TTI Performance DNA™

Coaching Report - General Version

"He who knows others is learned.
He who knows himself is wise."
–Lao Tse

Alexander Thomas

Customer Service

XYZ Company

7-3-2008

INTRODUCTION

The TTI Performance 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:

SECTION 1: 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.

SECTION 2: MOTIVATORS

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.

SECTION 3: COMPETENCIES

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."
–W.M. Marston

GENERAL CHARACTERISTICS

Based on Alexander'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 Alexander's natural behavior.

Alexander likes to develop people and build organizations. He is approachable, affectionate and understanding. He likes quality social relationships. He often will become friends with his customers or clients. He places his focus on people. To him, strangers are just friends he hasn't met! Alexander likes feedback from his manager on how he is doing. He can be seen as a person of good will. He seeks popularity and social recognition. He likes to deal with people in a favorable social environment. He is good at creating enthusiasm in others. Alexander prefers working for a participative manager. He does his best work in this kind of environment. He can be obliging and accommodating; that is, he likes to work with people and help them.

Alexander 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. Because of his trust and willing acceptance of people, he may misjudge the abilities of others. He likes working for managers who make quick decisions. 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. Alexander will not be overlooked nor uninvolved. He will consistently try to inspire people to his point of view. He likes to participate in decision making. He prefers not disciplining people. He may sidestep direct disciplinary action

GENERAL CHARACTERISTICS

because he wants to maintain the friendly relationship. He is good at solving problems that deal with people.

Alexander is positive in his approach to dealing with others. He may not understand why everyone doesn't see life as he does! He is people-oriented and verbally fluent. He is highly excited by what influences him. He judges others by their verbal skills and warmth. Alexander tends to mask some of his directness in friendly terms and is usually recognized as a friendly and trusting person. He has a tendency, which he regards as an ability, to talk smoothly, readily and at length. He may use his time imprecisely because he likes to talk to people. 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 Alexander 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.

- Accomplishes goals through people.

- Verbalizes his feelings.

- Creative problem solving.

- Patient and empathetic.

- Works for a leader and a cause.

- Dependable team player.

- Builds confidence in others.

- Optimistic and enthusiastic.

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 Alexander. 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 Alexander most frequently.

Do:

- Watch carefully for possible areas of early disagreement or dissatisfaction.

- Use enough time to be stimulating, fun-loving, fast-moving.

- Present your case softly, nonthreateningly with a sincere tone of voice.

- Provide personal assurances, clear, specific solutions with maximum guarantees.

- Move casually, informally.

- Provide ideas for implementing action.

- Define clearly (preferably in writing) individual contributions.

- Talk about him, his goals and the opinions he finds stimulating.

- Ask "how?" questions to draw his opinions.

- Provide testimonials from people he sees as important.

- Start, however briefly, with a personal comment. Break the ice.

- Offer special, immediate and continuing incentives for his willingness to take risks.

DON'TS ON COMMUNICATING

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

Don't:

- Be domineering or demanding; don't threaten with position power.

- Patronize or demean him by using subtlety or incentive.

- Drive on to facts, figures, alternatives or abstractions.

- Talk down to him.

- "Dream" with him or you'll lose time.

- Be dictatorial.

- Be abrupt and rapid.

- Offer assurance and guarantees you can't fulfill.

- Take credit for his ideas.

- Force him to respond quickly to your objectives. Don't say "Here's how I see it."

- Leave decisions hanging in the air.

COMMUNICATION TIPS

This section provides suggestions on methods which will improve Alexander'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, Alexander will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

IDEAL ENVIRONMENT

This section identifies the ideal work environment based on Alexander's basic style. 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 Alexander enjoys and also those that create frustration.

■ A stable and predictable environment.

■ An environment in which he may deal with people on a personal, intimate basis.

■ Freedom from control and detail.

■ Assignments with a high degree of people contacts.

■ Little conflict between people.

■ Democratic supervisor with whom he can associate.

PERCEPTIONS

A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Alexander's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Alexander to project the image that will allow him to control the situation.

"See Yourself As Others See You"

SELF-PERCEPTION

Alexander usually sees himself as being:

Enthusiastic	Outgoing
Charming	Inspiring
Persuasive	Optimistic

OTHERS' PERCEPTION

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

Self-Promoting	Glib
Overly Optimistic	Unrealistic

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

Overly Confident	Talkative
Poor Listener	Self-Promoter

DESCRIPTORS

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

Dominance	Influencing	Steadiness	Compliance
Demanding	**Effusive**	Phlegmatic	Evasive
Egocentric	**Inspiring**	Relaxed	Worrisome
Driving		Resistant to Change	Careful
Ambitious	**Magnetic**	Nondemonstrative	Dependent
Pioneering	**Political**		Cautious
Strong-Willed	**Enthusiastic**	**Passive**	Conventional
Forceful	**Demonstrative**		Exacting
Determined	**Persuasive**	**Patient**	Neat
Aggressive	**Warm**		
Competitive	**Convincing**	**Possessive**	Systematic
Decisive	**Polished**		Diplomatic
Venturesome	**Poised**	**Predictable**	Accurate
	Optimistic	**Consistent**	Tactful
Inquisitive		**Deliberate**	
Responsible	**Trusting**	**Steady**	Open-Minded
	Sociable	**Stable**	Balanced Judgment
Conservative	Reflective	Mobile	**Firm**
Calculating	Factual	Active	**Independent**
Cooperative	Calculating	Restless	Self-Willed
Hesitant	Skeptical	Alert	Stubborn
Low-Keyed		Variety-Oriented	
Unsure	Logical	Demonstrative	Obstinate
Undemanding	Undemonstrative		
Cautious	Suspicious	Impatient	Opinionated
	Matter-of-Fact	Pressure-Oriented	Unsystematic
Mild	Incisive	Eager	Self-Righteous
Agreeable		Flexible	Uninhibited
Modest	Pessimistic	Impulsive	Arbitrary
Peaceful	Moody	Impetuous	Unbending
Unobtrusive	Critical	Hypertense	Careless with Details

NATURAL AND ADAPTED STYLE

Alexander'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.

Natural	PROBLEMS - CHALLENGES	Adapted
Alexander is cautious in his approach to problem solving and does not attempt to demand that his view, or opinion, be accepted at face value. Alexander likes to solve problems within the framework of a team environment. He will look for a compromise as opposed to a win-lose situation.		Alexander sees no need to change his approach to solving problems or dealing with challenges in his present environment.

Natural	PEOPLE - CONTACTS	Adapted
Alexander'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.		Alexander 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

Natural	PACE - CONSISTENCY	Adapted
Alexander is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. He prefers to complete one task before starting the next and prefers an environment that is predictable.		Alexander 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.

Natural	PROCEDURES - CONSTRAINTS	Adapted
Alexander is independent by nature and somewhat self-willed. He is open to new suggestions and can, at times, be seen as somewhat freewheeling. He is most comfortable in an environment where the constraints can be "loosened" for certain situations.		Alexander sees the environment with few constraints. He feels the necessity to rebel at too many constraints and may even flaunt this independence.

ADAPTED STYLE

Alexander 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.

- Making tactful decisions.

- Using restraint when confrontation occurs.

- Contacting people using a variety of modes.

- Obtaining results through people.

- Presenting a practical, proven approach to decision making.

- Being cordial and helpful when dealing with new clients or customers.

- Optimistic, future-oriented outlook.

- Undemanding of others' time and attention.

- Positive, outgoing, friendly behavior.

- Motivating people to take action by using persuasive skills.

- Flexibility.

- Being cooperative and supportive.

KEYS TO MOTIVATING

This section of the report was produced by analyzing Alexander'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 Alexander and highlight those that are present "wants."

Alexander wants:

- Peace and harmony.

- A friendly work environment.

- Freedom from control and detail.

- To be persuaded by logic and emotion.

- A support system to do the detail work.

- Flattery, praise, popularity and strokes.

- Freedom from conflict and confrontation.

- Participation in meetings on future planning.

- Public recognition of his ideas and results.

- Work assignments that provide opportunity for recognition.

- Rewards to support his dreams.

- To be trusted.

- Methods for performing high quality work.

KEYS TO MANAGING

In this section are some needs which must be met in order for Alexander 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 Alexander and identify 3 or 4 statements that are most important to him. This allows Alexander to participate in forming his own personal management plan.

Alexander needs:

- Help on controlling time and setting priorities.

- To be informed of things which affect him.

- To be introduced to the new employees.

- To maintain focus on results and not sacrifice productivity just to make everyone happy.

- To set professional and family goals.

- Rewards in terms of tangible things, not just flattery and praise.

- A rational approach to decision making--analyze the facts.

- A feeling of belonging--to know how important he is to the team.

- Conditioning prior to change.

- A warm and friendly work environment.

- A manager who delegates in detail.

AREAS FOR IMPROVEMENT

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

Alexander has a tendency to:

- Be inattentive to details--only attentive to results: "Don't ask how I did it, just if I succeeded."

- Be too verbal in expressing criticism.

- Act impulsively--heart over mind, especially if his security is not perceived to be threatened.

- Be so enthusiastic that he can be seen as superficial.

- Underinstruct and overdelegate--will rely on personality as opposed to a disciplined approach to follow-up.

- Take information at face value without validation or substantial investigation.

- Overuse praise in motivating others.

- Overestimate his ability to motivate people or change others' behavior.

ACTION PLAN

Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)

2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)

3. When I make changes to these behaviors, they will have the following impact on my career:

4. I will make the following changes to my behavior, and I will implement them by _____:

ACTION PLAN

Personal Development

1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)

2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)

3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:

4. I will make the following changes to my behavior, and I will implement them by _____:

BEHAVIORAL HIERARCHY

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

1. CUSTOMER ORIENTED
```
0....1....2....3....4....5....6....7....8....9....10
```
10.0

2. FREQUENT INTERACTION WITH OTHERS
```
0....1....2....3....4....5....6....7....8....9....10
```
9.0

3. VERSATILITY
```
0....1....2....3....4....5....6....7....8....9....10
```
6.0

4. FREQUENT CHANGE
```
0....1....2....3....4....5....6....7....8....9....10
```
4.8

5. ORGANIZED WORKPLACE
```
0....1....2....3....4....5....6....7....8....9....10
```
3.0

6. ANALYSIS OF DATA
```
0....1....2....3....4....5....6....7....8....9....10
```
3.0

7. COMPETITIVENESS
```
0....1....2....3....4....5....6....7....8....9....10
```
2.0

8. URGENCY
```
0....1....2....3....4....5....6....7....8....9....10
```
1.5

SIA: 13-88-75-27 (16)   SIN: 17-100-82-41 (15)

STYLE INSIGHTS® GRAPHS

Alexander Thomas

XYZ Company

7-3-2008

MOST	LEAST
Graph I	Graph II
Adapted Style	Natural Style

	D	I	S	C
MOST %	13	88	75	27
LEAST %	17	100	82	41
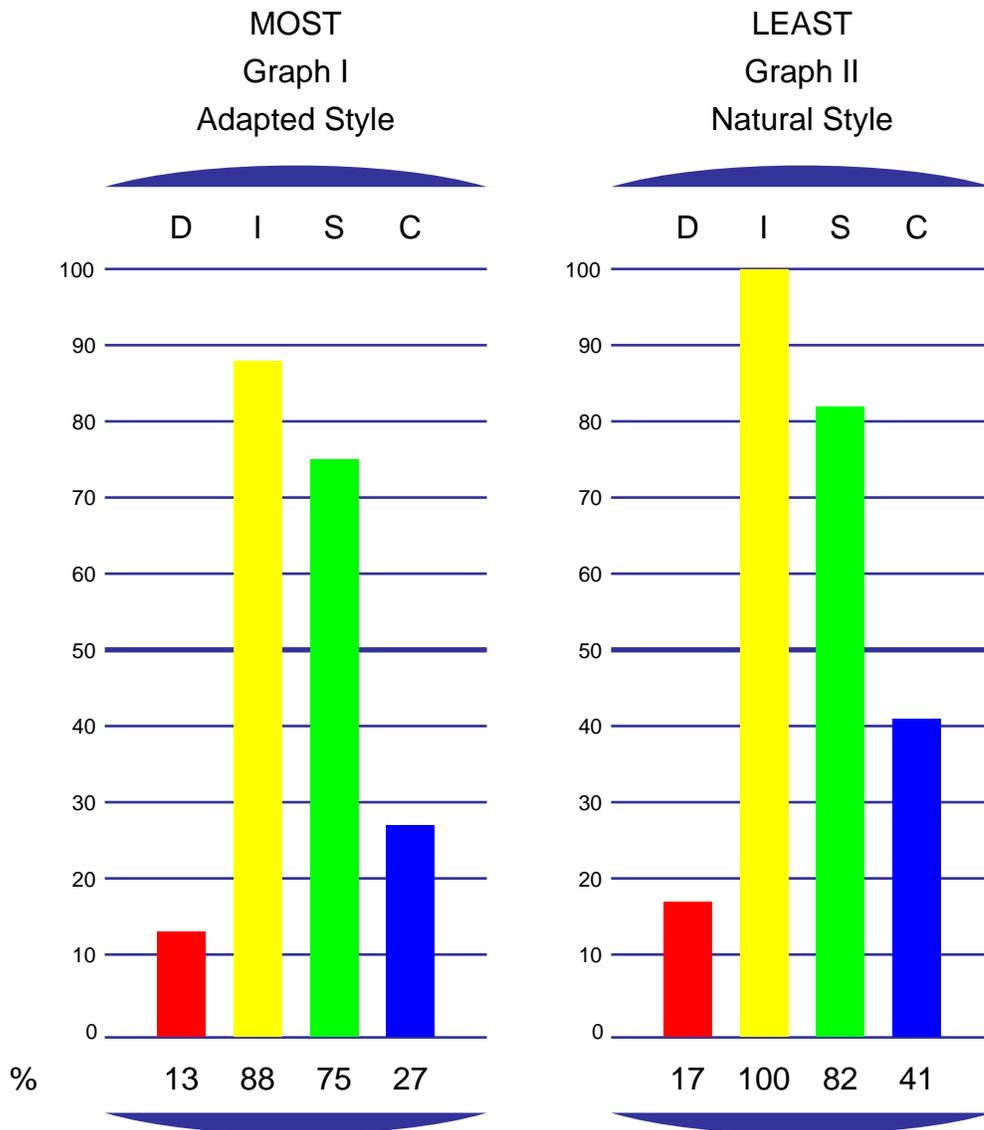
Norm 2003

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

Alexander Thomas
XYZ Company
7-3-2008
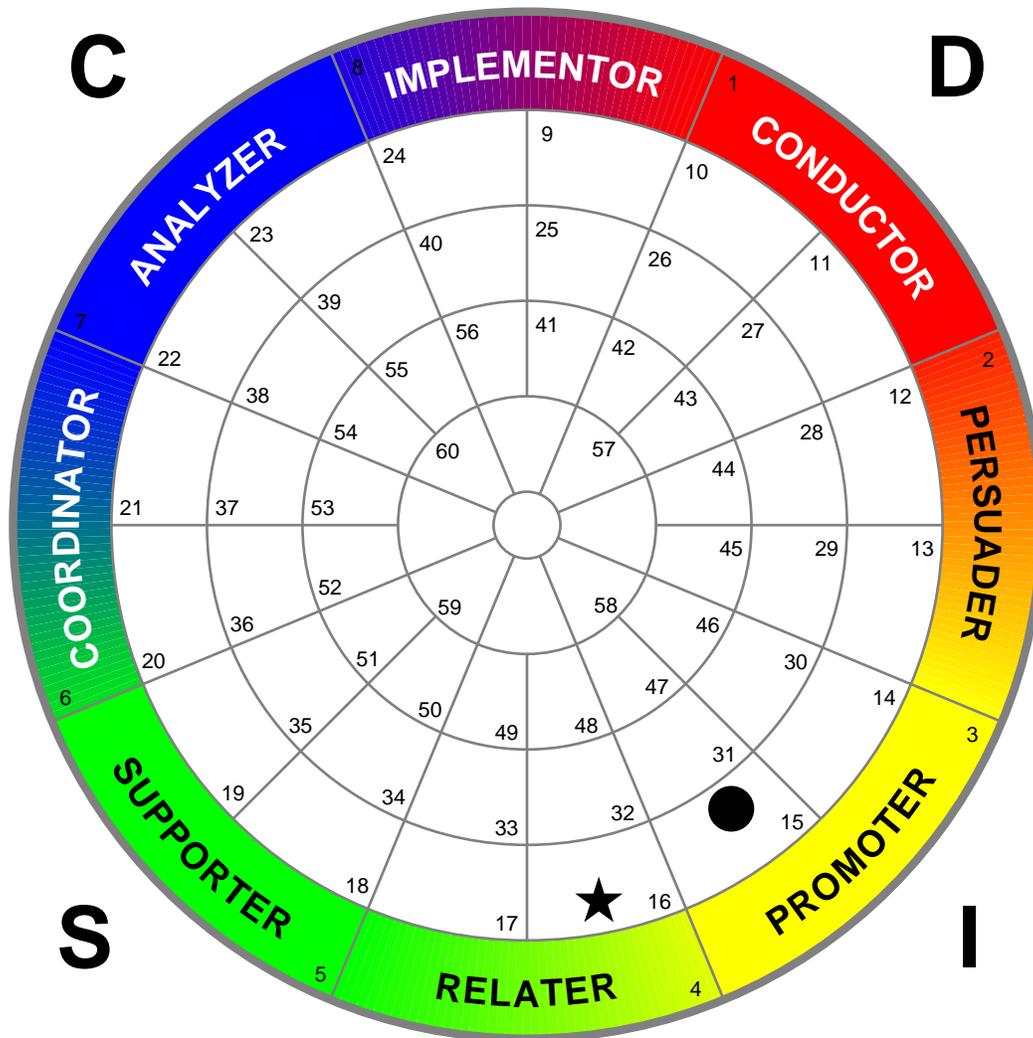
Adapted: ★ (16) PROMOTING RELATER
Natural: ● (15) RELATING PROMOTER
Norm 2003

INTRODUCTION
Motivators

Knowledge of an individual's values 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 Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

Value	the Drive for
Theoretical	Knowledge
Utilitarian/Economic	Money
Aesthetic	Form and Harmony
Social/Altruistic	Helpfulness
Individualistic/Political	Power
Traditional/Regulatory	Order

Values 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 values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights® instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.

INTRODUCTION
Motivators

How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.

2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.

3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.

4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.

5. Other steps and processes may emerge through team meetings.

This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.

- A Norms and Comparisons section that reveals where your values are compared to the national mean.

- A Values Graph

- A Values Wheel

- A Values Action Plan for affirming strengths and encouraging growth and development.

- A Team Building Summary to facilitate sharing selected information with others.

25

THEORETICAL

The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, 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.

General Characteristics
- Has a very high degree of curiosity in a variety of areas.
- Has a very high knowledge base and credibility base.
- Has a very high interest level in new initiatives.
- Has a "cognitive" attitude. Looks for deeper meaning in things.
- Is interested in new methods and how they can be applied to existing structures.
- Likes to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
- Understanding social problems and their ramifications is one of his strengths.
- May use his specialized knowledge of a topic to control the situation.

Value to the Organization
- Alexander does prep-work and homework and comes to meetings or events well prepared.
- Others seek Alexander out to answer their questions because they know of his strong knowledge base.
- He will work long, hard hours to resolve a problem.
- Can answer new questions that hit the team or knows where to find answers.
- Strong ability to read, study and learn independently.

Keys to Managing and Motivating
- Provide knowledge-based incentives, such as new training courses, books, subscriptions and journals.
- If there is a learning based event to be planned, be certain Alexander is involved. If there is an external learning-based event on the calendar, be certain Alexander has the opportunity to attend.
- Realize that as much as Alexander has learned, he still wants to learn more.
- Alexander needs opportunity to explore a variety of knowledge-based areas, as well as the opportunity to act on them.
- Provide opportunities for him to teach as well as to learn.

THEORETICAL

Training, Professional Development & Learning Insights

- Enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Can be depended upon to do his homework, thoroughly and accurately.
- Actively engaged in learning both on and off the job.

Continuous Quality Improvements

- Selfish in sharing ideas with others, until their technical credibility has been established.
- Sense of urgency may vacillate depending on the level of mind-share Alexander is willing to invest.
- Prefers to wait on a project, believing that helpful information may be forthcoming if more time is allowed.

UTILITARIAN/ECONOMIC

The Utilitarian/Economic 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 value 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 businessperson. A person with a high score is likely to have a high need to surpass others in wealth.

General Characteristics
- Interested in what is practical and useful in achieving his vision of success.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Fits the stereotype of the highly driven businessperson, motivated by economic incentives.
- Motivated by high pay, and attaches importance to high earnings.
- May want to surpass others in wealth or materials.
- Alexander tends to be hard working, competitive, and motivated mostly by financial rewards and challenging compensation plans.
- Will attempt to structure his economic dealings.
- Working long and hard to purchase the finer things in life is one of Alexander's goals.
- A high sense of satisfaction is gained by earning and sharing his wealth.

Value to the Organization
- Able to multi-task in a variety of areas and keep important projects moving.
- Will protect organizational or team finances, as well as his own.
- Makes decisions with practicality and bottom-line dollars in mind.
- High motivation to achieve and win in a variety of areas.
- Shows a keen awareness of the revenue-clock, his own and the organization's.

UTILITARIAN/ECONOMIC

Keys to Managing and Motivating
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Remember that Alexander has a keen ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Provide coaching to help Alexander appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like he is.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.

Training, Professional Development and Learning Insights
- If possible, build in some group competition as a part of the training activities.
- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Provide rewards and incentives for participation in additional training and professional development.

Continuous Quality Improvements
- Within this very high economic drive, there is a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to learn to appreciate that not everybody is highly-motivated by wealth, return-on-investment or gain so as not to alienate a prospect, customer or client.
- Needs to hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.

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.

General Characteristics
- Shows an appropriate and realistic approach to Aesthetic appreciation without being an extremist.
- The need for and appreciation of beauty is determined on an individual basis and is not generalized in terms of the total work around him.
- Has an interest in form and harmony, but also understands there may be more important factors when making decisions.
- Can support and understand the positions of individuals with either higher or lower Aesthetic scores.
- Brings a sense of balance and stability to a variety of job-related Aesthetic issues that might emerge.

Value to the Organization
- Brings flexibility to the team regarding this Aesthetic area: able to see the issues and positions from a variety of sources with a sense of balance.
- Is a stabilizing and realistic influence on the team.
- Able to appreciate the needs of both the higher or lower Aesthetic individuals on the team.
- Shows ability to help and go the extra mile without a negative impact on his own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Alexander demonstrates an awareness of form and harmony and responds as needed on the job.

Keys to Managing and Motivating
- Remember that he shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value in order to gain a better idea of specific keys to managing and motivating.
- Support the middle ground strength that he brings between various positions on team issues.

AESTHETIC

Training, Professional Development and Learning Insights
- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He is a flexible participant in training and development programs.
- Alexander will be supportive of the training efforts as well as supportive of the trainer(s) from the viewpoint of this Aesthetic dimension.

Continuous Quality Improvements
- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where his creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.

SOCIAL/ALTRUISTIC

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

General Characteristics
- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

Value to the Organization
- Brings flexibility to the team regarding this Social/Altruistic area. He is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on his own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.

Keys to Managing and Motivating
- Remember that Alexander shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Alexander brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that he brings in being a balance between those who may give too much away, versus those who may not give enough.

SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights
- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- Becomes engaged in training activities because he sees it as a part of necessary growth and professional improvement.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements
- It is important to review other Values drives for a more complete look at areas for quality improvement.
- On some service-related issues within this organization, he may need to take a more visible position with the team.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.

INDIVIDUALISTIC/POLITICAL

The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. 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.

General Characteristics
- Likes helping people on the team.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- Prefers to be more of a team player than a team leader.
- May not seek or choose a leadership role for himself, but may be satisfied in being an active and supportive member of a team of professionals.
- May prefer a team member position on various projects.
- While not requiring lots of attention for efforts, there is still a need for sincere appreciation for contributions made.

Value to the Organization
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer his own creative ideas in a manner that is respectful of team roles.
- May be seen by others as a stabilizing influence especially when the heated differences of extreme positions emerge when the team is under pressure.
- Is able to maintain work ethic even under pressure so the project is met successfully and interpersonal stressors have been minimized.
- May be considered the unsung hero of a successful project or initiative.

Keys to Managing and Motivating
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide a supportive environment where his talents may be encouraged and appreciated.
- Allow for choices as to extent and visibility of team membership or leadership that he might desire.
- Provide support for complete follow-through on project tasks.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights
- ■ Enjoys more team-oriented professional development activities.
- ■ Alexander prefers more traditional types of learning, courses, and professional development.
- ■ Tends to show a high degree of self-discipline in training courses.

Continuous Quality Improvements
- ■ May need to take a stronger stand on team issues that impact his workload or the parameters of his job responsibilities.
- ■ Alexander may not be heard the first time by the team. He may need to speak up a second or third time if necessary in order to be acknowledged.
- ■ As opinion is formed after careful consideration, he may need to be more willing to share that opinion with others.

TRADITIONAL/REGULATORY

The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value 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.

General Characteristics
- An informal approach to rules and regulations.
- Change-oriented and readily adaptable to new projects.
- Able to see the big picture and communicate it clearly to others.
- May believe in supremacy of the individual over the group.
- Believes in experimentation and trying new things.
- Is an active agent in team projects and conversations.
- A desire to obtain quick results with many projects, and an attempt to dispense with many items (such as rules and regulations) which might bog down the progress.

Value to the Organization
- Is able to make quick decisions without getting emotionally involved.
- Is always looking for efficient and logical solutions.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Looks for creative solutions to problems.

Keys to Managing and Motivating
- Requires specific instructions so that he can do the routine aspects of job correctly the first time.
- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Is interested in evaluating and improving inefficient procedures.
- Wants to be informed about events and changes within the organization.
- Utilize his ability to see and communicate the big picture.

Training, Professional Development and Learning Insights
- May prefer more dynamic, spontaneous, or creative learning activities.
- Tends to be more flexible and adaptable to a variety of learning activities.
- May want to create his own learning path or activities in a creative manner.

TRADITIONAL/REGULATORY

Continuous Quality Improvements
- Don't ignore the important details.
- Needs to increase patience when interacting with more rules-oriented individuals.
- Maintain awareness of facial expression and comments when in disagreement with those showing a different point of view.

37

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 values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, 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 values 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 value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

NORMS & COMPARISONS TABLE - Norm 2003		
Alexander Thomas		
THEORETICAL	*	Passionate
UTILITARIAN	*	Passionate
AESTHETIC	*	Mainstream
SOCIAL	*	Indifferent
INDIVIDUALISTIC	*	Indifferent
TRADITIONAL	*	Indifferent

▨ - 68 percent of the population | - national mean   * - your score

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

Areas in which you have strong feelings or passions compared to others:

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.

- You can be frustrated by others who are always jockeying for position and control.

- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

39

MOTIVATION INSIGHTS® GRAPH

Alexander Thomas
XYZ Company
7-3-2008

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	63	60	44	32	29	24
Rank	1st	2nd	3rd	4th	5th	6th

—— national mean
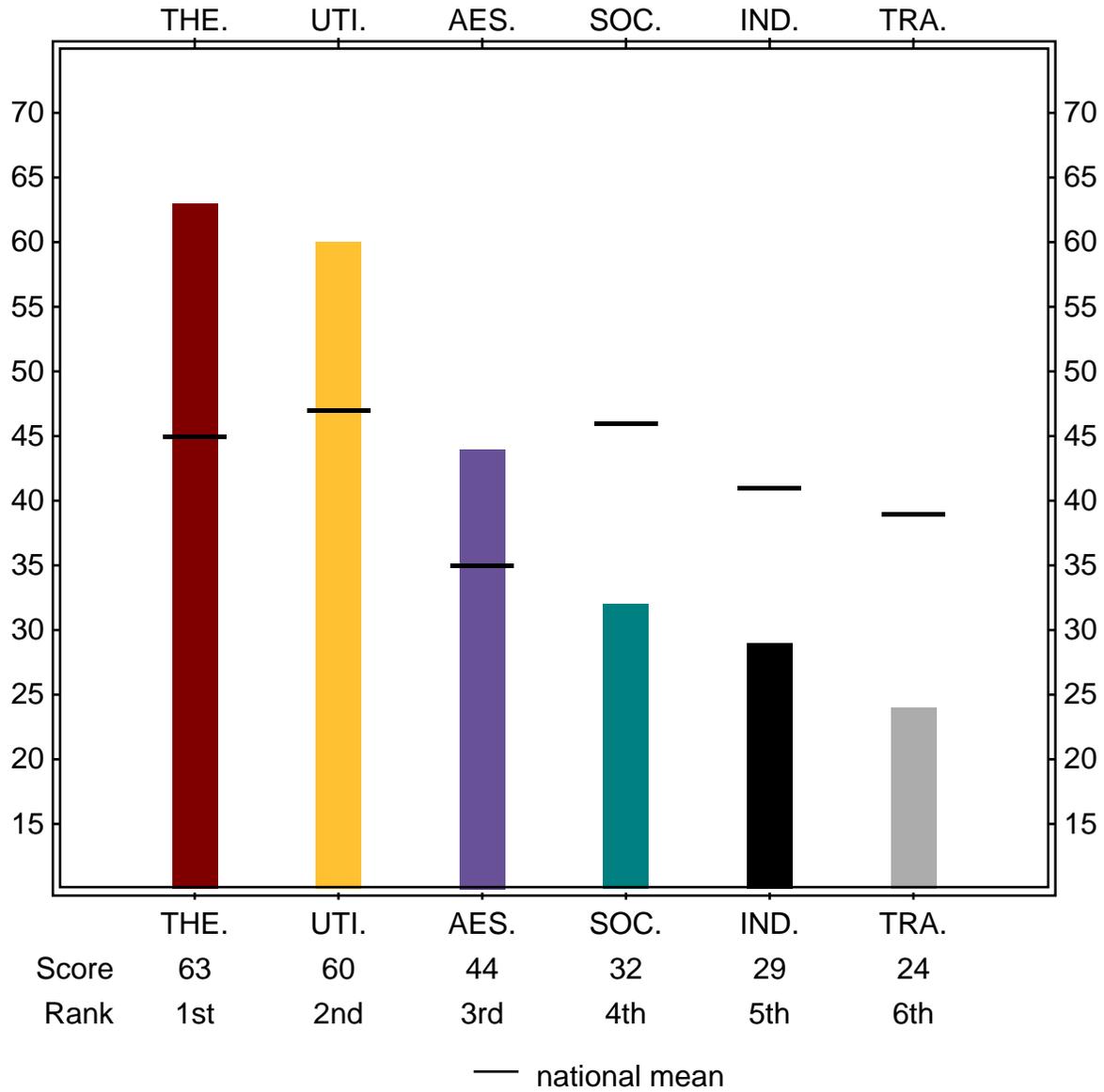
Norm 2003

MOTIVATORS WHEEL™

Alexander Thomas
XYZ Company
7-3-2008

TRADITIONAL
24
6th

THEORETICAL
63
1st

SOCIAL
32
4th

UTILITARIAN
60
2nd

AESTHETIC
3rd
44

INDIVIDUALISTIC
5th
29
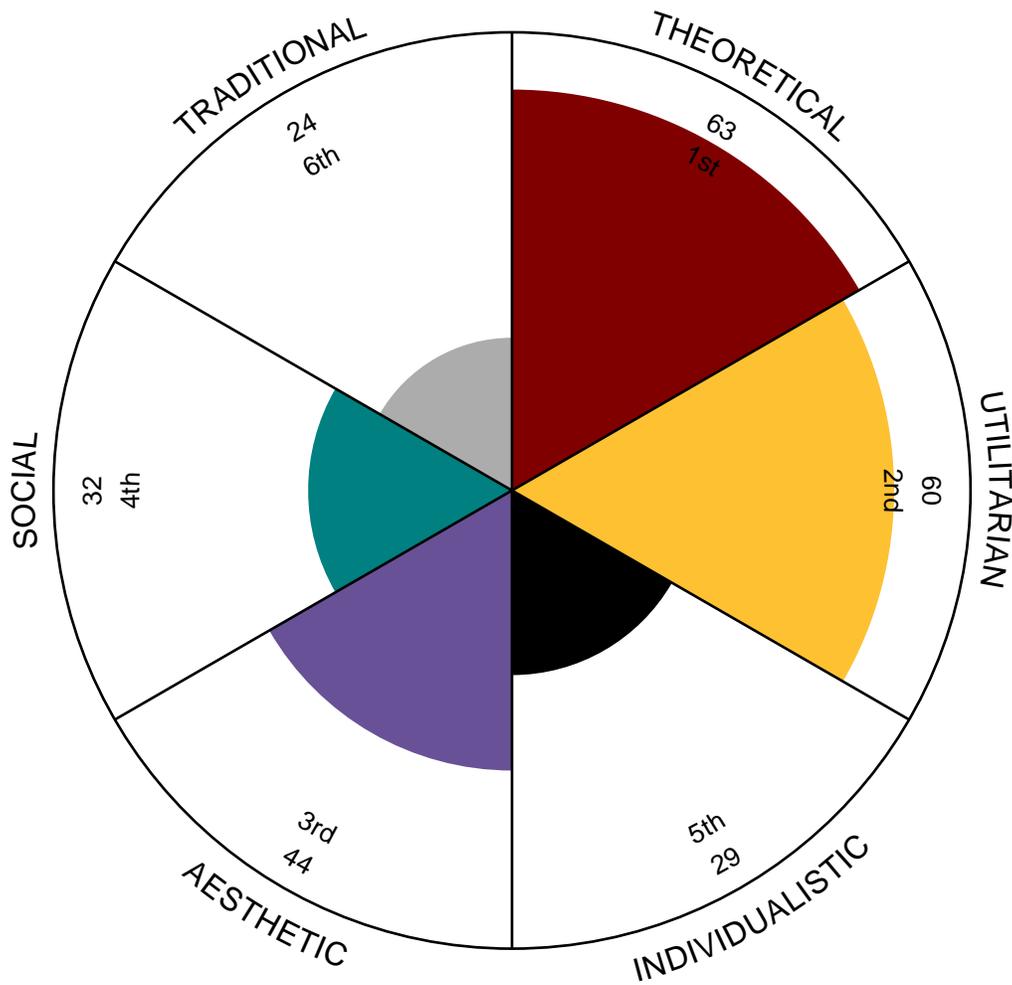
VALUES ACTION PLAN

This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.

Area 1: The greater or global mission of the team or organization.

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.

42

QUALITY IMPROVEMENT ACTION PLAN

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

Action Point 1: Things I will keep on doing.

Indicate three things that you are doing very well already, and that you plan to keep on doing.

1.

2.

3.

Action Point 2: Things I will modify or change slightly.

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

1.

2.

Action Point 3: Things I will stop doing, or try to eliminate.

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

1.

Today's Date: _____   Date to review with mentor or peer: _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from your report in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers, and your manager, provided that all have copies of their own information. This communication should be a two-way process.

(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long range success. This list illuminates why we do what we do.)

General Characteristics

1. Theoretical _____

   _____

2. Utilitarian/Economic _____

   _____

3. Aesthetic _____

   _____

4. Social/Altruistic _____

   _____

5. Individualistic/Political _____

   _____

6. Traditional/Regulatory _____

   _____

Value to the Organization

1. Theoretical _____

   _____

2. Utilitarian/Economic _____

   _____

3. Aesthetic _____

   _____

4. Social/Altruistic _____

   _____

5. Individualistic/Political _____

   _____

6. Traditional/Regulatory _____

   _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

1. Theoretical _____

   _____

2. Utilitarian/Economic _____

   _____

3. Aesthetic _____

   _____

4. Social/Altruistic _____

   _____

5. Individualistic/Political _____

   _____

6. Traditional/Regulatory _____

   _____

Training, Professional Development and Learning Insights:

1. Theoretical _____

   _____

2. Utilitarian/Economic _____

   _____

3. Aesthetic _____

   _____

4. Social/Altruistic _____

   _____

5. Individualistic/Political _____

   _____

6. Traditional/Regulatory _____

   _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

1. Theoretical _____

   _____

2. Utilitarian/Economic _____

   _____

3. Aesthetic _____

   _____

4. Social/Altruistic _____

   _____

5. Individualistic/Political _____

   _____

6. Traditional/Regulatory _____

   _____

Continuous Quality Improvement: (choose two items from any values areas)

1. _____

   _____

2. _____

   _____

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 mastery of 23 personal skills. These 23 personal skills contribute to superior performance in many jobs. Your mastery of these personal skills are categorized into three levels:

1) Mastered

2) Some Mastery

3) Not Yet Mastered

While personal skills are certainly important for career development, it is not necessary to master every one. In fact, mastery 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 mastered or have some mastery of, 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.

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.

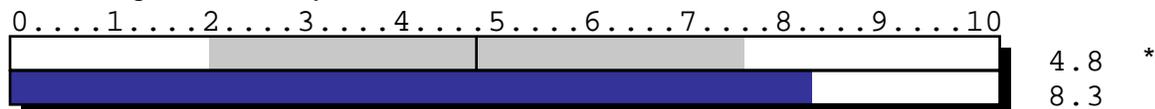1. PERSUASION: Convincing others to change the way they think, believe or behave.
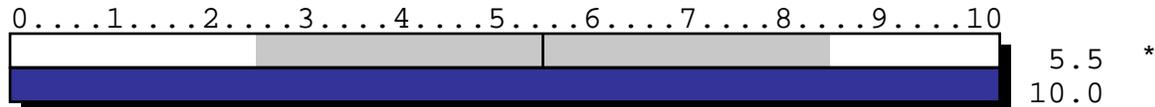
```
0....1....2....3....4....5....6....7....8....9....10
```
5.5 *
10.0

2. INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people.

```
0....1....2....3....4....5....6....7....8....9....10
```
6.8 *
10.0

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

```
0....1....2....3....4....5....6....7....8....9....10
```
5.9 *
9.3

4. CREATIVITY/INNOVATION: Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

```
0....1....2....3....4....5....6....7....8....9....10
```
4.8 *
8.3

5. CUSTOMER SERVICE: Anticipating, meeting and/or exceeding customer needs, wants and expectations.

```
0....1....2....3....4....5....6....7....8....9....10
```
6.3 *
7.7
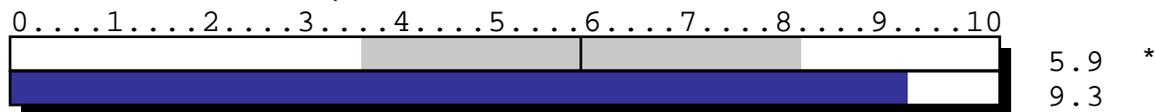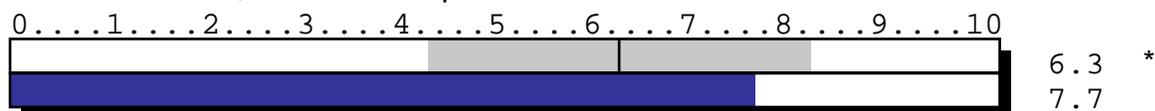
6. TEAMWORK: Working effectively and productively with others.

```
0....1....2....3....4....5....6....7....8....9....10
```
6.3 *
7.7
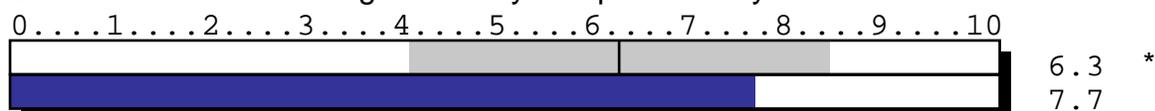
* 68% of the population falls within the shaded area.

COMPETENCIES HIERARCHY

7. CONTINUOUS LEARNING: Taking initiative in learning and implementing new concepts, technologies and/or methods.
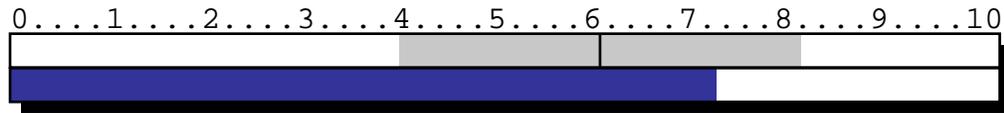
```
0....1....2....3....4....5....6....7....8....9....10
```
6.1 *
7.3

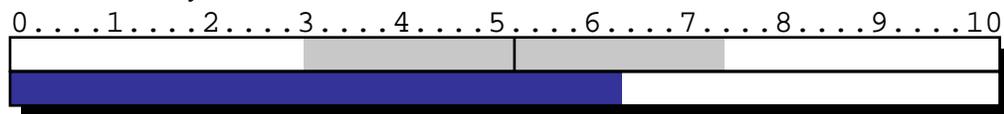8. SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.
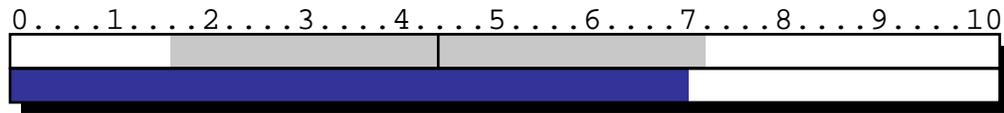
```
0....1....2....3....4....5....6....7....8....9....10
```
4.4 *
7.0

9. FLEXIBILITY: Agility in adapting to change.
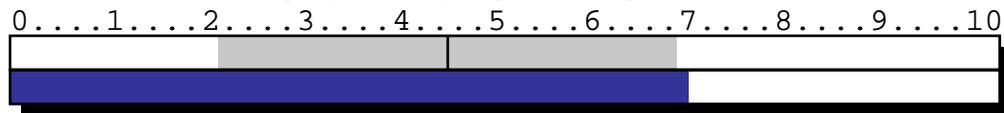
```
0....1....2....3....4....5....6....7....8....9....10
```
4.5 *
7.0

10. CONFLICT MANAGEMENT: Addressing and resolving conflict constructively.

```
0....1....2....3....4....5....6....7....8....9....10
```
5.2 *
6.3

11. MANAGEMENT: Achieving extraordinary results through effective management of resources, systems and processes.
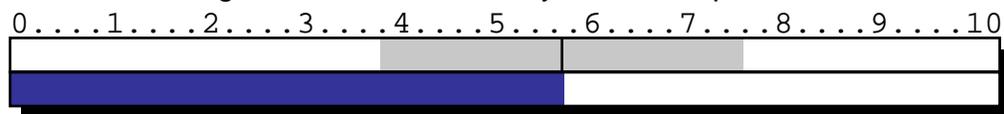
```
0....1....2....3....4....5....6....7....8....9....10
```
5.7 *
5.7

12. NEGOTIATION: Facilitating agreements between two or more parties.
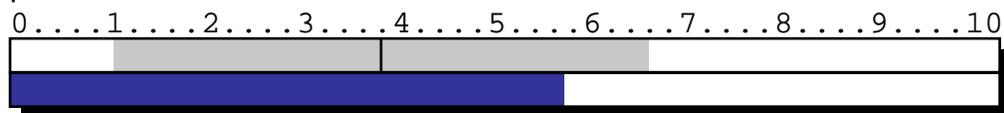
```
0....1....2....3....4....5....6....7....8....9....10
```
3.8 *
5.7

13. GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective.
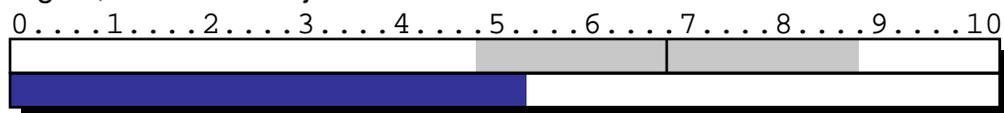
```
0....1....2....3....4....5....6....7....8....9....10
```
6.8 *
5.3

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

COMPETENCIES HIERARCHY

14. PLANNING/ORGANIZING: Utilizing logical, systematic and orderly procedures to meet objectives.
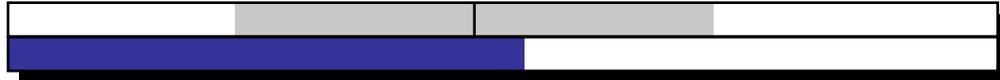
```
0....1....2....3....4....5....6....7....8....9....10
```
4.8   *
5.3

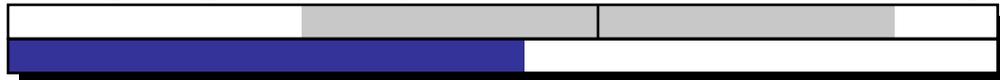15. FUTURISTIC THINKING: Imagining, envisioning, projecting and/or predicting what has not yet been realized.

```
0....1....2....3....4....5....6....7....8....9....10
```
2.8   *
5.3

16. PRESENTING: Communicating effectively to groups.

```
0....1....2....3....4....5....6....7....8....9....10
```
6.1   *
5.3

17. EMPATHY: Identifying with and caring about others.
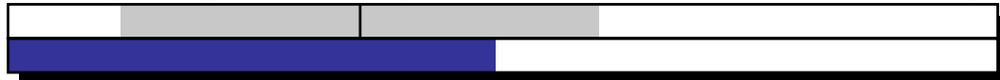
```
0....1....2....3....4....5....6....7....8....9....10
```
3.6   *
5.0

18. LEADERSHIP: Achieving extraordinary business results through people.
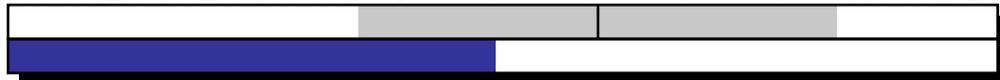
```
0....1....2....3....4....5....6....7....8....9....10
```
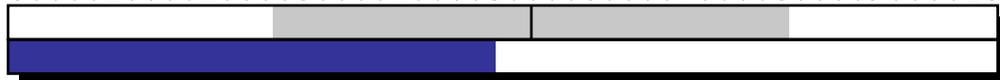6.1   *
5.0

19. WRITTEN COMMUNICATION: Writing clearly, succinctly and understandably.

```
0....1....2....3....4....5....6....7....8....9....10
```
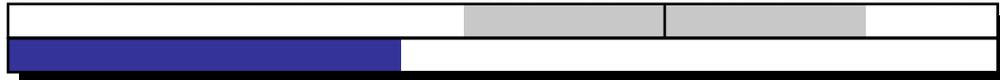5.4   *
5.0

20. EMPLOYEE DEVELOPMENT/COACHING: Facilitating and supporting the professional growth of others.

```
0....1....2....3....4....5....6....7....8....9....10
```
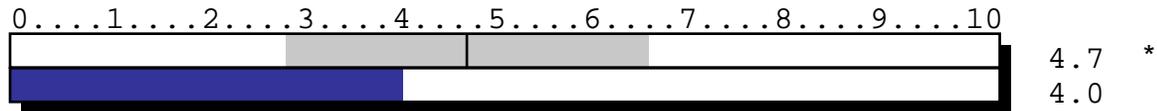6.8   *
4.0

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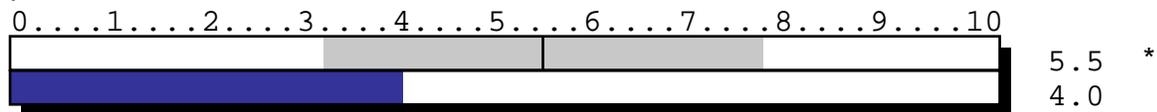
COMPETENCIES HIERARCHY

21. ANALYTICAL PROBLEM SOLVING: Anticipating, analyzing, diagnosing, and resolving problems.

```
0....1....2....3....4....5....6....7....8....9....10
```

4.7   *
4.0

22. PERSONAL EFFECTIVENESS: Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

```
0....1....2....3....4....5....6....7....8....9....10
```

5.5   *
4.0

23. DECISION MAKING: Utilizing effective processes to make decisions.

```
0....1....2....3....4....5....6....7....8....9....10
```

4.0   *
4.0
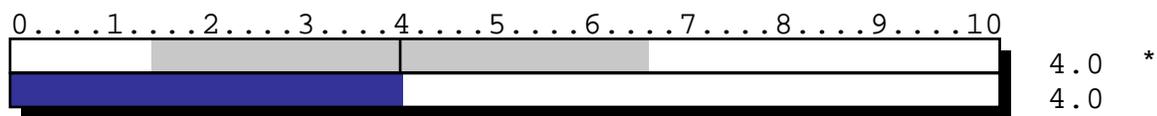
* 68% of the population falls within the shaded area.

PERSONAL SKILLS WITH MASTERY

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

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.

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.

PERSONAL SKILLS WITH MASTERY

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.

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.

PERSONAL SKILLS WITH SOME MASTERY

This section of your report lists and describes the personal skills in which you have some mastery based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who have mastered these personal skills. Read each statement and think of when and where you have consistently demonstrated the actions described.

Some Mastery of a personal skill means you consistently demonstrate some of the actions described but not all of them. Place a star next to the statements that describe actions you demonstrate on a consistent basis. Then, place an X next to the statements that describe actions you don't demonstrate often, if at all. These statements describe the actions you must begin to demonstrate more consistently if they are required in your job.

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.

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.

PERSONAL SKILLS WITH SOME MASTERY

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.

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.

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.

55

PERSONAL SKILLS WITH SOME MASTERY

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.

PERSONAL SKILLS NOT YET MASTERED

Very few individuals have mastered all 23 personal skills. This section of your report lists and describes the personal skills you have not yet mastered based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who have mastered these personal skills. 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.

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.

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.

PERSONAL SKILLS NOT YET MASTERED

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.

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.

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.

PERSONAL SKILLS NOT YET MASTERED

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.

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.

PERSONAL SKILLS NOT YET MASTERED

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.

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.

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.

PERSONAL SKILLS NOT YET MASTERED

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.

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.

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.

GETTING THE MOST FROM YOUR REPORT

Questions about the personal skills you have mastered:

- Are you using the personal skills you have mastered more in your personal or professional life?
- How is your mastery 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 have mastered these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you have some mastery:

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

Questions about the personal skills you have not yet mastered:

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