



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD
Comparison Report

Tom Roberts and Dee Sample
7-20-2017



Introduction Where Opportunity Meets Talent

The TTI Success Insights® TriMetrix® HD Comparison Report was designed to increase the understanding of two individuals' talents. The report provides insight to four distinct areas: behaviors, driving forces, acumen and competencies. Understanding the strengths and weaknesses each person possesses will lead to personal and professional development and a higher level of satisfaction for each.

The following is a comparative summary in the three main areas:

Behaviors

This section of the report is designed to help showcase the behavioral similarities and differences between yourself and another person. The ability to interact effectively with this person may be the difference between success and failure in your work and personal life. Effective communication starts with an accurate perception of self and the implications of interactions with another person.

Driving Forces

This section of the report provides information on why you are driven to do what you do. Each person is driven by a unique set of drivers. Understanding what drives you, as well as another person, can lower the chance of conflict and improve productivity.

Integrating Behaviors and Driving Forces

This section of the report will help blend the how and the why of interactions. Once you understand how behaviors and driving forces blend together, performance will be enhanced and you will experience an increase in satisfaction.

Acumen Indicators

This section of the report will help you understand how each person analyzes and interprets experiences. Each person's acumen, keenness and depth of perception or discernment, is directly related to their level of performance.

Competencies

This section presents 25 key competencies and ranks them from top to bottom, defining each person's major strengths. The skills at the top highlight well-developed capabilities and reveal where each person is naturally most effective in focusing their time.



Checklist for Communicating

Most people are aware of and sensitive to the ways in which they prefer to be communicated to but may not understand the styles of others. Most find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides a list of things the other should DO when communicating with the other. Read each statement and highlight the 3 or 4 statements which are most important to each person.

Ways to Communicate with Tom

- Make an organized presentation of your position, if you disagree.
- Look for hurt feelings or personal reasons if you disagree.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Show sincere interest in him as a person. Find areas of common involvement and be candid and open.
- Define clearly (preferably in writing) individual contributions.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Give him time to verify reliability of your actions; be accurate, realistic.

Ways to Communicate with Dee

- Expect her to return to fight another day when she has received a "no" answer.
- Support and maintain an environment where she can be efficient.
- Ask specific (preferably "what?") questions.
- Clarify any parameters in writing.
- Provide solutions--not opinions.
- Use a balanced, objective and emotional approach.
- Motivate and persuade by referring to objectives and results.
- Provide questions, alternatives and choices for making her own decisions.



Checklist for Communicating *Continued*

This section of the report is a list of things NOT to do while communicating with either Tom and Dee. Review each statement and highlight those that cause frustration. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Ways **NOT** to Communicate with Tom

- Patronize or demean him by using subtlety or incentive.
- Be vague about what's expected of either of you; don't fail to follow through.
- Use gimmicks or clever, quick manipulations.
- Offer assurance and guarantees you can't fulfill.
- Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.
- Make statements about the quality of his work unless you can prove it.
- Force him to respond quickly to your objectives. Don't say "Here's how I see it."
- Use testimonies of unreliable sources; don't be haphazard.

Ways **NOT** to Communicate with Dee

- Muffle or overcontrol.
- Reinforce agreement with "I'm with you."
- Try to convince by "personal" means.
- Try to build personal relationships.
- Direct or order.
- Let disagreement reflect on her personally.
- Come with a ready-made decision, or make it for her.
- Ramble on, or waste her time.



Value to the Organization

This section of the report identifies the specific talents and behavior Tom and Dee each bring to the job. These statements showcase the value each person brings to the organization. This can be used to develop a system to capitalize on the particular value each person contributes.

Tom's Value:

- Builds good relationships.
- Proficient and skilled in his technical specialty.
- Comprehensive in problem solving.
- Good listener.
- Consistent and steady.
- People-oriented.
- Always concerned about quality work.
- Objective--"The anchor of reality."

Dee's Value:

- Innovative.
- Will join organizations to represent the company.
- Can support or oppose strongly.
- Forward-looking and future-oriented.
- Challenge-oriented.
- Thinks big.
- Pioneering.
- Self-starter.



Behavioral Descriptors

Based on Tom's and Dee's responses, the report has marked those words that describe each of their personal behavior styles. These words describe how each person solves problems and meets challenges, influences people, responds to the pace of the environment and how they respond to rules and procedures set by others.

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
Dominance	Influencing	Steadiness	Compliance
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending

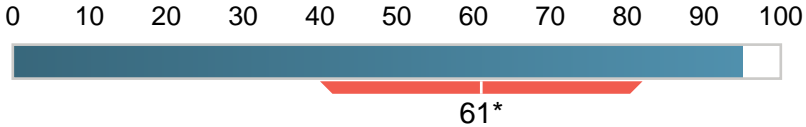


Primary Behavioral Cluster

The Behavioral Cluster displays a ranking of each individual's four primary factors. These factors are the top four out of a total of 12 commonly encountered workplace behaviors. It will help you understand how each of you will be most effective.

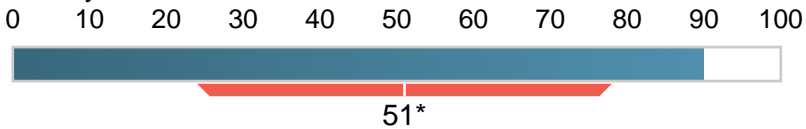
Tom Roberts:

1. Consistent - Perform predictably in repetitive situations.



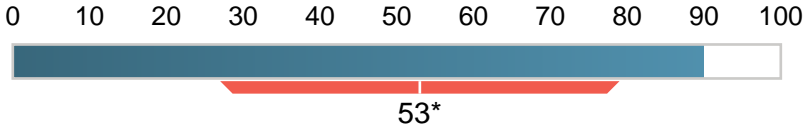
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2. Organized Workplace - Establish and maintain specific order in daily activities.



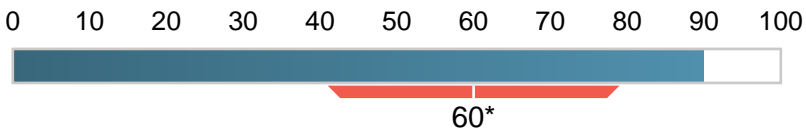
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3. Analysis - Compile, confirm and organize information.



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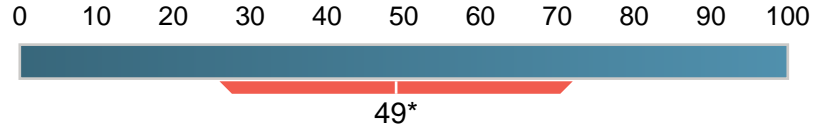
4. Following Policy - Adhere to rules, regulations, or existing methods.



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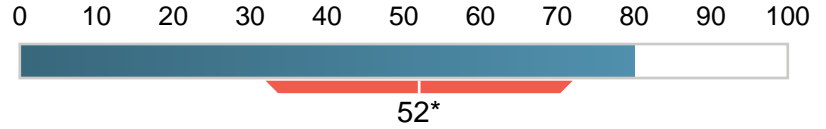
Dee Sample:

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



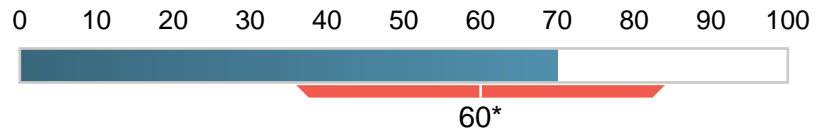
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2. Frequent Change - Rapidly shift between tasks.



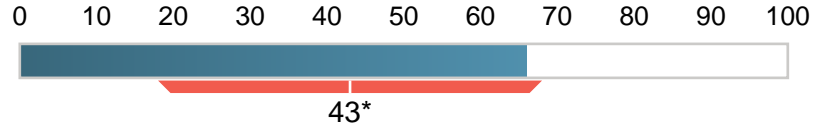
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3. Interaction - Frequently engage and communicate with others.



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4. Urgency - Take immediate action.



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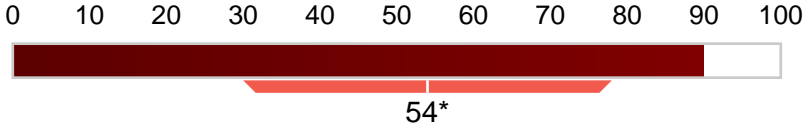


Primary Driving Forces Cluster

The top driving forces create a cluster of drivers that move you to action. Each person should identify one or two drivers they relate to most. Discuss how each of your other primary drivers support or complement these driving forces.

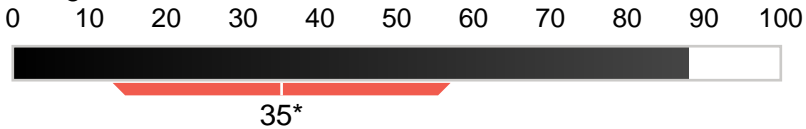
Tom Roberts:

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



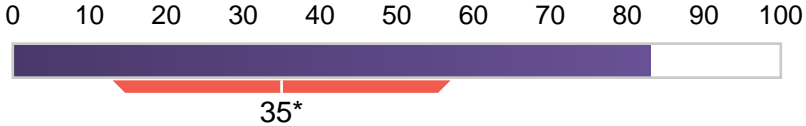
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2. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.



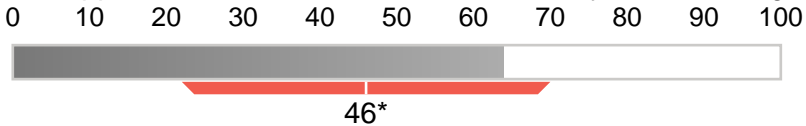
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3. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



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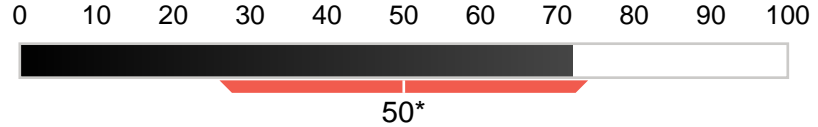
4. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



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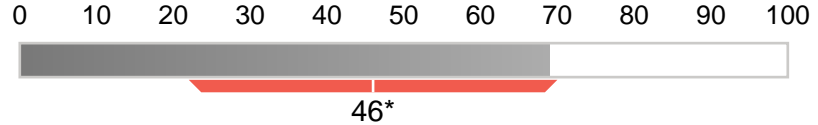
Dee Sample:

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



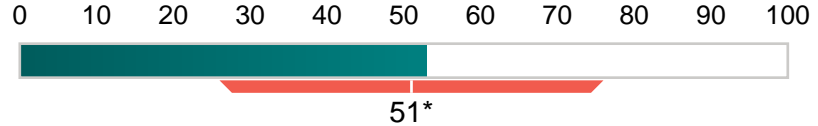
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2. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



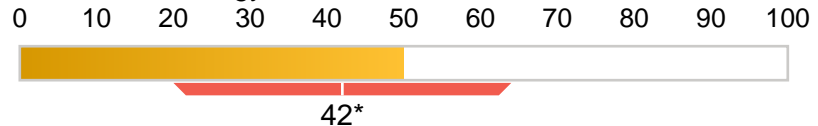
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3. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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4. 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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Driving Forces Descriptors

Based on Tom's and Dee's responses, the report has listed the words that describe each of their primary driving forces. These words describe why each person does what they do and serve as a filter or driver of daily activities. Highlight the descriptors that are most relevant to each person and discuss the effects on your interactions.

Tom Roberts

Dee Sample

Intellectual	Commanding
Knowledge Discovery Identifying Truth	Status Recognition Individuality
Collaborative	Receptive
Supporting Cooperation Sharing	New Methods Options Possibilities
Harmonious	Intentional
Subjective Balance The Experience	Opportunity Self Interests Personal Benefit
Receptive	Resourceful
New Methods Options Possibilities	Return on Investment Practical Results Efficiency



Potential Behavioral and Motivational Strengths

This section describes the potential areas of strength between Tom's and Dee's behavioral styles and top four driving forces. These statements showcase the strengths each person brings to the organization. This can be used to develop a system to capitalize on these particular strengths. Identify three or four that enhance their satisfaction on the job.

Tom's Strengths

- Wants to know everything about the process, which leads to high standards and results.
- Detailed and compliant about the research process.
- Will make sure the team does it right the first time.
- Contributes to refining policies and procedures.
- Builds something of form and beauty that structurally will last forever.
- He brings extreme detail and precision to the project in order to enhance the experience.
- Will catch the mistakes of others and try to correct them with current data.
- Willing to work on any part of the process provided its done the right way.

Dee's Strengths

- Forward-looking to improve herself or a situation.
- Seeks the challenge and opportunity to win.
- Will champion change and focus on out of the box results
- Puts everything she has into looking for new opportunities.
- Looks for a better approach to utilize others.
- Will champion a worthy cause, as a challenge, if they see a potential return.
- Has an entrepreneurial mindset.
- Tends to be futuristic.



Potential Behavioral and Motivational Conflict

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

Tom's Conflicts

- Wants a consistent process but constantly looking to make sure it is correct.
- Needs data for comfort and curiosity but may experience paralysis by analysis when finishing goals.
- Can confuse his desire to support the group with his want for enforcing rules.
- Willing to relinquish control if his standards are met.
- While highly in tune to the vibe of a situation, he can come across as absolute.
- Feels a better job could be done if more focus was on the experience of the project.
- Can over focus on unimportant details when reviewing new systems.
- Difficulty seeing past policy violations, unless the violation leads to a better result.

Dee's Conflicts

- May always want to display her superiority through problems or challenges.
- Takes on too much, too soon, too fast to maintain control.
- A desire for better results may be prohibited by her need for something new.
- May break others' rules to keep the momentum moving.
- Can sometimes lack diplomacy when asking for assistance.
- May try to utilize many people to obtain results.
- Tends to think bigger is always better.
- May make a quick decision that results in a bad investment and/or wasted time.



Ideal Environment

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

Tom's Ideal Environment

- The ability to return to the table with more information in order to present the case.
- Logical approach to problem solving and information-based solutions.
- Ability to be involved in the review and storage of facts and data.
- Rewards for supporting and adhering to processes and procedures.
- Opportunity to create a detailed plan to bring balance to the organization.
- Rewards for the utilization of facts and data in order to determine a holistic direction.
- A forum to express ideas to fix errors in the existing system.
- An environment that provides specific detailed direction and is open to new ways to achieve the organization's vision.

Dee's Ideal Environment

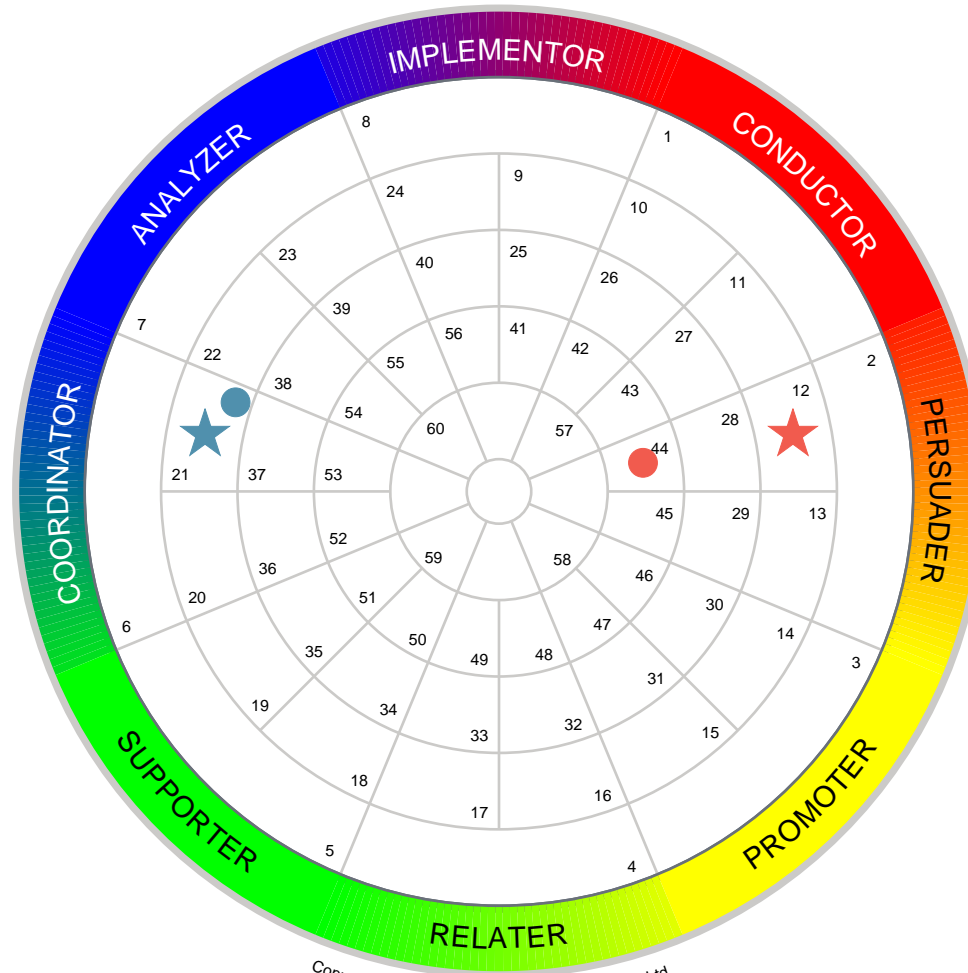
- An environment where competition and winning is viewed as the ideal.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- Opportunity to alter existing systems to make them bigger, better and faster.
- Ability to achieve results by challenging the status quo.
- A forum to champion the needs and desires of others who are willing to work for common results.
- The opportunity to show others their potential in order to drive the desired outcomes.
- Having economic, competitive and challenging incentives.
- Rewards for being quicker, faster, better.



The Success Insights® Wheel

■ Tom Roberts

■ Dee Sample



★ Adapted

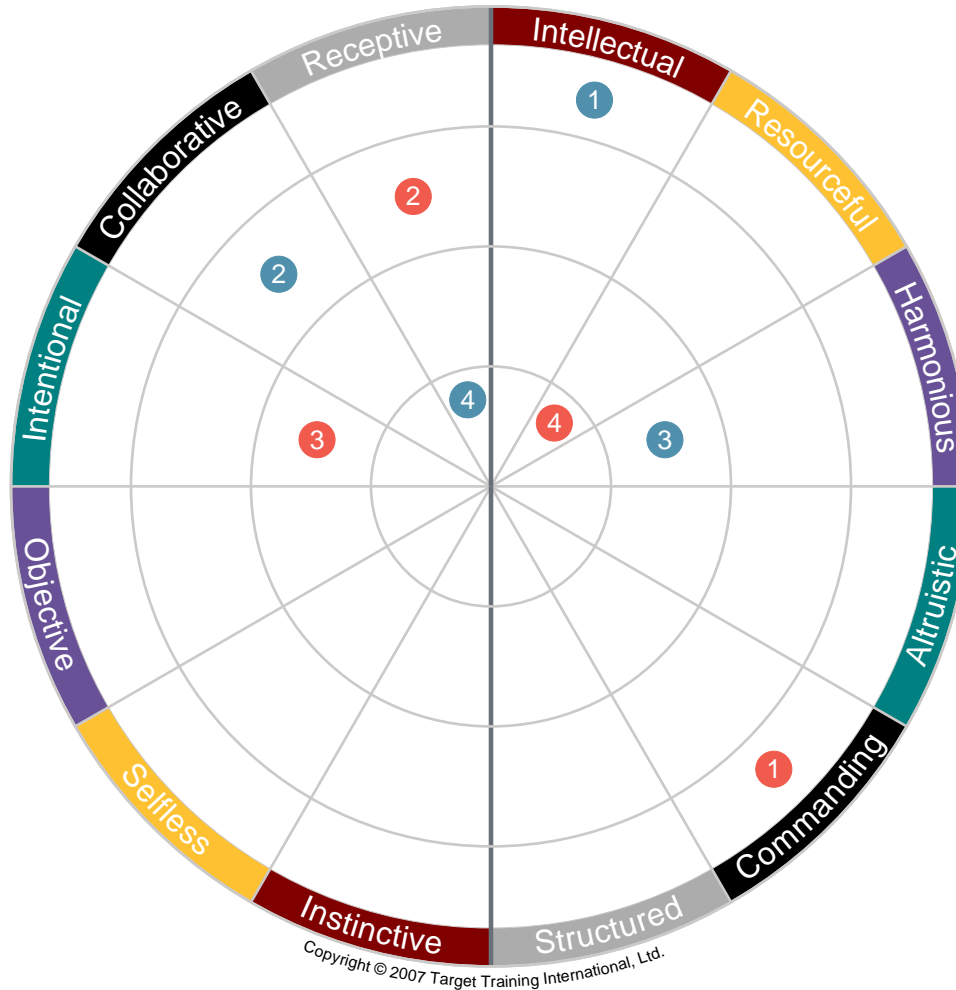
● Natural



Primary Cluster Driving Forces Wheel

■ Tom Roberts

■ Dee Sample



1 = 1st driving force, 2 = 2nd driving force, 3 = 3rd driving force, 4 = 4th driving force

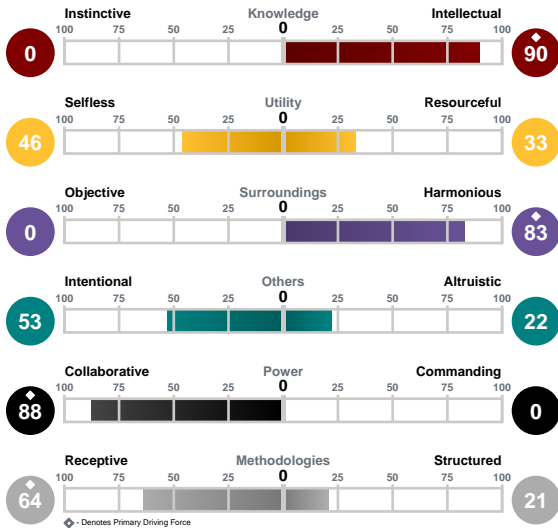
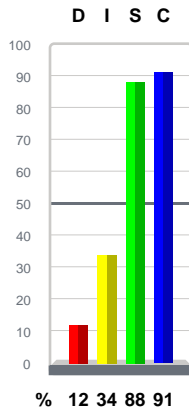
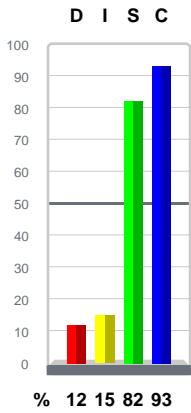


Behaviors and Driving Forces Graphs

Tom Roberts:

Adapted Style

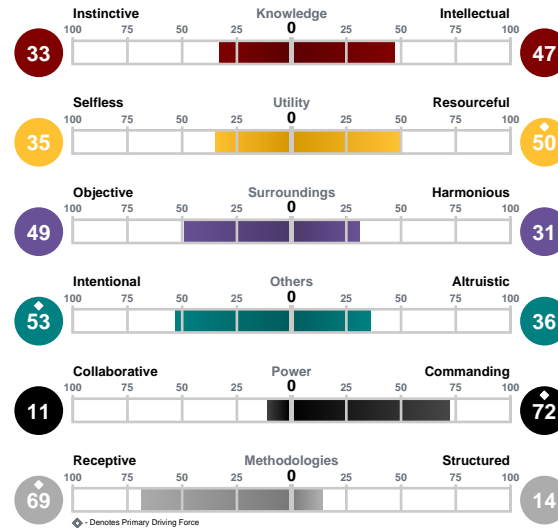
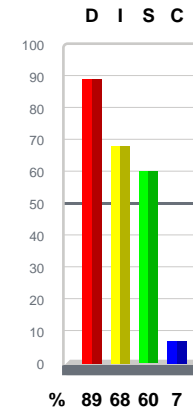
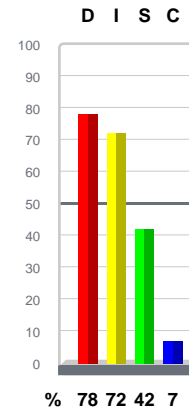
Natural Style



Dee Sample:

Adapted Style

Natural Style



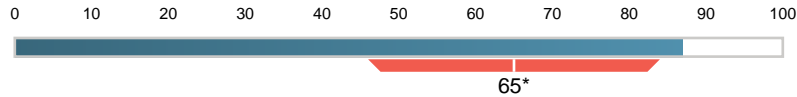


Competencies Hierarchy

This section displays the top seven job related competencies for Tom and Dee.

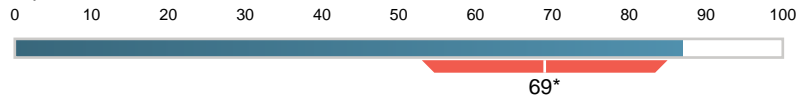
Tom Roberts:

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



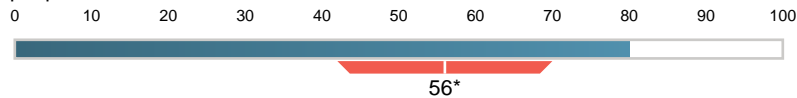
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2. Customer Focus - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



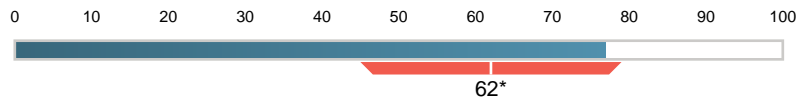
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3. Project Management - Identifying and overseeing all resources, tasks, systems and people to obtain results.



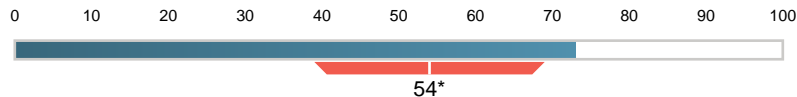
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4. Continuous Learning - Taking initiative to regularly learn new concepts, technologies and/or methods.



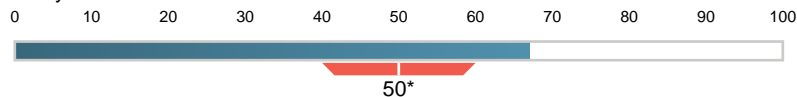
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5. Problem Solving - Defining, analyzing and diagnosing key components of a problem to formulate a solution.



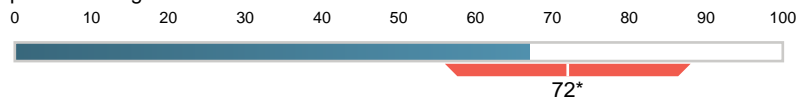
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6. Decision Making - Analyzing all aspects of a situation to make consistently sound and timely decisions.



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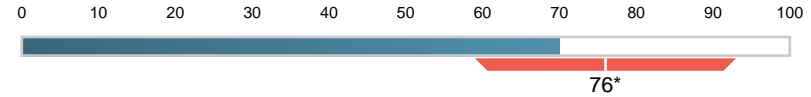
7. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.



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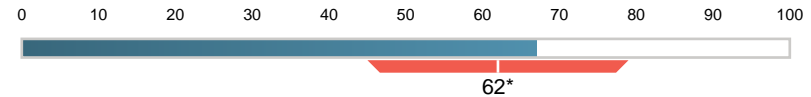
Dee Sample:

1. Understanding Others - Understanding the uniqueness and contributions of others.



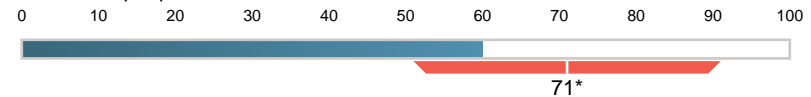
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2. Continuous Learning - Taking initiative to regularly learn new concepts, technologies and/or methods.



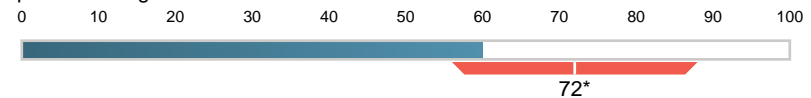
67

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



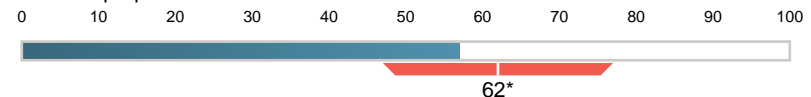
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4. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.



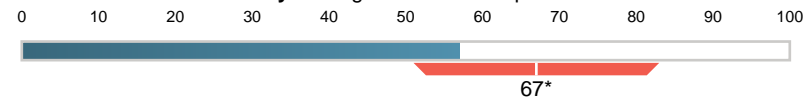
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5. Leadership - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



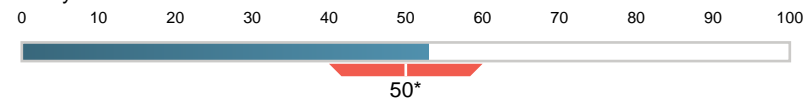
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6. Personal Accountability - Being answerable for personal actions.



57

7. Decision Making - Analyzing all aspects of a situation to make consistently sound and timely decisions.



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Development Indicator

The Development Indicator displays a ranking of each individual's 25 personal skills.

Tom Roberts:



Dee Sample:



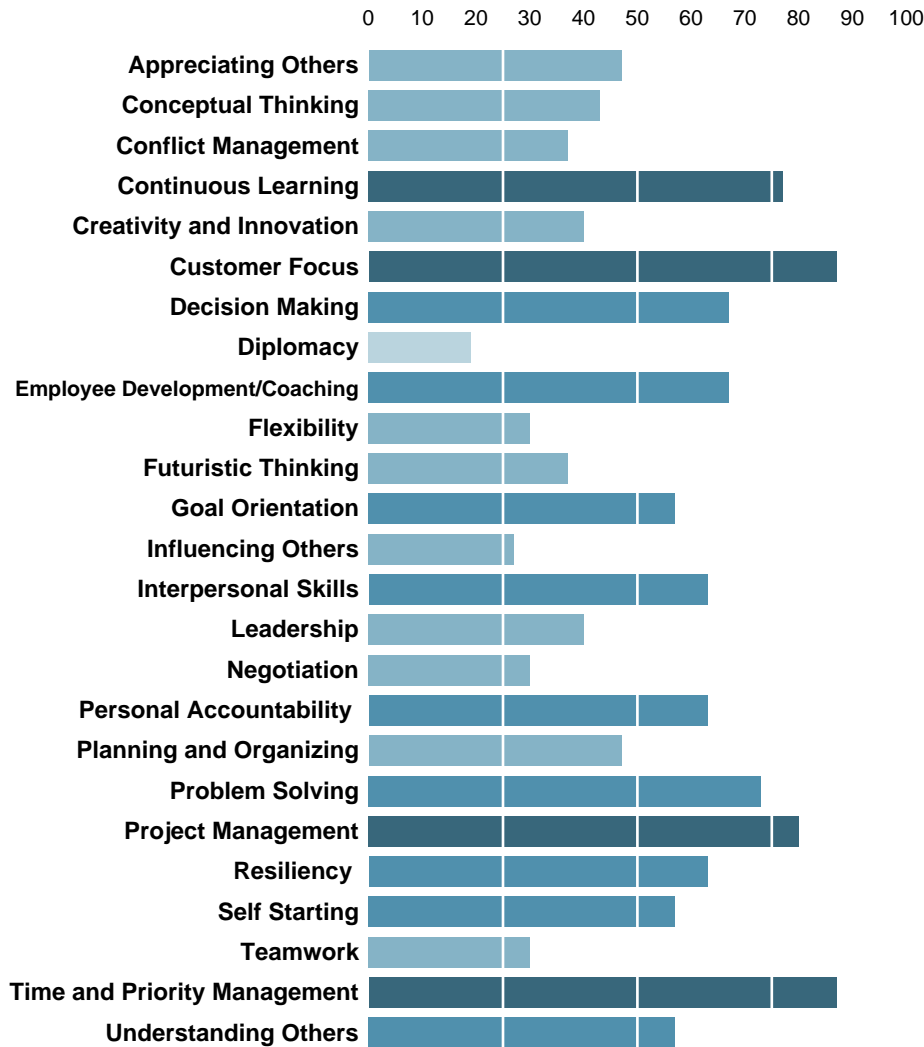
Tom and Dee Comparison



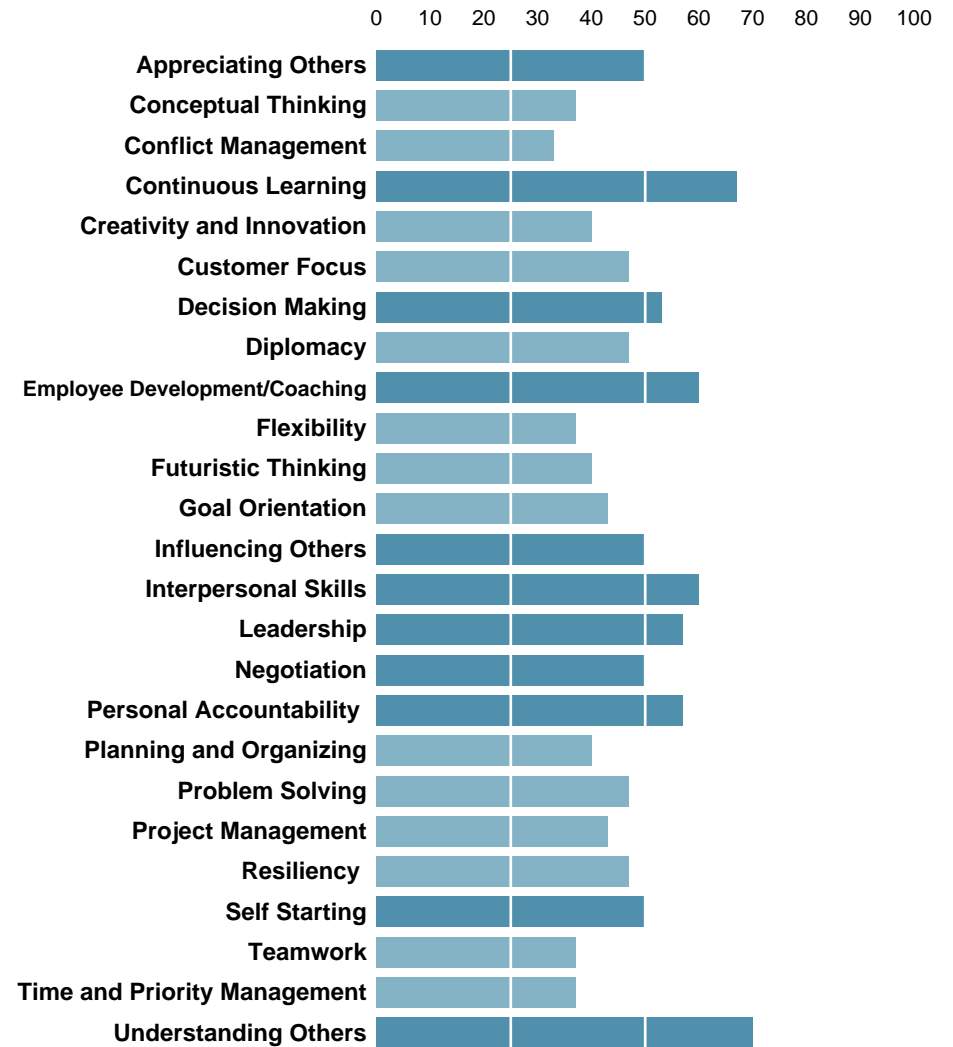
Development Indicator

The Development Indicator displays a ranking of each individual's 25 personal skills in alphabetical order.

Tom Roberts:



Dee Sample:



Tom and Dee Comparison



World View

Each person has their own unique view of the world. The section identifies Tom's and Dee's clarity and understanding of people, tasks and systems.

Tom Roberts:

- Tom could benefit from paying attention to the little things and concentrating on what he is doing right now.
- Tom has moderate practical skills and can relate to tangible things, processes and events.
- Tom has a clear understanding of people.
- Tom needs an atmosphere of dedicated co-workers who are going in the same direction or working toward the same goals.
- Tom has good thinking and planning skills, and understands the underlying structure or system of what makes things work.
- Tom is good at understanding systems and order in the world.

Dee Sample:

- Dee is resourceful and conscious of the time it will take to do something.
- Dee tends to accomplish tasks according to standards.
- Dee treats each person as a unique individual.
- Dee will get a sense of satisfaction from any environment with a strong emphasis on people.
- Dee needs to be surrounded by organizational structure that provides clear direction and defines the results or standards that she is expected to achieve.
- Dee understands systems and order in the world.



Self View

This section identifies Tom's and Dee's clarity and understanding of themselves, their own roles in life and direction for their future.

Tom Roberts:

- Tom has a clear picture of his current roles.
- Tom has the ability to fulfill various roles.
- Tom has a deep understanding of himself, which results in a strong sense of self.
- Tom has a good understanding of who he is, and his inner sense of self worth is strong.
- Tom focuses on the directional aspects of life, where he is going and who he will become.
- Tom has an idea of where he wants to go and who he wants to become in the future.

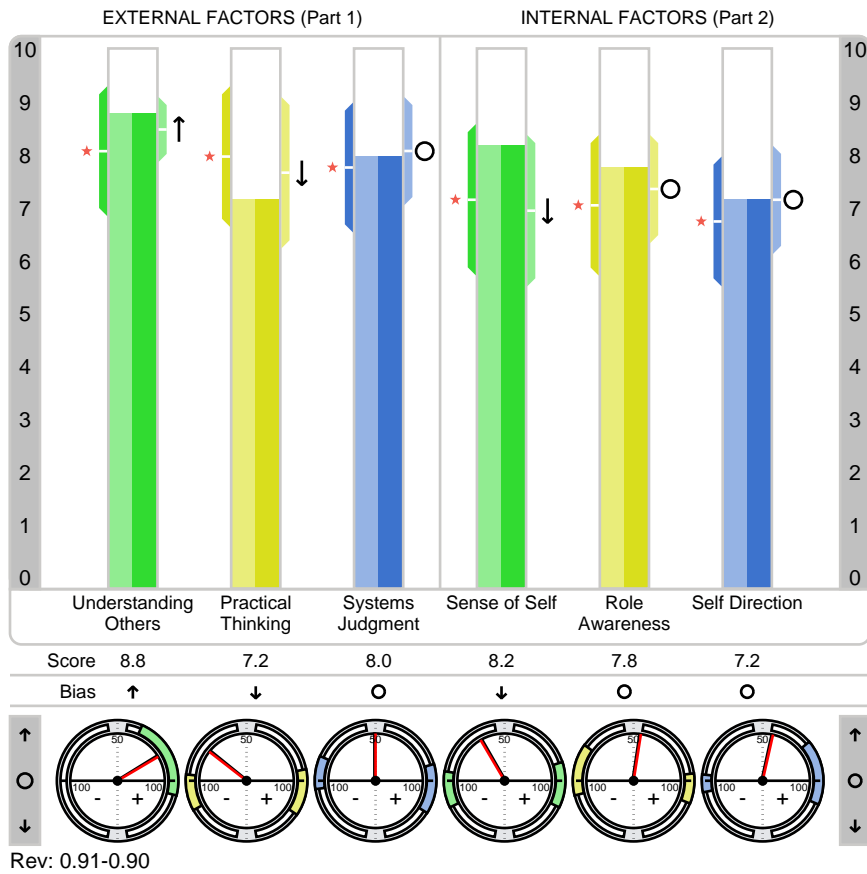
Dee Sample:

- Dee is a person who emphasizes her personal and professional roles.
- Dee may benefit from gaining a better understanding of her roles.
- Dee knows who she is.
- Dee puts some emphasis on defining herself as a unique individual.
- Dee has ideas as to where she is going and likes to be in control of her life.
- Dee may apply her life planning skills for personal growth.



Dimensional Balance

Tom Roberts:



Dee Sample:

