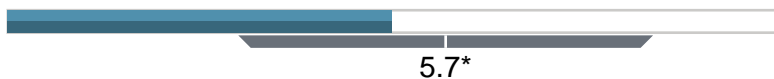
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5.0

10. Organized Workplace - Systems and procedures followed for success.

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5.0

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

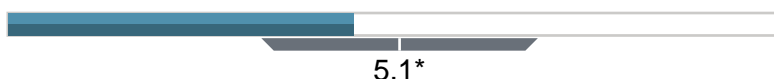
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4.5

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

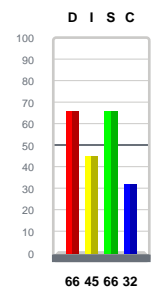
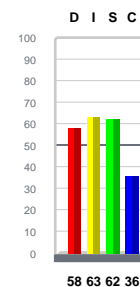
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4.5

Adapted Style

Natural Style



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

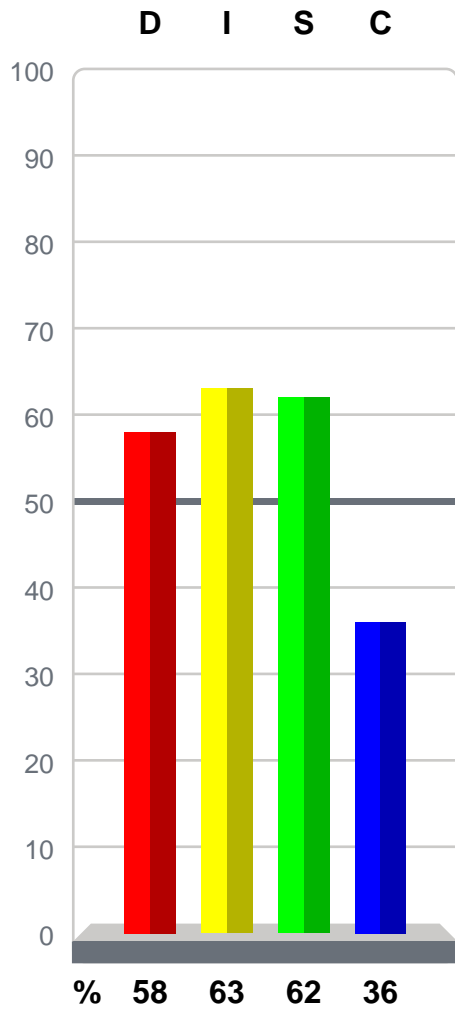


Style Insights® Graphs

6-9-2015

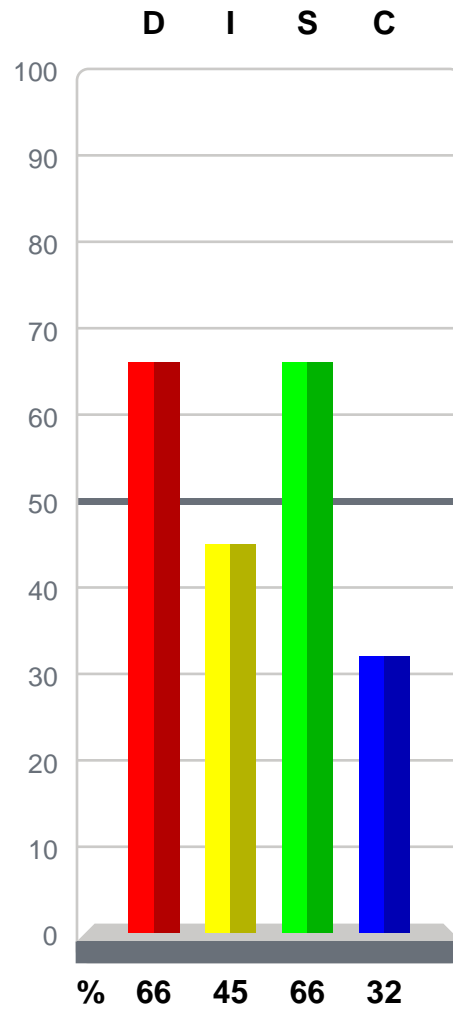
Adapted Style

Graph I



Natural Style

Graph II



Chinese Norm 2014 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.

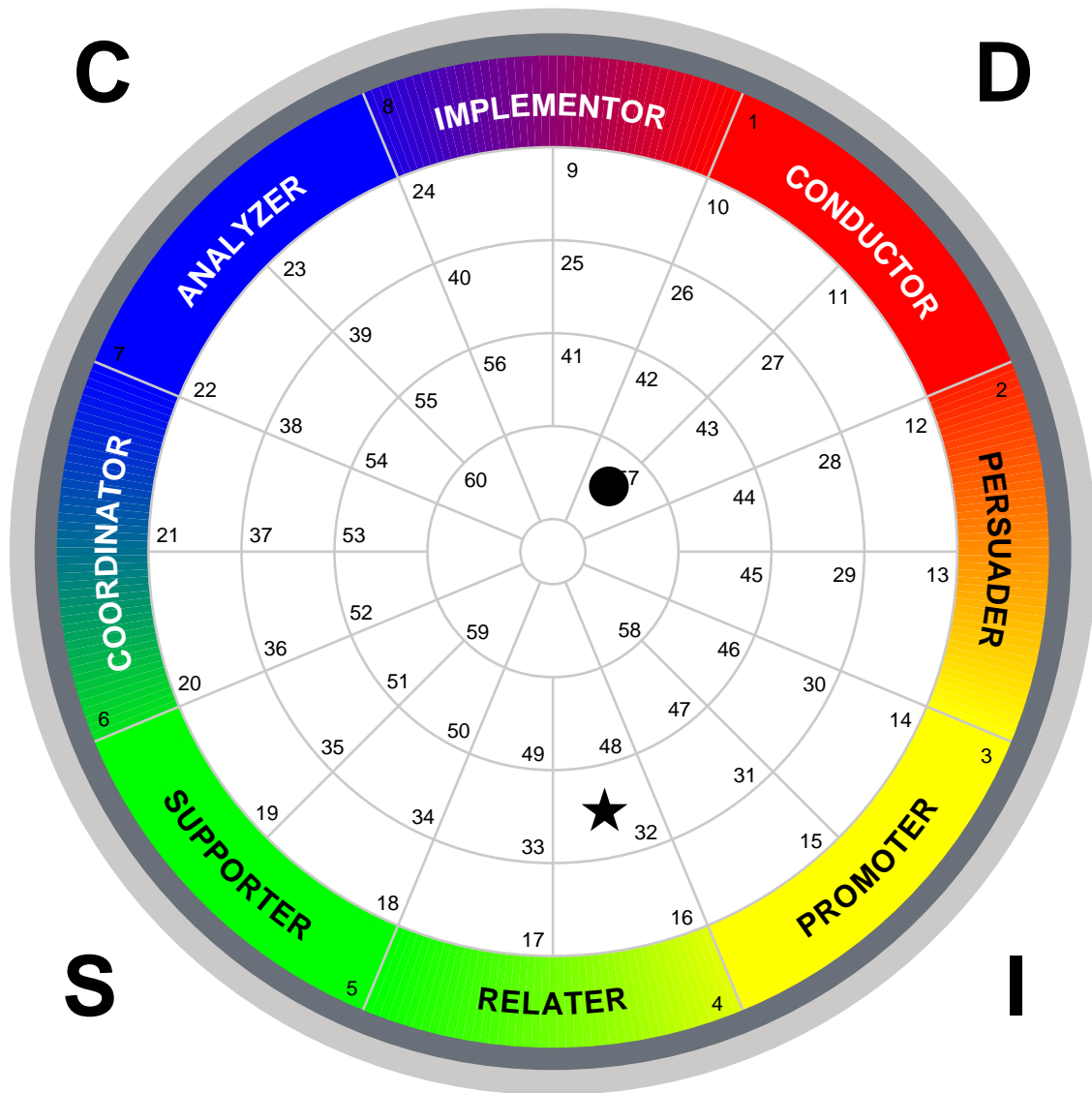
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

6-9-2015



Adapted: ★ (32) PROMOTING RELATER (FLEXIBLE)
Natural: ● (57) SUPPORTING CONDUCTOR (ACROSS)

Chinese Norm 2014 R4

T: N/A

Mandy Sample



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

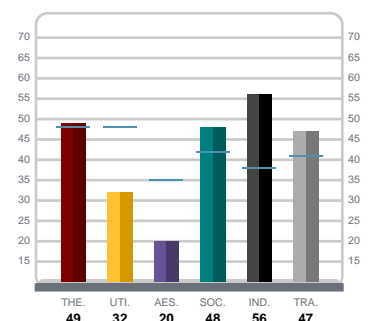
1st	Individualistic	Strong
2nd	Theoretical	Strong
3rd	Social	Situational
4th	Traditional	Situational
5th	Utilitarian	Indifferent
6th	Aesthetic	Indifferent



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.

- Mandy takes responsibility for her actions.
- Mandy likes to be in situations that allow her the freedom to control her destiny and the destiny of others. Her team's strategy is to attempt to dilute outsiders' influence on the results of their goals.
- She wants to control her own destiny and display her independence.
- She believes "if at first you don't succeed try, try again."
- People who are determined and competitive are liked by Mandy.
- If necessary, Mandy will be assertive in meeting her own needs.
- Maintaining individuality is strived for in relationships.
- Mandy has the desire to assert herself and to be recognized for her accomplishments.
- Mandy believes "when the going gets tough, the tough get going."

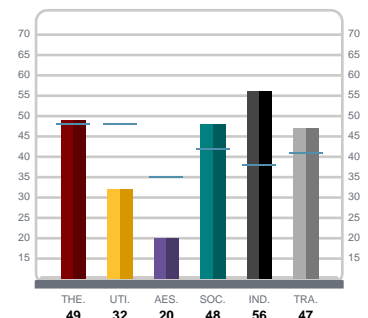




Theoretical

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.

- Mandy is very good at integrating past knowledge to solve present problems.
- A comfortable job for Mandy is one that challenges her knowledge.
- She may have difficulty putting down a good book.
- Mandy is comfortable around people who share her interest for knowledge and especially those people with similar convictions.
- Mandy has the potential to become an expert in her chosen field.
- She will usually have the data to support her convictions.

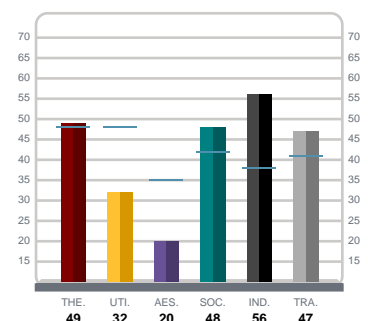




Social

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.

- Mandy will definitely attempt to help an individual or group overcome a predicament, but only if they have "touched the right chords" within her.
- Mandy's desire to help others (even to her own detriment) or decision not to help others, is reviewed on an individual basis.

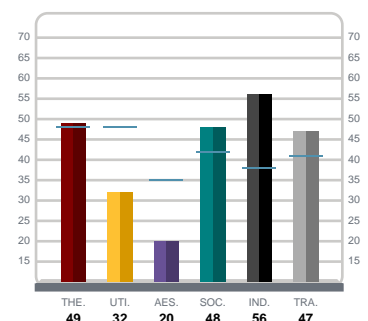




Traditional

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.

- Mandy lets her conscience be her guide.
- Mandy at times will evaluate others based on her rules for living.
- She will have strong beliefs within a system that she feels most comfortable with, and she will not be as strong in her beliefs or approach if she lacks that interest level.
- Mandy needs to be able to pick and choose the traditions and set of beliefs to which she will adhere.

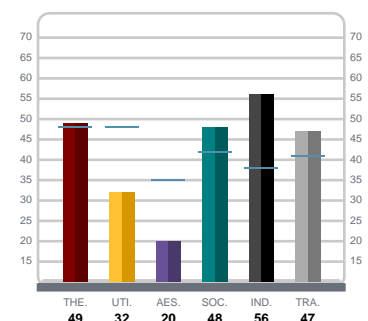




Utilitarian

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.

- Financial security is not a necessity, but a long-term goal.
- Overemphasizing the value of money will bore Mandy and turn her off.
- Mandy will accept her financial situation and not strive to change it.
- Mandy will not use money as a scorecard to impress others.
- There is not a tremendous need for Mandy to have great sums of money.
- Mandy will not be swayed or motivated by what she feels are excessive material goals.
- Money and material possessions are not a high priority for Mandy.
- She is motivated by internal beliefs and does not feel compelled to impress others with material things.
- Mandy will seek a comfort level in her standard of living and try to maintain that level.
- Mandy will use her money to satisfy her true motivation.

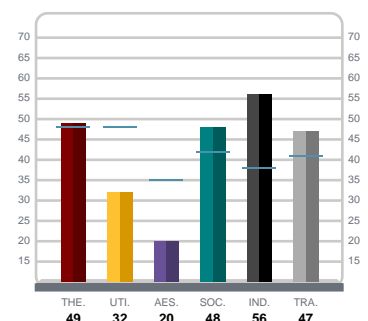




Aesthetic

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.

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

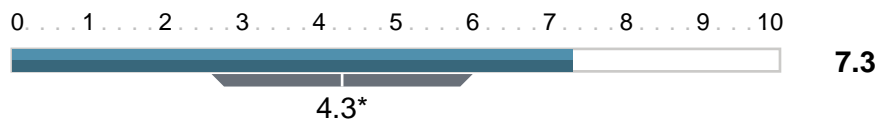




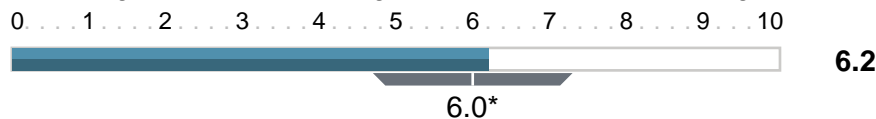
Motivators Hierarchy

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.

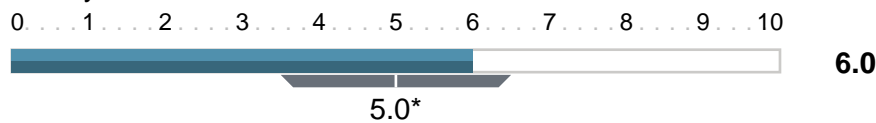
1. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



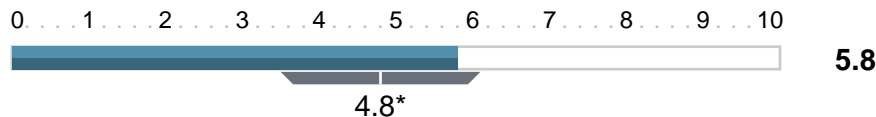
2. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



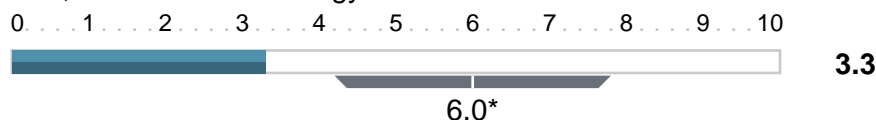
3. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



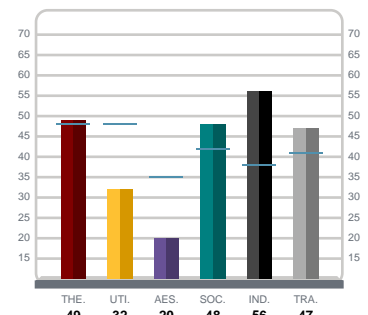
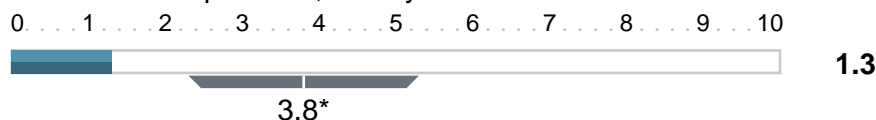
4. Traditional/Regulatory - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



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



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

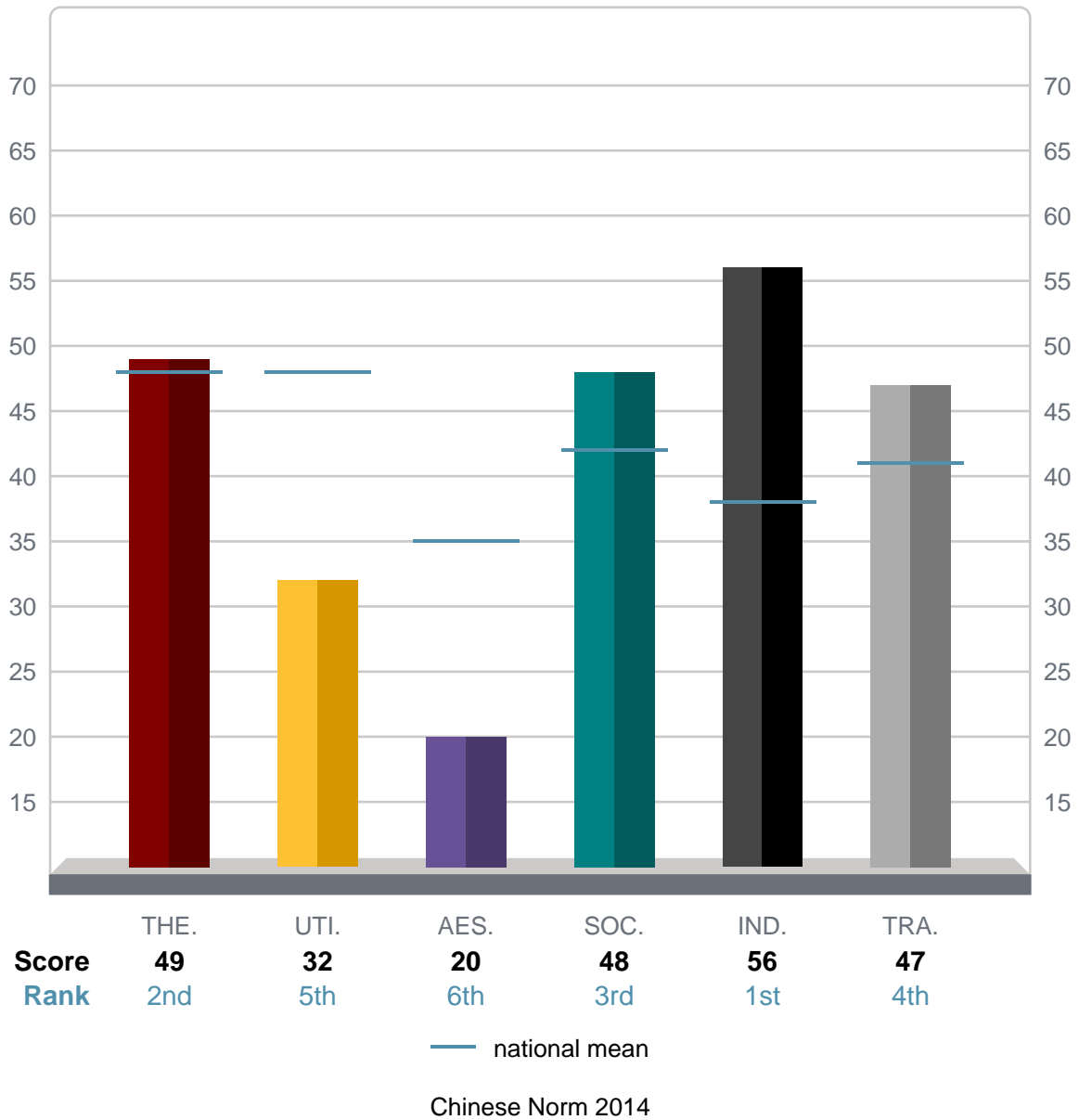


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* 68% of the population falls within the shaded area.



Motivation Insights® Graph

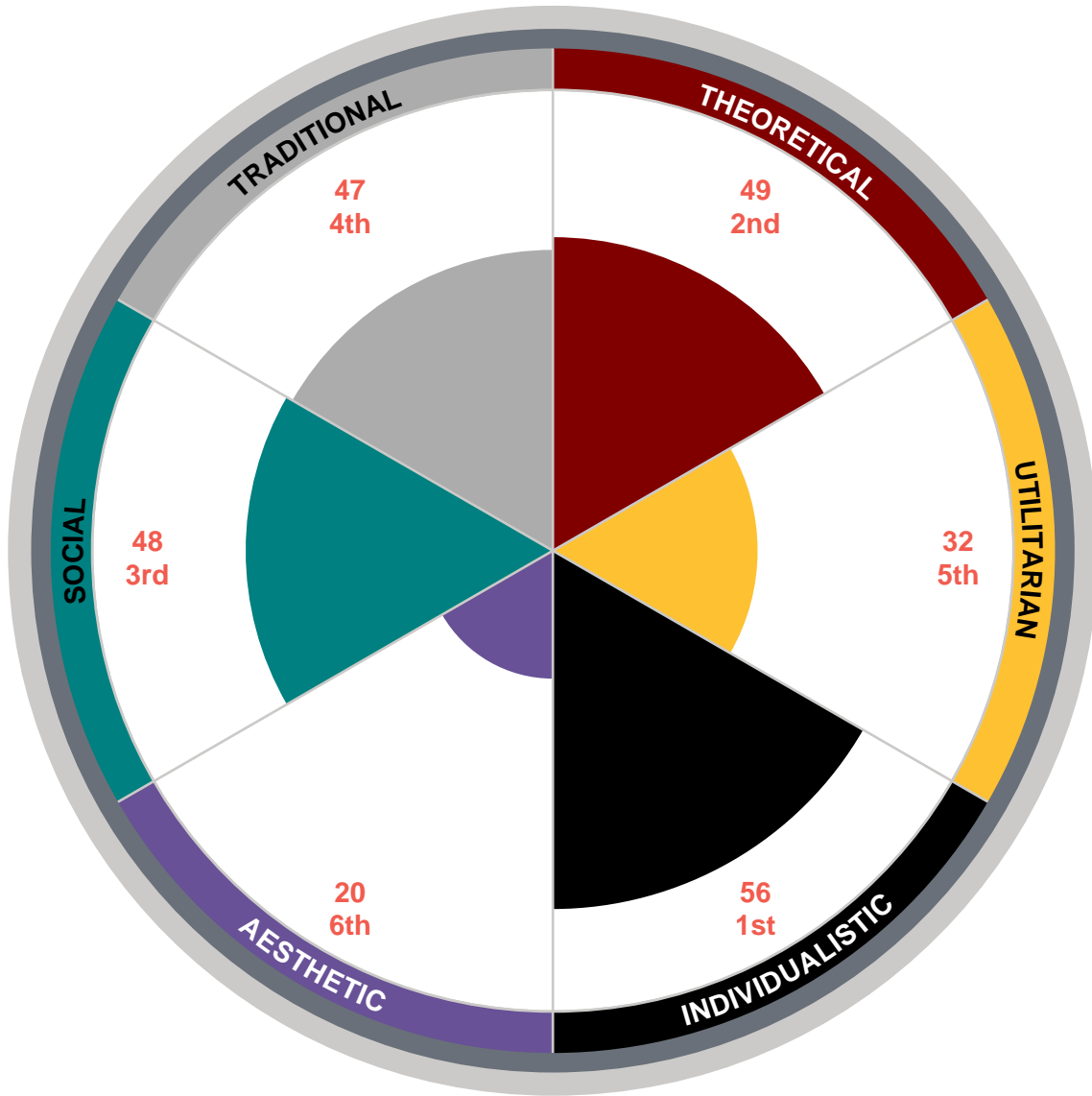
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Motivators Wheel™

6-9-2015



T: N/A



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 Mandy'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.

- Not easily deterred by setbacks.
- Seeks the challenge and opportunity to win.
- Initiates action to get questions answered.
- Will be decisive and make fact-based decisions.
- Wants to control her destiny, but does so in a soft way.
- Methodically follows a strategy to achieve.
- Methodical and reliable researcher.
- Will keep sensitive information under lock and key.



Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Mandy'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.

- May not realize the negative consequences of her quick decisions.
- Takes on too much, too soon, too fast to maintain control.
- Ability to communicate knowledge in a tactful way will be hindered when frustrated with the knowledge level of others.
- An urgency to get things done may conflict with a desire to know all there is to know about a given subject.
- Has strong opinions but may not always share them.
- Can come across as stubborn and unwilling to change.
- Will have difficulty in establishing priorities in learning new matters.
- May not pursue knowledge if it jeopardizes her security.



Ideal Environment

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

- Forum to express ideas and viewpoints.
- Little conflict between people.
- Evaluation based on results, not the process.
- Time necessary to gather enough information in order to move forward.
- Appreciation for a logical approach to problem solving.
- Information to support the reasons for change.
- Desires to be seen as the gatekeeper of information and sensitive materials.
- Opportunity to assertively express her desire to control her own destiny and potentially that of others.
- A forum for leveraging loyalty and long-term relationships for the betterment of the organization.



Keys to Motivating

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

Mandy wants:

- Control of her own destiny.
- Identification with fellow workers.
- Opportunity to verbalize her ideas and demonstrate her skills.
- The time to research and layout information in a methodical way.
- Necessary information at her fingertips in order to conquer challenges.
- To have the right information to support others so she can feel secure with how the job is being done.
- The power to protect those she trusts or is loyal to.
- Space and latitude to do what it takes to get the job done.
- Control over keeping the process consistent and methodical.



Keys to Managing

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

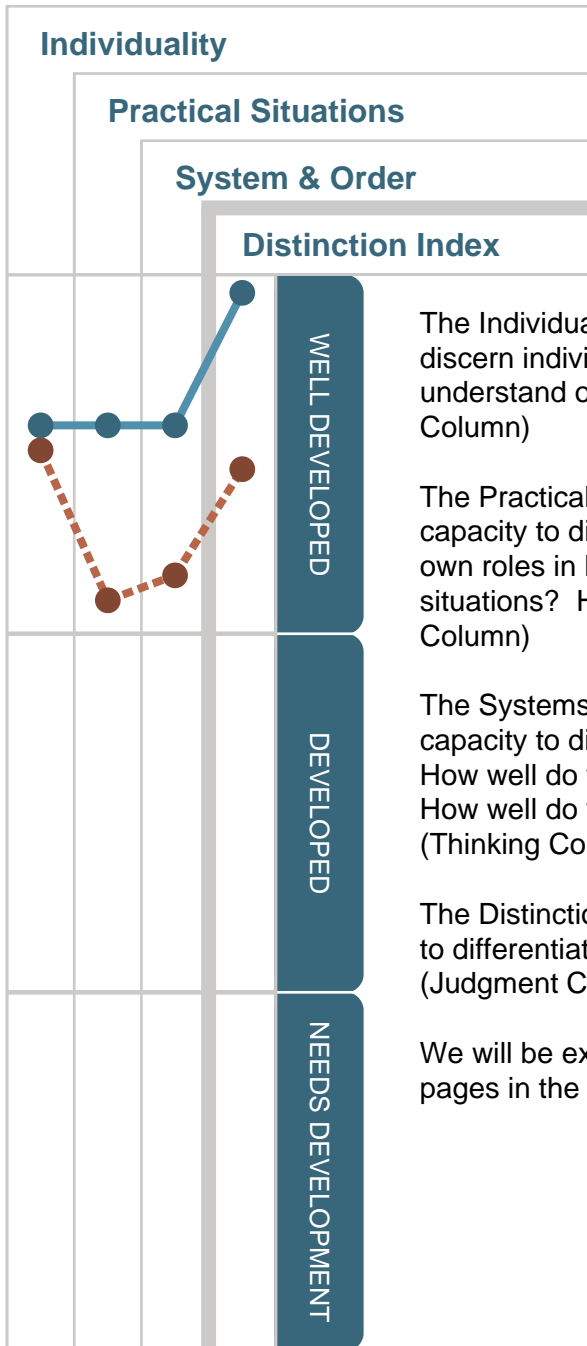
Mandy needs:

- To understand her role on the team--either a team player or the leader.
- Reassurances that she is doing the job right.
- A feeling of belonging--to know how important she is to the team.
- Support in being seen as an expert within the organization.
- A manager that realizes that she wants to learn new ways to solve problems and make decisions.
- To showcase areas of expertise when appropriate.
- To be in control of information and how it's utilized in achieving company objectives.
- Freedom to determine how results should be achieved.
- Support in her ability to take a stand on loyalty-based issues.



Summary of Acumen Capacity

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



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

The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life? (Doing Column)

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

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

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

World View **Self-View**

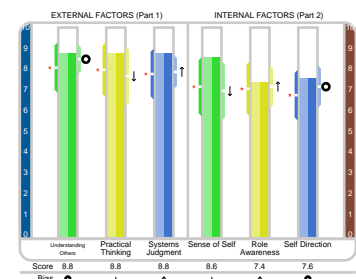




World View

This is how Mandy sees the world around her. This view measures her clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the dimensional balance page and are in a random order.

- Mandy focuses on solutions to problems to achieve goals.
- Mandy tends to apply knowledge in a practical way.
- Mandy is resourceful in efficiently achieving specific goals.
- Mandy has a clear understanding of people.
- Mandy will get a sense of satisfaction from any environment with a strong emphasis on people.
- Mandy treats each person as a unique individual.
- Mandy has good thinking and planning skills, and understands the underlying structure or system of what makes things work.
- Mandy understands the importance of authority figures and enforces her own authority well.
- Mandy needs to check for understanding and make certain communication is clear on all sides.
- Mandy has the ability to delegate specific assignments or tasks from a base of authority or from the overall plan.

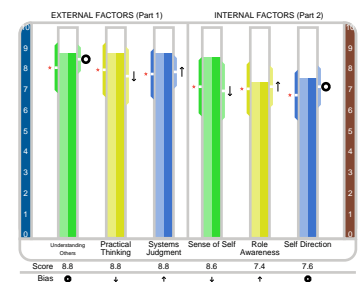




Self View

This is how Mandy sees herself. This view measures her clarity and understanding of herself, her roles in life and her direction for the future. The internal dimensions are a reflection of her from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

- Mandy has a clear picture of her current roles.
- Mandy might benefit from listing her roles and asking herself if any of these roles are currently in transition?
- Mandy knows what she should be doing.
- Mandy has a clear understanding of who she is, and her inner sense of self worth is strong.
- Mandy places great emphasis on who she is, as a unique individual.
- Mandy has confidence in herself.
- Mandy focuses on the directional aspects of life, where she is going and who she will become.
- Mandy may benefit from developing a clear set of goals for the future.
- Mandy has ideas as to where she is going and likes to be in control of her life.



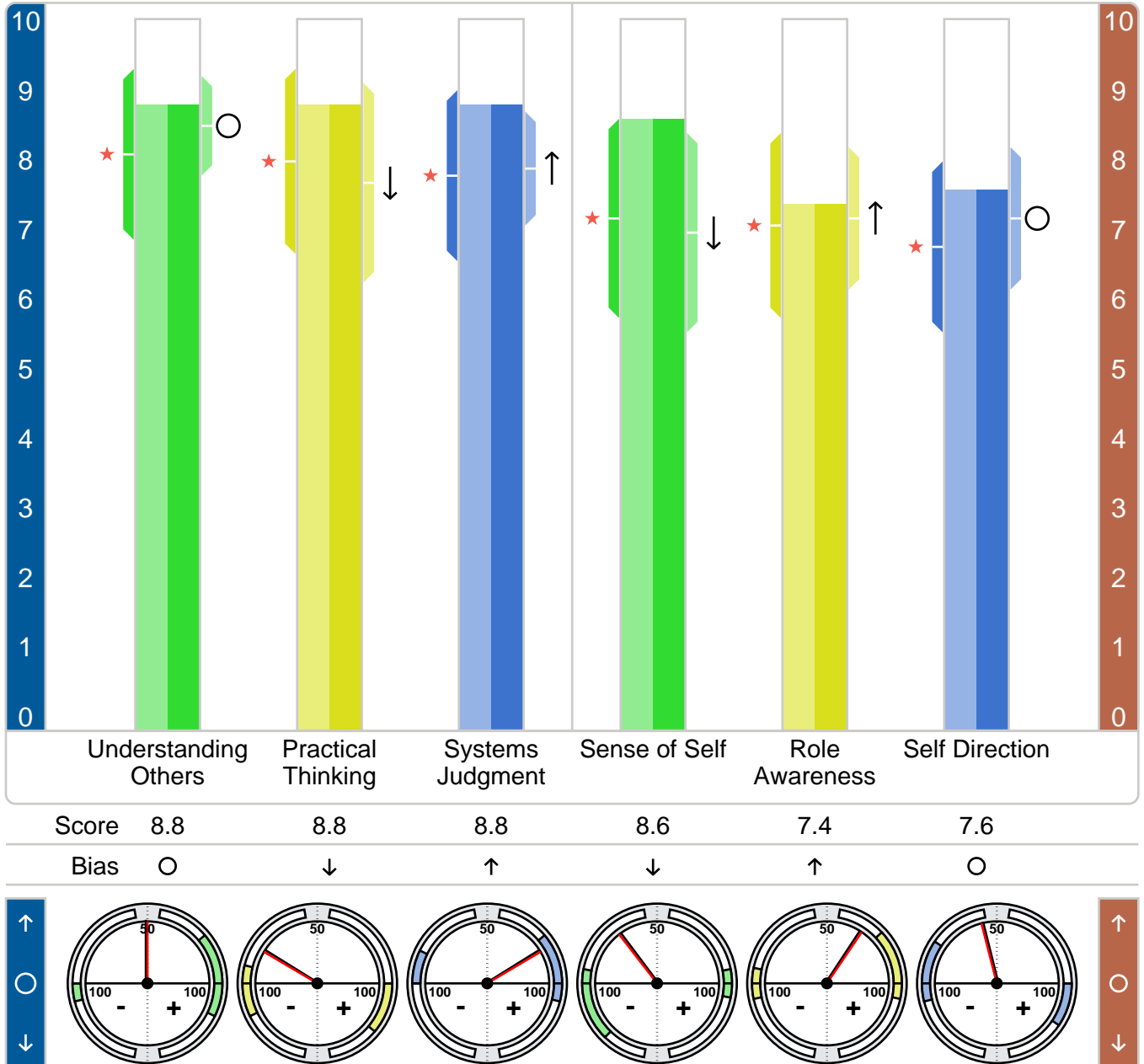


Dimensional Balance

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

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Rev: 0.97-0.89

T: N/A



Introduction Competencies Section

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

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

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

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

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

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



Development Indicator

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

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

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

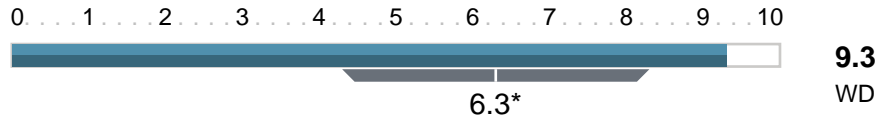
 Well Developed  Developed  Moderately Developed  Needs Development



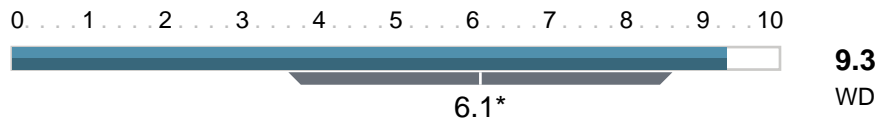
Competencies Hierarchy

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

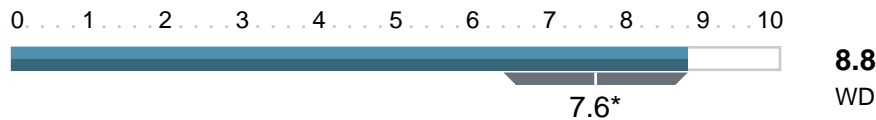
1. Customer Focus - A commitment to customer satisfaction.



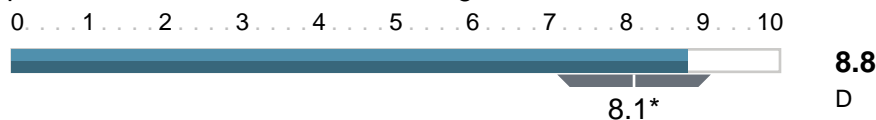
2. Leadership - Achieving extraordinary business results through people.



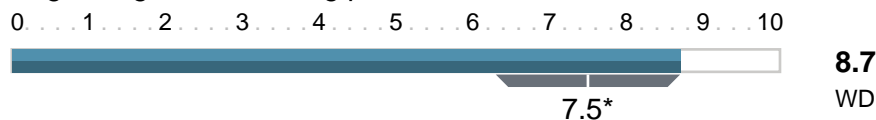
3. Flexibility - Agility in adapting to change.



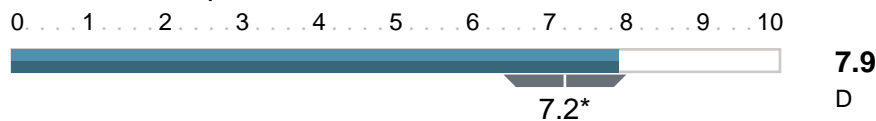
4. Understanding & Evaluating Others - The capacity to perceive and understand the feelings and attitudes of others.



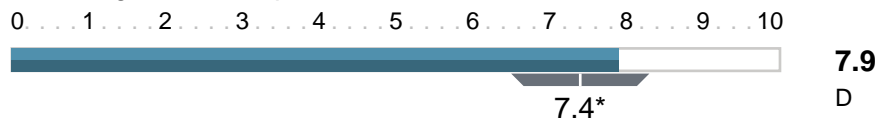
5. Problem Solving Ability - Anticipating, analyzing, diagnosing, and resolving problems.



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



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



Development Legend

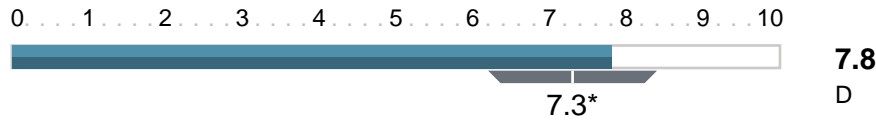
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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

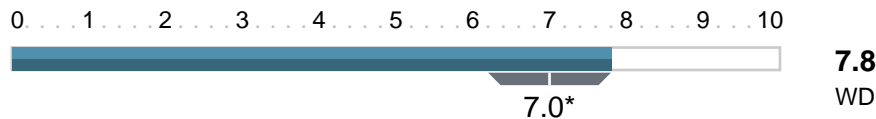


Competencies Hierarchy

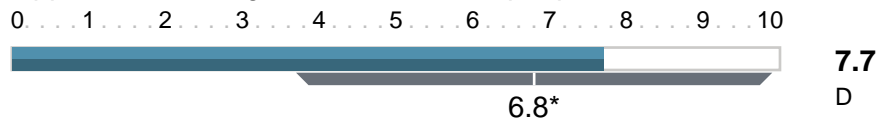
8. Conceptual Thinking - The ability to analyze hypothetical situations or abstract concepts to compile insight.



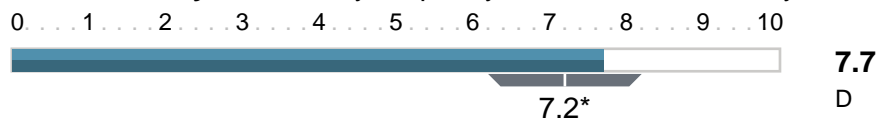
9. Decision Making - Utilizing effective processes to make decisions.



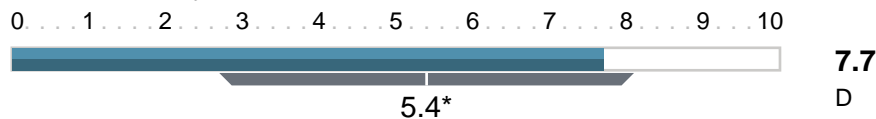
10. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



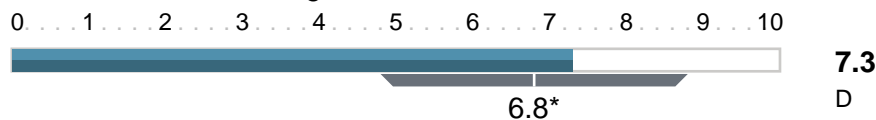
11. Resiliency - The ability to quickly recover from adversity.



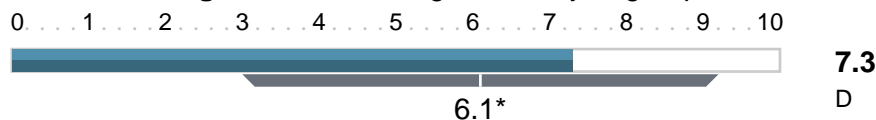
12. Written Communication - Writing clearly, succinctly and understandably.



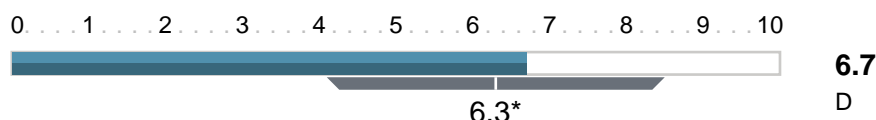
13. Goal Achievement - The ability to identify and prioritize activities that lead to a goal.



14. Presenting - Communicating effectively to groups.



15. Teamwork - Working effectively and productively with others.



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



Competencies Hierarchy

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

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



5.3
MD

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

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



5.3
MD

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

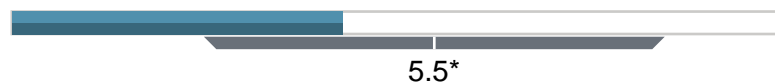
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



4.3
D

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

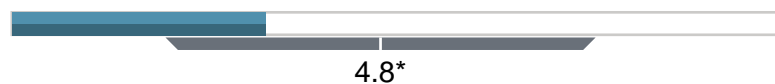
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



4.3
MD

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

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



3.3
MD

21. Empathy - Identifying with and caring about others.

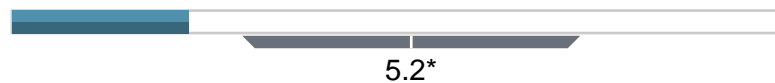
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



3.0
MD

22. Conflict Management - Addressing and resolving conflict constructively.

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



2.3
ND

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

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



2.0
ND

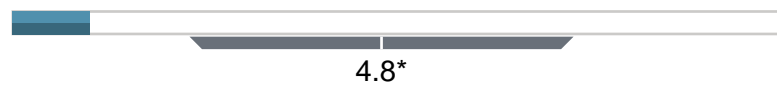
* 68% of the population falls within the shaded area.



Competencies Hierarchy

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

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



1.0
ND

25. 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



0.0
ND

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



Well Developed Competencies

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

Customer Focus: A commitment to customer satisfaction.

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

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.

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.



Well Developed Competencies

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

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

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.



Developed Competencies

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

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

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

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

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

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

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



Developed Competencies

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

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

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.

Resiliency: The ability to quickly recover from adversity.

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

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.



Developed Competencies

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

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

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.



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.

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.



Moderately Developed Competencies

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

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.

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.



Moderately Developed Competencies

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.

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

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

Empathy: Identifying with and caring about others.

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



Competencies Needing Development

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

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.

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

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

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.



Competencies Needing Development

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.



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:

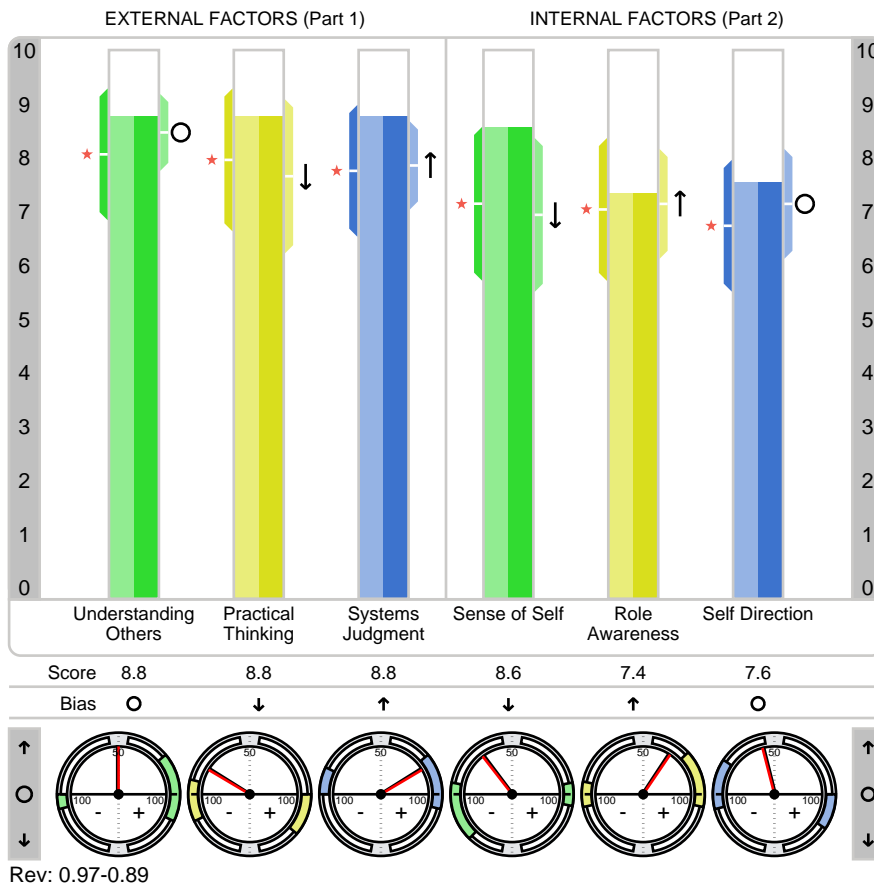
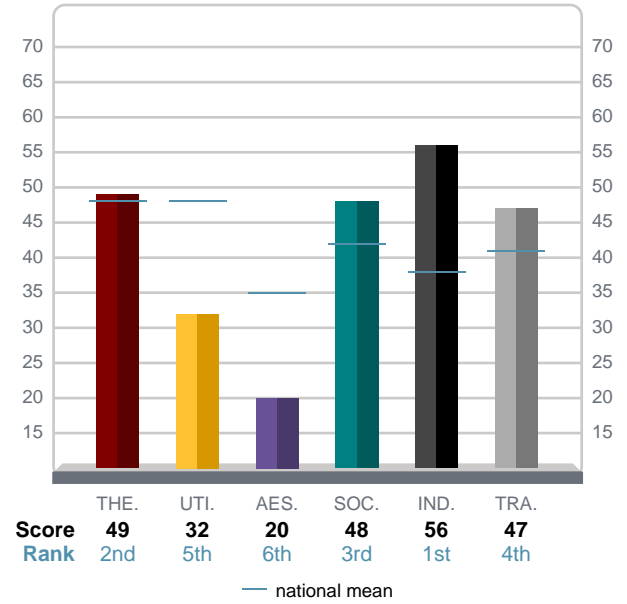
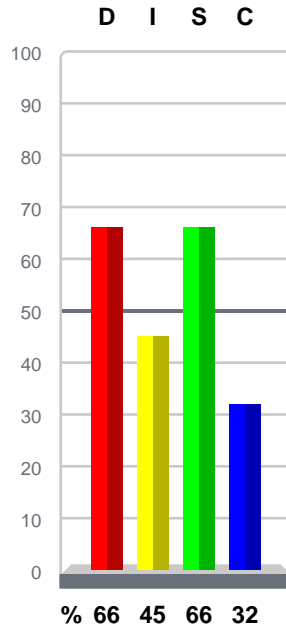
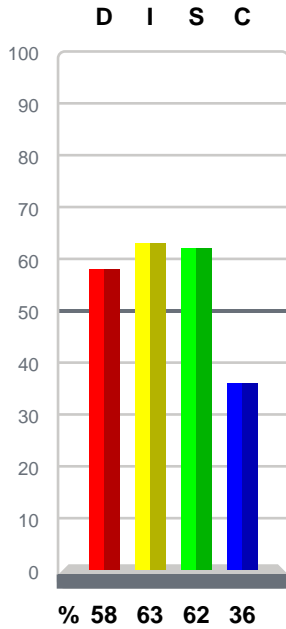
- Which of these personal skills might help you the most personally, if you developed them?
- Which of these personal skills might help you the most professionally, if you developed them?



Trigraph

Adapted Style

Natural Style



Rev: 0.97-0.89