



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix®**  
Job/Talent Comparison

## Comparison of Top 5 Candidates

Manager  
5-30-2013

**Your Address Here**  
Your Phone Number Here  
Your Email Address Here



**company**



## Introduction Where Opportunity Meets Talent®

This report compares a specific job benchmark to the results of one to five personal 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 attributes in Section 1, the top three areas in Section 2, and the top three areas in Section 3. The answers to these questions will maximize the use of this report:

### Attributes

- 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?

### Rewards/Culture

- How will a person feel if they have to spend eight hours a day in a culture that does not reward their passion?
- How will a person feel if he/she has negative feelings about the built-in rewards and culture 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 TTI TriMetrix 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 Attributes Hierarchy (23 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.

## Rewards/Culture Hierarchy (6 Areas)

This section clearly identifies the rewards/culture of the job, which defines its sources of motivation, and compares the personal results in each of these areas. It clarifies "why" and "in what kind of environment" this job will produce success.

## 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 1 through 3 (above) are presented on a 0-10 point scale to clearly illustrate the job benchmark and corresponding results of the individual personal report(s).

## Job Attributes Feedback

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

## Rewards/Culture Feedback

This section expands on the fact that every job in every organization has its own culture. The culture of any job is clearly defined by how it rewards superior performance.

## Behavioral Feedback

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



## Introduction

Note: The information provided in Sections 4-6 (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.

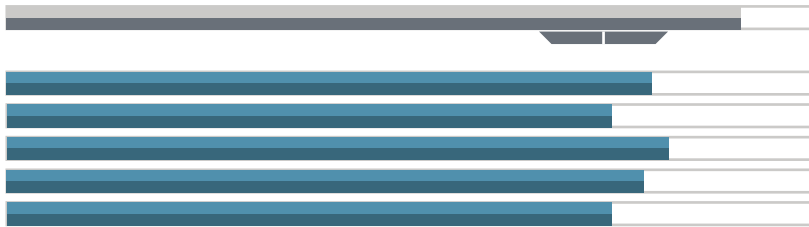


# Job Attributes Hierarchy

*This section identifies which people attributes are important to the job benchmark from its highest to lowest rankings. In comparing talent, it is important to note that gaps may point to a job attribute that is of significant importance to the job, but has a low ranking for the person. In turn, a job attribute may be of low importance to the job, but has a high ranking for the person.*

**1. Goal Achievement** - The overall ability to set, pursue and attain achievable goals, regardless of obstacles or circumstances.

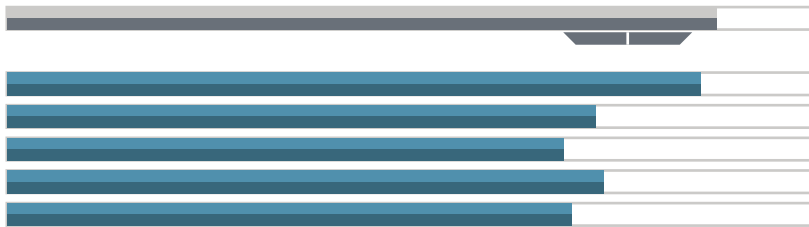
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**9.1 Job**  
**7.4 \***  
8.0 Juliane Sample  
7.5 Mark Sample  
8.2 Jenny Sample  
7.9 Debbie Sample  
7.5 Gregg Sample

**2. Influencing Others** - The ability to personally affect others' actions, decisions, opinions or thinking.

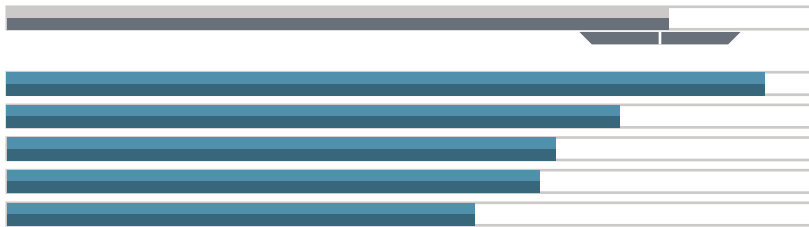
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**8.8 Job**  
**7.7 \***  
8.6 Juliane Sample  
7.3 Mark Sample  
6.9 Jenny Sample  
7.4 Debbie Sample  
7.0 Gregg Sample

**3. Empathetic Outlook** - The capacity to perceive and understand the feelings and attitudes of others.

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



**8.2 Job**  
**8.1 \***  
9.4 Juliane Sample  
7.6 Mark Sample  
6.8 Jenny Sample  
6.6 Debbie Sample  
5.8 Gregg Sample

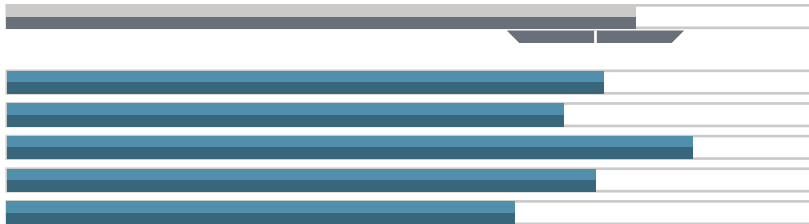
\* 68% of the population falls within the shaded area.



# Job Attributes Hierarchy

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

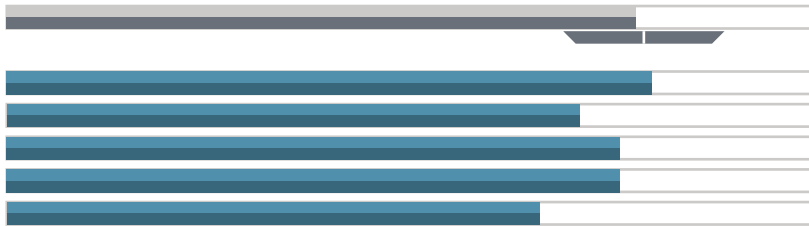
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.8 Job**  
**7.3 \***  
7.4 Juliane Sample  
6.9 Mark Sample  
8.5 Jenny Sample  
7.3 Debbie Sample  
6.3 Gregg Sample

**5. Leading Others** - The ability to organize and motivate people to accomplish goals while creating a sense of order and direction.

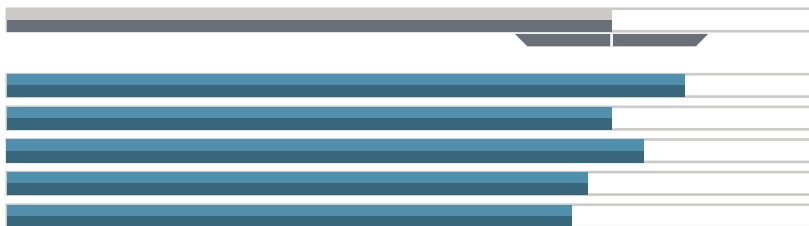
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.8 Job**  
**7.9 \***  
8.0 Juliane Sample  
7.1 Mark Sample  
7.6 Jenny Sample  
7.6 Debbie Sample  
6.6 Gregg Sample

**6. Problem Solving** - The ability to identify key components of a problem to formulate a solution or solutions.

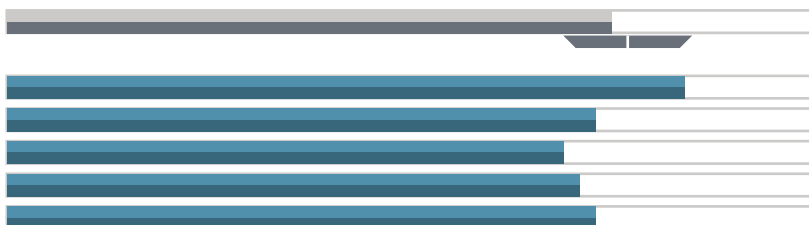
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.5 Job**  
**7.5 \***  
8.4 Juliane Sample  
7.5 Mark Sample  
7.9 Jenny Sample  
7.2 Debbie Sample  
7.0 Gregg Sample

**7. Teamwork** - The ability to cooperate with others to meet objectives.

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



**7.5 Job**  
**7.7 \***  
8.4 Juliane Sample  
7.3 Mark Sample  
6.9 Jenny Sample  
7.1 Debbie Sample  
7.3 Gregg Sample

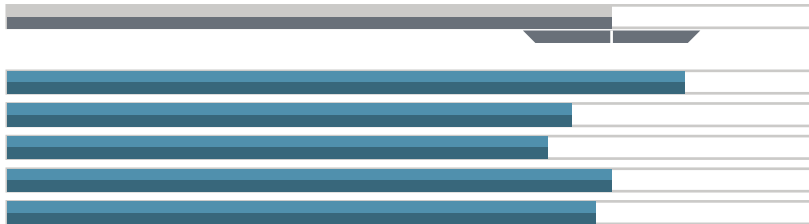
\* 68% of the population falls within the shaded area.



# Job Attributes Hierarchy

**8. Accountability for Others** - The ability to take responsibility for others' actions.

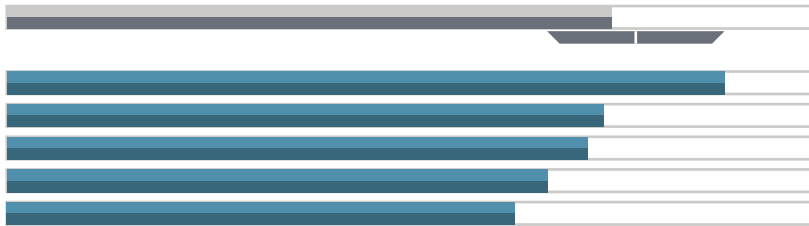
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.5 Job**  
**7.5 \***  
8.4 Juliane Sample  
7.0 Mark Sample  
6.7 Jenny Sample  
7.5 Debbie Sample  
7.3 Gregg Sample

**9. Conflict Management** - The ability to resolve different points of view constructively.

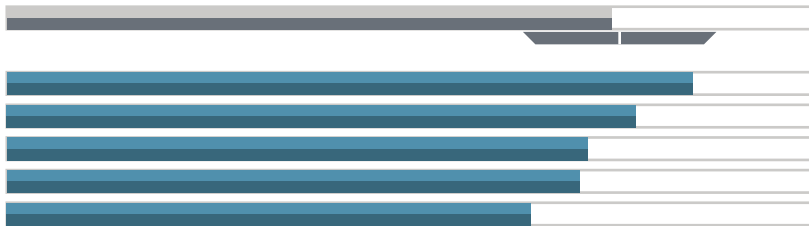
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.5 Job**  
**7.8 \***  
8.9 Juliane Sample  
7.4 Mark Sample  
7.2 Jenny Sample  
6.7 Debbie Sample  
6.3 Gregg Sample

**10. Flexibility** - The ability to readily modify, respond to and integrate change with minimal personal resistance.

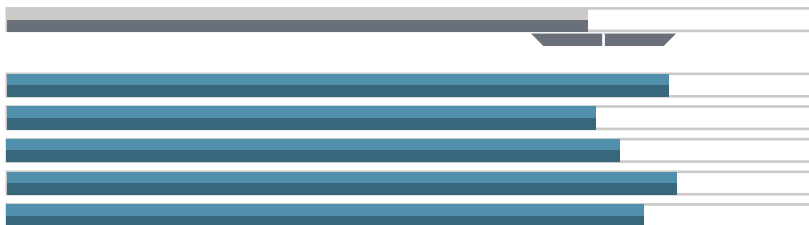
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.5 Job**  
**7.6 \***  
8.5 Juliane Sample  
7.8 Mark Sample  
7.2 Jenny Sample  
7.1 Debbie Sample  
6.5 Gregg Sample

**11. Self Management** - The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.

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



**7.2 Job**  
**7.4 \***  
8.2 Juliane Sample  
7.3 Mark Sample  
7.6 Jenny Sample  
8.3 Debbie Sample  
7.9 Gregg Sample

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

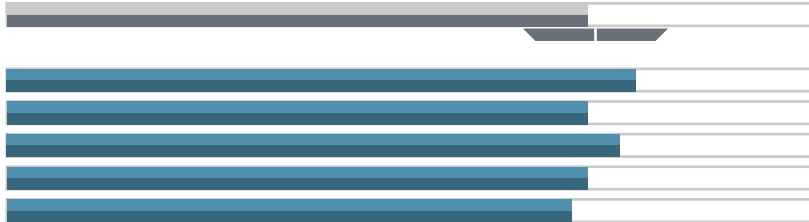




# Job Attributes Hierarchy

**12. Results Orientation** - The ability to identify actions necessary to complete tasks and obtain results.

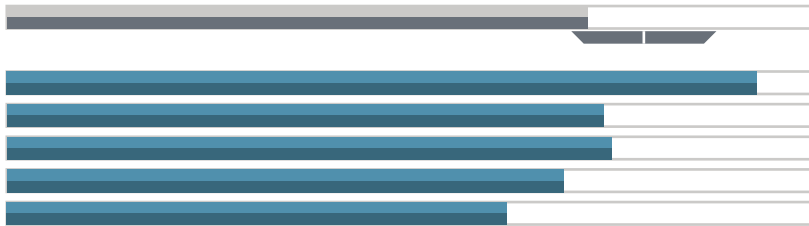
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 7.2 Job
- 7.3 \*
- 7.8 Juliane Sample
- 7.2 Mark Sample
- 7.6 Jenny Sample
- 7.2 Debbie Sample
- 7.0 Gregg Sample

**13. Interpersonal Skills** - The ability to interact with others in a positive manner.

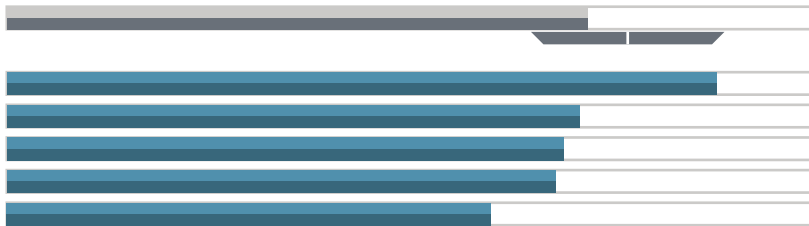
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 7.2 Job
- 7.9 \*
- 9.3 Juliane Sample
- 7.4 Mark Sample
- 7.5 Jenny Sample
- 6.9 Debbie Sample
- 6.2 Gregg Sample

**14. Objective Listening** - The ability to listen to many points of view without bias.

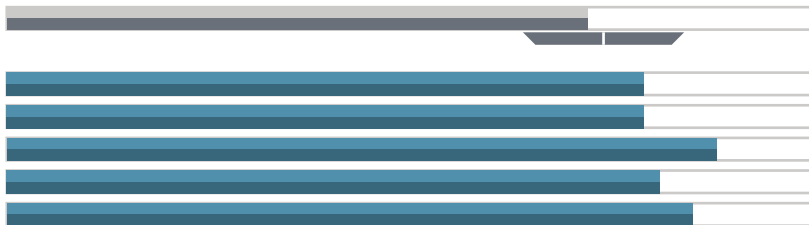
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 7.2 Job
- 7.7 \*
- 8.8 Juliane Sample
- 7.1 Mark Sample
- 6.9 Jenny Sample
- 6.8 Debbie Sample
- 6.0 Gregg Sample

**15. Continuous Learning** - The ability to take personal responsibility and action toward learning and implementing new ideas, methods and technologies.

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



- 7.2 Job
- 7.4 \*
- 7.9 Juliane Sample
- 7.9 Mark Sample
- 8.8 Jenny Sample
- 8.1 Debbie Sample
- 8.5 Gregg Sample

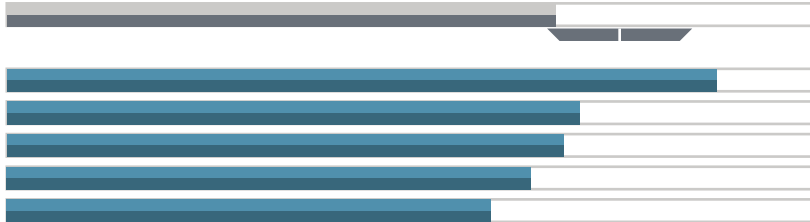
\* 68% of the population falls within the shaded area.



# Job Attributes Hierarchy

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

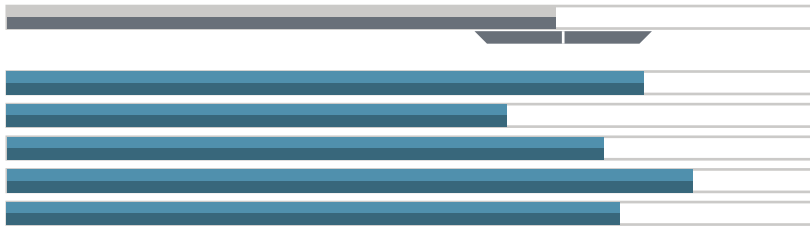
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.8 Job
- 7.6 \*
- 8.8 Juliane Sample
- 7.1 Mark Sample
- 6.9 Jenny Sample
- 6.5 Debbie Sample
- 6.0 Gregg Sample

**17. Self Starting** - The ability to initiate and sustain momentum without external stimulation.

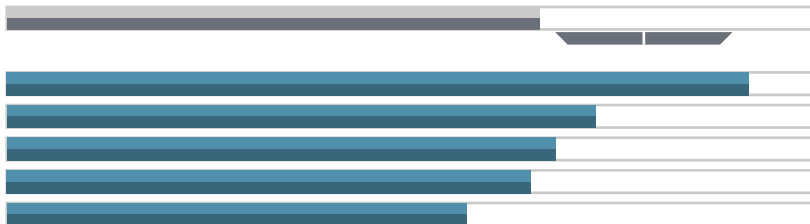
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.8 Job
- 6.9 \*
- 7.9 Juliane Sample
- 6.2 Mark Sample
- 7.4 Jenny Sample
- 8.5 Debbie Sample
- 7.6 Gregg Sample

**18. Customer Focus** - A commitment to customer satisfaction.

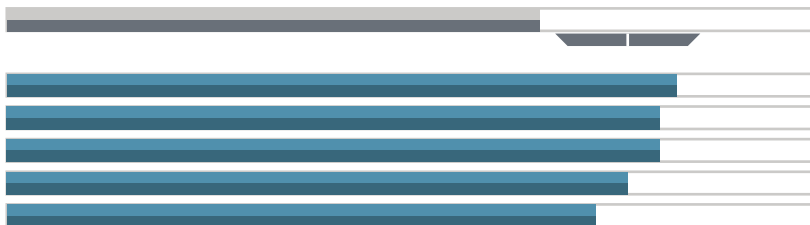
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.6 Job
- 7.9 \*
- 9.2 Juliane Sample
- 7.3 Mark Sample
- 6.8 Jenny Sample
- 6.5 Debbie Sample
- 5.7 Gregg Sample

**19. Planning and Organization** - The ability to establish a process for activities that lead to the implementation of systems, procedures or outcomes.

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



- 6.6 Job
- 7.7 \*
- 8.3 Juliane Sample
- 8.1 Mark Sample
- 8.1 Jenny Sample
- 7.7 Debbie Sample
- 7.3 Gregg Sample

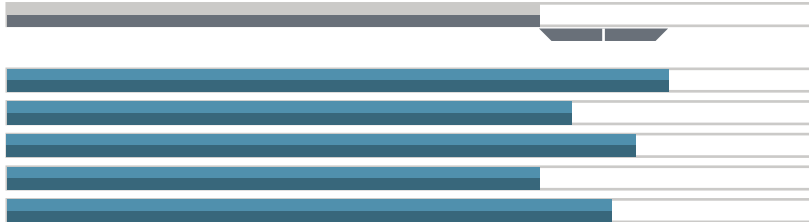
\* 68% of the population falls within the shaded area.



# Job Attributes Hierarchy

**20. Decision Making** - The ability to analyze all aspects of a situation to gain thorough insight to make decisions.

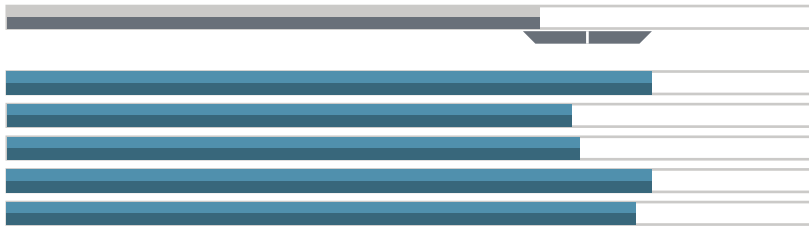
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.6 Job
- 7.4 \*
- 8.2 Juliane Sample
- 7.0 Mark Sample
- 7.8 Jenny Sample
- 6.6 Debbie Sample
- 7.5 Gregg Sample

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

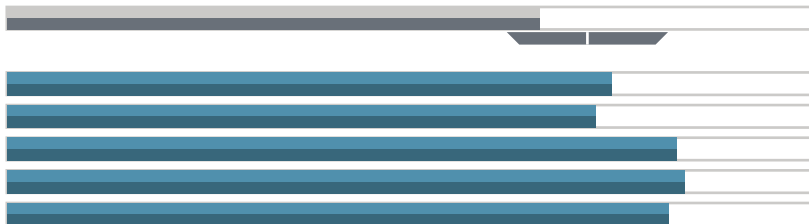
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.6 Job
- 7.2 \*
- 8.0 Juliane Sample
- 7.0 Mark Sample
- 7.1 Jenny Sample
- 8.0 Debbie Sample
- 7.8 Gregg Sample

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

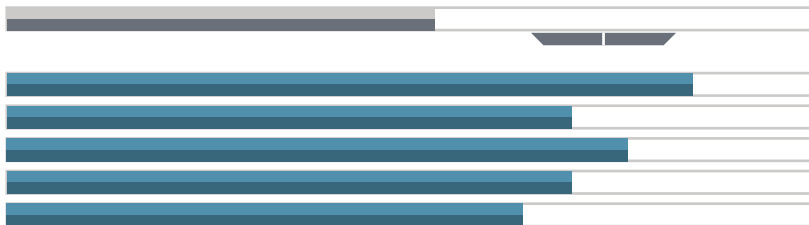
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 6.6 Job
- 7.2 \*
- 7.5 Juliane Sample
- 7.3 Mark Sample
- 8.3 Jenny Sample
- 8.4 Debbie Sample
- 8.2 Gregg Sample

**23. Developing Others** - The ability to contribute to the growth and development of others.

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



- 5.3 Job
- 7.4 \*
- 8.5 Juliane Sample
- 7.0 Mark Sample
- 7.7 Jenny Sample
- 7.0 Debbie Sample
- 6.4 Gregg Sample

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

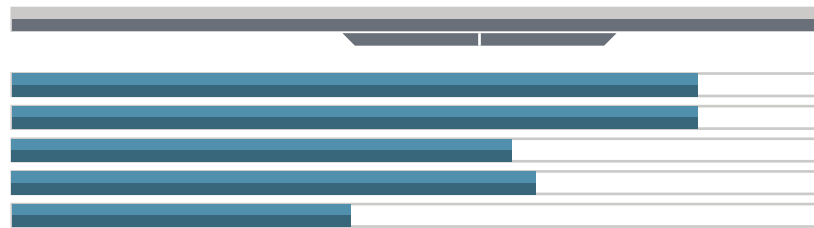


# Job Rewards/Culture Hierarchy

These graphs are based on the hierarchy of the job benchmark's rewards/culture in descending order from highest required by the job to the lowest. Gaps may point to a job culture that does not match the person's passion and may produce negative feelings about the job.

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

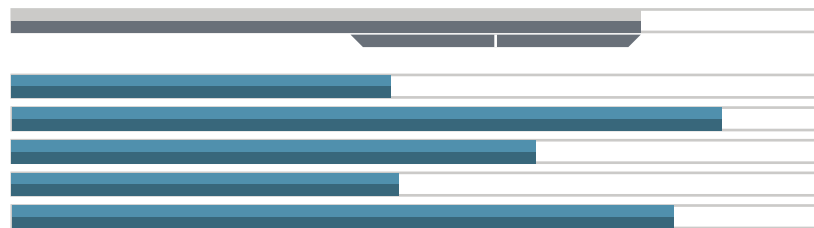
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**10.0 Job**  
**5.8 \***  
8.5 Juliane Sample  
8.5 Mark Sample  
6.2 Jenny Sample  
6.5 Debbie Sample  
4.2 Gregg Sample

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

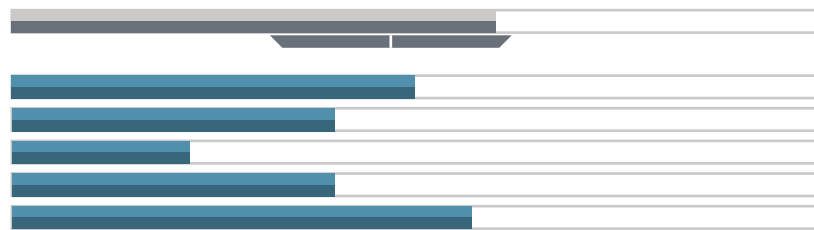
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.8 Job**  
**6.0 \***  
4.7 Juliane Sample  
8.8 Mark Sample  
6.5 Jenny Sample  
4.8 Debbie Sample  
8.2 Gregg Sample

**3. 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



**6.0 Job**  
**4.7 \***  
5.0 Juliane Sample  
4.0 Mark Sample  
2.2 Jenny Sample  
4.0 Debbie Sample  
5.7 Gregg Sample

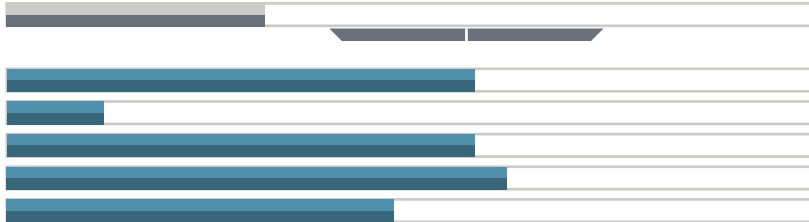
\* 68% of the population falls within the shaded area.



# Job Rewards/Culture Hierarchy

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

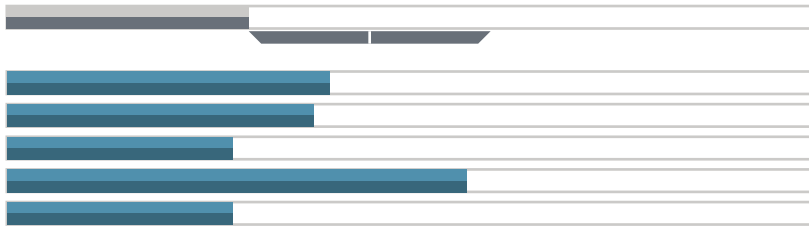
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 3.2 Job
- 5.7 \*
- 5.8 Juliane Sample
- 1.2 Mark Sample
- 5.8 Jenny Sample
- 6.2 Debbie Sample
- 4.8 Gregg Sample

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

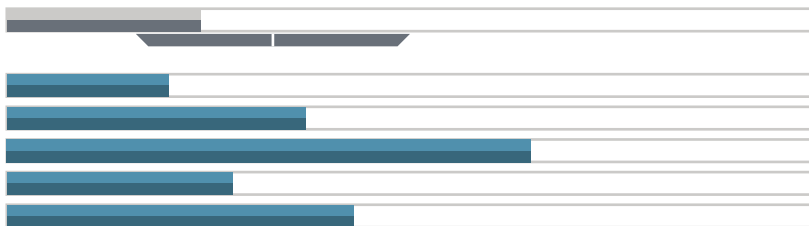
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 3.0 Job
- 4.5 \*
- 4.0 Juliane Sample
- 3.8 Mark Sample
- 2.8 Jenny Sample
- 5.7 Debbie Sample
- 2.8 Gregg Sample

**6. 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



- 2.4 Job
- 3.3 \*
- 2.0 Juliane Sample
- 3.7 Mark Sample
- 6.5 Jenny Sample
- 2.8 Debbie Sample
- 4.3 Gregg Sample

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

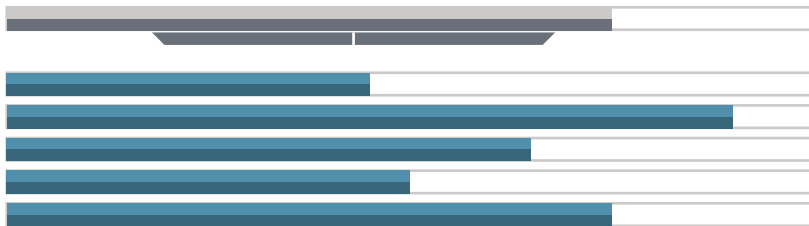


# Behavioral Hierarchy

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



**7.5 Job**  
**4.3 \***  
4.5 Juliane Sample  
9.0 Mark Sample  
6.5 Jenny Sample  
5.0 Debbie Sample  
7.5 Gregg Sample

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

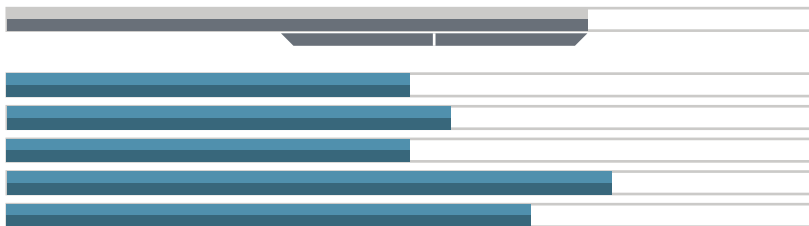
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.5 Job**  
**6.2 \***  
5.0 Juliane Sample  
3.0 Mark Sample  
5.0 Jenny Sample  
9.0 Debbie Sample  
8.0 Gregg Sample

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



**7.2 Job**  
**5.3 \***  
5.0 Juliane Sample  
5.5 Mark Sample  
5.0 Jenny Sample  
7.5 Debbie Sample  
6.5 Gregg Sample

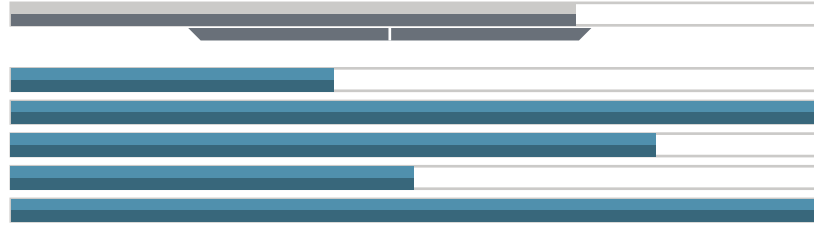
\* 68% of the population falls within the shaded area.



# Behavioral Hierarchy

**4. 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.

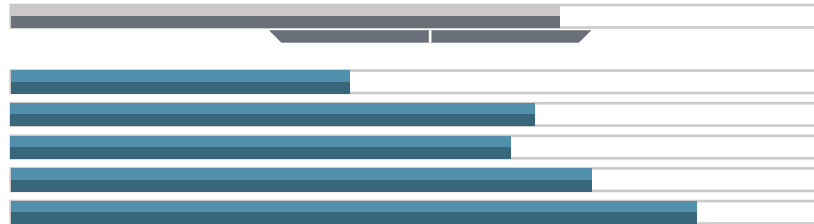
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**7.0 Job**  
**4.7 \***  
4.0 Juliane Sample  
10.0 Mark Sample  
8.0 Jenny Sample  
5.0 Debbie Sample  
10.0 Gregg Sample

**5. 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.

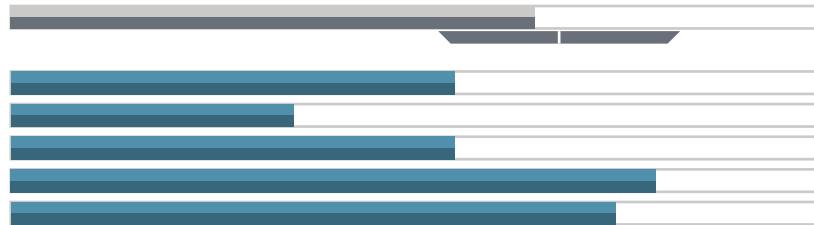
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



**6.8 Job**  
**5.2 \***  
4.2 Juliane Sample  
6.5 Mark Sample  
6.2 Jenny Sample  
7.2 Debbie Sample  
8.5 Gregg Sample

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



**6.5 Job**  
**6.8 \***  
5.5 Juliane Sample  
3.5 Mark Sample  
5.5 Jenny Sample  
8.0 Debbie Sample  
7.5 Gregg Sample

\* 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.

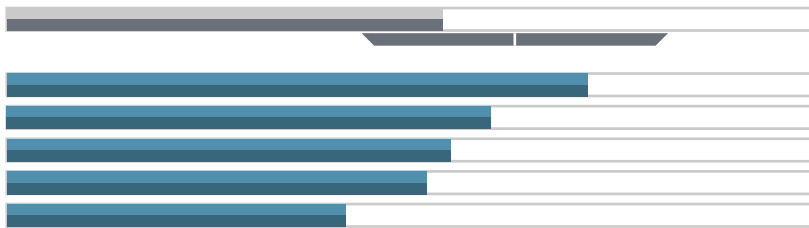
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.9 Job
- 6.6 \*
- 6.8 Juliane Sample
- 6.2 Mark Sample
- 6.5 Jenny Sample
- 6.5 Debbie Sample
- 6.0 Gregg Sample

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

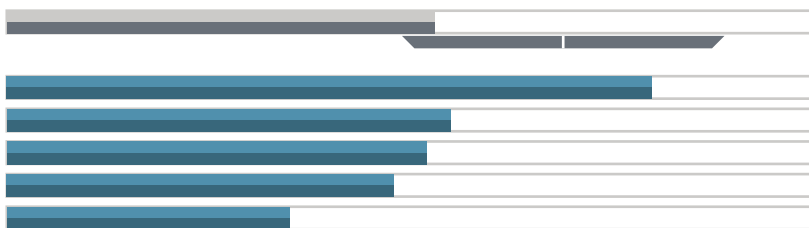
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.4 Job
- 6.3 \*
- 7.2 Juliane Sample
- 6.0 Mark Sample
- 5.5 Jenny Sample
- 5.2 Debbie Sample
- 4.2 Gregg Sample

**9. 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.

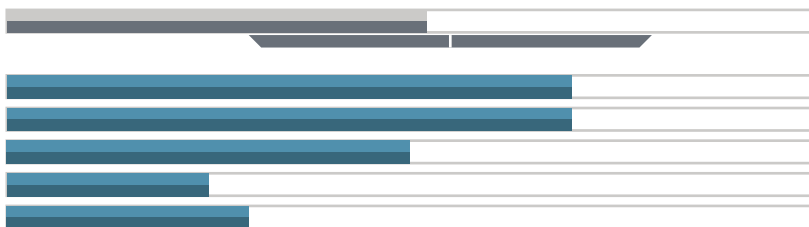
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 5.3 Job
- 6.9 \*
- 8.0 Juliane Sample
- 5.5 Mark Sample
- 5.2 Jenny Sample
- 4.8 Debbie Sample
- 3.5 Gregg Sample

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



- 5.2 Job
- 5.5 \*
- 7.0 Juliane Sample
- 7.0 Mark Sample
- 5.0 Jenny Sample
- 2.5 Debbie Sample
- 3.0 Gregg Sample

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

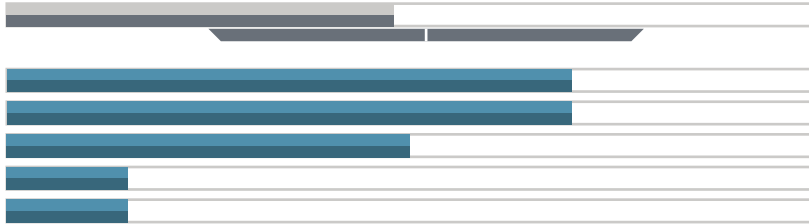




# Behavioral Hierarchy

**11. 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.

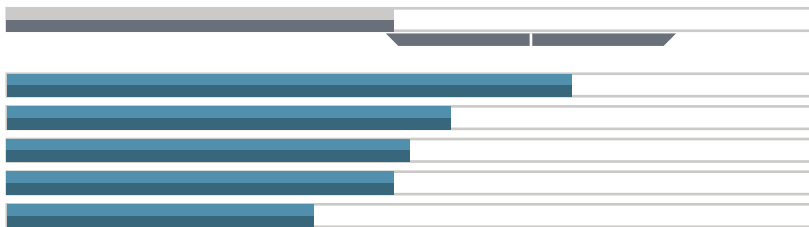
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



- 4.8 Job
- 5.2 \*
- 7.0 Juliane Sample
- 7.0 Mark Sample
- 5.0 Jenny Sample
- 1.5 Debbie Sample
- 1.5 Gregg Sample

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

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



- 4.8 Job
- 6.5 \*
- 7.0 Juliane Sample
- 5.5 Mark Sample
- 5.0 Jenny Sample
- 4.8 Debbie Sample
- 3.8 Gregg Sample

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



# Job Attributes Feedback

*This section provides you with a better understanding of the job attributes required for superior performance. Feedback is provided on the seven most highly ranked attributes. 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. **Goal Achievement:** The overall ability to set, pursue and attain achievable goals, regardless of obstacles or circumstances.
  - 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
  
2. **Influencing Others:** The ability to personally affect others' actions, decisions, opinions or thinking.
  - Effectively impacts others' actions
  - Gains commitment from others to achieve desired results
  - Analyzes others' opinions and leads them to understand and willingly accept desired alternatives
  - Persuades others in a positive manner
  
3. **Empathetic Outlook:** 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
  
4. **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

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# Job Attributes Feedback

- 5. **Leading Others:** The ability to organize and motivate people to accomplish goals while creating a sense of order and direction.
  - Inspires others with a compelling vision
  - Empowers others to accomplish common goals
  - Represents a positive, motivational example for others to emulate in becoming leaders
  - Supports others through providing clarity, direction, organization and purpose
  
- 6. **Problem Solving:** The ability to identify key components of a problem to formulate a solution or solutions.
  - Analyzes all data relative to a problem
  - Divides complex issues into simpler components in order to achieve clarity
  - Selects the best options available to solve specific problems
  - Applies all relevant resources to implement suitable solutions
  
- 7. **Teamwork:** The ability to cooperate with others to meet objectives.
  - Discards personal agenda to cooperate with other team members in meeting objectives
  - Contributes positively and productively to team projects
  - Builds and sustains a trust relationship with each member of the team
  - Supports other team members and team decisions

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# Job Rewards/Culture Feedback

*This section provides you with a better understanding of the culture of this job. The culture of any job is clearly defined by how it rewards superior performance. Feedback is provided on the three most highly ranked attributes. 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. Theoretical
  - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.
2. Utilitarian/Economic
  - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.
3. Individualistic/Political
  - Rewards those who value personal recognition, freedom and control over their own destiny and others.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# 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. 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.

## 2. Frequent Interaction with Others

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

## 3. 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.




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---