



TTI TriMetrix® HD

Coaching Report - Sales Version



Tammy Test Taker

11-3-2011



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The TriMetrix® HD Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to four distinct areas: behaviors, motivators, acumen and competencies. Understanding strengths and weaknesses in each of the four 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 four main sections:

BEHAVIORS SECTION

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

MOTIVATORS SECTION

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

INTEGRATING BEHAVIORS AND MOTIVATORS

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

ACUMEN INDICATORS SECTION

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.

COMPETENCIES SECTION

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.



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.

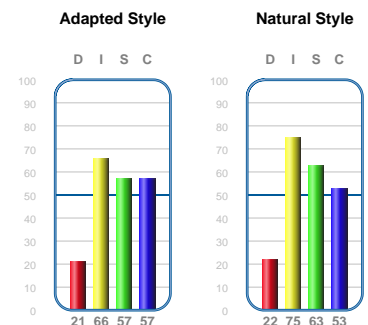
*"All people exhibit all four behavioral factors in varying degrees of intensity."
–W.M. Marston*



Based on Tammy's responses, the report has selected general statements to provide a broad understanding of her sales style. This section highlights how she deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style she brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Tammy becomes highly excited about what influences her. She usually displays this emotion when she is attempting to influence people. Inclined to talk smoothly, readily and at length, she loves the opportunity to verbalize. Sales presents an opportunity for her to use this great attribute. Being optimistic and enthusiastic, she is good at generating enthusiasm in others. Sometimes her enthusiasm is what sells her products or services, but sometimes other buyers may be offended. She consistently meets the challenge of persuading people to her point of view. Some buyers may desire less talk and more facts. Tammy can sell both tangible and intangible products successfully. Her ability to paint word pictures can be a distinct advantage when she is called upon to explain an intangible. Socially and verbally aggressive, she loves to meet strangers and begin conversations. This is a great attribute when new territory is opened, or new accounts are dictated by business conditions. She prefers to sell a new client on herself first rather than her product or service. This reflects her natural approach. When she buys, she also prefers to be sold in this manner.

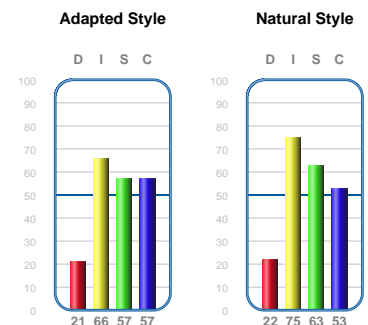
Tammy frequently uses emotion and active body language in her sales presentation. With some buyers this could be detrimental because they may see her as being superficial. She depends on her prospects to trust her judgment in recommending her products or services. Not all prospects are as trusting and some will want facts and data to support her judgment. She succeeds in projecting self-confidence in her sales presentations. This self-confidence





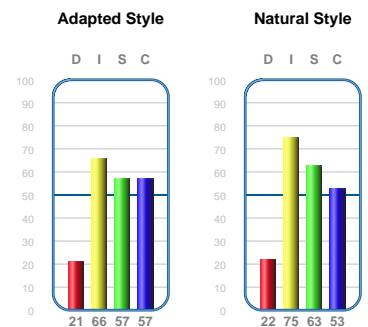
evolves from her belief in herself and her products or services. This may cause her to become frustrated if a prospect attacks either her or her product. Some see her as a natural born salesperson but what they really see is her ability to talk smoothly and readily on most subjects. She quickly shares her opinion on most topics. Tammy welcomes the objections that prospects raise. This provides an opportunity to meet a challenge and share more of her knowledge. She may promise how her product will solve the prospect's problems. Sometimes she becomes overly optimistic about the actual results her products will deliver. She doesn't necessarily do this intentionally, but reflects her optimistic view of the product.

Tammy can be seen as a good closer. However, she may postpone the close until giving the complete sales pitch. Observers have actually seen her sell the product and then buy it back. She should guard against excessive talking and close at the appropriate time. Sometimes she tries too hard to accommodate the buyer with service. She will resent her effort if the account doesn't live up to its potential. If given the choice, she would prefer to sell a new account instead of servicing an old account. This is especially true if the old account has little potential or requires sufficient facts and data to support their purchase decisions. She may promise more than she can deliver to close a sale. She does intend to deliver what she says, but she has difficulty finding the time to provide what she promises. Her optimism makes her believe she can deliver. Tammy's listening skills may cause her to miss some closing opportunities. She may be thinking about what she is going to say next and miss the buying signal. She would rather make a social visit instead of a service visit.





The social visit meets her need to be friendly and outgoing, while the service visit requires special effort if customers don't buy more products or services.

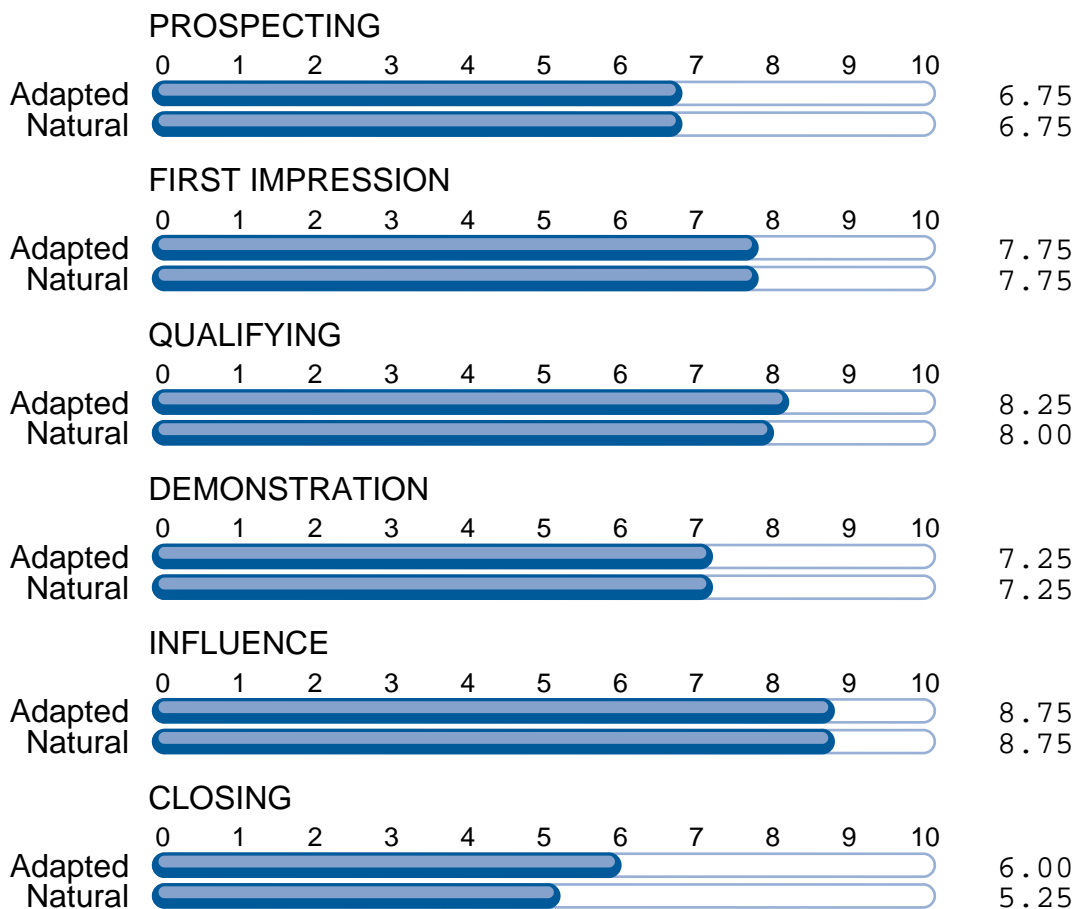




The Behavioral Selling Overview reflects Tammy's natural and adapted styles within each phase of the Behavioral Selling Model. Tammy's natural style reflects her native, intuitive selling behavior. Tammy's adapted scores reflect the behavior that Tammy believes necessary in each phase of behavioral selling.

The level of effectiveness that Tammy either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Tammy is at that phase of the sale. The lower the score, the greater challenge Tammy has in terms of delivering specific behavior required for success within that phase.

The amount of difference between a salesperson's adapted and natural styles is also key. The greater the difference, the greater potential for stress.



0-5.0=POOR 5.1-6.6=FAIR 6.7-7.6=GOOD 7.7-8.8=VG 8.9-10=EX



POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

Tammy Test Taker

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Tammy's performance tendencies within each specific phase of the Behavioral Selling Model.

Prospecting: The first phase of the Behavioral Selling Model. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

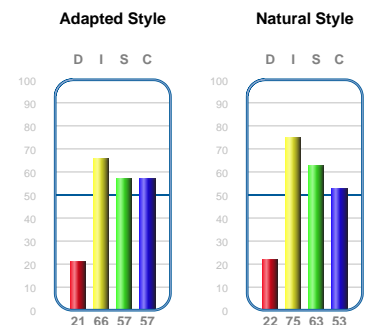
In the Prospecting Phase, Tammy MAY have a TENDENCY to:

- Be unrealistically optimistic in appraising the promise, potential, credit and long term value of an account.
- Not do a thorough and/or objective job of evaluating the potential of a prospect.
- Have a great deal of trouble in managing the travel detail and challenges of territory management.
- Have difficulty planning and controlling her use of time.

First Impression: The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display his or her sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

In the First Impression Phase, Tammy MAY have a TENDENCY to:

- Think everybody likes her. If it should appear that this is not the case, she will press to seek personal approval rather than listen to the prospect.
- Make a concerted effort to sell new prospect on herself first and her product or service second. This reflects her own natural approach and is similar to her own purchasing style.
- Take verbal control and talk about things that may have very little to do with the sales process.



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- Overuse body language during the First Impression Phase.

Qualifying: The questioning and detailed needs analysis phase of the face-to-face sale, this phase of the Behavioral Selling Model enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.

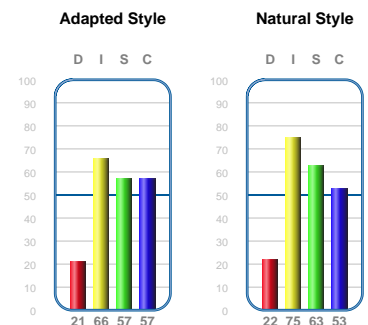
In the Qualifying Phase, Tammy MAY have a TENDENCY to:

- Ask the prospect questions and then answer the question for the prospect.
- Ask questions that will allow her to proceed with her own agenda.
- Not ask technical questions. May dwell too long or too much on general or abstract questions.
- Think in terms of the big picture and to look for big picture solutions rather than specific, detailed solutions to problems.

Demonstration: Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate his or her product knowledge in such a way that it fulfills the stated or implied wants, needs, or intentions of the prospect as identified and verbalized in the Qualifying Phase.

In the Demonstration Phase, Tammy MAY have a TENDENCY to:

- Demonstrate things that her product or service will do that may not have anything to do with the prospect's real needs.
- Talk smoothly, readily and at length.
- Use emotion in her sales presentation. This is often coupled with excessive gestures. This could prove to be detrimental with some buyers. They may see her as being too superficial.





- Rely too heavily on her prospect to trust her judgment in recommending her products and services. However, not all prospects are overly trusting by nature and some will need facts and data to support the salesperson's judgment.

Influence: What people believe enough, they act upon. This phase is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

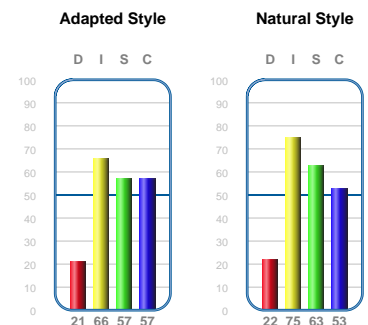
In the Influence Phase, Tammy MAY have a TENDENCY to:

- Tell the complete story and miss closing opportunities.
- Overly rely on friendship to make the sale.
- Rely solely and primarily on verbal/persuasive skills to convince buyer or skip the Influence Phase altogether.
- Stress benefits that are important to her, rather than identifying those that are important to the prospect.

Closing: The final phase of the Behavioral Selling Model. This phase is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

In the Closing Phase, Tammy MAY have a TENDENCY to:

- Postpone the close until she has presented the complete presentation. Observers have actually seen her sell the product only to buy it back! She should guard against excessive talking and asking a closing question at the appropriate time.
- Give away products or services to make customer happy.

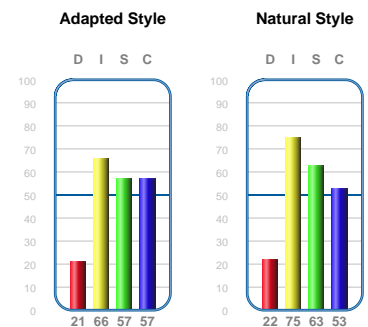




POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

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- Be positive and direct with closing questions. Specifically, she will be both friendly and persistent as she attempts to close the sale.
- Use several favorite closes. Needs to evaluate how she is using them and if they are appropriate to the sales situation.

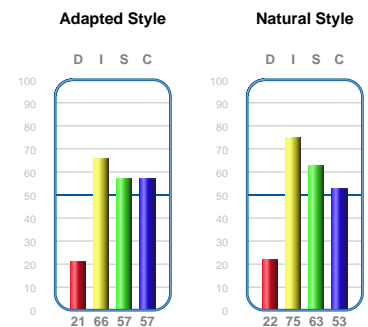


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This section of the report identifies the specific talents and behavior Tammy brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular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

- Positive sense of humor.
- Creative problem-solving.
- Builds confidence in others.
- Concerned about quality.
- Optimistic and enthusiastic.
- Will gather data for decision making.
- Verbalizes her feelings.



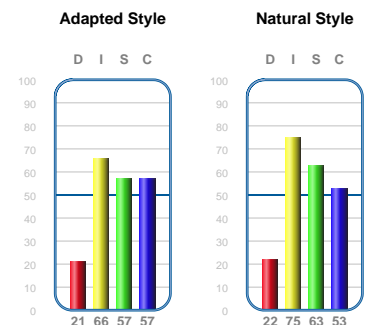


CHECKLIST FOR COMMUNICATING

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

Do:

- Be sincere and use a tone of voice that shows sincerity.
- Talk about her, her goals and opinions she finds stimulating.
- Take your time and be persistent.
- Provide solid, tangible, practical evidence.
- Give her time to verify reliability of your comments--be accurate and realistic.
- Provide ideas for implementing action.
- Support your communications with correct facts and data.
- Leave time for relating, socializing.
- Read the body language for approval or disapproval.
- Provide a warm and friendly environment.
- Provide testimonials from people she sees as important.
- Give her time to ask questions.
- Take time to be sure that she is in agreement and understands what you said.



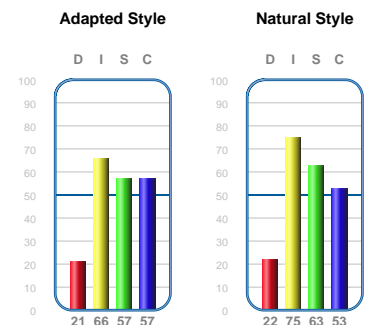


DON'TS ON COMMUNICATING

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

Don't:

- Talk down to her.
- Push too hard, or be unrealistic with deadlines.
- Talk in a loud voice or use confrontation.
- Be dogmatic.
- Don't be haphazard.
- Be curt, cold or tight-lipped.
- Legislate or muffle--don't overcontrol the conversation.
- Use testimonies from unreliable sources.
- Make promises you cannot deliver.
- Kid around too much, or "stick to the agenda" too much.
- Give your presentation in random order.
- Drive on to facts, figures, alternatives or abstractions.
- Rush her in the decision-making process.





This section provides suggestions on methods which will improve Tammy's communications when selling to different styles. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Tammy 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 salesperson.

<p>When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ● Prepare your "presentation" in advance. ● Stick to business--provide fact to support your presentation. ● Be accurate and realistic--don't exaggerate. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Being giddy, casual, informal, loud. ● Wasting time with small talk. ● Being disorganized or messy. 	<p>When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ● Be clear, specific, brief and to the point. ● Stick to business. Give an effective presentation. ● Come prepared with support material in a well-organized "package." <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Talking about things that are not relevant to the issue. ● Leaving loopholes or cloudy issues. ● Appearing disorganized.
<p>When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ● Begin with a personal comment--break the ice. ● Present yourself softly, nonthreateningly and logically. ● Earn their trust--provide proven products. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Rushing headlong into the interview. ● Being domineering or demanding. ● Forcing them to respond quickly to your questions. 	<p>When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ● Provide a warm and friendly environment. ● Don't deal with a lot of details, unless they want them. ● Provide testimonials from people they see as important. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Being curt, cold or tight-lipped. ● Controlling the conversation. ● Driving on facts and figures, alternatives, abstractions.



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

"See Yourself As Others See You"

SELF-PERCEPTION

Tammy usually sees herself as being:

- | | |
|--------------|------------|
| Enthusiastic | Outgoing |
| Charming | Inspiring |
| Persuasive | Optimistic |

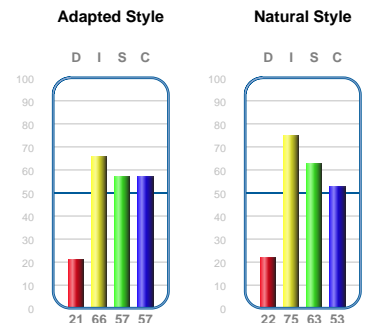
OTHERS' PERCEPTION

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

- | | |
|-------------------|-------------|
| Self-Promoting | Glib |
| Overly Optimistic | Unrealistic |

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

- | | |
|------------------|---------------|
| Overly Confident | Talkative |
| Poor Listener | Self-Promoter |





Based on Tammy'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.

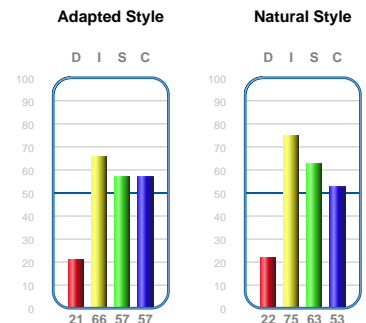
Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised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



Tammy's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.

Natural	PROBLEMS - CHALLENGES	Adapted
	Tammy is cautious in her approach to selling and does not attempt to demand that her view, or opinion, be accepted at face value. She likes to help the prospect solve their problems within the framework of a cooperative environment. She will look for a compromise.	Tammy sees no need to change her sales approach from her basic style as it is related to solving problems and challenges.

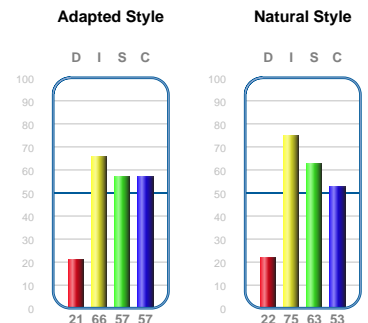
Natural	PEOPLE - CONTACTS	Adapted
	Tammy is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. She is trusting and also wants to be trusted.	Tammy sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.





Natural	PACE - CONSISTENCY	Adapted
<p>Tammy enjoys a sales environment that needs a consistent approach. She will change approach if the new direction is meaningful and consistent with past experience. She enjoys selling quality products that she feels are reliable and dependable.</p>	<p>Tammy feels that the sales environment doesn't require her to alter the way she deals with activity level and consistency.</p>	

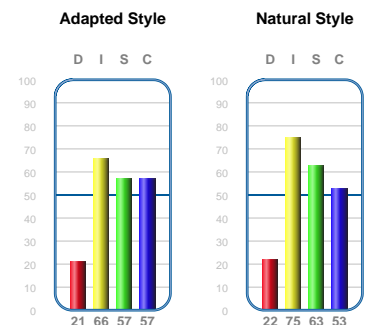
Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Tammy sees the need to be flexible about rules; however, she is also aware and sensitive to the consequence of not following those rules.</p>	<p>The difference between Tammy's basic and adapted sales style is not significant and she sees no need to change on this factor.</p>	





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

- Cautious in potentially risky sales situations.
- Speaking smoothly and emotionally with her customers or clients.
- Being a good listener.
- Generating enthusiasm in others.
- Adaptable in meeting the needs of clients or customers.
- Using persuasive skills.
- Using humor as a way of coping with conflict.
- Skillfully using humor to persuade her clients or customers.
- Exhibiting excitement about her service or product.
- Remaining cooperative in meeting the customer's needs.
- Meeting customers either formally or informally.
- Using much data and sales aids for presentations.





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.

1. INABILITY TO SAY NO.

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

POSSIBLE CAUSES:

- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request
- Do not feel comfortable giving "real" reason and doesn't want to lie

POSSIBLE SOLUTIONS:

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

2. DESIRE TO BE INVOLVED WITH TOO MANY PEOPLE

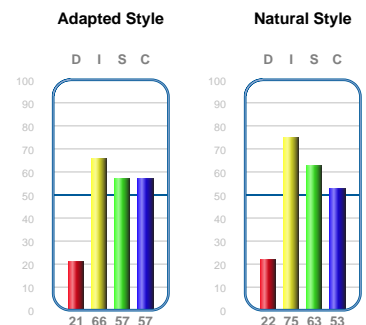
The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

POSSIBLE CAUSES:

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

POSSIBLE SOLUTIONS:

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





3. PROCRASTINATION

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

POSSIBLE CAUSES:

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

POSSIBLE SOLUTIONS:

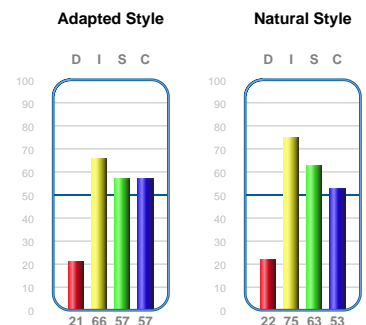
- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute

4. DAYDREAMING

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

POSSIBLE CAUSES:

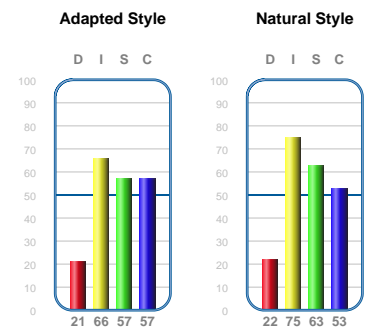
- Being a creative thinker and always thinking of new ideas
- Being more excited about the future than the here and now
- Bring personal problems to work
- See work as routine and unexciting
- Experience stress from working on something too long
- Focus on past pleasant experiences as a way of coping with routine and stress





POSSIBLE SOLUTIONS:

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

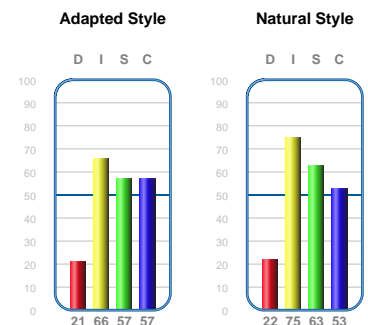




In this area is a listing of possible limitations without regard to a specific job. Review with Tammy and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.

Tammy has a tendency to:

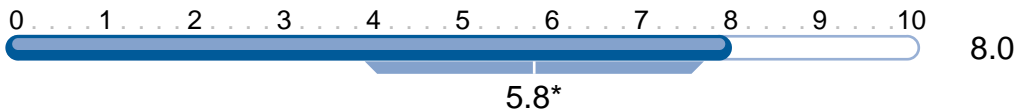
- Need to be more factually-oriented and talk a bit slower.
- Dislike call reports, etc.
- Be more concerned with popularity than tangible results, if popularity is rewarded.
- Not answer objections completely, or tap dances around the objections.
- Tell the complete story and miss closing opportunities.
- Give away products or services to make client happy.
- Be more concerned with popularity than sales results.



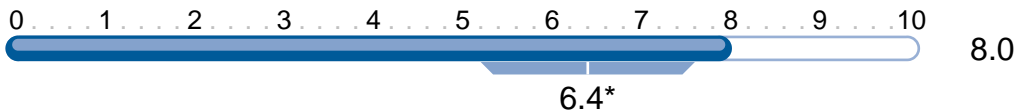


Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

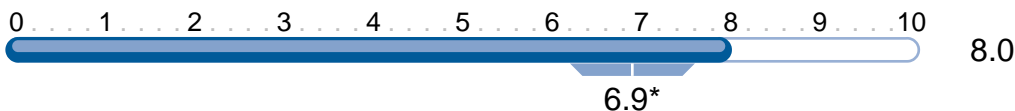
1. FREQUENT INTERACTION WITH OTHERS - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



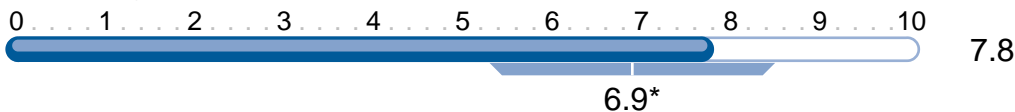
2. PEOPLE ORIENTED - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



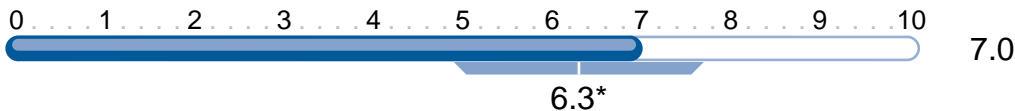
3. CUSTOMER RELATIONS - A desire to convey your sincere interest in them.



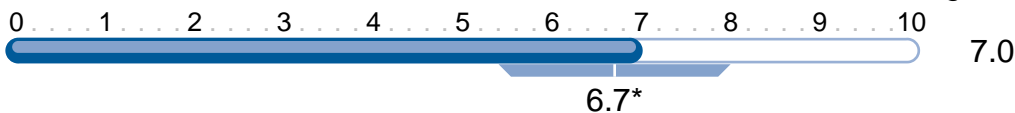
4. FOLLOWING POLICY - Complying with the policy or if no policy, complying with the way it has been done.



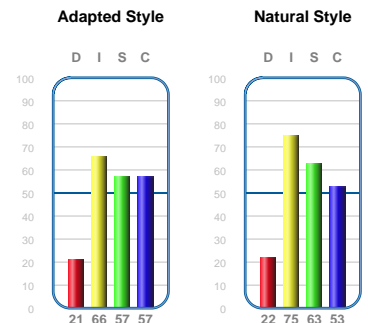
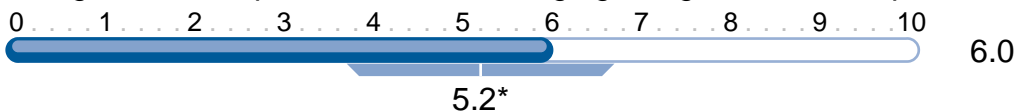
5. CONSISTENCY - The ability to do the job the same way.



6. FOLLOW UP AND FOLLOW THROUGH - A need to be thorough.

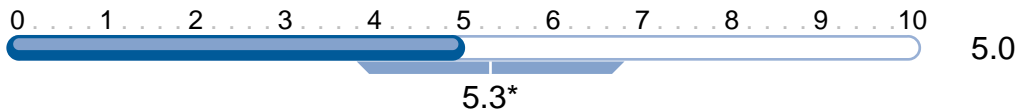


7. VERSATILITY - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.

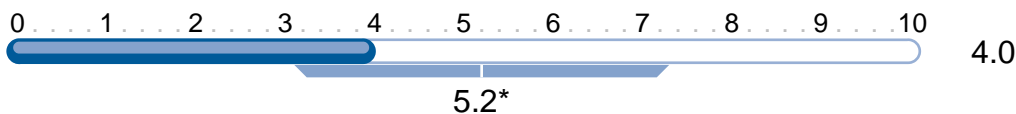




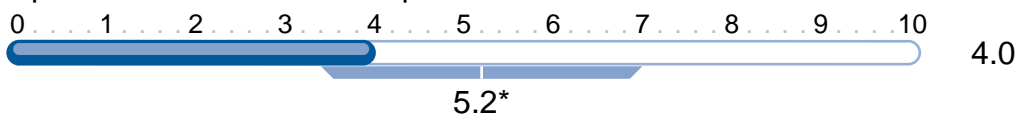
8. FREQUENT CHANGE - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



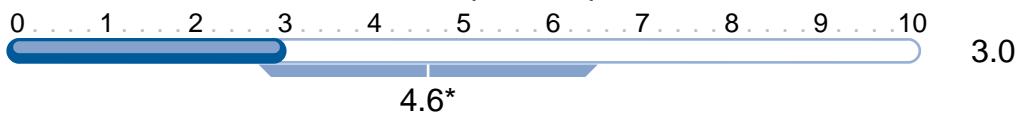
9. ORGANIZED WORKPLACE - Systems and procedures followed for success.



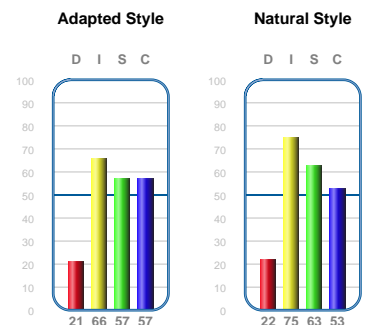
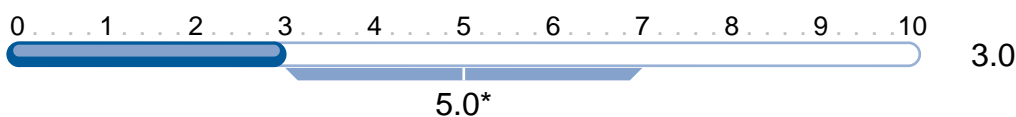
10. ANALYSIS OF DATA - Information is maintained accurately for repeated examination as required.



11. URGENCY - Decisiveness, quick response and fast action.



12. COMPETITIVENESS - Tenacity, boldness, assertiveness and a "will to win" in all situations.



SIA: 21-66-57-57 (48) SIN: 22-75-63-53 (48)
* 68% of the population falls within the shaded area.



Tammy Test Taker

11-3-2011

MOST

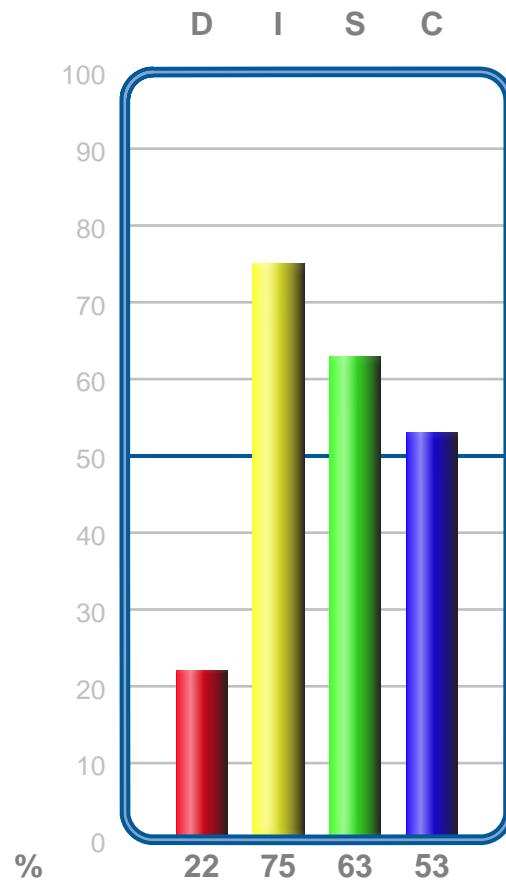
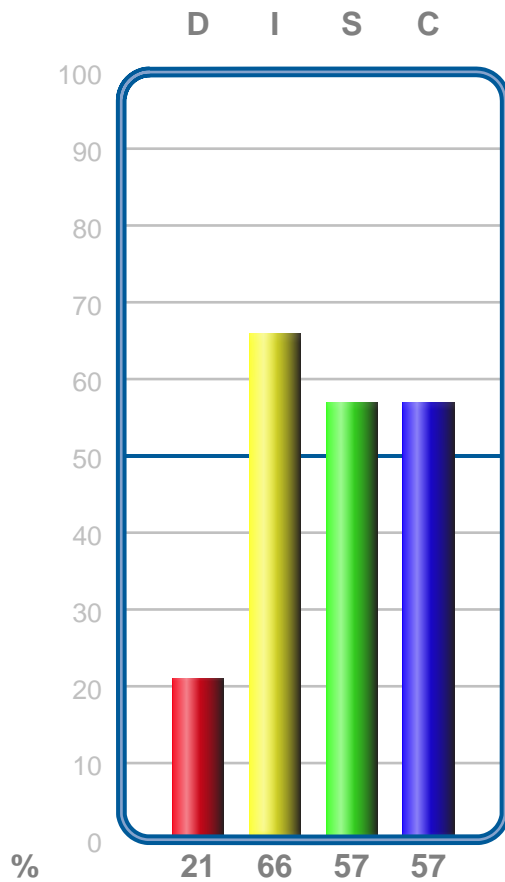
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2011 R4



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.

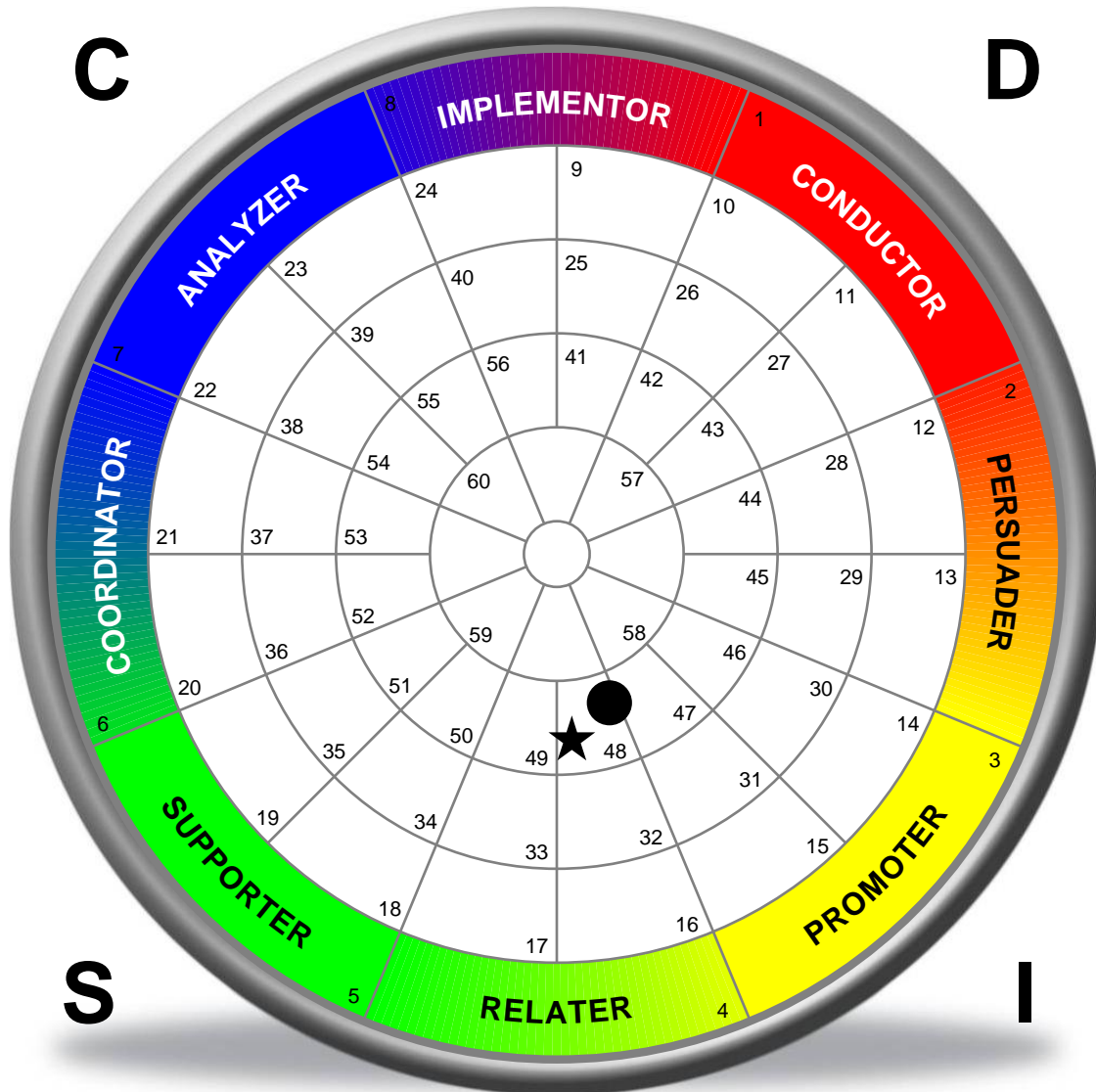
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



Tammy Test Taker

11-3-2011



Adapted: ★ (48) PROMOTING RELATER (ACROSS)

Natural: ● (48) PROMOTING RELATER (ACROSS)

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

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

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

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

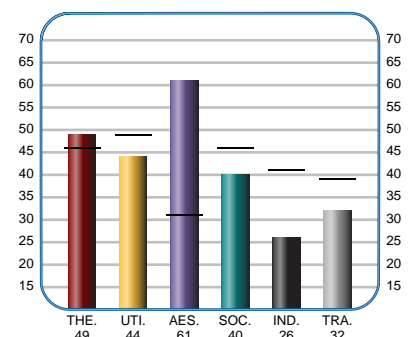
- **STRONG** - positive feelings that you need to satisfy either on or off the job.
- **SITUATIONAL** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.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

YOUR PERSONAL MOTIVATORS RANKING		
1st	AESTHETIC	Strong
2nd	THEORETICAL	Strong
3rd	UTILITARIAN	Strong
4th	SOCIAL	Situational
5th	TRADITIONAL	Indifferent
6th	INDIVIDUALISTIC	Indifferent



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

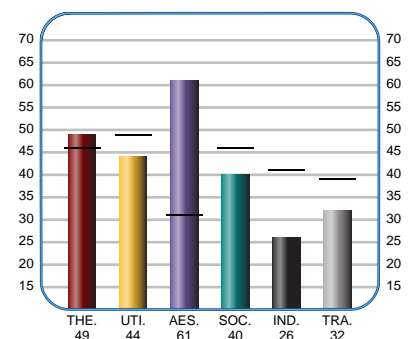
- Tammy needs a sense of harmony and balance in her surroundings and relationships.
- Creativity is only limited by external, not internal boundaries.
- Tammy is interested in studying and appreciating the totality of a situation.
- She is in tune with her inner feelings and likes surroundings that compliment these feelings.
- Looking good and feeling good is one of her goals.
- Being recognized for creativity is the highest form of achievement for her.
- Tammy seeks self-realization and fulfillment.
- Tammy enjoys the beauty of her surroundings and would like others to share her passion.





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

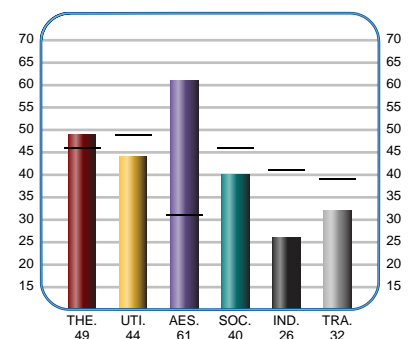
- She will usually have the data to support her convictions.
- Tammy is comfortable around people who share her interest for knowledge and especially those people with similar convictions.
- A comfortable job for Tammy is one that challenges her knowledge.
- Tammy is very good at integrating past knowledge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





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

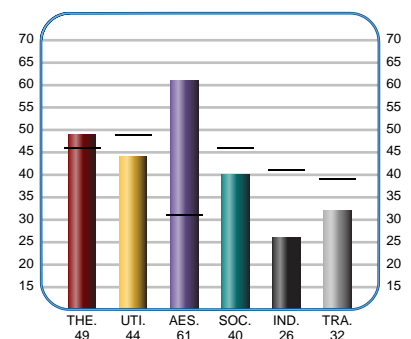
- She will work long and hard to satisfy her needs.
- She evaluates things for their utility and economic return.
- Goals for the future are easily accomplished with her ability to integrate the past and the present.
- Tammy is good at achieving goals.
- She may use wealth as a yardstick to measure her work effort.
- Tammy tends to give freely of time and resources, but will want and expect a return on her investment.
- The accumulation of material possessions results from her ability to follow through and accomplish goals.





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

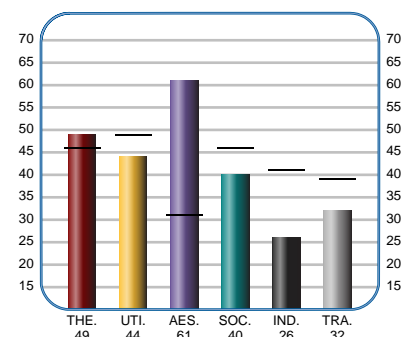
- Tammy's desire to help others (even to her own detriment) or decision not to help others, is reviewed on an individual basis.
- Tammy will definitely attempt to help an individual or group overcome a predicament, but only if they have "touched the right chords" within her.





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

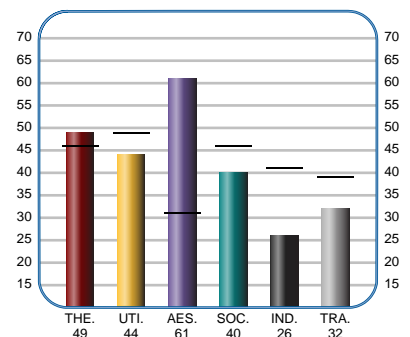
- Tammy's passion in life will be found in one or two of the other dimensions discussed in this report.
- Tammy can be creative in interpreting other systems or traditions and selective in applying those traditions.
- She will work within a broadly defined set of beliefs.
- It may be hard to manipulate Tammy because she has not defined a philosophy or system that can provide immediate answers to every situation.
- Traditions will not place limits or boundaries on Tammy.
- In many cases, Tammy will want to set her own rules which will allow her own intuition to guide and direct her actions.
- She will not be afraid to explore new and different ways of interpreting her own belief system.





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

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



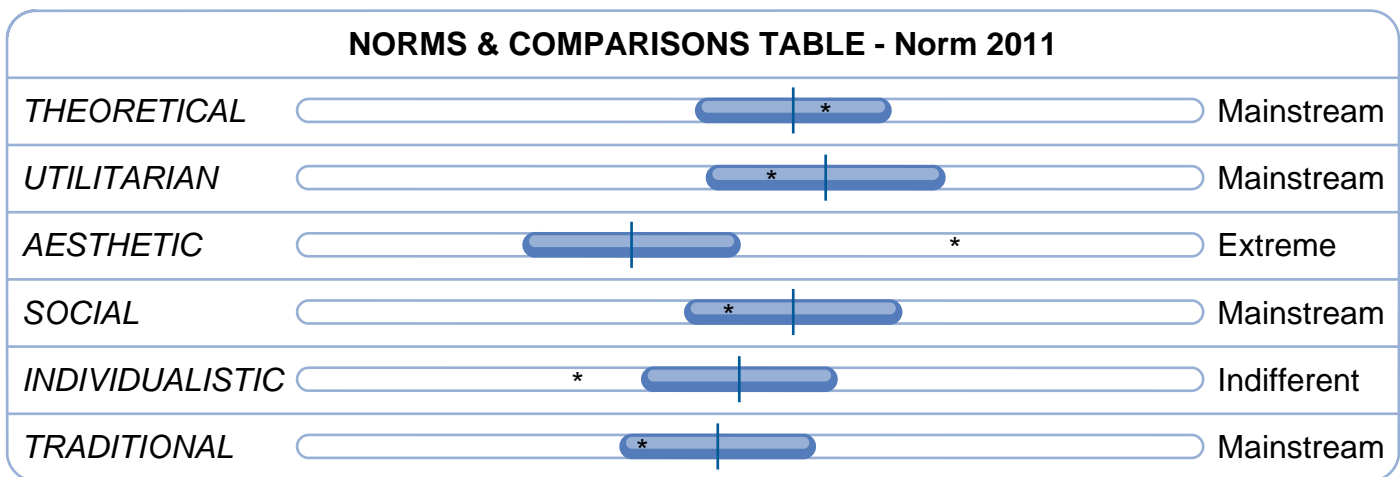


MOTIVATORS - NORMS & COMPARISONS

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

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

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



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

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



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

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.

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

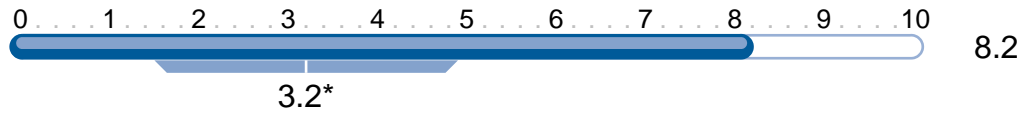
- You can be frustrated by others who are always jockeying for position and control.



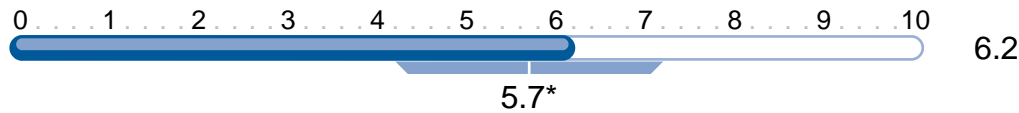
MOTIVATORS HIERARCHY

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

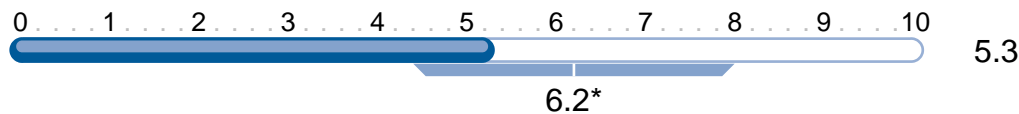
1. AESTHETIC



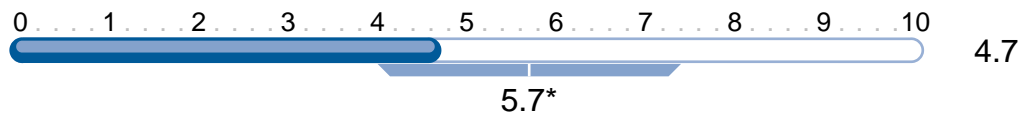
2. THEORETICAL



3. UTILITARIAN/ECONOMIC



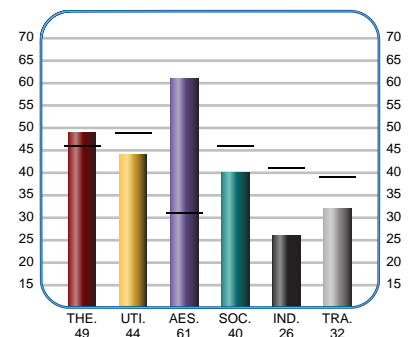
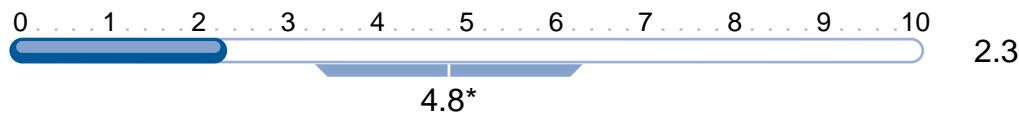
4. SOCIAL



5. TRADITIONAL/REGULATORY



6. INDIVIDUALISTIC/POLITICAL



PIAV: 49-44-61-40-26-32 (THE.-UTI.-AES.-SOC.-IND.-TRA.)

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

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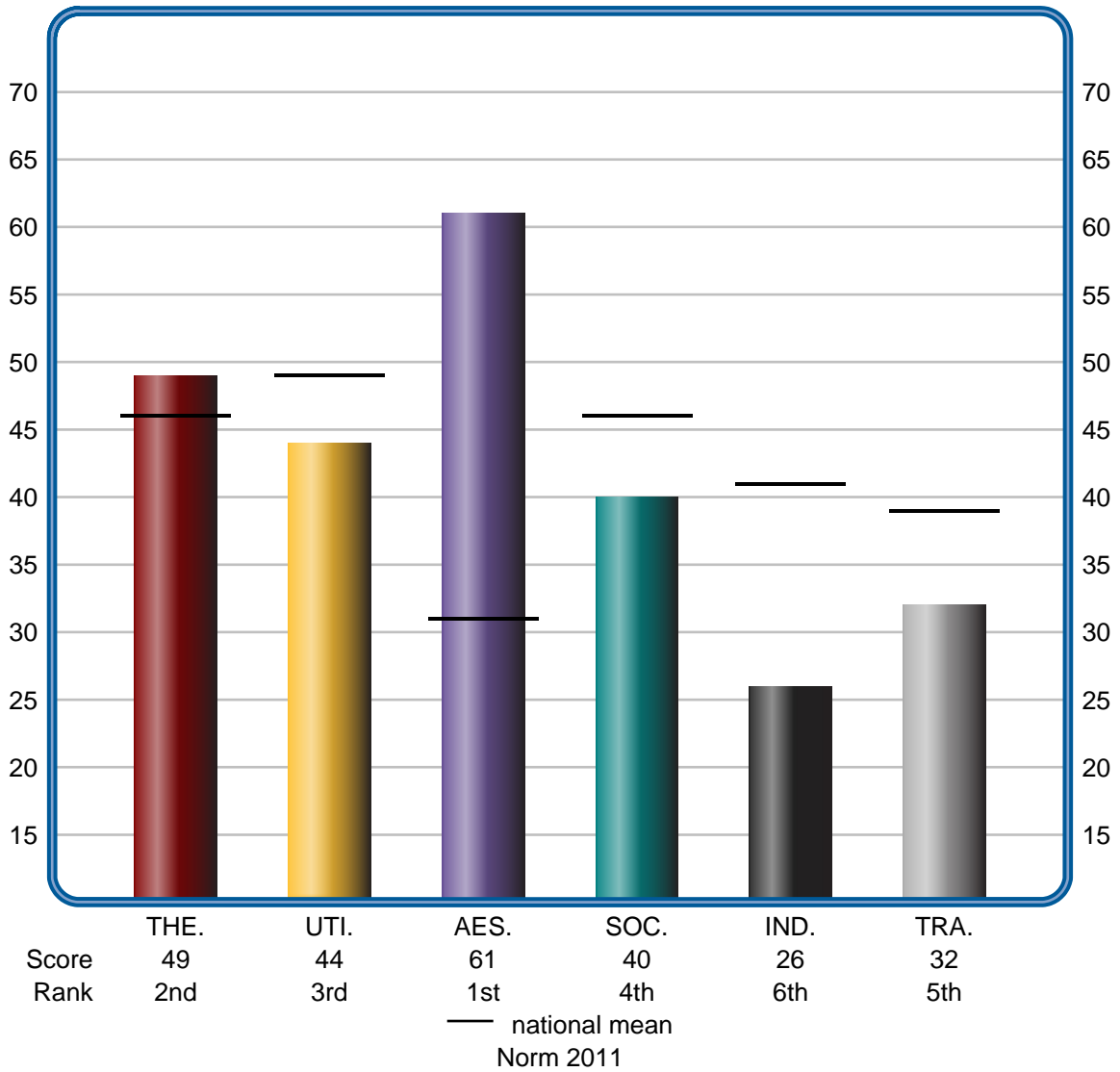
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Tammy Test Taker

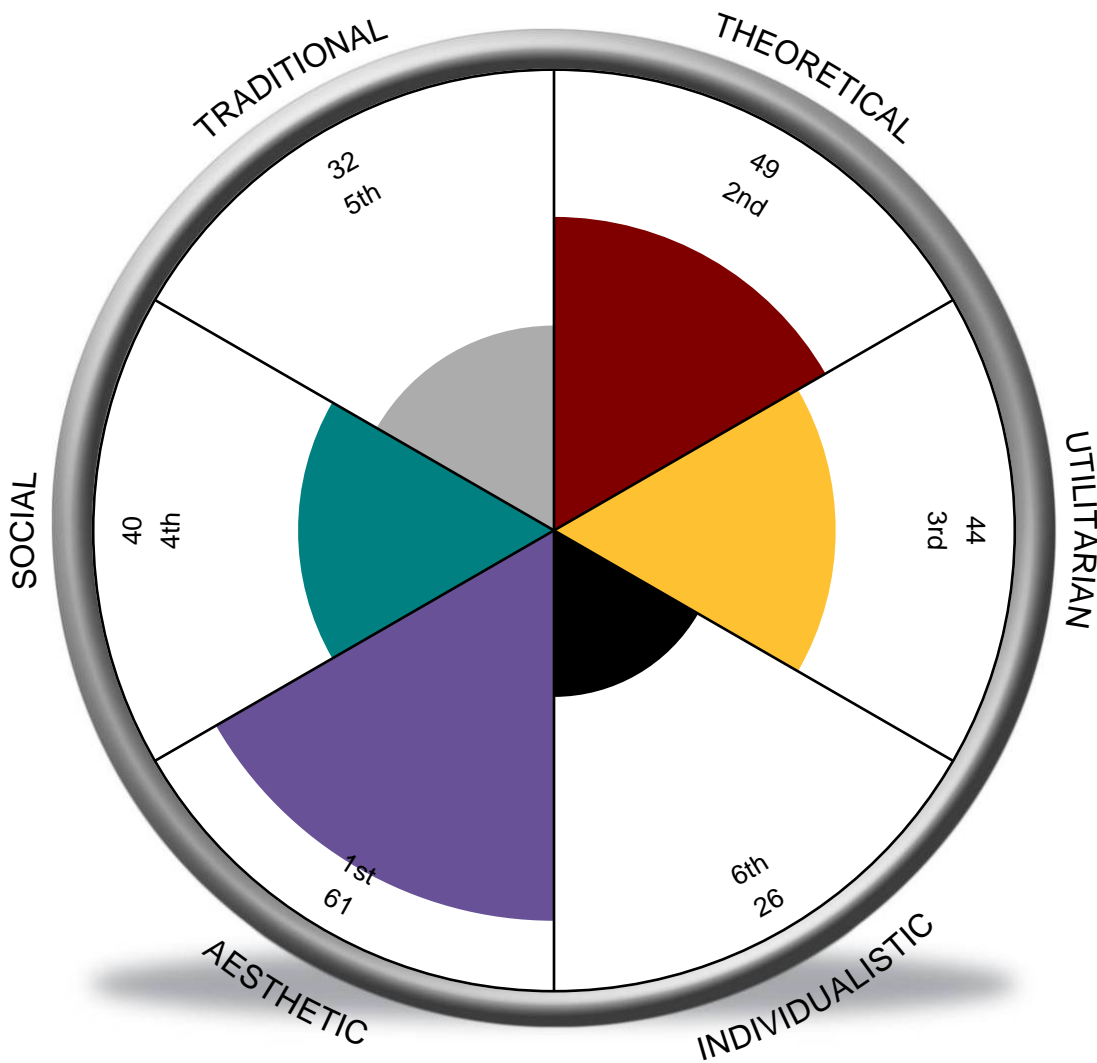
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INTRODUCTION

Integrating Behaviors and Motivators Section

Tammy Test Taker

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

In this section you will find:

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



POTENTIAL BEHAVIORAL AND MOTIVATIONAL STRENGTHS

This section describes the potential areas of strengths between Tammy's behavioral style and top two motivators. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Brings balance to the organization in a positive and friendly way.
- Brings enthusiasm to the creative process.
- Will bring high energy and enthusiasm to the researching process.
- Volunteers her knowledge on many subjects.
- Supports a leader and a cause that brings beauty or creativity.
- Patient with and willing to listen to the feelings of others.
- Good listener when being presented with accurate facts and figures.
- Delivers her knowledge and wisdom objectively.



POTENTIAL BEHAVIORAL AND MOTIVATIONAL CONFLICT

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

- Spends too much time self-reflecting and not enough time following through.
- Can over share personal feelings or emotions.
- Ability to learn is diminished due to her lack of focus on one thing.
- May present facts and figures with too much emotion.
- Has difficulty in establishing priorities regarding her feelings.
- Dislikes unwarranted change in her environment because of the disruption of balance.
- May withhold sharing of knowledge to meet her security needs.
- Resents change without logical facts and reasoning behind the change.



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

- Little conflict between people.
- Assignments with a high degree of people contacts.
- An environment that allows time to change.
- Flexibility to explore a variety of outlets for learning in a people-rich environment.
- A forum to be curious about the discovery of new information.
- Flexibility to attend tradeshow and seminars in order to gain information and share with others.
- A forum to participate in meetings with others in an inviting meeting space.
- The need to be liked and to feel a part of a harmonious team.
- Ability to complete projects and tasks through a stable and harmonious team.



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

Tammy wants:

- Activities that don't infringe on family life.
- Identification with fellow workers.
- Freedom to talk and participate on the team.
- Praise for her knowledge base and research capabilities.
- To be able to seek out new information that will be valuable to share with others.
- The opportunity to share knowledge with others.
- To be involved in keeping morale high and an overall harmonious work environment.
- To demonstrate the ways she has worked on the beautification of surroundings, either materialistically or environmentally.
- To support company morale and harmonious causes.



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

Tammy needs:

- To set professional and family goals.
- Conditioning prior to change.
- Better organization of record keeping.
- Learn to prioritize ideas and thoughts according to organizational objectives.
- Seek out ways to organize thoughts in order to effectively convey the desired information.
- To understand that others do not share the same excitement for new ideas as she does.
- Assistance in setting realistic and balanced expectations with tangible outcomes that allow for creativity and expression.
- Set clear objectives of their role in a work or team dynamic.
- Help understanding chain of command when there are issues she needs to address.




Research has shown 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.

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 General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

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.

 - External

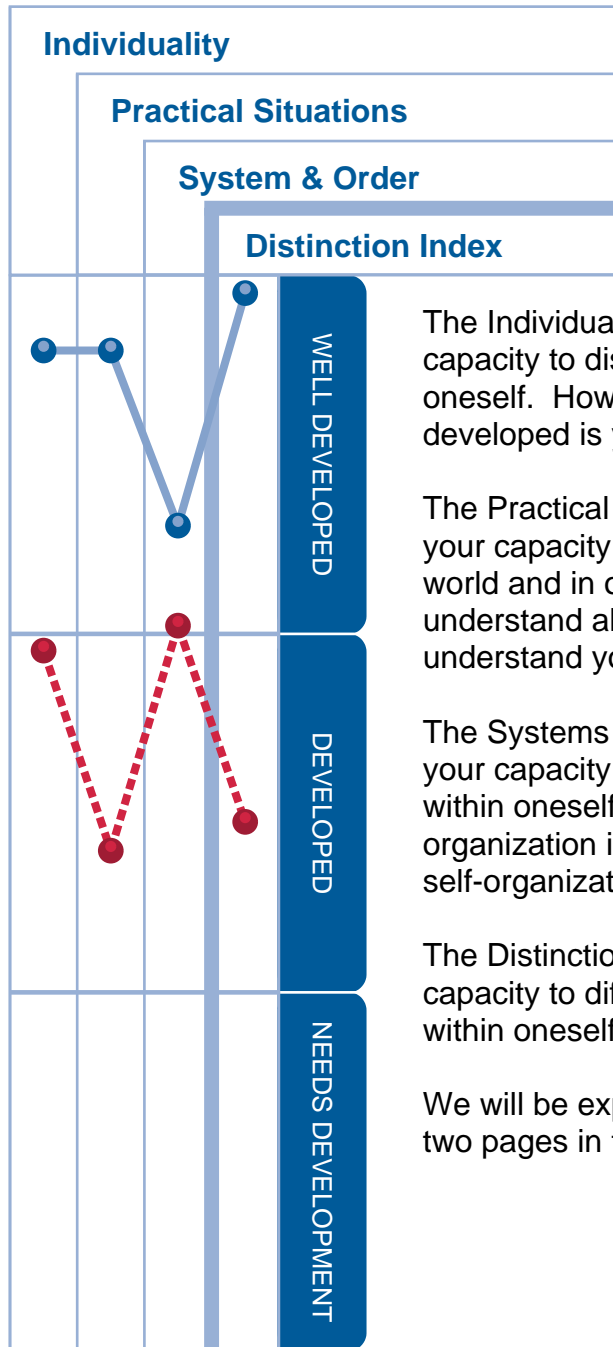
 - Internal

 - Combined External and Internal



SUMMARY OF ACUMEN CAPACITY

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



The Individuality column relates to the development of your capacity to discern individuality in others and individuality in oneself. How well do you understand others? How well developed is your sense of self? (Feeling Column)

The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in 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? (Doing Column)

The Systems and Order column relates to the development of your capacity to discern systems and order in the world and within oneself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction? (Thinking Column)

The Distinction Index Column relates to your development of the capacity to differentiate values in general in the world as well as within oneself. (Judgment Column)

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

World View Self-View





This is how Tammy sees the world around her. This view measures her 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 on the left side of the dimensional balance page and are in a random order.

- Tammy tends to select and perform work processes and work schedules which best fulfill the general needs of the assignment.
- Tammy enjoys high-output, results-oriented production.
- Tammy has trouble delegating work to others because of high perfectionist standards.
- Tammy values people as individuals rather than just on their performance, even when she is in a management position.
- Tammy understands others well and tends to be sensitive to their needs and desires.
- Tammy may do well in positions that involve the management, coaching or leadership of others.
- Tammy tends to do things by the book or according to a plan.
- Tammy relies on rules and/or established authority.
- Tammy interprets situations from an abstract or systematic viewpoint.
- Tammy will try to find a way to accomplish objectives, even if the necessary resources are not available.



This is how Tammy sees herself. This view measures her clarity and understanding of herself, her roles in life and her direction for the future. The internal dimensions are a reflection of her from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

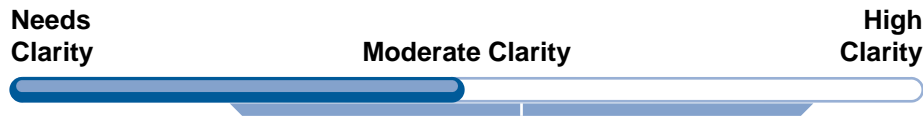
- Tammy would benefit from listing her roles and asking herself if any of these roles are currently in transition?
- Tammy would benefit from developing a better understanding of her roles.
- Tammy has somewhat internalized her roles in life.
- Tammy tends to rely on herself in the face of adversity.
- Tammy tends to focus on who she is as a unique individual.
- Tammy focuses on who she is as a person.
- Tammy tends to have a strong personal drive and devotion to living up to who and what she thinks she ought to be.
- Tammy tends to follow a set of organizing principles for her life.
- Tammy has a moderate understanding of the concepts that guide her forward and shape her future.



CLARITY OF PERFORMANCE AND SITUATIONAL AWARENESS

Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The Situational Awareness score is the measurement of Tammy's awareness of the reality of the outside world and within her own world.

External Clarity of Performance: Development of a **sense of proportion** in evaluating personal, practical and theoretical situations in the outside world.



- Tammy should do her best to remain objective in dealing with situations and issues of all kinds.
- When confronted with a situation, Tammy may overlook the systems and policies involved focusing more on the people or tasks involved.
- Tammy, on the whole, has an objective view of issues but should seek to evaluate them equally in terms of people, tasks and systems.

External Situational Awareness: Development of the awareness of the reality of the world.



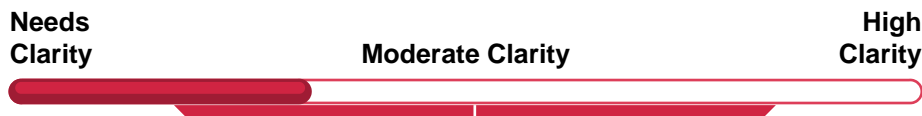
- Tammy may often be unrealistic in her approach to personal, practical and theoretical situations.
- Tammy has a subjective approach to people, tasks and systems.
- Tammy should strive to be more rational in her approach to issues in her work environment.

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



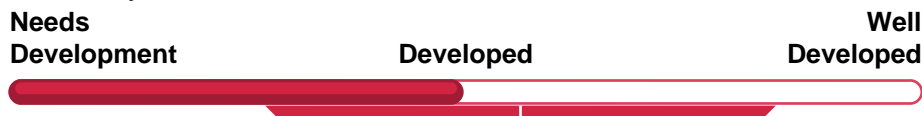
CLARITY OF PERFORMANCE AND SITUATIONAL AWARENESS

Internal Clarity of Performance: Development of a *sense of proportion* in evaluating personal, practical and theoretical situations in oneself.



- Tammy lacks objectivity on personal issues, and as such has a unbalanced view of herself internally.
- She lacks a balanced view when looking at her internal world, and could benefit from a clearer understanding of both her personal and professional roles.
- Tammy may often overreact to internal issues due to her lack of proportion when evaluating her internal world.

Internal Situational Awareness: Development of the awareness of the reality of one's own self.



- Tammy has moderate understanding of her reality as it pertains to herself.
- Tammy demonstrates moderate objectivity in her approach to situations relating to herself.
- Tammy has moderate awareness in terms of herself, her role and her future.

How would making improvements in these areas benefit your personal and professional life?

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



CLARITY OF PERFORMANCE AND SITUATIONAL AWARENESS

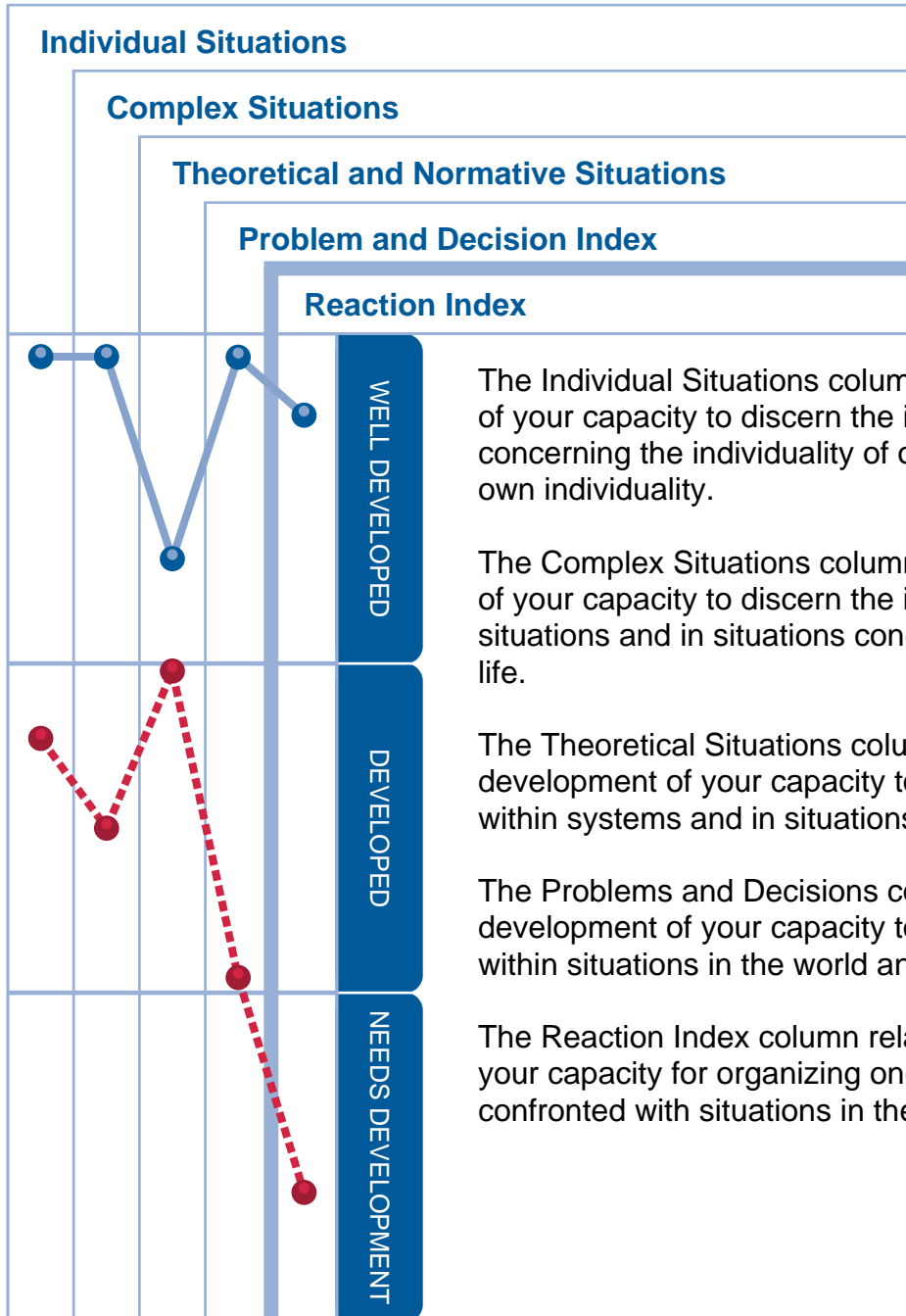
In what areas do you feel you would have the most benefit from further developing?

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

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SUMMARY OF CAPACITY FOR PROBLEM SOLVING



The Individual Situations column relates to the development of your capacity to discern the importance within situations concerning the individuality of others and concerning one's own individuality.

The Complex Situations column relates to the development of your capacity to discern the importance within practical situations and in situations concerning one's own roles in life.

The Theoretical Situations column relates to the development of your capacity to discern the importance within systems and in situations requiring self-discipline.

The Problems and Decisions column relates to the development of your capacity to discern the importance within situations in the world and in oneself.

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

World View Self-View

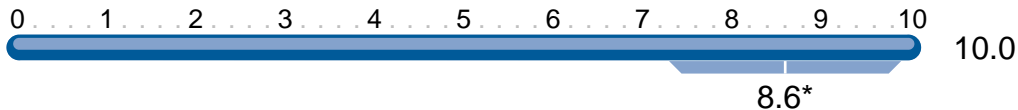




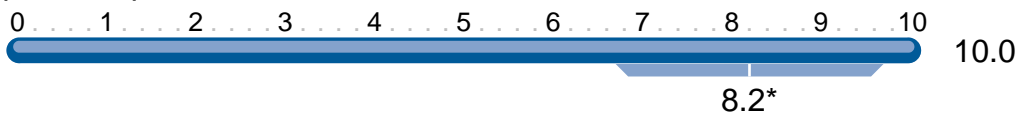
CAPACITY FOR PROBLEM SOLVING

The Problem Solving Summary will identify Tammy's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated by Well Developed, Developed or Needs Development as well as through a numerical score.

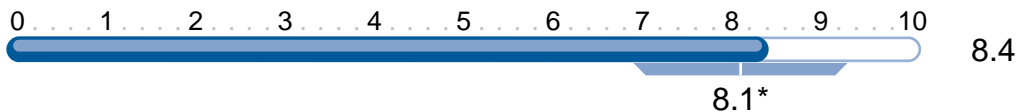
Capacity for Solving Problems Involving People - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



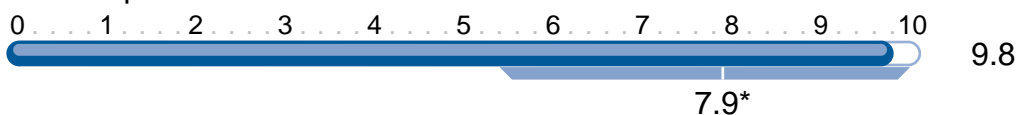
Capacity for Solving Practical Problems - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



Capacity for Solving Theoretical Problems - The ability to perceive the important within the complex in outside situations or systems in order to solve theoretical problems in the outside world.



Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.



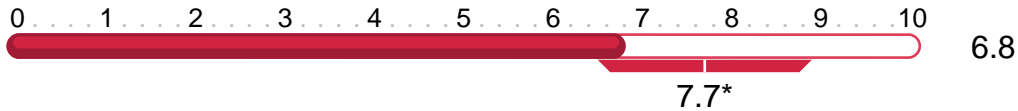
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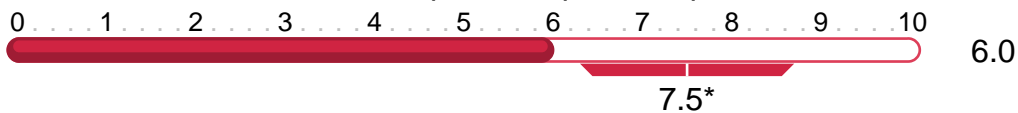


CAPACITY FOR PROBLEM SOLVING

Internal Problem Solving Ability - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



Problem Solving Ability Within One's Roles - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



Problem Solving Ability Regarding One's Future - The ability to perceive the important within the complex in problems which require self-discipline and the ability to resolve theoretical personal problems.



Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive the important within the complex within one's self in order to resolve problems and to make personal decisions.



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The Reaction Index is determined by looking at Tammy's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

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



- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
- Her capacity to organize and control her reactions when confronted with outside problems is well developed.
- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.
- She shows discipline and organization when reacting to conflict, primarily dealing with problems involving other people.

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



- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
- Her capacity to organize and discipline her reactions when confronted with problems within herself needs development.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her roles in life.
- She shows lack of discipline and organization when reacting to conflict, primarily dealing with problems involving her own individuality.

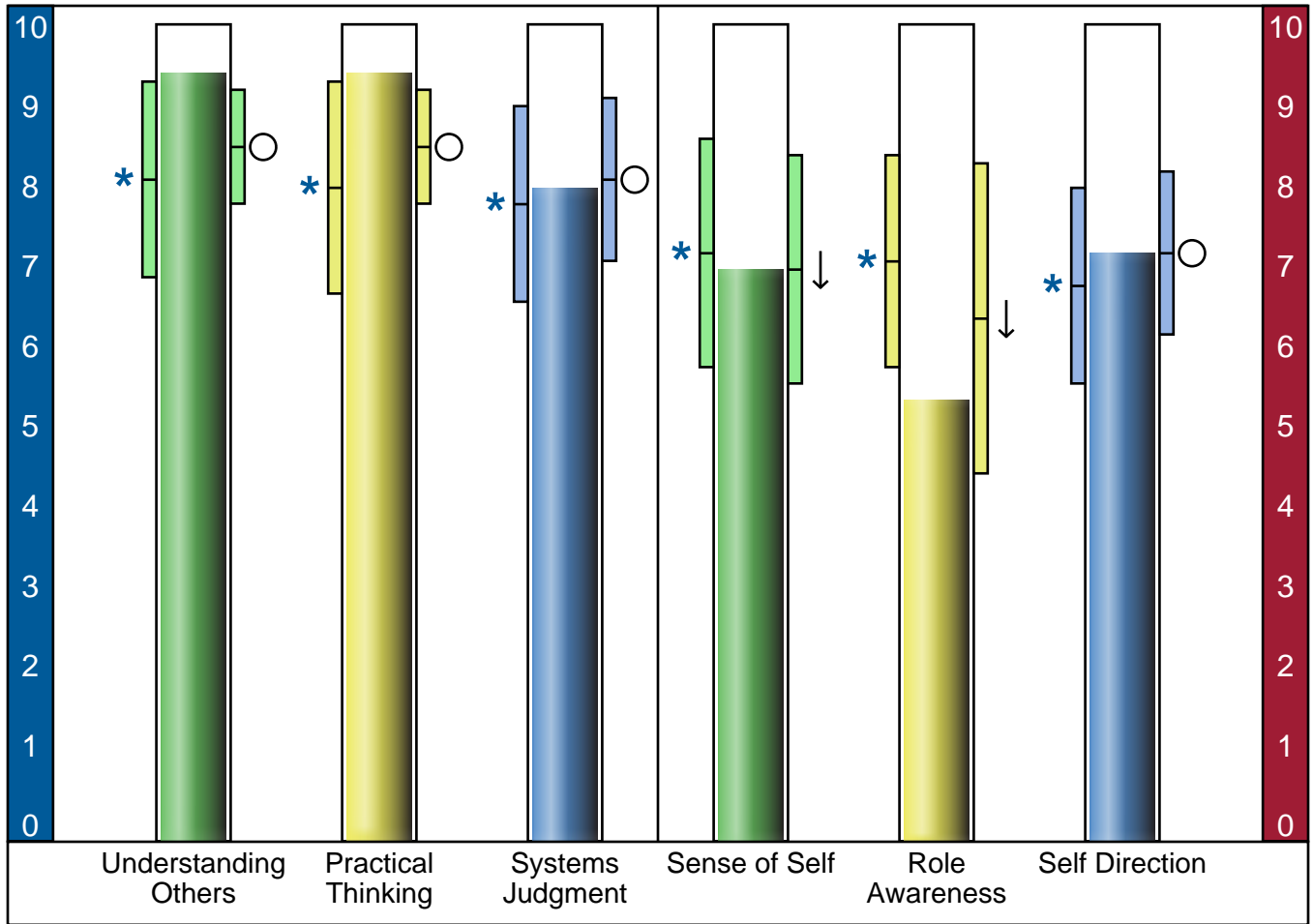
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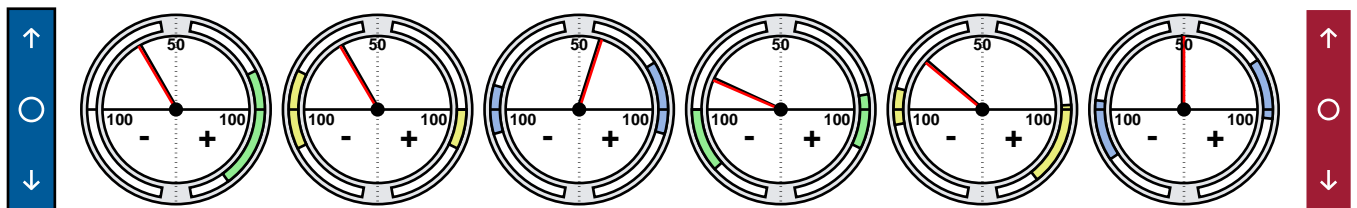
* Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	9.4	9.4	8.0	7.0	5.4	7.2
Bias	○	○	○	↓	↓	○



Rev: 0.97-0.70



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.

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. The 25 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	Written Communication
2	Continuous Learning
3	Understanding & Evaluating Others
4	Planning & Organizing
5	Conceptual Thinking
6	Decision Making
7	Negotiation
8	Flexibility
9	Problem Solving Ability
10	Persuasion
11	Interpersonal Skills
12	Customer Focus
13	Diplomacy & Tact
14	Personal Accountability
15	Self-Management
16	Resiliency
17	Goal Achievement
18	Teamwork
19	Employee Development/Coaching
20	Presenting
21	Leadership
22	Conflict Management
23	Creativity
24	Empathy
25	Futuristic Thinking

Note: Don't be concerned if you have not developed all 25 personal skills. Research has proven that individuals seldom develop all 25. 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

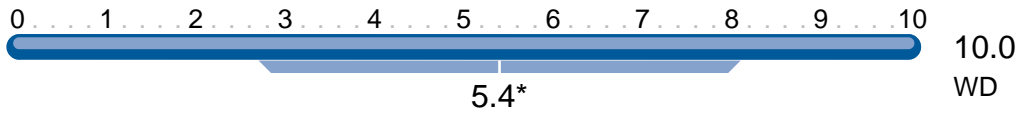
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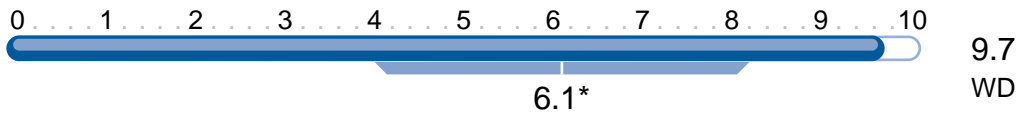
COMPETENCIES HIERARCHY

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

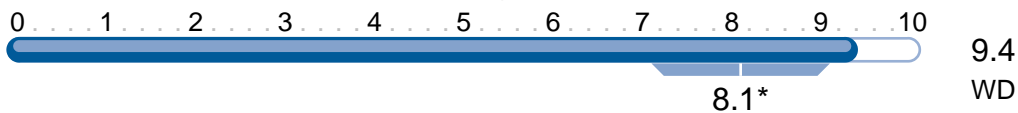
1. WRITTEN COMMUNICATION - Writing clearly, succinctly and understandably.



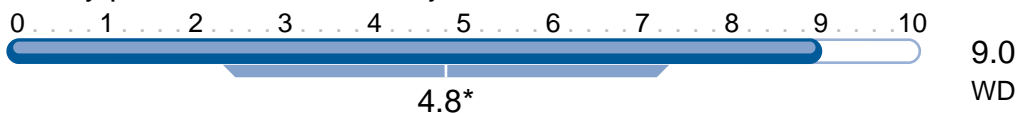
2. CONTINUOUS LEARNING - Taking initiative in learning and implementing new concepts, technologies and/or methods.



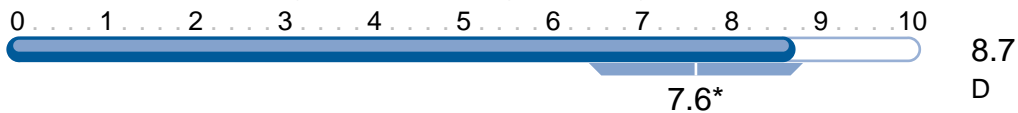
3. UNDERSTANDING & EVALUATING OTHERS - The capacity to perceive and understand the feelings and attitudes of others.



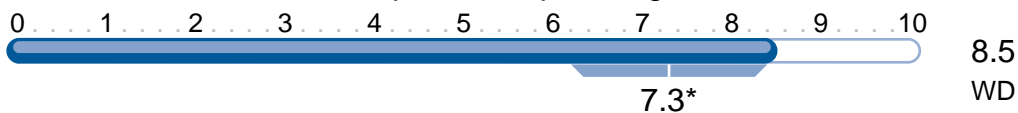
4. PLANNING & ORGANIZING - Utilizing logical, systematic and orderly procedures to meet objectives.



5. FLEXIBILITY - Agility in adapting to change.



6. CONCEPTUAL THINKING - The ability to analyze hypothetical situations or abstract concepts to compile insight.



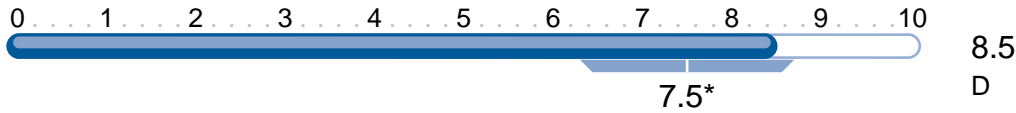
Development Legend

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

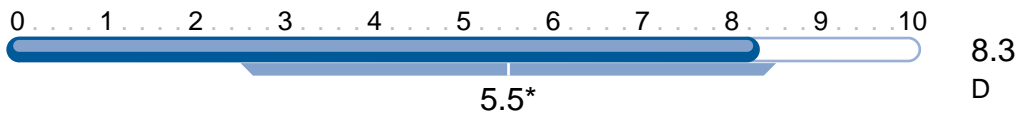
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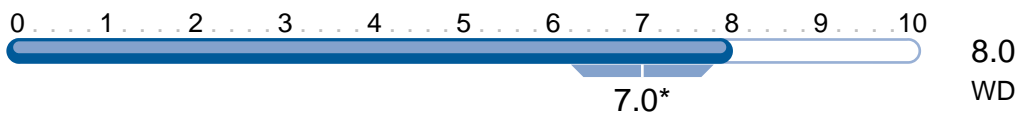
7. PROBLEM SOLVING ABILITY - Anticipating, analyzing, diagnosing, and resolving problems.



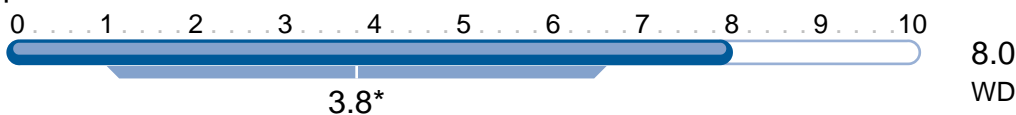
8. PERSUASION - Convincing others to change the way they think, believe or behave.



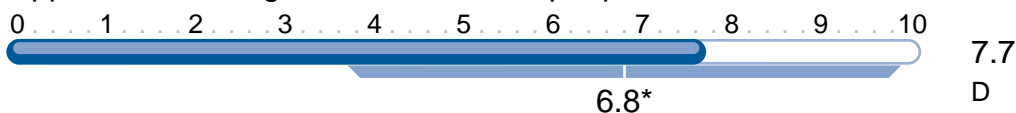
9. DECISION MAKING - Utilizing effective processes to make decisions.



10. NEGOTIATION - Facilitating agreements between two or more parties.



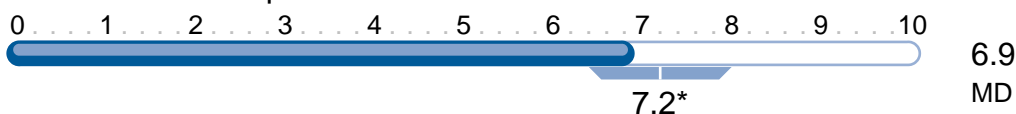
11. INTERPERSONAL SKILLS - Effectively communicating, building rapport and relating well to all kinds of people.



12. CUSTOMER FOCUS - A commitment to customer satisfaction.



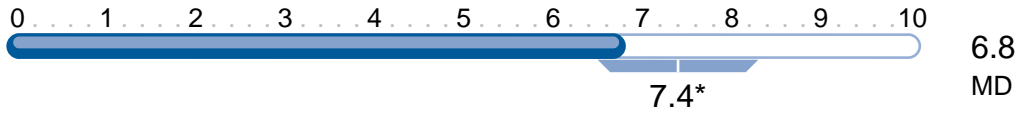
13. PERSONAL ACCOUNTABILITY - A measure of the capacity to be answerable for personal actions.



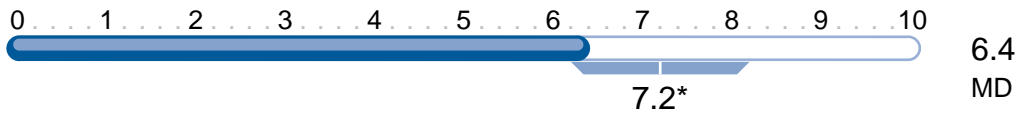
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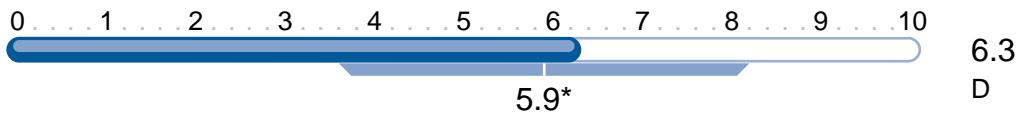
14. SELF-MANAGEMENT - Demonstrating self control and an ability to manage time and priorities.



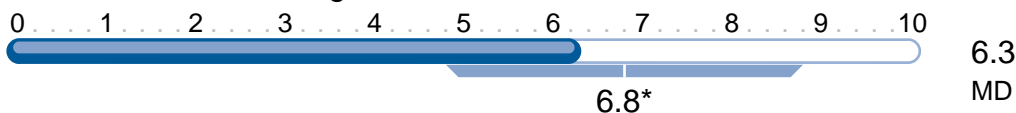
15. RESILIENCY - The ability to quickly recover from adversity.



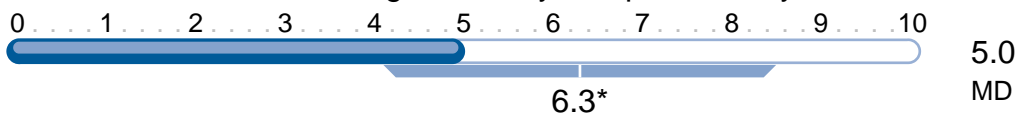
16. DIPLOMACY & TACT - The ability to treat others fairly, regardless of personal biases or beliefs.



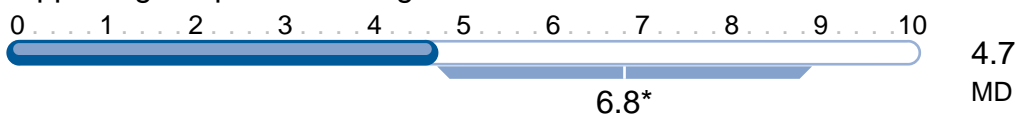
17. GOAL ACHIEVEMENT - The ability to identify and prioritize activities that lead to a goal.



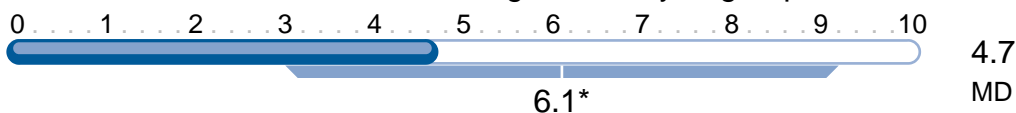
18. TEAMWORK - Working effectively and productively with others.



19. EMPLOYEE DEVELOPMENT/COACHING - Facilitating and supporting the professional growth of others.



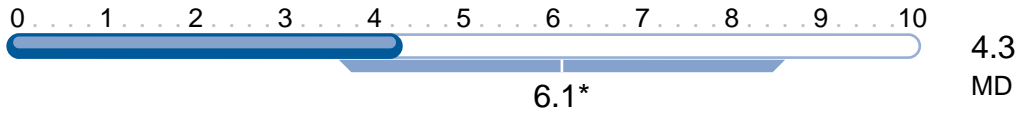
20. PRESENTING - Communicating effectively to groups.



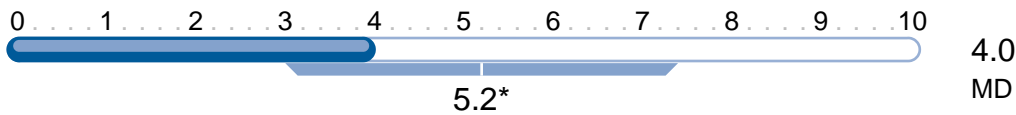
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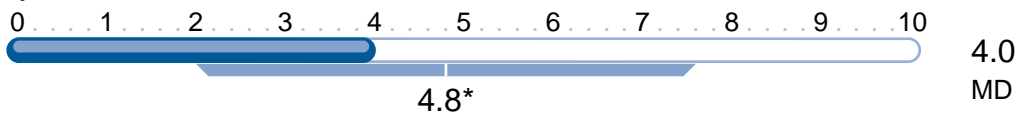
21. LEADERSHIP - Achieving extraordinary business results through people.



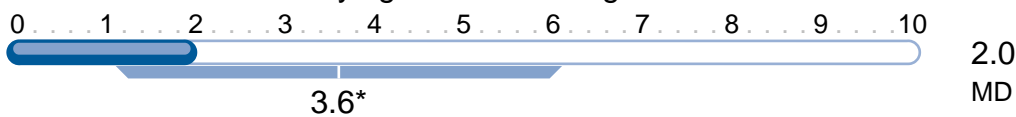
22. CONFLICT MANAGEMENT - Addressing and resolving conflict constructively.



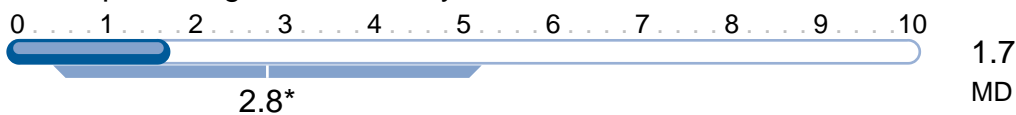
23. CREATIVITY - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



24. EMPATHY - Identifying with and caring about others.



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



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



WELL DEVELOPED COMPETENCIES

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

WRITTEN COMMUNICATION: Writing clearly, succinctly and understandably.

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

CONTINUOUS LEARNING: Taking initiative in learning and implementing new concepts, technologies and/or methods.

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



WELL DEVELOPED COMPETENCIES

UNDERSTANDING & EVALUATING OTHERS: The capacity to perceive and understand the feelings and attitudes of others.

- Demonstrates awareness of how actions will directly and indirectly impact others
- Listens to others attentively
- Demonstrates regard for and sensitivity to the feelings of others
- Values and respects the diversity of others and their beliefs

PLANNING & ORGANIZING: Utilizing logical, systematic and orderly procedures to meet objectives.

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

CONCEPTUAL THINKING: The ability to analyze hypothetical situations or abstract concepts to compile insight.

- Demonstrates ability to forecast long range outcomes and develop suitable business strategies
- Identifies, evaluates and communicates potential impacts of hypothetical situations
- Defines options to leverage opportunities in achieving business goals
- Develops plans and strategies that lead to desired strategic outcomes



DECISION MAKING: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult decisions in a timely manner.
- Gathers relevant input and develops a rationale for making decisions.
- Evaluates the impact or consequences of decisions before making them.
- Acts decisively despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

NEGOTIATION: Facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment, conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.



DEVELOPED COMPETENCIES

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

FLEXIBILITY: Agility in adapting to change.

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

PROBLEM SOLVING ABILITY: Anticipating, analyzing, diagnosing, and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.



DEVELOPED COMPETENCIES

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

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

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

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

CUSTOMER FOCUS: A commitment to customer satisfaction.

- Consistently places a high value on customers and all issues related to customers
- Objectively listens to, understands and represents customer feedback
- Anticipates customer needs and develops appropriate solutions
- Meets all promises and commitments made to customers



DIPLOMACY & TACT: The ability to treat others fairly, regardless of personal biases or beliefs.

- Maintains positive relationships with others through treating them fairly
- Demonstrates respect for others
- Understands and values differences between people
- Respects diversity in race, national origin, religion, gender, life style, age and disability.



MODERATELY DEVELOPED COMPETENCIES

This section of the report list and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 25 competencies. The statements listed below describe consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

PERSONAL ACCOUNTABILITY: A measure of the capacity to be answerable for personal actions.

- Accepts personal responsibility for the consequences of personal actions
- Avoids placing unnecessary blame on others
- Maintains personal commitment to objectives regardless of the success or failure of personal decisions
- Applies personal lessons learned from past failures to moving forward in achieving future successes

SELF-MANAGEMENT: Demonstrating self control and an ability to manage time and priorities.

- Independently pursues business objectives in an organized and efficient manner
- Prioritizes activities as necessary to meet job responsibilities
- Maintains required level of activity toward achieving goals without direct supervision
- Minimizes work flow disruptions and time wasters to complete high quality work within a specified time frame

RESILIENCY: The ability to quickly recover from adversity.

- Continues toward goals in the face of difficulty and adversity
- Handles criticism and rejection from others with objectivity
- Recovers quickly from personal setbacks
- Moves past unforeseen obstacles without unnecessary delay



MODERATELY DEVELOPED COMPETENCIES

GOAL ACHIEVEMENT: The ability to identify and prioritize activities that lead to a goal.

- Establishes goals that are relevant, realistic and attainable
- Identifies and implements required plans and milestones to achieve specific business goals
- Initiates activity toward goals without unnecessary delay
- Stays on target to complete goals regardless of obstacles or adverse circumstances

TEAMWORK: Working effectively and productively with others.

- Respects team members and their individual perspectives.
- Makes team mission and objectives a priority.
- Works toward consensus when team decisions are required.
- Meets agreed-upon deadlines on team assignments and commitments.
- Shares responsibility with team members for successes and failures.
- Keeps team members informed regarding projects.
- Supports team decisions.
- Recognizes and appreciates the contributions of team members.
- Behaves in a manner consistent with team values and mission.
- Provides constructive feedback to team and its members.
- Responds positively to feedback from team members.
- Raises and/or confronts issues limiting team effectiveness.

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

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



MODERATELY DEVELOPED COMPETENCIES

PRESENTING: Communicating effectively to groups.

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



MODERATELY DEVELOPED COMPETENCIES

LEADERSHIP: Achieving extraordinary business results through people.

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

CONFLICT MANAGEMENT: Addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations quickly and accurately to pinpoint critical issues.
- Listens to gain understanding of an issue from different perspectives.
- Diffuses tension and effectively handles emotional situations.
- Assists people in adversarial positions to identify common interests.
- Strives to settle differences equitably.
- Settles differences without damaging relationships.



MODERATELY DEVELOPED COMPETENCIES

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

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

EMPATHY: Identifying with and caring about others.

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



MODERATELY DEVELOPED COMPETENCIES

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

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



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?