



TTI Performance DNA™
Coaching Report - Sales Version



Salesman Sanders
Outside Sales
2-3-2012



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

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

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

SECTION 3: 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.

SECTION 4: COMPETENCIES

This section presents 23 key competencies and ranks them from top to bottom, defining your major strengths. The skills at the top highlight well-developed capabilities and reveal where you are naturally most effective in focusing your time.



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.

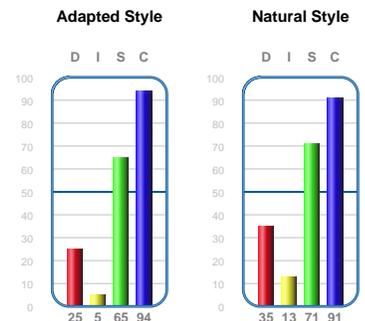
*"All people exhibit all four behavioral factors in varying degrees of intensity."
—W.M. Marston*



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

Salesman is a loyal salesperson who will do whatever is expected of him to the best of his ability. He tries hard to avoid errors and mistakes. He will never make any statements that cannot be backed by facts and data. He does not want to be seen as superficial or insincere. He tends to be precise and attentive to the detail work required of a sales position. In fact, he will work long and hard to maintain accurate detail work. He may reluctantly make cold calls. He prefers to sell in a predictable environment, and cold calls are hard to prepare for or predict the outcome. When Salesman sees something that is wrong, he wants to fix it. He is oriented toward achieving practical sales results. He tends to be his own worst critic constantly reminding himself that he could have done better if given more time. He wants to make sure his facts are correct, and that he presents as much detailed information as possible for his client or customer.

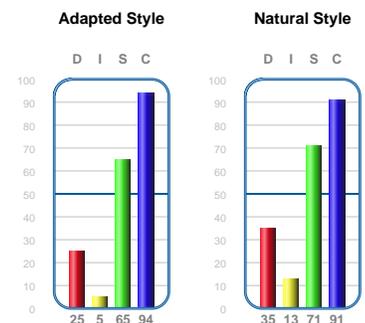
Salesman will not exaggerate in his sales presentation. You can be confident he will support any statements he makes. He may lean on management for assistance with his sales presentation. He wants to do it properly the first time, possibly requiring assistance from his manager. He often emphasizes the product features that impress him, rather than look for the features the buyer wants. He usually stresses things like quality and dependability. Speed and efficiency are not as important to him. He commonly brings up all the known objections so the buyers will have all the data to make their decision. He believes buyers prefer this approach to support their decisions. Salesman





approaches a sales presentation in a disciplined manner; that is, he will make thorough preparation and be punctual for his appointment. At times he will be overly prepared. He wants the facts and figures at his fingertips. Some people may think he uses too many or unnecessary sales aids.

Salesman can be seen as thinker whose intuitive talents can bring divergent solutions to the forefront. He will hesitate to close until he has completed his sales presentation. Sometimes he will miss early buying signals. He takes pride in his competence or his ability to understand all the facts of a situation. He is good at concentrating on data while looking for the best method of solving the customer's problem. He worries about the potential buyer turning him down; thus he avoids or postpones the close, hoping the prospect will close the sale for him. Salesman may hesitate to close on the first call. He rarely buys things for himself the first time he hears about them and, therefore, he is reluctant to close on the first call. He often overservices. He has high standards for servicing and will want to be assured that each customer is happy.

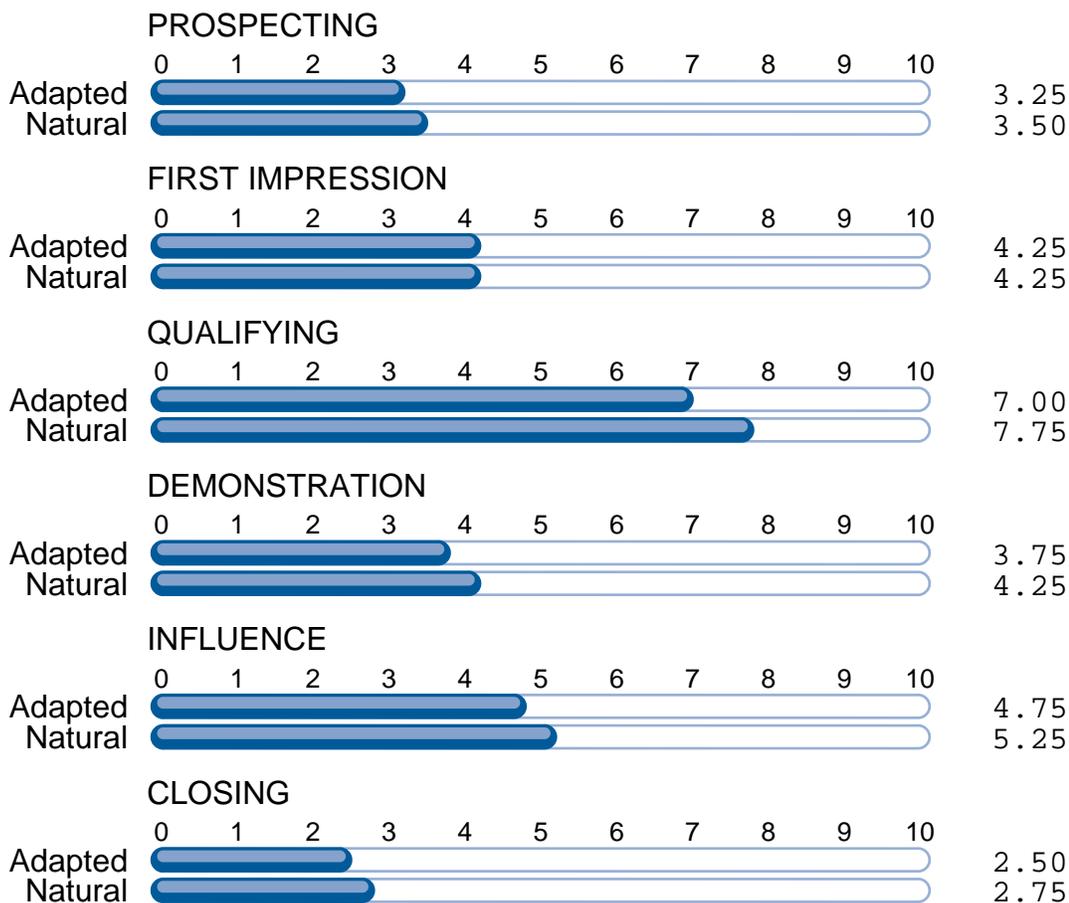




The Behavioral Selling Overview reflects Salesman's natural and adapted styles within each phase of the Behavioral Selling Model. Salesman's natural style reflects his native, intuitive selling behavior. Salesman's adapted scores reflect the behavior that Salesman believes necessary in each phase of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

The level of effectiveness that Salesman either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Salesman is at that phase of the sale. The lower the score, the greater challenge Salesman 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

Salesman Sanders

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Salesman'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.

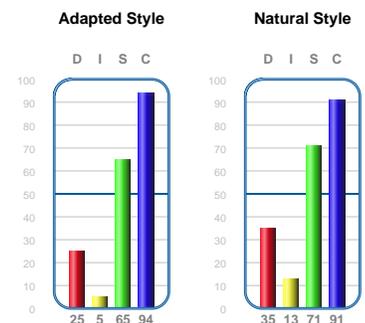
In the Prospecting Phase, Salesman MAY have a TENDENCY to:

- Approach new prospects with the perspective of why they won't buy rather than why they will buy.
- Resist the physical activities required in the process of soliciting and gaining appointments.
- Over prepare himself for meeting a prospect and subsequently destroy any spontaneity that he may have. The consequence of this is to lock himself into a set of predetermined dispositions.
- Resist cold calls because of the large number of unknown variables involved.

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, Salesman MAY have a TENDENCY to:

- Rarely change his style to meet the prospect's style.
- Diminish the importance of the First Impression Phase, believing that people buy primarily on facts, specifications, price and data rather than on strength of relationships.
- Have difficulty dealing with highly aggressive and bottom-line, result-oriented prospects.



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- Appear cool, distant, removed and aloof to some potential customers.

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.

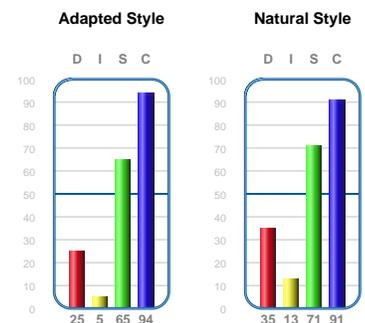
In the Qualifying Phase, Salesman MAY have a TENDENCY to:

- Ask questions demanding answers that will put him in a position of power based on knowledge and expertise.
- Use too little, if any body intensity and to communicate in a way that fails to build a bridge between he and the prospect.
- Have difficulty engaging the prospect in such a way that they will feel open to answering questions of a personal or self disclosing nature.
- Ask overly technical questions.

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, Salesman MAY have a TENDENCY to:

- Perform a "data dump" on the prospect.
- Actually bring up objections so that the prospect will have all the data on which to base decisions.
- Not be able to get buyer emotionally involved.





- Use many, and sometimes, unnecessary collateral sales tools.

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.

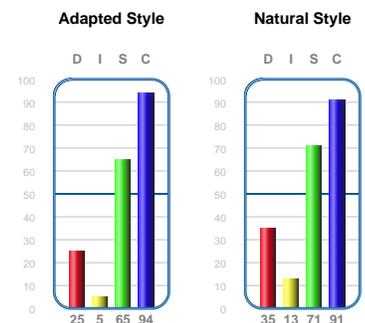
In the Influence Phase, Salesman MAY have a TENDENCY to:

- Not realize that prospects must be convinced through means beyond data, knowledge, facts, specifications and price.
- Diminish the power and value of personal endorsements.
- Use information that is traditionally available rather than rely on new, breakthrough material that might support the Influence Phase.
- Believe that a thoroughly objective presentation of the product or service and its technical strength is enough to make the sale.

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, Salesman MAY have a TENDENCY to:

- Internalize a business refusal as both a personal affront and an attack on his product knowledge and professionalism.
- Fail to ask the prospect to buy at the appropriate time.
- Agree with buyers who want to think it over.
- Allow minor distractions to keep him from closing.

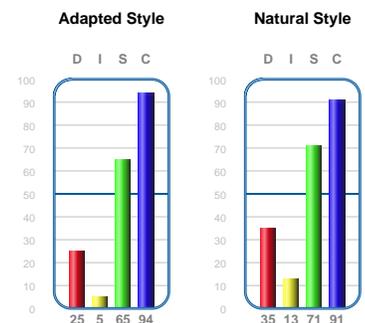




VALUE TO THE ORGANIZATION

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

- Defines, clarifies, gets information, criticizes and tests.
- Always looking for logical solutions.
- Comprehensive worker.
- Can make decisions without getting emotionally involved.
- Always concerned about quality work.
- Objective--"The anchor of reality."
- Presents the facts without emotion.
- Accurate and intuitive.



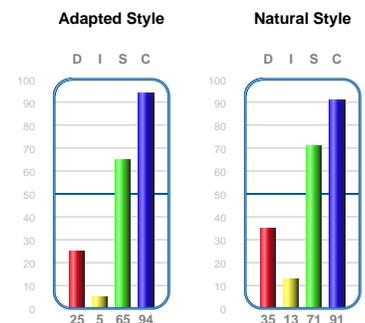


CHECKLIST FOR COMMUNICATING

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

Do:

- Keep at least three feet away from him.
- Make an organized contribution to his efforts; present specifics, and do what you say you can do.
- Have the facts in logical order.
- Provide solid, tangible, practical evidence.
- Show him a sincere demeanor.
- Use the proper buzz words that are appropriate to his expertise.
- Support his principles; use thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Be prepared with the facts and figures.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.
- Prepare your "case" in advance.
- Give him time to verify reliability of your actions; be accurate, realistic.



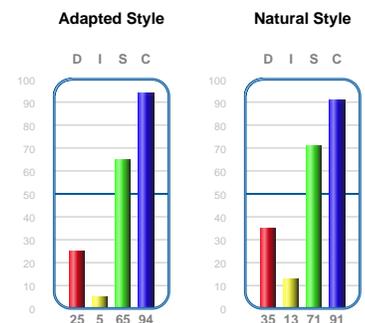


DON'TS ON COMMUNICATING

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

Don't:

- Be superficial.
- Dillydally.
- Make statements you cannot prove.
- Threaten, cajole, wheedle, coax or whimper.
- Make conflicting statements.
- Rush the decision-making process.
- Pretend to be an expert if you are not.
- Stand too close--give two to three feet of space.
- Use testimonies of unreliable sources; don't be haphazard.
- Use someone's opinion as evidence.
- Be disorganized or messy.
- Use high speed, intense inputs.





This section provides suggestions on methods which will improve Salesman's communications when selling to different styles. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Salesman will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior 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 Salesman's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Salesman to project the image that will allow him to control the situation.

"See Yourself As Others See You"

SELF-PERCEPTION

Salesman usually sees himself as being:

- | | |
|---------------|------------|
| Precise | Thorough |
| Moderate | Diplomatic |
| Knowledgeable | Analytical |

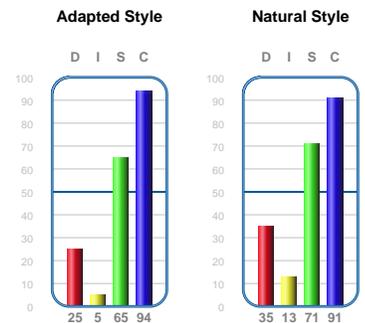
OTHERS' PERCEPTION

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

- | | |
|-------------|-------|
| Pessimistic | Picky |
| Worrisome | Fussy |

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

- | | |
|-----------------|----------------|
| Perfectionistic | Hard-to-Please |
| Strict | Defensive |





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

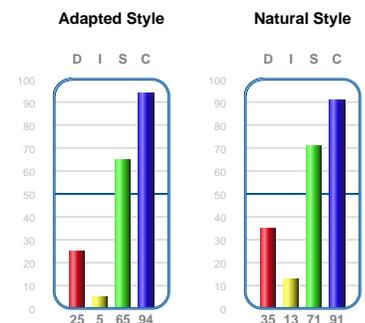
Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised 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 Mild Agreeable Modest Peaceful Unobtrusive	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



Salesman'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
<p>Salesman is somewhat conservative in his approach to solving problems and usually doesn't push potential prospects to make quick high-risk decisions. He will accept challenges by being quite calculating in his response to the challenge. He will be quite cooperative by nature and attempt to avoid confrontation as he wants to be seen as a salesperson who is "easy" to work with.</p>	<p>Salesman sees no need to change his sales approach from his basic style as it is related to solving problems and challenges.</p>	

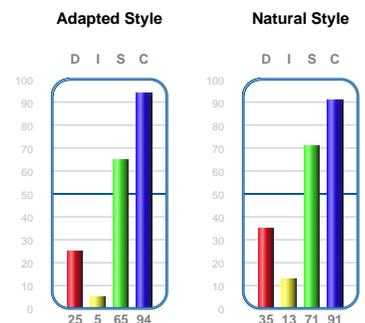
Natural	PEOPLE - CONTACTS	Adapted
<p>Salesman feels that the convincing of people can only be done within the framework of logical facts presented by totally objective people or machines. He rarely displays emotion when attempting to influence others.</p>	<p>Salesman sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.</p>	





Natural	PACE - CONSISTENCY	Adapted
Salesman's natural style prefers a sales environment that can take advantage of his relaxed demeanor, and patience is looked at as a requirement to win. He enjoys follow-up and follow-through. He resists selling new products until proven to his standards.		Salesman feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency.

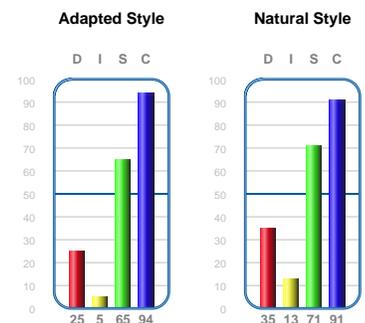
Natural	PROCEDURES - CONSTRAINTS	Adapted
Salesman feels comfortable following sales procedures and being totally prepared for his sales presentation. His structured approach will eliminate the error of omission and allow him to present his facts in a consistent manner.		The difference between Salesman's basic and adapted sales style is not significant and he sees no need to change on this factor.





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

- Avoiding an emotional involvement with the product or service he represents.
- Gathering complete information about new and innovative products or services before selling.
- Using a systematic approach in the sales process.
- Presenting his product or service in a calm, detached manner.
- Depending on a proven method to sell his service or product.
- Selling tangibles instead of ideas.
- Designing a sales presentation that doesn't require a lot of socializing.
- Attentive to the details that are involved with selling.
- Giving undemonstrative, matter-of-fact presentations.
- Calculating the use of trust in the presentation.
- Projecting charm and warmth only when logic dictates.
- Never leaving the office unprepared.





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. WAITING FOR EVENTS TO HAPPEN

Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.

POSSIBLE CAUSES:

- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

POSSIBLE SOLUTIONS:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios

2. OVERREACTING TO CONSTRUCTIVE CRITICISM

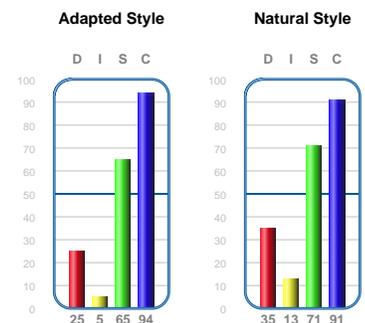
Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

POSSIBLE CAUSES:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

POSSIBLE SOLUTIONS:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors





3. SEEKING "ALL" OF THE FACTS

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

POSSIBLE CAUSES:

- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

POSSIBLE SOLUTIONS:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

4. LOOKING FOR "HIDDEN MEANING"

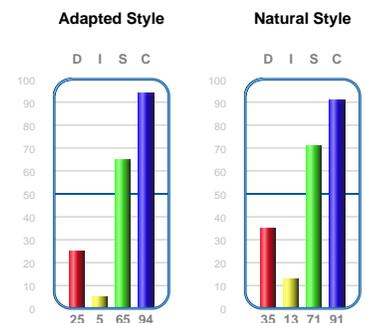
The habitual practice of looking for hidden meanings demonstrates the inability to take messages, information and people-signals at face value. It may indicate that issues and people are suspect or have potential negative impact on you and your work.

POSSIBLE CAUSES:

- Critical listening ability may cause you to read more into a situation
- Want to look beyond the obvious
- Have a need for additional information
- Do not have a high level of trust in others

POSSIBLE SOLUTIONS:

- Ask questions
- Share initial evaluation/opinion with others





5. PROLONG EVENTS IN ORDER TO GAIN IMPROVED RESULTS

Prolonging events in order to gain improved results is the process of doing and redoing, evaluating and re-evaluating and changing to and changing back as a way of "testing" the best possible outcome.

POSSIBLE CAUSES:

- Want to insure that success is always achieved
- Feel that if rushed, the results will not be satisfactory
- Hope situations will work out themselves

POSSIBLE SOLUTIONS:

- Set realistic schedule and timeline
- Follow the schedule
- Seek advice or assistance from others

6. SEEKING THE BEST, BUT NOT NECESSARILY WORKABLE SOLUTIONS

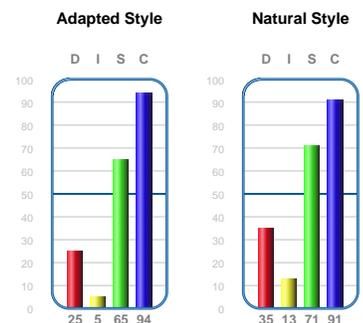
Always seeking the best solution may prohibit getting the task accomplished. Something better is always on the horizon.

POSSIBLE CAUSES:

- Want to do things right the first time
- Want personal approval for preciseness of work
- Fear criticism if solution doesn't work

POSSIBLE SOLUTIONS:

- Establish required standards
- Determine the solution that meets or exceeds those standards
- Set a timeline for making a decision or completing a task



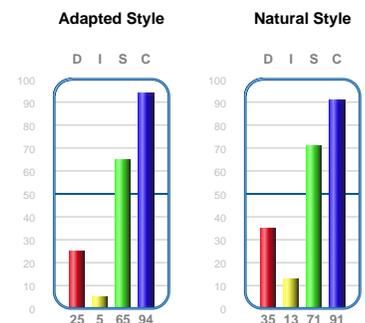


AREAS FOR IMPROVEMENT

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

Salesman has a tendency to:

- Spend too much time in office preparing facts and figures for sales calls.
- Have an inherent fear of closing.
- Rarely change his style to meet buyer's style.
- Get bogged down in details and use details to protect his position.
- Be self-depreciating (puts self down)--doesn't project self-confidence.
- Take rejection personally, and may not close to avoid the pain.
- Use too many or unnecessary sales aids.





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

1. ORGANIZED WORKPLACE



2. ANALYSIS OF DATA



3. CUSTOMER ORIENTED



4. COMPETITIVENESS



5. URGENCY



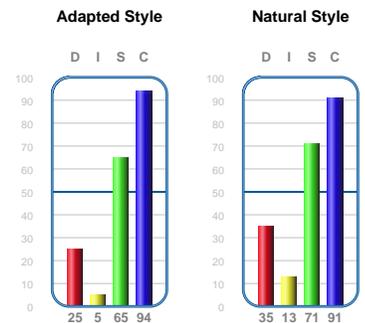
6. VERSATILITY



7. FREQUENT CHANGE



8. FREQUENT INTERACTION WITH OTHERS



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MOST

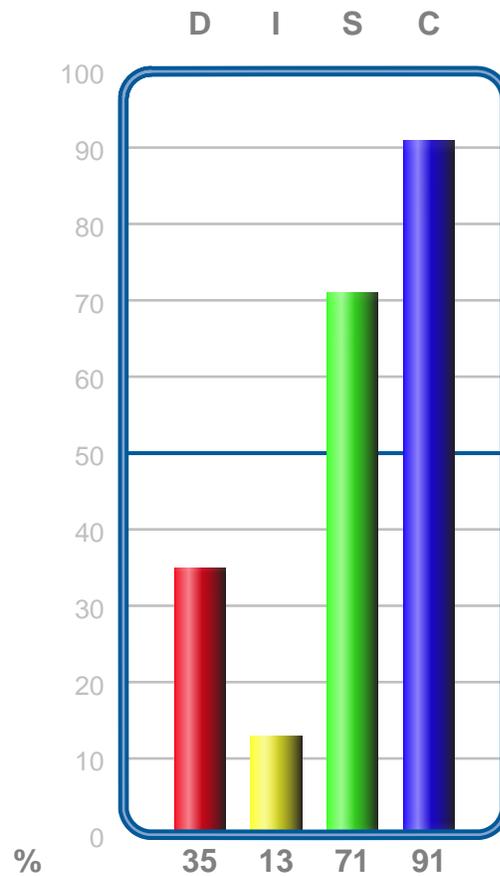
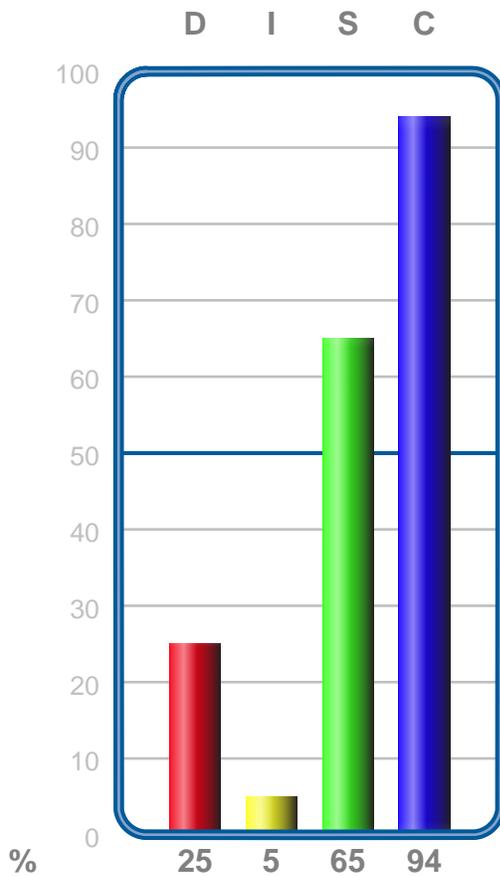
Graph I

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.

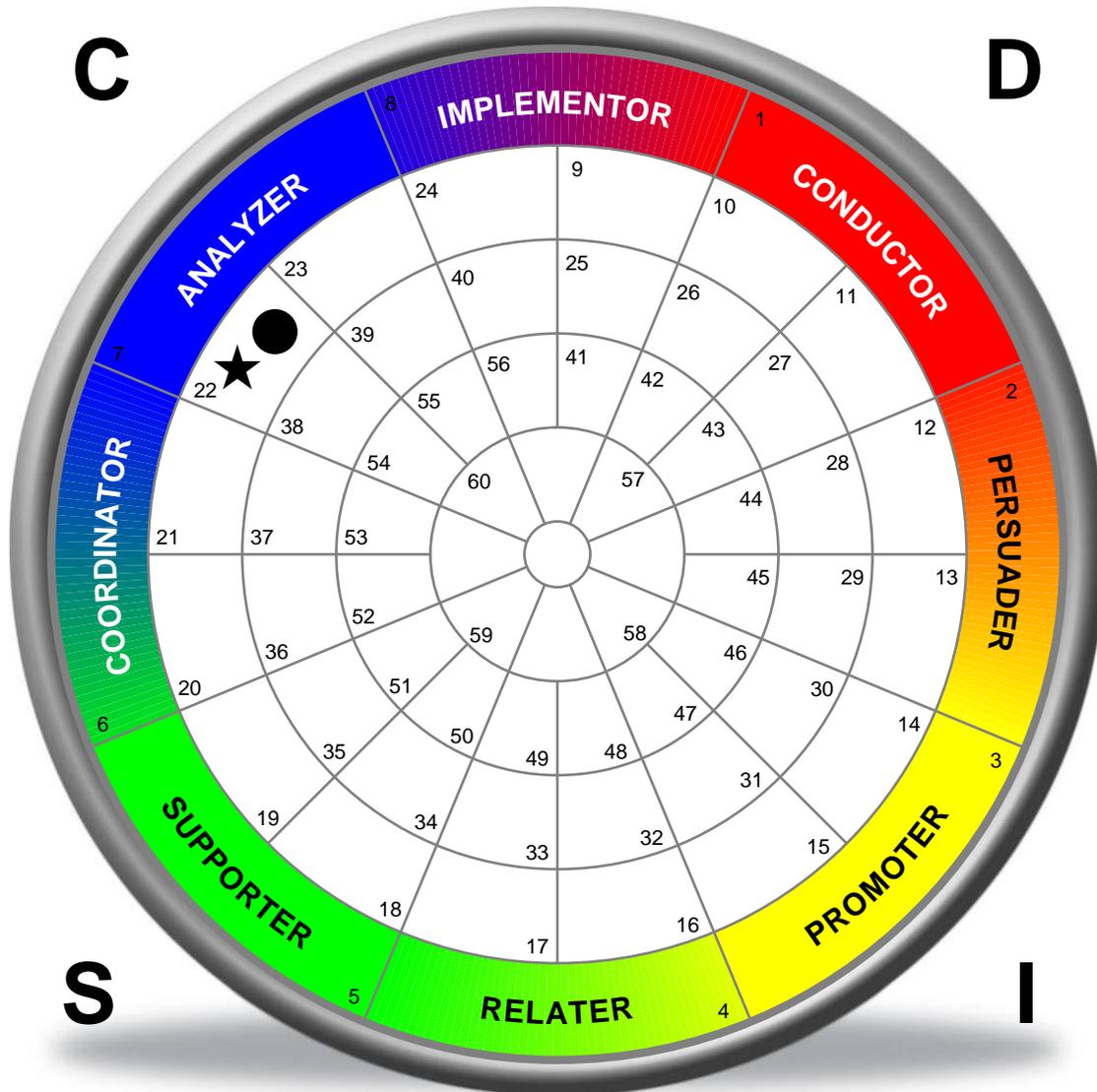
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



Salesman Sanders

2-3-2012



Adapted: ★ (22) COORDINATING ANALYZER
 Natural: ● (22) COORDINATING ANALYZER

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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.

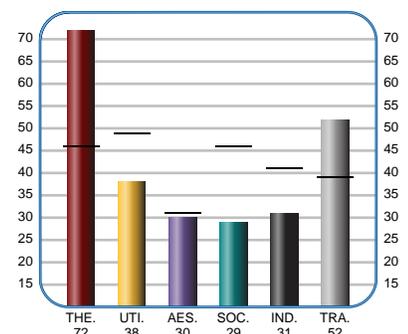
- **STRONG** - positive feelings that you need to satisfy either on or off the job.
- **SITUATIONAL** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.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

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



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.

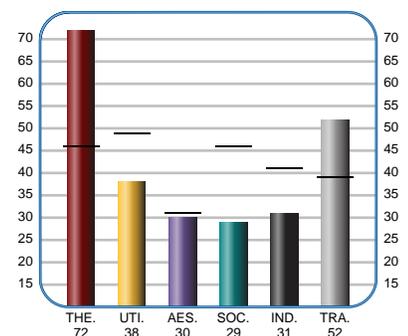
- Salesman will use his knowledge to sell others on his ideas and beliefs.
- Many may see him as an intellectual.
- Salesman will seek the "truth," yet "truth" is relative and will be defined by his own standards.
- He has a keen interest in formulating theories and asking questions to assist in problem solving.
- He may have difficulty putting down a good book.
- Salesman may use his specialized knowledge of a topic to control the situation.
- Salesman is good at integrating the past, present and future.
- Salesman never walked by a bookstore or library he didn't want to visit.
- Salesman will be comfortable in any position that requires knowledge to excel.
- People who talk on a subject without adequate knowledge will frustrate him and cause him to lose interest in the conversation.
- Adding to the body of knowledge may be more important than the application of the knowledge.
- The process is not as important to him as the results.
- Salesman will use his knowledge to ensure economic security.





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.

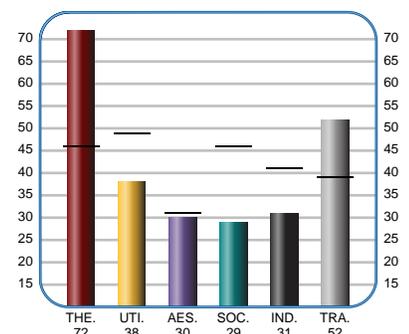
- He is true to his personal vision.
- He will evaluate others based on his rules for living.
- Following proven procedures is more important than quick fixes.
- Salesman lets his conscience be his guide.
- He believes strongly in his opinions.
- Salesman likes unity and order in his life.





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.

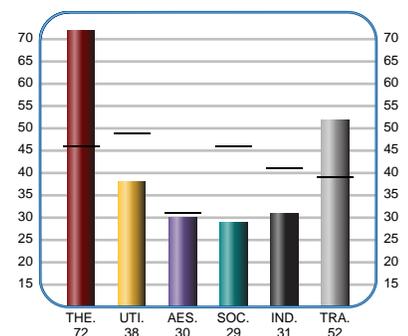
- Money itself is not as important as what it will buy.
- Salesman will become money motivated when he wants to satisfy one of the other attitudes or values mentioned in this report.
- Salesman can give freely of time and resources to certain causes and feel this investment will result in a future return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





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.

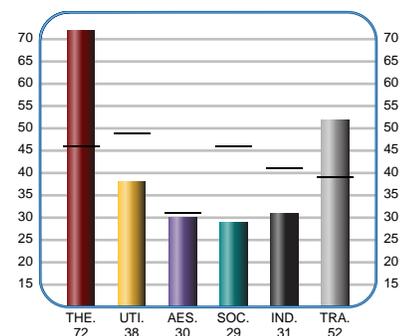
- Salesman can be assertive in meeting his needs.
- At times Salesman can be very competitive.
- The amount of control he attempts will increase if he has strong feelings about the issues involved with the situation. If, however, he has little interest in the issues involved, he will not see the need for exercising control.
- He will evaluate each situation individually and determine how much or how little control he will want to exercise.





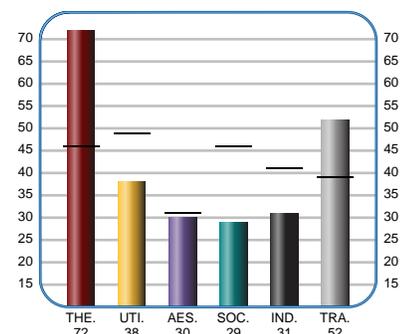
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

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



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.

- Salesman will be torn if helping others proves to be detrimental to him.
- He will not normally allow himself to be directed by others unless it will enhance his own self-interest.
- Believing that hard work and persistence is within everyone's reach - he feels things must be earned, not given.
- He will be firm in his decisions and not be swayed by unfortunate circumstances.
- Salesman is willing to help others if they are working as hard as possible to achieve their goals.
- Salesman's passion in life will be found in one or two of the other dimensions discussed in this report.



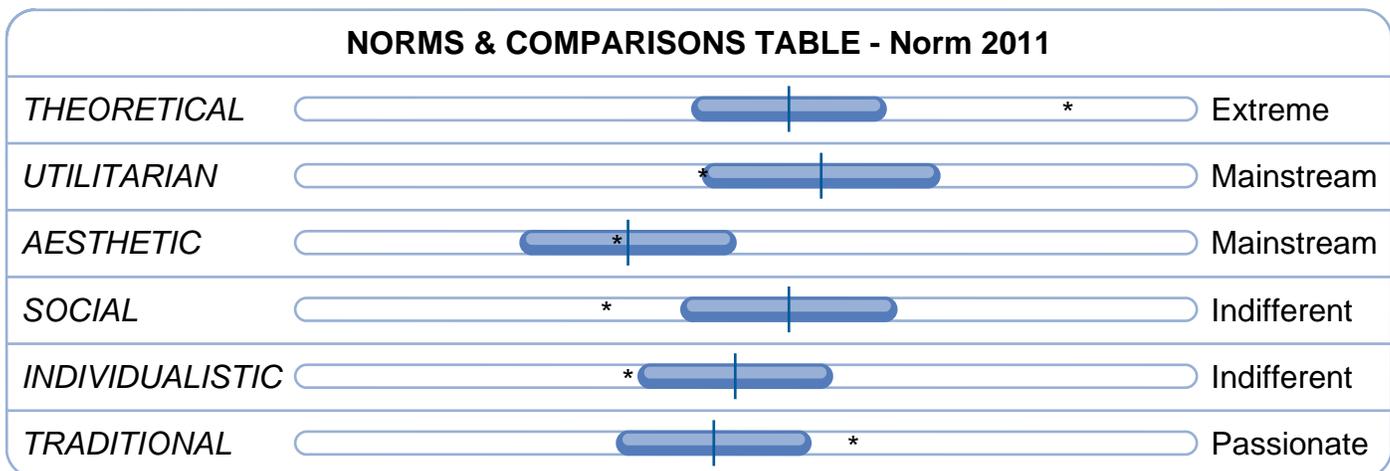


MOTIVATORS - NORMS & COMPARISONS

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



MOTIVATORS - NORMS & COMPARISONS

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

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.
- You have chosen a system for living that you believe in. All of the decisions in your life are made according to the principles of your system. Your principles mean more to you than money or success. Others may feel you impose your standards on the rest of the world and may see you as being judgmental. They may think you exhibit a "holier than thou" mindset. They may believe you are closed-minded.

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

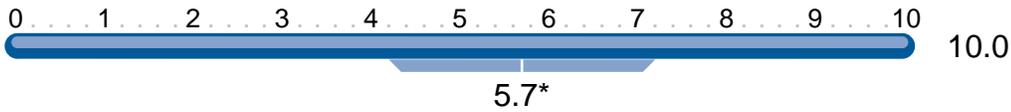
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- You can be frustrated by others who are always jockeying for position and control.



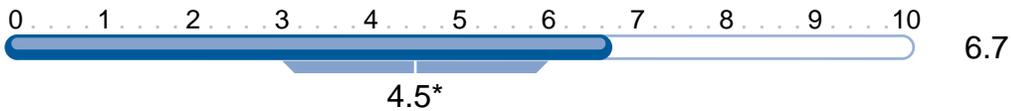
MOTIVATORS HIERARCHY

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.

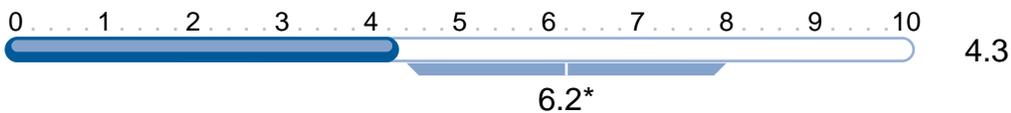
1. THEORETICAL



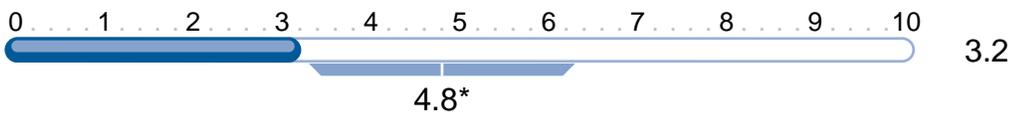
2. TRADITIONAL/REGULATORY



3. UTILITARIAN/ECONOMIC



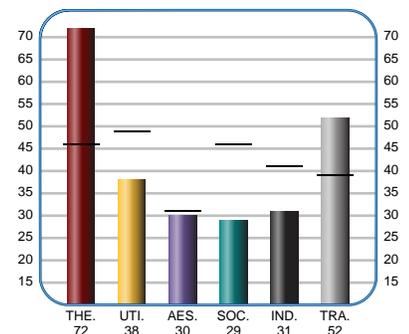
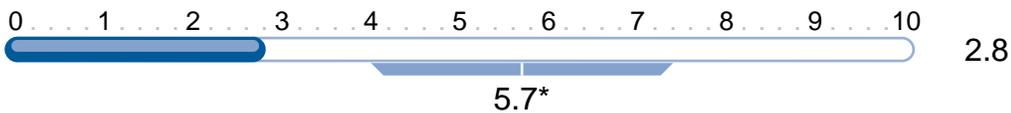
4. INDIVIDUALISTIC/POLITICAL



5. AESTHETIC



6. SOCIAL



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

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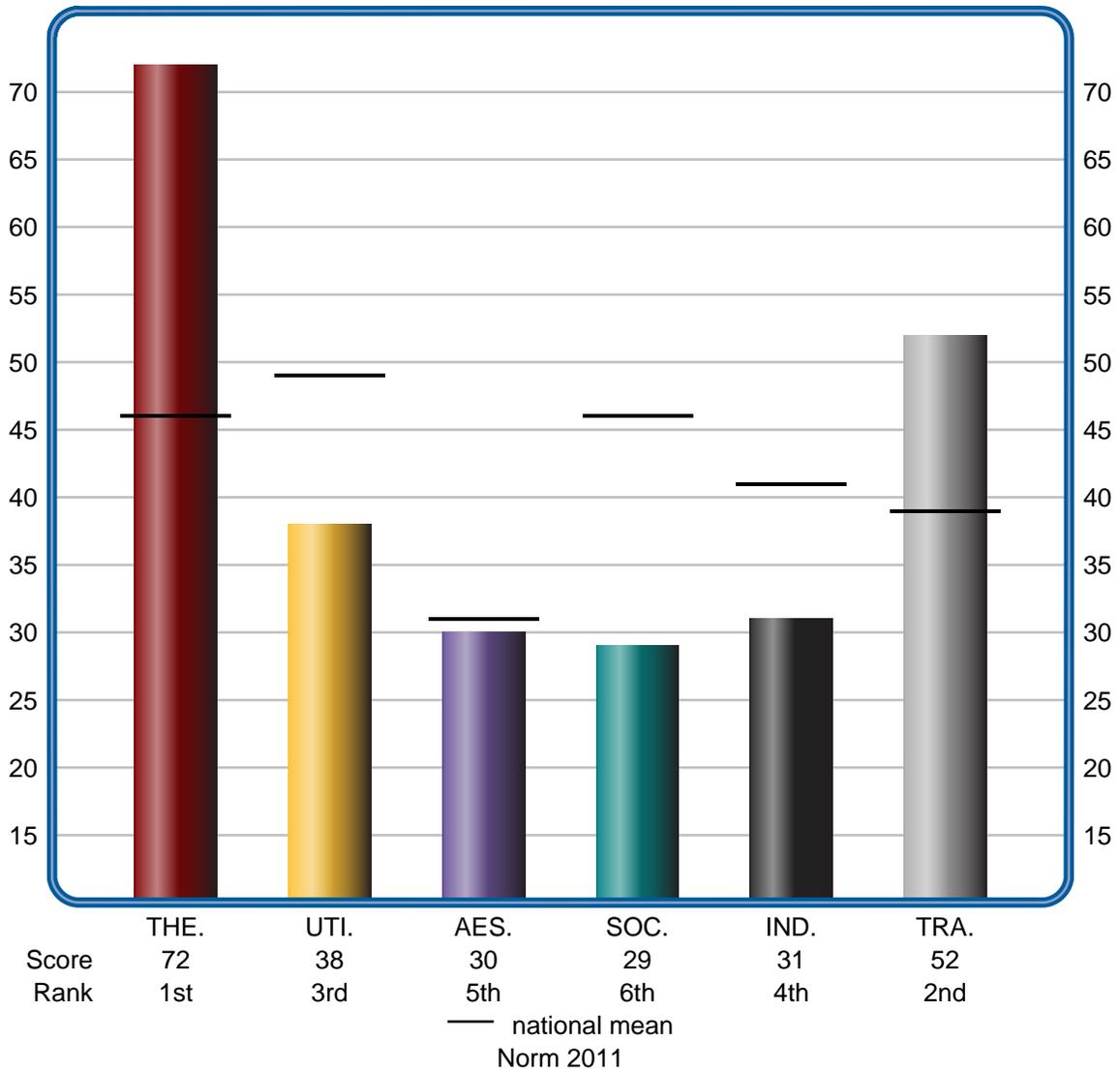
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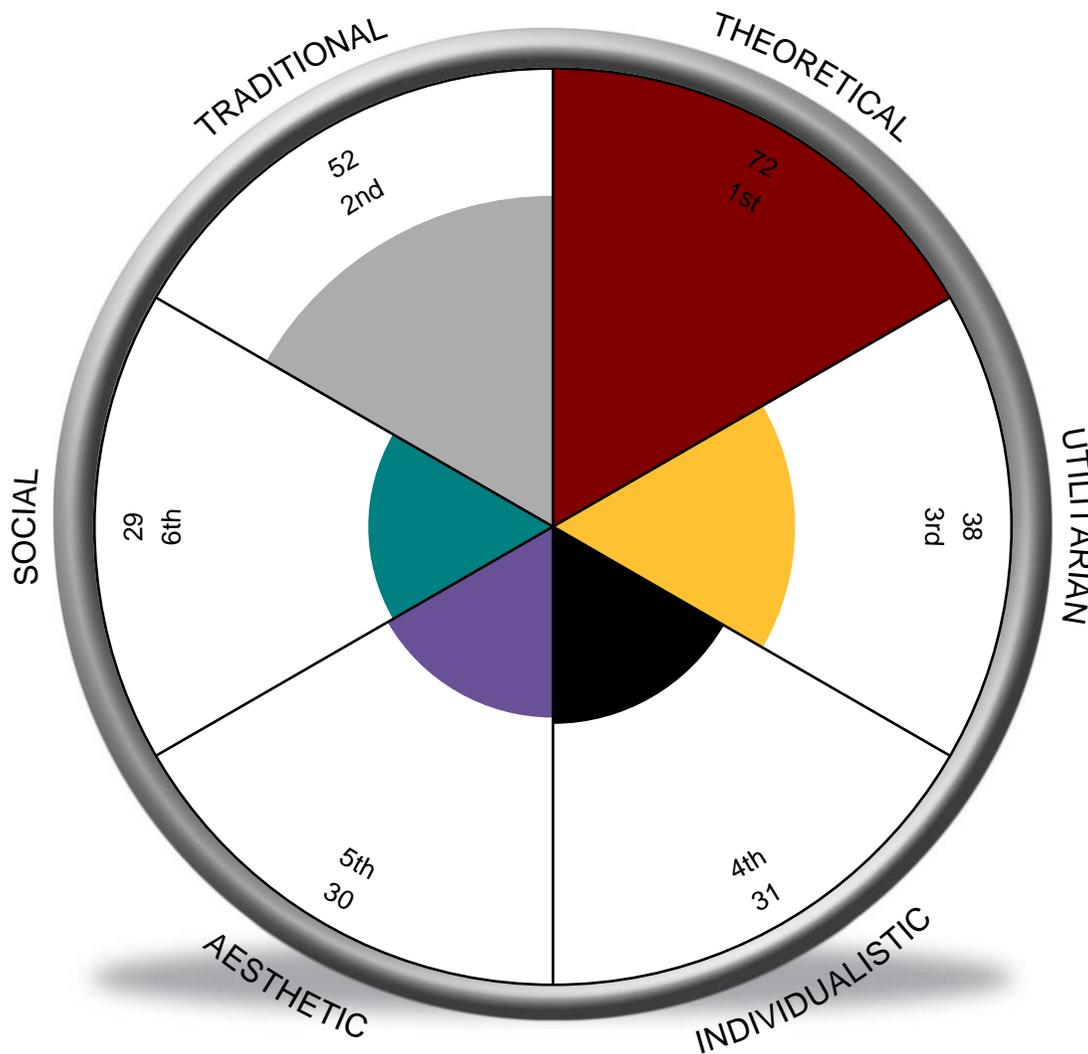


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INTRODUCTION

Integrating Behaviors and Motivators Section

Salesman Sanders

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 Salesman'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.

- His desire to learn more allows processes to become more effective.
- Asks many questions to find the correct answers.
- Comfortable in groups that are compliant and hold strong traditions.
- Will catch the mistakes of others and try to correct them through the system.
- Great at retrieving information for decision makers he trusts.
- Desire for continuous learning is one of his greatest strengths.
- Great at maintaining a system or process.
- Loyal to his cause.



POTENTIAL BEHAVIORAL AND MOTIVATIONAL CONFLICT

This section describes the potential areas of conflict between Salesman'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.

- Never enough facts to prove the new theory.
- Can be defensive when hard facts are questioned.
- May obsess over other ways of doing things, especially if it's not within his set of procedures.
- Can obsess over unimportant details when in conflict with his system of beliefs.
- Struggles in adapting to new situations without preparation.
- May have difficulty sharing subjective information.
- May struggle with simultaneous concern for accommodating needs and making sure processes are followed.
- Difficulty making ambiguous choices when confronted with changing the system.



This section identifies the ideal work environment based on Salesman'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 Salesman enjoys and also those that create frustration.

- Familiar work environment with a predictable pattern.
- Prefers technical work, specializing in one area.
- An environment that allows time to change.
- Information to support the reasons for change.
- Time necessary to gather enough information in order to move forward.
- An environment where being prepared for meetings is rewarded.
- Recognition for accomplishing tasks the traditional way in absence of a set procedure.
- To be seen as a reliable and trustworthy team player working for the organizational system.
- Rewards based on adherence to established procedures and traditions.



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

Salesman wants:

- High quality work standards.
- No sudden changes in procedure.
- Operating procedures in writing.
- The time to research and layout information in a methodical way.
- To have the right information to support others so he can feel secure with how the job is being done.
- Information on how to do things right, for fear of making a mistake.
- Time to pursue the cause and belief through the gathering of facts and data in order to adhere to high standards.
- Time to adjust to changes as it relates to systems and structure.
- Accountability for others to follow the systems and traditions put forth by the organization.



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

Salesman needs:

- To be encouraged to be more independent.
- A feeling of belonging, to know how important he is to the team.
- To be introduced to the new employees.
- To showcase areas of expertise when appropriate.
- Support in being seen as an expert within the organization.
- To understand the appropriate amount of detail in order to move ideas forward.
- Time to clarify, ask questions and gather data to make a decision that fits within the system.
- Support in his need to protect the processes and systems of the organization in a stable and loyal way.
- Clearly defined roles, expectations and standards.



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

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

Based on your responses to the Personal Soft Skills Indicator™ questionnaire, this report indicates your development of 23 personal skills. These 23 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

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

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

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



DEVELOPMENT INDICATOR

This section of your report shows your development level of 23 personal skills based on your responses to the questionnaire. The 23 personal skills have been categorized into four levels; based on means and standard deviations. Well Developed, Developed, Moderately Developed and Needs Development.

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

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

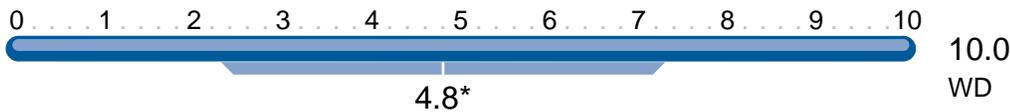
 Well Developed  Developed  Moderately Developed  Needs Development



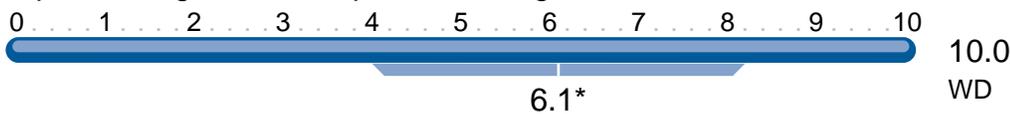
COMPETENCIES HIERARCHY

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.

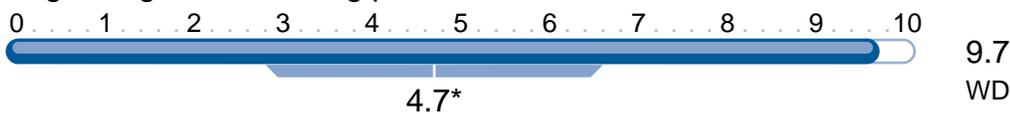
1. PLANNING/ORGANIZING - Utilizing logical, systematic and orderly procedures to meet objectives.



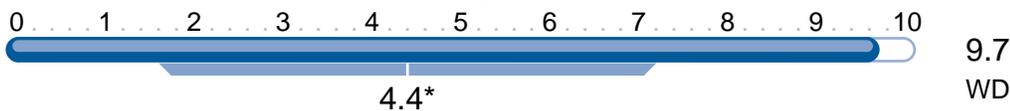
2. CONTINUOUS LEARNING - Taking initiative in learning and implementing new concepts, technologies and/or methods.



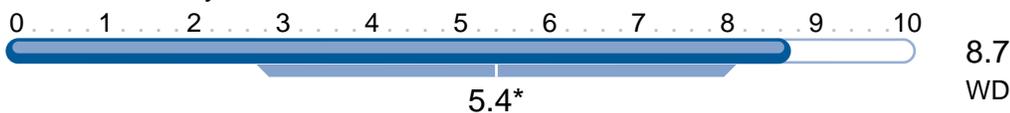
3. ANALYTICAL PROBLEM SOLVING - Anticipating, analyzing, diagnosing, and resolving problems.



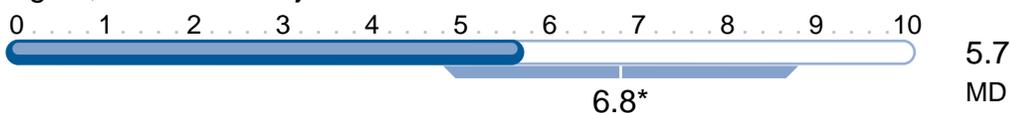
4. SELF-MANAGEMENT (TIME AND PRIORITIES) - Demonstrating self control and an ability to manage time and priorities.



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



6. GOAL ORIENTATION - Energetically focusing efforts on meeting a goal, mission or objective.



Development Legend

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

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

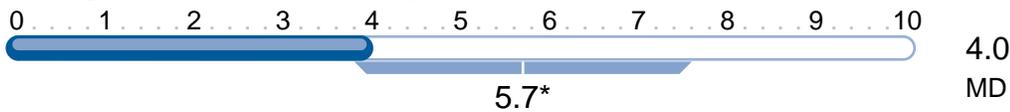
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7. EMPATHY - Identifying with and caring about others.



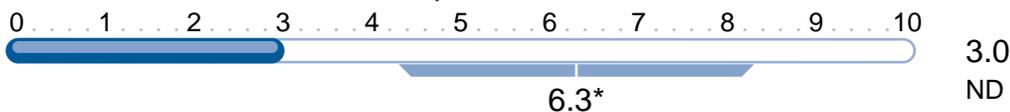
8. MANAGEMENT - Achieving extraordinary results through effective management of resources, systems and processes.



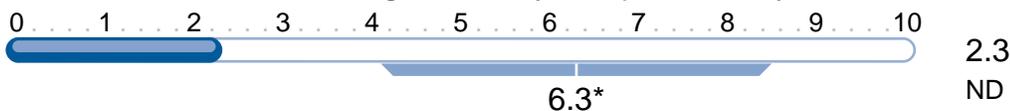
9. EMPLOYEE DEVELOPMENT/COACHING - Facilitating and supporting the professional growth of others.



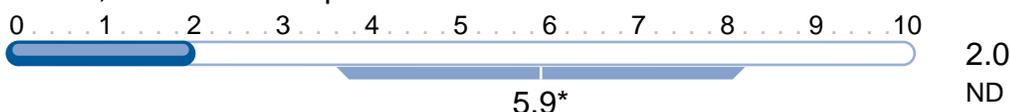
10. CUSTOMER SERVICE - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



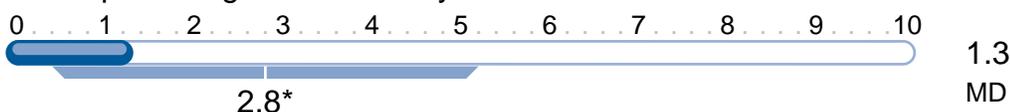
11. TEAMWORK - Working effectively and productively with others.



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



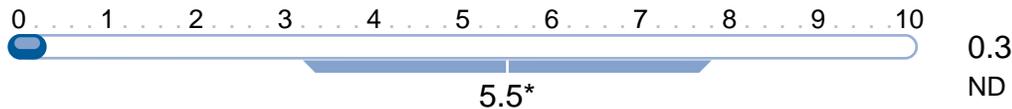
13. FUTURISTIC THINKING - Imagining, envisioning, projecting and/or predicting what has not yet been realized.



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



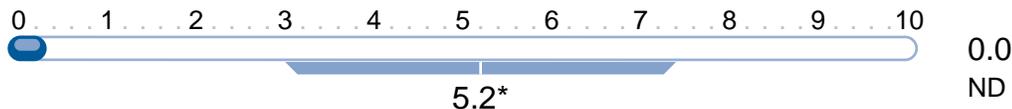
14. PERSONAL EFFECTIVENESS - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.



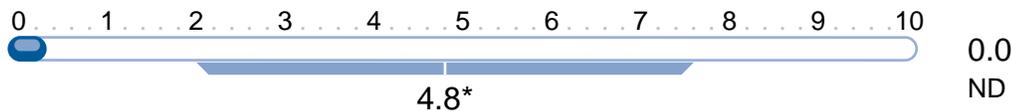
15. PRESENTING - Communicating effectively to groups.



16. CONFLICT MANAGEMENT - Addressing and resolving conflict constructively.



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



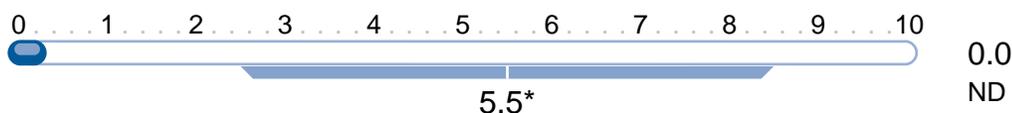
18. DECISION MAKING - Utilizing effective processes to make decisions.



19. LEADERSHIP - Achieving extraordinary business results through people.



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



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



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



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



23. FLEXIBILITY - Agility in adapting to change.



* 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.

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.

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

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

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

SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.

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



WELL DEVELOPED COMPETENCIES

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.



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.

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

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

GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective.

- Acts independently to achieve objectives without supervision.
- Expend the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress towards meeting goals.
- Establishes and works toward ambitious and challenging goals.
- Develops and implements strategies to meet objectives.
- Measures effectiveness and performance to ensure results are attained.
- Acts with a sense of urgency to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.

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

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and focused on goals and priorities.
- Identifies barriers to objectives and removes them.
- Delegates appropriate responsibilities and authority.
- Ensures adequate resources are available to achieve objectives.
- Makes decisions that benefit the bottom line or return on investment.



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.



COMPETENCIES NEEDING DEVELOPMENT

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

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

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

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

- Strives to anticipate, identify and understand customers' wants, needs and concerns.
- Responds to customers with a sense of urgency.
- Follows through on customer requests.
- Is patient and courteous with customers.
- Resolves issues and complaints to the satisfaction of customers.
- Expend extraordinary effort to satisfy customers.
- Develops relationships with customers.
- Partners with customers to assist them in achieving their objectives.
- Acts as an advocate for customers' needs.
- Takes professional risks for the sake of customers' needs.



COMPETENCIES NEEDING DEVELOPMENT

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.

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

- Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
- Understands cultural, climate and organizational issues.
- Adapts conduct and communications to "politically correct" standards.
- Effectively leverages networks of influence to get things done.
- Is sensitive to the needs of "special interest" groups within organizations.
- Builds relationships and networks with key people of influence.
- Provides advice, counsel and mentoring on organizational issues.
- Utilizes both formal and informal networks internally to obtain support and achieve results.
- Utilizes both formal and informal networks externally to obtain support and achieve results.



COMPETENCIES NEEDING DEVELOPMENT

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

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



COMPETENCIES NEEDING DEVELOPMENT

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.



COMPETENCIES NEEDING DEVELOPMENT

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.

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

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



COMPETENCIES NEEDING DEVELOPMENT

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.

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.



COMPETENCIES NEEDING DEVELOPMENT

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.



COMPETENCIES NEEDING DEVELOPMENT

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.

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.



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?