



TTI
SUCCESS
INSIGHTS®

TriMetrix® DNA

Management-Staff

[REDACTED]
02.09.2025

"Insights for Your Success"

ITN, LLC
5865 Ridgeway Center Parkway
901-568-3569
dennis.koerner@itnanalytics.com



Insight Technologies

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Introduction



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

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Competencies

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

Introduction

Behaviors



Behavioral research suggests that the most effective people are those who understand their strengths and weaknesses, because they can best 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 which are true and areas of behavior in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.

All people exhibit all four behavioral factors to varying degrees of intensity.
-W.M. Marston

Behavioral Characteristics



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

Morgan is a self-starter who likes new projects and is most comfortable when involved in a wide scope of activities. Many people see her as a self-starter dedicated to achieving results. She wants to be seen as a winner and has an inherent dislike for losing or failing. She tends to work hard and long to be successful. She needs to learn to relax and pace herself. She may expend too much energy trying to control herself and others. Morgan prefers an environment with variety and change. She is at her best when many projects are underway at once. She is goal-oriented and driven by results. She is the team member who will try to keep the others on task. She displays a high energy factor and is optimistic about the results she can achieve. The word "cannot" is not in her vocabulary. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." Morgan has high ego strengths and may be viewed by some as egotistical. She wants to be viewed as self-reliant and willing to pay the price for success.

Morgan is a good problem solver and troubleshooter, always seeking new ways to solve old problems. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. She will work long hours until a tough problem is solved. After it is solved, Morgan may become bored with any routine work that follows. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. Sometimes she becomes emotionally involved in the decision-making process. She is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. She likes to make decisions quickly. She finds it easy to share her opinions on solving work-related problems.

Morgan likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. She tends to be intolerant of people who seem ambiguous or think too slowly. She may lose interest in what others are saying if they ramble and fail to speak to the point. Her active mind is already moving ahead. She



Behavioral Characteristics

Continued



tends to influence people by being direct, friendly, and results-oriented. Morgan may lack the patience to listen and communicate with slower acting people. Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people. She may sometimes mask her feelings in friendly terms. If pressured, Morgan's true feelings may emerge. She likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others!



Value to the Organization



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

- ✓ 1. Tenacious.
- ✓ 2. Change agent—looks for faster and better means.
- ✓ 3. Challenges the status quo.
- ✓ 4. Self-starter.
- ✓ 5. Has the confidence to do the difficult assignments.
- ✓ 6. Thinks big.
- ✓ 7. Self-reliant.



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 Morgan. 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 Morgan most frequently.

Ways to Communicate

- ✓ 1. Speak at a rapid pace.
- ✓ 2. Confront when in disagreement.
- ✓ 3. Understand her defiant nature.
- ✓ 4. Be clear, specific, brief, and to the point.
- ✓ 5. Support the results, not the person, if you agree.
- ✓ 6. Provide solutions—not opinions.
- ✓ 7. Ask specific (preferably "what?") questions.
- ✓ 8. Come prepared with all requirements, objectives, and support material in a well-organized "package."
- ✓ 9. Support and maintain an environment where she can be efficient.
- ✓ 10. Flatter her ego.
- ✓ 11. Present the facts logically; plan your presentation efficiently.
- ✓ 12. Provide "yes" or "no" answers—not maybe.



Checklist for Communicating

Continued



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

1. Try to convince by "personal" means.
2. Be paternalistic.
3. Reinforce agreement with "I'm with you."
4. Let disagreement reflect on her personally.
5. Muffle or overcontrol.
6. Ramble or waste her time.
7. Come with a ready-made decision or make it for her.
8. Ask rhetorical questions or useless ones.
9. Try to build personal relationships.
10. Be redundant.
11. Hesitate when confronted.
12. Forget or lose things, be disorganized or messy, confuse or distract her mind from business.



Communication Tips



This section provides suggestions for methods which will improve Morgan'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, Morgan 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.

Compliance

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

Dominance

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

Steadiness

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, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

Influence

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.
- ✗ Being curt, cold, or tight-lipped.
- ✗ Controlling the conversation.
- ✗ Driving on facts and figures or alternatives and 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 Morgan's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Morgan to project the image that will allow her to control the situation.



Morgan usually sees herself as being:

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



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

- ✓ Demanding
- ✓ Nervy
- ✓ Egotistical
- ✓ Aggressive



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

- ✓ Abrasive
- ✓ Controlling
- ✓ Arbitrary
- ✓ Opinionated

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

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.

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



Descriptors



Based on Morgan'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	Influence	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 & Adapted Style



Morgan'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

Morgan is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Morgan has a tendency to make decisions with little or no hesitation.

Adapted

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

People & Contacts

Natural

Morgan is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She likes to be on a team and may be the spokesman for the team. She will trust others and likes a positive environment in which to relate.

Adapted

Morgan 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.

Natural & Adapted Style



Pace & Consistency

Natural

Morgan 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

Morgan sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.



Procedures & Constraints

Natural

Morgan is independent by nature and feels comfortable in situations where the constraints are few and far between. She will follow rules as long as she feels that the rules are hers. She has a tendency to rebel from rules set by others and wants input into any constraints.

Adapted

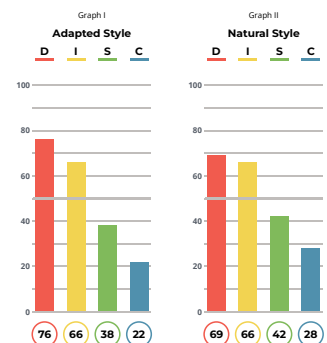
Morgan shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant, and Morgan sees little or no need to change her response to the environment.

Adapted Style



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

- ✓ 1. Flaunting independence.
- ✓ 2. A competitive environment combined with a high degree of people skills.
- ✓ 3. Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ 4. Responding well to challenges: "You say I can't do it? Just watch me!"
- ✓ 5. Dealing with a wide variety of work activities.
- ✓ 6. Being creative and unconventional in making a point.
- ✓ 7. Anticipating and solving problems.
- ✓ 8. Dedicated to "going it alone" when necessary.
- ✓ 9. A good support team to handle paperwork.
- ✓ 10. Willing to take risks when others may be hesitant.
- ✓ 11. Being independent and innovative.
- ✓ 12. Using a creative approach in decision making.



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.

Lack of a Written Plan

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

Possible Causes:

1. Action oriented, want to get things done now
2. Priorities keep changing (self- or other-imposed)
3. Have been successful without a plan in the past
4. Want to "go with the flow" and not be stifled by a written daily agenda

Possible Solutions:

1. Write down personal and job-related values and prioritize them
2. Write out a long-term plan that will support those values
3. Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

Poor Delegation

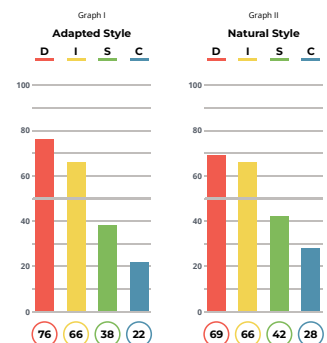
Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

Possible Causes:

1. Do not want to give up control
2. Do not trust the abilities of others
3. Do not understand the abilities of others
4. Fear the talents of others
5. Do not want to overload others

Possible Solutions:

1. Train and mentor others



Time Wasters

Continued



2. Develop a support team
3. Give people the opportunity to help
4. Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

Crisis Management

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

Possible Causes:

1. Lack planning
2. Place unrealistic time requirements on people and tasks
3. Always looking for problems to solve

Possible Solutions:

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

Snap Decisions

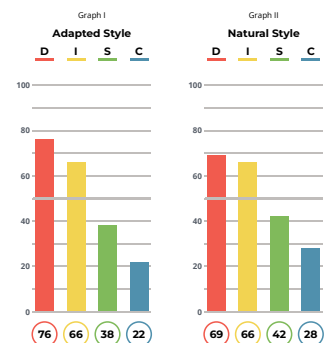
Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

Possible Causes:

1. Impatience overrides need to wait for more information
2. Try to do too much
3. Failure to plan in advance
4. Lack specific goals

Possible Solutions:

1. Ask for recommendations



Time Wasters

Continued



2. Establish process for decisions prior to situation occurring
3. Establish standard operating procedures and alternative procedures for possible problems

Firefighting

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

Possible Causes:

1. Desire to solve problems quickly and sometimes without adequate information
2. Lack of delegation
3. Lack of standard operating procedures
4. Poor/wrong priorities
5. Failure to fit intensity to the situation

Possible Solutions:

1. Establish a plan
2. Create operational procedures for tasks and known problems
3. Establish a "management by objectives" approach



Areas for Improvement



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

Morgan has a tendency to:

- ✓ 1. Blame, deny, and defend her position—even if it is not needed.
- ✓ 2. Have difficulty finding balance between family and work.
- ✓ 3. Be explosive by nature and lack the patience to negotiate.
- ✓ 4. Be so concerned with the big picture that she forgets to see the details.
- ✓ 5. Dislike routine work or routine people—unless she sees the need to further her goals.
- ✓ 6. Be disruptive because of her innate restlessness and disdain for sameness.
- ✓ 7. Be impulsive and seek change for change's sake. May change priorities daily.
- ✓ 8. Be a one-way communicator—doesn't listen to the total story before introducing her opinion.



Behavioral Hierarchy



The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

1. Frequent Change - Rapidly shift between tasks.

0 10 20 30 40 50 60 70 80 90 100



72 Natural

52*



78 Adapted

51*

2. Interaction - Frequently engage and communicate with others.

0 10 20 30 40 50 60 70 80 90 100



70 Natural

58*



70 Adapted

56*

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

0 10 20 30 40 50 60 70 80 90 100



70 Natural

49*



80 Adapted

47*

4. Versatile - Adapt to various situations with ease.

0 10 20 30 40 50 60 70 80 90 100



65 Natural

54*



70 Adapted

53*

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

Behavioral Hierarchy

Continued



5. Urgency - Take immediate action.

0 10 20 30 40 50 60 70 80 90 100



64 Natural

43*



73 Adapted

43*

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

0 10 20 30 40 50 60 70 80 90 100



60 Natural

64*



60 Adapted

62*

7. Customer-Oriented - Identify and fulfill customer expectations.

0 10 20 30 40 50 60 70 80 90 100



57 Natural

63*



50 Adapted

62*

8. Persistence - Finish tasks despite challenges or resistance.

0 10 20 30 40 50 60 70 80 90 100



48 Natural

62*



42 Adapted

63*

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

Behavioral Hierarchy

Continued



9. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



42 Natural

62*



38 Adapted

63*

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

0 10 20 30 40 50 60 70 80 90 100



42 Natural

61*



38 Adapted

62*

11. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



35 Natural

54*



35 Adapted

57*

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

0 10 20 30 40 50 60 70 80 90 100



30 Natural

53*



30 Adapted

56*

SIA: 76-66-38-22 (12) SIN: 69-66-42-28 (12)

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

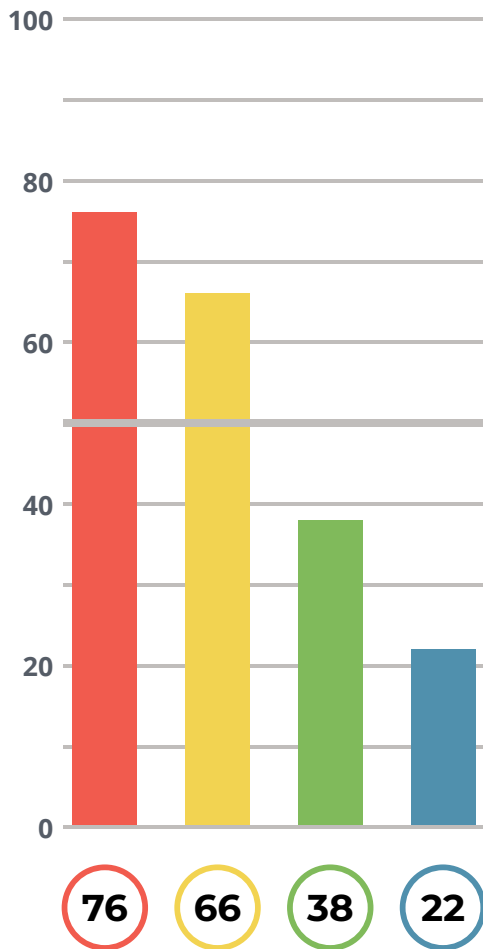
Style Insights® Graphs



Graph I

Adapted Style

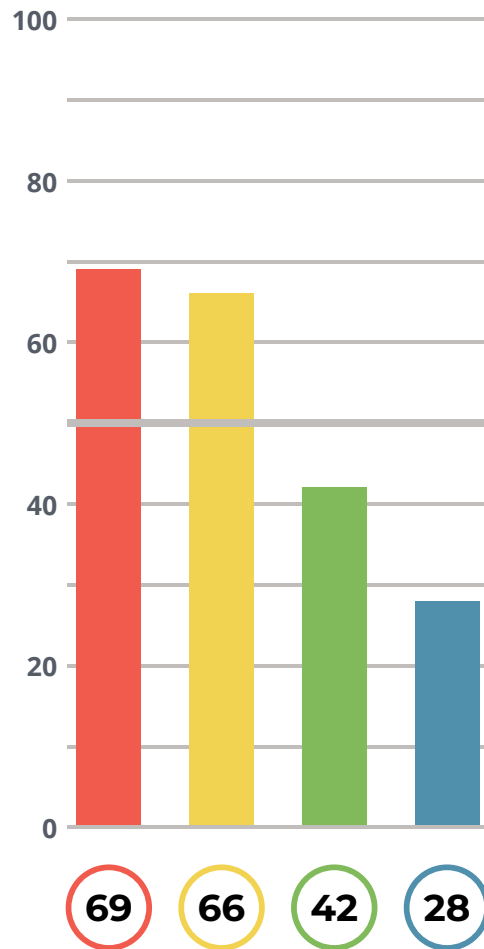
D **I** **S** **C**



Graph II

Natural Style

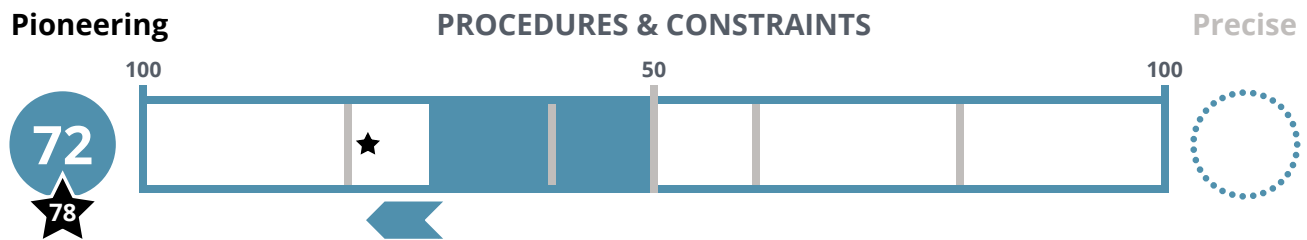
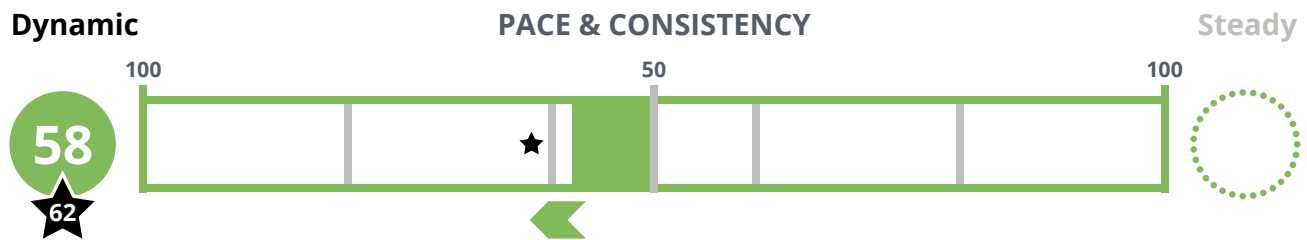
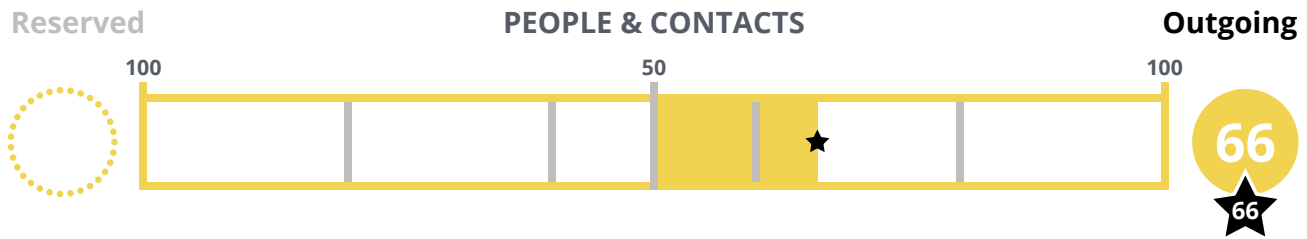
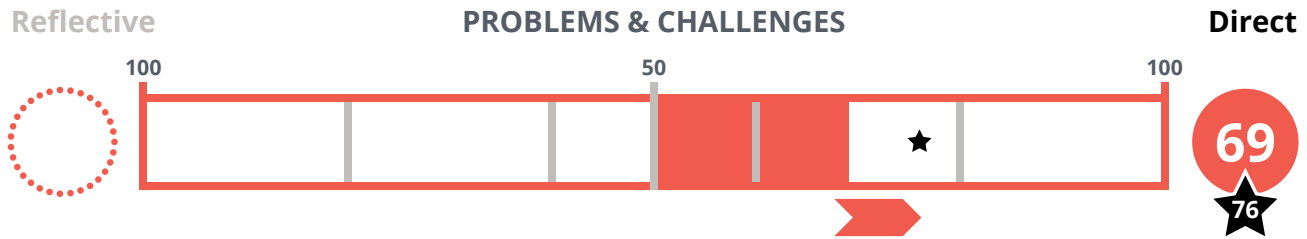
D **I** **S** **C**



Behavioral Continuum



Everyone has a varying level of the four main behavioral factors that create their own personal style. Each side of those factors lives on a continuum, and the combination influences individuals' levels of engagement in different situations. The graph below is a visual representation of where Morgan falls within each continuum.



★ Adapted Position
 ◀ Adapted Movement

Norm 2021 R4
 2-9-2025
 T: 4:49 M

The TTI Success Insights® Wheel



The TTI Success Insights® Wheel is a powerful tool first 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 to which you are adapting your behavior.

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

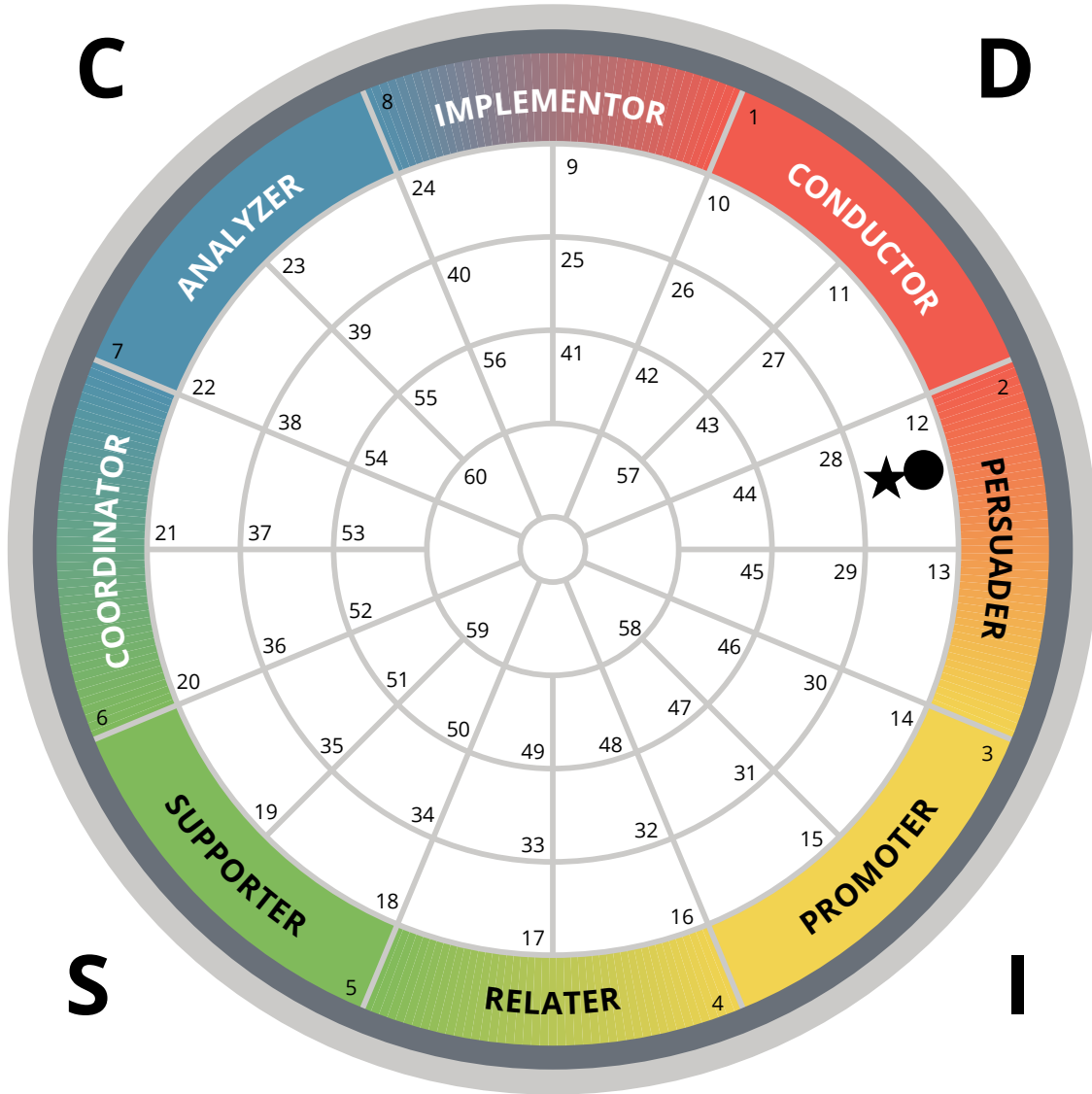
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

The TTI Success Insights® Wheel



██████████

2-9-2025



Adapted: ★ (12) CONDUCTING PERSUADER
 Natural: ● (12) CONDUCTING PERSUADER
 Norm 2021 R4

T: 4:49 M

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 both work and life. You will learn how your passions from the 12 Driving Forces® frame your perspectives, providing 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 how they have a strong pull on 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:

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognize and understand how your Driving Forces interact with others such that communication can be improved

Driving 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.

Morgan is comfortable performing tasks before conducting a great deal of research. She doesn't require a full explanation of details. She may prefer a summary to a full-length version. She believes people should have the opportunity to be the best they can be. Morgan has a desire to ensure policies are fair for everyone. If she thinks it will harm a relationship, Morgan will avoid confrontation. She will not be afraid to explore new and different ways of interpreting her personal belief system. She may be open to new ideas because she is not tied to a defined philosophy or system. Morgan's enterprising tendencies may cause her to be sensitive to wasting time, resources, and/or opportunities. She may be driven to maximize opportunities in order to create financial flexibility. In certain situations Morgan may go to extremes to win or control the outcome. She may prefer pleasant experiences for herself and others.

Morgan is comfortable in situations when she can rely on past experiences. She will research a subject if it's something Morgan is passionate about. She has the ability to instinctively notice and respond to people in need. She looks for ways to help people have positive experiences. Morgan tends to seek new methods and ways to expand her future opportunities. She may prefer to set her own plan to guide her actions. She may give freely of time, talent and resources, but will want and expect a return on her investment. She tends to focus on creating processes to ensure efficiency going forward. Morgan may seek to achieve leadership roles. She will evaluate each situation to determine how much control to apply. She may be fulfilled by creating positive experiences for others. She may look for ways to create a positive customer experience.

Driving Characteristics



Morgan may look at the totality of a situation to ensure a rewarding interaction. If Morgan does not have strong feelings about a situation she does not see the need to exert control. She may focus on efficiency to minimize the squandering of resources. In many cases, Morgan would prefer to set her own plan of action. Morgan has the desire to be empathetic toward those in need. She will have a strong interest in improving the working conditions. She is focused on handling practical matters over the pursuit of knowledge. She will view and use knowledge as a needed resource or a means to an end.

Strengths & Weaknesses



The following section will give you a general understanding of the strengths and weaknesses of Morgan's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.



Potential Strengths

- ✓ 1. Morgan may be able to quickly apply past knowledge.
- ✓ 2. She may seek out information that has direct application.
- ✓ 3. She tends to understand the value of intuition.
- ✓ 4. She can seek to help and support others.
- ✓ 5. Morgan may act to alleviate the suffering of others.
- ✓ 6. She might be open to new ideas, methods, and opportunities.
- ✓ 7. She sometimes focuses on achieving measurable and practical results.



Potential Weaknesses

- ✗ 1. Morgan may start a project without all the required information.
- ✗ 2. She may miss an opportunity to learn something new.
- ✗ 3. She tends to jump to conclusions without all of the necessary information.
- ✗ 4. She bases personal decisions on the impact to others and not to herself.
- ✗ 5. Morgan may be easily taken advantage of.
- ✗ 6. She seeks change for the sake of change.
- ✗ 7. She may only be willing to give if there is an opportunity for a return.

Energizers & Stressors



The following section will give you a general understanding of the energizers and stressors of Morgan's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of an energizer can be perceived as a stressor to others.

Potential Energizers

- ✓ 1. Morgan likes to discover specific knowledge.
- ✓ 2. She is energized by the ability to use alternative learning mediums.
- ✓ 3. She enjoys applying past knowledge.
- ✓ 4. She is energized by eliminating conflict.
- ✓ 5. Morgan realizes the potential in others.
- ✓ 6. She is energized by thinking out-of-the-box.
- ✓ 7. She is energized by efficiency.

Potential Stressors

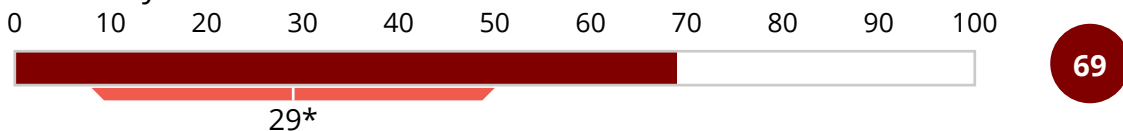
- ✗ 1. Morgan does not enjoy the learning of excessive information.
- ✗ 2. She gets frustrated when she does not have access to instant or quick information.
- ✗ 3. She is stressed when she must justify intuitive decisions.
- ✗ 4. She gets frustrated when she observes favoritism.
- ✗ 5. Morgan does not like to discipline others.
- ✗ 6. She is frustrated by repetitive acts.
- ✗ 7. She will not waste time.

Primary Driving Forces Cluster

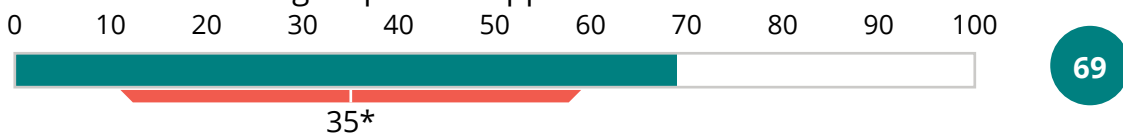


Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

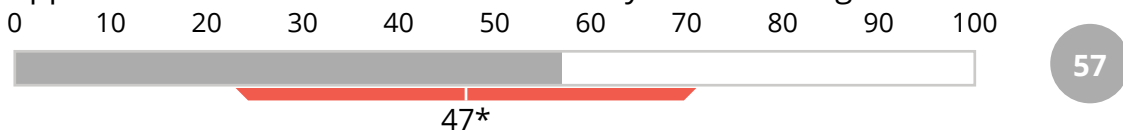
1. Instinctive - People who are driven by utilizing past experiences and their intuition and are seeking specific knowledge when necessary.



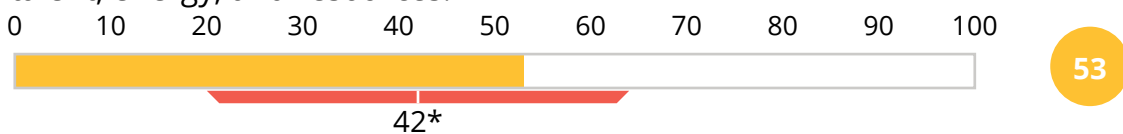
2. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.



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



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

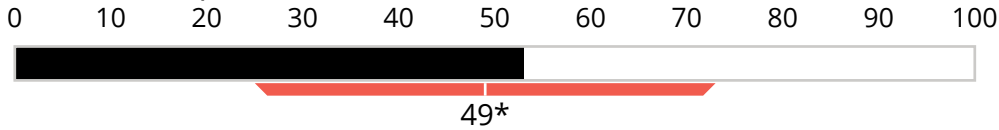


Situational Driving Forces Cluster

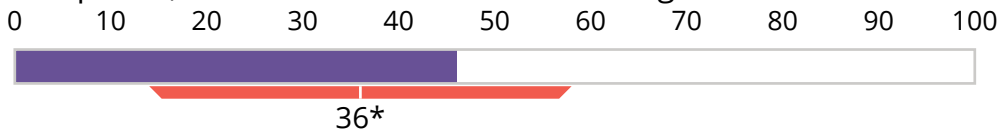


Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

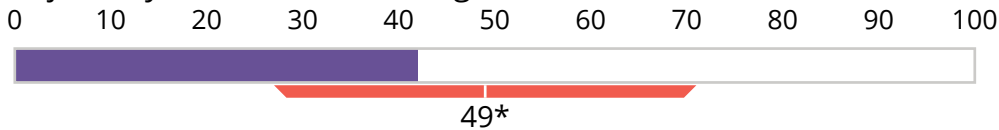
5. Commanding - People who are driven by status, recognition, and control over personal freedom.



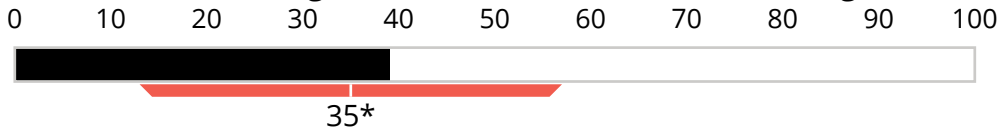
6. Harmonious - People who are driven by experience, subjective viewpoints, and balance in their surroundings.



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



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

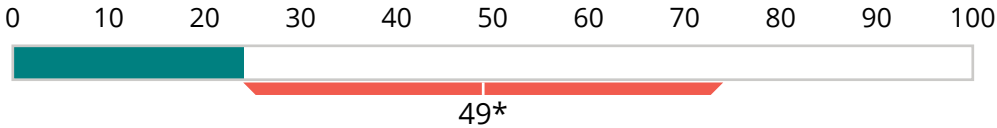


Indifferent Driving Forces Cluster



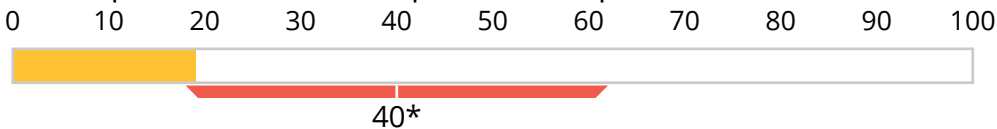
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



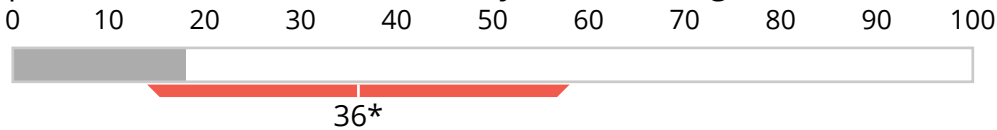
24

10. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



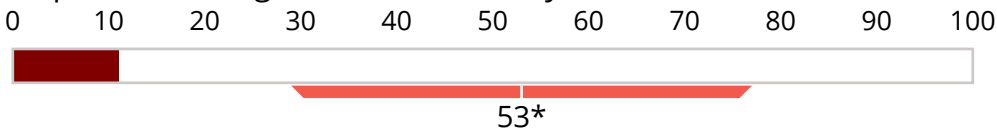
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11. Structured - People who are driven by traditional approaches, proven methods, and a defined system for living.



18

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



11

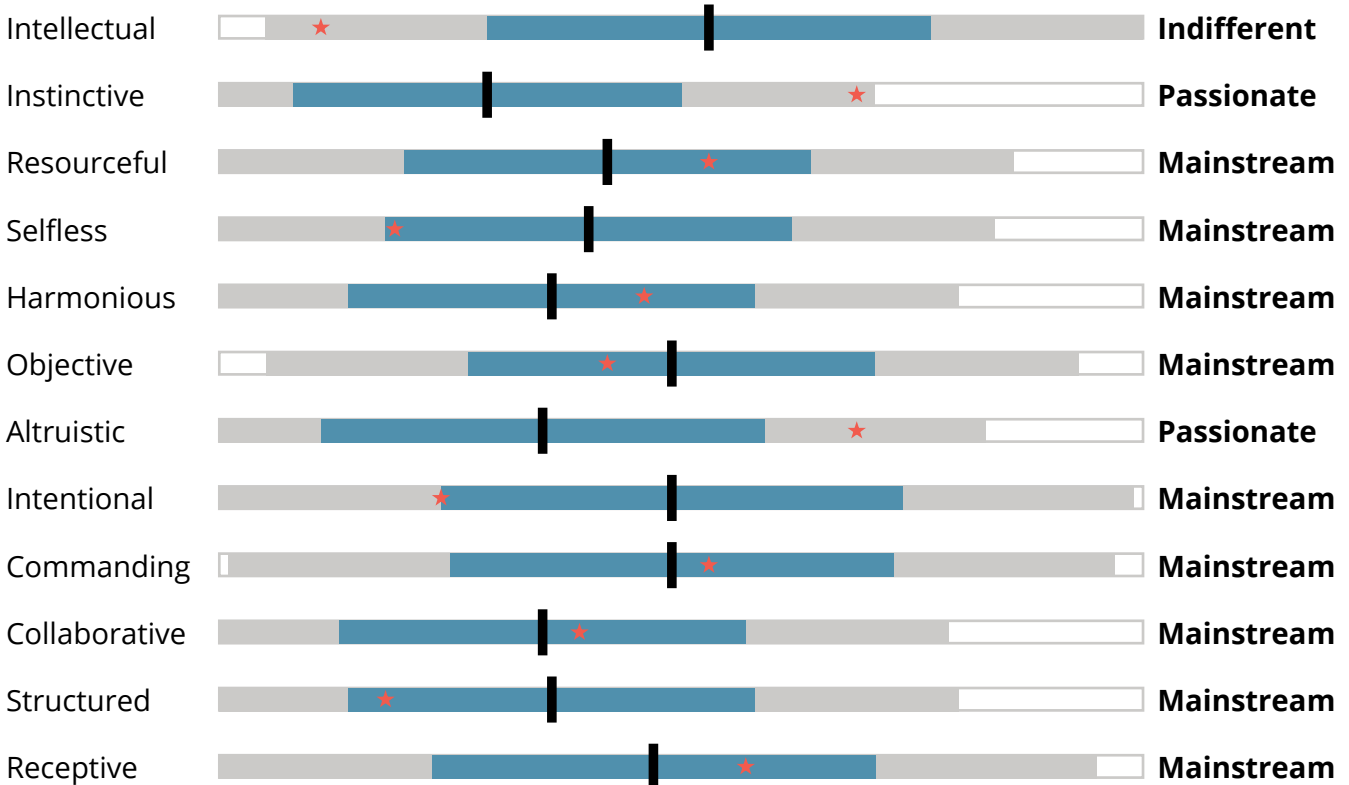
Areas for Awareness



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

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside of the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside of 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 2021



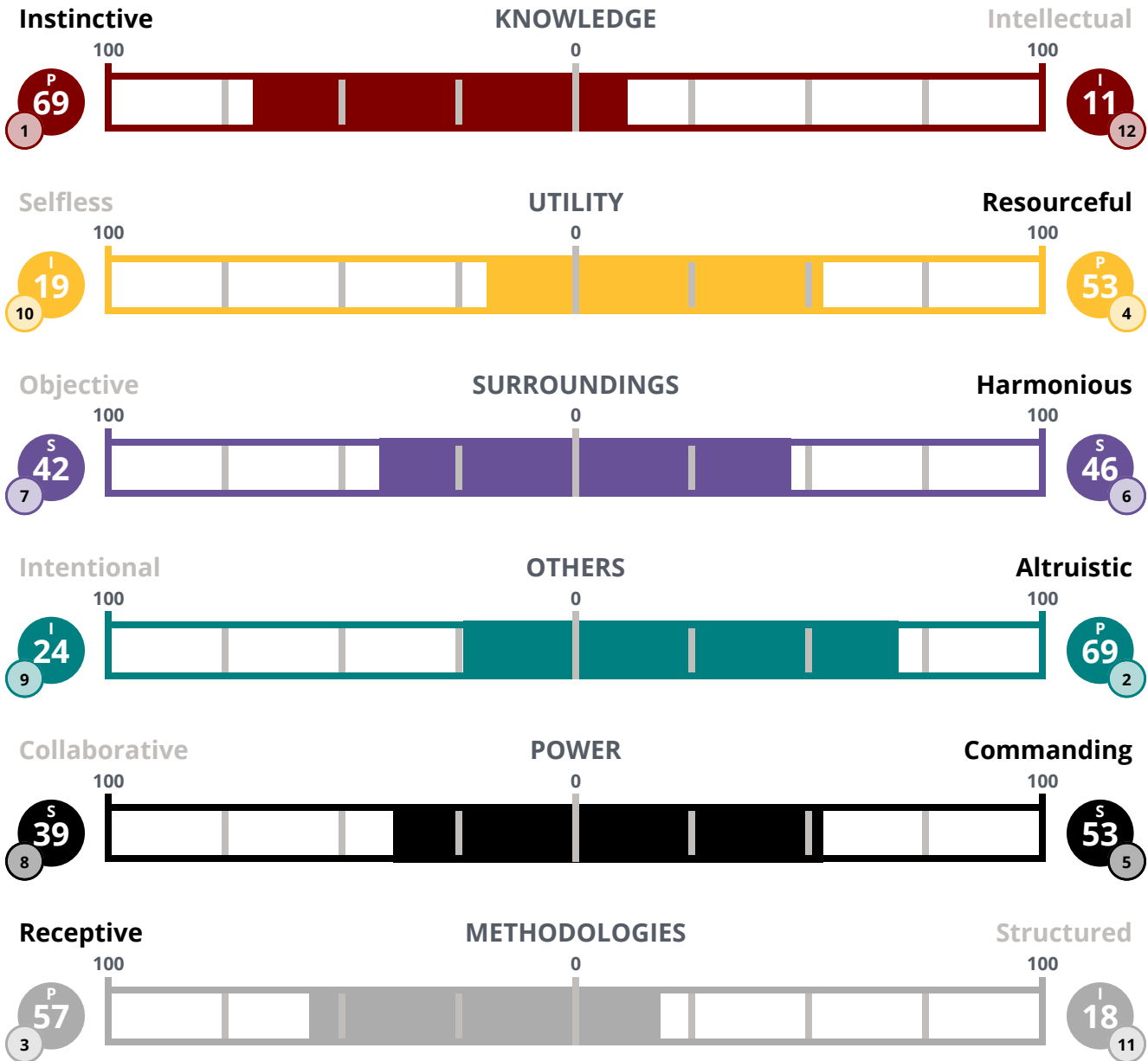
■ - 1st Standard Deviation - * 68% of the population falls within the shaded area. ■ - national mean ★ - your score
■ - 2nd Standard Deviation
■ - 3rd Standard Deviation

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



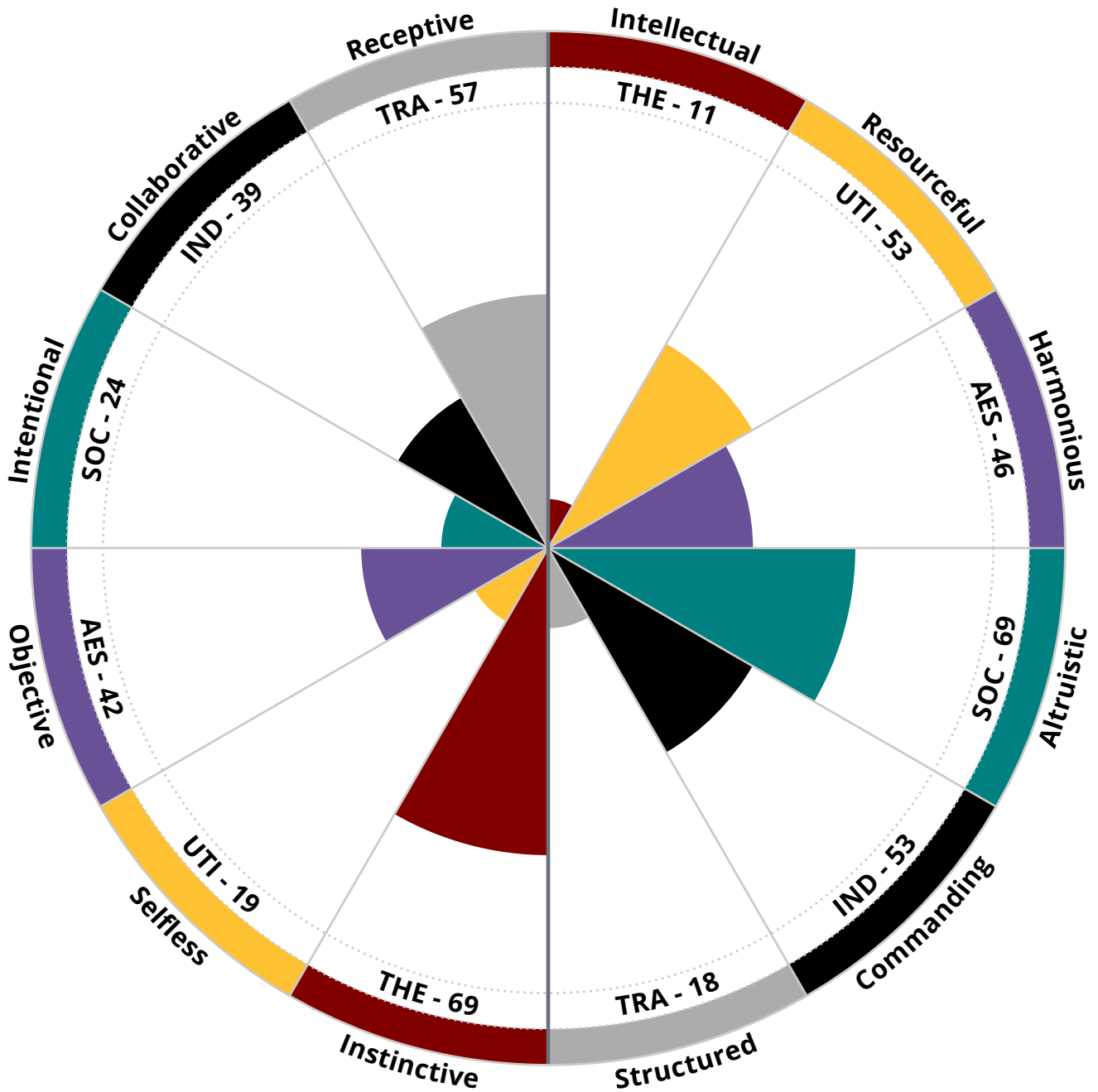
The 12 Driving Forces® Continuum is a visual representation of what motivates Morgan and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Morgan's motivation and engagement regardless of the situation.



P Primary, Situational, or Indifferent
76 Driving Forces Score
3 Driving Forces Rank

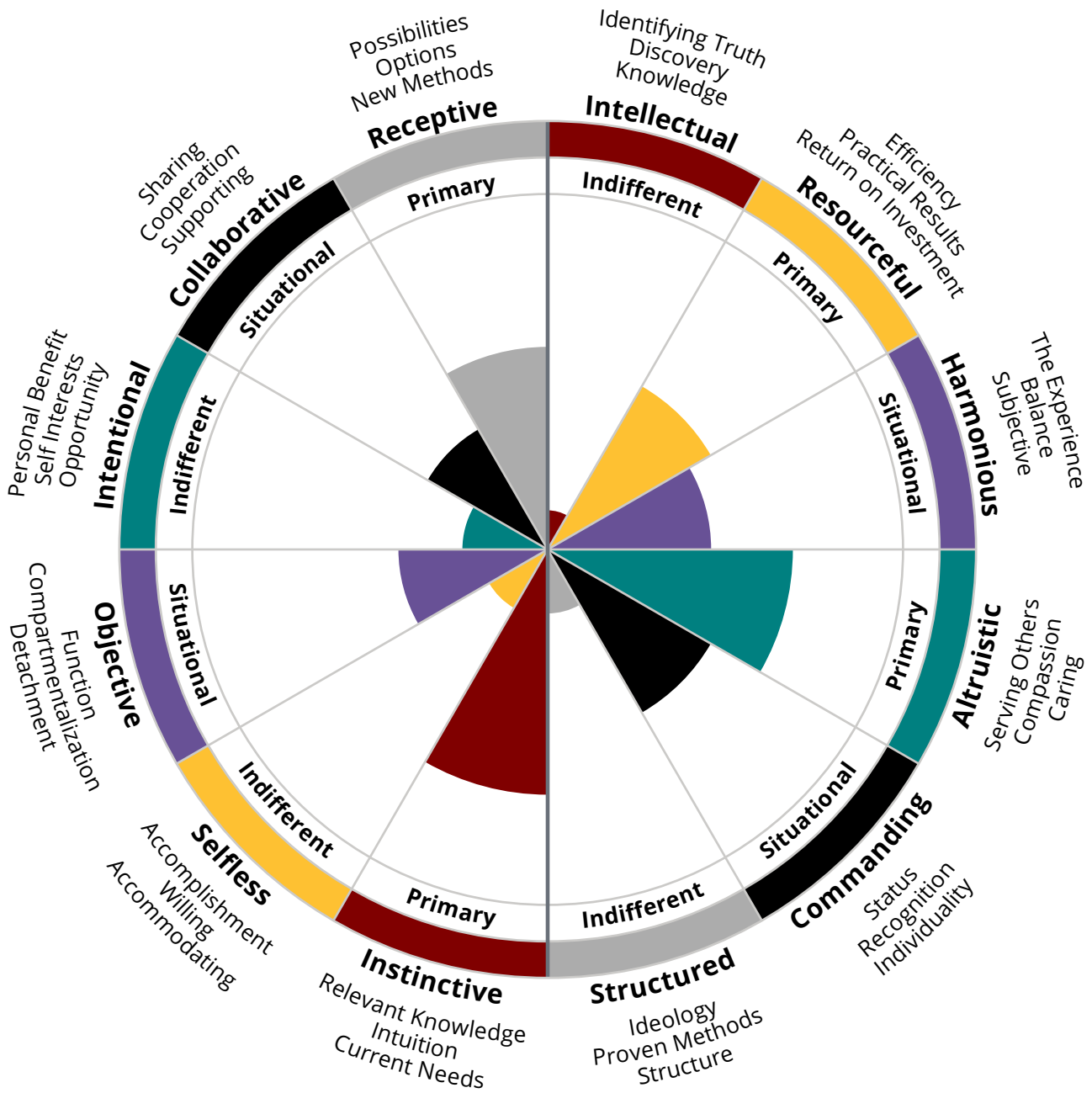
Norm 2021
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Driving Forces Wheel



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Descriptors Wheel

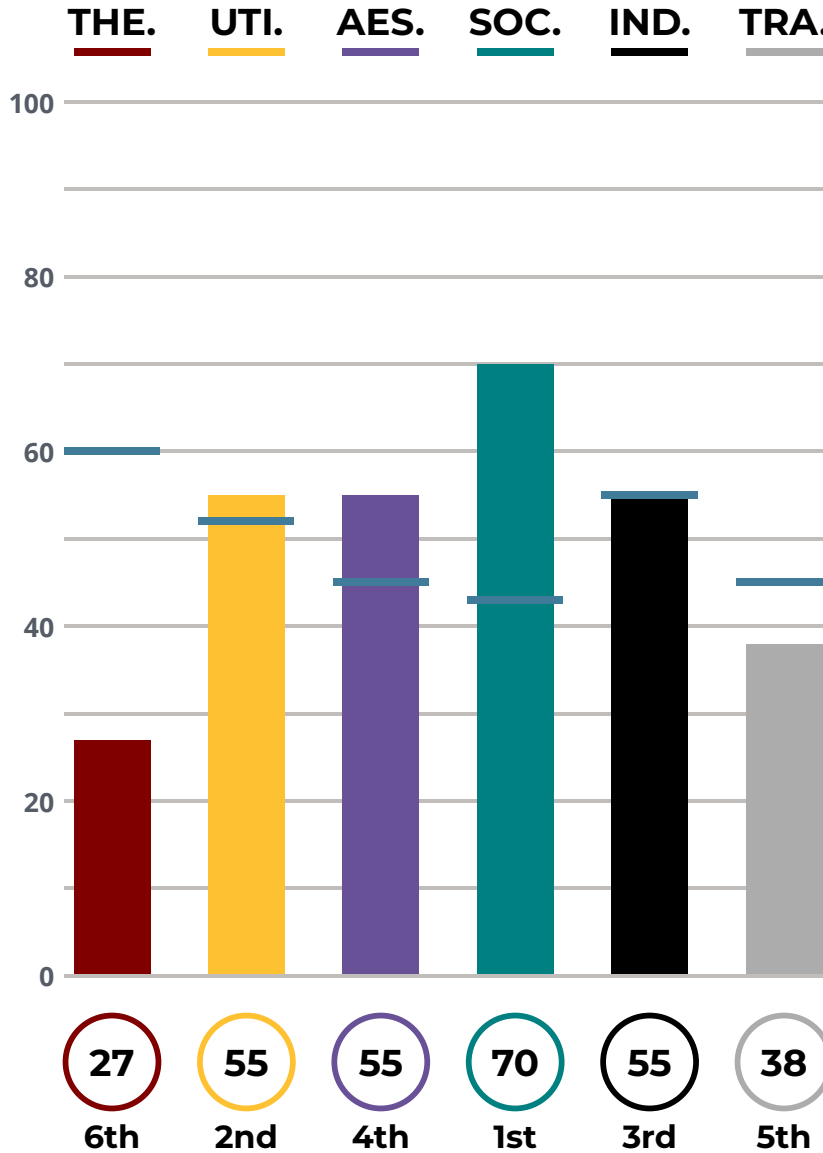


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Motivation Insights® Graph



The Motivators Graph is a visual representation of what motivates Morgan and the level of intensity for each category. These categories include: Theoretical, Utilitarian, Aesthetic, Social, Individualistic, and Traditional.



— national mean
Norm 2021
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Introduction



Integrating Behaviors and Driving Forces

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 & Motivational Strengths



This section describes the potential area of overlap between Morgan'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.

1. Will be decisive and make decisions based on past experience.
2. Demonstrates a just-in-time approach to solving challenges.
3. Uses relevant knowledge and past experience to support her position.
4. Goal focused when helping others.
5. Generous and effective with their time, talent, and resources.
6. Tough but fair when others are involved.
7. Good at directing others to challenge the status quo.
8. Will champion change and focus on out-of-the-box results
9. A leader to those who question traditions.
10. Tends to be futuristic.
11. Makes decisions based on saving time, resources, and improving efficiency.
12. Has an entrepreneurial mindset.

Potential Behavioral & Motivational Conflict



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

1. An urgency to get things done may conflict with a desire to know specific information about a given subject.
2. Impatient when gathering information and may rely on past experience.
3. When confronted with a major decision, she may Google the facts but use intuition to make the decision.
4. May have difficulty deciding between results or helping others.
5. Method of helping others is not negotiable.
6. May set standards too high that causes others to fall short.
7. Standards may be unreachable with her desire to try new things.
8. A desire for better results may be prohibited by her need for something new.
9. By challenging the status quo she may miss the desired results.
10. May make a quick decision that results in a bad investment and/or wasted time.
11. Can be a workaholic.
12. Tends to think bigger is always better.

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

1. Appreciation for a logical approach to problem solving.
2. New and challenging questions or projects.
3. The ability to drive results based on instincts.
4. Ability to utilize own strengths to help others achieve results.
5. Rewards based on group "wins", not just individual contributions.
6. A results-driven environment where people are respected and appreciated.
7. An environment that promotes creative ideas for solving problems and making decisions.
8. Opportunity to alter existing systems to make them bigger, better, and faster.
9. The ability to achieve results by challenging the status quo.
10. Having economic, competitive, and challenging incentives.
11. Rewards based-on challenging the status quo resulting in a return to the organization including personal gain.
12. Rewards for being quicker, faster, and better.

Keys To Motivating



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

Morgan wants:

1. Necessary information at her fingertips in order to conquer challenges.
2. Relevant information in a bulleted format for her own investigation.
3. Challenging problems where her knowledge and intuitive capabilities can be maximized.
4. To get results through her ability to help others and champion causes.
5. To be seen as a person who helps others, both on and off the job.
6. Recognition for helping others and being the catalyst for changing the world for the better.
7. The opportunity to expand her way of thinking.
8. All systems and structures to be current and moving toward the desired result.
9. The ability to solve problems by examining many new approaches.
10. Opportunities for achieving things faster and of more value.
11. Focus on results and rewards, not the process or journey.
12. Freedom to get desired results and improve efficiency.

Keys To Managing



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

Morgan needs:

1. To understand who possesses information she may need.
2. To manage necessary information to achieve desired results.
3. A manager who realizes that she will use past experience to solve problems and make decisions.
4. To set realistic expectations for others' desires to win or achieve.
5. Awareness of how her drive affects others' abilities to accomplish mutual goals.
6. Help to understand how managing her intensity can help benefit others.
7. Support to achieve results through her constantly evolving system for living.
8. A manager that understands her potentially explosive nature is from the desire to achieve and win in new and different ways.
9. A manager that understands her need to explore many systems to capture all possibilities.
10. To understand that people who do not move at her pace may still offer value and a return on investment.
11. The opportunity to receive rewards based on results achieved.
12. To be an active listener instead of dominating the discussion.

Introduction

Competencies



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

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

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

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

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

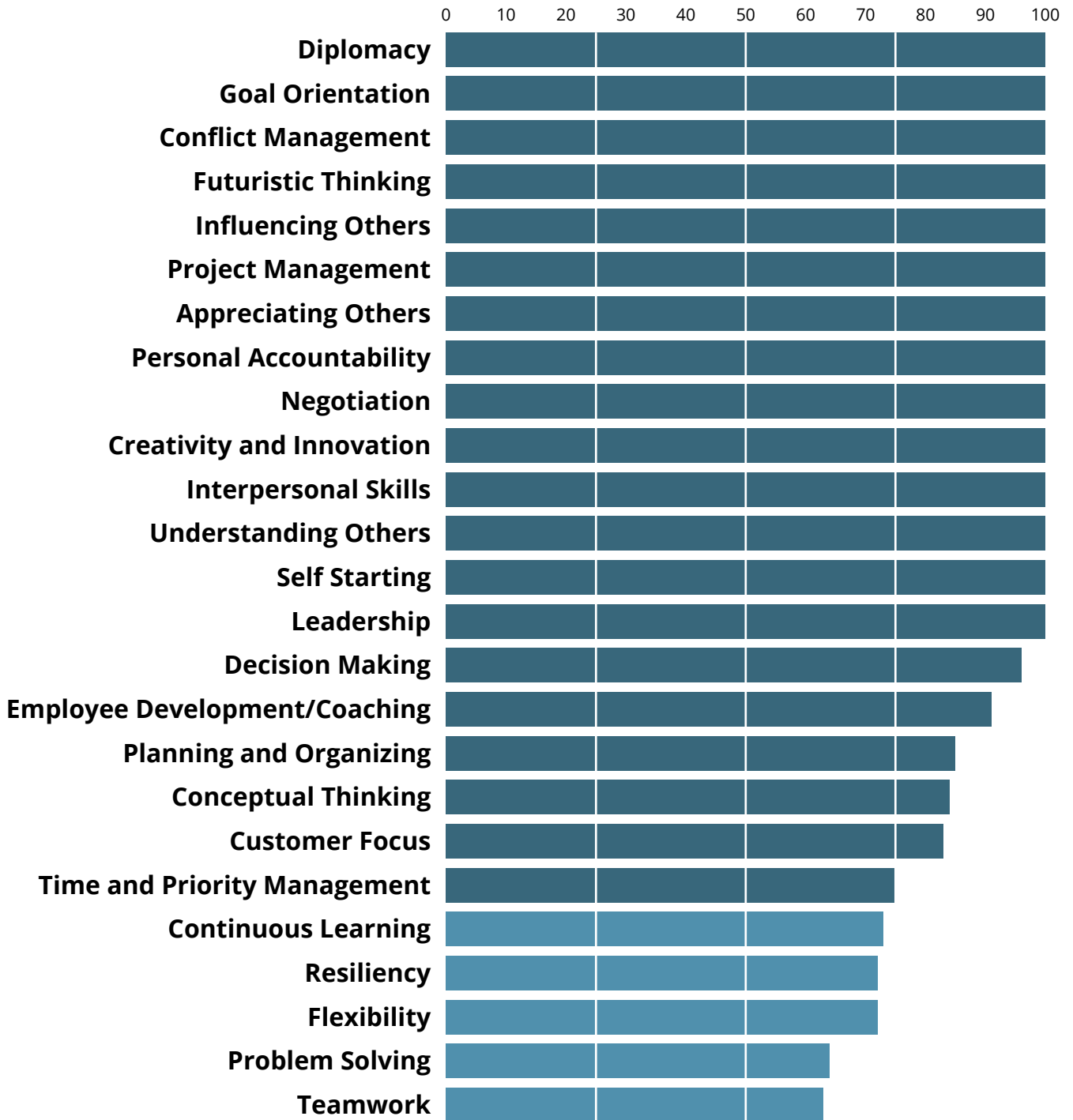
Be sure to read the entire report with an open mind. Everyone has areas where they can improve. Before deciding to work on developing personal skills you have not yet fully developed, you may want to discuss the report with a trusted peer, mentor or professional coach. You may even wish to share the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

Development Indicator

Based on Scores



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



Development Indicator

Based on Means



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.

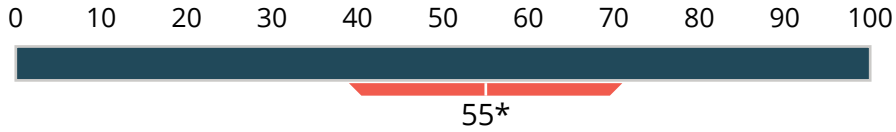


Competencies Hierarchy



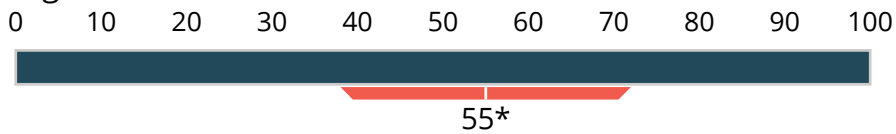
Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

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



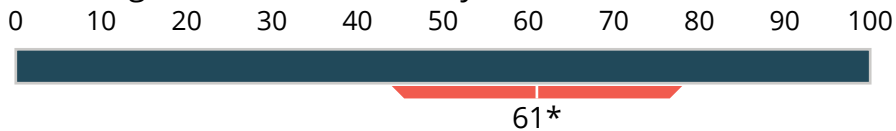
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2. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



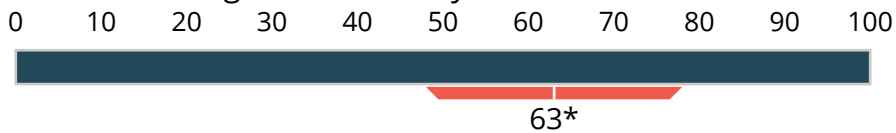
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3. Conflict Management - Understanding, addressing and resolving conflict constructively.



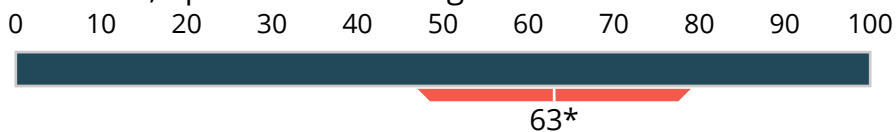
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4. Futuristic Thinking - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



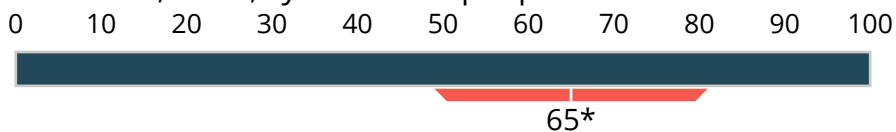
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5. Influencing Others - Personally affecting others' actions, decisions, opinions or thinking.



100

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



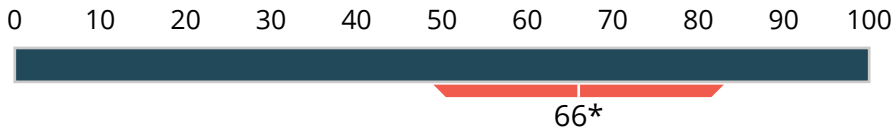
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* 68% of the population falls within the shaded area.

Competencies Hierarchy

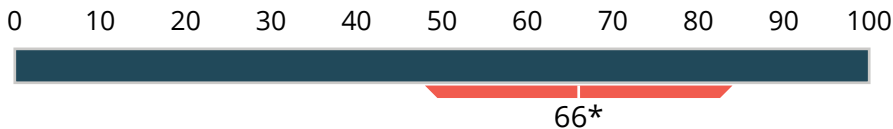


7. Appreciating Others - Identifying with and caring about others.



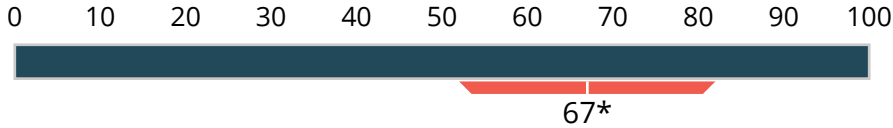
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8. Personal Accountability - Being answerable for personal actions.



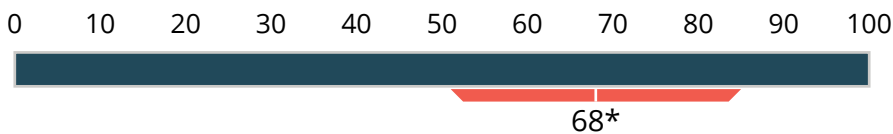
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9. Negotiation - Listening to many points of view and facilitating agreements between two or more parties.



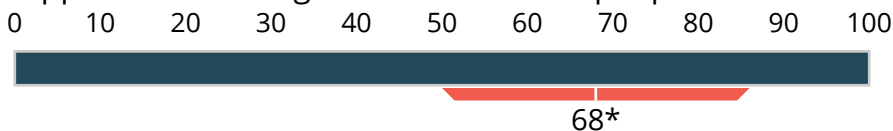
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10. Creativity and Innovation - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



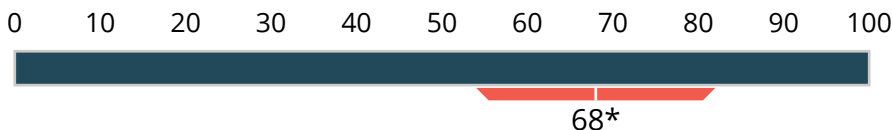
100

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



100

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



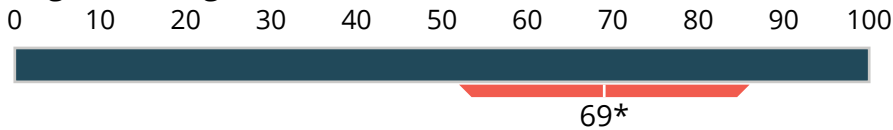
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* 68% of the population falls within the shaded area.

Competencies Hierarchy

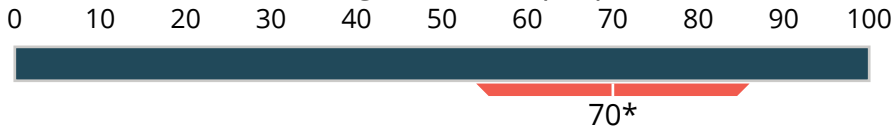


13. Self Starting - Demonstrating initiative and willingness to begin working.



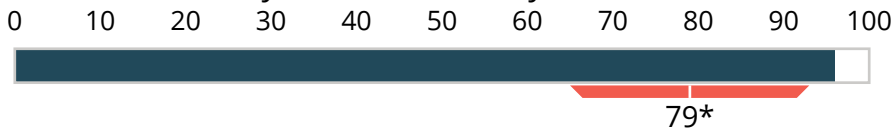
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14. Leadership - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



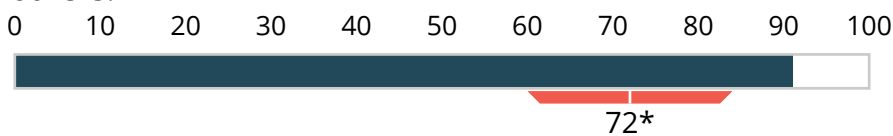
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15. Decision Making - Analyzing all aspects of a situation to make consistently sound and timely decisions.



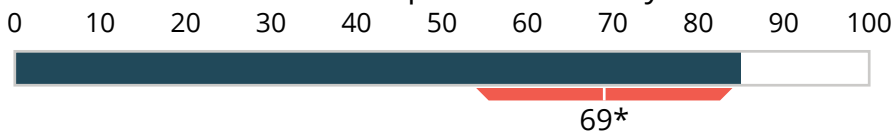
96

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



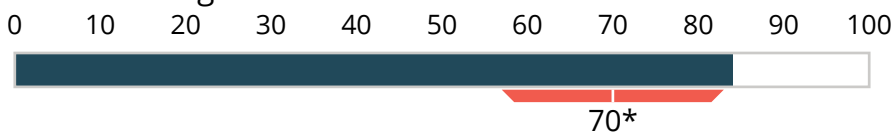
91

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



85

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



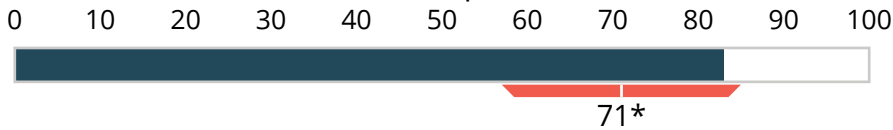
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* 68% of the population falls within the shaded area.

Competencies Hierarchy

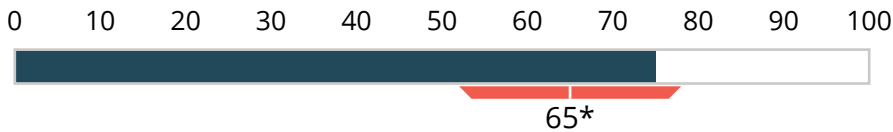


19. Customer Focus - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



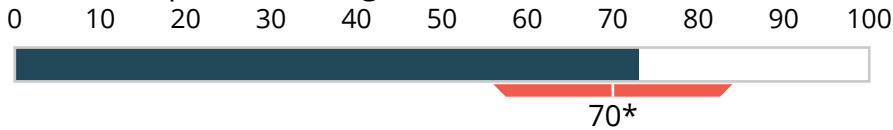
83

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



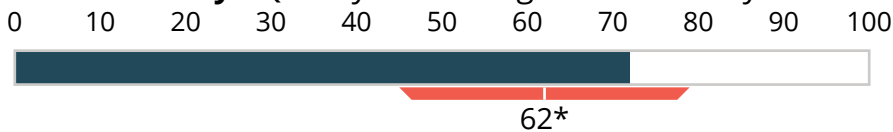
75

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



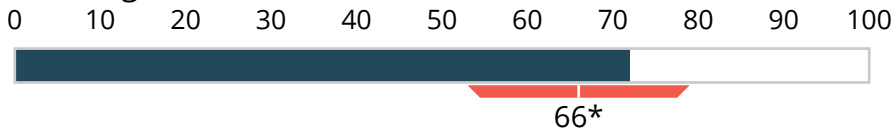
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22. Resiliency - Quickly recovering from adversity.



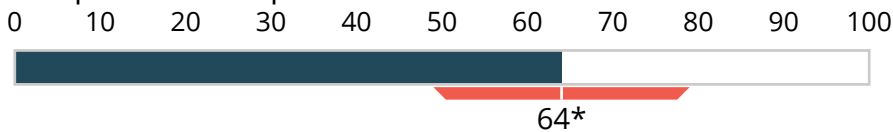
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23. Flexibility - Readily modifying, responding and adapting to change with minimal resistance.



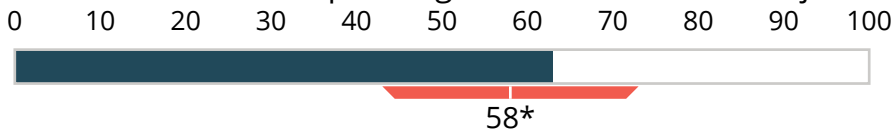
72

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



64

25. Teamwork - Cooperating with others to meet objectives.



63

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

Summary of Competencies



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

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

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

- 3. Conflict Management:** Understanding, addressing and resolving conflict constructively.
 1. Readily identifies and addresses issues, concerns or conflicts.
 2. Recognizes opportunities for positive outcomes in conflict situations.
 3. Reads situations accurately to pinpoint critical issues.
 4. Listens to gain understanding of an issue from different perspectives.
 5. Diffuses tension and effectively handles emotional situations.
 6. Assists people in adversarial positions to identify common interests.
 7. Strives to settle differences equitably.
 8. Settles differences without damaging relationships.
 9. Strives to limit the negative aspects of conflict while increasing the positive.
 10. Focuses on enhancing learning and group outcomes, including effectiveness or performance.

Summary of Competencies



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

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

5. **Influencing Others:** Personally affecting others' actions, decisions, opinions or thinking.

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

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

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

Summary of Competencies



7. **Appreciating Others:** Identifying with and caring about others.

1. Demonstrates genuine concern for others.
2. Respects and values people.
3. Wants to ensure people experience positive emotions.
4. Expends considerable effort to impact the needs, concerns and feelings of others.
5. Advocates for the interests, needs and wants of others.
6. Demonstrates sensitivity and understanding.
7. Takes personal and/or professional risks for the sake of others.
8. Recognizes and enjoys the good qualities of others.
9. Provides support, appreciation and recognition.
10. Displays kindness and concern for others.

8. **Personal Accountability:** Being answerable for personal actions.

1. Demonstrates the ability to self evaluate.
2. Strives to take responsibility for her actions.
3. Evaluates many aspects of her personal actions.
4. Recognizes when she has made a mistake.
5. Accepts personal responsibility for outcomes.
6. Utilizes feedback.
7. Observes and analyzes data to learn from mistakes.
8. Sees new possibilities by examining personal performance.
9. Accepts responsibility for actions and results.
10. Willing to take ownership of situations.

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

1. Understands both parties must get something they want before agreement is feasible.
2. Listens to identify and understand what each party wants.
3. Determines what each party is willing to accept in an agreement.
4. Establishes a non-threatening environment conducive to open communication for discussing possible terms of agreement.
5. Develops the terms for an agreement.
6. Ensures each party understands the terms of agreement.
7. Binds agreements between parties with verbal and/or written contracts.
8. Listens to all sides involved and ensures all parties understand the issues.
9. Allows all parties to express their viewpoints.
10. Facilitates mutually beneficial outcomes to satisfy various interests.

Summary of Competencies



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

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

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

1. Strives for self-awareness in a social setting.
2. Demonstrates sincere interest in others.
3. Treats all people with respect, courtesy and consideration.
4. Respects differences in the attitudes and perspectives of others.
5. Listens, observes and strives to gain understanding of others.
6. Communicates effectively.
7. Shows sensitivity to diversity issues.
8. Develops and maintains relationships with many different kinds of people regardless of differences.
9. Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
10. Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.

12. Understanding Others: Understanding the uniqueness and contributions of others.

1. Demonstrates the ability to evaluate others.
2. Strives to understand the unique qualities of all people.
3. Evaluates many aspects of the people in her surroundings.
4. Recognizes how other people can contribute.
5. Accepts individuals' unique abilities and looks for ways for them to contribute.
6. Utilizes feedback to identify strengths in other people.
7. Seeks to understand how certain decisions can impact others.
8. Sees the unique contributions of colleagues.
9. Relates and connects with others.
10. Understands the unique motivations, needs and aspirations of others.

Summary of Competencies



13. Self Starting: Demonstrating initiative and willingness to begin working.

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

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

1. Inspires others with compelling visions.
2. Takes risks for the sake of purpose, vision or mission.
3. Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
4. Demonstrates optimism and positive expectations of others.
5. Delegates appropriate levels of responsibility and authority.
6. Involves people in decisions that affect them.
7. Addresses performance issues promptly, fairly and consistently.
8. Adapts methods and approaches to create an environment to allow others to be successful.
9. Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
10. Demonstrates loyalty to constituents.

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

1. Demonstrates an ability to make thorough decisions in a timely manner.
2. Gathers relevant input and develops a rationale for making decisions.
3. Evaluates the impact or consequences of decisions before making them.
4. Acts decisively once all aspects have been analyzed.
5. Focuses on timely decisions after the situations have been completely diagnosed.
6. Willing to update decisions if more information becomes available.
7. Provides a rationale for decisions when necessary.
8. Systematically analyzes information before making a decision.
9. Looks at all aspects of a situation including historical components.
10. Asks the right questions rather than making assumptions to produce a timely decision.

Summary of Competencies



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

1. Inspires confidence in others' ability to grow professionally.
2. Identifies and facilitates developmental opportunities.
3. Encourages initiative and improvement.
4. Provides opportunities for enhancement.
5. Gives new and challenging work assignments.
6. Acknowledges and praises improvements.
7. Supports, coaches and mentors the development of others.
8. Views mistakes as opportunities for learning.
9. Promotes learning and professional growth.
10. Understands the uniqueness and current level of each participant.

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

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

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

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

Summary of Competencies



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

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

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

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

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

1. Demonstrates curiosity and enthusiasm for learning.
2. Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
3. Keeps abreast of current or new information through reading and other learning methods.
4. Actively interested in new technologies, processes and methods.
5. Welcomes or seeks assignments requiring new skills and knowledge.
6. Expends considerable effort and/or time on learning.
7. Genuinely enjoys learning.
8. Identifies opportunities to gain knowledge.
9. May be considered a knowledgeable resource by others.
10. Enjoys new resources or methods for learning.

Summary of Competencies



22. Resiliency: Quickly recovering from adversity.

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

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

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

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

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

Summary of Competencies



25. **Teamwork:** Cooperating with others to meet objectives.

1. Respects team members and their individual perspectives.
2. Makes team objectives a priority.
3. Works toward consensus when team decisions are required.
4. Meets agreed-upon deadlines on team assignments and commitments.
5. Shares responsibility with team members for successes and failures.
6. Keeps team members informed regarding projects.
7. Supports team decisions.
8. Recognizes and appreciates the contributions of team members.
9. Behaves in a manner consistent with team values and mission.
10. Provides constructive feedback to team members.
11. Responds positively to feedback from team members.
12. Raises and/or confronts issues limiting team effectiveness.

Getting The Most From Your Report



Questions about the personal skills you are well developed in:

1. Are you using the personal skills you are well developed in more in your personal or professional life?
2. How is your development of these personal skills contributing to your success?
3. How can you use these personal skills to advance your career, get a promotion or secure a better job?
4. Do other people know that you are well developed in these personal skills?
5. 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:

1. How has not fully developing these personal skills hindered your ability to succeed personally or professionally?
2. Which of these personal skills might help you the most personally, if you developed them more thoroughly?
3. 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:

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