



TTI  
SUCCESS  
INSIGHTS®

## TriMetrix® HD

Job/Talent Comparison Report

# Sales Manager- candidate comparison

11-30-2015



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## Introduction Where Opportunity Meets Talent®

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

### INTERPRETATION GUIDELINES

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

#### Competencies

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

#### Driving Forces Hierarchy

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

#### BEHAVIORAL TRAITS

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

#### ADDITIONAL CONSIDERATION

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



## Introduction

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

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

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



# Introduction

## Job Competencies Hierarchy (25 Areas)

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

## Driving Forces Hierarchy (12 Areas)

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

## Behavioral Hierarchy (12 Areas)

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

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

## Acumen Indicators (12 Areas)

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

## Job Competencies Feedback

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

## Driving Forces Feedback

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

## Behavioral Feedback

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



## Introduction

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



# Job Competencies Hierarchy

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

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

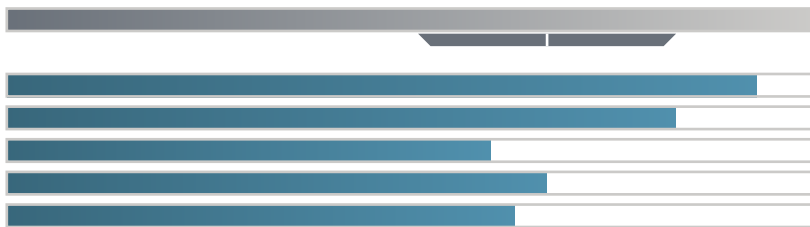
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



Score	Job
100	Job *
100	Tony Block
83	Andi Porter
80	Jan Cole
100	William Sales
87	Tom Roberts

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

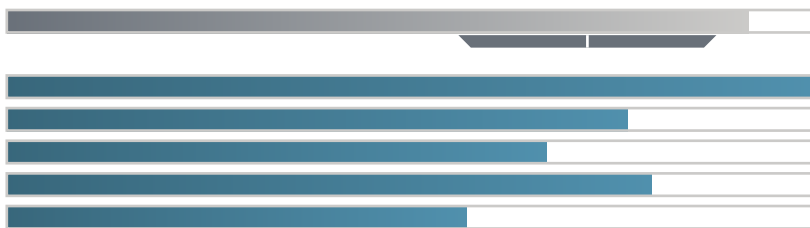
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Score	Job
100	Job *
93	Tony Block
83	Andi Porter
60	Jan Cole
67	William Sales
63	Tom Roberts

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

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



Score	Job
92	Job *
100	Tony Block
77	Andi Porter
67	Jan Cole
80	William Sales
57	Tom Roberts

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

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



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

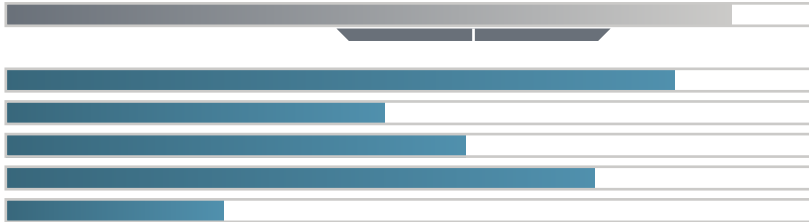
\* 68% of the population falls within the shaded area.



# Job Competencies Hierarchy

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

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



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

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

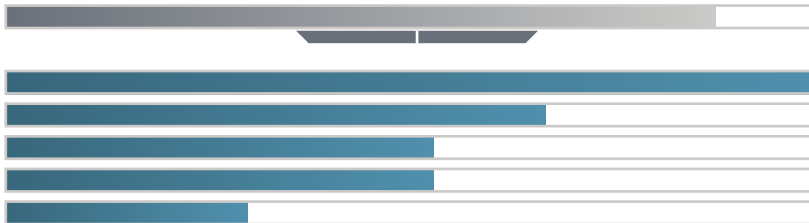
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- 90 Job**
- 63 \***
- 93 Tony Block
- 90 Andi Porter
- 47 Jan Cole
- 80 William Sales
- 63 Tom Roberts

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

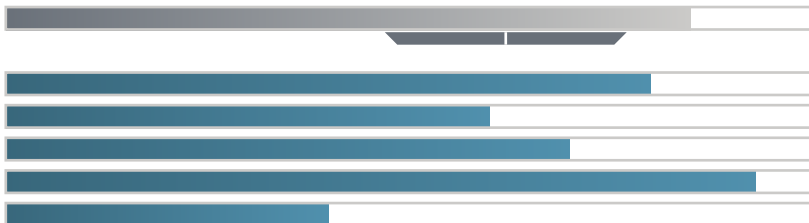
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- 88 Job**
- 51 \***
- 100 Tony Block
- 67 Andi Porter
- 53 Jan Cole
- 53 William Sales
- 30 Tom Roberts

**8. Leadership** - Achieving extraordinary business results through people.

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



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

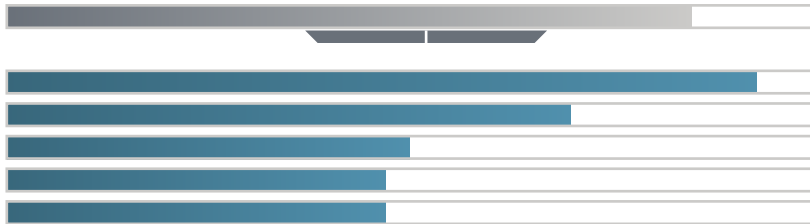
\* 68% of the population falls within the shaded area.



# Job Competencies Hierarchy

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

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



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

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

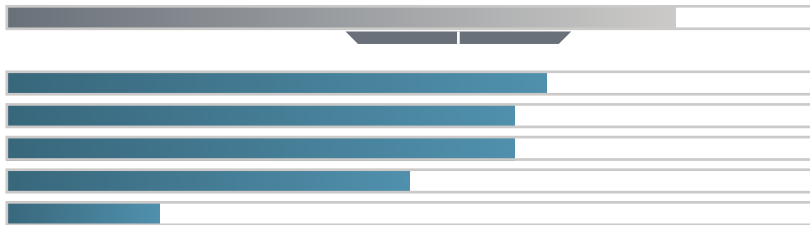
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- 84 Job**
- 65 \***
- 93 Tony Block
- 93 Andi Porter
- 40 Jan Cole
- 87 William Sales
- 87 Tom Roberts

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

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



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

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

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



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

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

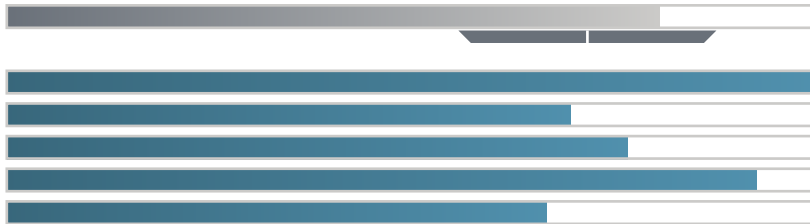




# Job Competencies Hierarchy

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

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



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

## 14. Decision Making - Utilizing effective processes to make decisions.

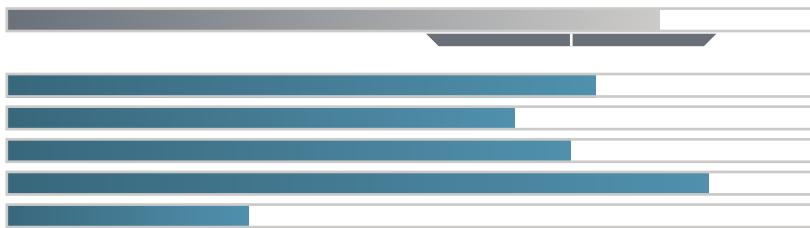
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

## 15. Flexibility - Agility in adapting to change.

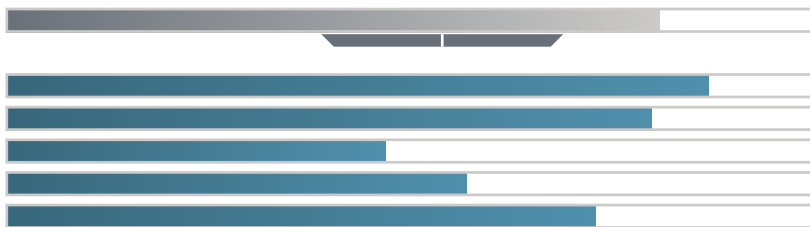
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

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

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



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

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



# Job Competencies Hierarchy

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

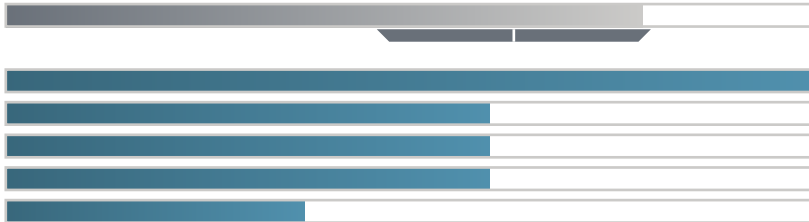
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- 79 Job**
- 56 \***
- 80 Tony Block
- 70 Andi Porter
- 53 Jan Cole
- 70 William Sales
- 73 Tom Roberts

**18. Teamwork** - Working effectively and productively with others.

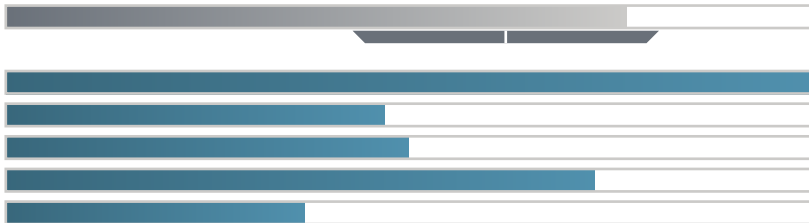
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- 79 Job**
- 63 \***
- 100 Tony Block
- 60 Andi Porter
- 60 Jan Cole
- 60 William Sales
- 37 Tom Roberts

**19. Conflict Management** - Addressing and resolving conflict constructively.

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



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

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

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



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

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



# Job Competencies Hierarchy

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

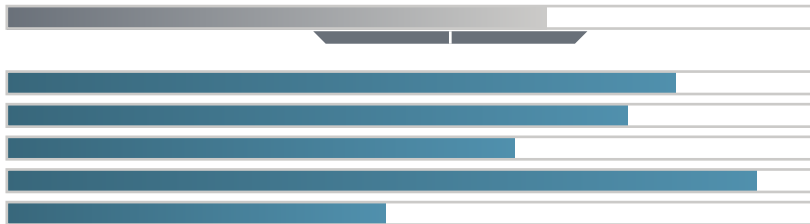
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

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

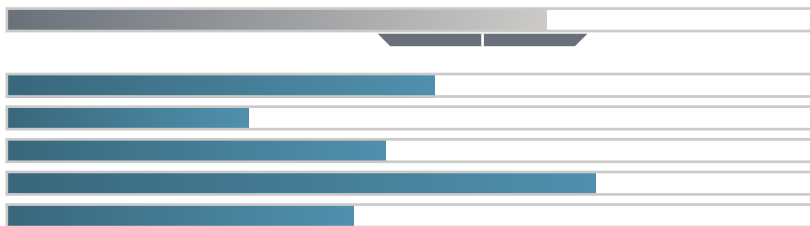
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

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

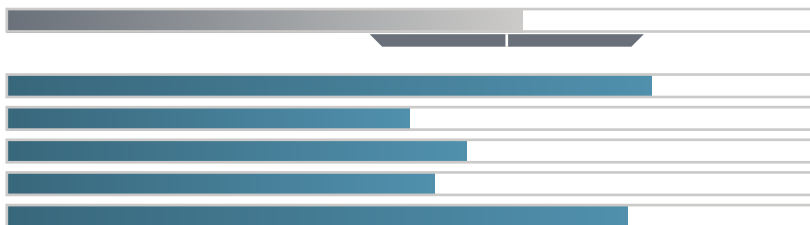
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- 67 Job**
- 59 \***
- 53 Tony Block
- 30 Andi Porter
- 47 Jan Cole
- 73 William Sales
- 43 Tom Roberts

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

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



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

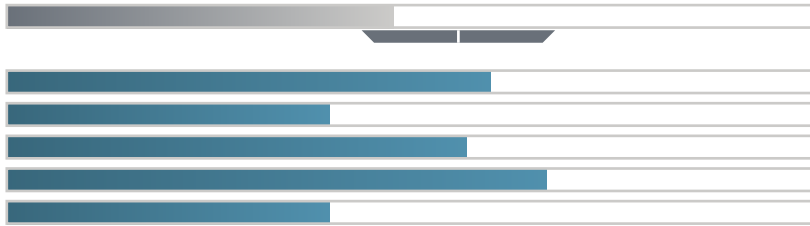
\* 68% of the population falls within the shaded area.



# Job Competencies Hierarchy

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

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



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

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

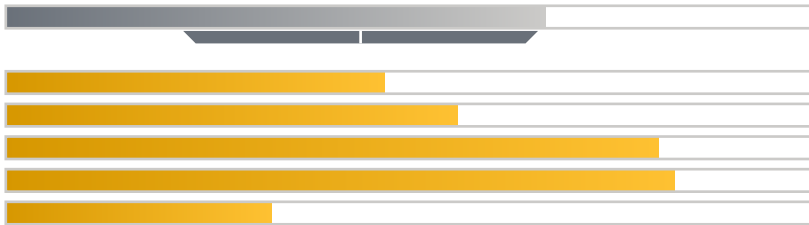


# Primary Driving Forces Cluster

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

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

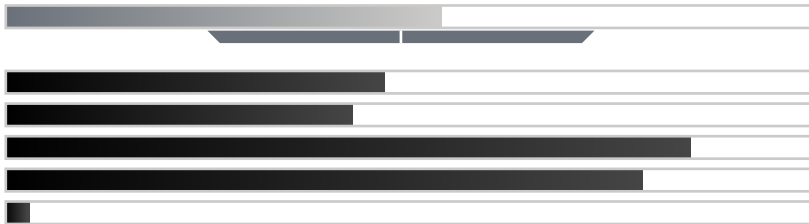
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- 67 Job**
- 44 \***
- 47 Tony Block
- 56 Andi Porter
- 81 Jan Cole
- 83 William Sales
- 33 Tom Roberts

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

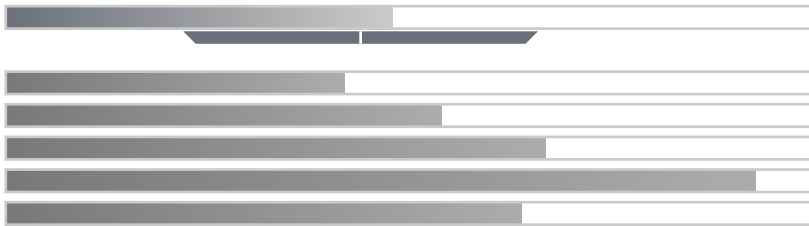
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 54 Job**
- 49 \***
- 47 Tony Block
- 43 Andi Porter
- 85 Jan Cole
- 79 William Sales
- 0 Tom Roberts

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

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



- 48 Job**
- 44 \***
- 42 Tony Block
- 54 Andi Porter
- 67 Jan Cole
- 93 William Sales
- 64 Tom Roberts

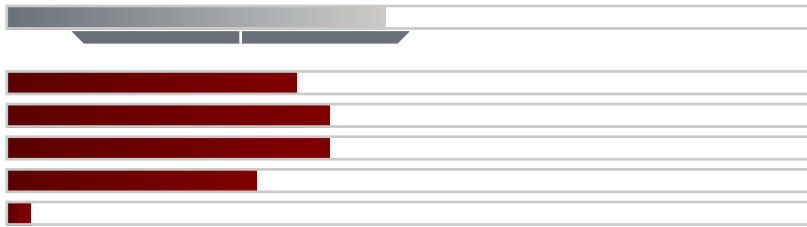
\* 68% of the population falls within the shaded area.



# Primary Driving Forces Cluster

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

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



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

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

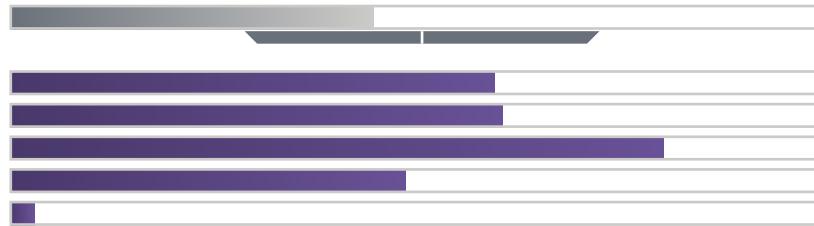


# Situational Driving Forces Cluster

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

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

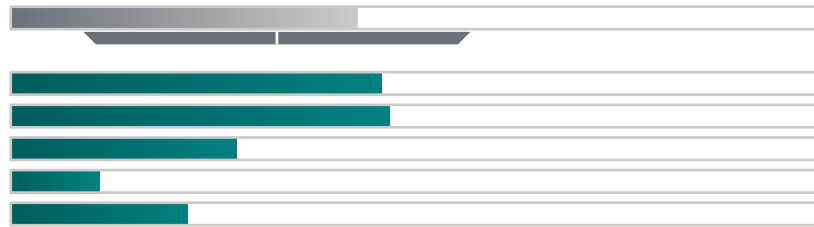
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 45 Job
- 51 \*
- 60 Tony Block
- 61 Andi Porter
- 81 Jan Cole
- 49 William Sales
- 0 Tom Roberts

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

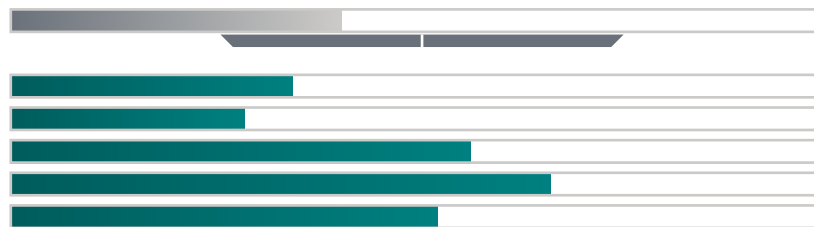
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

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

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



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

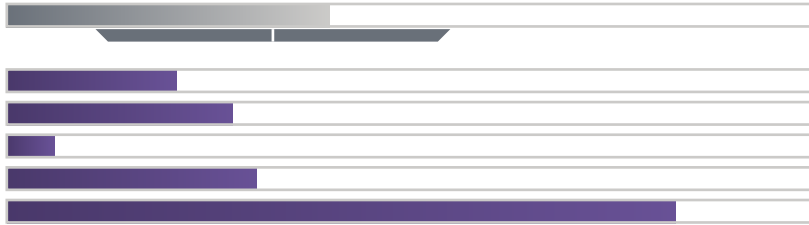
\* 68% of the population falls within the shaded area.



# Situational Driving Forces Cluster

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

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



- 40** Job
- 33** \*
- 21 Tony Block
- 28 Andi Porter
- 6 Jan Cole
- 31 William Sales
- 83 Tom Roberts

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



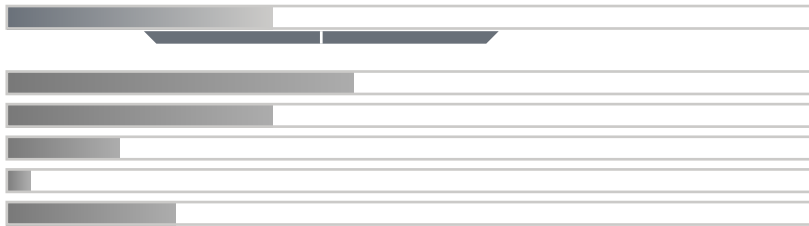


# Indifferent Driving Forces Cluster

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

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

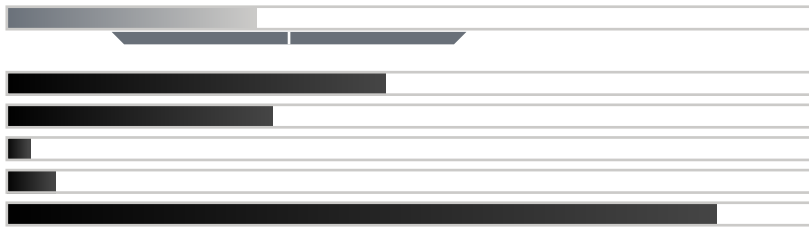
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 33 Job**
- 39 \***
- 43 Tony Block
- 33 Andi Porter
- 14 Jan Cole
- 0 William Sales
- 21 Tom Roberts

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

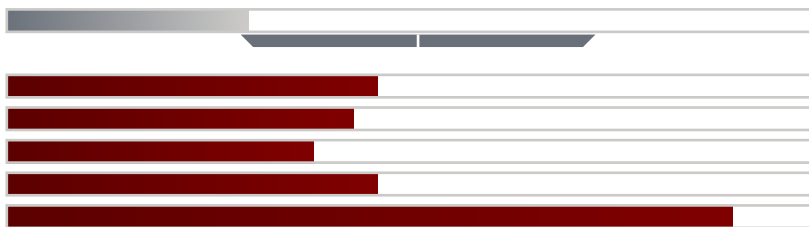
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 31 Job**
- 35 \***
- 47 Tony Block
- 33 Andi Porter
- 0 Jan Cole
- 6 William Sales
- 88 Tom Roberts

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

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



- 30 Job**
- 51 \***
- 46 Tony Block
- 43 Andi Porter
- 38 Jan Cole
- 46 William Sales
- 90 Tom Roberts

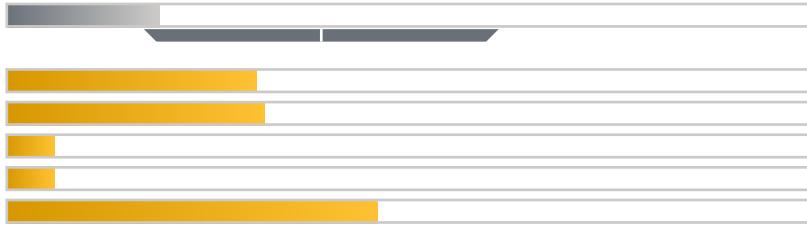
\* 68% of the population falls within the shaded area.



# Indifferent Driving Forces Cluster

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

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



- 19 Job**
- 39 \***
- 31 Tony Block
- 32 Andi Porter
- 6 Jan Cole
- 6 William Sales
- 46 Tom Roberts

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

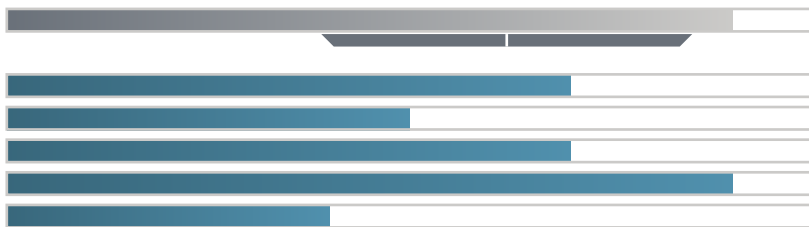


# Behavioral Hierarchy

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

**1. Frequent Interaction with Others** - The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

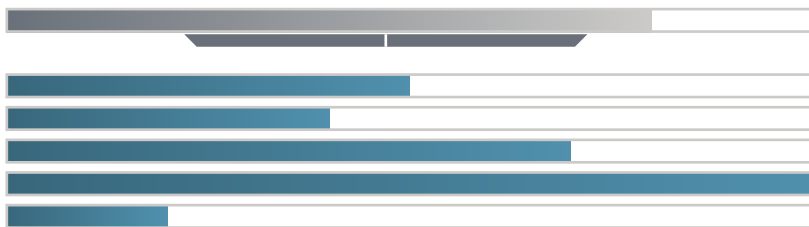
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



**90 Job**  
**62 \***  
70 Tony Block  
50 Andi Porter  
70 Jan Cole  
90 William Sales  
40 Tom Roberts

**2. Competitiveness** - The job exists within a demanding environment where consistently winning is critical. The job demands tenacity, boldness, assertiveness and a "will to win" in dealing with highly competitive situations.

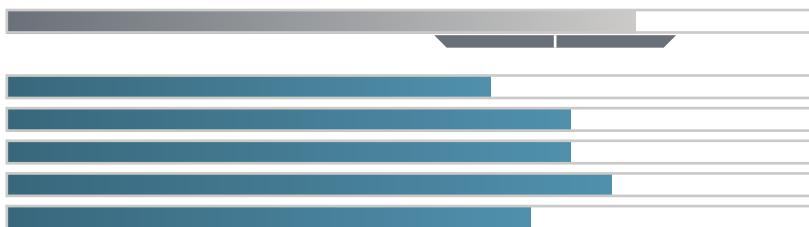
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



**80 Job**  
**47 \***  
50 Tony Block  
40 Andi Porter  
70 Jan Cole  
100 William Sales  
20 Tom Roberts

**3. People Oriented** - The job demands a positive and constructive view of working with others. There will be a high percentage of time spent in listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.

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



**78 Job**  
**68 \***  
60 Tony Block  
70 Andi Porter  
70 Jan Cole  
75 William Sales  
65 Tom Roberts

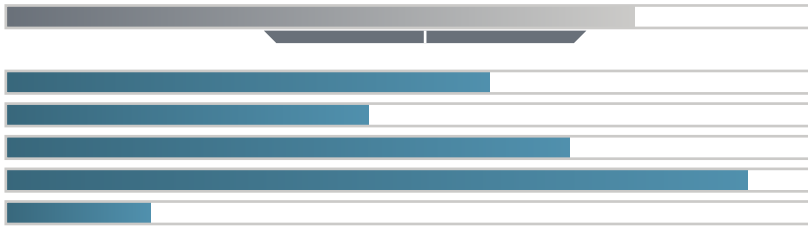
\* 68% of the population falls within the shaded area.



# Behavioral Hierarchy

**4. Frequent Change** - The job requires a comfort level with "juggling many balls in the air at the same time!" It will be asked to leave several tasks unfinished and easily move on to new tasks with little or no notice.

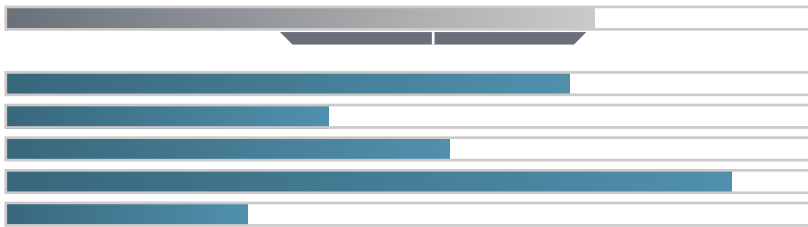
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



Score	Job
78	Job
52	*
60	Tony Block
45	Andi Porter
70	Jan Cole
92	William Sales
18	Tom Roberts

**5. Versatility** - The job calls for a high level of optimism and a "can do" orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required.

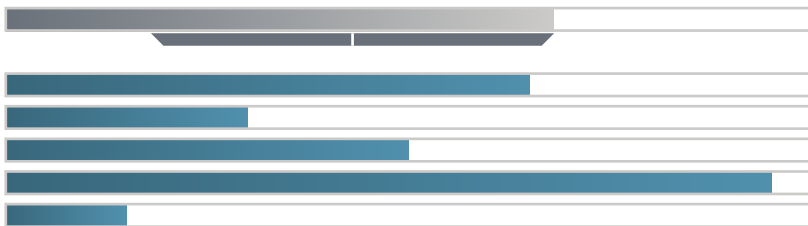
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



Score	Job
73	Job
53	*
70	Tony Block
40	Andi Porter
55	Jan Cole
90	William Sales
30	Tom Roberts

**6. Urgency** - The job requires decisiveness, quick response, fast action. It will often be involved in critical situations demanding that on-the-spot decisions be made with good judgment. The job will repeatedly face important deadlines that must be met on time.

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



Score	Job
68	Job
43	*
65	Tony Block
30	Andi Porter
50	Jan Cole
95	William Sales
15	Tom Roberts

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



# Behavioral Hierarchy

**7. Customer Relations** - The job demands a desire to convey your sincere interest in your internal and/or external customers.

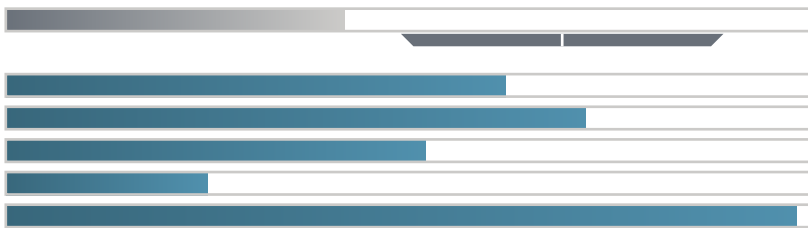
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 63 Job**
- 66 \***
- 65 Tony Block
- 80 Andi Porter
- 58 Jan Cole
- 42 William Sales
- 65 Tom Roberts

**8. Following Policy** - The job calls for complying with the policy or if no policy, complying with the way it has been done in the past.

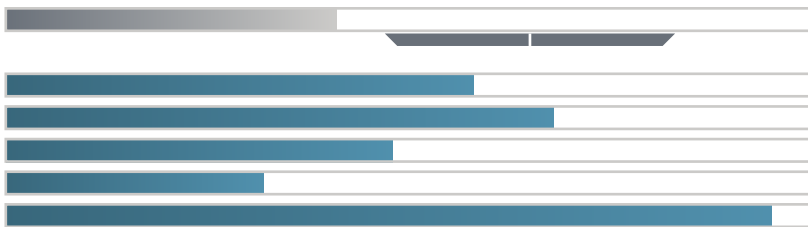
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 42 Job**
- 69 \***
- 62 Tony Block
- 72 Andi Porter
- 52 Jan Cole
- 25 William Sales
- 98 Tom Roberts

**9. Consistency** - The job requires the ability to do the job the same way on a repeated basis.

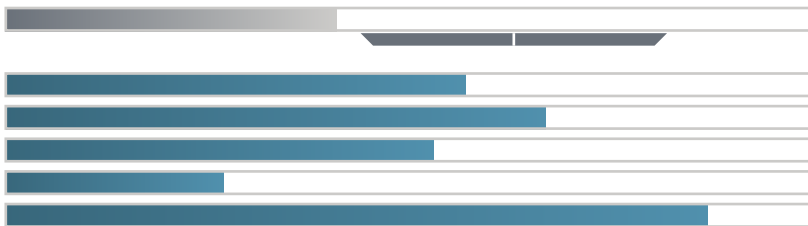
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



- 41 Job**
- 65 \***
- 58 Tony Block
- 68 Andi Porter
- 48 Jan Cole
- 32 William Sales
- 95 Tom Roberts

**10. Follow Up and Follow Through** - The job requires a need to be thorough and complete tasks that have been started.

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



- 41 Job**
- 63 \***
- 57 Tony Block
- 67 Andi Porter
- 53 Jan Cole
- 27 William Sales
- 87 Tom Roberts

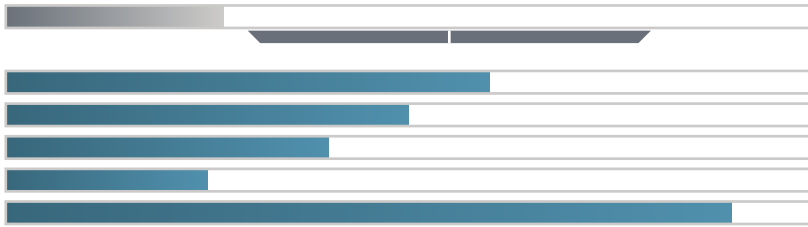
\* 68% of the population falls within the shaded area.



# Behavioral Hierarchy

**11. Analysis of Data** - The job deals with a large number of details. It requires that details, data and facts are analyzed and challenged prior to making decisions and that important decision-making data is maintained accurately for repeated examination as required.

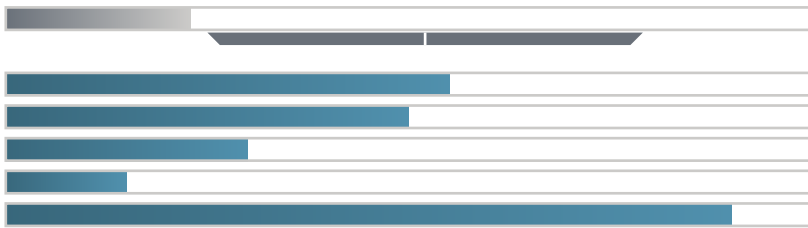
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



<b>27</b>	<b>Job</b>
<b>55</b>	*
60	Tony Block
50	Andi Porter
40	Jan Cole
25	William Sales
90	Tom Roberts

**12. Organized Workplace** - The job's success depends on systems and procedures, its successful performance is tied to careful organization of activities, tasks and projects that require accuracy. Record keeping and planning are essential components of the job.

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



<b>23</b>	<b>Job</b>
<b>52</b>	*
55	Tony Block
50	Andi Porter
30	Jan Cole
15	William Sales
90	Tom Roberts

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

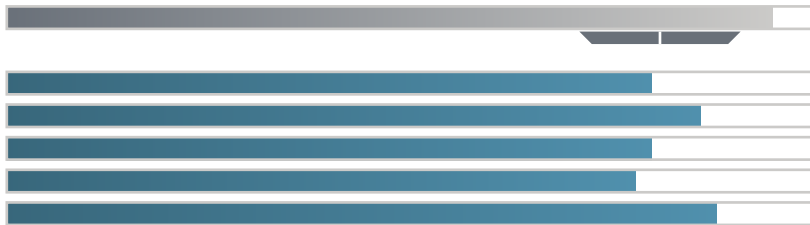


# Acumen Indicators

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

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

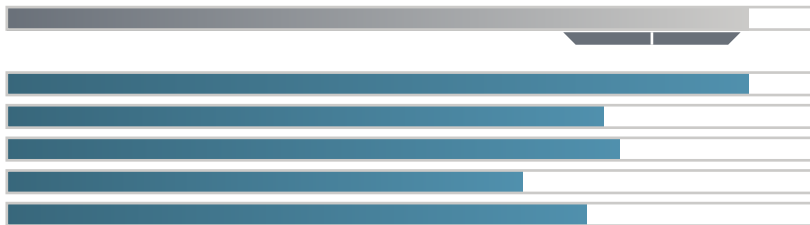
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

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

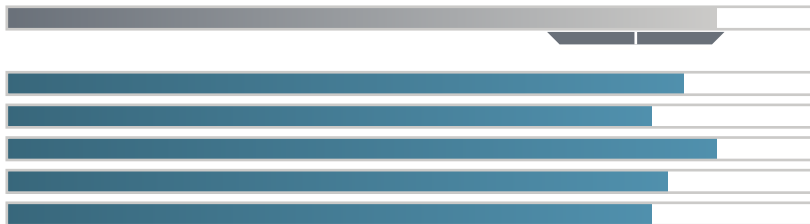
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

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

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



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

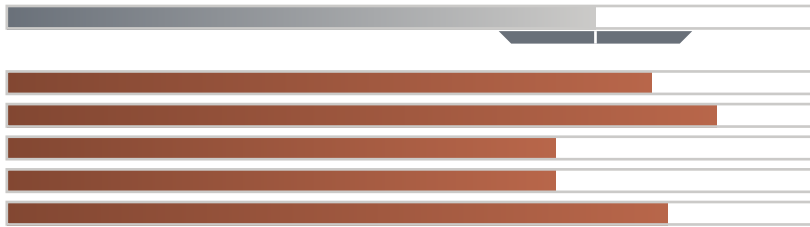
\* 68% of the population falls within the shaded area.



# Acumen Indicators

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

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



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

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

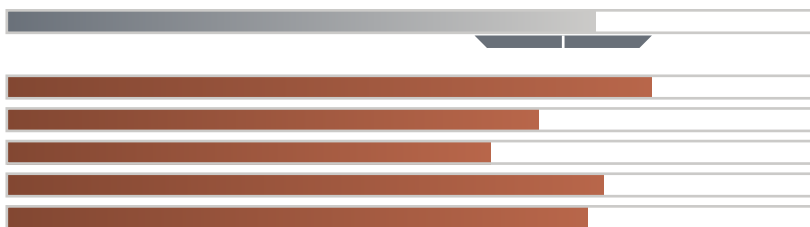
0 . . . 10 . . . 20 . . . 30 . . . 40 . . . 50 . . . 60 . . . 70 . . . 80 . . . 90 . . . 100



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

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

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



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

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







## Summary of Top Competencies

3. Goal Orientation: Setting, pursuing and attaining goals, regardless of obstacles or circumstances.
- Acts instinctively to achieve objectives without supervision.
  - Expends the necessary time and effort to achieve goals.
  - Recognizes and acts on opportunities to advance progress to meet goals.
  - Establishes and works toward ambitious and challenging goals.
  - Develops and implements strategies to meet objectives.
  - Measures effectiveness and performance to ensure results are attained.
  - Acts with a determination to achieve goals.
  - Demonstrates persistence in overcoming obstacles to meet objectives.
  - Takes calculated risks to achieve results.
  - Employs a strategy that affects how they approach tasks and future projects.
4. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
- Strives for self-awareness in a social setting.
  - Demonstrates sincere interest in others.
  - Treats all people with respect, courtesy and consideration.
  - Respects differences in the attitudes and perspectives of others.
  - Listens, observes and strives to gain understanding of others.
  - Communicates effectively.
  - Shows sensitivity to diversity issues.
  - Develops and maintains relationships with many different kinds of people regardless of differences.
  - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
  - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.

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## Summary of Top Competencies

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

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

6. Resiliency: Quickly recovering from adversity.

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




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# Behavioral Feedback

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

1. Frequent Interaction with Others

- The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

2. Competitiveness

- The job exists within a demanding environment where consistently winning is critical. The job demands tenacity, boldness, assertiveness and a "will to win" in dealing with highly competitive situations.

3. People Oriented

- The job demands a positive and constructive view of working with others. There will be a high percentage of time spent in listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.

4. Frequent Change

- The job requires a comfort level with "juggling many balls in the air at the same time!" It will be asked to leave several tasks unfinished and easily move on to new tasks with little or no notice.




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