



TTI  
SUCCESS  
INSIGHTS®

## TriMetrix® DNA Management-Staff

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# Introduction

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

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

## Behaviors

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

## Driving Forces

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

## Integrating Behaviors And Driving Forces

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

## Competencies

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



## Introduction Behaviors

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

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

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

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

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

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















# Communication Tips

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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







# Descriptors

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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
<b>Dominance</b>	<b>Influencing</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 and Adapted Style

*Sylvia'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

Problems - Challenges	
<p><b>Natural</b></p> <p>Sylvia is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Sylvia has a tendency to make decisions with little or no hesitation.</p>	<p><b>Adapted</b></p> <p>Sylvia sees no need to change her approach to solving problems or dealing with challenges in her present environment.</p>

## People - Contacts

People - Contacts	
<p><b>Natural</b></p> <p>Sylvia is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Sylvia is trusting and also wants to be trusted.</p>	<p><b>Adapted</b></p> <p>Sylvia feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate.</p>




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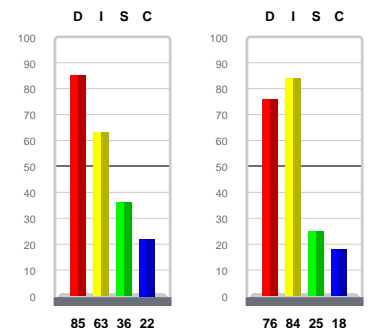
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Adapted Style      Natural Style





# Natural and Adapted Style Continued

## Pace - Consistency

### Natural

Sylvia is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. She usually demonstrates a pronounced sense of urgency. She is eager to initiate change if for nothing else than for change's sake.

### Adapted

Sylvia feels the need for mobility and the absence of routine. She feels comfortable juggling several projects at one time and can move from one project to another fairly easily.

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## Procedures - Constraints

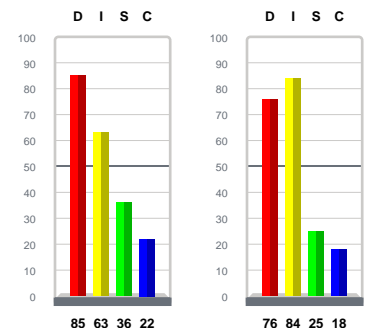
### Natural

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

### Adapted

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

Adapted Style      Natural Style















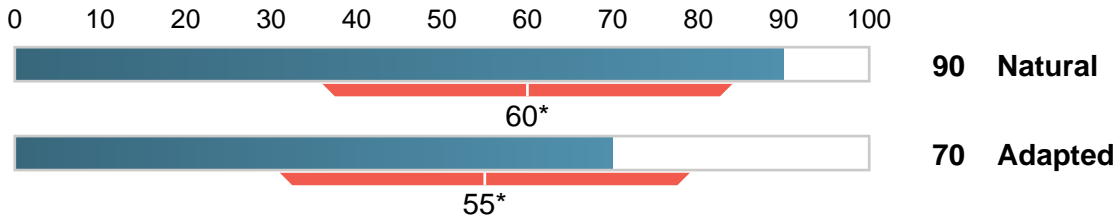




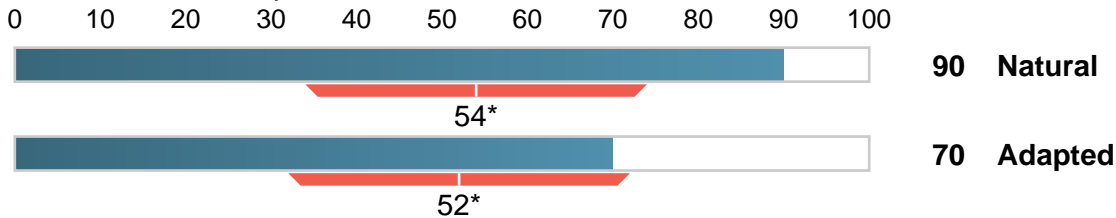
# Behavioral Hierarchy

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

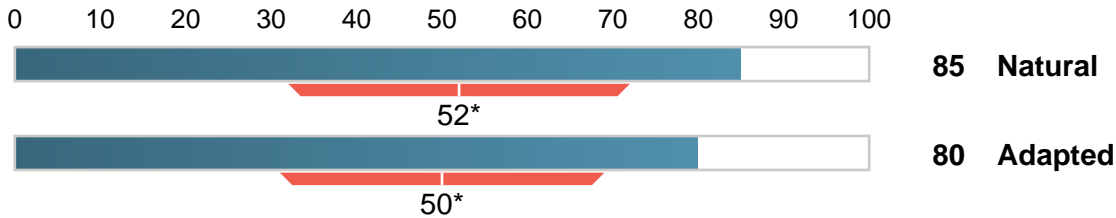
## 1. Interaction - Frequently engage and communicate with others.



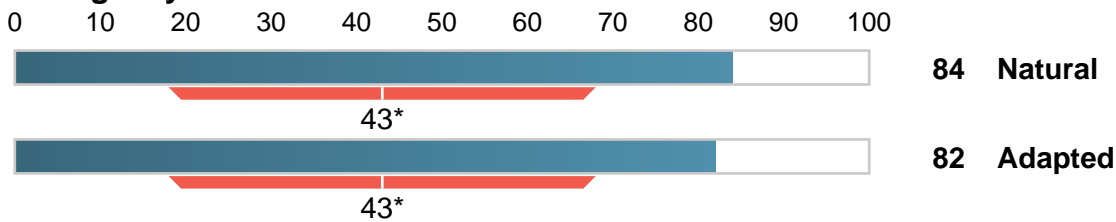
## 2. Versatile - Adapt to various situations with ease.



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



## 4. Urgency - Take immediate action.

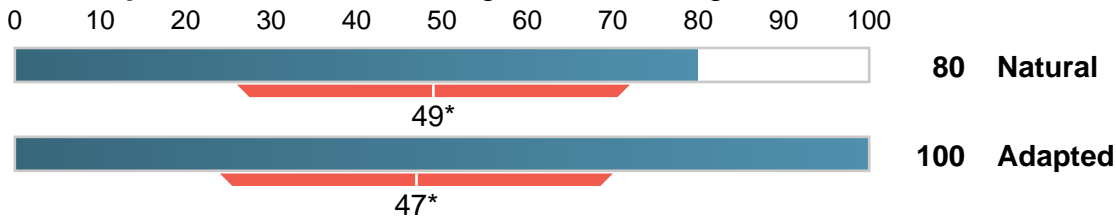


\* 68% of the population falls within the shaded area.

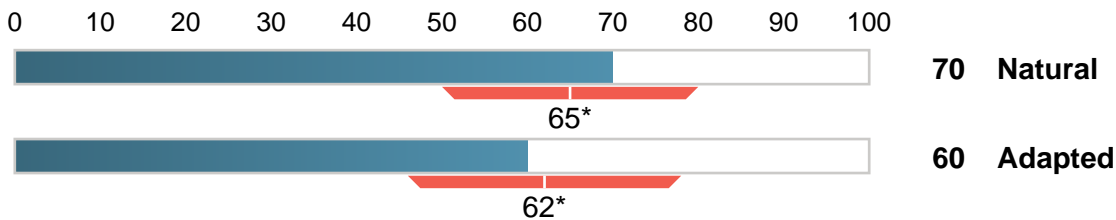


## Behavioral Hierarchy Continued

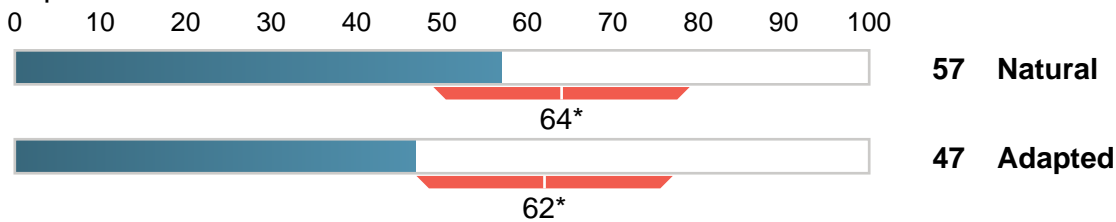
### 5. Competitive - Want to win or gain an advantage.



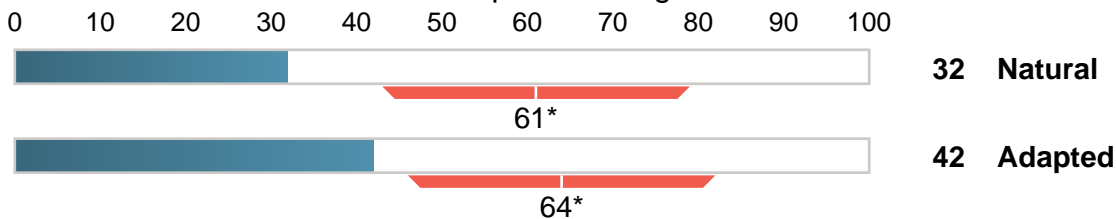
### 6. People-Oriented - Build rapport with a wide range of individuals.



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



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



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



## Behavioral Hierarchy Continued

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

0 10 20 30 40 50 60 70 80 90 100



28 Natural

60\*



35 Adapted

63\*

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

0 10 20 30 40 50 60 70 80 90 100



22 Natural

51\*



30 Adapted

57\*

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

0 10 20 30 40 50 60 70 80 90 100



20 Natural

61\*



35 Adapted

64\*

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

0 10 20 30 40 50 60 70 80 90 100



15 Natural

53\*



35 Adapted

59\*

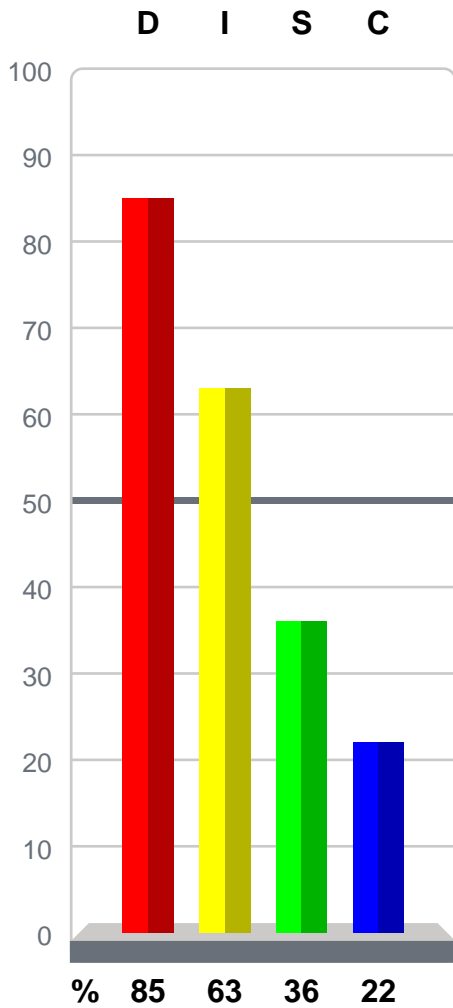


# Style Insights® Graphs

6-27-2017

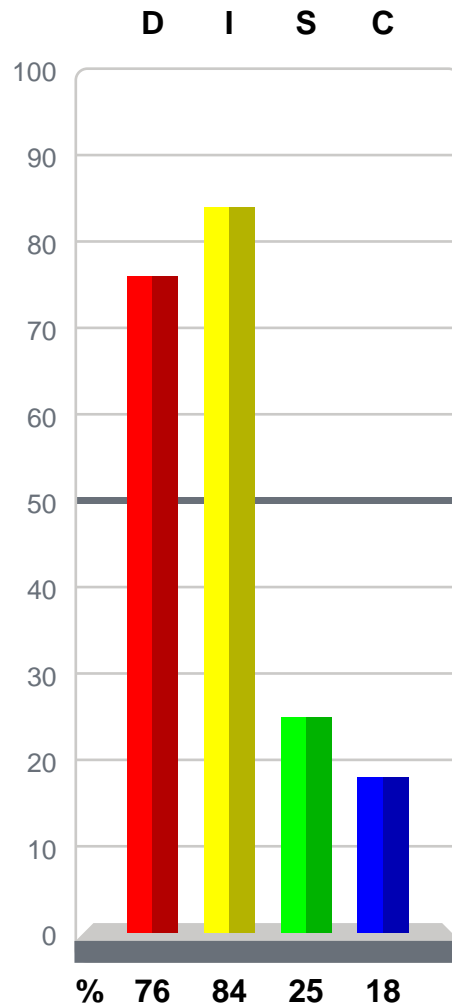
Adapted Style

Graph I



Natural Style

Graph II



Norm 2017 R4





## The Success Insights® Wheel

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

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

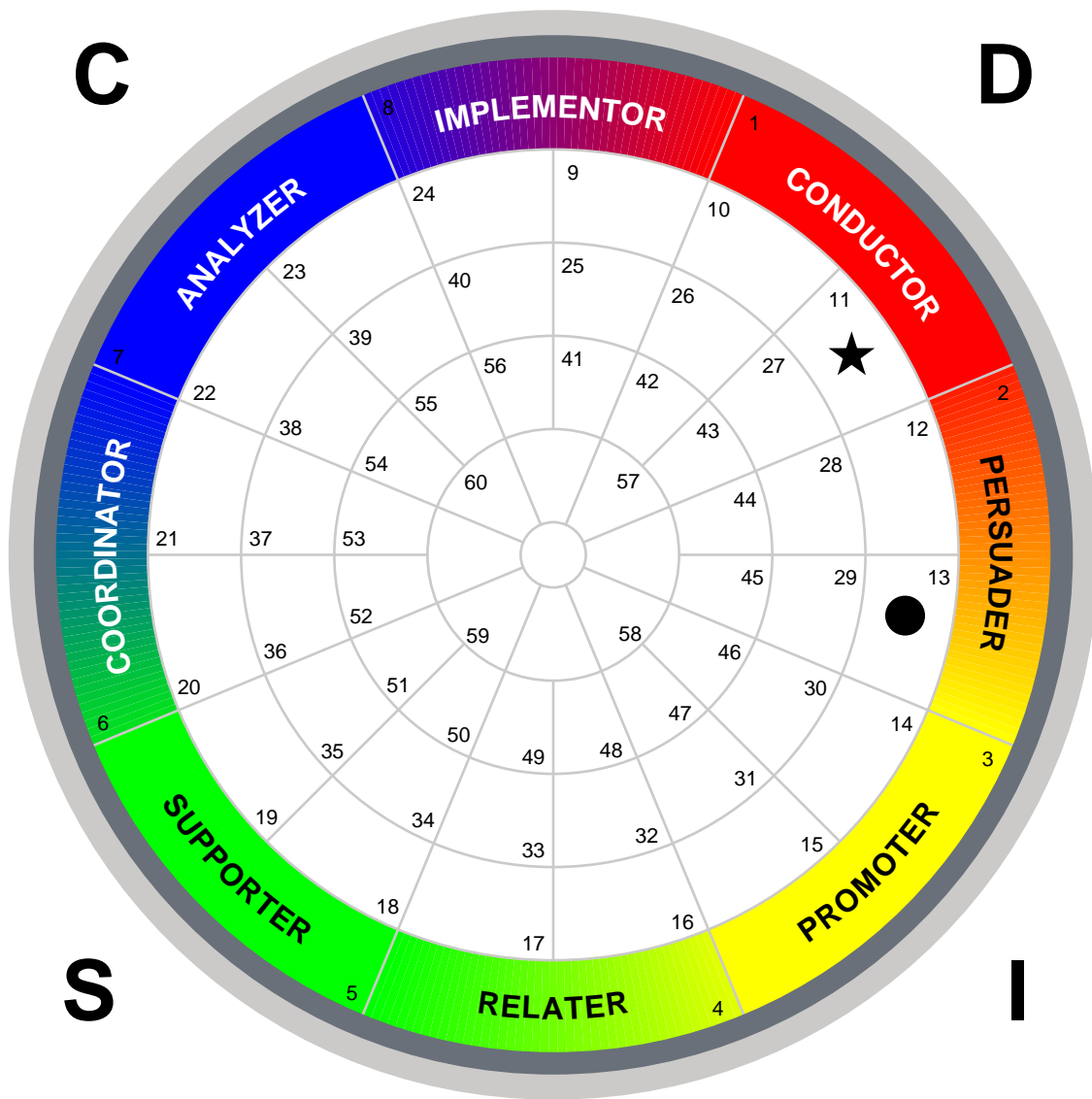
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



# The Success Insights® Wheel

6-27-2017



Adapted: ★ (11) PERSUADING CONDUCTOR  
 Natural: ● (13) PROMOTING PERSUADER

Norm 2017 R4



# Understanding Your Driving Forces

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

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

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

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

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

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognize and understand how your Driving Forces interact with others to improve communication





# General Characteristics

At times Sylvia sees the importance of following a system and how it applies to a specific situation. She tends to support those who are leading with a vision. She may prefer a summary rather than the full-length version. She feels a high level of satisfaction when she is able to create rapport and tranquility with others. Sylvia focuses on the greater good versus her return on investment. She is able to let go of possessions without looking at future needs or uses. She will strive to eliminate conflict in the workplace. She will look for faults in a process before blaming an individual.



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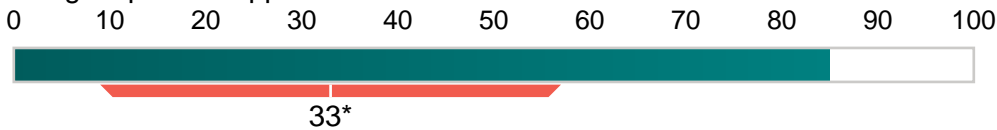
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# Primary Driving Forces Cluster

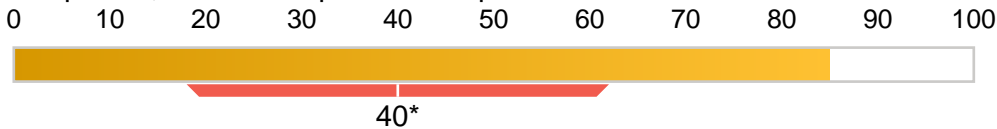
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



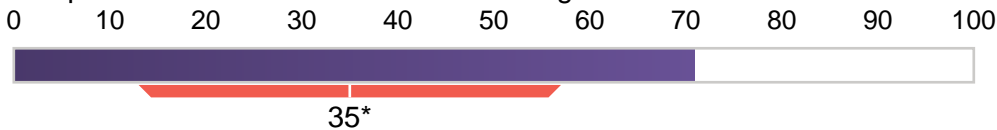
85

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



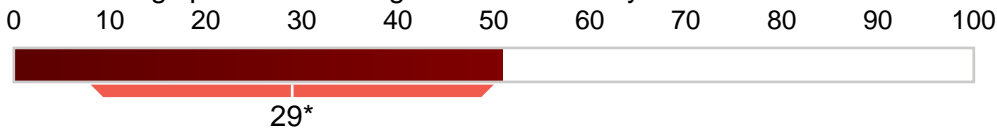
85

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



71

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



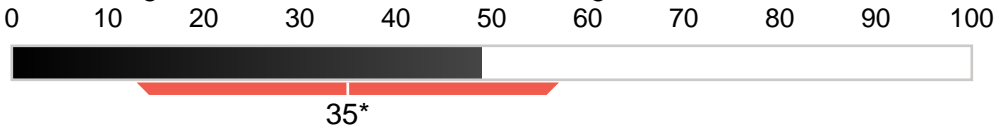
51



# Situational Driving Forces Cluster

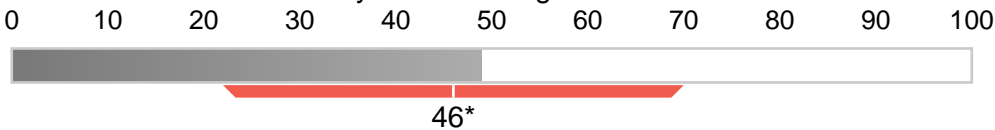
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



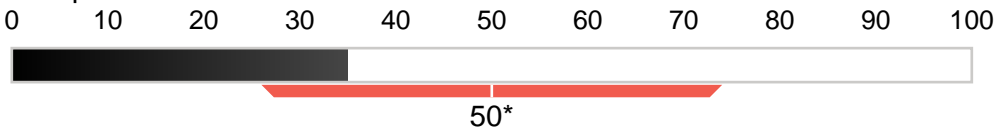
49

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



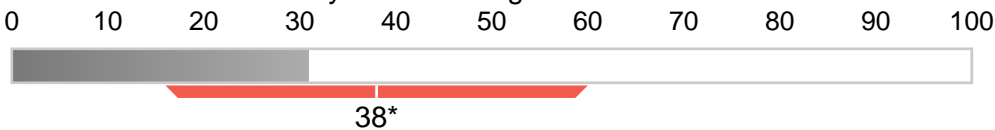
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**7. Commanding** - People who are driven by status, recognition and control over personal freedom.



35

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



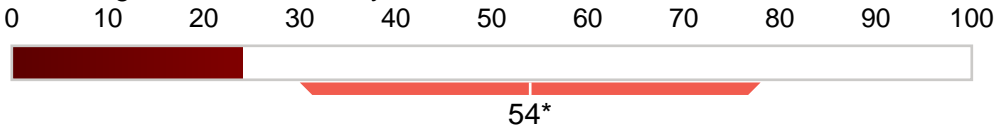
31



# Indifferent Driving Forces Cluster

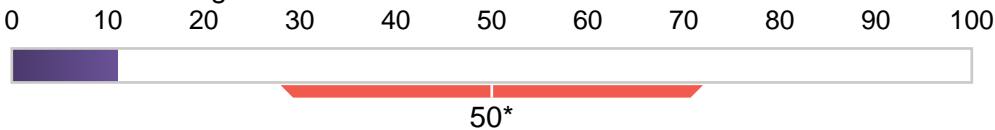
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



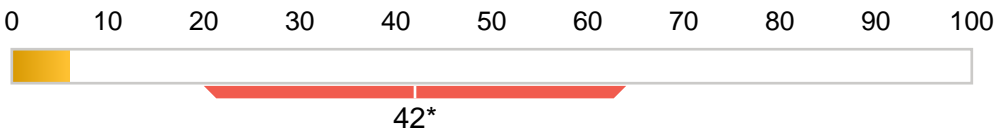
24

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



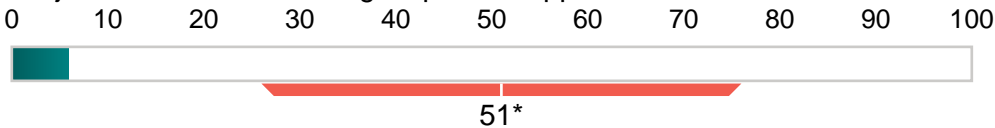
11

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



6

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



6



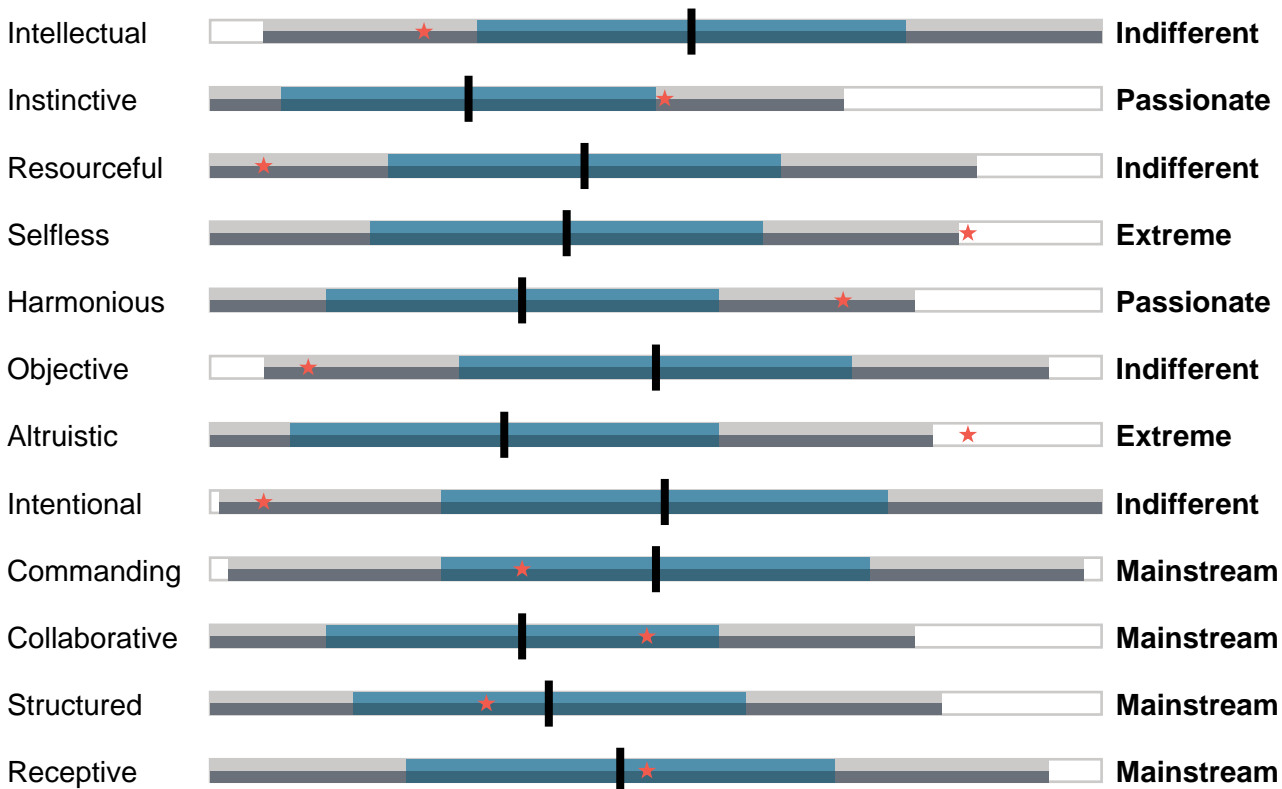


# Areas for Awareness

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

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

## Norms & Comparisons Table - Norm 2017

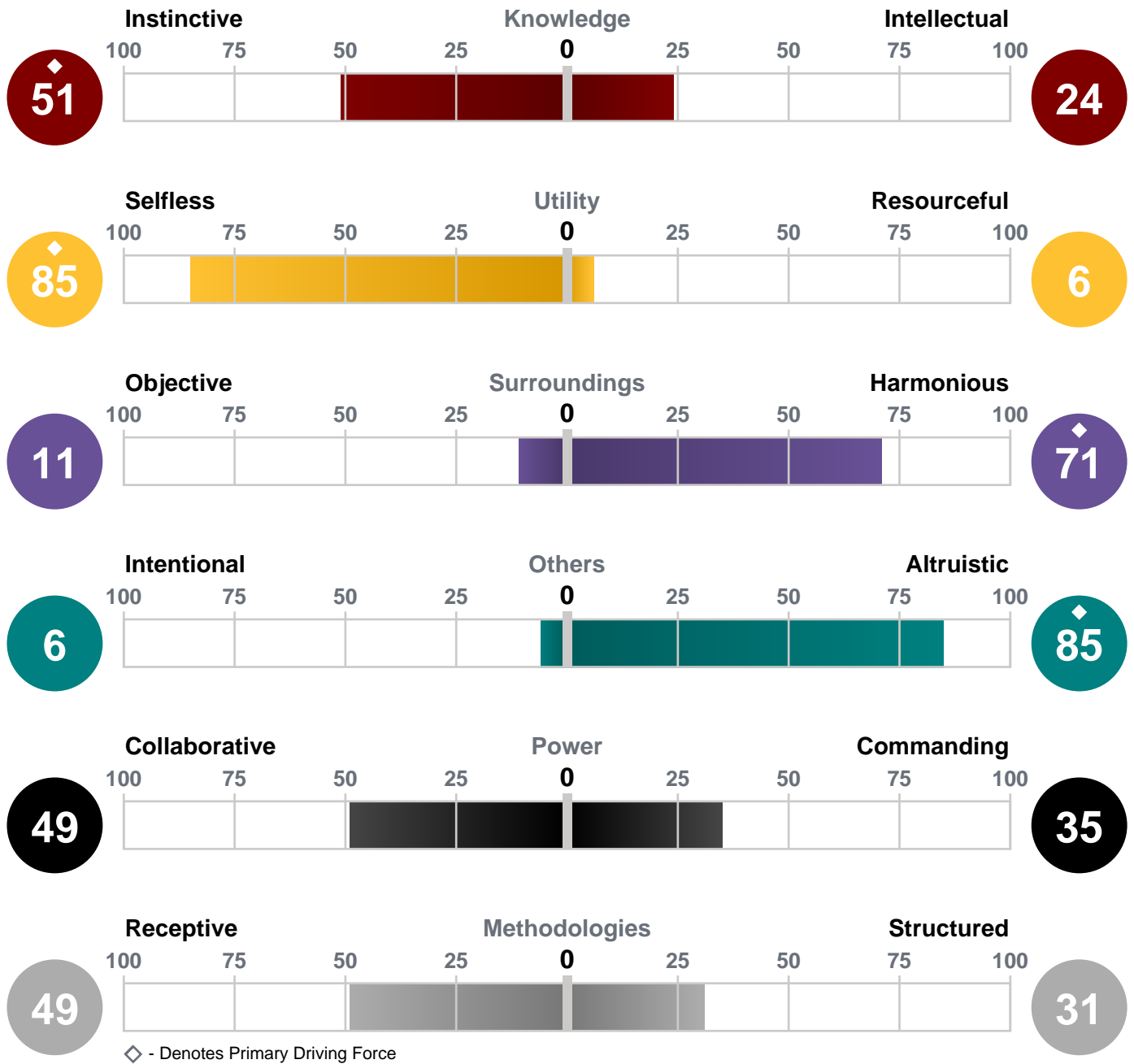


- 1st Standard Deviation - \* 68% of the population falls within the shaded area. 
  - 2nd Standard Deviation 
  - 3rd Standard Deviation 
  - national mean 
  - your score

**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

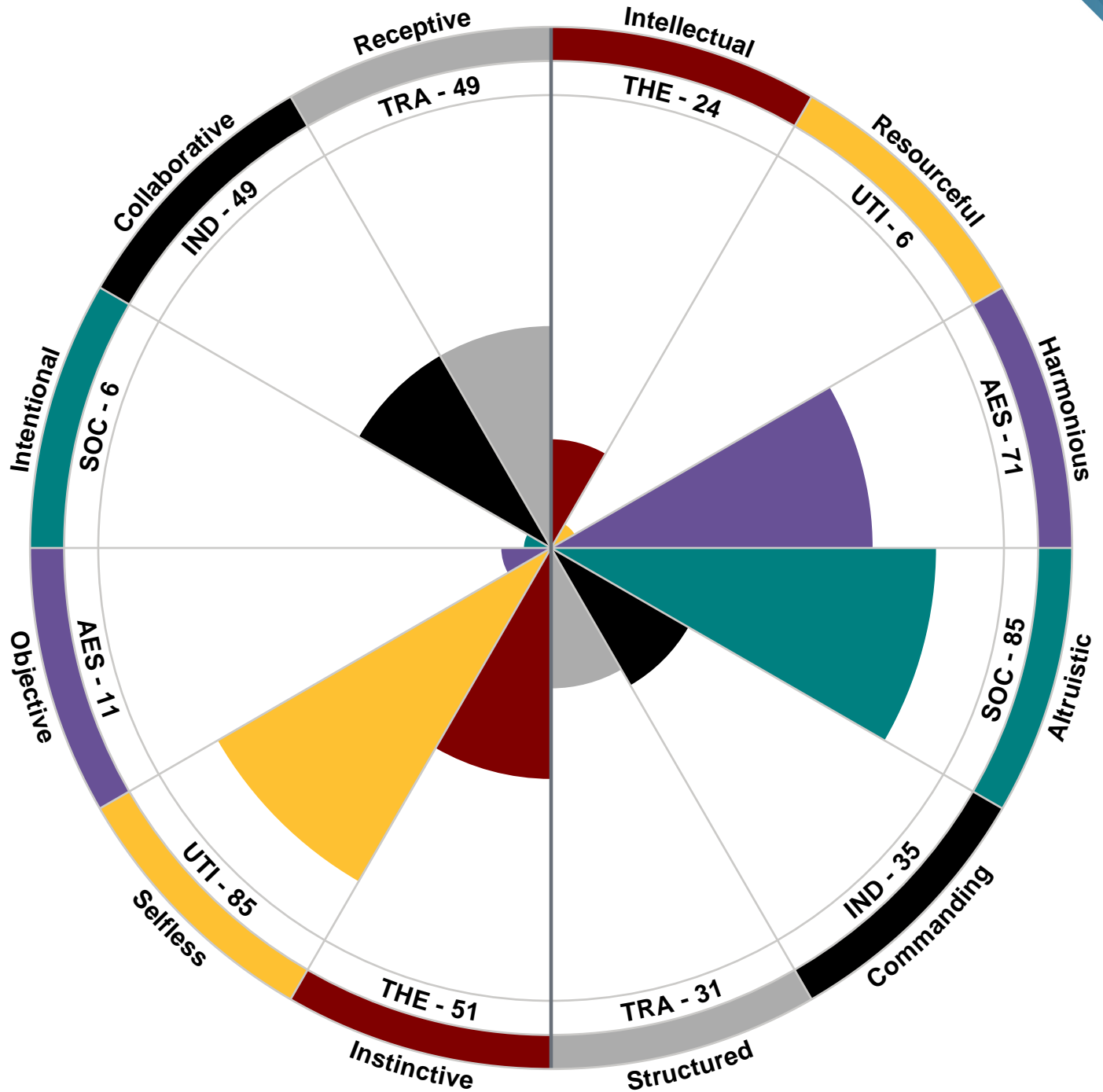


# Driving Forces Graph



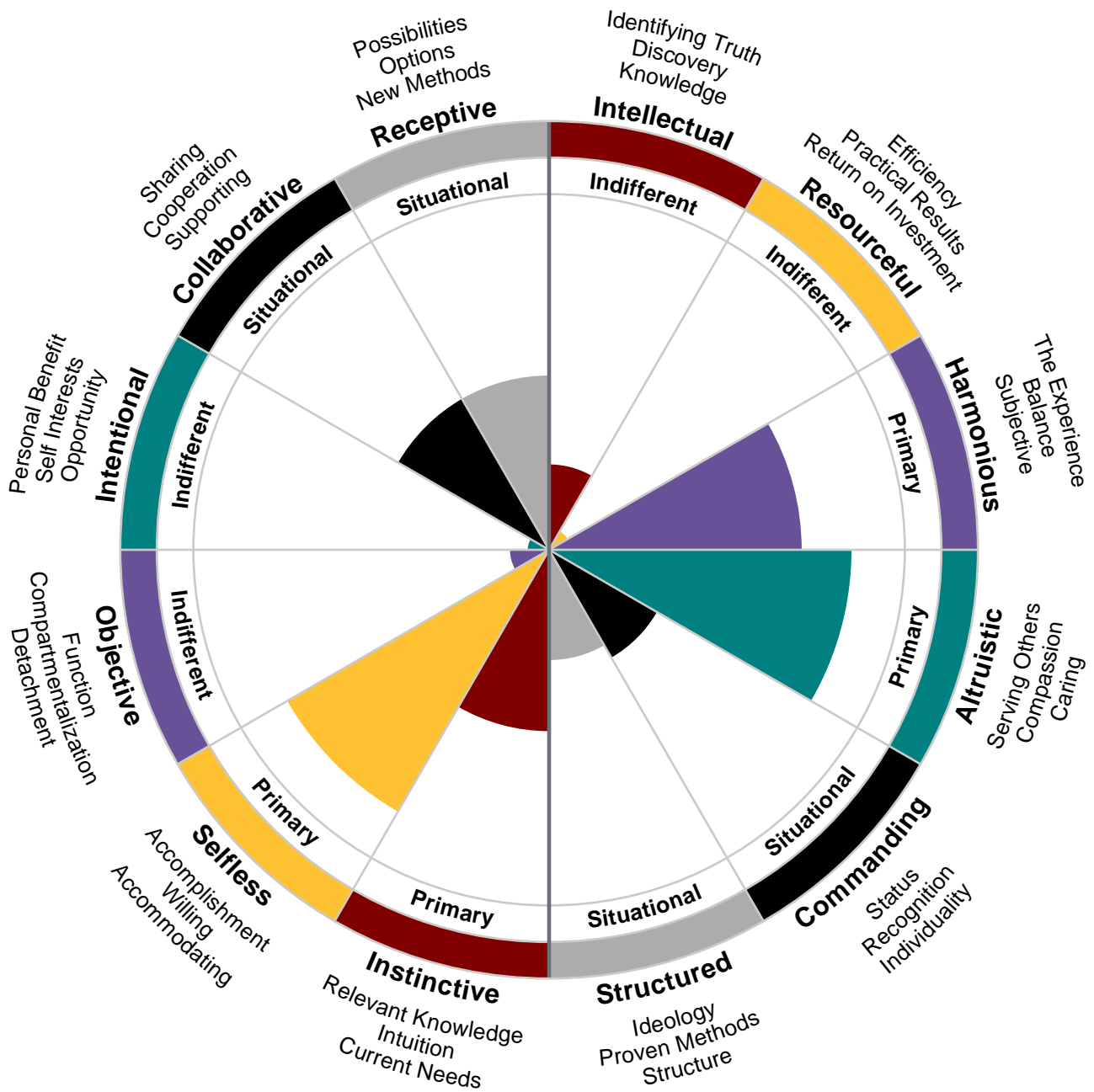


# Driving Forces Wheel





# Descriptors Wheel





## Introduction Integrating Behaviors and Driving Forces Section

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

### In this section you will find:

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







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

- Ability to achieve results through the interaction with and helping of others.
- Groups and committees are present in order to assist charities and social causes.
- A forum to advocate for the greater good as it relates to moving the organization forward.
- Rewards determined by contributions to group efforts.
- A manager that focuses on people and brings excitement into the business.
- The experience is seen as a part of the desired accomplishment.
- The need to be liked and to feel a part of a harmonious team.
- Ability to develop new and out-of-the box ideas with others.
- A fun and creative working environment.
- A forum to collect information when needed.
- Flexibility to attend tradeshow and seminars in order to gain specific information to share with others.
- A leadership team that is optimistic about learning new concepts as well as relying on intuition.




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# Keys to Managing

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

## Sylvia needs:

- Assistance in managing time to meet own goals while helping other people.
- To help balance socialization and tangible assistance for others.
- A manager that promotes her ability to positively influence others.
- To listen for the answer she wants in order to benefit the organization.
- Assistance in establishing realistic expectations while increasing involvement of others.
- Help balancing the desire for accomplishment and the need for people interactions.
- Assistance in setting realistic and balanced expectations with tangible outcomes that allow for creativity and expression.
- To find opportunities for self-expression.
- To balance socializing and work load to lower time management issues.
- To seek out ways to organize thoughts in order to effectively convey the relevant information.
- To understand that others may get more excited about learning new information.
- To gather relevant information in an environment filled with opportunities to share.

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## Introduction Competencies

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

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

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

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

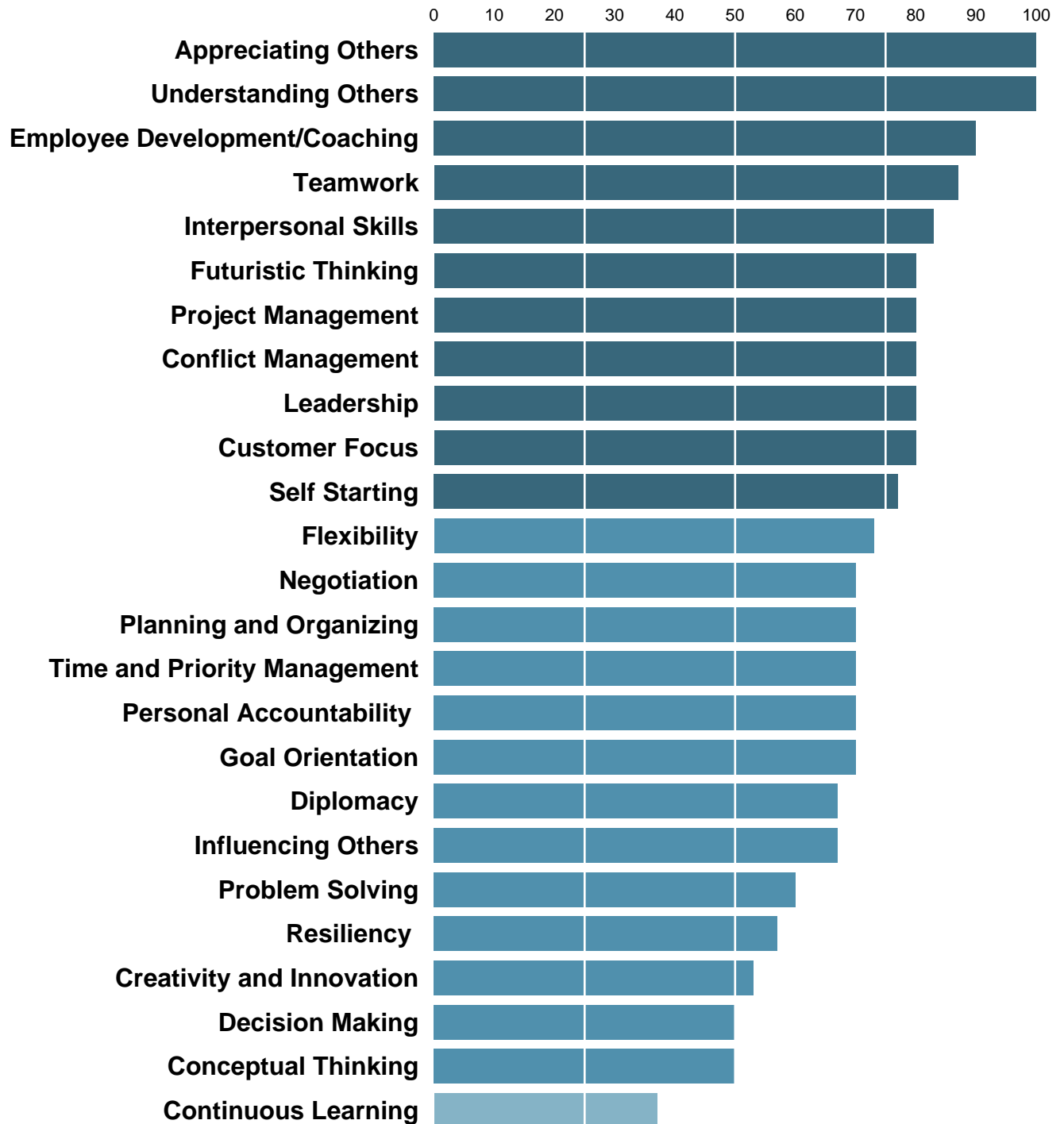
While personal skills are certainly important for career development, it is not necessary to fully develop every one. In fact, development of a personal skill may not benefit your career if it isn't required in your current job. In order to optimize your career potential, it is best to focus your development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

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



# Development Indicator

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

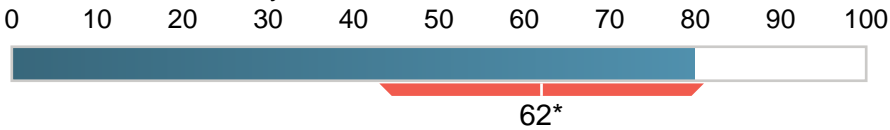






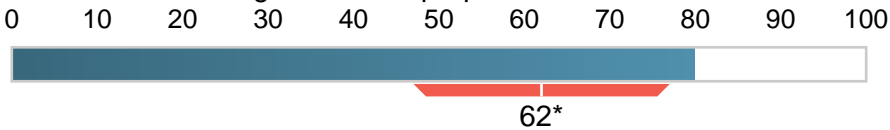
# Competencies Hierarchy

**8. Conflict Management** - Understanding, addressing and resolving conflict constructively.



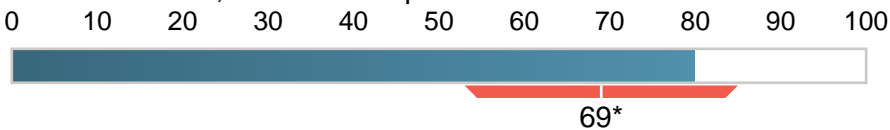
80

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



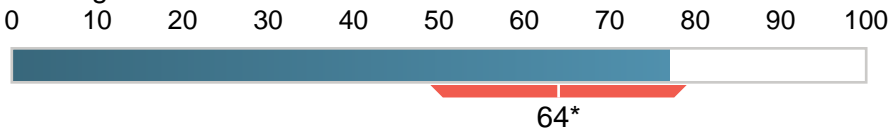
80

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



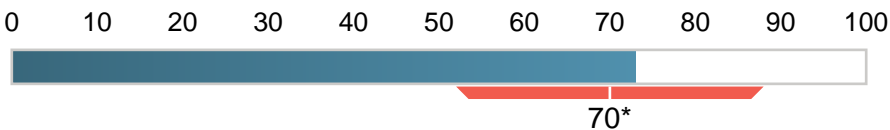
80

**11. Self Starting** - Demonstrating initiative and willingness to begin working.



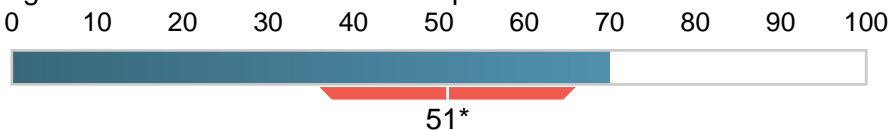
77

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



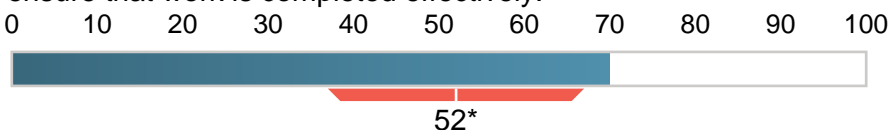
73

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



70

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



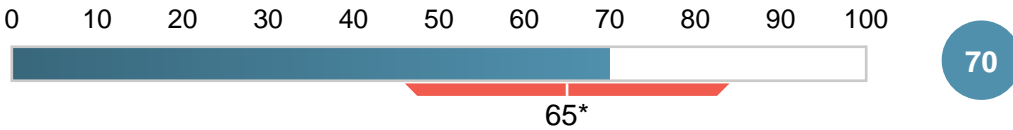
70

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

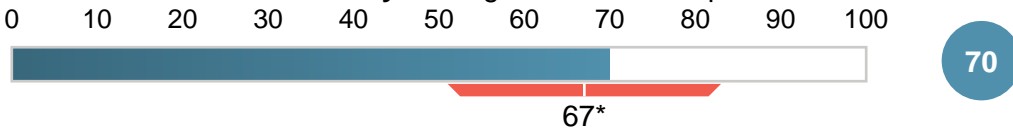


# Competencies Hierarchy

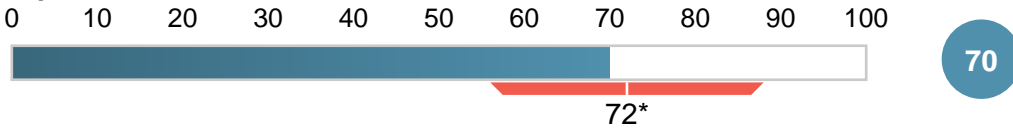
**15. Time and Priority Management** - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



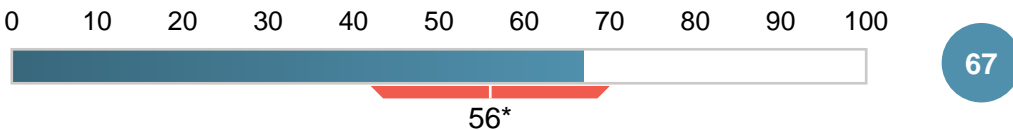
**16. Personal Accountability** - Being answerable for personal actions.



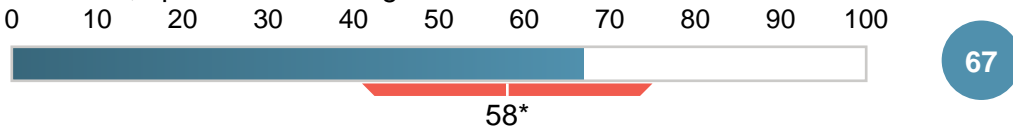
**17. Goal Orientation** - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



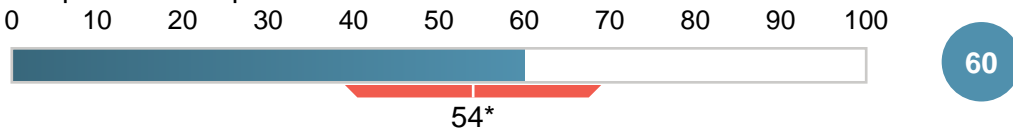
**18. Diplomacy** - Effectively and tactfully handling difficult or sensitive issues.



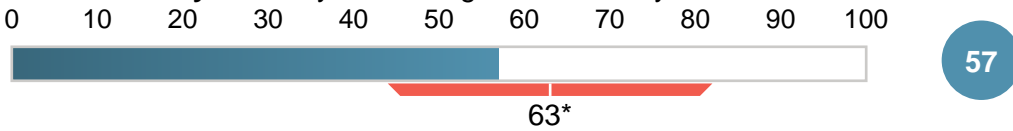
**19. Influencing Others** - Personally affecting others actions, decisions, opinions or thinking.



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



**21. Resiliency** - Quickly recovering from adversity.



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















# Summary of Competencies

## 11. Self Starting: Demonstrating initiative and willingness to begin working.

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

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

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

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

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

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# Summary of Competencies

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

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

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

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

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## 16. Personal Accountability: Being answerable for personal actions.

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

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# Summary of Competencies

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

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

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

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




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# Getting the Most From Your Report

Questions about the personal skills you are well developed in:

- Are you using the personal skills you are well developed in more in your personal or professional life?
- How is your development of these personal skills contributing to your success?
- How can you use these personal skills to advance your career, get a promotion or secure a better job?
- Do other people know that you are well developed in these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you are developed and moderately developed:

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

Questions about the personal skills you have not yet developed:

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