TriMetrix® HD
Management-Staff Coaching

Sam Sample
12-20-2019

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Introduction Where Opportunity Meets Talent

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

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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

Introduction Behaviors Section

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

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

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

- How you respond to problems and challenges.

- How you influence others to your point of view.

- How you respond to the pace of the environment.

- How you respond to rules and procedures set by others.

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

"All people exhibit all four behavioral factors in varying degrees of intensity."
–W.M. Marston
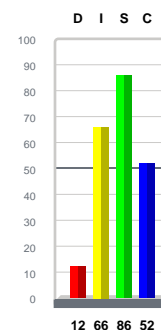
General Characteristics

Based on Sam'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 Sam's natural behavior.

Sam is family-oriented. He may go to great lengths to ensure the "happiness" of his personal or work family. He likes to win through persistence. He uses his strong, steady tendencies to accomplish his goals. When people are involved, he may not always be precise about the use of his time. He is eager to please others. He wants others to be satisfied and he may go out of his way to accommodate others, sometimes even to his own discomfort. Sam may not project a sense of urgency like some people with different behavioral styles. Others see him as a good neighbor, since he is always willing to help those he considers to be his friends. He looks to people for support and inner-satisfaction as a way to reach his personal goals. He can be friendly with others in many situations, but primarily with groups of established friends and associates. He is sociable and enjoys the uniqueness of each human being. When the time is right, Sam can stand up aggressively for what he believes. Once Sam has come to a decision, others may find it difficult to change his mind. If changes are inevitable, and he sees enough benefits, they will be made.

Sam can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. He often thinks over major decisions before acting. He prefers to plan his work and work his plan. Others may find it refreshing to have him on their team. He is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts." Sam is persistent and persevering in his approach to achieving goals. He finds making decisions easier when he knows that others he respects are doing the same thing; he then has a feeling of stability and "family." Once he has arrived at a decision, he can be tough-minded and unbending. He has made his decision after gathering much data, and he probably won't want to repeat the process.

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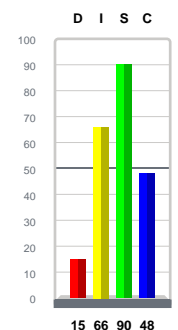
General Characteristics Continued

Sam likes a friendly, open style of communication. He is quick to pick up on group dynamics and skilled in fitting in with a group. He brings both speaking and listening skills to the group. He likes to know what is expected of him in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. He usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when his ideals and beliefs are confronted. Sam will be open with those he trusts; however, reaching the required trust level may take time.

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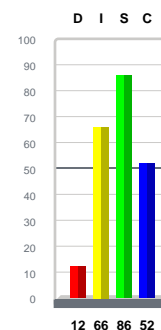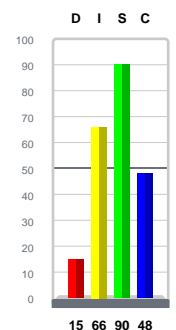
Value to the Organization

This section of the report identifies the specific talents and behavior Sam 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.

- Patient and empathetic.

- Works for a leader and a cause.

- People-oriented.

- Adaptable.

- Respect for authority and organizational structure.

- Flexible.

- Dependable team player.

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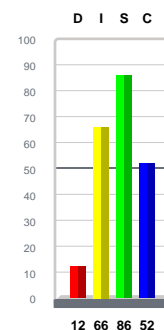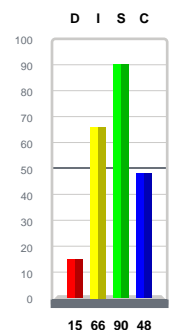
Checklist for Communicating

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 Sam. 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 Sam most frequently.

Ways to Communicate

☐ Support your communications with correct facts and data.

☐ Provide personal assurances, clear, specific solutions with maximum guarantees.

☐ Be sincere and use a tone of voice that shows sincerity.

☐ Give him time to ask questions.

☐ Use scheduled timetable when implementing new action.

☐ Be prepared.

☐ Provide a friendly environment.

☐ Start, however briefly, with a personal comment. Break the ice.

☐ Ask "how?" questions to draw his opinions.

☐ Take your time and be persistent.

☐ Define clearly (preferably in writing) individual contributions.

☐ Watch carefully for possible areas of early disagreement or dissatisfaction.

☐ Show sincere interest in him as a person. Find areas of common involvement and be candid and open.

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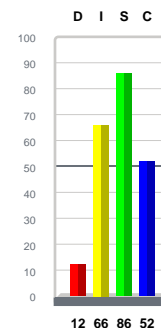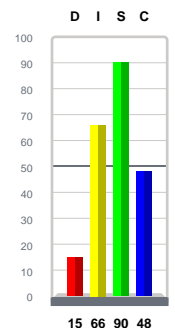
Checklist for Communicating Continued

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

☐ Be haphazard.

☐ Be abrupt and rapid.

☐ Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.

☐ Talk to him when you're extremely angry.

☐ Offer assurance and guarantees you can't fulfill.

☐ Make promises you cannot deliver.

☐ Give your presentation in random order.

☐ Be domineering or demanding; don't threaten with position power.

☐ Force him to respond quickly to your objectives. Don't say "Here's how I see it."

☐ Patronize or demean him by using subtlety or incentive.

☐ Push too hard, or be unrealistic with deadlines.

Adapted Style | Natural Style

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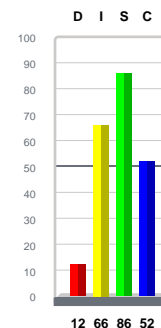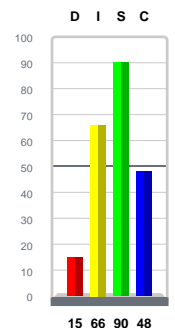
Communication Tips

This section provides suggestions on methods which will improve Sam'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, Sam 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 Sam's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Sam to project the image that will allow him to control the situation.

Self-Perception

Sam usually sees himself as being:

- Considerate
- Good-Natured
- Team player
- Thoughtful
- Dependable
- Good listener

Others' Perception - Moderate

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

- Nondemonstrative
- Unconcerned
- Hesitant
- Inflexible

Others' Perception - Extreme

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

- Possessive
- Detached
- Stubborn
- Insensitive

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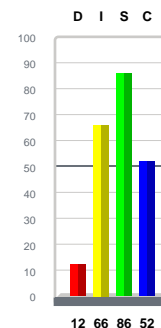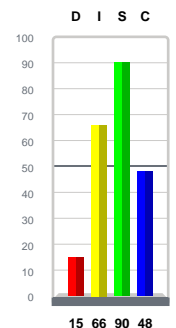
The Absence of a Behavioral Factor

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

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

- Avoid environments that focus on constant innovation.

- Avoid situations where competition is a primary factor.

- Needs a manager or work-team that has the ability to extract information as opposed to being required to volunteer information.

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

- Focus on one task at a time to assure quality in problem solving.

- Remove from short term, multifaceted projects and focus on long-term single objectives.

- Seek an environment that allows for a humoristic approach to conflict situations.

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Descriptors

Based on Sam'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

Sam'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

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

Adapted

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

People - Contacts

Natural

Sam 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

Sam 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

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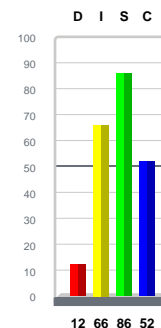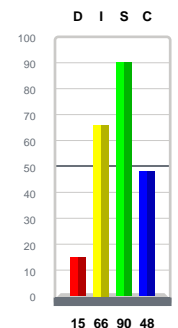
Pace - Consistency

Natural

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

Adapted

Sam 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

Sam is independent by nature and somewhat self-willed. He is open to new suggestions and can, at times, be seen as somewhat freewheeling. He is most comfortable in an environment where the constraints can be "loosened" for certain situations.

Adapted

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

Adapted Style

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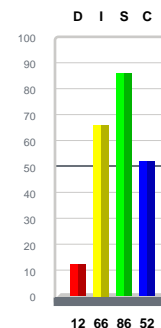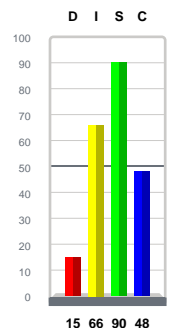
Adapted Style

Sam 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.

- Limited or prepared changes in routine.

- Exhibiting patience and good listening skills.

- Being cordial and helpful when dealing with new clients or customers.

- Diplomatic cooperation in team interaction.

- Adherence to established guidelines and procedures.

- Presenting a practical, proven approach to decision making.

- Consistency of task performance.

- Being a good "team player."

- Freedom from confrontation.

- Undemanding of others' time and attention.

- Logical solutions.

- Being cooperative and supportive.

- Being conservative, not competitive, in nature.

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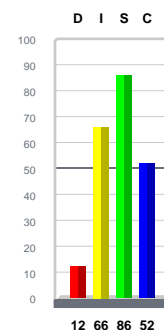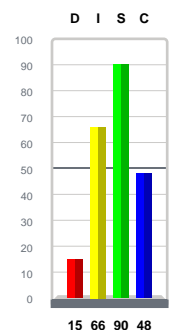
Time Wasters

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.

Postpone The Unpleasant

Postponing the unpleasant is similar to procrastinating but is usually a continual reprioritizing of daily tasks. It is often a way to delay something that is not enjoyable.

Possible Causes:

- Like low-conflict environments and relationships
- Want to feel the success of accomplishment so the simple tasks are done first

Possible Solutions:

- Change your routine and, for one week, do the unpleasant tasks first
- See the accomplishment of unpleasant tasks as an equal or even greater achievement of success
- Reward yourself for every unpleasant task that you complete without postponing
- Confront those people who are causing you discomfort and discuss the problems

Failure To Clarify Precise Responsibilities With Manager

The failure to clarify precise responsibilities with your manager assumes that you have a full understanding of his/her expectations. It infers that your manager understands your job and concurs with your assessment of requirements.

Possible Causes:

- Unsure of how you will be perceived
- Don't want to overstep authority
- Want to be a team player
- Want to help everyone so you don't object to the manager when requests are being made that are not your responsibility

Adapted Style   Natural Style

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Sam Sample
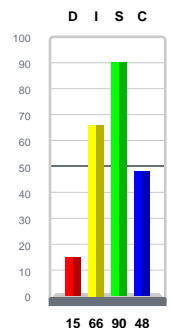
Possible Solutions:

- Have informal conversations with the manager about his/her expectations
- Share with manager your expectations
- Clarify with peers and other managers your duties and responsibilities
- Read and discuss articles on "management by objectives"

Resisting Change

Resisting change is the process of consciously or subconsciously not participating in the change process. Measures of resistance may be active or passive, not doing things the new way, or making excuses for not having tasks accomplished.

Possible Causes:

- Need a high degree of security
- Like to maintain the status quo
- Routine/procedures have worked in the past
- One specific aspect of a proposed change violates sense of values
- A specific change is not seen as contributing to successful accomplishments

Possible Solutions:

- Acknowledge that change is a natural part of any job
- Develop the habit of writing down all of the pros and cons of a specific change
- Evaluate each objection to a change
- If there is one specific objection that is overriding the ability to change, share the specific concern with those involved and seek advice or input from others

Adapted Style

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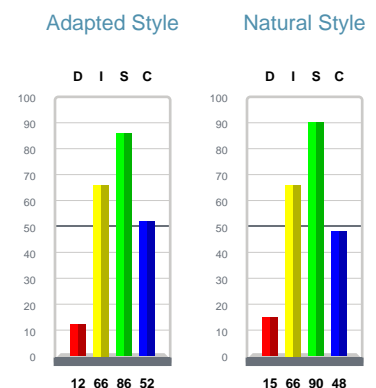
Time Wasters Continued

Habits

A habit is a specific thought, behavior or way of doing something that was acquired by repetition or by reinforcement from self and/or others.

Possible Causes:

- Have established routines that are comfortable
- Routine creates a feeling of security
- Resist change for change's sake
- Have been praised repeatedly for a specific behavior

Possible Solutions:

- Evaluate habits and decide which contribute to your accomplishments and which deter you from success
- Try new ways of performing a certain task
- Ask others for recommendations on different approaches
- Consciously practice changing your routine

Adapted Style

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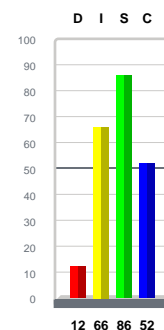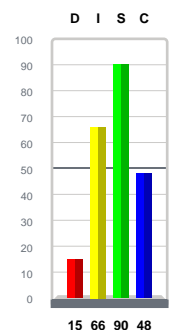
Areas for Improvement

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

Sam has a tendency to:

- Take criticism of his work as a personal affront.

- Need help in prioritizing new assignments.

- Not take action against those who challenge or break the rules or guidelines.

- Be dependent on others for decisions, even if he knows he is right.

- Hold a grudge if his personal beliefs are attacked.

- Yield to avoid controversy--attempt to avoid the antagonistic environment.

- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.

- Not let others know where he stands on an issue.

- Underestimate his abilities.

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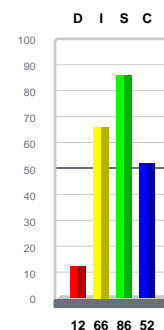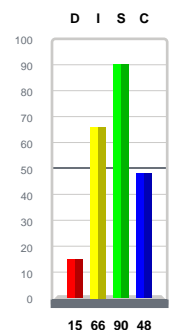
Behavioral Hierarchy

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. Customer-Oriented - Identify and fulfill customer expectations.

0   10   20   30   40   50   60   70   80   90   100

87   Natural

64*

80   Adapted

62*

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

0   10   20   30   40   50   60   70   80   90   100

85   Natural

65*

85   Adapted

62*

3. Consistent - Perform predictably in repetitive situations.

0   10   20   30   40   50   60   70   80   90   100

75   Natural

61*

78   Adapted

64*

4. Interaction - Frequently engage and communicate with others.

0   10   20   30   40   50   60   70   80   90   100

70   Natural

60*

60   Adapted

55*

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

Behavioral Hierarchy Continued

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

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0    10   20   30   40   50   60   70   80   90   100
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68   Natural

60*
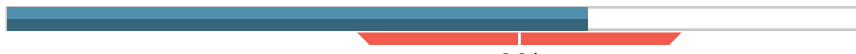
72   Adapted

63*

6. Persistence - Finish tasks despite challenges or resistance.

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0    10   20   30   40   50   60   70   80   90   100
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67   Natural

61*
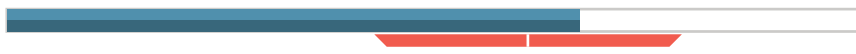
70   Adapted

64*

7. Analysis - Compile, confirm and organize information.

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0    10   20   30   40   50   60   70   80   90   100
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45   Natural

53*
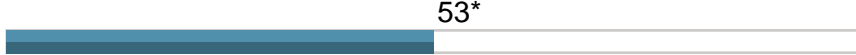
50   Adapted

59*

8. Versatile - Adapt to various situations with ease.

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0    10   20   30   40   50   60   70   80   90   100
```

45   Natural

54*

47   Adapted

52*

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

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

0	10	20	30	40	50	60	70	80	90	100

40 Natural

51*
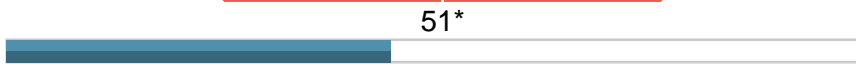
45 Adapted

57*

10. Frequent Change - Rapidly shift between tasks.

0	10	20	30	40	50	60	70	80	90	100

40 Natural

52*
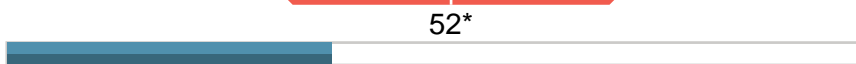
38 Adapted

50*

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

0	10	20	30	40	50	60	70	80	90	100

20 Natural

49*
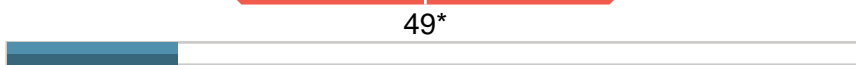
20 Adapted

47*

12. Urgency - Take immediate action.

0	10	20	30	40	50	60	70	80	90	100

12 Natural

43*

13 Adapted

43*

SIA: 12-66-86-52 (34)   SIN: 15-66-90-48 (18)
* 68% of the population falls within the shaded area.

Adapted Style

Graph I

D I S C

| 12 | 66 | 86 | 52 |
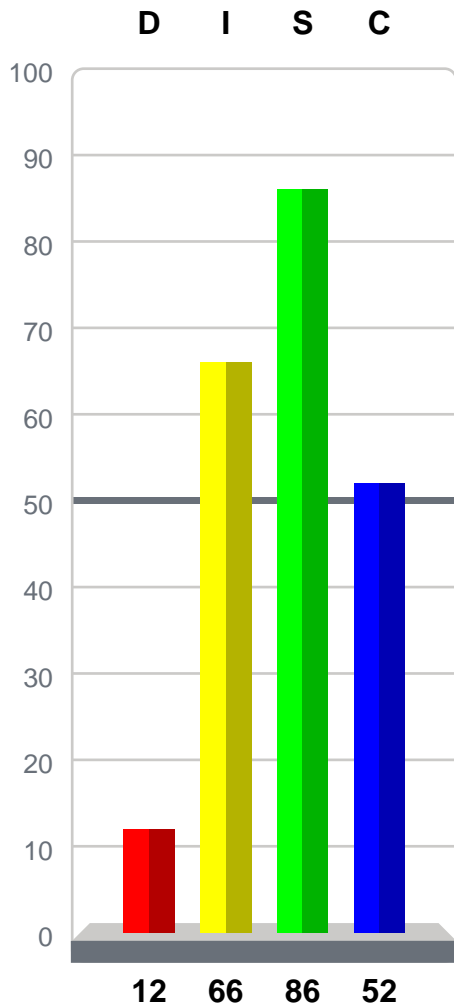
Natural Style

Graph II

D I S C

| 15 | 66 | 90 | 48 |

Norm 2017 R4

T: 12:40
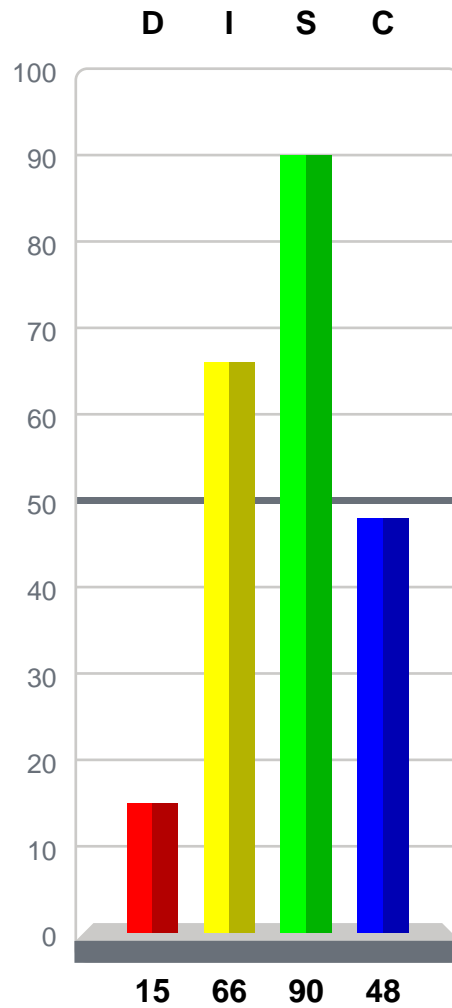
The Success Insights® Wheel

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
12-20-2019
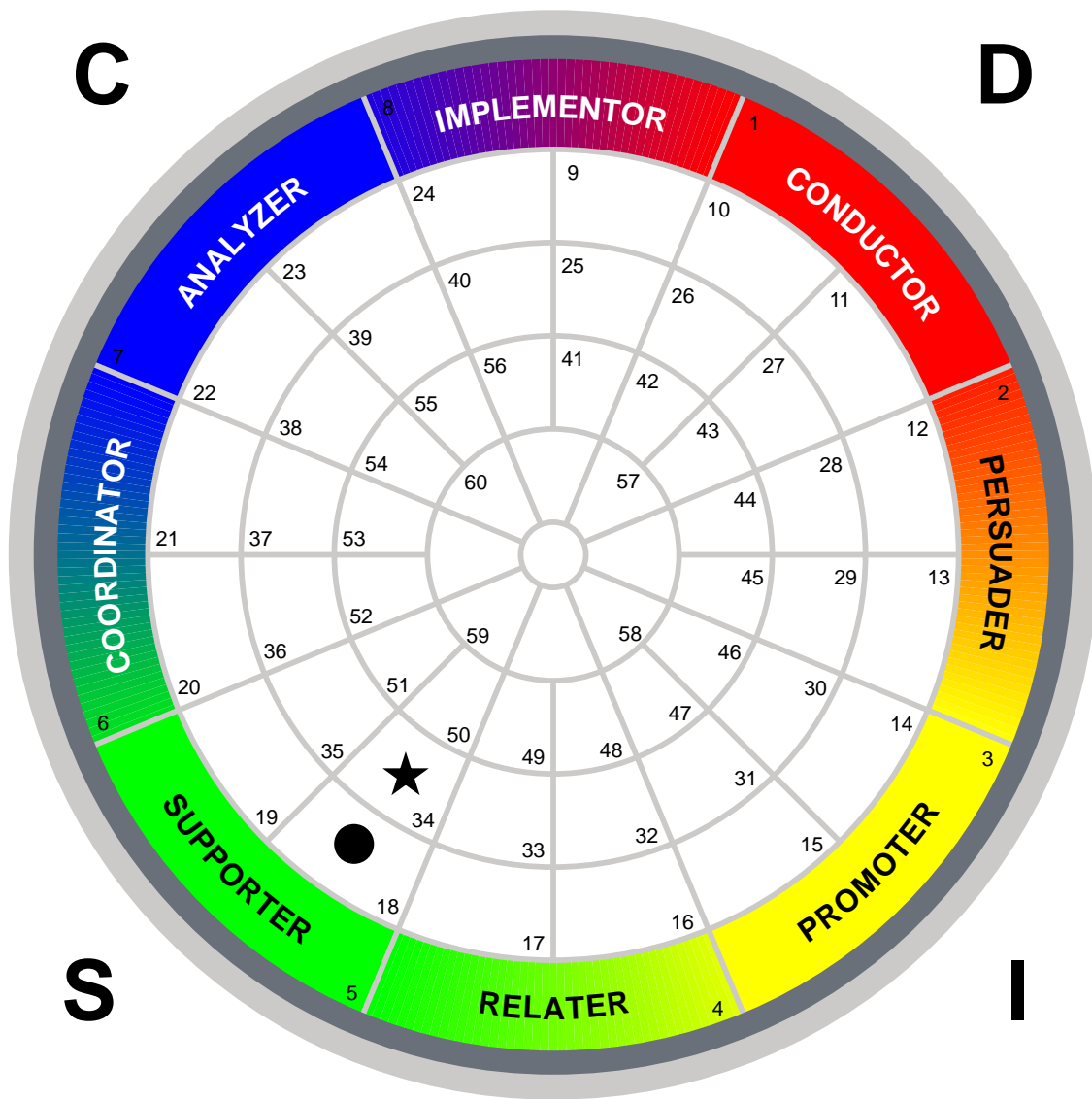
Adapted: ★ (34) RELATING SUPPORTER (FLEXIBLE)

Natural: ● (18) RELATING SUPPORTER

Norm 2017 R4

T: 12:40

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

Traditional

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

- Sam will be very helpful to others who share the same beliefs.

- At times Sam can be overly rigid in evaluating others against his standard.

- Seeking to resist the temptation of an eclectic view, Sam will attempt to foster and protect his own belief system to ensure that consistency of thought and action are carried to a conclusion.

- A suitable position for Sam is one that is highly structured and gives him the authority to control the structure.

- Rules and regulations should be adhered to.

- He will use a logical approach in formulating a plan of action to understand and live by his beliefs.

- Sam wants the security and the consistency of his belief system and will move toward those with similar tendencies.

- Sometimes he believes in causes so strongly that he will champion the cause.

- Exchanging ideas with others within the framework of his belief system sets the parameters, and it is up to others to change, not him.

- He places a high value on life and wants others to follow his examples for living.

- Once Sam has made up his mind on an issue, he will rarely change his mind even if logic dictates he could be wrong.

- Sam seeks a system for living and wants others to follow the system of his choice.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88

Sam Sample
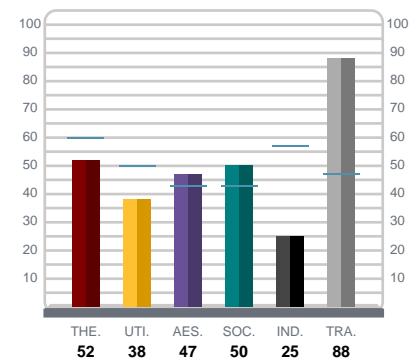
Theoretical

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.

- Sam is comfortable around people who share his interest for knowledge and especially those people with similar convictions.

- He may have difficulty putting down a good book.

- Sam is very good at integrating past knowledge to solve present problems.

- Sam has the potential to become an expert in his chosen field.

- He will usually have the data to support his convictions.

- A comfortable job for Sam is one that challenges his knowledge.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88
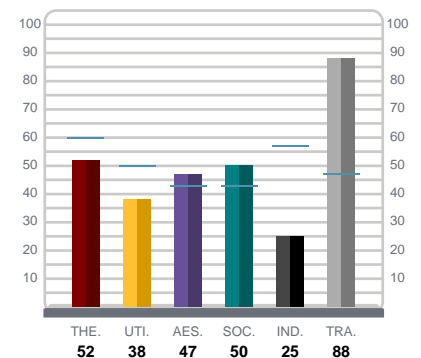
Social

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.

- Sam's desire to help others (even to his own detriment) or decision not to help others, is reviewed on an individual basis.

- Sam will definitely attempt to help an individual or group overcome a predicament, but only if they have "touched the right chords" within him.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88
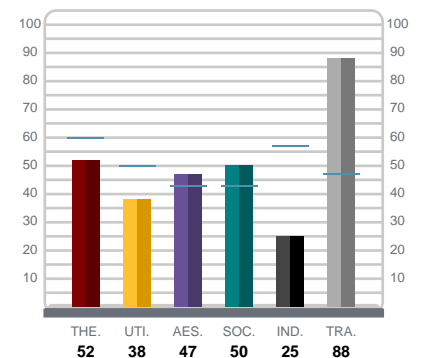
Aesthetic

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

- The need for the appreciation of beauty is determined on an individual basis and is not generalized in terms of the total world around him.

- At times Sam will look for the beauty in all things.

- Sam may desire fine things for his spouse or family members.

- There could be a specific area that is of great interest to him. For instance, he may be appreciative of the natural beauty of mountains and streams, but may not be overly impressed by the works of Picasso or Rembrandt.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88
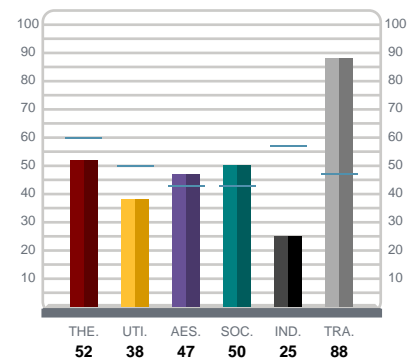
Utilitarian

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.

- Money and material possessions are not a high priority for Sam.

- Sam will accept his financial situation and not strive to change it.

- He is motivated by internal beliefs and does not feel compelled to impress others with material things.

- There is not a tremendous need for Sam to have great sums of money.

- Sam will not use money as a scorecard to impress others.

- Sam will use his money to satisfy his true motivation.

- Financial security is not a necessity, but a long-term goal.

- Sam will not be swayed or motivated by what he feels are excessive material goals.

- Overemphasizing the value of money will bore Sam and turn him off.

- Sam will seek a comfort level in his standard of living and try to maintain that level.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88
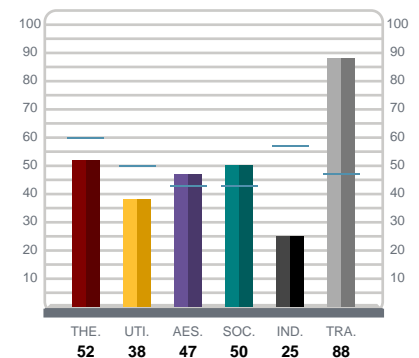
Individualistic

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.

- Sam feels that struggles should be the burden of the team, not just the individuals.

- As long as Sam's belief systems are not threatened, he will allow others to set the tone and direction of his work.

- Stability is a primary concern. Patience and fortitude will win in the long run.

- Sam's passion in life will be found in one or two of the other dimensions discussed in this report.

- Being in total control of a situation is not a primary motivating factor.

- He will not attempt to overpower others' points of view or change their thinking.

- Sam will be less concerned about his ego than others may be.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88
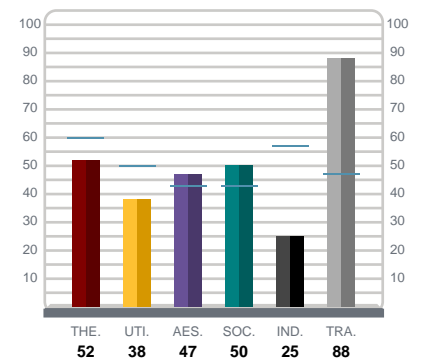
Navigating Situations Outside Your Comfort Zone

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

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

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

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

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

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

- Strive to understand what the Individualistic wants to control and how his desires can be accomplished in the organization. How can the two connect this with the traditions and founding principles of the organization in order to advance your mission?

- The desire to have an impact on the organization through the preservation of the traditions and the Individualistic's desire to have control in general can be partnered once the Individualistic has buy-in to the system. Position the Individualistic as the leader for the cause.

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

- Validate that the current goal and process for achieving it aligns with the traditions of the organization. If not, a strong voice will be necessary in protecting the principles while giving the high Individualistic a way to be seen as the person advocating for the organization.

- A powerful partnership can be created when both parties are on the same page. The energy and passion for what's believed in and wanted is second to none. Use this to move the organization forward while protecting the organizational philosophies and allowing the Individualistic to be seen as a leader.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88
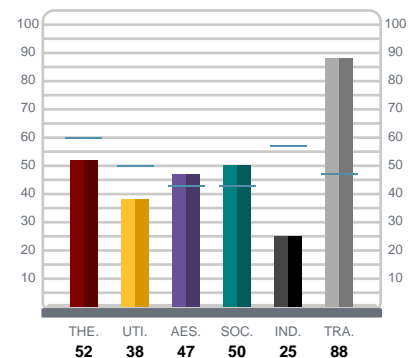
Navigating Situations Outside Your Comfort Zone

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

- Work together to create something people want to follow that's based on the founding organizational principles, and put the Individualistic in charge of moving the group toward the common mission.

- Persuade the high Individualistic to become a member of the cause with a quick path toward leading the team. Be sure both parties have commonalities in philosophies and that they align with the organization.

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

- Determine if the legacy you are following is in line with the legacy the Individualistic is creating. If so, communicate the importance of having sustainable and repeatable processes that will keep the legacy alive.

- If lacking alignment, work towards helping the Individualistic establish pillars that can be the foundation. Connect with others that can articulate the organizational differences in ways that can help the Individualistic build a stronger legacy.

THE.	UTI.	AES.	SOC.	IND.	TRA.
52	38	47	50	25	88

Sam Sample
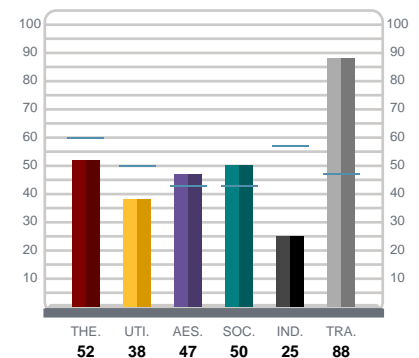
Motivators - Norms & Comparisons

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

- Change the situation.

- Change your perception of the situation.

- Leave the situation.

- Cope with the situation.

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

Norms & Comparisons Table - Norm 2017

Theoretical		**Mainstream**
Utilitarian		**Mainstream**
Aesthetic		**Mainstream**
Social		**Mainstream**
Individualistic		**Indifferent**
Traditional		**Extreme**
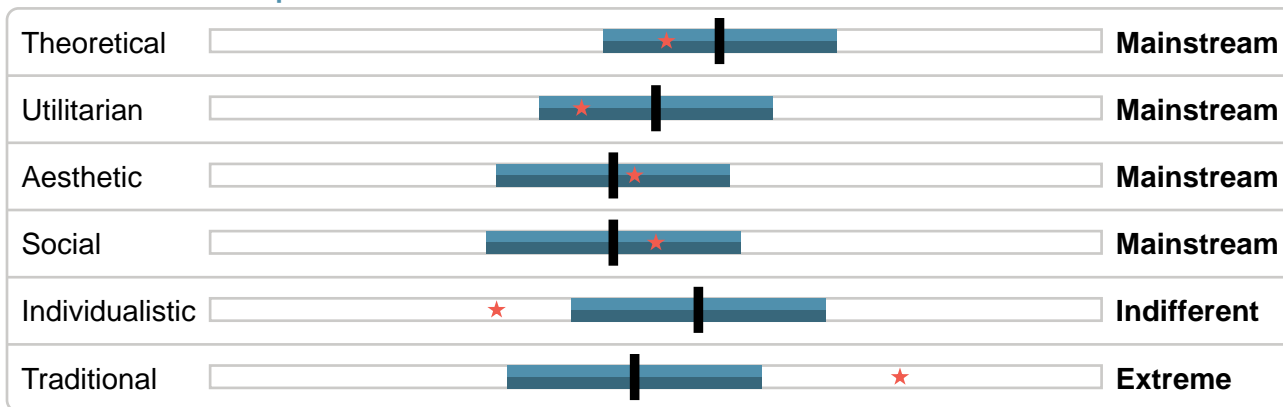
█ - 68 percent of the population   █ - national mean   ★ - your score

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

Motivators - Norms & Comparisons

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

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

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

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

Motivators Hierarchy

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

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

0   10   20   30   40   50   60   70   80   90   100

88

47*
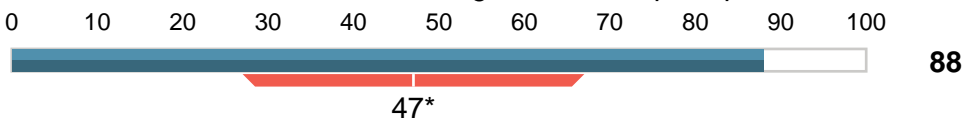
2. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

0   10   20   30   40   50   60   70   80   90   100

52

60*
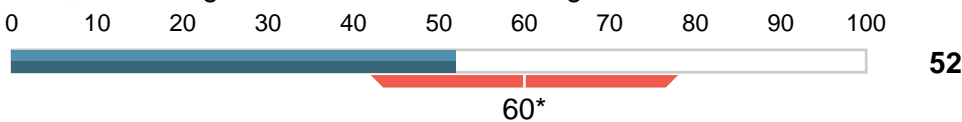
3. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

0   10   20   30   40   50   60   70   80   90   100

50

43*
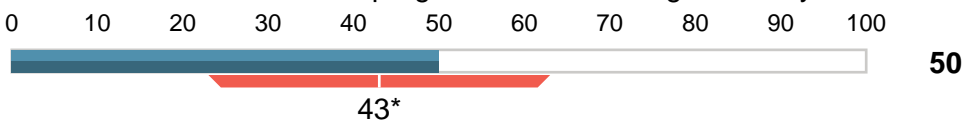
4. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.

0   10   20   30   40   50   60   70   80   90   100

47

43*
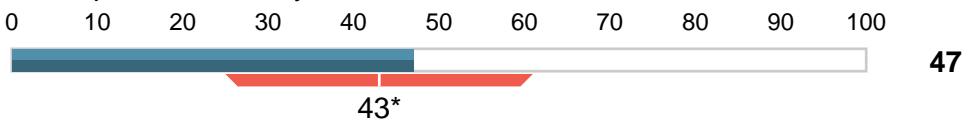
5. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

0   10   20   30   40   50   60   70   80   90   100

38

50*
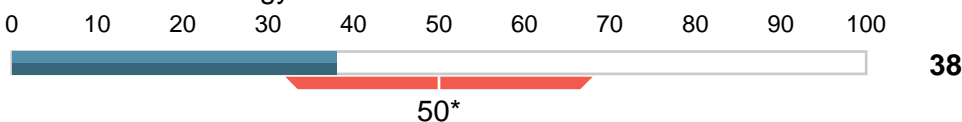
6. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

0   10   20   30   40   50   60   70   80   90   100

25

57*

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

	THE.	UTI.	AES.	SOC.	IND.	TRA.
	52	38	47	50	25	88

Sam Sample
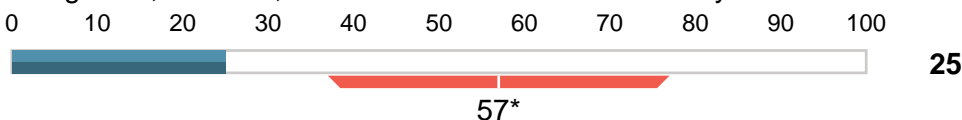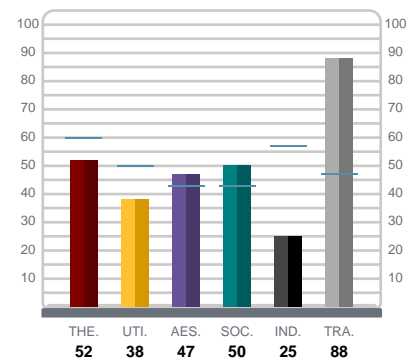
Motivation Insights® Graph
12-20-2019

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	**52**	**38**	**47**	**50**	**25**	**88**
Rank	2nd	5th	4th	3rd	6th	1st

— national mean

Norm 2017

T: 12:30
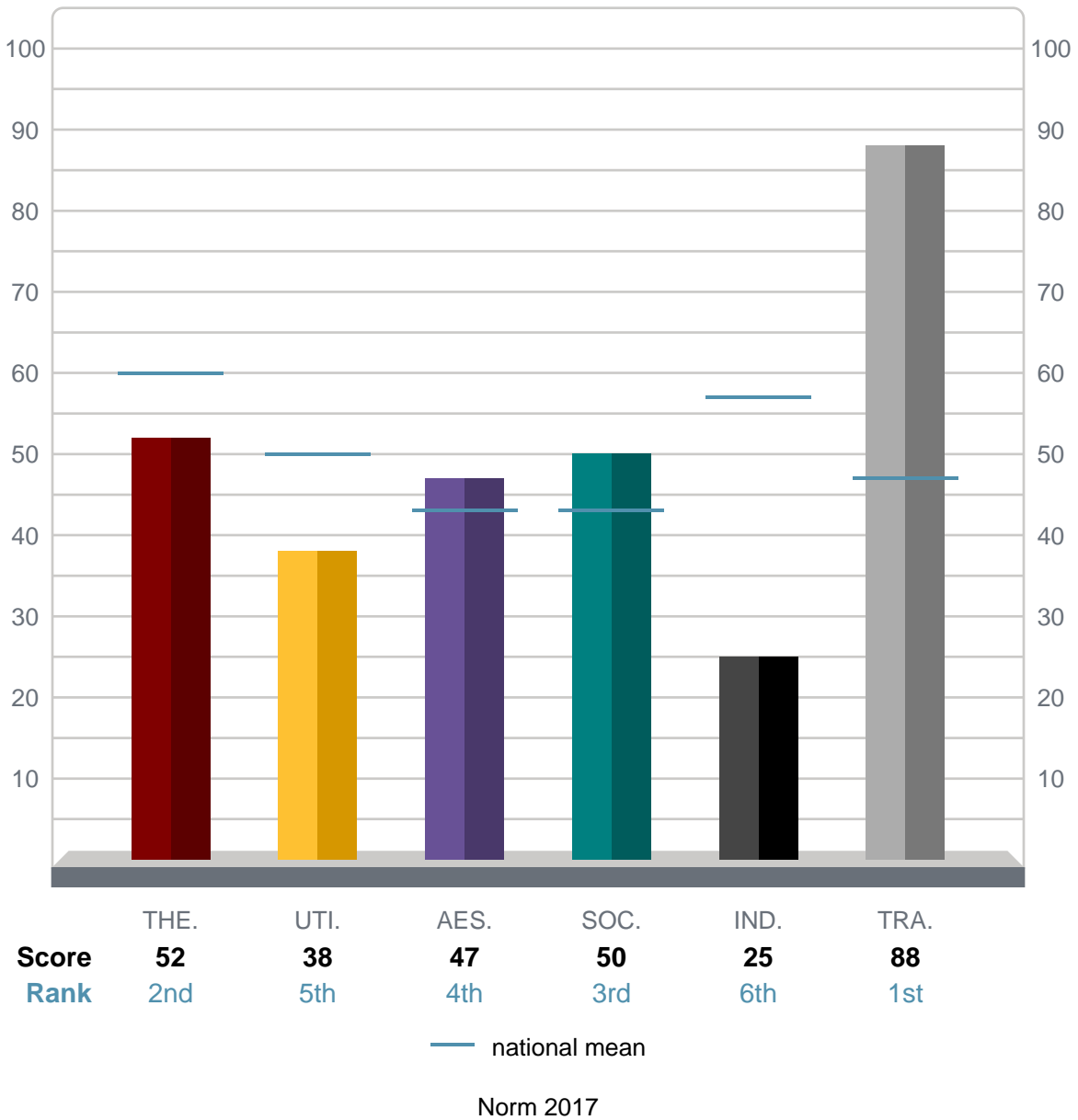
Motivators Wheel™
12-20-2019

TRADITIONAL
88
1st

THEORETICAL
52
2nd

UTILITARIAN
38
5th

SOCIAL
50
3rd

AESTHETIC
47
4th

INDIVIDUALISTIC
25
6th

T: 12:30
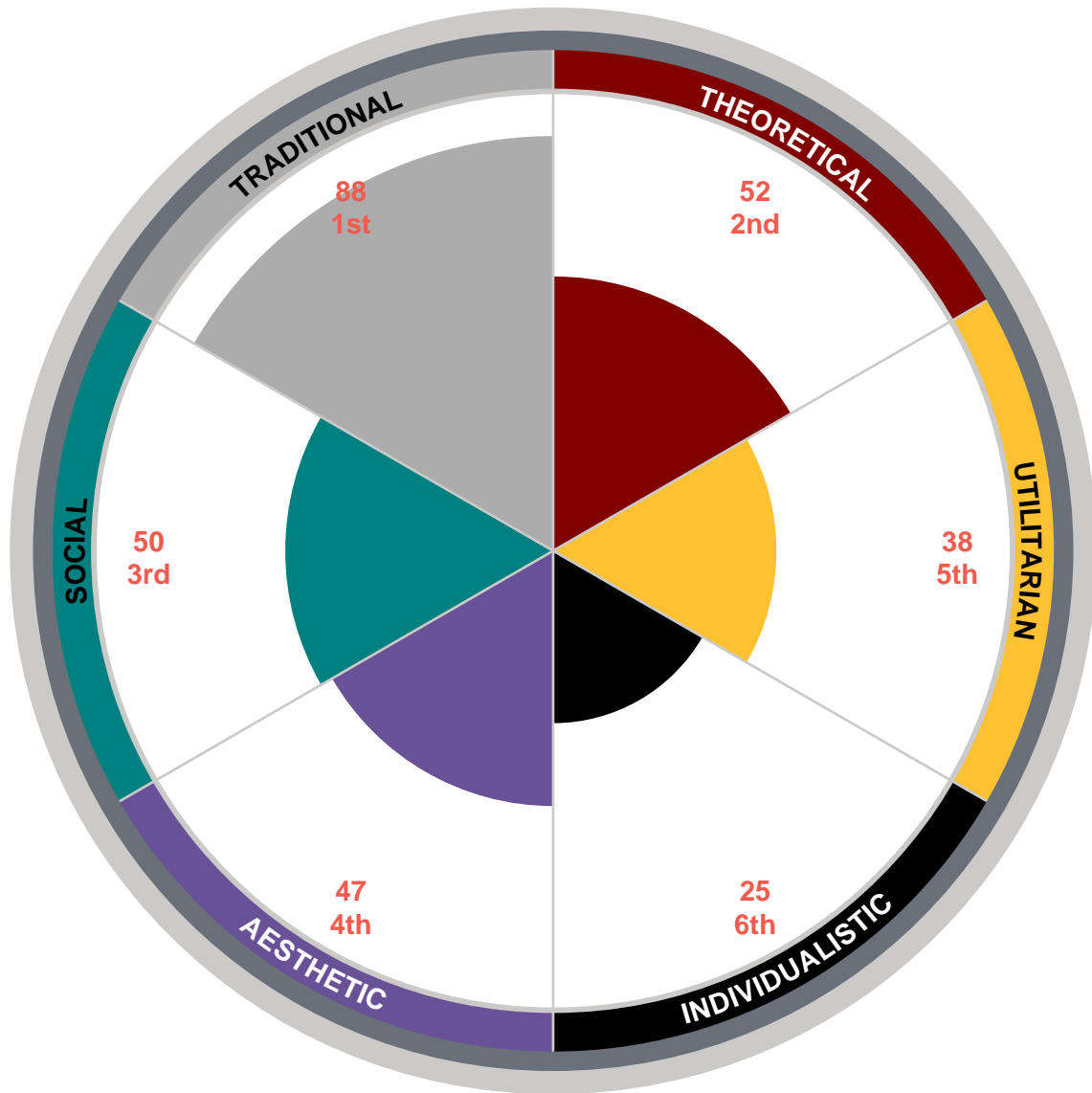
Introduction Integrating Behaviors and Motivators Section

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 Sam'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.

- Great at maintaining a system or process.

- Steady communicator of structure and process and the way it "should" be.

- Methodical and reliable researcher.

- Great at retrieving information for decision makers he trusts.

- Expresses all that is great about a system of living.

- Always looking to say or do the "right" thing.

- Will bring high energy and enthusiasm to the researching process.

- Volunteers his knowledge on many subjects.

Potential Behavioral and Motivational Conflict

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

- Difficultly making ambiguous choices when confronted with changing the system.

- Can come off passive/aggressive especially when beliefs are challenged.

- Will have difficulty in establishing priorities in learning new matters.

- Struggles in adapting to new situations without preparation.

- May over look contradictions in his own way of living.

- Will be frustrated when new and exciting opportunities conflict with the system.

- Ability to learn is diminished due to his lack of focus on one thing.

- May present facts and figures with too much emotion.

Ideal Environment

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

- A stable and predictable environment.

- Little conflict between people.

- Democratic supervisor with whom he can associate.

- Flexibility to attend tradeshows and seminars in order to gain information and share with others.

- Information to support the reasons for change.

- Realistic deadlines that are based on the appropriate amount of information gathering.

- Ability to celebrate the success of a project being completed within the ideal paradigm.

- An environment that instills a sense of security through the reliance on an established system.

- To be seen as a reliable and trustworthy team player working for the organizational system.

Keys to Motivating

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

Sam wants:

- A manager who practices participative management.

- A support system to do the detail work.

- Rewards to support his dreams.

- The opportunity to share knowledge with others.

- An opportunity to methodically layout research and work through the information-gathering process.

- To have the right information to support others so he can feel secure with how the job is being done.

- Recognition for his ability to recruit others to the new idea, structure or belief.

- An understanding that the resistance to change comes from loyalty to the system.

- Time to adjust to changes as it relates to systems and structure.

Keys to Managing

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

Sam needs:

- To handle routine paperwork only once.

- Help on controlling time and setting priorities.

- Participatory management.

- To understand that others do not share the same excitement for new ideas as he does.

- To showcase areas of expertise when appropriate.

- To understand the expected pace for exploring new theories and opportunities.

- To be realistic about his ability to influence people to his way of thinking.

- To understand that not all situations are black and white and discussions need to happen to facilitate an actionable process.

- Support in his need to protect the processes and systems of the organization in a stable and loyal way.

Introduction Acumen Indicators Section

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

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

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

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

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

Summary of Acumen Capacity

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

Individuality (People/Me)			
	Practical Situations (Tasks/Roles)		
		System & Order (Systems/Future)	
			Distinction Index (Judgment)

WELL DEVELOPED

DEVELOPED
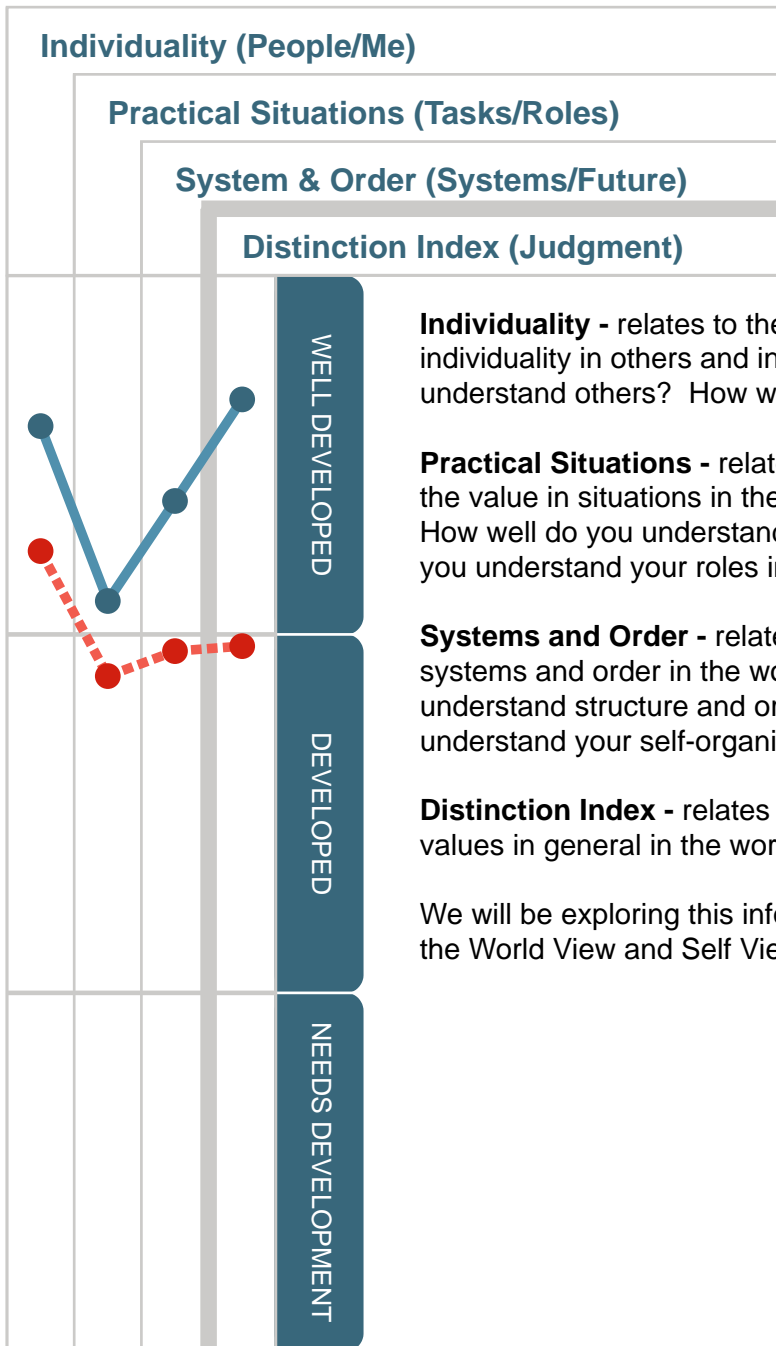
NEEDS DEVELOPMENT

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

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

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

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

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

Sam's World View

Sam's Self View

World View

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

- Sam places the most value on personal or professional relationships with others.

- Sam can form and maintain close affiliations with others.

- Sam relies and depends on relationships with others.

- Sam is resourceful and will try to solve problems himself, rather than asking for help.

- Sam can be cooperative when it comes to following the rules or a specific plan.

- Sam looks at things and events to help ideas come together to create better systems.

- Sam has the ability to become action-oriented in order to complete the task at hand.

- Sam compares and chooses options to achieve the best outcome from a practical sense.

- Sam has the capacity to focus his attention on the activity or task at hand.

- Sam delegates specific assignments or tasks from a base of authority or from the overall plan.

Self View

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

- Sam has a grasp of his actual accomplishments.

- Sam could benefit from a clearer understanding of who he is as an individual.

- Sam has a moderate sense of self worth.

- Sam has an idea of where he wants to go and who he wants to become in the future.

- Sam could be more concerned about the concepts that guide him forward and shape his future.

- Sam has an understanding of the concepts that guide him forward and shape his future.

- Sam has the ability to perform and fulfill his roles in life.

- Sam could benefit from developing a stronger understanding of his current roles and activities.

- Sam identifies with personal and professional roles.

External Clarity and Awareness

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

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

- Sam lacks some sense of proportion in viewing the world, as he lacks some clarity in terms of tasks and practical matters.

- Sam lacks some clarity in terms of practical matters and as such has a moderately developed sense of proportion about the world.

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

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

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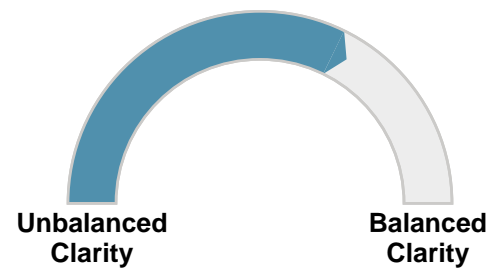
External Situational Awareness: Your level of reality based on your perception of the outside world.

- Sam has moderate understanding of the reality of the world in terms of people, tasks and systems.

- Sam has moderate awareness of the reality of the world.

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

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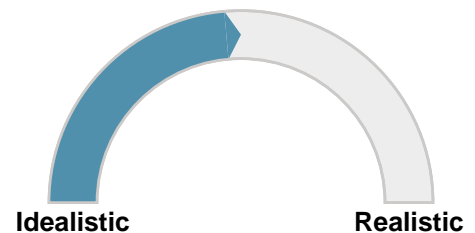
Idealistic   **Realistic**

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

# Internal Clarity and Awareness

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

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

- He is comfortable handling all types of internal situations and issues.

- Sam has a clear focus when evaluating himself, his roles and future direction.

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

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

Unbalanced Clarity   **Balanced Clarity**

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

- Sam has good awareness in terms of himself, role and direction.

- Sam has realistic expectations for himself, his job and his future.

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

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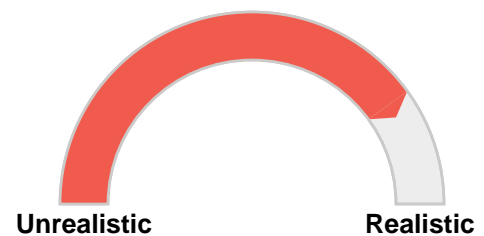
Unrealistic   **Realistic**

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

Summary of Capacity for Problem Solving

Individual Situations

Practical Situations

Theoretical Situations

Problem and Decision Index

Reaction Index

WELL DEVELOPED

DEVELOPED
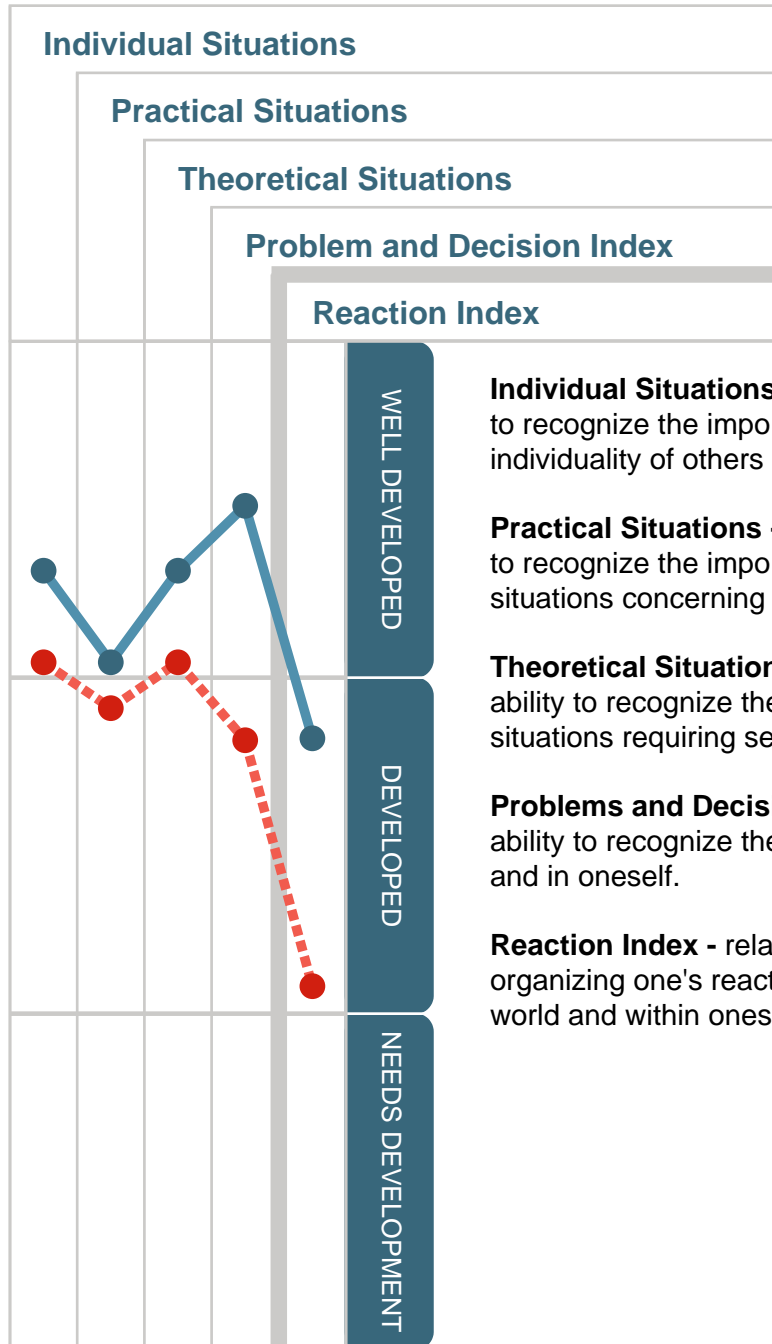
NEEDS DEVELOPMENT

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

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

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

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

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

Sam's World View

Sam's Self View

External Problem Solving and Decision Making

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

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

84

86*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

76

82*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

84

81*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

86

79*
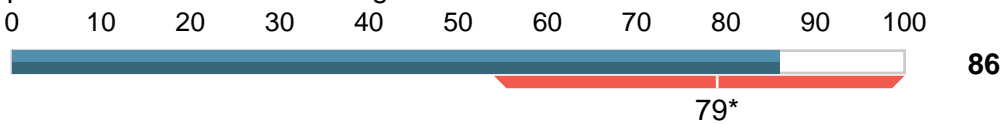
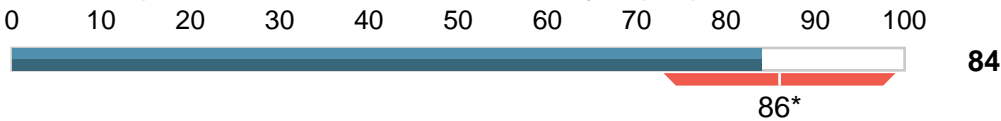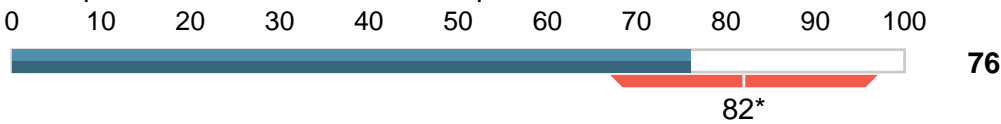* 68% of the population falls within the shaded area.

Internal Problem Solving and Decision Making

The following scores will identify Sam's ability to identify and solve specific types of problems as well as his ability to make balanced decisions within one's self.
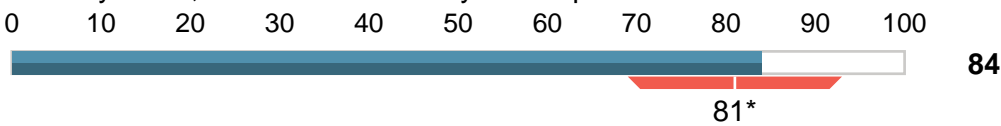
Problem Solving Ability Within One's Self - The ability to identify and solve problems related to your own individuality.

0	10	20	30	40	50	60	70	80	90	100

76

77*
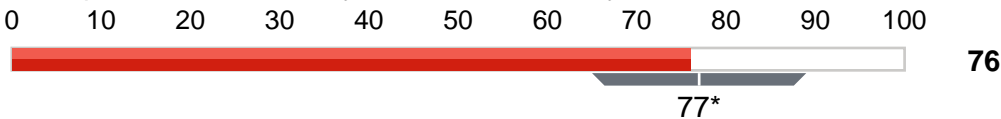
Problem Solving Ability Within One's Roles - The ability to identify and solve problems related to your personal and/or professional roles in life.

0	10	20	30	40	50	60	70	80	90	100

72

75*
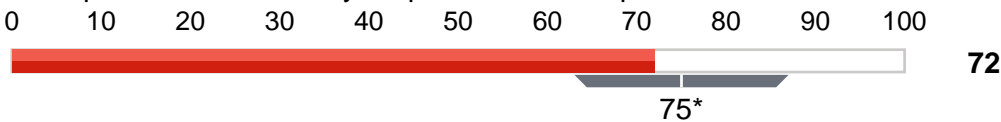
Problem Solving Ability Regarding One's Future - The ability to identify and solve problems with regard to your future direction and self-discipline.

0	10	20	30	40	50	60	70	80	90	100

76

75*
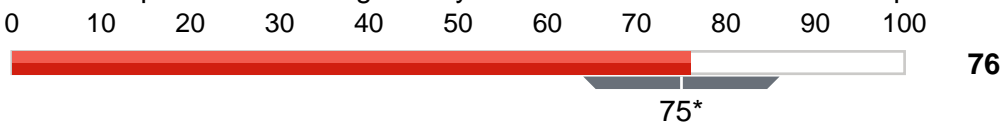
Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive important aspects regarding your individuality, your roles and your future. The higher your score, the more balanced your problem solving and decision making will be.

0	10	20	30	40	50	60	70	80	90	100

66

66*
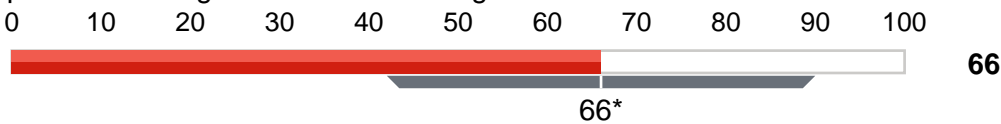
* 68% of the population falls within the shaded area.

Reaction Index

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

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

- His capacity to organize and discipline his reactions when confronted with outside problems is developed.

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving other people.

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.

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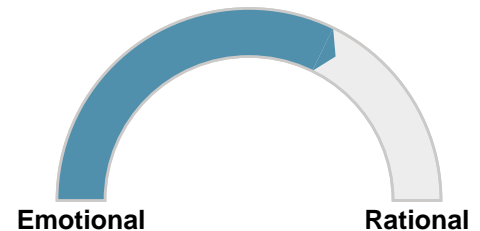
Internal Control: The ability to remain in conscious command of one's internal self when confronted with difficult circumstances and to respond rationally.

- His capacity to organize and discipline his reactions when confronted with problems within himself is developed.

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his own individuality.

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his roles in life.

- He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.

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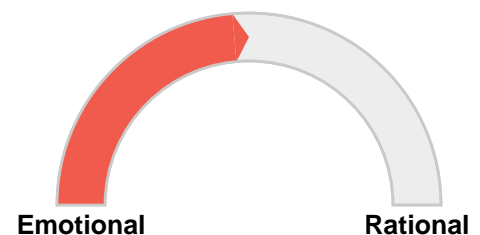
* 68% of the population falls within the shaded area.

Business Performance Summary

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

Balanced Decision Making - The ability to make consistently sound and timely decisions in one's personal and professional life.
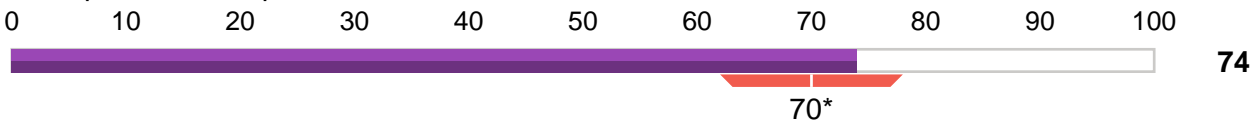
0	10	20	30	40	50	60	70	80	90	100

74

70*

External Concentration Index - The ability to remain focused and manage distractions on issues relative to people, practical and theoretical situations.
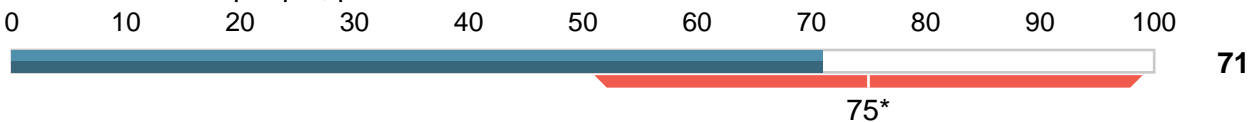
0	10	20	30	40	50	60	70	80	90	100

71

75*

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

Internal Concentration Index - The ability to remain focused and manage distractions on issues relative to you, your roles and your future.
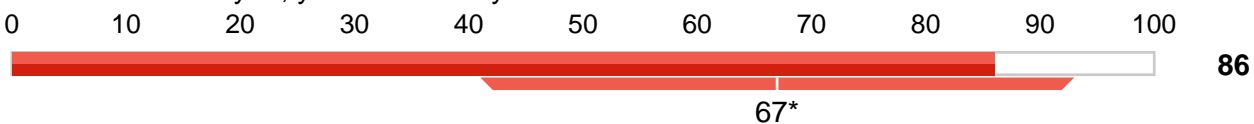
0	10	20	30	40	50	60	70	80	90	100

86

67*

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

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

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

Business Performance Summary Continued

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

- Apprehensive - worried

- Suspicious - disbelieving

- Resistant - defiant, challenging, opposing

- Angry - annoyed, irritated

- Uneasy

- Fear - concern

Pessimistic   **Optimistic**
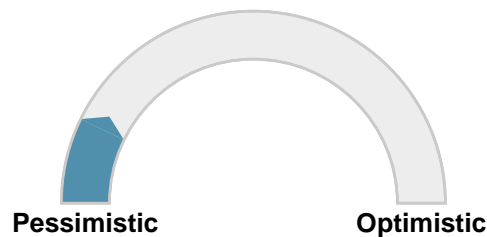
Have there been any negative events in the last 30 to 60 days that are still affecting you today?

If yes, have you noticed any differences in your behavior?

Who if anyone, have you talked to about this event?

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

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

Dimensional Balance
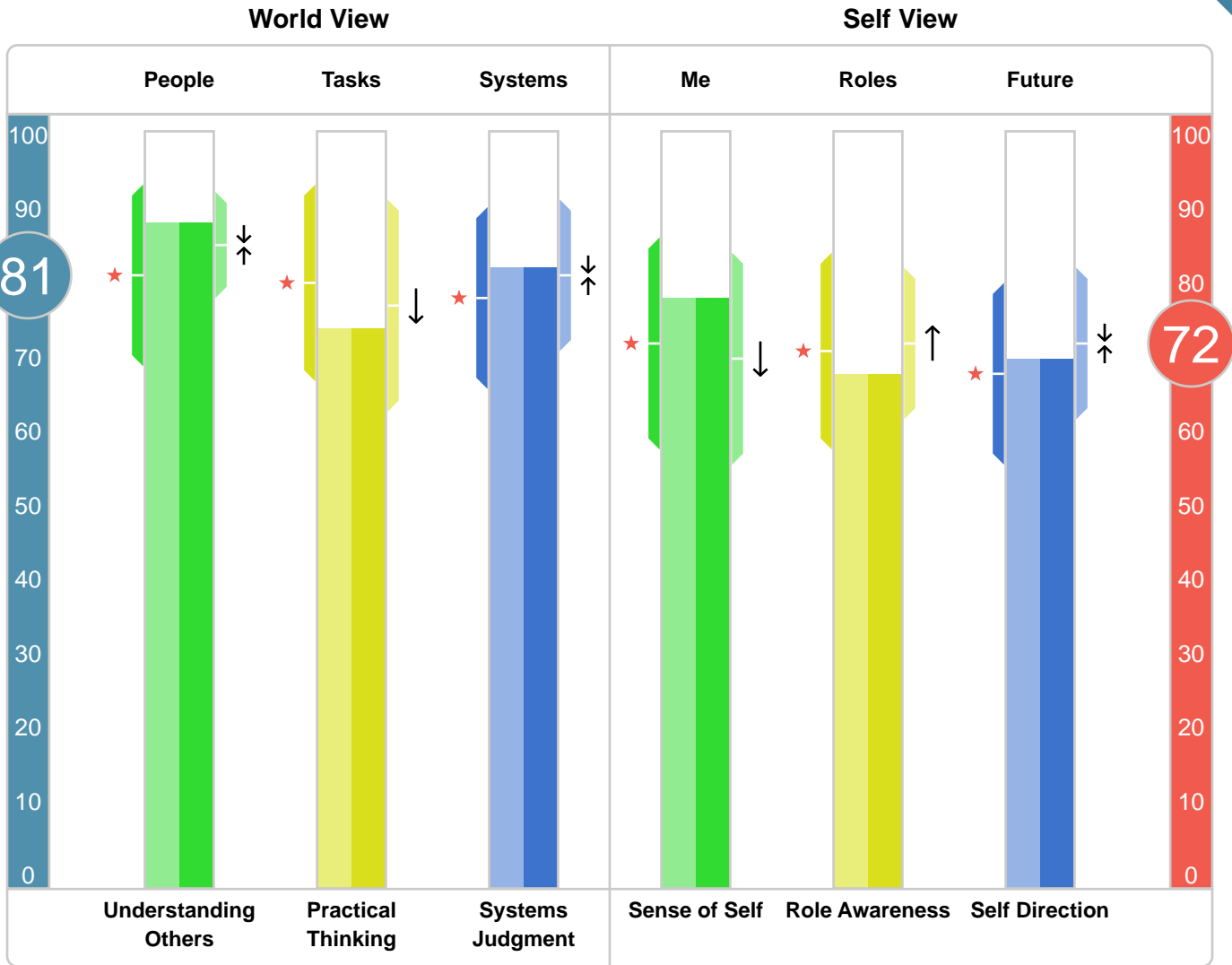
	World View			Self View		
	People	**Tasks**	**Systems**	**Me**	**Roles**	**Future**
	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Clarity	88	74	82	78	68	70
Bias	↨	↓	↨	↓	↑	↨
Blind Spot	12	26	18	22	32	30

External Clarity Average: **81**
Internal Clarity Average: **72**
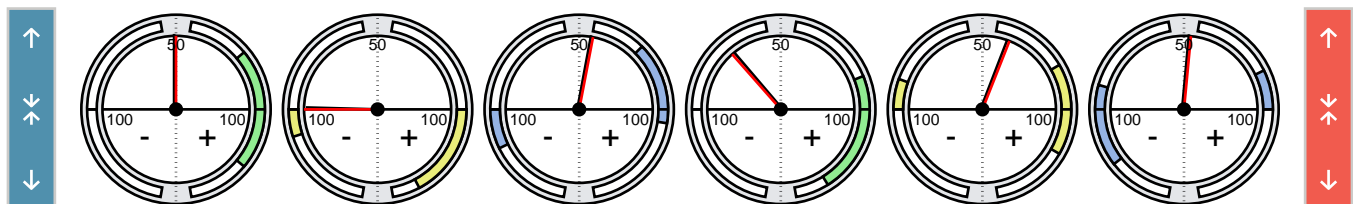
Rev: 0.92-0.84

Legend:
- ↑ Overvaluation
- ↨ Mixed valuation
- ↓ Undervaluation
- 🟢 Intrinsic
- 🟡 Extrinsic
- 🔵 Systemic
- ⭐ Population mean
- 81 External Clarity Average
- 72 Internal Clarity Average

T: 7:44

Sam Sample

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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.

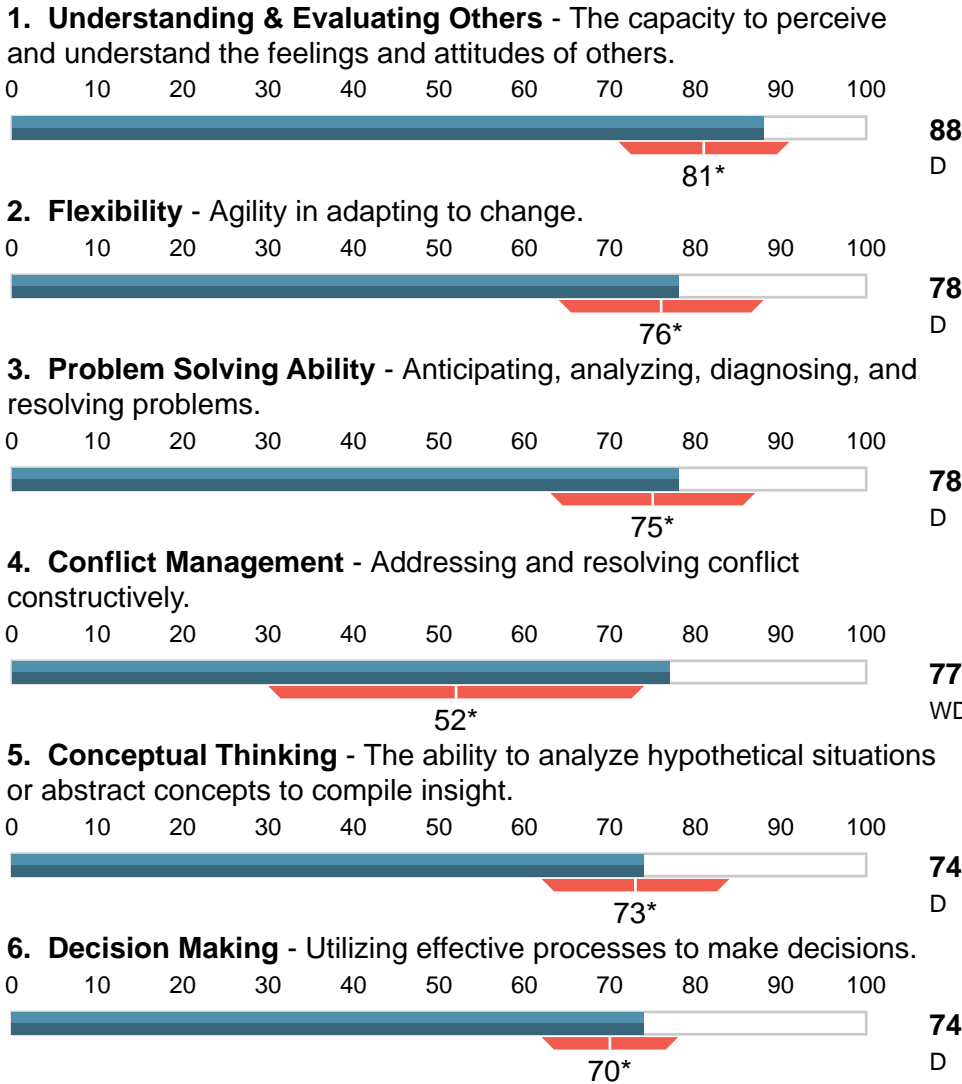| Personal Skills Ranking	
1	Conflict Management
2	Empathy
3	Understanding & Evaluating Others
4	Flexibility
5	Problem Solving Ability
6	Conceptual Thinking
7	Decision Making
8	Personal Accountability
9	Resiliency
10	Planning & Organizing
11	Self-Management
12	Customer Focus
13	Goal Achievement
14	Diplomacy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

T: 19:46

Sam Sample

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

88
D
81*

2. Flexibility - Agility in adapting to change.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

78
D
76*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

78
D
75*

4. Conflict Management - Addressing and resolving conflict constructively.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

77
WD
52*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

74
D
73*

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

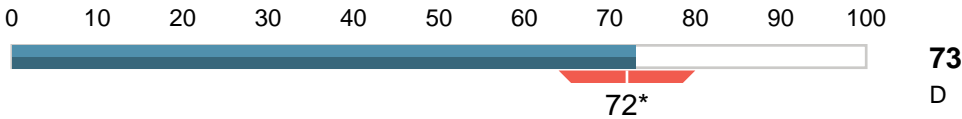**74**
D
70*

Development Legend

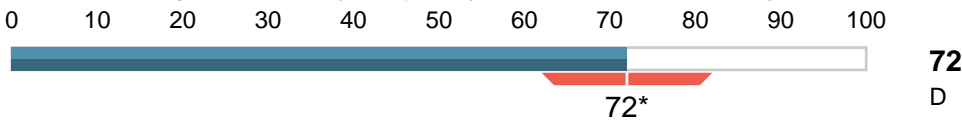| WD | = | Well Developed |
D	=	Developed
MD	=	Moderately Developed
ND	=	Needs Development

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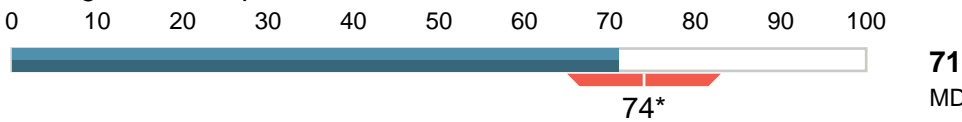
Competencies Hierarchy

7. Personal Accountability - A measure of the capacity to be answerable for personal actions.
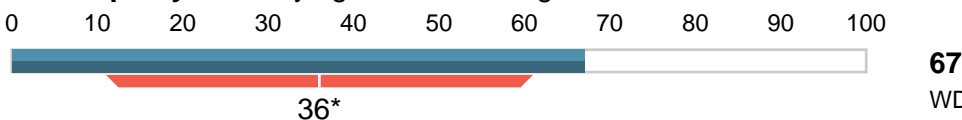
0	10	20	30	40	50	60	70	80	90	100

72*

73
D

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

0	10	20	30	40	50	60	70	80	90	100

72*

72
D

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

0	10	20	30	40	50	60	70	80	90	100

74*

71
MD

10. Empathy - Identifying with and caring about others.

0	10	20	30	40	50	60	70	80	90	100

36*

67
WD

11. Customer Focus - A commitment to customer satisfaction.

0	10	20	30	40	50	60	70	80	90	100

63*

57
MD

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

0	10	20	30	40	50	60	70	80	90	100

68*

57
MD

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

0	10	20	30	40	50	60	70	80	90	100

59*

53
MD

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

0	10	20	30	40	50	60	70	80	90	100

55*

53
MD

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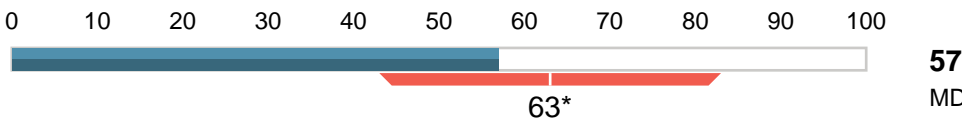
Competencies Hierarchy

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

0	10	20	30	40	50	60	70	80	90	100

50
D

48*

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

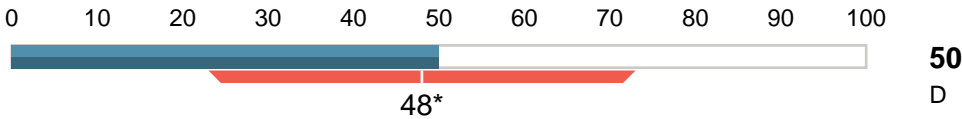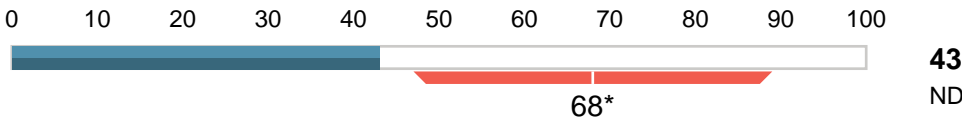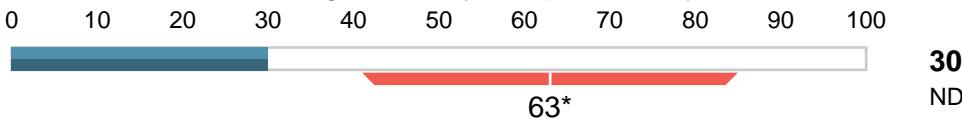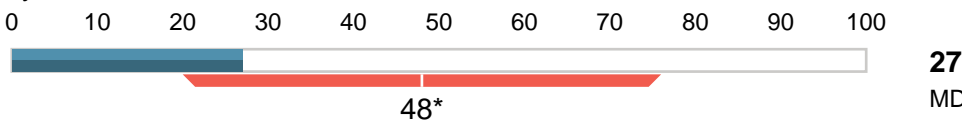| 0	10	20	30	40	50	60	70	80	90	100

43
ND

68*

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

0	10	20	30	40	50	60	70	80	90	100

37
MD

68*

18. Teamwork - Working effectively and productively with others.

0	10	20	30	40	50	60	70	80	90	100

30
ND

63*

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

0	10	20	30	40	50	60	70	80	90	100

27
MD

48*

20. Leadership - Achieving extraordinary business results through people.

0	10	20	30	40	50	60	70	80	90	100

20
ND

61*

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

0	10	20	30	40	50	60	70	80	90	100

20
MD

38*

22. Presenting - Communicating effectively to groups.

0	10	20	30	40	50	60	70	80	90	100

17
ND

61*

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

Competencies Hierarchy

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

61*

10
ND

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

54*

3
ND

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

28*

0
ND
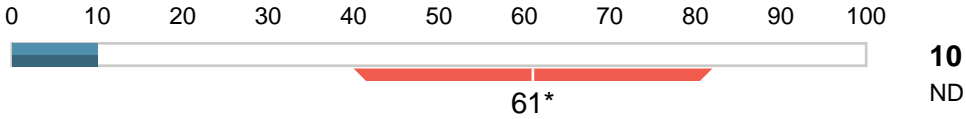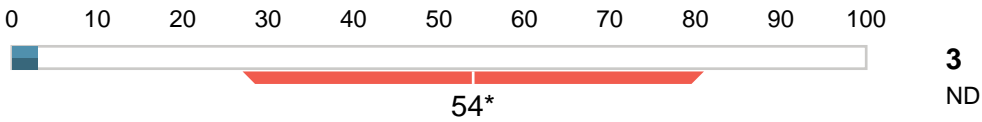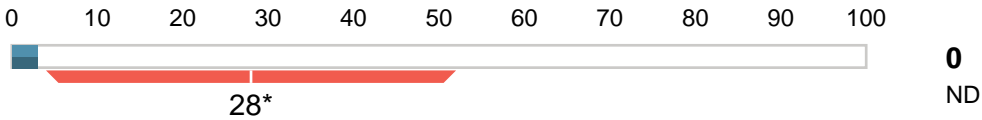
* 68% of the population falls within the shaded area.

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.

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.

Empathy: Identifying with and caring about others.

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

Developed Competencies

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

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.

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

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

Developed Competencies

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

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

Decision Making: Utilizing effective processes to make decisions.

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

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

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

Developed Competencies

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

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

Moderately Developed Competencies

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

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

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

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

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

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.

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.

Moderately Developed Competencies

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.

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.

Competencies Needing Development

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

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

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

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.

Competencies Needing Development

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.

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.

Competencies Needing Development

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.

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.

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?