



TTI  
SUCCESS  
INSIGHTS®

# TriMetrix® ACI

## Executive

**Samuel Sample**

VP of Samples

TTI

10-11-2023

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# Introduction



## Where Opportunity Meets Talent

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

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

### Behaviors

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

### Driving Forces

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

### Integrating Behaviors & Driving Forces

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

### Acumen Indicators

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

# Introduction

## Behaviors



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

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

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

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

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

*All people exhibit all four behavioral factors to varying degrees of intensity.*

–W.M. Marston

# Behavioral Characteristics



*Based on Samuel'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 Samuel's natural behavior.*

Samuel embraces visions not always seen by others. Samuel's creative mind allows him to see the "big picture." He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He prefers an environment with variety and change. He is at his best when many projects are underway at once. Samuel is extremely results-oriented, feeling a sense of urgency to complete projects quickly. He is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see him as a self-starter dedicated to achieving results. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. Samuel seeks his own solutions to problems. In this way, his independent nature comes into play. He is a goal-oriented manager who believes in harnessing people to help him achieve his goals.

Samuel will work long hours until a tough problem is solved. After it is solved, Samuel may become bored with any routine work that follows. He likes to make decisions quickly. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. He prefers authority equal to his responsibility. Samuel is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.



# Behavioral Characteristics

## Continued



Samuel tends to be intolerant of people who seem ambiguous or think too slowly. He challenges people who volunteer their opinions. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He may sometimes mask his feelings in friendly terms. If pressured, Samuel's true feelings may emerge. Samuel may lack the patience to listen and communicate with slower acting people. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He may lose interest in what others are saying if they ramble and fail to speak to the point. His active mind is already moving ahead. He tends to influence people by being direct, friendly, and results-oriented.

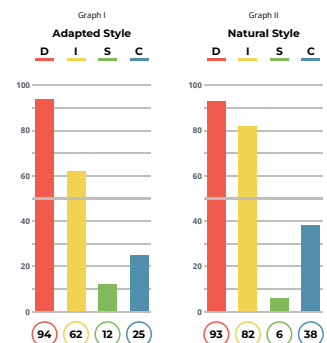


# Value to the Organization



*This section of the report identifies the specific talents and behavior Samuel 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, making him an integral part of the team.*

- ✓ 1. Thinks big.
- ✓ 2. Self-starter.
- ✓ 3. Forward-looking and future-oriented.
- ✓ 4. Ability to change gears fast and often.
- ✓ 5. Accomplishes goals through people.
- ✓ 6. Usually makes decisions with the bottom line in mind.
- ✓ 7. Will join organizations to represent the company.
- ✓ 8. Sense of urgency.





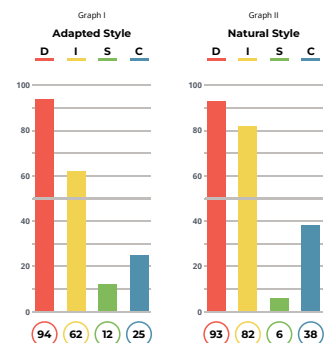
# Checklist for Communicating



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 Samuel. 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 Samuel most frequently.

## Ways to Communicate:

- ✓ 1. Give strokes for his involvement.
- ✓ 2. Understand his sporadic listening skills.
- ✓ 3. Put projects in writing with deadlines.
- ✓ 4. Support the results, not the person, if you agree.
- ✓ 5. Support and maintain an environment where he can be efficient.
- ✓ 6. Present the facts logically; plan your presentation efficiently.
- ✓ 7. Be specific and leave nothing to chance.
- ✓ 8. Read the body language—look for impatience or disapproval.
- ✓ 9. Verify that the message was heard.
- ✓ 10. Come prepared with all requirements, objectives, and support material in a well-organized "package."
- ✓ 11. Provide time for fun and relaxing.
- ✓ 12. Ask specific (preferably "what?") questions.



# Checklist for Communicating

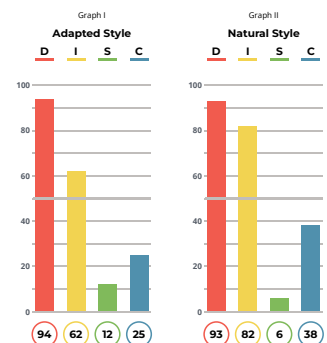
## Continued



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

### Ways NOT to Communicate:

1. Ramble or waste his time.
2. Assume he heard what you said.
3. Ask rhetorical questions or useless ones.
4. Try to build personal relationships.
5. Come with a ready-made decision or make it for him.
6. Let him change the topic until you are finished.
7. Reinforce agreement with "I'm with you."
8. Forget to follow-up.
9. Use a paternalistic approach.
10. Try to convince by "personal" means.
11. Be redundant.
12. Let disagreement reflect on him personally.



# Communication Tips



This section provides suggestions on methods which will improve Samuel's communications with others. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Samuel 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.

## Compliance

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

- ✓ Prepare your "case" in advance.
- ✓ Stick to business.
- ✓ Be accurate and realistic.
- ✗ Being giddy, casual, informal, or loud.
- ✗ Pushing too hard or being unrealistic with deadlines.
- ✗ Being disorganized or messy.

## Dominance

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

- ✓ Be clear, specific, brief, and to the point.
- ✓ Stick to business.
- ✓ Be prepared with support material in a well-organized "package."
- ✗ Talking about things that are not relevant to the issue.
- ✗ Leaving loopholes or cloudy issues.
- ✗ Appearing disorganized.

## Steadiness

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

- ✓ Begin with a personal comment—break the ice.
- ✓ Present your case softly, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

## Influence

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

- ✓ Provide a warm and friendly environment.
- ✓ Don't deal with a lot of details (put them in writing).
- ✓ Ask "feeling" questions to draw their opinions or comments.
- ✗ Being curt, cold, or tight-lipped.
- ✗ Controlling the conversation.
- ✗ Driving on facts and figures or alternatives and abstractions.

# Perceptions



## See Yourself As Others See You

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



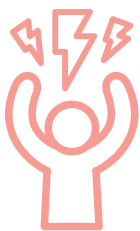
### Samuel usually sees himself as being:

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



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

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



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

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

# The Absence of a Behavioral Factor



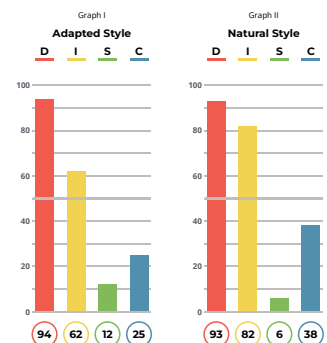
*The absence of a behavioral factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimized in a person's day-to-day environment. By understanding the contribution of a low behavioral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

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

- The need for juggling many tasks at once may jeopardize quality.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- Avoid projects that require constant focus without any room for variance in task.

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

- Recognize that others may move at a slower pace.
- Rambling, written or verbal, will be avoided to the point of missing a deadline.
- Seek environments where change is rewarded rather than discouraged.



# Descriptors



Based on Samuel'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.

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
<b>Dominance</b>	<b>Influence</b>	<b>Steadiness</b>	<b>Compliance</b>
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending

# Natural & Adapted Style



*Samuel'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**

Samuel tends to deal with problems and challenges in a demanding, driving, and self-willed manner. He is individualistic in his approach and actively seeks goals. Samuel will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.

### **Adapted**

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

## People & Contacts

### **Natural**

Samuel is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. Samuel is trusting and also wants to be trusted.

### **Adapted**

Samuel feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

# Natural & Adapted Style



## Pace & Consistency

### Natural

Samuel is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

### Adapted

Samuel 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

Samuel 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.

### Adapted

Samuel sees the environment with few constraints. He feels the necessity to rebel at too many constraints and may even flaunt this independence.

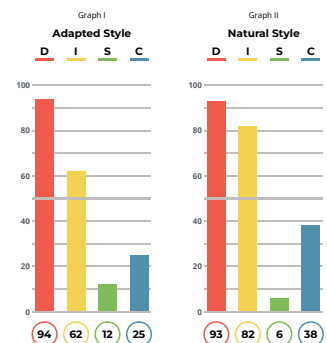


# Adapted Style



Samuel 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.

- ✓ 1. Questioning the status quo and seeking more effective ways of accomplishment.
- ✓ 2. Working without close supervision.
- ✓ 3. A competitive environment combined with a high degree of people skills.
- ✓ 4. Dealing with a wide variety of work activities.
- ✓ 5. Moving quickly from one activity to another.
- ✓ 6. Anticipating and solving problems.
- ✓ 7. Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ 8. Meeting deadlines.
- ✓ 9. Skillful use of vocabulary for persuasive situations.
- ✓ 10. Persistence in job completion.
- ✓ 11. Exhibiting an active and creative sense of humor.
- ✓ 12. Handling a variety of activities.





# 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.

## Poor Delegation

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

### Possible Causes:

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

### Possible Solutions:

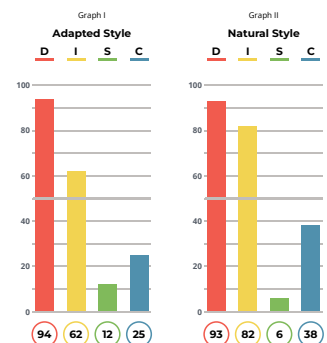
1. Train and mentor others
2. Develop a support team
3. Give people the opportunity to help
4. Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

## Firefighting

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

### Possible Causes:

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



# Time Wasters

## Continued



### Possible Solutions:

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

## Lack of a Written Plan

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

### Possible Causes:

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

### Possible Solutions:

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

## Crisis Management

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

### Possible Causes:

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



# Time Wasters

## Continued



### Possible Solutions:

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

## Snap Decisions

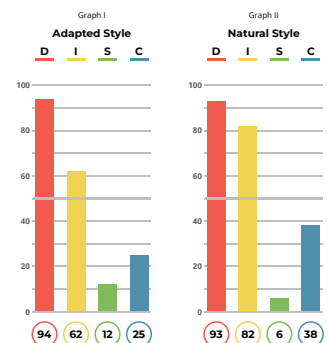
*Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.*

### Possible Causes:

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

### Possible Solutions:

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



# Areas for Improvement



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

## Samuel has a tendency to:

- ✓ 1. Be impulsive and seek change for change's sake. May change priorities daily.
- ✓ 2. Set standards for himself and others so high that impossibility of the situation is commonplace.
- ✓ 3. Fail to complete what he starts because of adding more and more projects.
- ✓ 4. Be explosive by nature and lack the patience to negotiate.
- ✓ 5. Be so concerned with the big picture that he forgets to see the details.
- ✓ 6. Have trouble delegating—can't wait, so does it himself.
- ✓ 7. Have no concept of the problems that slower-moving people may have with his style.
- ✓ 8. Dislike routine work or routine people—unless he sees the need to further his goals.

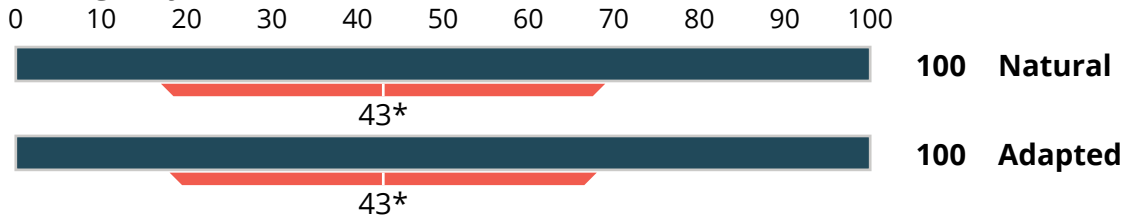


# Behavioral Hierarchy

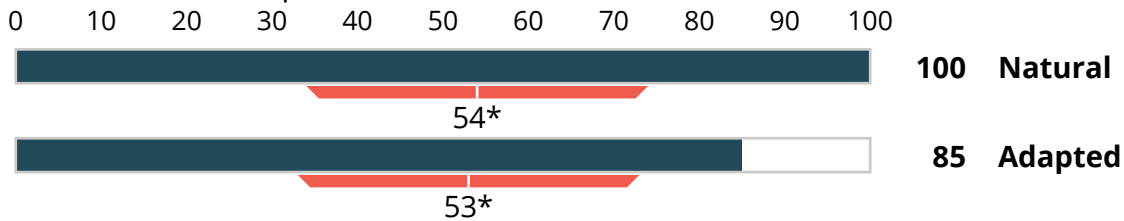


The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

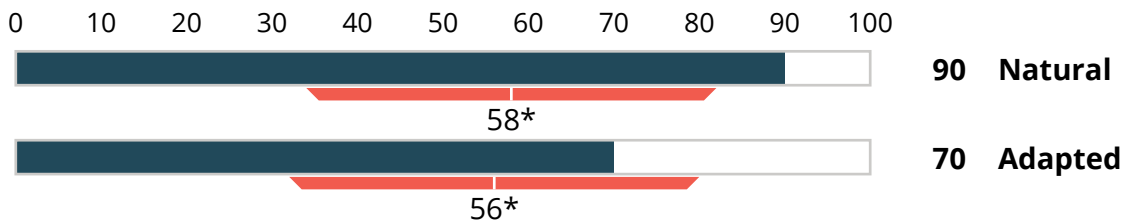
## 1. Urgency - Take immediate action.



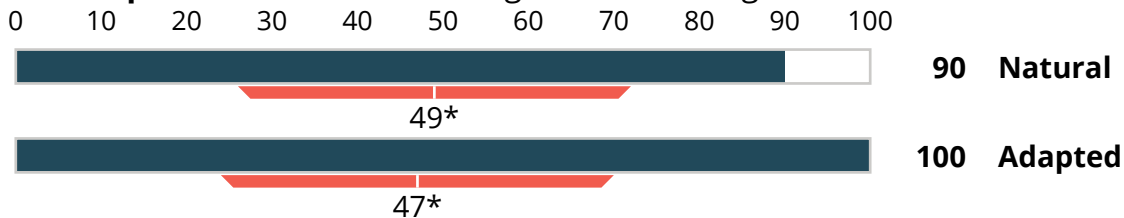
## 2. Versatile - Adapt to various situations with ease.



## 3. Interaction - Frequently engage and communicate with others.



## 4. Competitive - Want to win or gain an advantage.



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

# Behavioral Hierarchy

## Continued



### 5. Frequent Change - Rapidly shift between tasks.

0 10 20 30 40 50 60 70 80 90 100



90 Natural

52\*



88 Adapted

51\*

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

0 10 20 30 40 50 60 70 80 90 100



60 Natural

64\*



50 Adapted

62\*

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

0 10 20 30 40 50 60 70 80 90 100



43 Natural

63\*



37 Adapted

62\*

### 8. Persistence - Finish tasks despite challenges or resistance.

0 10 20 30 40 50 60 70 80 90 100



30 Natural

62\*



35 Adapted

63\*

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

# Behavioral Hierarchy

## Continued



### 9. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



25 Natural

54\*



35 Adapted

57\*

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

0 10 20 30 40 50 60 70 80 90 100



25 Natural

61\*



28 Adapted

62\*

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

0 10 20 30 40 50 60 70 80 90 100



22 Natural

53\*



25 Adapted

56\*

### 12. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



20 Natural

62\*



25 Adapted

63\*

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



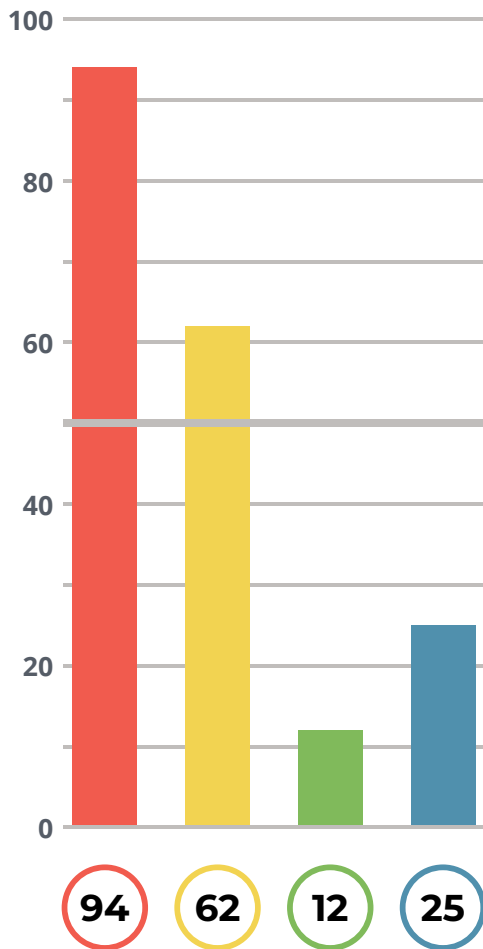
# Style Insights® Graphs



Graph I

## Adapted Style

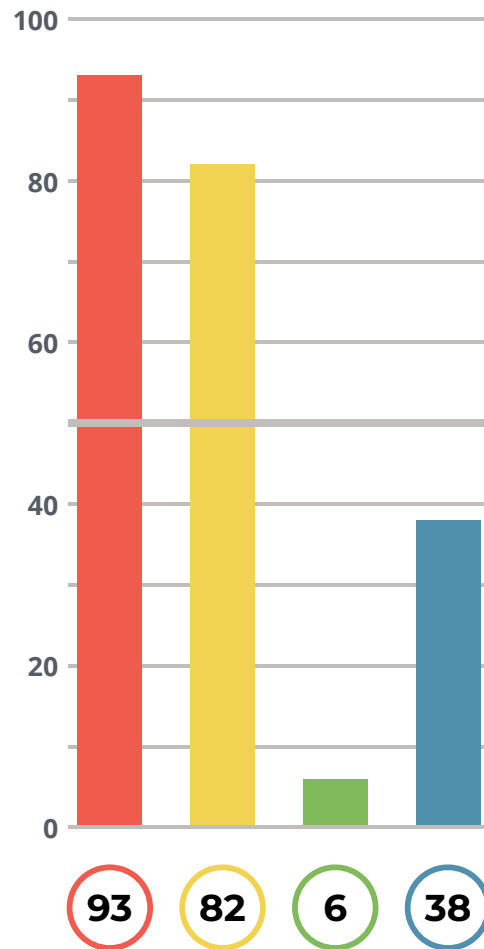
**D**   **I**   **S**   **C**



Graph II

## Natural Style

**D**   **I**   **S**   **C**



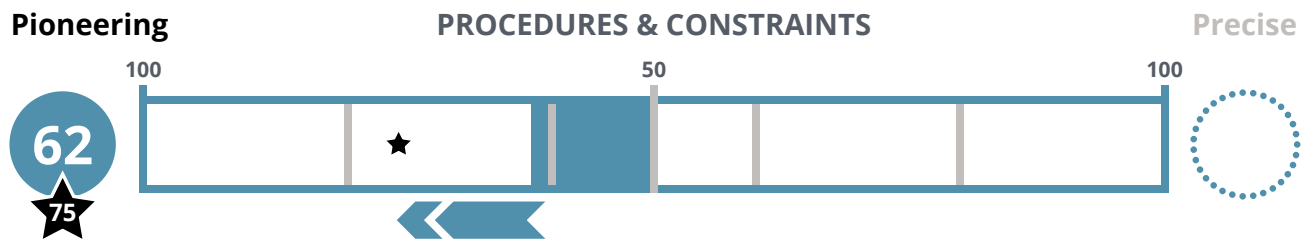
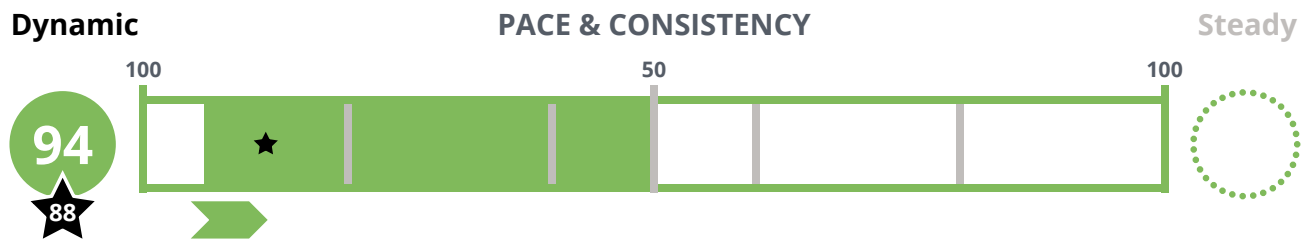
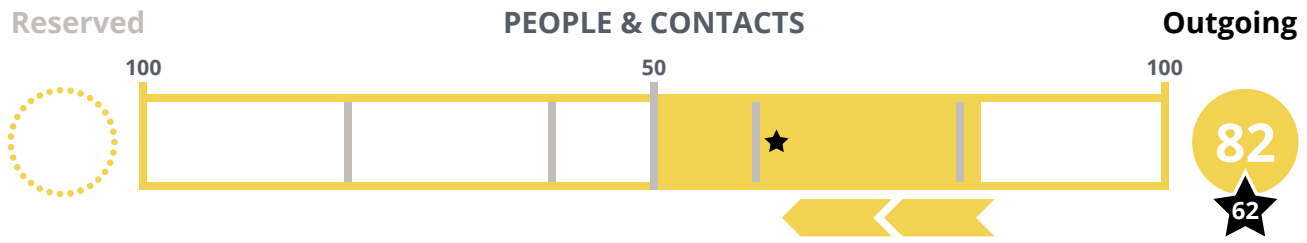
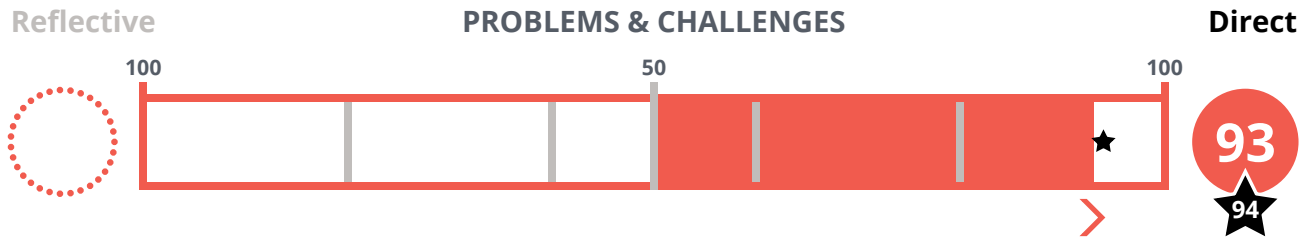
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10-11-2023  
T: 7:12

**Samuel Sample**

# Behavioral Continuum



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



★ Adapted Position  
 ◀ Adapted Movement

Norm 2021 R4  
 10-11-2023  
 T: 7:12

**Samuel Sample**

# The TTI Success Insights® Wheel



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

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree to which you are adapting your behavior.

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

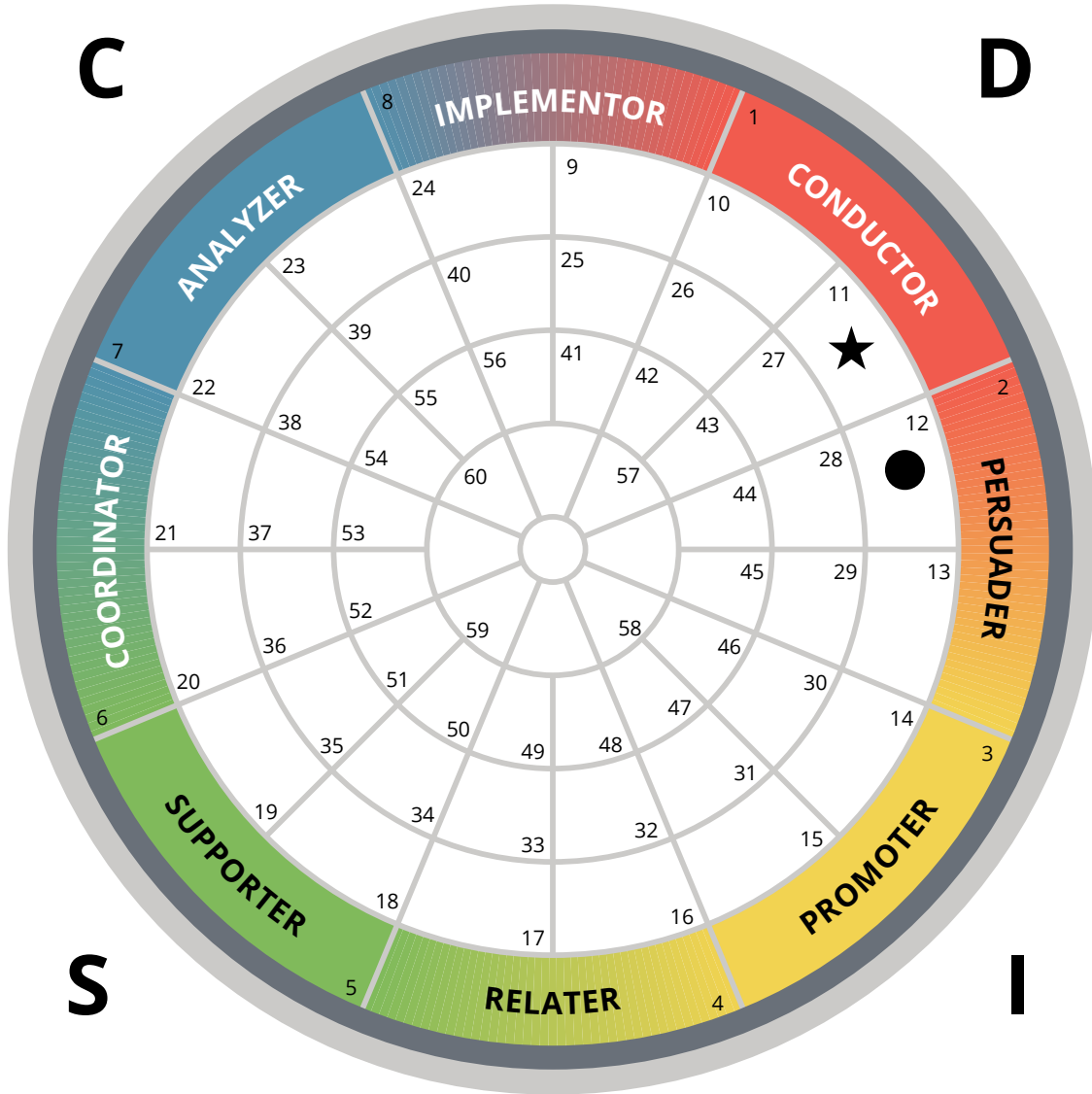
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

# The TTI Success Insights® Wheel



Samuel Sample

TTI  
10-11-2023



Adapted: ★ (11) PERSUADING CONDUCTOR  
 Natural: ● (12) CONDUCTING PERSUADER  
 Norm 2021 R4

T: 7:12

# Understanding Your Driving Forces



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

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

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

Please pay careful attention to your top four driving forces, as they highlight what most powerfully moves you to action. As you examine the next tier of four driving forces, you'll recognize how they have a strong pull on you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

Once you have reviewed this report, you will have a better grasp of one of the key areas in the Science of Self™ and will:

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

# Driving Characteristics



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

Samuel is motivated by increasing productivity and efficiency. He is driven by a long list of wants and will work hard to achieve them. He is driven to be very diligent and resourceful. He views people as a resource to achieve results. Samuel can buffer the feelings of others to drive business. He sees the world as a toolset with which to accomplish his goals. He will challenge the status quo to keep momentum moving. He is always looking for new ways to accomplish routine tasks. When Samuel feels strongly about a situation, he will argue that the "end justifies the means.". He wants to control his own destiny and impact the destiny of others. If knowledge of a specific subject is not of interest, or is not required for success, Samuel will have the tendency to rely on his intuition or practical information in this area. He may prefer pleasant experiences for himself and others.

Samuel will focus on creating processes to ensure efficiency going forward. He is driven to maximize opportunities in order to create financial flexibility. He follows a philosophy of "it's not personal, it's just business.". He will help develop an individual if he sees opportunities for future return. Samuel can be an out-of-the-box thinker. Given the choice, Samuel would choose to experience new opportunities. He can go to extremes to win or control the situation. He has the desire to create a winning strategy. In those areas where Samuel has a special interest, he will be good at integrating past knowledge to solve current problems. If Samuel is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth. At times Samuel will look for opportunities to tie beauty and harmony into the experiences of others. He may look at the totality of a situation to ensure a rewarding interaction.

# Driving Characteristics



Samuel may look for ways to create a positive customer experience. He will seek knowledge based on his needs in individual situations. He is driven by public recognition. He likes to set his own plan to guide and direct his actions. Samuel believes it's important to keep emotions out of business decisions. He will not normally allow himself to be directed by others unless it will enhance his own self-interest. He has a strong desire to build resources for the future. He will be creative when resources are scarce.

# Strengths & Weaknesses



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



## Potential Strengths

- ✓ 1. Samuel configures resources to maximize output.
- ✓ 2. He tends to focus on the return on investment.
- ✓ 3. He tends to maximize efficiency and productivity.
- ✓ 4. He will help others when others are willing to work hard.
- ✓ 5. Samuel will seek to develop or help others when he can see future opportunities.
- ✓ 6. He will adopt aspects of systems if he sees a benefit.
- ✓ 7. He strives to advance his position.



## Potential Weaknesses

- ✗ 1. Samuel tends to view people and resources as tools to achieve an outcome.
- ✗ 2. He may view material possessions and money as a scorecard.
- ✗ 3. He may be perceived as a workaholic.
- ✗ 4. He may create scenarios that benefit himself more than others.
- ✗ 5. Samuel may expect something in return each time he helps or serves others.
- ✗ 6. He resists overly structured ways of thinking and approaches.
- ✗ 7. He can be driven by the desire to achieve status and recognition.



# Energizers & Stressors



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

## Potential Energizers

- ✓ 1. Samuel tries to eliminate waste.
- ✓ 2. He strives to obtain practical results.
- ✓ 3. He likes to be compensated based on performance.
- ✓ 4. He is energized by purposeful people.
- ✓ 5. Samuel likes to develop internal advocates.
- ✓ 6. He likes to question unnecessary protocols.
- ✓ 7. He likes to create and control his destiny.

## Potential Stressors

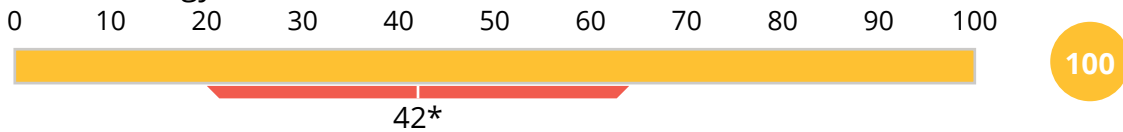
- ✗ 1. Samuel does not like when resources are used inefficiently.
- ✗ 2. He gets frustrated when processes are redundant.
- ✗ 3. He is stressed when others ignore the return on investment.
- ✗ 4. He does not act without personal benefit.
- ✗ 5. Samuel does not like to make emotion-based decisions.
- ✗ 6. He is stressed when he must support the status quo.
- ✗ 7. He does not like a small workspace.

# Primary Driving Forces Cluster

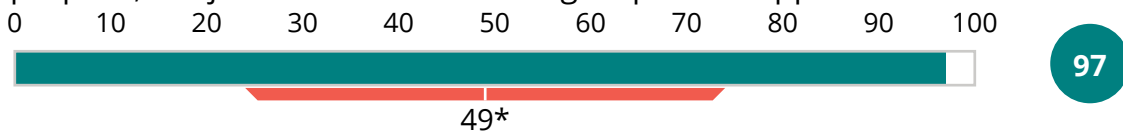


Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

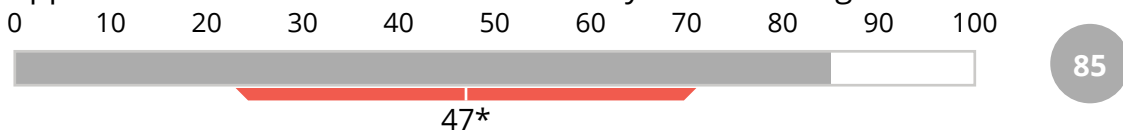
**1. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy, and resources.



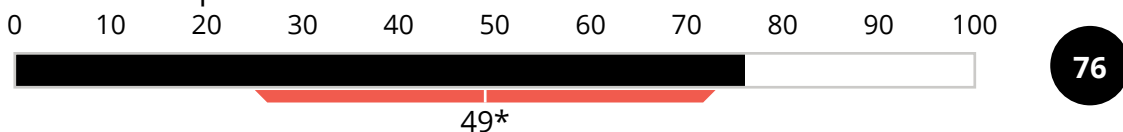
**2. Intentional** - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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



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

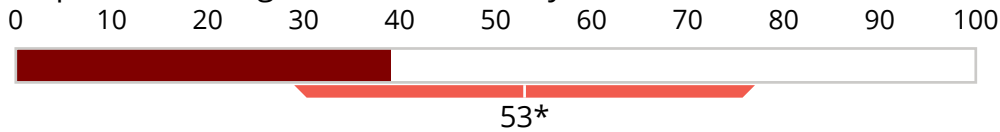


# Situational Driving Forces Cluster



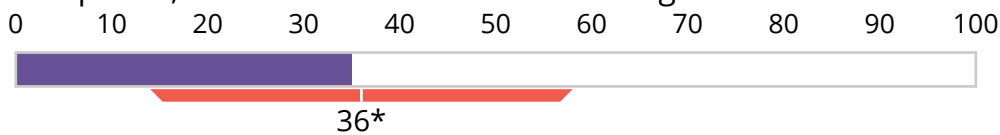
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



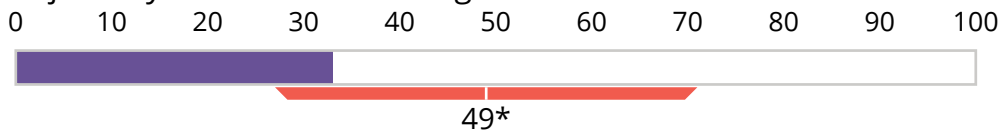
39

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



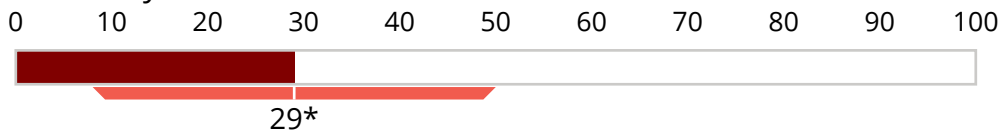
35

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



33

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



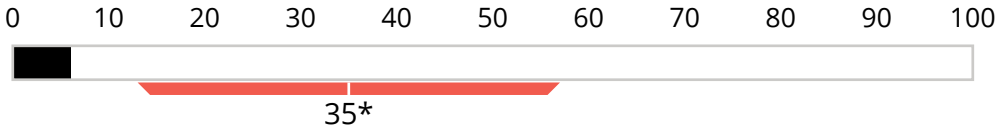
29

# Indifferent Driving Forces Cluster

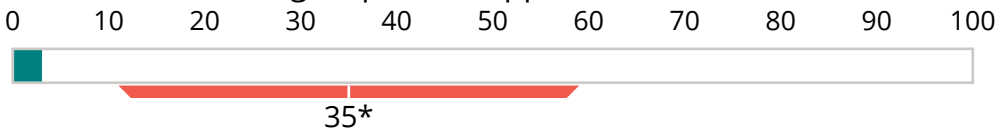


You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

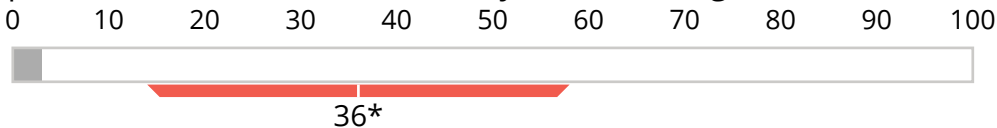
**9. Collaborative** - People who are driven by being in a supporting role and contributing, with little need for individual recognition.



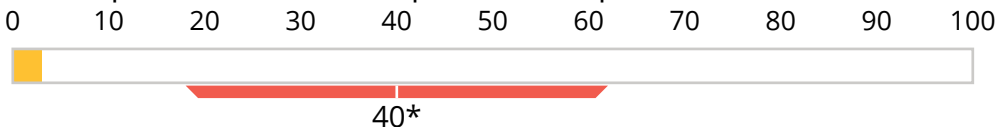
**10. Altruistic** - People who are driven to assist others for the satisfaction of being helpful or supportive.



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



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



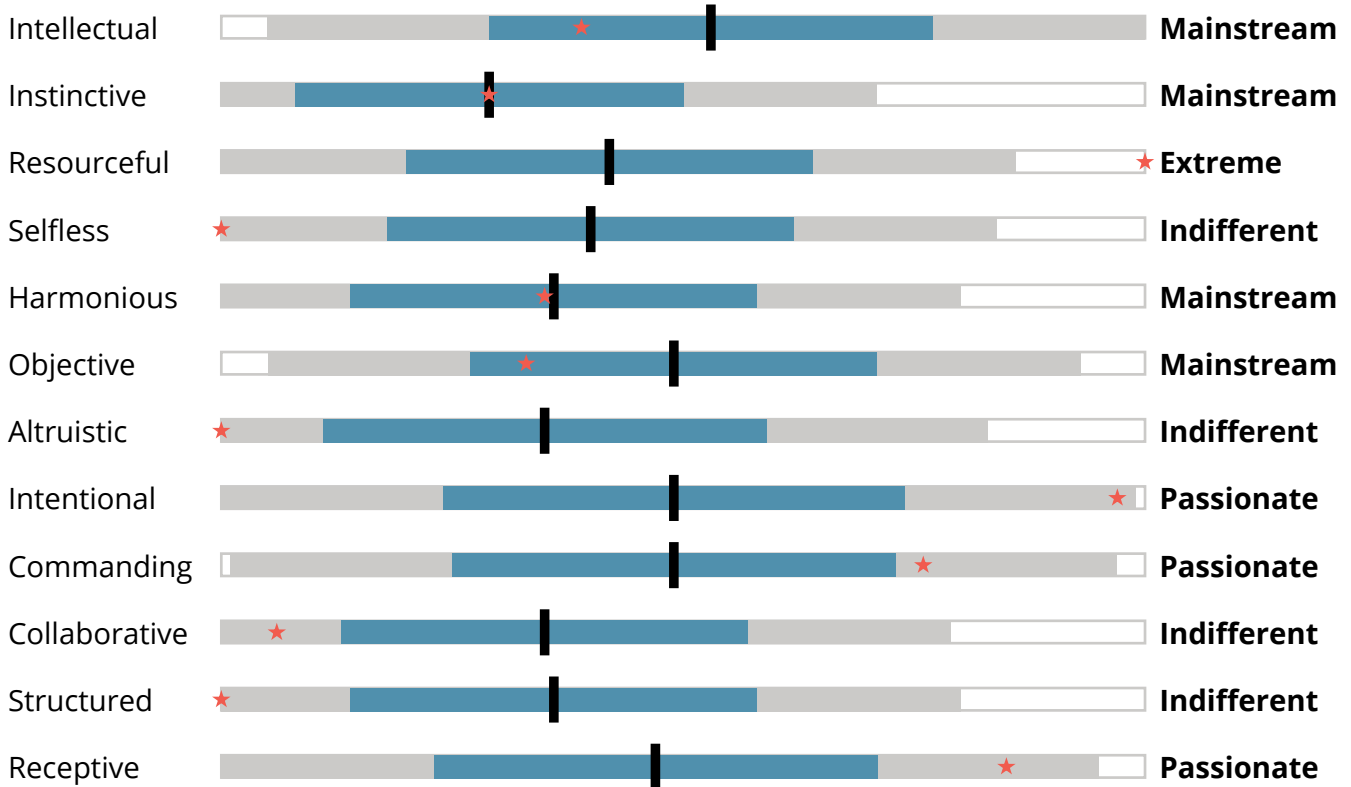
# Areas for Awareness



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

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside of the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside of the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

## Norms & Comparisons Table - Norm 2021



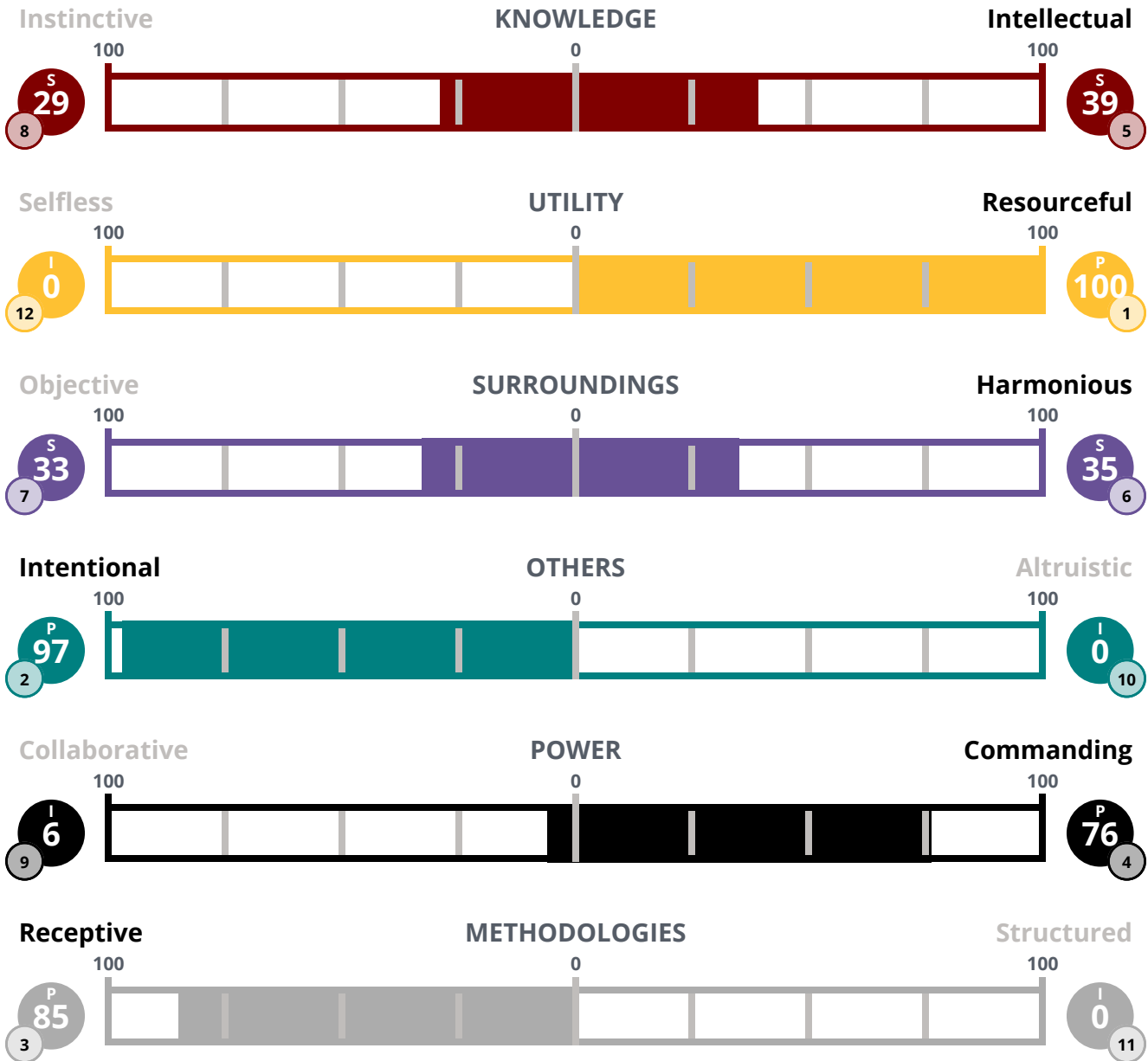
■ - 1st Standard Deviation - \* 68% of the population falls within the shaded area. 
 ■ - national mean 
 ★ - your score  
■ - 2nd Standard Deviation  
■ - 3rd Standard Deviation

**Mainstream** - one standard deviation of the national mean  
**Passionate** - two standard deviations above the national mean  
**Indifferent** - two standard deviations below the national mean  
**Extreme** - three standard deviations from the national mean

# Driving Forces Graph



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

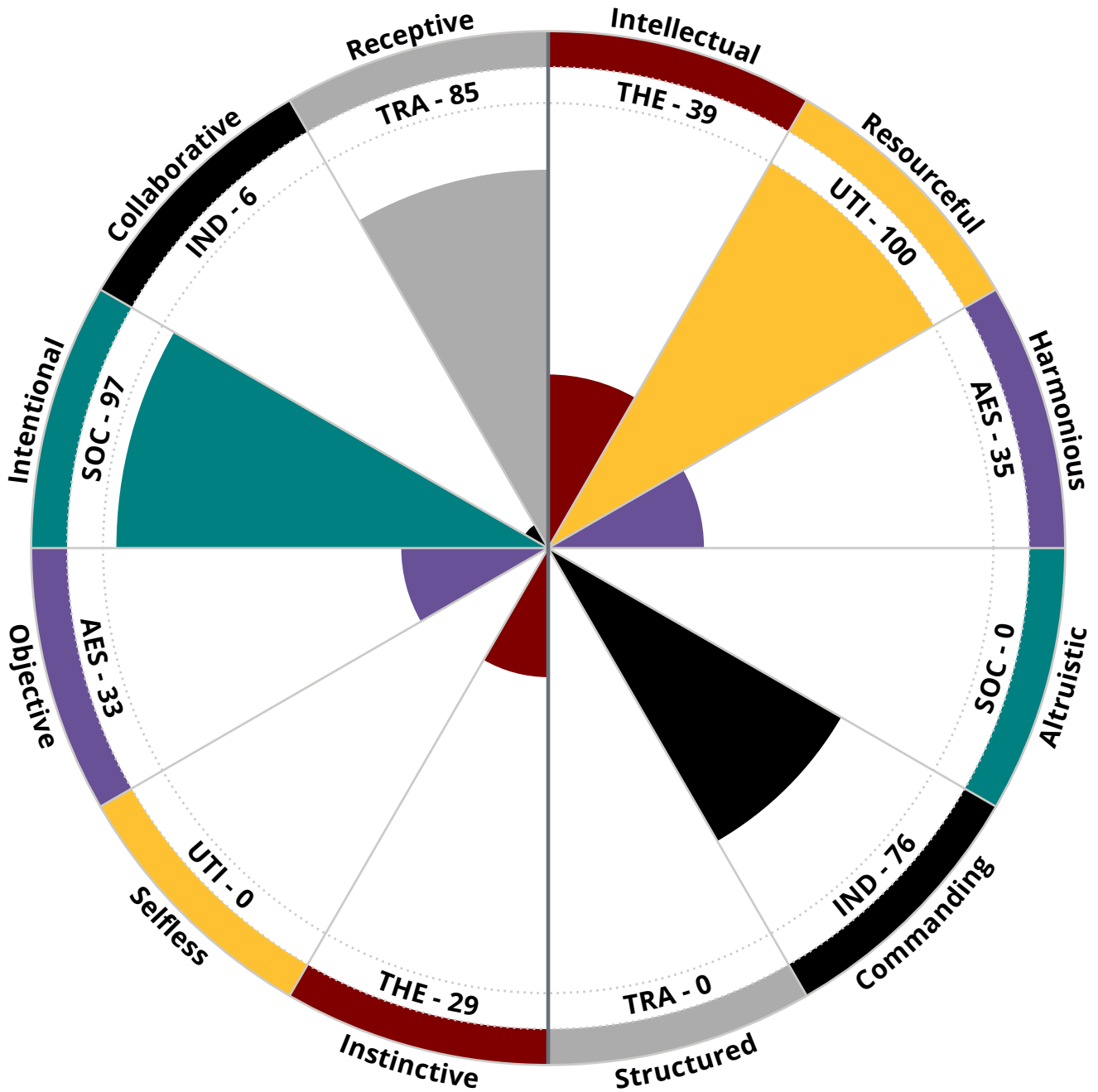


P ..... Primary, Situational, or Indifferent  
76 ..... Driving Forces Score  
3 ..... Driving Forces Rank

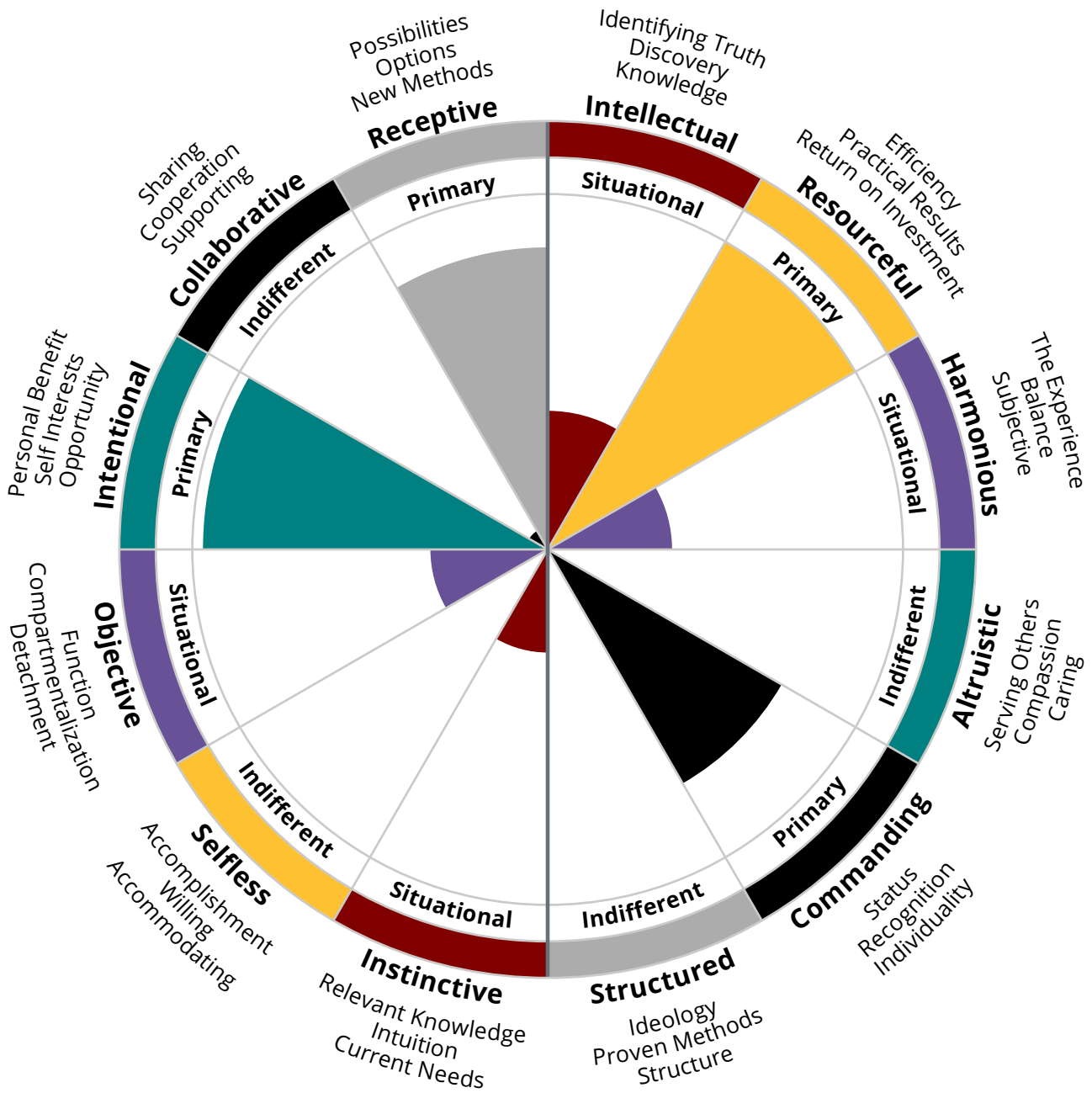
**Norm 2021**  
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**Samuel Sample**

# Driving Forces Wheel



# Descriptors Wheel







# Introduction

## Integrating Behaviors and Driving Forces

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

### In this section you will find:

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

# Potential Behavioral & Motivational Strengths



*This section describes the potential area of overlap between Samuel's behavioral style and top four driving forces. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.*

1. Can be resourceful in influencing others to get results.
2. Makes decisions based on saving time, resources, and improving efficiency.
3. Very resourceful in solving problems.
4. Will champion a worthy cause, as a challenge, if they see a potential return.
5. Initiates the activity of developing others if they are putting forth a strong effort on their own.
6. Tough but fair when others are willing to work hard.
7. A leader to those who question traditions.
8. Will champion change and focus on out-of-the-box results
9. Puts everything he has into looking for new opportunities.
10. Forward-looking to improve himself or a situation.
11. Not easily deterred by setbacks.
12. Seeks the challenge and opportunity to win.

# Potential Behavioral & Motivational Conflict



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

1. May tend to flaunt success and use money as a scorecard.
2. Can be a workaholic.
3. May offend others with too much discussion of results.
4. May try to utilize many people to obtain results.
5. Needs immediate results when involving others.
6. May set standards too high that causes others to fall short.
7. By challenging the status quo he may miss the desired results.
8. A desire for better results may be prohibited by his need for something new.
9. May break others' rules to keep the momentum moving.
10. May always want to display his superiority through solving problems or challenges.
11. May not realize the negative consequences of his quick decisions.
12. Takes on too much, too soon, and too fast to maintain control.

# Ideal Environment



*People are more engaged and productive when their work environment matches the statements described in this section. This section identifies the ideal work environment based on Samuel's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Samuel enjoys.*

1. Rewards for being quicker, faster, and better.
2. Key performance measured on results and efficiency rather than people and processes.
3. An environment where direct, bottom-line efforts are appreciated.
4. A forum to champion the needs and desires of others who are willing to work for common results.
5. The opportunity to show others their potential in order to achieve the desired outcomes.
6. A results-driven environment where people are respected for what they can provide.
7. An environment that promotes creative ideas for solving problems and making decisions.
8. Opportunity to alter existing systems to make them bigger, better, and faster.
9. The ability to achieve results by challenging the status quo.
10. Continual opportunity to challenge and win.
11. Opportunity to assertively express his desire to control his own destiny and potentially that of others.
12. Ability to be self-starting and forward looking as it relates to challenging the status quo.

# Keys To Motivating



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

## Samuel wants:

1. Freedom to get desired results and improve efficiency.
2. Focus on results and rewards, not the process or journey.
3. Opportunities for achieving things faster and of more value.
4. Opportunities to accomplish solutions to problems that relate to his vision.
5. To be in charge of people, resources, and surroundings.
6. Recognition for driving business and being a catalyst for changing the world.
7. The opportunity to expand his way of thinking.
8. All systems and structures to be current and moving toward the desired result.
9. The ability to solve problems by examining many new approaches.
10. New and difficult challenges that lead to prestige and status.
11. Space and latitude to do what it takes to get the job done.
12. Power and control over outcomes and goals.

# Keys To Managing



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

## Samuel needs:

1. To be an active listener instead of dominating the discussion.
2. The opportunity to receive rewards based on results achieved.
3. To assess the risk and rewards of each decision.
4. To be given power and authority to achieve results through people.
5. Needs task-oriented challenges.
6. Help to understand how managing his intensity can align others to his objectives.
7. Support to achieve results through his constantly evolving system for living.
8. A manager that understands his potentially explosive nature is from the desire to achieve and win in new and different ways.
9. A manager that understands his need to explore many systems to capture all possibilities.
10. Assistance in staying on task when he is not the leader of the project.
11. Freedom to determine how results should be achieved.
12. Help understanding the effect on his image when he disengages from uncontrolled projects.

# Introduction

## Acumen Indicators



Research shows that the most effective people understand themselves and develop strategies to meet the demands of their environment. The Acumen Capacity Index (ACI) report helps individuals accurately perceive the world around them as well as themselves.

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

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

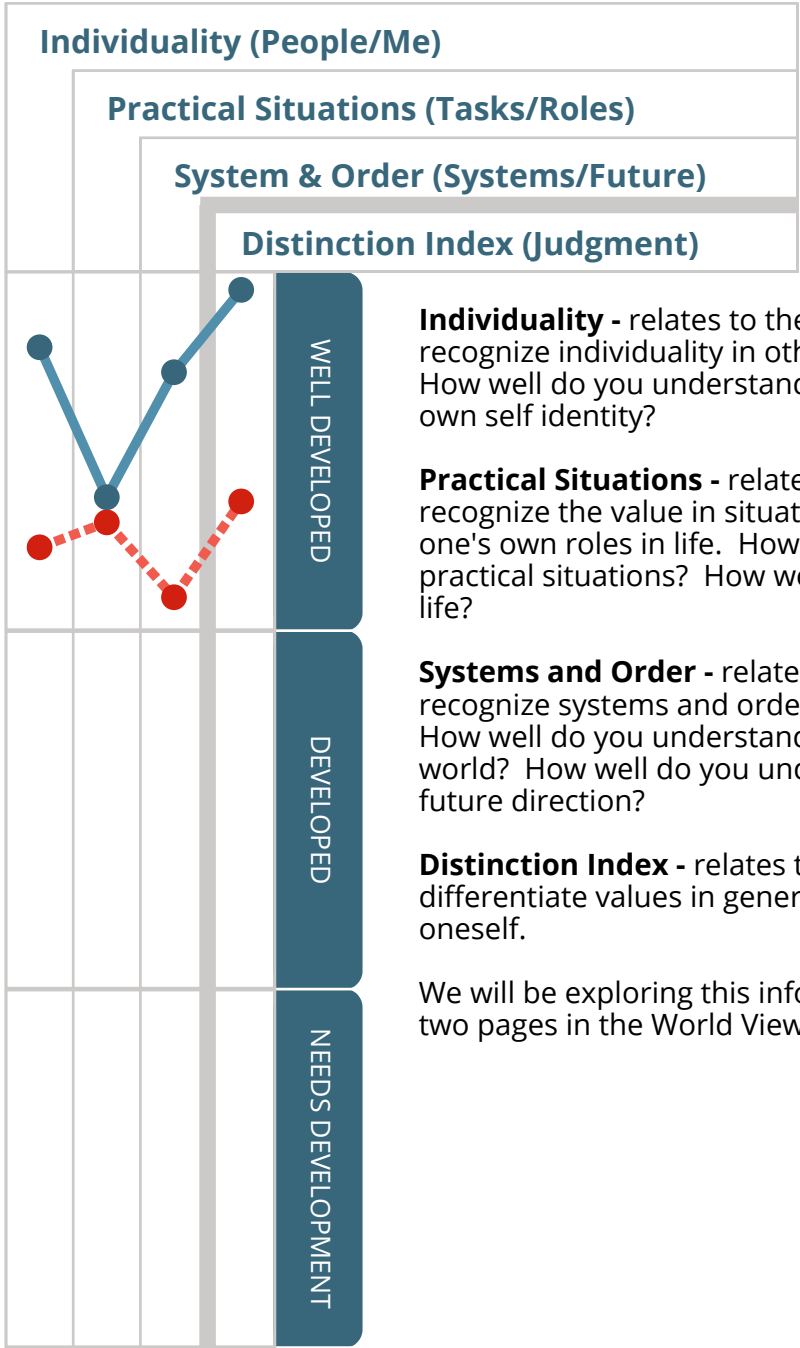
- Summary of Acumen Capacity
- World View
- Self View
- External Concentration Score
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary
- Dimensional Balance

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

# Summary of Acumen Capacity



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



**Individuality** - relates to the development of your ability to recognize individuality in others and individuality within yourself. How well do you understand others? How well developed is your own self identity?

**Practical Situations** - relates to the development of your ability to recognize the value in situations in the outside world and within one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life?

**Systems and Order** - relates to the development of your ability to recognize systems and order in the world and within yourself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction?

**Distinction Index** - relates to your development of the ability to differentiate values in general in the world as well as within oneself.

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

Samuel's World View



Samuel's Self View



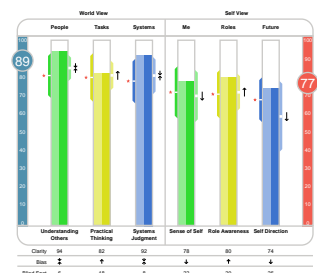


# World View



This is how Samuel sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions found on the World View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samuel values people as individuals, rather than just on their performance, even when he is in a management position.
- Samuel understands people well and enjoys a feeling of mutual respect for others.
- Samuel enjoys forming and maintaining close affiliations with others.
- Samuel sees order and structure as necessary requirements for getting things done.
- Samuel performs best in an atmosphere that has a clear structure and a well-defined chain of command.
- Samuel has good thinking and planning abilities.
- Samuel sees the practical perspective clearly and will ignore interruptions to stay focused.
- Samuel performs best in an atmosphere that is practical, with the end-point of each project or task clearly defined.
- Samuel focuses on solutions to problems to achieve goals.

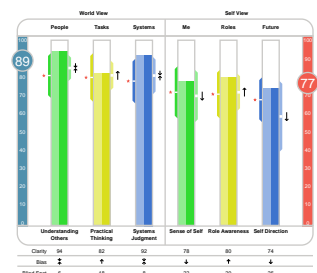


# Self View



This is how Samuel sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based on the 3 dimensions found on the Self View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samuel will focus on the process of role changes when necessary to assure a smoother transition.
- Samuel is a person who emphasizes his personal and professional roles.
- Samuel has a good grasp of his life roles.
- Samuel tends to rely on himself in the face of adversity.
- Samuel may call upon his inner strength when needed to get through a situation.
- Samuel could benefit from developing a deeper understanding and appreciation of himself.
- Samuel tends to follow a set of organizing principles for his life.
- Samuel is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of opportunities.
- Samuel focuses on the directional aspects of life, where he is going and who he will become.



# External Clarity and Awareness



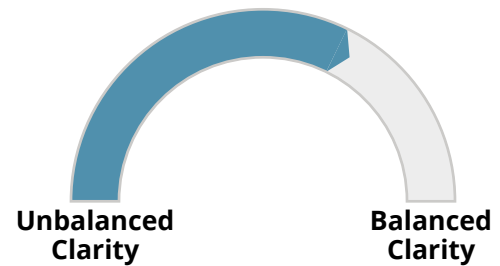
*Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly in the outside world. Situational Awareness is the measurement of Samuel's viewpoint of the reality in the outside world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion Score into account. Does Samuel have a clear view of the outside world to go with his level of balance and reality?*

**External Clarity of Performance:** The level of balance based on Samuel's ability to evaluate people, practical and theoretical situations in the outside world.

- Samuel should do his best to remain objective in dealing with situations and issues of all kinds.
- To establish a more balanced view of the world, Samuel should seek to understand and appreciate tasks and practical matters.

*Based on your current level of balance, where is the greatest impact: people, tasks or systems?*

*Is your level of balance appropriate for your professional/personal life and path?*

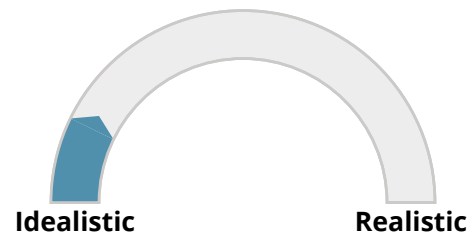


**External Situational Awareness:** Your level of reality based on your perception of the outside world.

- Samuel may be "closed" to certain things.
- Samuel may be unrealistic in matters personal, practical and theoretical.

*How realistic is your world perception or your expectations of the world in terms of people, tasks and systems?*

*How is this level (or lack) of expectations or perception impacting you?*



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**Emotional Bias Distortion:** This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

# Internal Clarity and Awareness



*Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly within one's self. Situational Awareness is the measurement of Samuel's viewpoint of the reality within his own world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion description into account. Does Samuel have a clear view of himself to go with his level of balance and expectations?*

**Internal Clarity of Performance:** The level of balance based on Samuel's ability to evaluate who you are, your roles and your future.

- He may want to focus on clarifying his envisioned future of who and what he ought to become.
- Samuel has a balanced view of internal issues and situations.

*Based on your current level of balance, where is the greatest impact: you as a person, your roles or your future?*

*How does this level of balance impact you (positive/negative) in your current situation?*

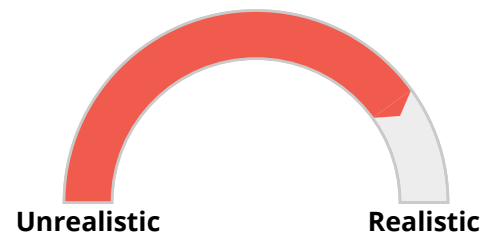


**Internal Situational Awareness:** Your level of expectations based on your perception of yourself, your roles and your future.

- Samuel is acutely aware of his own strengths and weaknesses.
- Samuel has good awareness in terms of himself, role and direction.

*How realistic is your self perception or your expectations in terms of you as a person, your roles and your future?*

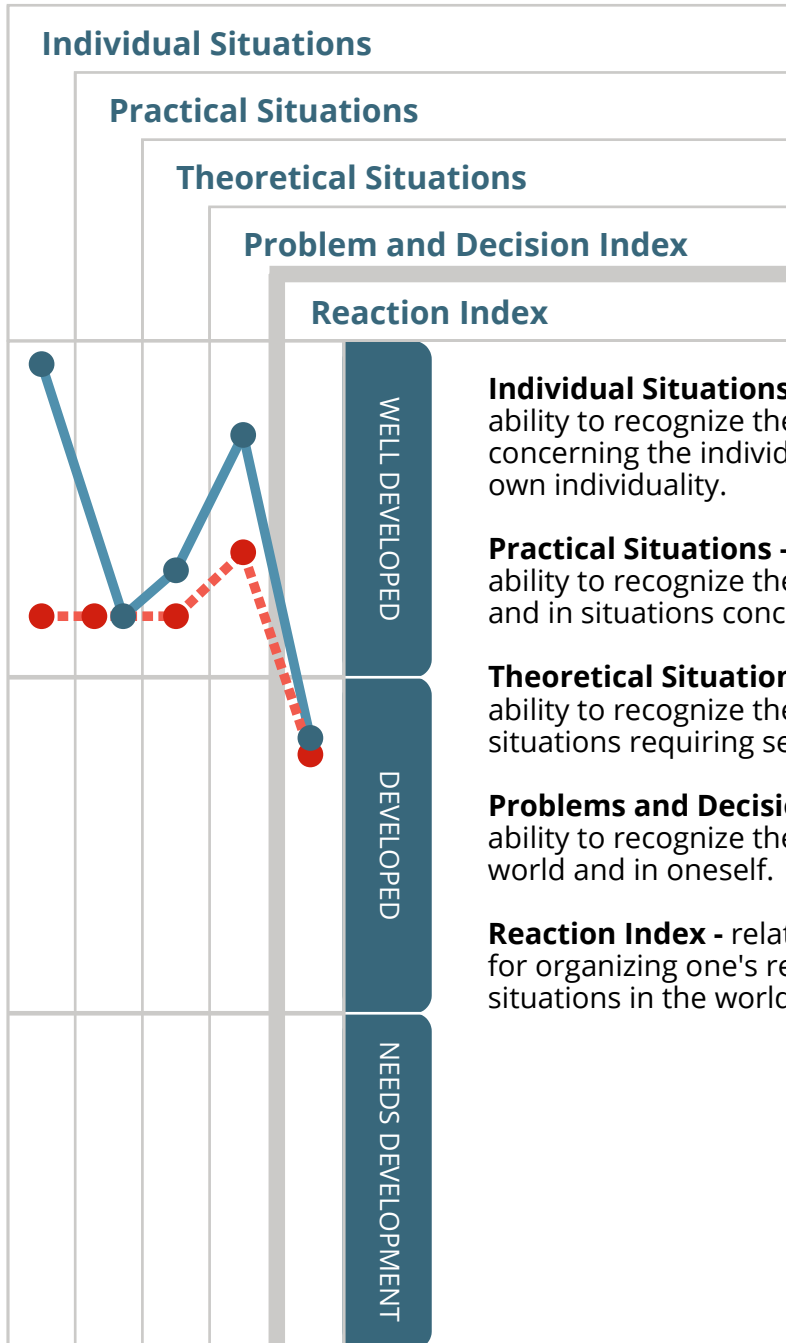
*What insights have you discovered about yourself that could be further developed?*



23

**Emotional Bias Distortion:** This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

# Summary of Capacity for Problem Solving



**Individual Situations** - relates to the development of your ability to recognize the importance within situations concerning the individuality of others and concerning one's own individuality.

**Practical Situations** - relates to the development of your ability to recognize the importance within practical situations and in situations concerning one's own roles in life.

**Theoretical Situations** - relates to the development of your ability to recognize the importance within systems and in situations requiring self-discipline.

**Problems and Decisions** - relates to the development of your ability to recognize the importance within situations in the world and in oneself.

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

Samuel's World View



Samuel's Self View



# External Problem Solving and Decision Making



The following scores will identify Samuel's ability to identify and solve specific types of problems as well as his ability to make balanced decisions in the outside world.

**Capacity for Solving Problems Involving People** - The ability to identify and solve problems related to the individuality of people.

0 10 20 30 40 50 60 70 80 90 100



100

**Capacity for Solving Practical Problems** - The ability to identify and solve problems related to tasks and practical situations.

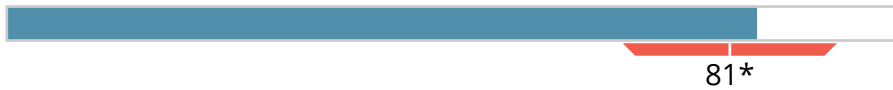
0 10 20 30 40 50 60 70 80 90 100



80

**Capacity for Solving Theoretical Problems** - The ability to identify and solve systems, structural and theory-based problems.

0 10 20 30 40 50 60 70 80 90 100



84

**Capacity for Problem Solving and Decision Making in the Outside World** - The ability to perceive all relevant information regarding people, tasks and systems. The higher your score, the more balanced your problem and decision making will be.

0 10 20 30 40 50 60 70 80 90 100



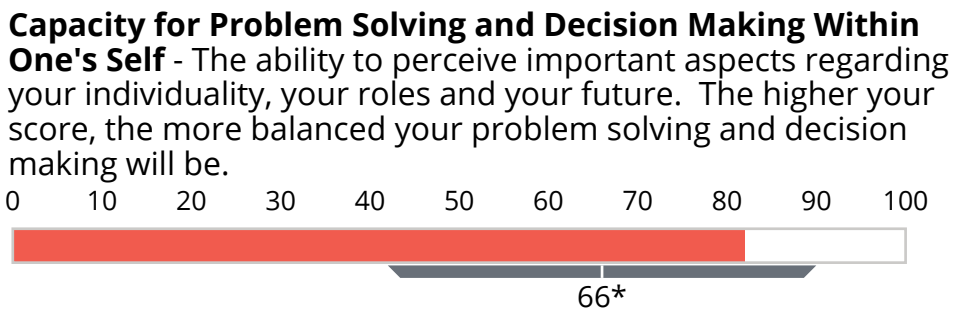
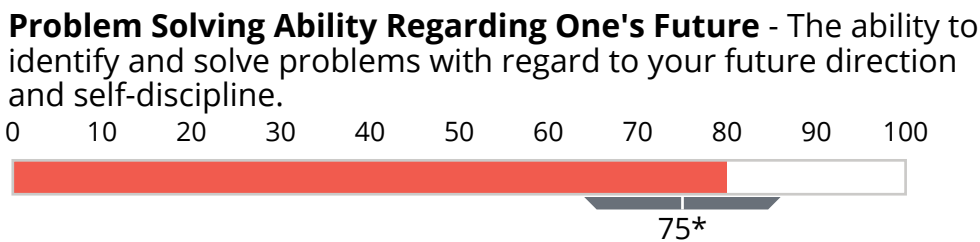
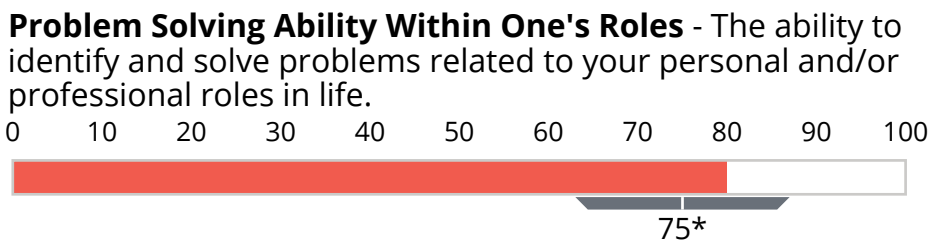
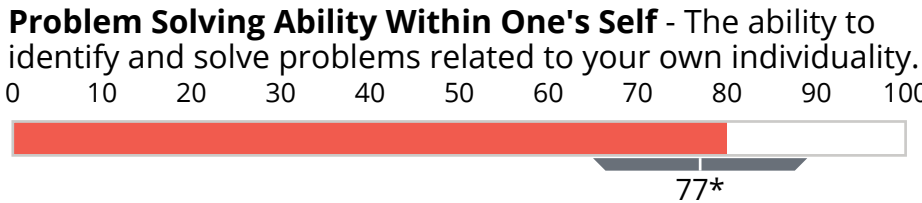
92

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

# Internal Problem Solving and Decision Making



The following scores will identify Samuel's ability to identify and solve specific types of problems as well as his ability to make balanced decisions within one's self.



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

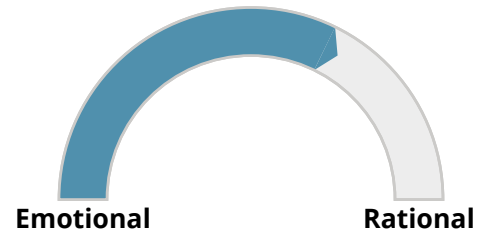
# Reaction Index



The Reaction Index is determined by looking at Samuel's External Control and Internal Control. The combination of this information will identify one's ability for appropriate responses in difficult situations.

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

1. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
2. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.
3. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving other people.
4. His capacity to organize and discipline his reactions when confronted with outside problems is developed.

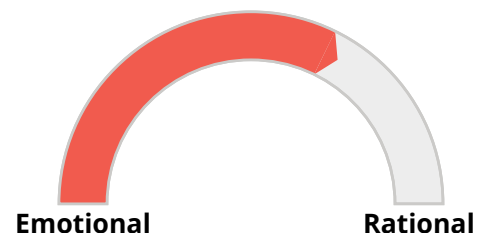


11

**Emotional Bias Distortion:** The higher the score, the more difficult it will be to maintain a rational and appropriate response in difficult situations regarding people, tasks, and systems.

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

1. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
2. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his roles in life.
3. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his own individuality.
4. His capacity to organize and discipline his reactions when confronted with problems within himself is developed.



23

**Emotional Bias Distortion:** The higher the score, the more difficult it will be to maintain a rational and appropriate response in difficult situations regarding you as a person, your roles, and your future.

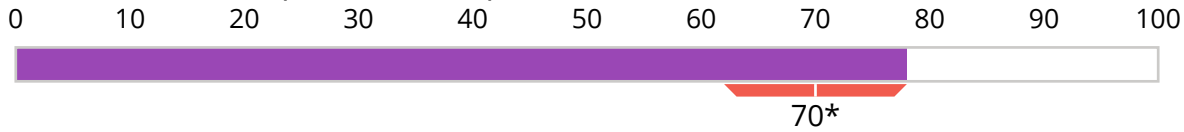


# Business Performance Summary



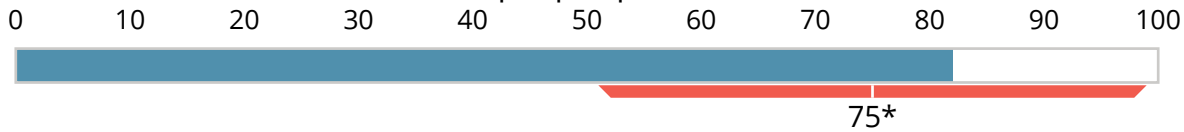
The Business Performance Summary will identify Samuel's ability to solve problems and concentrate during challenging times and ability to make balanced decisions.

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



78

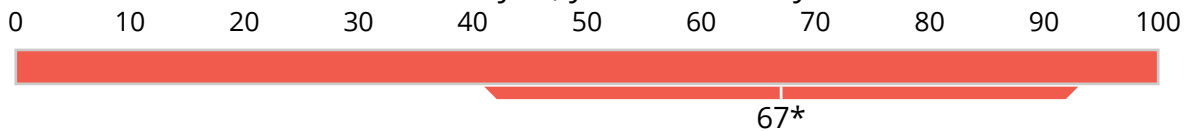
**External Concentration Index** - The ability to remain focused and manage distractions on issues relative to people, practical and theoretical situations.



82

**11** **Emotional Bias Distortion:** This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Concentration score awareness. Scores over 40 can greatly cloud these areas.

**Internal Concentration Index** - The ability to remain focused and manage distractions on issues relative to you, your roles and your future.



100

**23** **Emotional Bias Distortion:** This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Concentration score awareness. Scores over 40 can greatly cloud these areas.

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

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

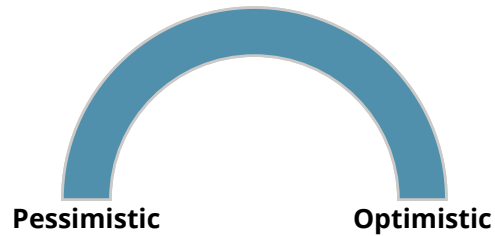
# Business Performance Summary



## Continued

**Attitude Index:** The Attitude Index measures your current outlook regarding your external or world view at the time when you completed the assessment. This is a very sensitive measurement and may pick up on something that has affected you within a few days or even several weeks of completing this assessment.

1. Open-minded - accessible, flexible
2. Appreciative - grateful, thankful
3. Approving - favorable
4. Positive - encouraging, upbeat
5. Dynamic - lively, energetic, vibrant



**How has your optimistic outlook benefited you in recent times?**

**How can you build on this in the future?**

11

**Emotional Bias Distortion:** This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect your Attitude Index. Scores over 40 can greatly cloud your outlook.


# 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	Customer Focus
2	Conceptual Thinking
3	Empathetic Outlook
4	Leading Others
5	Results Orientation
6	Objective Listening
7	Accountability for Others
8	Interpersonal Skills
9	Conflict Management
10	Diplomacy & Tact
11	Developing Others
12	Influencing Others
13	Teamwork
14	Decision Making
15	Goal Achievement
16	Personal Accountability
17	Flexibility
18	Planning and Organization
19	Problem Solving
20	Self Management
21	Self-Starting Ability
22	Continuous Learning
23	Resiliency

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.

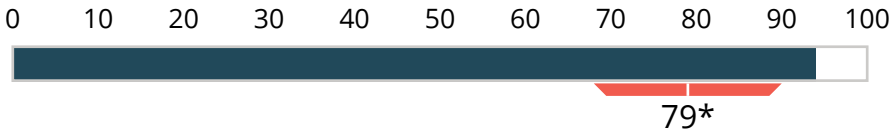
-  Well Developed
-  Developed
-  Moderately Developed
-  Needs Development

# Personal Skills Hierarchy

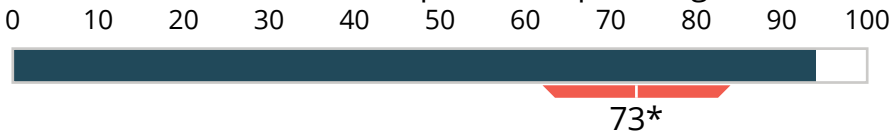


Your unique hierarchy of personal skills is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your personal skills from top to bottom.

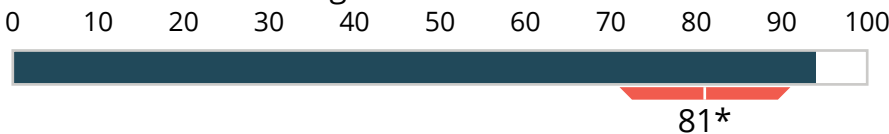
## 1. Customer Focus - A commitment to customer satisfaction.



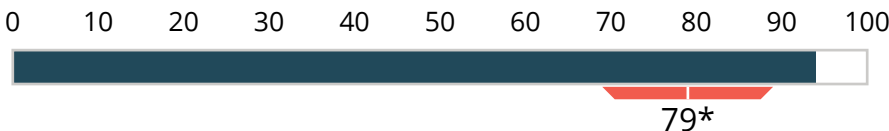
## 2. Conceptual Thinking - The ability to analyze hypothetical situations or abstract concepts to compile insight.



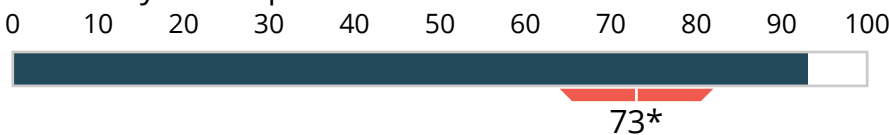
## 3. Empathetic Outlook - The capacity to perceive and understand the feelings and attitudes of others.



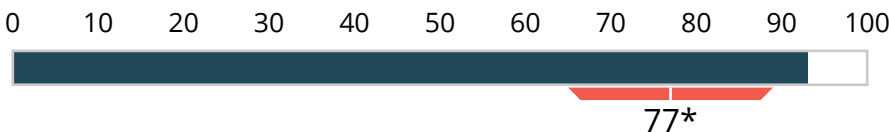
## 4. Leading Others - The ability to organize and motivate people to accomplish goals while creating a sense of order and direction.



## 5. Results Orientation - The ability to identify actions necessary to complete tasks and obtain results.



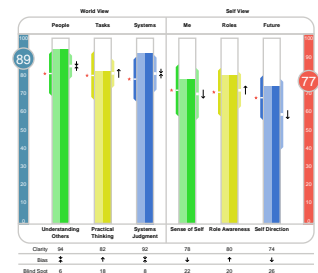
## 6. Objective Listening - The ability to listen to many points of view without bias.



### Development Legend

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

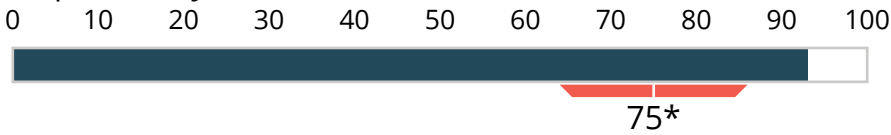
\* 68% of the population falls within the shaded area.



# Personal Skills Hierarchy

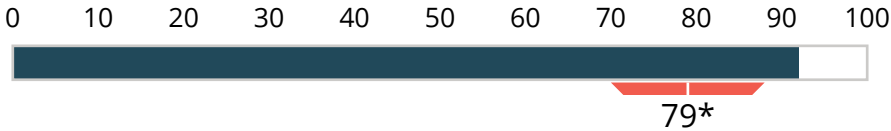


**7. Accountability for Others** - The ability to take responsibility for others' actions.



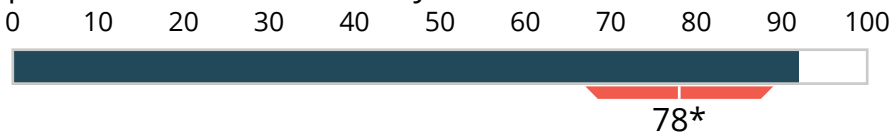
**93**  
WD

**8. Interpersonal Skills** - The ability to interact with others in a positive manner.



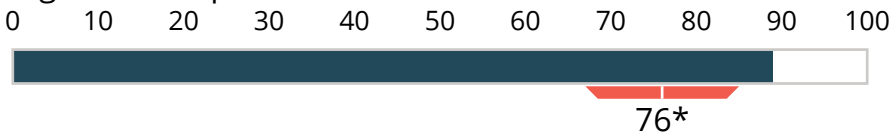
**92**  
WD

**9. Conflict Management** - The ability to resolve different points of view constructively.



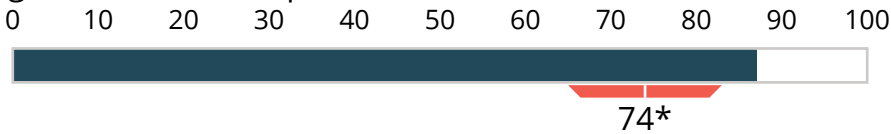
**92**  
WD

**10. Diplomacy And Tact** - The ability to treat others fairly, regardless of personal biases or beliefs.



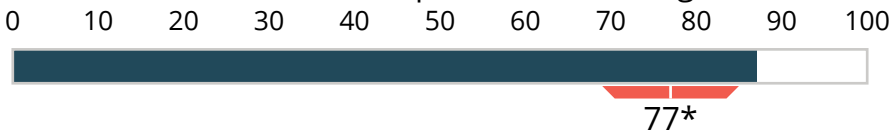
**89**  
WD

**11. Developing Others** - The ability to contribute to the growth and development of others.



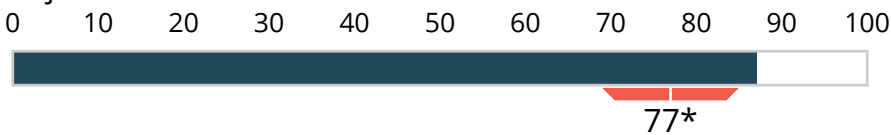
**87**  
WD

**12. Influencing Others** - The ability to personally affect others' actions, decisions, opinions or thinking.

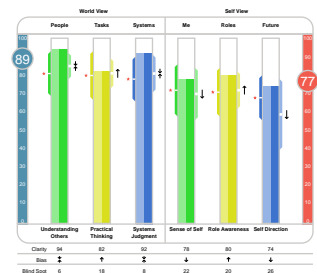


**87**  
WD

**13. Teamwork** - The ability to cooperate with others to meet objectives.



**87**  
WD

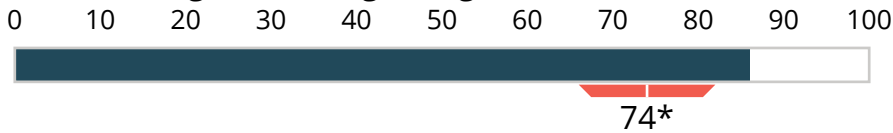


\* 68% of the population falls within the shaded area.

# Personal Skills Hierarchy

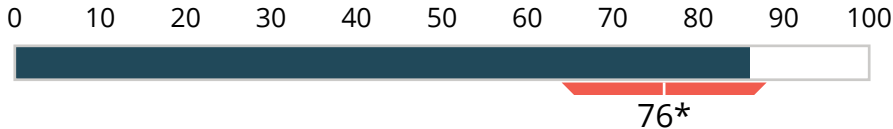


**14. Decision Making** - The ability to analyze all aspects of a situation to gain thorough insight to make decisions.



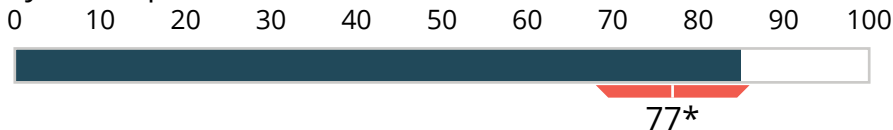
86  
WD

**15. Flexibility** - The ability to readily modify, respond to and integrate change with minimal personal resistance.



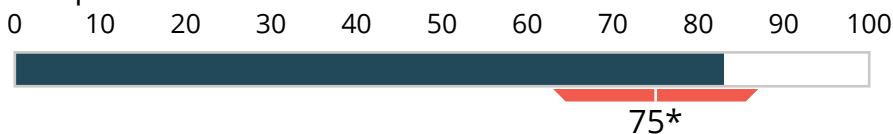
86  
D

**16. Planning and Organization** - The ability to establish a process for activities that lead to the implementation of systems, procedures or outcomes.



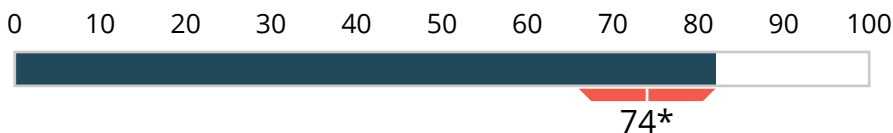
85  
D

**17. Problem Solving** - The ability to identify key components of a problem to formulate a solution or solutions.



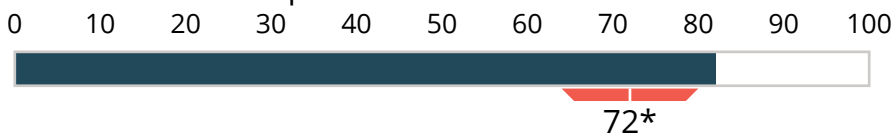
83  
D

**18. Goal Achievement** - The overall ability to set, pursue and attain achievable goals, regardless of obstacles or circumstances.

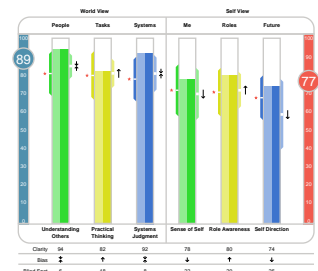


82  
WD

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



82  
WD

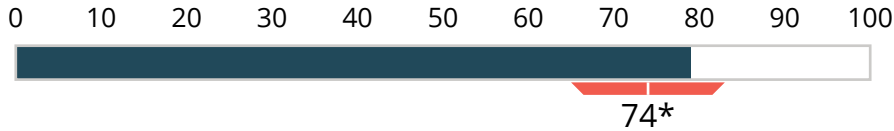


\* 68% of the population falls within the shaded area.

# Personal Skills Hierarchy

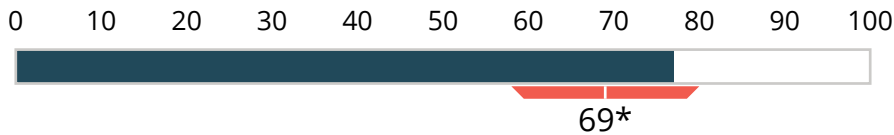


**20. Self Management** - The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.



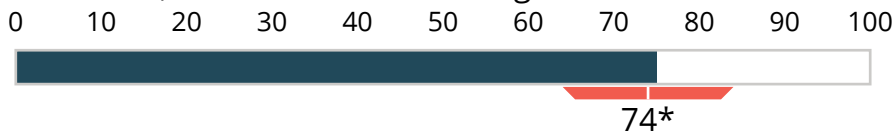
79  
D

**21. Self Starting** - The ability to initiate and sustain momentum without external stimulation.



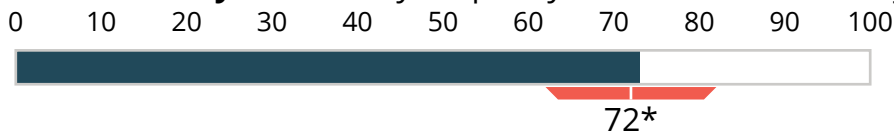
77  
D

**22. Continuous Learning** - The ability to take personal responsibility and action toward learning and implementing new ideas, methods and technologies.

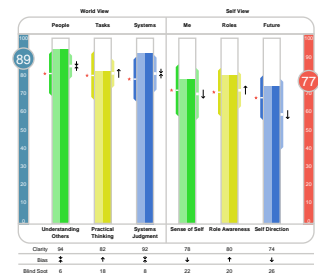


75  
D

**23. Resiliency** - The ability to quickly recover from adversity.



73  
D



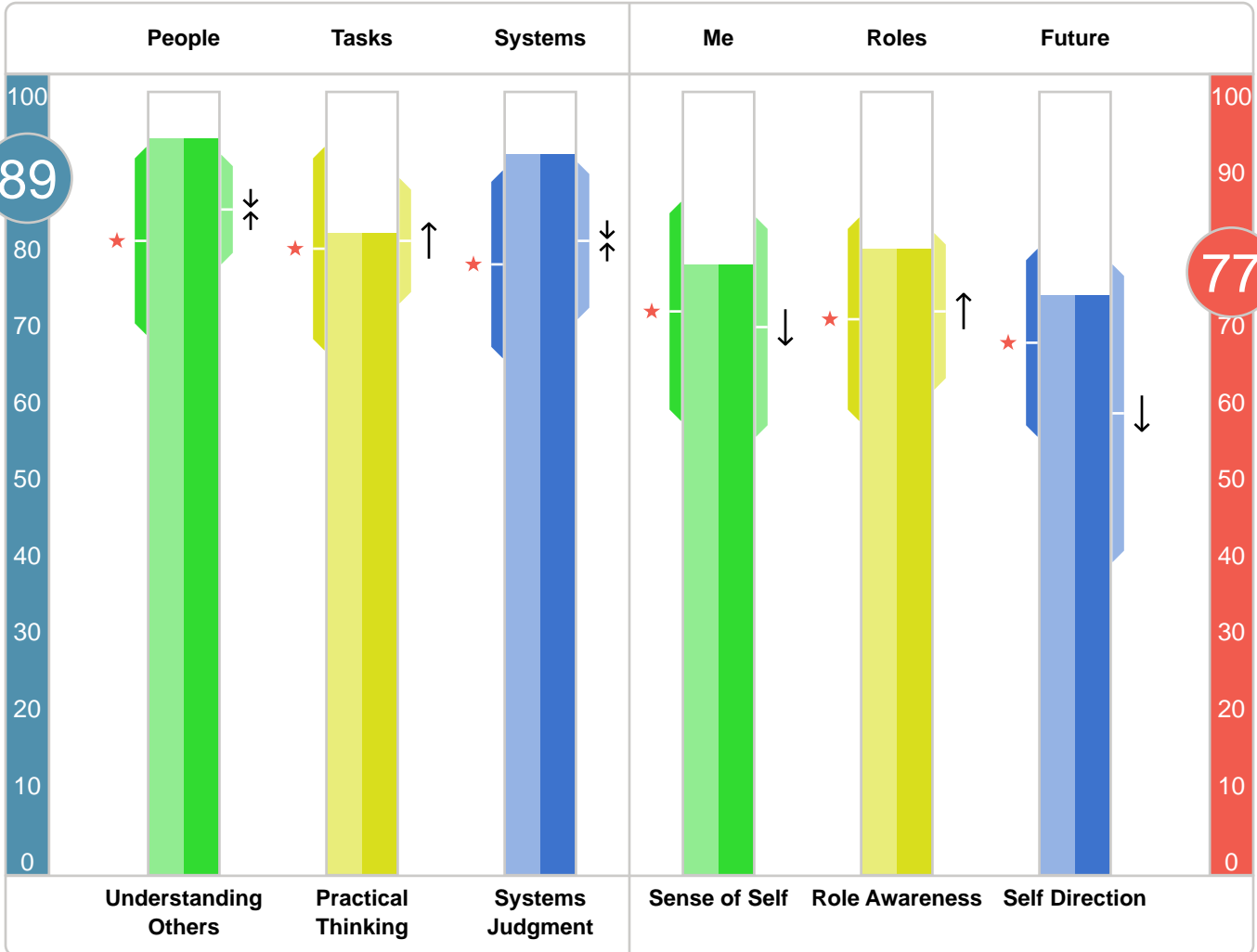
\* 68% of the population falls within the shaded area.

# Dimensional Balance

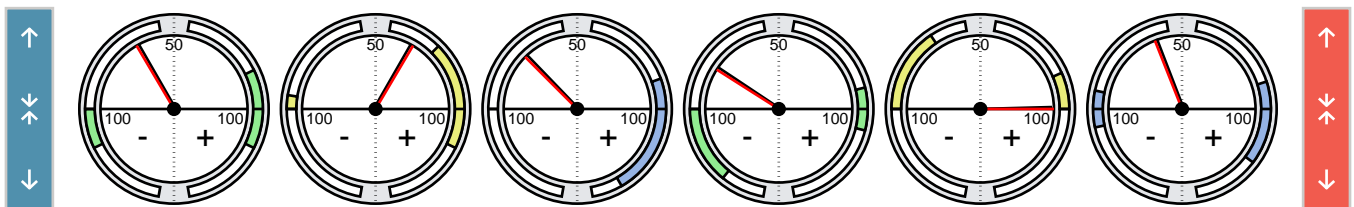


## World View

## Self View



	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Clarity	94	82	92	78	80	74
Bias	↕	↑	↕	↓	↑	↓
Blind Spot	6	18	8	22	20	26



Rev: 0.96-0.90

↑ Overvaluation	● Intrinsic	★ Population mean
↕ Mixed valuation	● Extrinsic	● 89 External Clarity Average
↓ Undervaluation	● Systemic	● 77 Internal Clarity Average