TTI SUCCESS INSIGHTS®

TriMetrix® HD

Management-Staff Coaching

Samuel Sample
VP of Samples
TTI
4-21-2026

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Introduction

Understanding the Coaching Report

The TriMetrix HD Report is designed to enhance understanding of an individual's natural strengths and areas for growth. It explores four key areas: behaviors, driving forces, acumen and personal competencies. By gaining insight across these areas, individuals can support personal growth and improve effectiveness in a range of professional and personal contexts.

The following pages provide a comprehensive view of Samuel's patterns and preferences across multiple dimensions, presented in five main sections:

Behaviors

This section examines Samuel's behavioral style, offering insight into how he may naturally approach tasks, interactions, and different environments, as well as where additional energy or focus may be required.

Driving Forces

This section explores Samuel's personal motivators, which influence the types of people, tasks, and ideas that may feel energizing or more draining. Understanding these drivers can help clarify what supports engagement, satisfaction, and sustained effort over time.

Integrating Behaviors & Driving Forces

This section explores how Samuel's behavioral style and personal drivers combine to shape his overall approach. It highlights how these elements may influence how he responds to different people, tasks, and environments.

Competencies (TTI DNA)

This section explores Samuel's personal skills across 25 competencies, providing insight into current levels of proficiency. These competencies are grouped into three categories: Thinking, Working, and Relating, which reflect how he processes information, approaches tasks, and connects with others in day-to-day situations.

Acumen Capacity Index

This section explores Samuel's patterns of thought and perception using the Hartman Value Profile (HVP). It highlights how he may interpret experiences, make decisions, and form judgements across different situations.

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Introduction

Behaviors Section

Understanding how individuals tend to respond to different situations can provide valuable insight into how they approach tasks, interact with others, and adapt to his environment. Behavior is influenced by both natural tendencies and learned experiences, shaping how people operate across a range of contexts.

This section measures four key dimensions of behavior, which are important for understanding everyday tendencies:

- Samuel's approach to problems and challenges.
- Samuel's approach to people and contact.
- Samuel's approach to pace and consistency.
- Samuel's approach to procedures and constraints.

The insights provided here explore how Samuel may naturally behave across different situations. While the report aims to be accurate, it may not capture every nuance of context or experience. For a balanced perspective, consider reflecting on these insights alongside real-world examples and feedback from others.

All people exhibit all four behavioral factors to varying degrees of intensity. –W.M. Marston

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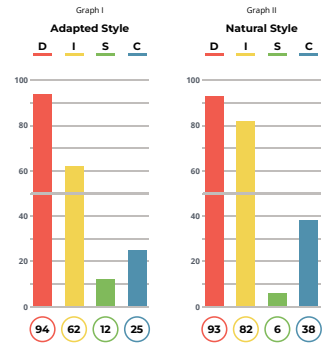
Behavioral Characteristics

Based on Samuel'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 Samuel's natural behavior.

Samuel embraces visions not always seen by others. Samuel's creative mind allows him to see the "big picture." He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He prefers an environment with variety and change. He is at his best when many projects are underway at once. Samuel is extremely results-oriented, feeling a sense of urgency to complete projects quickly. He is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see him as a self-starter dedicated to achieving results. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. Samuel seeks his own solutions to problems. In this way, his independent nature comes into play. He is a goal-oriented individual who believes in harnessing people to achieve goals. He needs people with other strengths on his team.

Samuel will work long hours until a tough problem is solved. After it is solved, Samuel may become bored with any routine work that follows. He likes to make decisions quickly. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. He prefers authority equal to his responsibility. Samuel is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

Samuel tends to be intolerant of people who seem ambiguous or think too slowly. He challenges people who volunteer their opinions. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He may sometimes



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Behavioral Characteristics

Continued

mask his feelings in friendly terms. If pressured, Samuel's true feelings may emerge. Samuel may lack the patience to listen and communicate with slower acting people. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He may lose interest in what others are saying if they ramble and fail to speak to the point. His active mind is already moving ahead. He tends to influence people by being direct, friendly, and results-oriented.

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Value to the Organization

This section of the report identifies the specific talents and behavior Samuel 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, making him an integral part of the team.

1. Thinks big.
2. Self-starter.
3. Forward-looking and future-oriented.
4. Ability to change gears fast and often.
5. Accomplishes goals through people.
6. Usually makes decisions with the bottom line in mind.
7. Will join organizations to represent the company.
8. Sense of urgency.

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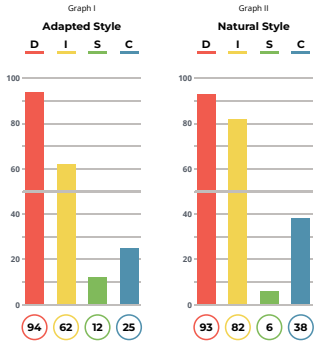
Checklist for Communicating

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 Samuel. 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 Samuel most frequently.

Ways to Communicate

1. Give strokes for his involvement.
2. Understand his sporadic listening skills.
3. Put projects in writing with deadlines.
4. Support the results, not the person, if you agree.
5. Support and maintain an environment where he can be efficient.
6. Present the facts logically; plan your presentation efficiently.
7. Be specific and leave nothing to chance.
8. Read the body language—look for impatience or disapproval.
9. Verify that the message was heard.
10. Come prepared with all requirements, objectives, and support material in a well-organized "package."
11. Provide time for fun and relaxing.
12. Ask specific (preferably "what?") questions.



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Checklist for Communicating

Continued

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

1. Ramble or waste his time.
2. Assume he heard what you said.
3. Ask rhetorical questions or useless ones.
4. Try to build personal relationships.
5. Come with a ready-made decision or make it for him.
6. Let him change the topic until you are finished.
7. Reinforce agreement with "I'm with you."
8. Forget to follow-up.
9. Use a paternalistic approach.
10. Try to convince by "personal" means.
11. Be redundant.
12. Let disagreement reflect on him personally.

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Communication Tips

This section provides suggestions for methods which will improve Samuel'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, Samuel 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.

Compliance

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

Dominance

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

Steadiness

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, non-threateningly.
- ✔ Ask "how?" questions to draw their opinions.
- ⊘ Rushing headlong into business.
- ⊘ Being domineering or demanding.
- ⊘ Forcing them to respond quickly to your objectives.

Influence

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

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Perceptions

See Yourself As Others See You

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

Samuel usually sees himself as being:

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

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

- ✔ Demanding
- ✔ Nervy
- ✔ Egotistical
- ✔ Aggressive

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

- ✔ Abrasive
- ✔ Controlling
- ✔ Arbitrary
- ✔ Opinionated

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The Absence of a Behavioral Factor

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

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

- The need for juggling many tasks at once may jeopardize quality.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- Avoid projects that require constant focus without any room for variance in task.

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

- Recognize that others may move at a slower pace.
- Rambling, written or verbal, will be avoided to the point of missing a deadline.
- Seek environments where change is rewarded rather than discouraged.

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Descriptors

Based on Samuel'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	**Influence**	**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

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Natural & Adapted Style

Samuel'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

Samuel tends to deal with problems and challenges in a demanding, driving, and self-willed manner. He is individualistic in his approach and actively seeks goals. Samuel will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.

Adapted

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

People & Contacts

Natural

Samuel is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. Samuel is trusting and also wants to be trusted.

Adapted

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

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Natural & Adapted Style

Pace & Consistency

Natural	Adapted
Samuel is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.	Samuel sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency.

Procedures & Constraints

Natural	Adapted
Samuel is independent by nature and somewhat self-willed. He is open to new suggestions and can, at times, be seen as somewhat freewheeling. He is most comfortable in an environment where the constraints can be "loosened" for certain situations.	Samuel sees the environment with few constraints. He feels the necessity to rebel at too many constraints and may even flaunt this independence.

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Adapted Style

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

1. Questioning the status quo and seeking more effective ways of accomplishment.
2. A competitive environment combined with a high degree of people skills.
3. Quickly responding to crisis and change with a strong desire for immediate results.
4. Exhibiting an active and creative sense of humor.
5. Moving quickly from one activity to another.
6. Having the ability to see the "big picture" as well as the small pieces of the puzzle.
7. A good support team to handle paperwork.
8. Dealing with a wide variety of work activities.
9. Skillful use of vocabulary for persuasive situations.
10. Working without close supervision.
11. Handling a variety of activities.

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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.

Poor Delegation

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

Possible Causes:

1. Do not want to give up control
2. Do not trust the abilities of others
3. Do not understand the abilities of others
4. Fear the talents of others
5. Do not want to overload others

Possible Solutions:

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

Firefighting

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

Possible Causes:

1. Desire to solve problems quickly and sometimes without adequate information
2. Lack of delegation
3. Lack of standard operating procedures
4. Poor/wrong priorities
5. Failure to fit intensity to the situation

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Time Wasters
Continued

Possible Solutions:

1. Establish a plan
2. Create operational procedures for tasks and known problems
3. Establish a "management by objectives" approach

Lack of a Written Plan

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

Possible Causes:

1. Action oriented, want to get things done now
2. Priorities keep changing (self- or other-imposed)
3. Have been successful without a plan in the past
4. Want to "go with the flow" and not be stifled by a written daily agenda

Possible Solutions:

1. Write down personal and job-related values and prioritize them
2. Write out a long-term plan that will support those values
3. Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

Crisis Management

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

Possible Causes:

1. Lack planning
2. Place unrealistic time requirements on people and tasks
3. Always looking for problems to solve

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Time Wasters
Continued

Possible Solutions:

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

Snap Decisions

Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

Possible Causes:

1. Impatience overrides need to wait for more information
2. Try to do too much
3. Failure to plan in advance
4. Lack specific goals

Possible Solutions:

1. Ask for recommendations
2. Establish process for decisions prior to situation occurring
3. Establish standard operating procedures and alternative procedures for possible problems

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Areas for Improvement

In this area is a listing of possible limitations without regard to a specific job. Review with Samuel 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.

Samuel has a tendency to:

1. Dislike routine work or routine people—unless he sees the need to further his goals.
2. Keep too many balls in the air; if his support is weak, he will have a tendency to drop some of those balls.
3. Have no concept of the problems that slower-moving people may have with his style.
4. Have trouble delegating—can't wait, so does it himself.
5. Be so concerned with the big picture that he forgets to see the details.
6. Blame, deny, and defend his position—even if it is not needed.
7. Resist participation as part of the team, unless seen as a leader.
8. Make "off the cuff" remarks that are often seen as personal prods.
9. Be disruptive because of his innate restlessness and disdain for sameness.

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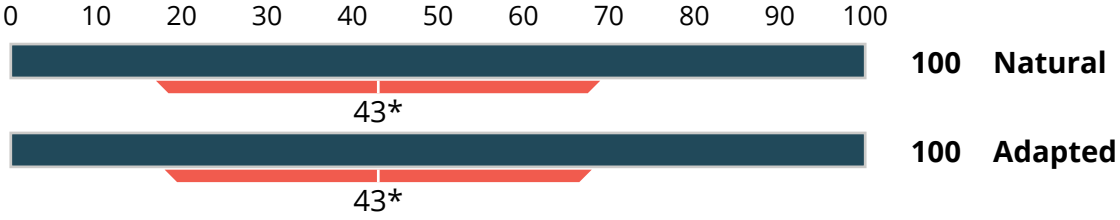
Behavioral Hierarchy

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

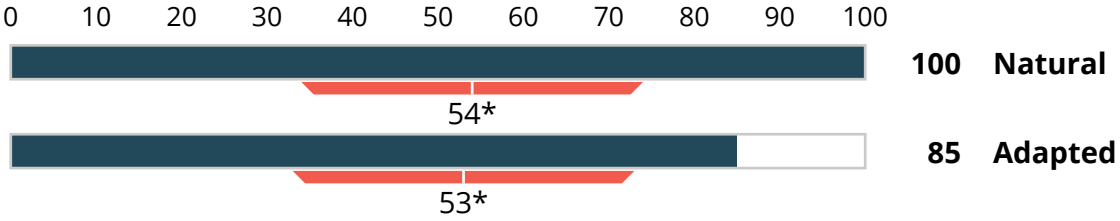
1. Urgency - Take immediate action.



100 **Natural**

100 **Adapted**

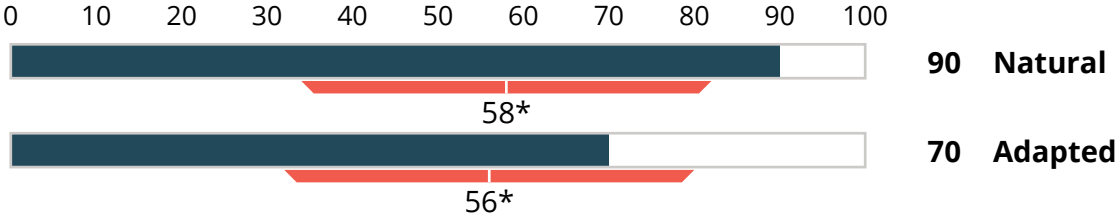
2. Versatile - Adapt to various situations with ease.



100 **Natural**

85 **Adapted**

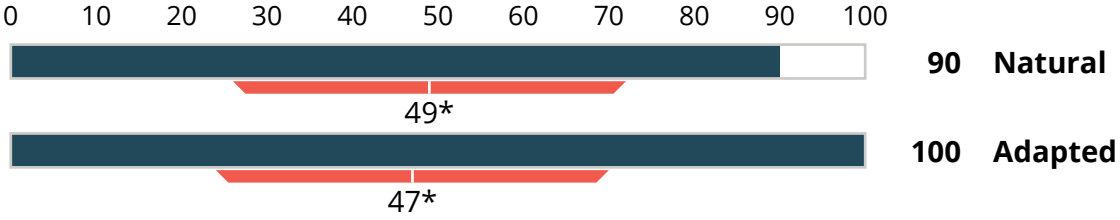
3. Interaction - Frequently engage and communicate with others.



90 **Natural**

70 **Adapted**

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



90 **Natural**

100 **Adapted**

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

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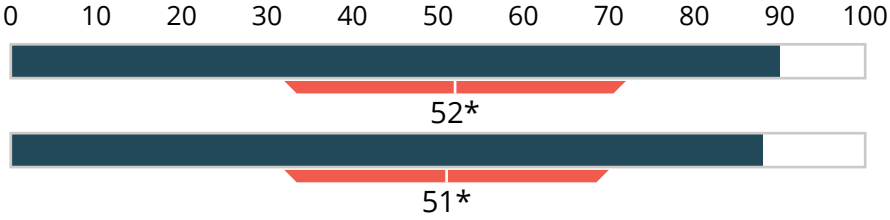
Behavioral Hierarchy

Continued

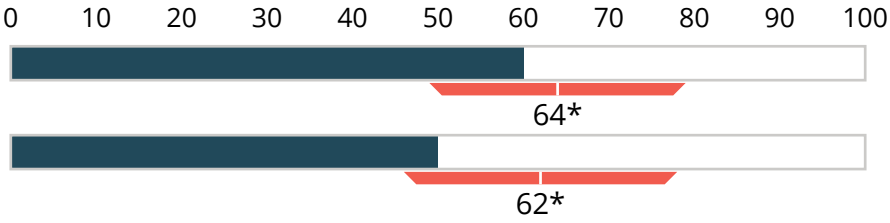
5. Frequent Change - Rapidly shift between tasks.



90 Natural

88 Adapted

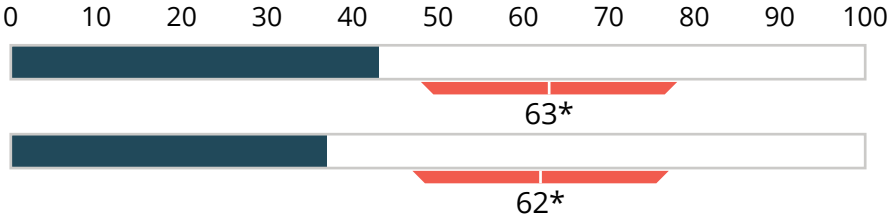
6. People-Oriented - Build rapport with a wide range of individuals.



60 Natural

50 Adapted

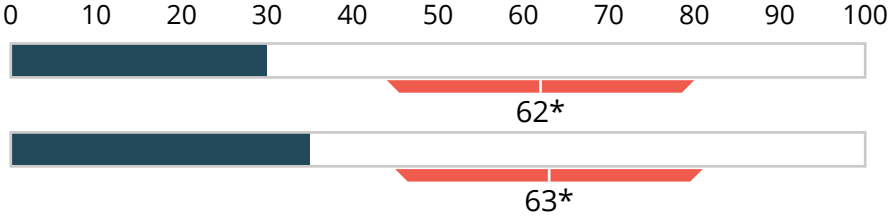
7. Customer-Oriented - Identify and fulfill customer expectations.



43 Natural

37 Adapted

8. Persistence - Finish tasks despite challenges or resistance.



30 Natural

35 Adapted

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

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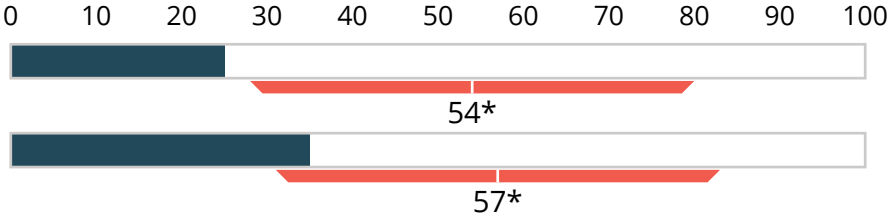
Behavioral Hierarchy

Continued

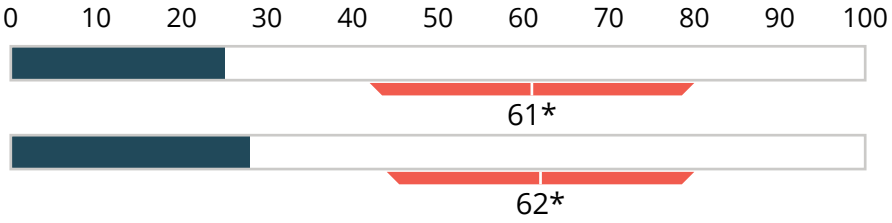
9. Analysis - Compile, confirm and organize information.



25 Natural

35 Adapted

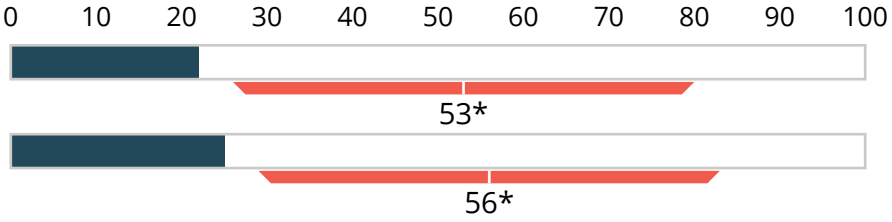
10. Following Policy - Adhere to rules, regulations, or existing methods.



25 Natural

28 Adapted

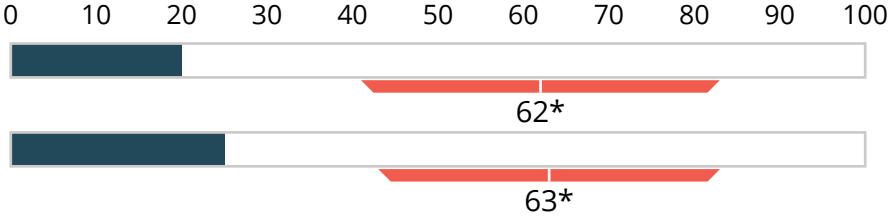
11. Organized Workplace - Establish and maintain specific order in daily activities.



22 Natural

25 Adapted

12. Consistent - Perform predictably in repetitive situations.



20 Natural

25 Adapted

SIA: 94-62-12-25 (11) SIN: 93-82-06-38 (12)
* 68% of the population falls within the shaded area.

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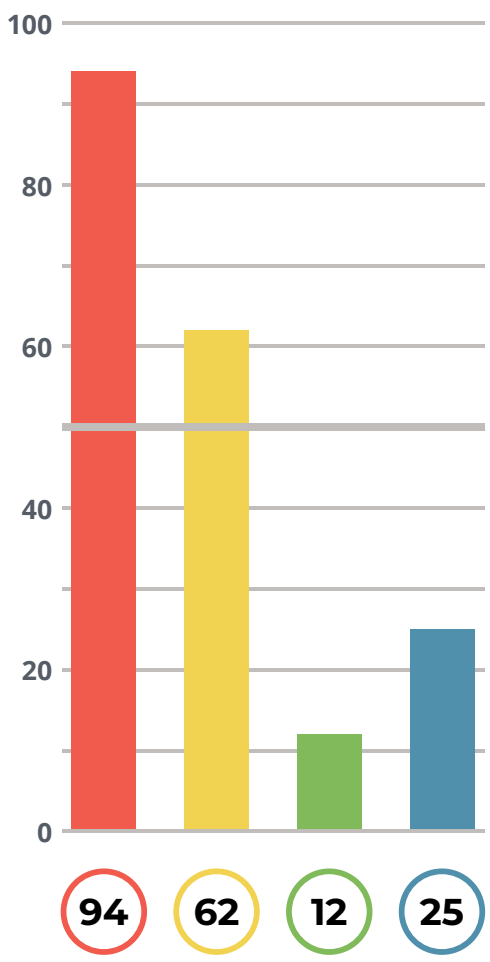
Style Insights® Graphs

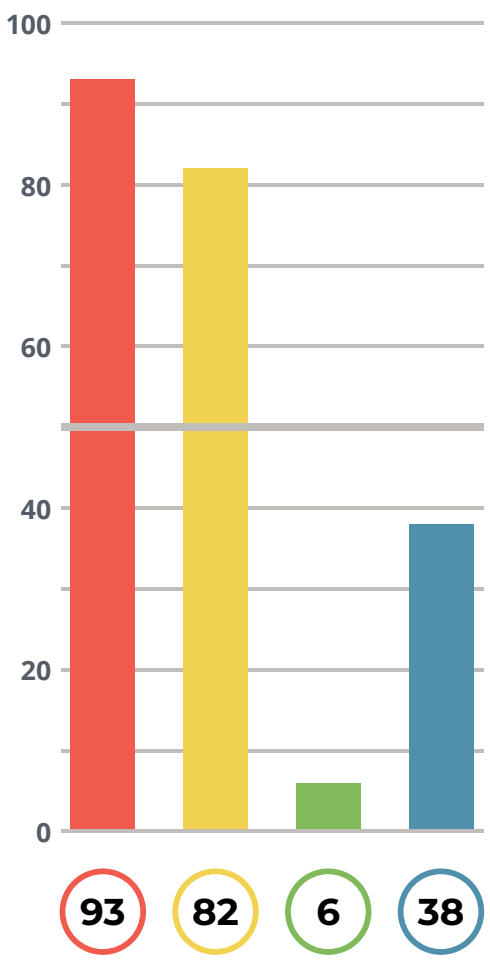
Graph I

Adapted Style



Graph II

Natural Style



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Samuel Sample

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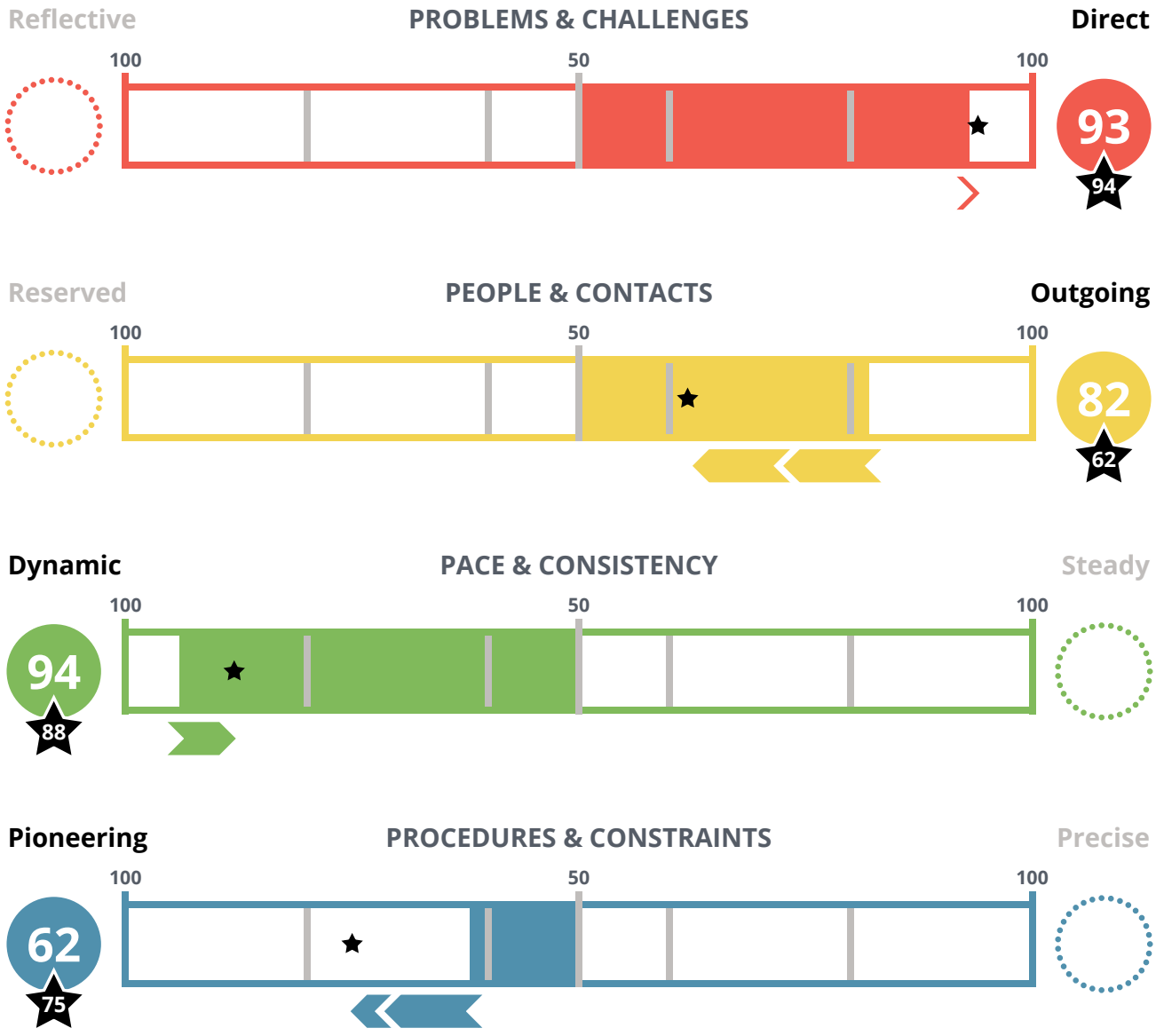
Behavioral Continuum

Everyone has a varying level of the four main behavioral factors that create their own personal style. Each side of those factors lives on a continuum, and the combination influences individuals' levels of engagement in different situations. The graph below is a visual representation of where Samuel falls within each continuum.



★ **Adapted Position**
Adapted Movement

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The TTI Success Insights® Wheel

The TTI Success Insights® Wheel is a powerful tool first 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 to which 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.

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The TTI Success Insights® Wheel

Samuel Sample
TTI
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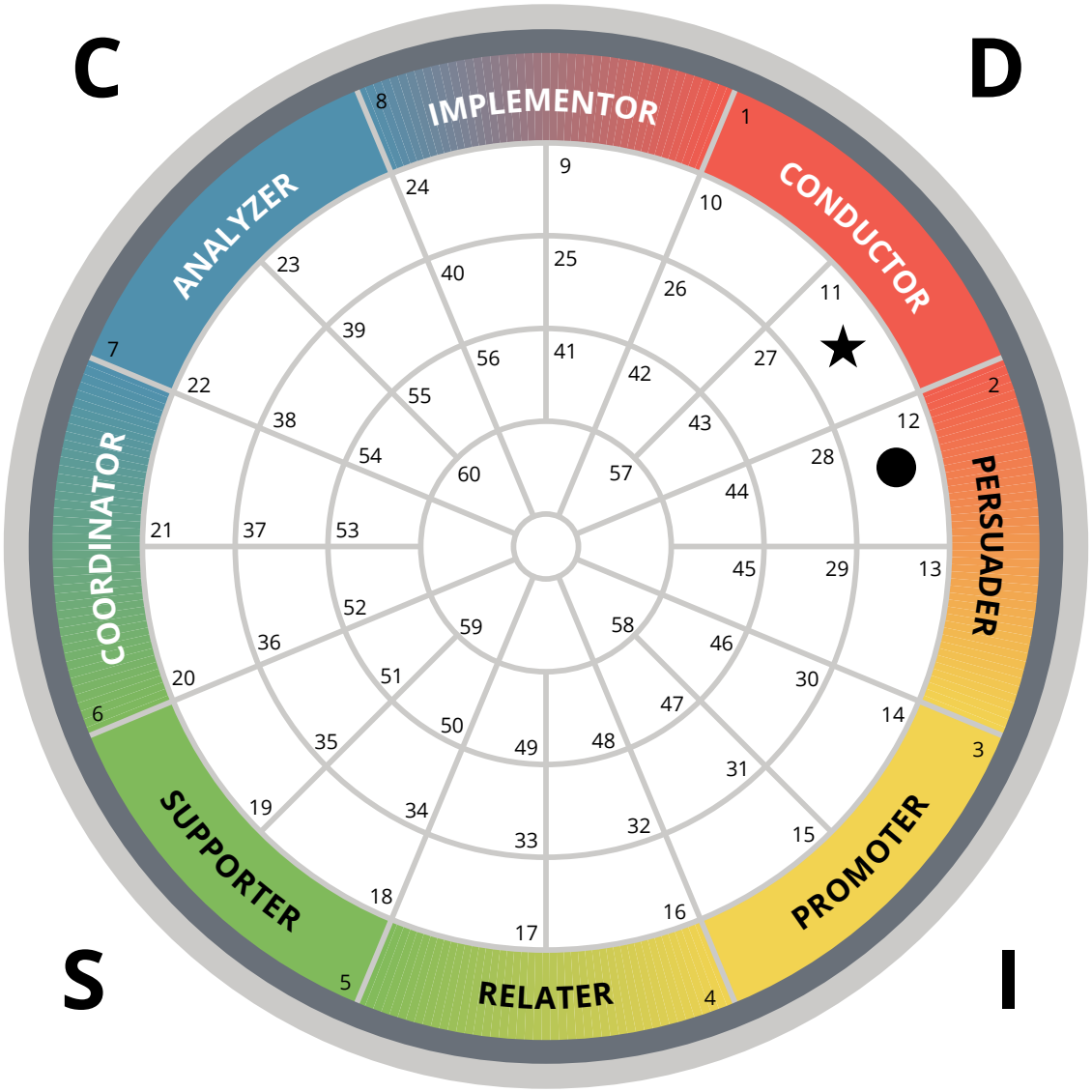

Adapted: ★ (11) PERSUADING CONDUCTOR
Natural: ● (12) CONDUCTING PERSUADER
Norm 2021 R4

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Introduction

Driving Forces Section

Understanding what motivates individuals can provide valuable insight into the energy they bring to different tasks, people, and situations. Driving Forces influence what feels engaging or draining, shaping priorities, decisions, and the way individuals apply their effort over time.

This report explores 12 key dimensions of motivation, reflecting the underlying drivers that may influence how Samuel leads, engages others, and approaches different responsibilities.

The goal of this section is to help him better understand the motivations that shape his leadership approach and decisions. With this understanding, he can:

- Recognize what naturally engages and energizes them.
- Understand what may feel less motivating or require more effort.
- Make more informed choices about how he leads, communicates, and creates engagement across different individuals and situations.

By understanding Samuel's Driving Forces, he can make more intentional decisions about how to lead, where to focus energy, and how to create conditions that support engagement and effectiveness in others.

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Driving 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.

Samuel is motivated by increasing productivity and efficiency. He is driven by a long list of wants and will work hard to achieve them. He is driven to be very diligent and resourceful. He views people as a resource to achieve results. Samuel can buffer the feelings of others to drive business. He sees the world as a toolset with which to accomplish his goals. He will challenge the status quo to keep momentum moving. He is always looking for new ways to accomplish routine tasks. When Samuel feels strongly about a situation, he will argue that the "end justifies the means." He wants to control his own destiny and impact the destiny of others. If knowledge of a specific subject is not of interest, or is not required for success, Samuel will have the tendency to rely on his intuition or practical information in this area. He may prefer pleasant experiences for himself and others.

Samuel will focus on creating processes to ensure efficiency going forward. He is driven to maximize opportunities in order to create financial flexibility. He follows a philosophy of "it's not personal, it's just business." He will help develop an individual if he sees opportunities for future return. Samuel can be an out-of-the-box thinker. Given the choice, Samuel would choose to experience new opportunities. He can go to extremes to win or control the situation. He has the desire to create a winning strategy. In those areas where Samuel has a special interest, he will be good at integrating past knowledge to solve current problems. If Samuel 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. At times Samuel will look for opportunities to tie beauty and harmony into the experiences of others. He may look at the totality of a situation to ensure a rewarding interaction.

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Driving Characteristics

Samuel may look for ways to create a positive customer experience. He will seek knowledge based on his needs in individual situations. He is driven by public recognition. He likes to set his own plan to guide and direct his actions. Samuel believes it's important to keep emotions out of business decisions. He will not normally allow himself to be directed by others unless it will enhance his own self-interest. He has a strong desire to build resources for the future. He will be creative when resources are scarce.

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Strengths & Weaknesses

The following section will give you a general understanding of the strengths and weaknesses of Samuel's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.

Potential Strengths

1. Samuel configures resources to maximize output.
2. He tends to focus on the return on investment.
3. He tends to maximize efficiency and productivity.
4. He will help others when others are willing to work hard.
5. Samuel will seek to develop or help others when he can see future opportunities.
6. He will adopt aspects of systems if he sees a benefit.
7. He strives to advance his position.

Potential Weaknesses

1. Samuel tends to view people and resources as tools to achieve an outcome.
2. He may view material possessions and money as a scorecard.
3. He may be perceived as a workaholic.
4. He may create scenarios that benefit himself more than others.
5. Samuel may expect something in return each time he helps or serves others.
6. He resists overly structured ways of thinking and approaches.
7. He can be driven by the desire to achieve status and recognition.

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Energizers & Stressors

The following section will give you a general understanding of the energizers and stressors of Samuel's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of an energizer can be perceived as a stressor to others.

Potential Energizers

1. Samuel tries to eliminate waste.
2. He strives to obtain practical results.
3. He likes to be compensated based on performance.
4. He is energized by purposeful people.
5. Samuel likes to develop internal advocates.
6. He likes to question unnecessary protocols.
7. He likes to create and control his destiny.

Potential Stressors

1. Samuel does not like when resources are used inefficiently.
2. He gets frustrated when processes are redundant.
3. He is stressed when others ignore the return on investment.
4. He does not act without personal benefit.
5. Samuel does not like to make emotion-based decisions.
6. He is stressed when he must support the status quo.
7. He does not like a small workspace.

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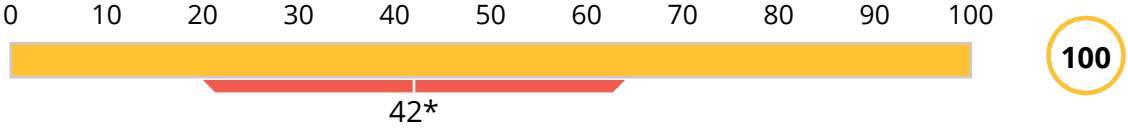
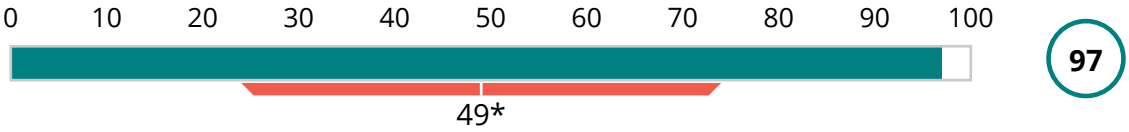
Primary Driving Forces Cluster

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

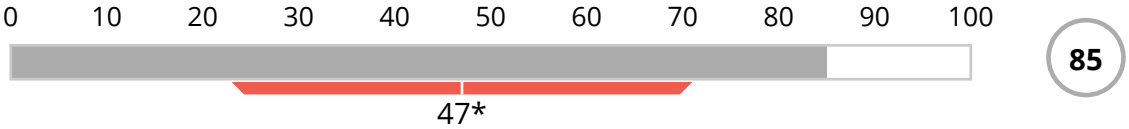
1. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy, and resources.



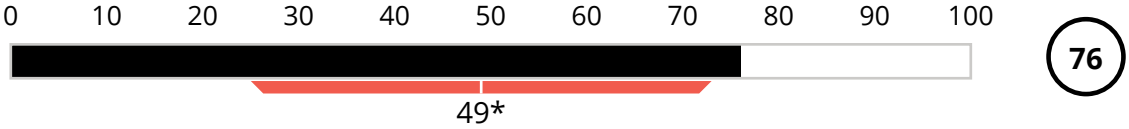
2. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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



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



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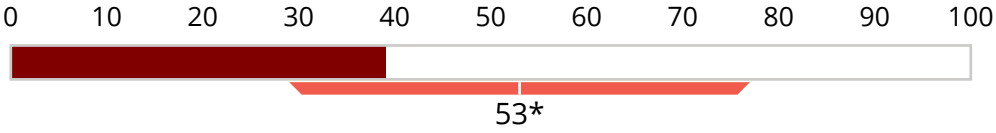
Situational Driving Forces Cluster

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



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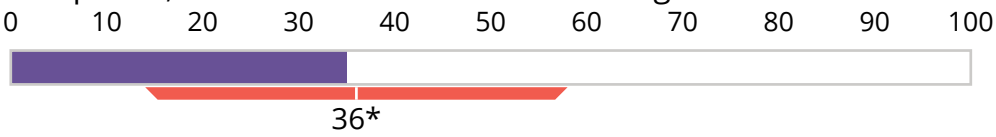
6. Harmonious - People who are driven by experience, subjective viewpoints, and balance in their surroundings.



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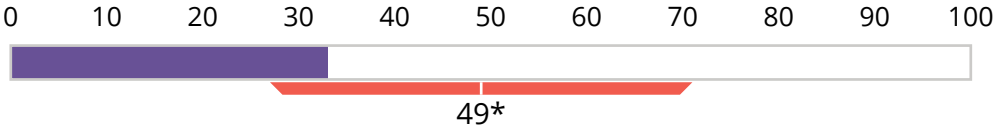
7. Objective - People who are driven by the functionality and objectivity of their surroundings.



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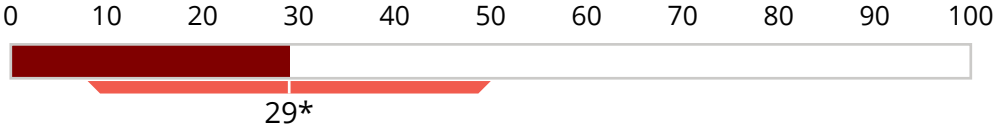
8. Instinctive - People who are driven by utilizing past experiences and their intuition and are seeking specific knowledge when necessary.



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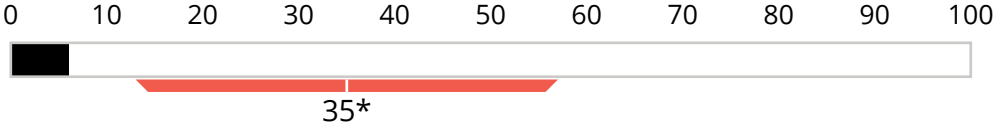
Indifferent Driving Forces Cluster

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



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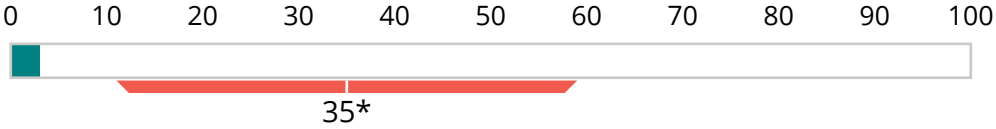
10. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.



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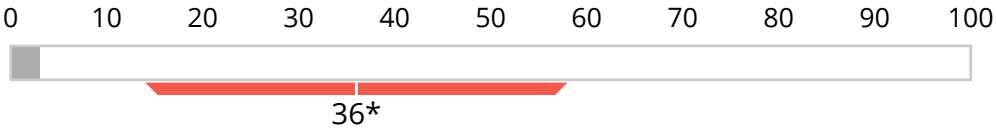
11. Structured - People who are driven by traditional approaches, proven methods, and a defined system for living.



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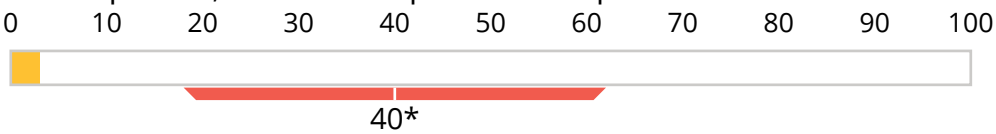
12. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



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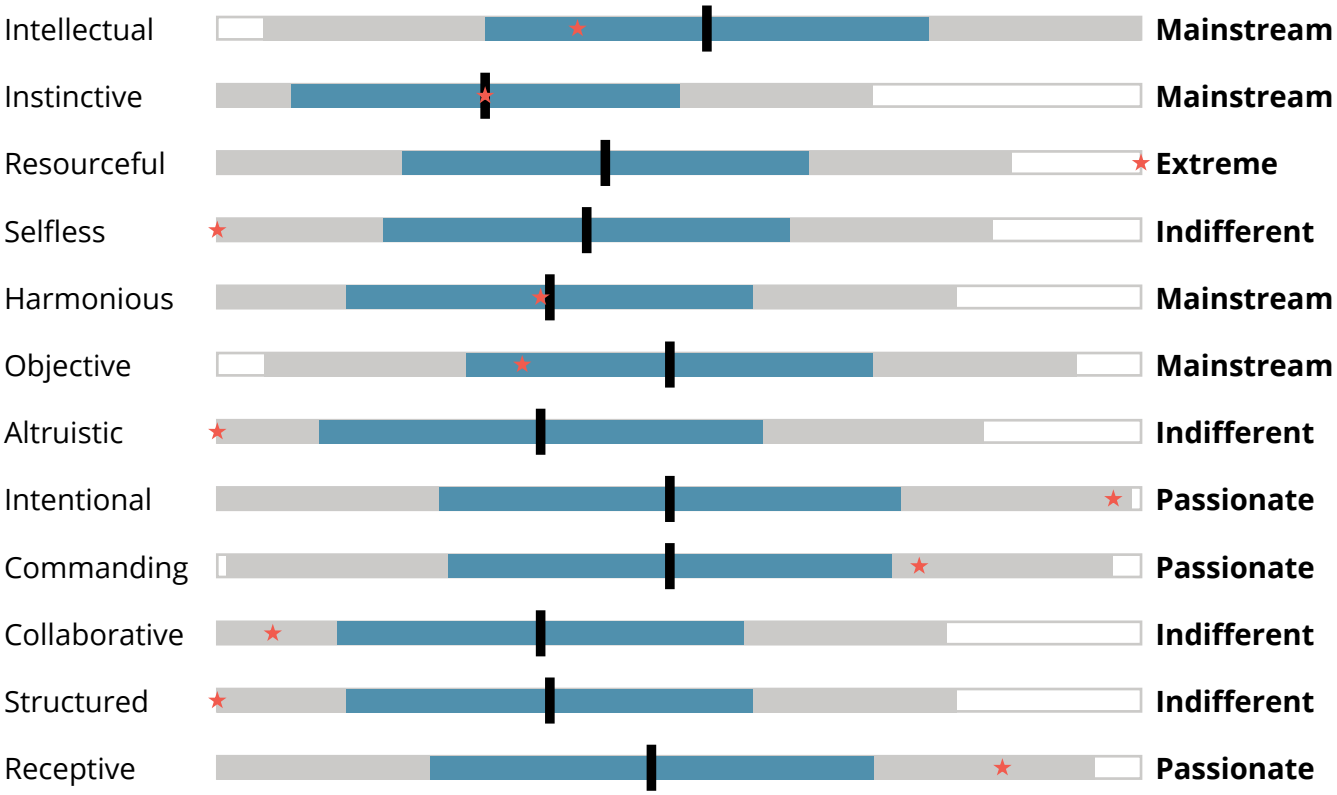
Areas for Awareness

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

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside of the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside of 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 2021



- 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

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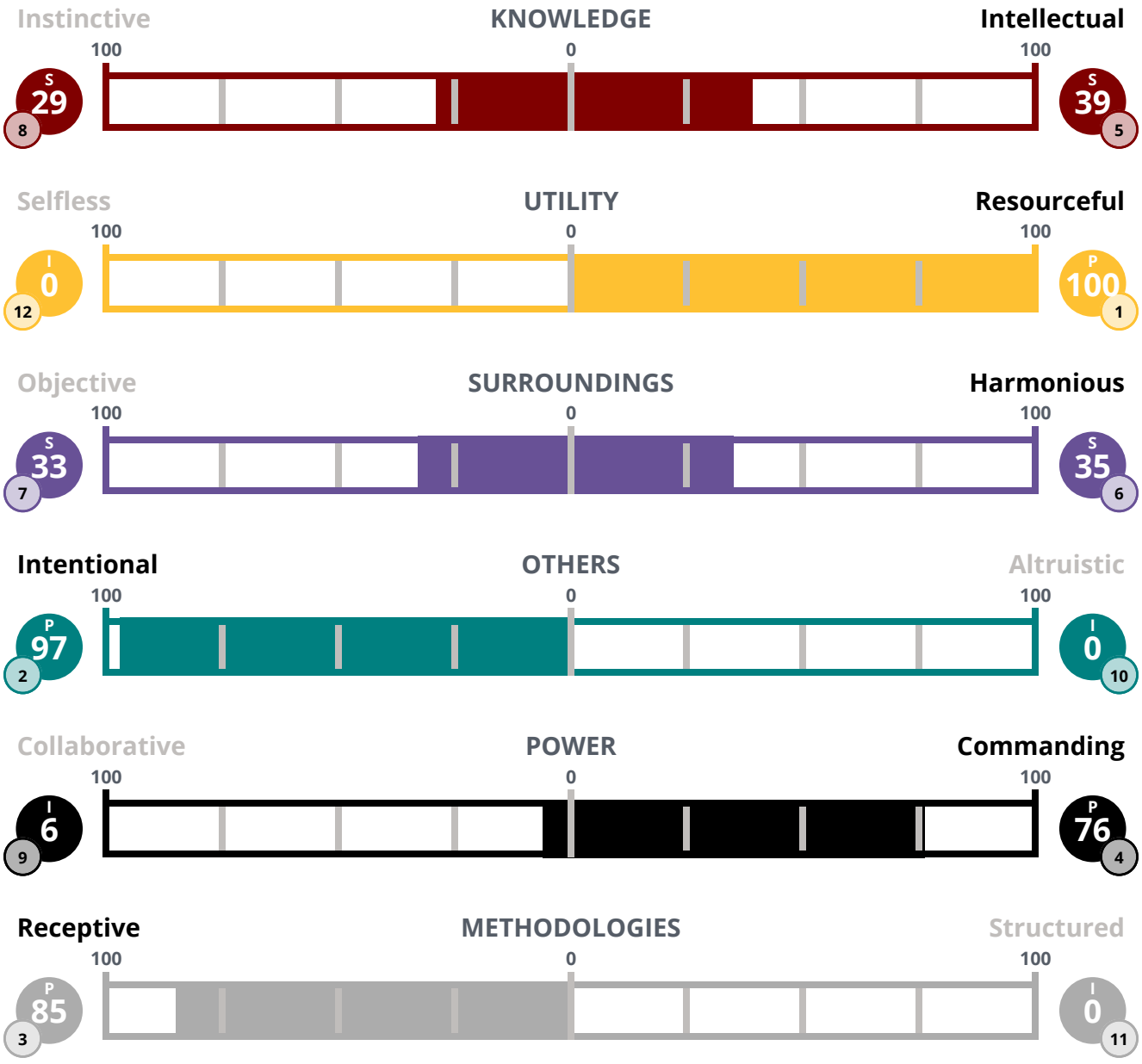
Driving Forces Graph

The 12 Driving Forces® Continuum is a visual representation of what motivates Samuel and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Samuel's motivation and engagement regardless of the situation.



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Primary, Situational, or Indifferent
Driving Forces Score
Driving Forces Rank

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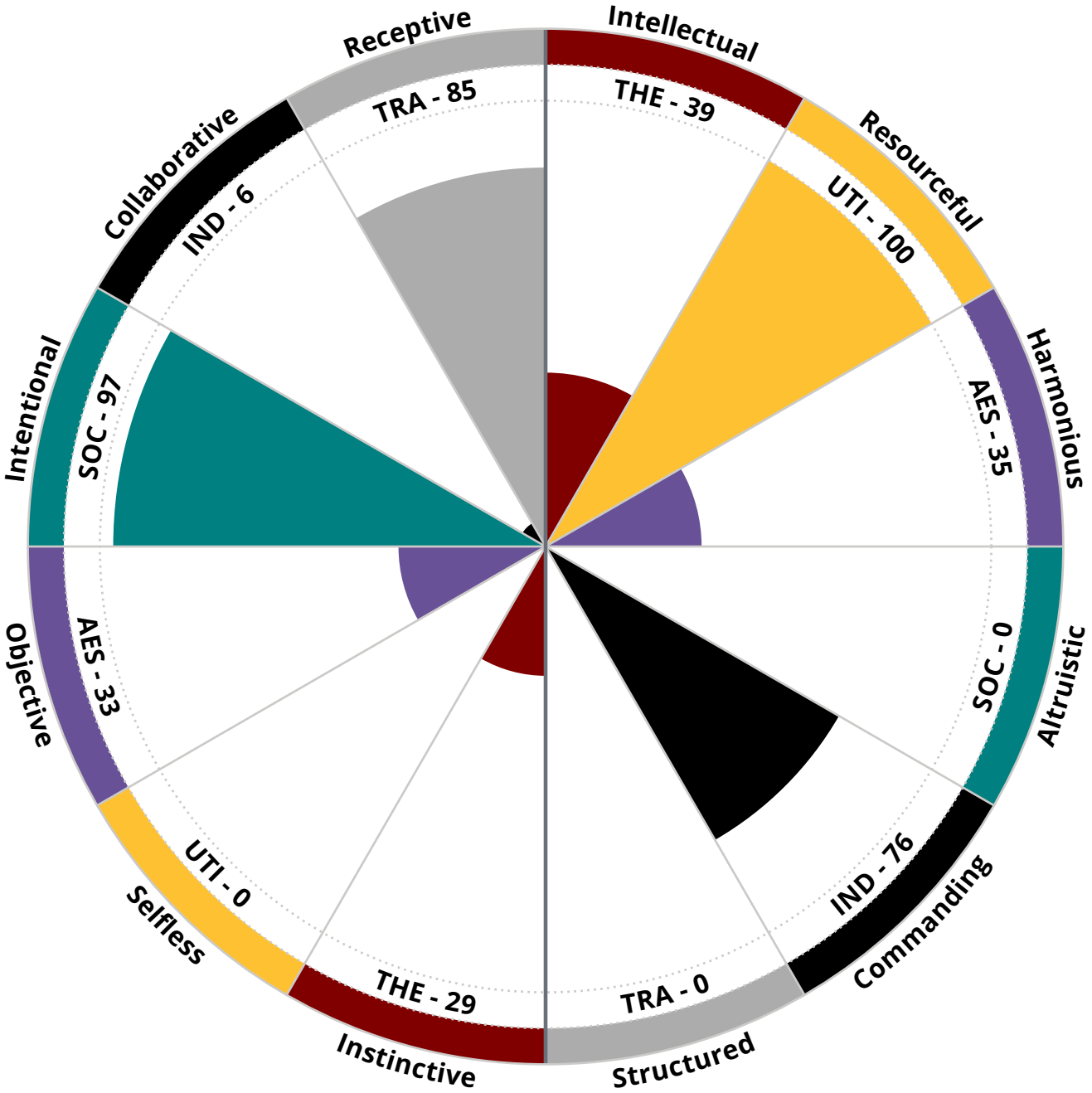
Driving Forces Wheel



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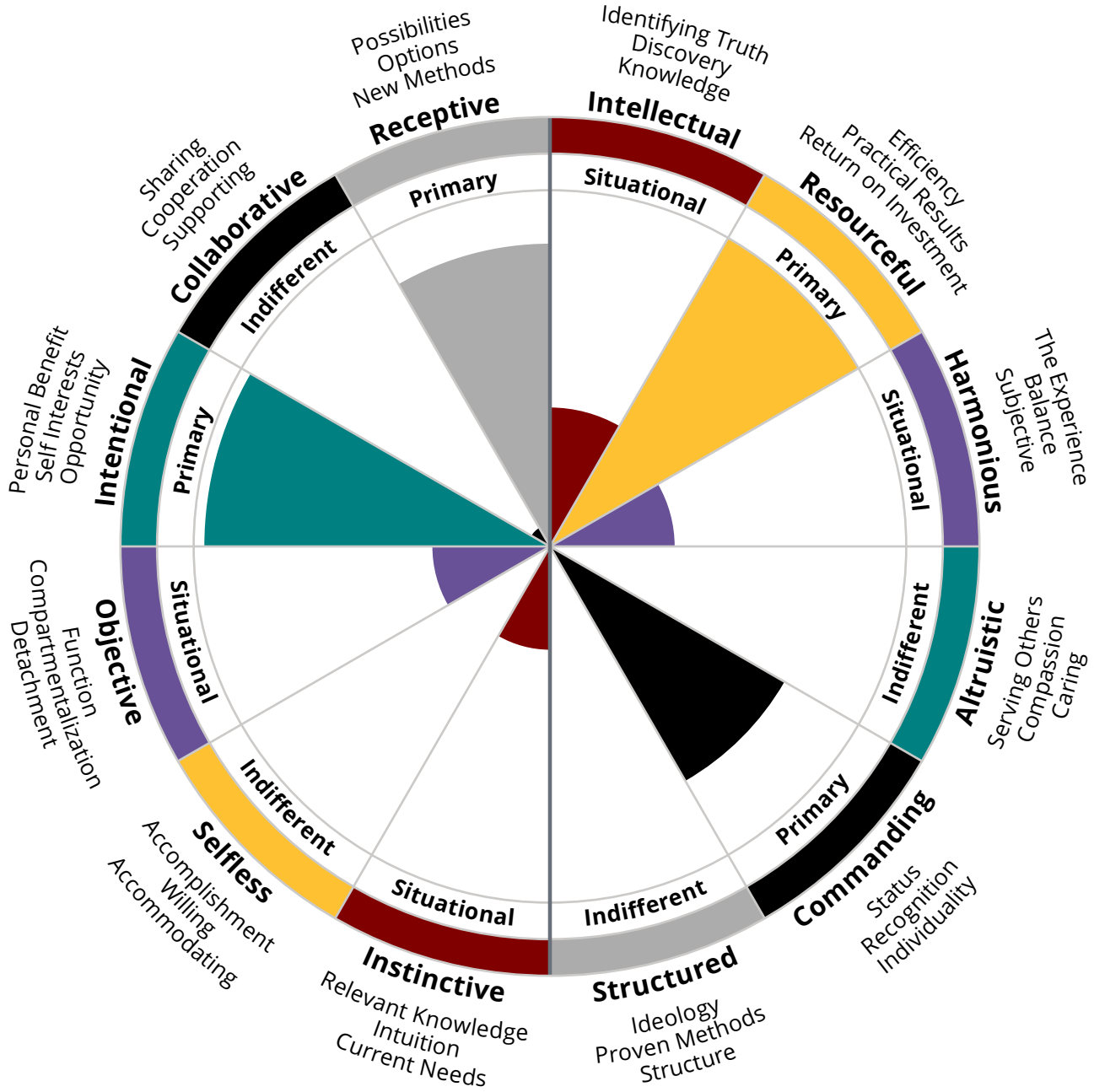
Descriptors Wheel



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Introduction

Integrating Behaviors & Driving Forces Section

The interaction between behavior and personal motivators plays an important role in shaping how individuals approach different situations. While each provides valuable insight on its own, their integration offers a more complete view of how Samuel may respond, adapt, and engage across a range of contexts. This combined perspective highlights how patterns of behavior and motivation work together to influence everyday effectiveness.

This section provides a deeper look at how Samuel's behavioral tendencies and driving forces interact, covering areas such as:

- **Behavioral & Motivational Strengths:** Insights into how the combination of Samuel's behaviors and motivators may support effectiveness and create positive impact.
- **Behavioral & Motivational Conflicts:** Understanding where Samuel's behavioral tendencies and motivations may be misaligned, creating tension or challenges in certain situations.
- **Ideal Environment:** Identifying the types of environments where Samuel's blend of behavior and motivation may be most naturally supported.
- **Keys to Motivating:** Insights into what may naturally engage Samuel in a work environment, highlighting the conditions and experiences that support motivation and satisfaction.
- **Keys to Managing:** Guidance on the conditions and support that may help Samuel stay effective, focused, and consistent in his approach.

By exploring these insights, Samuel can develop a more balanced and adaptable approach that considers both how he behaves and what drives him. This awareness can support more effective decision-making, interaction, and overall performance across different environments.

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Potential Behavioral & Motivational

Strengths

This section describes the potential area of overlap between Samuel'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.

1. Can be resourceful in influencing others to get results.
2. Makes decisions based on saving time, resources, and improving efficiency.
3. Very resourceful in solving problems.
4. Will champion a worthy cause, as a challenge, if they see a potential return.
5. Initiates the activity of developing others if they are putting forth a strong effort on their own.
6. Tough but fair when others are willing to work hard.
7. A leader to those who question traditions.
8. Will champion change and focus on out-of-the-box results
9. Puts everything he has into looking for new opportunities.
10. Forward-looking to improve himself or a situation.
11. Not easily deterred by setbacks.
12. Seeks the challenge and opportunity to win.

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Potential Behavioral & Motivational Conflict

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

1. May tend to flaunt success and use money as a scorecard.
2. Can be a workaholic.
3. May offend others with too much discussion of results.
4. May try to utilize many people to obtain results.
5. Needs immediate results when involving others.
6. May set standards too high that causes others to fall short.
7. By challenging the status quo he may miss the desired results.
8. A desire for better results may be prohibited by his need for something new.
9. May break others' rules to keep the momentum moving.
10. May always want to display his superiority through solving problems or challenges.
11. May not realize the negative consequences of his quick decisions.
12. Takes on too much, too soon, and too fast to maintain control.

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Ideal Environment

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

1. Rewards for being quicker, faster, and better.
2. Key performance measured on results and efficiency rather than people and processes.
3. An environment where direct, bottom-line efforts are appreciated.
4. A forum to champion the needs and desires of others who are willing to work for common results.
5. The opportunity to show others their potential in order to achieve the desired outcomes.
6. A results-driven environment where people are respected for what they can provide.
7. An environment that promotes creative ideas for solving problems and making decisions.
8. Opportunity to alter existing systems to make them bigger, better, and faster.
9. The ability to achieve results by challenging the status quo.
10. Continual opportunity to challenge and win.
11. Opportunity to assertively express his desire to control his own destiny and potentially that of others.
12. Ability to be self-starting and forward looking as it relates to challenging the status quo.

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Keys To Motivating

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

Samuel wants:

1. Freedom to get desired results and improve efficiency.
2. Focus on results and rewards, not the process or journey.
3. Opportunities for achieving things faster and of more value.
4. Opportunities to accomplish solutions to problems that relate to his vision.
5. To be in charge of people, resources, and surroundings.
6. Recognition for driving business and being a catalyst for changing the world.
7. The opportunity to expand his way of thinking.
8. All systems and structures to be current and moving toward the desired result.
9. The ability to solve problems by examining many new approaches.
10. New and difficult challenges that lead to prestige and status.
11. Space and latitude to do what it takes to get the job done.
12. Power and control over outcomes and goals.

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Keys To Managing

This section discusses the needs which must be met in order for Samuel 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 Samuel and identify 3 or 4 statements that are most important to him. This allows Samuel to participate in forming his own personal management plan.

Samuel needs:

1. To be an active listener instead of dominating the discussion.
2. The opportunity to receive rewards based on results achieved.
3. To assess the risk and rewards of each decision.
4. To be given power and authority to achieve results through people.
5. Needs task-oriented challenges.
6. Help to understand how managing his intensity can align others to his objectives.
7. Support to achieve results through his constantly evolving system for living.
8. A manager that understands his potentially explosive nature is from the desire to achieve and win in new and different ways.
9. A manager that understands his need to explore many systems to capture all possibilities.
10. Assistance in staying on task when he is not the leader of the project.
11. Freedom to determine how results should be achieved.
12. Help understanding the effect on his image when he disengages from uncontrolled projects.

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Introduction

Acumen Capacity Section

Understanding how individuals interpret their experiences can provide valuable insight into how they make decisions, interact with others, and respond to different situations. These patterns of thought shape perception, judgment, and clarity, influencing how meaning is assigned to the world.

This section explores six dimensions of acumen across two perspectives, reflecting how individuals perceive themselves and interpret the world around them:

- **World View:** Samuel's clarity of perception in relation to Understanding Others, Practical Thinking, and Systems Judgment.
- **Self View:** Samuel's clarity of self-perception, including his Sense of Self, Role Awareness, and Self Direction.

Clarity of thought can be strengthened over time through reflection, feedback, and intentional practice. The insights provided here explore how Samuel may interpret experiences and apply judgment in different contexts. While the report provides a structured model, it represents patterns of thought rather than fixed outcomes. Greater awareness of these patterns can support clearer thinking and more effective decision-making.

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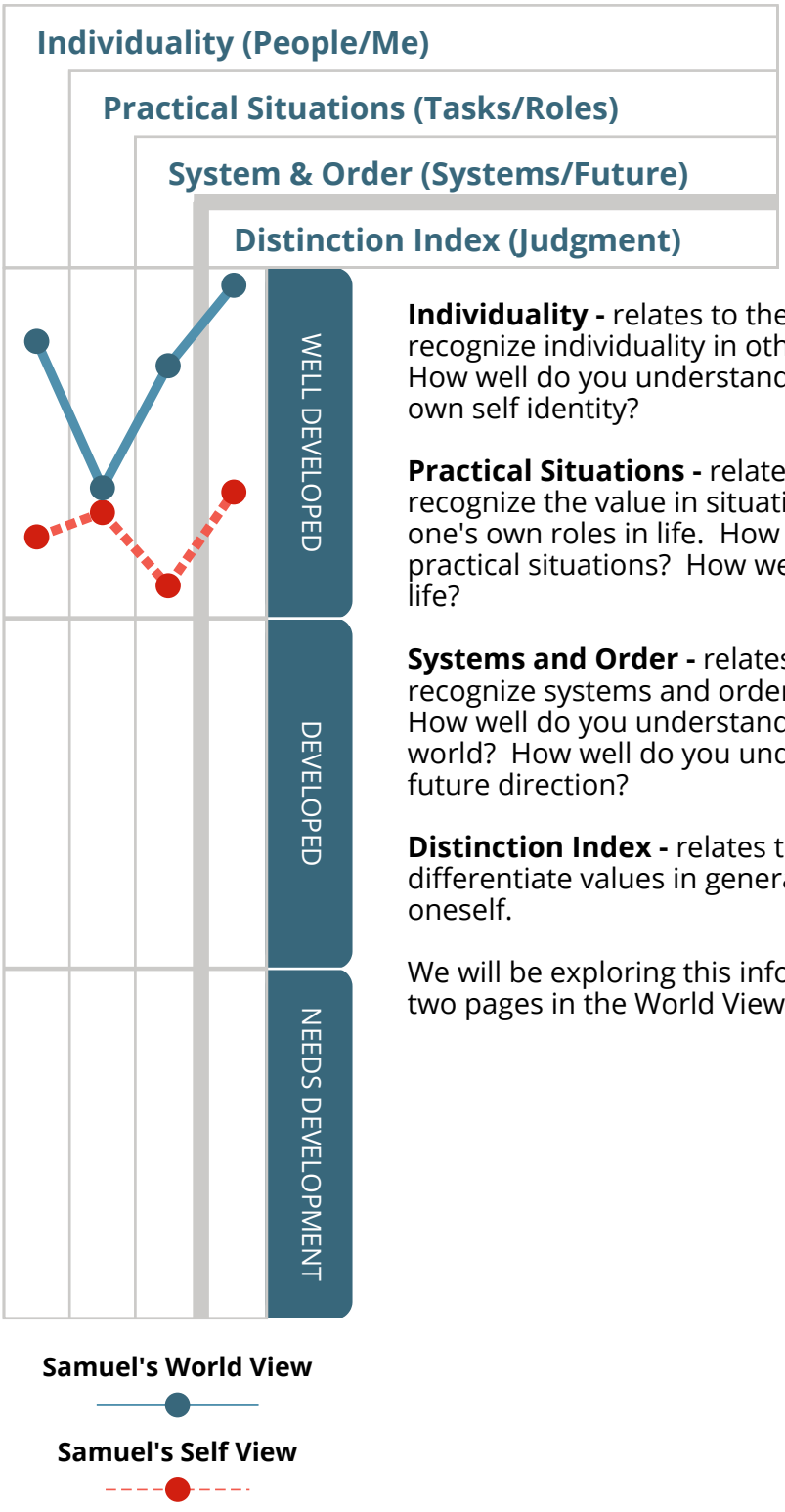
Summary of Acumen Capacity

The Dimensions section measures Samuel's ability to understand each of the dimensions individually as well as the ability to differentiate the value elements in situations.



Individuality - relates to the development of your ability to recognize individuality in others and individuality within yourself. How well do you understand others? How well developed is your own self identity?

Practical Situations - relates to the development of your ability to recognize the value in situations in the outside world and within one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life?

Systems and Order - relates to the development of your ability to recognize systems and order in the world and within yourself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction?

Distinction Index - relates to your development of the ability to differentiate values in general in the world as well as within oneself.

We will be exploring this information in more detail over the next two pages in the World View and Self View sections.

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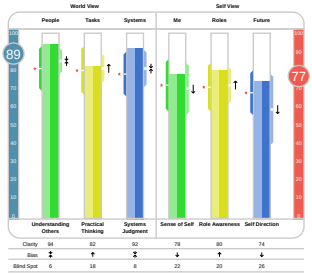
World View

This is how Samuel sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions found on the World View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samuel values people as individuals, rather than just on their performance, even when he is in a management position.
- Samuel understands people well and enjoys a feeling of mutual respect for others.
- Samuel enjoys forming and maintaining close affiliations with others.
- Samuel sees order and structure as necessary requirements for getting things done.
- Samuel performs best in an atmosphere that has a clear structure and a well-defined chain of command.
- Samuel has good thinking and planning abilities.
- Samuel sees the practical perspective clearly and will ignore interruptions to stay focused.
- Samuel performs best in an atmosphere that is practical, with the end-point of each project or task clearly defined.
- Samuel focuses on solutions to problems to achieve goals.



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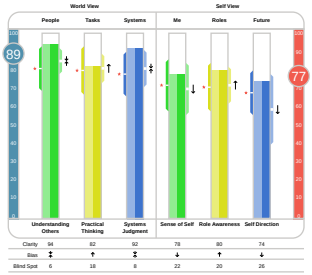
Self View

This is how Samuel sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based on the 3 dimensions found on the Self View side of the dimensional balance page. The statements will be listed in scoring order from highest to lowest.

- Samuel will focus on the process of role changes when necessary to assure a smoother transition.
- Samuel is a person who emphasizes his personal and professional roles.
- Samuel has a good grasp of his life roles.
- Samuel tends to rely on himself in the face of adversity.
- Samuel may call upon his inner strength when needed to get through a situation.
- Samuel could benefit from developing a deeper understanding and appreciation of himself.
- Samuel tends to follow a set of organizing principles for his life.
- Samuel is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of opportunities.
- Samuel focuses on the directional aspects of life, where he is going and who he will become.



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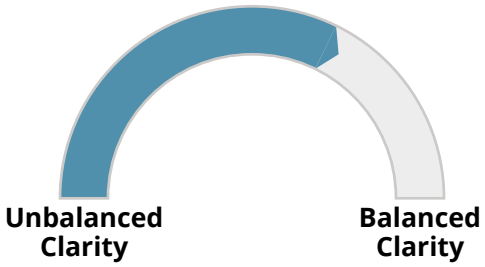
External Clarity and Awareness

Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly in the outside world. Situational Awareness is the measurement of Samuel's viewpoint of the reality in the outside world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion Score into account. Does Samuel have a clear view of the outside world to go with his level of balance and reality?

External Clarity of Performance: The level of balance based on Samuel's ability to evaluate people, practical and theoretical situations in the outside world.

- Samuel should do his best to remain objective in dealing with situations and issues of all kinds.
- To establish a more balanced view of the world, Samuel should seek to understand and appreciate tasks and practical matters.

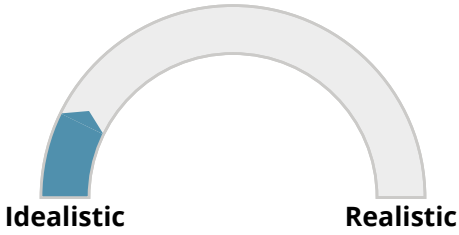


Based on your current level of balance, where is the greatest impact: people, tasks or systems?

Is your level of balance appropriate for your professional/personal life and path?

External Situational Awareness: Your level of reality based on your perception of the outside world.

- Samuel may be "closed" to certain things.
- Samuel may be unrealistic in matters personal, practical and theoretical.



How realistic is your world perception or your expectations of the world in terms of people, tasks and systems?

How is this level (or lack) of expectations or perception impacting you?

11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

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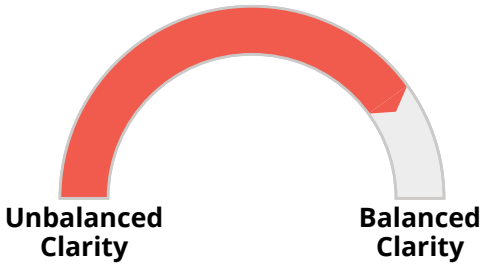
Internal Clarity and Awareness

Clarity of Performance measures a person's ability to recognize what's relevant in situations, their ability for focusing on, understanding and valuing all three dimensions evenly within one's self. Situational Awareness is the measurement of Samuel's viewpoint of the reality within his own world. Both the Clarity of Performance and Situational Awareness should be evaluated by taking the Emotional Bias Distortion description into account. Does Samuel have a clear view of himself to go with his level of balance and expectations?

Internal Clarity of Performance: The level of balance based on Samuel's ability to evaluate who you are, your roles and your future.

- He may want to focus on clarifying his envisioned future of who and what he ought to become.
- Samuel has a balanced view of internal issues and situations.

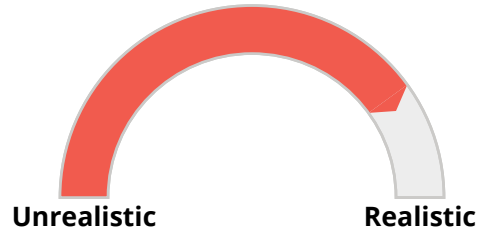


Based on your current level of balance, where is the greatest impact: you as a person, your roles or your future?

How does this level of balance impact you (positive/negative) in your current situation?

Internal Situational Awareness: Your level of expectations based on your perception of yourself, your roles and your future.

- Samuel is acutely aware of his own strengths and weaknesses.
- Samuel has good awareness in terms of himself, role and direction.



How realistic is your self perception or your expectations in terms of you as a person, your roles and your future?

What insights have you discovered about yourself that could be further developed?

23

Emotional Bias Distortion: This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Clarity of Performance and Situational Awareness. Scores over 40 can greatly cloud these areas.

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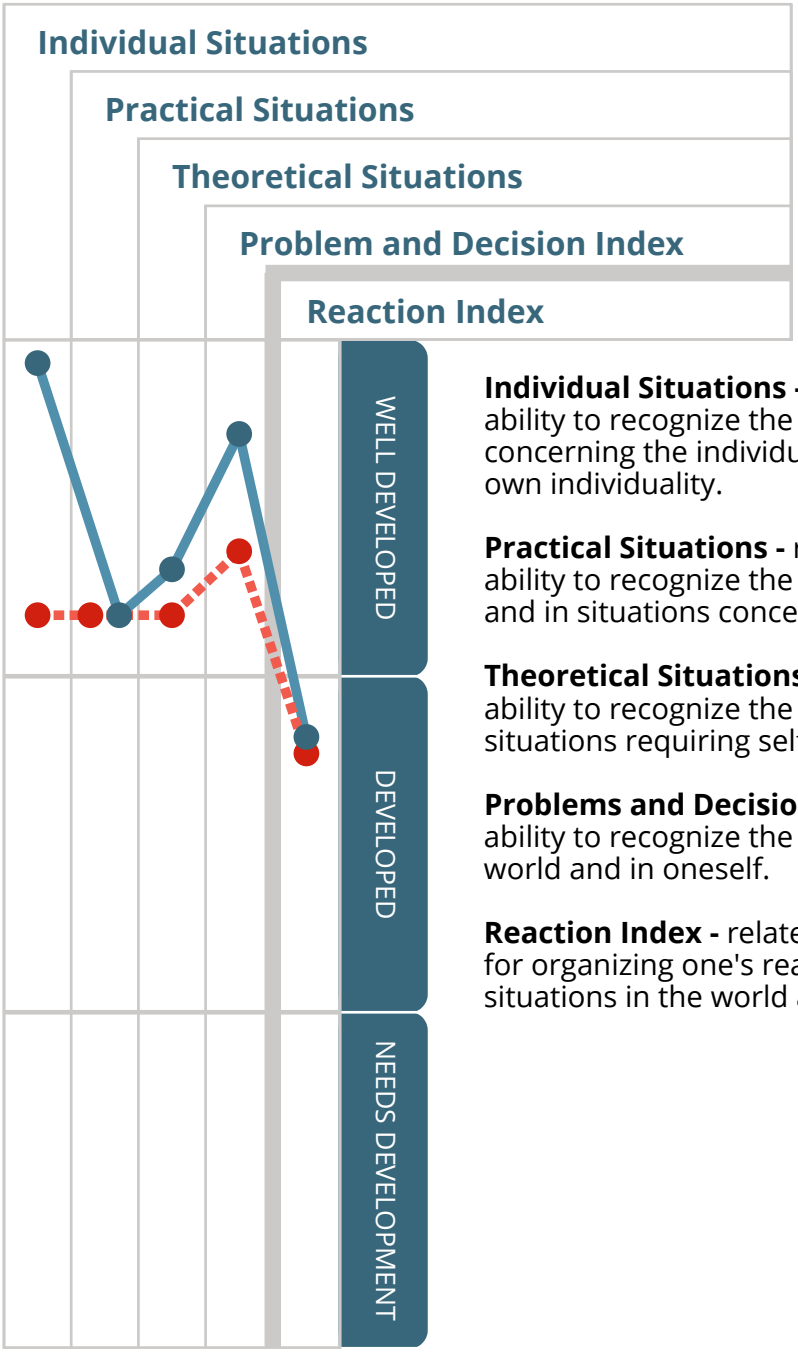
Summary of Capacity for Problem Solving



Samuel's World View

Samuel's Self View

Individual Situations - relates to the development of your ability to recognize the importance within situations concerning the individuality of others and concerning one's own individuality.

Practical Situations - relates to the development of your ability to recognize the importance within practical situations and in situations concerning one's own roles in life.

Theoretical Situations - relates to the development of your ability to recognize the importance within systems and in situations requiring self-discipline.

Problems and Decisions - relates to the development of your ability to recognize the importance within situations in the world and in oneself.

Reaction Index - relates to the development of your ability for organizing one's reactions when confronted with situations in the world and within oneself.

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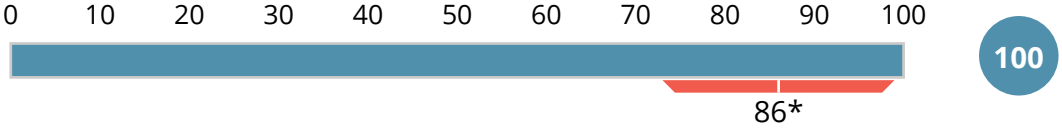
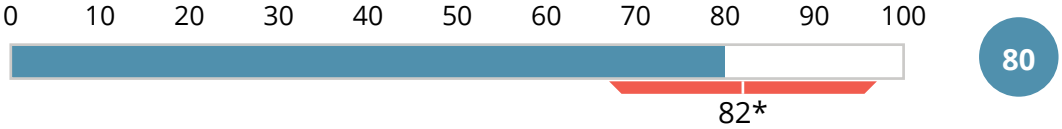
External Problem Solving and Decision Making

The following scores will identify Samuel's ability to identify and solve specific types of problems as well as his ability to make balanced decisions in the outside world.

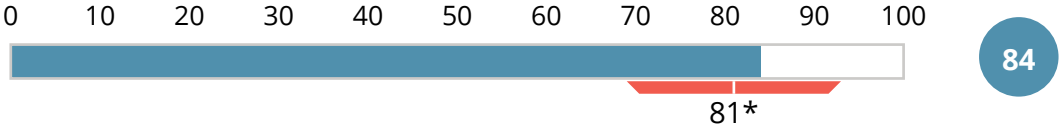
Capacity for Solving Problems Involving People - The ability to identify and solve problems related to the individuality of people.



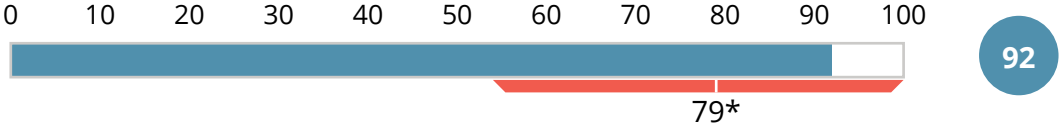
Capacity for Solving Practical Problems - The ability to identify and solve problems related to tasks and practical situations.



Capacity for Solving Theoretical Problems - The ability to identify and solve systems, structural and theory-based problems.



Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information regarding people, tasks and systems. The higher your score, the more balanced your problem and decision making will be.



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

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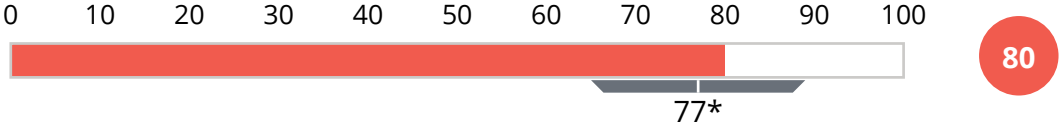
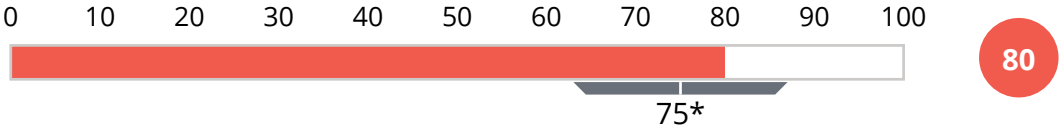
Internal Problem Solving and Decision Making

The following scores will identify Samuel's ability to identify and solve specific types of problems as well as his ability to make balanced decisions within one's self.

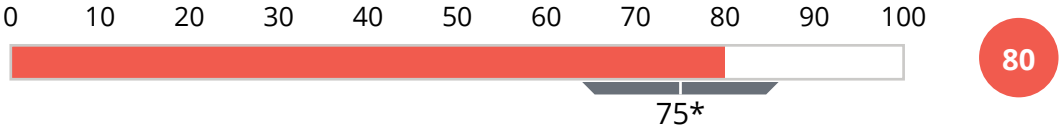
Problem Solving Ability Within One's Self - The ability to identify and solve problems related to your own individuality.



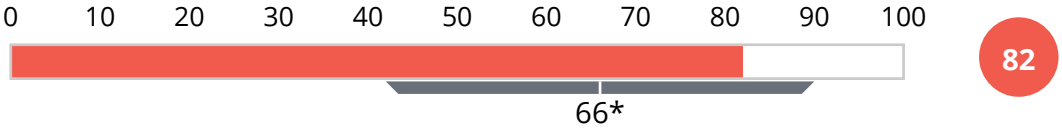
Problem Solving Ability Within One's Roles - The ability to identify and solve problems related to your personal and/or professional roles in life.



Problem Solving Ability Regarding One's Future - The ability to identify and solve problems with regard to your future direction and self-discipline.



Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive important aspects regarding your individuality, your roles and your future. The higher your score, the more balanced your problem solving and decision making will be.



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

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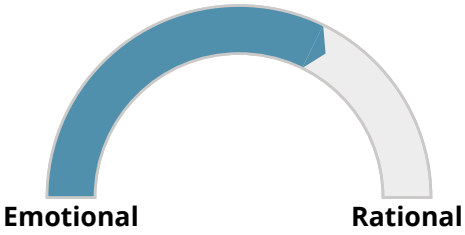
Reaction Index

The Reaction Index is determined by looking at Samuel's External Control and Internal Control. The combination of this information will identify one's ability for appropriate responses in difficult situations.

External Control: The ability to appear to be rational and in control when facing problems or crises.

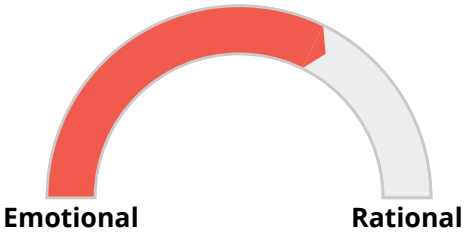
1. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
2. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.
3. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving other people.
4. His capacity to organize and discipline his reactions when confronted with outside problems is developed.



11 **Emotional Bias Distortion:** The higher the score, the more difficult it will be to maintain a rational and appropriate response in difficult situations regarding people, tasks, and systems.

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

1. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving self-discipline.
2. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his roles in life.
3. He shows some discipline and organization when reacting to conflict, primarily dealing with problems involving his own individuality.
4. His capacity to organize and discipline his reactions when confronted with problems within himself is developed.



23 **Emotional Bias Distortion:** The higher the score, the more difficult it will be to maintain a rational and appropriate response in difficult situations regarding you as a person, your roles, and your future.

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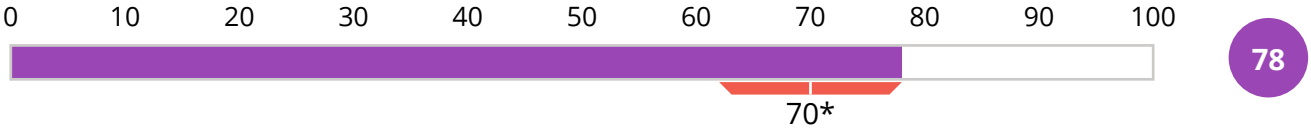
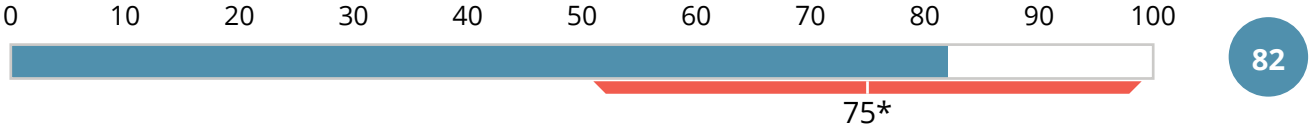
Business Performance Summary

The Business Performance Summary will identify Samuel's ability to solve problems and concentrate during challenging times and ability to make balanced decisions.

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



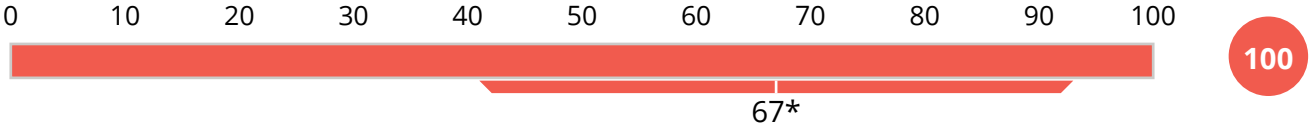
External Concentration Index - The ability to remain focused and manage distractions on issues relative to people, practical and theoretical situations.



11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect the impact of your External Concentration score awareness. Scores over 40 can greatly cloud these areas.

Internal Concentration Index - The ability to remain focused and manage distractions on issues relative to you, your roles and your future.



23

Emotional Bias Distortion: This could also be referred to as your internal blind spots as shown on the Dimensional Balance page. The higher the score the less clear your self-view is in terms of you as a person, your roles and your future. Scores over 20 can moderately affect the impact of your Internal Concentration score awareness. Scores over 40 can greatly cloud these areas.

- External - Internal - Combined External and Internal

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

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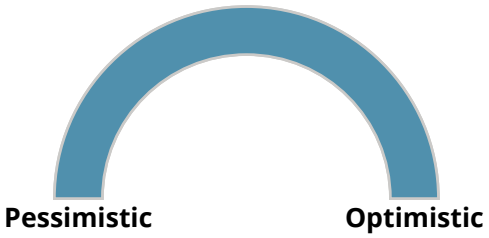
Business Performance Summary

Continued

Attitude Index: The Attitude Index measures your current outlook regarding your external or world view at the time when you completed the assessment. This is a very sensitive measurement and may pick up on something that has affected you within a few days or even several weeks of completing this assessment.

1. Open-minded - accessible, flexible
2. Appreciative - grateful, thankful
3. Approving - favorable
4. Positive - encouraging, upbeat
5. Dynamic - lively, energetic, vibrant



How has your optimistic outlook benefited you in recent times?

How can you build on this in the future?

11

Emotional Bias Distortion: This could also be referred to as your external blind spots as shown on the Dimensional Balance page. The higher the score the less clear your world view is in terms of people, tasks and systems. Scores over 20 can moderately affect your Attitude Index. Scores over 40 can greatly cloud your outlook.

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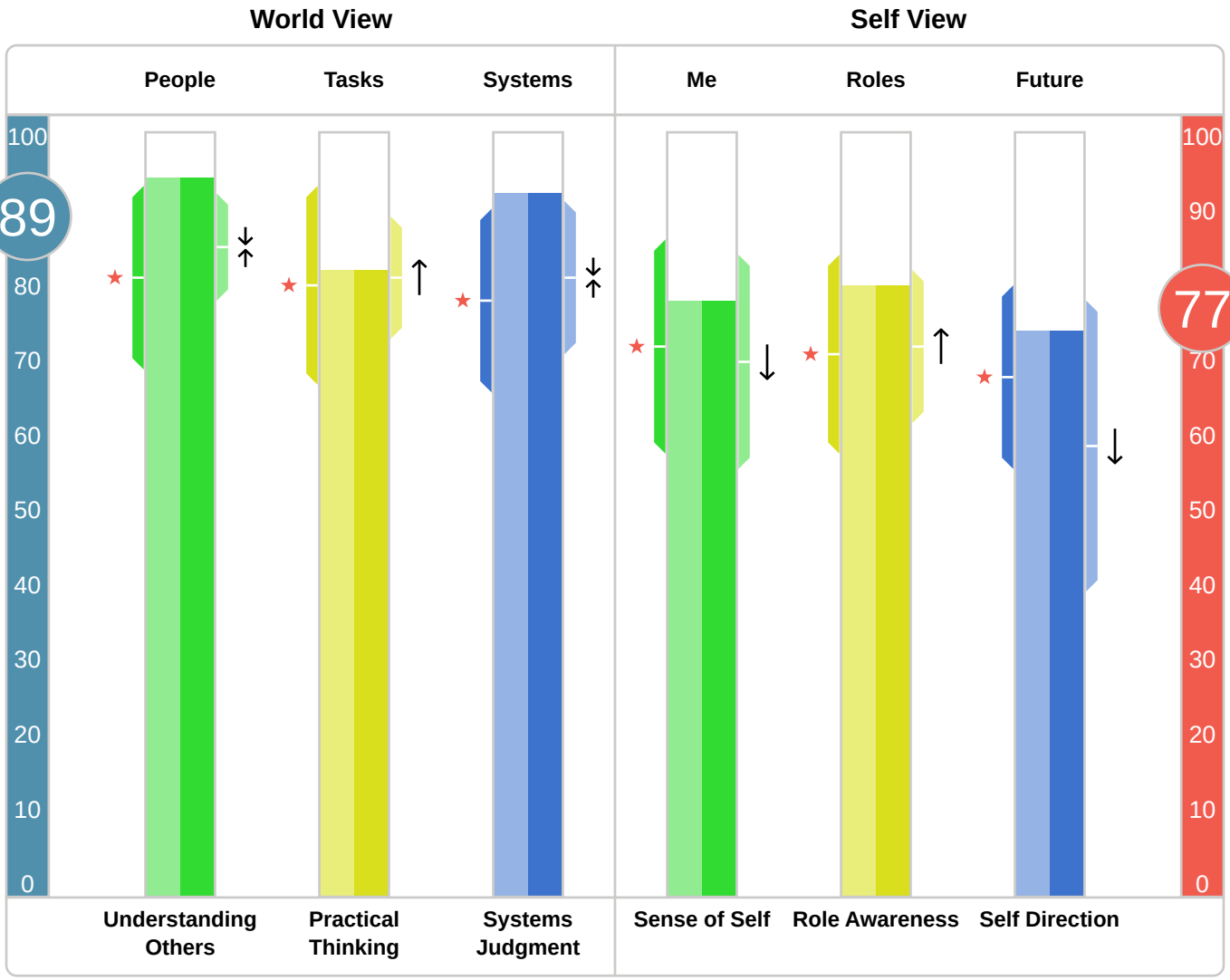
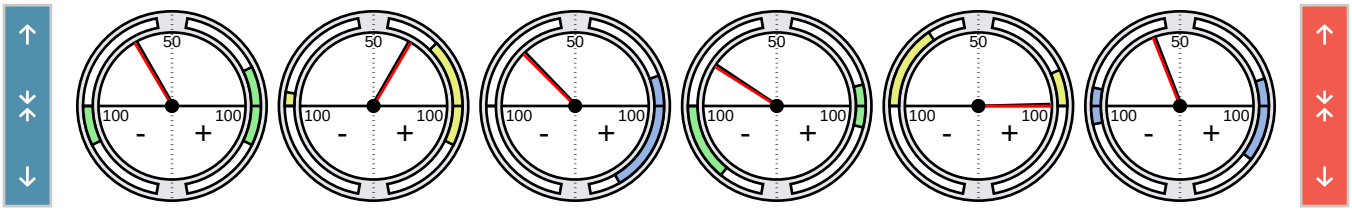
Dimensional Balance



	Understanding Others	Practical Thinking	Systems Judgment	Sense of Self	Role Awareness	Self Direction
Clarity	94	82	92	78	80	74
Bias	↕	↑	↕	↓	↑	↓
Blind Spot	6	18	8	22	20	26



Rev: 0.96-0.90

↑ Overvaluation
↕ Mixed valuation
↓ Undervaluation

Intrinsic
Extrinsic
Systemic

★ Population mean
89 External Clarity Average
77 Internal Clarity Average

T: 4:56

Samuel Sample

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Introduction

Competencies Section

Understanding personal competencies can provide insight into the capabilities individuals bring to different situations, as well as areas where further development may enhance effectiveness. These competencies are developed over time through experience, learning, and application, shaping how individuals contribute, solve problems, and achieve results.

This section measures 25 key personal competencies, grouped into three categories that reflect different aspects of capability:

- **Thinking:** Skills that support processing information and generating ideas.
- **Working:** Skills that support taking action and delivering results.
- **Relating:** Skills that support connecting and engaging with others.

All competencies can be grown over time through awareness, practice, and intentional application. The insights provided here explore how Samuel's competencies may currently be showing up. While the report offers a structured view, it may not capture every nuance of experience or context. For a balanced perspective, consider reflecting on these insights alongside real-world examples and feedback from others.

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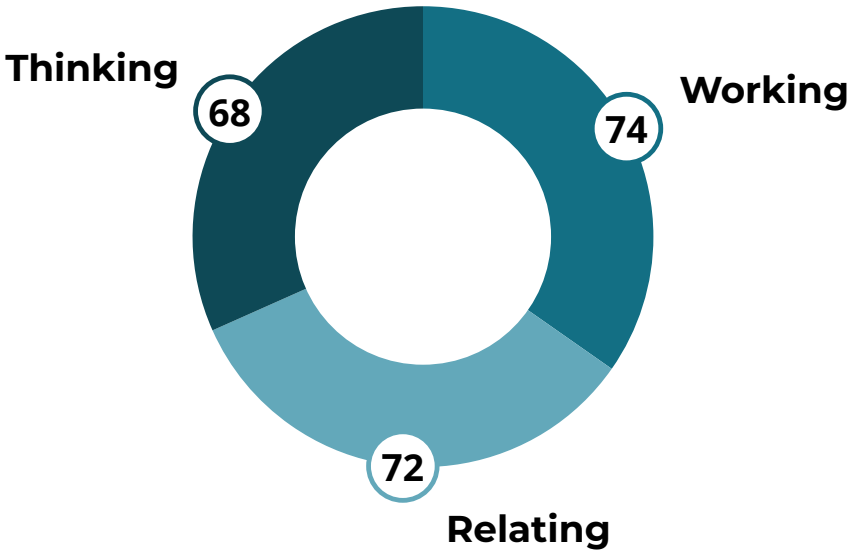
Skill Category Overview

Competency Breakdown by Category

This section shows how Samuel's personal skills group into the three core DNA domains: Relating, Thinking, and Working. The chart reflects overall strength in each domain, based on the combined mastery of related competencies. Below, each skill is ranked within its domain from strongest to least pronounced. Use this section to identify where Samuel's cognitive strengths are most pronounced and where additional development may support his performance.



Thinking 68

- 93 Creativity & Innovation
- 80 Futuristic Thinking
- 80 Conceptual Thinking
- 63 Tactical Thinking
- 63 Continuous Learning
- 53 Planning & Organizing
- 47 Problem Solving

Working 74

- 100 Flexibility
- 87 Goal Orientation
- 83 Self-Starting
- 73 Personal Accountability
- 63 Project Management
- 63 Resiliency
- 47 Time & Priority Management

Relating 72

- 93 Conflict Management
- 87 Customer Focus
- 83 Negotiation
- 83 Recognizing Potential
- 80 Creating Alignment
- 80 Interpersonal Skills
- 77 Influencing Others
- 67 Teamwork
- 60 Employee Development & Coaching
- 53 Diplomacy
- 33 Appreciating Others

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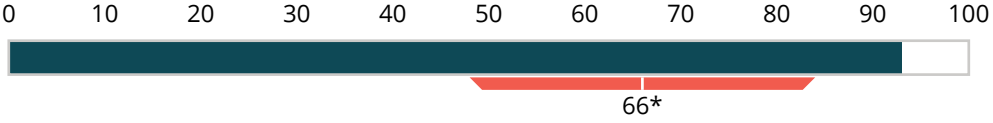
Thinking Skills Summary

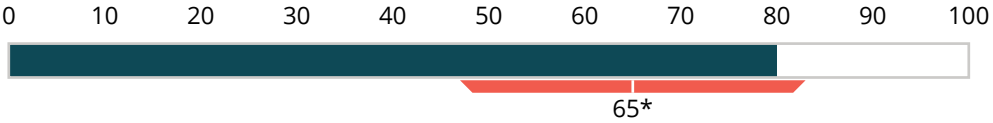
This section presents Samuel's Thinking-related competencies in ranked order, from the most to least pronounced. These skills reflect how he processes information, generates ideas, and makes decisions. Use this section to identify where Samuel's cognitive strengths are most pronounced and where additional development may support his performance.

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



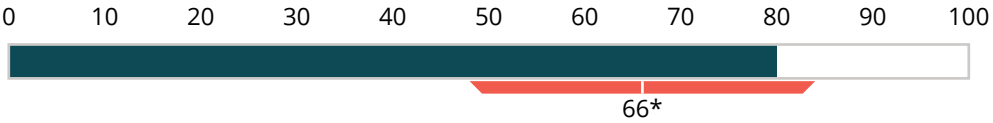
93

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



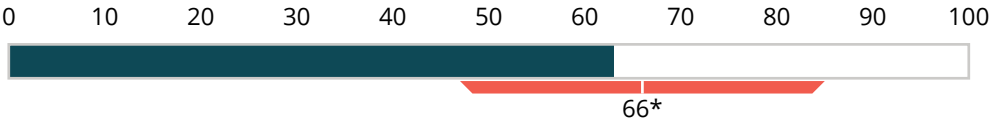
80

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



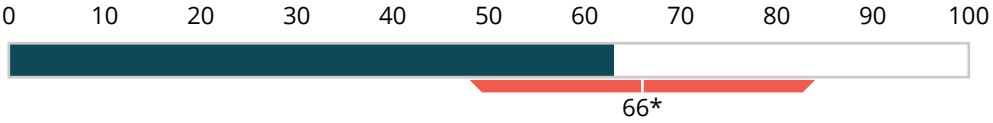
80

Tactical Thinking - Analyzing all aspects of a situation to make consistently sound and timely decisions.



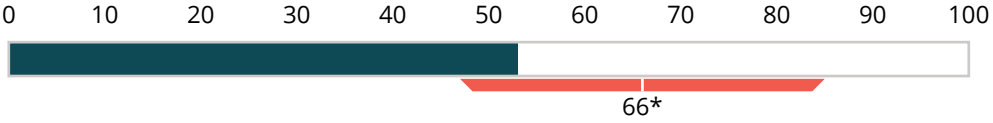
63

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



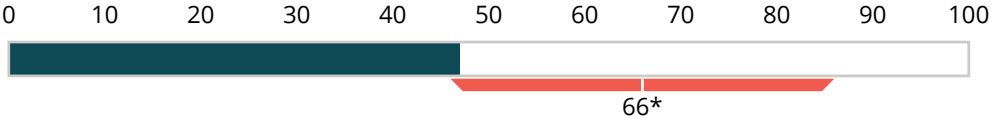
63

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



53

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



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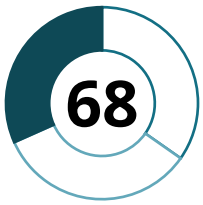

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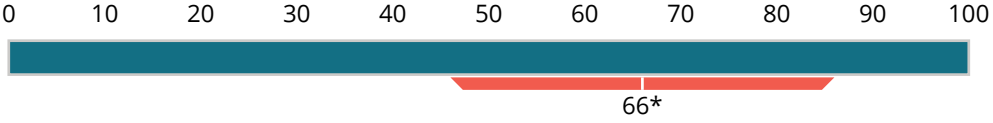
Working Skills Summary

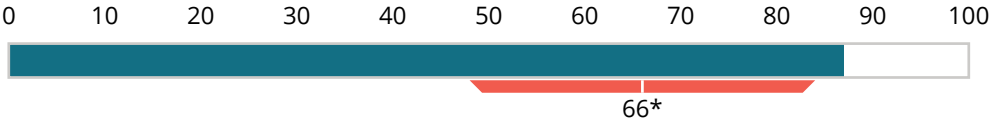
This section presents Samuel's Working competencies in ranked order, from the most to least pronounced. These skills influence how he approaches tasks, goals, and performance pressures. Use this section to identify where Samuel's execution strengths are most pronounced and where additional development may support his performance.

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



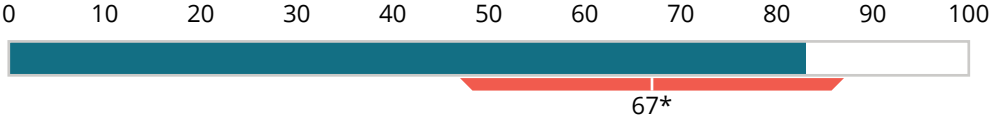
100

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



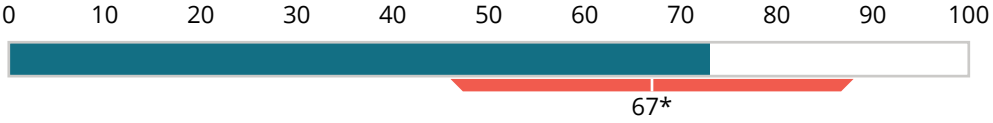
87

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



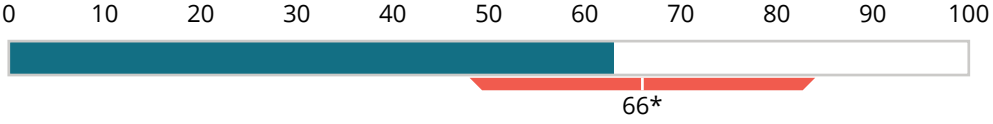
83

Personal Accountability - Being answerable for personal actions.



73

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



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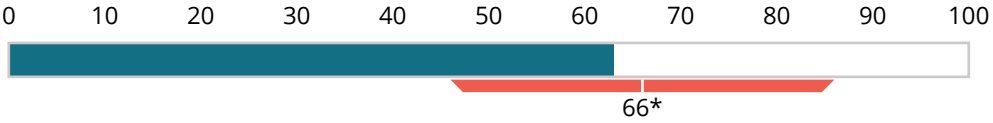
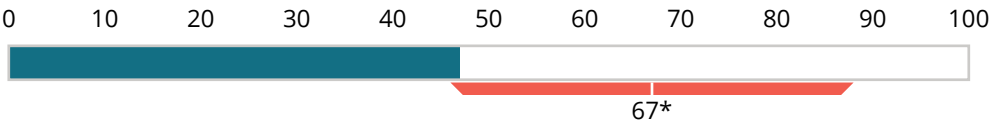
Resiliency - Quickly recovering from adversity.



63

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



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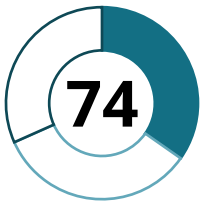

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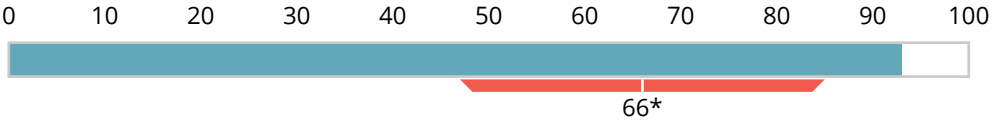
Relating Skills Summary

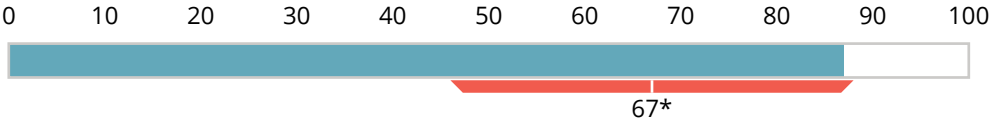
This section presents Samuel's Relating competencies in ranked order, highlighting how he connects with others. These skills shape communication, empathy, and collaboration in social or professional settings. Use this section to recognize where interpersonal strengths can be scaled and where skill-building may enhance connection and collaboration.

Conflict Management - Understanding, addressing and resolving conflict constructively.



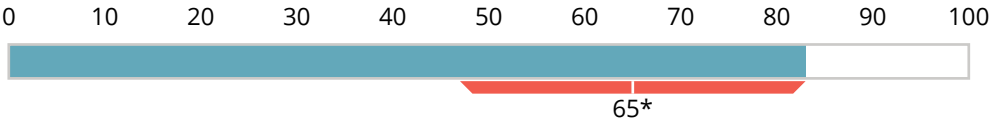
93

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



87

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



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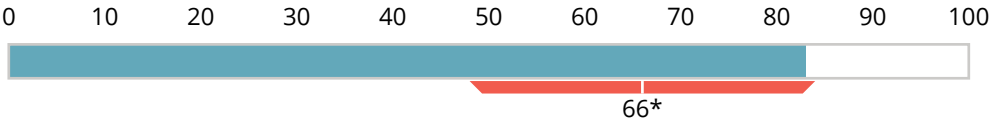
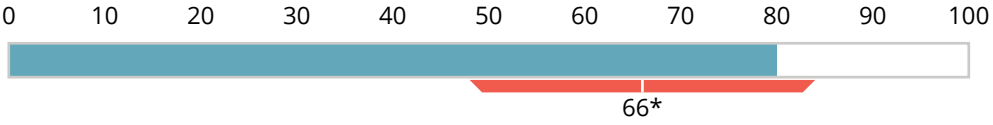
Recognizing Potential - Understanding the uniqueness and contributions of others.



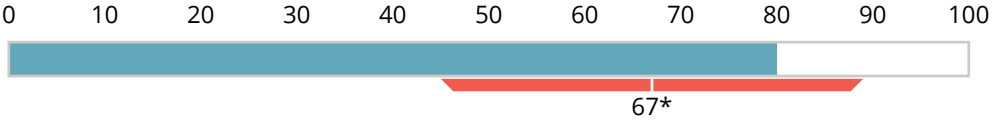
83

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



80

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



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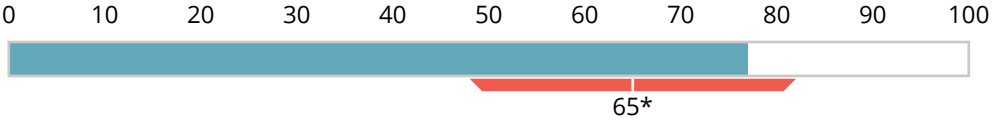
Influencing Others - Personally affecting others' actions, decisions, opinions or thinking.



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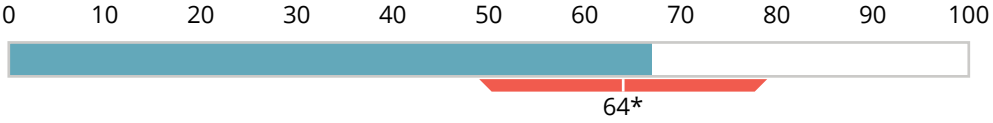
Relating Skills Summary

Continued

Teamwork - Cooperating with others to meet objectives.



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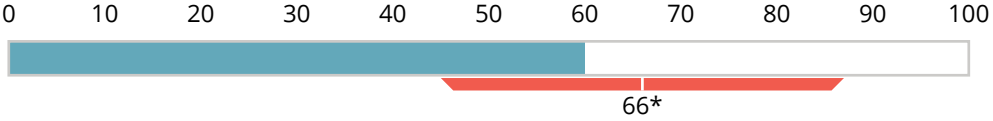
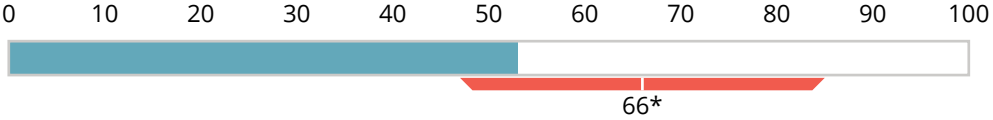
Employee Development & Coaching - Facilitating, supporting and contributing to the professional growth of others.



60

Diplomacy - Effectively and tactfully handling difficult or sensitive issues.



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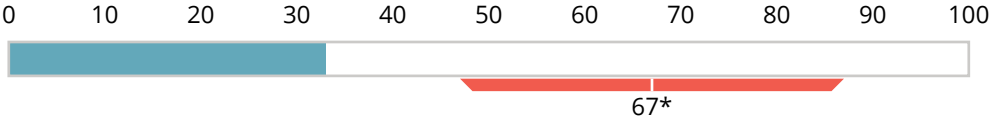
Appreciating Others - Identifying with and caring about others.



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Introduction

Competencies Hierarchy & Growth Activities

The following pages present all 25 competencies in ranked order, from highest to lowest, based on Samuel's current scores. Each competency is explored individually, combining visual data, tailored insights, and practical activities to support ongoing development.

Each page includes a graph showing Samuel's score relative to the population, a short summary to help him interpret the result, and observable indicators of how the competency may manifest. Growth activities are also provided to help strengthen and expand capability in each competency over time. Use this section to build awareness of how Samuel's competencies may be expressed and to identify practical ways to support growth and application in day-to-day situations.

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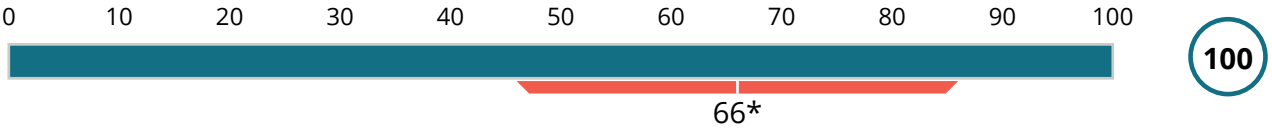
Flexibility

Working Skill

This section explores how Flexibility might show up for Samuel. Flexibility helps maintain effectiveness by adjusting actions and thinking quickly as circumstances change. Use this section to reflect on how Flexibility supports team adaptability and responsiveness during change.

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



Samuel adapts quickly to new priorities and shifting environments without losing focus or positivity. Demonstrating agility can help steady others through change, supporting progress and reducing disruption.

What People Might See:

- Samuel applies feedback swiftly to refine approach or direction.
- He adapts quickly to shifting priorities and new demands.
- Others see him as agile and open-minded in changing environments.
- He modifies communication or approach when things are not working.
- Samuel challenges "how it's always been done" to encourage adaptation.

Growth Activities:

- Facilitate a brief group review this month to bring together multiple feedback points into one shared improvement. Note what supported group alignment.
- This month, facilitate a team reflection on recent changes and adjustments. Capture examples where adapting early improved results.
- Create a short playbook of actions and traits that signal adaptability. Share it with three peers and invite one idea from each.
- Share one story this month about adapting communication style to fit the audience. Invite peers to try it and reflect on what changed.
- Lead a discussion this month to examine one long-standing process. Identify what still adds value and explore a small change to trial.

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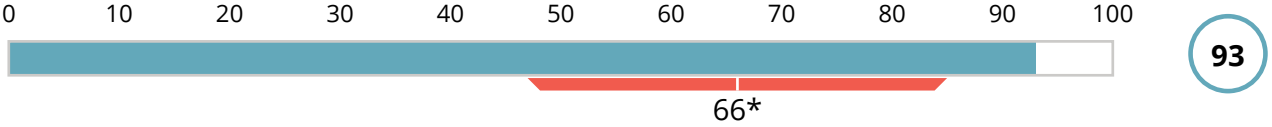
Conflict Management

Relating Skill

This section explores how Conflict Management might show up for Samuel. Conflict Management supports constructive resolution and stronger alignment through open, respectful dialog. Use this section to reflect on how Conflict Management may influence team trust, cohesion, or collaboration.

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



Samuel handles tense situations with composure and fairness. Maintaining a constructive approach to conflict helps keep work moving and supports healthier working relationships.

What People Might See:

- Samuel speaks respectfully, even when opinions differ.
- He tends to listen carefully to all viewpoints before responding.
- Others can view him as a steady and trustworthy presence in disputes.
- He separates facts from emotions to reach balanced outcomes.
- Samuel remains composed under pressure, helping others stay calm.

Growth Activities:

- This month, review a transcript or notes from a tense exchange with a peer. Identify one moment where tone shifted tension and discuss how similar situations could be handled in future.
- After a tense moment this month, facilitate a short reflection where each person restates another's view before responding. Capture one insight on tone or understanding gained.
- Create and share a short playbook of three actions that show steadiness or calm in tense moments. Ask three peers to review it and suggest one practical addition each.
- Run one peer session reviewing a recent disagreement. Focus on separating fact from interpretation. Note one tactic that supported objectivity.
- This month, share personal stress signals and calming strategies with peers. Trial one new suggestion from the discussion and reflect on which supported composure best.

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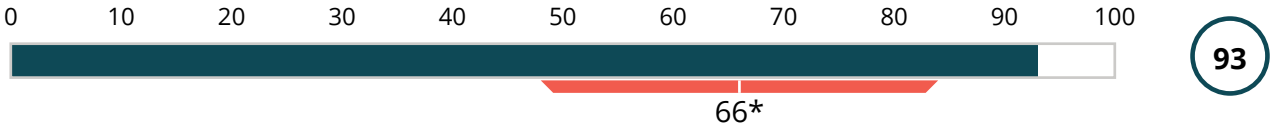
Creativity & Innovation

Thinking Skill

This section explores how Creativity & Innovation might show up for Samuel. Creativity & Innovation helps support the creation of original ideas and the improvement of systems, products, or outcomes. Use this section to reflect on how Creativity & Innovation helps unlock fresh thinking and collaboration within the team.

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



Samuel introduces fresh ideas and imaginative solutions that challenge norms and enhance results. Turning ideas into scalable practices through experimentation can help inspire others to apply creative thinking.

What People Might See:

- Samuel takes calculated risks to push new ideas.
- He seeks inspiration from diverse sources.
- He can turn creative insights into tangible results.
- He adjusts creative ideas quickly when conditions shift.
- Samuel encourages peers to think creatively and challenge norms.

Growth Activities:

- Over three months, share one creative risk each month. Describe what was tried, why it mattered, and one insight gained, even if it did not succeed.
- Host a "Creative Inspiration" session each quarter for one year. Invite the team to share one outside insight and how it might apply.
- Lead a project this quarter, that turns a new concept into action. Track progress, adjustments, and share what enabled momentum.
- Over a six month period, lead a monthly review of in-progress ideas and adjust based on input. Capture what changed and why.
- Host a monthly "Ideas in Progress" showcase where team members share creative work. Continue this for six months and capture feedback and contributions sparked.

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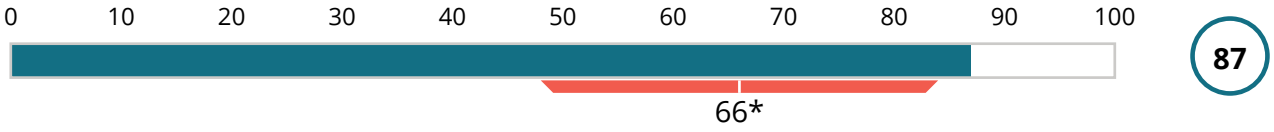
Goal Orientation

Working Skill

This section explores how Goal Orientation might show up for Samuel. Goal Orientation supports focus and sustained energy in pursuit of meaningful outcomes, even amid competing priorities. Use this section to reflect on how Goal Orientation helps the team stay aligned, energized, and focused on shared results.

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



Samuel sets clear, measurable goals and maintains focus and persistence in achieving those goals, even when faced with obstacles. Connecting goals to broader priorities helps keep effort aligned and strengthens collective results.

What People Might See:

- Samuel derives energy from tracking and achieving measurable success.
- He persists when facing setbacks or delays.
- He approaches goals with enthusiasm and focus.
- Others see him as determined and results-driven.
- Samuel maintains a clear sense of direction by keeping desired outcomes firmly in view.

Growth Activities:

- At month's end, host a short reflection to link recent results with effort. Capture how that connection boosted motivation.
- Develop a short persistence playbook based on past challenges. Share it with peers and invite one suggestion from each to improve it.
- Share a short energizing habit or routine with teammates this week. Invite others to test it and reflect on results.
- Ask three colleagues when focus or follow-through from one person made a difference to team results. Capture one insight from each and compare to personal habits.
- Run a session this week where the team writes one clear goal and names how success will be known. Capture shared themes.

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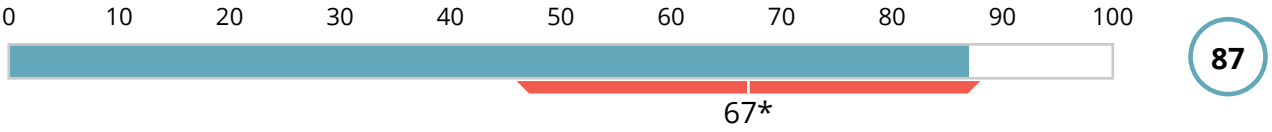
Customer Focus

Relating Skill

This section explores how Customer Focus might show up for Samuel. Customer Focus contributes to lasting trust and loyalty by meeting or exceeding expectations with care and responsiveness. Use this section to reflect on how Customer Focus shapes the team's service culture and strengthens relationships.

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



Samuel responds to clients and demonstrates understanding of individual needs. Proactively checking and clarifying customer expectations can turn good service into memorable experiences.

What People Might See:

- Samuel maintains composure when customers are frustrated.
- He shows care and attentiveness toward customer satisfaction.
- He responds to customers promptly, balancing accuracy with speed.
- He listens to suggestions and adjusts accordingly.
- Samuel navigates organizational limits while maintaining customer satisfaction.

Growth Activities:

- Log three demanding moments. For each, record what helped maintain calm and how it affected the interaction.
- Schedule one follow-up with a key client weekly for one month. Note insights gathered and share one resulting improvement with the team.
- Track response times daily for one week. At the end, calculate the average and write down one change to reduce delays.
- Each week, thank one client for their feedback. Note one change made in response and track the outcome.
- Choose one challenging request weekly, for three weeks. Record how it was addressed while maintaining fairness and service quality.

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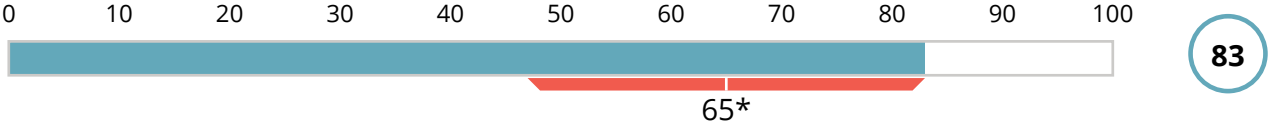
Negotiation

Relating Skill

This section explores how Negotiation might show up for Samuel. Negotiation supports mutually beneficial outcomes by balancing competing needs and building commitment. Use this section to reflect on how Negotiation supports shared understanding and team cohesion.

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



Samuel navigates complex interests to reach fair, mutually beneficial agreements. Balanced negotiation supports agreements that hold up well over time and help all parties move forward with confidence.

What People Might See:

- Samuel balances the needs of all parties to achieve fair outcomes.
- He remains calm and objective during tense exchanges.
- He listens to understand underlying needs and interests.
- Others see him as calm, fair, and effective in reaching agreements.
- Samuel guides others toward shared agreement through balanced reasoning.

Growth Activities:

- During a discussion this month, map out two competing needs and share how both could be supported. Afterwards, walk a peer through the approach and explain what helped create alignment.
- Facilitate a session on handling tense conversations. Share one personal strategy and invite others to contribute their approaches. Build a short toolkit together.
- Lead a team exercise this month that practices summarizing others' views before responding. Create and share a cheat sheet using the feedback and lessons learned.
- Invite three colleagues to reflect on how negotiation style affects clarity, tone, and outcomes. Capture one idea to test personally.
- Build a short playbook of three tactics for building agreement during negotiations. Test one in a live session and invite peers to refine it.

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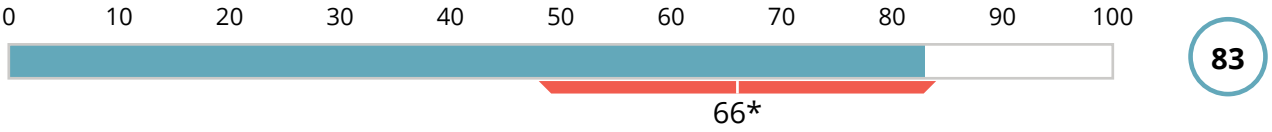
Recognizing Potential

Relating Skill

This section explores how Recognizing Potential might show up for Samuel. Recognizing Potential supports identifying and valuing the unique traits, needs, and potential of others. Use this section to reflect on how Recognizing Potential supports empathy, collaboration, and effective team dynamics.

7. Recognizing Potential - Understanding the uniqueness and contributions of others.



Samuel observes differences thoughtfully and recognizes unique traits or preferences. Deeper recognition of what distinguishes people can strengthen mutual understanding and reduce misplaced assumptions.

What People Might See:

- Samuel understands what distinguishes each person's contribution.
- He identifies where others naturally excel.
- He recognizes how different strengths influence group dynamics.
- He anticipates how people are likely to respond in situations.
- Samuel recognizes the value of differing viewpoints, including those that challenge personal perspectives.

Growth Activities:

- During group interactions this month, name one strength or trait that made someone's input stand out. Aim to capture three examples.
- Each week, describe how another team members' strength contributed to team success. Collect and share at least three examples.
- Review three interactions where collaboration could have been smoother. Identify what was missed about others and how it affected the result.
- Weekly for one month, compare expected reactions to actual ones. Record what was learned about interpreting patterns.
- Across five days, seek input from someone with a different perspective. Apply one element from their idea and note the outcome.

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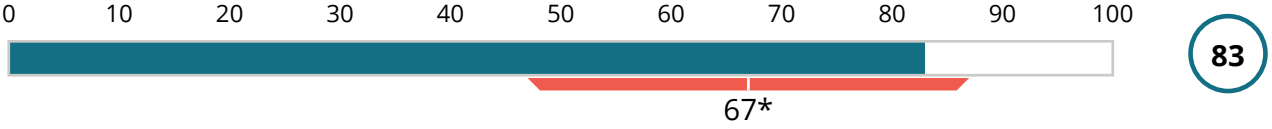
Self-Starting

Working Skill

This section explores how Self-Starting might show up for Samuel. Self-Starting supports independent momentum by initiating action without external prompting. Use this section to reflect on how Self-Starting drives initiative, momentum, and progress within the team.

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



Samuel initiates tasks willingly and maintains progress with minimal supervision. Acting early helps prevent tasks from sitting idle and keeps projects moving.

What People Might See:

- Samuel takes the first step once priorities are clear.
- He operates well when given clear objectives.
- He clarifies actions needed to move forward.
- He identifies areas where initiative adds value.
- Samuel plans sufficiently before initiating work.

Growth Activities:

- For three weeks, begin one new task each week without external direction. At week's end, note what triggered the start and how early action impacted others.
- Each week for one month, reflect on one task completed independently. Record what made it possible, and one habit or tool that supported that autonomy.
- For one month, end at least ten conversations by confirming one clear next step. Track how often this improved follow-through or clarity.
- Across two weeks, volunteer for one emerging task or need each week before being requested. Record what prompted the action and any impact noticed.
- Review one task that went smoothly and identify the preparation step that supported success. Over three similar tasks, track which habits repeat and contribute most.

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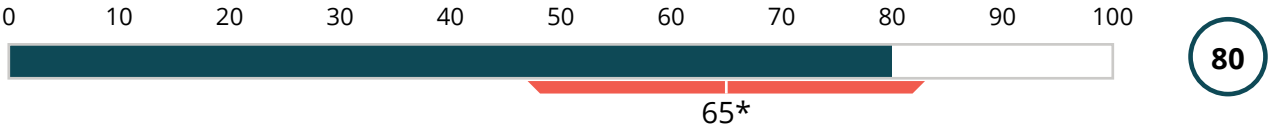
Futuristic Thinking

Thinking Skill

This section explores how Futuristic Thinking might show up for Samuel. Futuristic Thinking helps anticipate trends and possibilities that shape future direction and insight. Use this section to reflect on how Futuristic Thinking helps the team stay ahead of change and position for long-term success.

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



Samuel projects likely outcomes and aligns current actions with emerging trends. Greater clarity in interpreting future possibilities can help guide priorities and inform strategic decisions.

What People Might See:

- Samuel incorporates long-term thinking to connect present actions with future outcomes.
- He imagines how current trends could shape the future.
- He commonly balances short-term actions with future implications.
- He generally welcomes challenges that highlight future possibilities.
- Others view him as progressive and forward-looking.

Growth Activities:

- Extend one current plan into a 6–12 month view. Add two checkpoints and share it with a peer for input on feasibility.
- Each week, write one sentence describing a best-case future for a current project. After four weeks, review for common themes.
- After each major task this month, write down one future effect or step that could follow. Track how often those predictions became relevant.
- Write down one bold idea this month that goes beyond current norms. Share it in a team setting and note any support or concerns that come up.
- Ask two colleagues this week for feedback on when long-term thinking has been most noticeable. Note one habit or action to build on based on their input.

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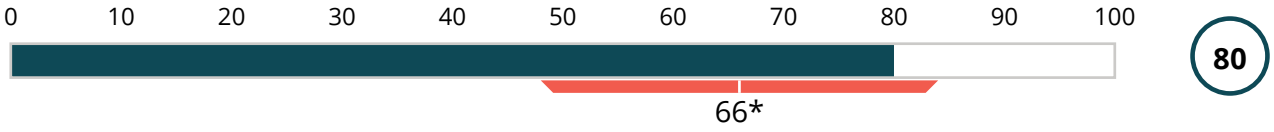
Conceptual Thinking

Thinking Skill

This section explores how Conceptual Thinking might show up for Samuel. Conceptual Thinking helps uncover patterns and insights by making connections across ideas and systems. Use this section to reflect on how Conceptual Thinking supports collaborative pattern spotting and strategic thinking within the team.

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



Samuel connects ideas effectively and often identifies themes that unify data or projects. Making theme links visible to others can support clearer understanding and more aligned action.

What People Might See:

- Samuel seeks deeper insight by exploring how and why things connect.
- He generally recognizes links among ideas or processes.
- He commonly blends ideas to form balanced perspectives.
- He recognizes how parts fit within a larger structure.
- Samuel tends to consider broader impacts when analyzing issues.

Growth Activities:

- Ask at least five “why” or “what if” questions each week. Track what new understanding emerged from one question weekly. Repeat this for three weeks.
- Create a short end-of-week log noting repeated patterns in tasks or conversations. Highlight one pattern that could shape future action. Do this for three weeks.
- For three weeks, choose two tasks or pieces of feedback that seem connected. Write one sentence showing how they fit together. At the end, reflect on which link revealed something new.
- Each week, trace how one task affects two other parts of a system (e.g. teams, tools, outcomes). Write down one unexpected link. Continue for four weeks.
- Choose three tasks each week for two weeks. For each, explain how it connects to a larger team or business direction. At the end, pay attention to what patterns shaped overall focus.

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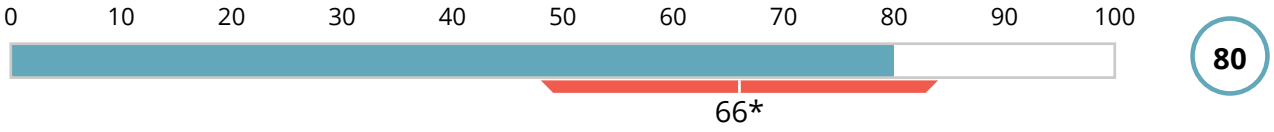
Creating Alignment

Relating Skill

This section explores how Creating Alignment might show up for Samuel. Creating Alignment helps bring people together behind a shared vision and builds momentum toward meaningful outcomes. Use this section to reflect on how Creating Alignment influences team direction, focus, and shared belief in outcomes.

11. Creating Alignment - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



Samuel provides direction and clarity for others, helping groups stay aligned toward common objectives. Clear priorities help direct group energy and maintain alignment under pressure.

What People Might See:

- Samuel expresses purpose and direction with confidence.
- He accepts responsibility for shared successes and setbacks.
- He encourages strong effort by reinforcing shared direction.
- He balances consultation with decisive action.
- Samuel demonstrates fairness in distributing work and recognition.

Growth Activities:

- This month, review five moments where team direction felt unclear. Identify what led to the loss of focus and how shared direction was re-established.
- Over the next month, track three deliverables where accountability slipped. Identify what contributed and how similar issues could be prevented.
- Across three weeks, track at least three situations where energy dropped. Identify what could have reinforced optimism or purpose.
- Review four recent decisions and ask peers if the reasoning was unclear. Capture recurring gaps and adjust how decisions are framed in the future.
- Across a month, track how five similar requests or situations were handled. Compare responses to check for consistency, and note any signs of uneven treatment or unintentional bias.

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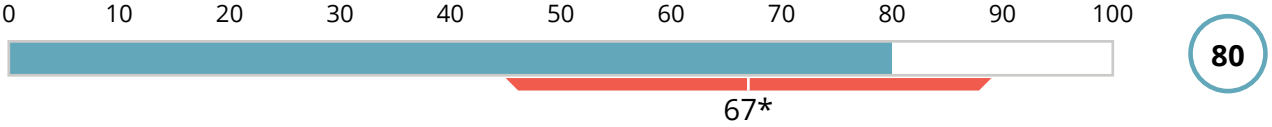
Interpersonal Skills

Relating Skill

This section explores how Interpersonal Skills might show up for Samuel. Interpersonal Skills support positive connection and trust through strong communication and presence. Use this section to reflect on how Interpersonal Skills foster harmony, rapport, and openness within the team.

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



Samuel communicates warmly and adapts tone to suit different people and situations. Deepening awareness of conversational cues can make interactions feel more natural.

What People Might See:

- Samuel establishes rapport through openness and courtesy.
- He tailors communication based on cues from others.
- He comes across as friendly and willing to listen.
- He notices subtle shifts in group dynamics.
- Others view him as approachable and comfortable to interact with.

Growth Activities:

- Over three weeks, identify one interaction each week where rapport felt harder to build. Reflect on what felt missing and try a small adjustment next time.
- After a difficult interaction each week, review how communication could have been better adapted. Track patterns over a month in what caused disconnects.
- Reflect on one moment each week where an opportunity to invite input other's was missed. Do this for one month and capture what got in the way and test one small change next time.
- Over the month, identify three moments where the energy or engagement in a meeting noticeably declined. Note what signaled the shift and how it might have been prevented or recovered.
- Observe one socially confident person each week for three weeks. Review one action or trait to trial personally.

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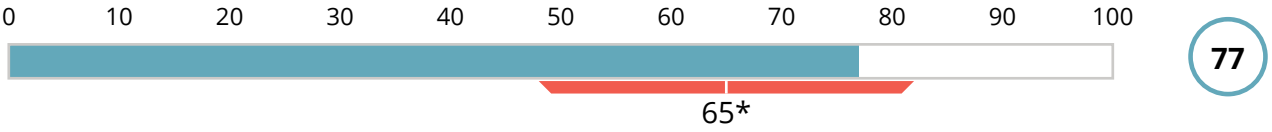
Influencing Others

Relating Skill

This section explores how Influencing Others might show up for Samuel. Influencing Others helps shape decisions and outcomes by guiding thinking and actions in purposeful, ethical ways. Use this section to reflect on how Influencing Others contributes to teamwork and effective collaboration.

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



Samuel presents ideas with purpose and adjusts his approach to shape thinking and encourage agreement. Stronger clarity in how ideas are expressed can help viewpoints resonate more broadly and support group alignment.

What People Might See:

- Samuel presents ideas in a way that gains support from others.
- He delivers ideas with confidence that supports persuasive impact.
- He builds credibility by combining reliability and expertise.
- He reiterates ideas with balance and patience.
- Samuel expresses differing views constructively.

Growth Activities:

- After sharing one idea each week, ask a peer what made the message clear or persuasive, and what reduced its impact. Track patterns across four weeks to improve delivery.
- Over the next month, track any persuasive conversations where confidence wavered. Write down what triggered it and one adjustment that could strengthen delivery next time.
- Over the next month, when sharing ideas, note which facts were accepted, questioned, or overlooked. Track what seems to strengthen and weaken credibility.
- This month, track three conversations where an idea didn't gain traction. Reflect on what limited progress and test a revised approach.
- During four weeks, practice naming any disagreements directly without dismissing the other person's perspective. Record the wording used and how it influenced the tone or direction of the conversation.

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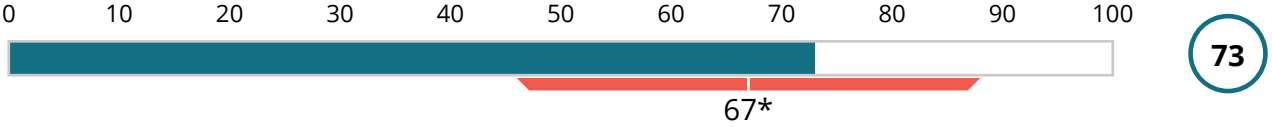
Personal Accountability

Working Skill

This section explores how Personal Accountability might show up for Samuel. Personal Accountability supports reliability and trust by owning actions and decisions fully. Use this section to reflect on how Personal Accountability helps strengthen team ownership and mutual responsibility.

14. Personal Accountability - Being answerable for personal actions.



Samuel takes ownership and works to correct issues constructively. Consistently taking responsibility reinforces a dependable professional reputation.

What People Might See:

- Samuel acknowledges personal responsibility for outcomes.
- He considers feedback without defensiveness.
- He generally maintains composure and responsibility despite stress.
- Others view him as dependable and steady when responsibilities arise.
- Samuel follows through, even when tasks are demanding.

Growth Activities:

- Over three weeks, track moments where responsibility felt avoided or passed on. Note how clearer responsibility could have improved outcomes.
- Review five recent pieces of feedback. Identify one pattern in how personal responses to feedback helped or limited growth.
- Track three tasks or deadlines that created pressure this month. Record what helped maintain accountability even under pressure.
- Ask three peers what actions consistently signal dependability. Identify one area to improve based on their input.
- Review four tasks that were completed late or inconsistently this month. Consider what disrupted follow-through and how to prevent it.

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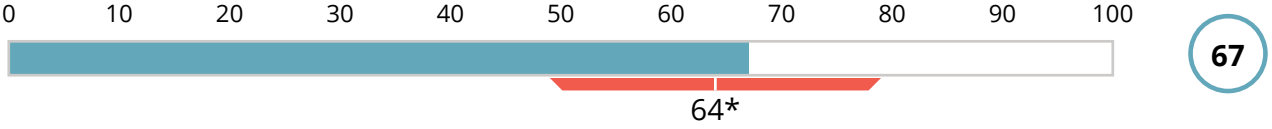
Teamwork

Relating Skill

This section explores how Teamwork might show up for Samuel. Teamwork helps create trust and shared success by supporting others and contributing to common goals. Use this section to reflect on how Teamwork encourages collective responsibility, trust, and stronger team outcomes.

15. Teamwork - Cooperating with others to meet objectives.



Samuel works well with others and contributes reliably to group objectives. Consistent contribution helps the team sustain productivity and deliver results more efficiently.

What People Might See:

- Samuel contributes positively to group tasks.
- He delivers on agreed commitments within team settings.
- He listens and acknowledges others' input.
- Others view him as reliable in group environments.
- Samuel supports team plans while balancing individual priorities.

Growth Activities:

- Over three weeks, lead one task per week involving at least two peers. After each, note one action that supported or hindered smooth collaboration.
- Each week for two weeks, complete one shared task as agreed. Note how dependable follow-through supported the team.
- In three team conversations during three weeks, invite one person who hasn't spoken to share a view. Observe how their input shaped next steps.
- Over three weeks, track moments when others ask for input or help. Note personal actions that may have encouraged (or discouraged) those requests.
- Across four shared tasks, identify where contribution felt uneven or well balanced. Note what influenced the outcome each time.

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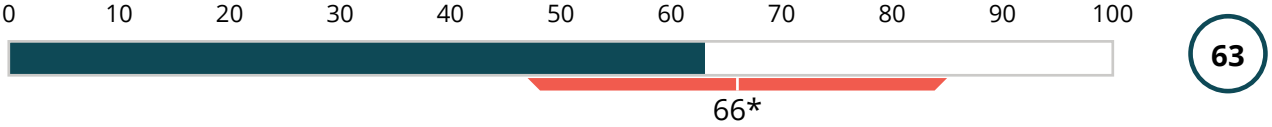
Tactical Thinking

Thinking Skill

This section explores how Tactical Thinking might show up for Samuel. Tactical Thinking helps produce trusted, effective outcomes through well-informed and timely choices. Use this section to reflect on how Tactical Thinking supports clarity, momentum, and shared confidence across the team.

16. Tactical Thinking - Analyzing all aspects of a situation to make consistently sound and timely decisions.



Samuel makes sound evaluations in familiar settings but may not apply a structured approach consistently. More consistent evaluation habits support clearer thinking when situations become unfamiliar or complex.

What People Might See:

- Under pressure, Samuel retains focus on priorities but may lose composure when decisions carry a higher risk.
- He reviews key information but may overlook less obvious factors that affect his conclusions.
- He may hesitate to alter course once a decision feels established.
- He evaluates immediate outcomes effectively but may understate the broader ripple effects of choices.
- Samuel may express confidence once a decision is final, but can hesitate or revisit his choices when challenged.

Growth Activities:

- This month, reflect on how pressure affected any decisions made. Write down what helped or hindered clear thinking in each case.
- For two weeks, after making a decision, note one piece of information that helped or could have helped. At the end, reflect on what kind of data made choices easier.
- Each week for one month, identify one moment where new input shifted a decision. Write down what shifted and what prompted the change.
- For three weeks, before making any decisions, write down one likely impact on others. Afterwards, reflect on what impact actually followed.
- After each decision this week, write one sentence explaining what made it the right choice.

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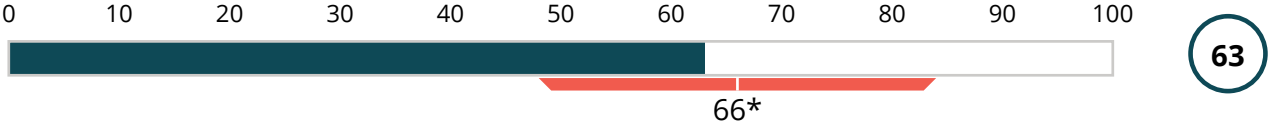
Continuous Learning

Thinking Skill

This section explores how Continuous Learning might show up for Samuel. Continuous Learning supports growth and adaptability by staying curious and building new knowledge. Use this section to reflect on how Continuous Learning contributes to team capability, agility, and shared improvement.

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



Samuel demonstrates a commitment to development when topics feel relevant or energizing. Committing to exploring topics beyond immediate interests can expand opportunities and strengthen long-term learning habits.

What People Might See:

- Samuel pursues learning when topics are personally relevant.
- He may wait for encouragement before pursuing new learning.
- Occasionally, Samuel shows curiosity but may not always follow it through.
- He may focus his learning within familiar boundaries.
- In some cases, Samuel uses new information selectively or experimentally.

Growth Activities:

- For one month, engage with one new learning source weekly and apply one insight to a task. At month's end, review which sources were most useful.
- For three weeks, choose and begin one learning task each week without external prompts. Record what helped make each start easier.
- Ask one open-ended question in a work context each day for two weeks. At the end, reflect on what sparked the most useful insights.
- Choose one topic outside regular work each week for a month. Note one question or insight that emerged from each.
- Over three weeks, apply one new idea or technique per week. After each, record what changed in the outcome or process.

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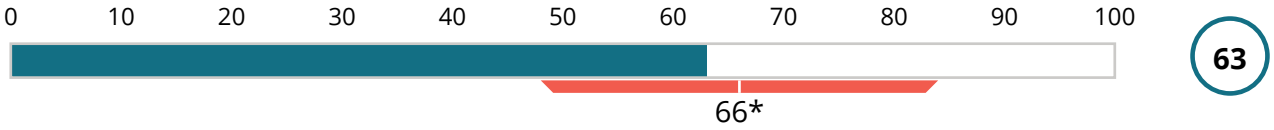
Project Management

Working Skill

This section explores how Project Management might show up for Samuel. Project Management helps ensure success by coordinating people, timelines, and resources to deliver outcomes. Use this section to reflect on how Project Management strengthens delivery, accountability, and resource flow across the team.

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



Samuel maintains progress on projects but may not consistently track how tasks, resources, and outcomes connect. Clarifying how tasks link to outcomes can reduce avoidable gaps and help work move forward more smoothly.

What People Might See:

- Samuel follows progress across main components, but secondary elements can be monitored less closely.
- Occasionally, Samuel adjusts resource use in response to emerging constraints.
- He coordinates related activities once dependencies become clearer.
- Others sometimes recognize his coordination skills within defined contexts.
- Samuel notices task interdependencies after disruptions occur.

Growth Activities:

- Over two weeks, notice two times when unclear progress or updates caused confusion. Note what could have improved visibility in each case.
- For two weeks, look for three tasks where tools or time were stretched. Record one step that could improve resource use next time.
- Across three shared tasks this month, observe when timing differences between contributors caused delays or rework. Reflect on what made coordination easier or harder.
- Ask three teammates what signals strong project management. Trial one of their suggestions this month.
- Choose one key task and map its dependencies. Over the next week, track how timing or changes affected other work. Note one way to manage these links more effectively.

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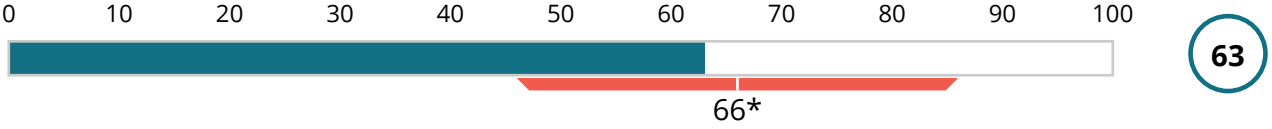
Resiliency

Working Skill

This section explores how Resiliency might show up for Samuel. Resiliency supports continued effort and momentum by recovering quickly from setbacks. Use this section to reflect on how Resiliency helps the team stay optimistic, recover quickly, and remain motivated.

19. Resiliency - Quickly recovering from adversity.



Samuel manages pressure with support, but may take longer to shift focus after setbacks. Clearer recognition of what restores energy can support a reliable return to focus.

What People Might See:

- Samuel recovers well once support or time is available.
- He can identify value in setbacks after the fact.
- He sometimes reacts defensively to criticism.
- He adapts as new conditions become more familiar.
- Samuel can take time to re-engage after depletion.

Growth Activities:

- Over the next two weeks, track two moments that felt like setbacks. For each, note what supported recovery and one idea that could help next time.
- Each week for three weeks, write a short reflection naming both the loss and the gain from a challenge. Review how this influenced overall perspective.
- After two feedback moments this month, note the first reaction and what helped maintain openness. At month's end, identify what supported or weakened it most.
- Track two disruptions this month. For each, record the first reaction, adjustment made, and what helped shift mindset.
- After three stressful moments, use a reset action (e.g., walking, deep breathing, or a short break). Rate energy before and after. Track which worked best.

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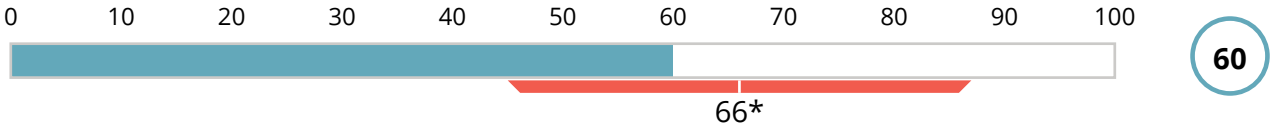
Employee Development & Coaching

Relating Skill

This section explores how Employee Development & Coaching might show up for Samuel. Developing & Coaching Employees helps unlock individual potential through targeted support, feedback, and challenge. Use this section to reflect on how Employee Development & Coaching contributes to growth and capability across the team.

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



Samuel provides guidance or encouragement when opportunities arise, but may not consistently initiate these conversations. Greater consistency in facilitating development enhances support for others and reinforces a growth-focused culture.

What People Might See:

- Samuel will sometimes delegate tasks that allow others to gain experience.
- He supports others' learning when circumstances allow.
- He sometimes offers feedback without expanding on implications or next steps.
- Others sometimes recognize his willingness to help when time permits.
- Samuel can model helpful practices, particularly in familiar situations.

Growth Activities:

- Once a week for three weeks, delegate a small task designed to stretch someone's skillset. Note how the task was handled and what learning may have occurred.
- Each week, look for an opportunity to offer a colleague the chance to practice a skill through a hands-on task. After a month, write down what helped build confidence or capability.
- Give feedback to three peers this week, including one clear observation and one suggestion each time. Note how each was received.
- This week, ask five colleagues to describe a moment when someone supported their growth effectively. Capture responses and analyze for themes.
- Over one month, look for examples where personal actions may influence team habits. Note how this could be leveraged further.

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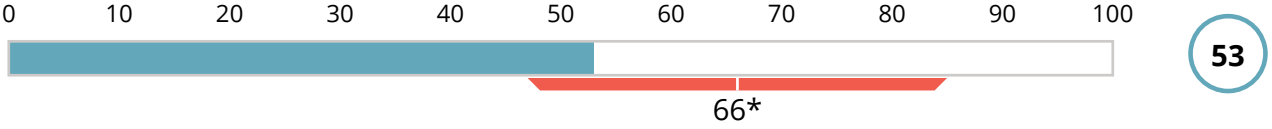
Diplomacy

Relating Skill

This section explores how Diplomacy might show up for Samuel. Diplomacy helps maintain connection and trust by navigating sensitive situations with discretion and respect. Use this section to reflect on how Diplomacy supports team harmony, open communication, and respectful collaboration.

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



Samuel communicates thoughtfully in most situations but may not maintain the same level of composure and tact when under pressure. Maintaining tact under pressure supports more constructive conversations and protects relationships when tensions rise.

What People Might See:

- Samuel can sometimes overlook opportunities to manage the tone of an interaction.
- He shares opinions directly, with varying levels of sensitivity.
- He tends to notice social dynamics only after outcomes unfold.
- At times, Samuel conveys ideas clearly but without softening opposition.
- Samuel generally respects confidentiality but may share information too freely at times.

Growth Activities:

- Each week for three weeks, adjust tone or pace in a challenging conversation. Note how the change affected the response or outcome.
- For a month, revise one piece of communication each week to improve tone without losing clarity. At the end, review one adjustment that made a positive difference.
- Over two weeks, before sharing an idea, think about who it might impact. Write down one time this shaped the way it was communicated.
- Each week, observe one person who influences without pushing. Note what they did that helped progress. After three weeks, examine for patterns.
- For two weeks, before sharing information about someone else, pause to assess appropriateness. Record one moment where this changed the decision to share.

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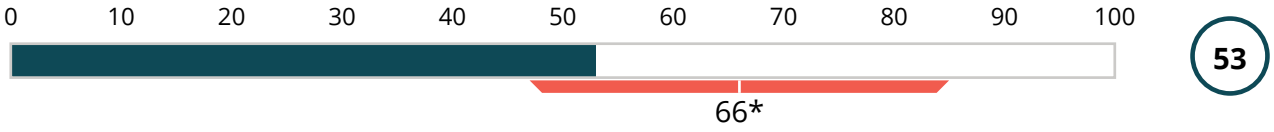
Planning & Organizing

Thinking Skill

This section explores how Planning & Organizing might show up for Samuel. Planning & Organizing helps create structure, systems and workflows that enable clarity, efficiency and smooth task execution. Use this section to reflect on how Planning & Organizing supports coordination, clarity, and effective delivery across the team.

22. Planning & Organizing - Establishing courses of action to ensure that work is completed effectively.



Samuel creates basic plans but may overlook more complex requirements or dependencies. Clearer task sequencing can reduce avoidable interruptions and make coordination easier.

What People Might See:

- Samuel may begin tasks without a formal plan or clear priorities.
- He occasionally notices gaps in planning after issues surface.
- On occasion Samuel uses informal systems that vary by task.
- He may foresee challenges once patterns become clear.
- Samuel assigns people and materials effectively in straightforward situations.

Growth Activities:

- Each morning this week, group tasks into three time blocks. At day's end, note how the structure supported focus.
- Observe one moment this week where a missed detail affected work quality. Note what was overlooked and how it could have been avoided.
- Choose one recurring task. Create a simple checklist or flowchart and use it for a week. Refine it after each use.
- For three upcoming tasks, list one possible issue and a backup plan. At week's end, reflect on how this planning helped.
- For one task daily, gather all required tools, resources, or input before starting. After five days, reflect on how this affected the outcome.

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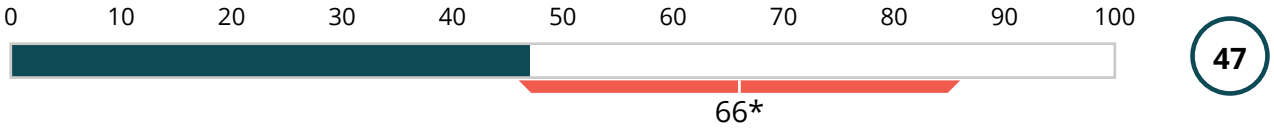
Problem Solving

Thinking Skill

This section explores how Problem Solving might show up for Samuel. Problem Solving supports the design of effective solutions by identifying root causes and addressing underlying issues. Use this section to reflect on how Problem Solving enables closer collaboration and fewer recurring issues within the team.

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



Samuel can respond to challenges effectively but does not always analyze issues in depth before acting. Clearer understanding of what drives an issue can improve the accuracy of solutions and reduce the need for rework.

What People Might See:

- Samuel becomes aware of issues after consequences emerge.
- When prompted, Samuel applies structured reasoning to a problem.
- At times Samuel draws on limited data when analyzing an issue.
- He generally applies logic, though pressure can occasionally affect his clarity.
- Samuel tends to recognize patterns after review.

Growth Activities:

- Before addressing a problem this week, describe in one or two sentences what the issue is. Note how this helped shape the solution.
- Over two weeks, break down one complex problem by mapping its key parts and possible causes. Afterwards, reflect on which part seemed most important and why.
- For three issues this month, find one supporting fact. At the end of the month, reflect on how using evidence helped shape the response.
- This month, when faced with a problem, pause and ask, “Is logic or emotion leading right now?” Note any patterns.
- This week, before solving a problem, pause to ask: “Has this occurred before?” If so, record the repeated element and how the response changed.

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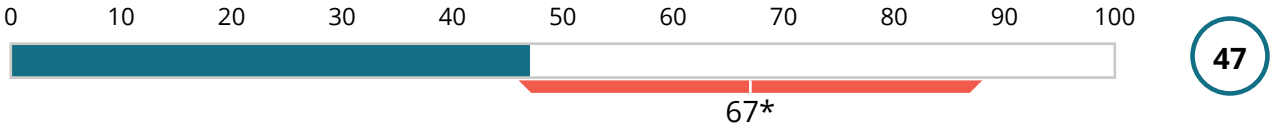
Time & Priority Management

Working Skill

This section explores how Time & Priority Management might show up for Samuel. Time & Priority Management helps focus energy on what matters most to deliver consistent, on-time results. Use this section to reflect on how Time & Priority Management contributes to team balance, delivery, and effective workflow.

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



Samuel can organize tasks but may at times misjudge workload demands. Clearer judgment about effort can help protect focus and reduce rework.

What People Might See:

- Samuel can give attention to lower-priority activities before addressing more urgent demands.
- Occasionally, Samuel becomes sidetracked during key tasks.
- He does not always sequence timing in ways that minimize duplicated effort or re-work.
- Others recognize dependability in him, though time and workload demands can affect consistency.
- Samuel generally meets deadlines, though consistency under time pressure can vary.

Growth Activities:

- At the start of each week for three weeks, organize tasks by priority before beginning work. At week's end, note one change in focus or outcome that resulted.
- During the next two weeks, schedule three distraction-free focus blocks per week. Record what type of work benefited most.
- Across five days, streamline one recurring task or step. Record how much time or effort was saved.
- Ask three colleagues this month what signals show someone is dependable with time. Note any patterns that relate to personal habits.
- Track on-time versus late delivery for all committed tasks over three weeks. Note one recurring factor that influenced timing.

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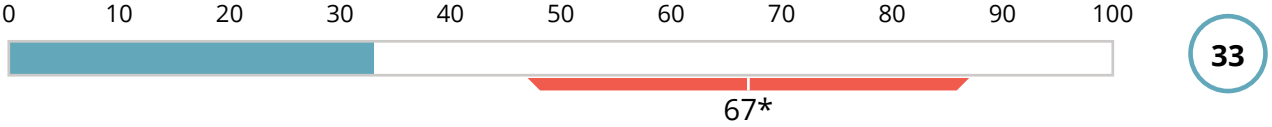
Appreciating Others

Relating Skill

This section explores how Appreciating Others might show up for Samuel. Appreciating Others helps create a culture where people feel seen, valued, and encouraged to contribute. Use this section to reflect on how Appreciating Others contributes to team trust, inclusion, and morale.

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



Samuel may focus on tasks and outcomes more than active recognition of others' daily efforts. Intentionally expressing appreciation improves goodwill and supports steady performance under pressure.

What People Might See:

- Samuel may assume appreciation is understood and rarely states it directly.
- He might not always express appreciation openly and could be perceived as reserved.
- He may focus on practical solutions to challenges, which could be interpreted as limited empathy.
- He may concentrate on personal responsibilities and appear less available to others.
- Samuel might prefer familiar perspectives and could be seen as reserved around differences.

Growth Activities:

- For two weeks, pay attention to how people react to different forms of recognition and feedback. Consider what style felt most meaningful to two peers.
- Notice one helpful action each workday and offer a simple thank-you. Repeat for two weeks and note observations.
- When someone shares a challenge, offer a simple response like encouragement or ask a question. Do this once a week for a month and pay attention to what was said and how it was received.
- For the next two weeks, when someone appears under pressure, offer to help with one small task. Observe what was offered and how it was received.
- For one week, track who speaks and who stays silent in meetings. At the end, record one pattern that could affect inclusion.

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

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Potential Strengths & Over-Extensions

This section highlights Samuel's highest-ranked competencies. These skills often act as key strengths, showing where capability and performance come more naturally. In some cases, strong skills can be overused or misapplied. Use this section to consider where Samuel's strengths add value and where balance may be helpful.

Possible Strengths

- **Adapting Readily:** Samuel adjusts quickly to new information or changing circumstances.
- **Resolving Tension:** Samuel engages in challenging conversations with calm focus, helping move situations toward constructive outcomes.
- **Generating New Ideas:** Samuel introduces fresh alternatives that stimulate improvement and new ways of thinking.
- **Pursuing Targets:** Samuel works steadily toward important outcomes with persistence and clarity.
- **Strengthening Service Relationships:** Samuel responds promptly and respectfully, contributing to positive service experiences.

Possible Over-Extensions

- **Reducing Continuity:** Samuel can shift direction frequently, making follow-through harder to sustain.
- **Prioritizing Harmony:** Samuel may lean toward maintaining harmony, which can delay necessary conversations.
- **Diluting Focus:** Samuel can introduce new ideas quickly, making it harder for others to maintain consistency.
- **Narrowed Focus:** Samuel can emphasize targets so strongly that wellbeing or collaboration receives less attention.
- **Stretching Commitments:** At times, Samuel may take on additional requests that strain resources or expectations.

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Potential Limitations & Hidden Strengths

This section highlights Samuel's lowest-ranked competencies. These areas may feel less natural or less practiced, which can present limitations in certain situations. At the same time, lower scores can reflect intentional focus elsewhere or untapped potential. Use this section to explore where development may be useful and where hidden strengths may emerge.

Possible Limitations

- **Untempered Messaging:** Samuel might express messages plainly, with less adjustment for sensitivity in difficult or delicate situations.
- **Lacking Structure:** Samuel can approach tasks without a clear sequence or plan.
- **Incomplete Problem Framing:** Samuel may act without fully diagnosing the root of the issue.
- **Misaligned Task Sequencing:** Samuel sometimes organizes tasks in ways that may miss timing or urgency needs.
- **Limited Recognition:** Samuel can overlook opportunities to acknowledge others' efforts or contributions.

Possible Hidden Strengths

- **Plain or Direct Messaging:** Samuel communicates candidly and keeps the message direct.
- **Adaptive Execution:** Samuel responds to work as it arises, adjusting approach as needed.
- **Fix-and-Continue Mindset:** Samuel moves forward with solutions without extended analysis.
- **Need-Driven Focus:** Samuel shifts attention based on emerging demands.
- **Deliberate Detachment:** Samuel maintains a measured emotional distance that supports objectivity and task focus.

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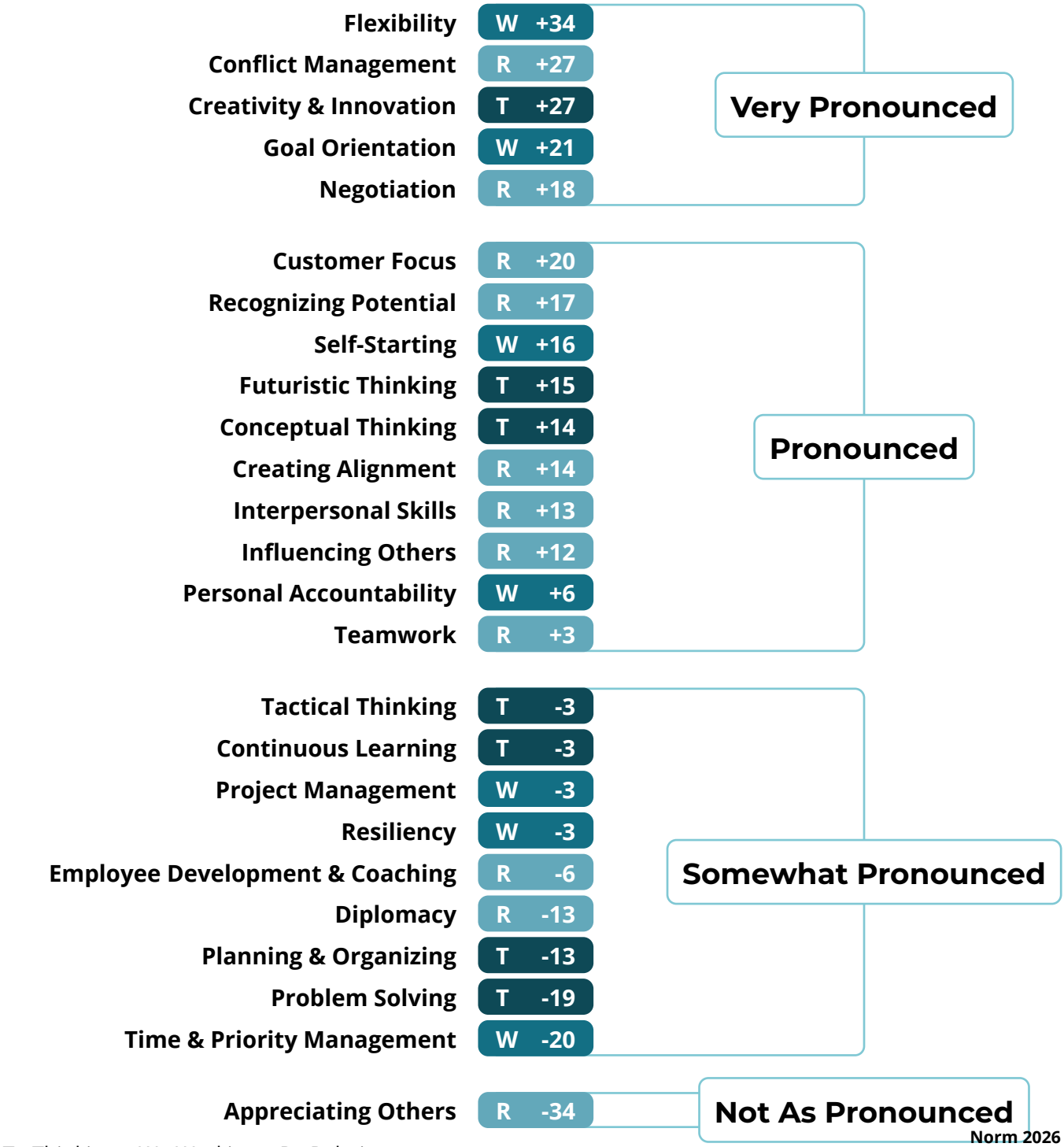
Norms & Comparisons

Hierarchy Based on Population

This section ranks Samuel's competencies based on how far each score sits above or below the population. This view highlights where he might be more and less pronounced when compared to others. Use this section to explore strengths that are more distinct and areas that may benefit from added focus.



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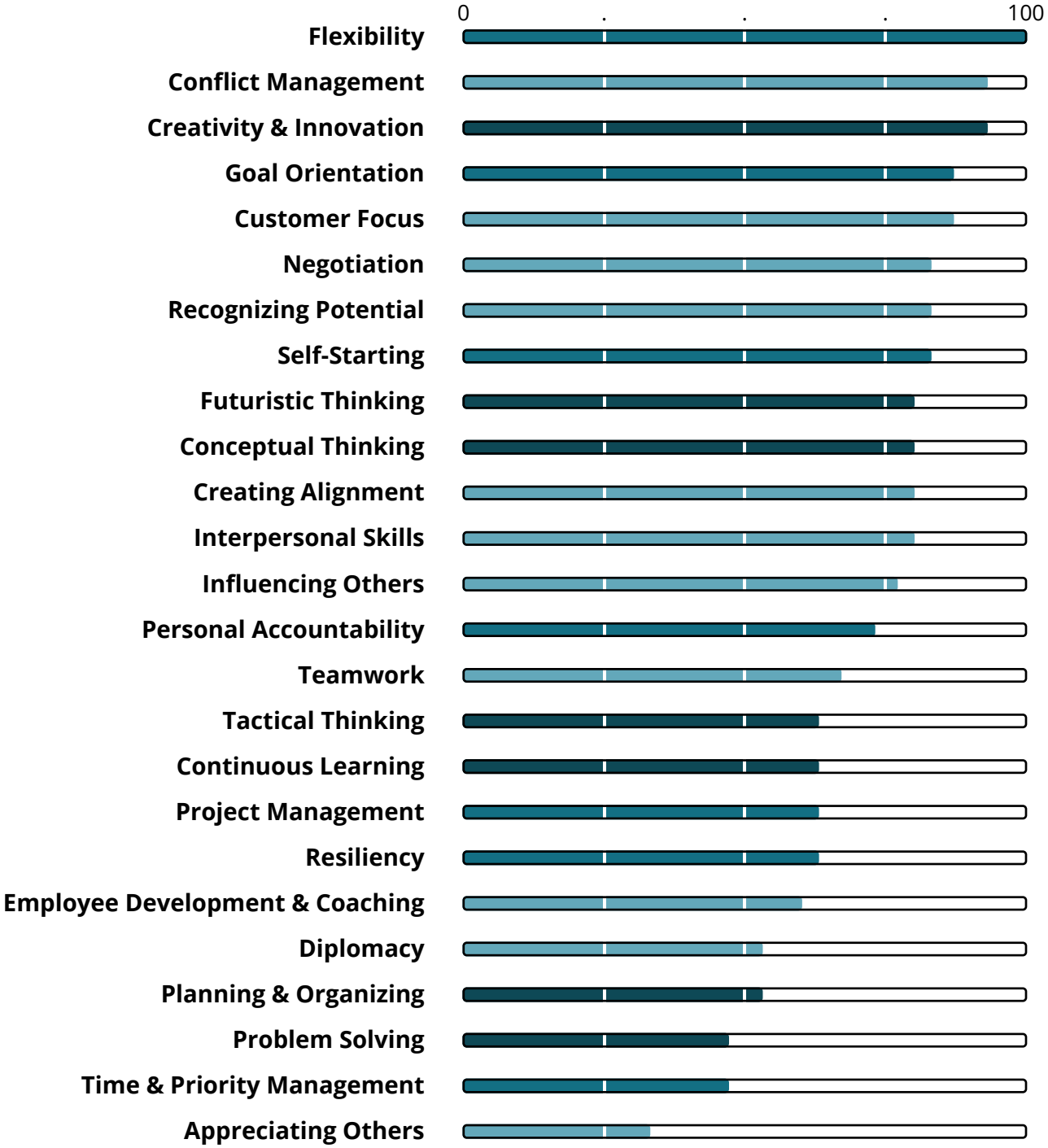
Competencies Graph

Hierarchy Based on Scores

This section ranks Samuel's competencies from highest to lowest based on his scores. It highlights his personal order of strengths, indicating which competencies may be playing a more prominent role at this time. Use this section to explore where natural strengths may be showing up and where there may be room for growth.



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Competency Development Plan

Turning Insight into Action

This DNA Development Plan is designed to help translate insight into practical action. Focusing attention on a small number of competencies can create meaningful shifts in performance, effectiveness, and overall impact. Use this plan to identify and build the competencies that are most relevant to current goals and priorities.

Actionable Steps for Growth:

Select Focus Competencies: Review the report and identify up to three competencies that may have the greatest impact on performance, effectiveness, or satisfaction in current contexts. These may be areas to strengthen or capabilities to apply more consistently.

Define the Desired Impact: Consider what strengthening these competencies could enable. What outcomes, interactions, or results might improve if this capability was applied more effectively?

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Competency Development Plan

Continued

Commit to Practical Actions: Select one or more growth activities for each competency and apply them in day-to-day situations. Focus on small, repeatable actions that can be embedded into regular routines.

Measure Success: Identify how progress will be reported and recognized. This may include observable changes in outcomes, feedback from others, consistency of action, or increased confidence in applying the competency.

Reflect on Impact: Consider both sides of development. What impact might strengthening this competency have? What impact might occur if it remains unchanged? Use these reflections to reinforce focus and guide ongoing effort.

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