



TTI  
SUCCESS  
INSIGHTS®

## TriMetrix® DNA Sales

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11-18-2015



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# Introduction

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

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

## Behaviors

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

## Driving Forces

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

## Integrating Behaviors And Driving Forces

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

## Competencies

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



## Introduction Behaviors

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

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

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

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

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

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



## Sales Characteristics

Based on Salina's responses, the report has selected general statements to provide a broad understanding of her sales style. This section highlights how she deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style she brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Salina is usually known for her ability to tackle tough sales problems and bring them to a successful conclusion. She can be resourceful, even when faced with obstacles. When results are at stake, it brings out Salina's drive for success. Some may see her as a high risk-taker, but this merely reflects her approach to winning. She will take the risks necessary to succeed. She sets high sales goals for herself. She sees the benefit of joining organizations as a way to meet her sales goals. She prefers to win, respecting winners and those who show persistence. Salina loves the challenge presented by sales. She sees it as a great opportunity to compete with herself and others. She is a self-starter, generally resourceful and readily adaptable to many sales situations. She finds the actual sales process much more rewarding than completing all the paperwork involved. She wants the authority and responsibility to achieve her sales goals. She may at times tend to overstep her authority if it will help her achieve her goals.

Salina may become defensive if she hears objections to a service or product she helped to develop. She prefers a direct and straightforward approach to selling. She truly feels that she can sell to anyone at anytime, and this may be true if she takes the time to prepare properly. She usually welcomes objections as they provide her with an opportunity to share her knowledge. If she is careful to take objections seriously, it will allow her to be more effective. In handling objections, she attempts to win on all points. Sometimes this desire to win may hinder the sale. Salina usually dominates the sales presentation. She prefers a fast and to-the-point approach, which may be too fast and blunt for some buyers. She may use confrontation to show her knowledge and expertise. Unless she is calling on an aggressive buyer, this may hinder the sale.



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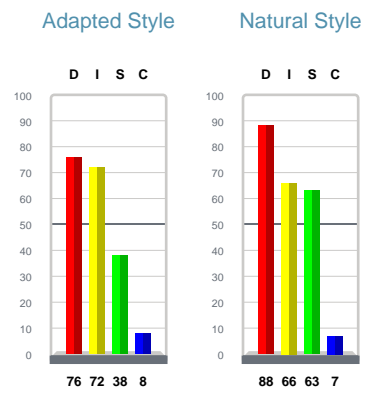
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## Sales Characteristics Continued

Salina usually has her favorite close, and she might, therefore, resist using all the closes she knows. She usually closes soon and often. She will close many sales the competition has sold but failed to close. She may lose interest in a client once the sale has been completed. Her further interest may be based on the client's ability to buy additional products or services. She will be direct and positive with her closes. She can be persistent and friendly at the same time. Salina generally concentrates on selling new accounts as compared to servicing her present accounts. New accounts represent a challenge, while servicing old accounts may be dull and too routine. Salina prefers to service her accounts using one of two methods: excellent service for those accounts she likes, or those with potential; adequate or poor service for those accounts she doesn't like, or with little potential.




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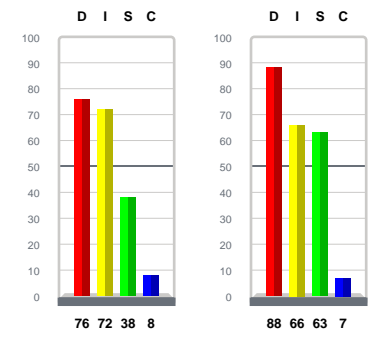
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Adapted Style      Natural Style



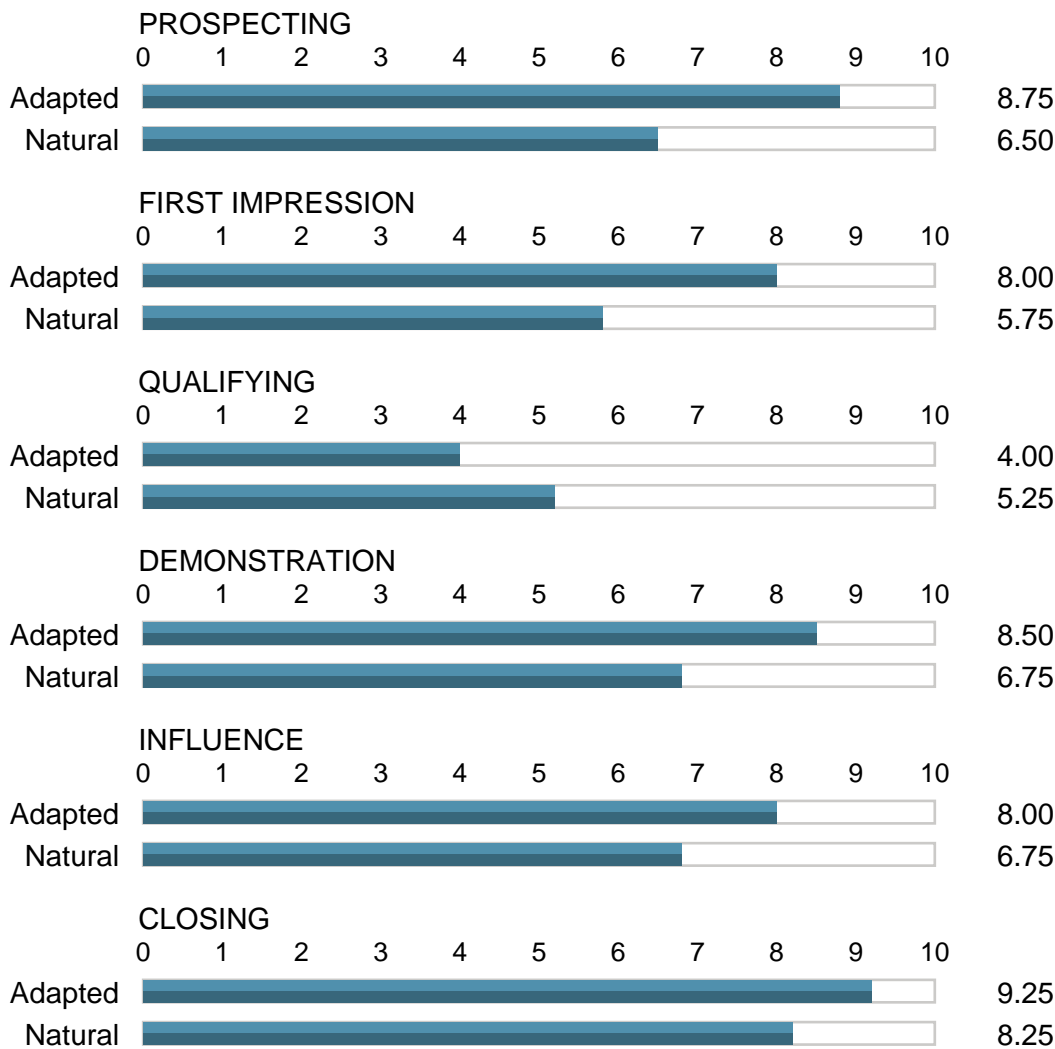


# Behavioral Selling Overview

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

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

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



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



# Potential Strengths or Obstacles to Behavioral Selling Success

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Salina's performance tendencies within each specific phase of the Behavioral Selling Model.

**Prospecting:** The first phase of the Behavioral Selling Model. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

## In the Prospecting Phase, Salina MAY have a TENDENCY to:

- Represent herself with more authority than she may have with new prospects.
- Be both assertive and aggressive in her drive to gather information and needs to be cautious with regard to following prospects' formal and informal lines of authority.
- Overlook small, but relevant bits of information that are important to gathering meaningful information essential to making a precise and meaningful presentation.
- Be challenged by solving problems and the gathering of bottom-line information that will assist in the sales process.

**First Impression:** The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display his or her sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

## In the First Impression Phase, Salina MAY have a TENDENCY to:

- Rush through the First Impression Phase and get into the Qualifying Phase prematurely while not allowing some prospects the time to feel a sense of trust, confidence and rapport.
- Aggressively confront potential buyers. Confrontation presents a challenge that she rarely turns down.
- Launch into a traditional, yet outdated demonstration of her product or service rather than wait for the appropriate time to make an appropriate application oriented behavioral selling presentation.

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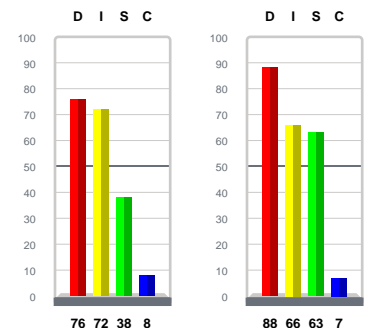
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Adapted Style      Natural Style



# Potential Strengths or Obstacles to Behavioral Selling Success

- Come on too strong, too early and too assertively for some prospects.

**Qualifying:** The questioning and detailed needs analysis phase of the face-to-face sale, this phase of the Behavioral Selling Model enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.

## In the Qualifying Phase, Salina MAY have a TENDENCY to:

- Not use all of the selling tools available to her. May use them, however, if she participated in designing and developing them.
- Dominate the sales presentation.
- Act as if she is listening to what the prospect is saying but, in actuality, her mind is moving ahead to how she is going to present her product or service on her own terms rather than on the prospect's terms.
- Not write down answers to questions. Is more likely to rely upon memory or sketchy notes when not realizing how important accuracy is and what a critical role writing down someone's comments is to the proper positioning of the sale.

**Demonstration:** Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate his or her product knowledge in such a way that it fulfills the stated or implied wants, needs, or intentions of the prospect as identified and verbalized in the Qualifying Phase.

## In the Demonstration Phase, Salina MAY have a TENDENCY to:

- Ten to fifteen percent of her potential customers will feel comfortable with her presentation style which can be fast, direct and sometimes glossing over major points. However, the remaining prospects will feel somewhat uncomfortable with her natural style.
- Not take the time to ask feedback questions in order to assure that her presentation is on target and meeting the prospect's stated or implied needs.



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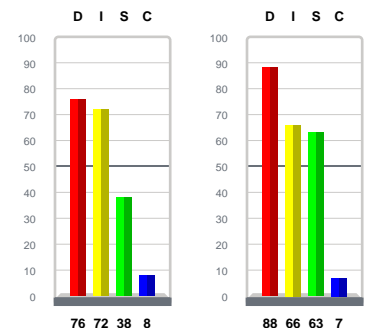
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Adapted Style      Natural Style







# Potential Strengths or Obstacles to Behavioral Selling Success

- Dominate the presentation and rush through it. May tend to leave the prospect out of the equation.
- Develop highly creative solutions to prospect's problems. However, these solutions may tend to be too aggressive for some buyers. Needs to stay alert to buying signals and maintain focus on the buyer rather than on herself or her product or service.

**Influence:** What people believe enough, they act upon. This phase is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

## In the Influence Phase, Salina MAY have a TENDENCY to:

- Loosely "toss around" testimonials of others without providing the facts to support statements.
- Not allow enough time for prospect to verbalize her full and honest feelings.
- Make claims that are beyond the belief of certain types of buyers. Warning: Make no claims unless they can be backed by fact.
- Subconsciously force prospect to agree with her intentions.

**Closing:** The final phase of the Behavioral Selling Model. This phase is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

## In the Closing Phase, Salina MAY have a TENDENCY to:

- Be so direct in closing that she antagonizes some buyers. The methodical buyer could be intimidated.
- Welcome objections. They provide her with an opportunity to expand her image. However, she may have a tendency to take some objections too lightly.
- Not answer objections to the buyer's satisfaction.



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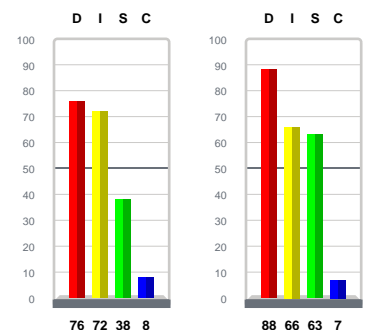
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Adapted Style      Natural Style





# Potential Strengths or Obstacles to Behavioral Selling Success

- Have a natural closing style that works extremely well with the fast acting buyer. These buyers appreciate a salesperson who uses the direct approach. Tends to be direct and proactive in closing. More specifically, she is both persistent and direct.




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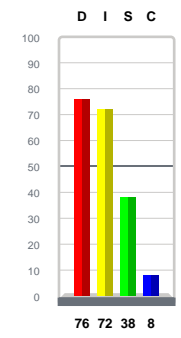
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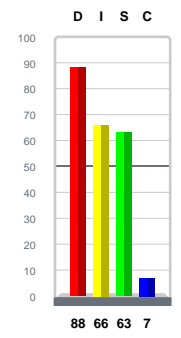
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Adapted Style



Natural Style





# Value to the Organization

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

- Creative in her approach to solving problems and selling.
- Tenacious.
- Usually makes decisions with the bottom line in mind.
- Accomplishes goals through people.
- Pioneering.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Self-starter.



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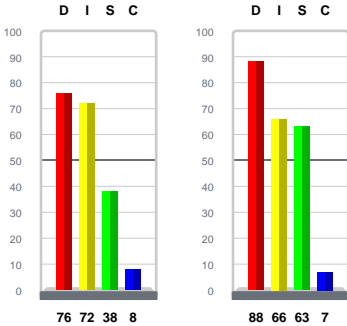
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Adapted Style

Natural Style





## Checklist for Communicating

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

### Ways to Communicate:

- Provide solutions--not opinions.
- Use the carrot approach when appropriate.
- Appeal to how she will benefit or be admired.
- Present the facts logically; plan your presentation efficiently.
- Support the results, not the person, if you agree.
- Understand her defiant nature.
- Ask specific (preferably "what?") questions.
- Expect her to return to fight another day when she has received a no answer.
- Flatter her ego.
- Define the problem in writing.
- Provide "yes" or "no" answers--not maybe.

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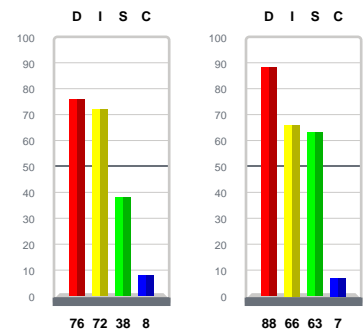
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Adapted Style      Natural Style





# Checklist for Communicating Continued

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

- Come with a ready-made decision, and don't make it for her.
- Ramble on, or waste her time.
- Be redundant.
- Reinforce agreement with "I'm with you."
- Direct or order.
- Try to build personal relationships.
- Let her overpower you with verbiage.
- Forget or lose things; be disorganized or messy; confuse or distract her mind from business.
- Muffle or over legislate.
- Try to convince by "personal" means.
- Let disagreement reflect on her personally.
- Be paternalistic.
- Take credit for her accomplishments.




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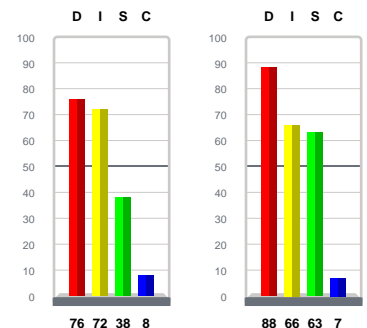
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Adapted Style      Natural Style





## Selling Tips

*This section provides suggestions on methods which will improve Salina's communications when selling to different styles. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Salina will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. This flexibility and the ability to interpret the needs of others is the mark of a superior salesperson.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# 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 Salina's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Salina to project the image that will allow her to control the situation.*

### Self-Perception

Salina usually sees herself as being:

- Pioneering
- Assertive
- Competitive
- Confident
- Positive
- Winner

### Others' Perception - Moderate

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

- Demanding
- Nervy
- Egotistical
- Aggressive

### Others' Perception - Extreme

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

- Abrasive
- Controlling
- Arbitrary
- Opinionated



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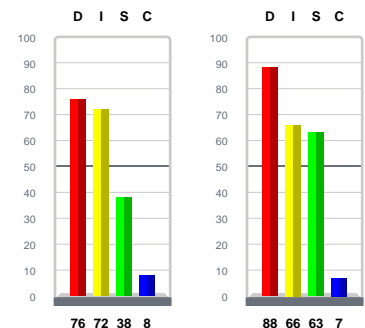
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Adapted Style

Natural Style





# The Absence of a Behavioral Factor

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

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

- Avoid environments where micro-management is the way of the organization.
- Avoid working environments where risk taking is not rewarded or encouraged.
- Avoid situations where critical analysis is required, and move toward an out-of-the-box brainstorming environment.

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

- Extremely formal and structured interactions may cause stress.
- Breaking rules that others must follow, will be seen as reckless and haphazard.
- Understand the need for detail in delegation practices, as this may cause unnecessary stress for others, and the desired result will be more difficult to achieve.




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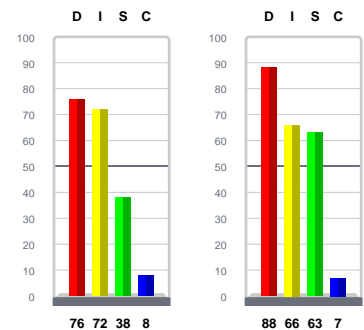
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Adapted Style

Natural Style







# Descriptors

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

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
<b>Dominance</b>	<b>Influencing</b>	<b>Steadiness</b>	<b>Compliance</b>
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 Selling Style

Salina's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.



## PROBLEMS - CHALLENGES

### Natural

Salina tends to attack sales challenges in a demanding, driving and self-willed manner. She is individualistic in her approach and will actively seek to achieve sales goals. She likes authority along with her responsibility and a territory that will constantly challenge her to perform up to her ability.

### Adapted

Salina's response to the sales environment is to be strong-willed and ambitious. She seeks to win against all obstacles.

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## PEOPLE - CONTACTS

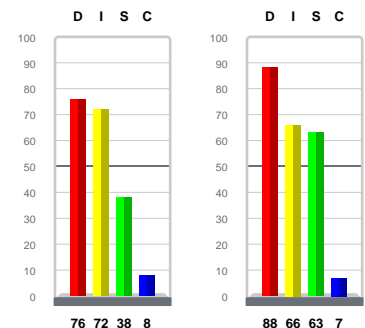
### Natural

Salina is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She will trust others and likes a positive environment in which to sell.

### Adapted

Salina sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

Adapted Style      Natural Style





# Natural and Adapted Selling Style Continued



## PACE - CONSISTENCY

### Natural

Salina enjoys a sales environment that needs a consistent approach. She will change approach if the new direction is meaningful and consistent with past experience. She enjoys selling quality products that she feels are reliable and dependable.

### Adapted

Salina feels to be successful in her present sales environment she must see many prospects/customers. She feels mobility is one of her strengths. She can go in many different directions with ease and control.

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## PROCEDURES - CONSTRAINTS

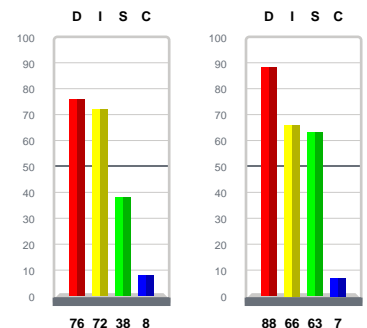
### Natural

Salina wants to be seen as her own person who is willing and capable of interpreting the company policies to ensure the best results and allow her creative and innovative methods of selling. She wants to be measured on her sales results, not how she achieved the results.

### Adapted

The difference between Salina's basic and adapted sales style is not significant and she sees no need to change on this factor.

Adapted Style      Natural Style





# Adapted Style

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

- Telling clients or customers about the "big picture."
- Independent in approaching customers or clients.
- Uninhibited in making a creative sales presentation.
- Positive response to a client's objections.
- Unafraid to overstep authority when necessary to make a sale.
- Exhibiting confidence in approaching customers.
- Authority to carry out responsibility.
- Challenging the status-quo.
- Dealing with customers and clients efficiently.
- Ability to handle many new products or services.
- A resourceful, eager self-starter.
- Anticipating and using creative ways to assist clients in problem solving.
- Using authority and responsibility for completing the sale.




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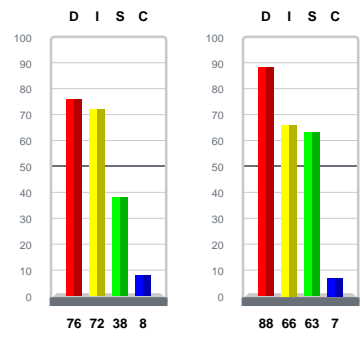
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Adapted Style

Natural Style





# Time Wasters

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

## Poor Delegation

Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

### Possible Causes:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

### Possible Solutions:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

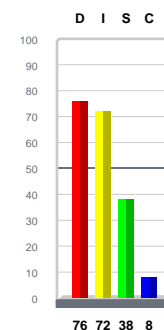
## Crisis Management

Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

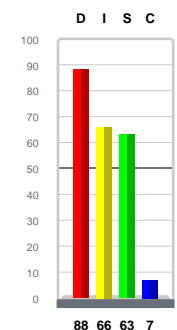
### Possible Causes:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

Adapted Style



Natural Style




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## Time Wasters Continued

### Possible Solutions:

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

### Firefighting

*Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.*

### Possible Causes:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

### Possible Solutions:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach




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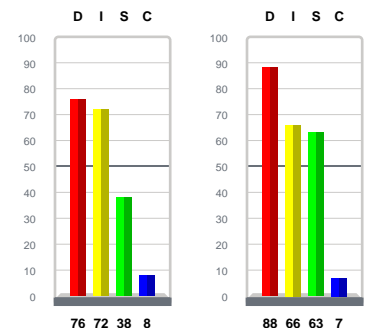
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Adapted Style      Natural Style





# Areas for Improvement

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

## Salina has a tendency to:

- Not have presentation in a logical order.
- Represent herself with more authority than she may have.
- Not answer objections to buyer's satisfaction.
- Become defensive and overreact to certain objections.
- Talk too fast for the logical and detail-oriented buyer.
- Blame, deny and defend when confronted with poor sales results.
- Use fear as motive for buying.




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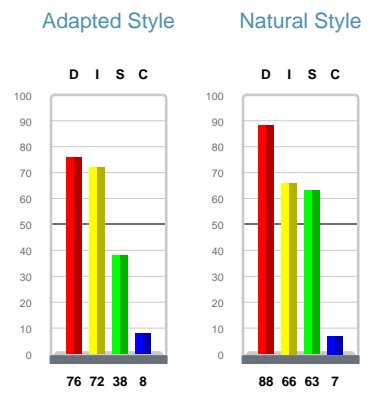
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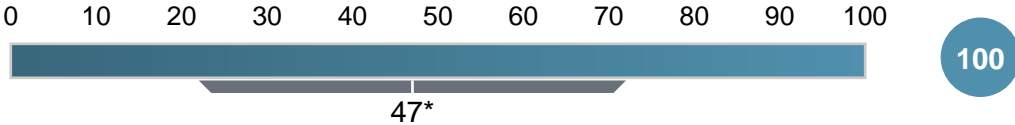




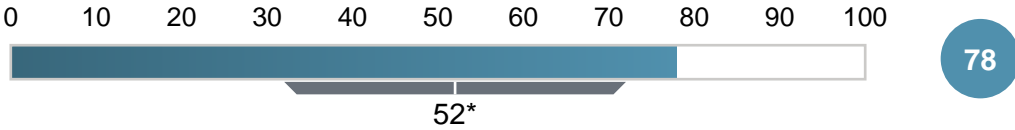
# Behavioral Hierarchy

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.

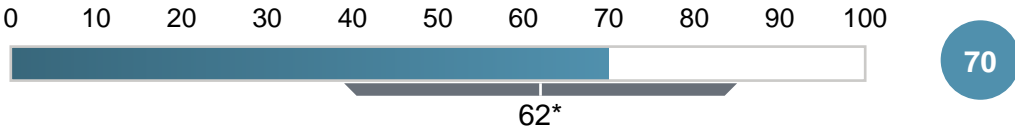
**1. Competitiveness** - Tenacity, boldness, assertiveness and a "will to win" in all situations.



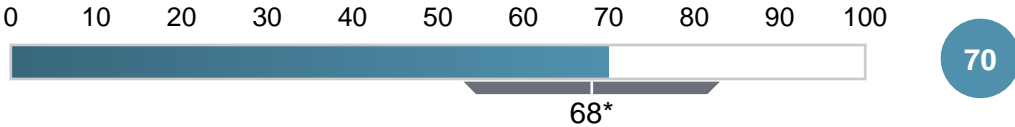
**2. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



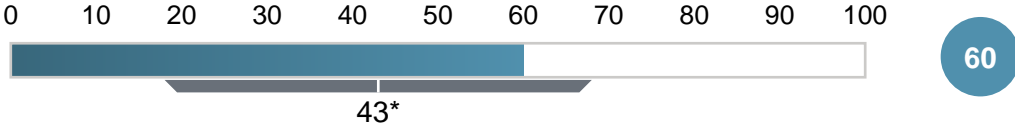
**3. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



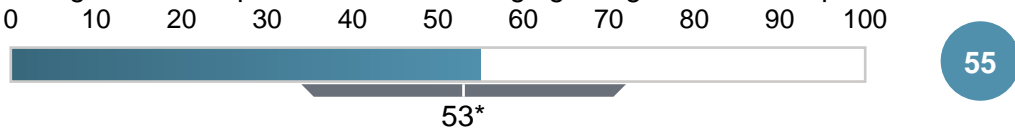
**4. People Oriented** - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



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



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




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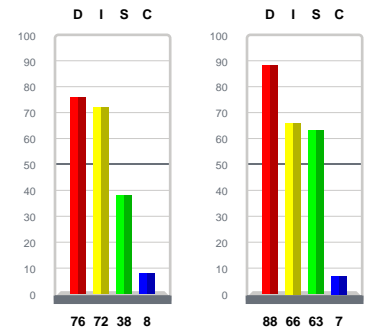
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Adapted Style      Natural Style



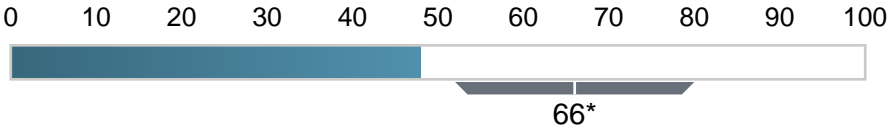
\* 68% of the population falls within the shaded area.





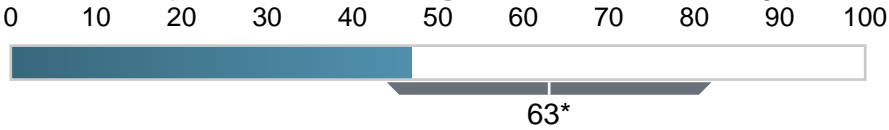
# Behavioral Hierarchy

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



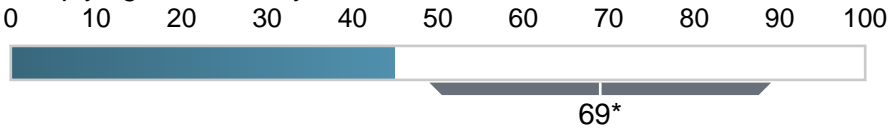
48

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



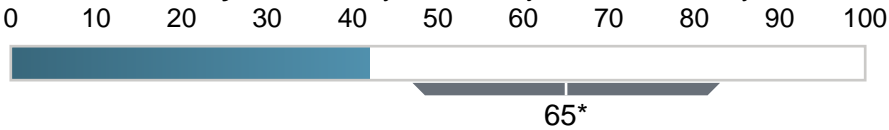
47

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



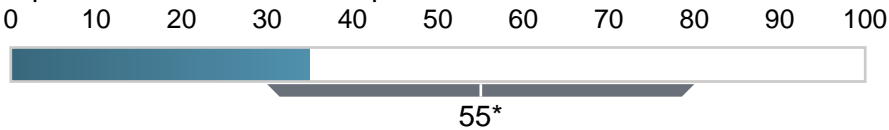
45

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



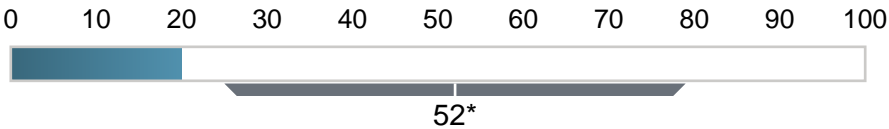
42

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



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



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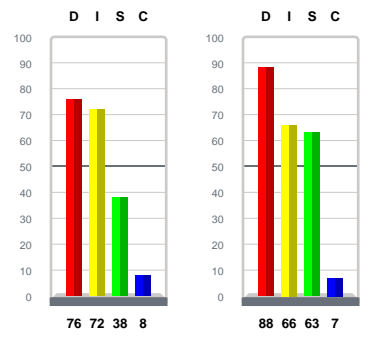
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Adapted Style      Natural Style



SIA: 76-72-38-08 (12)    SIN: 88-66-63-07 (44)  
\* 68% of the population falls within the shaded area.

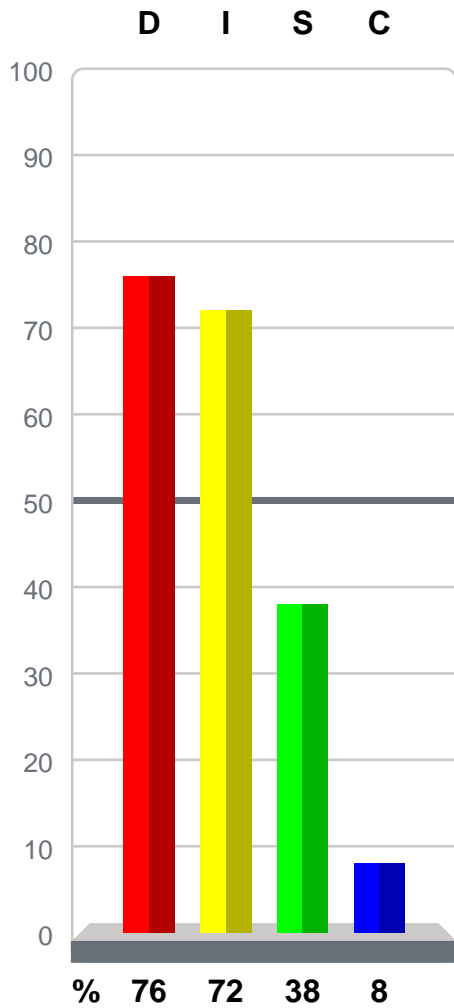


# Style Insights® Graphs

11-18-2015

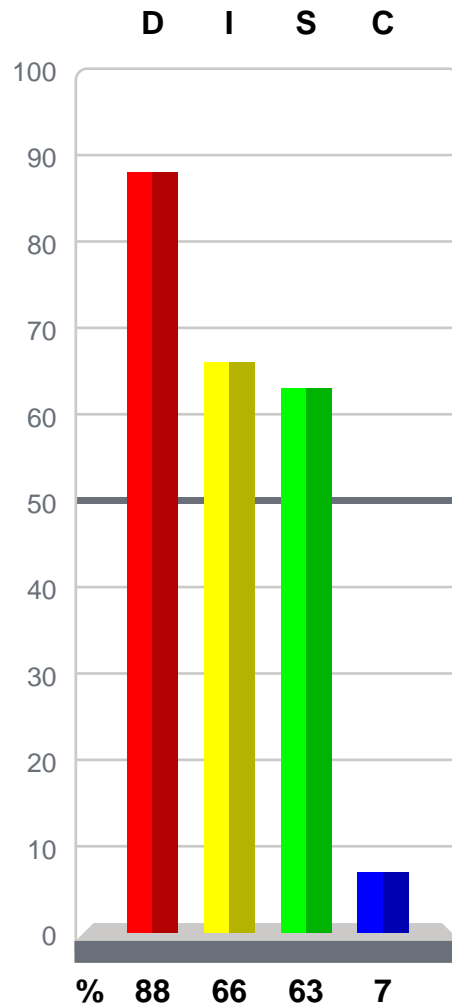
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



## The Success Insights® Wheel

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

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

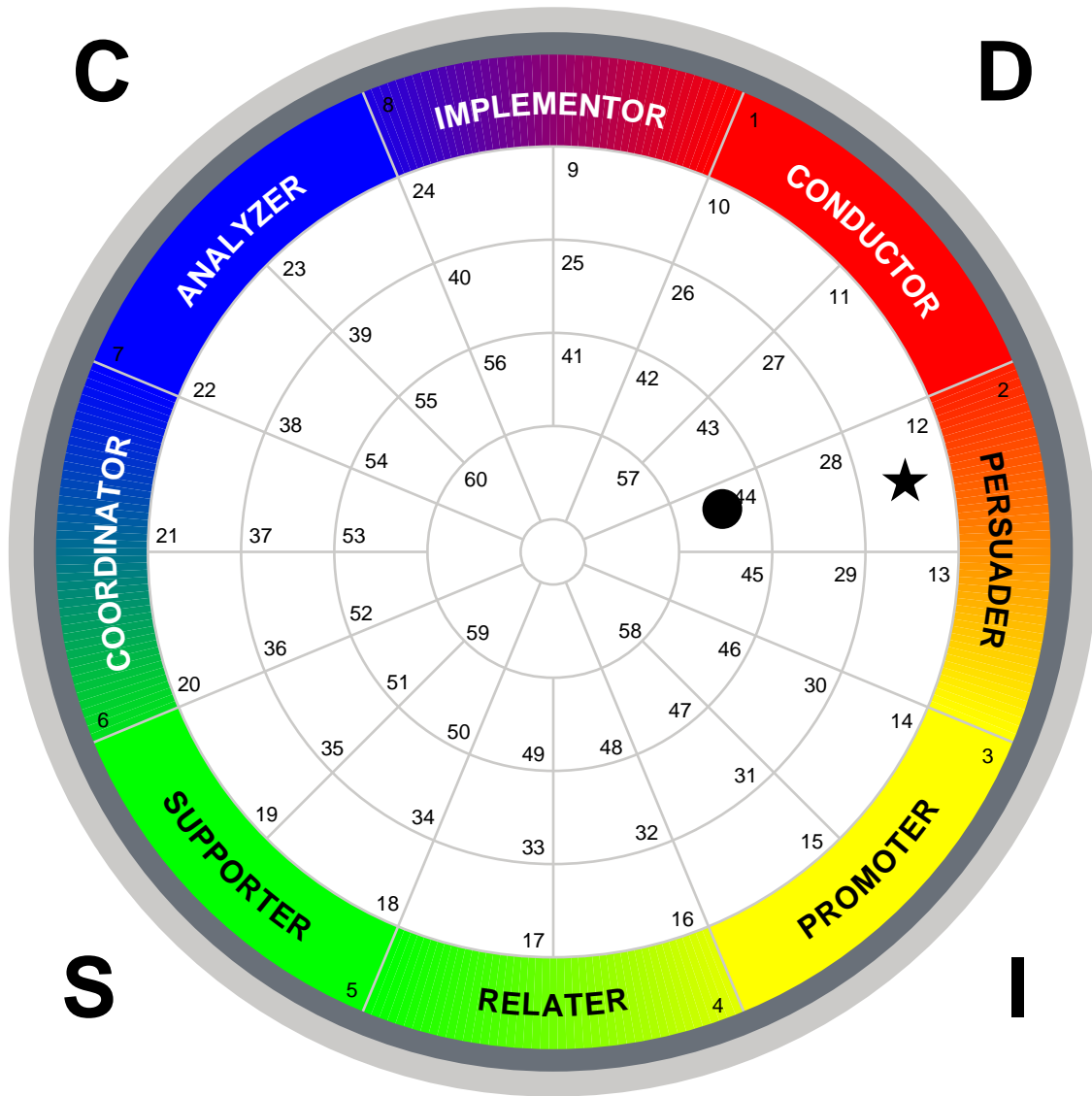
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



# The Success Insights® Wheel

11-18-2015



Adapted: ★ (12) CONDUCTING PERSUADER  
Natural: ● (44) CONDUCTING PERSUADER (ACROSS)

Norm 2015 R4



# Understanding Your Driving Forces

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

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

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

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

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

- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in work and life



# General Characteristics

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

Salina has the desire to be recognized for her accomplishments. She may be energized by public recognition. She will strive to maintain individuality in group settings. She is always looking for new ways to accomplish routine tasks. Salina will challenge the status quo to keep momentum moving. She can be an out-of-the-box thinker. She is willing to help others if they are working to achieve their goals. She may question the amount of time individuals spend helping other people. Salina evaluates situations and looks for the potential return on investment. She may give freely of time, talent and resources, but will want and expect a return on her investment. She will focus on the objective before the harmony of a situation. She will seek knowledge based on her needs in individual situations.

Salina wants to control her own destiny and display her independence. If necessary, Salina will be assertive to maintain control of a situation. She is looking for new methods and ways to expand her future opportunities. She is creative when interpreting systems and will adopt aspects of them if she sees a benefit. Salina may be firm in her decisions and not be swayed by unfortunate circumstances. She will struggle if helping others is in conflict with her own self-interest. Salina's enterprising tendencies may cause her to be sensitive to wasting time, resources and/or opportunities. She may focus on efficiency to minimize the squandering of resources. Salina will focus on the purpose as well as the presentation of a project. She may be able to mask personal issues and focus on professional productivity. If knowledge of a specific subject is not of interest, or is not required for success, Salina will have a tendency to rely on her intuition or practical information in this area. If Salina is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.



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# General Characteristics

Salina seeks to achieve leadership roles. She is passionate about creating something that leaves a lasting impact. She lives in the moment with the goal of finding new methods for existing activities. She is seeking opportunities to enhance her ever changing system for living. Salina will tend to follow others if it will enhance her goals. She may use wealth as a way to measure her success. She may attempt to balance the functionality and harmony of her workday. She has the potential to become an expert in her chosen field.

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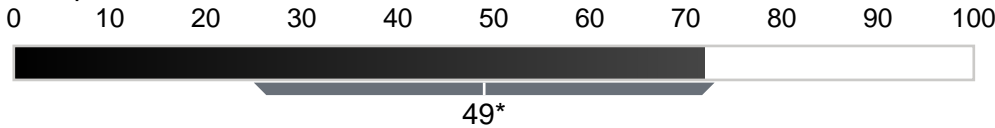
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# Primary Driving Forces Cluster

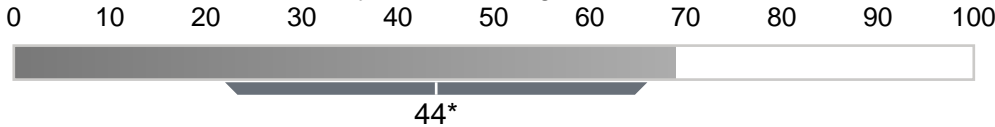
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



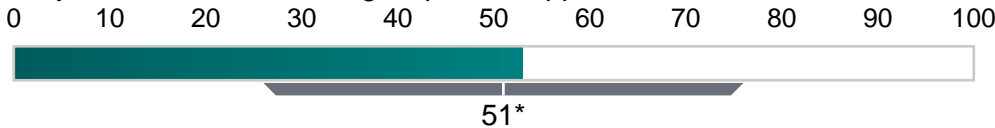
72

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



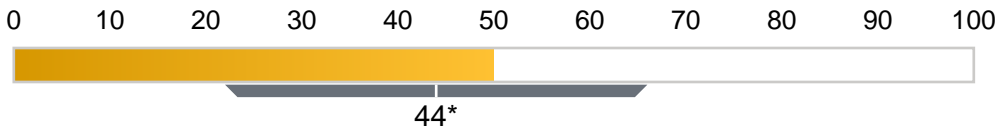
69

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



53

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



50

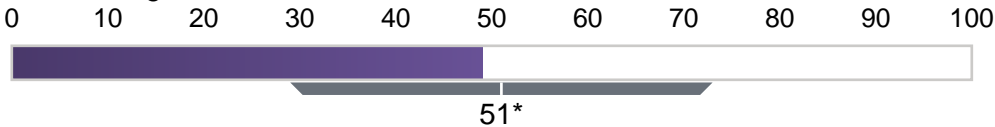




# Situational Driving Forces Cluster

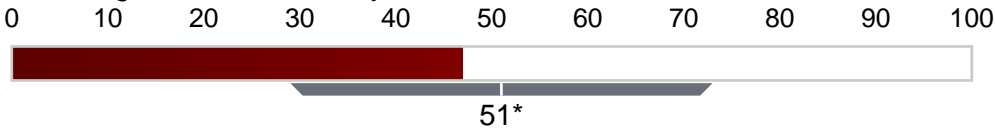
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



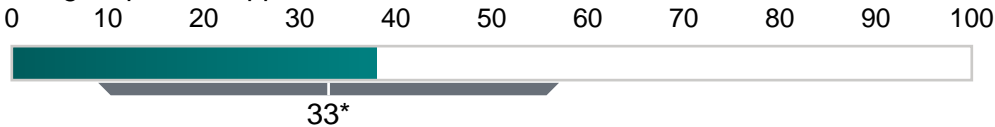
49

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



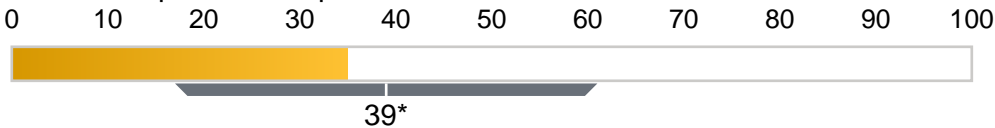
47

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



38

**8. Selfless** - People who are driven by completing tasks for the greater good, with little expectation of personal return.



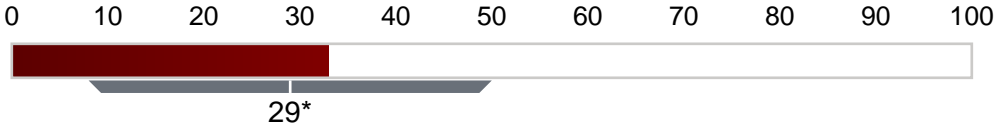
35



# Indifferent Driving Forces Cluster

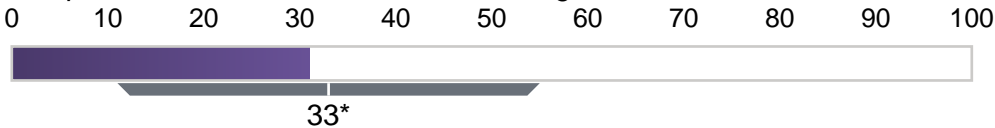
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



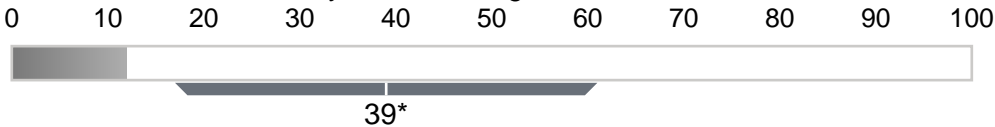
33

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



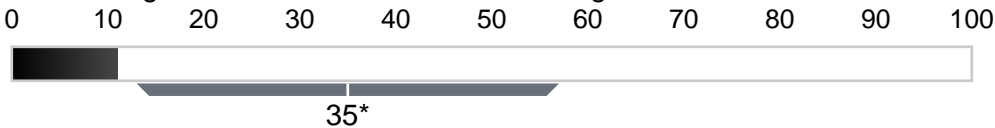
31

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



12

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



11

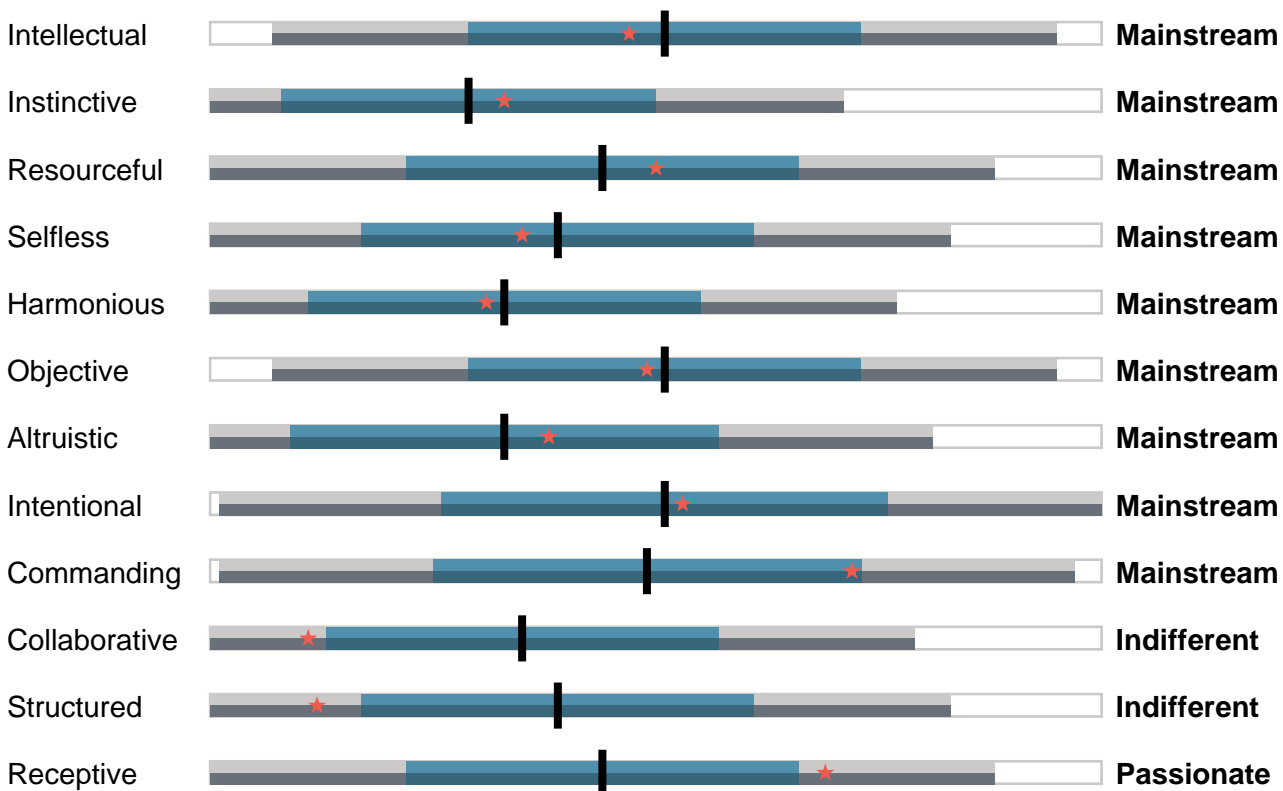


# Areas for Awareness

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

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

## Norms & Comparisons Table - Norm 2015

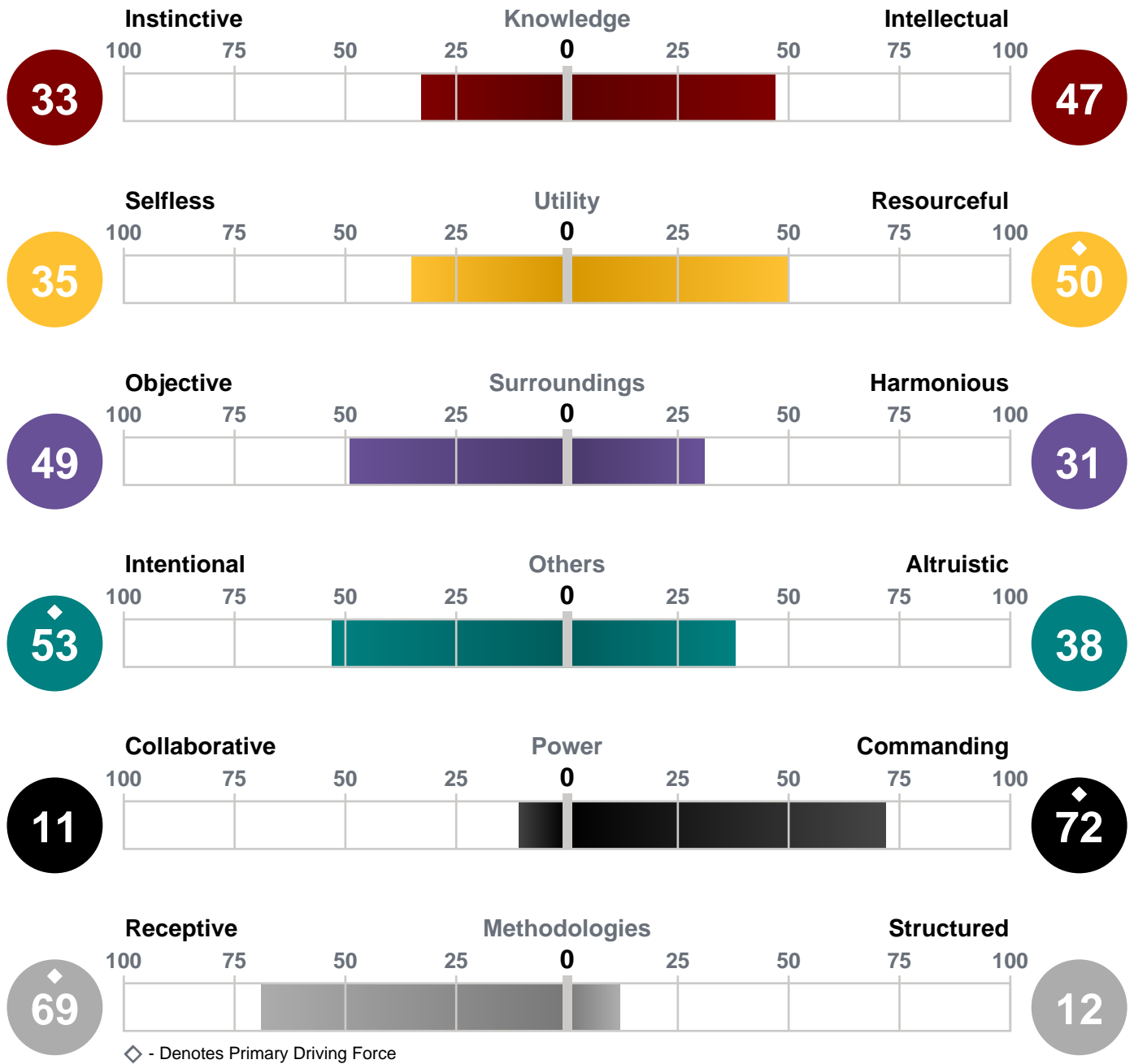


- 1st Standard Deviation - \* 68% of the population falls within the shaded area. 
  - 2nd Standard Deviation 
  - 3rd Standard Deviation 
  - national mean 
  - your score

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

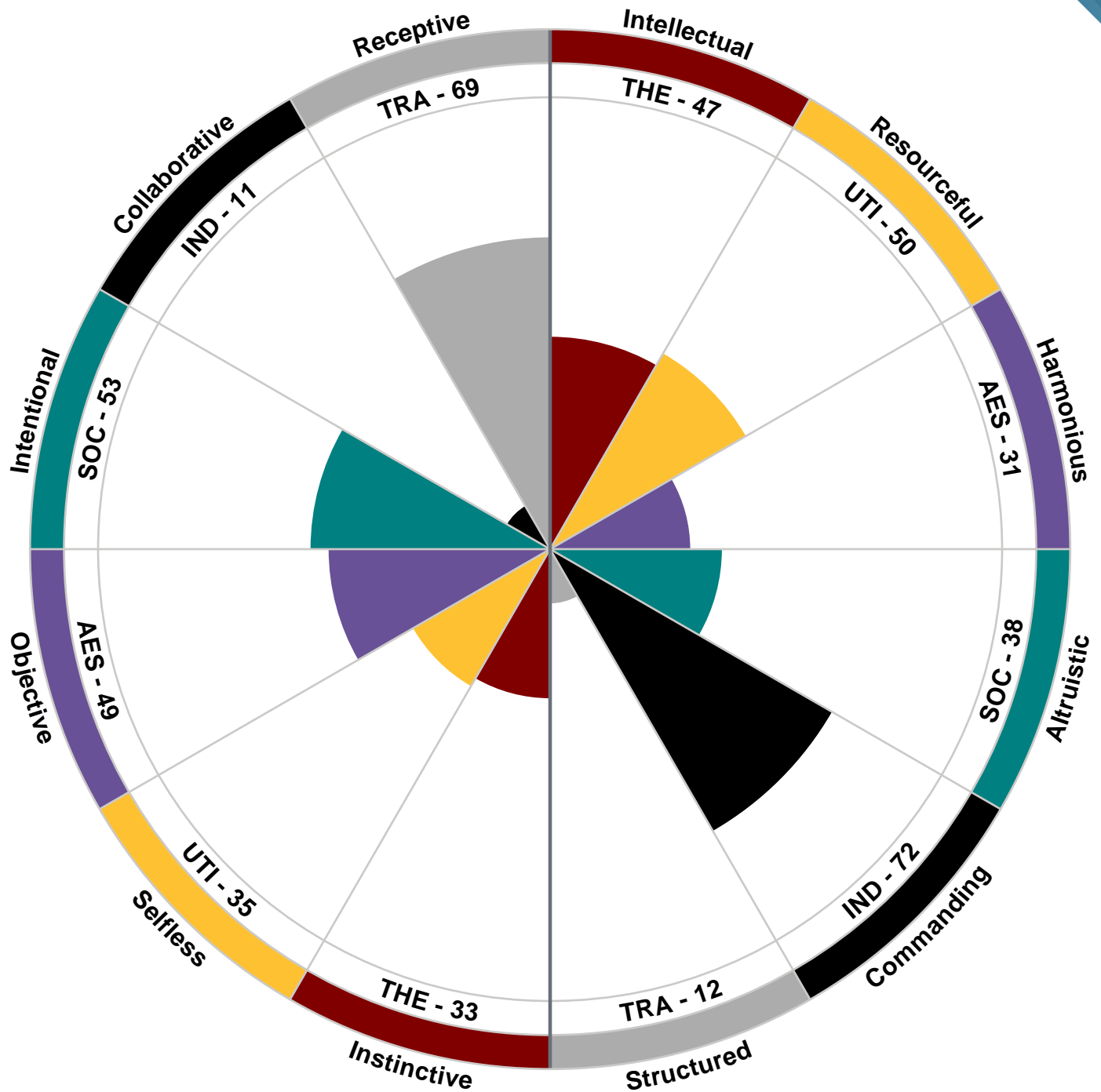


# Driving Forces Graph



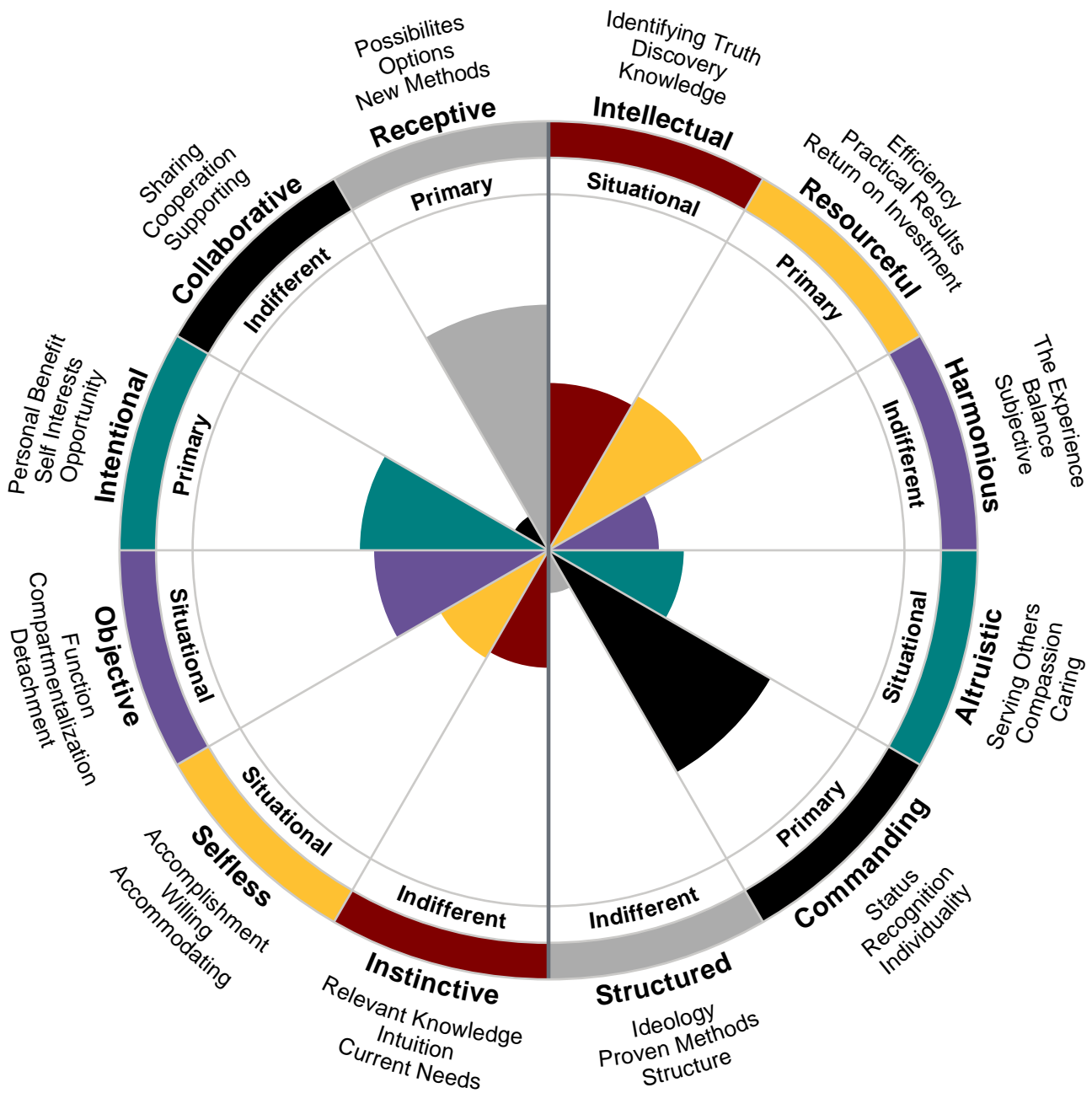


# Driving Forces Wheel





# Descriptors Wheel





## Introduction Integrating Behaviors and Driving Forces Section

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

### In this section you will find:

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



# Potential Behavioral and Motivational Strengths

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

- Not easily deterred by setbacks.
- Bottom-line focused when leading others.
- Forward-looking to improve herself or a situation.
- Lives by an open system and will do anything to enhance it.
- Assertively champions causes she is interested in.
- Will champion change and focus on out of the box results
- Tough but fair when others are willing to work hard.
- Goal focused when assessing how others can help.
- Calculated with their time, talent, and resources.
- Tends to be futuristic.
- Makes decisions based on saving time, resources and improving efficiency.
- Can be resourceful to influence others to get results.



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# Potential Behavioral and Motivational Conflict

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

- Can set personal standards too high.
- May not realize the negative consequences of her quick decisions.
- May always want to display her superiority through problems or challenges.
- Willing to listen to outside viewpoints to build a creative solution.
- Quick decisions may conflict with new opportunities.
- A desire for better results may be prohibited by her need for something new.
- May set standards too high that causes others to fall short.
- May over focus on results and over look others.
- Has a direct method of developing others if she sees a future return.
- Can be a workaholic.
- May make a quick decision that results in a bad investment and/or wasted time.
- May take high risk for high reward too often.

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# Ideal Environment

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

- Continual opportunity to challenge and win.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- Management that appreciates and rewards powerful risk-taking.
- An environment to challenge rules in which she doesn't agree.
- Opportunity to alter existing systems to make them bigger, better and faster.
- An environment that promotes creative ideas for solving problems and making decisions.
- Ability to utilize own strengths to achieve results.
- Rewards based on group "wins", as well as individual contributions.
- A forum to champion the needs and desires of others who are willing to work for common results.
- Rewards based-on challenging the status quo resulting in a return to the organization including personal gain.
- Having economic, competitive and challenging incentives.
- Rewards for being quicker, faster, better.

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# Keys to Motivating

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

## Salina wants:

- Ability to create, share and control the vision.
- Space and latitude to do what it takes to get the job done.
- New and difficult challenges that lead to prestige and status.
- A manager and a team that appreciates that every system should be challenged.
- All systems and structures to be current and moving toward the desired result.
- The opportunity to expand her way of thinking.
- To get results by incorporating the abilities of others.
- To be seen as a person who helps others, if they are willing to work hard for the desired results.
- Opportunities to accomplish solutions to problems that relate to her vision.
- Focus on results and rewards, not the process or journey.
- Opportunities for achieving things faster and of more value.
- Freedom to get desired results and improve efficiency.

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## Keys to Managing

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

### Salina needs:

- To understand that not all problems are a nail, therefore all solutions cannot be a hammer.
- Freedom to determine how results should be achieved.
- Assistance in staying on task when she is not the leader of the project.
- Support in properly displaying her passion for the way things could be.
- A manager that understands her potentially explosive nature is from the desire to achieve and win in new and different ways.
- Support to achieve results through her constantly evolving system for living.
- To understand desire to win or achieve may cause people to be seen as tools.
- Awareness of how her drive can inspire other's to accomplish mutual goals.
- To be given power and authority to achieve results through people.
- The opportunity to receive rewards based on results achieved.
- To understand that people who do not move at her pace may still offer value and a return on investment.
- To be an active listener instead of dominating the discussion.

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## Introduction Competencies

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

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

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

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

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

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



# Development Indicator

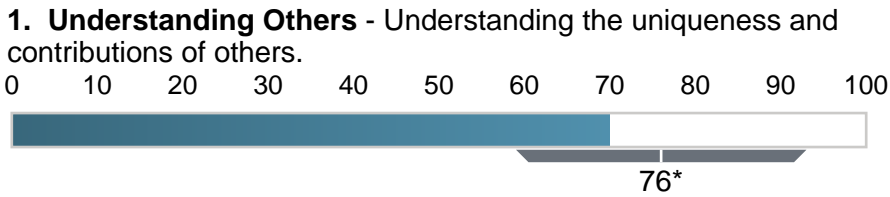
This section of your report shows your development level of 25 personal skills based on your responses to the questionnaire.



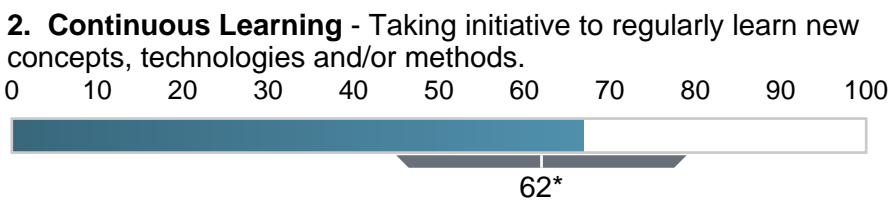


# Competencies Hierarchy

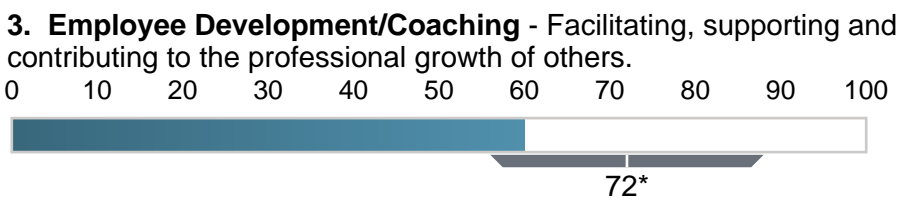
Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.



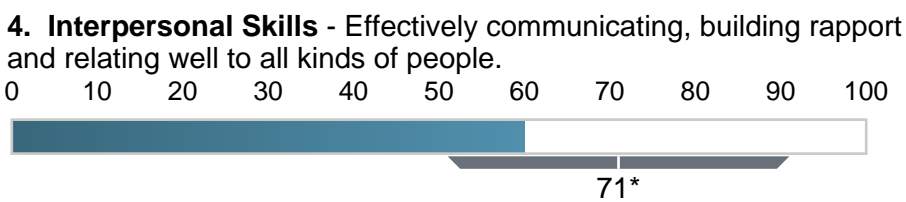
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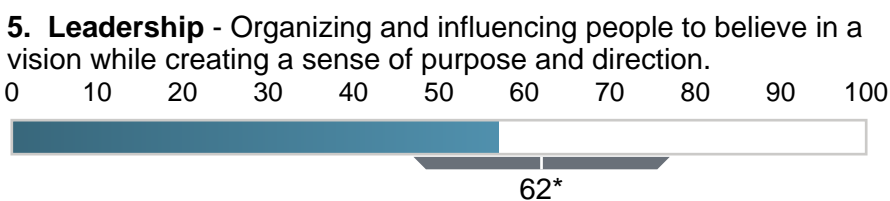
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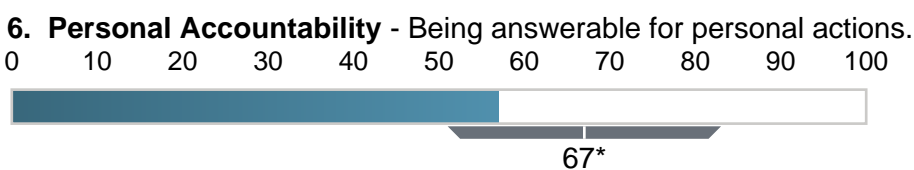
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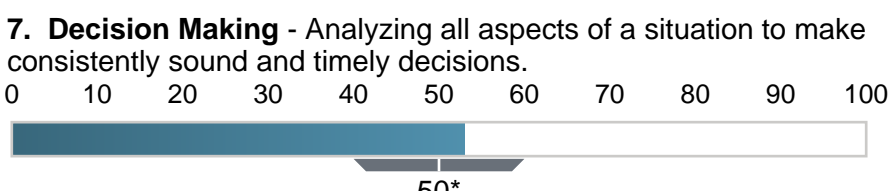
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\* 68% of the population falls within the shaded area.




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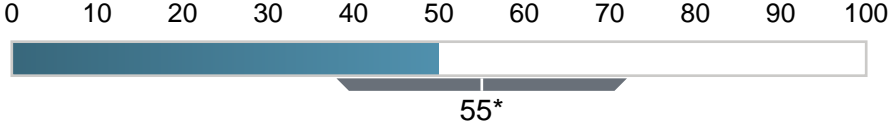


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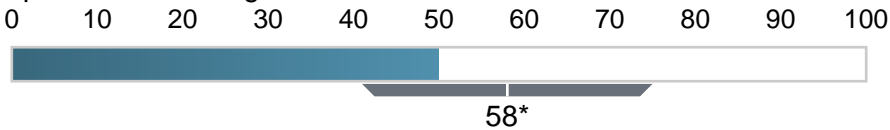
# Competencies Hierarchy

**8. Appreciating Others** - Identifying with and caring about others.



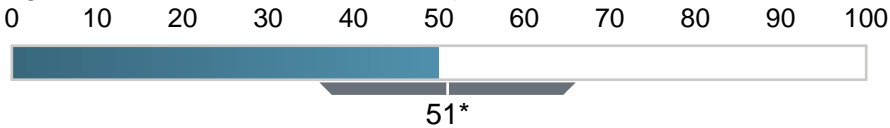
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**9. Influencing Others** - Personally affecting others actions, decisions, opinions or thinking.



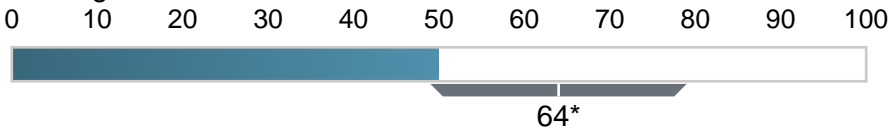
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**10. Negotiation** - Listening to many points of view and facilitating agreements between two or more parties.



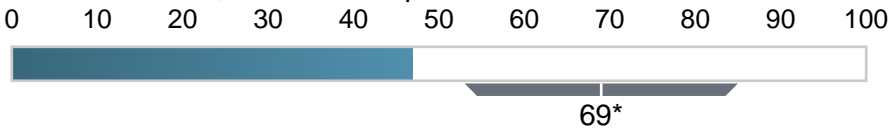
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**11. Self Starting** - Demonstrating initiative and willingness to begin working.



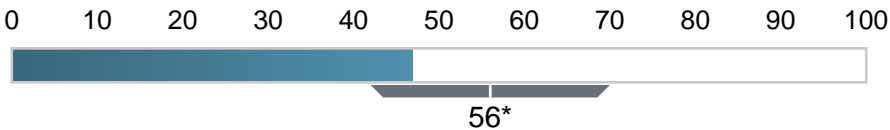
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**12. Customer Focus** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



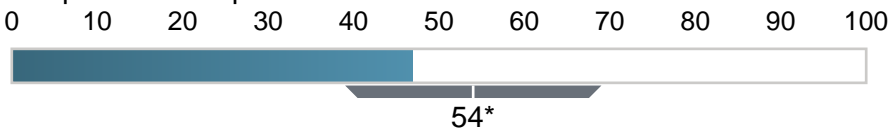
47

**13. Diplomacy** - Effectively and tactfully handling difficult or sensitive issues.



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



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




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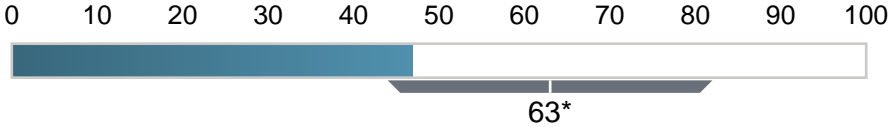
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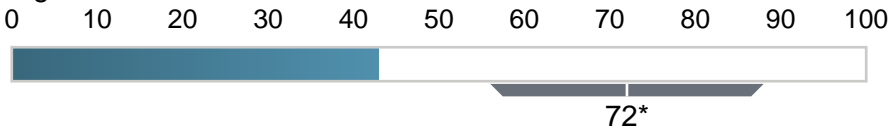
# Competencies Hierarchy

**15. Resiliency** - Quickly recovering from adversity.



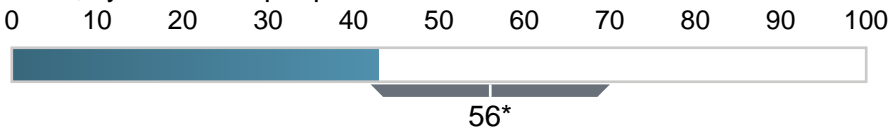
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**16. Goal Orientation** - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



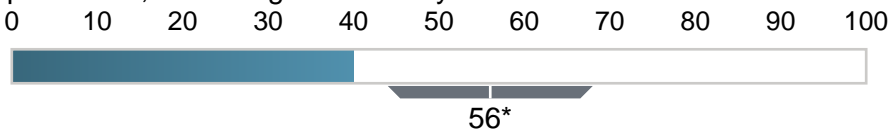
43

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



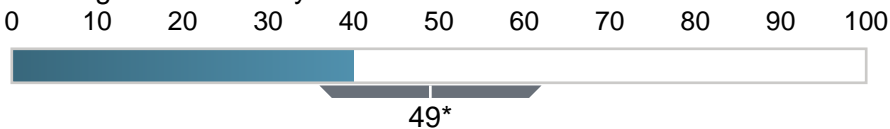
43

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



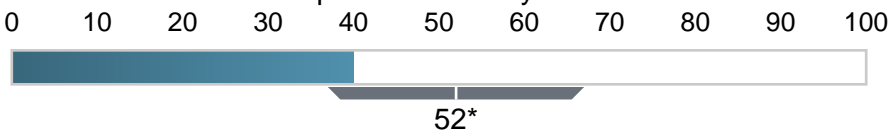
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**19. Futuristic Thinking** - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



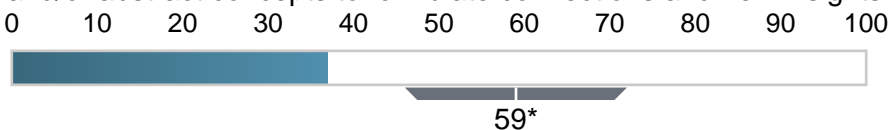
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**20. Planning and Organizing** - Establishing courses of action to ensure that work is completed effectively.



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



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



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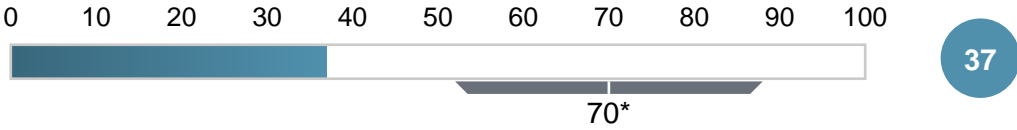
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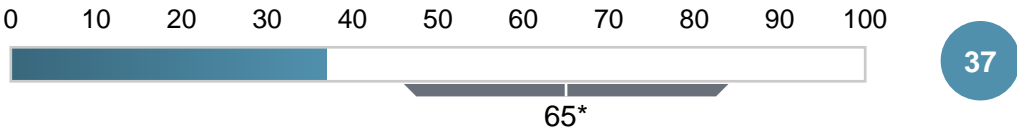


# Competencies Hierarchy

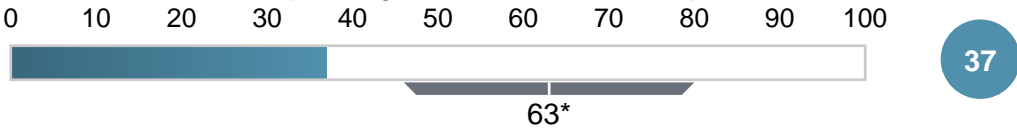
**22. Flexibility** - Readily modifying, responding and adapting to change with minimal resistance.



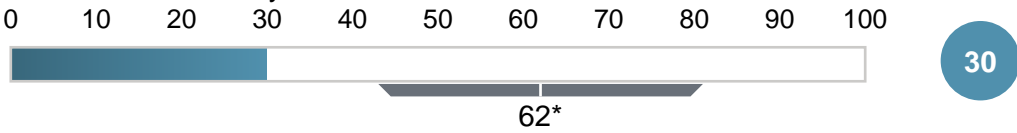
**23. Time and Priority Management** - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



**24. Teamwork** - Cooperating with others to meet objectives.



**25. Conflict Management** - Understanding, addressing and resolving conflict constructively.




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# Summary of Competencies

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



1. Understanding Others: Understanding the uniqueness and contributions of others.
  - Demonstrates the ability to evaluate others.
  - Strives to understand the unique qualities of all people.
  - Evaluates many aspects of the people in her surroundings.
  - Recognizes how other people can contribute.
  - Accepts individuals' unique abilities and looks for ways for them to contribute.
  - Utilizes feedback to identify strengths in other people.
  - Seeks to understand how certain decisions can impact others.
  - Sees the unique contributions of colleagues.
  - Relates and connects with others.
  - Understands the unique motivations, needs and aspirations of others.
  
2. Continuous Learning: Taking initiative to regularly learn new concepts, technologies and/or methods.
  - Demonstrates curiosity and enthusiasm for learning.
  - Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
  - Keeps abreast of current or new information through reading and other learning methods.
  - Actively interested in new technologies, processes and methods.
  - Welcomes or seeks assignments requiring new skills and knowledge.
  - Expends considerable effort and/or time on learning.
  - Genuinely enjoys learning.
  - Identifies opportunities to gain knowledge.
  - May be considered a knowledgeable resource by others.
  - Enjoys new resources or methods for learning.
  
3. Employee Development/Coaching: Facilitating, supporting and contributing to the professional growth of others.
  - Inspires confidence in others' ability to grow professionally.
  - Identifies and facilitates developmental opportunities.
  - Encourages initiative and improvement.
  - Provides opportunities for enhancement.
  - Gives new and challenging work assignments.
  - Acknowledges and praises improvements.
  - Supports, coaches and mentors the development of others.
  - Views mistakes as opportunities for learning.
  - Promotes learning and professional growth.
  - Understands the uniqueness and current level of each participant.

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# Summary of Competencies

- 4. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
  - Strives for self-awareness in a social setting.
  - Demonstrates sincere interest in others.
  - Treats all people with respect, courtesy and consideration.
  - Respects differences in the attitudes and perspectives of others.
  - Listens, observes and strives to gain understanding of others.
  - Communicates effectively.
  - Shows sensitivity to diversity issues.
  - Develops and maintains relationships with many different kinds of people regardless of differences.
  - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
  - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.
  
- 5. Leadership: Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.
  - Inspires others with compelling visions.
  - Takes risks for the sake of purpose, vision or mission.
  - Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
  - Demonstrates optimism and positive expectations of others.
  - Delegates appropriate levels of responsibility and authority.
  - Involves people in decisions that affect them.
  - Addresses performance issues promptly, fairly and consistently.
  - Adapts methods and approaches to create an environment to allow others to be successful.
  - Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
  - Demonstrates loyalty to constituents.
  
- 6. Personal Accountability: Being answerable for personal actions.
  - Demonstrates the ability to self evaluate.
  - Strives to take responsibility for her actions.
  - Evaluates many aspects of her personal actions.
  - Recognizes when she has made a mistake.
  - Accepts personal responsibility for outcomes.
  - Utilizes feedback.
  - Observes and analyzes data to learn from mistakes.
  - Sees new possibilities by examining personal performance.
  - Accepts responsibility for actions and results.
  - Willing to take ownership of situations.



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# Summary of Competencies

- 7. Decision Making: Analyzing all aspects of a situation to make consistently sound and timely decisions.
  - Demonstrates an ability to make thorough decisions in a timely manner.
  - Gathers relevant input and develops a rationale for making decisions.
  - Evaluates the impact or consequences of decisions before making them.
  - Acts decisively once all aspects have been analyzed.
  - Focuses on timely decisions after the situations have been completely diagnosed.
  - Willing to update decisions if more information becomes available.
  - Provides a rationale for decisions when necessary.
  - Systematically analyzes information before making a decision.
  - Looks at all aspects of a situation including historical components.
  - Asks the right questions rather than making assumptions to produce a timely decision.
  
- 8. Appreciating Others: Identifying with and caring about others.
  - Demonstrates genuine concern for others.
  - Respects and values people.
  - Wants to ensure people experience positive emotions.
  - Expend considerable effort to impact the needs, concerns and feelings of others.
  - Advocates for the interests, needs and wants of others.
  - Demonstrates sensitivity and understanding.
  - Takes personal and/or professional risks for the sake of others.
  - Recognizes and enjoys the good qualities of others.
  - Provides support, appreciation and recognition.
  - Displays kindness and concern for others.

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## Summary of Competencies

### 9. Influencing Others: Personally affecting others' actions, decisions, opinions or thinking.

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

### 10. Negotiation: Listening to many points of view and 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.
- Listens to all sides involved and ensures all parties understands the issues.
- Allows all parties to express their viewpoints.
- Facilitates mutually beneficial outcomes to satisfy various interests.




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# Summary of Competencies

## 11. Self Starting: Demonstrating initiative and willingness to begin working.

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

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

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

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## 13. Diplomacy: Effectively and tactfully handling difficult or sensitive issues.

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

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# Summary of Competencies

## 14. Problem Solving: Defining, analyzing and diagnosing key components of a problem to formulate a solution.

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

## 15. Resiliency: Quickly recovering from adversity.

- Demonstrates the ability to overcome setbacks.
- Strives to remain optimistic in light of adversity.
- Evaluates many aspects of the situations to create a positive outcome.
- Recognizes criticism is an opportunity to improve.
- Accepts setbacks and looks for ways to progress.
- Utilizes feedback to forge forward.
- Seeks to understand how certain obstacles can impact results.
- Sees the unique opportunities by overcoming challenges.
- Swiftly works through the emotions and effects of stressful events.
- Copes with the inevitable bumps in life.

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

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




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# Summary of Competencies



17. Project Management: Identifying and overseeing all resources, tasks, systems and people to obtain results.

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

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

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

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## Summary of Competencies

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

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

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20. Planning and Organizing: Establishing courses of action to ensure that work is completed effectively.

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



## Summary of Competencies



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

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

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

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

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

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

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# Summary of Competencies



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

25. Conflict Management: Understanding, addressing and resolving conflict constructively.
- Readily identifies and addresses issues, concerns or conflicts.
  - Recognizes opportunities for positive outcomes in conflict situations.
  - Reads situations 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.
  - Strives to limit the negative aspects of conflict while increasing the positive.
  - Focuses on enhancing learning and group outcomes, including effectiveness or performance.

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# Getting the Most From Your Report

Questions about the personal skills you are well developed in:

- Are you using the personal skills you are well developed in more in your personal or professional life?
- How is your development of these personal skills contributing to your success?
- How can you use these personal skills to advance your career, get a promotion or secure a better job?
- Do other people know that you are well developed in these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you are developed and moderately developed:

- How has not fully developing these personal skills hindered your ability to succeed personally or professionally?
- Which of these personal skills might help you the most personally, if you developed them more thoroughly?
- Which of these personal skills might help you the most professionally, if you developed them more thoroughly?

Questions about the personal skills you have not yet developed:

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