



TTI  
SUCCESS  
INSIGHTS®

## **TriMetrix® HD**

Management-Staff Coaching

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Vice President  
Cole Corp.  
11-25-2015



## Introduction Where Opportunity Meets Talent®

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, driving forces, 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

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

### Driving Forces

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

### Integrating Behaviors And Driving Forces

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

### Acumen Indicators

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

### Competencies

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



## Introduction Behaviors Section

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

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

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

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

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

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















# Communication Tips

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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







# Descriptors

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

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













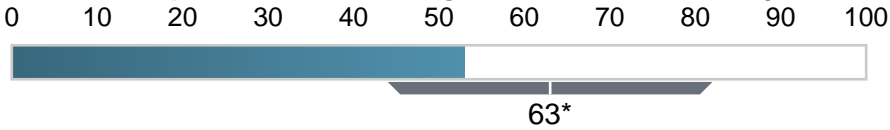






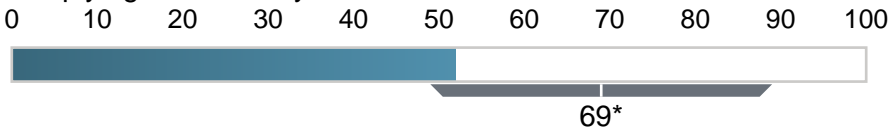
# Behavioral Hierarchy

**7. Follow Up and Follow Through** - A need to be thorough.



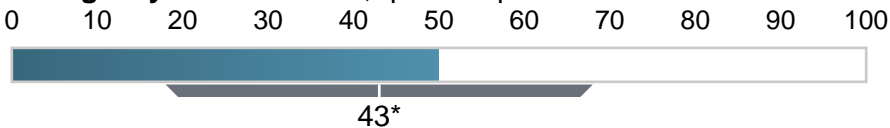
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**8. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



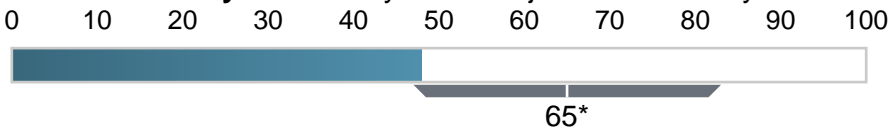
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**9. Urgency** - Decisiveness, quick response and fast action.



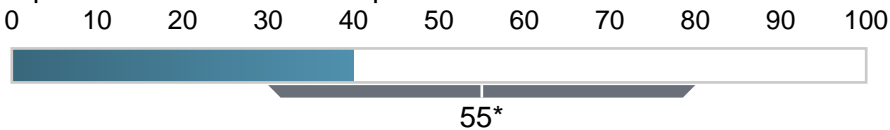
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**10. Consistency** - The ability to do the job the same way.



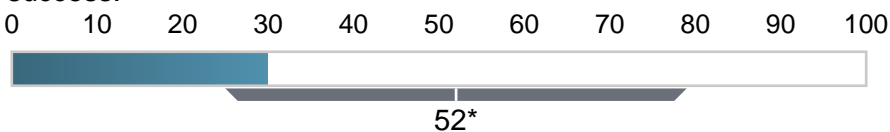
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**11. Analysis of Data** - Information is maintained accurately for repeated examination as required.



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**12. Organized Workplace** - Systems and procedures followed for success.

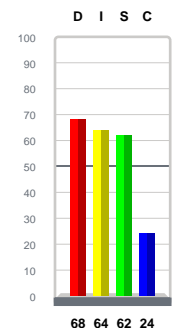
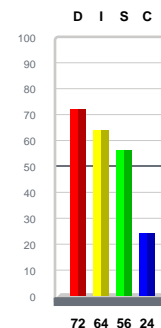


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Adapted Style

Natural Style



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

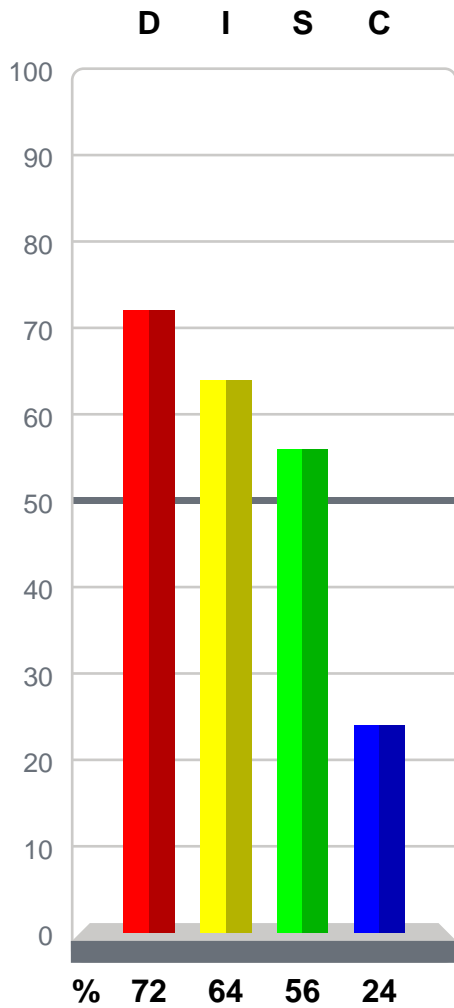


# Style Insights® Graphs

11-25-2015

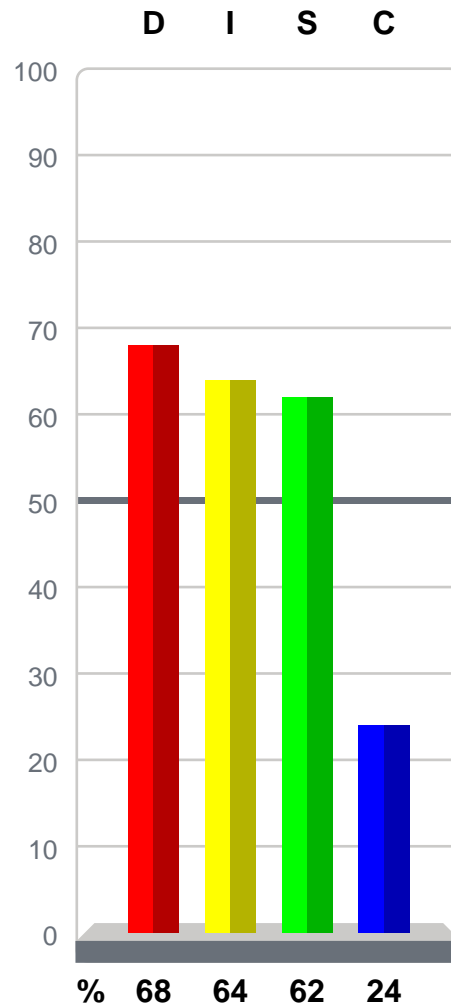
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



## The Success Insights® Wheel

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

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

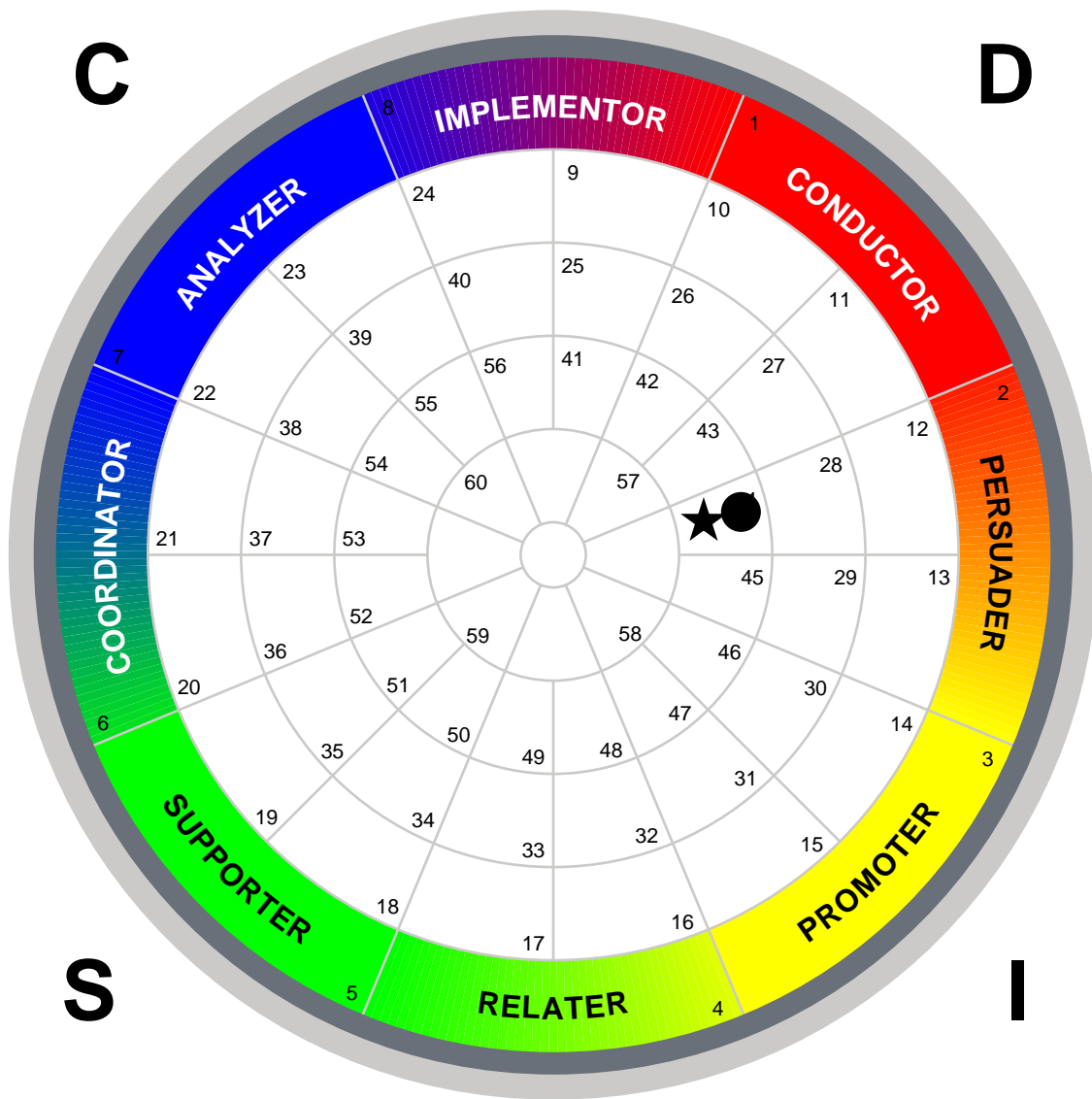
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



# The Success Insights® Wheel

11-25-2015



Adapted: ★ (44) CONDUCTING PERSUADER (ACROSS)

Natural: ● (44) CONDUCTING PERSUADER (ACROSS)

Norm 2015 R4

T: 13:00



# Understanding Your Driving Forces

This report is based on six basic interests, or motivators in your life: Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional. You will learn how to explain, clarify and amplify some of the driving forces in your life. This report will empower you to build on your unique strengths, which you bring to work and life. You will learn how your passions from 12 core driving forces frame your perspectives and provide the most accurate understanding of you as a unique person.

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

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

- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in work and life





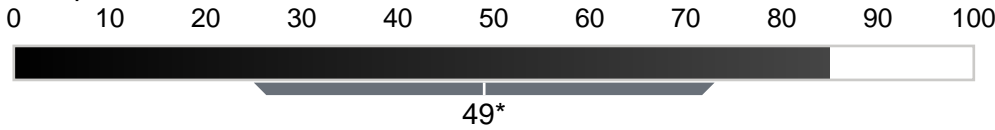




# Primary Driving Forces Cluster

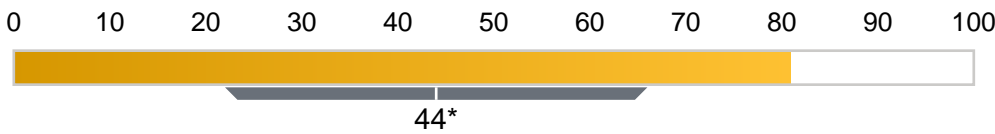
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



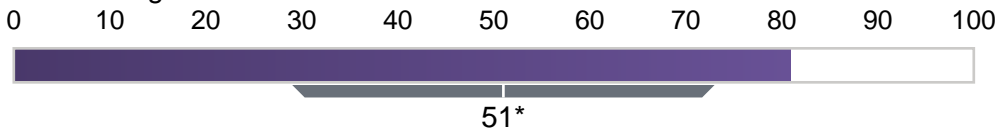
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**2. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.



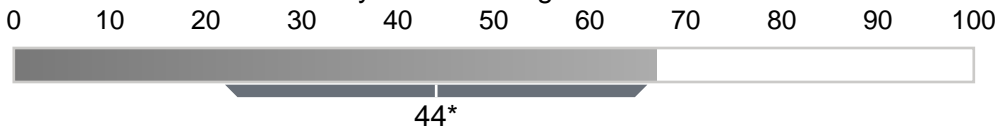
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**3. Objective** - People who are driven by the functionality and objectivity of their surroundings.



81

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



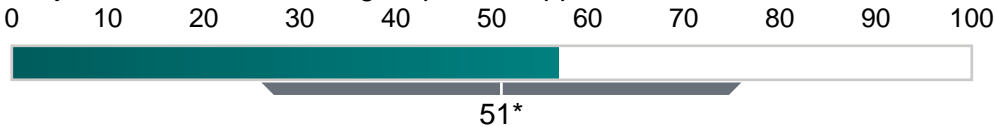
67



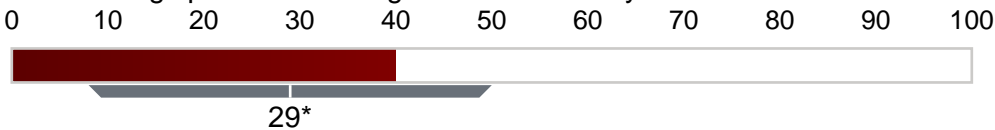
# Situational Driving Forces Cluster

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

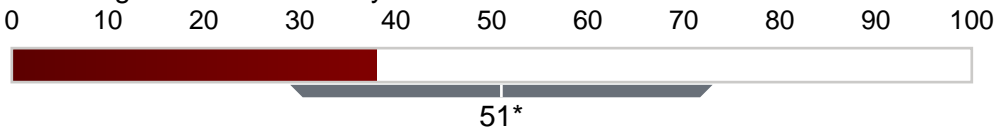
**5. Intentional** - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



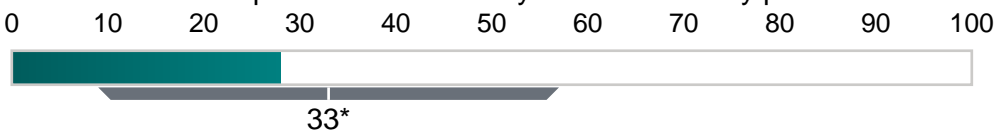
**6. Instinctive** - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



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



**8. Altruistic** - People who are driven by the benefits they provide others.

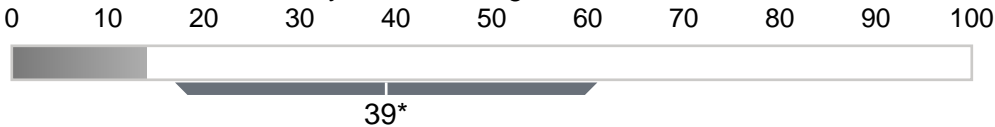




# Indifferent Driving Forces Cluster

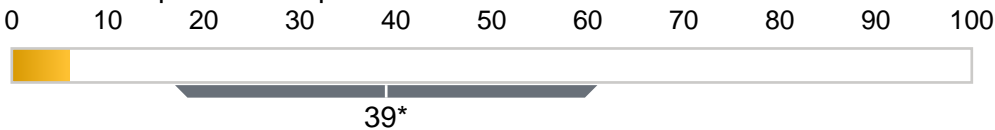
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



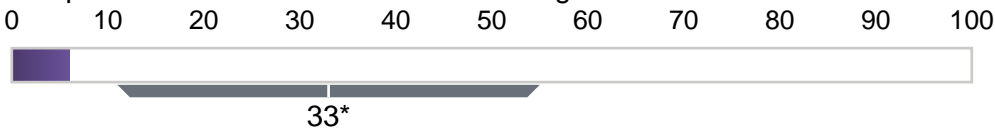
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**10. Selfless** - People who are driven by completing tasks for the greater good, with little expectation of personal return.



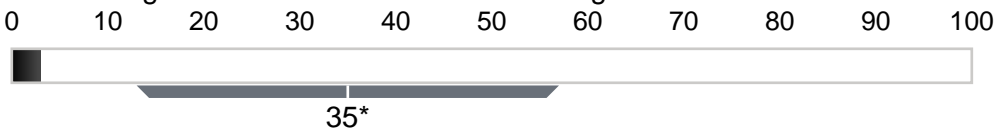
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**11. Harmonious** - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



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



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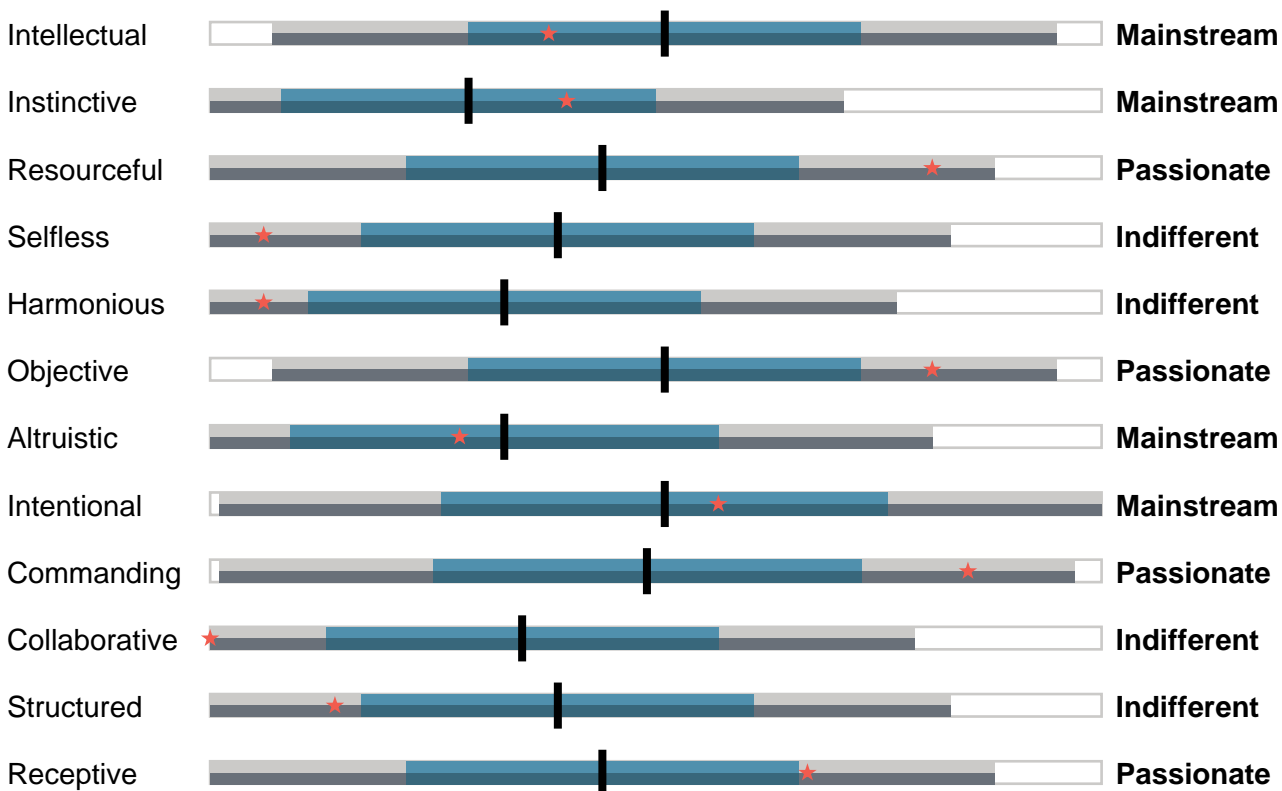


# Areas for Awareness

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

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

## Norms & Comparisons Table - Norm 2015

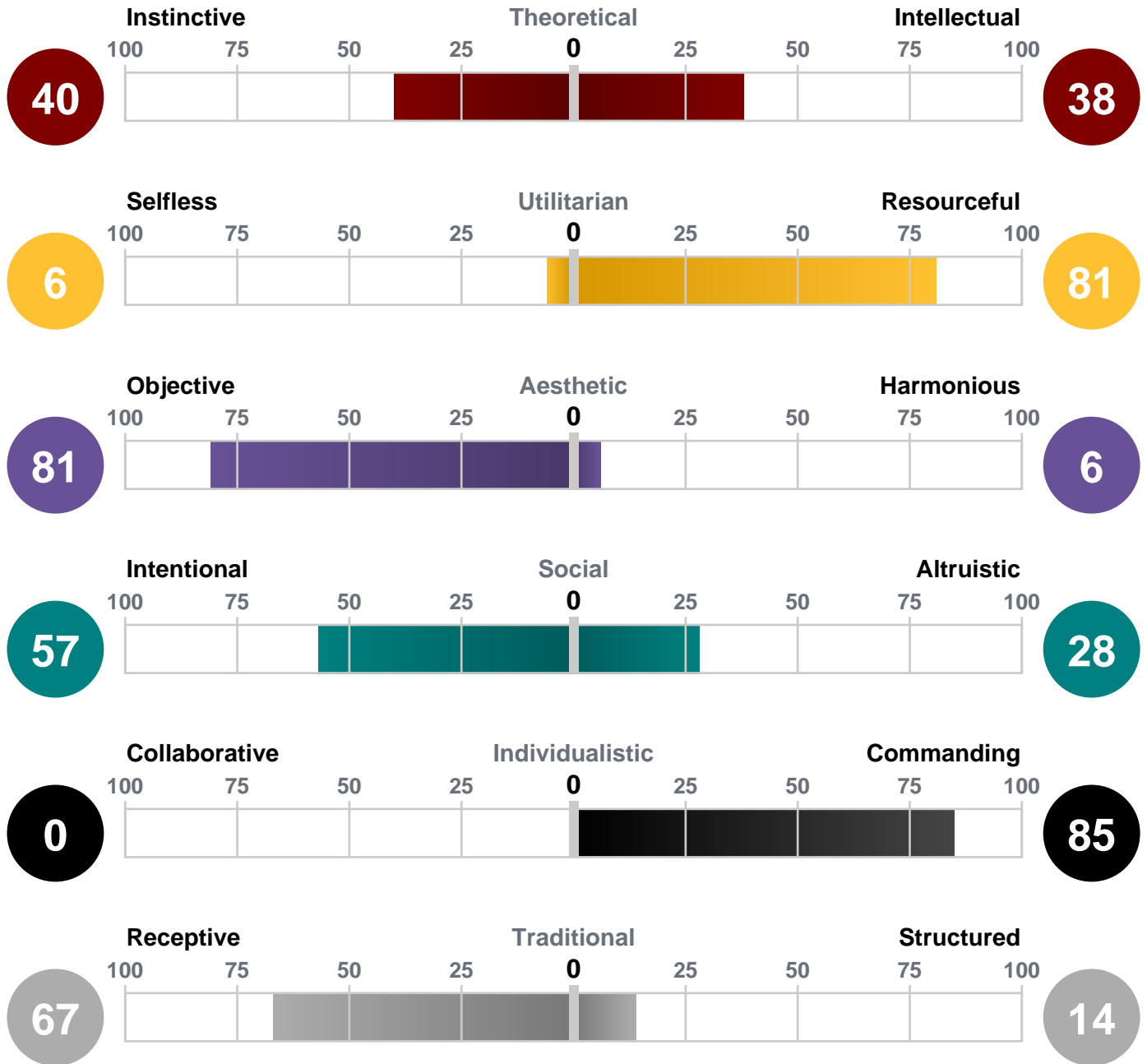


■ - 1st Standard Deviation - \* 68% of the population falls within the shaded area. ■ - national mean ★ - your score  
 ■ - 2nd Standard Deviation  
 □ - 3rd Standard Deviation

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

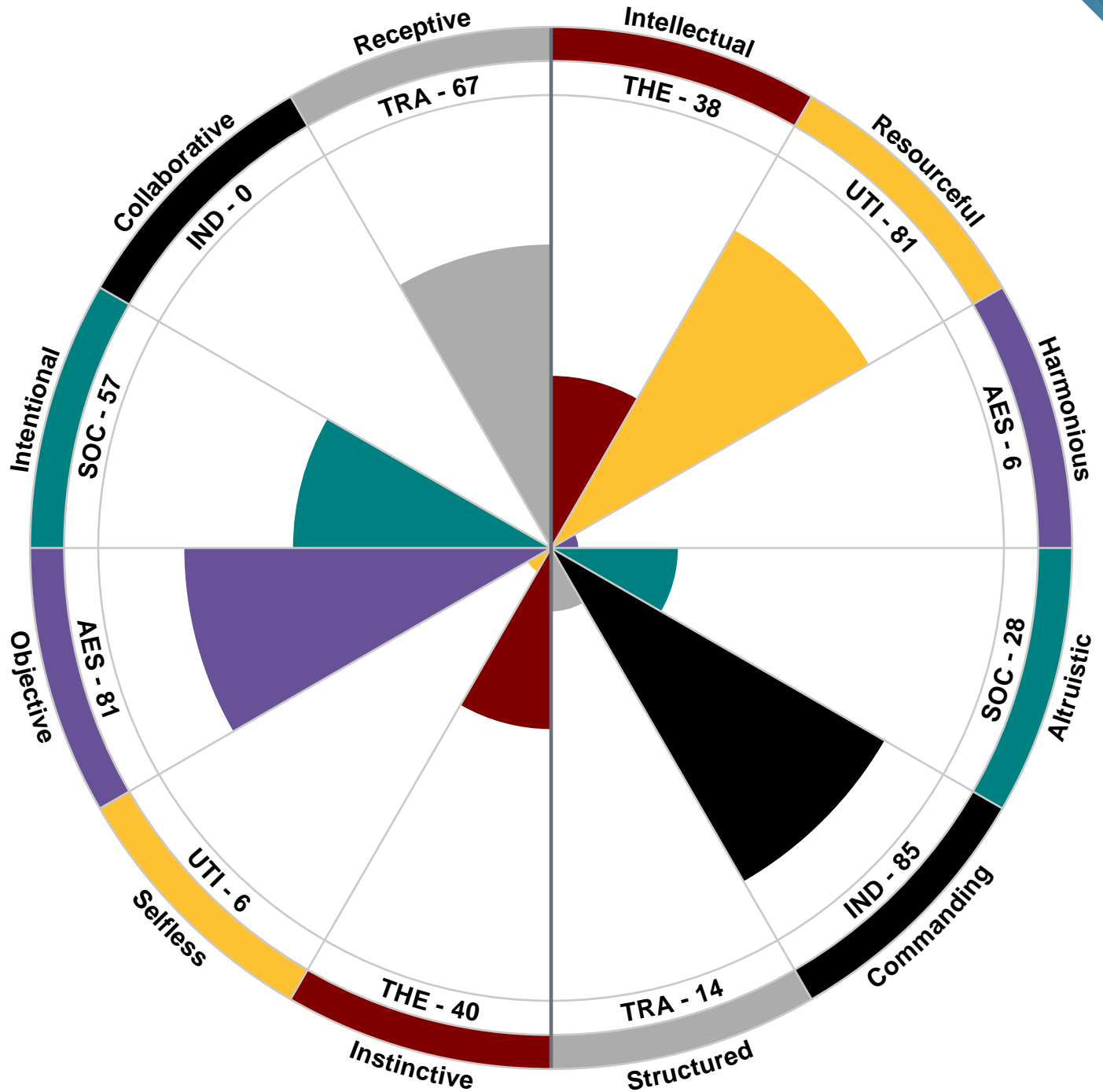


# Driving Forces Graph





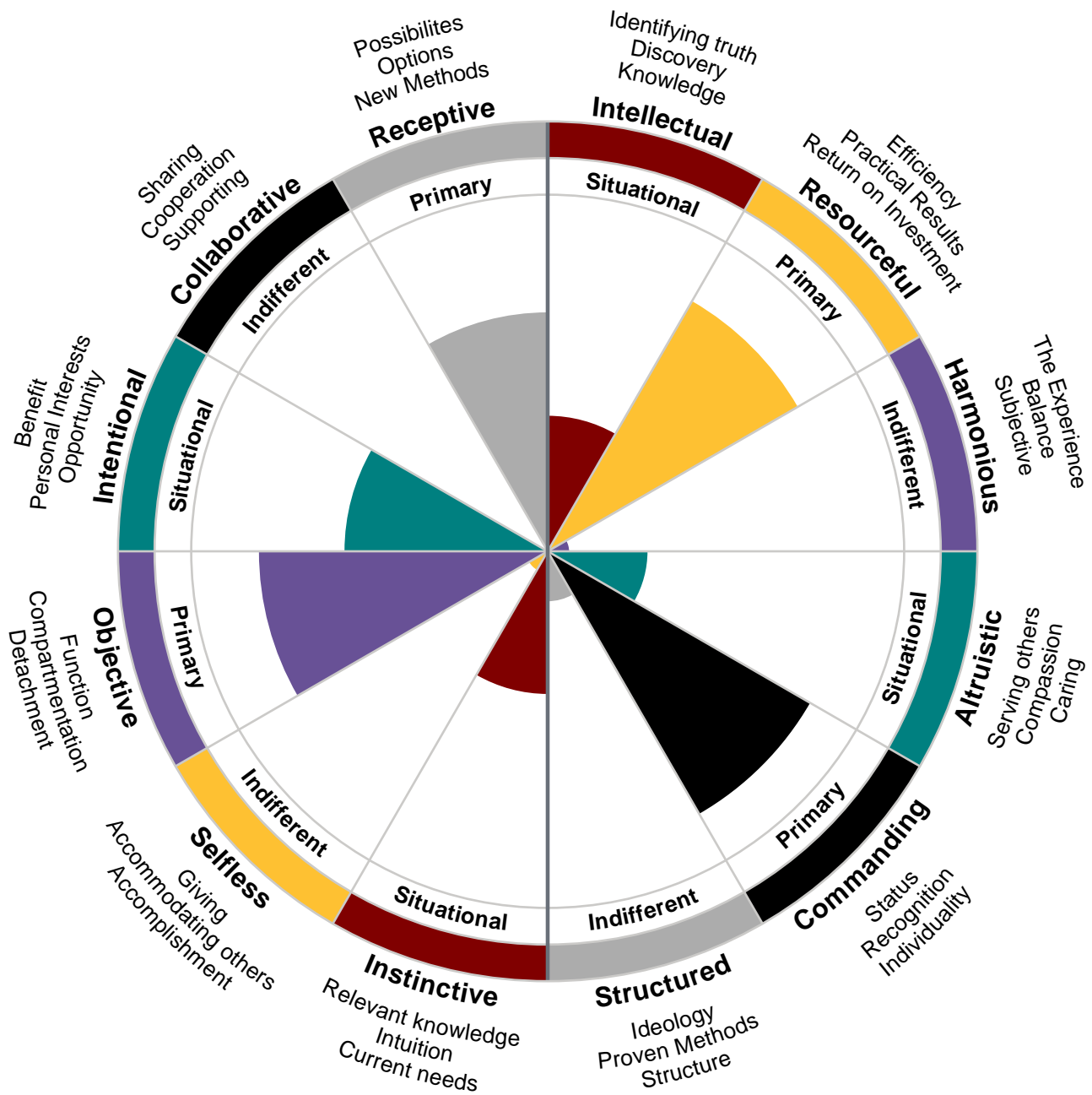
# Driving Forces Wheel







# Descriptors Wheel





## Introduction Integrating Behaviors and Driving Forces Section

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

### In this section you will find:

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













## Introduction Acumen Indicators Section

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

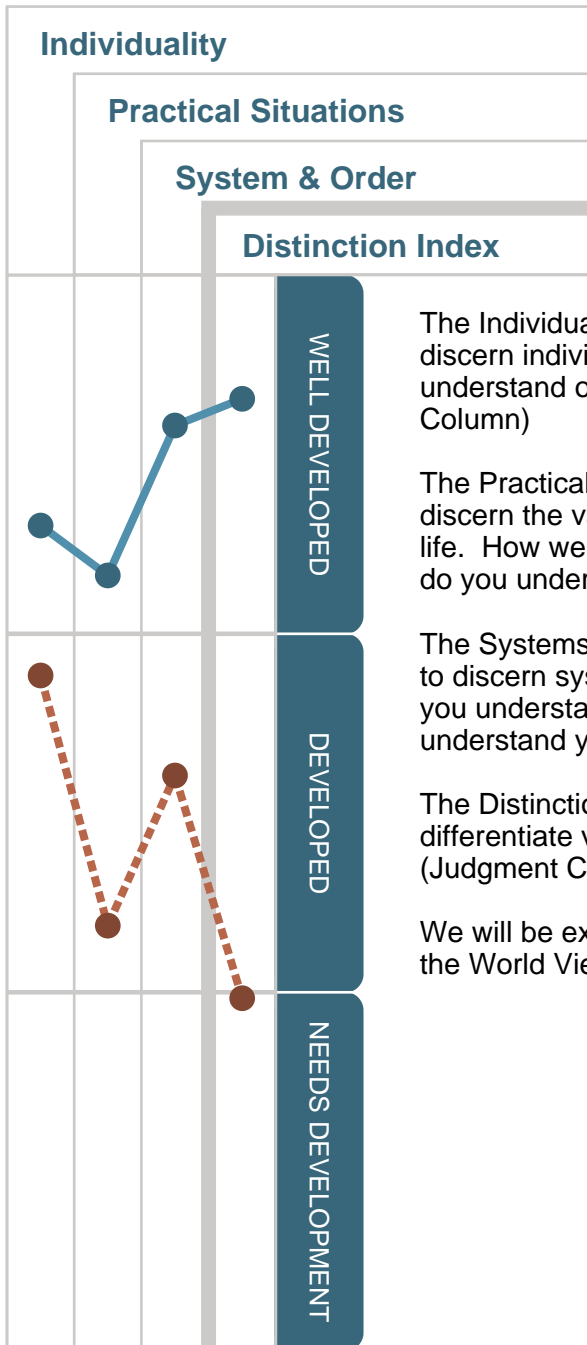
Be sure to read the entire section with an open mind. Everyone has areas where they can improve. Use the content of this section while working with your mentor, professional coach or manager in order to make improvements, both personally and professionally.





# Summary of Acumen Capacity

The Dimensions section measures Jan'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





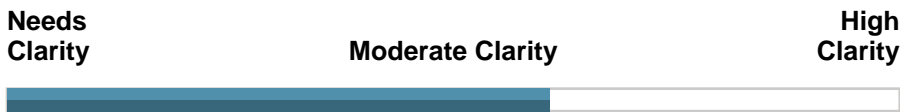




# Clarity of Performance and Situational Awareness

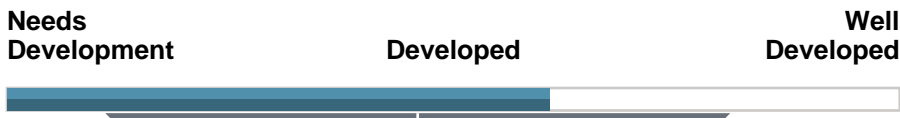
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The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



- Jan lacks some clarity in terms of practical matters and as such has a moderately developed sense of proportion about the world.
- In terms of people, tasks and systems, Jan has the least clarity when it comes to tasks.
- Jan should do her best to remain objective in dealing with situations and issues of all kinds.

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



- Jan could strive to be more rational in her approach to issues in her work environment.
- Jan at times may have an unrealistic view of the situation.
- Jan demonstrates moderate objectivity in her approach to situations.

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

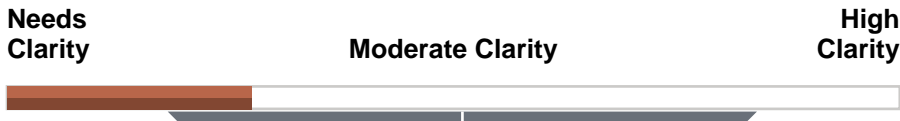


Horizontal lines for notes or additional information.



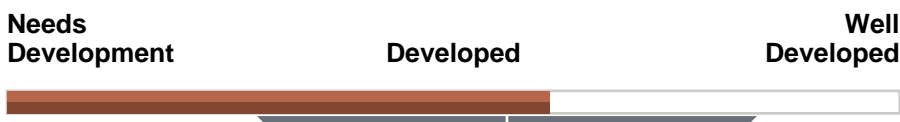
# Clarity of Performance and Situational Awareness *Continued*

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



- For Jan, understanding her life's roles is secondary to who she is as a person and her envisioned future, which contributes to her unbalanced view of personal issues.
- Jan may often overreact to internal issues due to her lack of proportion when evaluating her internal world.
- When confronted with internal issues, Jan would benefit from developing a more proportionate view of herself in terms of who she is, her life roles and her future direction.

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



- Jan is generally rational about her strengths and weaknesses.
- Jan demonstrates moderate objectivity in her approach to situations relating to herself.
- Jan may want to seek to make her expectations for herself, her role and her goals more realistic.

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

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




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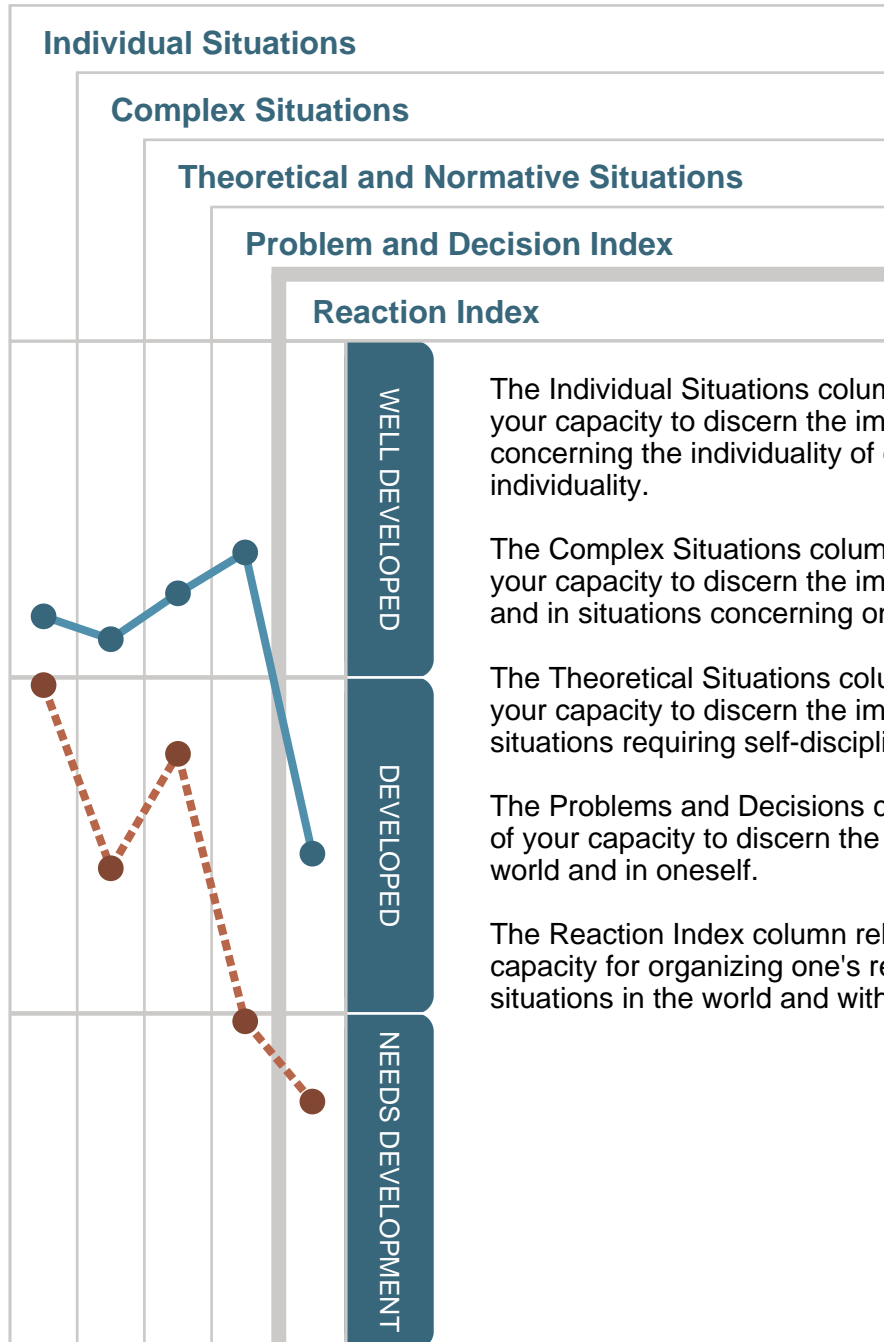
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\* 68% of the population falls within the shaded area.



# 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

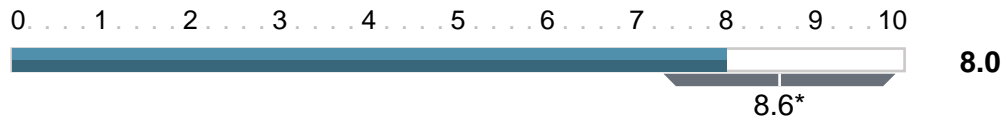




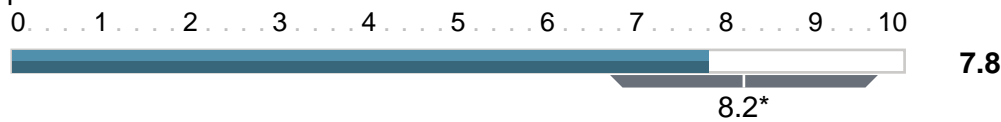
# Capacity for Problem Solving

The Problem Solving Summary will identify Jan'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.

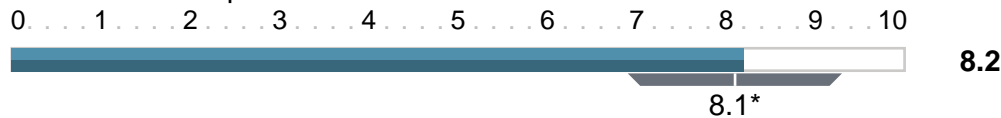
**Capacity for Solving Problems Involving People** - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



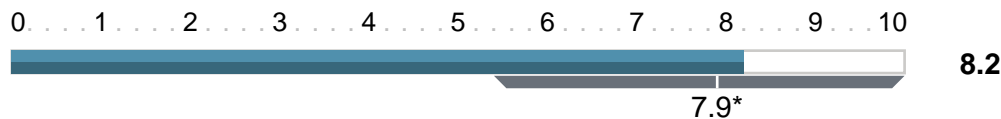
**Capacity for Solving Practical Problems** - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



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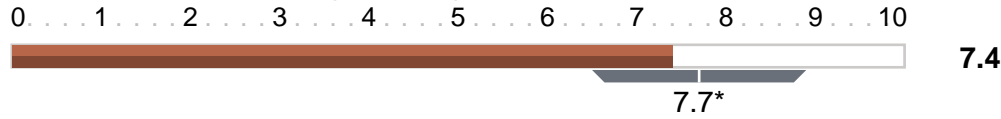
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\* 68% of the population falls within the shaded area.

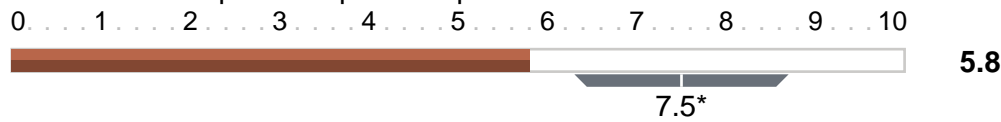


# Capacity for Problem Solving Continued

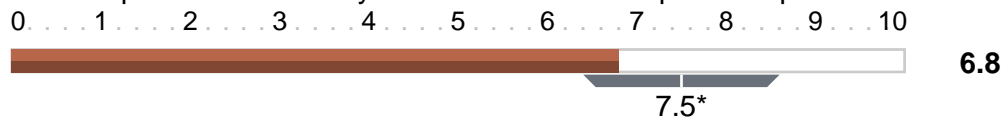
**Internal Problem Solving Ability** - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



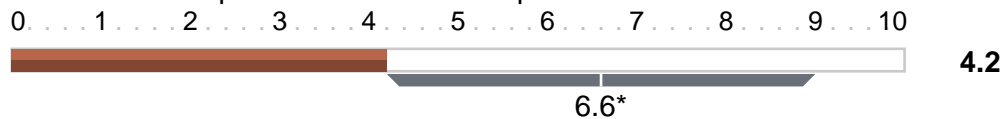
**Problem Solving Ability Within One's Roles** - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



**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.



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





# Reaction Index

The Reaction Index is determined by looking at Jan'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.

**Needs Development** **Developed** **Well Developed**



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

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

**Needs Development** **Developed** **Well Developed**



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




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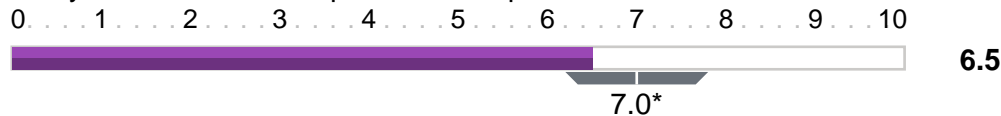
\* 68% of the population falls within the shaded area.



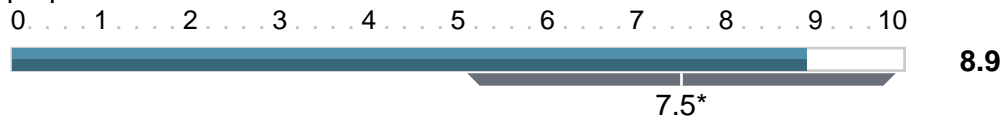
# Business Performance Summary

The business performance summary will identify Jan's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated through a numerical score for Balanced Decision Making and External and Internal Control as well as by Well Developed, Developed and Needs Development for the Attitude Index.

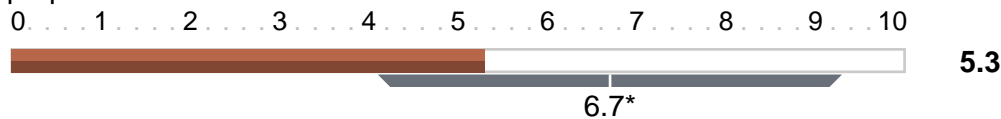
**Balanced Decision Making** - The ability to make consistently sound and timely decisions in one's personal and professional life.



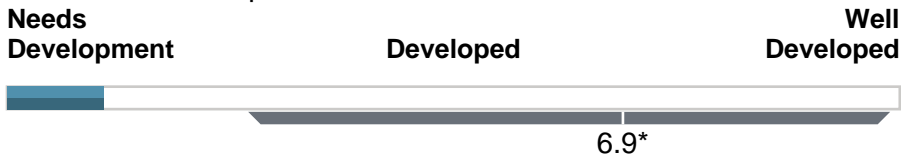
**External Concentration Index** - The ability to concentrate with a sense of proportion in external situations.



**Internal Concentration Index** - The ability to concentrate with a sense of proportion in internal situations.



**Attitude Index:** Attitude Index shows the positive or negative attitude of the person toward the world and is a result of over or under-valuing the statements in the questionnaire.



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

## Attitude Index General Descriptors

- Resistant - defiant, challenging, opposing
- Fear - concern
- Uneasy
- Suspicious - disbelieving
- Angry - annoyed, irritated
- Apprehensive - worried

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



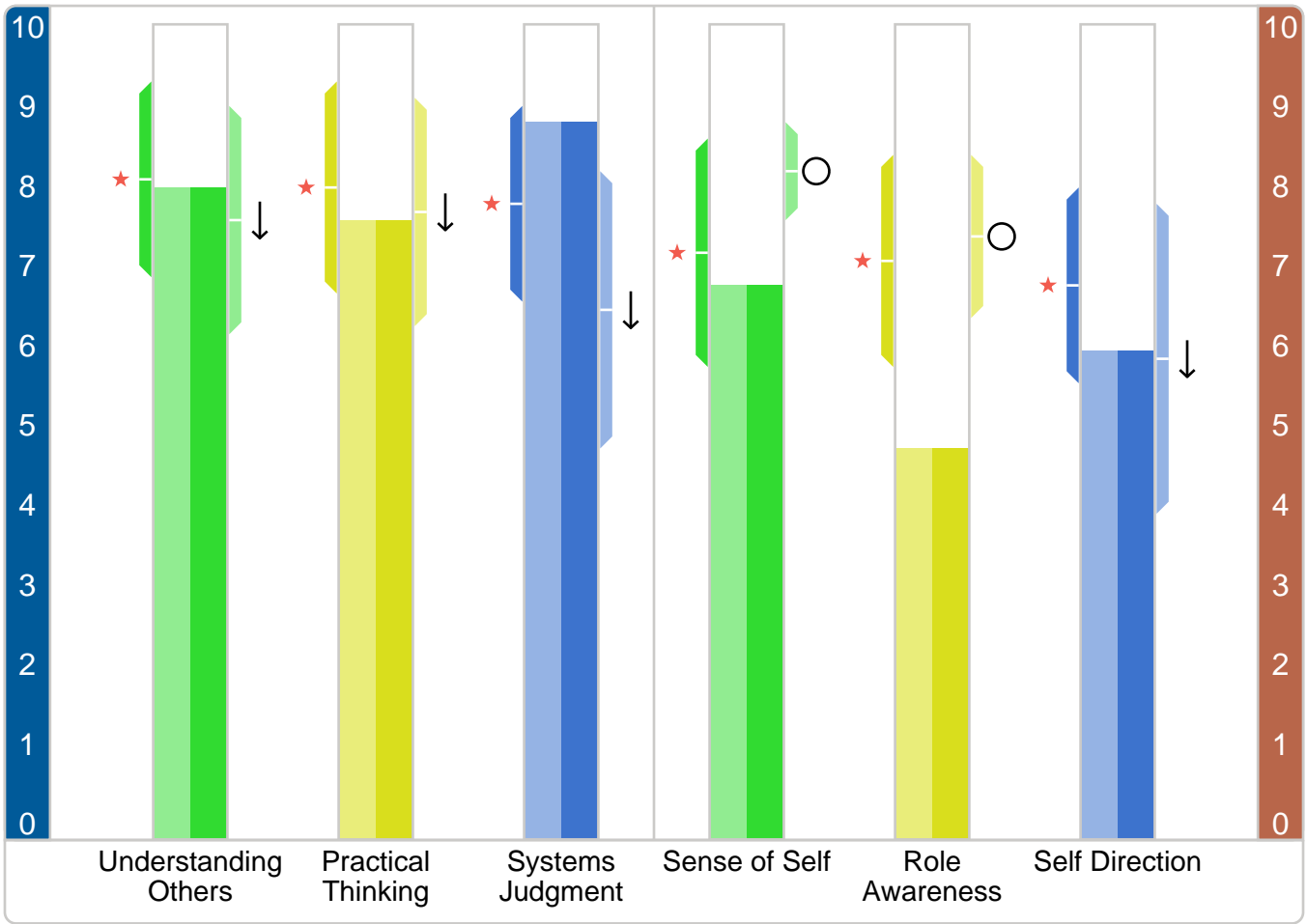


# Dimensional Balance

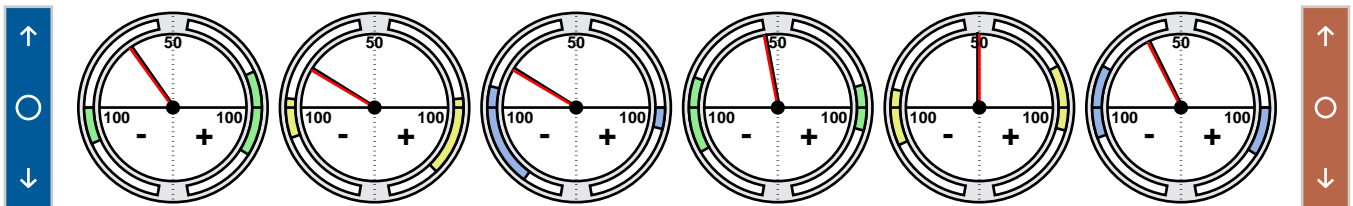
- ★ Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Dimension	Score	Bias
Understanding Others	8.0	↓
Practical Thinking	7.6	↓
Systems Judgment	8.8	↓
Sense of Self	6.8	○
Role Awareness	4.8	○
Self Direction	6.0	↓



Rev: 0.92-0.75



## Introduction Competencies Section

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.

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

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



# Development Indicator

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

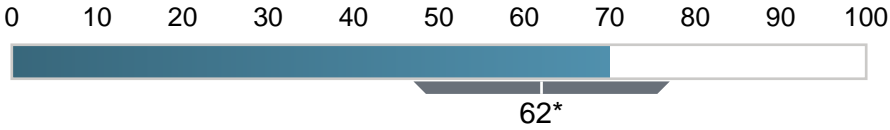




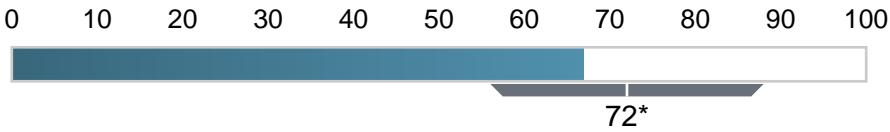


# Competencies Hierarchy

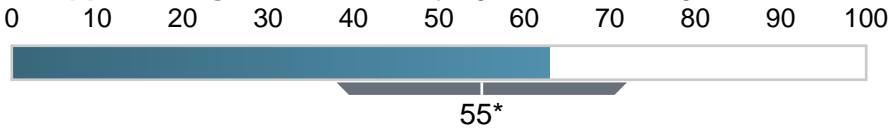
**7. Leadership** - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



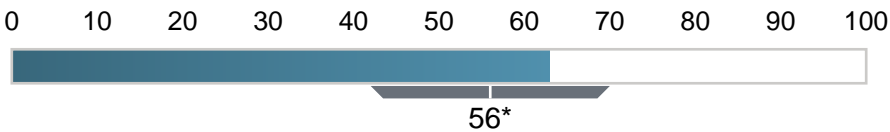
**8. Goal Orientation** - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



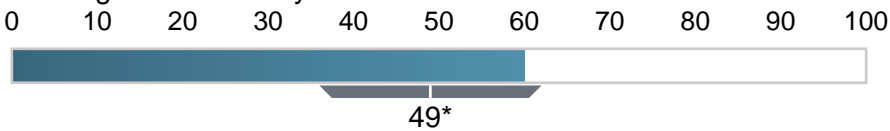
**9. Appreciating Others** - Identifying with and caring about others.



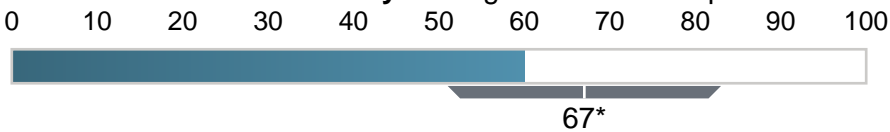
**10. Diplomacy** - Effectively and tactfully handling difficult or sensitive issues.



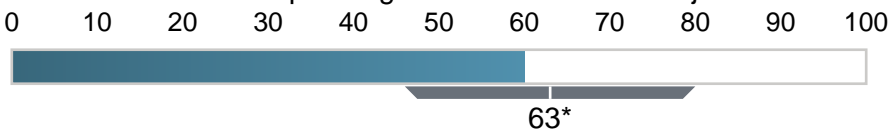
**11. Futuristic Thinking** - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



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



**13. Teamwork** - Cooperating with others to meet objectives.



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




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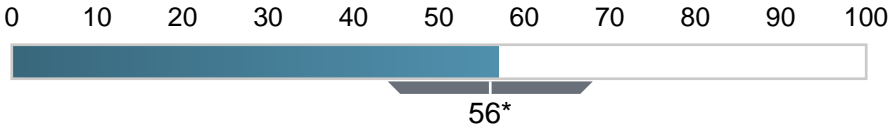
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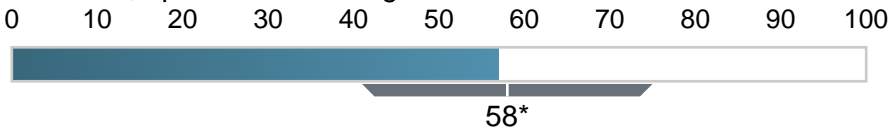
# Competencies Hierarchy

**14. Creativity and Innovation** - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.



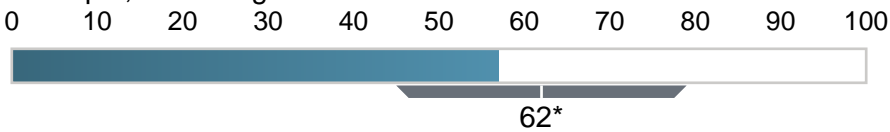
57

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



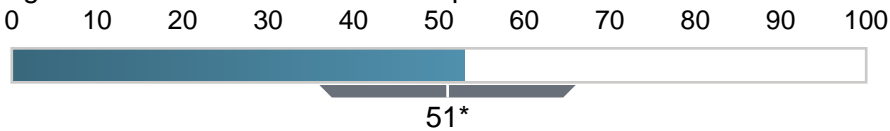
57

**16. Continuous Learning** - Taking initiative to regularly learn new concepts, technologies and/or methods.



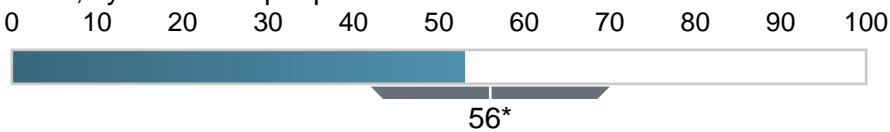
57

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



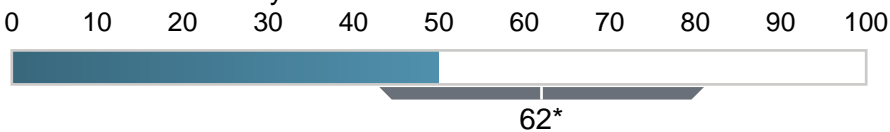
53

**18. Project Management** - Identifying and overseeing all resources, tasks, systems and people to obtain results.



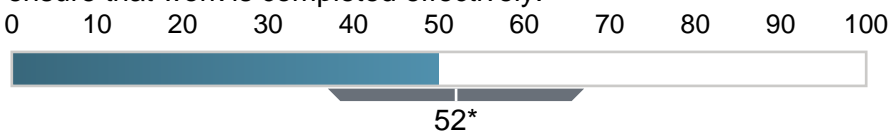
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**19. Conflict Management** - Understanding, addressing and resolving conflict constructively.



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



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




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# Competencies Hierarchy

**21. Conceptual Thinking** - Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.

0 10 20 30 40 50 60 70 80 90 100



59\*

47

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

0 10 20 30 40 50 60 70 80 90 100



54\*

47

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

0 10 20 30 40 50 60 70 80 90 100



63\*

47

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

0 10 20 30 40 50 60 70 80 90 100



65\*

40

**25. Decision Making** - Analyzing all aspects of a situation to make consistently sound and timely decisions.

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

























# 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?