

SCORE! I just found the top executive of the century!

The hiring manager THOUGHT he'd just found the executive hire of his dreams, but he wanted to be sure. So what should this star exec assessment should look like? That's why I sent him this sample report.

And I thought you might want to know too, so I've included in this packet a sample report from an actual assessment of someone who would be an outstanding C-suite, so you can see the depths of the insights.

We are not reading the candidate's mind, but we are looking Beyond the Resume to see what really motivates them, how do they communicate and will their natural style fit in with my team.

We do this through one of 2 paths...

Path 1: Single Assessments for when you just need to assess a candidate or two. Takes about 2 hours per candidate, start to finish.

Step 1: Evaluate – Do I need to Assess?
Do you have trouble hiring the right people and want to learn how we do it successfully?
Do you have a new position and want to make sure you choose the right person from the get go?
Do you want to save time by weeding out the prospects and only take the best to the next step of the hiring process?

Step 2: Dig Deep...30min
Let's take 30 minutes on the phone together and dig deep into your specific situation. We'll go over:

1. Your company's specific needs
2. The position that you are trying to fill
3. Any other issues you may be having filling and retaining the position

In only 30 minutes, we'll have a clear picture of your needs and the best path forward.

Step 3: Test Solution...60min

Now that we have a plan, we'll test it out and make sure its the best fit for you. We'll have your decision maker go through a complimentary assessment and debrief themselves, so they can see for themselves the power of going beyond the resume. It takes about an hour of their time, including debrief call. We find that once you've been thru this process, you'll never want to go back!

Step 4: Let's Assess Your Candidate...30min

At this point we are ready to bring in the candidate/s! The candidate will go thru the same process your decision maker just went through.

1. Your candidate takes their assessment.
2. You get their results.
3. We schedule a 30min call to go over the results and give you my recommendations.

Path 2: Benchmarks for when you have a C-suite or key position that must be filled right. Takes about 6 hours start to finish.

Step 1: Evaluate – Do I even need a Benchmark?

Do you have an existing job where there has been an inconsistent track record in hiring?

Do you have new position in the organization and there is a lack of clarity about the position among the hiring managers/hiring authority?

Is there a lack of clarity as to what success means in the job and therefore there have been several mis-hires and disagreements within the organization as to what key results equate to success?

Do you need to do succession planning without tearing your company apart?

Are you hiring a C-suite position?

If one of these is you, then let's explore a Benchmark option to help you have the most success moving forward.

Step 2: Dig Deep...30min

Let's take 30 minutes on the phone together and dig deep into your specific situation. We'll go over:

1. Your company's specific needs
2. The position that you are trying to fill
3. Any other issues you may be having filling and retaining the position

In only 30 minutes, we'll have a clear picture of your needs and the best path forward.

Step 3: Test Solution...60min

Now that we have a plan, we'll test it out and make sure its the best fit for you. We'll have your decision maker go through a complimentary assessment and debrief themselves. It takes about an hour of their time, including debrief call.

Step 4: Let's Build the Profile of the Position and Identify Its Best Match...4.5 hours

At this point we are ready to dive in and not only help the hiring body arrive at clarity on the position, but assess the best candidate/s as well.

1. *Build the Position* via Consensus...3hours on site

- Stakeholders are selected (typically those who touch the position on an organizational chart and those who understand the job well).

- I facilitate a discussion with the stakeholders to determine the key results the position is responsible to produce.

- Stakeholders respond to a questionnaire which generates the Job Benchmark Report.

2. *Review the Position* Benchmark with Stakeholders...1hour phone call

- Review the job benchmark results with the stakeholders and have them approve or make custom changes (rare) to the ranking of talents.

- Hiring manager or recruiter uses interview questions in the job benchmark report to determine which candidates to assess.

3. *Assess the Candidates*...sent via email to candidates

- Assess candidates and compare their talent reports to the benchmark.

4. *Review the Results*...30min phone call

- Review the results (candidate's talent and their comparison to the benchmark) with client during a 30 min call during which we review candidate's talent traits along with gaps in talent and what they mean.



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD
Executive Coaching

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4-12-2016

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**HIRING
BY DESIGN**

Assess • Align • Advance



Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

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.

Acumen Indicators

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

Competencies

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



Introduction Behaviors Section

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

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

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

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

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

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



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 Patty. 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 Patty most frequently.

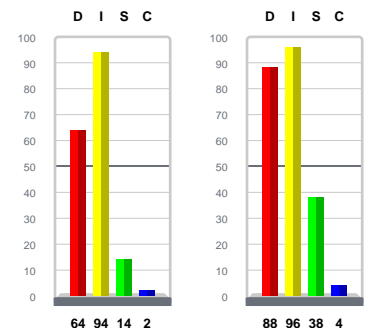
Ways to Communicate

- Ask for her opinions/ideas regarding people.
- Plan interaction that supports her dreams and intentions.
- Understand her defiant nature.
- Appeal to the benefits she will receive.
- Offer special, immediate and continuing incentives for her willingness to take risks.
- Use enough time to be stimulating, fun-loving, fast-moving.
- Confront when in disagreement.
- Clarify any parameters in writing.
- Look for her oversights.
- Define the problem in writing.
- Provide ideas for implementing action.
- Use a balanced, objective and emotional approach.
- Provide "yes" or "no" answers--not maybe.



Adapted Style

Natural Style





Checklist for Communicating Continued

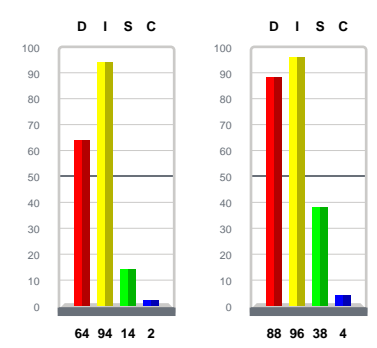
This section of the report is a list of things NOT to do while communicating with Patty. Review each statement with Patty and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that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

Ways **NOT** to Communicate

- Give her your opinion unless asked.
- Ramble.
- Legislate or muffle--don't overcontrol the conversation.
- Drive on to facts, figures, alternatives or abstractions.
- Hesitate when confronted.
- "Dream" with her or you'll lose time.
- Be paternalistic.
- Talk down to her.
- Be curt, cold or tight-lipped.
- Let her overpower you with verbiage.
- Leave decisions hanging in the air.
- Be dictatorial.



Adapted Style Natural Style





Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



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

Self-Perception

Patty usually sees herself as being:

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

Others' Perception - Moderate

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

- Self-Promoting
- Overly Optimistic
- Glib
- Unrealistic

Others' Perception - Extreme

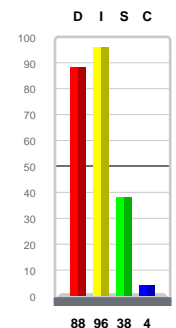
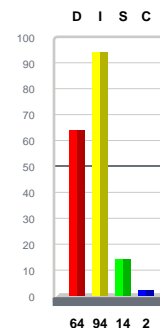
Under extreme pressure, stress or fatigue, others may see her as being:

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



Adapted Style

Natural Style





The Absence of a Behavioral Factor

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

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

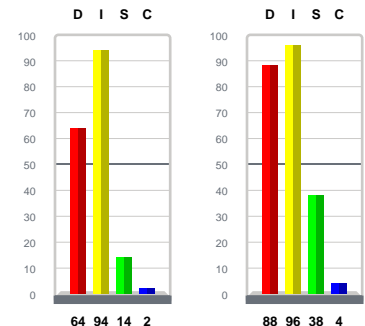
- Avoid situations where critical analysis is required, and move toward an out-of-the-box brainstorming environment.
- Avoid environments where micro-management is the way of the organization.
- Avoid situations that require strict adherence to standards without any flexibility.

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.

- 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.
- Extremely formal and structured interactions may cause stress.
- The lack of caution exhibited may lead to unnecessary high-risk decisions being made.



Adapted Style Natural Style





Descriptors

Based on Patty'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
Dominance	Influencing	Steadiness	Compliance
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending



Natural and Adapted Style

Patty'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.

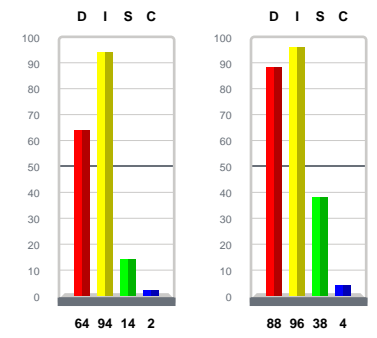
Problems - Challenges

<p>Natural</p> <p>Patty tends to deal with problems and challenges in a demanding, driving and self-willed manner. She is individualistic in her approach and actively seeks goals. Patty will attack problems and likes a position with authority and work that will constantly challenge her to perform up to her ability.</p>	<p>Adapted</p> <p>Patty sees the need to be competitive, results-oriented and a little innovative in her approach to problem solving. She has a tendency to evaluate the risk before rushing into solving a problem.</p>
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People - Contacts

<p>Natural</p> <p>Patty's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtues of her personality and verbal skills. She will convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost any project.</p>	<p>Adapted</p> <p>Patty 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.</p>
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Adapted Style Natural Style





Natural and Adapted Style Continued



Pace - Consistency

Natural

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

Adapted

Patty seeks a wide scope of activities in an environment that is constantly changing. Timetables, deadlines and schedules can be constantly shuffled without obvious consternation. Even electronic communication may not move fast enough for her.

Procedures - Constraints

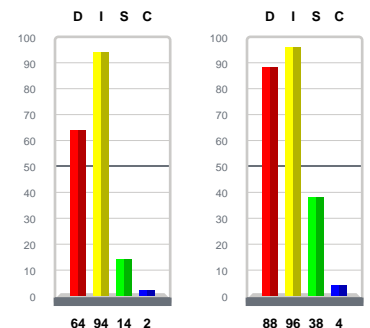
Natural

Patty does not like constraints, at times she can be somewhat defiant and rebellious. She has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. She seeks adventure and excitement and wants to be seen as her own person.

Adapted

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

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.

Desire To Be Involved With Too Many People

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

Possible Causes:

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

Possible Solutions:

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

Excessive Socializing

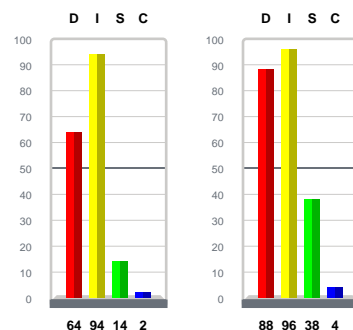
Excessive socializing is defined as those interactions that go beyond the usual required time for discussing a issue or task. It can also be interacting too frequently with those who do not support or contribute to the accomplishment of daily priorities.

Possible Causes:

- Enjoy people
- Want to be liked
- Are creatively motivated when with others
- Allow and even encourage visitors and telephone calls
- Haven't prioritized daily requirements
- Confuse deadlines



Adapted Style Natural Style





Time Wasters *Continued*

Open Door Policy

An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.

Possible Causes:

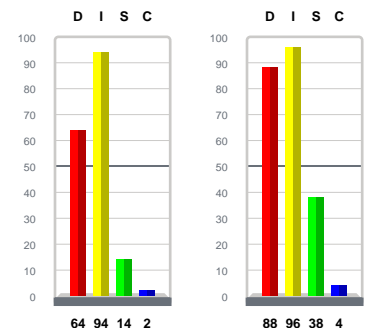
- Want to be seen as supportive and available
- Want the social interaction of people dropping by
- Have a difficult time saying "no"
- Use people interruptions as a way of procrastinating or justifying missed deadlines

Possible Solutions:

- Set aside time to "close your door" and work on projects
- Set aside time to interact with co-workers
- Learn to prioritize activities and say "no" to low priorities
- Place your desk so that it is not always in "view" of those who pass by
- Avoid eye contact with people who walk by your desk or office



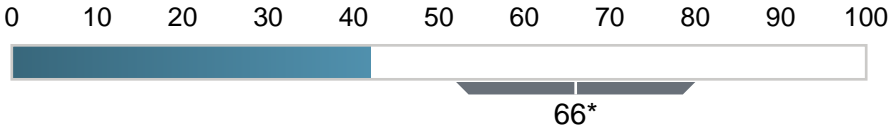
Adapted Style Natural Style





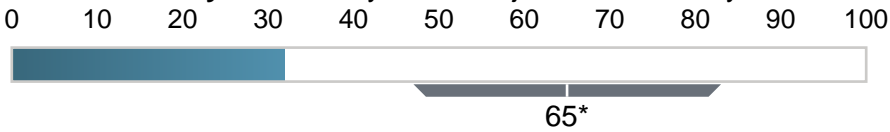
Behavioral Hierarchy

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



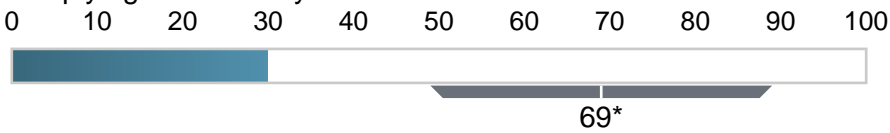
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8. Consistency - The ability to do the job the same way.



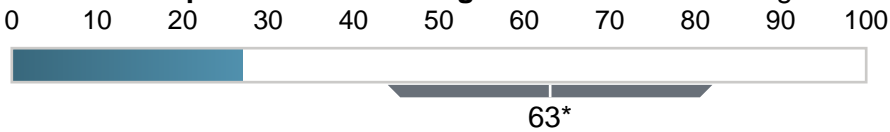
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9. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



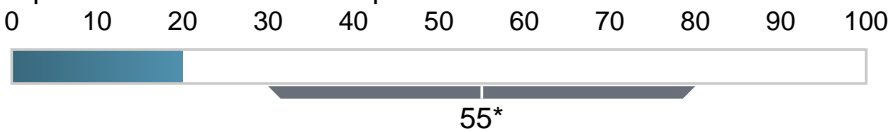
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10. Follow Up and Follow Through - A need to be thorough.



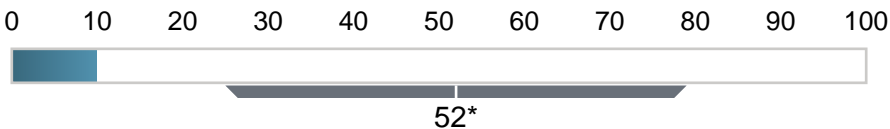
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11. Analysis of Data - Information is maintained accurately for repeated examination as required.



20

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

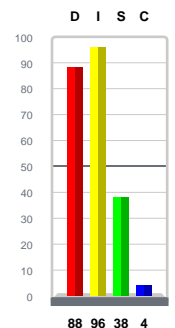
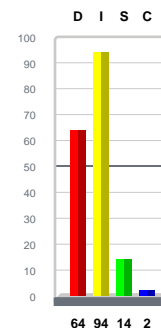


10



Adapted Style

Natural Style



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

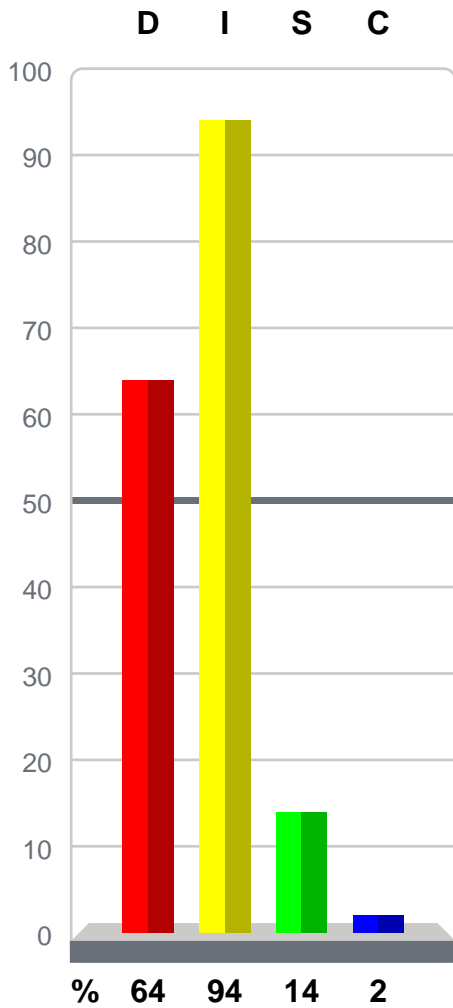


Style Insights® Graphs

4-12-2016

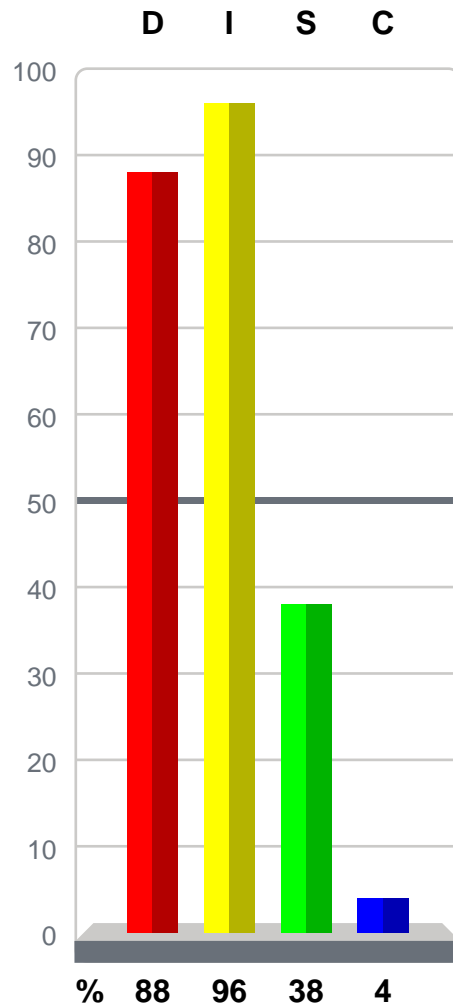
Adapted Style

Graph I



Natural Style

Graph II



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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.

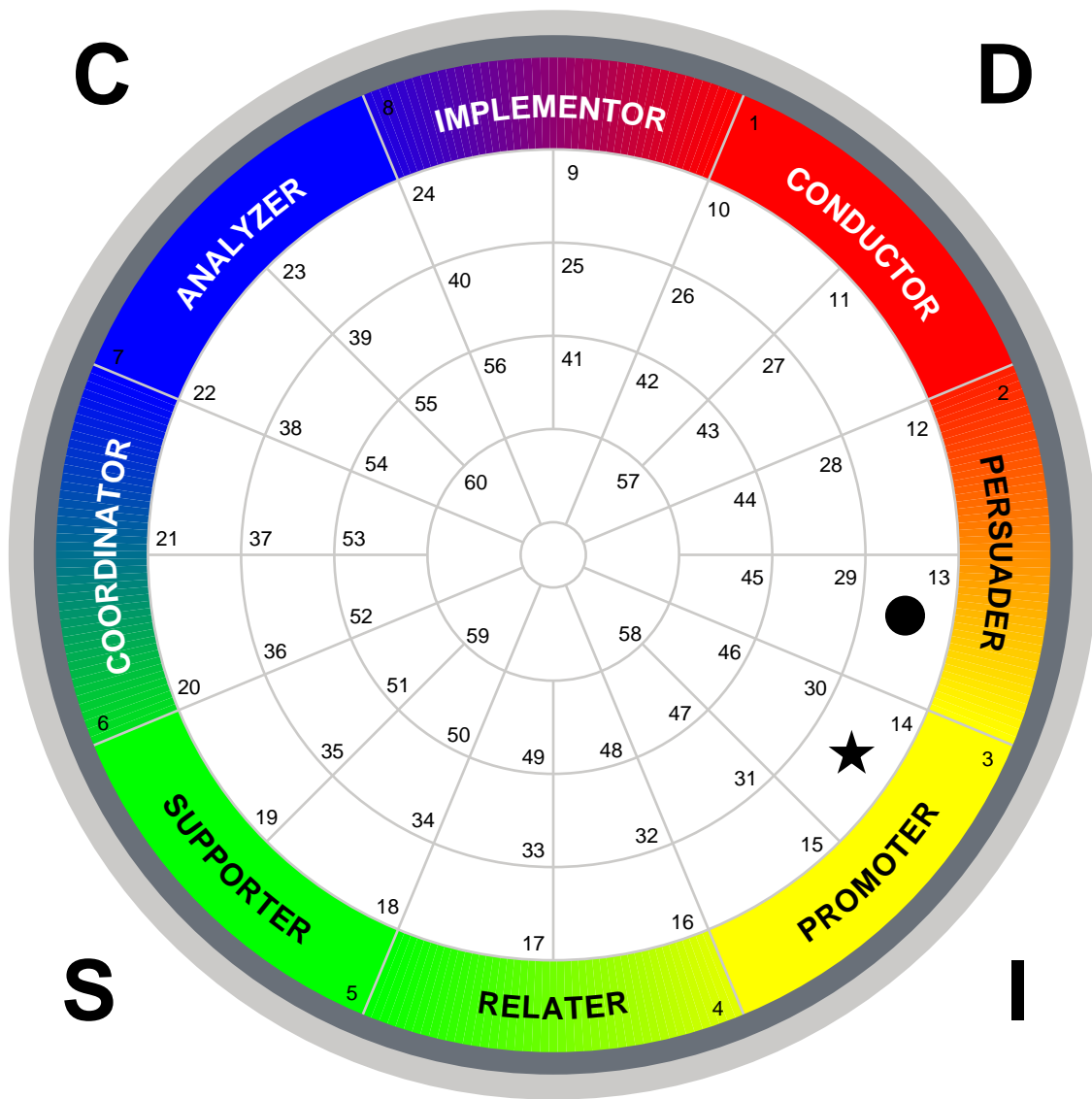
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



The Success Insights® Wheel

4-12-2016



Adapted: ★ (14) PERSUADING PROMOTER
 Natural: ● (13) PROMOTING PERSUADER

Norm 2015 R4

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Understanding Your Driving Forces

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

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

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

Please pay careful attention to your top four driving forces, as they highlight what most powerfully moves you to action. As you examine the next tier of four driving forces, you'll recognize they may have 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:

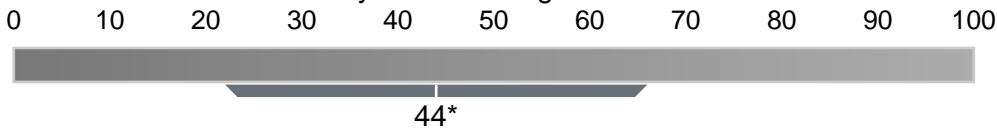
- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in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



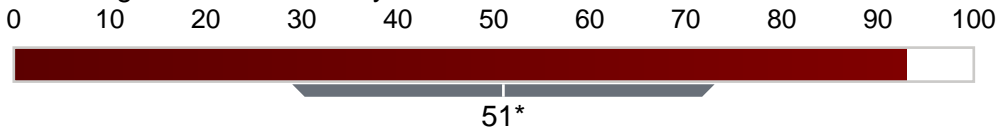
Primary Driving Forces Cluster

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.

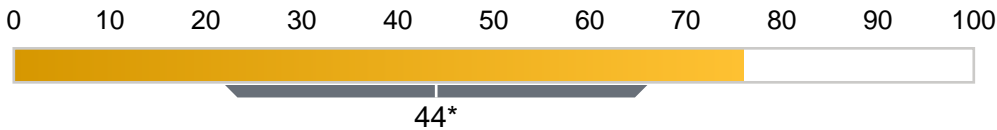
1. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



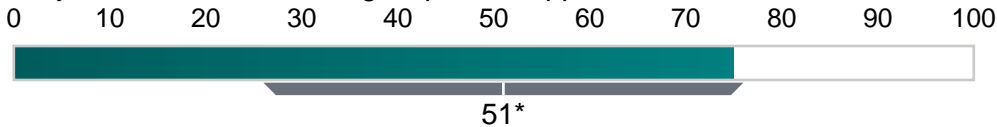
2. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



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



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

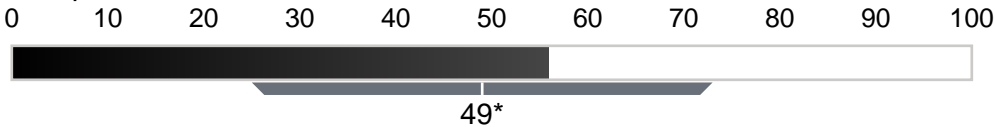




Situational Driving Forces Cluster

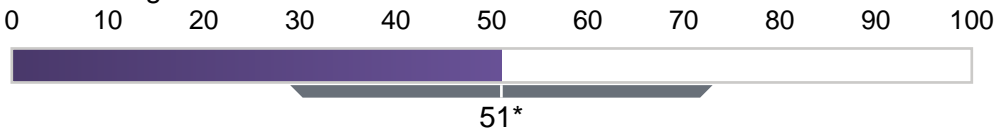
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



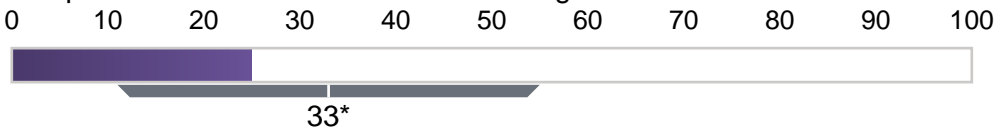
56

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



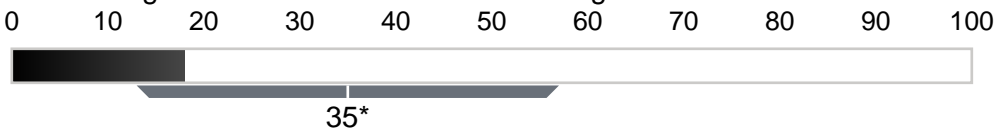
51

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



25

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



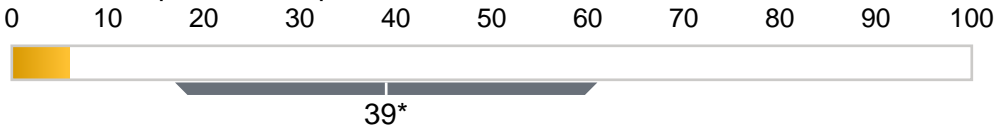
18



Indifferent Driving Forces Cluster

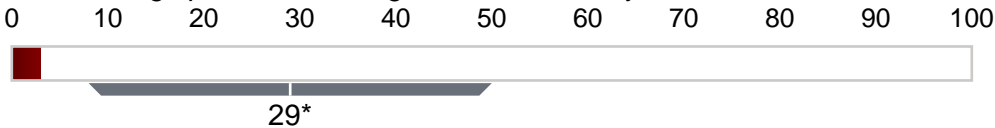
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



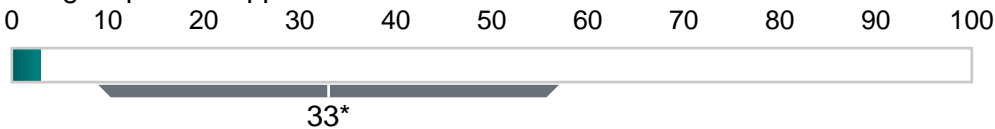
6

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



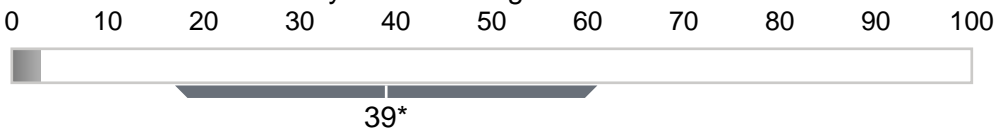
0

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



0

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



0

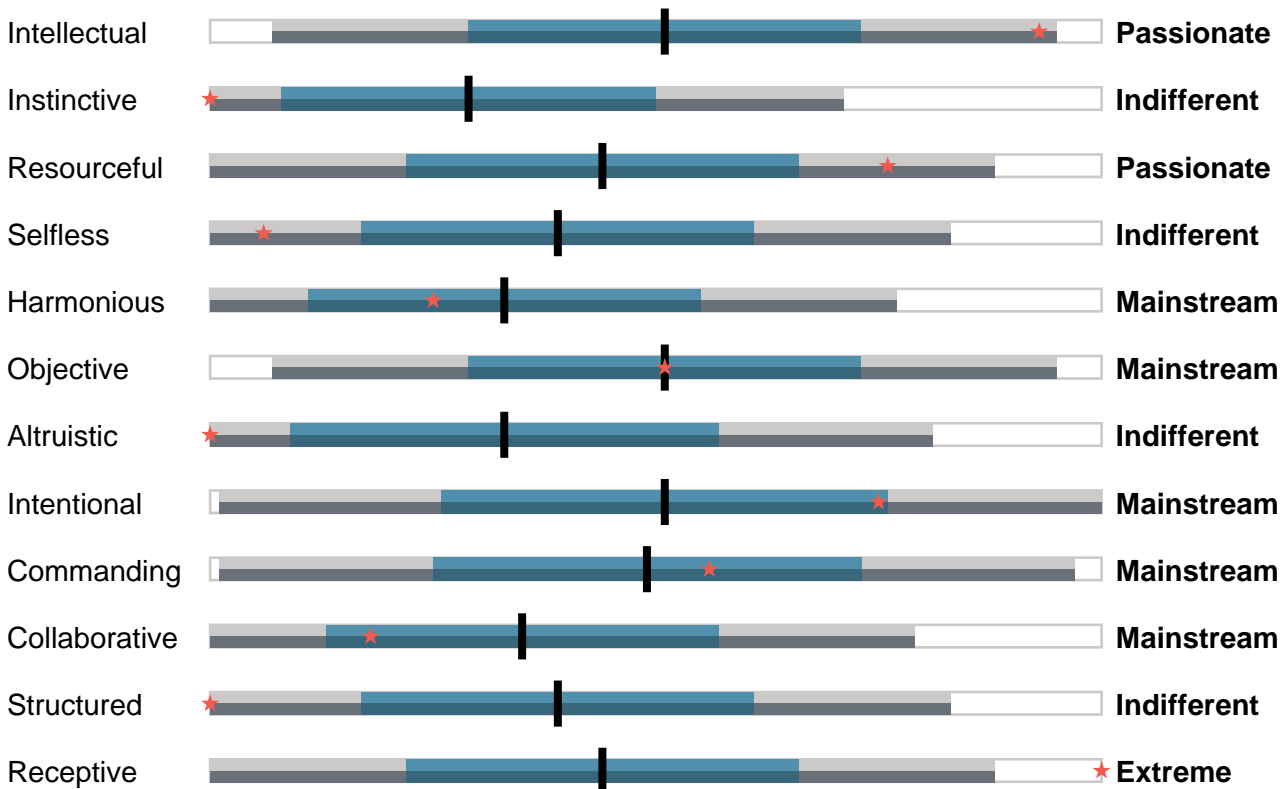


Areas for Awareness

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

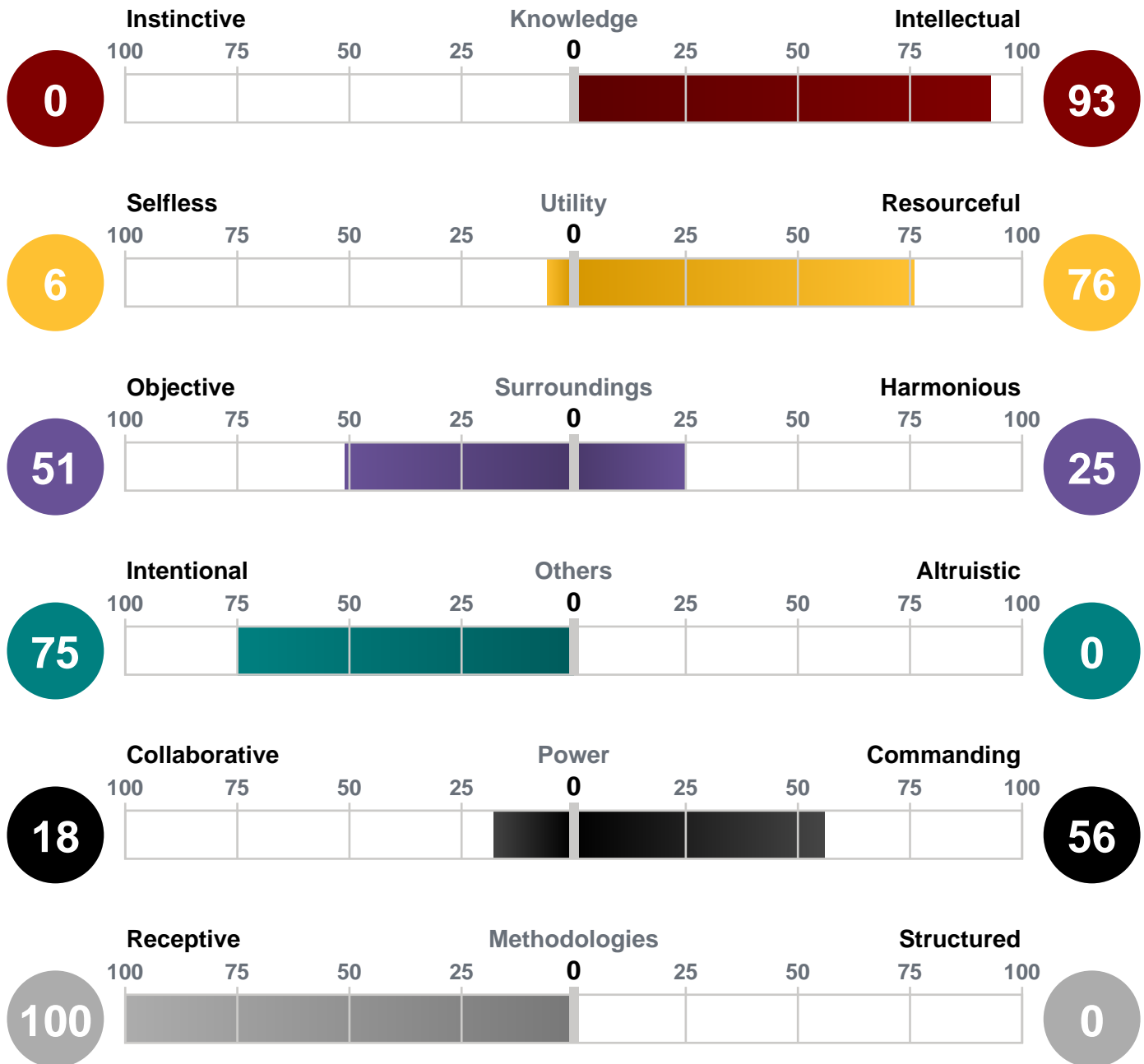


■ - 1st Standard Deviation - * 68% of the population falls within the shaded area. ■ - national mean ★ - your score
 ■ - 2nd Standard Deviation
 □ - 3rd Standard Deviation

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



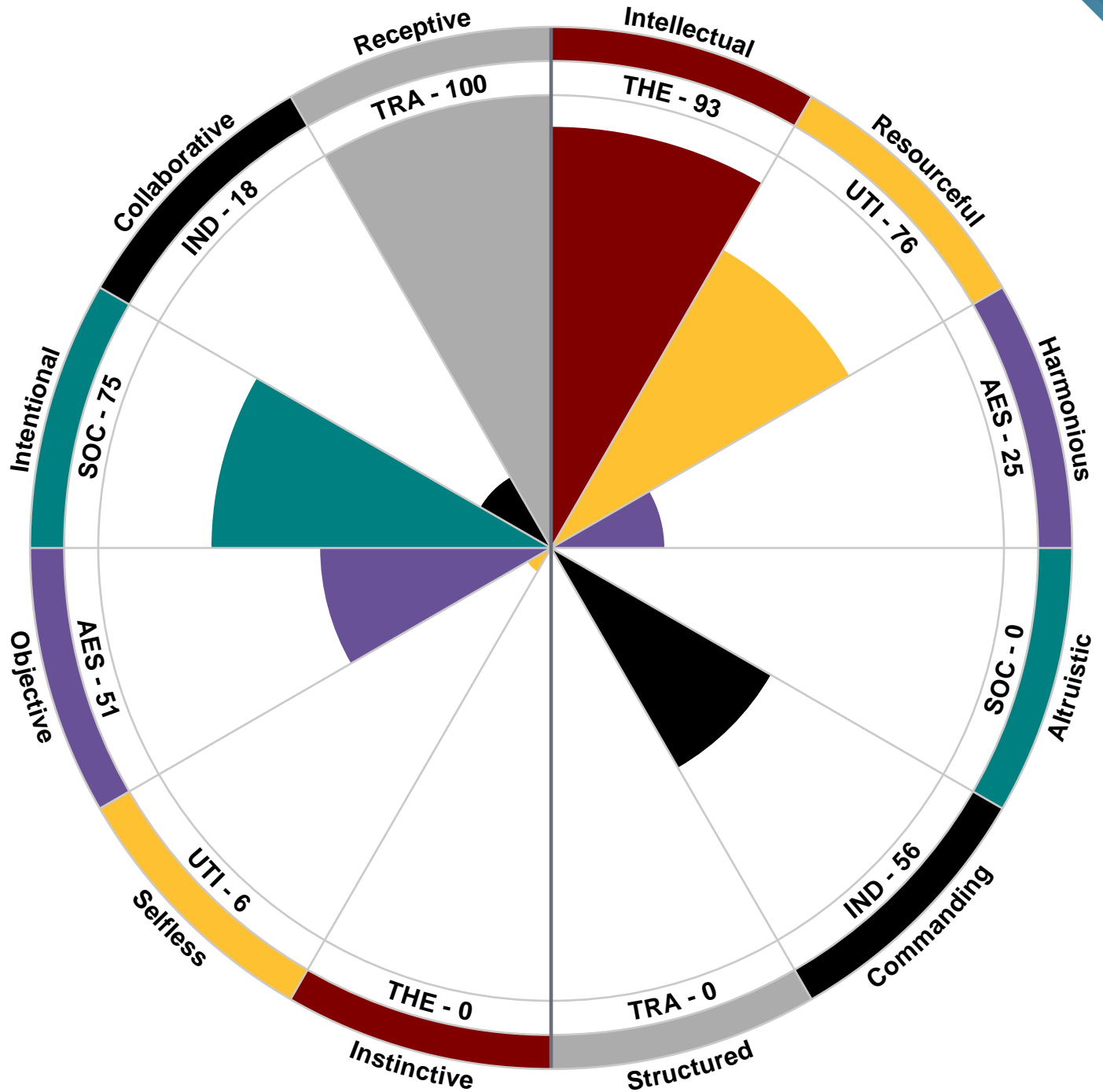
Driving Forces Graph



T: 2:44



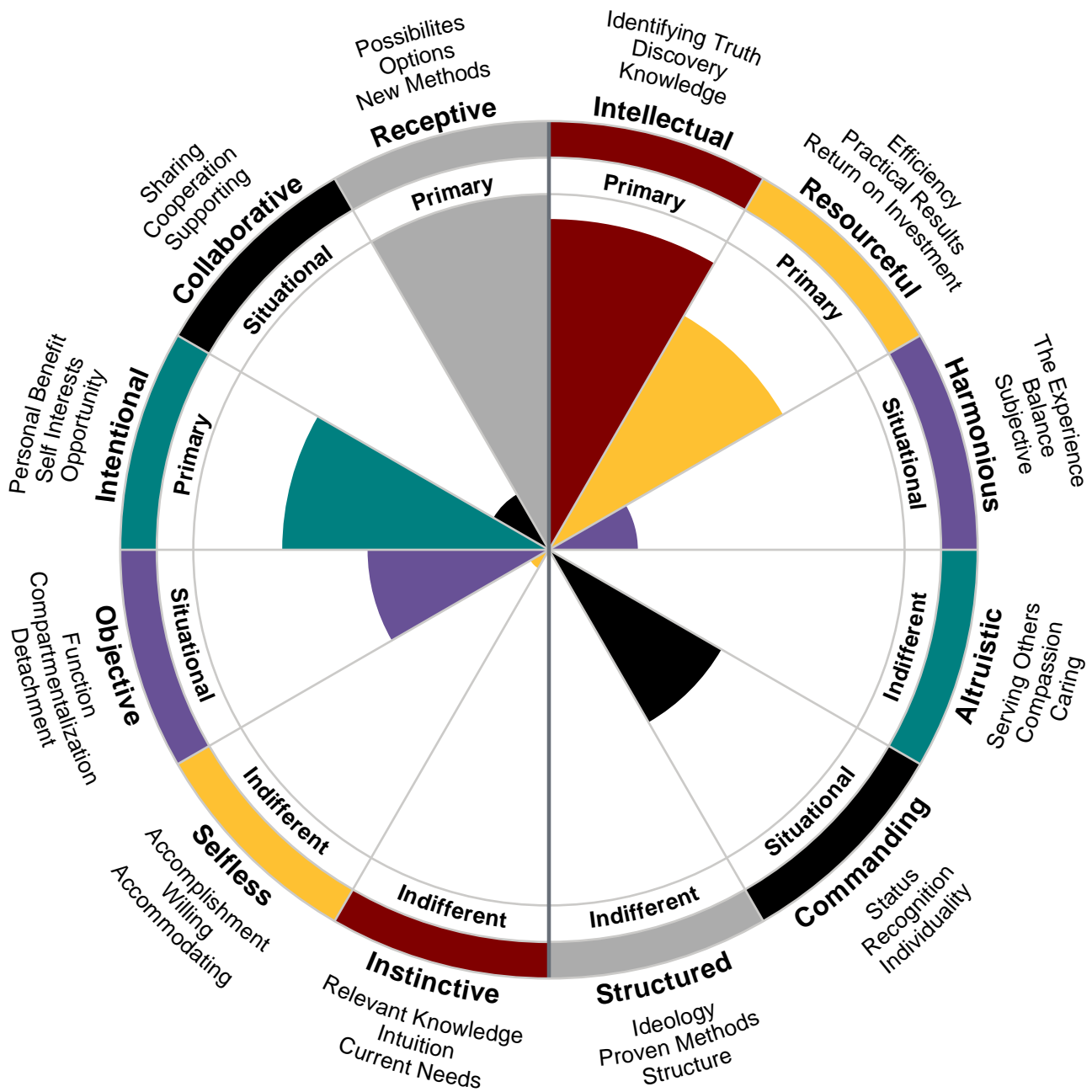
Driving Forces Wheel



T: 2:44



Descriptors Wheel



T: 2:44



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 Patty'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.

- Tends to promote new ideas in the organization.
- Good at recruiting membership in organizations she enjoys.
- Always looking to do new and different things.
- Will bring high energy and enthusiasm to the researching process.
- Motivates others to continue education.
- Looks for the positive side of every situation.
- Optimistically looks for ways to improve efficiency and process.
- Promotes efficiency and results.
- Brings enthusiasm to practical situations.
- Sings the praises of peers when they contribute to the bottom-line.
- Good at promoting causes that show potential return.
- Wants to be seen as a leader in maximizing the production of people.





Potential Behavioral and Motivational Conflict

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

- May be ineffective when sharing the details of new methods with others.
- May think her optimistic view of new ideas is flawless.
- Will be frustrated when new and exciting opportunities can't be incorporated with the system.
- Ability to learn is diminished due to her lack of focus on one thing.
- A desire to share information can impede her ability to listen and learn.
- Will tend to elaborate on limited data.
- Struggles with balancing efficiency and interaction with others.
- Struggles balancing financial advice with actual results.
- May not recognize increased risk associated with bigger rewards.
- May overestimate the impact she can have on driving results.
- Would rather move on to a new person than have a difficult conversation with a direct report.
- When utilizing skills of others, she may slow the progress by talking too much.





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

- A forum to express the experience of improving the current system or process.
- An environment that rewards the communication of changes in the system.
- Ability to blend her creative and optimistic problem-solving approaches.
- Flexibility to attend tradeshow and seminars in order to gain information and share with others.
- Continuous learning in a team atmosphere where people share openly.
- A leadership team that is optimistic toward learning new concepts or theories.
- Rewards determined by return-on-investment based contributions to team efforts.
- The experience is seen as a part of the desired return on investment.
- People-oriented returns are rewarded higher than task-oriented returns.
- A forum to work with people as it relates to moving the organization forward.
- An environment where interacting with others in an effort to achieve results.
- Ability to develop and interact with individuals that may lead to future opportunities.





Keys to Motivating

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

Patty wants:

- Recognition for her ability to recruit others to new ideas, structures or beliefs.
- A manager that values her optimism about the ability to explore new ways of doing business.
- To create new ideas for others by exploring the organizational vision.
- The opportunity to share knowledge with others.
- To research new information in a team environment requiring people interaction.
- To be seen as an expert in a variety of areas and wants to learn from discussions about new things.
- The ability to express accomplishments to others at a large scale.
- Public recognition of financial rewards for returns and efficiency.
- Freedom to include others in the celebration of achievements.
- To be seen as a resource for those who are willing to work towards a common vision.
- To be a part of a high performing team that contributes to corporate objectives.
- An opportunity to express how she improved productivity.





Introduction Acumen Indicators Section

Research has shown 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.

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

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

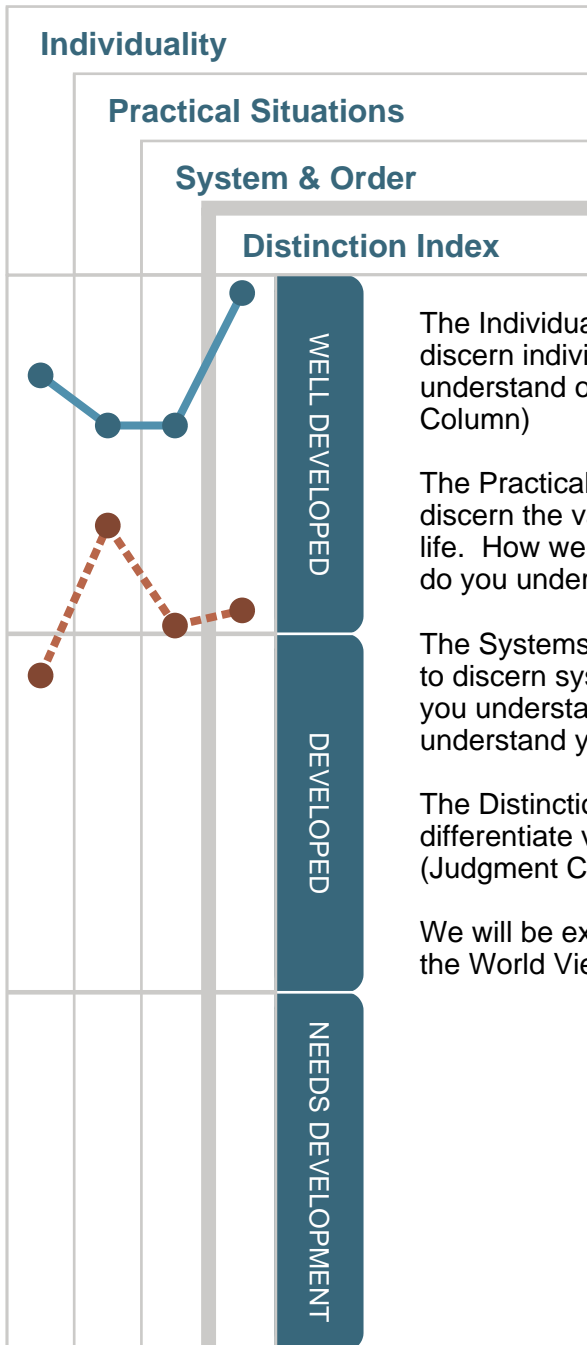
- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

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



Summary of Acumen Capacity

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



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

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

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

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

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

World View Self-View



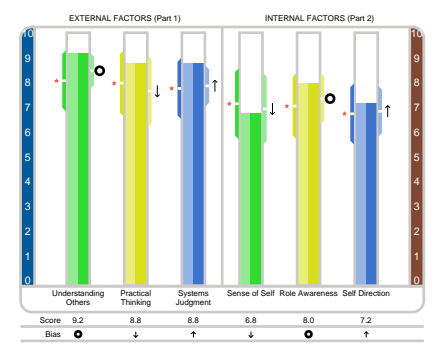


World View

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

- Patty may become frustrated if resources are restricted.
- Patty becomes unaware of the world around her when fully engaged in a project or task.
- Patty is resourceful and conscious of the time it will take to do something.
- Patty understands people well and enjoys a feeling of mutual respect for others.
- Patty treats each person as a unique individual.
- Patty understands other people and can build and maintain either personal or professional relationships.
- Patty performs best in an atmosphere that has a clear structure and a well-defined chain of command.
- Patty approaches things from a planning and systems oriented viewpoint.
- Patty needs to be surrounded by organizational structure that provides clear direction and defines the results or standards that she is expected to achieve.
- Patty tends to be flexible while maintaining objectivity.





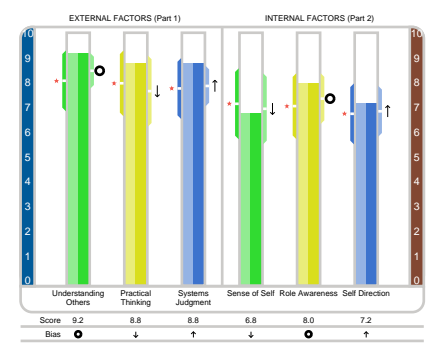


Self View

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

- Patty is a person who emphasizes her personal and professional roles.
- Patty has the ability to perform and fulfill her roles and responsibilities in life.
- Patty has the ability to perform well in multiple roles.
- Patty may benefit from gaining a better understanding of herself.
- Patty knows who she is.
- Patty puts some emphasis on defining herself as a unique individual.
- Patty is open to future possibilities and opportunities, and her flexibility about her long-term future should help her to take advantage of opportunities.
- Patty has ideas as to where she is going and likes to be in control of her life.
- Patty has somewhat developed a picture of where she is going.



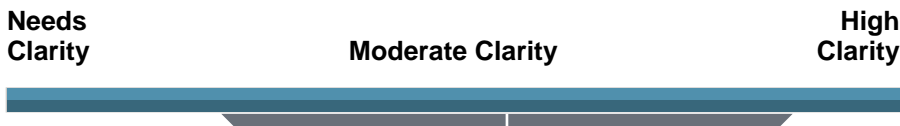




Clarity of Performance and Situational Awareness

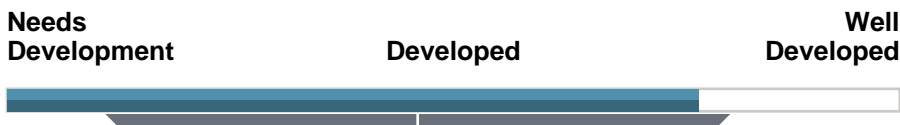
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The Situational Awareness score is the measurement of Patty's awareness of the reality of the outside world and within her own world.

External Clarity of Performance: Development of a **sense of proportion** in evaluating personal, practical and theoretical situations in the outside world.



- Patty is adept at handling sensitive issues.
- Patty shows balance in handling issues in the world around herself.
- Patty is able to clearly focus on the issues at hand.

External Situational Awareness: Development of the awareness of the reality of the world.



- Patty has superior understanding of the reality of the world in terms of people, tasks and systems.
- Patty has a realistic view of the world around her.
- Patty clearly and objectively understands issues and situations.

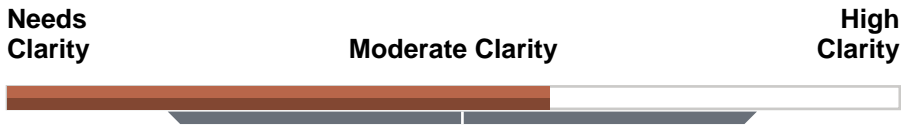
* 68% of the population falls within the shaded area.



Clarity of Performance and Situational Awareness *Continued*



Internal Clarity of Performance: Development of a *sense of proportion* in evaluating personal, practical and theoretical situations in oneself.



- Patty has moderately balanced clarity on interpersonal issues.
- For Patty, who she is as a person is secondary to her life's roles and her envisioned future.
- Patty has a balanced sense of proportion when dealing with issues relating to herself but may at times overreact.

Internal Situational Awareness: Development of the awareness of the reality of one's own self.



- Patty has good awareness in terms of herself, role and direction.
- Patty has a solid comprehension of the issues and situations relating to herself.
- Patty is acutely aware of her own strengths and weaknesses.

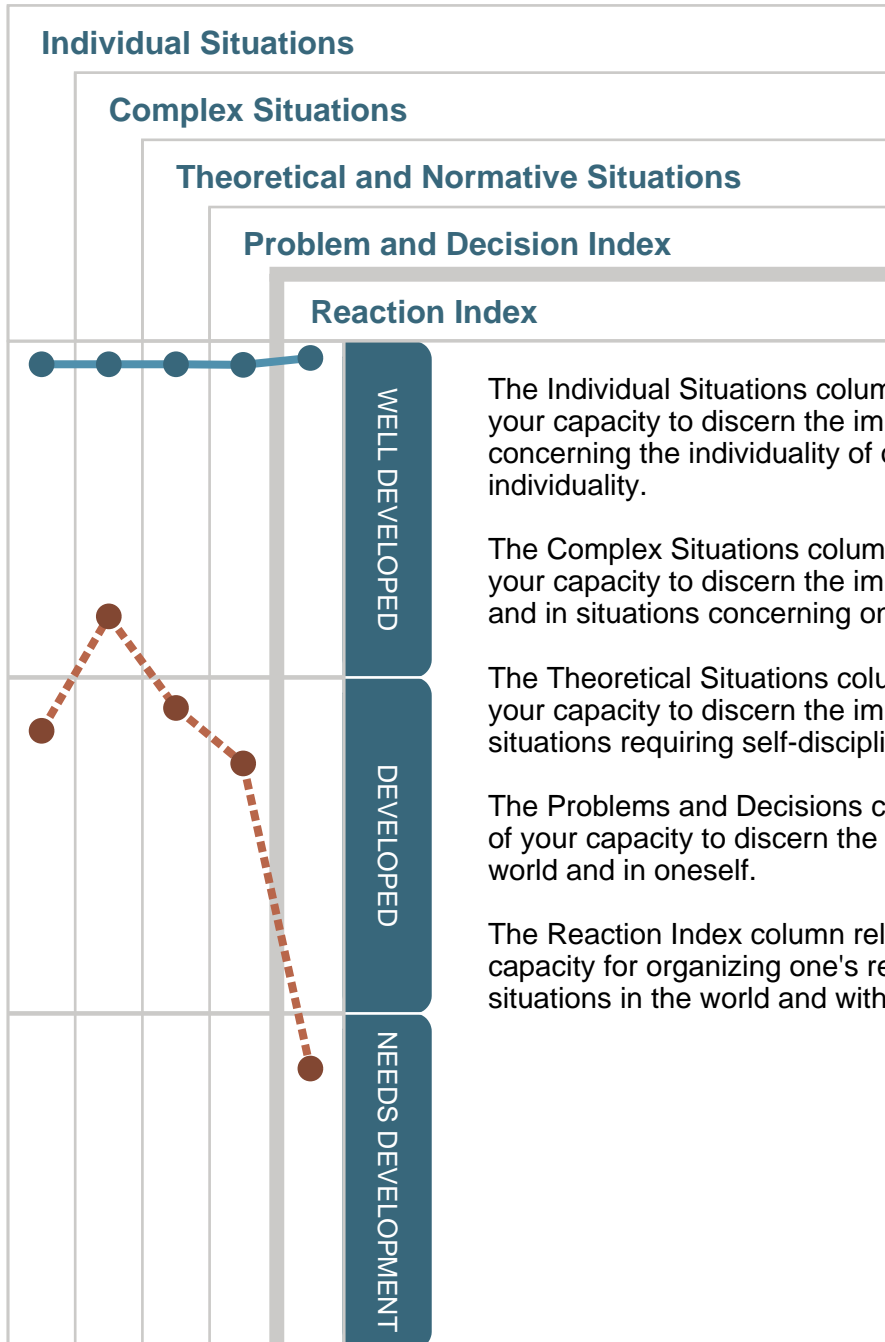
How would making improvements in these areas benefit your personal and professional life?

In what areas do you feel you would have the most benefit from further developing?

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



Summary of Capacity for Problem Solving



The Individual Situations column relates to the development of your capacity to discern the importance within situations concerning the individuality of others and concerning one's own individuality.

The Complex Situations column relates to the development of your capacity to discern the importance within practical situations and in situations concerning one's own roles in life.

The Theoretical Situations column relates to the development of your capacity to discern the importance within systems and in situations requiring self-discipline.

The Problems and Decisions column relates to the development of your capacity to discern the importance within situations in the world and in oneself.

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

World View Self-View

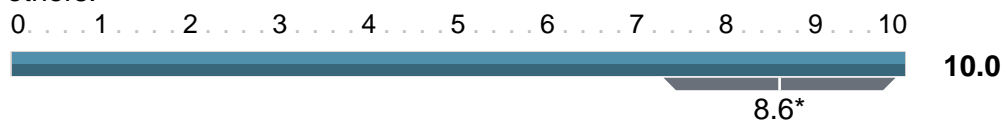




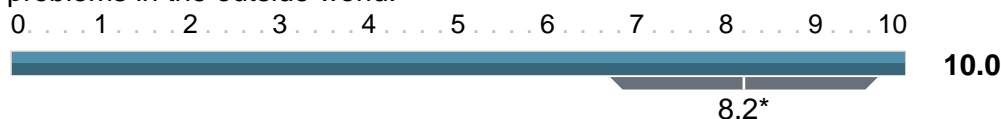
Capacity for Problem Solving

The Problem Solving Summary will identify Patty's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated by Well Developed, Developed or Needs Development as well as through a numerical score.

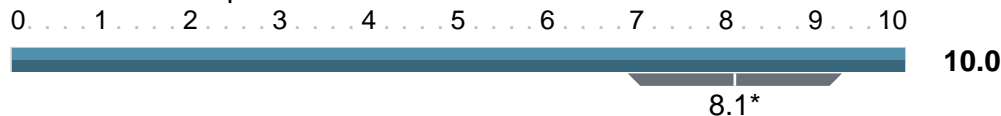
Capacity for Solving Problems Involving People - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



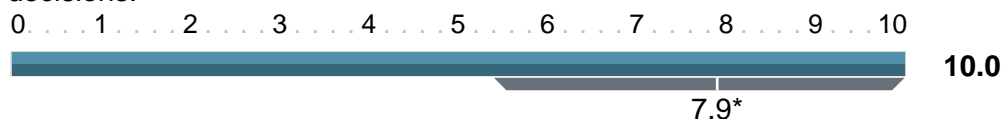
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



Capacity for Solving Theoretical Problems - The ability to perceive the important within the complex in outside situations or systems in order to solve theoretical problems in the outside world.



Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.

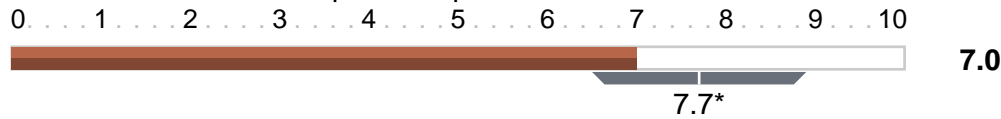


* 68% of the population falls within the shaded area.

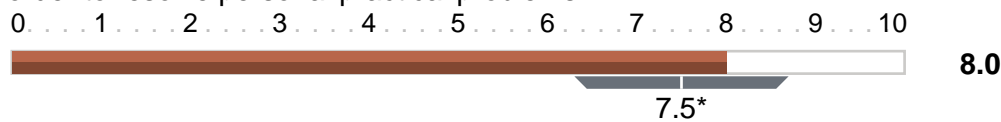


Capacity for Problem Solving Continued

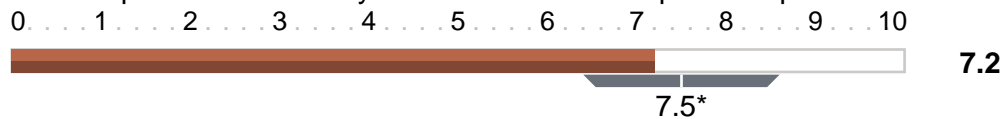
Internal Problem Solving Ability - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



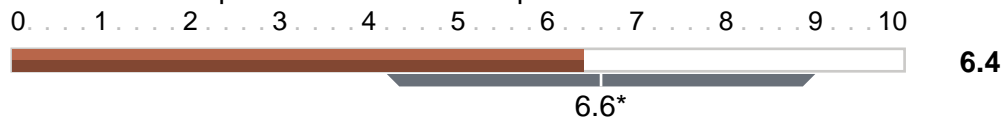
Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



Problem Solving Ability Regarding One's Future - The ability to perceive the important within the complex in problems which require self-discipline and the ability to resolve theoretical personal problems.



Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive the important within the complex within one's self in order to resolve problems and to make personal decisions.



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



Reaction Index

The Reaction Index is determined by looking at Patty's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

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

Needs Development **Developed** **Well Developed**



- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving other people.
- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.
- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
- Her capacity to organize and control her reactions when confronted with outside problems is well developed.

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

Needs Development **Developed** **Well Developed**



- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her own individuality.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her roles in life.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- Her capacity to organize and discipline her reactions when confronted with problems within herself needs development.

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



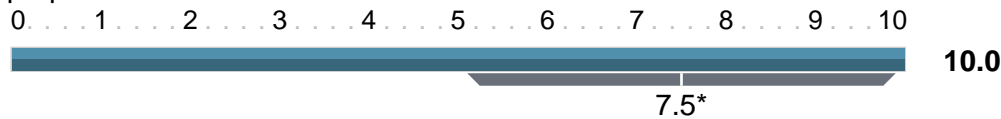
Business Performance Summary

The business performance summary will identify Patty's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated through a numerical score for Balanced Decision Making and External and Internal Control as well as by Well Developed, Developed and Needs Development for the Attitude Index.

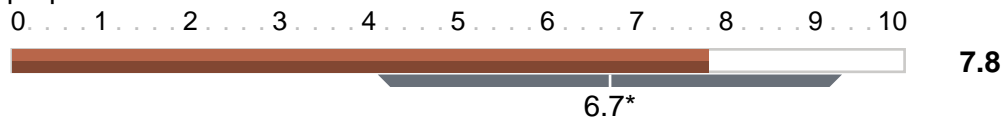
Balanced Decision Making - The ability to make consistently sound and timely decisions in one's personal and professional life.



External Concentration Index - The ability to concentrate with a sense of proportion in external situations.



Internal Concentration Index - The ability to concentrate with a sense of proportion in internal situations.



Attitude Index: Attitude Index shows the positive or negative attitude of the person toward the world and is a result of over or under-valuing the statements in the questionnaire.



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

Attitude Index General Descriptors

- Appreciative - grateful, thankful
- Approving - favorable
- Positive - encouraging, upbeat
- Open-minded - accessible, flexible
- Dynamic - lively, energetic, vibrant

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

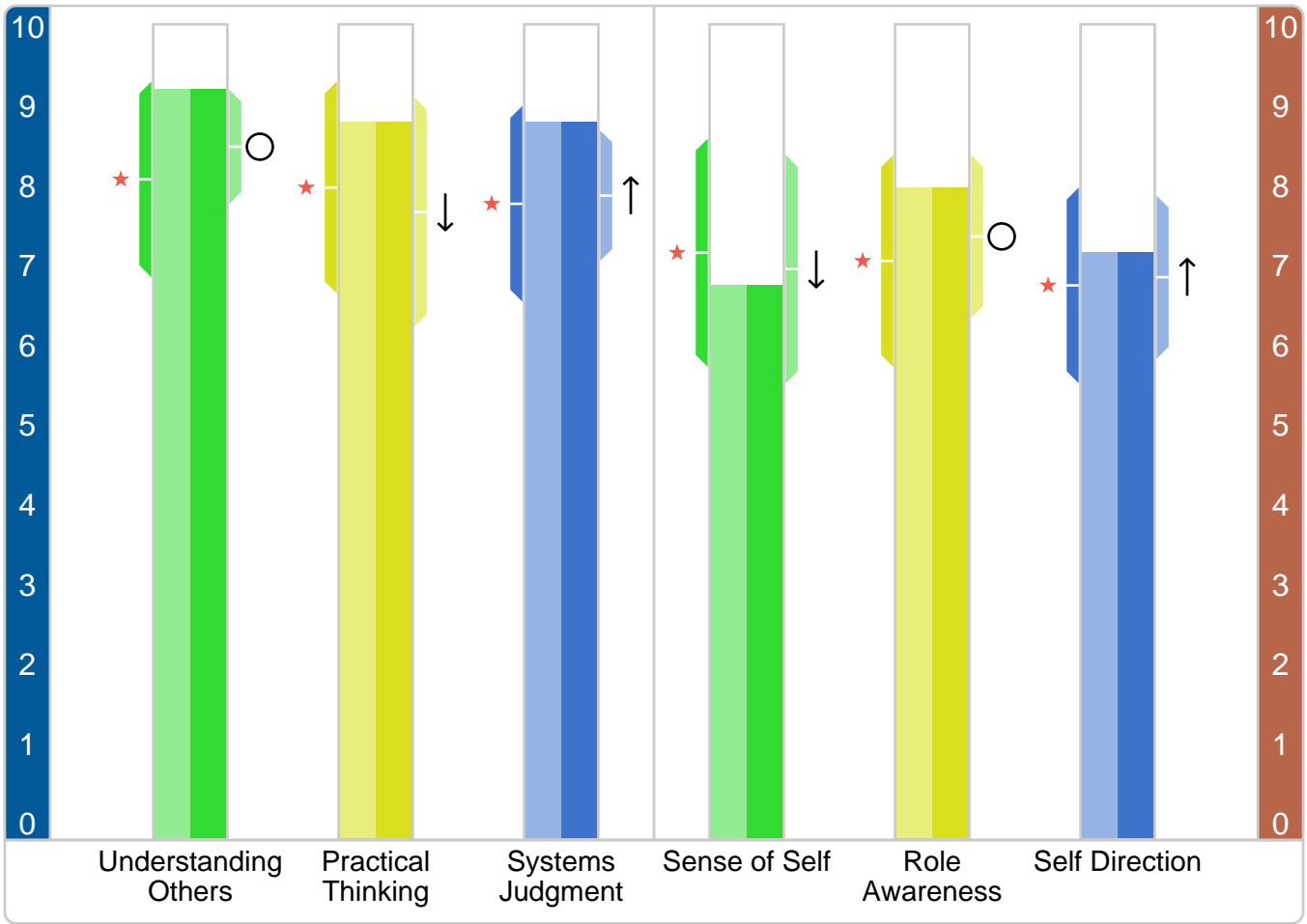


Dimensional Balance

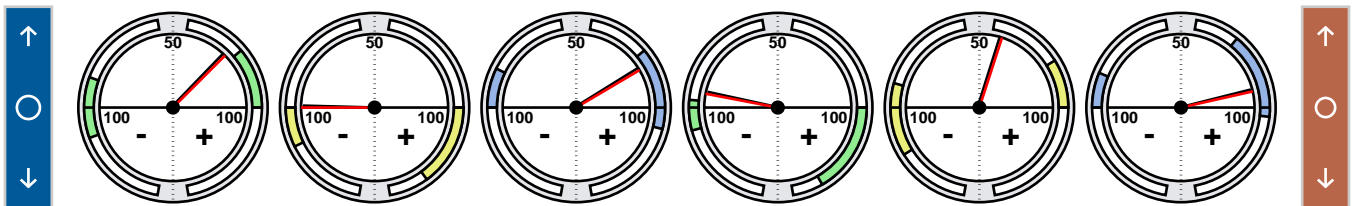
- ★ Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	9.2	8.8	8.8	6.8	8.0	7.2
Bias	○	↓	↑	↓	○	↑



Rev: 0.98-0.82



Introduction Competencies Section

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

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

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

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

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

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



Development Indicator

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

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

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

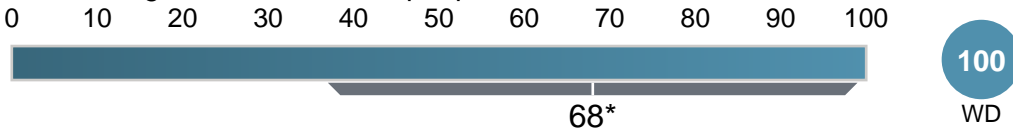
Well Developed
 Developed
 Moderately Developed
 Needs Development



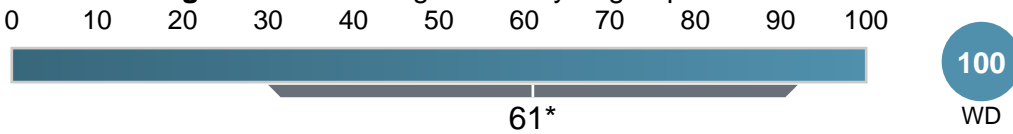
Competencies Hierarchy

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

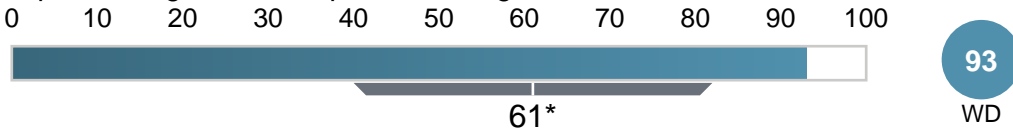
1. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



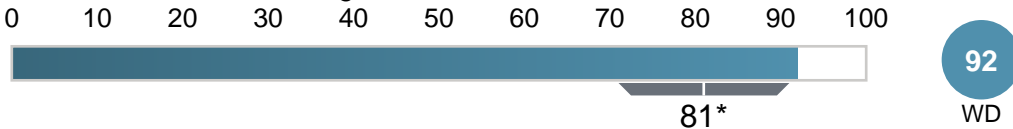
2. Presenting - Communicating effectively to groups.



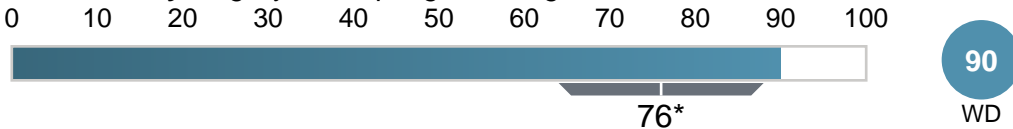
3. Continuous Learning - Taking initiative in learning and implementing new concepts, technologies and/or methods.



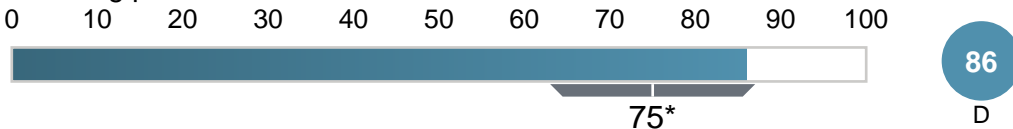
4. Understanding & Evaluating Others - The capacity to perceive and understand the feelings and attitudes of others.



5. Flexibility - Agility in adapting to change.



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



Development Legend

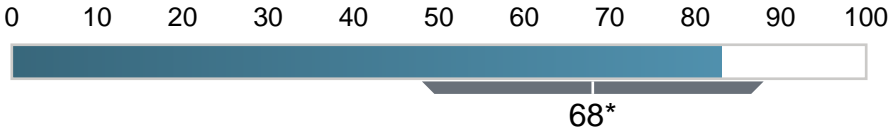
- WD = Well Developed
- D = Developed
- MD = Moderately Developed
- ND = Needs Development

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



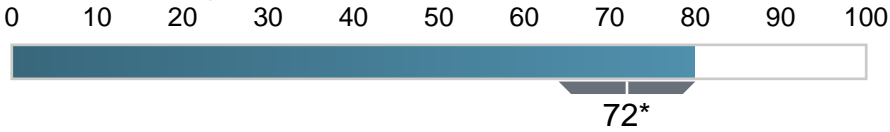
Competencies Hierarchy

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



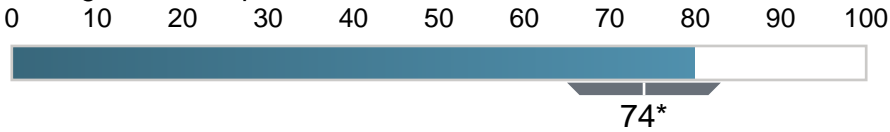
83
D

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



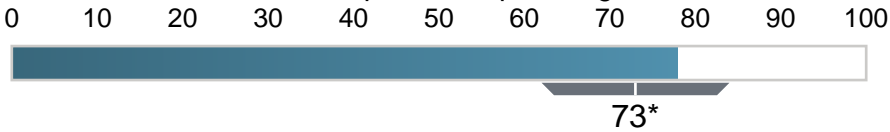
80
WD

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



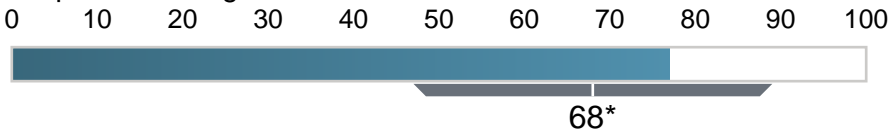
80
D

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



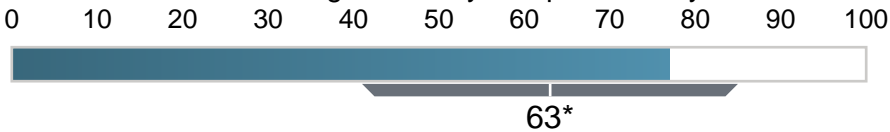
78
D

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



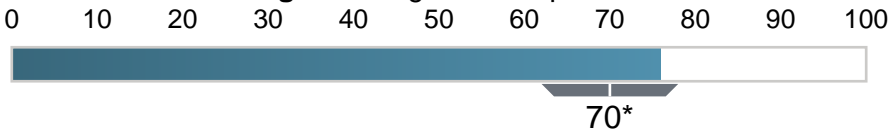
77
D

12. Teamwork - Working effectively and productively with others.



77
D

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



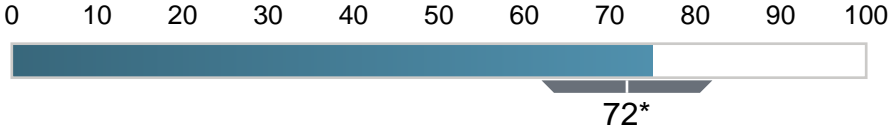
76
D

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



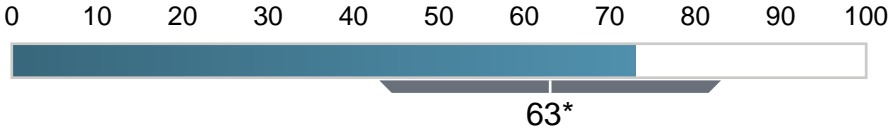
Competencies Hierarchy

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



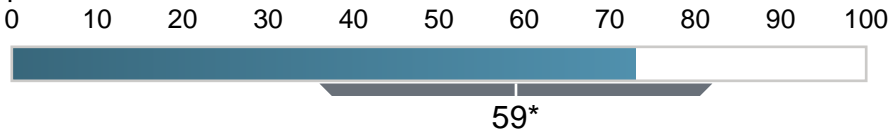
75
D

15. Customer Focus - A commitment to customer satisfaction.



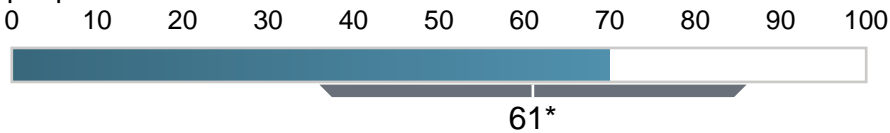
73
D

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



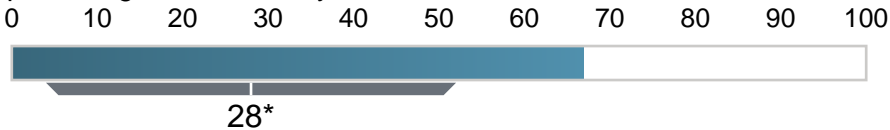
73
D

17. Leadership - Achieving extraordinary business results through people.



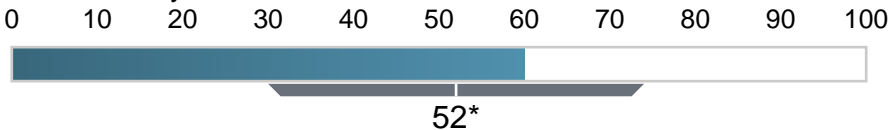
70
D

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



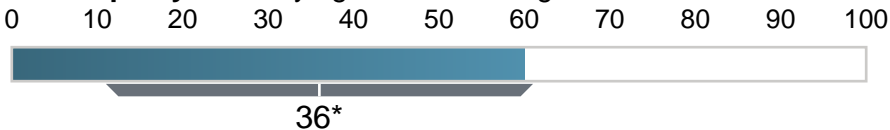
67
WD

19. Conflict Management - Addressing and resolving conflict constructively.



60
D

20. Empathy - Identifying with and caring about others.



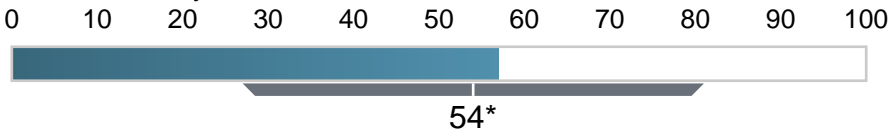
60
D

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



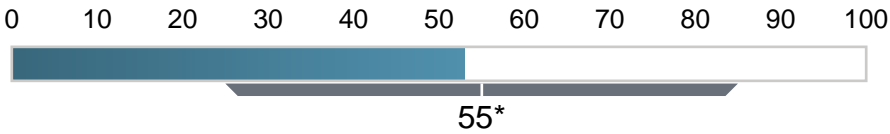
Competencies Hierarchy

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



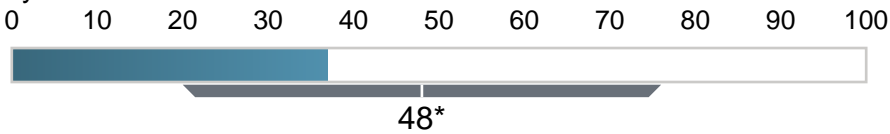
57
D

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



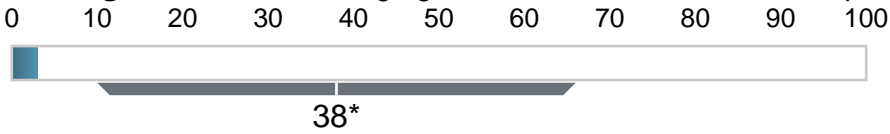
53
MD

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



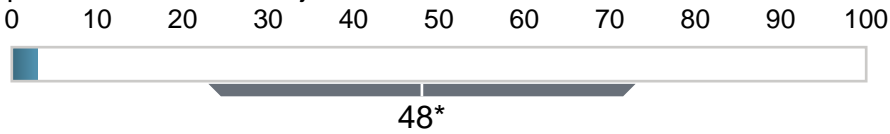
37
MD

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



0
ND

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



0
ND



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



Well Developed Competencies

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

- Demonstrates curiosity and enthusiasm for learning.
- Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
- Keeps abreast of current or new information through reading and other learning methods.
- Actively interested in new technologies, processes and methods.
- Welcomes or seeks assignments requiring new skills and knowledge.
- Expends considerable effort and/or expense on learning.
- Genuinely enjoys learning.
- Identifies applications for knowledge.
- Is considered a knowledgeable resource by others.

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

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

Flexibility: Agility in adapting to change.

- Responds promptly to shifts in direction, priorities and schedules.
- Demonstrates agility in accepting new ideas, approaches and/or methods.
- Effective in juggling multiple priorities and tasks.
- Modifies methods or strategies to fit changing circumstances.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.
- Embraces and/or champions change.

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

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



Well Developed Competencies

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

- Demonstrates an ability to connect the dots and see the big-picture.
- Observes and analyzes the forces driving current reality that may have long-term effects.
- Utilizes foresight and intuitive perception as well as factual events to draw inferences.
- Recognizes, supports and/or champions progressive ideas.
- Anticipates future trends or events.
- Envisions possibilities others may not.
- Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.





Getting the Most From Your Report

Questions about the personal skills you are well developed in:

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

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

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

Questions about the personal skills you have not yet developed:

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