



TTI
SUCCESS
INSIGHTS®

TriMetrix® DNA Executive

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Introduction

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

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Competencies

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



Introduction Behaviors

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

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

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

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

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

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



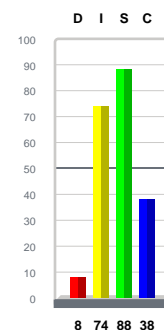
General Characteristics

Based on Victoria'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 Victoria's natural behavior.

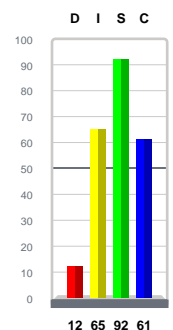
Victoria likes harmony and cooperation. Most of the time she appears as cool, calm and controlled. Relationships with others are warm, personal and lasting. Loyalty and being a good manager are usually her goals. She is a good, steady, dependable manager. Patience, control and deliberateness characterize her usual behavior. When people are involved, she may not always be precise about the use of her time. Outwardly, she may appear to be totally accepting of others. She may, however, have deep convictions that are not apparent to others. Victoria's flexibility will allow her to fit into almost any environment. She requires many good reasons, as well as the benefits involved, before agreeing to making changes. Victoria doesn't resist change as much as she resists being changed. She needs to be an active participant in situations that will impact her work. She tends to build a close relationship with a relatively small group of associates.

Victoria finds making decisions easier when she knows that others she respects are doing the same thing; she then has a feeling of stability and "family." Once she has arrived at a decision, she can be tough-minded and unbending. She has made her decision after gathering much data, and she probably won't want to repeat the process. She may want to think over major decisions before acting. She must be convinced that actions will produce the desired result. She prefers to plan her work and work her plan. Subordinates may find it refreshing to be on her team. Making plans and following those plans is important to her. She is persistent and persevering in her approach to achieving goals. She tries to use balanced judgment. She is the person who brings stability to the entire team. Occasionally she will underplay bad news, if telling it as it is will offend someone. She may fear it would disturb the relationship.

Adapted Style



Natural Style

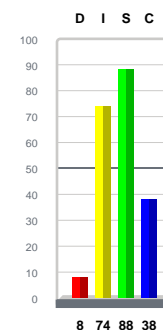




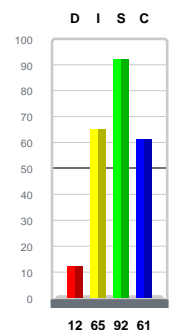
General Characteristics Continued

Victoria likes a friendly, open style of communication. She likes to know what is expected of her in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. She does not enjoy confrontation for confrontation's sake. She feels she can win through patience and resolve. She is not easily triggered or explosive, but she may conceal some grievances because she doesn't always state her feelings. Victoria will be open with those she trusts; however, reaching the required trust level may take time. She usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when her ideals and beliefs are confronted. She is quick to pick up on group dynamics and skilled in fitting in with a group. She brings both speaking and listening skills to the group.

Adapted Style



Natural Style



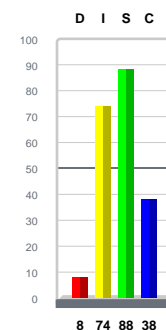


Value to the Organization

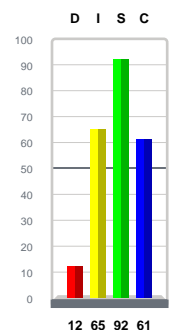
This section of the report identifies the specific talents and behavior Victoria brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.

- Patient and empathetic.
- Good at reconciling factions--is calming and adds stability.
- Flexible.
- People-oriented.
- Will gather data for decision making.
- Works for a leader and a cause.
- Concerned about quality.
- Turns confrontation into positives.
- Adaptable.

Adapted Style



Natural Style





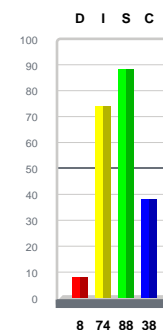
Checklist for Communicating

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Victoria. 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 Victoria most frequently.

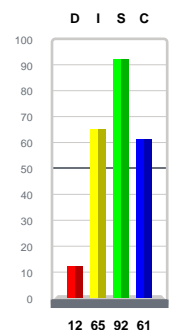
Ways to Communicate:

- ☐ Patiently draw out personal goals and work with her to help her achieve those goals; listen and be responsive.
- ☐ Use scheduled timetable when implementing new action.
- ☐ Provide solid, tangible, practical evidence.
- ☐ Be sincere and use a tone of voice that shows sincerity.
- ☐ Be prepared.
- ☐ Look for hurt feelings or personal reasons if you disagree.
- ☐ Give her time to ask questions.
- ☐ Show sincere interest in her as a person. Find areas of common involvement and be candid and open.
- ☐ Provide a friendly environment.
- ☐ Keep conversation at discussion level.
- ☐ Define clearly (preferably in writing) individual contributions.

Adapted Style



Natural Style





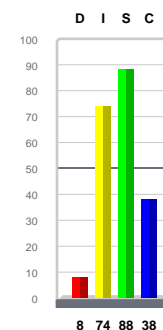
Checklist for Communicating Continued

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

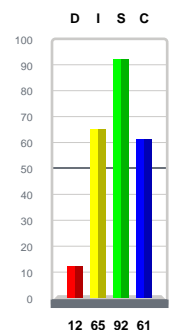
Ways NOT to Communicate:

- ☐ Make promises you cannot deliver.
- ☐ Give your presentation in random order.
- ☐ Be abrupt and rapid.
- ☐ Talk to her when you're extremely angry.
- ☐ Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- ☐ Patronize or demean her by using subtlety or incentive.
- ☐ Use testimonies from unreliable sources.
- ☐ Push too hard, or be unrealistic with deadlines.
- ☐ Debate about facts and figures.
- ☐ Talk in a loud voice or use confrontation.
- ☐ Be haphazard.
- ☐ Offer assurance and guarantees you can't fulfill.

Adapted Style



Natural Style





Communication Tips

This section provides suggestions on methods which will improve Victoria's communications with others. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Victoria 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 Victoria's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Victoria to project the image that will allow her to control the situation.

Self-Perception

Victoria usually sees herself as being:

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

Others' Perception - Moderate

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

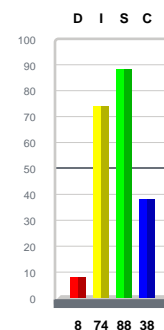
- Nondemonstrative
- Unconcerned
- Hesitant
- Inflexible

Others' Perception - Extreme

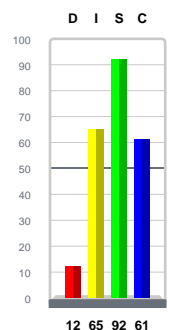
Under extreme pressure, stress or fatigue, others may see her as being:

- Possessive
- Detached
- Stubborn
- Insensitive

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.

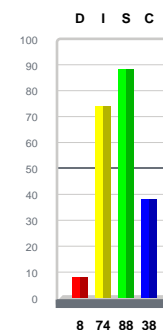
Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.

- Avoid work environments with a moving target as the only constant.
- Needs the flexibility and time to collect data before having to make decisions.
- Needs a manager or accountability partner that can appreciate the need for reflective problem solving but can also manage the time spent on each situation.

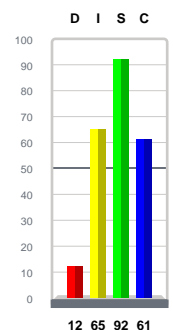
Understanding that the need to adapt is unavoidable at times, below are tips for adapting to those with D above the energy line and/or tips for seeking environments that will be conducive to the low D.

- Focus on one task at a time to assure quality in problem solving.
- Remove from short term, multifaceted projects and focus on long-term single objectives.
- Seek positions that do not require a strong need for self-starting.

Adapted Style



Natural Style





Descriptors

Based on Victoria'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

Victoria'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

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

Adapted

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

People - Contacts

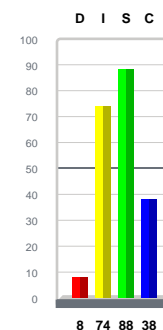
Natural

Victoria 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.

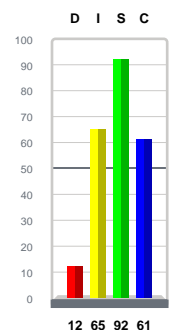
Adapted

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

Adapted Style



Natural Style





Natural and Adapted Style Continued

Pace - Consistency

Natural

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

Adapted

Victoria 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

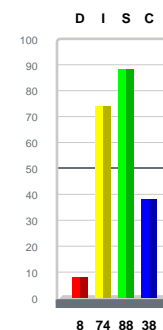
Natural

Victoria is somewhat open-minded, but aware and sensitive to the implications of not following the rules. She can display balanced judgment in reviewing procedures. Knowing she is doing things well is a key reinforcement for her.

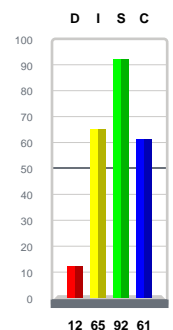
Adapted

Victoria is striving to be independent and somewhat self-willed. She is most comfortable when the constraints can be "loosened" for certain situations.

Adapted Style



Natural Style



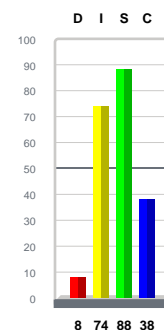


Adapted Style

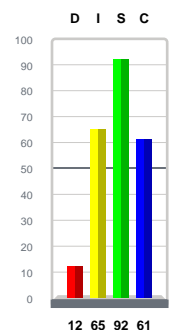
Victoria sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Freedom from confrontation.
- Considerate of others' time and attention.
- Being conservative, not competitive, in nature.
- Exhibiting patience and good listening skills.
- Consistency of task performance.
- Being a good "team player."
- Presenting a practical, proven approach to decision making.
- Limited or prepared changes in routine.
- Logical solutions.
- Being cooperative and supportive.
- Being cordial and helpful when dealing with new clients or subordinates.
- Diplomatic cooperation in team interaction.
- Adherence to established guidelines and procedures.

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.

Postpone The Unpleasant

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

Possible Causes:

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

Possible Solutions:

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

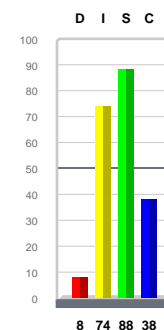
Failure To Clarify Precise Responsibilities With Manager

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

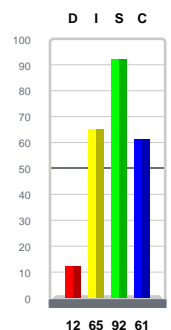
Possible Causes:

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

Adapted Style



Natural Style





Time Wasters Continued

Possible Solutions:

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

Not Exercising Authority

Not exercising authority is the inability to make decisions that might adversely impact some people and compromises the success of task accomplishment. It is also the resistance to making the tough calls.

Possible Causes:

- Want to be seen as supportive
- Believe people will do what is right
- Fear offending others
- Fear creating conflict between team members

Possible Solutions:

- Have clearly defined and written performance objectives
- Have clearly written rationale for specific decisions
- Assign decision reporting to the deputy/assistant
- Appoint a strong deputy or assistant
- Have a "Good Guy/Bad Guy" image agreement with deputy/assistant

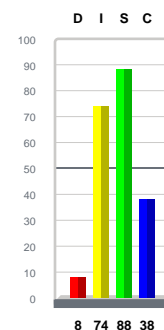
Resisting Change

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

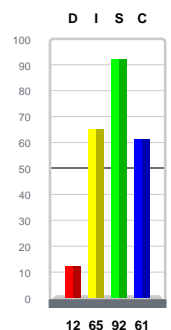
Possible Causes:

- Need a high degree of security

Adapted Style



Natural Style





Time Wasters Continued

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

Possible Solutions:

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

Habits

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

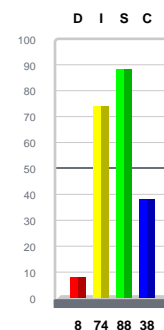
Possible Causes:

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

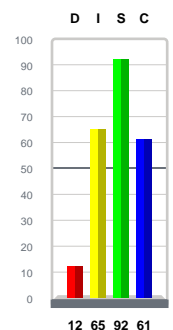
Possible Solutions:

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

Adapted Style



Natural Style





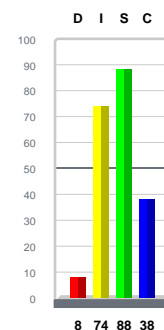
Areas for Improvement

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

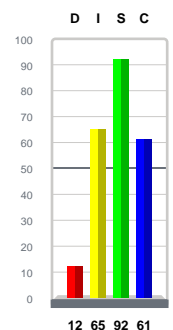
Victoria has a tendency to:

- Need help in prioritizing new assignments.
- Dislike change if she feels the change is unwarranted.
- Not project a sense of urgency--others may not feel the pressure to help immediately.
- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.
- Hold a grudge if her personal beliefs are attacked.
- Not let others know where she stands on an issue.
- Be too conservative--bides time and avoids much that is new.
- Take criticism of her work as a personal affront.
- Be dependent on others for decisions, even if she knows she is right.

Adapted Style



Natural Style

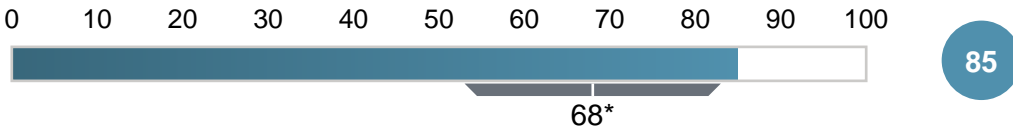




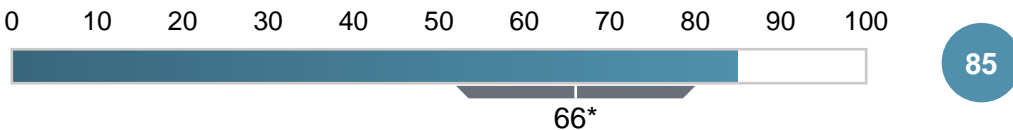
Behavioral Hierarchy

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

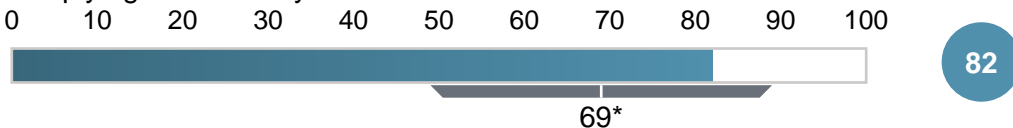
1. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



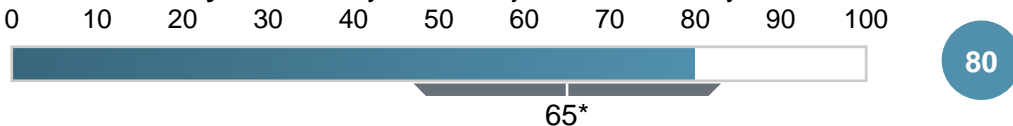
2. Customer Relations - A desire to convey your sincere interest in them.



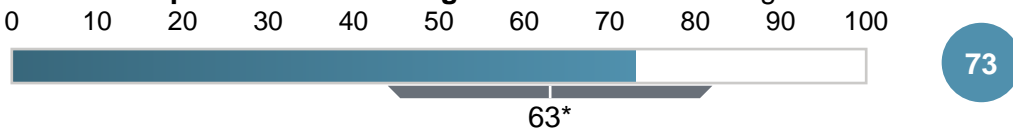
3. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



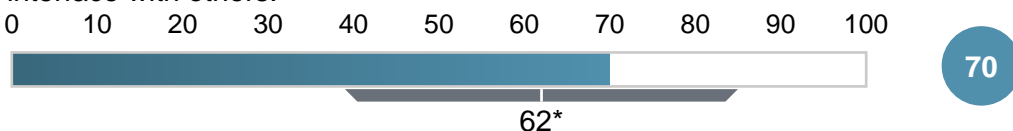
4. Consistency - The ability to do the job the same way.



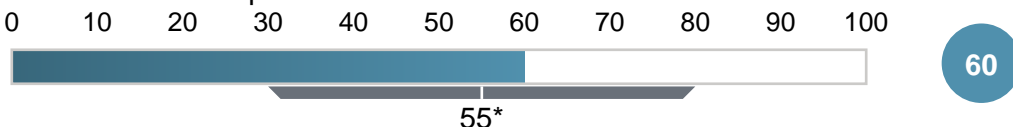
5. Follow Up and Follow Through - A need to be thorough.



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

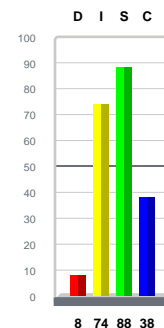


7. Analysis of Data - Information is maintained accurately for repeated examination as required.

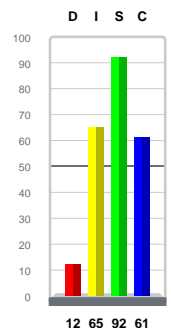


* 68% of the population falls within the shaded area.

Adapted Style



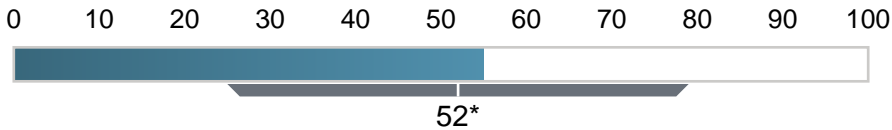
Natural Style



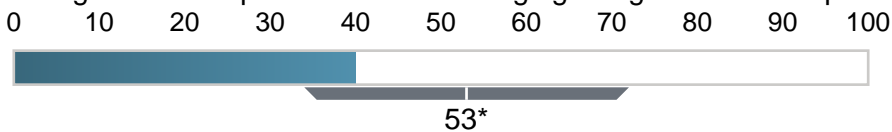


Behavioral Hierarchy

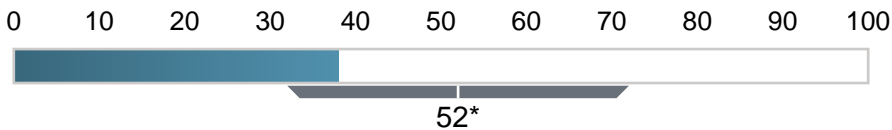
8. Organized Workplace - Systems and procedures followed for success.



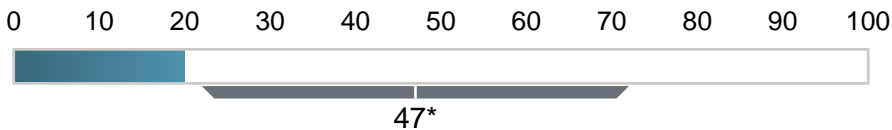
9. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



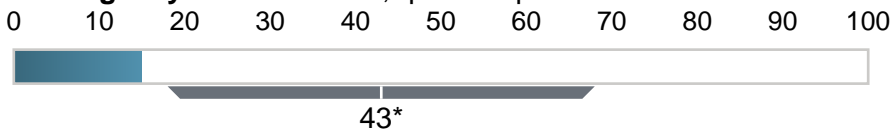
10. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



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

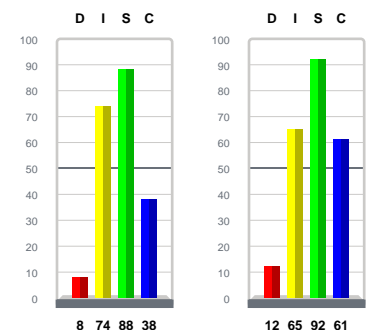


12. Urgency - Decisiveness, quick response and fast action.



Adapted Style

Natural Style



SIA: 08-74-88-38 (17) SIN: 12-65-92-61 (34)

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

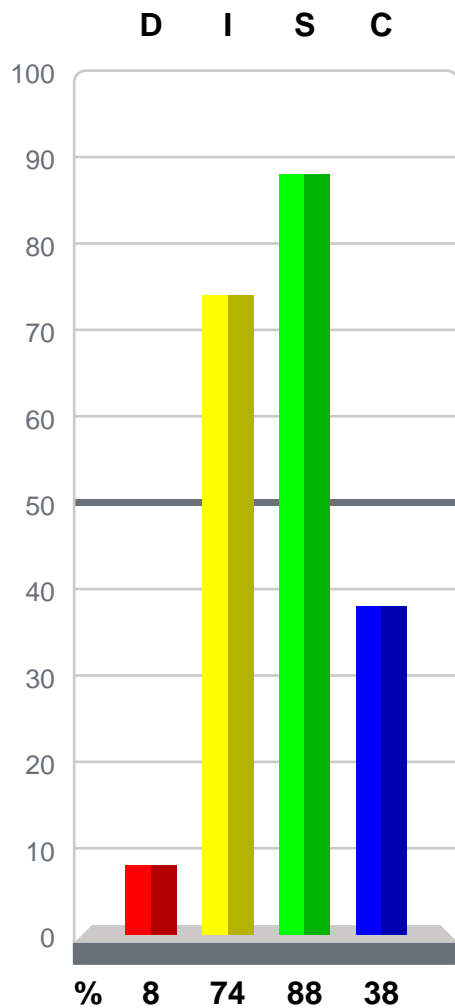


Style Insights® Graphs

3-9-2017

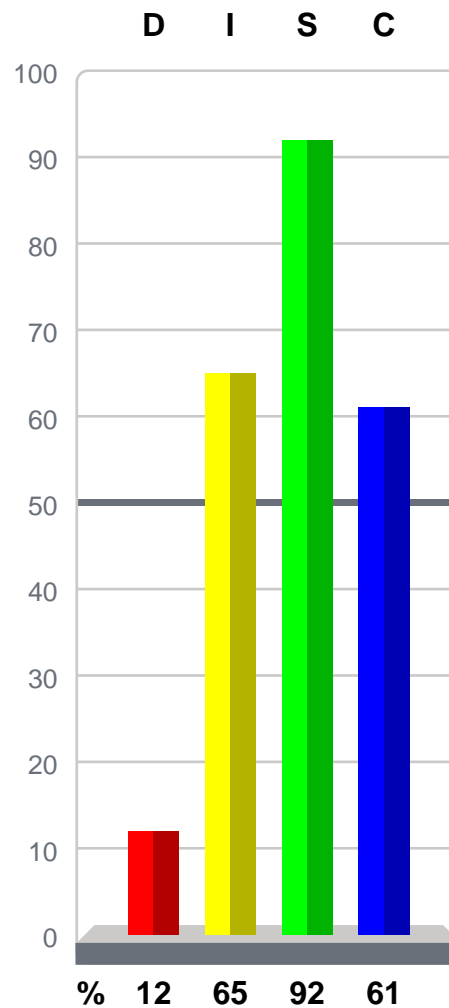
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



The Success Insights® Wheel

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

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

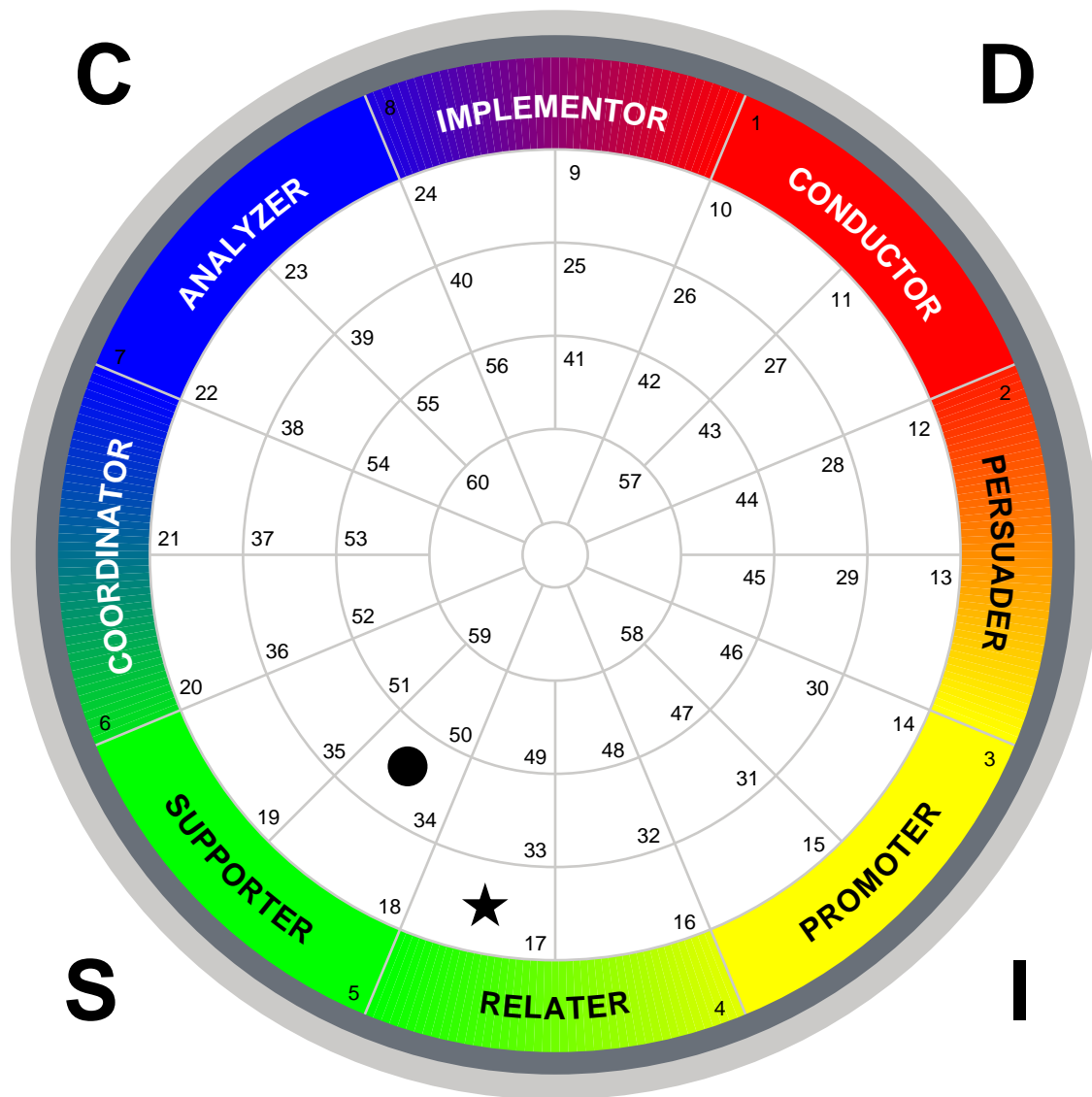
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



The Success Insights® Wheel

3-9-2017



Adapted: ★ (17) SUPPORTING RELATER
Natural: ● (34) RELATING SUPPORTER (FLEXIBLE)

Norm 2015 R4

T: 9:25



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:

- 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 to improve communication



General Characteristics

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

Victoria will complete tasks and projects without the need for public recognition. She can set aside her own agenda for the good of the company. She is likely to go with the flow of life versus having a strategic approach. She will flourish in an environment where she has the opportunity to create harmony and balance in her surroundings and relationships. Victoria is most comfortable working in an aesthetically pleasing environment. She will continuously look for ways to create a positive customer experience. She believes people should have the opportunity to be the best they can be. She will strive to eliminate conflict in the workplace. Victoria tends to see the importance of following a system and how she can apply it in business situations. She will evaluate others based on how they follow systems and rules. When required, Victoria will seek knowledge to better understand a particular situation. She evaluates situations and may not feel the need for a return on investment.

Victoria focuses on the greater good versus advancing her position. She likes to be behind the scenes and get things done. She will thrive in a role where she can experience self-realization and gratification. Looking and feeling good enhances her daily productivity. Victoria may sacrifice personal gain in a situation if the outcome is detrimental to others. She has the ability to instinctively notice and respond to people in need. She feels security by the consistency of a system within the organization. She is true to her personal system for living. Victoria is willing to start a project before gathering all the necessary information. She will Google a topic to address a current situation. She may evaluate situations based on the desired outcome with little regard for utility and economic return. She may accomplish tasks for the sake of accomplishment.



General Characteristics

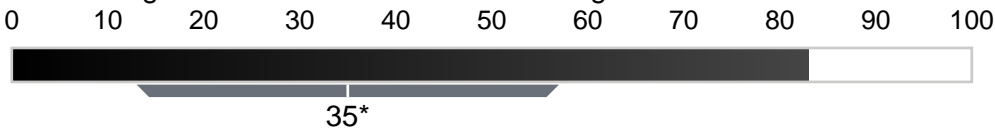
Victoria may see money as a necessary tool versus a measurement of success. She will have a tendency to only read articles that appeal to her interests. She views rules and regulations as a system to be followed by all. She has the desire to be empathetic toward those in need. Victoria aspires to create unity and balance in her work environment. She will focus on the totality of a situation to ensure a rewarding interaction. She is a natural fit playing the supporting role. She prefers to be part of a work group or team.



Primary Driving Forces Cluster

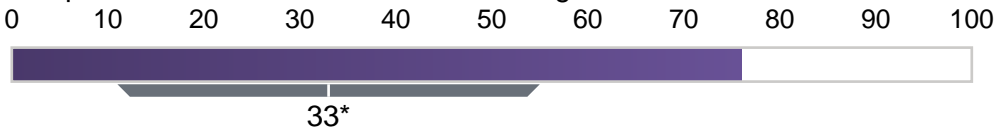
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver 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. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.



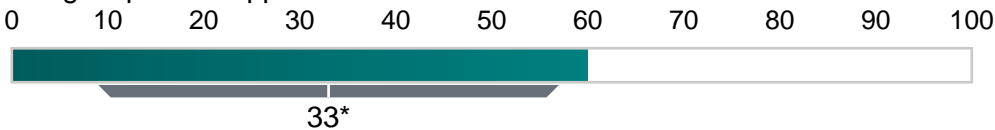
83

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



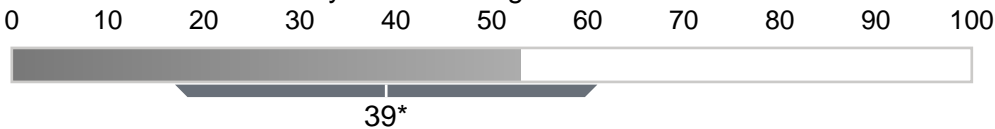
76

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



60

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



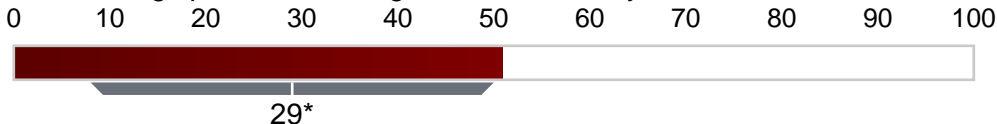
53



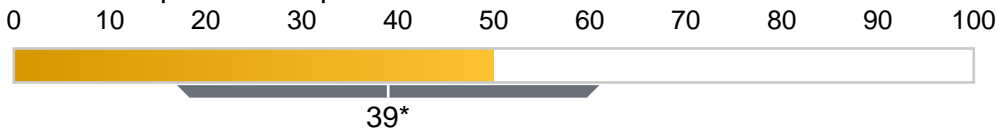
Situational Driving Forces Cluster

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.

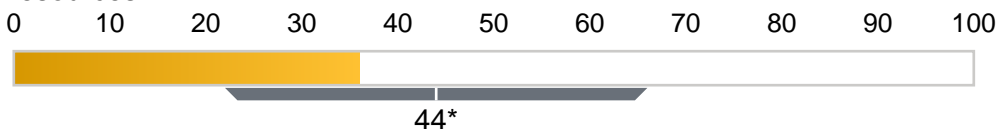
5. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



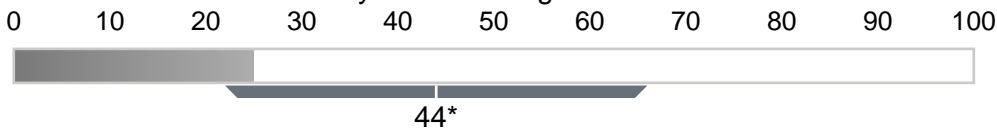
6. Selfless - People who are driven by completing tasks for the greater good, with little expectation of personal return.



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



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

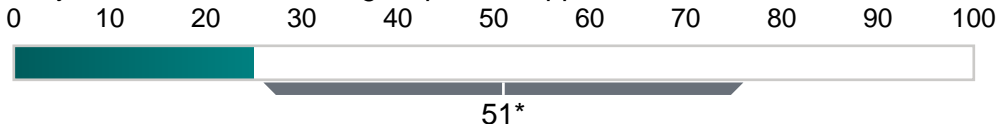




Indifferent Driving Forces Cluster

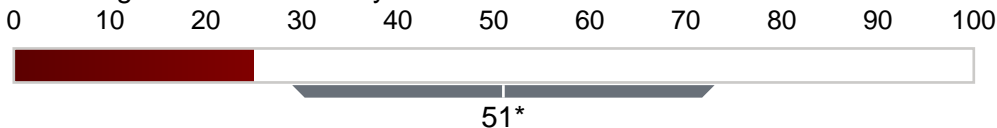
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



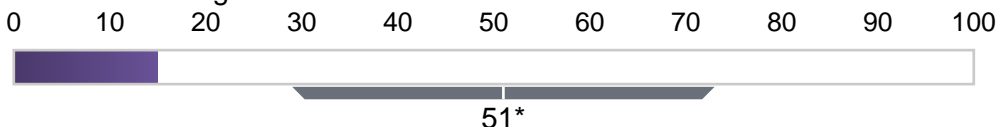
25

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



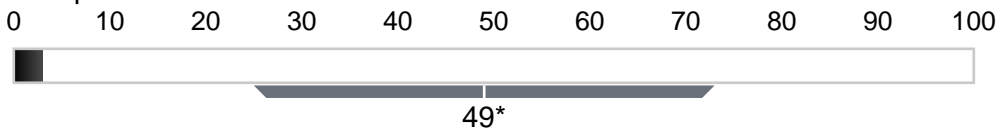
25

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



15

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



0

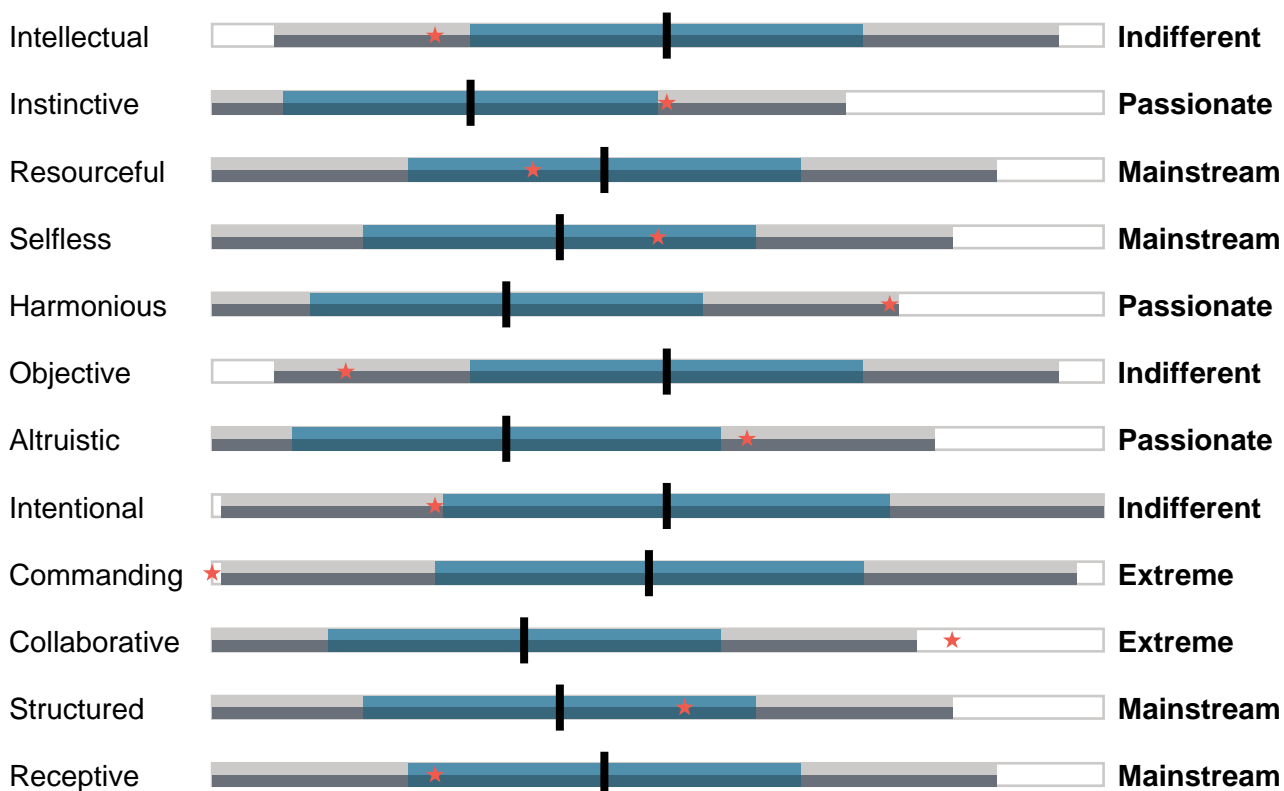


Areas for Awareness

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

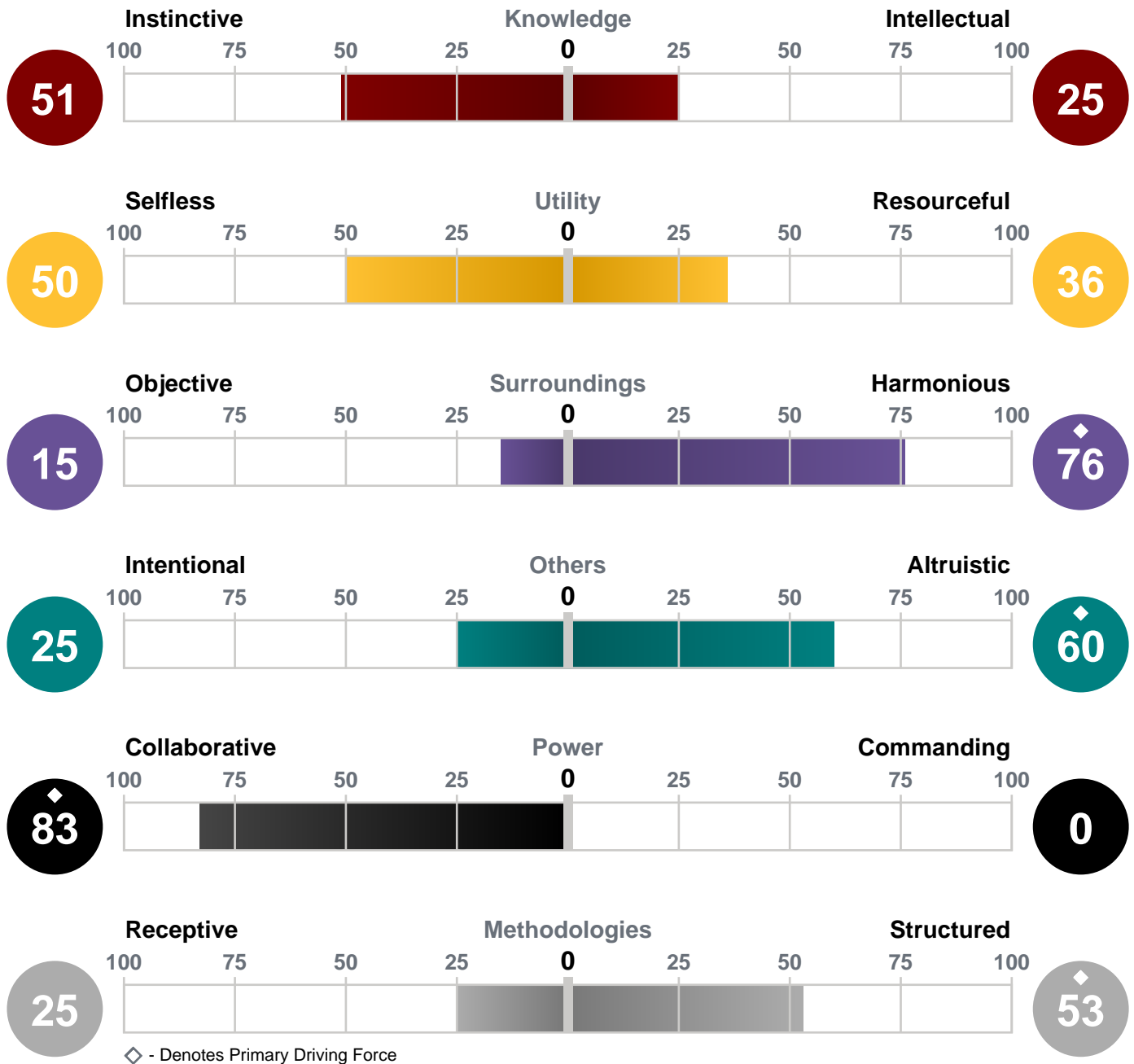


■ - 1st Standard Deviation - * 68% of the population falls within the shaded area. ■ - national mean ★ - your score
 ■ - 2nd Standard Deviation
 ■ - 3rd Standard Deviation

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



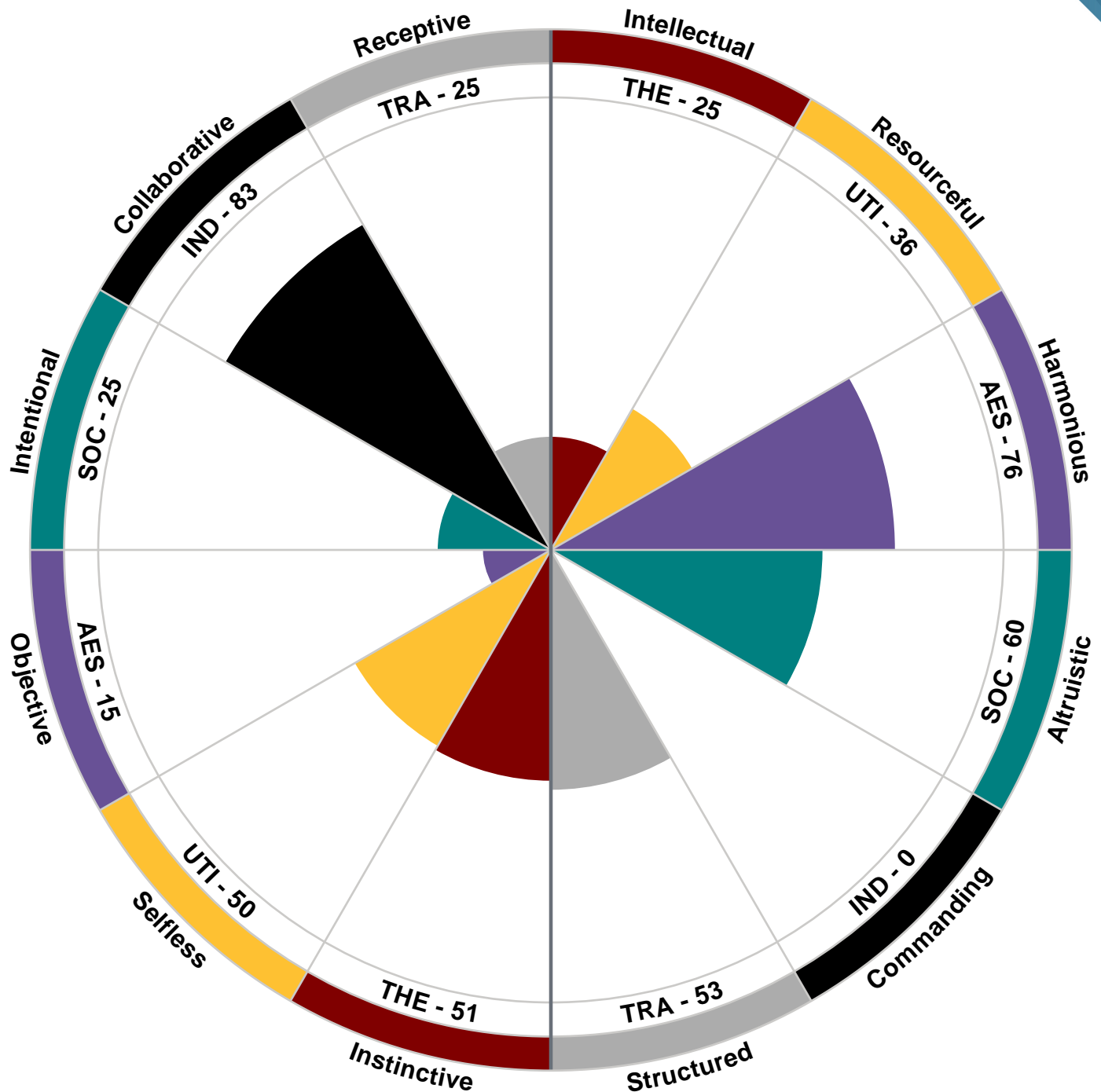
Driving Forces Graph



T: 6:28



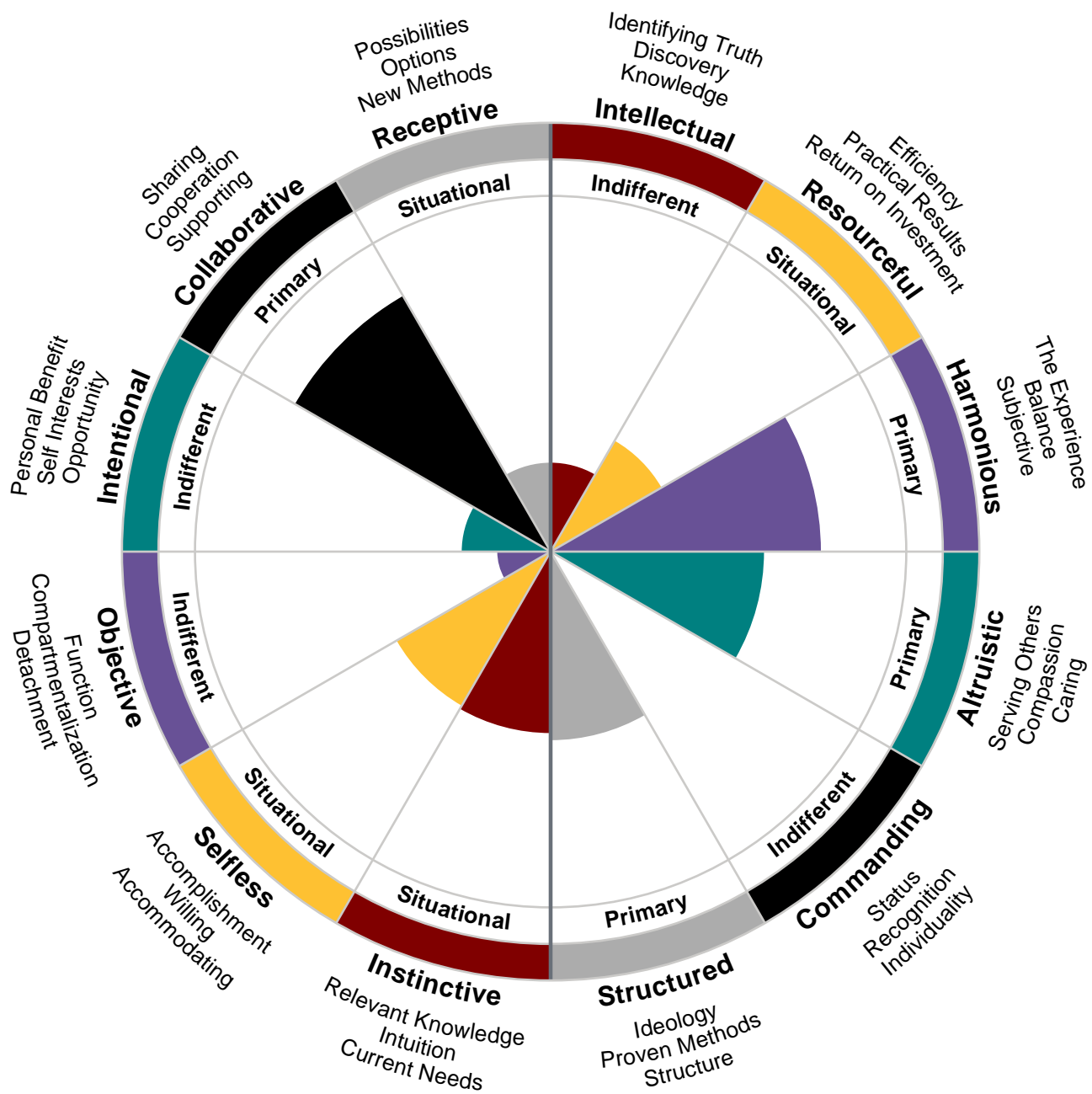
Driving Forces Wheel



T: 6:28



Descriptors Wheel





Introduction Integrating Behaviors and Driving Forces Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

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

- Likes to win but does not brag about accomplishments.
- Will support a leader in a quiet and methodical way.
- Feels comfortable in a supportive role for a goal-driven leader.
- Supports a leader and a cause that brings beauty or creativity.
- Patient with and willing to listen to the feelings of others.
- Accommodating team member that brings balance to the organization.
- Strong supporter, therefore, always willing to help.
- Wants to methodically solve people-related problems that benefit the greater good.
- Will be persistent about moving toward the greater cause.
- Maintains long-term relationships with a strong sense of loyalty.
- Great at maintaining a system or process.
- Will maintain consistency for the team that supports the legacy.



Potential Behavioral and Motivational Conflict

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

- Will hide emotions until others push her buttons or challenge the support she provides.
- Will forgive but has a hard time forgetting.
- Listens and collaborates with others to go with the flow.
- Has difficulty in establishing priorities regarding her feelings.
- Wants to enhance surroundings, but struggles with the need to change.
- Not willing to share opinions until comfortable about how others will receive it.
- Struggles with delivering a tough message, even if it's to the person's benefit.
- Can take a long time in addressing sensitive issues that could help others.
- Sees change for change's sake as negative for herself and others.
- May struggle with simultaneous concern for accommodating needs and making sure processes are followed.
- May struggle with change even when it complements her way of living.
- Difficulty making ambiguous choices when confronted with changing the system.



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

- A forum for leveraging loyalty and long-term relationships for the betterment of the organization.
- Opportunity to be the silent team player.
- Opportunities to challenge change for the sake of change in a private setting.
- Ability to complete projects and tasks through a stable and harmonious team.
- A leader that appreciates and understands the value of team harmony and follow up and follow through.
- Time for personal reflection and an appreciation for staying balanced.
- An opportunity to help others without being in the limelight.
- Work on a team that has common interests and desires.
- An environment where understanding and appreciating others is rewarded.
- Rewards for consistently following established systems and processes.
- An environment that instills a sense of security through the reliance on an established system.
- An environment that does not advocate change for the sake of change.



Keys to Motivating

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

Victoria wants:

- Time to determine when and where to share information.
- Private recognition for loyalty and service.
- A manager that appreciates her steadfast approach to supporting the team.
- To support company morale and harmonious causes.
- Clearly defined start and finish points to maximize the experience.
- Time for the beautification of the workplace and areas around her.
- To develop methodical and fair ways to help others.
- To be the "doer" of helping the cause and the organization, not the spokesperson.
- Support others in the organization's quest to make a difference.
- Respect for privacy of her beliefs.
- An understanding that the resistance to change comes from loyalty to the system.
- Appreciation for her patient and steady following of the system and organization.



Keys to Managing

This section discusses the needs which must be met in order for Victoria 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 Victoria and identify 3 or 4 statements that are most important to her. This allows Victoria to participate in forming her own personal management plan.

Victoria needs:

- A manager that understands the need for private recognition and one that will not take credit for group ideas.
- Assistance in understanding the need for change so she can join in supporting the process.
- A manager that understands her persistent value as part of group project.
- Help understanding chain of command when there are issues she needs to address.
- Assistance in adjusting to change by providing information and logic to keep organizational balance.
- A manager who seeks out their opinions and perspective.
- The time to help others as it relates to her own performance objectives.
- Assistance in helping others with changes, in order to help her adopt changes faster.
- To maximize her ability to create and maintain long-term relationships.
- A manager that recognizes when something has gone against her system and beliefs.
- To understand that not all situations are black and white and discussions need to happen to facilitate an actionable process.
- Assistance in letting others "in" so that the organization can be more effective as a whole.



Introduction Competencies

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

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

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

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

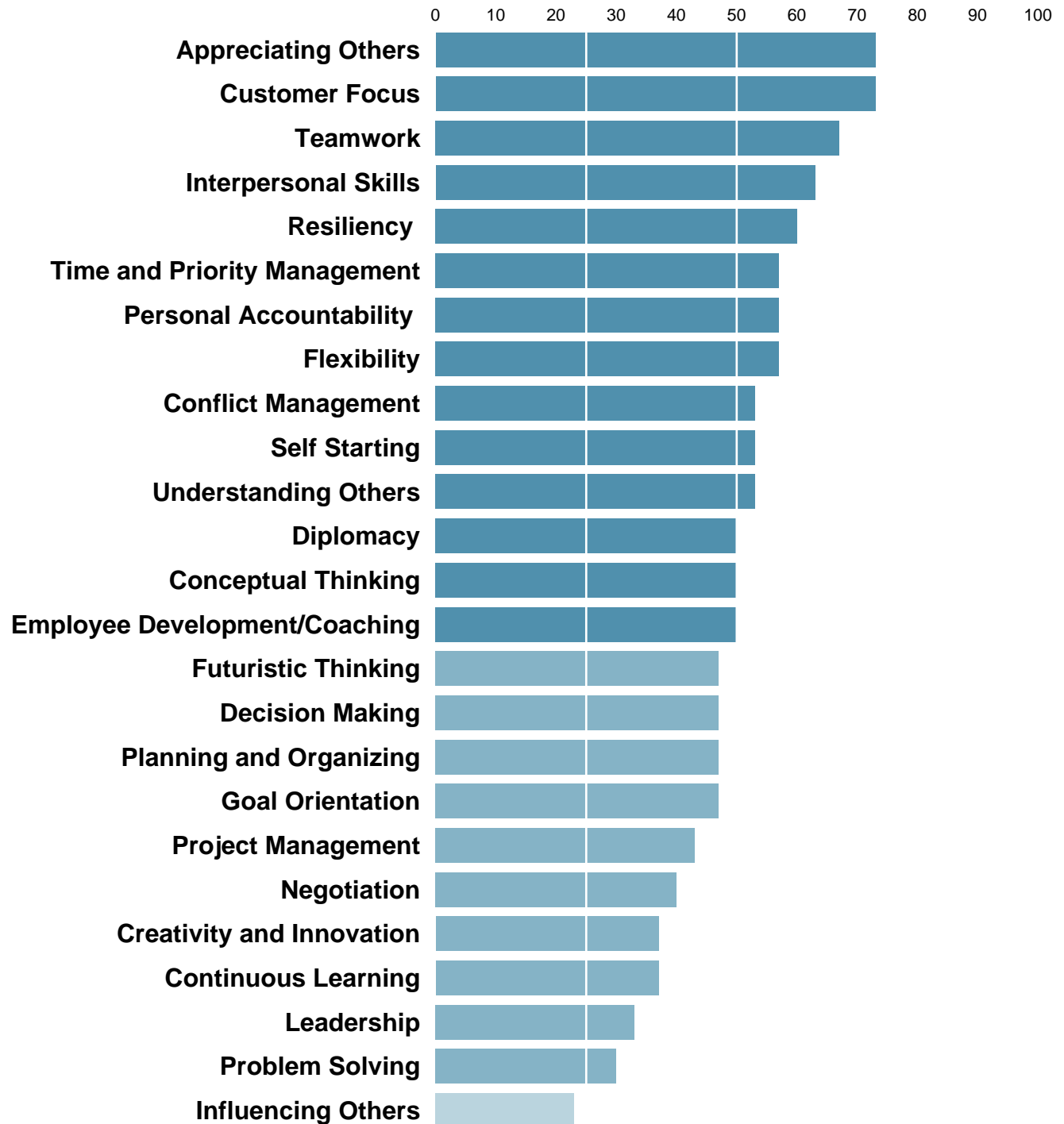
While personal skills are certainly important for career development, it is not necessary to fully develop every one. In fact, development of a personal skill may not benefit your career if it isn't required in your current job. In order to optimize your career potential, it is best to focus your development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

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



Development Indicator

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

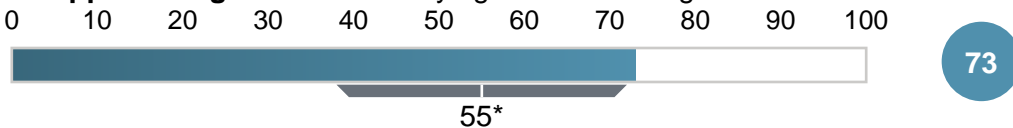




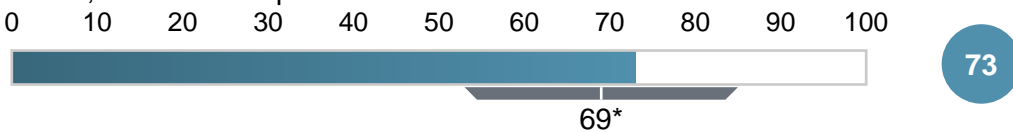
Competencies Hierarchy

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

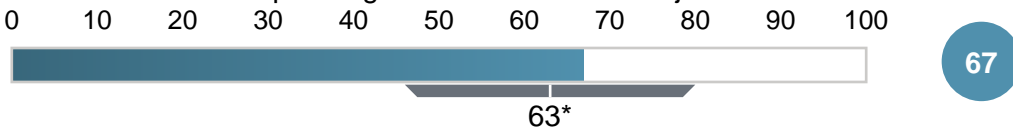
1. Appreciating Others - Identifying with and caring about others.



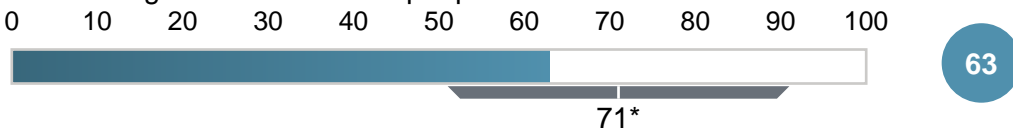
2. Customer Focus - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



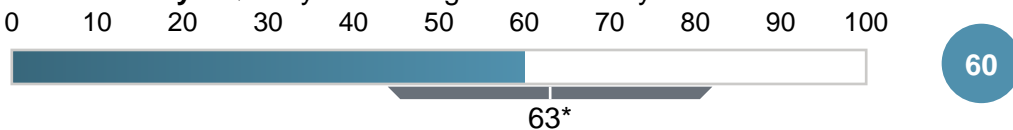
3. Teamwork - Cooperating with others to meet objectives.



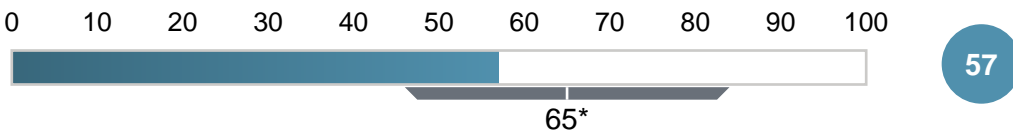
4. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



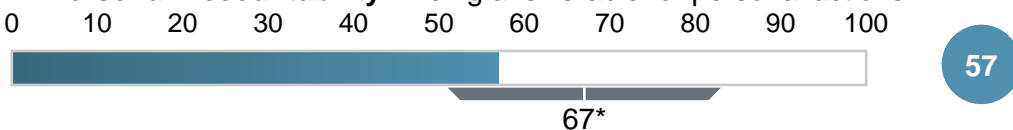
5. Resiliency - Quickly recovering from adversity.



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



7. Personal Accountability - Being answerable for personal actions.

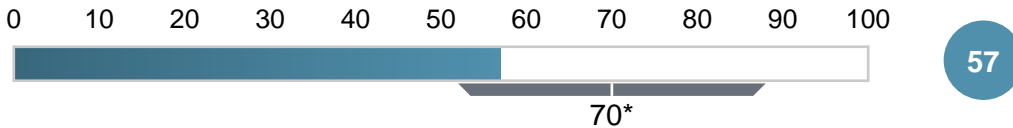


* 68% of the population falls within the shaded area.

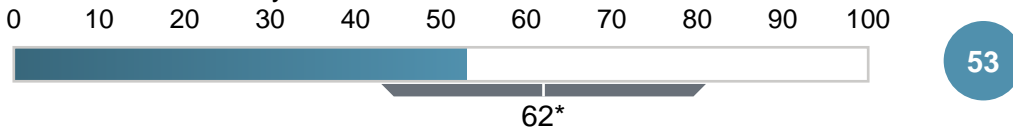


Competencies Hierarchy

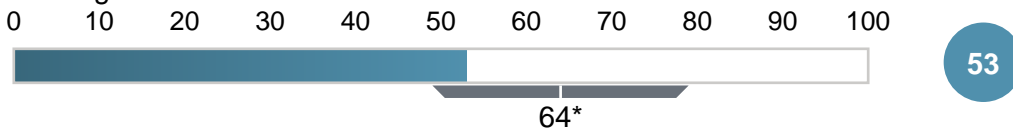
8. Flexibility - Readily modifying, responding and adapting to change with minimal resistance.



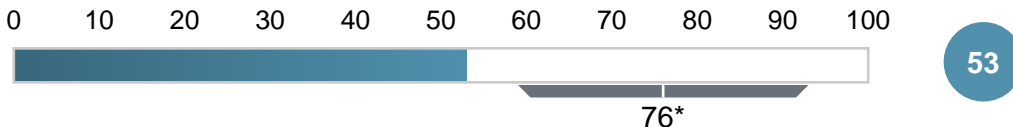
9. Conflict Management - Understanding, addressing and resolving conflict constructively.



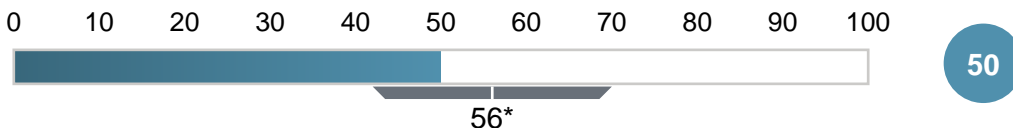
10. Self Starting - Demonstrating initiative and willingness to begin working.



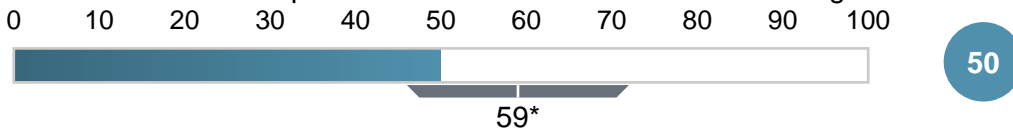
11. Understanding Others - Understanding the uniqueness and contributions of others.



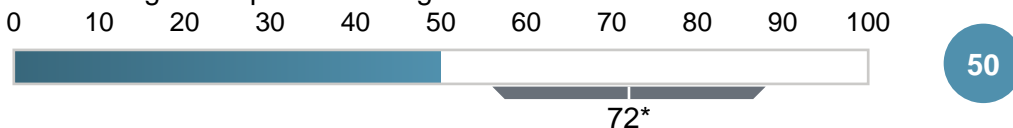
12. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.



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



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

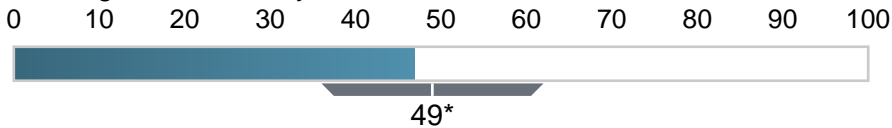


* 68% of the population falls within the shaded area.



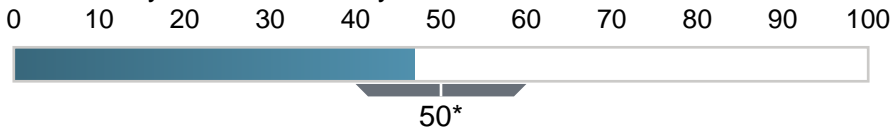
Competencies Hierarchy

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



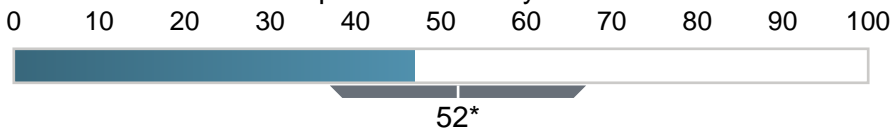
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16. Decision Making - Analyzing all aspects of a situation to make consistently sound and timely decisions.



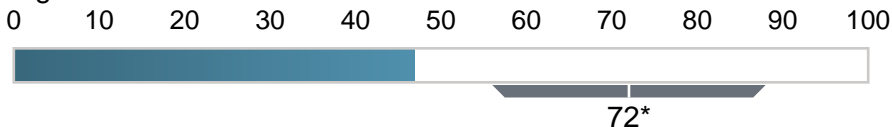
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17. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.



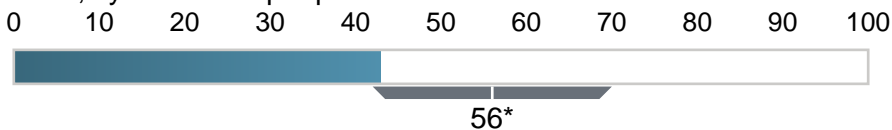
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18. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



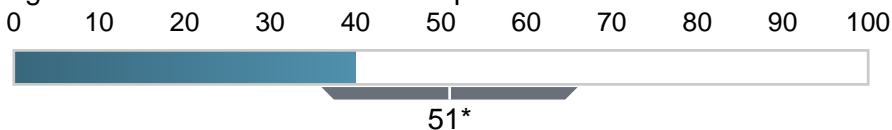
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19. Project Management - Identifying and overseeing all resources, tasks, systems and people to obtain results.



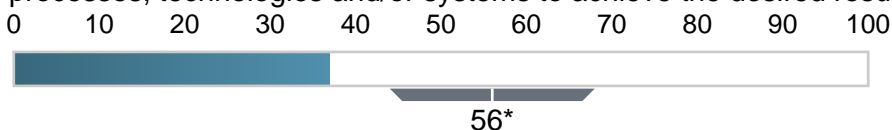
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20. Negotiation - Listening to many points of view and facilitating agreements between two or more parties.



40

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



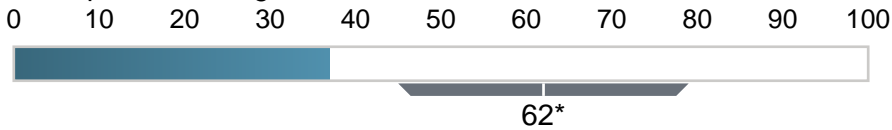
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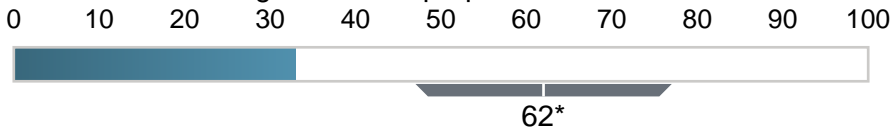
Competencies Hierarchy

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



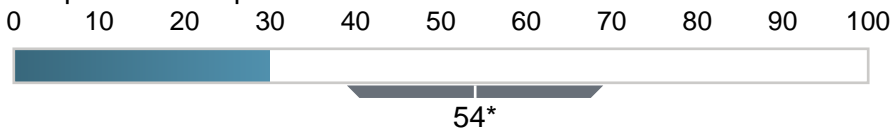
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23. Leadership - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



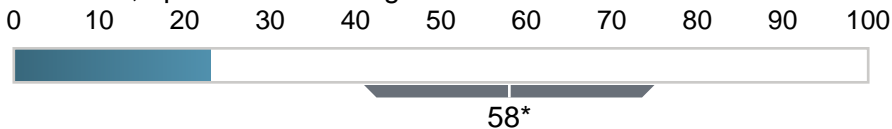
33

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



30

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



23

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Summary of Competencies

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

1. Appreciating Others: Identifying with and caring about others.
 - Demonstrates genuine concern for others.
 - Respects and values people.
 - Wants to ensure people experience positive emotions.
 - Expends considerable effort to impact the needs, concerns and feelings of others.
 - Advocates for the interests, needs and wants of others.
 - Demonstrates sensitivity and understanding.
 - Takes personal and/or professional risks for the sake of others.
 - Recognizes and enjoys the good qualities of others.
 - Provides support, appreciation and recognition.
 - Displays kindness and concern for others.
2. Customer Focus: Anticipating, meeting and/or exceeding customer needs, wants and expectations.
 - Strives to anticipate, identify and understand customers' wants, needs and concerns.
 - Responds to customers with a sense of urgency.
 - Follows through on customer requests.
 - Is patient and courteous with customers.
 - Resolves issues and complaints to the satisfaction of customers.
 - Expends extraordinary effort to satisfy customers.
 - Develops relationships with customers.
 - Partners with customers to assist them in achieving their objectives.
 - Acts as an advocate for customers' needs.
 - Takes professional risks for the sake of customers' needs.
3. Teamwork: Cooperating with others to meet objectives.
 - Respects team members and their individual perspectives.
 - Makes team objectives a priority.
 - Works toward consensus when team decisions are required.
 - Meets agreed-upon deadlines on team assignments and commitments.
 - Shares responsibility with team members for successes and failures.
 - Keeps team members informed regarding projects.
 - Supports team decisions.
 - Recognizes and appreciates the contributions of team members.
 - Behaves in a manner consistent with team values and mission.
 - Provides constructive feedback to team members.
 - Responds positively to feedback from team members.
 - Raises and/or confronts issues limiting team effectiveness.



Summary of Competencies

4. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
 - Strives for self-awareness in a social setting.
 - Demonstrates sincere interest in others.
 - Treats all people with respect, courtesy and consideration.
 - Respects differences in the attitudes and perspectives of others.
 - Listens, observes and strives to gain understanding of others.
 - Communicates effectively.
 - Shows sensitivity to diversity issues.
 - Develops and maintains relationships with many different kinds of people regardless of differences.
 - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
 - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.
5. Resiliency: Quickly recovering from adversity.
 - Demonstrates the ability to overcome setbacks.
 - Strives to remain optimistic in light of adversity.
 - Evaluates many aspects of the situations to create a positive outcome.
 - Recognizes criticism is an opportunity to improve.
 - Accepts setbacks and looks for ways to progress.
 - Utilizes feedback to forge forward.
 - Seeks to understand how certain obstacles can impact results.
 - Sees the unique opportunities by overcoming challenges.
 - Swiftly works through the emotions and effects of stressful events.
 - Copes with the inevitable bumps in life.
6. Time and Priority Management: Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.
 - Effectively manages difficulties and delays to complete tasks on time.
 - Effectively manages time and priorities to meet deadlines.
 - Presents completed tasks on or before the deadline.
 - Demonstrates an ability to maintain deadlines in the midst of crisis.
 - Strives to improve prioritization.
 - Balances timelines and desired outcomes.
 - Takes initiative and prioritizes tasks to stay on schedule.
 - Accepts responsibility for deadlines and results.
 - Creates an environment conducive to effectiveness.
 - Reduces the amount of time spent on non-priorities.



Summary of Competencies

7. Personal Accountability: Being answerable for personal actions.
 - Demonstrates the ability to self evaluate.
 - Strives to take responsibility for her actions.
 - Evaluates many aspects of her personal actions.
 - Recognizes when she has made a mistake.
 - Accepts personal responsibility for outcomes.
 - Utilizes feedback.
 - Observes and analyzes data to learn from mistakes.
 - Sees new possibilities by examining personal performance.
 - Accepts responsibility for actions and results.
 - Willing to take ownership of situations.
8. Flexibility: Readily modifying, responding and adapting to change with minimal resistance.
 - Responds promptly to shifts in direction, priorities and schedules.
 - Demonstrates agility in accepting new ideas, approaches and/or methods.
 - Effective in shifting priorities and tasks.
 - Modifies methods or strategies to fit changing circumstances.
 - Adapts personal style to work with different people.
 - Maintains productivity during transitions.
 - Embraces and/or champions a shift in activity.
 - Strives to adapt to situational demands.
 - Capable of changing or adjusting to meet particular or varied needs.
 - Able to step outside their comfort zone and try something they haven't done before.
9. Conflict Management: Understanding, addressing and resolving conflict constructively.
 - Readily identifies and addresses issues, concerns or conflicts.
 - Recognizes opportunities for positive outcomes in conflict situations.
 - Reads situations accurately to pinpoint critical issues.
 - Listens to gain understanding of an issue from different perspectives.
 - Diffuses tension and effectively handles emotional situations.
 - Assists people in adversarial positions to identify common interests.
 - Strives to settle differences equitably.
 - Settles differences without damaging relationships.
 - Strives to limit the negative aspects of conflict while increasing the positive.
 - Focuses on enhancing learning and group outcomes, including effectiveness or performance.



Summary of Competencies

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

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

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

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

12. Diplomacy: Effectively and tactfully handling difficult or sensitive issues.

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



Summary of Competencies

13. Conceptual Thinking: Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.
- Demonstrates the ability to identify patterns, themes or connections not noticed by others.
 - Gathers hypothetical or abstract concepts to formulate new insights.
 - Evaluates many patterns to formulate connections.
 - Recognizes unique or unusual perspectives.
 - Envisions hypothetical situations to formulate new concepts.
 - Utilizes patterns to develop new ways to process information.
 - Observes and analyzes data to create new methods, techniques or processes.
 - Sees new possibilities by dissecting the situation and examining the parts.
 - Integrates issues and factors into a practical framework.
 - Understands a situation or problem by identifying patterns or connections, to address key underlying issues.
14. Employee Development/Coaching: Facilitating, supporting and contributing to the professional growth of others.
- Inspires confidence in others' ability to grow professionally.
 - Identifies and facilitates developmental opportunities.
 - Encourages initiative and improvement.
 - Provides opportunities for enhancement.
 - Gives new and challenging work assignments.
 - Acknowledges and praises improvements.
 - Supports, coaches and mentors the development of others.
 - Views mistakes as opportunities for learning.
 - Promotes learning and professional growth.
 - Understands the uniqueness and current level of each participant.



Summary of Competencies

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

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

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

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



Summary of Competencies

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

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

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

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

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

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



Summary of Competencies

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

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

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

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



Summary of Competencies

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

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

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

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



Summary of Competencies

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

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

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

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



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?