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TriMetrix® HD

Job/Talent Comparison Report

Sales Manager- candidate comparison

11-30-2015





Introduction Where Opportunity Meets Talent

This report compares a specific job benchmark to the results of one to five talent reports. Use the following guidelines to effectively interpret the results.

Interpretation Guidelines

When you compare a person to a specific job benchmark, you must ask yourself some very important questions with regard to the top seven competencies, the top three motivators, and the top three behaviors and the Acumen Indicators. The answers to these questions will maximize the use of this report:

Competencies

- How difficult will it be for someone to master and maintain the specific attribute for which the job is calling?
- If a gap exists between the job and the person, can the gap be addressed with training, or not?
- Are courses, seminars, training, books, tapes, or CDs available for personal development in the weak area(s)?
- How cost effective will it be to train a person rather than hire someone who has already mastered the necessary attributes?
- Has the person mastered certain attributes that could be detrimental to the job benchmark?

Driving Forces Hierarchy

- How will a person feel if they have to spend eight hours a day in an activity that does not reward their passion?
- How will a person feel if he/she is misaligned with the rewards of the job?

Behavioral Traits

- How will a person feel about being required to make a major behavioral change, and how will that affect productivity?

Additional Consideration

- How are other people in the same job performing based on the results of their TriMetrix® HD Talent Report?



Introduction

This comparison report is based on the hierarchy of the job benchmark. The report uses raw numbers generated from the job and talent scoring. The job may call for something to be very important; however, people rarely bring perfection and complete mastery to any job. The job could call for the person to be a perfect 10; however, do not exclude people from consideration based solely on the gap(s) between the job benchmark and their talent score.

If a person is poor in an area that the job benchmark has identified as "very important," you must ask the difficult questions to determine if that would keep a person from achieving and maintaining superior performance.

Note: THE ORDER IN WHICH A PERSON'S NAME APPEARS IS NOT BASED ON THE PERSON'S MATCH TO THE JOB. THE ORDER IS BASED SOLELY ON THE ORDER IN WHICH PERSONAL REPORTS WERE SELECTED BY THE ORIGINATOR OF THIS REPORT.



Introduction

Job Competencies Hierarchy (25 Areas)

This section presents the key job attributes, quantifies their importance to this specific job benchmark, and compares the personal results for each attribute. The job has a unique ranking of attributes, reflecting different levels of capacities required for superior performance.

Driving Forces Hierarchy (12 Areas)

This section clearly identifies the rewards the job may provide. More specifically it identifies sources of motivation for the individual performing the job. It clarifies what is necessary for superior performance and engagement on the job.

Behavioral Hierarchy (12 Areas)

This section provides the behavioral traits demanded by the job and compares the talent for each trait. The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

Note: Sections are presented on a 0-10 point scale to clearly illustrate the job benchmark and corresponding results of the individual personal report(s).

Acumen Indicators (12 Areas)

This section represents the acumen needed for superior performance in the position.

Job Competencies Feedback

This section will assist you in understanding the type and kinds of attributes (people skills) that are needed for superior job performance.

Driving Forces Feedback

This section provides a brief description of the Primary Driving Forces in this position and expands on the fact that every job in every organization is unique. Superior performance requires an alignment between the individual's driving forces and the rewards the job can provide.

Behavioral Feedback

This section clarifies the nature of the behavioral traits demanded by the job.



Introduction

Note: The information provided above offers you a better understanding of the job requirements for superior performance based on the top seven attributes, the top three rewards/culture and the top three behavioral traits. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for the person(s) selected to perform this job.

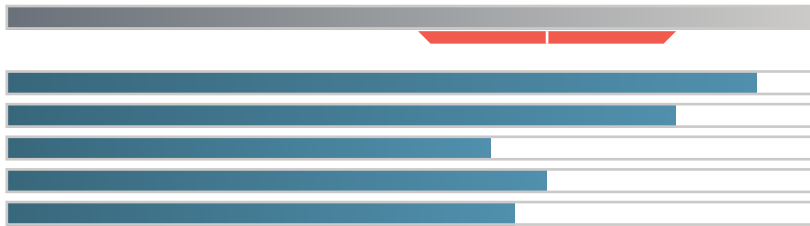


Job Competencies Hierarchy

All jobs require certain competencies. This section of the report identifies those competencies that lead to superior performance in most jobs. The graphs below are in descending order from the highest rated competency required by the job to the lowest.

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

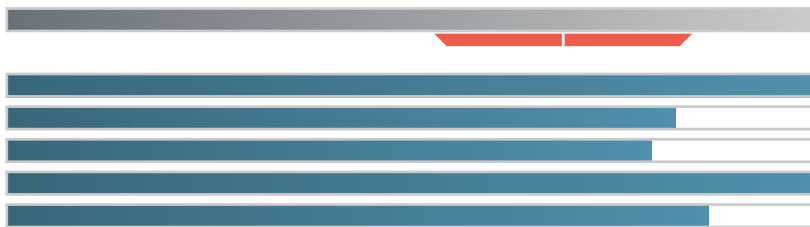
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Score	Job
100	Job
67	*
93	Tony Block
83	Andi Porter
60	Jan Cole
67	Tom Sample
63	Tom Roberts

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



Score	Job
100	Job
69	*
100	Tony Block
83	Andi Porter
80	Jan Cole
100	Tom Sample
87	Tom Roberts

3. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



Score	Job
92	Job
71	*
100	Tony Block
87	Andi Porter
73	Jan Cole
93	Tom Sample
63	Tom Roberts

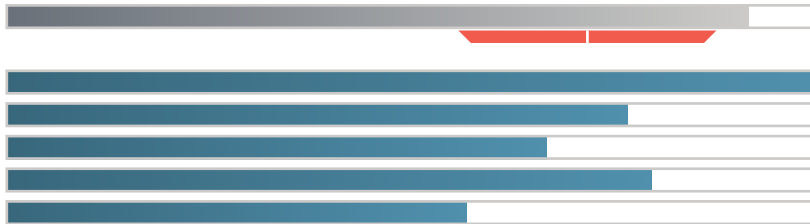
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

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

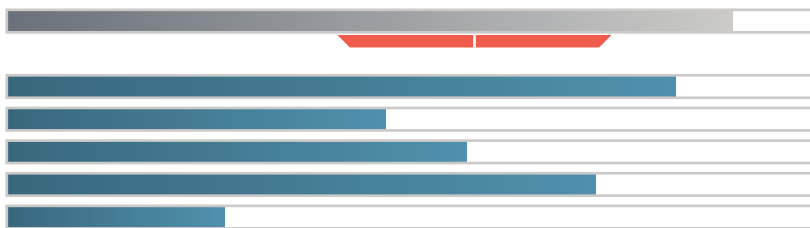
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- 92 Job
- 72 *
- 100 Tony Block
- 77 Andi Porter
- 67 Jan Cole
- 80 Tom Sample
- 57 Tom Roberts

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

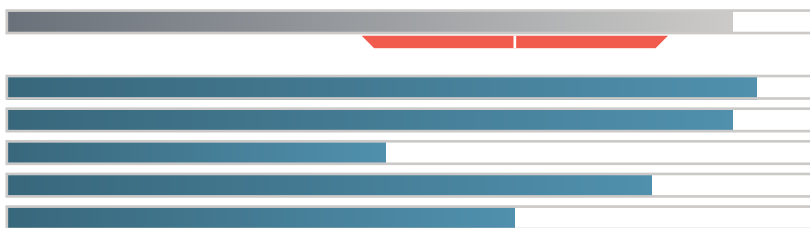
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- 90 Job
- 58 *
- 83 Tony Block
- 47 Andi Porter
- 57 Jan Cole
- 73 Tom Sample
- 27 Tom Roberts

6. Resiliency - The ability to quickly recover from adversity.

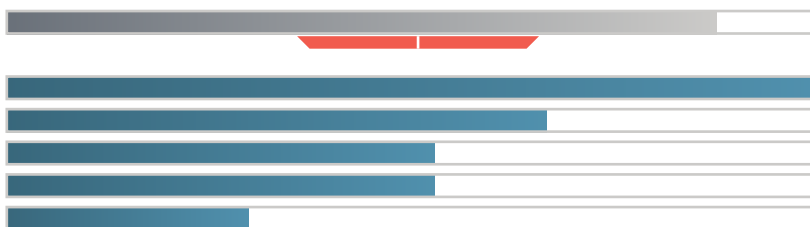
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- 90 Job
- 63 *
- 93 Tony Block
- 90 Andi Porter
- 47 Jan Cole
- 80 Tom Sample
- 63 Tom Roberts

7. Negotiation - Facilitating agreements between two or more parties.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 88 Job
- 51 *
- 100 Tony Block
- 67 Andi Porter
- 53 Jan Cole
- 53 Tom Sample
- 30 Tom Roberts

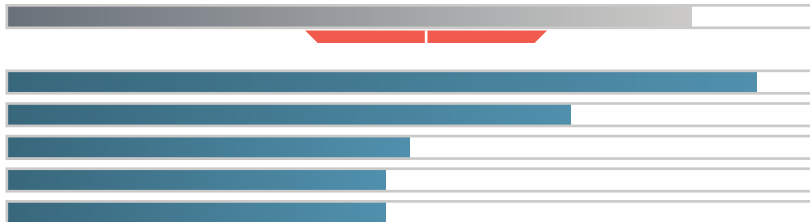
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

8. Planning and Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.

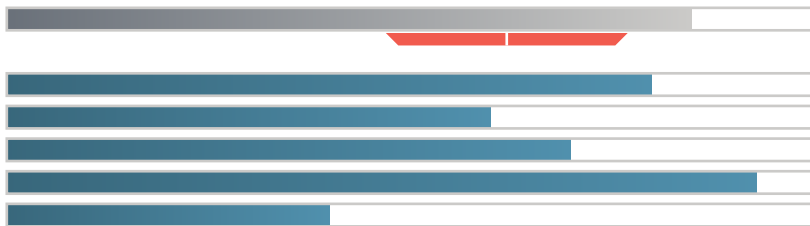
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- 85** Job
- 52** *
- 93 Tony Block
- 70 Andi Porter
- 50 Jan Cole
- 47 Tom Sample
- 47 Tom Roberts

9. Leadership - Achieving extraordinary business results through people.

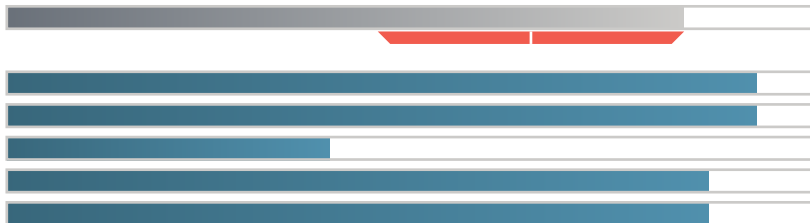
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- 85** Job
- 62** *
- 80 Tony Block
- 60 Andi Porter
- 70 Jan Cole
- 93 Tom Sample
- 40 Tom Roberts

10. Time and Priority Management - Demonstrating self control and an ability to manage time and priorities.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 84** Job
- 65** *
- 93 Tony Block
- 93 Andi Porter
- 40 Jan Cole
- 87 Tom Sample
- 87 Tom Roberts

11. Diplomacy - The ability to treat others fairly, regardless of personal biases or beliefs.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 83** Job
- 56** *
- 67 Tony Block
- 63 Andi Porter
- 63 Jan Cole
- 50 Tom Sample
- 19 Tom Roberts

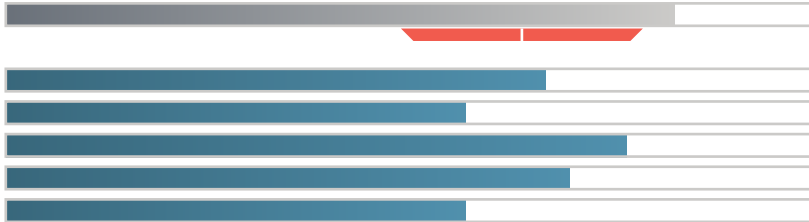
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

12. Self Starting - Demonstrating initiative and willingness to begin working.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 83 Job**
- 64 ***
- 67 Tony Block
- 57 Andi Porter
- 77 Jan Cole
- 70 Tom Sample
- 57 Tom Roberts

13. Decision Making - Utilizing effective processes to make decisions.

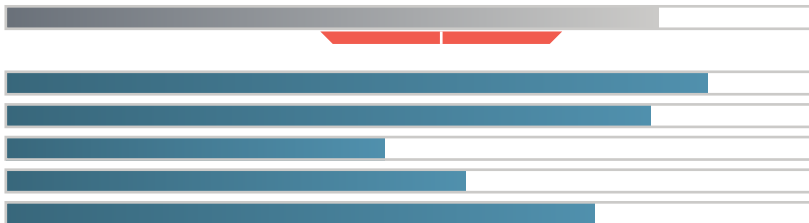
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- 81 Job**
- 50 ***
- 87 Tony Block
- 60 Andi Porter
- 37 Jan Cole
- 50 Tom Sample
- 67 Tom Roberts

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

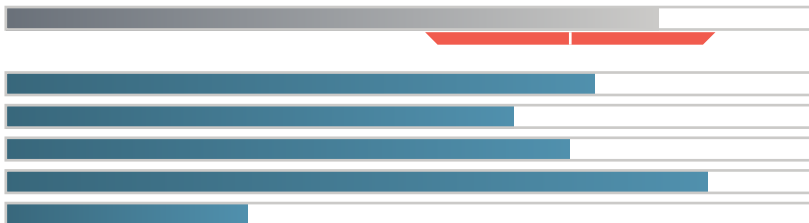
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- 81 Job**
- 54 ***
- 87 Tony Block
- 80 Andi Porter
- 47 Jan Cole
- 57 Tom Sample
- 73 Tom Roberts

15. Flexibility - Agility in adapting to change.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 81 Job**
- 70 ***
- 73 Tony Block
- 63 Andi Porter
- 70 Jan Cole
- 87 Tom Sample
- 30 Tom Roberts

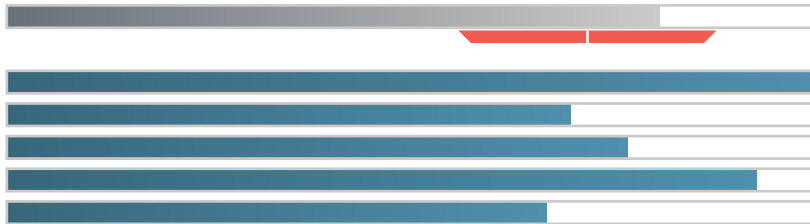
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

16. Employee Development/Coaching - Facilitating and supporting the professional growth of others.

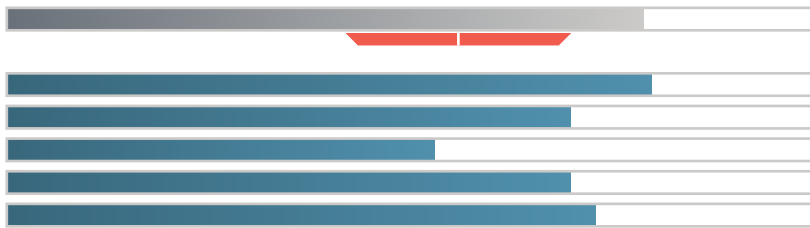
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- 81 Job**
- 72 ***
- 100 Tony Block
- 70 Andi Porter
- 77 Jan Cole
- 93 Tom Sample
- 67 Tom Roberts

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

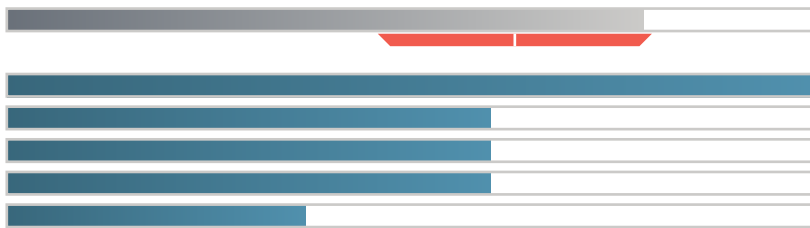
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- 79 Job**
- 56 ***
- 80 Tony Block
- 70 Andi Porter
- 53 Jan Cole
- 70 Tom Sample
- 73 Tom Roberts

18. Teamwork - Working effectively and productively with others.

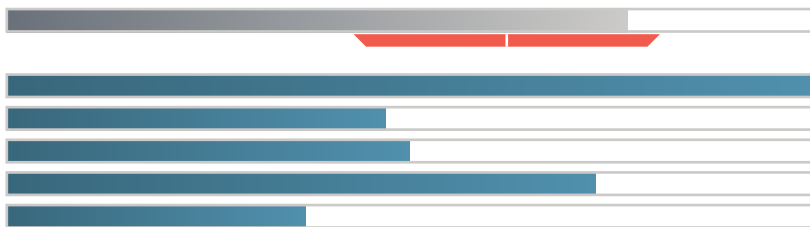
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- 79 Job**
- 63 ***
- 100 Tony Block
- 60 Andi Porter
- 60 Jan Cole
- 60 Tom Sample
- 37 Tom Roberts

19. Conflict Management - Addressing and resolving conflict constructively.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 77 Job**
- 62 ***
- 100 Tony Block
- 47 Andi Porter
- 50 Jan Cole
- 73 Tom Sample
- 37 Tom Roberts

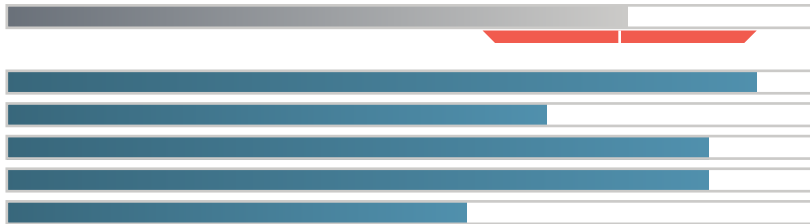
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

20. Understanding Others - Understanding the uniqueness and contributions of others.

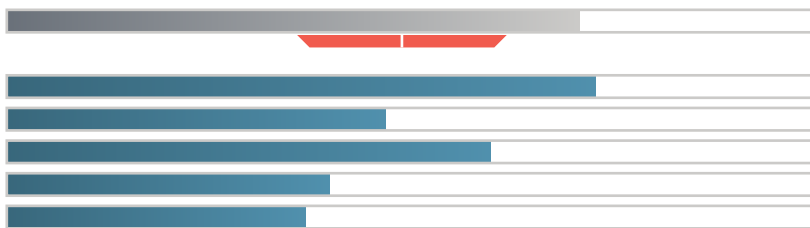
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- 77 Job
- 76 *
- 93 Tony Block
- 67 Andi Porter
- 87 Jan Cole
- 87 Tom Sample
- 57 Tom Roberts

21. Futuristic Thinking - Imagining, envisioning, projecting and/or predicting what has not yet been realized.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 71 Job
- 49 *
- 73 Tony Block
- 47 Andi Porter
- 60 Jan Cole
- 40 Tom Sample
- 37 Tom Roberts

22. Appreciating Others - Identifying with and caring about others.

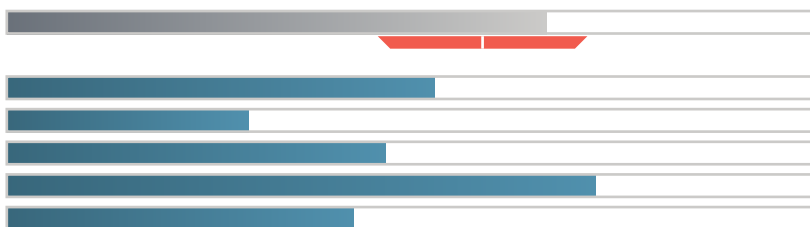
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- 67 Job
- 55 *
- 83 Tony Block
- 77 Andi Porter
- 63 Jan Cole
- 93 Tom Sample
- 47 Tom Roberts

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 67 Job
- 59 *
- 53 Tony Block
- 30 Andi Porter
- 47 Jan Cole
- 73 Tom Sample
- 43 Tom Roberts

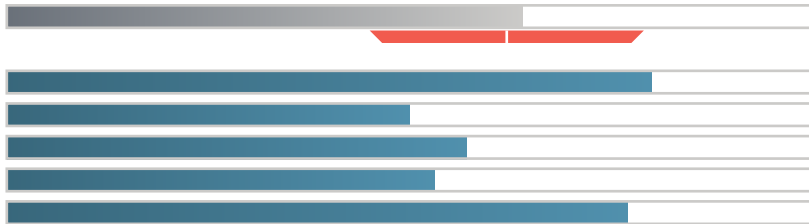
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

24. Continuous Learning - Taking initiative in learning and implementing new concepts, technologies and/or methods.

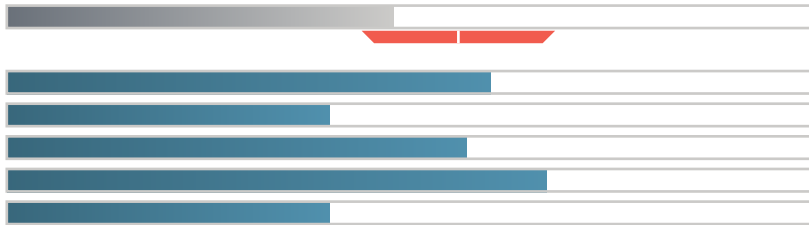
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- 64 Job**
- 62 ***
- 80 Tony Block
- 50 Andi Porter
- 57 Jan Cole
- 53 Tom Sample
- 77 Tom Roberts

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 48 Job**
- 56 ***
- 60 Tony Block
- 40 Andi Porter
- 57 Jan Cole
- 67 Tom Sample
- 40 Tom Roberts

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

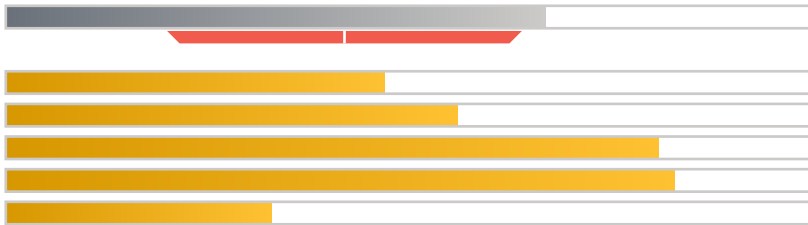


Primary Driving Forces Cluster

These graphs are based on the hierarchy of the job benchmark's driving forces in descending order from highest provided by the job to the lowest. Gaps may point to areas in the job that do not align with the persons driving forces.

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

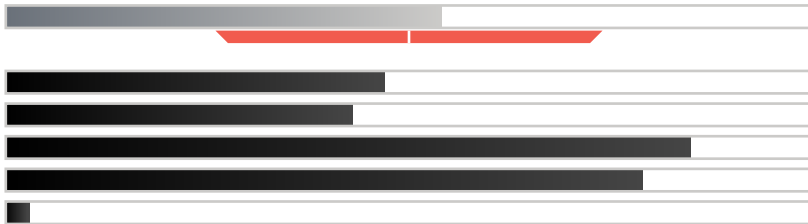
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- 67 Job**
- 42 ***
- 47 Tony Block
- 56 Andi Porter
- 81 Jan Cole
- 83 Tom Sample
- 33 Tom Roberts

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

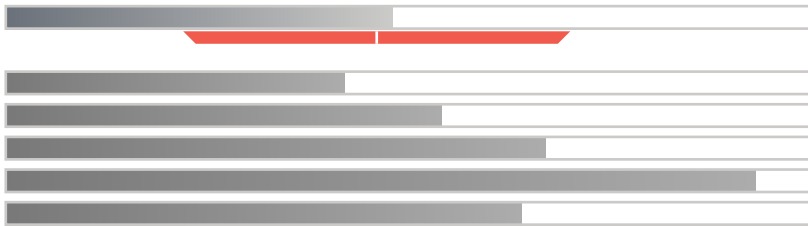
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- 54 Job**
- 50 ***
- 47 Tony Block
- 43 Andi Porter
- 85 Jan Cole
- 79 Tom Sample
- 0 Tom Roberts

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 48 Job**
- 46 ***
- 42 Tony Block
- 54 Andi Porter
- 67 Jan Cole
- 93 Tom Sample
- 64 Tom Roberts

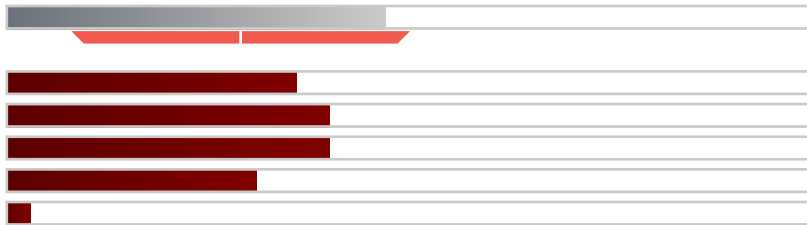
* 68% of the population falls within the shaded area.



Primary Driving Forces Cluster

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



47	Job
29	*
36	Tony Block
40	Andi Porter
40	Jan Cole
31	Tom Sample
0	Tom Roberts

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

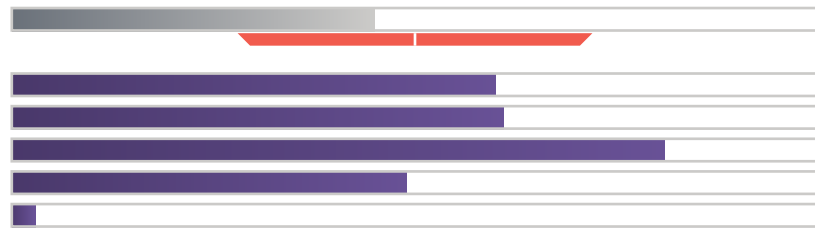


Situational Driving Forces Cluster

These graphs are based on the hierarchy of the job benchmark's driving forces in descending order from highest provided by the job to the lowest. Gaps may point to areas in the job that do not align with the persons driving forces.

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

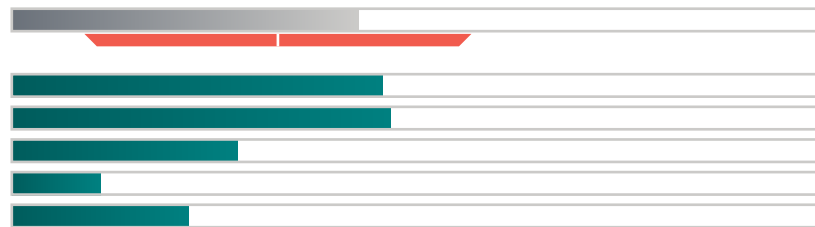
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 45 Job
- 50 *
- 60 Tony Block
- 61 Andi Porter
- 81 Jan Cole
- 49 Tom Sample
- 0 Tom Roberts

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

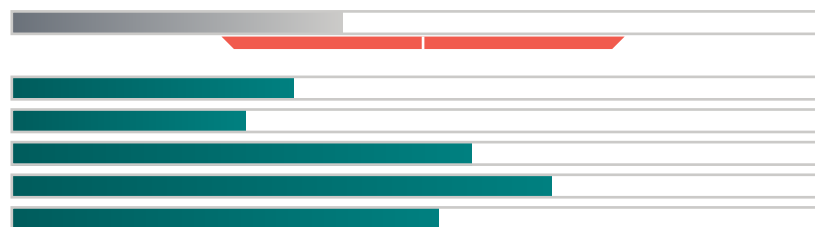
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- 43 Job
- 33 *
- 46 Tony Block
- 47 Andi Porter
- 28 Jan Cole
- 11 Tom Sample
- 22 Tom Roberts

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 41 Job
- 51 *
- 35 Tony Block
- 29 Andi Porter
- 57 Jan Cole
- 67 Tom Sample
- 53 Tom Roberts

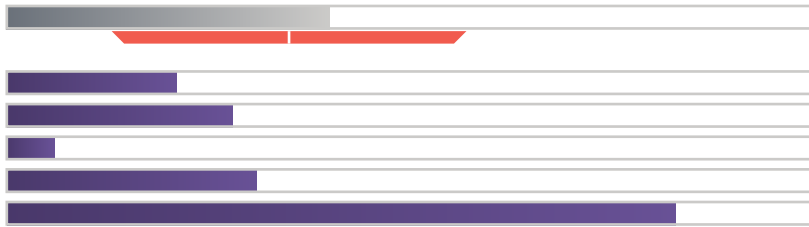
* 68% of the population falls within the shaded area.



Situational Driving Forces Cluster

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 40** Job
- 35** *
- 21 Tony Block
- 28 Andi Porter
- 6 Jan Cole
- 31 Tom Sample
- 83 Tom Roberts

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

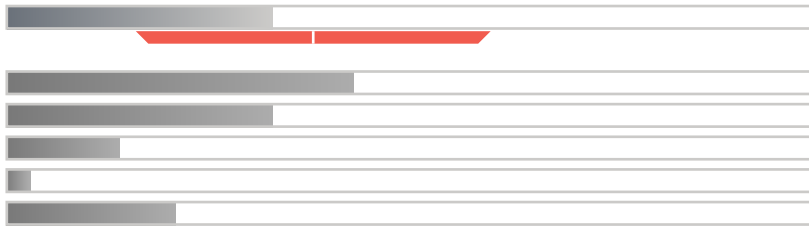


Indifferent Driving Forces Cluster

These graphs are based on the hierarchy of the job benchmark's driving forces in descending order from highest provided by the job to the lowest. Gaps may point to areas in the job that do not align with the persons driving forces.

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

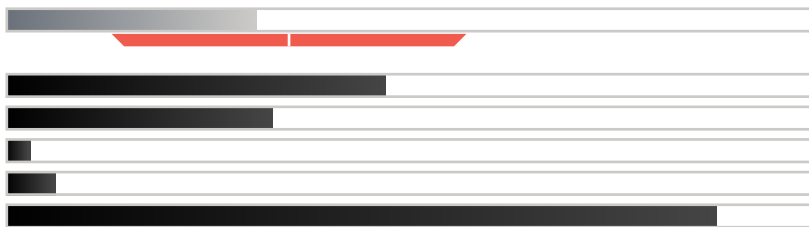
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



33	Job
38	*
43	Tony Block
33	Andi Porter
14	Jan Cole
0	Tom Sample
21	Tom Roberts

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

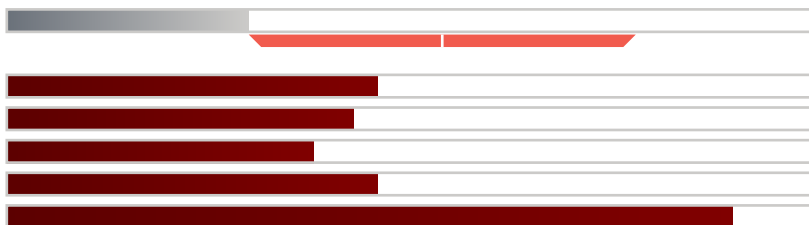
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



31	Job
35	*
47	Tony Block
33	Andi Porter
0	Jan Cole
6	Tom Sample
88	Tom Roberts

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



30	Job
54	*
46	Tony Block
43	Andi Porter
38	Jan Cole
46	Tom Sample
90	Tom Roberts

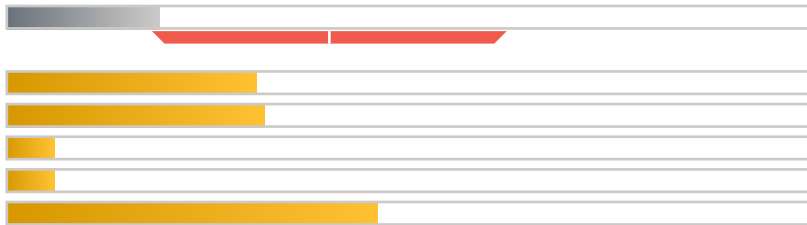
* 68% of the population falls within the shaded area.



Indifferent Driving Forces Cluster

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

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 19 Job**
- 40 ***
- 31 Tony Block
- 32 Andi Porter
- 6 Jan Cole
- 6 Tom Sample
- 46 Tom Roberts

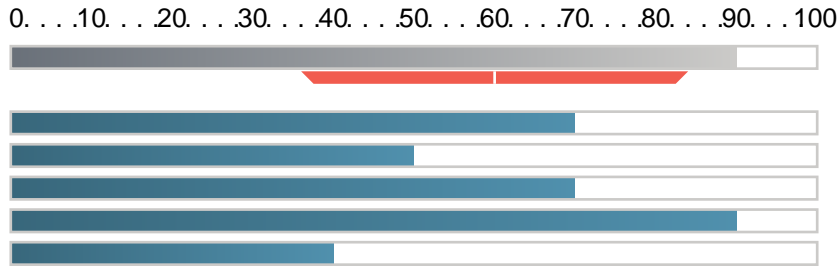
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

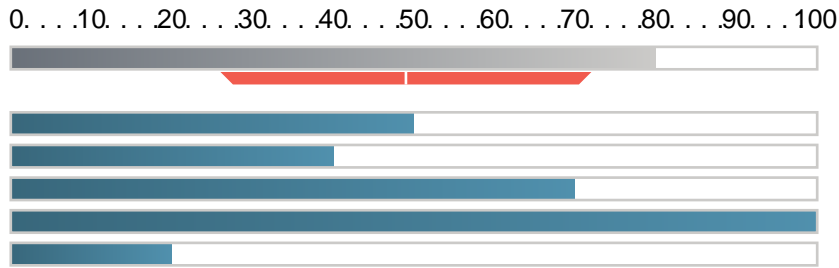
This section is designed to give a visual understanding of the behavioral traits demanded of the job and the natural behavioral style(s) of the individual(s). The graphs are in descending order from the highest rated behavioral traits required by the job to the lowest. In comparing the results in this section, it is important to note how gaps may indicate a level of stress that could be created when a person is forced to adapt behavior that is not his/her natural style.

1. Interaction - The job requires frequent communication and engagement with others.



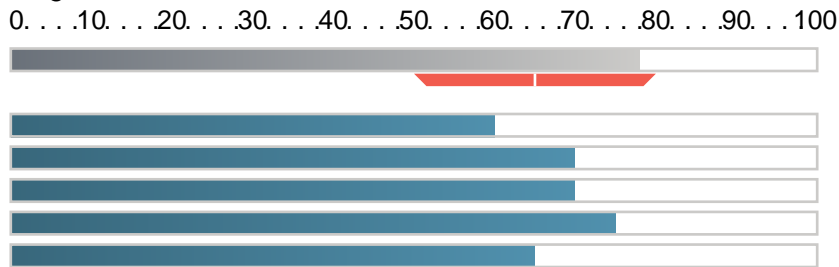
90	Job
60	*
70	Tony Block
50	Andi Porter
70	Jan Cole
90	Tom Sample
40	Tom Roberts

2. Competitive - The job requires assertiveness and a "will to win" in dealing with highly competitive situations.



80	Job
49	*
50	Tony Block
40	Andi Porter
70	Jan Cole
100	Tom Sample
20	Tom Roberts

3. People-Oriented - The job requires building rapport with a wide range of individuals.



78	Job
65	*
60	Tony Block
70	Andi Porter
70	Jan Cole
75	Tom Sample
65	Tom Roberts

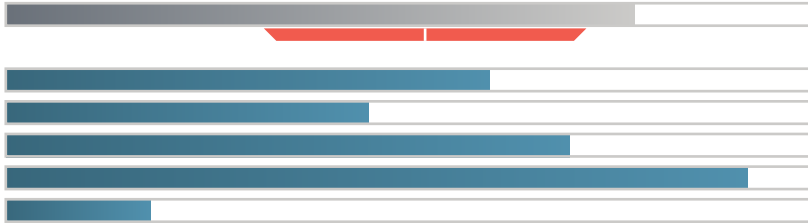
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

4. Frequent Change - The job requires rapid shifts between tasks.

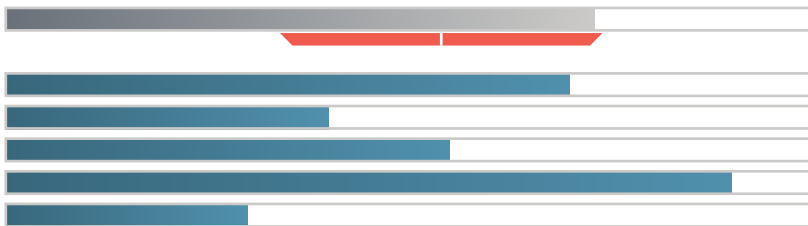
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 78 Job**
- 52 ***
- 60 Tony Block
- 45 Andi Porter
- 70 Jan Cole
- 92 Tom Sample
- 18 Tom Roberts

5. Versatile - The job requires adapting to various situations with ease.

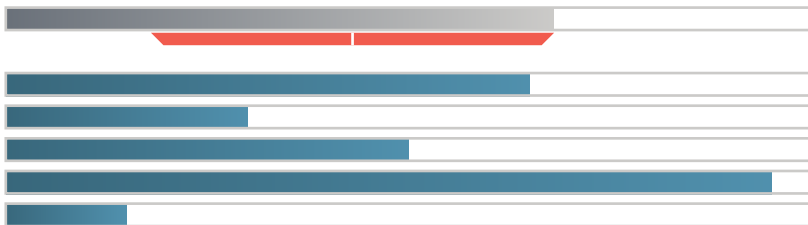
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 73 Job**
- 54 ***
- 70 Tony Block
- 40 Andi Porter
- 55 Jan Cole
- 90 Tom Sample
- 30 Tom Roberts

6. Urgency - The job requires decisiveness, quick response, and fast action.

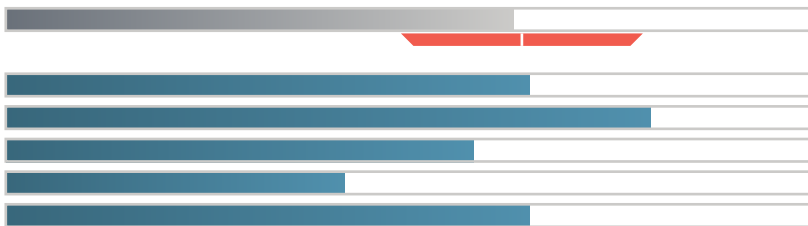
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 68 Job**
- 43 ***
- 65 Tony Block
- 30 Andi Porter
- 50 Jan Cole
- 95 Tom Sample
- 15 Tom Roberts

7. Customer-Oriented - The job requires identification and fulfillment of customer expectations.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 63 Job**
- 64 ***
- 65 Tony Block
- 80 Andi Porter
- 58 Jan Cole
- 42 Tom Sample
- 65 Tom Roberts

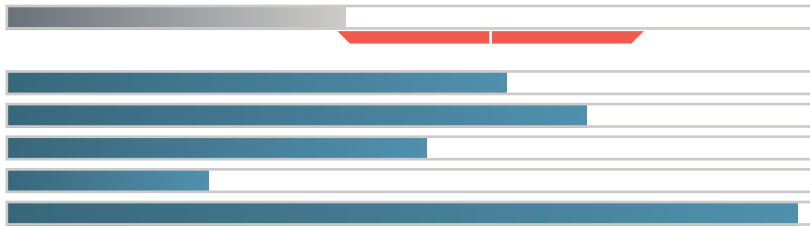
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

8. Following Policy - The job requires adhering to rules, regulations or existing methods.

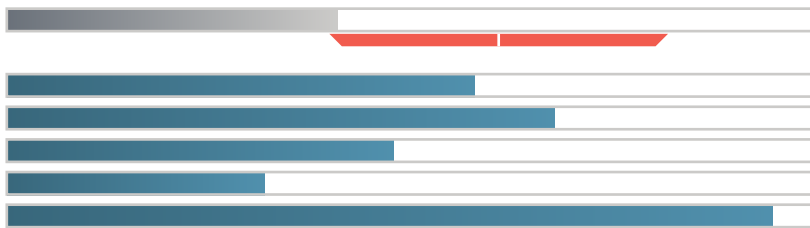
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



42	Job
60	*
62	Tony Block
72	Andi Porter
52	Jan Cole
25	Tom Sample
98	Tom Roberts

9. Consistent - The job requires predictable performance in repetitive situations.

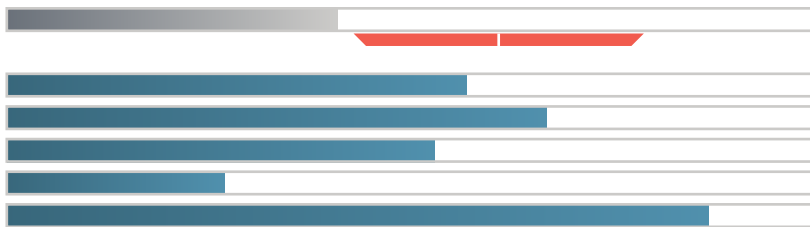
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



41	Job
61	*
58	Tony Block
68	Andi Porter
48	Jan Cole
32	Tom Sample
95	Tom Roberts

10. Persistence - The job requires finishing tasks despite challenges or resistance.

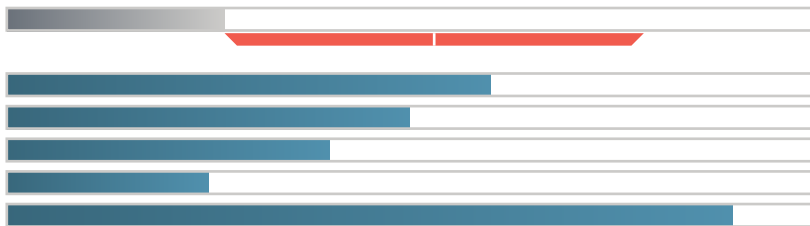
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



41	Job
61	*
57	Tony Block
67	Andi Porter
53	Jan Cole
27	Tom Sample
87	Tom Roberts

11. Analysis - The job requires compiling, confirming, and organizing information.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



27	Job
53	*
60	Tony Block
50	Andi Porter
40	Jan Cole
25	Tom Sample
90	Tom Roberts

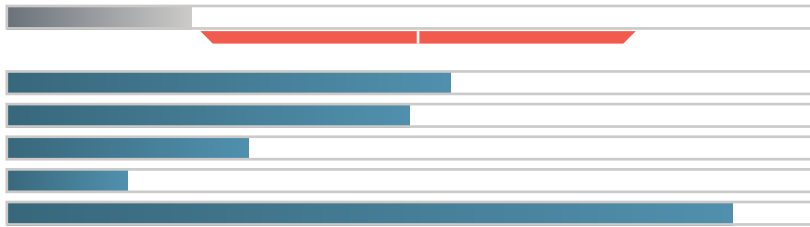
* 68% of the population falls within the shaded area.



Behavioral Hierarchy

12. Organized Workplace - The job requires establishing and maintaining specific order in daily activities.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 23** Job
- 51** *
- 55 Tony Block
- 50 Andi Porter
- 30 Jan Cole
- 15 Tom Sample
- 90 Tom Roberts

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

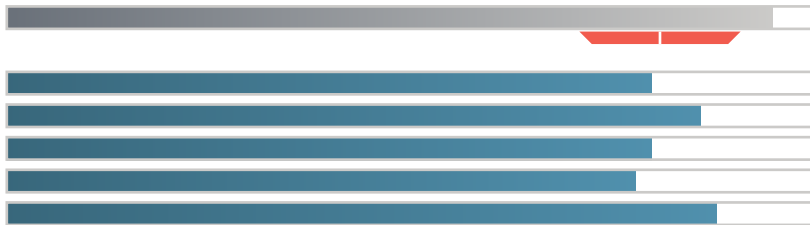


Acumen Indicators

This section identifies the acumen needed for superior performance in this position. These scores are calculated based on the world view (blue) and self view (red) required by the job. Each factor has a clarity score from one to ten and a bias indicator ranging from undervalued, neutral or overvalued for each dimension.

UNDERSTANDING OTHERS - The development of the capacity to discern individuality in others.

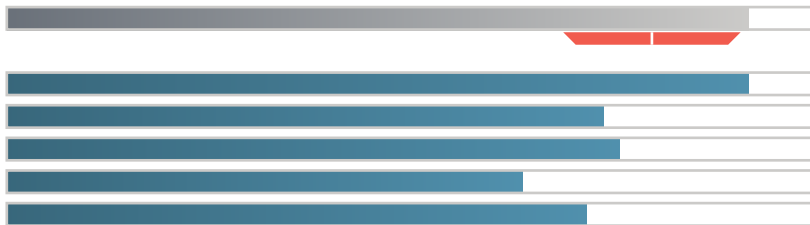
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 95 (-) Job**
*
- 81**
- 80 (-) Tony Block
- 86 (o) Andi Porter
- 80 (-) Jan Cole
- 78 (o) Tom Sample
- 88 (+) Tom Roberts

PRACTICAL THINKING - The development of the capacity to discern practical values in situations in the outside world.

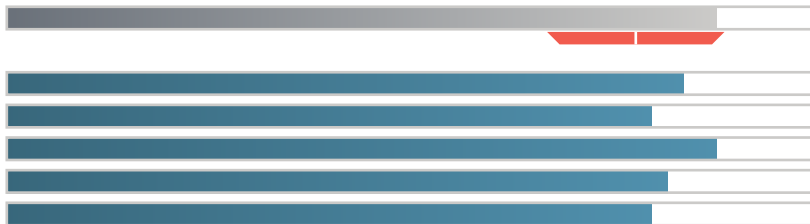
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 92 (+) Job**
*
- 80**
- 92 (-) Tony Block
- 74 (-) Andi Porter
- 76 (-) Jan Cole
- 64 (-) Tom Sample
- 72 (-) Tom Roberts

SYSTEMS JUDGMENT - The development of the capacity to discern systems and order in the world.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 88 (-) Job**
*
- 78**
- 84 (+) Tony Block
- 80 (o) Andi Porter
- 88 (-) Jan Cole
- 82 (+) Tom Sample
- 80 (o) Tom Roberts

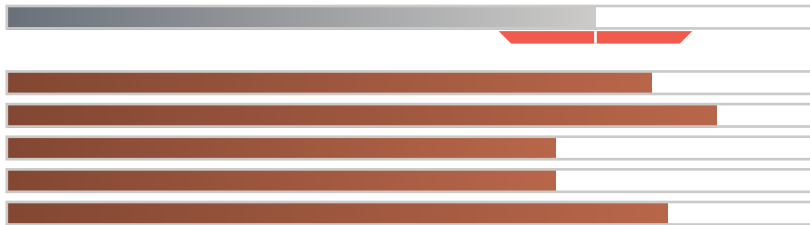
* 68% of the population falls within the shaded area.



Acumen Indicators

SENSE OF SELF - The development of the capacity to discern individuality in one's self.

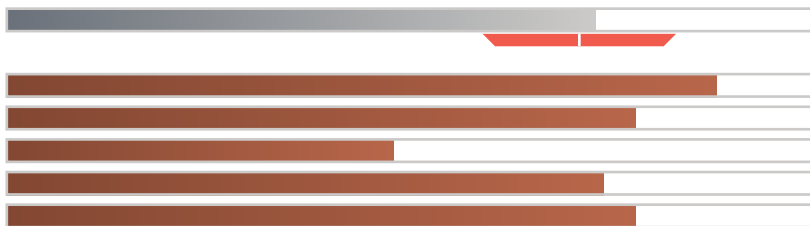
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 73 (-) Job**
- 73 ***
- 80 (-) Tony Block
- 88 (o) Andi Porter
- 68 (o) Jan Cole
- 68 (-) Tom Sample
- 82 (-) Tom Roberts

ROLE AWARENESS - The development of the capacity to discern practical values in situations in one's own roles in the world.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 73 (+) Job**
- 71 ***
- 88 (o) Tony Block
- 78 (-) Andi Porter
- 48 (o) Jan Cole
- 74 (+) Tom Sample
- 78 (o) Tom Roberts

SELF DIRECTION - The development of the capacity to discern systems and order within oneself.

0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 73 (+) Job**
- 69 ***
- 80 (+) Tony Block
- 66 (+) Andi Porter
- 60 (-) Jan Cole
- 74 (+) Tom Sample
- 72 (o) Tom Roberts

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



Summary of Top Competencies

This section of the report focuses on competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

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

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



Summary of Top Competencies

3. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
 - Strives for self-awareness in a social setting.
 - Demonstrates sincere interest in others.
 - Treats all people with respect, courtesy and consideration.
 - Respects differences in the attitudes and perspectives of others.
 - Listens, observes and strives to gain understanding of others.
 - Communicates effectively.
 - Shows sensitivity to diversity issues.
 - Develops and maintains relationships with many different kinds of people regardless of differences.
 - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
 - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.

4. Goal Orientation: Setting, pursuing and attaining goals, regardless of obstacles or circumstances.
 - Acts instinctively to achieve objectives without supervision.
 - Expends the necessary time and effort to achieve goals.
 - Recognizes and acts on opportunities to advance progress to meet goals.
 - Establishes and works toward ambitious and challenging goals.
 - Develops and implements strategies to meet objectives.
 - Measures effectiveness and performance to ensure results are attained.
 - Acts with a determination to achieve goals.
 - Demonstrates persistence in overcoming obstacles to meet objectives.
 - Takes calculated risks to achieve results.
 - Employs a strategy that affects how they approach tasks and future projects.



Summary of Top Competencies

5. Influencing Others: Personally affecting others' actions, decisions, opinions or thinking.

- Utilizes the knowledge of others' needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes the behaviors of others to personally affect an outcome.
- Uses logic and reason to develop rational arguments that challenge current assumptions.
- Identifies and addresses the barriers that prevent people from seeing the benefits.
- Adapts techniques to understand and meet the needs and wants of those being influenced.
- Understands the role self-awareness plays in influencing others.
- Leverages a person in an indirect but important way.
- Produces effects on the actions, behavior and opinions of others.
- Brings others to their way of thinking without force or coercion.

6. Resiliency: Quickly recovering from adversity.

- Demonstrates the ability to overcome setbacks.
- Strives to remain optimistic in light of adversity.
- Evaluates many aspects of the situations to create a positive outcome.
- Recognizes criticism is an opportunity to improve.
- Accepts setbacks and looks for ways to progress.
- Utilizes feedback to forge forward.
- Seeks to understand how certain obstacles can impact results.
- Sees the unique opportunities by overcoming challenges.
- Swiftly works through the emotions and effects of stressful events.
- Copes with the inevitable bumps in life.





Summary of Top Competencies

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

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





Driving Forces Feedback

This section provides a brief description of the Primary Driving Forces in this position and expands on the fact that every job in every organization is unique. Superior performance requires an alignment between the individual's driving forces and the rewards the job can provide.

- 1. Resourceful
 - This position is driven by practical results, maximizing both efficiency and returns for your investments of time, talent, energy and resources.

- 2. Commanding
 - This position is driven by status, recognition and control over personal freedom.

- 3. Receptive
 - This position is driven by new ideas, methods and opportunities that fall outside a defined system for living.

- 4. Instinctive
 - This position is driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.



Behavioral Feedback

This section clarifies the nature of the behavioral traits demanded by the job. Feedback is provided on the four most highly ranked traits. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. Interaction
 - The job requires frequent communication and engagement with others.

2. Competitive
 - The job requires assertiveness and a "will to win" in dealing with highly competitive situations.

3. People-Oriented
 - The job requires building rapport with a wide range of individuals.

4. Frequent Change
 - The job requires rapid shifts between tasks.
