



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix®**  
Management-Staff Coaching

**Randy Roberts**  
Manager  
Sample Co.  
7-16-2014



## Introduction Where Opportunity Meets Talent®

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

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

### Behaviors

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

### 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.

### Attributes

This section of the report will give you detailed information about your individual thought process. Understanding how you think will identify your preferences, strengths and weaknesses. This increased understanding will lead to personal and professional development.



## Introduction Behaviors

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

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

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

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

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

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













# Communication Tips

*This section provides suggestions on methods which will improve Randy's communications with others. The tips include a brief description of typical people with whom he may interact. By adapting to the communication style desired by other people, Randy 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.







# Descriptors

Based on Randy'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.

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















# Action Plan

## Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)

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2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)

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3. When I make changes to these behaviors, they will have the following impact on my career:

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4. I will make the following changes to my behavior, and I will implement them by \_\_\_\_\_:

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# Action Plan

## Personal Development

1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)

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2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)

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3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:

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4. I will make the following changes to my behavior, and I will implement them by \_\_\_\_\_:

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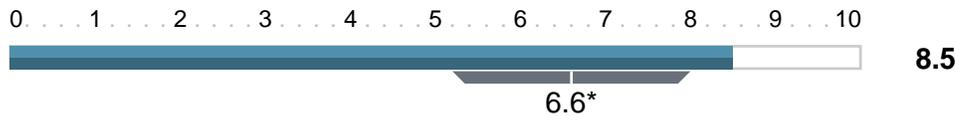
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# Behavioral Hierarchy

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

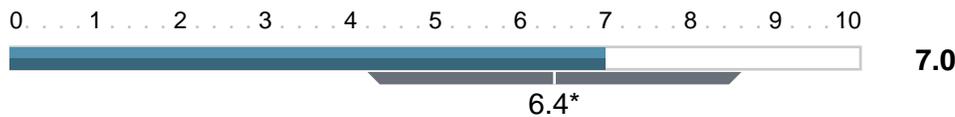
**1. Customer Relations** - A desire to convey your sincere interest in them.



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



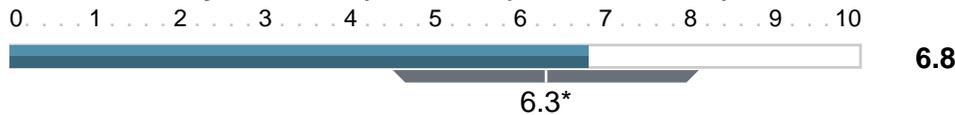
**3. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



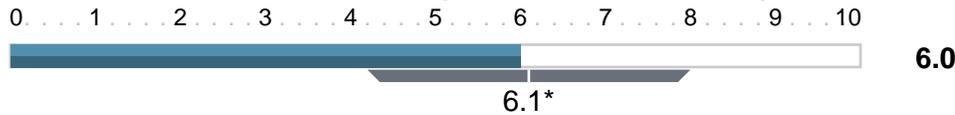
**4. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



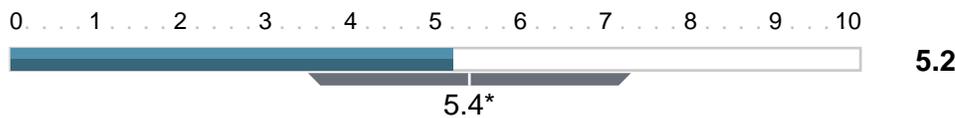
**5. Consistency** - The ability to do the job the same way.



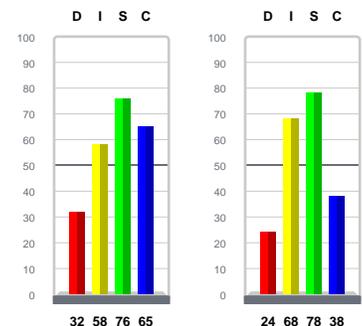
**6. Follow Up and Follow Through** - A need to be thorough.



**7. 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.



Adapted Style      Natural Style



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



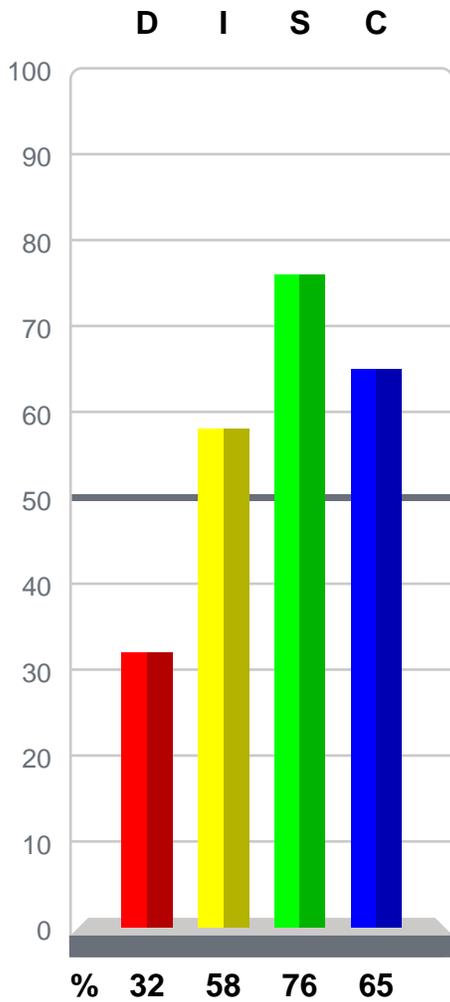


# Style Insights® Graphs

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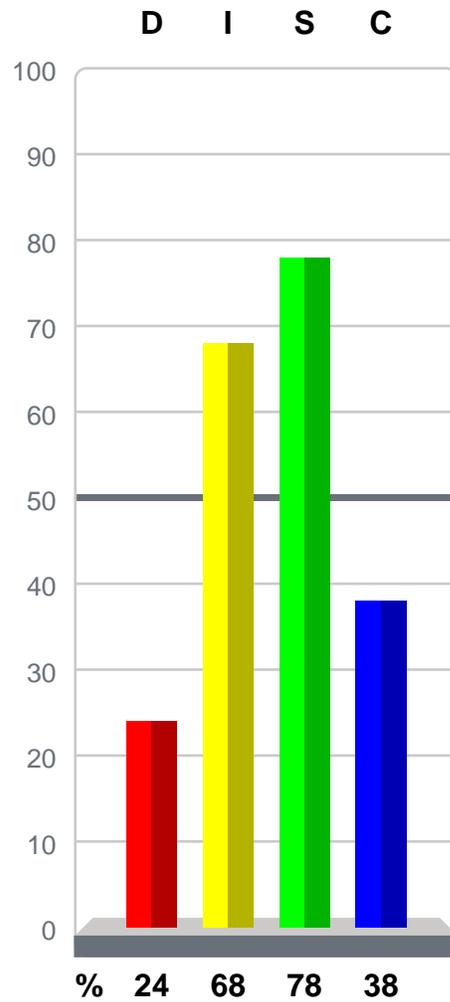
Adapted Style

Graph I



Natural Style

Graph II



Norm 2012 R4



## 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.

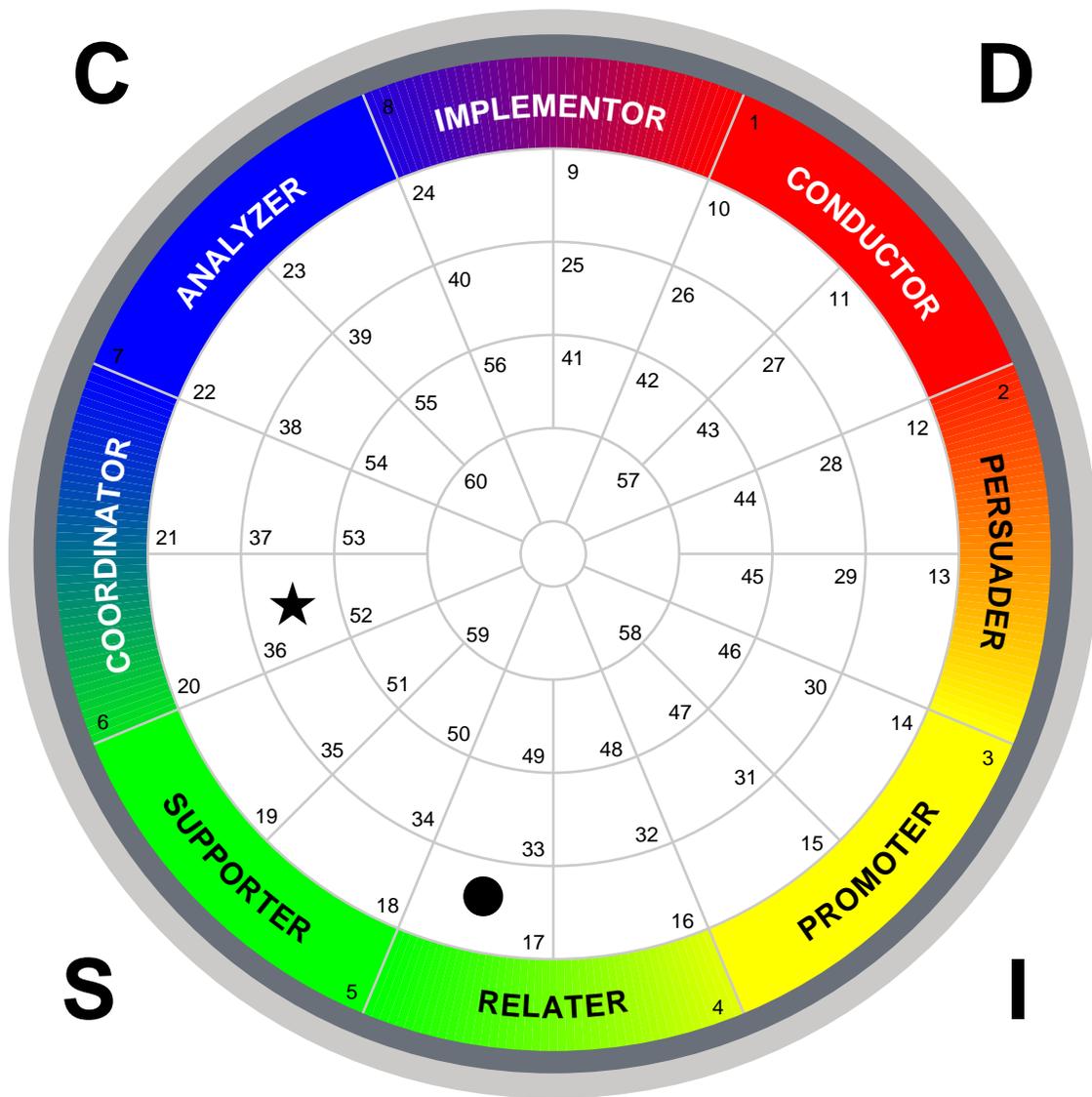
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



# The Success Insights® Wheel

7-16-2014



Adapted: ★ (36) SUPPORTING COORDINATOR (FLEXIBLE)  
 Natural: ● (17) SUPPORTING RELATER

Norm 2012 R4



## Introduction Motivators

Knowledge of an individual's values 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 Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

<b>Value</b>	<b>the Drive for</b>
<b>Theoretical</b>	<b>Knowledge</b>
<b>Utilitarian/Economic</b>	<b>Money</b>
<b>Aesthetic</b>	<b>Form and Harmony</b>
<b>Social/Altruistic</b>	<b>Helpfulness</b>
<b>Individualistic/Political</b>	<b>Power</b>
<b>Traditional/Regulatory</b>	<b>Order</b>

Values 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 values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

### Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights® instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.



## Introduction Motivators

### How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

### This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.



























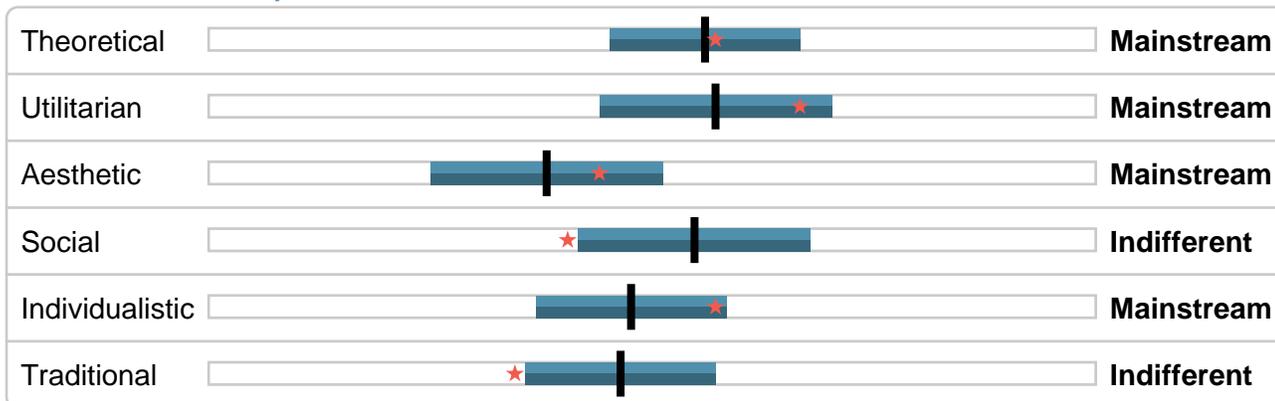
# Motivators - Norms & Comparisons

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 values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, 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 values 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 value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value 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



## Motivators - Norms & Comparisons

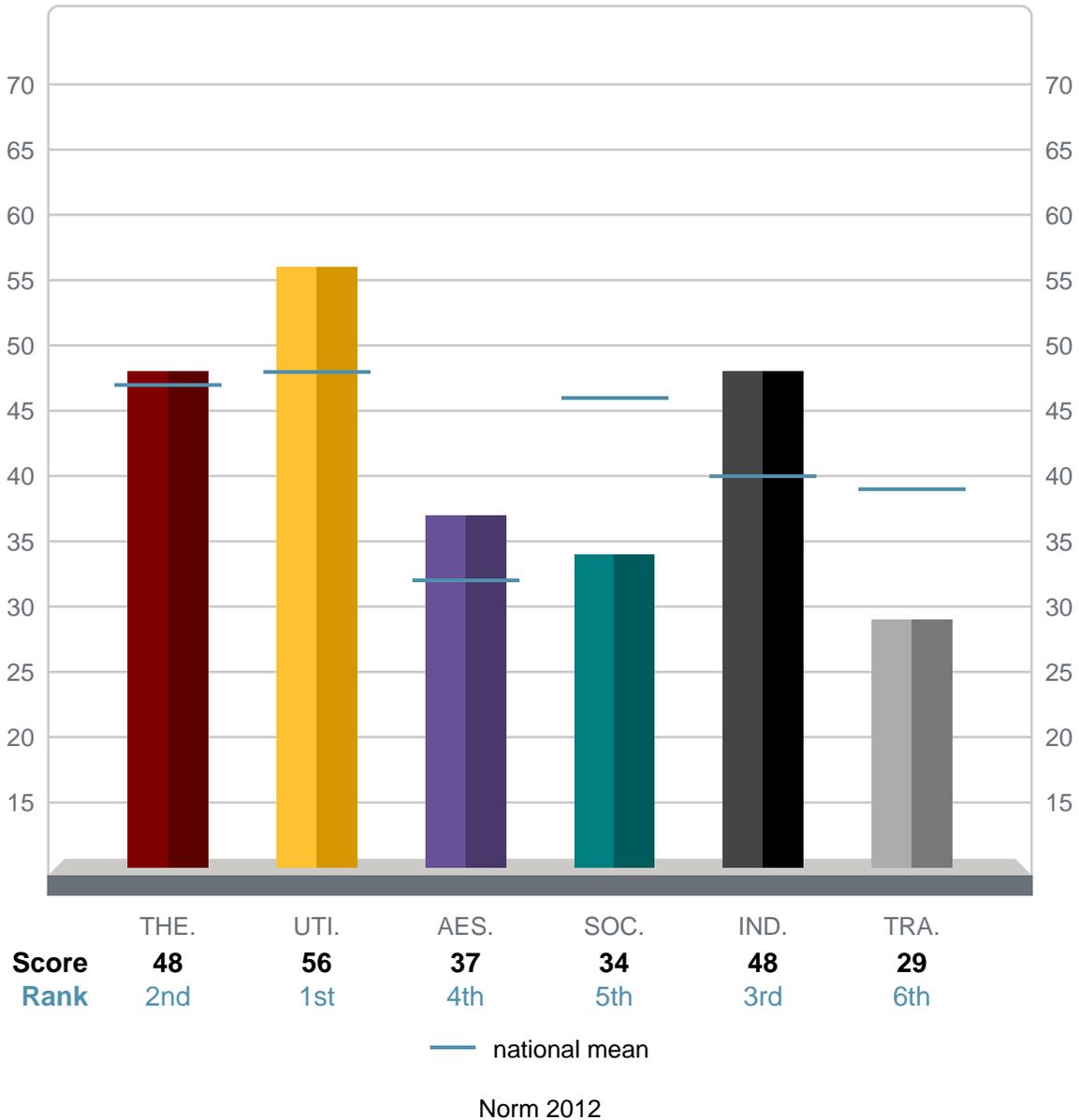
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- 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.



# Motivation Insights® Graph

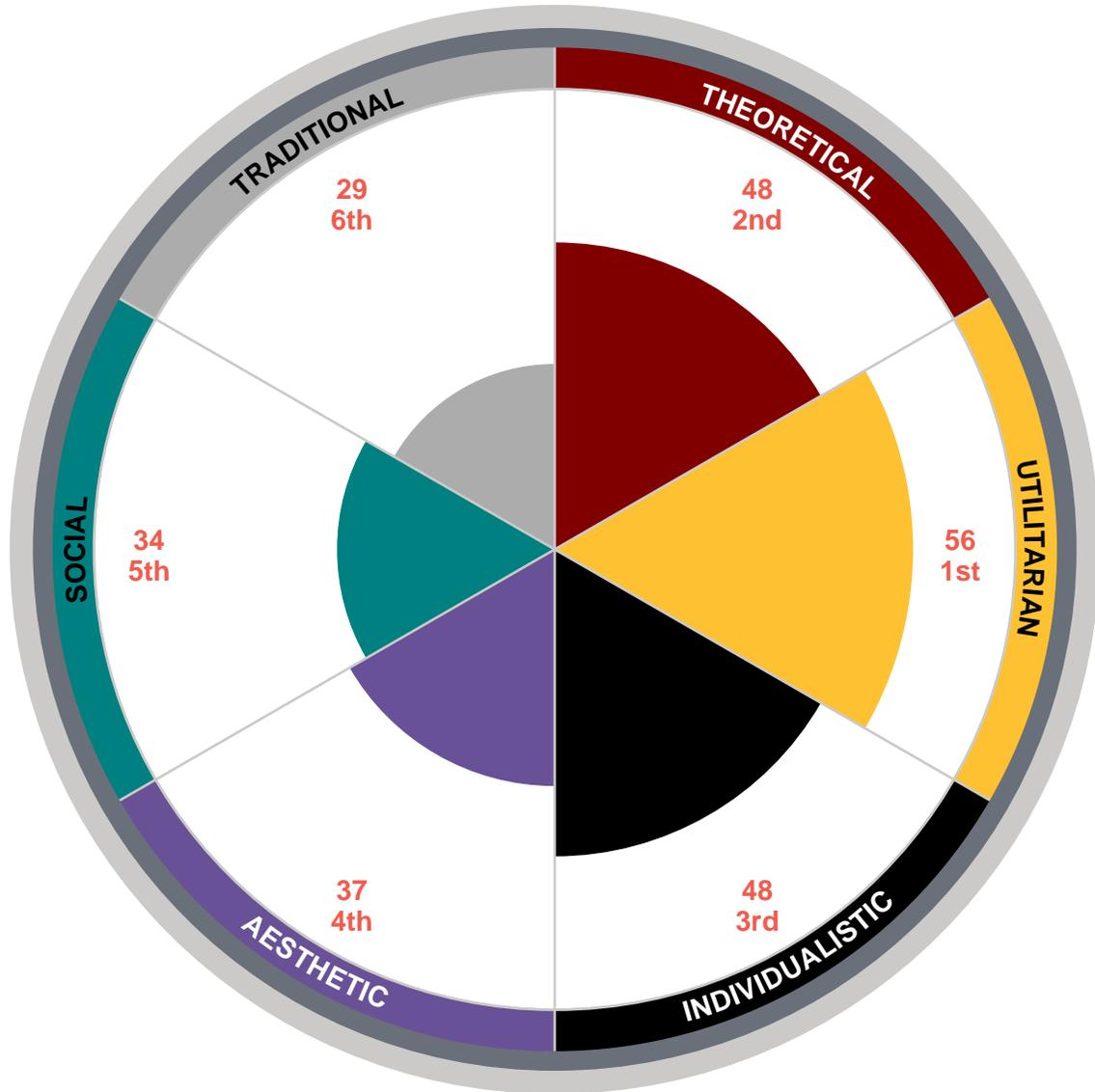
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# Attitudes Wheel™

7-16-2014





# Values Action Plan

*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

## **Area 1: The greater or global mission of the team or organization.**

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

## **Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.**

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.



# Quality Improvement Action Plan

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

## Action Point 1: Things I will keep on doing.

Indicate three things that you are doing very well already, and that you plan to keep on doing.

- 1.
- 2.
- 3.

## Action Point 2: Things I will modify or change slightly.

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

- 1.
- 2.

## Action Point 3: Things I will stop doing, or try to eliminate.

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

- 1.

Today's Date: \_\_\_\_\_

Date to review with mentor or peer: \_\_\_\_\_



# Team Building Summary of Workplace Values

Pick the most important item in each category from your report in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers, and your manager, provided that all have copies of their own information. This communication should be a two-way process.

*(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long range success. This list illuminates why we do what we do.)*

## General Characteristics

1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_

## Value to the Organization

1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_



# Team Building Summary of Workplace Values

## Keys to Managing and Motivating:

1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_

## Training, Professional Development and Learning Insights:

1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_



# Team Building Summary of Workplace Values

## Continuous Quality Improvement:

1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_

## Continuous Quality Improvement: (choose two items from any values areas)

1. \_\_\_\_\_
2. \_\_\_\_\_







## Summary of Strengths and Weaknesses

The key lies in being able to measure these individual preferences in the way we think, and understanding how they shape our decisions. It is this understanding of our individual strengths and weaknesses that will enable us to effect change in our lives and achieve greater personal success. It is only by first understanding something that we are then able to change it.

The top five and bottom five scores on your Core Skills List determines the information below. Please take the national mean and the requirements of your position into consideration when determining a development plan.

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### Strengths

- INTEGRATIVE ABILITY
- FOLLOWING DIRECTIONS
- RESPECT FOR POLICIES
- USING COMMON SENSE
- SYSTEMS JUDGMENT

### Weaknesses

- GAINING COMMITMENT
- SELF ASSESSMENT
- INITIATIVE
- ENJOYMENT OF THE JOB
- ROLE AWARENESS

















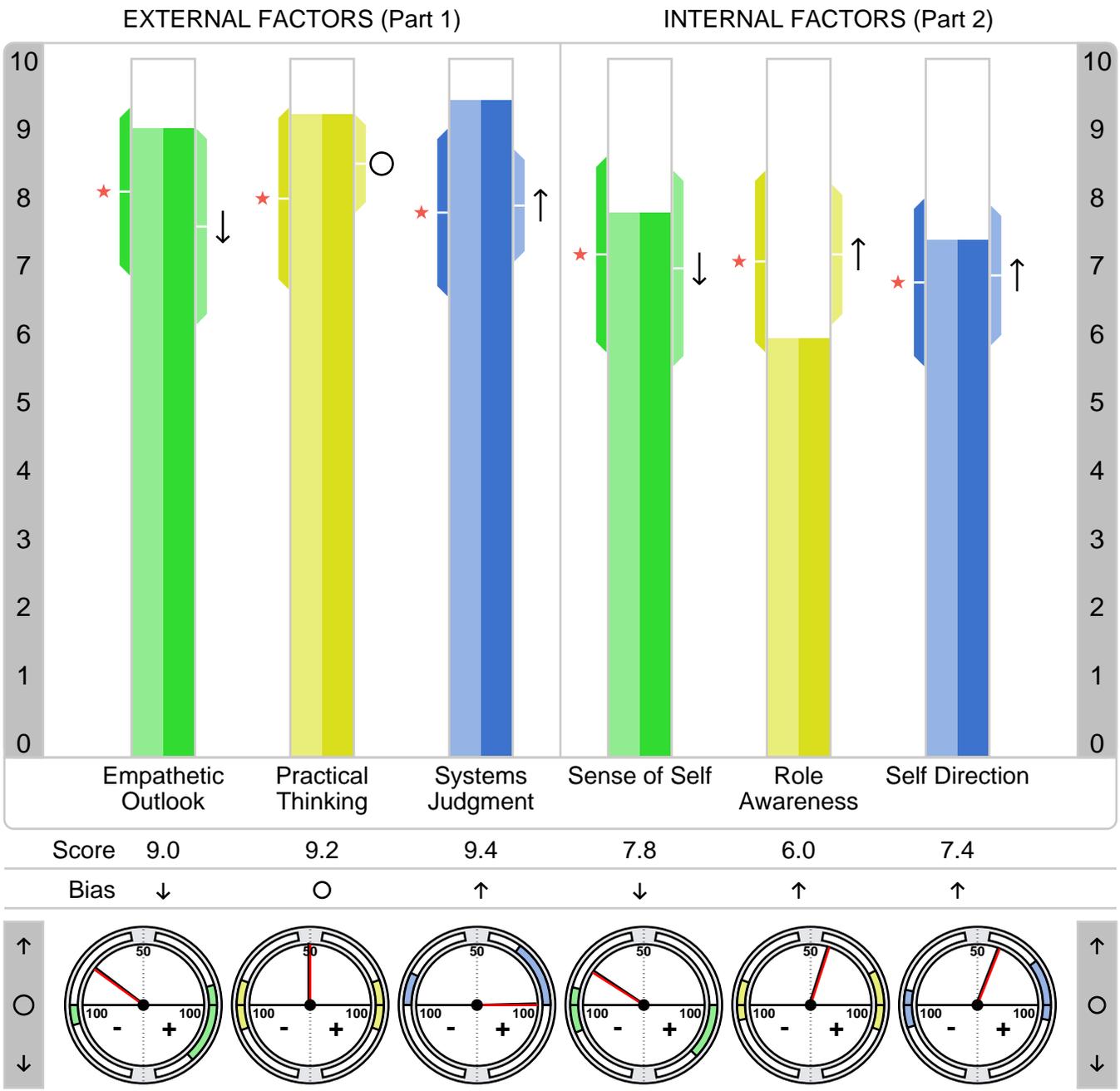






# Dimensional Balance For Consulting and Coaching

★ Population mean  
↑ Overvaluation  
○ Neutral valuation  
↓ Undervaluation



Rev: 0.98-0.83



## Core Skills List For Consulting and Coaching

Score	Mean	Description
10.0	7.6	Integrative Ability
9.9	8.0	Following Directions
9.9	8.0	Respect for Policies
9.4	7.6	Using Common Sense
9.4	7.8	Systems Judgment
9.3	7.6	Concrete Organization
9.3	8.1	Understanding Motivational Needs
9.2	8.3	Theoretical Problem Solving
9.2	7.9	Correcting Others
9.2	8.2	Realistic Goal Setting for Others
9.2	7.9	Emotional Control
9.2	8.0	Practical Thinking
9.1	7.7	Evaluating Others
9.1	7.8	Monitoring Others
9.0	8.0	Attention to Detail
9.0	7.9	Attitude Toward Others
9.0	8.1	Empathetic Outlook
8.9	7.6	Long Range Planning
8.8	7.3	Conceptual Thinking
8.8	7.7	Realistic Expectations
8.8	8.1	Self Improvement
8.8	8.0	Material Possessions
8.7	7.4	Project and Goal Focus
8.7	7.3	Results Orientation
8.7	7.5	Problem Solving
8.7	7.9	Proactive Thinking
8.7	7.7	Evaluating What is Said
8.6	7.9	Conveying Role Value
8.6	7.4	Handling Rejection
8.6	7.7	Sense of Belonging
8.5	7.8	Freedom from Prejudices
8.5	7.8	Persuading Others
8.5	7.9	Sensitivity to Others
8.5	8.1	Personal Relationships
8.4	7.0	Intuitive Decision Making
8.4	7.3	Surrendering Control
8.4	7.8	Relating to Others
8.2	7.3	Project Scheduling
8.2	7.5	Quality Orientation
8.1	7.4	Self Confidence
8.1	7.4	Developing Others

Score	Mean	Description
8.1	7.9	Leading Others
8.1	7.5	Sense of Timing
8.0	7.6	Realistic Personal Goal Setting
8.0	7.4	Self Management
7.9	7.1	Personal Drive
7.9	7.3	Sense of Mission
7.8	7.3	Sense of Self
7.7	7.3	Consistency and Reliability
7.7	7.0	Handling Stress
7.7	7.3	Job Ethic
7.6	7.2	Personal Accountability
7.6	7.1	Role Confidence
7.6	7.6	Status and Recognition
7.6	7.2	Taking Responsibility
7.5	7.5	Accountability for Others
7.4	7.0	Balanced Decision Making
7.4	7.1	Internal Self Control
7.4	7.2	Persistence
7.4	6.9	Self Direction
7.1	6.9	Meeting Standards
7.0	7.1	Gaining Commitment
6.7	6.7	Self Assessment
6.7	6.9	Initiative
6.5	7.4	Enjoyment of the Job
6.0	7.1	Role Awareness



## Core Skills List For Consulting and Coaching

Score	Mean	Description
7.5	7.5	Accountability for Others
9.0	8.0	Attention to Detail
9.0	7.9	Attitude Toward Others
7.4	7.0	Balanced Decision Making
8.8	7.3	Conceptual Thinking
9.3	7.6	Concrete Organization
7.7	7.3	Consistency and Reliability
8.6	7.9	Conveying Role Value
9.2	7.9	Correcting Others
8.1	7.4	Developing Others
9.2	7.9	Emotional Control
9.0	8.1	Empathetic Outlook
6.5	7.4	Enjoyment of the Job
9.1	7.7	Evaluating Others
8.7	7.7	Evaluating What is Said
9.9	8.0	Following Directions
8.5	7.8	Freedom from Prejudices
7.0	7.1	Gaining Commitment
8.6	7.4	Handling Rejection
7.7	7.0	Handling Stress
6.7	6.9	Initiative
10.0	7.6	Integrative Ability
7.4	7.1	Internal Self Control
8.4	7.0	Intuitive Decision Making
7.7	7.3	Job Ethic
8.1	7.9	Leading Others
8.9	7.6	Long Range Planning
8.8	8.0	Material Possessions
7.1	6.9	Meeting Standards
9.1	7.8	Monitoring Others
7.4	7.2	Persistence
7.6	7.2	Personal Accountability
7.9	7.1	Personal Drive
8.5	8.1	Personal Relationships
8.5	7.8	Persuading Others
9.2	8.0	Practical Thinking
8.7	7.9	Proactive Thinking
8.7	7.5	Problem Solving
8.7	7.4	Project and Goal Focus
8.2	7.3	Project Scheduling
8.2	7.5	Quality Orientation

Score	Mean	Description
8.8	7.7	Realistic Expectations
9.2	8.2	Realistic Goal Setting for Others
8.0	7.6	Realistic Personal Goal Setting
8.4	7.8	Relating to Others
9.9	8.0	Respect for Policies
8.7	7.3	Results Orientation
6.0	7.1	Role Awareness
7.6	7.1	Role Confidence
6.7	6.7	Self Assessment
8.1	7.4	Self Confidence
7.4	6.9	Self Direction
8.8	8.1	Self Improvement
8.0	7.4	Self Management
8.6	7.7	Sense of Belonging
7.9	7.3	Sense of Mission
7.8	7.3	Sense of Self
8.1	7.5	Sense of Timing
8.5	7.9	Sensitivity to Others
7.6	7.6	Status and Recognition
8.4	7.3	Surrendering Control
9.4	7.8	Systems Judgment
7.6	7.2	Taking Responsibility
9.2	8.3	Theoretical Problem Solving
9.3	8.1	Understanding Motivational Needs
9.4	7.6	Using Common Sense