



TTI
SUCCESS
INSIGHTS®

TriMetrix® DNA Management-Staff

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Coach
ShopPros
1-8-2017



Introduction

The TTI TriMetrix® DNA 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 competencies. Understanding strengths and weaknesses in each of the three areas will lead to personal and professional development and a higher level of satisfaction.

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

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.

Competencies

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



General Characteristics

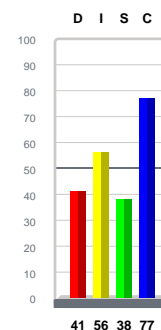
Based on Brian's responses, the report has selected general statements to provide a broad understanding of his work style. These statements identify the basic natural behavior that he brings to the job. That is, if left on his own, these statements identify HOW HE WOULD CHOOSE TO DO THE JOB. Use the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

Brian doesn't appreciate a dirty or messy work station, since he equates dirt and disorganization with lower quality work. When Brian sees something that is wrong he wants to fix it. He is oriented toward achieving practical results. He judges others by the quality of their work. He has such high personal standards that he expects others to have the same dedication. Because Brian has such high standards, sometimes he feels that only he can perform a particular task. Brian tends to be his own worst critic constantly reminding himself that he could have done better if given more time. Once Brian has started a project, he dislikes interruptions. He can be sensitive about any comments regarding the quality of his work. He strives forward constantly to improvement in everything he does. He wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. Brian prefers that things be orderly and he will approach work in a systematic manner. He has a need to achieve in an environment in which the quality is controlled. He can become frustrated when put in a situation that is nothing more than a rambling discussion.

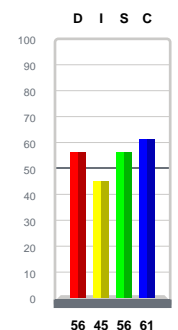
Brian tends to become bogged down in details. He may accumulate so much data that the details overwhelm him. He is skilled at observing and collecting data on different subjects. If he has a real passion for a given subject, he will read and listen to all the available information on the subject. He follows company policy, if aware of it. He prefers to study and analyze a problem before responding. He wants to feel that his response is the correct one. Brian has an acute awareness of social, economic and political implications of his decisions. He places an emphasis on the cognitive process and logic when making decisions. He sees himself as factual, and "down-to-earth." He is more than casually interested in "theory." When confronted with a problem he will look for a method, a formula, a procedure or a system to solve it. He is the type of person who will accept challenges, and accept them seriously.



Adapted Style



Natural Style



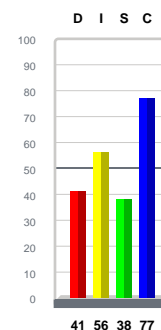


General Characteristics Continued

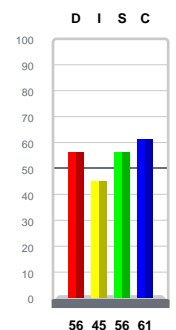
Brian prefers meetings that start and finish on time. He may get upset with people who do not adhere to rules and how things "should be done." He is intuitive and is able to ask good questions in order to get the critical, complete information he seeks. People who show up early or late for appointments may upset him, since his work plans are disrupted. Brian makes an agenda and prefers that others not change it. He can be outgoing at times. Basically introverted, he will engage in social conversation when the occasion warrants. Brian's logical, methodical way of gathering data is demonstrated by his ability to ask the right questions at the right time. He enjoys analyzing the motives of others. This allows him to develop his intuitive skills. Brian's work represents his true self and he will take issue when people attack the quality of his work. He has a low trust level with strangers. This becomes apparent when he asks specific and perhaps blunt questions.



Adapted Style



Natural Style





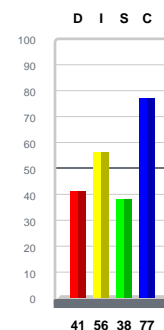
Value to the Organization

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

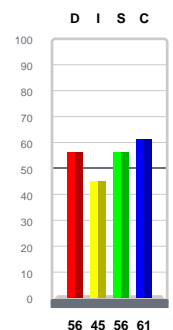
- Creative in his approach to solving problems.
- Proficient and skilled in his technical specialty.
- Accurate and intuitive.
- Maintains standards.
- Tenacious.
- Always concerned about quality work.
- Competitive.
- Innovative.
- Places high value on time.



Adapted Style



Natural Style





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 Brian's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Brian enjoys.

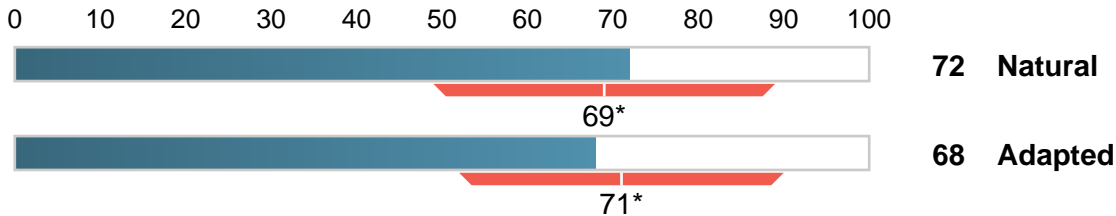
- Rewards for strict adherence to processes and procedures.
- Forum to prove ideas and thought processes through facts and data.
- To be seen as the "go to" person for all factual and data analysis.
- A forum to express ideas to fix errors in the existing system.
- An environment that provides specific detailed direction and is open to new ways to achieve the organization's vision.
- Rewards based on improvements to established procedures.
- Ability to utilize others within the organizational framework.
- Have resources and tools in proper order to help like-minded and precise people.
- The opportunity to be objective and diligent in his quest to achieve a desired outcome.
- Appreciation for the process of gathering data in order to avoid mistakes.
- The ability to return to the table with more information in order to present the case.
- An environment to gather all the facts and information.



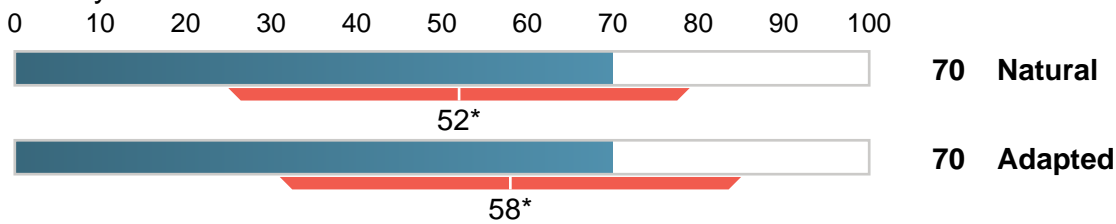
Behavioral Hierarchy

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.

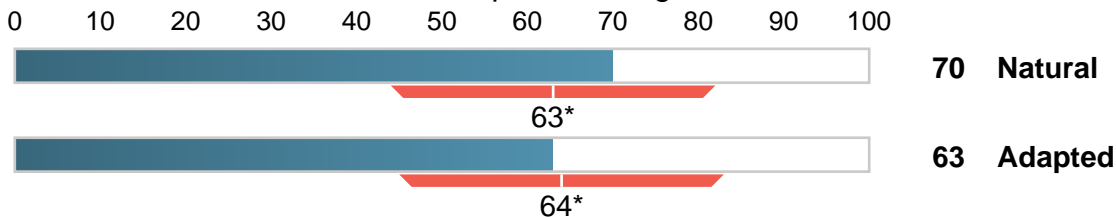
1. Following Policy - Adhere to rules, regulations, or existing methods.



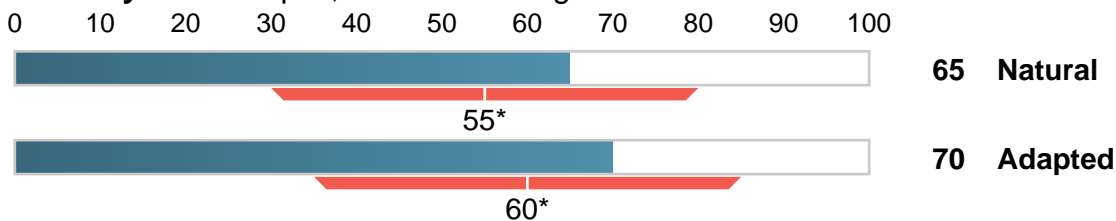
2. Organized Workplace - Establish and maintain specific order in daily activities.



3. Persistence - Finish tasks despite challenges or resistance.



4. Analysis - Compile, confirm and organize information.



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



Behavioral Hierarchy Continued

5. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



62 Natural

65*



62 Adapted

66*

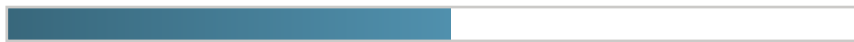
6. Customer-Oriented - Identify and fulfill customer expectations.

0 10 20 30 40 50 60 70 80 90 100



62 Natural

66*



52 Adapted

64*

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

0 10 20 30 40 50 60 70 80 90 100



55 Natural

68*



50 Adapted

65*

8. Urgency - Take immediate action.

0 10 20 30 40 50 60 70 80 90 100



50 Natural

43*



65 Adapted

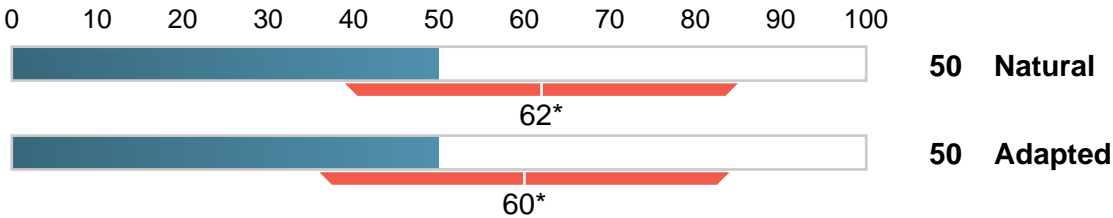
45*

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

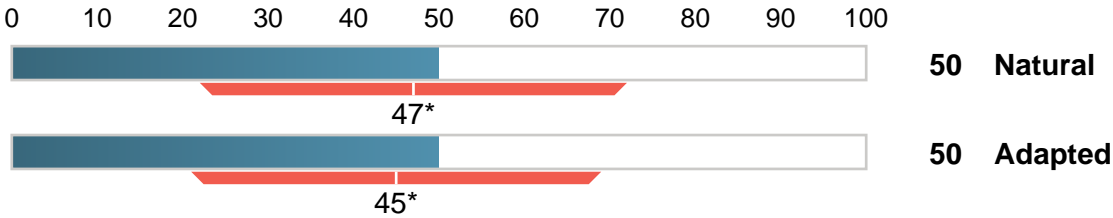


Behavioral Hierarchy Continued

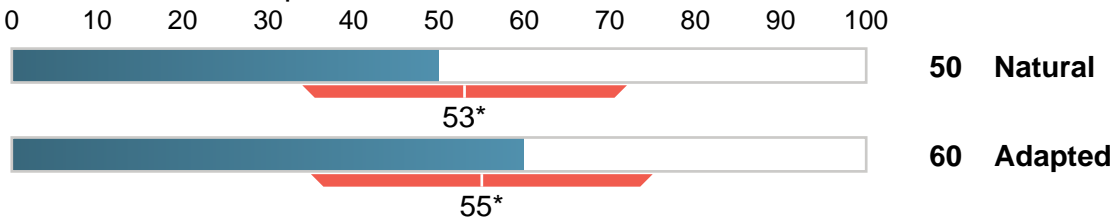
9. Interaction - Frequently engage and communicate with others.



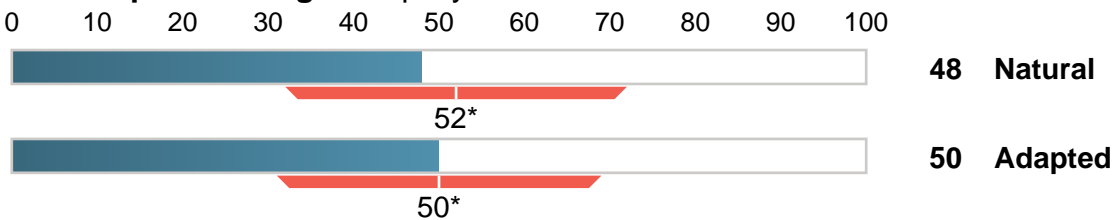
10. Competitive - Want to win or gain an advantage.



11. Versatile - Adapt to various situations with ease.



12. Frequent Change - Rapidly shift between tasks.



SIA: 41-56-38-77 (60) SIN: 56-45-56-61 (40)
* 68% of the population falls within the shaded area.



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.

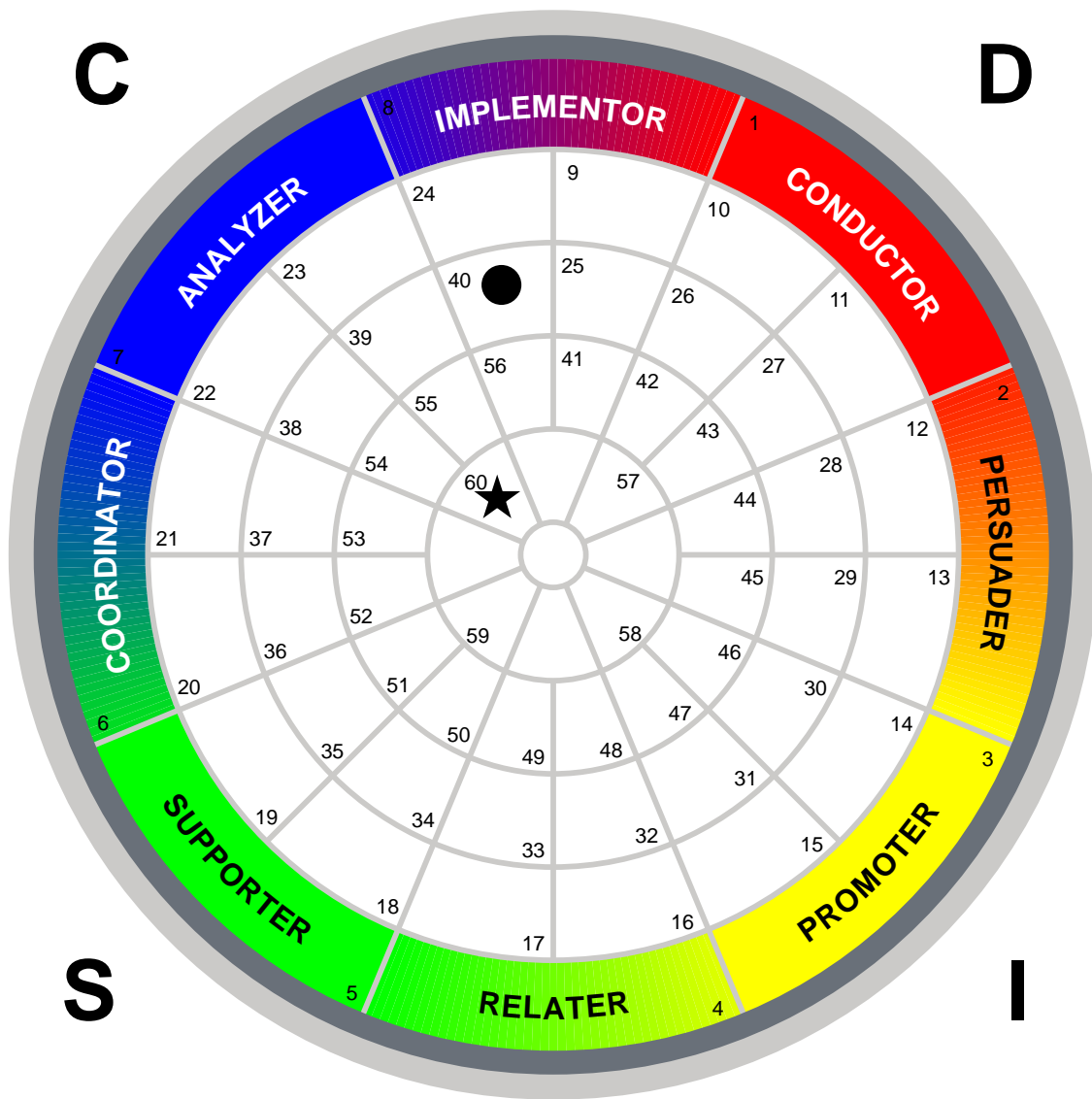
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

1-8-2017



Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)
 Natural: ● (40) ANALYZING IMPLEMENTOR (FLEXIBLE)

Norm 2015 R4



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 a 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.

Brian is passionate about creating something that leads to an enduring legacy. When Brian feels strongly about a situation, he will apply the "end justifies the means" concept. He is driven to acquire the very best that life has to offer. He lives in the moment with the goal of finding new methods for existing activities. Brian will challenge the status quo to keep momentum moving. He is seeking opportunities to enhance his ever changing system for living. He may see the world as a toolset to accomplish his own self-interest. He may question the amount of time individuals spend helping other people. Brian will seek knowledge based on his needs in individual situations. If knowledge of a specific subject is not of interest, or is not required for success, Brian will have a tendency to rely on his intuition or practical information in this area. He will focus on the objective before the harmony of a situation. He evaluates situations and may not feel the need for a return on investment.

Brian has the desire to create a winning strategy. He can go to extremes to win or control the situation. Given the choice, Brian would choose to experience new opportunities. He can be an out-of-the-box thinker. Brian may be firm in his decisions and not be swayed by unfortunate circumstances. He will struggle if helping others is in conflict with his own self-interest. If Brian is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth. In those areas where Brian has a special interest he will be good at integrating past knowledge to solve current problems. Brian will focus on the purpose as well as the presentation of a project. He may be able to mask personal issues and focus on professional productivity. He tends to give freely of time, talent and resources, but may still value a return on his investment. He may see money as a necessary tool versus a measurement of success.

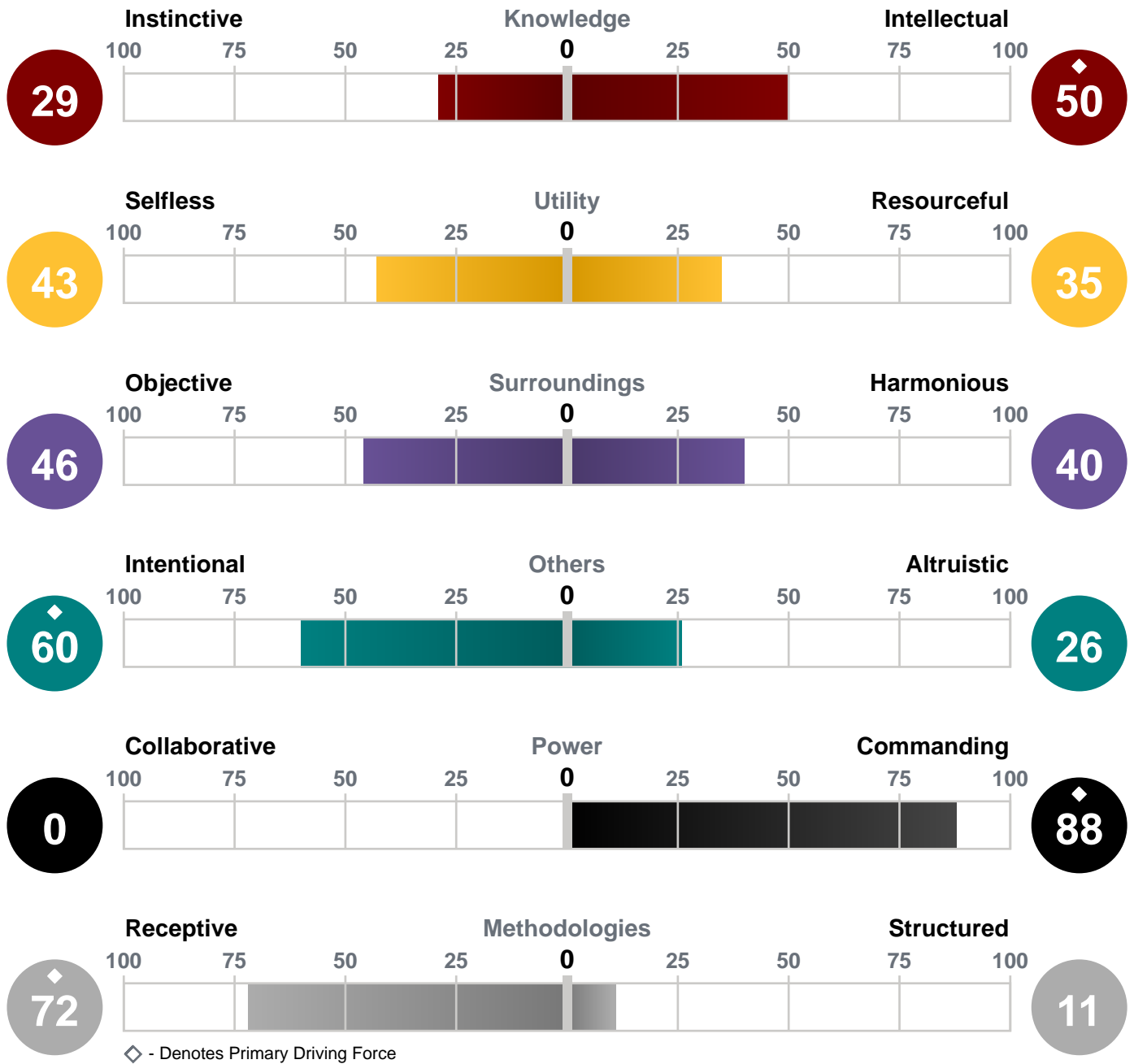


General Characteristics

Brian may evaluate situations based on the desired outcome with little regard for utility and economic return. He may be able to compartmentalize the situation to ensure a rewarding interaction. A job that challenges Brian's own knowledge may increase his job satisfaction. He tends to believe hard work and persistence is within everyone's reach. Brian is creative when interpreting systems and will adopt aspects of them if he sees a benefit. He will gather elements from multiple systems to implement as needed. He will work long and hard to advance his position. He strives to achieve leadership roles.



Driving Forces Graph

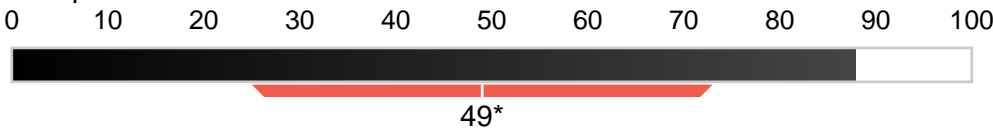




Primary Driving Forces Cluster

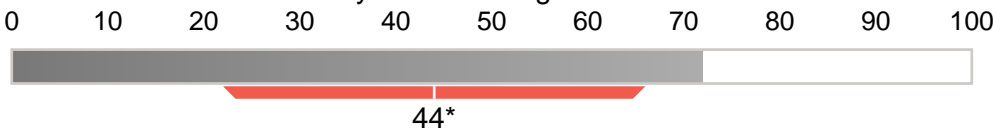
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver 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.



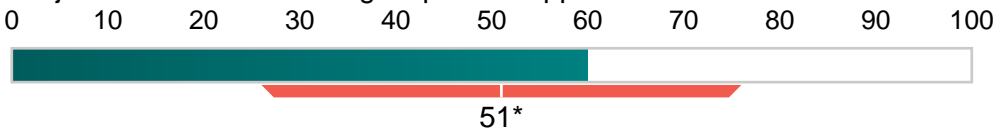
88

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



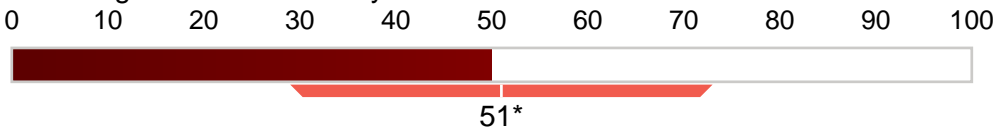
72

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



60

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



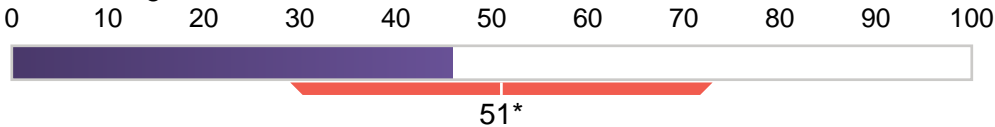
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Situational Driving Forces Cluster

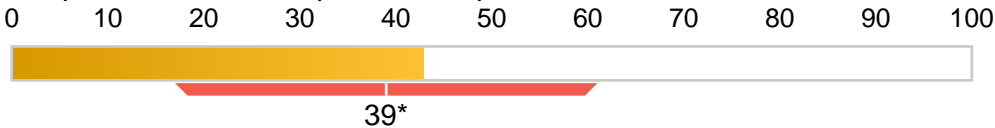
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



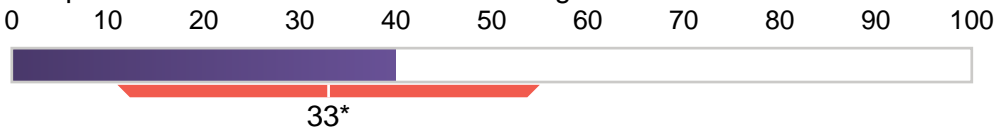
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6. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



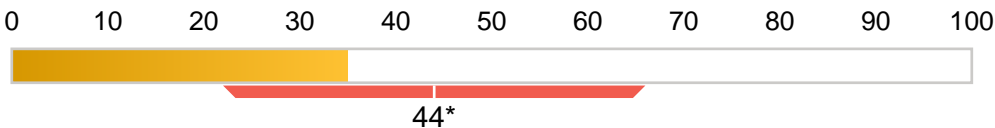
43

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



40

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



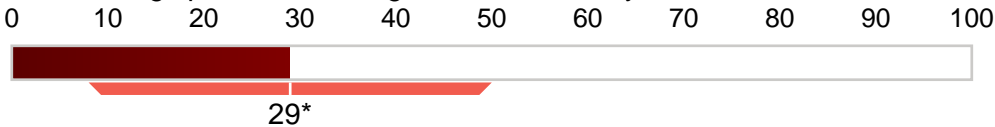
35



Indifferent Driving Forces Cluster

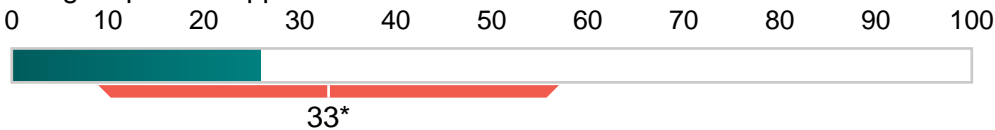
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



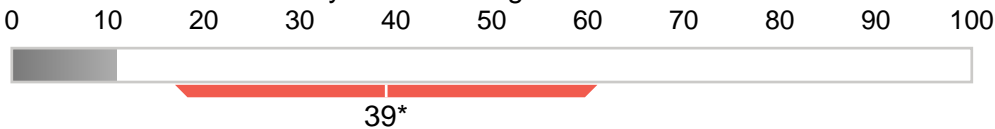
29

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



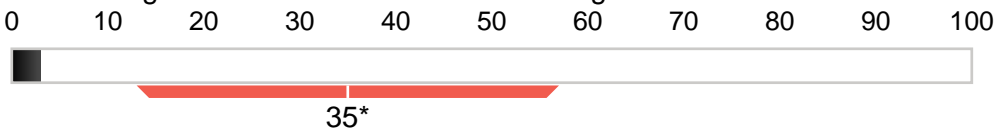
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11. Structured - People who are driven by traditional approaches, proven methods and a defined system for living.



11

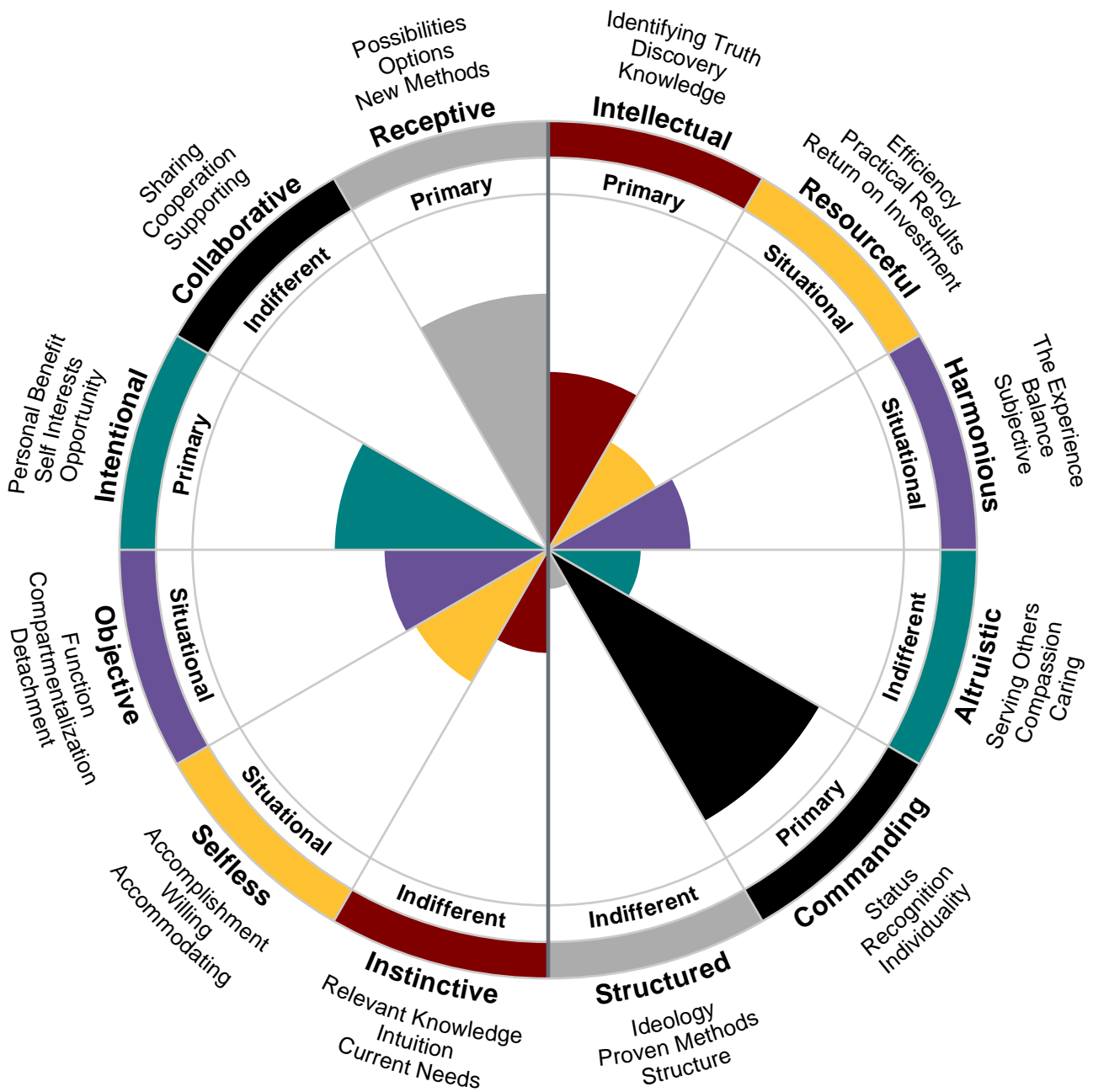
12. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.



0



Descriptors Wheel





Introduction Competencies

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

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

Based on your responses to the DNA 25 questionnaire, this report indicates your development of 25 personal skills. These 25 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

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

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

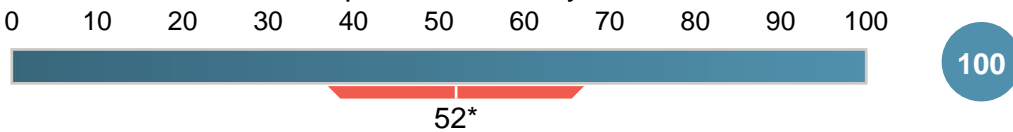
Be sure to read the entire report with an open mind. Everyone has areas where they can improve. Before deciding to work on developing personal skills you have not yet fully developed, you may want to discuss the report with a trusted peer, mentor or professional coach. You may even wish to share the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



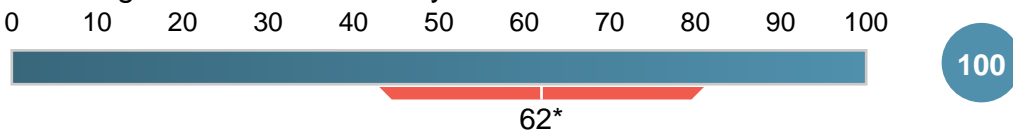
Competencies Hierarchy

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

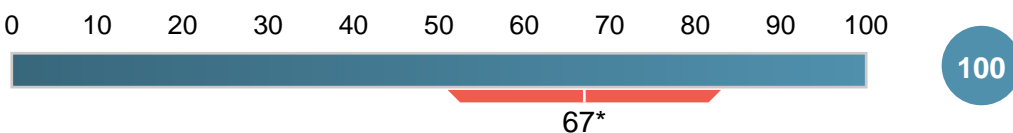
1. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.



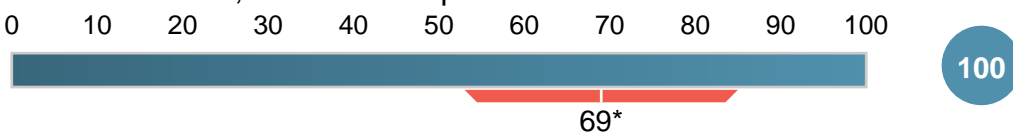
2. Conflict Management - Understanding, addressing and resolving conflict constructively.



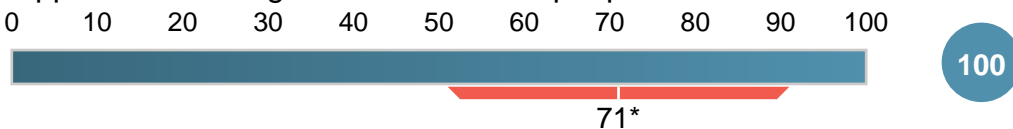
3. Personal Accountability - Being answerable for personal actions.



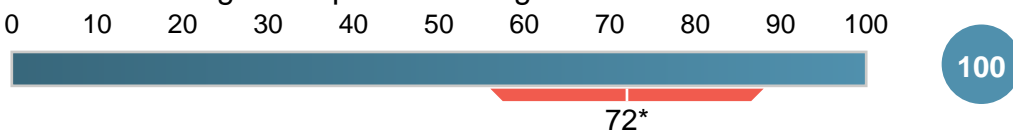
4. Customer Focus - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



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



6. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.

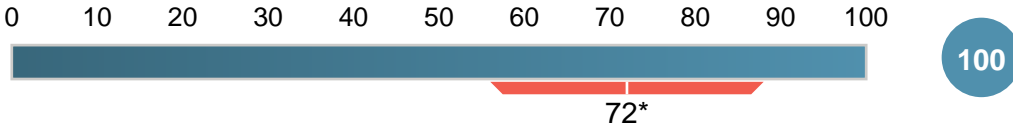


* 68% of the population falls within the shaded area.

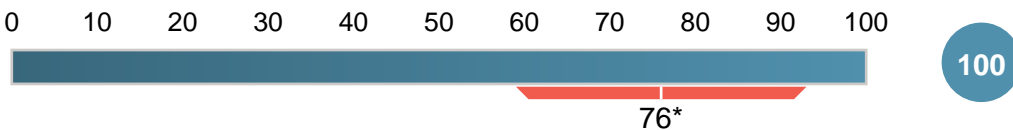


Competencies Hierarchy

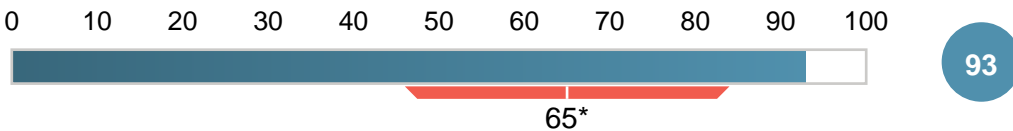
7. Goal Orientation - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.



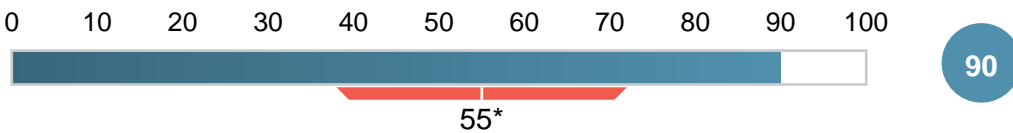
8. Understanding Others - Understanding the uniqueness and contributions of others.



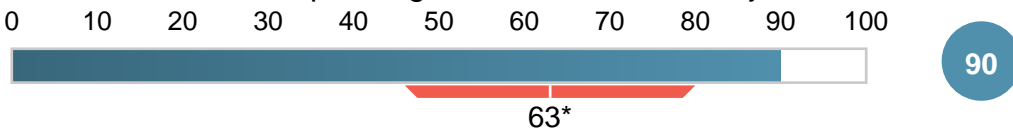
9. Time and Priority Management - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



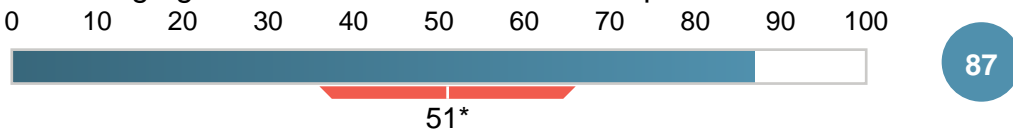
10. Appreciating Others - Identifying with and caring about others.



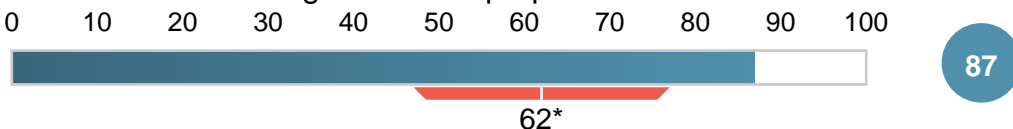
11. Teamwork - Cooperating with others to meet objectives.



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



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

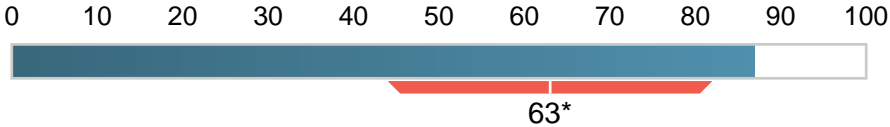


* 68% of the population falls within the shaded area.

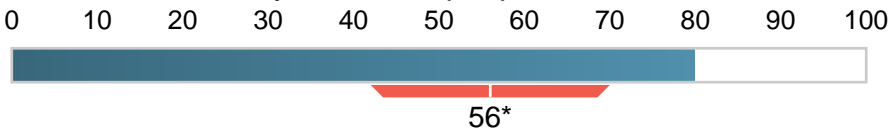


Competencies Hierarchy

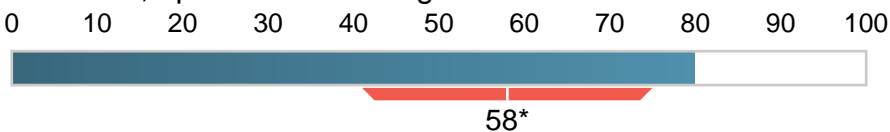
14. Resiliency - Quickly recovering from adversity.



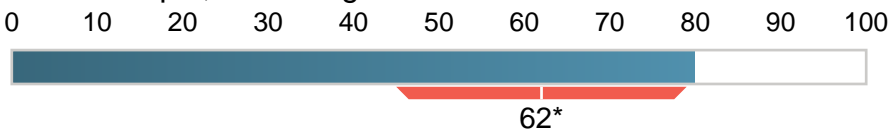
15. Project Management - Identifying and overseeing all resources, tasks, systems and people to obtain results.



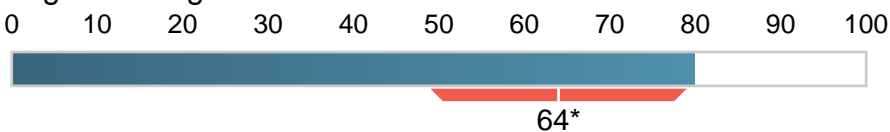
16. Influencing Others - Personally affecting others actions, decisions, opinions or thinking.



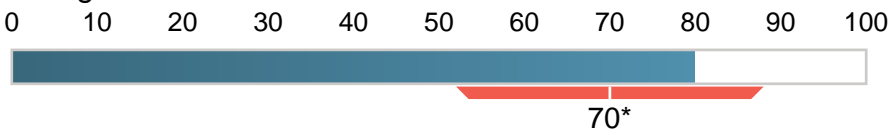
17. Continuous Learning - Taking initiative to regularly learn new concepts, technologies and/or methods.



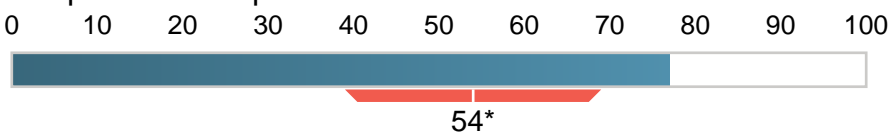
18. Self Starting - Demonstrating initiative and willingness to begin working.



19. Flexibility - Readily modifying, responding and adapting to change with minimal resistance.



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

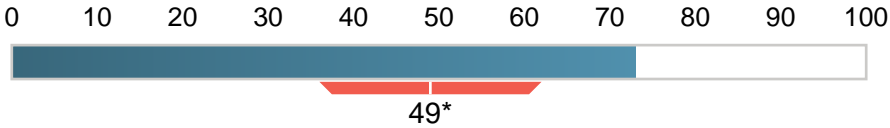


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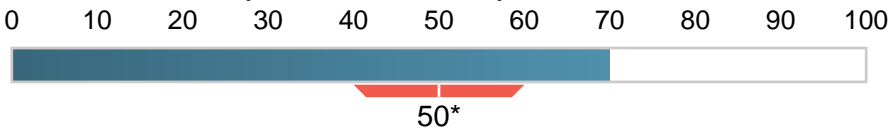
Competencies Hierarchy

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



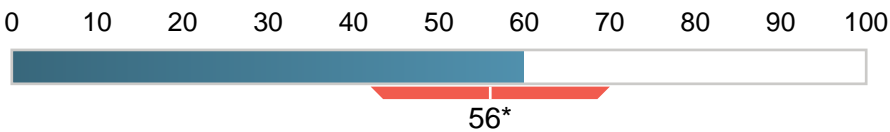
73

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



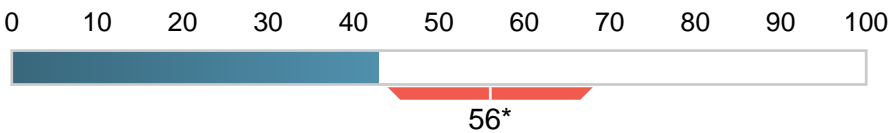
70

23. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.



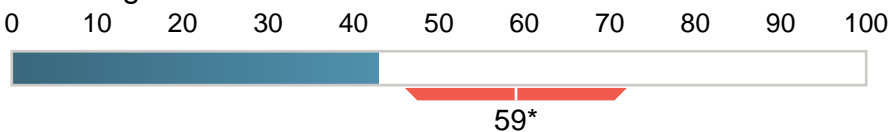
60

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



43

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



43

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



Introduction Behaviors

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*



Descriptors

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

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
Dominance	Influencing	Steadiness	Compliance
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

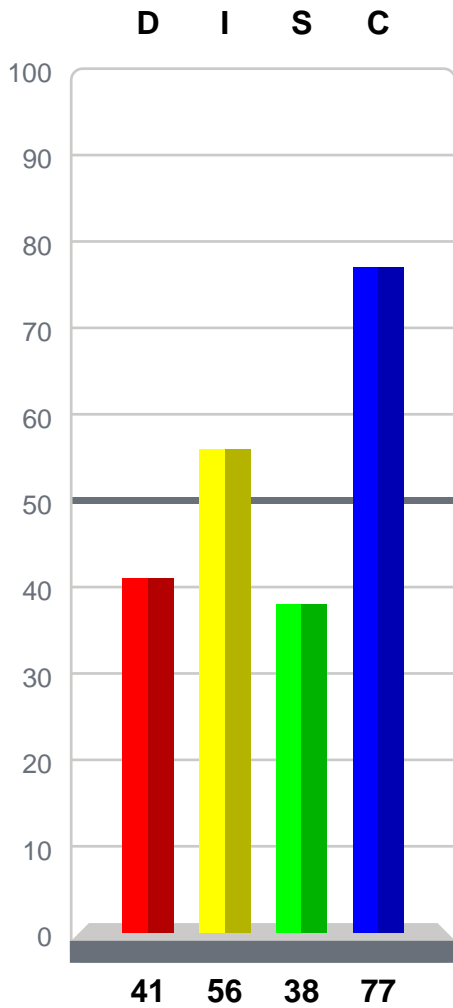


Style Insights® Graphs

1-8-2017

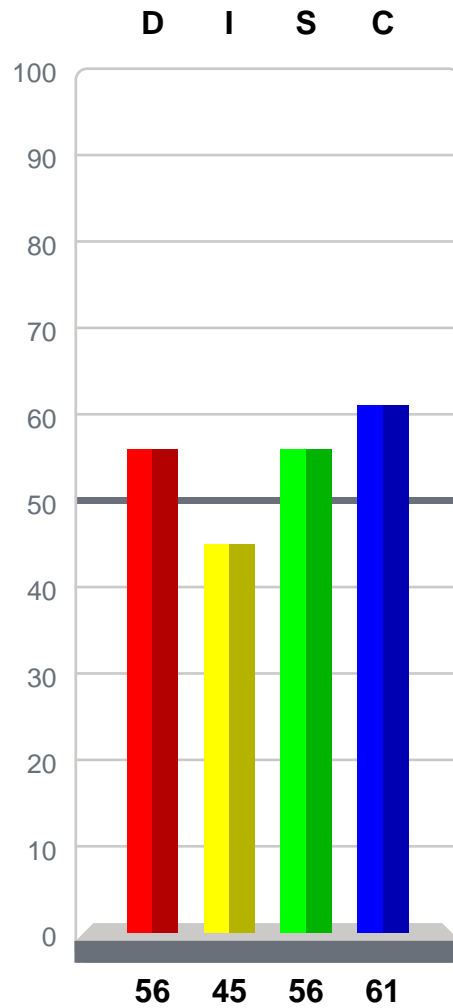
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



Natural and Adapted Style

Brian'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

Brian is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. He is results-oriented and likes to be innovative in his approach to problem solving. Brian is not necessarily confrontational by nature, but if a problem does exist he will not turn down the opportunity for confrontation.

Adapted

Brian sees the need to be somewhat conservative in his approach to solving problems. He wants to accept challenges but will be calculated in his response.

People - Contacts

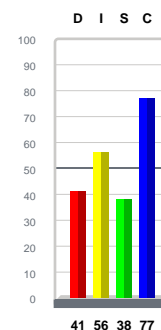
Natural

Brian is factual and logical in his attempt to persuade others. He looks at things in a rather direct and straightforward manner. His approach can be analytical and objective when attempting to influence others.

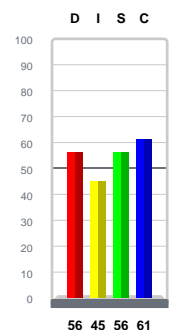
Adapted

Brian feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

Adapted Style



Natural Style





Natural and Adapted Style Continued



Pace - Consistency

Natural

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

Adapted

Brian feels the need for mobility and the absence of routine. He feels comfortable juggling several projects at one time and can move from one project to another fairly easily.

Procedures - Constraints

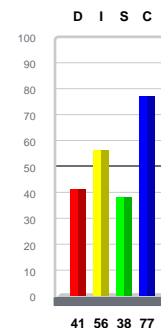
Natural

Brian is somewhat open-minded, but aware and sensitive to the implications of not following the rules. He can display balanced judgment in reviewing procedures. Knowing he is doing things well is a key reinforcement for him.

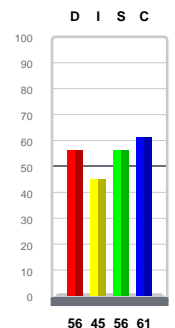
Adapted

Brian is displaying a natural concern for quality and procedures that acquire quality. He wants to know the rules so he can abide by them.

Adapted Style



Natural Style





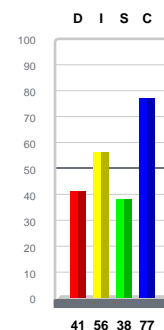
Checklist for Communicating

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

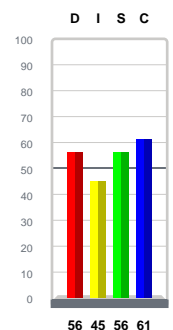
Ways to Communicate

- Give him time to verify reliability of your actions; be accurate, realistic.
- Motivate and persuade by referring to objectives and results.
- Read the body language--look for impatience or disapproval.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.
- Take issue with facts, not the person, if you disagree.
- Make an organized contribution to his efforts, present specifics and do what you say you can do.
- Be clear, specific, brief and to the point.
- Give him time to be thorough, when appropriate.
- Follow through, if you agree.
- Make an organized presentation of your position, if you disagree.
- Prepare your "case" in advance.
- Provide solid, tangible, practical evidence.

Adapted Style



Natural Style





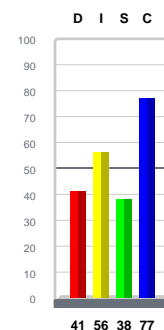
Checklist for Communicating Continued

This section of the report is a list of things NOT to do while communicating with Brian. Review each statement with Brian 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.

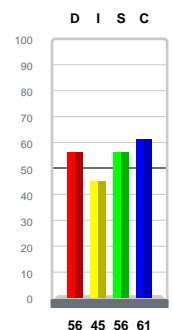
Ways **NOT** to Communicate

- Come with a ready-made decision, or make it for him.
- Speculate wildly, or offer guarantees and assurances where there is a risk in meeting them.
- Threaten, cajole, wheedle, coax or whimper.
- Ask rhetorical questions, or useless ones.
- Provide special, personal incentives.
- Use testimonies of unreliable sources; don't be haphazard.
- Make conflicting statements.
- Let disagreement reflect on him personally.
- Direct or order.
- Leave loopholes or cloudy issues if you don't want to be zapped.
- Push too hard, or be unrealistic with deadlines.

Adapted Style



Natural Style





Communication Tips

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



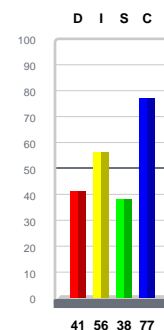
Areas for Improvement

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

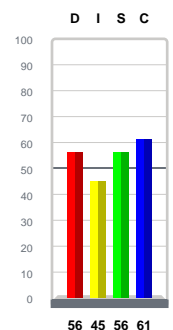
Brian has a tendency to:

- Be critical of any approach that is not regarded as purely logical or factual (to his standards).
- Hesitate to act without precedent.
- Prefer things to people--things don't show emotion or need restraint.
- Be defensive when threatened and use the errors and mistakes of others to defend his position.
- Select people much like himself.
- Tell ideas as opposed to sell ideas.
- Want full explanation before changes are made to ensure his understanding.
- Lean on supervisors if information and direction is not clear.

Adapted Style



Natural Style





Potential Behavioral and Motivational Strengths

This section describes the potential areas of strengths between Brian'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.

- Likes to do it right the first time and wants recognition for this.
- Sets high expectations for himself and has a process for achieving them.
- Gives clear instruction to what is needed to accomplish his goals.
- Comfortable in groups that are compliant but question traditions.
- Willing to work on any part of the process provided it's done the right way.
- Will catch the mistakes of others and try to correct them with current data.
- Helps those who are willing to work for great results through a detailed process.
- Will provide the necessary details to hold others accountable.
- Paints a very detailed picture for others to follow.
- Clearly defines and clarifies procedures by researching and providing all available information.
- His desire to learn more allows processes to become more effective.
- Will ask all of the questions and gather all the data to make every outcome the best it can be.



Potential Behavioral and Motivational Conflict

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

- He will only feel effective when he can accomplish his agenda through structure.
- Will control all of the details for fear of a tainted image.
- Nothing is good enough, unless it's the best.
- May obsess over new ways of doing things, especially if the current process is flawed.
- Difficulty seeing past policy violations, unless the violation leads to a better result.
- Can over focus on unimportant details when reviewing new systems.
- Wants to see results but also has a desire to police the happenings of the organization.
- Sets unwanted rules for others, but does so for the good of the company.
- Viewed by others as a "watchdog", but wants to be seen as trying to help the business move in the right direction.
- May be seen as a procrastinator due to his desire for all information and fear of making a mistake.
- Never enough facts to prove the new theory.
- May appear overly data- or theory-focused.



Keys to Motivating

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

Brian wants:

- Recognition for calculated risk-taking and plans for action.
- The understanding from management that he thinks in terms of long-term impact on the image of the business.
- High standards within his control.
- A manager that is compliant, however is open to improving existing activities.
- To be seen as the subject matter expert on new company policies, systems and philosophies.
- Accountability for others to follow rules and the opportunity to challenge the status quo.
- Processes and procedures for maintaining compliance while getting results.
- The information and facts necessary to help others achieve organizational goals.
- The organization to maintain rules and procedures when assisting those who are willing to work toward organizational goals.
- Time to gather data and facts in order to work through challenges and conflicts.
- Access to all necessary information and instruction manuals in order to do things right.
- To understand why a procedure needs to be changed prior to the start of the project.



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.

Seeking "All" of The Facts

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

Possible Causes:

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

Possible Solutions:

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

Fear of Mistakes

Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

Possible Causes:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

Possible Solutions:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes





Time Wasters *Continued*

Overreacting To Constructive Criticism

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

Possible Causes:

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

Possible Solutions:

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

Looking For "Hidden Meaning"

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

Possible Causes:

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

Possible Solutions:

- Ask questions
- Share initial evaluation/opinion with others



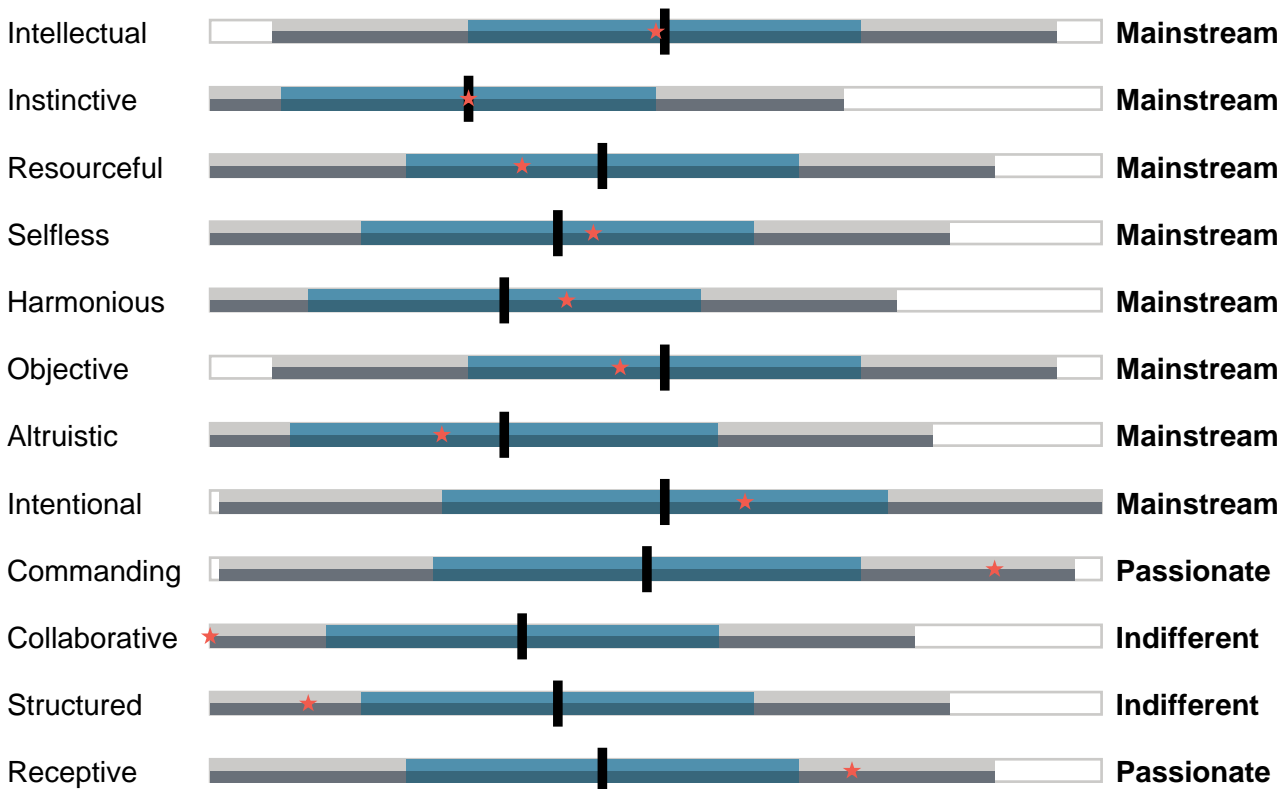


Areas for Awareness

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 2015



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

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



Keys to Managing

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

Brian needs:

- To set goals that are within reach.
- To understand that other people do not see the world as black and white as he does.
- To be seen as the "owner" of procedures and protocol.
- Time to determine if new and innovative ideas can improve the existing framework, process and systems.
- To be promoted as a champion for new ideas along with the ability to review facts and data.
- Clearly defined roles, expectations and standards with the freedom to expand.
- To utilize his drive to show how people fit in the detailed plan.
- To be involved in determining how new procedures may enhance people's productivity.
- A manager that applies all rules to drive the business.
- To make presentations on information gained in a palatable manner depending on the given audience.
- Access to appropriate resources and tools for learning new information within the organizational framework.
- To ask questions when evaluating others' efforts instead of making judgments on the perceived lack of detail.



Getting the Most From Your Report

Questions about the personal skills you are well developed in:

- Are you using the personal skills you are well developed in more in your personal or professional life?
- How is your development of these personal skills contributing to your success?
- How can you use these personal skills to advance your career, get a promotion or secure a better job?
- Do other people know that you are well developed in these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you are developed and moderately developed:

- How has not fully developing these personal skills hindered your ability to succeed personally or professionally?
- Which of these personal skills might help you the most personally, if you developed them more thoroughly?
- Which of these personal skills might help you the most professionally, if you developed them more thoroughly?

Questions about the personal skills you have not yet developed:

- Which of these personal skills might help you the most personally, if you developed them?
- Which of these personal skills might help you the most professionally, if you developed them?



Development Indicator

Based on Scores

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





Summary of Competencies

Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals.

1. **Planning and Organizing:** Establishing courses of action to ensure that work is completed effectively.
 - Works effectively within established systems.
 - Utilizes logical, practical and efficient approaches.
 - Prioritizes tasks for optimum productivity.
 - Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
 - Anticipates probable effects, outcomes and risks.
 - Develops contingency plans to minimize waste, error and risk.
 - Allocates, adjusts and manages resources according to priorities.
 - Monitors implementation of plans and makes adjustments as needed.
 - Establishes action plans to ensure desired results.
 - Allows for practical, systematic and organized conclusions.

2. **Conflict Management:** Understanding, addressing and resolving conflict constructively.
 - Readily identifies and addresses issues, concerns or conflicts.
 - Recognizes opportunities for positive outcomes in conflict situations.
 - Reads situations accurately to pinpoint critical issues.
 - Listens to gain understanding of an issue from different perspectives.
 - Diffuses tension and effectively handles emotional situations.
 - Assists people in adversarial positions to identify common interests.
 - Strives to settle differences equitably.
 - Settles differences without damaging relationships.
 - Strives to limit the negative aspects of conflict while increasing the positive.
 - Focuses on enhancing learning and group outcomes, including effectiveness or performance.

3. **Personal Accountability:** Being answerable for personal actions.
 - Demonstrates the ability to self evaluate.
 - Strives to take responsibility for his actions.
 - Evaluates many aspects of his personal actions.
 - Recognizes when he 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.



Summary of Competencies

4. 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.
 - Expends 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.

5. 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.

6. Employee Development/Coaching: Facilitating, supporting and contributing to the professional growth of others.
 - Inspires confidence in others' ability to grow professionally.
 - Identifies and facilitates developmental opportunities.
 - Encourages initiative and improvement.
 - Provides opportunities for enhancement.
 - Gives new and challenging work assignments.
 - Acknowledges and praises improvements.
 - Supports, coaches and mentors the development of others.
 - Views mistakes as opportunities for learning.
 - Promotes learning and professional growth.
 - Understands the uniqueness and current level of each participant.



Summary of Competencies

7. 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.

8. Understanding Others: Understanding the uniqueness and contributions of others.
 - Demonstrates the ability to evaluate others.
 - Strives to understand the unique qualities of all people.
 - Evaluates many aspects of the people in his surroundings.
 - Recognizes how other people can contribute.
 - Accepts individuals' unique abilities and looks for ways for them to contribute.
 - Utilizes feedback to identify strengths in other people.
 - Seeks to understand how certain decisions can impact others.
 - Sees the unique contributions of colleagues.
 - Relates and connects with others.
 - Understands the unique motivations, needs and aspirations of others.

9. Time and Priority Management: Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.
 - Effectively manages difficulties and delays to complete tasks on time.
 - Effectively manages time and priorities to meet deadlines.
 - Presents completed tasks on or before the deadline.
 - Demonstrates an ability to maintain deadlines in the midst of crisis.
 - Strives to improve prioritization.
 - Balances timelines and desired outcomes.
 - Takes initiative and prioritizes tasks to stay on schedule.
 - Accepts responsibility for deadlines and results.
 - Creates an environment conducive to effectiveness.
 - Reduces the amount of time spent on non-priorities.



Summary of Competencies

10. Appreciating Others: Identifying with and caring about others.
 - Demonstrates genuine concern for others.
 - Respects and values people.
 - Wants to ensure people experience positive emotions.
 - Expends considerable effort to impact the needs, concerns and feelings of others.
 - Advocates for the interests, needs and wants of others.
 - Demonstrates sensitivity and understanding.
 - Takes personal and/or professional risks for the sake of others.
 - Recognizes and enjoys the good qualities of others.
 - Provides support, appreciation and recognition.
 - Displays kindness and concern for others.

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

12. 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.



Summary of Competencies

13. Leadership: Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.
 - Inspires others with compelling visions.
 - Takes risks for the sake of purpose, vision or mission.
 - Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
 - Demonstrates optimism and positive expectations of others.
 - Delegates appropriate levels of responsibility and authority.
 - Involves people in decisions that affect them.
 - Addresses performance issues promptly, fairly and consistently.
 - Adapts methods and approaches to create an environment to allow others to be successful.
 - Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
 - Demonstrates loyalty to constituents.

14. 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.

15. Project Management: Identifying and overseeing all resources, tasks, systems and people to obtain results.
 - Identifies all required components to achieve goals, objectives or results.
 - Demonstrates the ability to utilize the right people to complete the project.
 - Establishes high performance standards.
 - Holds people accountable and is focused on goals and priorities.
 - Identifies barriers to objectives and removes them.
 - Delegates appropriate responsibilities and authority.
 - Ensures adequate resources are available to achieve objectives.
 - Makes decisions that benefit the outcome of the project.
 - Plans, organizes, motivates and controls resources, procedures and protocols to achieve specific goals.
 - Maintains the objectives while honoring designated constraints.



Summary of Competencies

16. 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.

17. Continuous Learning: Taking initiative to regularly learn new concepts, technologies and/or methods.
 - Demonstrates curiosity and enthusiasm for learning.
 - Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
 - Keeps abreast of current or new information through reading and other learning methods.
 - Actively interested in new technologies, processes and methods.
 - Welcomes or seeks assignments requiring new skills and knowledge.
 - Expends considerable effort and/or time on learning.
 - Genuinely enjoys learning.
 - Identifies opportunities to gain knowledge.
 - May be considered a knowledgeable resource by others.
 - Enjoys new resources or methods for learning.



Summary of Competencies

18. Self Starting: Demonstrating initiative and willingness to begin working.
 - Possesses a strong work ethic and belief in getting results.
 - Takes initiative and does whatever it takes to achieve objectives.
 - Projects self-assurance in getting the task started.
 - Starts quickly to avoid setbacks.
 - Asserts self in personal and professional life.
 - Willing to begin working regardless of circumstances.
 - Accepts personal responsibility for achieving personal and professional goals.
 - Functions effectively and achieves results regardless of circumstances.
 - Takes initiative and acts without waiting for direction.
 - Displays self-confidence, conscientiousness, assertiveness, persistence and is achievement-oriented.

19. Flexibility: Readily modifying, responding and adapting to change with minimal resistance.
 - Responds promptly to shifts in direction, priorities and schedules.
 - Demonstrates agility in accepting new ideas, approaches and/or methods.
 - Effective in shifting priorities and tasks.
 - Modifies methods or strategies to fit changing circumstances.
 - Adapts personal style to work with different people.
 - Maintains productivity during transitions.
 - Embraces and/or champions a shift in activity.
 - Strives to adapt to situational demands.
 - Capable of changing or adjusting to meet particular or varied needs.
 - Able to step outside their comfort zone and try something they haven't done before.

20. Problem Solving: Defining, analyzing and diagnosing key components of a problem to formulate a solution.
 - Anticipates, identifies and resolves problems or obstacles.
 - Utilizes logical processes to analyze and solve problems.
 - Defines the causes, effects, impact and scope of problems.
 - Identifies the multiple components of problems and their relationships.
 - Prioritizes steps to a solution.
 - Defines and develops criteria for optimum solutions.
 - Evaluates the potential impact of possible solutions.
 - Looks for specific goals, clearly defined solution paths, and/or clear expected solutions.
 - Allows for initial planning including some abstract thinking to come up with creative solutions.
 - Understands and defines the problem before jumping to a solution.



Summary of Competencies

21. **Futuristic Thinking:** Imagining, envisioning, projecting and/or creating what has not yet been actualized.
 - Demonstrates an ability to connect the dots and see the big picture.
 - Looks beyond the forces driving the current reality that may have long-term effects.
 - Utilizes foresight and intuitive perception as well as factual events to draw inferences.
 - Recognizes, supports and/or champions cutting-edge ideas.
 - Anticipates future trends or events.
 - Envisions possibilities others may not.
 - Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
 - Creates an environment where forward thinking is the norm not the exception.
 - Envisions ideas that may be seen as unobtainable by others.
 - Mentally lives in the future and does not allow current technology to cloud their vision.

22. **Decision Making:** Analyzing all aspects of a situation to make consistently sound and timely decisions.
 - Demonstrates an ability to make thorough decisions in a timely manner.
 - Gathers relevant input and develops a rationale for making decisions.
 - Evaluates the impact or consequences of decisions before making them.
 - Acts decisively once all aspects have been analyzed.
 - Focuses on timely decisions after the situations have been completely diagnosed.
 - Willing to update decisions if more information becomes available.
 - Provides a rationale for decisions when necessary.
 - Systematically analyzes information before making a decision.
 - Looks at all aspects of a situation including historical components.
 - Asks the right questions rather than making assumptions to produce a timely decision.



Summary of Competencies

23. Diplomacy: Effectively and tactfully handling difficult or sensitive issues.
 - Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
 - Understands cultural, climate and organizational issues.
 - Adapts conduct and communications to "politically correct" standards.
 - Effectively leverages networks of influence to enable progress.
 - Is sensitive to the needs of special interest groups within organizations.
 - Builds relationships and networks with key people of influence.
 - Provides advice, counsel and mentoring on organizational issues.
 - Utilizes both formal and informal networks internally to obtain support and achieve results.
 - Expresses the context of a situation in a non-confrontational or positive manner.

24. Creativity and Innovation: Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.
 - Notices unique patterns, variables, processes, systems or relationships.
 - Expresses non-traditional perspectives and/or novel approaches.
 - Synthesizes data, ideas, models, processes or systems to create new insights.
 - Challenges established theories, methods and/or protocols.
 - Encourages and promotes creativity and innovation.
 - Modifies existing concepts, methods, models, designs, processes, technologies and systems.
 - Develops and tests new theories to explain or resolve complex issues.
 - Applies unorthodox theories and/or methods.
 - Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.
 - Combines knowledge, curiosity, imagination, and evaluation to achieve desired results.



Summary of Competencies

25. Conceptual Thinking: Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.
- Demonstrates the ability to identify patterns, themes or connections not noticed by others.
 - Gathers hypothetical or abstract concepts to formulate new insights.
 - Evaluates many patterns to formulate connections.
 - Recognizes unique or unusual perspectives.
 - Envisions hypothetical situations to formulate new concepts.
 - Utilizes patterns to develop new ways to process information.
 - Observes and analyzes data to create new methods, techniques or processes.
 - Sees new possibilities by dissecting the situation and examining the parts.
 - Integrates issues and factors into a practical framework.
 - Understands a situation or problem by identifying patterns or connections, to address key underlying issues.