TriMetrix® HD

Job/Talent Comparison Report

Sample Benchmark Comparison
VP of Samples
TTI
8-24-2022

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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

Continued

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.

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.
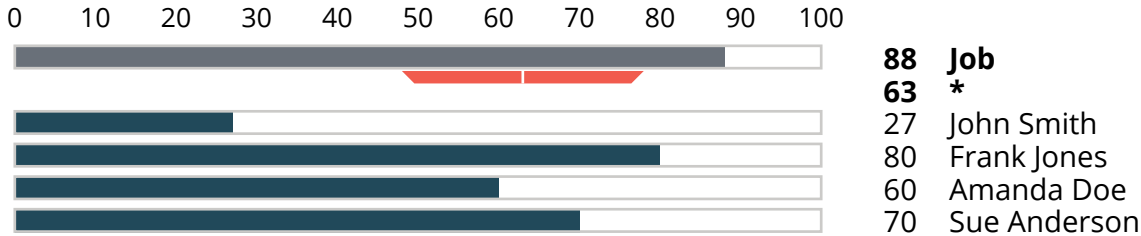
Introduction
Continued

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.
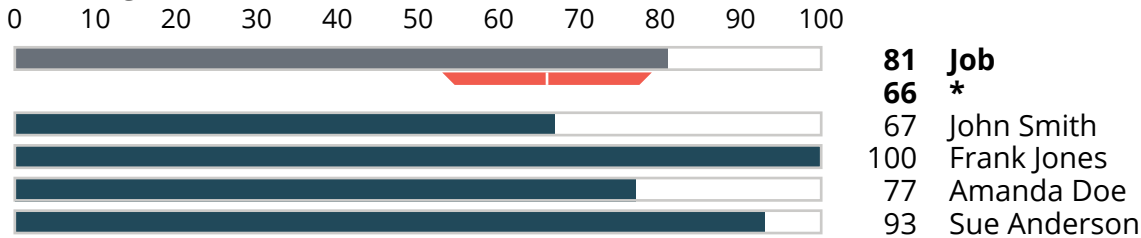
Job Competencies Hierarchy

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.
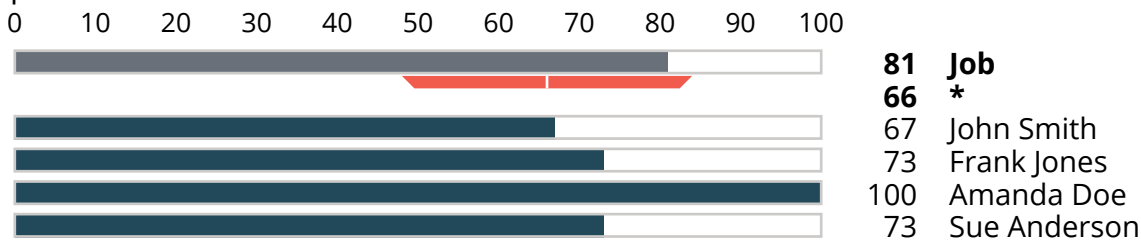
1. Futuristic Thinking - Imagining, envisioning, projecting and/or creating what has not yet been actualized.
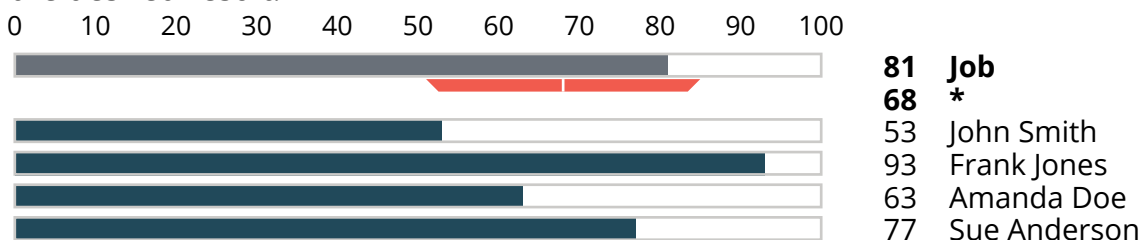
Score	Name
88	**Job**
63	*****
27	John Smith
80	Frank Jones
60	Amanda Doe
70	Sue Anderson

2. Flexibility - Readily modifying, responding and adapting to change with minimal resistance.

Score	Name
81	**Job**
66	*****
67	John Smith
100	Frank Jones
77	Amanda Doe
93	Sue Anderson

3. Personal Accountability - Being answerable for personal actions.

Score	Name
81	**Job**
66	*****
67	John Smith
73	Frank Jones
100	Amanda Doe
73	Sue Anderson

4. Creativity and Innovation - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.
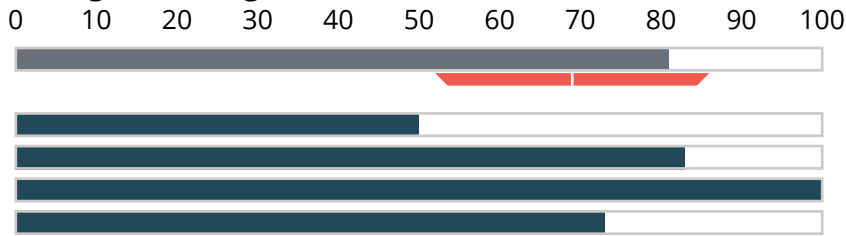
Score	Name
81	**Job**
68	*****
53	John Smith
93	Frank Jones
63	Amanda Doe
77	Sue Anderson

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

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Job Competencies Hierarchy

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

0	10	20	30	40	50	60	70	80	90	100

Score	Name
81	**Job**
69	*****
50	John Smith
83	Frank Jones
100	Amanda Doe
73	Sue Anderson

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

0	10	20	30	40	50	60	70	80	90	100
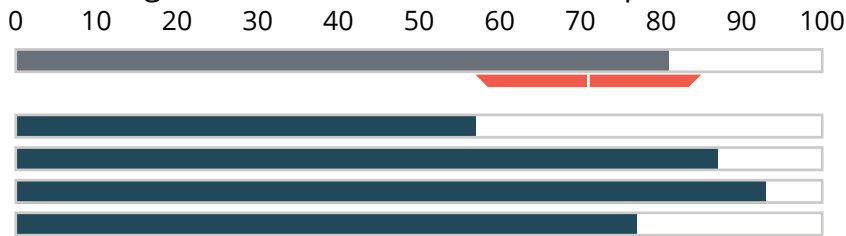
Score	Name
81	**Job**
71	*****
57	John Smith
87	Frank Jones
93	Amanda Doe
77	Sue Anderson

7. **Goal Orientation** - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.

0	10	20	30	40	50	60	70	80	90	100
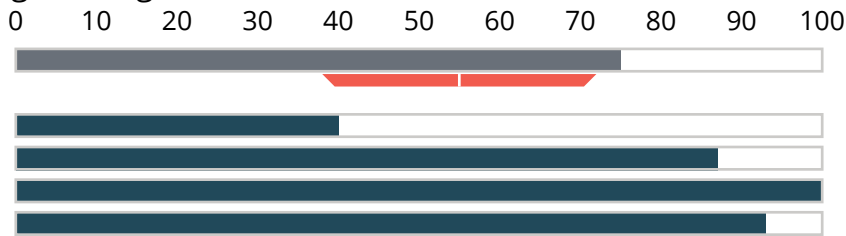
Score	Name
75	**Job**
55	*****
40	John Smith
87	Frank Jones
100	Amanda Doe
93	Sue Anderson

8. **Negotiation** - Listening to many points of view and facilitating agreements between two or more parties.
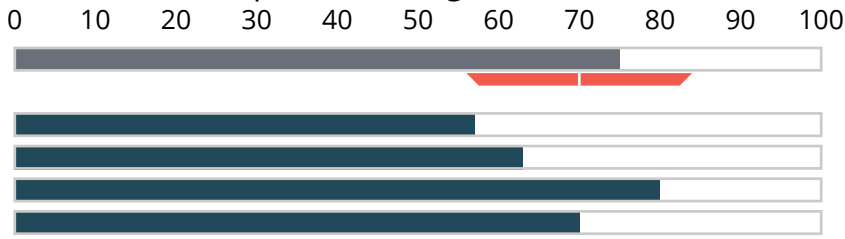
0	10	20	30	40	50	60	70	80	90	100
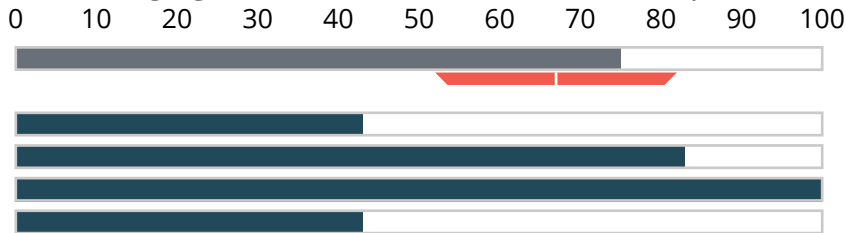
Score	Name
75	**Job**
67	*****
43	John Smith
83	Frank Jones
100	Amanda Doe
43	Sue Anderson

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

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

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

75 **Job**
70 *****
57 John Smith
63 Frank Jones
80 Amanda Doe
70 Sue Anderson

10. **Resiliency** - Quickly recovering from adversity.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
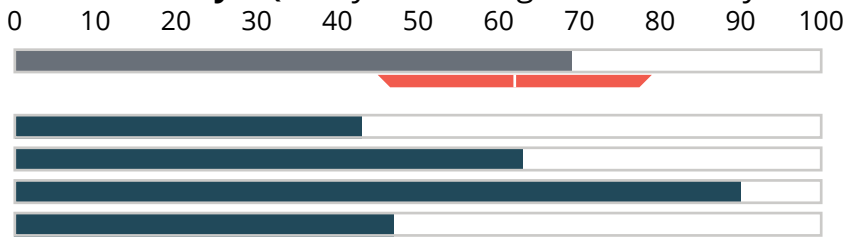
69 **Job**
62 *****
43 John Smith
63 Frank Jones
90 Amanda Doe
47 Sue Anderson

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
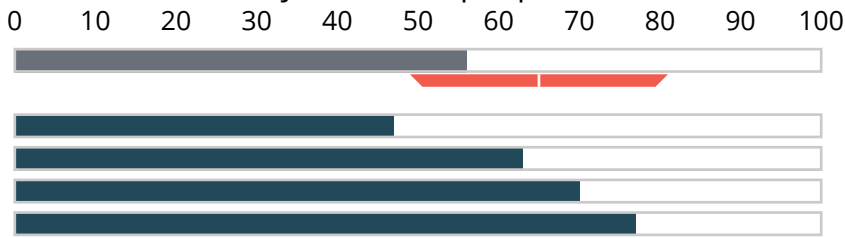
56 **Job**
65 *****
47 John Smith
63 Frank Jones
70 Amanda Doe
77 Sue Anderson

12. **Understanding Others** - Understanding the uniqueness and contributions of others.
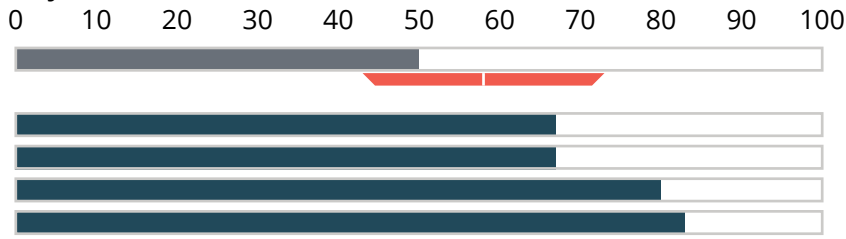
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
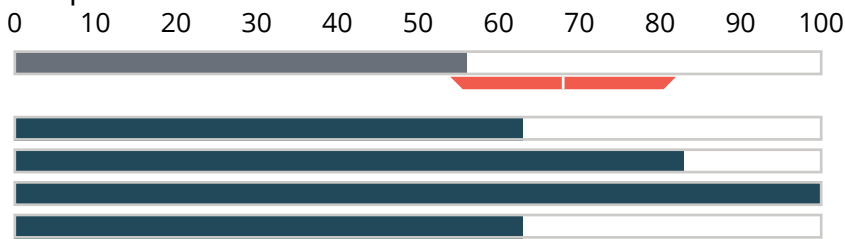
56 **Job**
68 *****
63 John Smith
83 Frank Jones
100 Amanda Doe
63 Sue Anderson
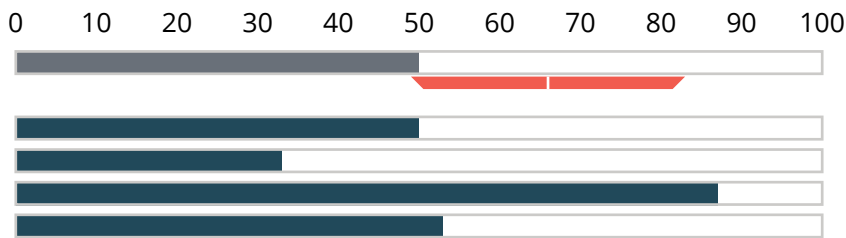
* 68% of the population falls within the shaded area.

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Job Competencies Hierarchy

13. Teamwork - Cooperating with others to meet objectives.

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

50 **Job**
58 *
67 John Smith
67 Frank Jones
80 Amanda Doe
83 Sue Anderson

14. Appreciating Others - Identifying with and caring about others.

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

50 **Job**
66 *
50 John Smith
33 Frank Jones
87 Amanda Doe
53 Sue Anderson

15. 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
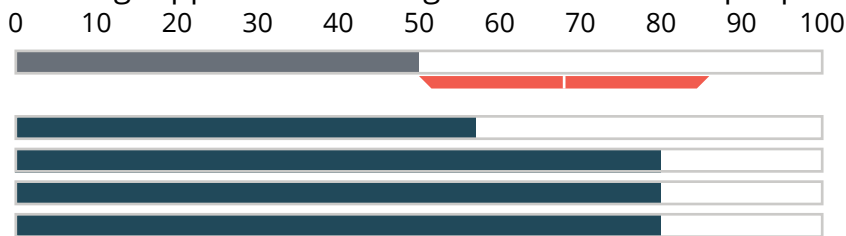
50 **Job**
68 *
57 John Smith
80 Frank Jones
80 Amanda Doe
80 Sue Anderson

16. Planning and Organizing - Establishing courses of action to ensure that work is completed effectively.

|										
0	10	20	30	40	50	60	70	80	90	100
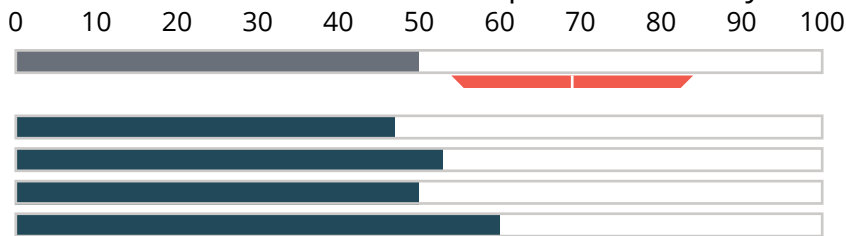
50 **Job**
69 *
47 John Smith
53 Frank Jones
50 Amanda Doe
60 Sue Anderson

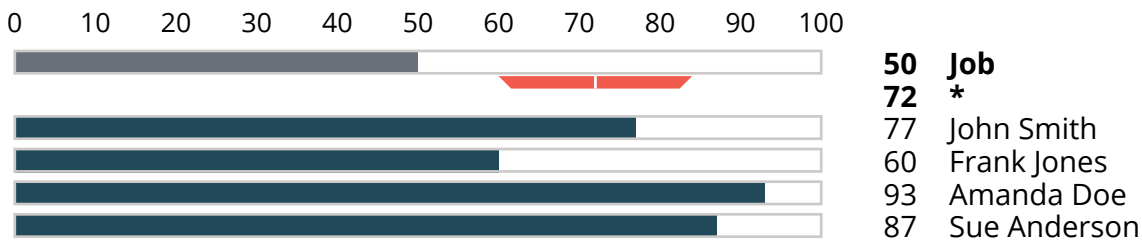* 68% of the population falls within the shaded area.

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Job Competencies Hierarchy

17. Conceptual Thinking - Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.

50	**Job**
70	*****
63	John Smith
80	Frank Jones
60	Amanda Doe
70	Sue Anderson
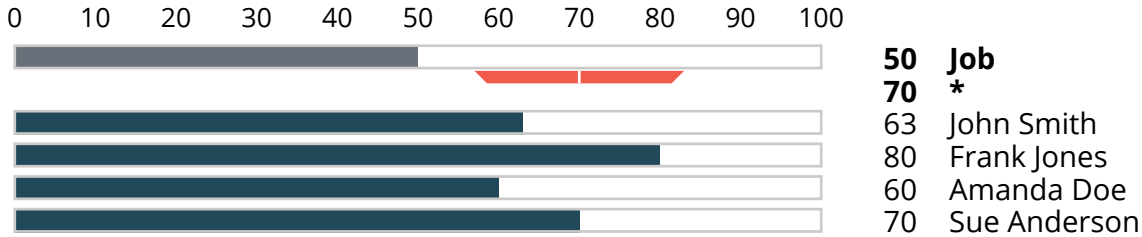
18. Employee Development/Coaching - Facilitating, supporting and contributing to the professional growth of others.

50	**Job**
72	*****
77	John Smith
60	Frank Jones
93	Amanda Doe
87	Sue Anderson

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

44	**Job**
79	*****
40	John Smith
63	Frank Jones
53	Amanda Doe
70	Sue Anderson
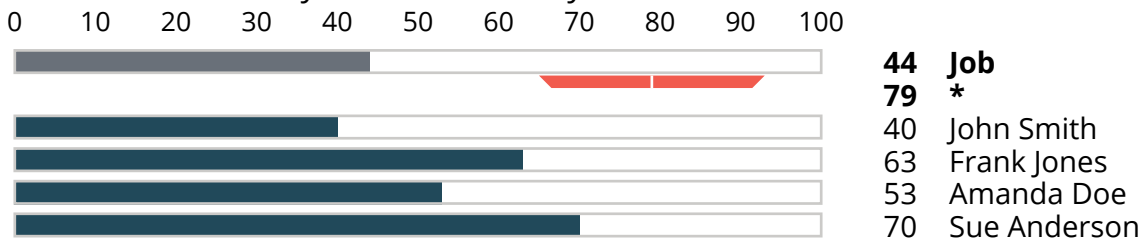
20. Conflict Management - Understanding, addressing and resolving conflict constructively.

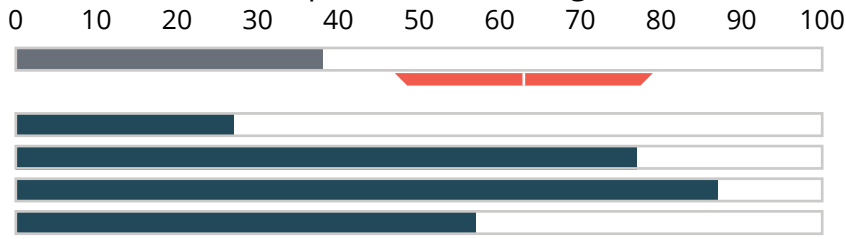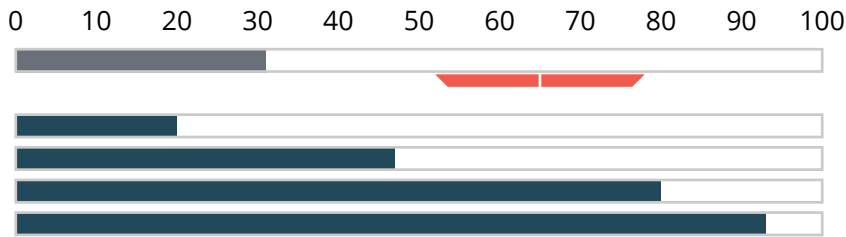|	
38	**Job**
61	*****
33	John Smith
93	Frank Jones
90	Amanda Doe
53	Sue Anderson

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

TTI
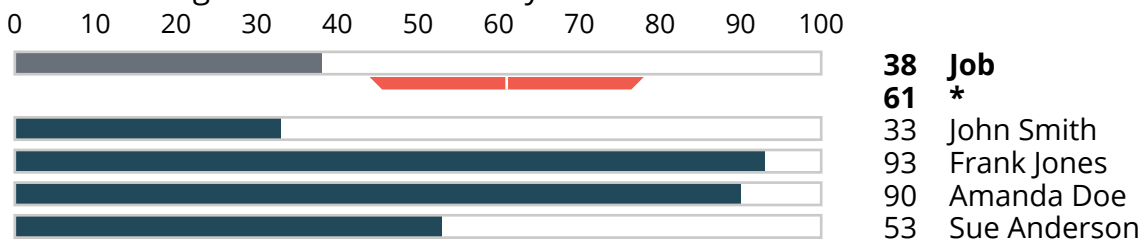
Job Competencies Hierarchy

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

0 10 20 30 40 50 60 70 80 90 100

38	**Job**
63	*****
27	John Smith
77	Frank Jones
87	Amanda Doe
57	Sue Anderson

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

0 10 20 30 40 50 60 70 80 90 100

31	**Job**
65	*****
20	John Smith
47	Frank Jones
80	Amanda Doe
93	Sue Anderson

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

0 10 20 30 40 50 60 70 80 90 100
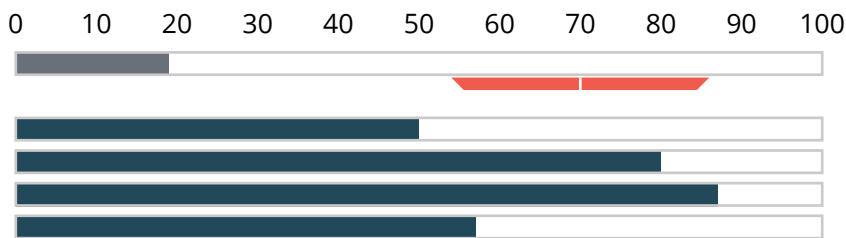
19	**Job**
70	*****
50	John Smith
80	Frank Jones
87	Amanda Doe
57	Sue Anderson

24. Diplomacy - Effectively and tactfully handling difficult or sensitive issues.

0 10 20 30 40 50 60 70 80 90 100
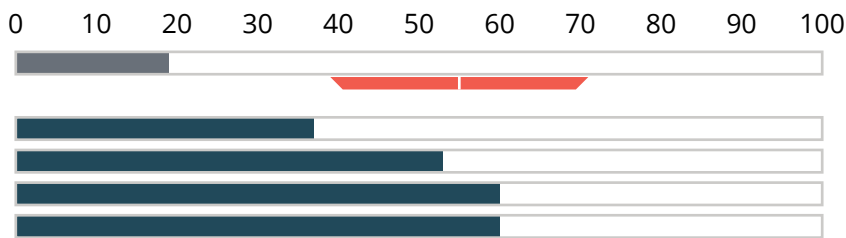
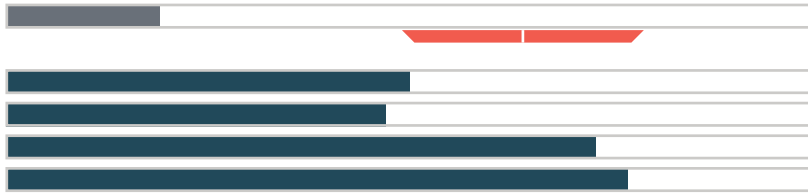|	
19	**Job**
55	*****
37	John Smith
53	Frank Jones
60	Amanda Doe
60	Sue Anderson

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

TTI

Job Competencies Hierarchy

25. 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
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19	**Job**
64	*****
50	John Smith
47	Frank Jones
73	Amanda Doe
77	Sue Anderson

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

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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. **Commanding** - People who are driven by status, recognition and control over personal freedom.
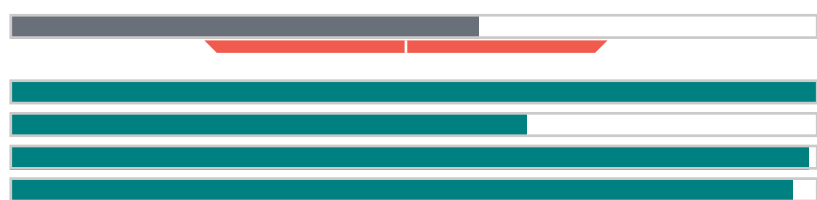
60	**Job**	
49	*****	
50	John Smith	
29	Frank Jones	
81	Amanda Doe	
76	Sue Anderson	

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

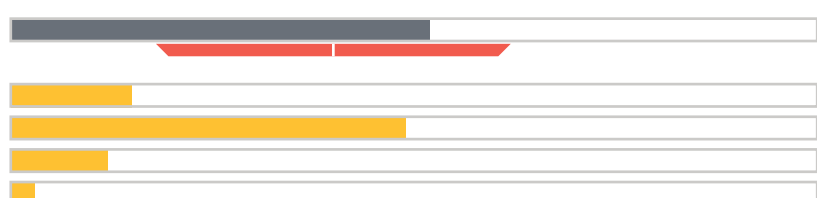|		
58	**Job**	
49	*****	
100	John Smith	
64	Frank Jones	
99	Amanda Doe	
97	Sue Anderson	

3. **Selfless** - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.

52	**Job**	
40	*****	
15	John Smith	
49	Frank Jones	
12	Amanda Doe	
0	Sue Anderson	

4. **Objective** - People who are driven by the functionality and objectivity of their surroundings.
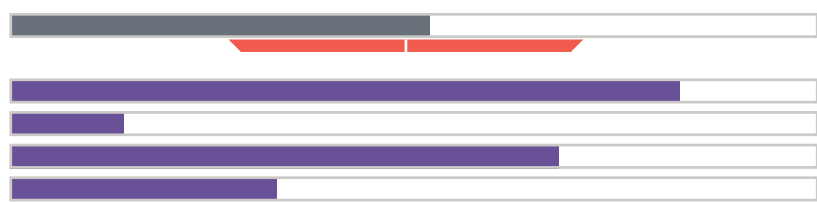
52	**Job**	
49	*****	
83	John Smith	
14	Frank Jones	
68	Amanda Doe	
33	Sue Anderson	

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

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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. 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
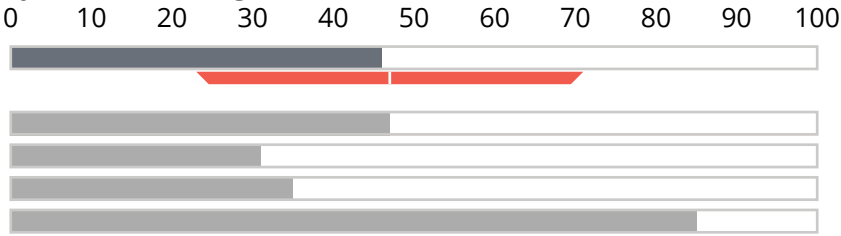
46	**Job**
47	*****
47	John Smith
31	Frank Jones
35	Amanda Doe
85	Sue Anderson

6. 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
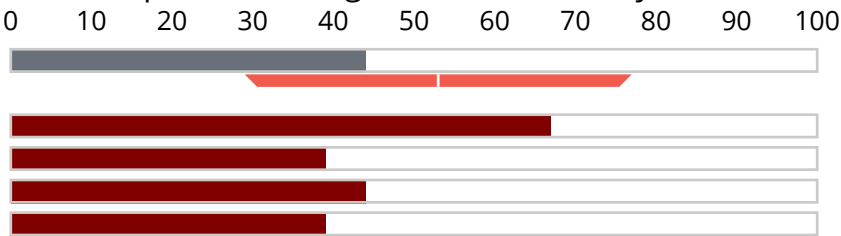
44	**Job**
53	*****
67	John Smith
39	Frank Jones
44	Amanda Doe
39	Sue Anderson

7. 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
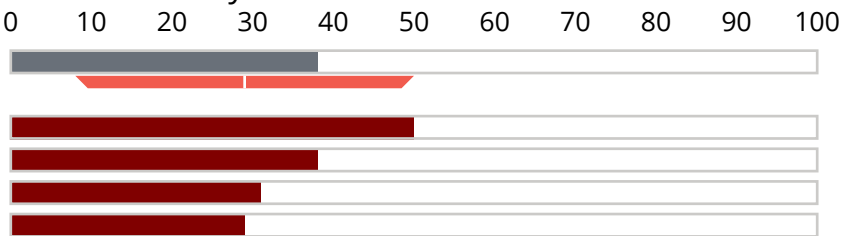
38	**Job**
29	*****
50	John Smith
38	Frank Jones
31	Amanda Doe
29	Sue Anderson

8. 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
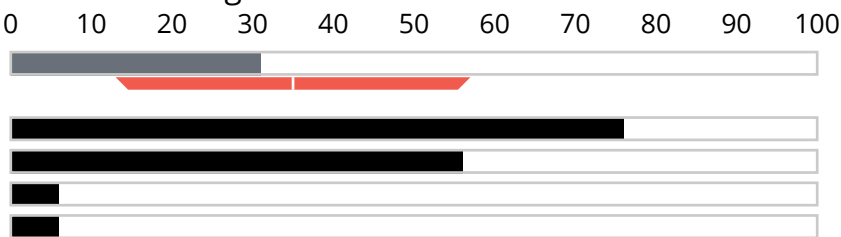
|	
31	**Job**
35	*****
76	John Smith
56	Frank Jones
6	Amanda Doe
6	Sue Anderson

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

TTI

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. Altruistic** - People who are driven to assist others for the satisfaction of being helpful or supportive.
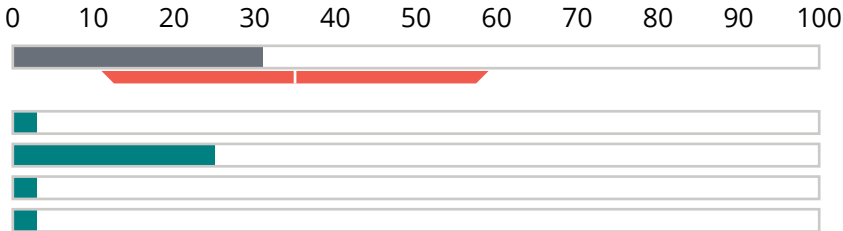
31	**Job**	
35	*****	
0	John Smith	
25	Frank Jones	
0	Amanda Doe	
0	Sue Anderson	

10. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.
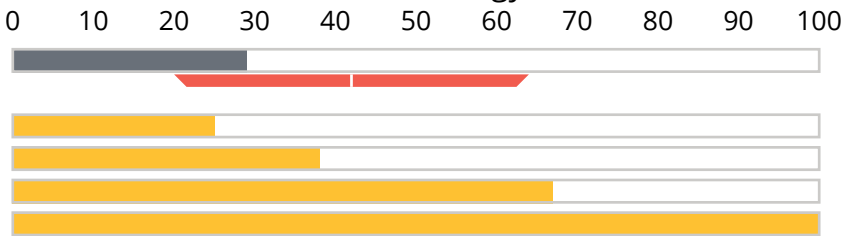
29	**Job**	
42	*****	
25	John Smith	
38	Frank Jones	
67	Amanda Doe	
100	Sue Anderson	

11. Structured - People who are driven by traditional approaches, proven methods and a defined system for living.
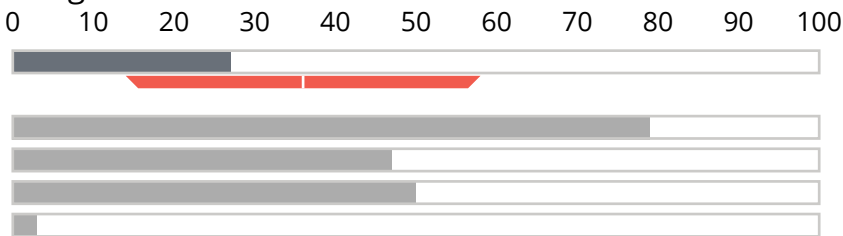
27	**Job**	
36	*****	
79	John Smith	
47	Frank Jones	
50	Amanda Doe	
0	Sue Anderson	

12. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.
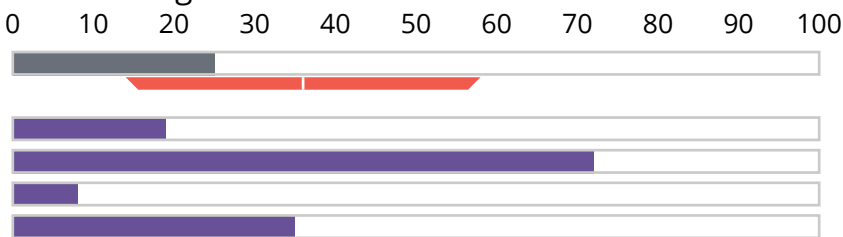
25	**Job**	
36	*****	
19	John Smith	
72	Frank Jones	
8	Amanda Doe	
35	Sue Anderson	

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

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Behavioral Hierarchy

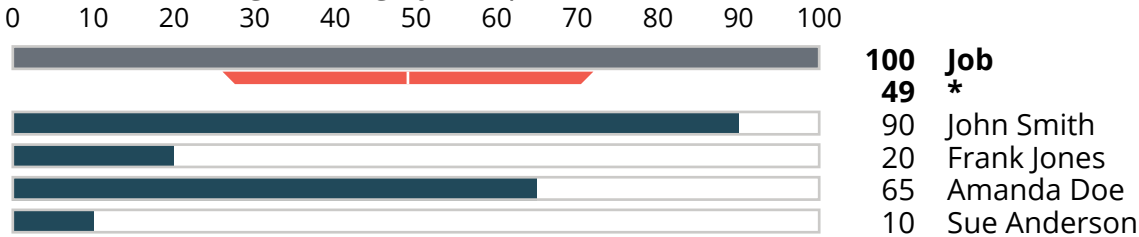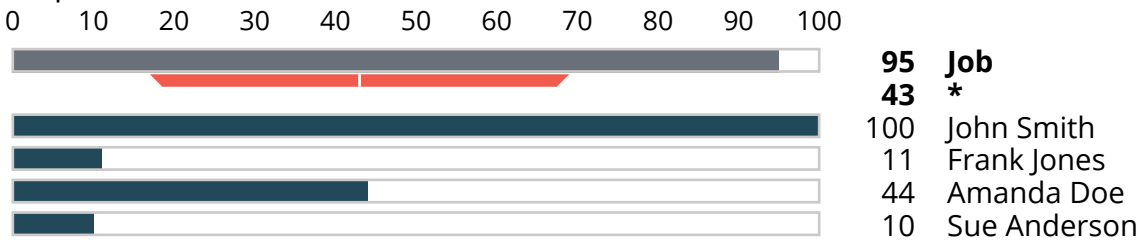*This section is designed to give a visual understanding of the behavioral traits demanded of the job and the natural behavioral style(s) of the individual(s). The graphs are in descending order from the highest rated behavioral traits required by the job to the lowest. In comparing the results in this 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.*
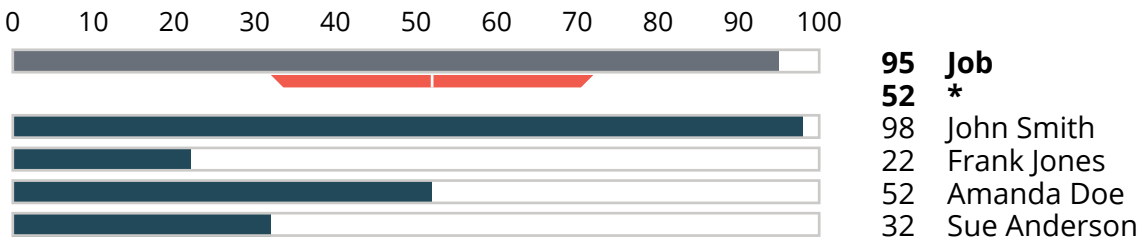
1. Competitive - The job requires assertiveness and a "will to win" in dealing with highly competitive situations.

0   10   20   30   40   50   60   70   80   90   100

100	Job
49	*
90	John Smith
20	Frank Jones
65	Amanda Doe
10	Sue Anderson

2. Urgency - The job requires decisiveness, quick response, and fast action.

0   10   20   30   40   50   60   70   80   90   100

95	Job
43	*
100	John Smith
11	Frank Jones
44	Amanda Doe
10	Sue Anderson

3. Frequent Change - The job requires rapid shifts between tasks.

0   10   20   30   40   50   60   70   80   90   100

95	Job
52	*
98	John Smith
22	Frank Jones
52	Amanda Doe
32	Sue Anderson

4. Interaction - The job requires frequent communication and engagement with others.

0   10   20   30   40   50   60   70   80   90   100

90	Job
58	*
100	John Smith
40	Frank Jones
40	Amanda Doe
55	Sue Anderson

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

TTI
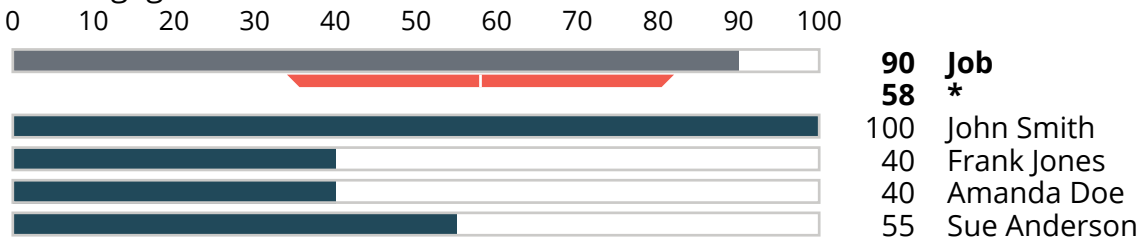
Behavioral Hierarchy

5. Versatile - The job requires adapting to various situations with ease.

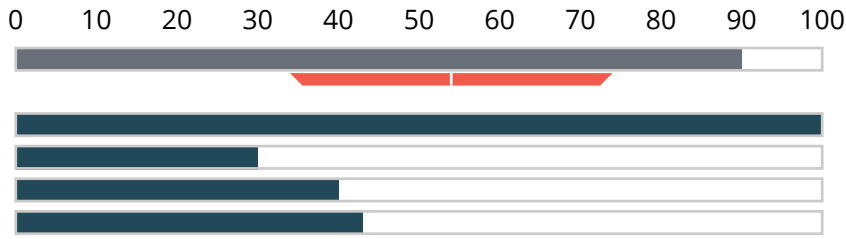|										
0	10	20	30	40	50	60	70	80	90	100

Score	Name
90	**Job**
54	*
100	John Smith
30	Frank Jones
40	Amanda Doe
43	Sue Anderson

6. People-Oriented - The job requires building rapport with a wide range of individuals.

0	10	20	30	40	50	60	70	80	90	100
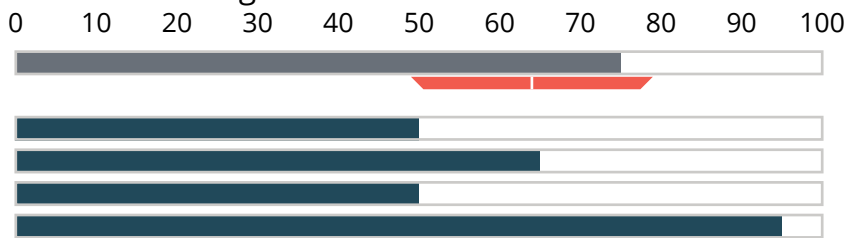
Score	Name
75	**Job**
64	*
50	John Smith
65	Frank Jones
50	Amanda Doe
95	Sue Anderson

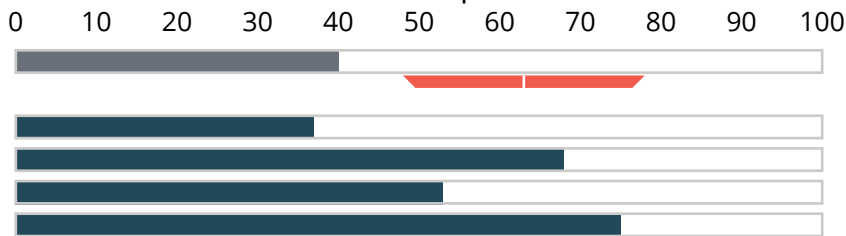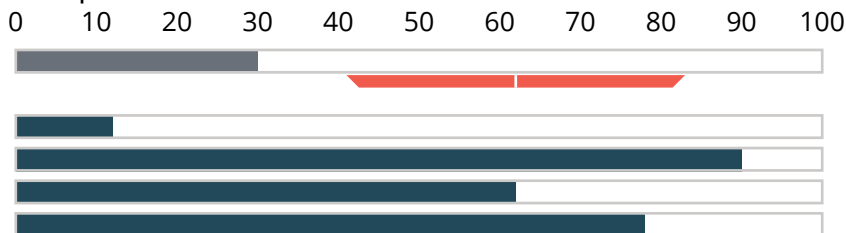**7. Customer-Oriented** - The job requires identification and fulfillment of customer expectations.

0	10	20	30	40	50	60	70	80	90	100

Score	Name
40	**Job**
63	*
37	John Smith
68	Frank Jones
53	Amanda Doe
75	Sue Anderson

8. Consistent - The job requires predictable performance in repetitive situations.

0	10	20	30	40	50	60	70	80	90	100

Score	Name
30	**Job**
62	*
12	John Smith
90	Frank Jones
62	Amanda Doe
78	Sue Anderson

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

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Behavioral Hierarchy

9. Following Policy - The job requires adhering to rules, regulations or existing methods.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
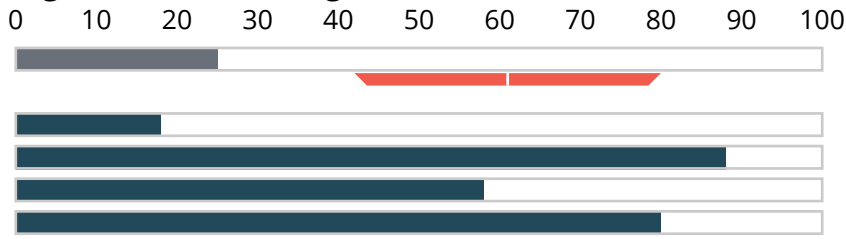
25 Job
61 *
18 John Smith
88 Frank Jones
58 Amanda Doe
80 Sue Anderson

10. Persistence - The job requires finishing tasks despite challenges or resistance.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
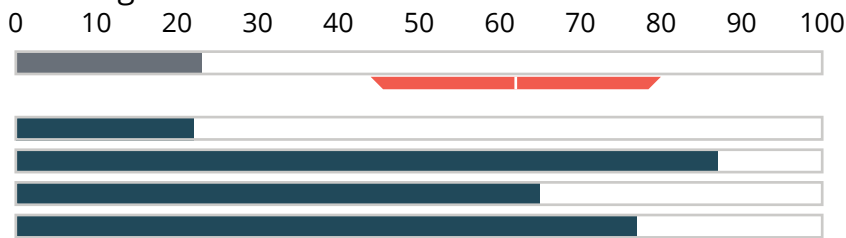
23 Job
62 *
22 John Smith
87 Frank Jones
65 Amanda Doe
77 Sue Anderson

11. Analysis - The job requires compiling, confirming, and organizing information.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
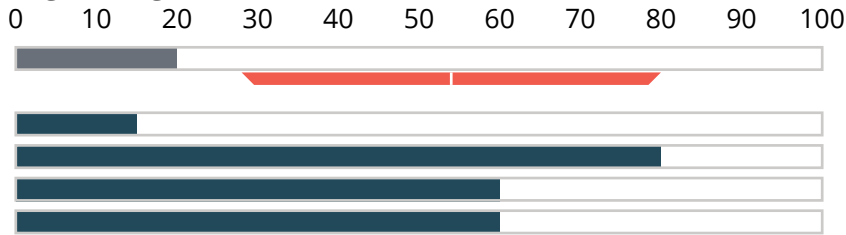
20 Job
54 *
15 John Smith
80 Frank Jones
60 Amanda Doe
60 Sue Anderson

12. Organized Workplace - The job requires establishing and maintaining specific order in daily activities.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
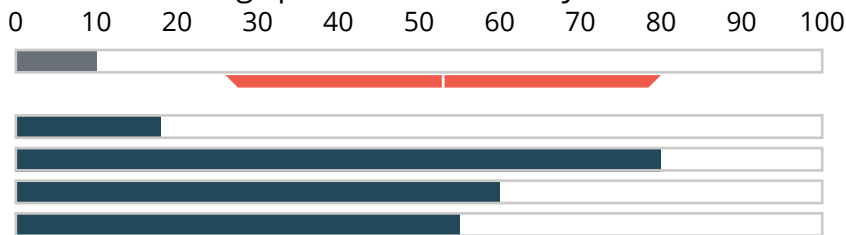
10 Job
53 *
18 John Smith
80 Frank Jones
60 Amanda Doe
55 Sue Anderson

WB: 94-86-18-10 (12)
* 68% of the population falls within the shaded area.

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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.*

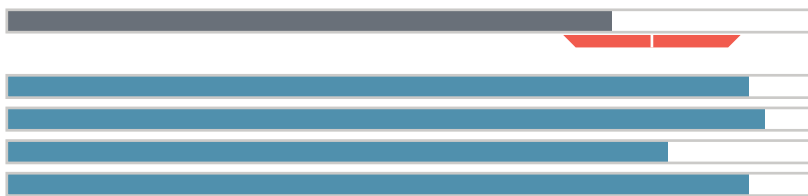**Understanding Others** - The development of the capacity to discern individuality in others.

0 10 20 30 40 50 60 70 80 90 100
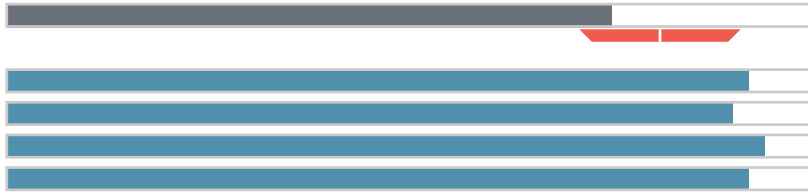
75 (+)	**Job**
81	*****
92 (o)	John Smith
90 (-)	Frank Jones
94 (o)	Amanda Doe
92 (o)	Sue Anderson

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

75 (-)	**Job**
80	*****
92 (-)	John Smith
94 (o)	Frank Jones
82 (+)	Amanda Doe
92 (-)	Sue Anderson

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

75 (o)	**Job**
78	*****
84 (+)	John Smith
84 (+)	Frank Jones
92 (o)	Amanda Doe
84 (+)	Sue Anderson

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

60 (-)	**Job**
73	*****
94 (-)	John Smith
76 (-)	Frank Jones
78 (-)	Amanda Doe
94 (-)	Sue Anderson

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

TTI

Acumen Indicators

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

60 (o)   **Job**
71   *****
78 (+)   John Smith
80 (o)   Frank Jones
80 (+)   Amanda Doe
78 (+)   Sue Anderson

Self Direction - The development of the capacity to discern systems and order within oneself.
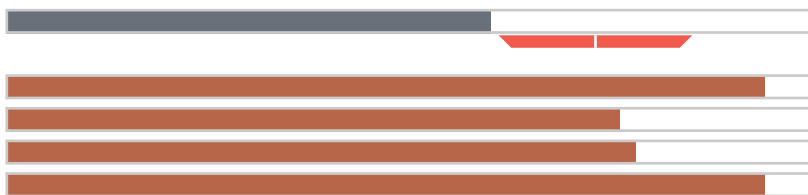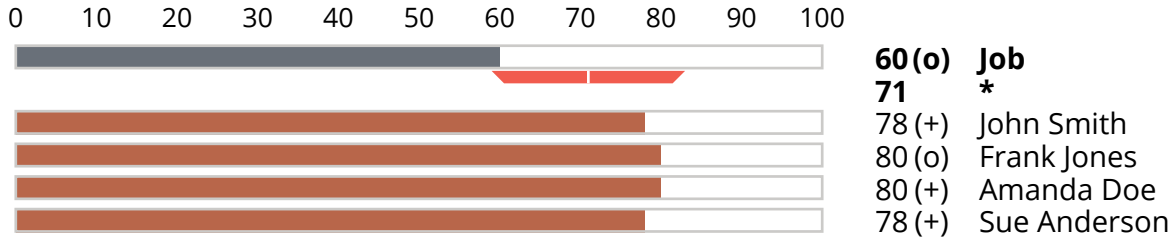
0	10	20	30	40	50	60	70	80	90	100

60 (o)   **Job**
69   *****
80 (o)   John Smith
76 (+)   Frank Jones
74 (-)   Amanda Doe
80 (o)   Sue Anderson

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

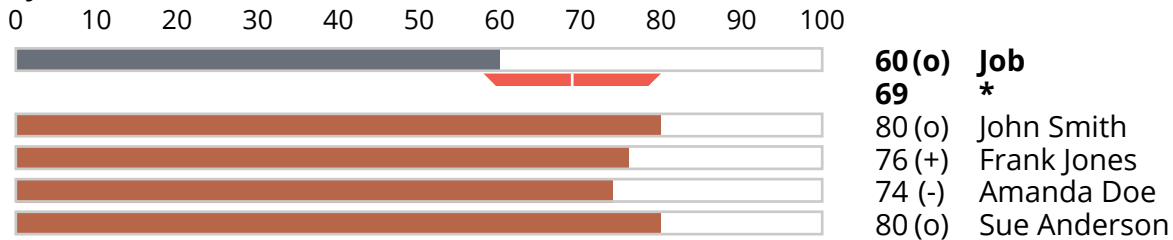# Summary of Top Competencies

This section of the report focuses on competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. **Futuristic Thinking:** Imagining, envisioning, projecting and/or creating what has not yet been actualized.

   - Demonstrates an ability to connect the dots and see the big picture.
   - Looks beyond the forces driving the current reality that may have long-term effects.
   - Utilizes foresight and intuitive perception as well as factual events to draw inferences.
   - Recognizes, supports and/or champions cutting-edge ideas.
   - Anticipates future trends or events.
   - Envisions possibilities others may not.
   - Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
   - Creates an environment where forward thinking is the norm not the exception.
   - Envisions ideas that may be seen as unobtainable by others.
   - Mentally lives in the future and does not allow current technology to cloud their vision.

2. **Flexibility:** Readily modifying, responding and adapting to change with minimal resistance.

   - Responds promptly to shifts in direction, priorities and schedules.
   - Demonstrates agility in accepting new ideas, approaches and/or methods.
   - Effective in shifting priorities and tasks.
   - Modifies methods or strategies to fit changing circumstances.
   - Adapts personal style to work with different people.
   - Maintains productivity during transitions.
   - Embraces and/or champions a shift in activity.
   - Strives to adapt to situational demands.
   - Capable of changing or adjusting to meet particular or varied needs.
   - Able to step outside their comfort zone and try something they haven't done before.

3. **Personal Accountability:** Being answerable for personal actions.

- Demonstrates the ability to self evaluate.
- Strives to take responsibility for his actions.
- Evaluates many aspects of his personal actions.
- Recognizes when he has made a mistake.
- Accepts personal responsibility for outcomes.
- Utilizes feedback.
- Observes and analyzes data to learn from mistakes.
- Sees new possibilities by examining personal performance.
- Accepts responsibility for actions and results.
- Willing to take ownership of situations.

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

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

5. **Self Starting:** Demonstrating initiative and willingness to begin working.

    - Possesses a strong work ethic and belief in getting results.
    - Takes initiative and does whatever it takes to achieve objectives.
    - Projects self-assurance in getting the task started.
    - Starts quickly to avoid setbacks.
    - Asserts self in personal and professional life.
    - Willing to begin working regardless of circumstances.
    - Accepts personal responsibility for achieving personal and professional goals.
    - Functions effectively and achieves results regardless of circumstances.
    - Takes initiative and acts without waiting for direction.
    - Displays self-confidence, conscientiousness, assertiveness, persistence and is achievement-oriented.

6. **Customer Focus:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.

    - Strives to anticipate, identify and understand customers' wants, needs and concerns.
    - Responds to customers with a sense of urgency.
    - Follows through on customer requests.
    - Is patient and courteous with customers.
    - Resolves issues and complaints to the satisfaction of customers.
    - Expends extraordinary effort to satisfy customers.
    - Develops relationships with customers.
    - Partners with customers to assist them in achieving their objectives.
    - Acts as an advocate for customers' needs.
    - Takes professional risks for the sake of customers' needs.

Summary of Top Competencies

7. **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.

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.

1. **Commanding**

   - This position is driven by status, recognition and control over personal freedom.

2. **Intentional**

   - This position is driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.

3. **Selfless**

   - This position is driven by completing tasks for the greater good, with little expectation of personal return.

4. **Objective**

   - This position is driven by the functionality and objectivity of their surroundings.

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Behavioral Feedback

This section clarifies the nature of the behavioral traits demanded by the job. Feedback is provided on the four 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. **Competitive**

   - The job requires assertiveness and a "will to win" in dealing with highly competitive situations.

2. **Urgency**

   - The job requires decisiveness, quick response, and fast action.

3. **Frequent Change**

   - The job requires rapid shifts between tasks.

4. **Interaction**

   - The job requires frequent communication and engagement with others.

TTI