



TriMetrix® DNA

Management-Staff

Mark Van Guest Services Sample Co. 7-14-2014

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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, motivators 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 Section

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.

Motivators Section

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 Motivators

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 motivators blend together, your performance will be enhanced and you will experience an increase in satisfaction.

Competencies Section

This section presents 23 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."



General Characteristics

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

Mark is optimistic and usually has a positive sense of humor. He is enthusiastic and usually slow to anger. He can be friendly with others in many situations, but primarily with groups of established friends and associates. He is sociable and enjoys the uniqueness of each human being. He places his focus on people. To him, strangers are just friends he hasn't met! Mark is gregarious and sociable. He will be seen as a good mixer both on or off the job. He likes feedback from his manager on how he is doing. His goal is to have and make many friends. At work, he is good at maintaining friendly public relations. He is good at creating enthusiasm in others. Mark may tend to agree to avoid confrontation. He believes in getting results through other people. He prefers the "team approach."

Mark prefers not disciplining people. He may sidestep direct disciplinary action because he wants to maintain the friendly relationship. He is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust him and to see him as receptive and helpful. He likes working for managers who make quick decisions. He likes to participate in decision making. When he has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. He is good at solving problems that deal with people. Because of his trust and willing acceptance of people, he may misjudge the abilities of others.





General Characteristics Continued

Mark tends to influence people to his way of thinking by using verbiage as compared with others who like to use reports. He is comfortable with most people and can be quite informal and relaxed with them. Even when dealing with strangers, Mark will attempt to put them at ease. He is both a good talker and a good listener. He is good at negotiating conflict between others. Mark feels that "if everyone would just talk it out, everything would be okay!" Mark judges others by their verbal skills and warmth. He is positive in his approach to dealing with others. He may not understand why everyone doesn't see life as he does! He has the ability to sense what people want to hear. He then tends to tell people what he thinks they want to hear. He has the ability to look at the whole problem; for example, thinking about relationships, being concerned about the feelings of others and focusing on the real impact of his decisions and actions.



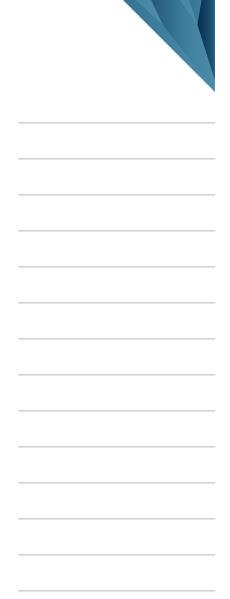




Value to the Organization

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

- Negotiates conflicts.
- Optimistic and enthusiastic.
- Creative problem solving.
- Self-reliant.
- Bottom line-oriented.
- Big thinker.
- Dedicated to his own ideas.
- Builds confidence in others.
- Accomplishes goals through people.







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 Mark. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Mark most frequently.

Ways to Communicate

☐ Provide "yes" or "no" answers--not maybe.

□ Provide a warm and friendly environment.	
☐ Provide solutionsnot opinions.	
☐ Leave time for relating, socializing.	
☐ Use a balanced, objective and emotional approach.	
☐ Clarify any parameters in writing.	
☐ Provide testimonials from people he sees as important.	
☐ Use a motivating approach, when appropriate.	
☐ Define the problem in writing.	
□ Appeal to the benefits he will receive.	
$\hfill \square$ Talk about him, his goals and the opinions he finds stimulating.	
☐ Look for his oversights.	





Checklist for Communicating Continued

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

- □ "Dream" with him or you'll lose time.
- Legislate or muffle--don't overcontrol the conversation.
- Ramble.
- Let him overpower you with verbiage.
- □ Be curt, cold or tight-lipped.
- Be dictatorial.
- Leave decisions hanging in the air.
- ☐ Drive on to facts, figures, alternatives or abstractions.
- Talk down to him.







Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

- Talking about things that are not relevant to the
- 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 Mark's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Mark to project the image that will allow him to control the situation.

Self-Perception

Mark usually sees himself as being:

Enthusiastic

Outgoing

Charming

Inspiring

Persuasive

Optimistic

Others' Perception - Moderate

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

Self-Promoting

Glib

Overly Optimistic

Unrealistic

Others' Perception - Extreme

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

Overly Confident

Talkative

Poor Listener

Self-Promoter





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 micro-management 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.
- Extremely formal and structured interactions may cause stress.





Descriptors

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

Effusive	Phlegmatic	Evasive
Inspiring	Relaxed	Worrisome
9		Careful
Magnetic		Dependent
	rtondomondativo	Cautious
	Passive	Conventional
	1 433170	Exacting
	Patient	Neat
	rationt	Noat
	Possesive	Systematic
	1 033033140	Diplomatic
	Predictable	Accurate
		Tactful
Optimistic		raction
Trusting		Open-Minded
		Balanced Judgment
Cociabic	Otable	Balancea daagment
Influencing	Steadiness	Compliance
Reflective	Mobile	Firm
Reflective	Mobile	Firm
Factual	Active	Independent
Factual Calculating	Active Restless	Independent Self-Willed
Factual	Active Restless Alert	Independent
Factual Calculating Skeptical	Active Restless Alert Variety-Oriented	Independent Self-Willed Stubborn
Factual Calculating Skeptical Logical	Active Restless Alert	Independent Self-Willed
Factual Calculating Skeptical Logical Undemonstrative	Active Restless Alert Variety-Oriented Demonstrative	Independent Self-Willed Stubborn Obstinate
Factual Calculating Skeptical Logical Undemonstrative Suspicious	Active Restless Alert Variety-Oriented Demonstrative Impatient	Independent Self-Willed Stubborn Obstinate Opinionated
Factual Calculating Skeptical Logical Undemonstrative	Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented	Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic
Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact	Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager	Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous
Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact	Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible	Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited
Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact Incisive	Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager	Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous
Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact Incisive Pessimistic	Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible Impulsive	Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary
	Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable	Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive Predictable Consistent Deliberate Steady Stable



Natural and Adapted Style

Mark'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

Mark is somewhat conservative in his approach to solving problems. He will accept challenges by being quite calculating in his response to the problem or challenge. Mark will be quite cooperative by nature and attempt to avoid confrontation as he wants to be seen as a person who is "easy" to work with.

Adapted

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

People - Contacts

Natural

Mark's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.

Adapted

Mark sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.



Natural and Adapted Style Continued



Pace - Consistency

Natural

Mark is deliberate and steady. He is willing to change, if the new direction is meaningful and consistent with the past. He will resist change for change's sake.

Adapted

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

Procedures - Constraints

Natural

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

Adapted

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





Adapted Style

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

- Obtaining results through people.
- Making tactful decisions.
- Acting independently and without precedent.
- Motivating people to take action by using persuasive skills.
- Flaunting independence.
- Participative decision making.
- Using a direct, forthright and honest approach in his communications.
- Flexibility.
- Firm commitment to accomplishments.
- Using a creative approach in decision making.
- Willing to take risks when others may be hesitant.







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.

Procrastination

Procrastination is the process of delaying action. It is also the inability to begin action.

Possible Causes:

- Priorities have not been set
- Do not see projects or tasks clearly
- Overwhelmed with commitments
- Hope that time will solve or eliminate the problem
- Fear of failure

Possible Solutions:

- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute

Inability To Say No

The inability to say no is when you are unable to or feel powerless to refuse any request.

Possible Causes:

- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request





Time Wasters Continued

Do not feel comfortable giving "real" reason and doesn't want to lie

Possible Solutions:

- Realistically evaluate how much time is available
- Understand limitations and what can be done well
- Set daily and long-term priorities
- Learn to say no to those people and tasks that do not support daily and long-term priorities

Desire To Be Involved With Too Many People

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

Possible Causes:

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

Possible Solutions:

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

Daydreaming

Daydreaming is being preoccupied with non-task or non-work related thoughts. It is being easily distracted from at-hand tasks and focusing on past or future events for prolonged periods of time.

Possible Causes:

- Being a creative thinker and always thinking of new ideas
- Being more excited about the future than the here and now





Time Wasters Continued

- Bring personal problems to work
- See work as routine and unexciting
- Experience stress from working on something too long
- Focus on past pleasant experiences as a way of coping with routine and stress

Possible Solutions:

- Learn to read body signals for fatigue
- Change routine
- Remind yourself that worrying about personal problems interferes with your productivity
- Set tasks/objectives

Long Lunches

Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.

Possible Causes:

- Get involved in the excitement of conversation and forget about time
- See long lunches as a networking opportunity
- Like doing business in a social, non-threatening environment
- Use long lunches as a way to avoid unpleasant tasks, people or the work environment

Possible Solutions:

- Set a specific time for lunch and STICK TO IT
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches





Time Wasters Continued

Poor Filing System

A poor filing system is one that has no predetermined method for subject matter grouping. It is one that you may understand but is not usable by others who may need to retrieve information from your files.

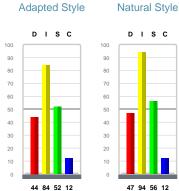
Possible Causes:

- Have not determined or prioritized subject matter groupings
- Categorize by emotions

Possible Solutions:

- Set up a cataloging system that you AND others can use easily
- Have someone assist you in setting up a system
- Use cross-referencing indexes
- Computerize information







Areas for Improvement

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

Mark has a tendency to:

- Be inattentive to detail unless that detail is important to him or if detail work is of a short duration.
- Underinstruct and overdelegate--will rely on personality as opposed to a disciplined approach to follow-up.
- Be optimistic regarding possible results of his projects or the potential of his people.
- Act impulsively--heart over mind, especially if his security is not perceived to be threatened.
- Overuse praise in motivating others.
- Overestimate his ability to motivate people or change others' behavior.
- Be unrealistic in appraising people--especially if the person is a "friend."
- Be inattentive to details--only attentive to results: "Don't ask how I did it, just if I succeeded."
- Be so enthusiastic that he can be seen as superficial.

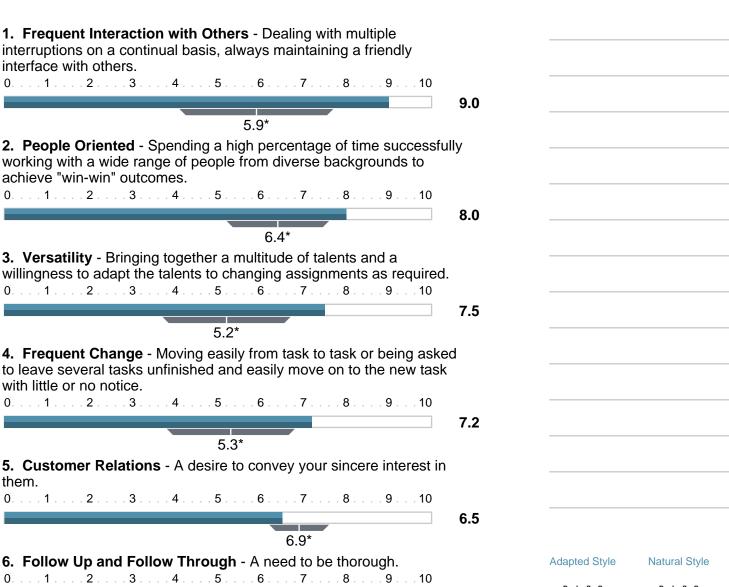






Behavioral Hierarchy

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.



6.6*

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

4.6*

 $0. \dots 1 \dots 2 \dots 3 \dots 4 \dots 5 \dots 6 \dots 7 \dots 8 \dots 9 \dots 10$



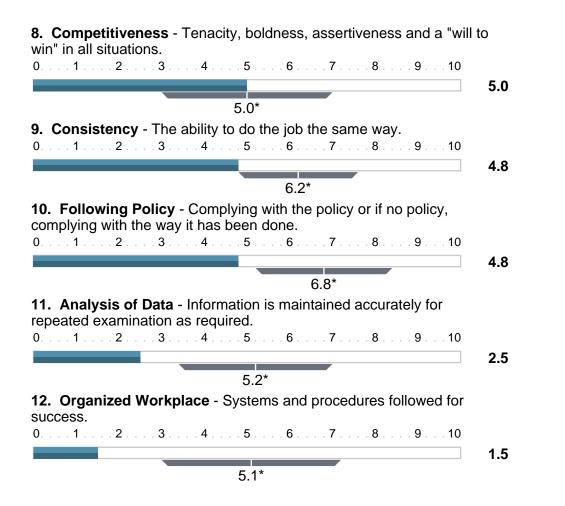
5.2

5.0

^{* 68%} of the population falls within the shaded area.



Behavioral Hierarchy





SIA: 44-84-52-12 (15) SIN: 47-94-56-12 (15) * 68% of the population falls within the shaded area.



Style Insights® Graphs 7-14-2014



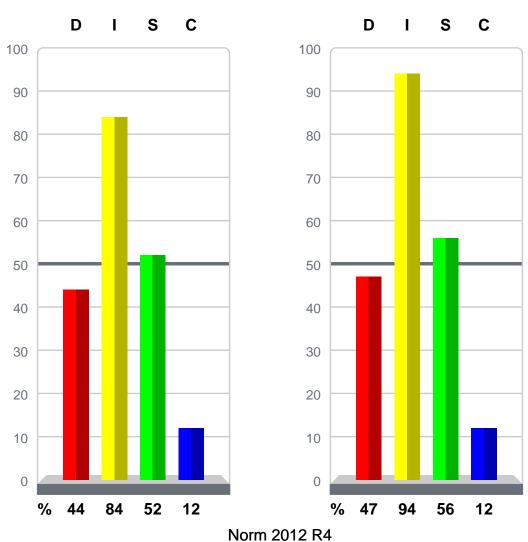


Adapted Style

Graph I

Natural Style

Graph II





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.

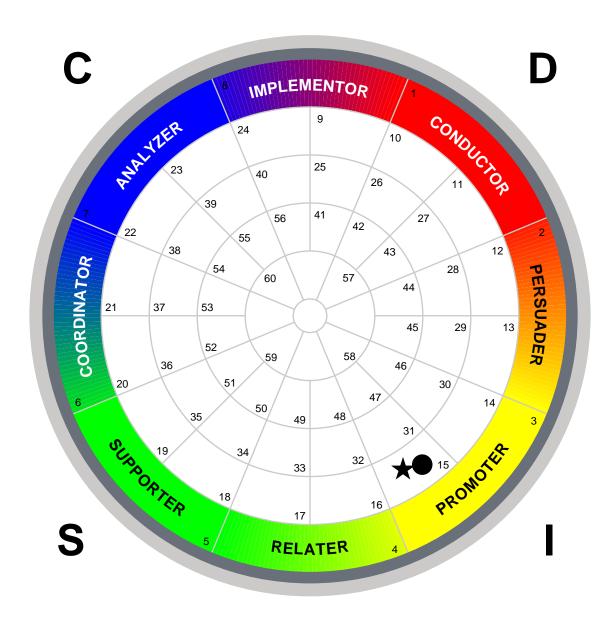
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

7-14-2014



Adapted: (15) RELATING PROMOTER

Natural: (15) RELATING PROMOTER

Norm 2012 R4



Introduction Motivators Section

Knowledge of an individual's motivators help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Personal Motivators & Engagement report measures the relative prominence of six basic interests or motivators (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Motivators help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six motivators.

- Strong positive feelings that you need to satisfy either on or off the job.
- Situational where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.
- **Indifferent** your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking		
1st	Theoretical	Strong
2nd	Social	Strong
3rd	Traditional	Situational
4th	Utilitarian	Situational
5th	Individualistic	Indifferent
6th	Aesthetic	Indifferent

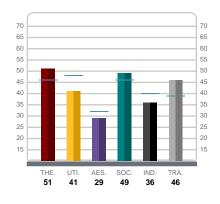


Theoretical

The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

- Mark is very good at integrating past knowledge to solve present problems.
- Mark has the potential to become an expert in his chosen field.
- He may have difficulty putting down a good book.
- Mark is comfortable around people who share his interest for knowledge and especially those people with similar convictions.
- He will usually have the data to support his convictions.
- A comfortable job for Mark is one that challenges his knowledge.



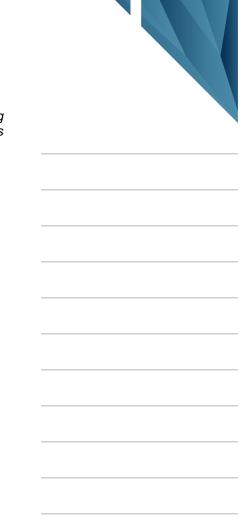


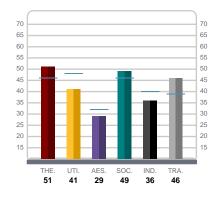


Social

Those who score very high for this motivator have an inherent love of people. The social person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic attitudes cold and inhuman. Compared to the Individualistic motivator, the Social person regards helping others as the only suitable form for human relationships. Research indicates that in its purest form, the Social interest is selfless.

- Mark is patient and sensitive to others.
- Saying "no" is difficult when others need his time or talent.
- He is generous with his time, talent and resources for those in need.
- Mark will be generous with time, research and information on social problems.
- Helping the homeless may be one of his concerns.
- He will have a keen interest in improving society.
- He believes charities should be supported.





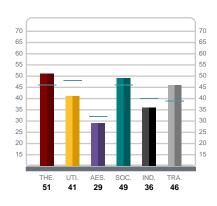


Traditional

The highest interest for this motivator may be called "unity," "order," or "tradition." Individuals with high scores for this motivator seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

- He will have strong beliefs within a system that he feels most comfortable with, and he will not be as strong in his beliefs or approach if he lacks that interest level.
- Mark lets his conscience be his guide.
- Mark needs to be able to pick and choose the traditions and set of beliefs to which he will adhere.
- Mark at times will evaluate others based on his rules for living.



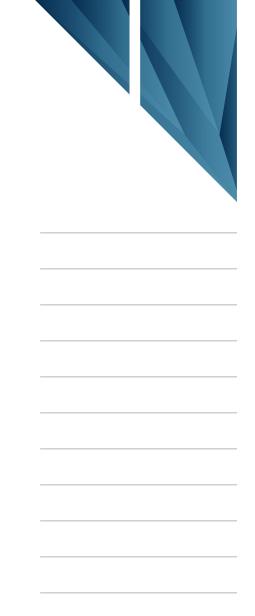


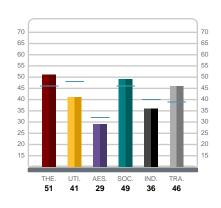


Utilitarian

The Utilitarian score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This motivator includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average business person. A person with a high score is likely to have a high need to surpass others in wealth.

- Money itself is not as important as what it will buy.
- Mark will become money motivated when he wants to satisfy one of the other motivators mentioned in this report.
- He will evaluate some decisions but not necessarily all based on their utility and economic return.
- He will use wealth as a yardstick to measure his work effort with certain activities.
- Mark can give freely of time and resources to certain causes and feel this investment will result in a future return on his investment.
- Mark will not alter his lifestyle in order to acquire something unless there is an immediate need (or the situation is critical).





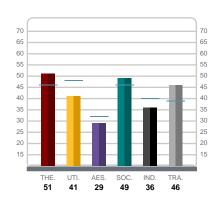


Individualistic

The primary interest for this motivator is POWER, not necessarily politics. Research studies indicate that leaders in most fields have a high power drive. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

- Being in total control of a situation is not a primary motivating factor.
- Stability is a primary concern. Patience and fortitude will win in the long
- He will not attempt to overpower others' points of view or change their thinking.
- As long as Mark's belief systems are not threatened, he will allow others to set the tone and direction of his work.
- Mark's passion in life will be found in one or two of the other dimensions discussed in this report.
- Mark feels that struggles should be the burden of the team, not just the individuals.
- Mark will be less concerned about his ego than others may be.





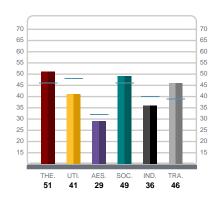


Aesthetic

A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

- Mark's passion in life will be found in one or two of the other motivators discussed in this report.
- He is a very practical person who is not sensitive to being in harmony with his surroundings.
- Intellectually, Mark can see the need for beauty, but has difficulty buying the finer things in life.
- He wants to take a practical approach to events.
- The utility of "something" is more important than its beauty, form and harmony.
- Mark is not necessarily worried about form and beauty in his environment.
- Unpleasant surroundings will not stifle his creativity.







Navigating Situations Outside Your Comfort Zone

The information on this page will highlight areas in which you may struggle relating to based on your lowest motivator. The information will teach you how to manage your way through discussions focusing on your number six motivator.

Tips for Communicating with "High Aesthetic" utilizing your Theoretical.

As you read through the communication tips, think about the following questions:

How does the mindset of a high Aesthetic contribute to today's workforce?

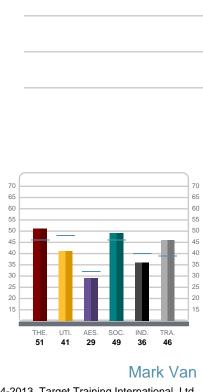
How do Aesthetics contribute to the world, your professional life and your personal life?

A person with a high Aesthetic is interested in studying and appreciating the totality of a situation.

- Connect the common need to look at problems from a holistic viewpoint.
 Understand one viewpoint is through the objective data analysis versus that of the Aesthetic, which is from a subjective, or feeling related, standpoint.
- Ask questions to bring the Aesthetic perspective into reality, and utilize visuals in order to influence them. Partner with them in order to visually represent shared opinions.

A person with a high Aesthetic will have a strong interest in preserving the balance and harmony of the organization.

- Provide the high Aesthetic with information and data to substantiate why
 decisions that may disrupt the balance need to be made at times. Assist
 with bringing the objective to the subjective
- Understand that a harmonious organization is more likely to be comfortable with the vulnerability that comes with the need for continuous learning. If fear is present in the organization, it will be less likely to get new information to spread through the company.





Navigating Situations Outside Your Comfort Zone

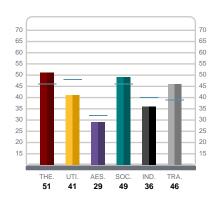
A person with a high Aesthetic is in tune with his or her inner feelings and likes surroundings that compliment these feelings.

- Maximize the Aesthetic's ability to beautify educational components, training facilities and other aspects of the continuous learning initiatives of the organization in order to make people feel at ease and open to learning.
- Work with the Aesthetics to present ideas, data and information in a way that people can not only hear what's being said, but visualize it and relate to it. This will help ideas move forward faster.

Form and harmony are key in providing a high Aesthetic with an experience to remember.

- Understand that the Aesthetic receives the same motivation and reward from the journey or the experience as a Theoretical does from learning something new. How can the parties work together to be sure to bring information back to the organization?
- Prior to presenting findings, work with the Aesthetic to be sure proper credit and explanation are being given to the journey, not just the findings. Connect with the team members that want to know the whole picture.







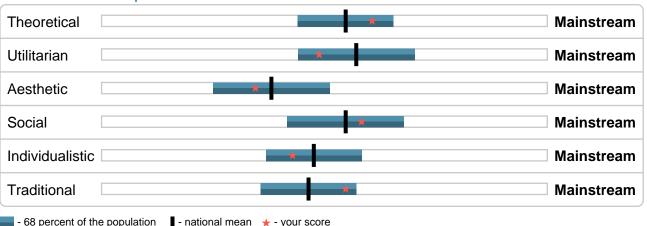
Motivators - Norms & Comparisons

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 motivators, you will fit in with the group and be energized. However, when surrounded by people whose motivators are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict. **When confronted with this type of situation you can:**

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your motivators may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that motivator. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that motivator. The shaded area for each motivator represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2012



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



Motivators - Norms & Comparisons

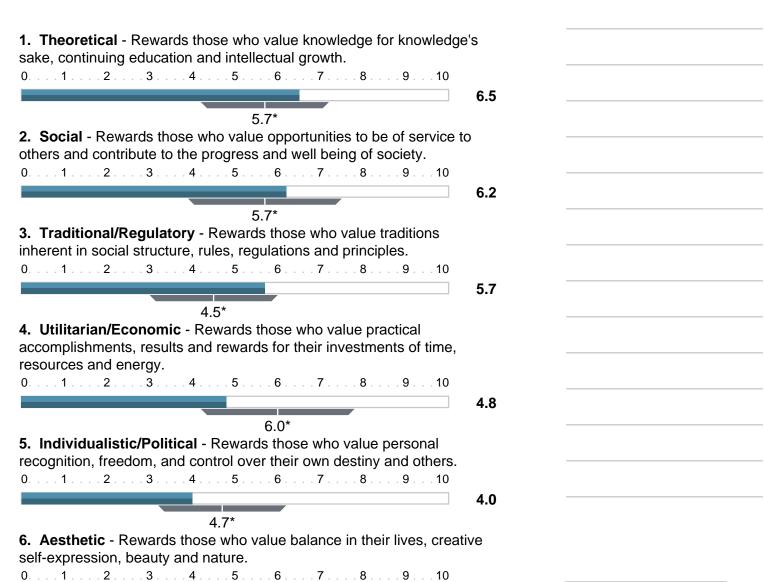
All of your attitude scores fall within one standard deviation of the national mean. This means that 68% of the population have similar attitudes and feelings on each of the six attitudes. Having all your scores close to the national mean indicates the following:

- You will be seen by others as a team player.
- You will be able to relate to a large percentage of our society.
- You will have less conflict with other people.
- You will have a larger selection of friends and careers than most people.



Motivators Hierarchy

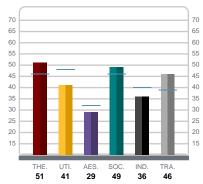
Your motivation to succeed in anything you do is determined by your underlying motivators. You will feel energized and successful at work when your job supports your personal motivators. They are listed below from the highest to the lowest.



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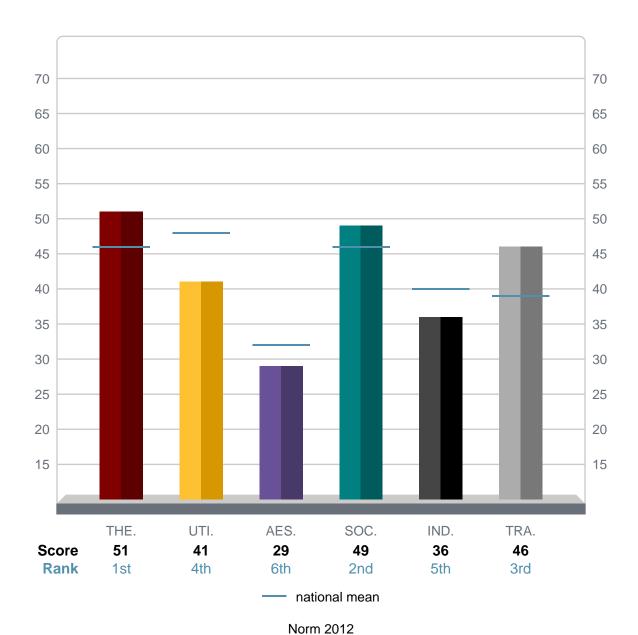
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Motivation Insights® Graph

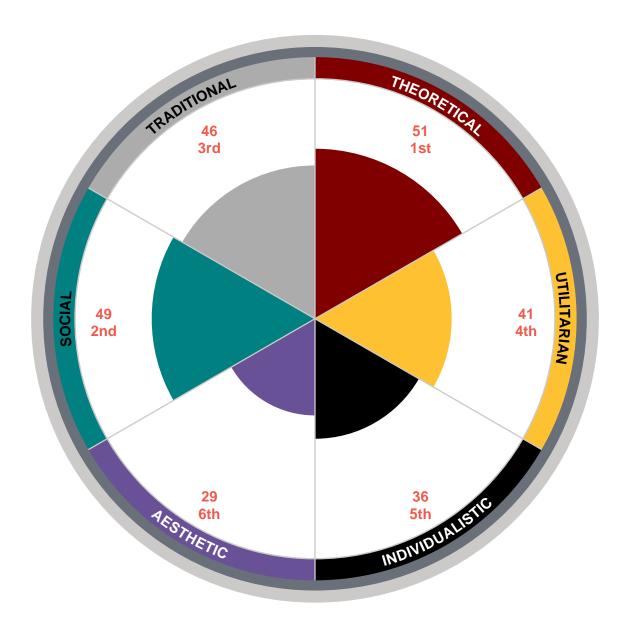
7-14-2014





Motivators Wheel™

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Introduction Integrating Behaviors and Motivators Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and motivators. 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 Mark's behavioral style and top two motivators. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Volunteers his knowledge on many subjects.
- Motivates others to continue education.
- Great at generating excitement in others and getting people on board.
- Demonstrates a will and desire to help others in the organization.
- Desire for continuous learning is one of his greatest strengths.
- Will keep sensitive information under lock and key.
- Strong supporter, therefore, always willing to help.
- Accommodating and pleasing others is one of his natural talents.





Potential Behavioral and Motivational Conflict

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

- May present facts and figures with too much emotion.
- A desire to share information can impede his ability to listen and learn.
- Has trouble making difficult decisions that affect others.
- Does not always listen to those he is helping.
- May have difficulty sharing subjective information.
- May not pursue knowledge if it jeopardizes his security.
- Can take a long time in addressing sensitive issues that could help others.
- Difficulty correcting others as he wants to help but not offend.





Ideal Environment

This section identifies the ideal work environment based on Mark's basic style and top two motivators. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Mark enjoys and also those

that create frustration. Assignments with a high degree of people contacts. Freedom from control and detail. Little conflict between people. Flexibility to explore a variety of outlets for learning in a people-rich environment. A leadership team that is optimistic toward learning new concepts or theories. Information and time to make decisions. Ability to achieve results through the interaction with and helping of others. An opportunity to help others without being in the limelight. An environment where interacting with others in an effort to help each person is rewarded.



Keys to Motivating

This section of the report was produced by analyzing Mark's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Mark and highlight those that are present "wants."

Mark wants:

- Public recognition of his ideas and results.
- A friendly work environment.
- A manager who practices participative management.
- Praise for his knowledge base and research capabilities.
- To be seen as an expert in a variety of areas and wants to be included in discussions about new things.
- To support others through the gathering and delivery of information.
- An opportunity to express how he can improve society.
- To develop methodical and fair ways to help others.
- To be a part of the team that contributes to causes and helping others.





Keys to Managing

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

Mark needs:

- To focus conversations on work activities--less socializing.
- A manager who delegates in detail.
- To be informed of things which affect him.
- Learn to prioritize ideas and thoughts according to organizational objectives.
- To continue his learning in a participatory rather than solitary environment.
- Appropriate time to research and understand new information.
- Support in handling situations when others take advantage.
- The time to help others as it relates to his own performance objectives.
- To help balancing socialization and tangible assistance for others.





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 Personal Soft Skills Indicator™ questionnaire, this report indicates your development of 23 personal skills. These 23 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 23 personal skills based on your responses to the questionnaire. The 23 personal skills have been categorized into four levels; based on means and standard deviations. Well Developed, Developed, Moderately Developed and Needs Development.

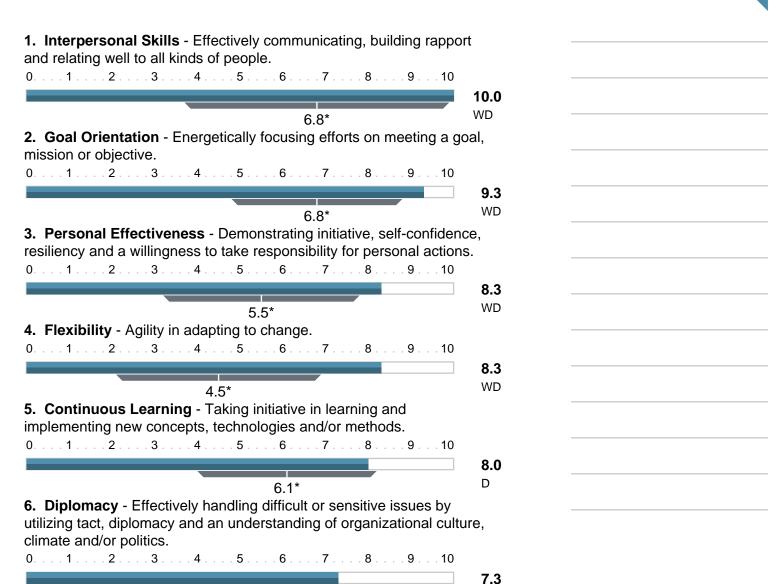
Personal Skills Ranking						
1	Interpersonal Skills					
2	Goal Orientation					
3	Personal Effectiveness					
4	Flexibility					
5	Continuous Learning					
6	Diplomacy					
7	Leadership					
8	Persuasion					
9	Teamwork					
10	Decision Making					
11	Empathy					
12	Conflict Management					
13	Self-Management (time and priorities)					
14	Employee Development/Coaching					
15	Customer Service					
16	Presenting					
17	Management					
18	Creativity/Innovation					
19	Analytical Problem Solving					
20	Planning/Organizing					
21	Negotiation					
22	Futuristic Thinking					
23	Written Communication					

Note: Don't be concerned if you have not developed all 23 personal skills. Research has proven that individuals seldom develop all 23. Development of the most important personal skills needed for your personal and professional life is what is critical.

	_		_
Well Developed	Developed	Moderately Developed	Needs Development



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.



Development Legend

WD = Well Developed

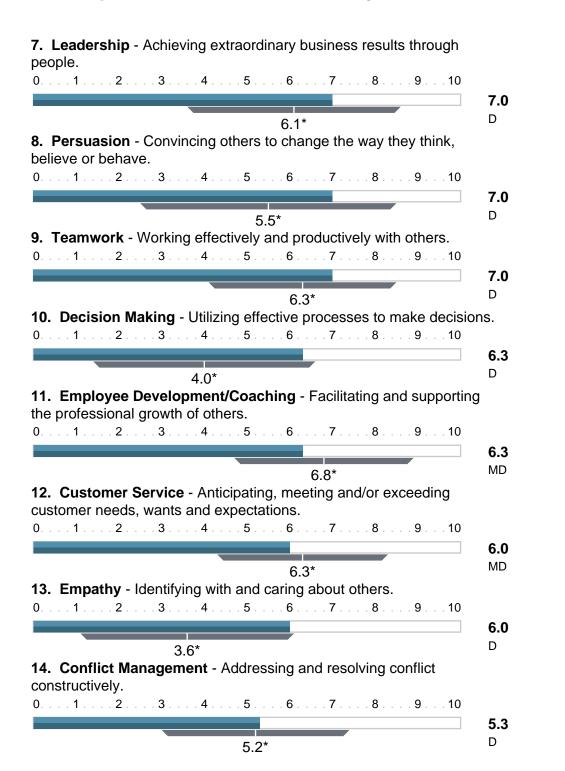
D = Developed

MD = Moderately Developed

ND = Needs Development

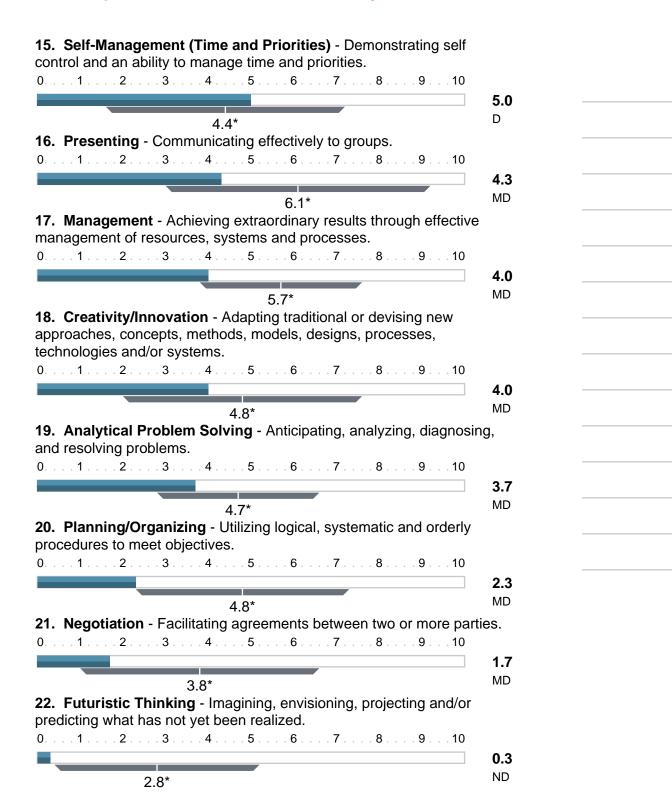
 $^{^{\}ast}$ 68% of the population falls within the shaded area.





^{* 68%} of the population falls within the shaded area.

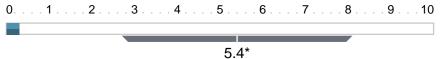




^{* 68%} of the population falls within the shaded area.



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



0.3 ND

^{* 68%} of the population falls within the shaded area.



Well Developed Competencies

This section of your report lists and describes competencies that are well developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have consistently demonstrated the actions described.

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

- Strives for self-awareness.
- 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.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

Goal Orientation: Energetically focusing efforts on meeting a goal, mission or objective.

- Acts independently to achieve objectives without supervision.
- Expends the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress towards meeting 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 sense of urgency to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.





Well Developed Competencies

Personal Effectiveness: Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

- Possesses unwavering confidence and belief in personal capabilities.
- Takes initiative and does what ever it takes to achieve goals.
- Projects confidence and self-assurance.
- Bounces back after setbacks.
- Asserts self in personal and professional life.
- Admits mistakes and works to avoid repeating them.
- Accepts personal responsibility for achieving personal and professional goals.
- Functions effectively and achieves results even in adverse circumstances.

Flexibility: Agility in adapting to change.

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





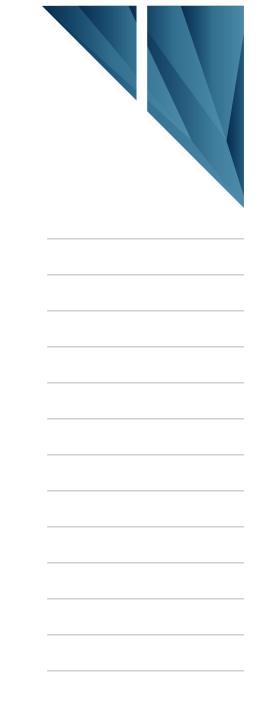
This section of your report lists and describes the competencies in which you are developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have demonstrated the actions described.

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

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

Diplomacy: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

- 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 get things done.
- Is sensitive to the needs of "special interest" groups within organizations.
- Builds relationships and networks with key people of influence.
- Provides advice, counsel and mentoring on organizational issues.
- Utilizes both formal and informal networks internally to obtain support and achieve results.
- Utilizes both formal and informal networks externally to obtain support and achieve results.





Leadership: Achieving extraordinary business results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walks their talk).
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to the needs and motivations of others.
- Makes decisions to avoid or mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.

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

- Utilizes the knowledge of other's 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 compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.





Teamwork: Working effectively and productively with others.

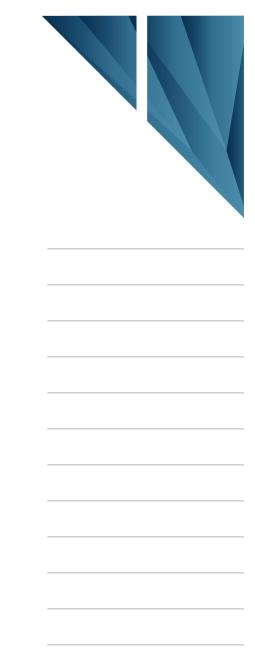
- Respects team members and their individual perspectives.
- Makes team mission and objectives a priority.
- Works toward consensus when team decisions are required.
- Meets agreed-upon deadlines on team assignments and commitments.
- Shares responsibility with team members for successes and failures.
- 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 and its members.
- Responds positively to feedback from team members.
- Raises and/or confronts issues limiting team effectiveness.

Decision Making: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult 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 despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

Empathy: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.





Conflict Management: Addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations quickly and 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.

Self-Management (Time and Priorities): Demonstrating self control and an ability to manage time and priorities.

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for direction.
- Accepts responsibility for actions and results.





This section of the report list and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 23 competencies. The statements listed below describe consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

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

- Expresses confidence in others' ability to perform.
- Identifies developmental needs.
- Encourages initiative and improvement.
- Provides opportunities for training.
- Gives new, difficult and/or challenging work assignments.
- Acknowledges and praises improvements.
- Trains, coaches and mentors others to develop.
- Views mistakes as opportunities for learning.
- Promotes learning and growth.

Customer Service: 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.



Presenting: Communicating effectively to groups.

- Organizes information to be presented in succinct, logical sequence.
- Presents information in ways that makes abstract or complex concepts clear and understandable.
- Effectively utilizes language, word-pictures, stories, metaphors and humor
- Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
- Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
- Projects authenticity, confidence, conviction and passion.
- Appeals to and engages the heart and mind of the audience.
- Tailors presentation to the interests, needs and wants of audiences.
- Establishes and delivers content objectives.
- Communicates in ways that elevate audience awareness and understanding.
- Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
- Is recognized and relied upon as an effective spokesperson.

Management: Achieving extraordinary results through effective management of resources, systems and processes.

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and 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 bottom line or return on investment.



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

- Notices unique patterns, variables, processes, systems or relationships.
- Expresses non-traditional perspectives and/or novel approaches.
- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- 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.

Analytical Problem Solving: Anticipating, analyzing, diagnosing, and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic 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 solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.

Planning/Organizing: Utilizing logical, systematic and orderly procedures to meet objectives.

- Works effectively within established time frames and priorities.
- 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.



Negotiation: 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.



Competencies Needing Development

Very few individuals are well developed in all 23 competencies. This section of your report lists and describes the competencies you have not yet developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

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

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

Written Communication: Writing clearly, succinctly and understandably.

- Writes in ways that make abstract concepts, issues and information clear and understandable.
- Utilizes a wide range of appropriate writing techniques and methods.
- Succinctly presents objective or subjective viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Determines what information needs to be communicated.
- Skillfully utilizes written language to convey key messages and meaning.
- Effectively involves readers in the material.
- Adjusts writing style to specific audiences as needed.



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?