TTI SUCCESS INSIGHTS®

TriMetrix® HD

Executive Coaching

Josh Roberts

Leadership
Sample Co.
7-16-2014

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Acumen Indicators

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

Competencies

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

Copyright © 2006-2013. Target Training International, Ltd.

Introduction Behaviors Section

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

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

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

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

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

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

Copyright © 2006-2013. Target Training International, Ltd.

General Characteristics

Based on Josh'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 Josh's natural behavior.

Josh tends to have a "short fuse" and can display anger or displeasure when he feels that people are taking advantage of him. He is often frustrated when working with others who do not share the same sense of urgency. He is the type of manager who, under pressure, has a tremendous sense of urgency and need to get things done. He is comfortable in an environment that may be characterized by high pressure and is variety-oriented. Some would see Josh as an initiator. He is a dominant, forceful and direct person who wants to be seen as an individualist. He is aggressive and confident. He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Under pressure, Josh has a tendency to actively seek opportunities which test and develop his abilities to accomplish results. Josh is forward-looking, aggressive and competitive. His vision for results is one of his positive strengths. He embraces visions not always seen by others. Josh's creative mind allows him to see the "big picture."

Josh will work long hours until a tough problem is solved. After it is solved, Josh may become bored with any routine work that follows. He prefers authority equal to his responsibility. He is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. Many people see his decisions as high-risk decisions. However, after the decision is made, he tends to work hard for a successful outcome. He finds it easy to share his opinions on solving work-related problems. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. Sometimes he becomes emotionally involved in the decision-making process.

Copyright © 2006-2013. Target Training International, Ltd.

General Characteristics Continued

Josh tends to be intolerant of people who seem ambiguous or think too slowly. 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 lose interest in what others are saying if they ramble or don't speak to the point. His active mind is already moving ahead. He may lack the patience to listen and communicate with slower acting people. Josh tends to influence people by being direct, friendly and results-oriented. He likes people who give him options as compared to their opinions. The options may help him make decisions, and he values his own opinion over that of others! He likes people who present their case effectively. When they do, he can then make a quicker assessment or decision. He challenges people who volunteer their opinions.

Copyright © 2006-2013. Target Training International, Ltd.

Value to the Organization

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

- Initiates activity.
- Challenge-oriented.
- Dedicated to his own ideas.
- Accomplishes goals through people.
- Will join organizations to represent the company.
- Has the confidence to do the difficult assignments.
- Tenacious.
- Innovative.
- Self-starter.

Copyright © 2006-2013. Target Training International, Ltd.

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 Josh. 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 Josh most frequently.

Ways to Communicate:

- ☐ Support the results, not the person, if you agree.
- ☐ Confront when in disagreement.
- ☐ Provide questions, alternatives and choices for making his own decisions.
- ☐ Come prepared with all requirements, objectives and support material in a well-organized "package."
- ☐ Provide "yes" or "no" answers--not maybe.
- ☐ Define the problem in writing.
- ☐ Ask specific (preferably "what?") questions.
- ☐ Expect him to return to fight another day when he has received a "no" answer.
- ☐ Provide solutions--not opinions.
- ☐ Be clear, specific, brief and to the point.
- ☐ Look for his oversights.
- ☐ Be brief--be bright--be gone.

Copyright © 2006-2013. Target Training International, Ltd.

Checklist for Communicating Continued

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

- ☐ Reinforce agreement with "I'm with you."
- ☐ Ask rhetorical questions, or useless ones.
- ☐ Muffle or overcontrol.
- ☐ Come with a ready-made decision, or make it for him.
- ☐ Let disagreement reflect on him personally.
- ☐ Try to build personal relationships.
- ☐ Direct or order.
- ☐ Let him overpower you with verbiage.
- ☐ Take credit for his accomplishments.
- ☐ Try to convince by "personal" means.
- ☐ Hesitate when confronted.
- ☐ Forget or lose things, be disorganized or messy, confuse or distract his mind from business.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

Copyright © 2006-2013. Target Training International, Ltd.

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 Josh's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Josh to project the image that will allow him to control the situation.

Self-Perception

Josh usually sees himself as being:

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

Others' Perception - Moderate

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

- Demanding
- Egotistical
- Nervy
- Aggressive

Others' Perception - Extreme

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

- Abrasive
- Arbitrary
- Controlling
- Opinionated

Copyright © 2006-2013. Target Training International, Ltd.

The Absence of a Behavioral Factor

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

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

- Avoid situations where the lack of fear is the driving force versus the return for the organization.
- Avoid situations where critical analysis is required, and move toward an out-of-the-box brainstorming environment.
- Avoid work environments requiring constant diplomacy, as they may cause stress.

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

- Stress is demonstrated through body language; be sure to send the same message verbally and physically.
- Understand the need for detail in delegation practices, as this may cause unnecessary stress for others, and the desired result will be more difficult to achieve.
- The desire to be seen as a unique person may detract from the ideal outcome.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Descriptors

Based on Josh'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.

Dominance	Influencing	Steadiness	Compliance
Demanding	Effusive	Phlegmatic	Evasive
Egocentric	Inspiring	Relaxed Resistant to Change Nondemonstrative	Worrisome Careful Dependent Cautious
Driving **Ambitious** **Pioneering** **Strong-Willed** **Forceful** **Determined** **Aggressive** **Competitive** **Decisive** **Venturesome**	**Magnetic** **Political** **Enthusiastic** **Demonstrative** **Persuasive** **Warm** **Convincing** **Polished** **Poised** **Optimistic**	Passive Patient Possessive	Conventional Exacting Neat
Inquisitive **Responsible**	**Trusting** **Sociable**	Predictable Consistent Deliberate Steady Stable	Systematic Diplomatic Accurate Tactful Open-Minded Balanced Judgment
Conservative	Reflective	**Mobile**	**Firm**
Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious	Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact Incisive	**Active** **Restless** **Alert** **Variety-Oriented** **Demonstrative**	**Independent** **Self-Willed** **Stubborn**
Mild Agreeable Modest Peaceful	Pessimistic Moody	**Impatient** Pressure-Oriented Eager Flexible Impulsive Impetuous	**Obstinate** **Opinionated** **Unsystematic** **Self-Righteous** **Uninhibited** **Arbitrary** **Unbending**
Unobtrusive	Critical	Hypertense	Careless with Details

Copyright © 2006-2013. Target Training International, Ltd.

Natural and Adapted Style

Josh'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	Adapted
Josh 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. Josh will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.	Josh sees no need to change his approach to solving problems or dealing with challenges in his present environment.

People - Contacts

Natural	Adapted
Josh's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.	Josh feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

Copyright © 2006-2013. Target Training International, Ltd.

Natural and Adapted Style Continued

Pace - Consistency

Natural	Adapted
Josh is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. He usually demonstrates a pronounced sense of urgency. He is eager to initiate change if for nothing else than for change's sake.	Josh seeks a wide scope of activities in an environment that is constantly changing. Timetables, deadlines and schedules can be constantly shuffled without obvious consternation. Even electronic communication may not move fast enough for him.

Procedures - Constraints

Natural	Adapted
Josh does not like constraints, at times he can be somewhat defiant and rebellious. He has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. He seeks adventure and excitement and wants to be seen as his own person.	Josh shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant and Josh sees little or no need to change his response to the environment.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Adapted Style

Josh 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.

- A competitive environment, combined with a high degree of people skills.
- Acting without precedent, and able to respond to change in daily work.
- Handling a variety of activities.
- Meeting deadlines.
- Questioning the status quo, and seeking more effective ways of accomplishment.
- Skillful use of vocabulary for persuasive situations.
- Working without close supervision.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- A good support team to handle paperwork.
- Anticipating and solving problems.
- Persistence in job completion.

Copyright © 2006-2013. Target Training International, Ltd.

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.

Crisis Management

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

Possible Causes:

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

Possible Solutions:

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

Firefighting

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

Possible Causes:

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

Copyright © 2006-2013. Target Training International, Ltd.

Time Wasters Continued

Possible Solutions:

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

Poor Delegation

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

Possible Causes:

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

Possible Solutions:

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

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:

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past

Copyright © 2006-2013. Target Training International, Ltd.

Time Wasters Continued

- Want to "go with the flow" and not be stifled by a written daily agenda

Possible Solutions:

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

Snap Decisions

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

Possible Causes:

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance
- Lack specific goals

Possible Solutions:

- Ask for recommendations
- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems

Copyright © 2006-2013. Target Training International, Ltd.

Areas for Improvement

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

Josh has a tendency to:

- Be inconsistent because of many stops, starts and ever-changing direction.
- Keep too many balls in the air, and if his support is weak he will have a tendency to drop some of those balls.
- Have trouble delegating--can't wait, so does it himself.
- Blame, deny and defend his position--even if it is not needed.
- Make "off the cuff" remarks that are often seen as personal prods.
- Be a one-way communicator--doesn't listen to the total story before introducing his opinion.
- Set standards for himself and others so high that impossibility of the situation is common place.
- Fail to complete what he starts because of adding more and more projects.
- Have difficulty finding balance between family and work.

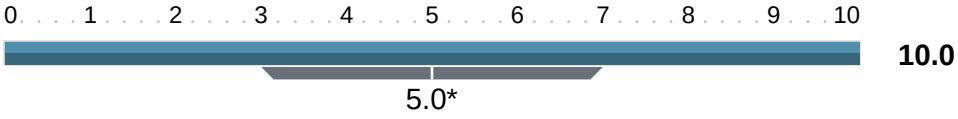
Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

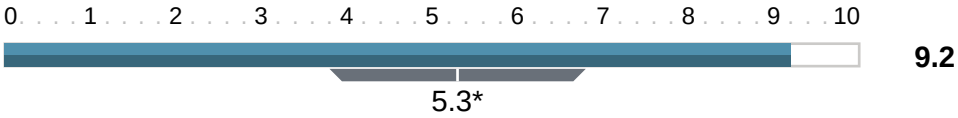
Behavioral Hierarchy

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

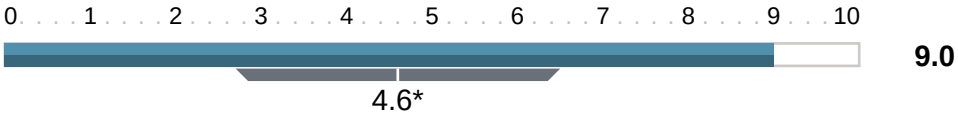
1. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.



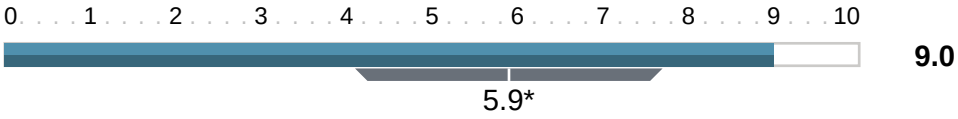
2. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



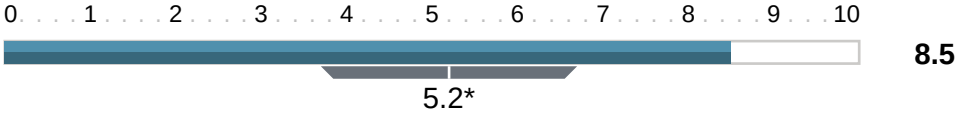
3. Urgency - Decisiveness, quick response and fast action.



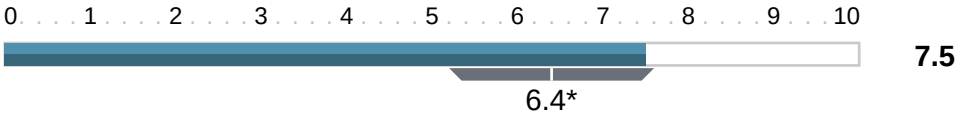
4. Frequent Interaction with Others - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



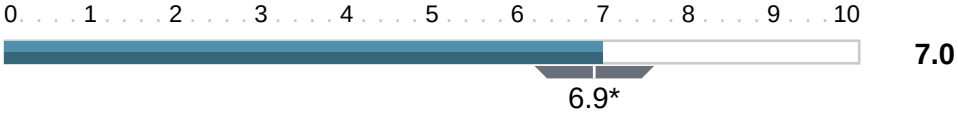
5. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



6. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



7. Customer Relations - A desire to convey your sincere interest in them.

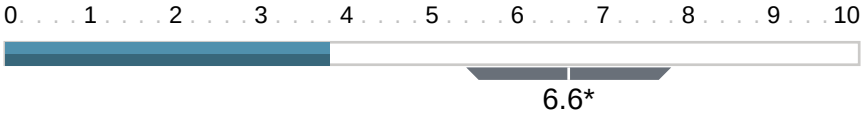


* 68% of the population falls within the shaded area.

Copyright © 2006-2013. Target Training International, Ltd.

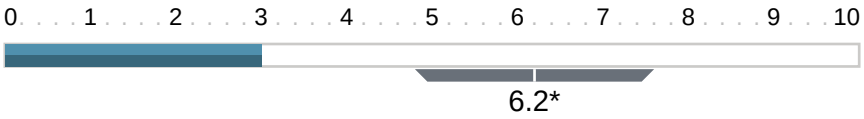
Behavioral Hierarchy

8. Follow Up and Follow Through - A need to be thorough.



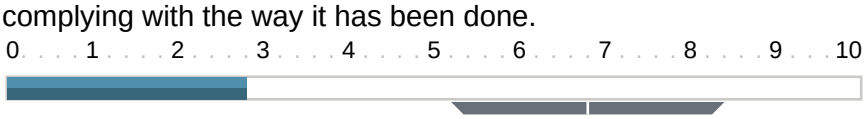
3.8

9. Consistency - The ability to do the job the same way.



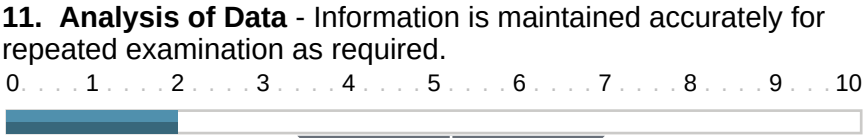
3.0

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



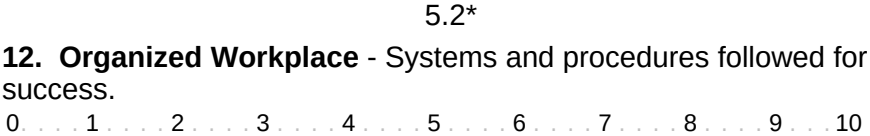
2.8

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



2.0

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



1.0

SIA: 93-65-04-12 (11) SIN: 100-86-24-08 (12)
* 68% of the population falls within the shaded area.

Copyright © 2006-2013. Target Training International, Ltd.

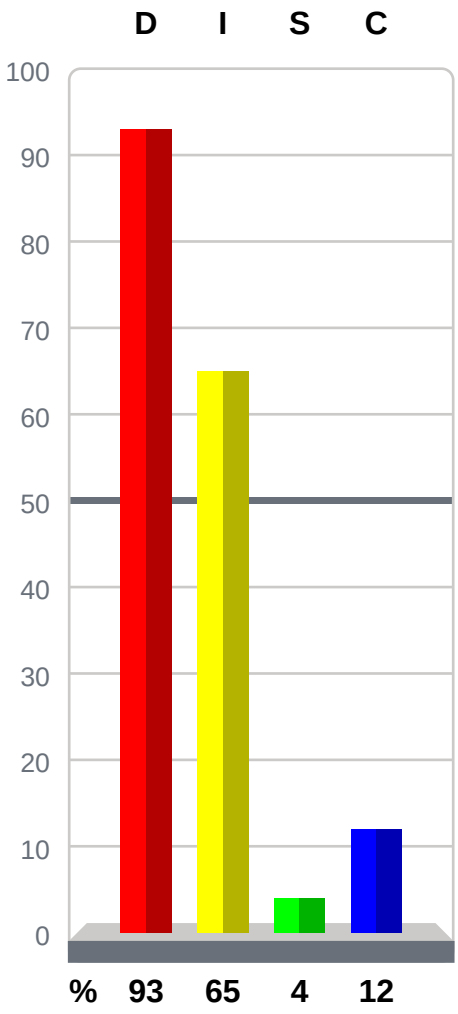
TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Style Insights® Graphs

7-16-2014

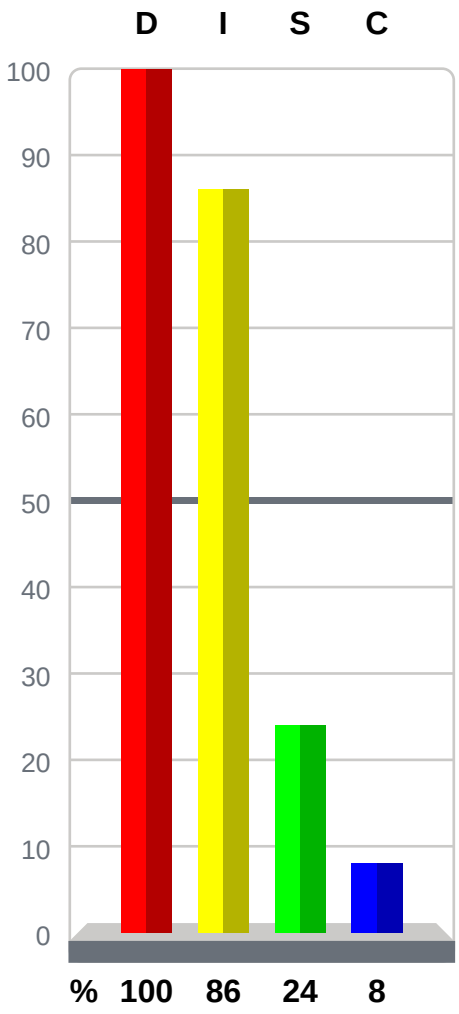
Adapted Style

Graph I



Natural Style

Graph II



Norm 2012 R4

T: 11:04

Copyright © 2006-2013. Target Training International, Ltd.

The Success Insights® Wheel

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

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

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

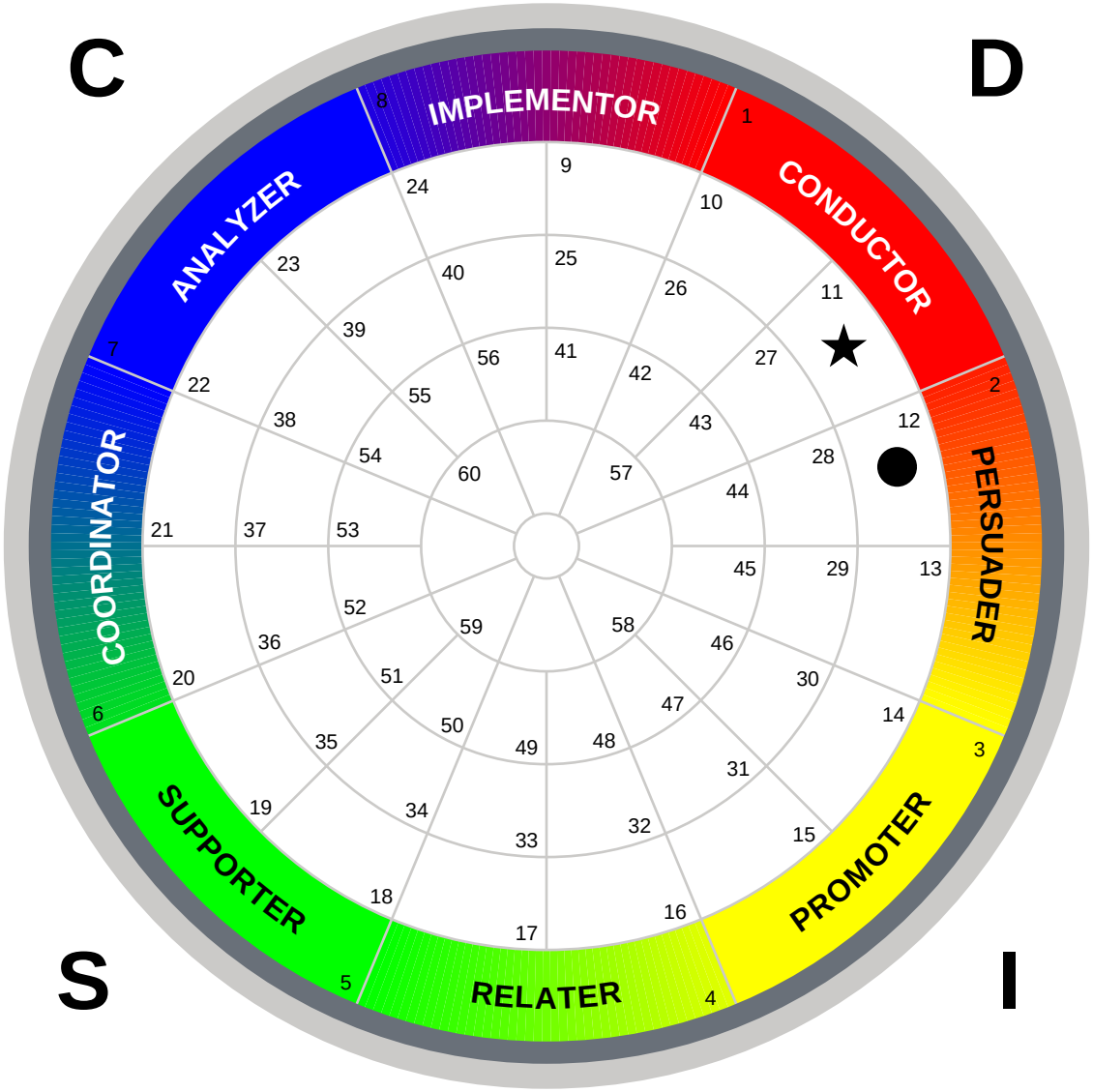
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

Copyright © 1992-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

The Success Insights® Wheel

7-16-2014



Adapted: ★ (11) PERSUADING CONDUCTOR

Natural: ● (12) CONDUCTING PERSUADER

Norm 2012 R4

T: 11:04

Josh Roberts

Copyright © 1992-2013. Target Training International, Ltd.

Introduction Motivators Section

Knowledge of an individual's motivators help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Personal Motivators & Engagement report measures the relative prominence of six basic interests or motivators (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Motivators help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six motivators.

- **Strong** - positive feelings that you need to satisfy either on or off the job.
- **Situational** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.
- **Indifferent** - your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking

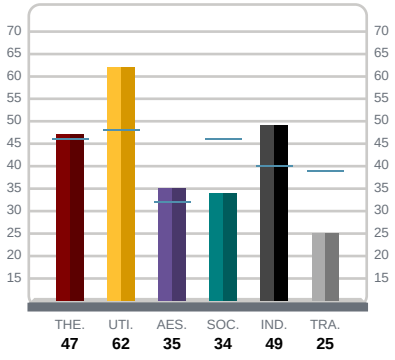
1st	Utilitarian	**Strong**
2nd	Individualistic	**Strong**
3rd	Theoretical	**Situational**
4th	Aesthetic	**Situational**
5th	Social	**Indifferent**
6th	Traditional	**Indifferent**

Copyright © 1990-2013. Target Training International, Ltd.

Utilitarian

The Utilitarian score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This motivator includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average business person. A person with a high score is likely to have a high need to surpass others in wealth.

- With economic security comes the freedom to advance his ideas or beliefs.
- He can be very practical.
- Working long and hard to purchase the finer things in life is one of Josh's goals.
- Josh will attempt to structure his economic dealings.
- Josh will be motivated by his accomplishments.
- Having more wealth than others is a high priority for Josh.
- Josh will protect his assets to ensure the future of his economic security.
- Josh faces the future confidently.
- Wealth provides the security Josh wants for himself and/or his family.
- All attempts are made to protect future security to ensure that his legacy is protected.
- Josh is future-oriented.

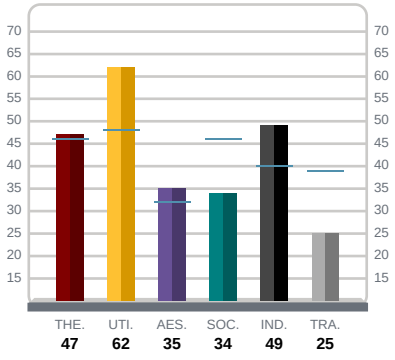


Copyright © 1990-2013. Target Training International, Ltd.

Individualistic

The primary interest for this motivator is POWER, not necessarily politics. Research studies indicate that leaders in most fields have a high power drive. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

- People who are determined and competitive are liked by Josh.
- Josh takes responsibility for his actions.
- He wants to control his own destiny and display his independence.
- Josh has the desire to assert himself and to be recognized for his accomplishments.
- Maintaining individuality is strived for in relationships.
- He believes "if at first you don't succeed try, try again."
- Josh believes "when the going gets tough, the tough get going."
- Josh likes to be in situations that allow him the freedom to control his destiny and the destiny of others. His team's strategy is to attempt to dilute outsiders' influence on the results of their goals.
- If necessary, Josh will be assertive in meeting his own needs.



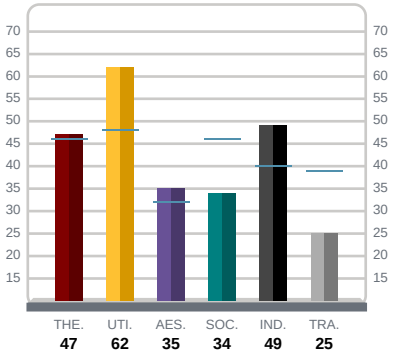
Copyright © 1990-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Theoretical

The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

- Josh will usually have the data to support his convictions.
- In those areas where Josh has a special interest he will be good at integrating past knowledge to solve current problems.
- If Josh 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.
- A job that challenges the knowledge will increase his job satisfaction.
- Josh will seek knowledge based on his needs in individual situations.
- If knowledge of a specific subject is not of interest, or is not required for success, Josh will have a tendency to rely on his intuition or practical information in this area.
- Josh has the potential to become an expert in his chosen field.



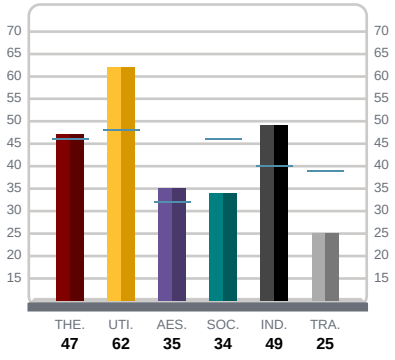
Copyright © 1990-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Aesthetic

A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

- The need for the appreciation of beauty is determined on an individual basis and is not generalized in terms of the total world around him.
- At times Josh will look for the beauty in all things.
- Josh may desire fine things for his spouse or family members.
- There could be a specific area that is of great interest to him. For instance, he may be appreciative of the natural beauty of mountains and streams, but may not be overly impressed by the works of Picasso or Rembrandt.

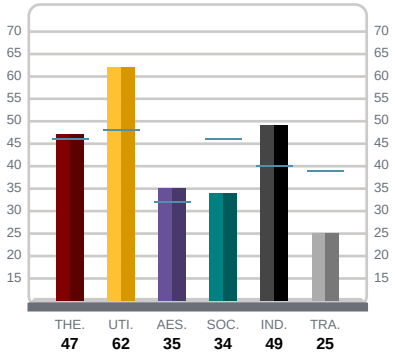


Copyright © 1990-2013. Target Training International, Ltd.

Social

Those who score very high for this motivator have an inherent love of people. The social person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic attitudes cold and inhuman. Compared to the Individualistic motivator, the Social person regards helping others as the only suitable form for human relationships. Research indicates that in its purest form, the Social interest is selfless.

- Josh will be torn if helping others proves to be detrimental to him.
- Josh is willing to help others if they are working as hard as possible to achieve their goals.
- Believing that hard work and persistence is within everyone's reach - he feels things must be earned, not given.
- He will be firm in his decisions and not be swayed by unfortunate circumstances.
- Josh's passion in life will be found in one or two of the other dimensions discussed in this report.
- He will not normally allow himself to be directed by others unless it will enhance his own self-interest.

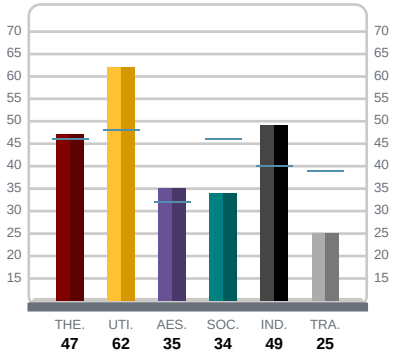


Copyright © 1990-2013. Target Training International, Ltd.

Traditional

The highest interest for this motivator may be called "unity," "order," or "tradition." Individuals with high scores for this motivator seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

- Josh's passion in life will be found in one or two of the other dimensions discussed in this report.
- In many cases, Josh will want to set his own rules which will allow his own intuition to guide and direct his actions.
- It may be hard to manipulate Josh because he has not defined a philosophy or system that can provide immediate answers to every situation.
- Traditions will not place limits or boundaries on Josh.
- He will not be afraid to explore new and different ways of interpreting his own belief system.
- Josh can be creative in interpreting other systems or traditions and selective in applying those traditions.
- He will work within a broadly defined set of beliefs.



Copyright © 1990-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Navigating Situations Outside Your Comfort Zone

The information on this page will highlight areas in which you may struggle relating to based on your lowest motivator. The information will teach you how to manage your way through discussions focusing on your number six motivator.

Tips for Communicating with "High Traditional" utilizing your Utilitarian.

As you read through the communication tips, think about the following questions:

How does the mindset of a high Traditional contribute to today's workforce?

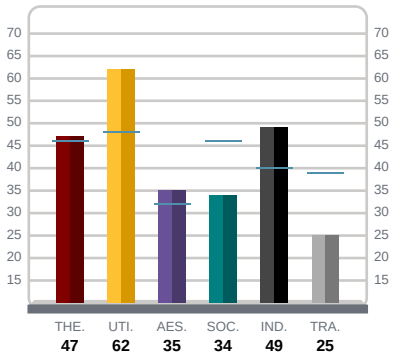
How do Traditionals contribute to the world, your professional life and your personal life?

A high Traditional seeks a system for living and wants others to follow the system of his or her choice.

- Position the Traditional in a way where people want to align with the principles of the organization, as long as these principles are providing the desired return to the bottom-line.
- If principles are being adhered to that detract from the results the organization is looking for, provide factual, data-driven information as to why and how the standards should be adjusted.

Once a Traditional has made up his or her mind on an issue, he or she will rarely change this opinion even if logic indicates he or she is wrong.

- Look for the value of the belief system the Traditional team member possesses. Is there a way to yield a return based on the belief system and how it applies to business goals?
- It's important to understand the biases the Traditional has and determine if it's worth the return of trying to change the belief. When dealing purely with a bias, the discovery of other commonalities is necessary in order to maintain a positive relationship.



Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

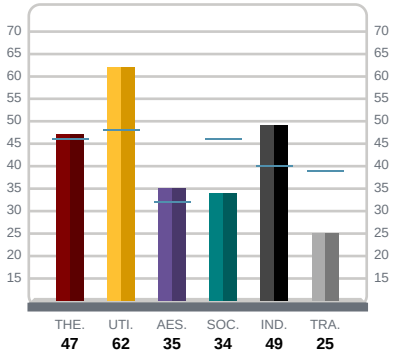
Navigating Situations Outside Your Comfort Zone

At times a high Traditional can be overly rigid in evaluating others against his or her standard.

- The preferred standard is based on the size of the return. However, the Traditional looks at the system as the standard. Ask questions as to how to achieve the desired return and meet the standards.
- People will often feel judged by the high Traditional. How can the amount of return generated be utilized to depersonalize the judgment and bring the conversation back to the bottom-line?

For a high Traditional, following proven procedures is more important than quick fixes.

- The proven way will not always yield the largest return. Ask questions to determine what approach will yield maximum results. Convince the high Traditional that the right fix will preserve the integrity of the foundational principles of the organization.
- Often times, the quick fix will work and will provide a return. Explain why this is the choice and communicate that although the tried and true is correct, a better result will be accomplished with the quick fix.



Josh Roberts

Copyright © 2006-2013. Target Training International, Ltd.

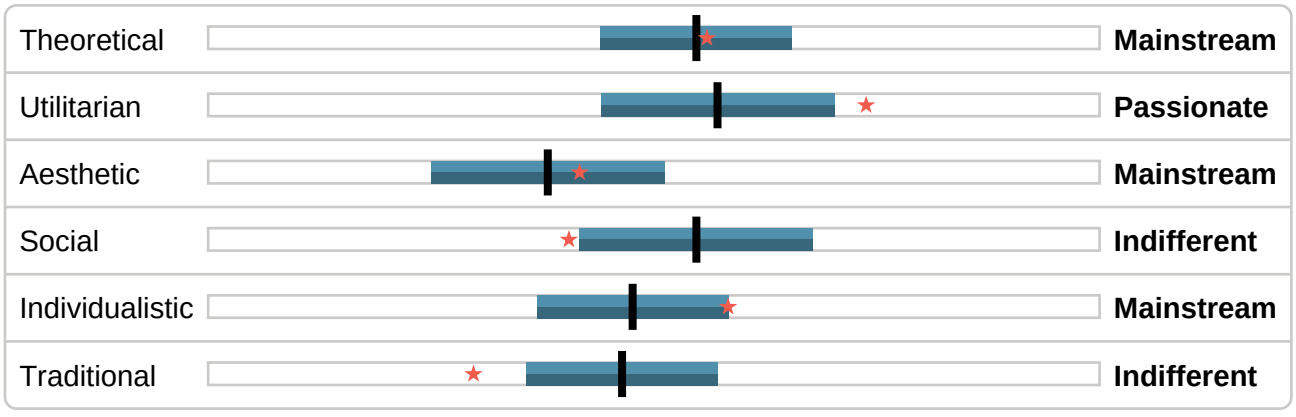
Motivators - Norms & Comparisons

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 motivators, you will fit in with the group and be energized. However, when surrounded by people whose motivators are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict. **When confronted with this type of situation you can:**

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

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

Norms & Comparisons Table - Norm 2012



- 68 percent of the population | - national mean | ★ - your score

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

Copyright © 2006-2013. Target Training International, Ltd.

Motivators - Norms & Comparisons

Areas in which you have strong feelings or passions compared to others:

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Motivators Hierarchy

Your motivation to succeed in anything you do is determined by your underlying motivators. You will feel energized and successful at work when your job supports your personal motivators. They are listed below from the highest to the lowest.

1. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

8.3

6.0*

2. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

6.2

4.7*

3. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

5.8

5.7*

4. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

3.8

3.3*

5. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

3.7

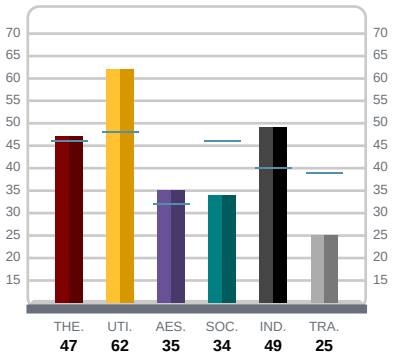
5.7*

6. Traditional/Regulatory - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

2.2

4.5*



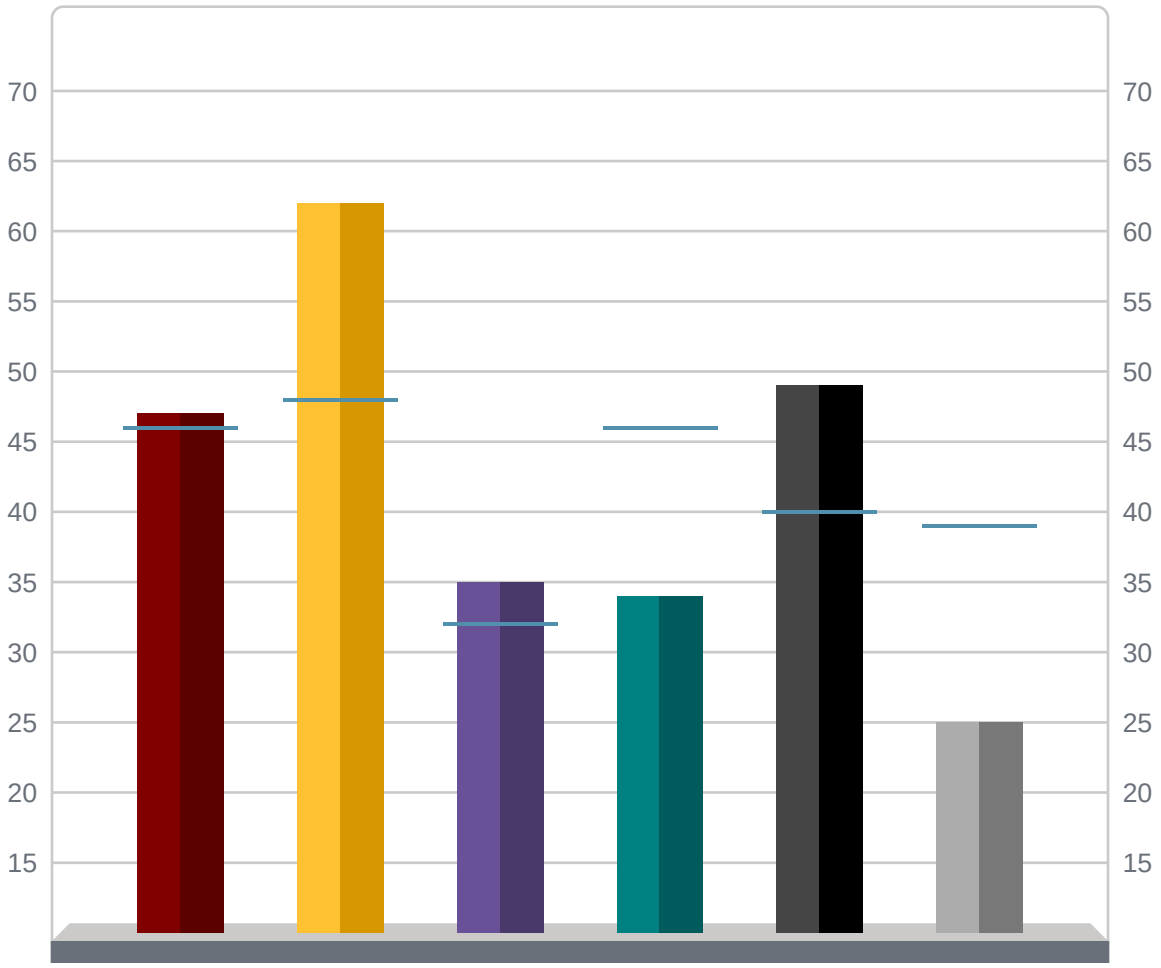
MI: 47-62-35-34-49-25 (THE.-UTI.-AES.-SOC.-IND.-TRA.)
* 68% of the population falls within the shaded area.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Motivation Insights® Graph

7-16-2014



	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	**47**	**62**	**35**	**34**	**49**	**25**
Rank	3rd	1st	4th	5th	2nd	6th

national mean

Norm 2012

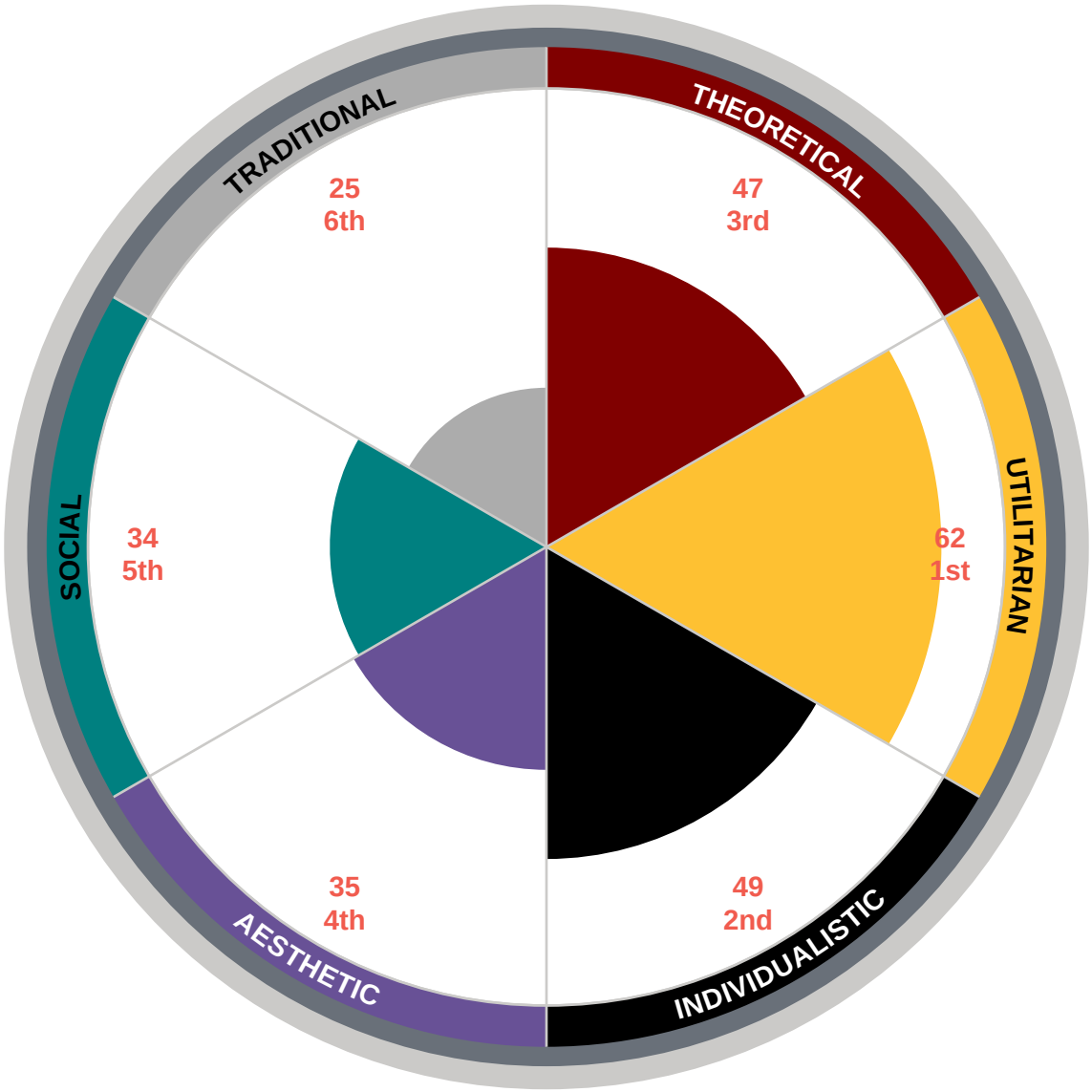
T: 14:34

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Motivators Wheel™

7-16-2014



T: 14:34

Copyright © 2006-2013. Target Training International, Ltd.

Introduction Integrating Behaviors and Motivators Section

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

In this section you will find:

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

Copyright © 2006-2013. Target Training International, Ltd.

Potential Behavioral and Motivational Strengths

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

- Can be resourceful to influence others to get results.
- Makes decisions based on saving time, resources and improving efficiency.
- Seeks the challenge and opportunity to win.
- Not easily deterred by setbacks.
- Tends to be futuristic and entrepreneurial in attaining results.
- Promotes efficiency and results.
- Utilizes people to win and accomplish goals.
- Being an optimistic leader.

Copyright © 2006-2013. Target Training International, Ltd.

Potential Behavioral and Motivational Conflict

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

- May tend to flaunt success and use money as a scorecard.
- Can be a workaholic.
- May always want to display his superiority through problems or challenges.
- May not realize the negative consequences of his quick decisions.
- Efficiency is diminished with small talk.
- Struggles balancing financial advice with actual results.
- As a leader may over focus on self and his own needs.
- May be viewed as someone who over promises and under delivers.

Copyright © 2006-2013. Target Training International, Ltd.

Ideal Environment

This section identifies the ideal work environment based on Josh's basic style and top two motivators. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Josh enjoys and also those that create frustration.

- Work tasks that change from time to time.
- Democratic supervisor with whom he can associate.
- An innovative and futuristic-oriented environment.
- People-oriented returns are rewarded higher than task-oriented returns.
- Having economic, competitive and challenging incentives.
- Optimism about expected results is not frowned upon.
- Continual opportunity to challenge and win.
- Opportunity to assertively express his desire to control his own destiny and potentially that of others.
- A forum to celebrate successes as an individual.

Copyright © 2006-2013. Target Training International, Ltd.

Keys to Motivating

This section of the report was produced by analyzing Josh's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Josh and highlight those that are present "wants."

Josh wants:

- Work assignments that provide opportunity for recognition.
- Participation in meetings on future planning.
- Opportunity to verbalize his ideas and demonstrate his skills.
- Freedom to include others in the celebration of achievements.
- Opportunities for achieving things faster that are bigger and of more value.
- To be the spokesperson for team and organizational accomplishments.
- New and difficult challenges that lead to prestige and status.
- Space and latitude to do what it takes to get the job done.
- Opportunities for advancement and new experiences.

Copyright © 2006-2013. Target Training International, Ltd.

Keys to Managing

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

Josh needs:

- Participatory management.
- To focus conversations on work activities--less socializing.
- To display empathy for people who approach life differently than he does.
- To manage enthusiasm in order to be an effective listener.
- To understand that people who do not move at his pace may still value and offer a return on investment.
- Assistance in prioritizing goals not only based on return, but also other organizational needs.
- Assistance in staying on task when he is not the leader of the project.
- Freedom to determine how results should be achieved.
- To set realistic goals that can be accomplished without disrupting the organizational objectives.

Copyright © 2006-2013. Target Training International, Ltd.

Introduction Acumen Indicators Section

Research has shown that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

The Acumen Indicators Section is designed to help an individual truly understand themselves, how they analyze and interpret their experiences. A person's acumen, keenness and depth of perception or discernment, is directly related to their level of performance. The stronger a person's acumen, the more aware they are of their reality in both their external and internal world.

This section explores both how a person interacts with the external world and from a personal perspective. There are seven primary areas that this section will explore:

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

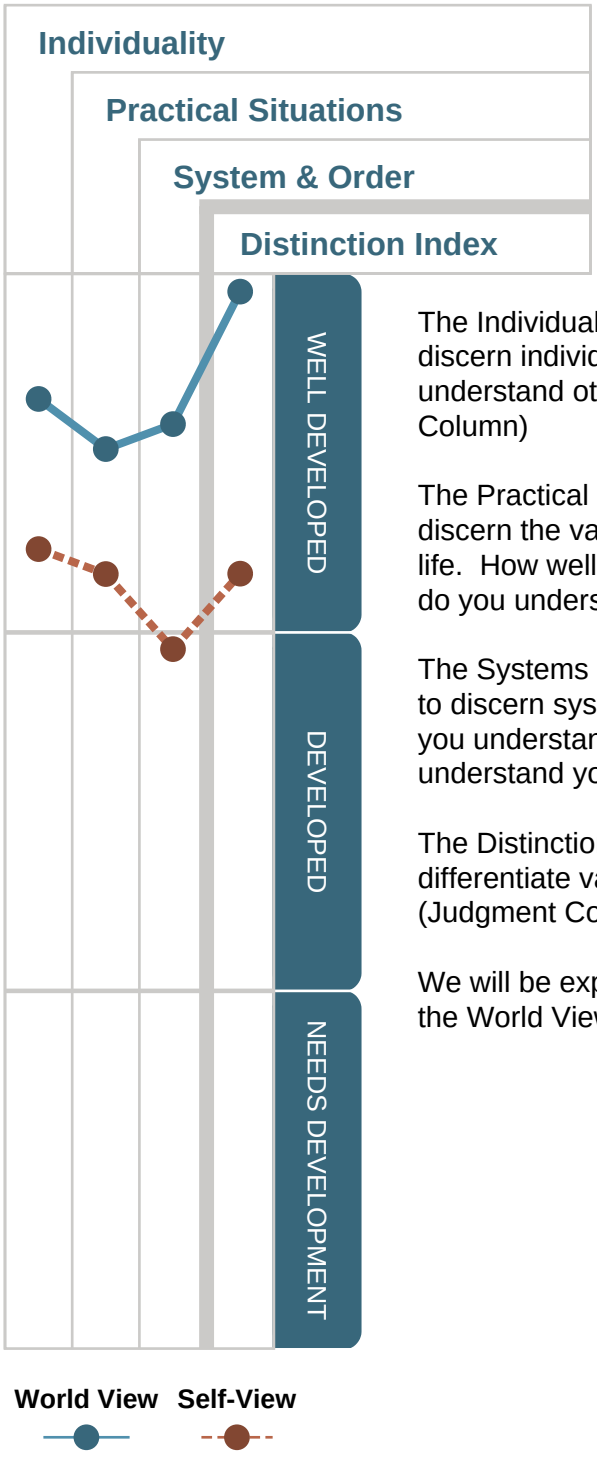
Be sure to read the entire section with an open mind. Everyone has areas where they can improve. Use the content of this section while working with your mentor, professional coach or manager in order to make improvements, both personally and professionally.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Summary of Acumen Capacity

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



The Individuality column relates to the development of your capacity to discern individuality in others and individuality in oneself. How well do you understand others? How well developed is your sense of self? (Feeling Column)

The Practical Situations column relates to the development of your capacity to discern the value in situations in the outside world and in one's own roles in life. How well do you understand all aspects of practical situations? How well do you understand your roles in life? (Doing Column)

The Systems and Order column relates to the development of your capacity to discern systems and order in the world and within oneself. How well do you understand structure and organization in the world? How well do you understand your self-organization and future direction? (Thinking Column)

The Distinction Index Column relates to your development of the capacity to differentiate values in general in the world as well as within oneself. (Judgment Column)

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

Copyright © 2006-2013. Target Training International, Ltd.

World View

This is how Josh 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 on the left side of the dimensional balance page and are in a random order.

- Josh focuses on the task at hand and pays attention to the details, which helps to avoid mistakes.
- Josh may tend to ignore problems or interruptions in order to stay focused on the task or assignment.
- Josh is an action-oriented individual, who has the ability to get involved in many different things.
- Josh will use his understanding of people in order to influence them to his viewpoint.
- Josh relies and depends on relationships with others.
- Josh may do well in positions that involve the management, coaching or leadership of others.
- Josh sees order and structure as necessary requirements for getting things done.
- Josh needs to have clear direction and well-defined standards.
- Josh is resourceful and will try to solve problems himself, rather than asking for help.
- Josh will try to find a way to accomplish objectives, even if the necessary resources are not available.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Self View

This is how Josh 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 primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

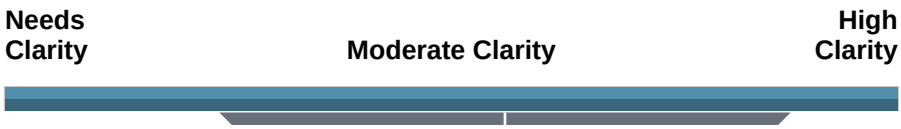
- Josh will focus on the process of role changes when necessary to assure a smoother transition.
- Josh knows what he should be doing.
- Josh has the ability to fulfill various roles.
- Josh tends to rely on himself in the face of adversity.
- Josh may benefit from gaining a better understanding of himself.
- Josh has a grasp of his actual accomplishments.
- Josh tends to follow a set of organizing principles for his life.
- Josh has somewhat developed a picture of where he is going.
- Josh has an idea of where he wants to go and who he wants to become in the future.

Copyright © 2006-2013. Target Training International, Ltd.

Clarity of Performance and Situational Awareness

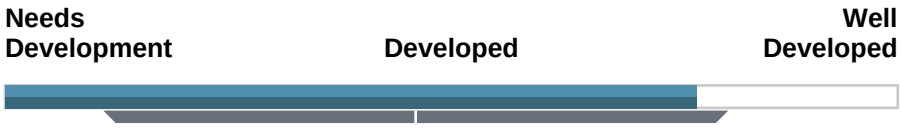
Clarity of Performance and Situational Awareness score both internally and externally. The Clarity of Performance measures a person's ability to see the relevant in situations, their capacity for focusing on, understanding and valuing the dimensions evenly in the outside world and within oneself. The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

External Clarity of Performance: Development of a ***sense of proportion*** in evaluating personal, practical and theoretical situations in the outside world.



- Josh is comfortable handling all types of situations and issues.
- Josh is adept at handling sensitive issues.
- Josh is balanced in his approach to the issues in the work environment.

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



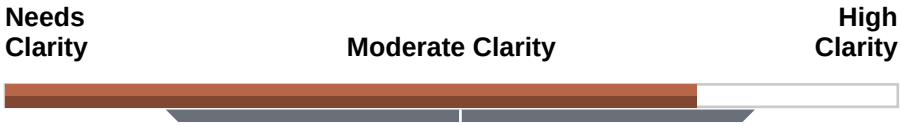
- Josh is acutely aware of issues as they arise.
- Josh has firm awareness of the issues and situations in his immediate work environment.
- Josh has a realistic approach to matters personal, practical and theoretical in his work environment.

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

Copyright © 2006-2013. Target Training International, Ltd.

Clarity of Performance and Situational Awareness Continued

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



- Josh demonstrates a balanced view when dealing with issues relating to himself.
- Josh has a clear focus when evaluating himself, his roles and future direction.
- He may want to focus on clarifying his envisioned future of who and what he aught to become.

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

- Josh has superior awareness of himself in terms of his individuality, role and goals.
- Josh has a solid comprehension of the issues and situations relating to himself.
- Josh has good awareness in terms of himself, role and direction.

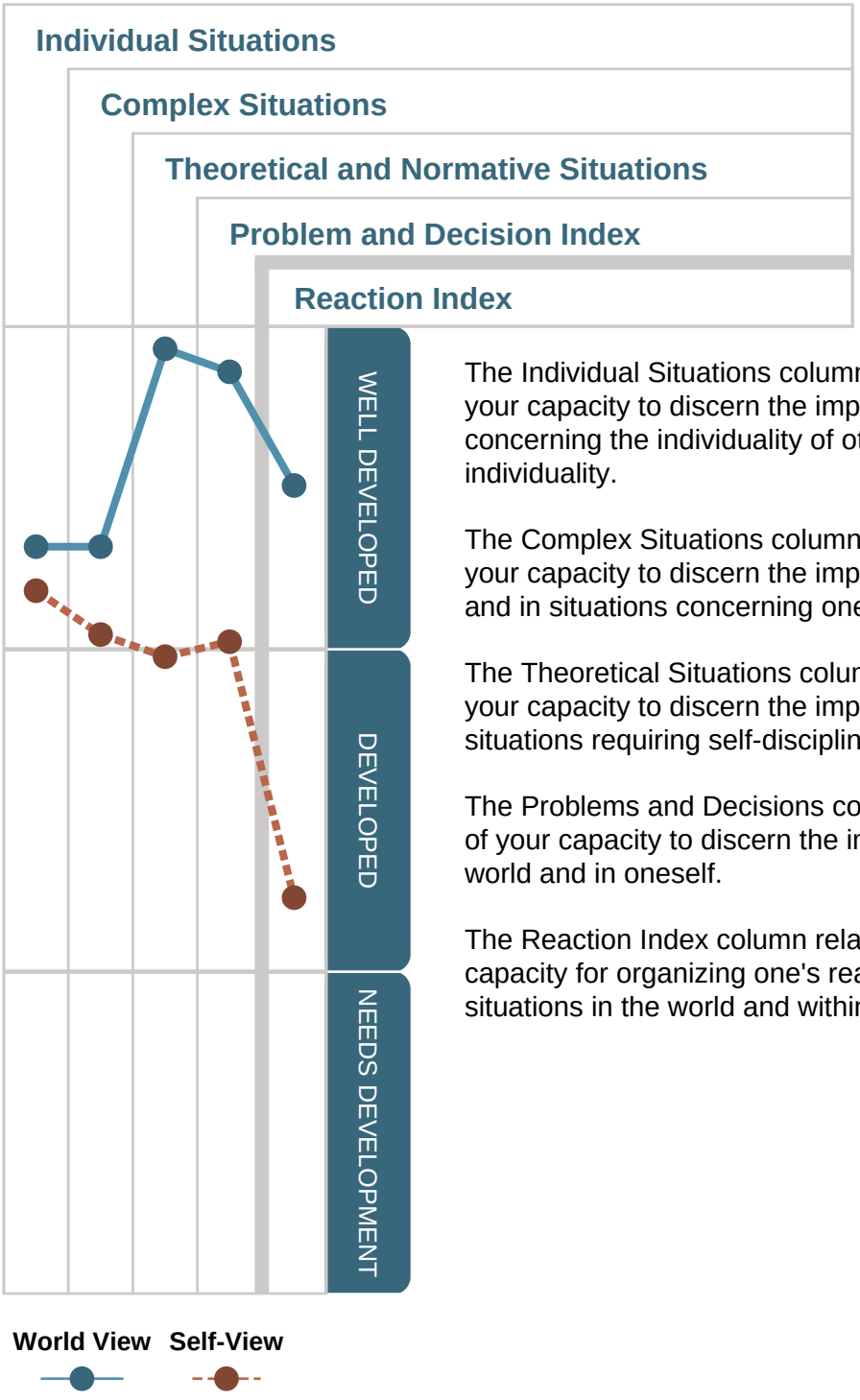
How would making improvements in these areas benefit your personal and professional life?

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

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

Copyright © 2006-2013. Target Training International, Ltd.

Summary of Capacity for Problem Solving



The Individual Situations column relates to the development of your capacity to discern the importance within situations concerning the individuality of others and concerning one's own individuality.

The Complex Situations column relates to the development of your capacity to discern the importance within practical situations and in situations concerning one's own roles in life.

The Theoretical Situations column relates to the development of your capacity to discern the importance within systems and in situations requiring self-discipline.

The Problems and Decisions column relates to the development of your capacity to discern the importance within situations in the world and in oneself.

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

Copyright © 2006-2013. Target Training International, Ltd.

Capacity for Problem Solving

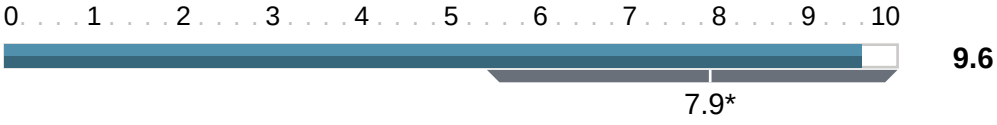
The Problem Solving Summary will identify Josh's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated by Well Developed, Developed or Needs Development as well as through a numerical score.

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

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

Capacity for Solving Theoretical Problems - The ability to perceive the important within the complex in outside situations or systems in order to solve theoretical problems in the outside world.

Capacity for Problem Solving and Decision Making in the Outside World - The ability to perceive all relevant information needed within complex situations for the task at hand in order to make important decisions.

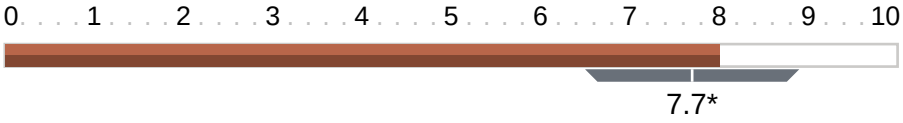


* 68% of the population falls within the shaded area.

Copyright © 2006-2013. Target Training International, Ltd.

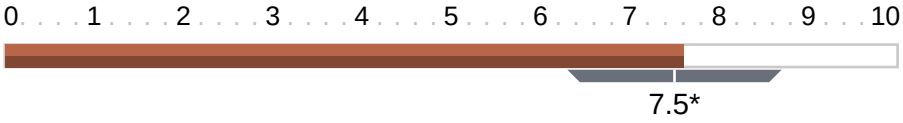
Capacity for Problem Solving Continued

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



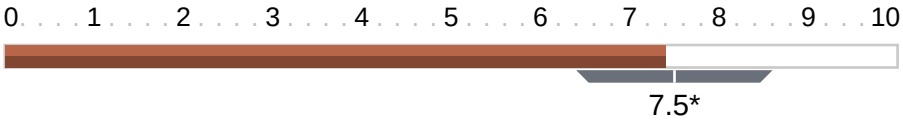
8.0

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



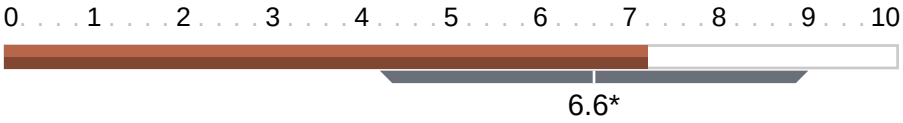
7.6

Problem Solving Ability Regarding One's Future - The ability to perceive the important within the complex in problems which require self-discipline and the ability to resolve theoretical personal problems.



7.4

Capacity for Problem Solving and Decision Making Within One's Self - The ability to perceive the important within the complex within one's self in order to resolve problems and to make personal decisions.



7.2

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

Copyright © 2006-2013. Target Training International, Ltd.

Reaction Index

The Reaction Index is determined by looking at Josh's External Control and Internal Control. The combination of this information will identify one's capacity for appropriate response in difficult situations. Levels of development will be indicated by Well Developed, Developed or Needs Development.

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

Needs Development	Developed	Well Developed

- He shows discipline and organization when reacting to conflict, primarily dealing with problems involving systems and theories.
- He shows discipline and organization when reacting to conflict, primarily dealing with problems involving other people.
- His capacity to organize and control his reactions when confronted with outside problems is well developed.
- He shows discipline and organization when reacting to conflict, primarily dealing with problems involving practical situations.

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

Needs Development	Developed	Well Developed

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

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

Copyright © 2006-2013. Target Training International, Ltd.

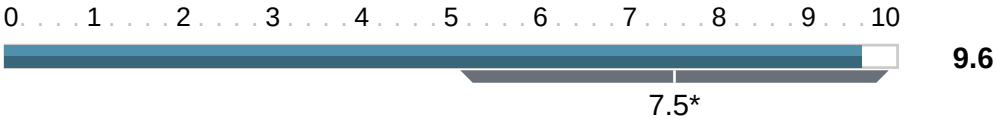
TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Business Performance Summary

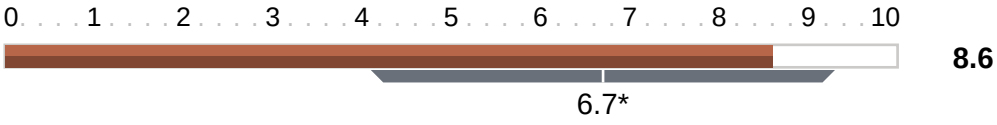
The business performance summary will identify Josh's capacity to solve problems and concentrate during challenging times and ability to make balanced decisions. Levels of development will be indicated through a numerical score for Balanced Decision Making and External and Internal Control as well as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

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

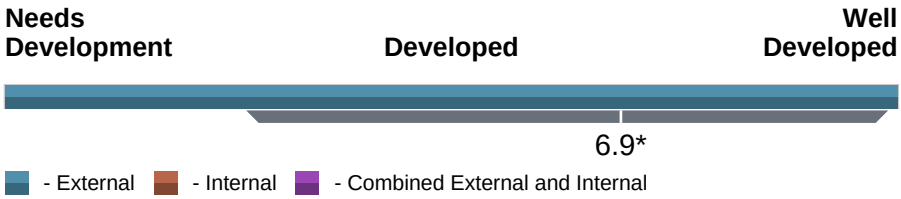
External Concentration Index - The ability to concentrate with a sense of proportion in external situations.



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



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



Attitude Index General Descriptors

- Open-minded - accessible, flexible
- Appreciative - grateful, thankful
- Positive - encouraging, upbeat
- Approving - favorable
- Dynamic - lively, energetic, vibrant

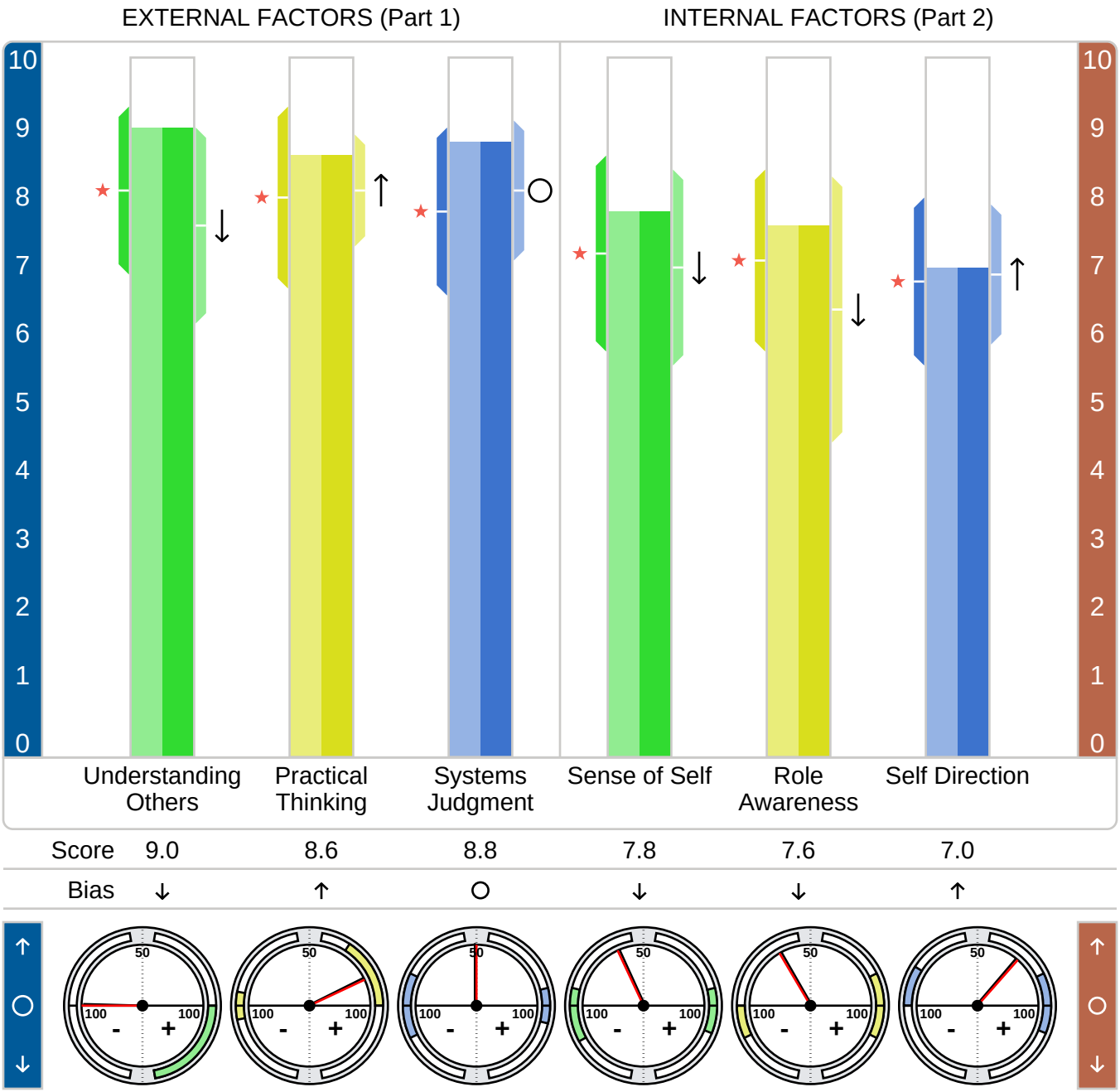
* 68% of the population falls within the shaded area.

Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Dimensional Balance

★ Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation



Rev: 0.97-0.87

T: 4:43

Copyright © 2006-2013. Target Training International, Ltd.

Introduction Competencies Section

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

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

Your development of these personal skills are categorized into four levels:

1) Well Developed

2) Developed

3) Moderately Developed

4) Needs Development

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

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

Copyright © 2006-2013. Target Training International, Ltd.

Development Indicator

This section of your report shows your development level of 25 personal skills based on your responses to the questionnaire. The 25 personal skills have been categorized into four levels; based on means and standard deviations. Well Developed, Developed, Moderately Developed and Needs Development.

Personal Skills Ranking	
1	Conceptual Thinking
2	Goal Achievement
3	Creativity
4	Understanding & Evaluating Others
5	Flexibility
6	Employee Development/Coaching
7	Problem Solving Ability
8	Continuous Learning
9	Personal Accountability
10	Interpersonal Skills
11	Self-Management
12	Resiliency
13	Decision Making
14	Leadership
15	Written Communication
16	Empathy
17	Negotiation
18	Diplomacy & Tact
19	Presenting
20	Teamwork
21	Conflict Management
22	Persuasion
23	Planning & Organizing
24	Futuristic Thinking
25	Customer Focus

Note: Don't be concerned if you have not developed all 25 personal skills. Research has proven that individuals seldom develop all 25. Development of the most important personal skills needed for your personal and professional life is what is critical.

Well Developed Developed Moderately Developed Needs Development

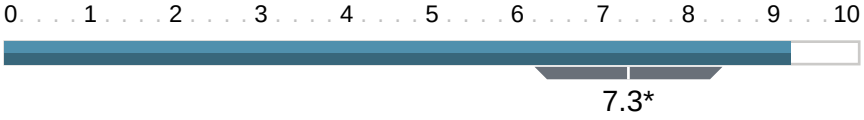
Copyright © 2006-2013. Target Training International, Ltd.

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Competencies Hierarchy

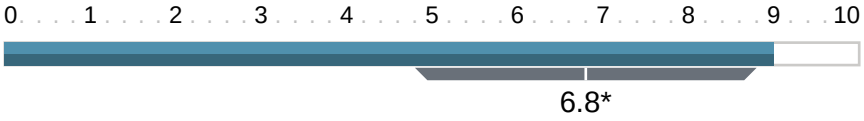
Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.

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



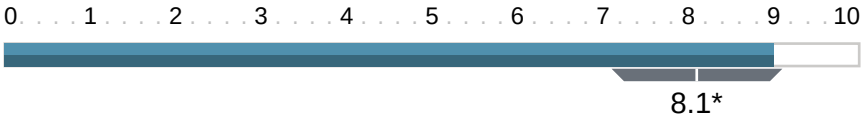
9.2
WD

2. Goal Achievement - The ability to identify and prioritize activities that lead to a goal.



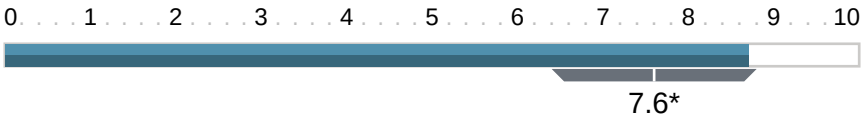
9.0
WD

3. Understanding & Evaluating Others - The capacity to perceive and understand the feelings and attitudes of others.



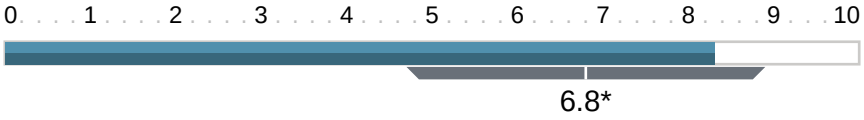
9.0
D

4. Flexibility - Agility in adapting to change.



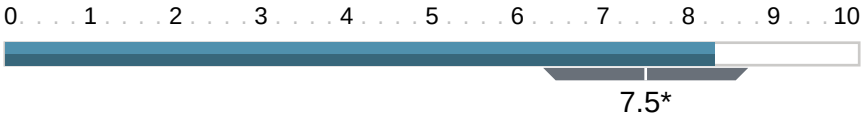
8.7
D

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



8.3
D

6. Problem Solving Ability - Anticipating, analyzing, diagnosing, and resolving problems.



8.3
D

Development Legend

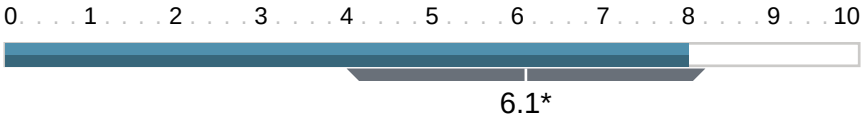
WD	=	Well Developed
D	=	Developed
MD	=	Moderately Developed
ND	=	Needs Development

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

Copyright © 2006-2013. Target Training International, Ltd.

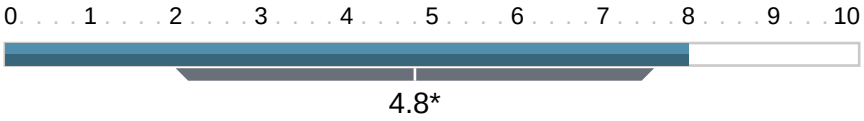
Competencies Hierarchy

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



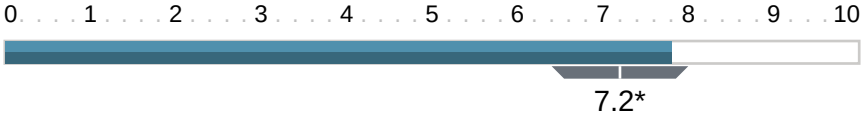
8.0
D

8. Creativity - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



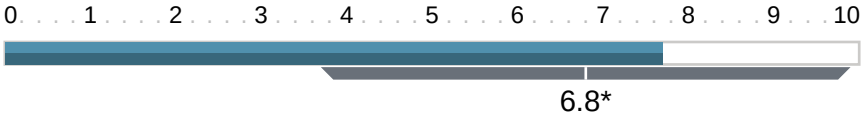
8.0
WD

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



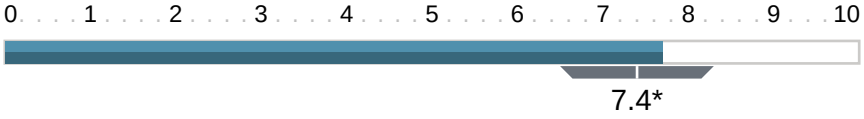
7.8
D

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



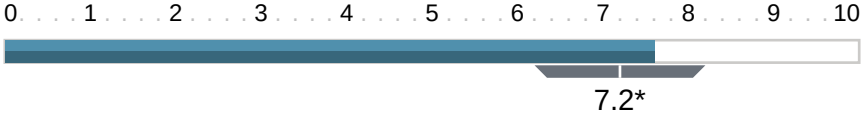
7.7
D

11. Self-Management - Demonstrating self control and an ability to manage time and priorities.



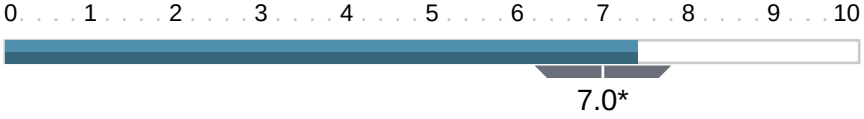
7.7
D

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



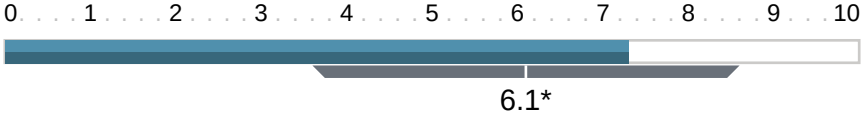
7.6
D

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



7.4
D

14. Leadership - Achieving extraordinary business results through people.



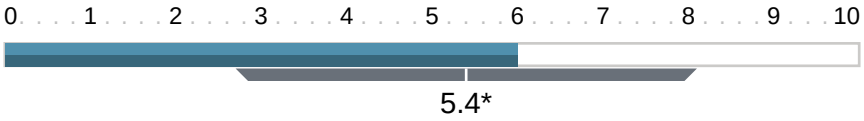
7.3
D

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

Copyright © 2006-2013. Target Training International, Ltd.

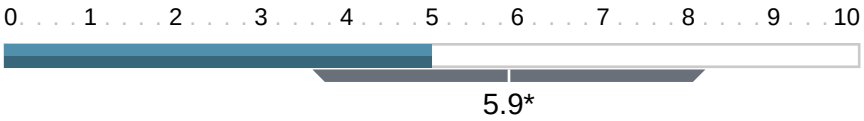
Competencies Hierarchy

15. Written Communication - Writing clearly, succinctly and understandably.



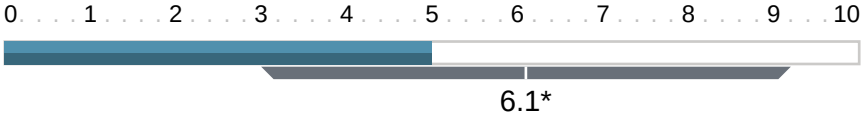
6.0
D

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



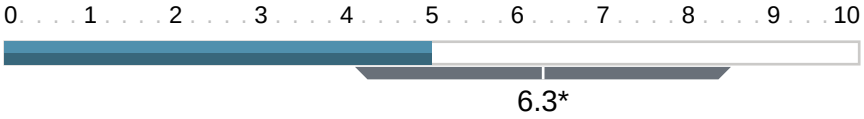
5.0
MD

17. Presenting - Communicating effectively to groups.



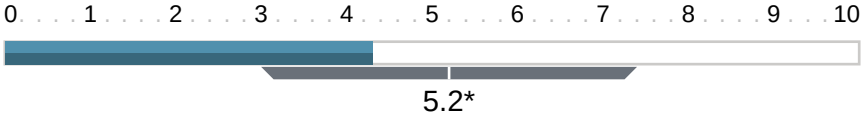
5.0
MD

18. Teamwork - Working effectively and productively with others.



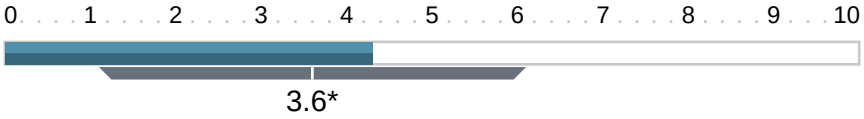
5.0
MD

19. Conflict Management - Addressing and resolving conflict constructively.



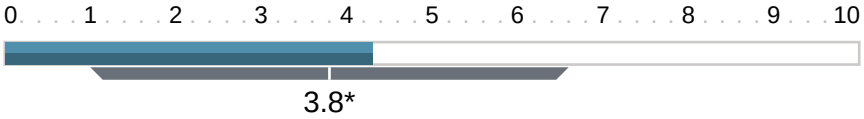
4.3
MD

20. Empathy - Identifying with and caring about others.



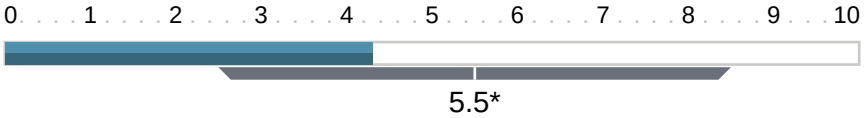
4.3
D

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



4.3
D

22. Persuasion - Convincing others to change the way they think, believe or behave.



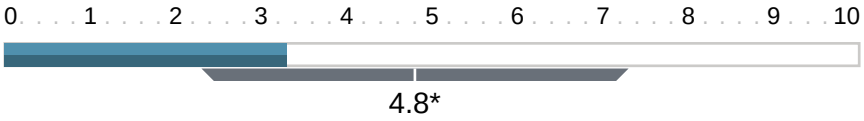
4.3
MD

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

Copyright © 2006-2013. Target Training International, Ltd.

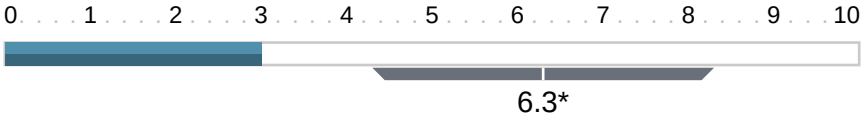
Competencies Hierarchy

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



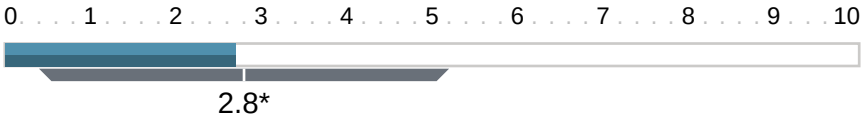
3.3
MD

24. Customer Focus - A commitment to customer satisfaction.



3.0
ND

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



2.7
MD

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

Copyright © 2006-2013. Target Training International, Ltd.

Well Developed Competencies

This section of your report lists and describes competencies that are well developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have consistently demonstrated the actions described.

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

- Demonstrates ability to forecast long range outcomes and develop suitable business strategies
- Identifies, evaluates and communicates potential impacts of hypothetical situations
- Defines options to leverage opportunities in achieving business goals
- Develops plans and strategies that lead to desired strategic outcomes

Goal Achievement: The ability to identify and prioritize activities that lead to a goal.

- Establishes goals that are relevant, realistic and attainable
- Identifies and implements required plans and milestones to achieve specific business goals
- Initiates activity toward goals without unnecessary delay
- Stays on target to complete goals regardless of obstacles or adverse circumstances

Creativity: Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

- Notices unique patterns, variables, processes, systems or relationships.
- Expresses non-traditional perspectives and/or novel approaches.
- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- Challenges established theories, methods and/or protocols.
- Encourages and promotes creativity and innovation.
- Modifies existing concepts, methods, models, designs, processes, technologies and systems.
- Develops and tests new theories to explain or resolve complex issues.
- Applies unorthodox theories and/or methods.
- Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.

Copyright © 2006-2013. Target Training International, Ltd.

Developed Competencies

This section of your report lists and describes the competencies in which you are developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and think of when and where you have demonstrated the actions described.

Understanding & Evaluating Others: The capacity to perceive and understand the feelings and attitudes of others.

- Demonstrates awareness of how actions will directly and indirectly impact others
- Listens to others attentively
- Demonstrates regard for and sensitivity to the feelings of others
- Values and respects the diversity of others and their beliefs

Flexibility: Agility in adapting to change.

- Responds promptly to shifts in direction, priorities and schedules.
- Demonstrates agility in accepting new ideas, approaches and/or methods.
- Effective in juggling multiple priorities and tasks.
- Modifies methods or strategies to fit changing circumstances.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.
- Embraces and/or champions change.

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

- Expresses confidence in others' ability to perform.
- Identifies developmental needs.
- Encourages initiative and improvement.
- Provides opportunities for training.
- Gives new, difficult and/or challenging work assignments.
- Acknowledges and praises improvements.
- Trains, coaches and mentors others to develop.
- Views mistakes as opportunities for learning.
- Promotes learning and growth.

Copyright © 2006-2013. Target Training International, Ltd.

Developed Competencies

Problem Solving Ability: Anticipating, analyzing, diagnosing, and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.

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

- Demonstrates curiosity and enthusiasm for learning.
- Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
- Keeps abreast of current or new information through reading and other learning methods.
- Actively interested in new technologies, processes and methods.
- Welcomes or seeks assignments requiring new skills and knowledge.
- Expends considerable effort and/or expense on learning.
- Genuinely enjoys learning.
- Identifies applications for knowledge.
- Is considered a knowledgeable resource by others.

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

- Accepts personal responsibility for the consequences of personal actions
- Avoids placing unnecessary blame on others
- Maintains personal commitment to objectives regardless of the success or failure of personal decisions
- Applies personal lessons learned from past failures to moving forward in achieving future successes

Copyright © 2006-2013. Target Training International, Ltd.

Developed Competencies

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

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

Self-Management: Demonstrating self control and an ability to manage time and priorities.

- Independently pursues business objectives in an organized and efficient manner
- Prioritizes activities as necessary to meet job responsibilities
- Maintains required level of activity toward achieving goals without direct supervision
- Minimizes work flow disruptions and time wasters to complete high quality work within a specified time frame

Resiliency: The ability to quickly recover from adversity.

- Continues toward goals in the face of difficulty and adversity
- Handles criticism and rejection from others with objectivity
- Recovers quickly from personal setbacks
- Moves past unforeseen obstacles without unnecessary delay

Decision Making: Utilizing effective processes to make decisions.

- Demonstrates an ability to make difficult decisions in a timely manner.
- Gathers relevant input and develops a rationale for making decisions.
- Evaluates the impact or consequences of decisions before making them.
- Acts decisively despite obstacles, resistance or opposition.
- Accepts consequences of decisions.
- Willing to correct erroneous decisions when necessary.
- Defends rationale for decisions when necessary.

Copyright © 2006-2013. Target Training International, Ltd.

Developed Competencies

Leadership: Achieving extraordinary business results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values or mission.
- Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walks their talk).
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority.
- Involves people in decisions that affect them.
- Addresses performance issues promptly, fairly and consistently.
- Adapts methods and approaches to the needs and motivations of others.
- Makes decisions to avoid or mitigate the negative consequences for people.
- Demonstrates loyalty to constituents.

Written Communication: Writing clearly, succinctly and understandably.

- Writes in ways that make abstract concepts, issues and information clear and understandable.
- Utilizes a wide range of appropriate writing techniques and methods.
- Succinctly presents objective or subjective viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Determines what information needs to be communicated.
- Skillfully utilizes written language to convey key messages and meaning.
- Effectively involves readers in the material.
- Adjusts writing style to specific audiences as needed.

Empathy: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.

Copyright © 2006-2013. Target Training International, Ltd.

Developed Competencies

Negotiation: Facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment, conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.

Copyright © 2006-2013. Target Training International, Ltd.

Moderately Developed Competencies

This section of the report list and describes the competencies in which you are moderately developed based on your responses to the questionnaire. Very few individuals are well developed in all 25 competencies. The statements listed below describe consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

Diplomacy & Tact: The ability to treat others fairly, regardless of personal biases or beliefs.

- Maintains positive relationships with others through treating them fairly
- Demonstrates respect for others
- Understands and values differences between people
- Respects diversity in race, national origin, religion, gender, life style, age and disability.

Presenting: Communicating effectively to groups.

- Organizes information to be presented in succinct, logical sequence.
- Presents information in ways that makes abstract or complex concepts clear and understandable.
- Effectively utilizes language, word-pictures, stories, metaphors and humor.
- Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
- Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
- Projects authenticity, confidence, conviction and passion.
- Appeals to and engages the heart and mind of the audience.
- Tailors presentation to the interests, needs and wants of audiences.
- Establishes and delivers content objectives.
- Communicates in ways that elevate audience awareness and understanding.
- Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
- Is recognized and relied upon as an effective spokesperson.

Copyright © 2006-2013. Target Training International, Ltd.

Moderately Developed Competencies

Teamwork: Working effectively and productively with others.

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

Conflict Management: Addressing and resolving conflict constructively.

- Readily identifies and addresses issues, concerns or conflicts.
- Recognizes opportunities for positive outcomes in conflict situations.
- Reads situations quickly and accurately to pinpoint critical issues.
- Listens to gain understanding of an issue from different perspectives.
- Diffuses tension and effectively handles emotional situations.
- Assists people in adversarial positions to identify common interests.
- Strives to settle differences equitably.
- Settles differences without damaging relationships.

Persuasion: Convincing others to change the way they think, believe or behave.

- Utilizes the knowledge of other's needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.

Copyright © 2006-2013. Target Training International, Ltd.

Moderately Developed Competencies

Planning & Organizing: Utilizing logical, systematic and orderly procedures to meet objectives.

- Works effectively within established time frames and priorities.
- Utilizes logical, practical and efficient approaches.
- Prioritizes tasks for optimum productivity.
- Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
- Anticipates probable effects, outcomes and risks.
- Develops contingency plans to minimize waste, error and risk.
- Allocates, adjusts and manages resources according to priorities.
- Monitors implementation of plans and makes adjustments as needed.

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

- Demonstrates an ability to connect the dots and see the big-picture.
- Observes and analyzes the forces driving current reality that may have long-term effects.
- Utilizes foresight and intuitive perception as well as factual events to draw inferences.
- Recognizes, supports and/or champions progressive ideas.
- Anticipates future trends or events.
- Envisions possibilities others may not.
- Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.

Copyright © 2006-2013. Target Training International, Ltd.

Competencies Needing Development

Very few individuals are well developed in all 25 competencies. This section of your report lists and describes the competencies you have not yet developed based on your responses to the questionnaire. The statements listed below describe the consistent actions of individuals who are well developed in these competencies. Read each statement and place an X next to those that describe actions you need to demonstrate in order to fulfill the requirements of your job.

Customer Focus: A commitment to customer satisfaction.

- Consistently places a high value on customers and all issues related to customers
- Objectively listens to, understands and represents customer feedback
- Anticipates customer needs and develops appropriate solutions
- Meets all promises and commitments made to customers

Copyright © 2006-2013. Target Training International, Ltd.

Getting the Most From Your Report

Questions about the personal skills you are well developed in:

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

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

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

Questions about the personal skills you have not yet developed:

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

Copyright © 2006-2013. Target Training International, Ltd.