



TTI  
SUCCESS  
INSIGHTS®

## TriMetrix® ACI Management-Staff

Jan Cole  
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7-6-2017

Provided By:



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## Introduction Where Opportunity Meets Talent

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

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

### Behaviors

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

### Driving Forces

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

### Integrating Behaviors 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.



## 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*



# General Characteristics

*Based on Jan's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Jan's natural behavior.*

Jan is a goal-oriented individual who believes in harnessing people to help her achieve her goals. She needs people with other strengths on her team. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." She has high ego strengths and may be viewed by some as egotistical. She appreciates others who are team players and will reward those who are loyal. Jan is an aggressive individual who wins through hard work and persistence; that is, she will come up with a good idea and follow through. She seeks her own solutions to problems. In this way, her independent nature comes into play. Some may view her as being stubborn and opinionated. She views it as the price you must pay for success. She may try to "explain" her stubbornness in positive terms. She will work hard at achieving her goals. She loves to win and hates to lose. Jan may be so self-confident that others see her as arrogant. This confidence may be something others wish they had. She can be successful at many things, not because of versatility but rather because of her determination to win.

Jan has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. She should realize that at times she needs to think a project through, beginning to end, before starting the project. She finds it easy to share her opinions on solving work-related problems. Jan is a good problem solver and troubleshooter, always seeking new ways to solve old problems. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. Sometimes she becomes emotionally involved in the decision-making process. When faced with a tough decision, she will try to sell you on her ideas.




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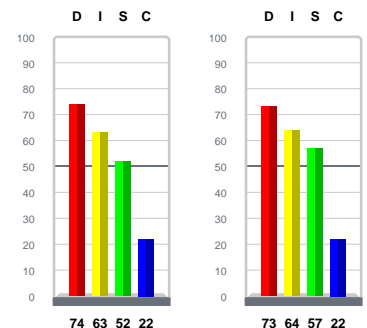
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Adapted Style      Natural Style





## General Characteristics *Continued*

Jan is influenced by people who communicate with a logical presentation of the facts, impressed by the apparent efficiency involved. She tends to influence people by being direct, friendly and results-oriented. She likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She challenges people who volunteer their opinions. Jan has the ability to ask the right questions and destroy a shallow idea. Some people may feel these questions are a personal attack upon their integrity; however, this is just her way of getting the appropriate facts. She likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. She may sometimes mask her feelings in friendly terms. If pressured, Jan's true feelings may emerge. She may lose interest in what others are saying if they ramble or don't speak to the point. Her active mind is already moving ahead.

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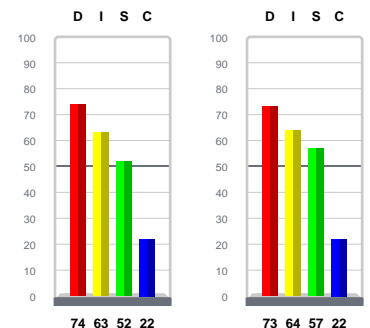
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Adapted Style      Natural Style





# Value to the Organization

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

- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Can support or oppose strongly.
- Challenge-oriented.
- Creative in her approach to solving problems.
- Accomplishes goals through people.
- Competitive.
- Pioneering.




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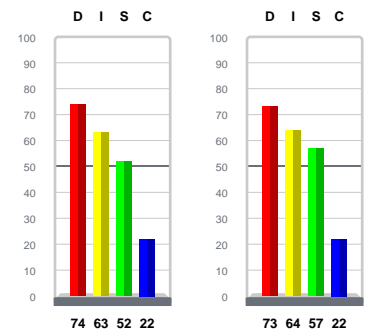
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Adapted Style      Natural Style





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

## Ways to Communicate

- Look for her oversights.
- Motivate and persuade by referring to objectives and results.
- Use a motivating approach, when appropriate.
- Define the problem in writing.
- Support and maintain an environment where she can be efficient.
- Provide solutions--not opinions.
- Stick to business--let her decide if she wants to talk socially.
- Provide facts and figures about probability of success, or effectiveness of options.
- Provide "yes" or "no" answers--not maybe.
- Support the results, not the person, if you agree.
- Be clear, specific, brief and to the point.
- Understand her defiant nature.




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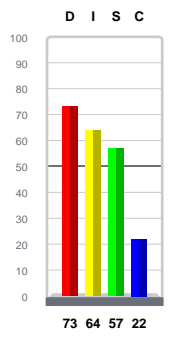
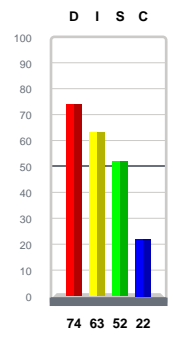
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Adapted Style

Natural Style





# Checklist for Communicating Continued

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

## Ways NOT to Communicate

- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Try to convince by "personal" means.
- Let her overpower you with verbiage.
- Direct or order.
- Ramble on, or waste her time.
- Be paternalistic.
- Try to build personal relationships.
- Let disagreement reflect on her personally.
- Muffle or overcontrol.
- Be redundant.
- Come with a ready-made decision, or make it for her.

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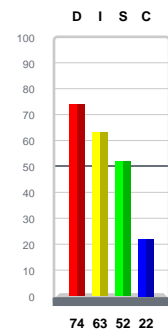
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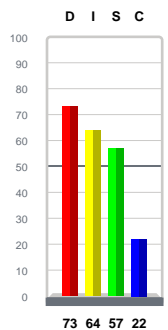
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Adapted Style



Natural Style







# 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.



# Perceptions

## See Yourself as Others See You

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

**Self-Perception**

*Jan usually sees herself as being:*

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

**Others' Perception - Moderate**

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

- Demanding
- Nervy
- Egotistical
- Aggressive

**Others' Perception - Extreme**

*Under extreme pressure, stress or fatigue, others may see her as being:*

- Abrasive
- Controlling
- Arbitrary
- Opinionated

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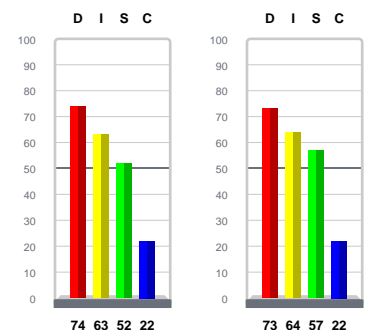
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Adapted Style      Natural Style





# The Absence of a Behavioral Factor

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

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

- Avoid environments where micro-management is the way of the organization.
- Avoid working environments where risk taking is not rewarded or encouraged.
- Avoid situations where the lack of fear is the driving force versus the return for the organization.

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

- Extremely formal and structured interactions may cause stress.
- Breaking rules that others must follow, will be seen as reckless and haphazard.
- Stress is demonstrated through body language; be sure to send the same message verbally and physically.

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# 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



# Natural and Adapted Style

Jan's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.

## Problems - Challenges

### Natural

Jan is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Jan has a tendency to make decisions with little or no hesitation.

### Adapted

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

## People - Contacts

### Natural

Jan is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She likes to be on a team and may be the spokesman for the team. She will trust others and likes a positive environment in which to relate.

### Adapted

Jan sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.



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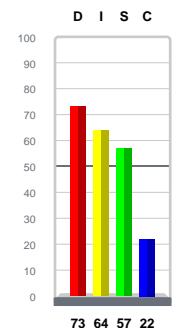
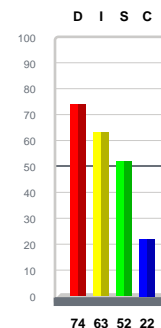
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Adapted Style      Natural Style





# Natural and Adapted Style *Continued*



## Pace - Consistency

### Natural

Jan is deliberate and steady. She is willing to change, if the new direction is meaningful and consistent with the past. She will resist change for change's sake.

### Adapted

Jan sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

## Procedures - Constraints

### Natural

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

### Adapted

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

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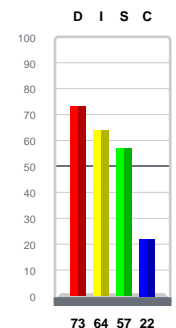
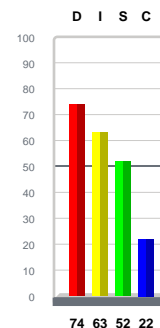
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Adapted Style

Natural Style





## Adapted Style

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

- Flaunting independence.
- A competitive environment, combined with a high degree of people skills.
- Anticipating and solving problems.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Firm commitment to accomplishments.
- Skillful use of vocabulary for persuasive situations.
- Using a creative approach in decision making.
- Dedicated to "going it alone" when necessary.
- Responding well to challenges: "You say I can't do it? Just watch me!"
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Willing to take risks when others may be hesitant.




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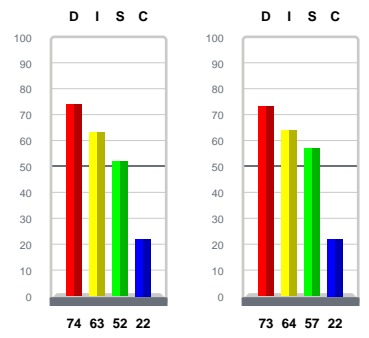
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Adapted Style      Natural Style





# Time Wasters

*This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.*

## Firefighting

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

### Possible Causes:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

### Possible Solutions:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach

## Poor Delegation

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

### Possible Causes:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others




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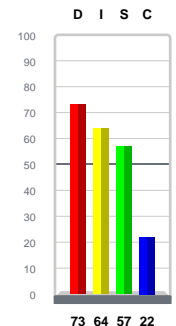
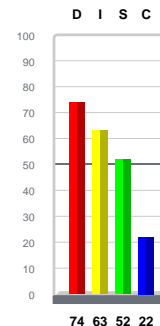
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Adapted Style

Natural Style







## Time Wasters Continued

### Possible Solutions:

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

## Crisis Management

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

### Possible Causes:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

### Possible Solutions:

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




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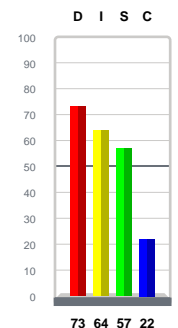
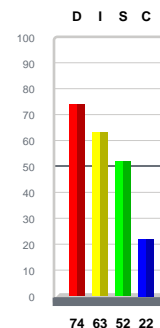
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Adapted Style

Natural Style





# Areas for Improvement

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

## Jan has a tendency to:

- Dislike routine work or routine people--unless she sees the need to further her goals.
- Make "off the cuff" remarks that are often seen as personal prods.
- Set standards for herself and others so high that impossibility of the situation is common place.
- Overstep authority and prerogatives--will override others.
- Blame, deny and defend her position--even if it is not needed.
- Have trouble delegating--can't wait, so does it herself.




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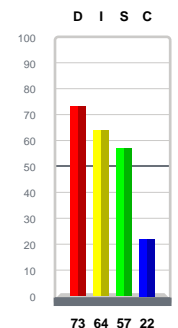
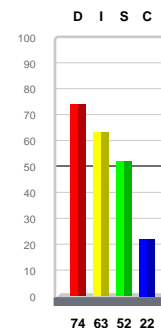
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Adapted Style

Natural Style

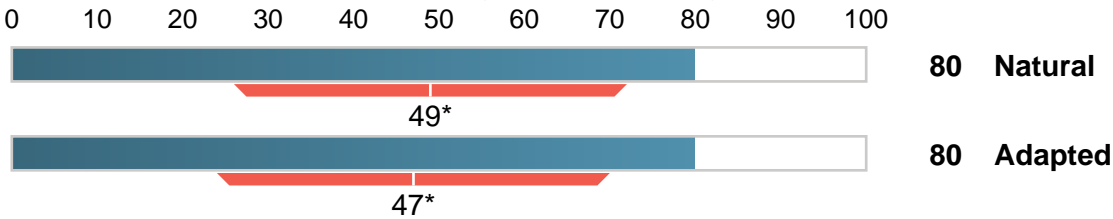




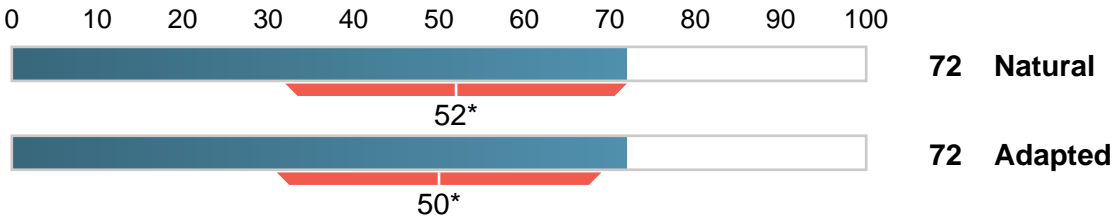
# Behavioral Hierarchy

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

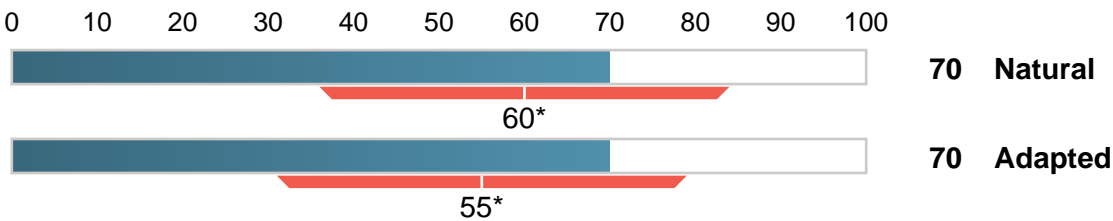
## 1. Competitive - Want to win or gain an advantage.



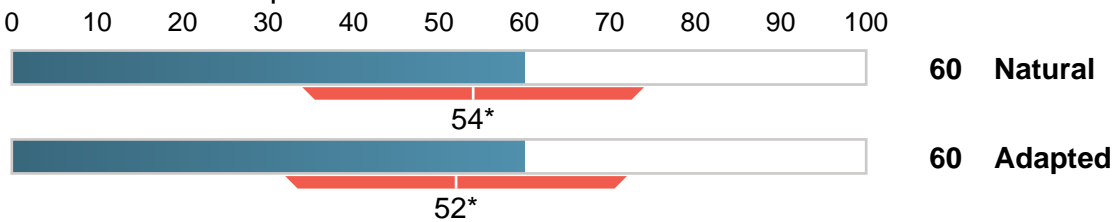
## 2. Frequent Change - Rapidly shift between tasks.



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



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

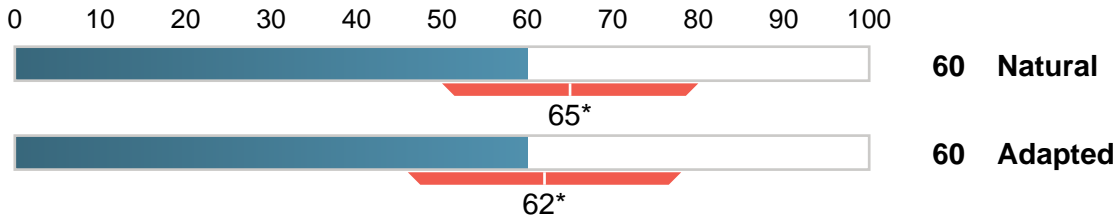


\* 68% of the population falls within the shaded area.

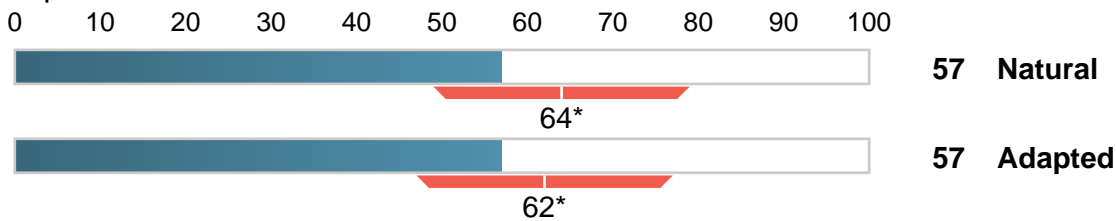


## Behavioral Hierarchy Continued

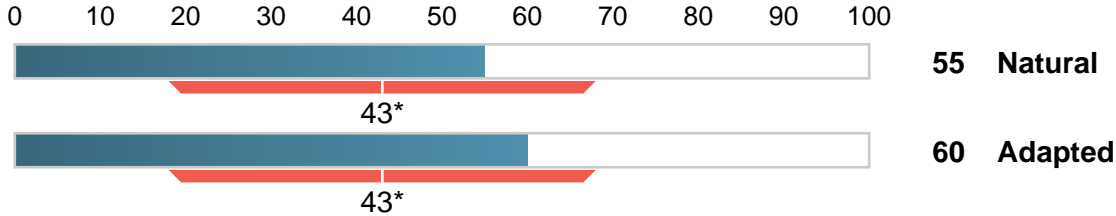
**5. People-Oriented** - Build rapport with a wide range of individuals.



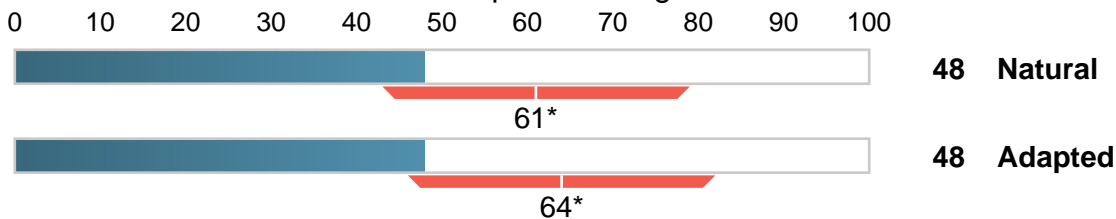
**6. Customer-Oriented** - Identify and fulfill customer expectations.



**7. Urgency** - Take immediate action.



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



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



## Behavioral Hierarchy Continued

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

0 10 20 30 40 50 60 70 80 90 100



45 Natural

61\*



45 Adapted

64\*

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

0 10 20 30 40 50 60 70 80 90 100



40 Natural

60\*



40 Adapted

63\*

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

0 10 20 30 40 50 60 70 80 90 100



35 Natural

53\*



35 Adapted

59\*

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

0 10 20 30 40 50 60 70 80 90 100



30 Natural

51\*



30 Adapted

57\*

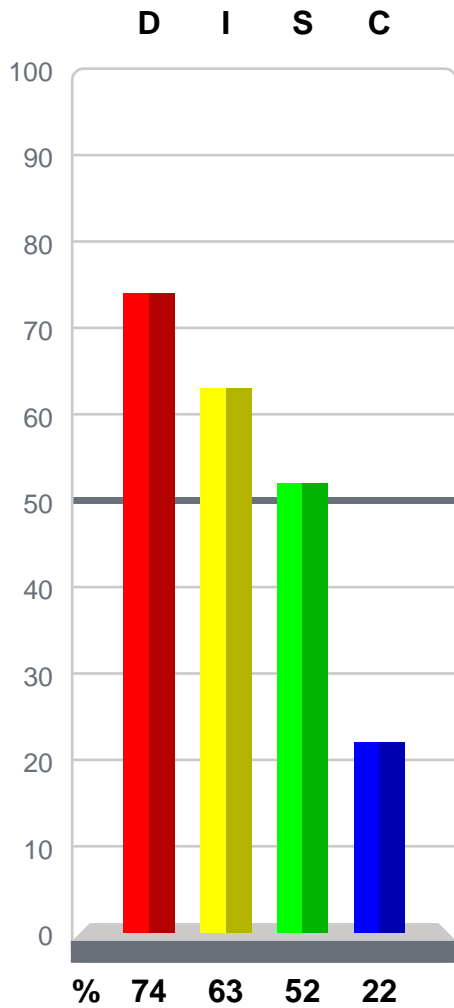


# Style Insights® Graphs

7-6-2017

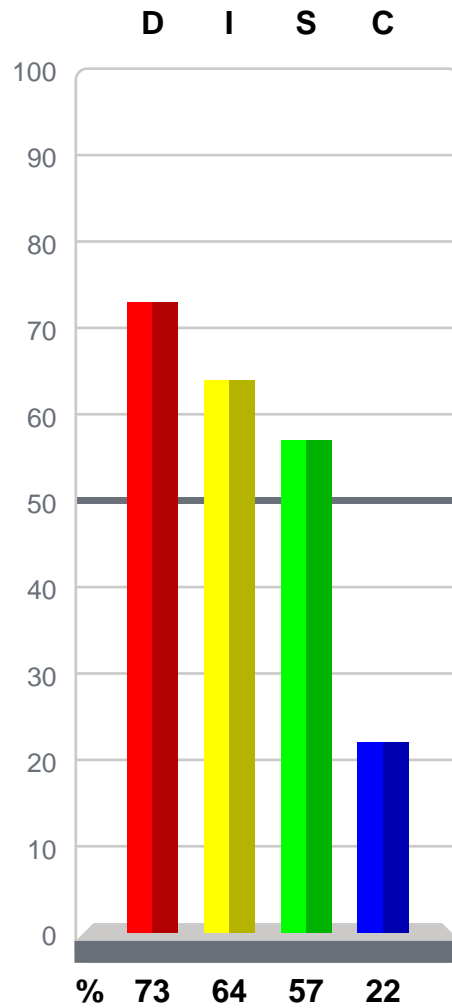
Adapted Style

Graph I



Natural Style

Graph II



Norm 2017 R4



## The Success Insights® Wheel

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

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

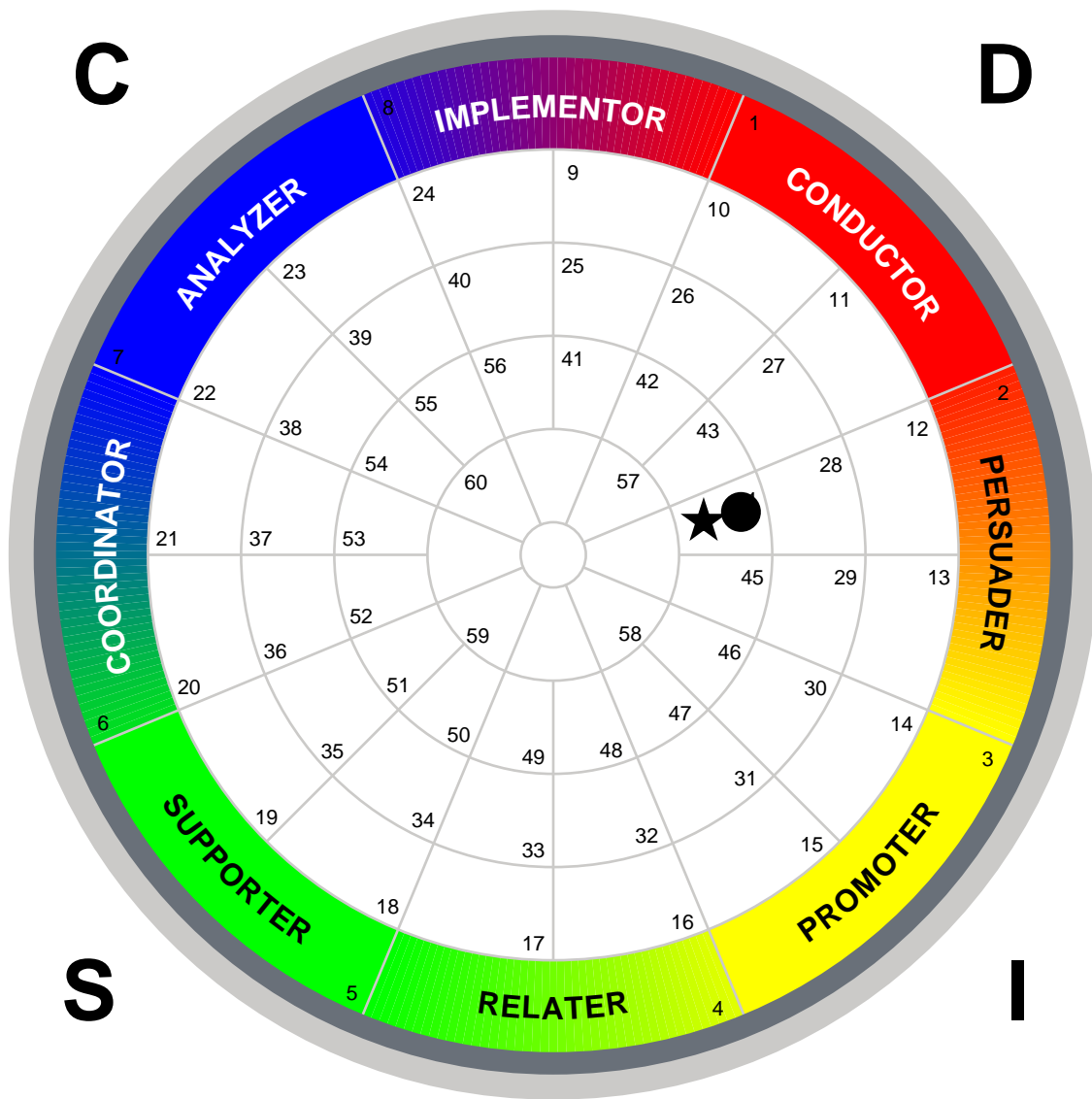
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



# The Success Insights® Wheel

7-6-2017



Adapted: ★ (44) CONDUCTING PERSUADER (ACROSS)  
 Natural: ● (44) CONDUCTING PERSUADER (ACROSS)

Norm 2017 R4

T: N/A





# Understanding Your Driving Forces

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

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

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

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

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

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



# General Characteristics

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

Jan is driven to acquire the very best that life has to offer. She can go to extremes to win or control the situation. She will work long and hard to advance her position. She has a strong desire to build resources for the future. Jan is driven to be very diligent and resourceful. She will be creative when resources are scarce. She tends to see things in pieces. She will compartmentalize issues to keep the momentum moving forward. In many cases, Jan would prefer to set her own plan of action. She tends to seek new methods and ways to expand her future opportunities. She may attempt to assist an individual or group overcome adversity. When Jan has a special interest she will be good at integrating past experience with new knowledge.

Jan is driven by public recognition. She is driven by building a team that is recognized as a winner. She is driven to maximize opportunities in order to create financial flexibility. She views return on investment of time, talent and resources as a benchmark for success. Jan tends to concentrate on what is tangible versus subjective feelings. She can focus on the task at hand regardless of her surroundings. She will not be afraid to explore new and different ways of interpreting her own belief system. She tends to overlook traditions or boundaries to complete a task. Jan may struggle when helping others if it's in conflict with her own self-interest. Jan's intention to help others is determined on an individual basis. She has a tendency to read articles that appeal to her interests. She will seek knowledge based on her situational needs.



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# General Characteristics

Jan will incorporate experiences as well as knowledge when making decisions. She is willing to help others if they are willing to work to achieve their goals. She may be open to new ideas because she is not tied to a defined philosophy or system. She tends to have a realistic view of everyday life. Jan is motivated by increasing productivity and efficiency. She will create opportunities for others if she sees a greater return in the future. When Jan feels strongly about a situation, she will apply the "end justifies the means" concept. She is passionate about creating something that leads to an enduring legacy.



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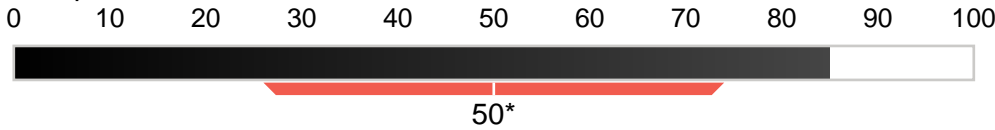
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# Primary Driving Forces Cluster

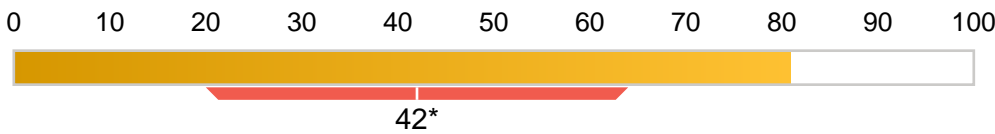
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



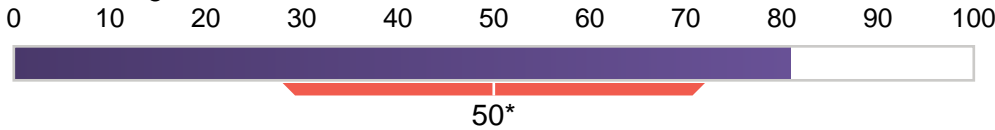
85

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



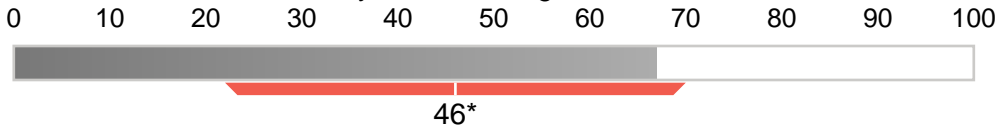
81

**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.



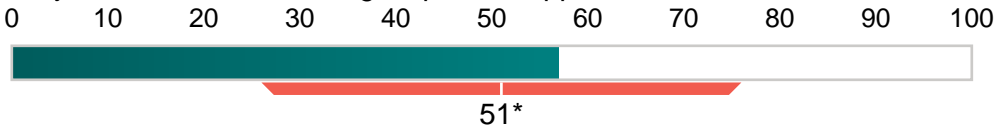
67



# Situational Driving Forces Cluster

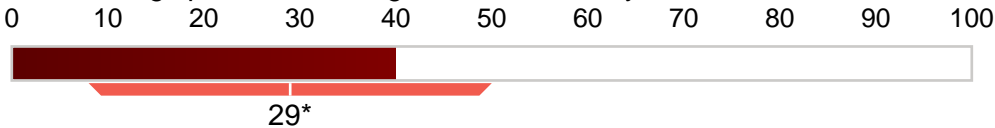
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



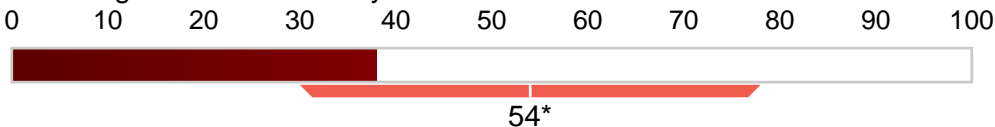
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**6. Instinctive** - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



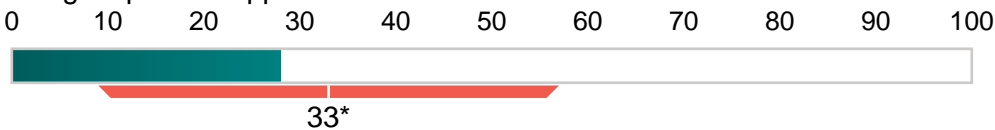
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**7. Intellectual** - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



38

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



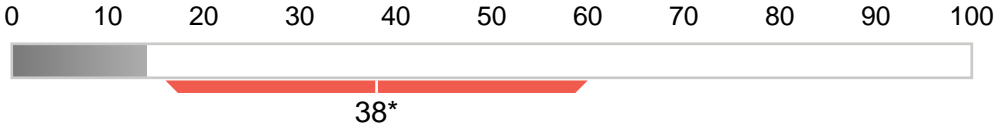
28



# Indifferent Driving Forces Cluster

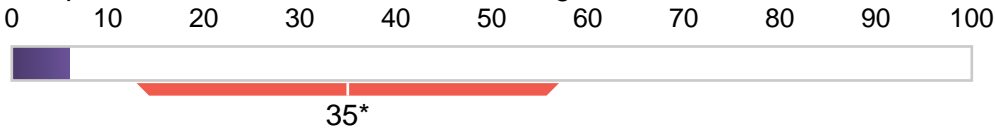
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



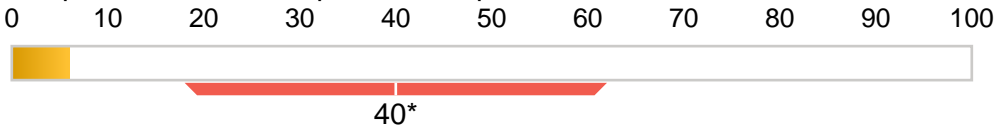
14

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



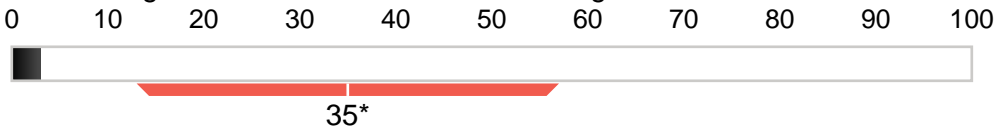
6

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



6

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



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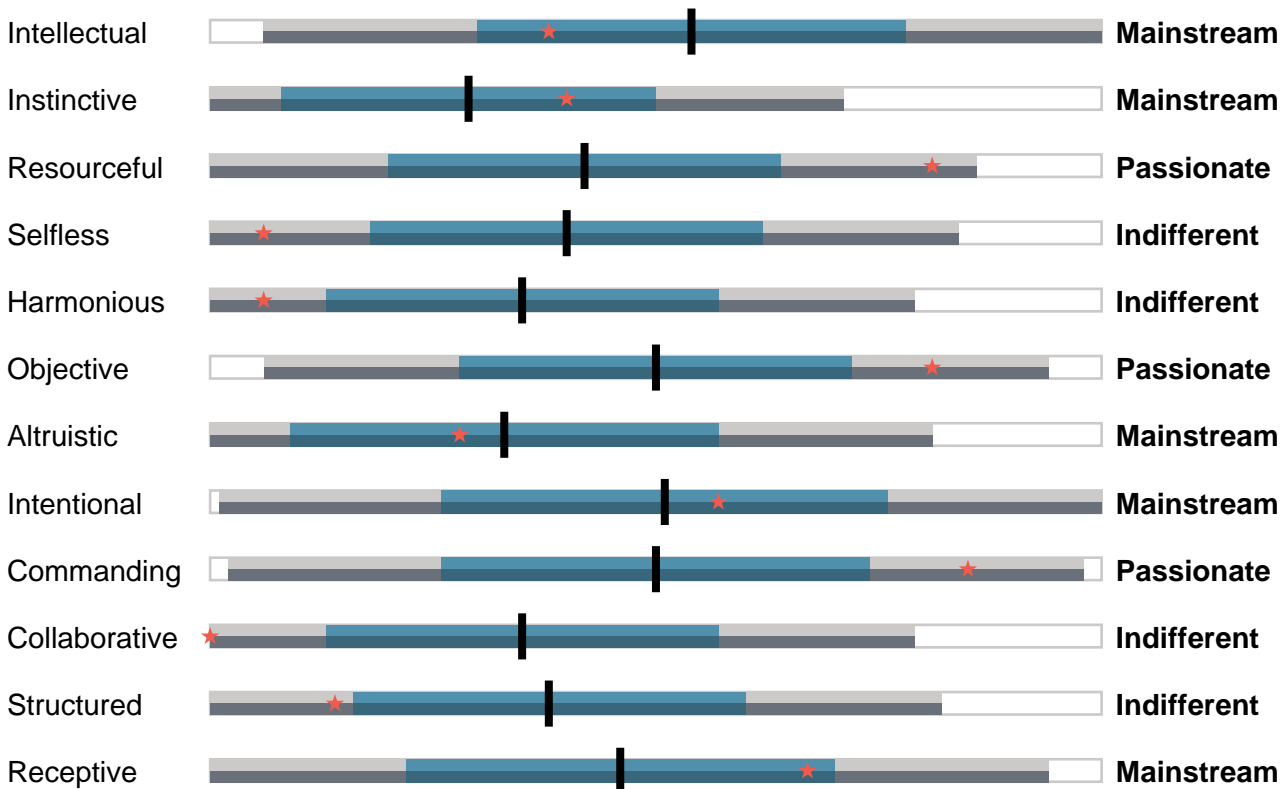


# Areas for Awareness

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 above the mean and outside the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

## Norms & Comparisons Table - Norm 2017

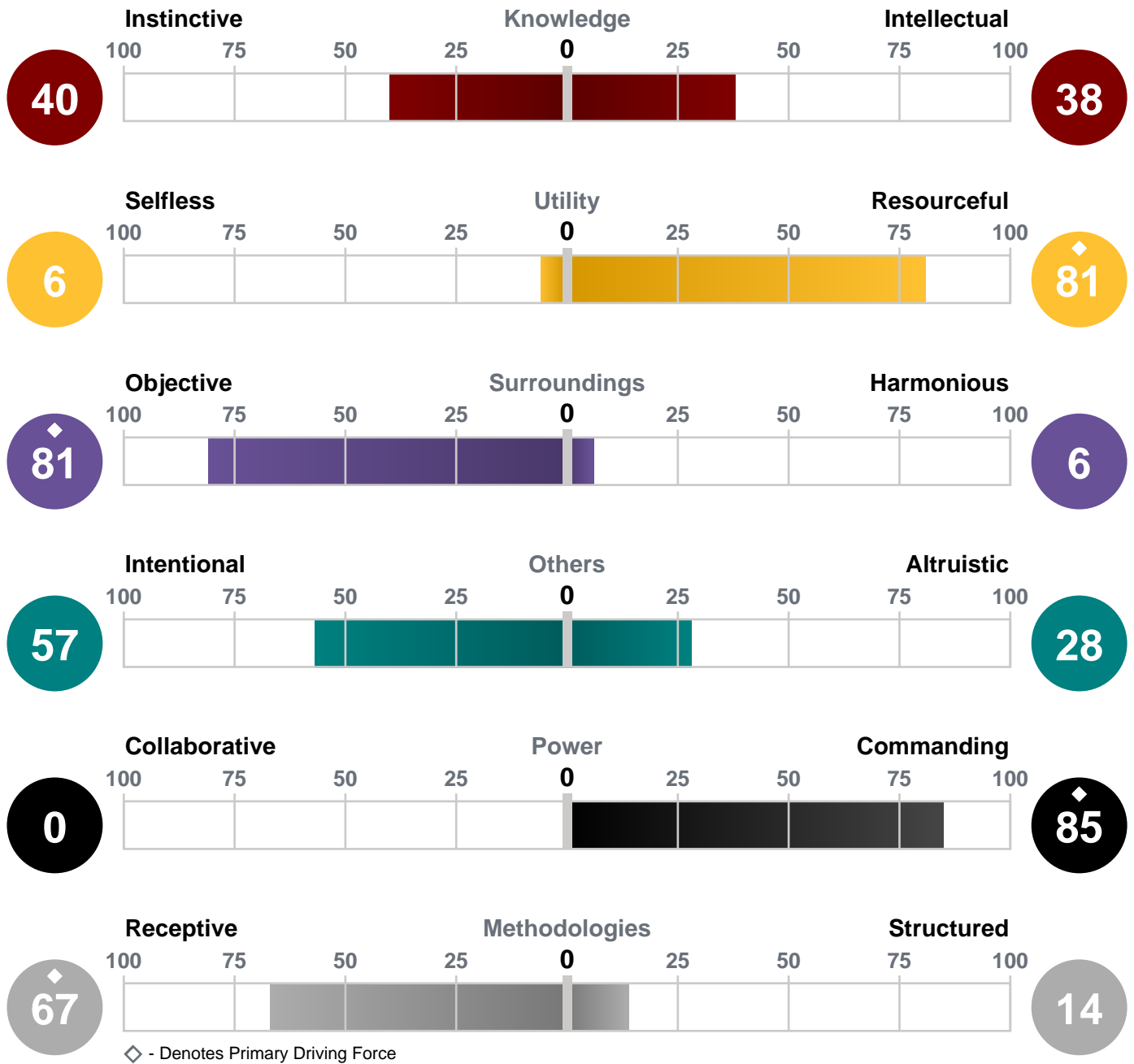


- 1st Standard Deviation - \* 68% of the population falls within the shaded area. 
  - 2nd Standard Deviation 
  - 3rd Standard Deviation 
  - national mean 
 ★ - your score

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



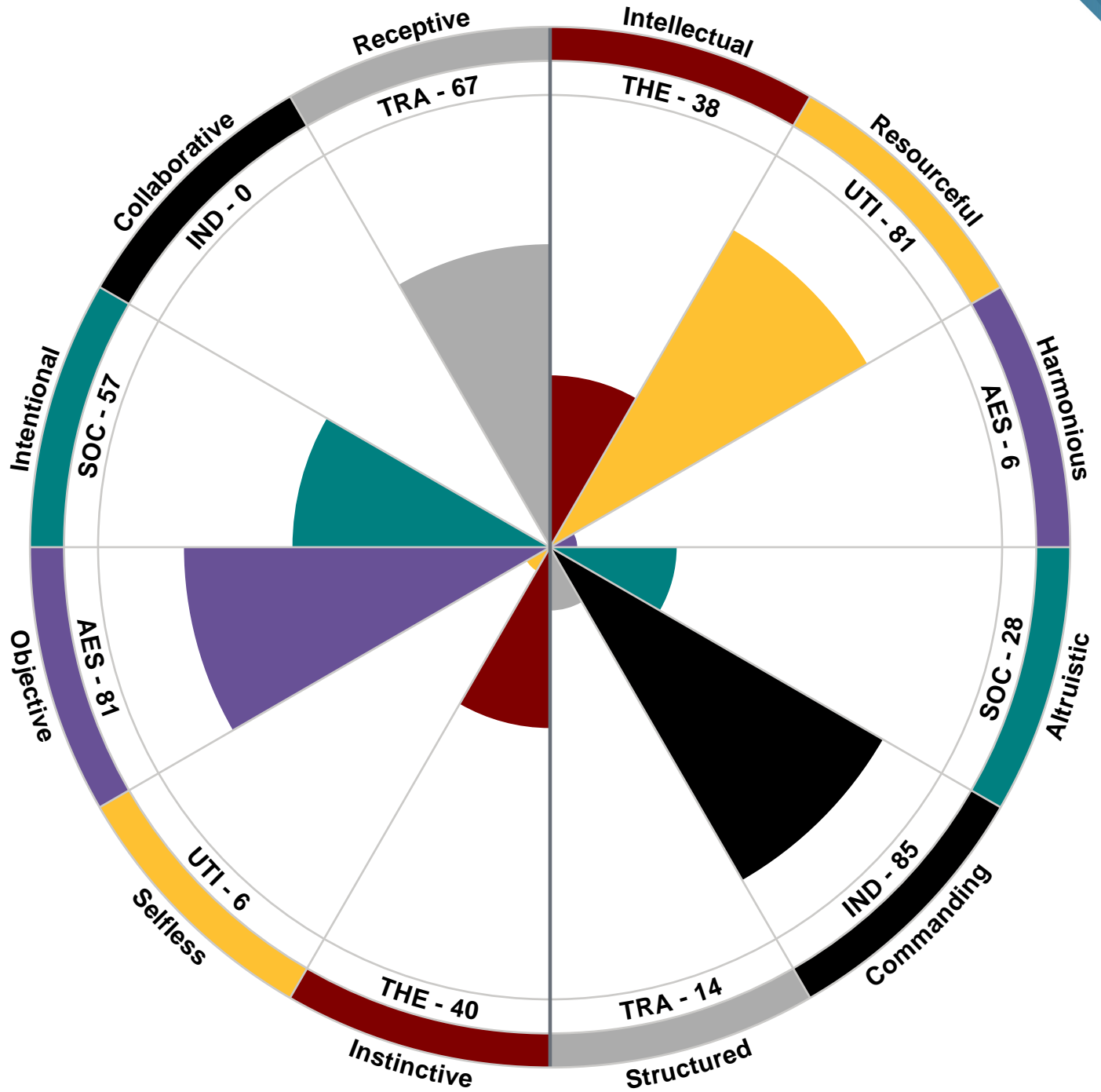
# Driving Forces Graph





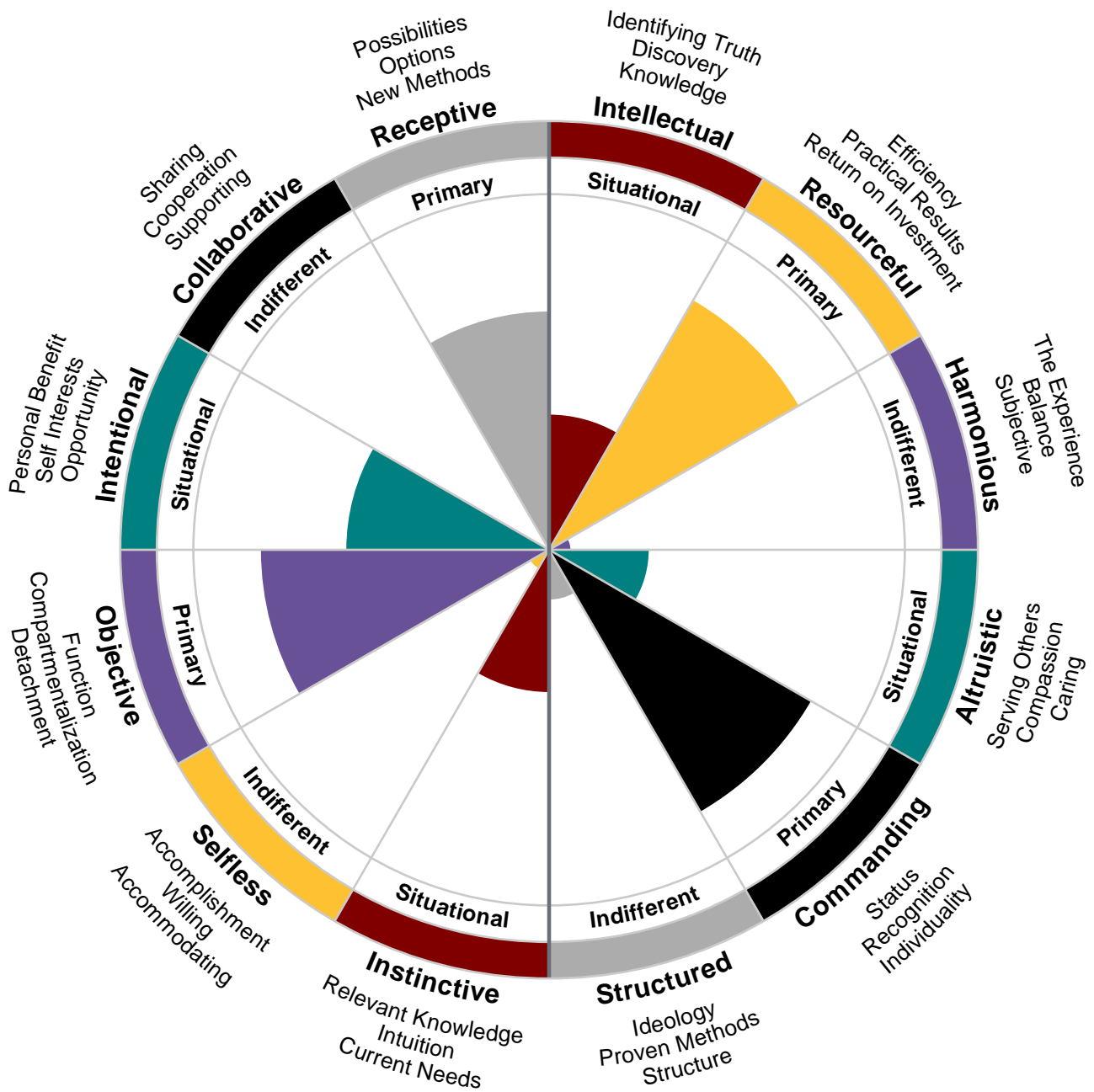


# Driving Forces Wheel





# Descriptors Wheel





## Introduction Integrating Behaviors and Driving Forces Section

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

### **In this section you will find:**

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



# Potential Behavioral and Motivational Strengths

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

- Bottom-line focused when leading others.
- Not easily deterred by setbacks.
- Innovative with strategies for success.
- Can be resourceful to influence others to get results.
- Tends to be futuristic.
- Makes decisions based on saving time, resources and improving efficiency.
- May take a leadership position to focus on specific aspects of the organization.
- Will initiate action even during chaos.
- An independent self-starter who will focus on function over appearance.
- Lives by an open system and will do anything to enhance it.
- Assertively champions causes she is interested in.
- A leader for those who question traditions.

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# Potential Behavioral and Motivational Conflict

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

- Can set personal standards too high.
- May not realize the negative consequences of her quick decisions.
- Has to be big player if not the leader and may miss out on beneficial role-playing opportunities.
- May tend to flaunt success and use money as a scorecard.
- Can be a workaholic.
- Will override other variables for the sake of an investment.
- Enjoyment of working through chaos does not always translate to winning.
- May over focus on productivity over appearance.
- May struggle with bonding with peers while constantly focusing on outcomes.
- Willing to listen to outside viewpoints to build a creative solution.
- Quick decisions may conflict with new opportunities.
- By challenging the status quo she may miss the desired results.



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# Ideal Environment

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

- Continual opportunity to challenge and win.
- Management that appreciates and rewards powerful risk-taking.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- Rewards for being quicker, faster, better.
- Rewards based-on challenging the status quo resulting in a return to the organization including personal gain.
- Key performance measured on results and efficiency rather than people and process.
- The ability to compartmentalize when facing challenges and in achieving results.
- Fast-paced chaotic activity based situations.
- An environment where keeping the momentum moving is critical and rewarded.
- An environment to challenge rules in which she doesn't agree.
- Opportunity to alter existing systems to make them bigger, better and faster.
- Forum to champion new ways in which to improve existing methods.

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# Keys to Motivating

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

## Jan wants:

- Ability to create, share and control the vision.
- Space and latitude to do what it takes to get the job done.
- To lead a team that understands the value of short-term and fast-moving ideas and results.
- Freedom to get desired results and improve efficiency.
- Focus on results and rewards, not the process or journey.
- Opportunities for achieving things faster and of more value.
- To be seen as someone who is passionate about results even within a chaotic environment.
- The understanding from management that working and focusing on tangible results is the desired outcome.
- The freedom to compartmentalize issues when solving problems.
- A manager and a team that appreciates that every system should be challenged.
- All systems and structures to be current and moving toward the desired result.
- Goals and results that stem from a creative and open approach.



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## 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:

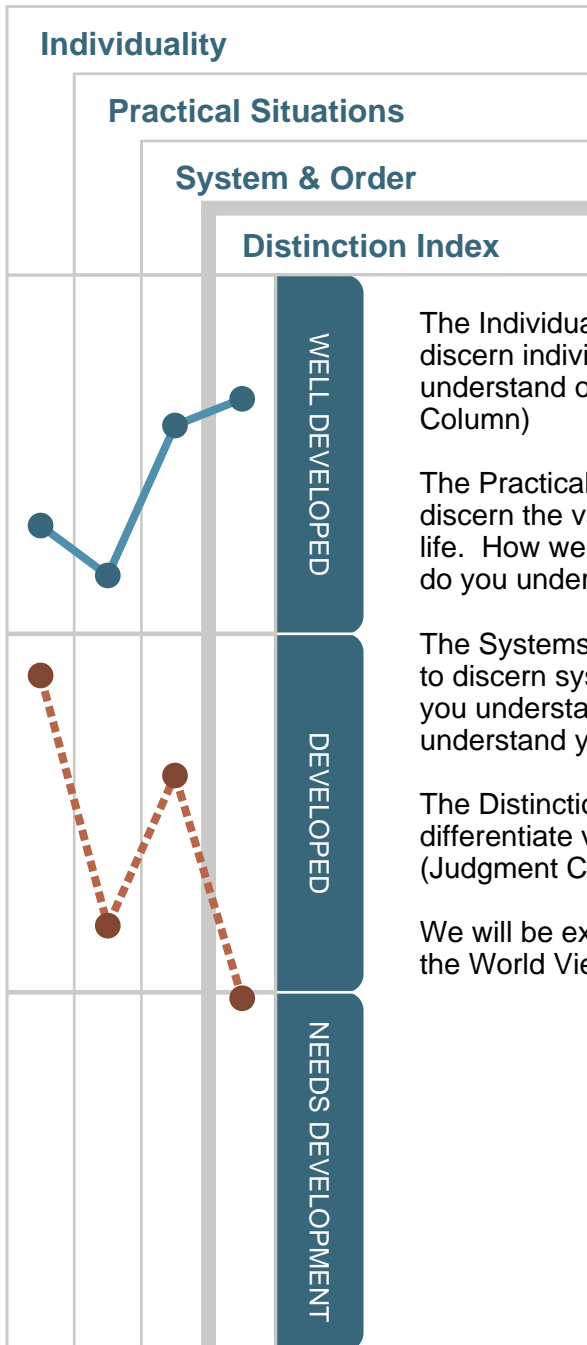
- Summary of Acumen Capacity
- World View General Characteristics
- Self View General Characteristics
- Clarity of Performance and Situational Awareness
- Capacity for Problem Solving
- Reaction Index
- Business Performance Summary

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





# World View

This is how Jan sees the world around her. This view measures her clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the dimensional balance page and are in a random order.

- Jan compares and chooses options to achieve the best outcome from a practical sense.
- Jan likes to be a part of the process of getting things done.
- Jan could benefit from paying attention to the little things and concentrating on what she is doing right now.
- Jan can form and maintain close affiliations with others.
- Jan places the most value on personal or professional relationships with others.
- Jan enjoys forming and maintaining close affiliations with others.
- Jan can be cooperative when it comes to following the rules or a specific plan.
- Jan looks at problems according to systems or rules that apply to the situation.
- Jan has good thinking and planning abilities.
- Jan focuses on people and systems, while minimizing the details involved in things and processes in the practical world around her.

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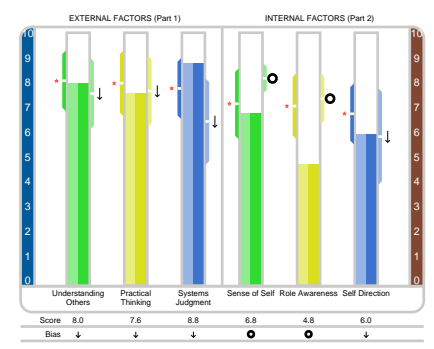
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# Self View

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

- Jan does not feel a strong sense of identification and satisfaction with her primary roles and activities in life.
- Jan may have a role that she does not identify with.
- Jan doesn't have a strong understanding of her life roles.
- Jan could benefit from a clearer understanding of who she is as an individual.
- Jan has achieved a moderate level of self-understanding.
- Jan could benefit from developing a deeper understanding and appreciation of herself.
- Jan could be more concerned about the concepts that guide her forward and shape her future.
- Jan has developed an emerging idea of where she is going.
- Jan focuses on the directional aspects of life, where she is going and who she will become.




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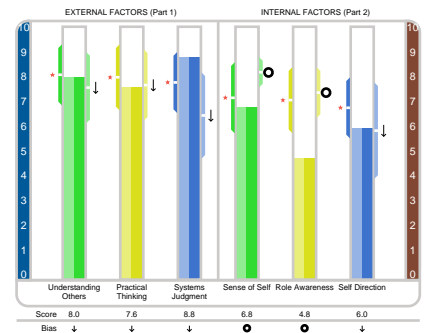
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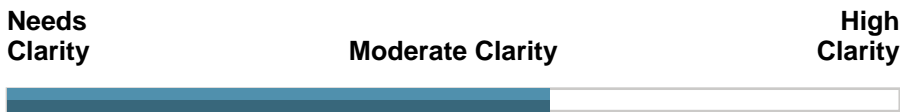




# Clarity of Performance and Situational Awareness

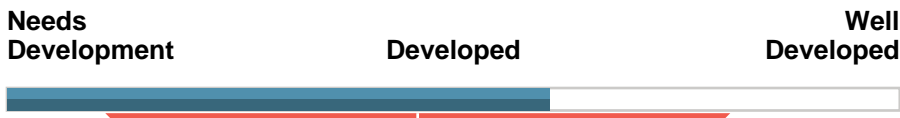
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The 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 has slight "astigmatism" in her view of the world as she feels that how things are done is less important than the people or policies involved.
- Jan lacks some clarity in terms of practical matters and as such has a moderately developed sense of proportion about the world.
- 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 can improve on making her expectations more realistic in terms of matters personal, practical and theoretical in her work environment.
- Jan could strive to be more rational in her approach to issues in her work environment.
- Jan has moderate awareness of the reality of the world.

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

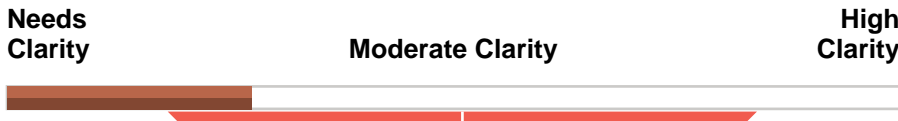


Horizontal lines for notes or additional information.



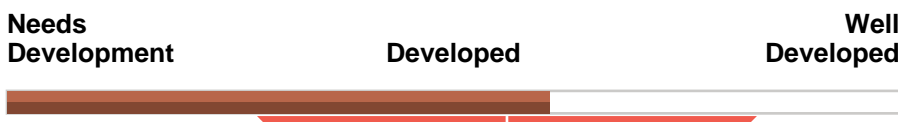
# Clarity of Performance and Situational Awareness *Continued*

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



- 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.
- She lacks a balanced view when looking at her internal world, and could benefit from a clearer understanding of both her personal and professional roles.
- Jan may often overreact to internal issues due to her lack of proportion when evaluating her internal world.

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



- Jan may occasionally have an unrealistic view of herself.
- Jan has moderate understanding of her reality as it pertains to herself.
- Jan demonstrates moderate objectivity in her approach to situations relating to herself.

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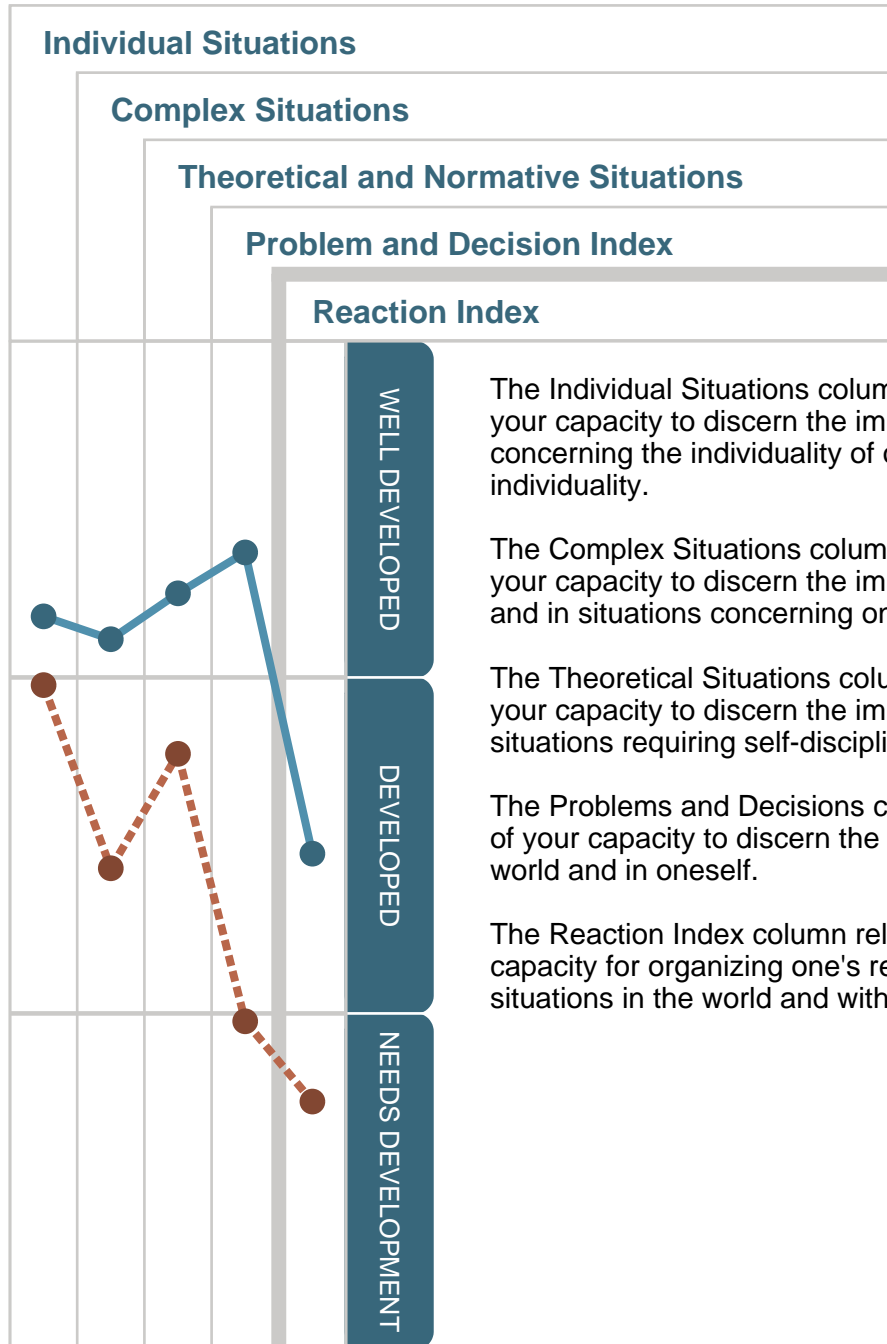
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\* 68% of the population falls within the shaded area.



# 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

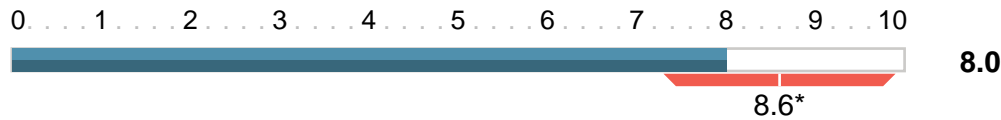




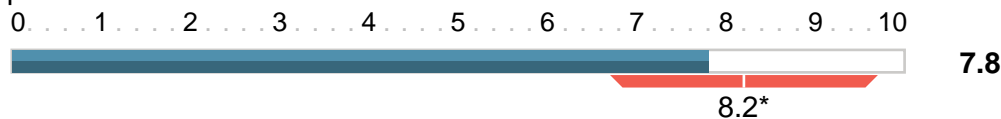
# Capacity for Problem Solving

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.

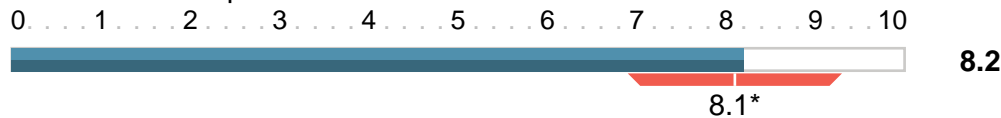
**Capacity for Solving Problems Involving People** - The ability to perceive the important within the complex in outside situations concerning the individuality of others and the ability to solve personal problems of others.



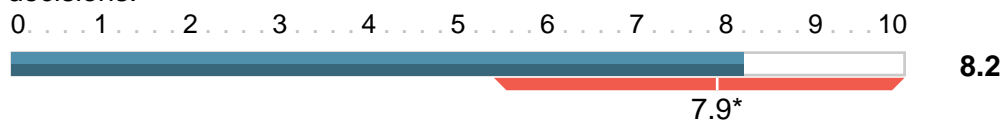
**Capacity for Solving Practical Problems** - The ability to perceive the important within the complex in outside situations in order to solve practical problems in the outside world.



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



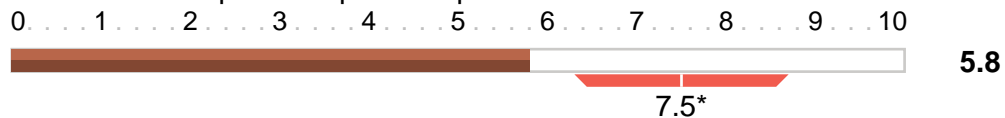


# Capacity for Problem Solving Continued

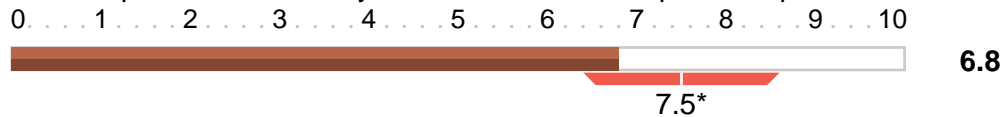
**Internal Problem Solving Ability** - The ability to perceive the important within the complex in situations that concern one's own individuality in order to solve one's own personal problems.



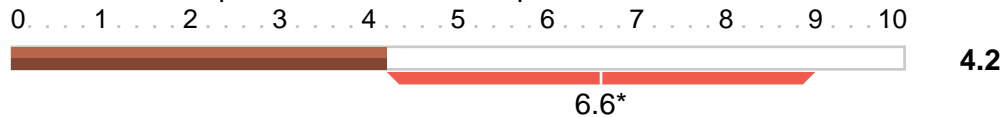
**Problem Solving Ability Within One's Roles** - The ability to perceive the important within the complex in situations which concern one's roles in order to resolve personal practical problems.



**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 other people.
- 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 practical situations.
- 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 own individuality.
- 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 roles in life.
- Her capacity to organize and discipline her reactions when confronted with problems within herself needs development.



Series of horizontal lines for notes or additional information.

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



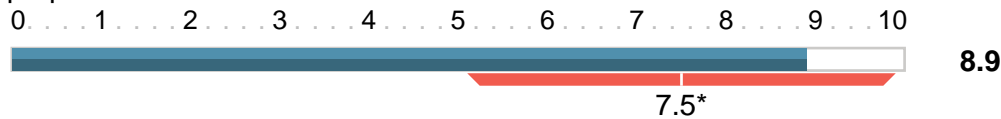
# Business Performance Summary

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.

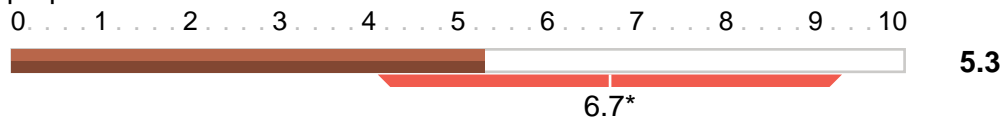
**Balanced Decision Making** - The ability to make consistently sound and timely decisions in one's personal and professional life.



**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

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

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



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




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

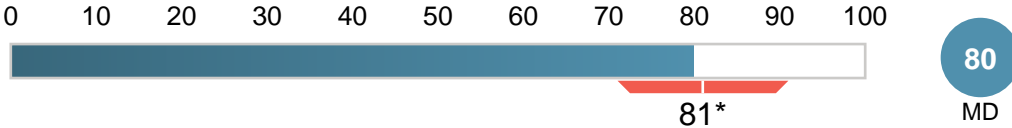
Well Developed
  Developed
  Moderately Developed
  Needs Development



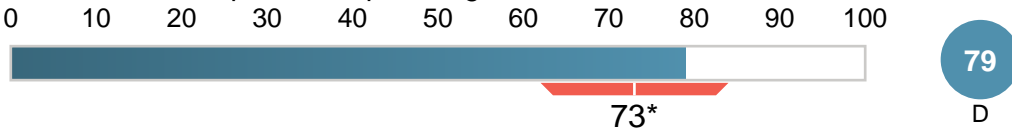
# Personal Skills Hierarchy

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

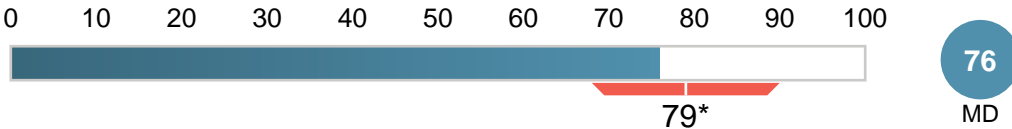
**1. Empathetic Outlook** - The capacity to perceive and understand the feelings and attitudes of others.



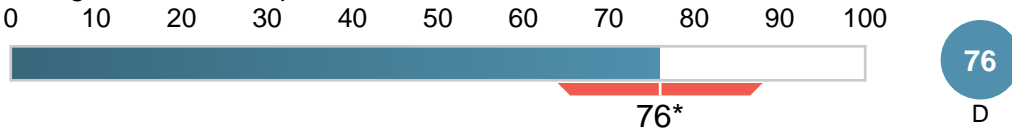
**2. Conceptual Thinking** - The ability to analyze hypothetical situations or abstract concepts to compile insight.



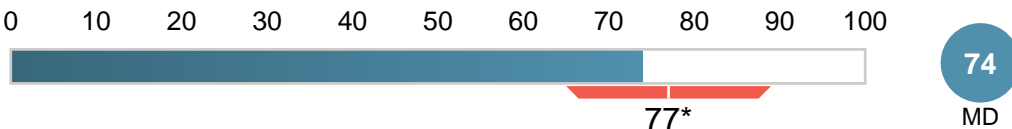
**3. Customer Focus** - A commitment to customer satisfaction.



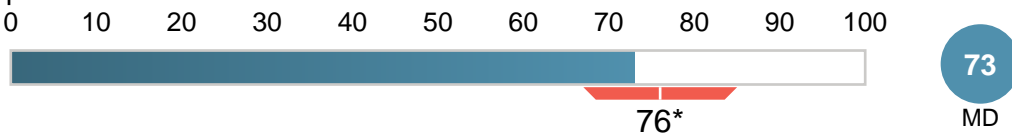
**4. Flexibility** - The ability to readily modify, respond to and integrate change with minimal personal resistance.



**5. Objective Listening** - The ability to listen to many points of view without bias.



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



## 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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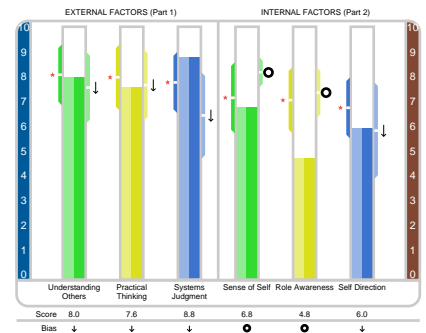
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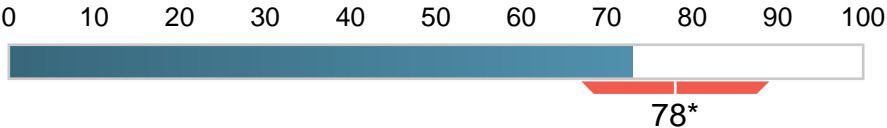
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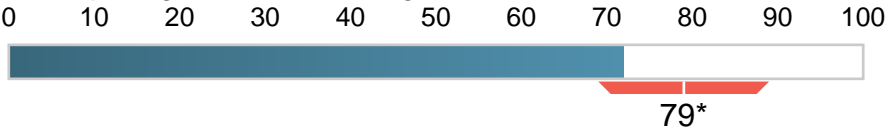
# Personal Skills Hierarchy

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



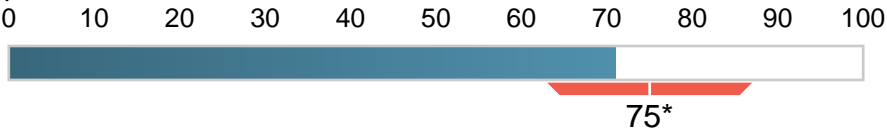
73  
MD

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



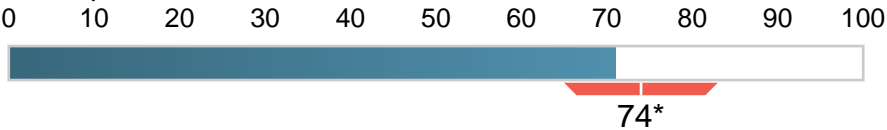
72  
MD

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



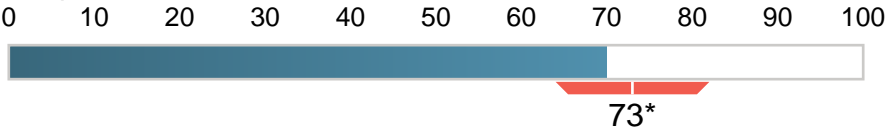
71  
MD

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



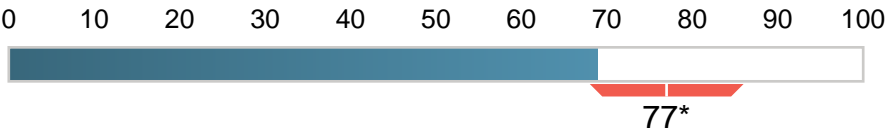
71  
MD

**11. Results Orientation** - The ability to identify actions necessary to complete tasks and obtain results.



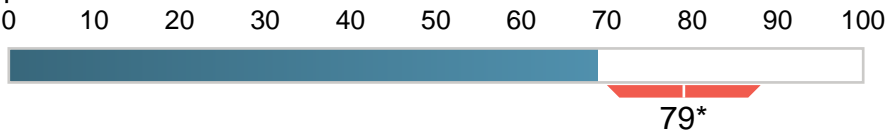
70  
MD

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



69  
MD

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



69  
ND

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




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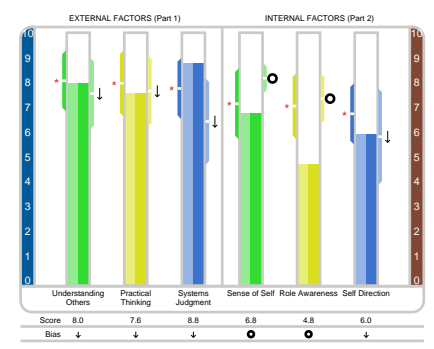
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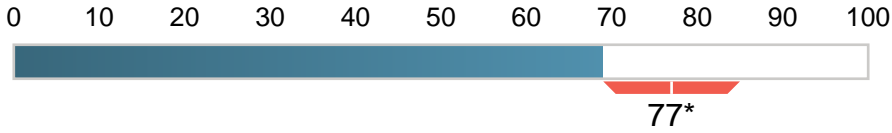
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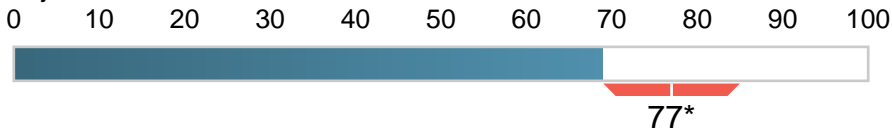
# Personal Skills Hierarchy

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



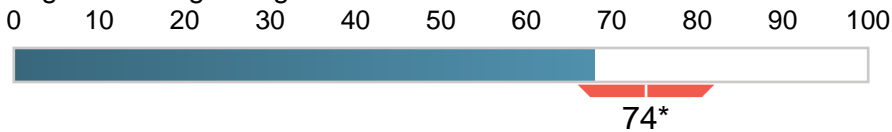
69  
MD

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



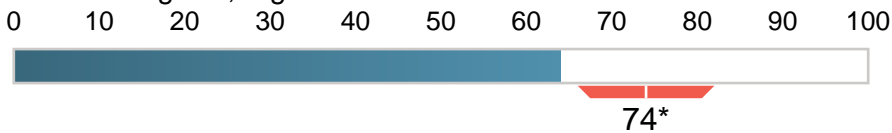
69  
MD

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



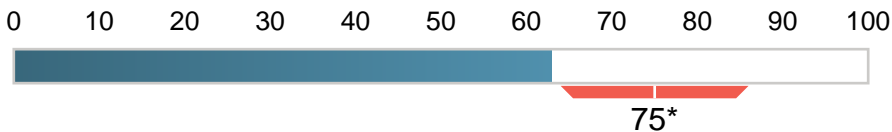
68  
MD

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



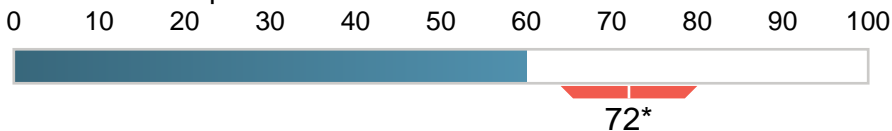
64  
ND

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



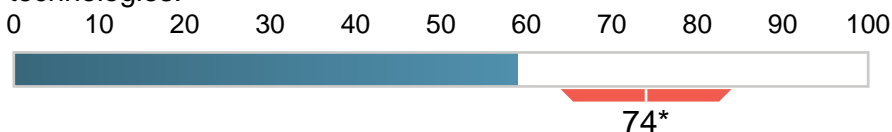
63  
ND

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



60  
ND

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



59  
ND




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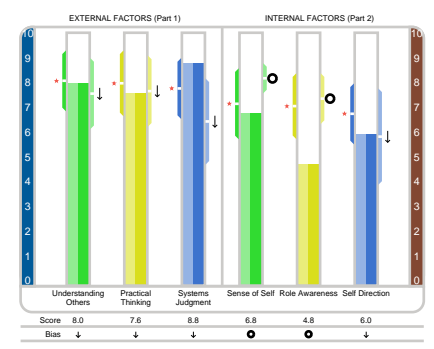
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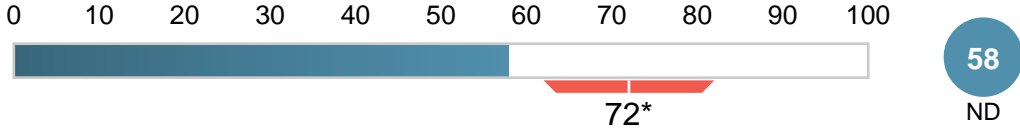


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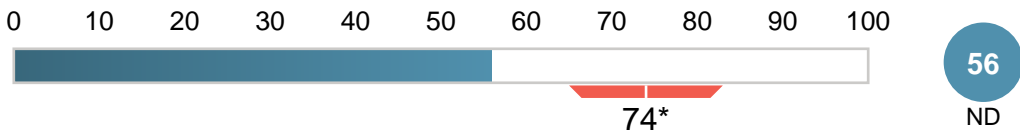


# Personal Skills Hierarchy

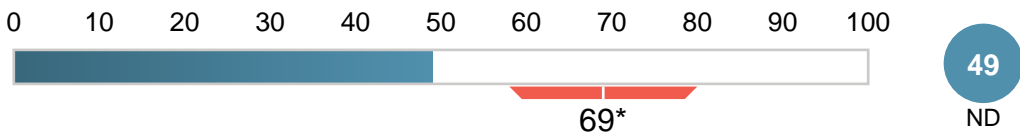
21. **Resiliency** - The ability to quickly recover from adversity.



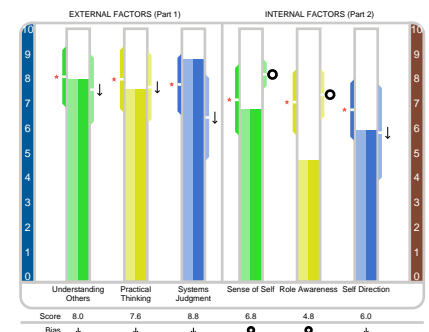
22. **Self Management** - The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.



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



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

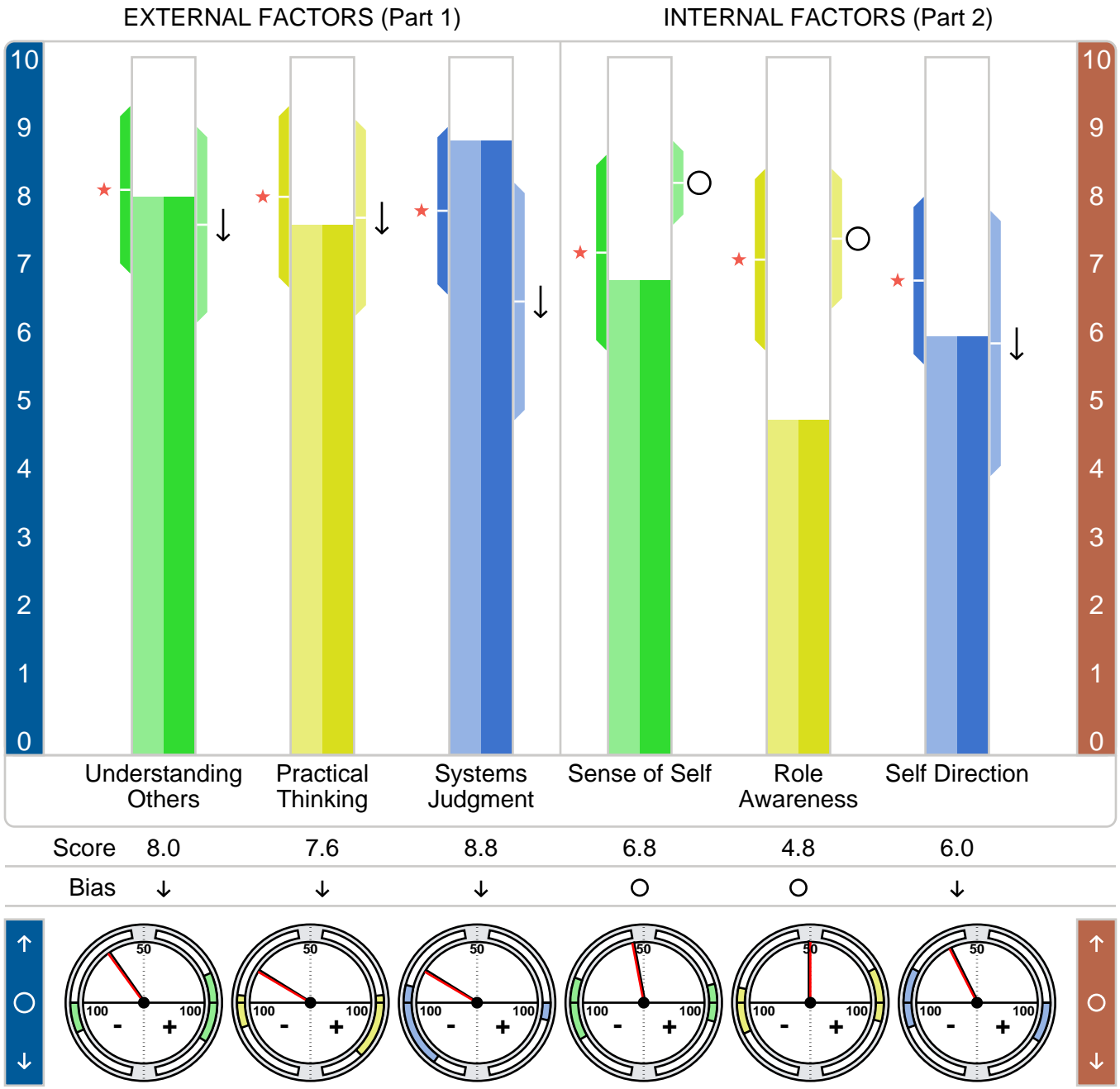






# Dimensional Balance

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



Rev: 0.92-0.75

T: N/A