TTI SUCCESS INSIGHTS®

TriMetrix® DNA
Executive

Sample Report
Team Leader
Talent Development Team
1-15-2016

Accelerating Peformance for Exceptional Results

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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.

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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

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General Characteristics

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

Sample wins through hard work and persistence. He likes to stay with one task until it is completed. When challenged, he becomes more objective. At times, Sample would like to slow the world down and cut out some of the activities people want him involved in. He doesn't resist change as much as he resists being changed. He needs to be an active participant in situations that will impact his work. Sample is family-oriented. He may go to great lengths to ensure the "happiness" of his personal or work family. When the time is right, Sample can stand up aggressively for what he believes. He can be open, patient and tolerant of differences. His natural quality of being nonjudgmental is a great strength. Because he is receptive and listens well, he excels in gathering information. He likes to win through persistence. He uses his strong, steady tendencies to accomplish his goals. At times he can be quite skeptical. Others may misinterpret this strength as a negative one, but he is only seeking needed data. He requires many good reasons, as well as the benefits involved, before agreeing to making changes.

Sample can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. Once he has arrived at a decision, he can be tough-minded and unbending. He has made his decision after gathering much data, and he probably won't want to repeat the process. He finds making decisions easier when he knows that others he respects are doing the same thing; he then has a feeling of stability and "family." He uses logic to assist him in decision making. This tendency is helpful to others in his group. Sample often thinks over major decisions before acting. When challenged he can become objective, searching hard for facts and figures. This may be his way of defending his decisions. Logic is important when trying to influence him. He pays more attention to logic than emotional "hype." He is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts."

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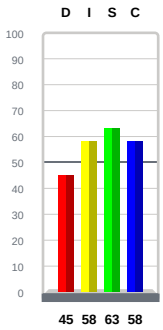

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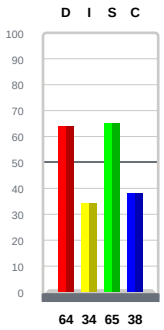

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General Characteristics Continued

Sample likes to know what is expected of him in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. He is more motivated by logic than emotion. To him, logic represents tangible research. Rarely does he display his emotions; that is, he projects a good poker face. Others may get the feeling that he is unfriendly, when in reality he is not. He may guard some information unless he is asked specific questions. He will not willingly share unless he is comfortable with the knowledge he possesses about the topic. Sample is somewhat reserved with those he doesn't trust or know. After trust has been established, he may be open and candid. Sometimes he will withdraw from a verbal battle. If he feels strongly about an issue, he may retreat to gather his resources and then return to take a stand! He remains aloof from active participation in unfamiliar groups. He will talk more, however, in a group of people he trusts and has known for a long time. He can be outgoing at times. Basically introverted, he will "engage" in social conversation when the occasion warrants.

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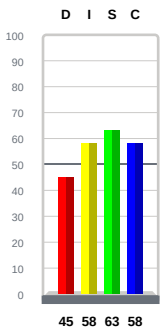

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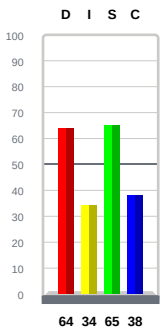

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Value to the Organization

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

- Service-oriented.
- Objective and realistic.
- People-oriented.
- Tough-minded.
- Patient and empathetic.
- Builds good relationships.
- Presents the facts without emotion.
- Suspicious of people with shallow ideas.
- Excellent troubleshooter.

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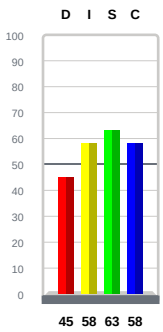

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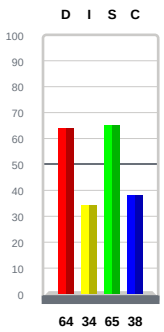

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Checklist for Communicating

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

Ways to Communicate:

- ☐ Start, however briefly, with a personal comment. Break the ice.
- ☐ Have the facts in logical order.
- ☐ Use the proper buzz words that are appropriate to his expertise.
- ☐ Listen to him.
- ☐ Define clearly (preferably in writing) individual contributions.
- ☐ Present your case softly, nonthreateningly with a sincere tone of voice.
- ☐ Be patient and persistent.
- ☐ Be prepared with the facts and figures.
- ☐ Provide details in writing.
- ☐ Keep at least three feet away from him.
- ☐ Respect his quiet demeanor.
- ☐ Watch carefully for possible areas of early disagreement or dissatisfaction.

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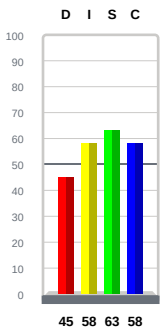

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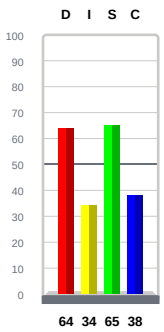

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Checklist for Communicating Continued

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

Ways **NOT** to Communicate:

- ☐ Be redundant.
- ☐ Offer assurance and guarantees you can't fulfill.
- ☐ Be abrupt and rapid.
- ☐ Be superficial.
- ☐ Rush headlong into business or the agenda.
- ☐ Make statements you cannot prove.
- ☐ Use high speed, intense inputs.
- ☐ Use inappropriate buzz words.
- ☐ Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.
- ☐ Be disorganized.
- ☐ Be vague; don't offer opinions and probabilities.
- ☐ Leave things open to interpretation.

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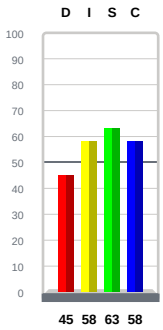

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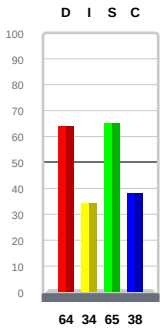

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Communication Tips

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

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

Factors that will create tension or dissatisfaction:

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

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

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

Factors that will create tension or dissatisfaction:

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

When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

Factors that will create tension or dissatisfaction:

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

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

Factors that will create tension or dissatisfaction:

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

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

Self-Perception

Sample usually sees himself as being:

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

Others' Perception - Moderate

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

- Nondemonstrative
- Hesitant
- Unconcerned
- Inflexible

Others' Perception - Extreme

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

- Possessive
- Stubborn
- Detached
- Insensitive

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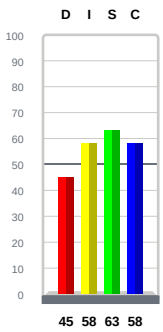

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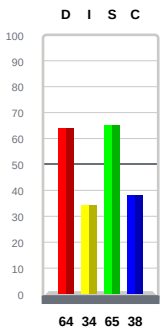

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The Absence of a Behavioral Factor

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

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

- Avoid giving public presentations, as doing so will cause stress.
- Avoid situations where forced to trust without supporting data.
- Avoid groups where trust has not been previously established.

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

- Meetings that constantly move off track will cause stress and may decrease effectiveness as a participant.
- Understand when an analytical perspective is needed and valued.
- Not verbalizing feelings and perspectives may delay desired outcomes.

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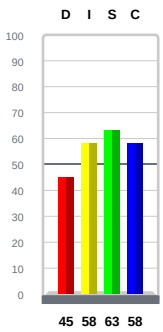

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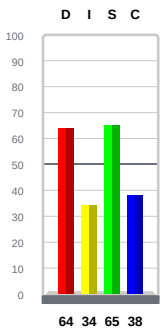

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Descriptors

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

Dominance	Influencing	Steadiness	Compliance
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
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

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Natural and Adapted Style

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

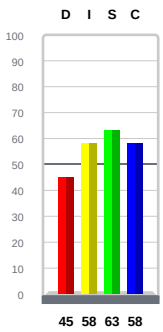
Problems - Challenges

Natural	Adapted
Sample is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. He is results-oriented and likes to be innovative in his approach to problem solving. Sample is not necessarily confrontational by nature, but if a problem does exist he will not turn down the opportunity for confrontation.	Sample sees the need to be somewhat conservative in his approach to solving problems. He wants to accept challenges but will be calculated in his response.

People - Contacts

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

Adapted Style



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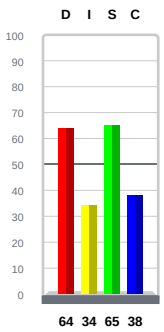

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Natural and Adapted Style Continued

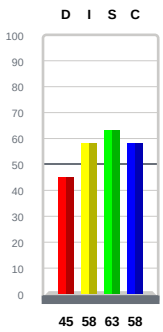
Pace - Consistency

Natural	Adapted
Sample is deliberate and steady. He is willing to change, if the new direction is meaningful and consistent with the past. He will resist change for change's sake.	Sample sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.

Procedures - Constraints

Natural	Adapted
Sample is independent by nature and somewhat self-willed. He is open to new suggestions and can, at times, be seen as somewhat freewheeling. He is most comfortable in an environment where the constraints can be "loosened" for certain situations.	Sample sees the need to be open-minded about rules. However, he is aware and sensitive to the implications of not following rules and procedures.

Adapted Style



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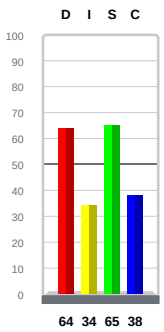

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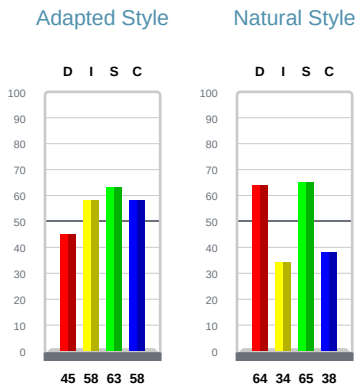
Adapted Style

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

- Flexibility.
- Making tactful decisions.
- Positive, outgoing, friendly behavior.
- Participative management.
- Freedom from confrontation.
- Diplomatic cooperation in team interaction.
- Limited or prepared changes in routine.
- Contacting people using a variety of modes.
- Obtaining results through people.
- Adherence to established guidelines and procedures.
- Exhibiting patience and good listening skills.
- Motivating people to take action by using persuasive skills.



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Time Wasters

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

Habits

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

Possible Causes:

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

Possible Solutions:

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

Failure To Share Information

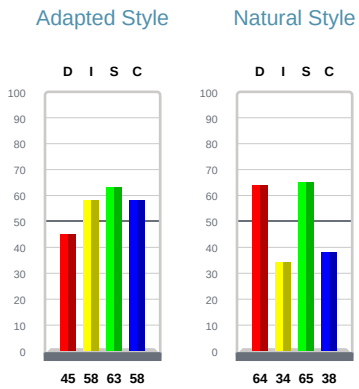
The failure to share information is the inability or unwillingness to discuss with others.

Possible Causes:

- Don't think others want to know the information
- Unclear of the way the information will be used/received
- Wait until asked before sharing information

Possible Solutions:

- Let others know that they need to ask for information
- Share with those whose opinions you trust



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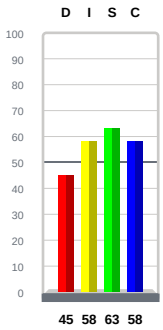
Areas for Improvement

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

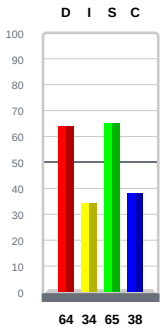
Sample has a tendency to:

- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.
- Hold a grudge if his personal beliefs are attacked.
- Need help in prioritizing new assignments.
- Become resistive and indecisive when forced to act quickly. Without proper information he will resist in a passive-aggressive manner.
- Underestimate his abilities.
- Take criticism of his work as a personal affront.
- Not let others know where he stands on an issue.
- Not take action against those who challenge or break the rules or guidelines.

Adapted Style



Natural Style



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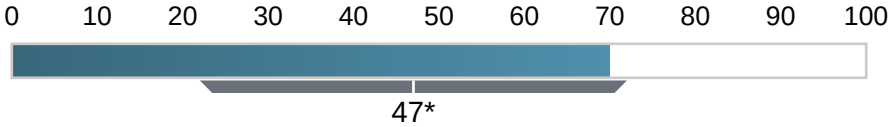
Behavioral Hierarchy

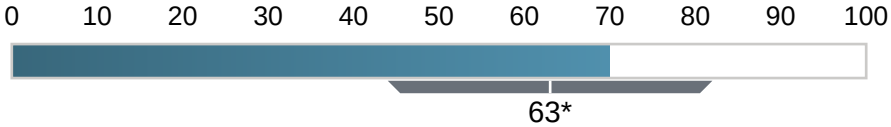
Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

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



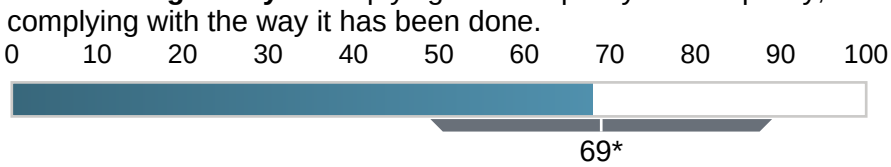
70

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



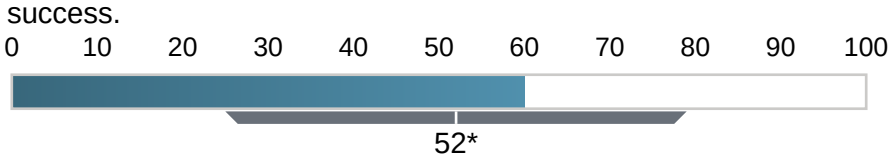
70

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



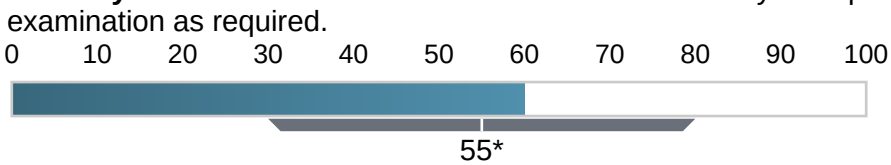
68

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



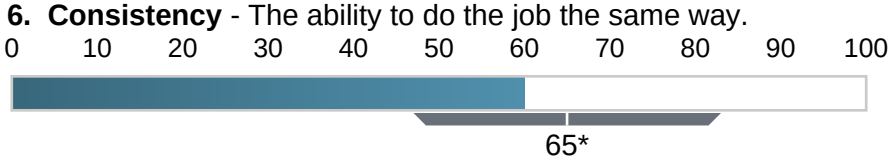
60

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



60

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



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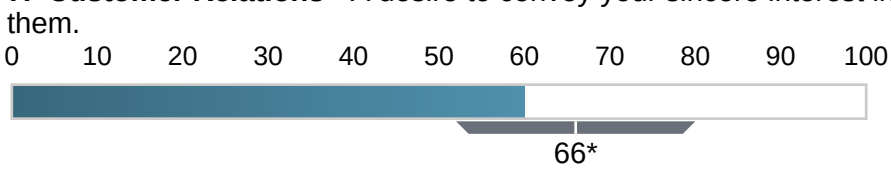
7. Customer Relations - A desire to convey your sincere interest in them.



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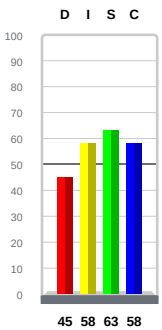
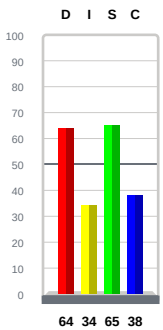
Adapted Style



Natural Style



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

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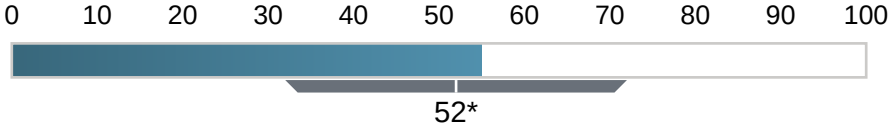
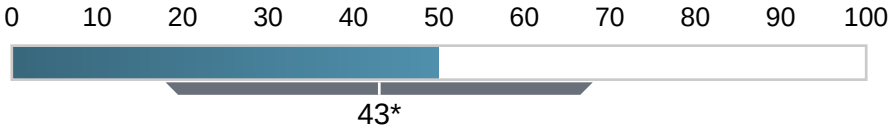
Behavioral Hierarchy

8. 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.



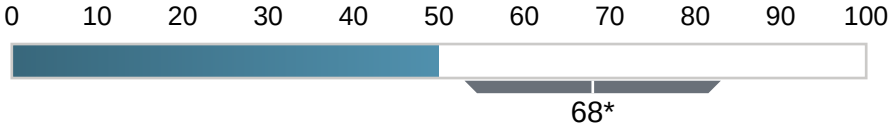
55

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



50

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



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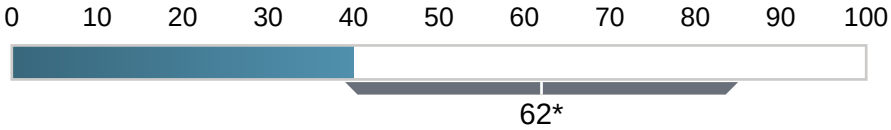
11. Frequent Interaction with Others - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



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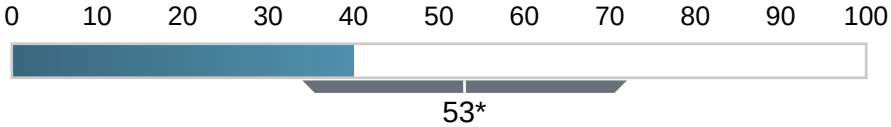
12. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



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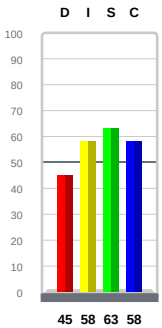
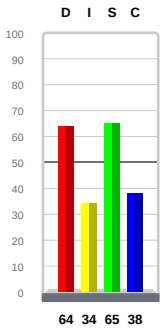
Adapted Style



Natural Style



SIA: 45-58-63-58 (33) SIN: 64-34-65-38 (59)
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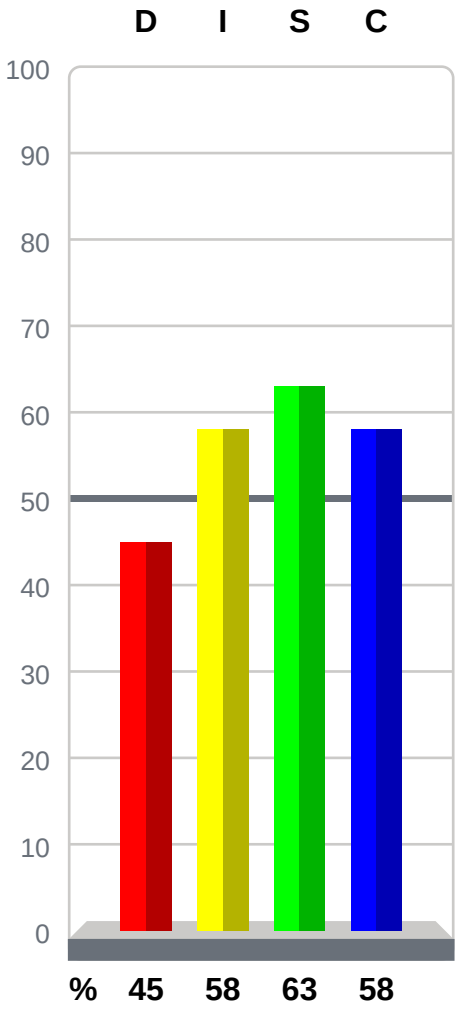
Style Insights® Graphs

1-15-2016

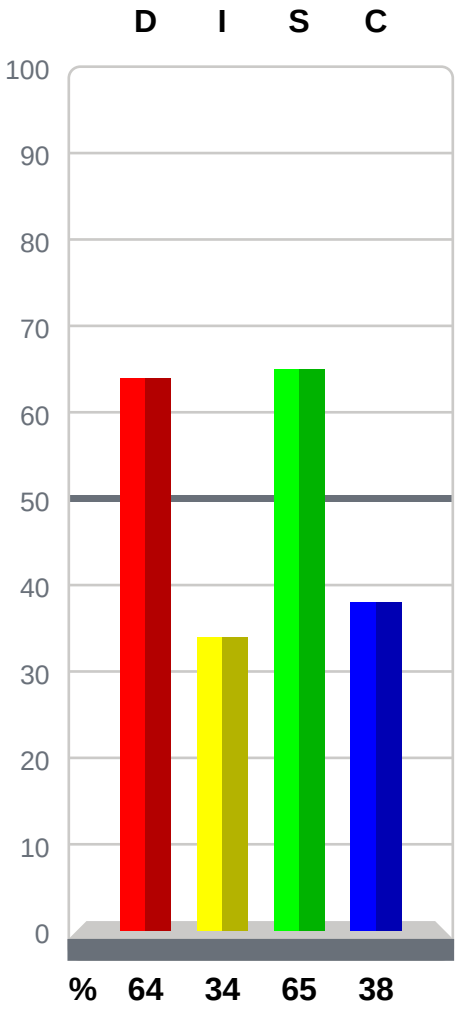
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4

T: 2:45

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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.

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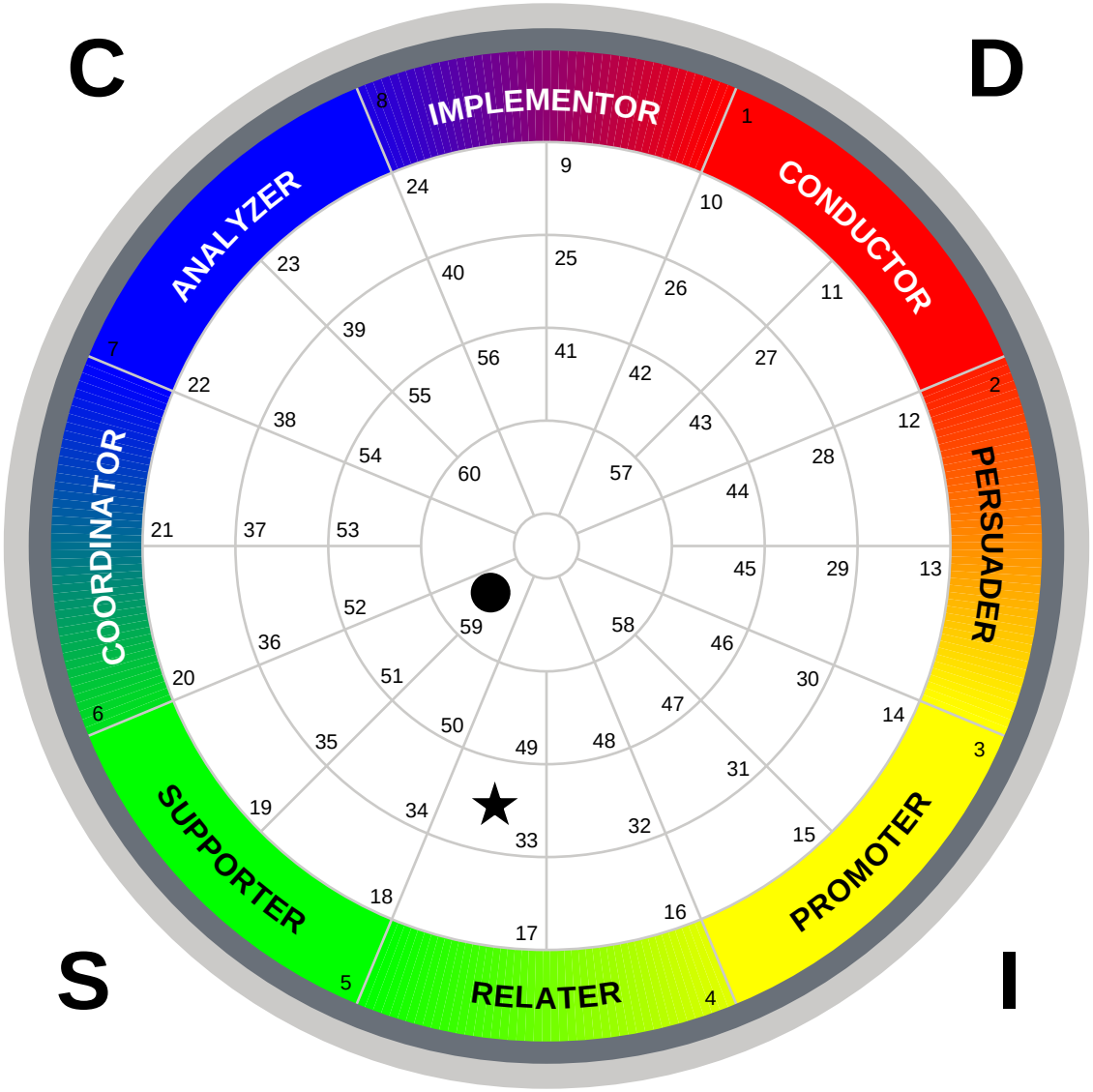
The Success Insights® Wheel

1-15-2016



Adapted: ★ (33) SUPPORTING RELATER (FLEXIBLE)

Natural: ● (59) CONDUCTING SUPPORTER (ACROSS)

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Understanding Your Driving Forces

This report is based on six basic interests, or motivators in your life: Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional. 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 core 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

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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.

Sample may be energized by public recognition. He wants to control his own destiny and display his independence. He has the desire to be recognized for his accomplishments. He tends to seek new methods and ways to expand his future opportunities. In many cases, Sample would prefer to set his own plan of action. He tends to overlook traditions or boundaries to complete a task. If knowledge of a specific subject is not of interest, or is not required for success, Sample will have a tendency to rely on his intuition or practical information in this area. If Sample is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth. Sample will focus on the purpose as well as the presentation of a project. He may be able to mask personal issues and focus on professional productivity. He tends to give freely of time, talent and resources, but may still value a return on his investment. He will be generous with time, research and information if the cause appeals to him.

Sample will strive to maintain individuality in group settings. He looks for situations that allow him the freedom to control his destiny. He will not be afraid to explore new and different ways of interpreting his own belief system. He tends to be an out-of-the-box thinker. A job that challenges Sample's own knowledge may increase his job satisfaction. He has the potential to become an expert in his chosen field. In general, unpleasant surroundings may not impact Sample's productivity. He may attempt to balance the functionality and harmony of his workday. Sample may see money as a necessary tool versus a measurement of success. He may use completion of activities and tasks as a measure of his success. He may attempt to help an individual or group overcome adversity. He will evaluate a situation and determine if it's more valuable to assist people or achieve results.

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General Characteristics

If necessary, Sample will be assertive to maintain control of a situation. He seeks to achieve leadership roles. He tends to interpret and dissect other systems and/or traditions and is creative when applying them. He may be open to new ideas because he is not tied to a defined philosophy or system. Sample will incorporate knowledge as well as experience when making decisions. He may be able to separate issues to keep the momentum moving forward. He may accomplish tasks for the sake of accomplishment. He is willing to help others if they are willing to work to achieve their goals.

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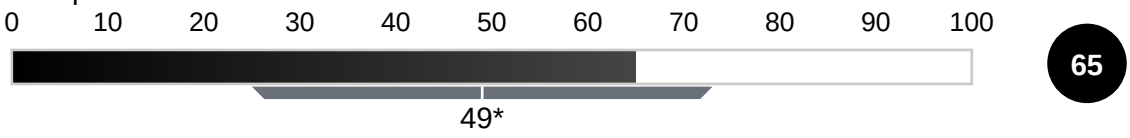
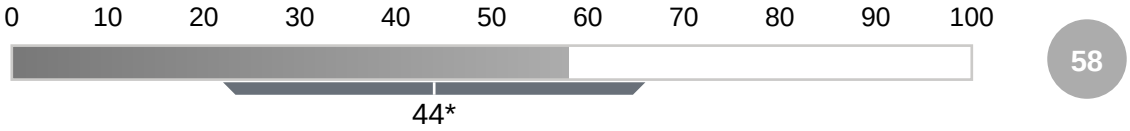
Primary Driving Forces Cluster

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.

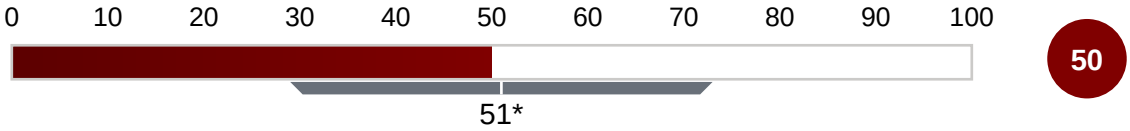
1. Commanding - People who are driven by status, recognition and control over personal freedom.



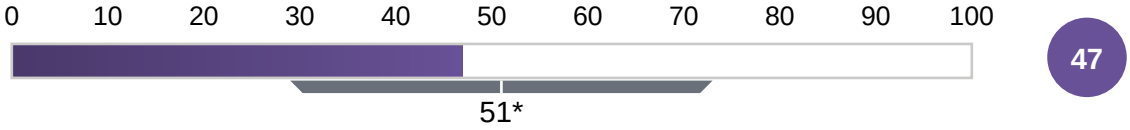
2. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



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



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



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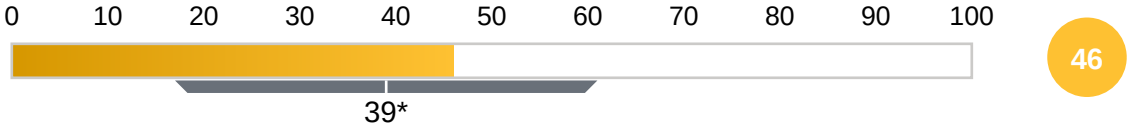
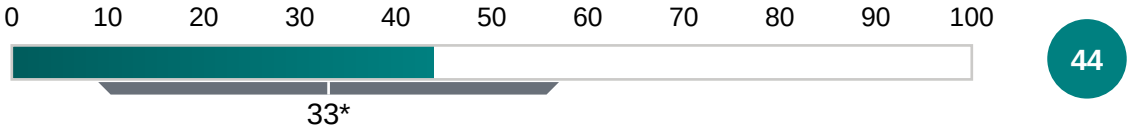
Situational Driving Forces Cluster

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.

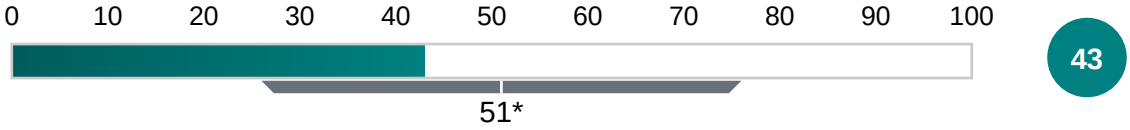
5. Selfless - People who are driven by completing tasks for the greater good, with little expectation of personal return.



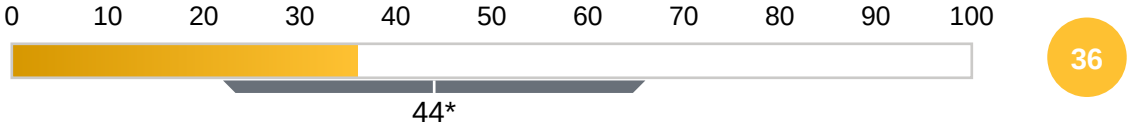
6. Altruistic - People who are driven by the benefits they provide others.



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



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



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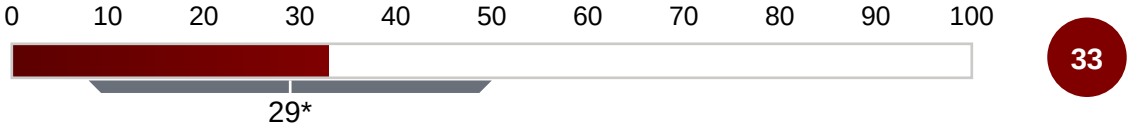
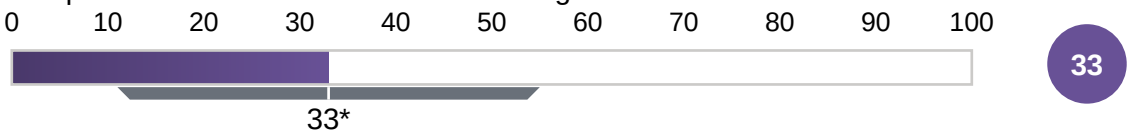
Indifferent Driving Forces Cluster

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

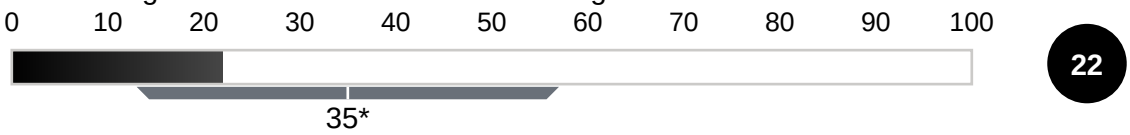
9. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



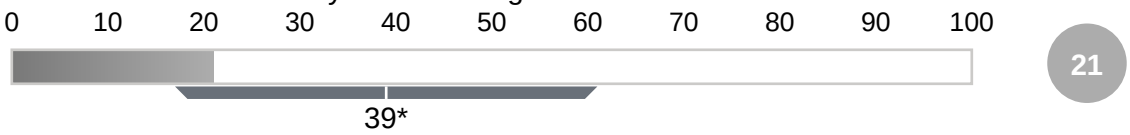
10. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



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



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



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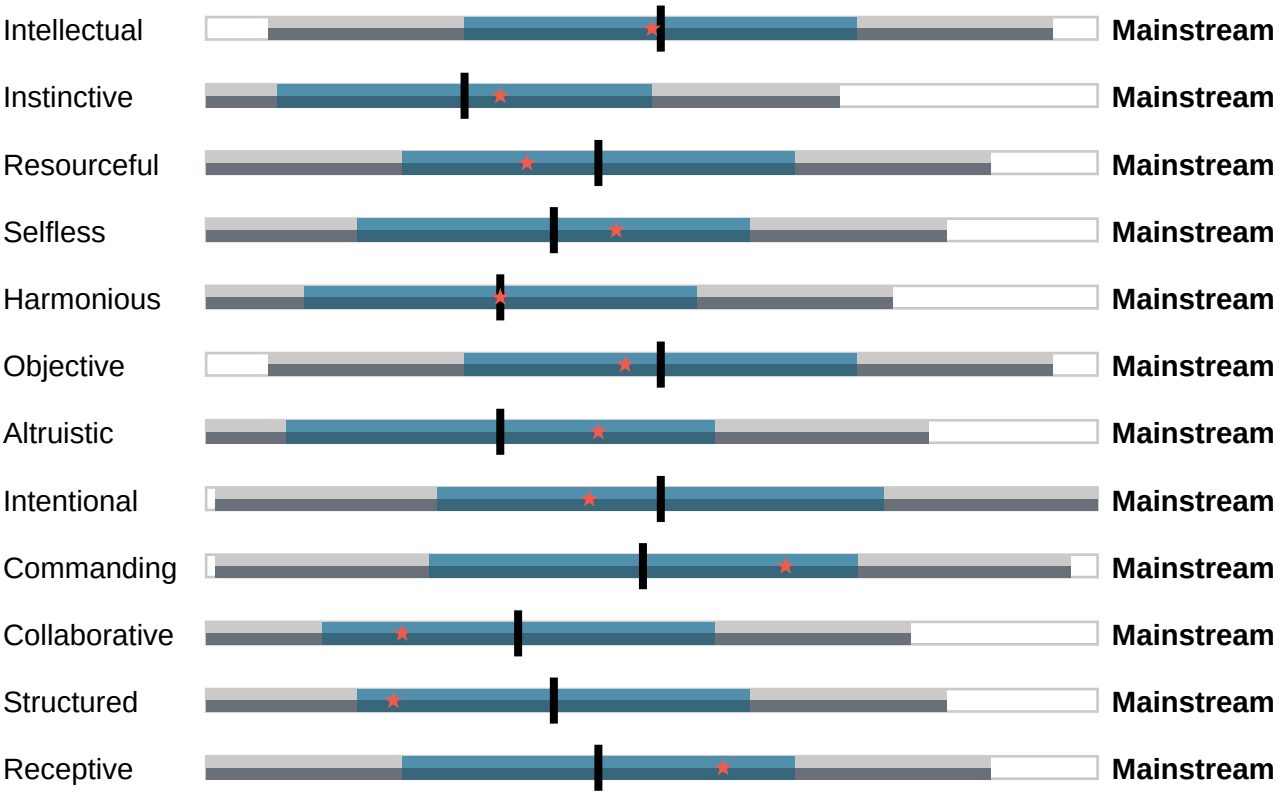
Areas for Awareness

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 away you are from the mainstream on the high side, the more people will notice your passion about that driving force. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about 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. ▌- national mean ★ - your score
- 2nd Standard Deviation
- 3rd Standard Deviation

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

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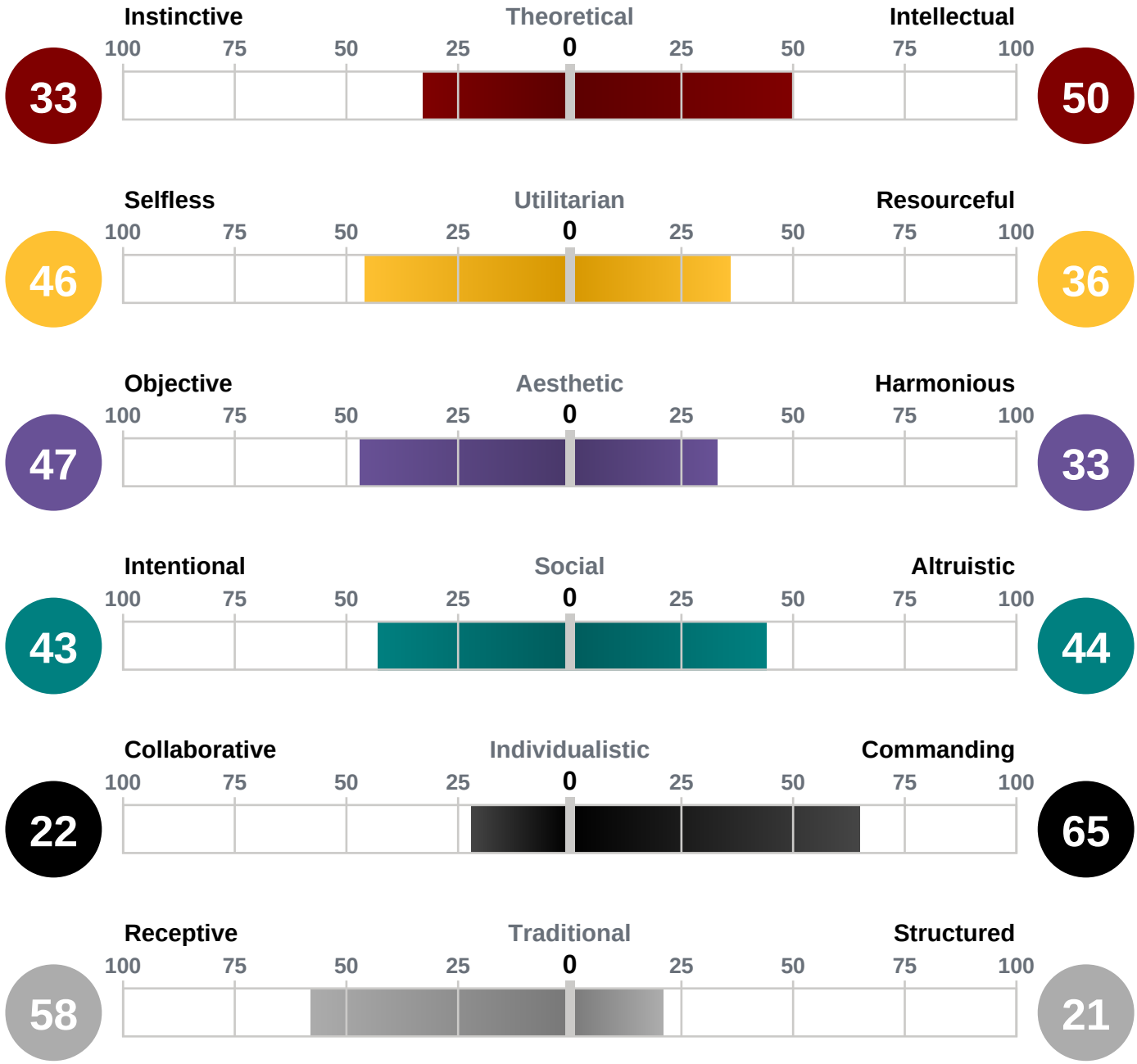
Driving Forces Graph



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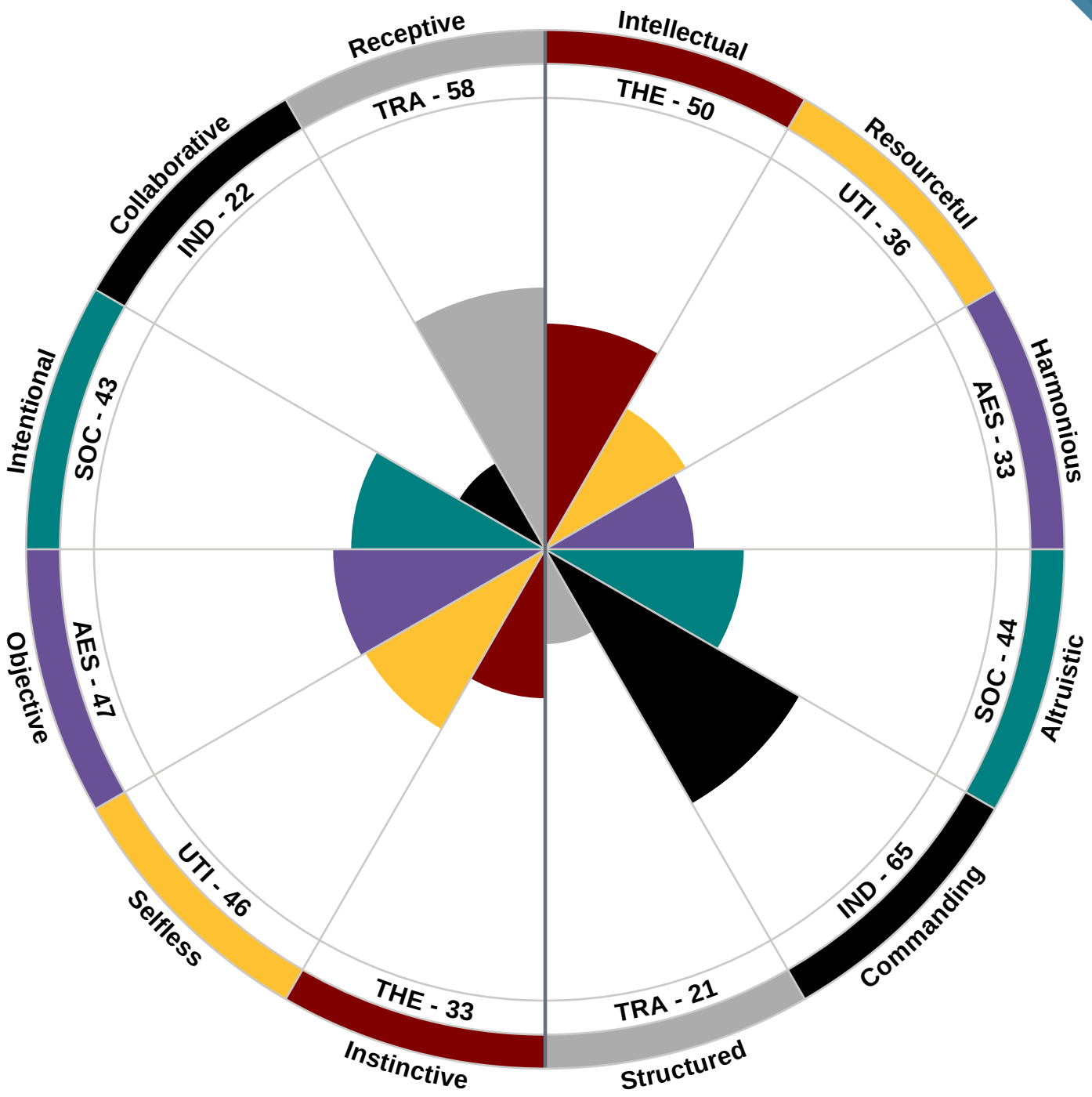
Driving Forces Wheel



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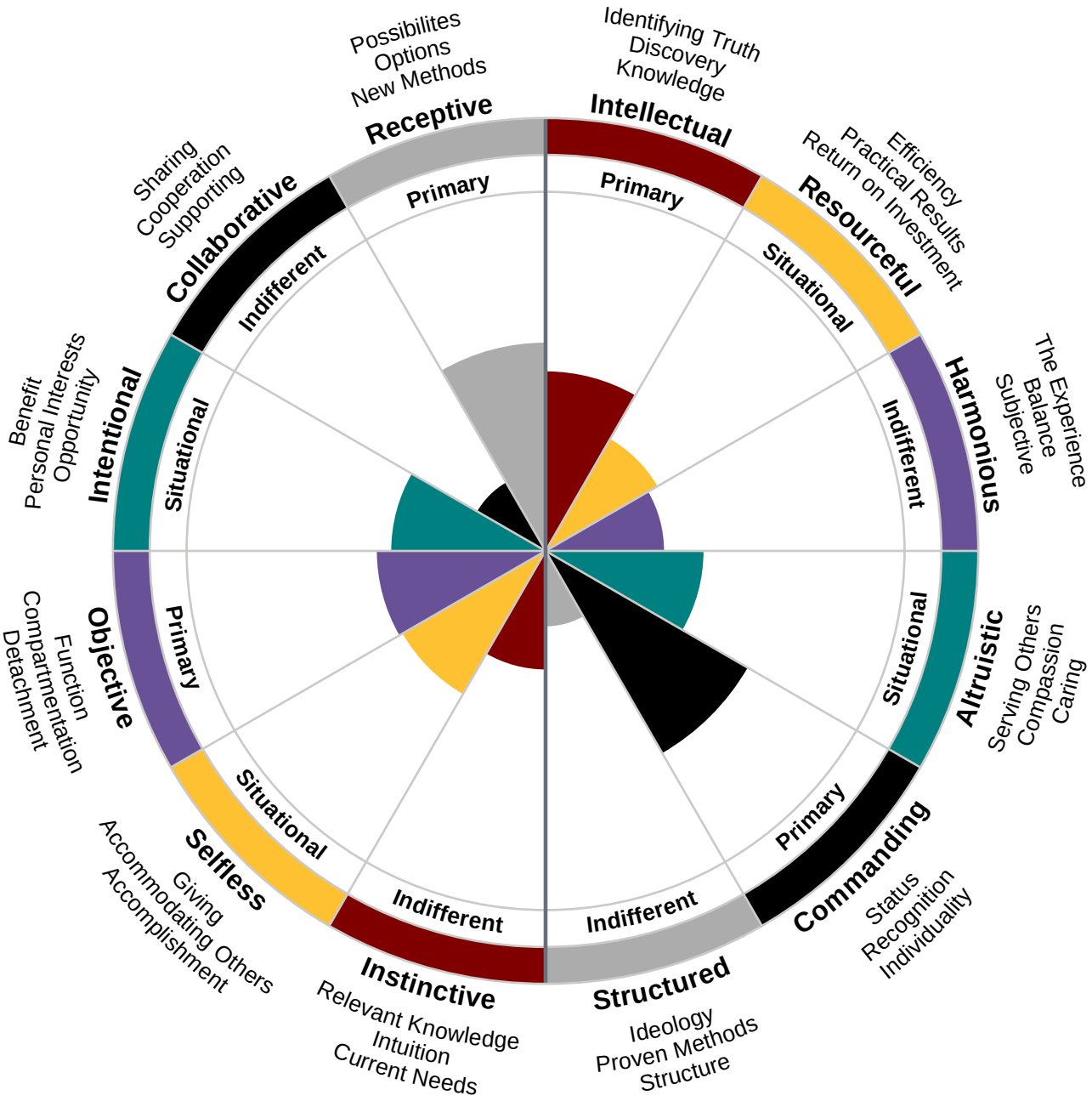
Descriptors Wheel



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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

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Potential Behavioral and Motivational Strengths

This section describes the potential areas of strengths between Sample'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.

- Methodically follows a strategy to achieve.
- Will take a firm stance when his position or status is questioned.
- Leads by example and in a quiet and methodical way.
- Great at maintaining and improving a system or process.
- Loyal to changes that are made for the right reasons.
- Will maintain consistency for the team that builds the legacy.
- Desire for continuous learning is one of his greatest strengths.
- Great at retrieving information for decision makers he trusts.
- Delivers his knowledge and wisdom objectively.
- Supports a leader and a cause that implements tangible processes.
- Steady, consistent and objective member of the team.
- Accommodating team member that brings function to the organization.

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Potential Behavioral and Motivational Conflict

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

- A fear of change prevents him from advancing.
- Will hide emotions until others push his buttons or take advantage of him.
- Forgives but has a hard time forgetting.
- Difficultly making new choices when confronted with changes to the system.
- Diverse situations can be highly stressful when forced to stay in line with corporate structure.
- May struggle with change even when it complements his own discovery.
- May have difficulty sharing subjective information.
- Struggles in adapting to new situations without preparation.
- Resents change without logical facts and reasoning behind the change.
- Dislikes unwarranted change but can function in a chaotic environment.
- Has difficulty establishing priorities when balancing steadiness and functionality.
- Difficulty dealing with unknown situations involving subjective views.

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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 Sample's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Sample enjoys.

- A forum for leveraging loyalty and long-term relationships for the advancement of his position.
- Recognition and rewards for consistency, steadiness and being methodical.
- Desires to be seen as the gatekeeper of information and sensitive materials.
- An environment that advocates and explains why change occurs.
- An opportunity to persistently experiment with ways to solve business issues.
- An environment that instills a sense of security through the ability to make changes as needed.
- Time to make decisions based on all available information.
- Realistic deadlines that are based on the appropriate amount of information gathering.
- Time necessary to gather enough information in order to move forward.
- A leader that appreciates and understands the value of team functionality and follow up and follow through.
- Ability to work on pieces of the project behind the scene as part of a team.
- Time for finishing things even in an environment filled with chaos.

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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 Sample's driving forces. Review each statement produced in this section with Sample and highlight those that are present "wants."

Sample wants:

- A manager that appreciates his steadfast approach to leadership.
- Time to determine when and where to promote winning strategy.
- Recognition for loyalty and service.
- Appreciation for his persistent ability to examine multiple systems to benefit the organization.
- Private recognition for his out-of-the-box thinking.
- To know that changes are for the greater good of the organization.
- To support others through the gathering and delivery of information.
- To have all the information to support others so he can feel secure with how the job is being done.
- The time to research and layout information in a methodical way.
- Clearly defined start and finish points on each project or task.
- To support the steady pace and momentum of the organization.
- Management to understand that he will consistently focus on the function of the organization.

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Keys to Managing

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

Sample needs:

- A manager that understands his need to be seen as someone that will finish projects and won't let others down.
- A manager that understands the need for private recognition and one that will not take credit for Sample's ideas.
- Assistance in understanding the need for change so he can control the process in which the change takes place.
- Assistance in sharing new ideas so that the organization can be more effective.
- To maximize his ability to create new and maintain long-term relationships based and organizational loyalty.
- To understand that some situations are not black and white and discussions are required to facilitate actionable progress.
- Appropriate time to research and understand new information.
- To understand the expected pace for exploring new theories and opportunities.
- Support in being seen as an expert within the organization.
- Assistance in adjusting to change by providing specific information to keep the organization moving.
- Help utilizing the chain of command when addressing tangible issues.
- A manager who listens to their compartmentalized perspective.

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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.

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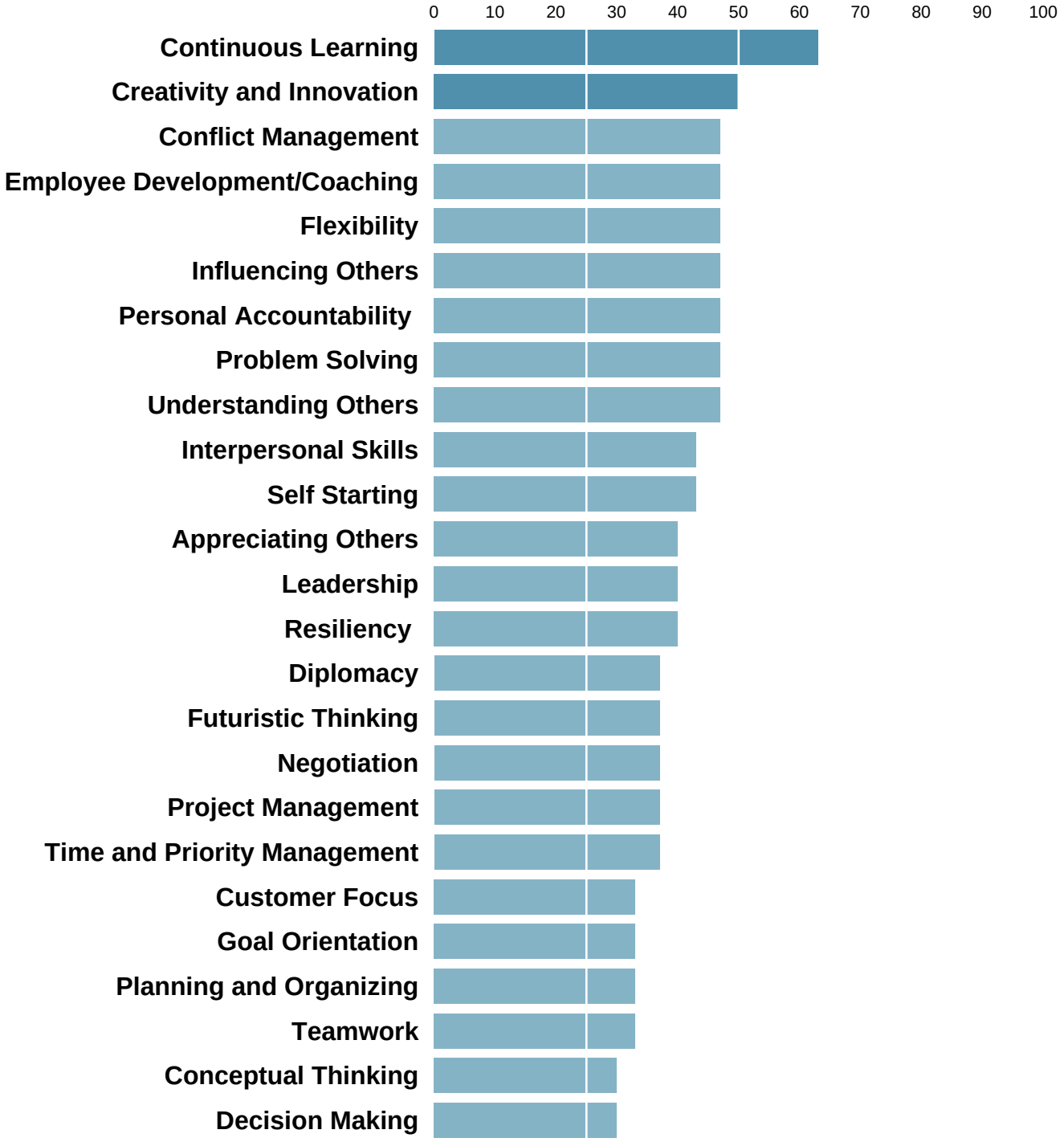
Development Indicator

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



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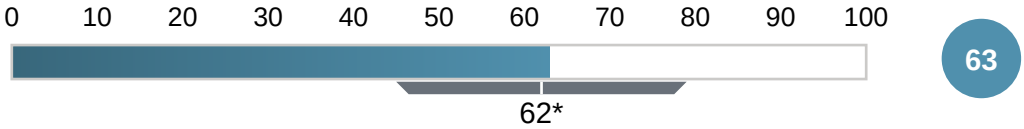
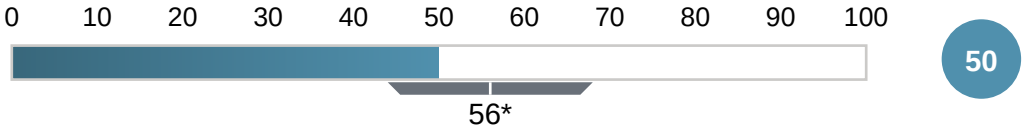
Competencies Hierarchy

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

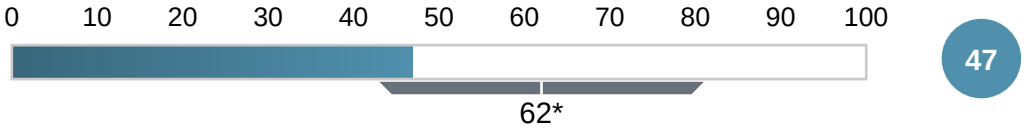
1. Continuous Learning - Taking initiative to regularly learn new concepts, technologies and/or methods.



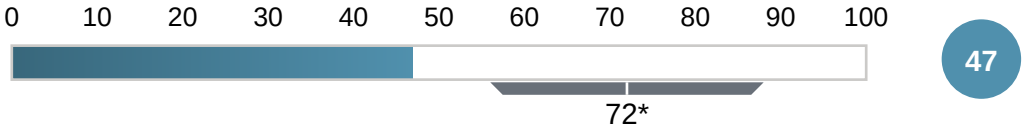
2. Creativity and Innovation - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



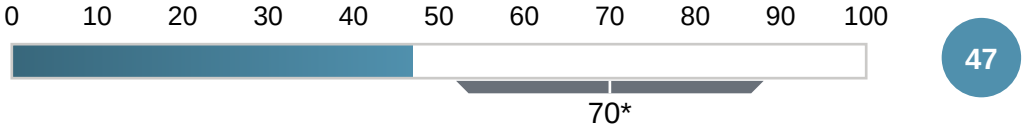
3. Conflict Management - Understanding, addressing and resolving conflict constructively.



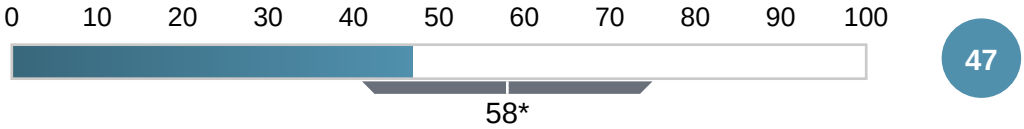
4. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.



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



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



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

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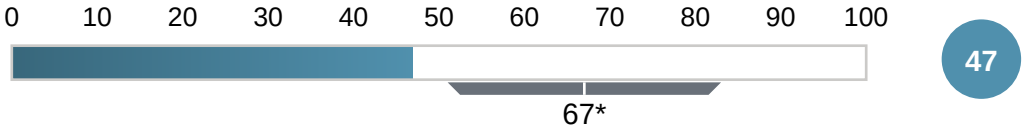
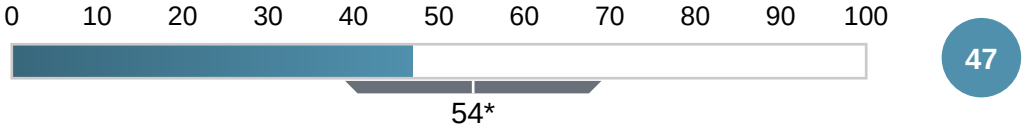
Competencies Hierarchy

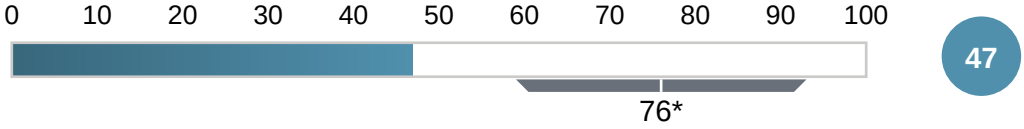
7. Personal Accountability - Being answerable for personal actions.



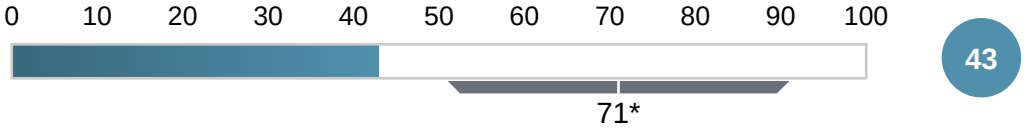
8. Problem Solving - Defining, analyzing and diagnosing key components of a problem to formulate a solution.



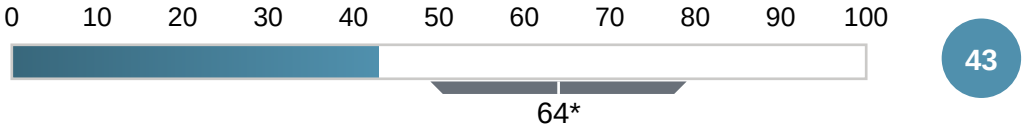
9. Understanding Others - Understanding the uniqueness and contributions of others.



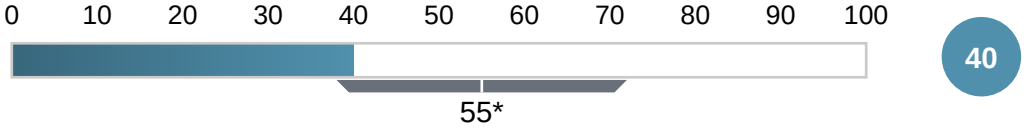
10. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



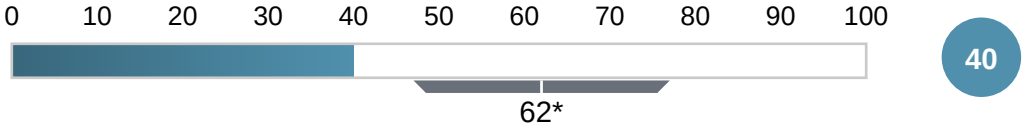
11. Self Starting - Demonstrating initiative and willingness to begin working.



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



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



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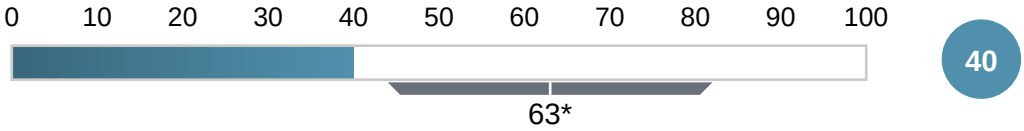
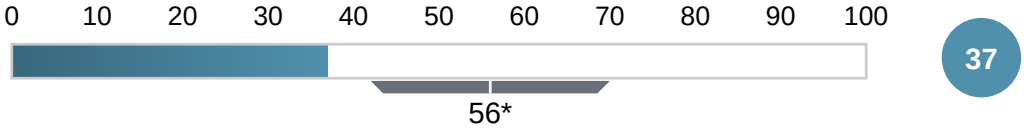
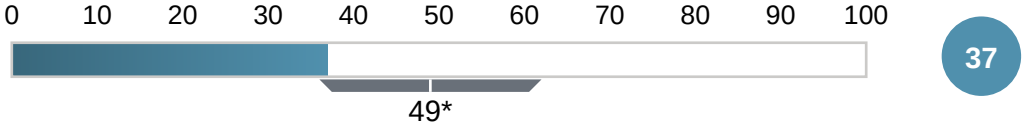
14. Resiliency - Quickly recovering from adversity.



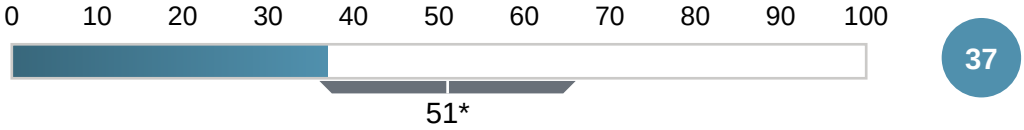
15. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.



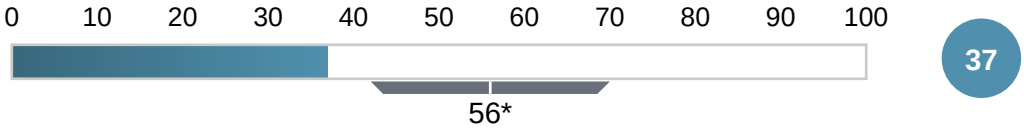
16. Futuristic Thinking - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



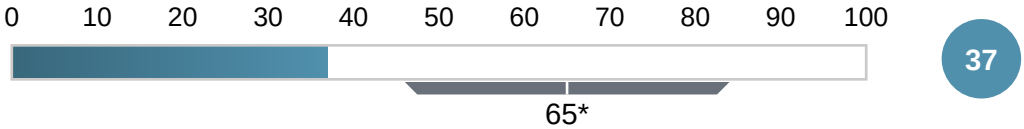
17. Negotiation - Listening to many points of view and facilitating agreements between two or more parties.



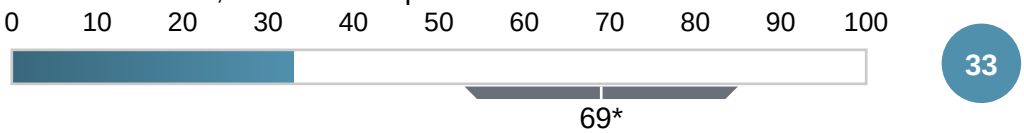
18. Project Management - Identifying and overseeing all resources, tasks, systems and people to obtain results.



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



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



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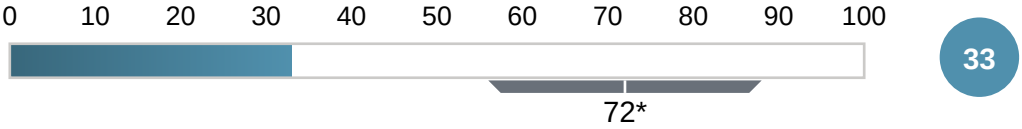
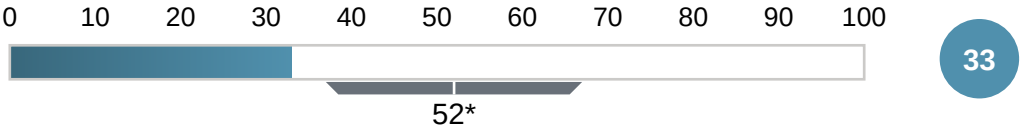
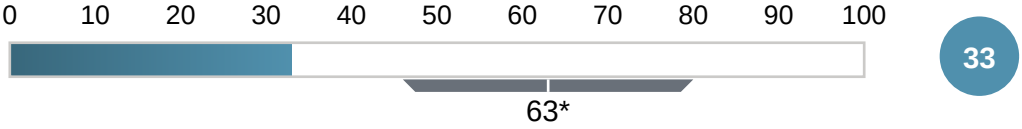
21. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



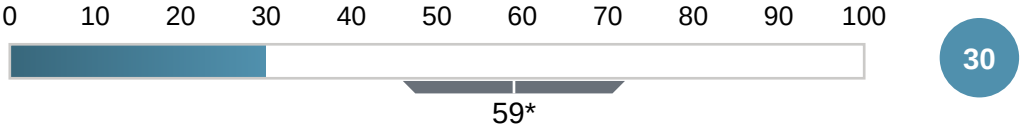
22. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.



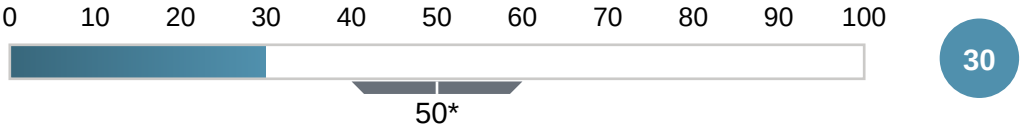
23. Teamwork - Cooperating with others to meet objectives.



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



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



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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. 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.

2. 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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3. 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.

4. 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.

5. 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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6. 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.

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

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8. 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.

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

10. 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.

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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.

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

13. 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.

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14. 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.

15. 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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16. 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.

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

19. 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.

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

22. 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.

23. 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.

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24. 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.

25. 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.

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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?

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