



TTI
SUCCESS
INSIGHTS®

TriMetrix® HD

Multiple Respondent Job Report

Job Benchmark
Account Manager
5-21-2013

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Introduction

If the job could talk, it would clearly define the knowledge, hard skills, people skills, behavior and culture needed for superior performance. Your unbiased input regarding the specific requirements of the job in question has been applied to the TriMetrix® HD Job benchmarking process. The result is an evaluative report that analyzes a total of 55 separate areas. Additional feedback and suggested interview questions that pertain to each area complete this report.

Key Characteristics

This section represents the level of importance for four key areas of business risk.

Job Competencies Hierarchy (25 Areas)

This section presents 25 key job competencies and quantifies their importance to this specific job. Each job has a unique ranking of competencies, reflecting different levels of capacities required by different jobs for superior performance.

Rewards/Culture Hierarchy (6 Areas)

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

Behavioral Hierarchy (12 Areas)

This section explores the behavioral traits demanded of the job. The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

The results of this section are ranked on a scale, reflecting the unique levels of applicability and importance to the job. These rankings illustrate what is essential for this job to deliver superior performance and maximum value to your organization.

Acumen Indicators (12 Areas)

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



Introduction

Job Competencies Feedback

This section will assist in understanding the type and kind of competencies that are needed for superior job performance. Read the feedback on each of the top seven competencies thoroughly to understand the job's requirements.

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.

Competencies Interview Questions

This section contains suggested interview questions that pertain specifically to the competencies of the job.

Rewards/Culture Interview Questions

This section contains suggested interview questions that pertain specifically to the rewards/culture of the job.

Behavioral Interview Questions

This section contains suggested interview questions that pertain specifically to the behavioral traits required by the job.



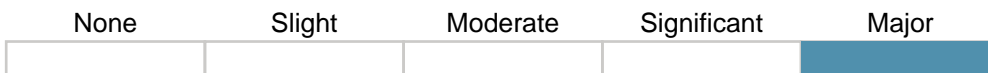
Key Characteristics of the Position

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority, and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant, and major.

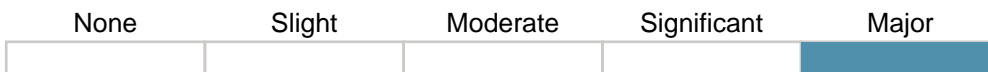
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic address the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership position. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.





Hierarchy of Competencies

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the job.

| HIERARCHY OF COMPETENCIES | |
|---------------------------|-----------------------------------|
| 1 | Customer Focus |
| 2 | Interpersonal Skills |
| 3 | Written Communication |
| 4 | Diplomacy & Tact |
| 5 | Self-Management |
| 6 | Personal Accountability |
| 7 | Empathy |
| 8 | Teamwork |
| 9 | Flexibility |
| 10 | Persuasion |
| 11 | Problem Solving Ability |
| 12 | Decision Making |
| 13 | Negotiation |
| 14 | Conceptual Thinking |
| 15 | Goal Achievement |
| 16 | Continuous Learning |
| 17 | Resiliency |
| 18 | Presenting |
| 19 | Creativity |
| 20 | Futuristic Thinking |
| 21 | Planning & Organizing |
| 22 | Employee Development/Coaching |
| 23 | Understanding & Evaluating Others |
| 24 | Conflict Management |
| 25 | Leadership |

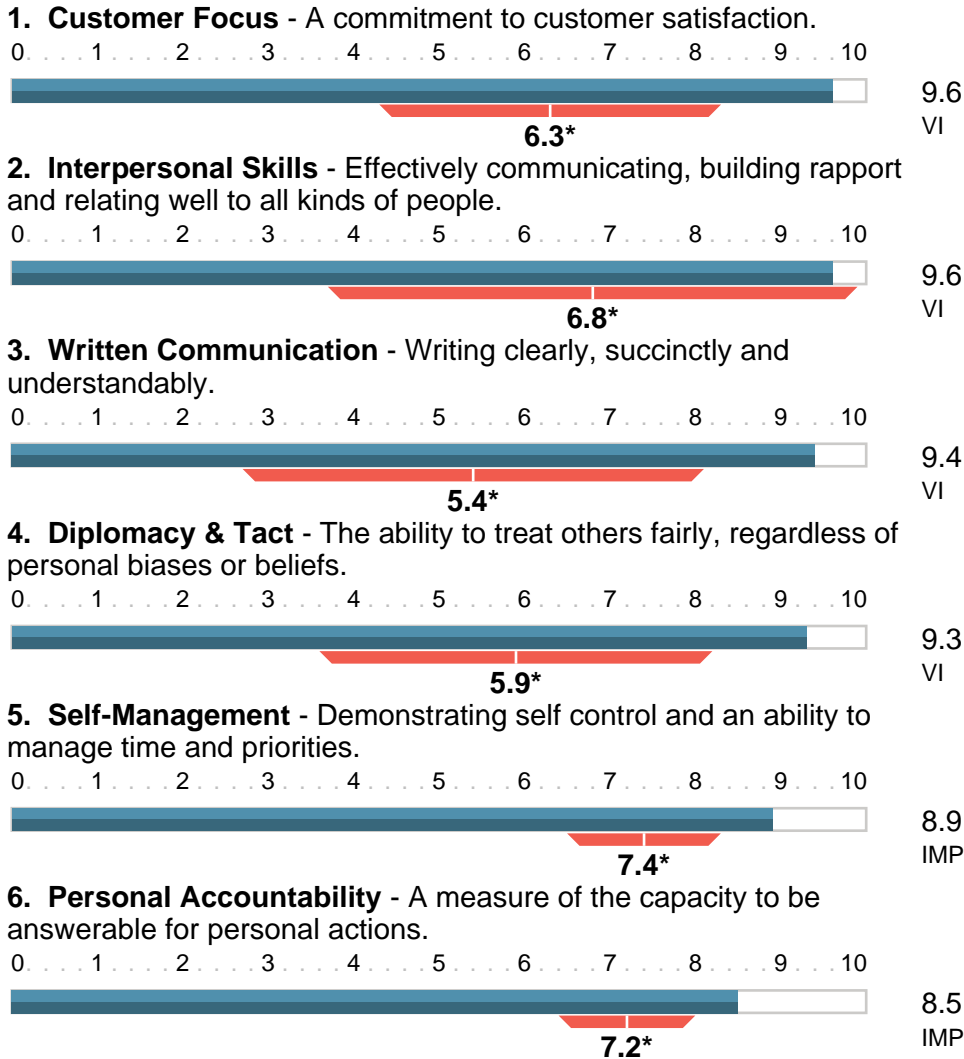


Very Important
 Important
 Somewhat Important
 Not Important



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.



The following scale is used throughout the report.

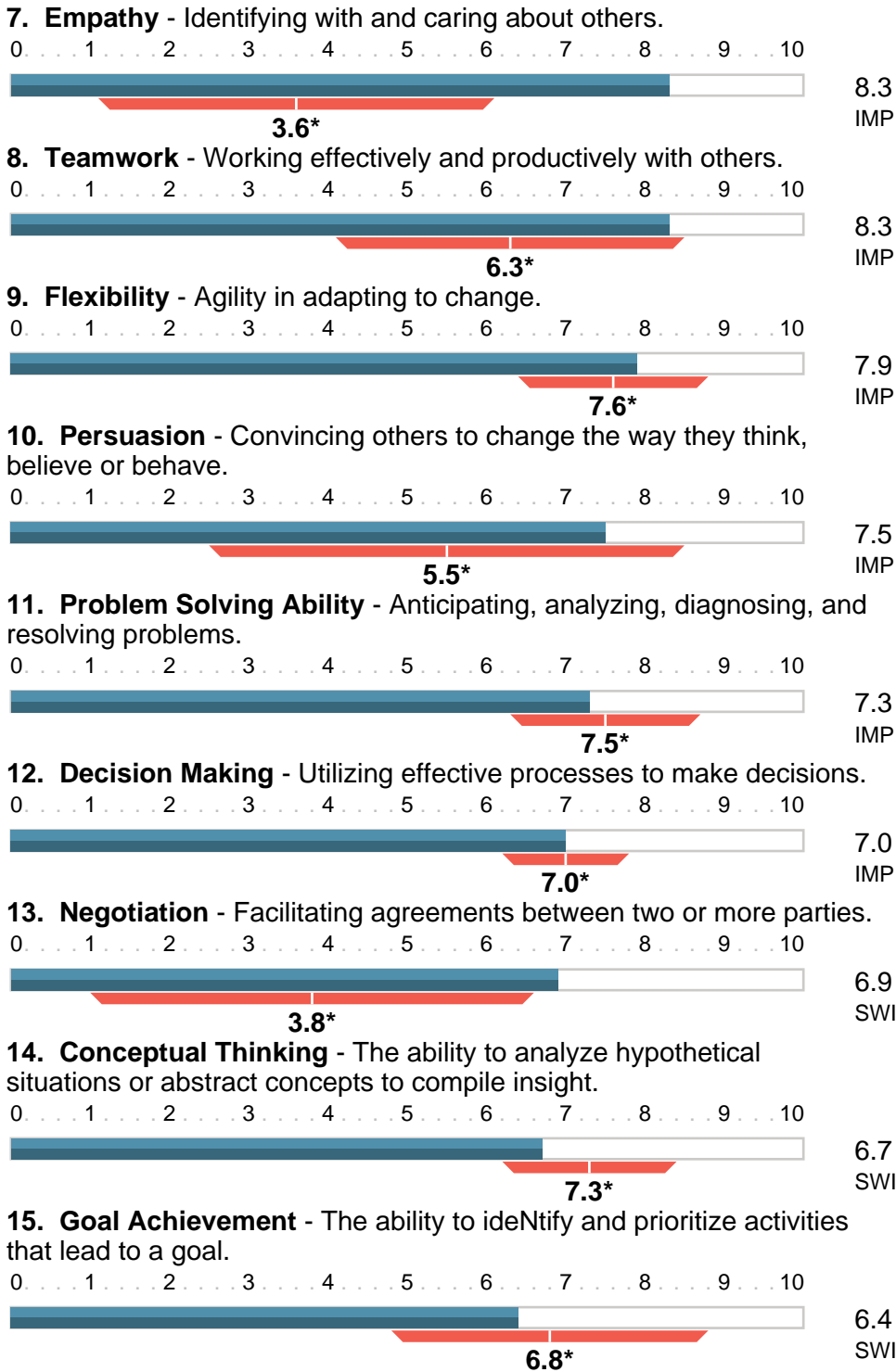
- 0 - 4.9 = NOT IMPORTANT TO JOB
- 5.0 - 6.9 = SOMEWHAT IMPORTANT
- 7.0 - 8.9 = IMPORTANT
- 9.0 - 10 = VERY IMPORTANT

Please note that the population means and standard deviations shown are based on the entire population and are not job/position specific.
* 68% of the population falls within the shaded area.

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Job Competencies Hierarchy



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

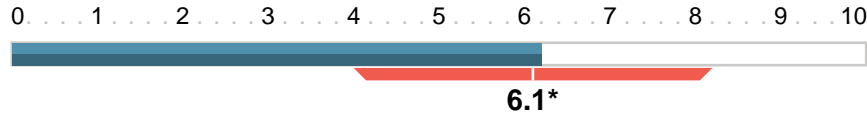
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Account Manager



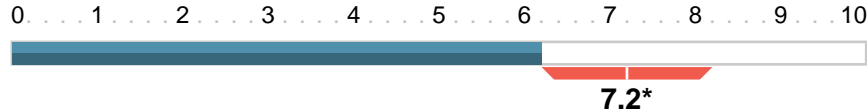
Job Competencies Hierarchy

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



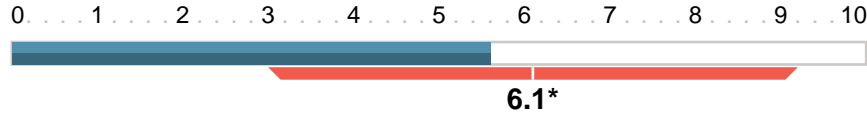
6.2
SWI

17. Resiliency - The ability to quickly recover from adversity.



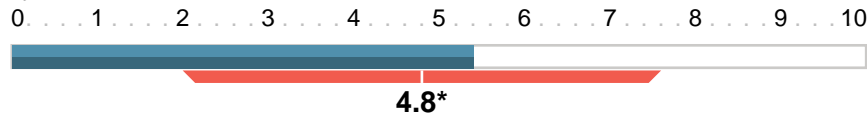
6.2
SWI

18. Presenting - Communicating effectively to groups.



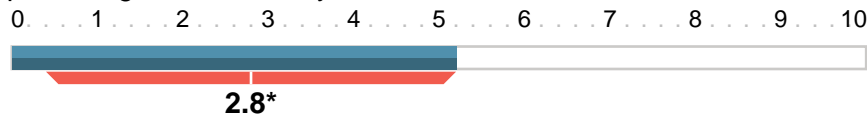
5.6
SWI

19. Creativity - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



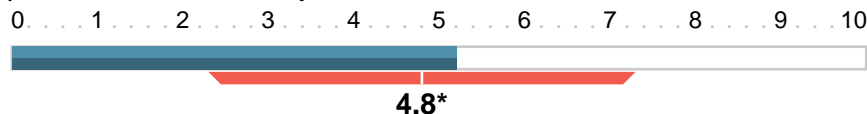
5.4
SWI

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



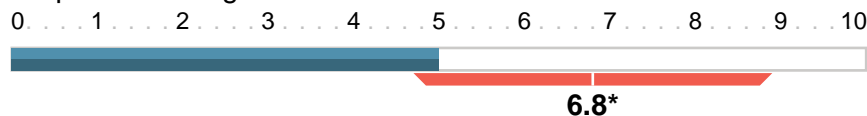
5.2
SWI

21. Planning & Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.



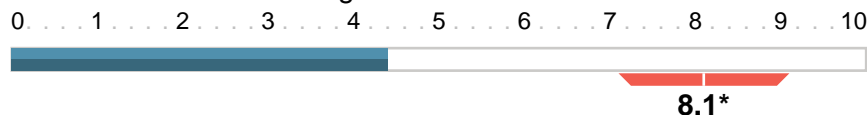
5.2
SWI

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



5.0
SWI

23. Understanding & Evaluating Others - The capacity to perceive and understand the feelings and attitudes of others.



4.4
NI

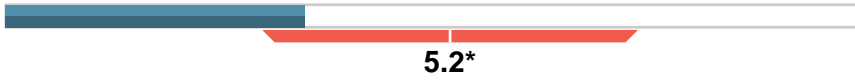
* 68% of the population falls within the shaded area.



Job Competencies Hierarchy

24. Conflict Management - Addressing and resolving conflict constructively.

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



3.5
NI

25. Leadership - Achieving extraordinary business results through people.

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



3.1
NI



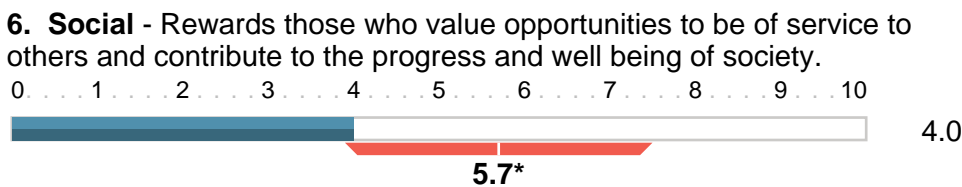
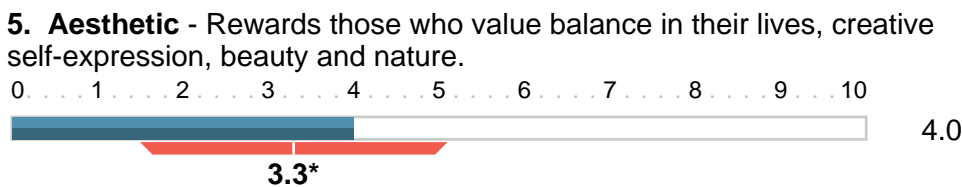
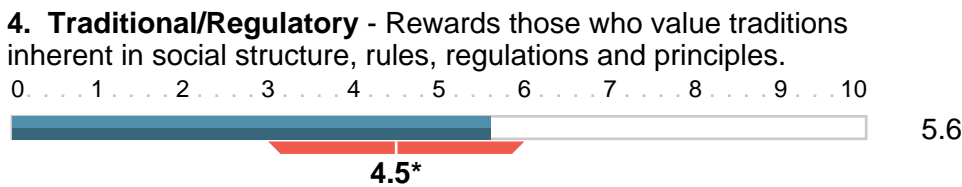
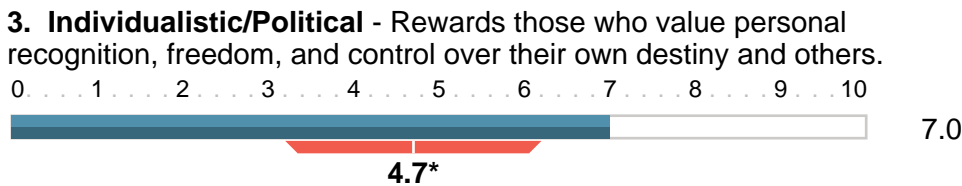
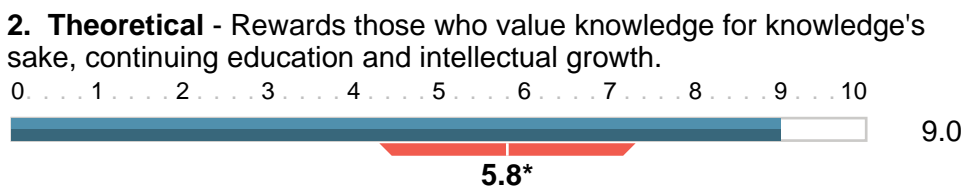
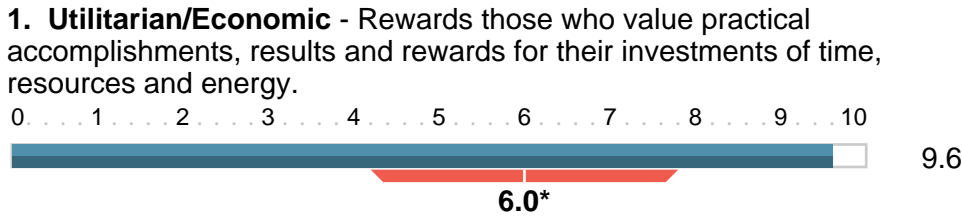
* 68% of the population falls within the shaded area.

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Organizational Rewards/Culture Hierarchy

This section identifies the rewards/culture system of a specific organization. Matching a person's passion to an organization that rewards that passion always enhances performance. The graphs below are in descending order from the highest rewards/culture required by the organization to the lowest.

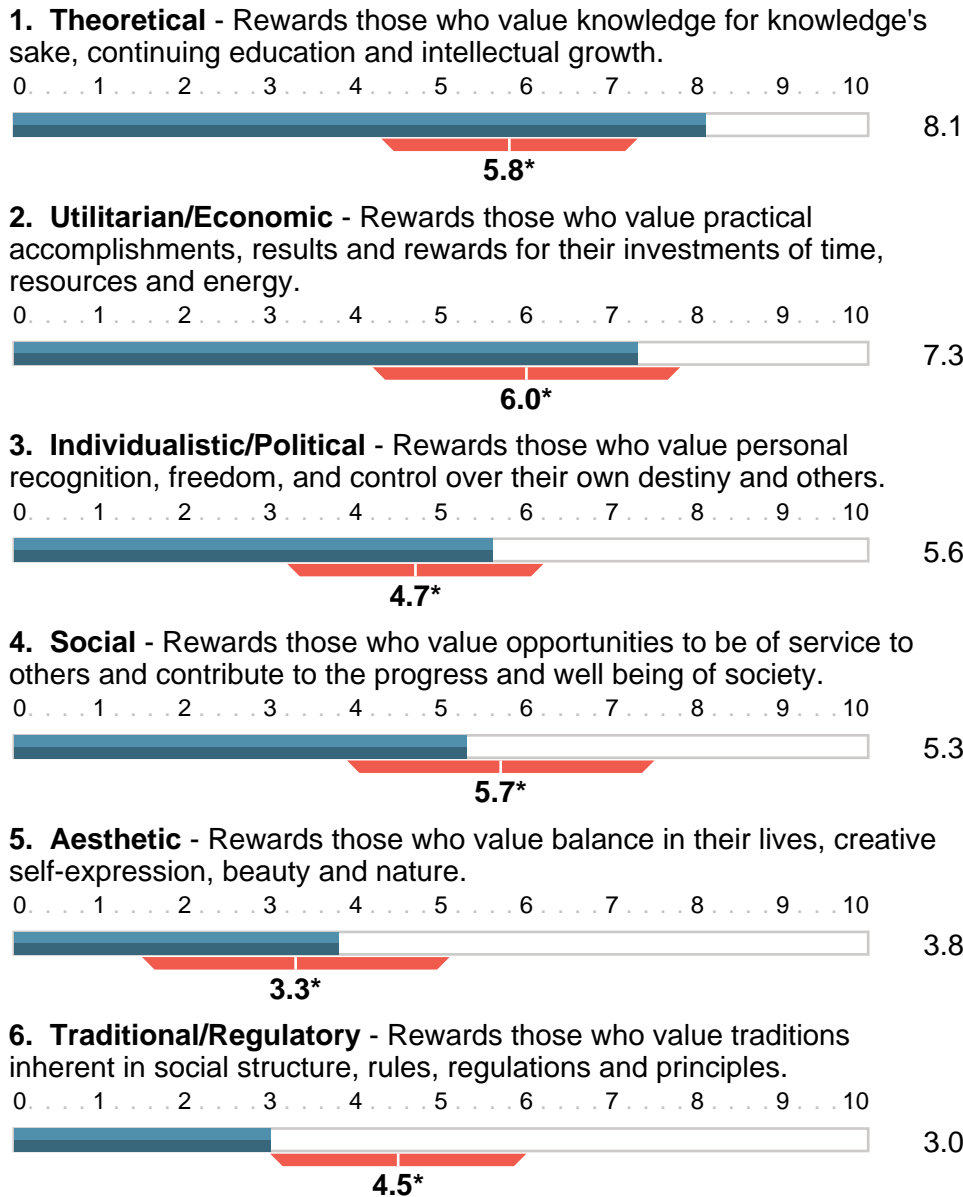


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Job Rewards/Culture Hierarchy

This section identifies the rewards/culture system of a specific job. Matching a person's passion to a job that rewards that passion always enhances performance. The graphs below are in descending order from the highest rewards/culture required by the job to the lowest.



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



Conflicting Job Requirements

The TTI Success Insights Workplace Behaviors assessment is designed to analyze the job by letting the job talk. This section describes the potential conflicts or concerns for people in this position. In some cases an organization may choose to re-evaluate the position or its key accountabilities.

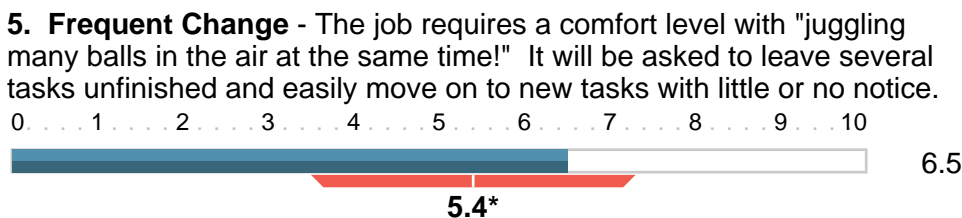
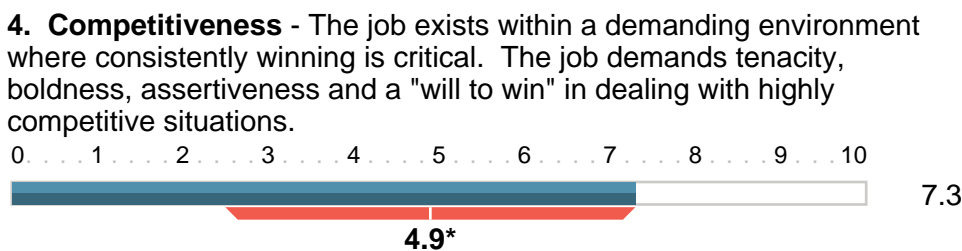
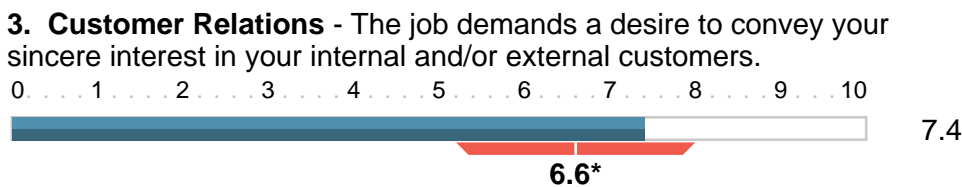
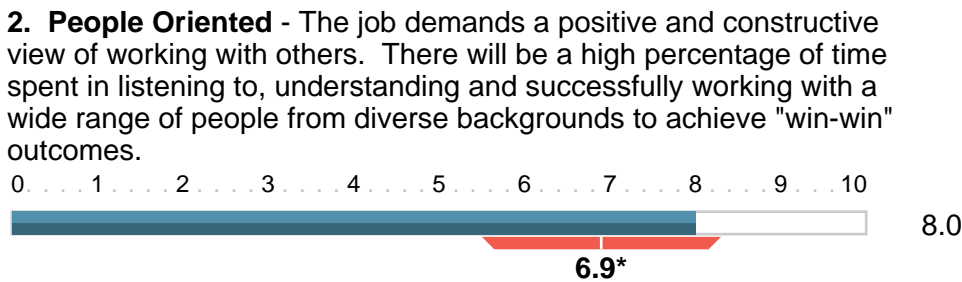
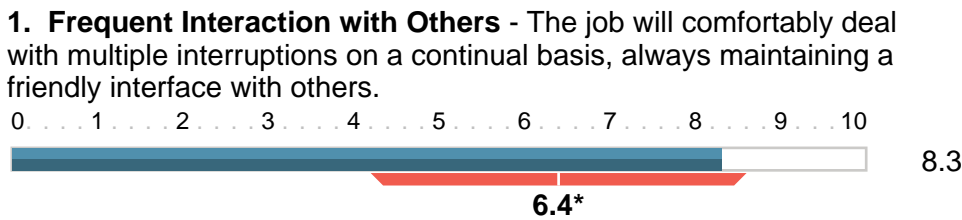
This position is requiring the incumbent to have a behavioral style with the potential for me-me conflicts. This is quite common in positions and normal for individuals to possess such behavioral styles. Based on the incumbent's behavioral style, the organization may need to make modifications to the communication flow and activity levels of the position. Please review the incumbent's behavioral report for ideas that may help decrease the risk of behavioral job stress.





Behavioral Hierarchy

This section is designed to give a visual understanding of the behavioral traits demanded of the position. The graphs below are in descending order from the highest rated behavioral traits required by the job to the lowest. This means the higher the score the more important that behavioral trait is to stress reduction and superior job performance.

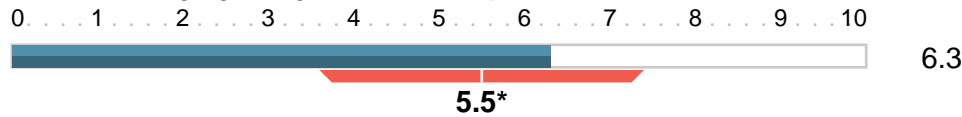


* 68% of the population falls within the shaded area.

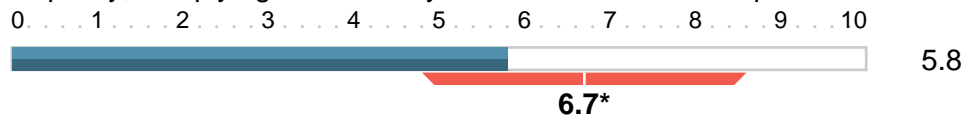


Behavioral Hierarchy

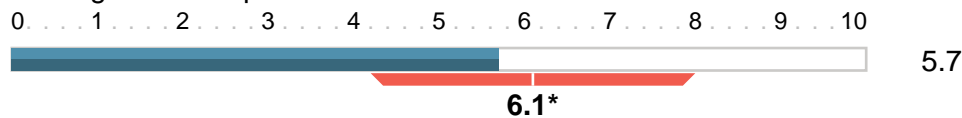
6. Versatility - The job calls for a high level of optimism and a "can do" orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required.



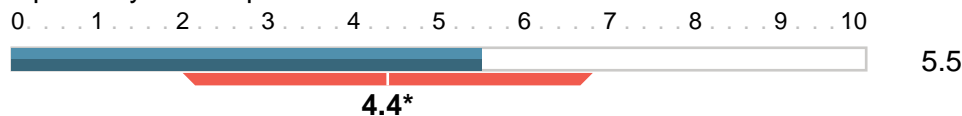
7. Following Policy - The job calls for complying with the policy or if no policy, complying with the way it has been done in the past.



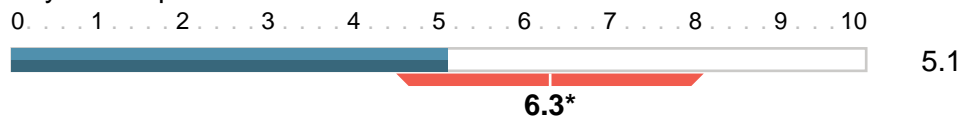
8. Follow Up and Follow Through - The job requires a need to be thorough and complete tasks that have been started.



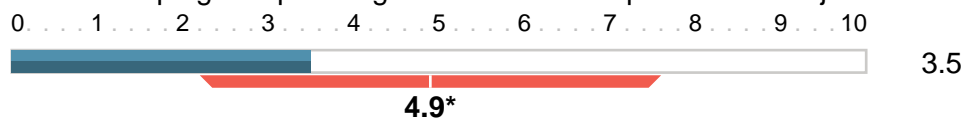
9. Urgency - The job requires decisiveness, quick response, fast action. It will often be involved in critical situations demanding that on-the-spot decisions be made with good judgment. The job will repeatedly face important deadlines that must be met on time.



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



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.

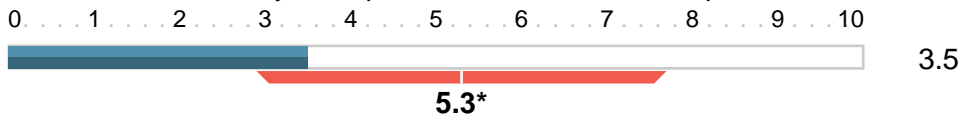


* 68% of the population falls within the shaded area.



Behavioral Hierarchy

12. 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.



WB: 68-81-62-46 (29)
* 68% of the population falls within the shaded area.

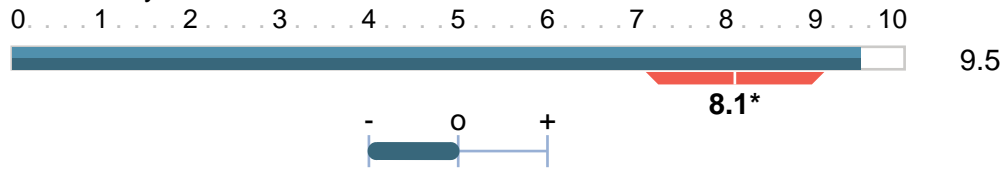
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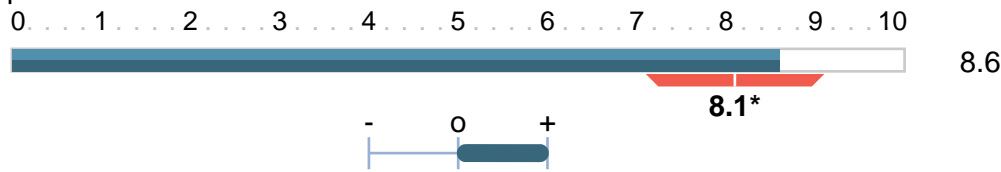
Acumen Indicators

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.

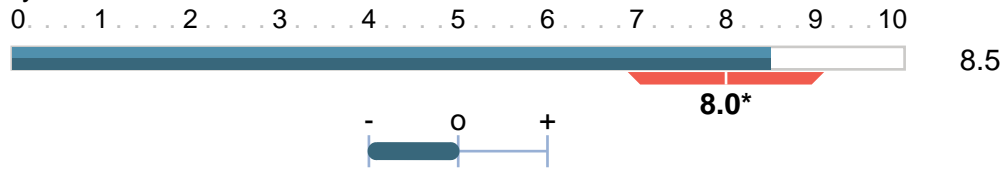
UNDERSTANDING OTHERS - The development of the capacity to discern individuality in others.



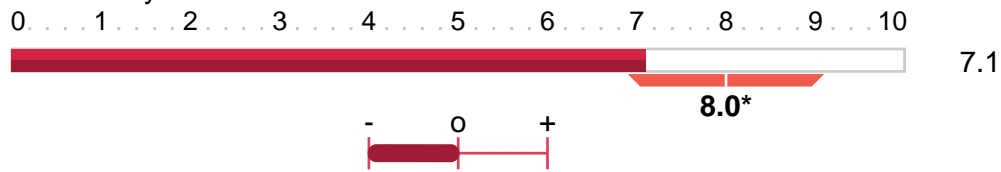
PRACTICAL THINKING - The development of the capacity to discern practical values in situations in the outside world.



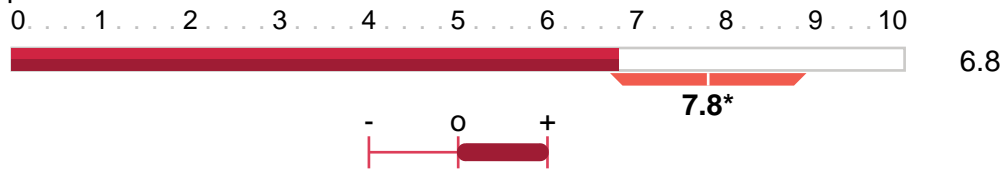
SYSTEMS JUDGMENT - The development of the capacity to discern systems and order in the world.



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



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



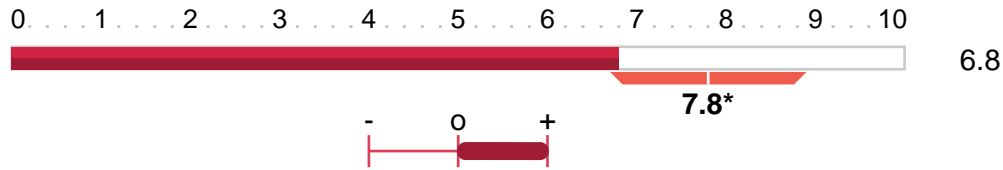
Five horizontal lines for handwritten notes, corresponding to the five acumen indicators.



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.

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





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. **Customer Focus:** A commitment to customer satisfaction.
 - Consistently places a high value on customers and all issues related to customers
 - Objectively listens to, understands and represents customer feedback
 - Anticipates customer needs and develops appropriate solutions
 - Meets all promises and commitments made to customers

2. **Interpersonal Skills:** Effectively communicating, building rapport and relating well to all kinds of people.
 - Strives for self-awareness.
 - Demonstrates sincere interest in others.
 - Treats all people with respect, courtesy and consideration.
 - Respects differences in the attitudes and perspectives of others.
 - Listens, observes and strives to gain understanding of others.
 - Communicates effectively.
 - Sensitive to diversity issues.
 - Develops and maintains relationships with many different kinds of people regardless of cultural differences.

3. **Written Communication:** Writing clearly, succinctly and understandably.
 - Writes in ways that make abstract concepts, issues and information clear and understandable.
 - Utilizes a wide range of appropriate writing techniques and methods.
 - Succinctly presents objective or subjective viewpoints and arguments.
 - Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
 - Determines what information needs to be communicated.
 - Skillfully utilizes written language to convey key messages and meaning.
 - Effectively involves readers in the material.
 - Adjusts writing style to specific audiences as needed.





Summary of Top Competencies

4. **Diplomacy & Tact:** The ability to treat others fairly, regardless of personal biases or beliefs.
 - Maintains positive relationships with others through treating them fairly
 - Demonstrates respect for others
 - Understands and values differences between people
 - Respects diversity in race, national origin, religion, gender, life style, age and disability.

5. **Self-Management:** Demonstrating self control and an ability to manage time and priorities.
 - Independently pursues business objectives in an organized and efficient manner
 - Prioritizes activities as necessary to meet job responsibilities
 - Maintains required level of activity toward achieving goals without direct supervision
 - Minimizes work flow disruptions and time wasters to complete high quality work within a specified time frame

6. **Personal Accountability:** A measure of the capacity to be answerable for personal actions.
 - Accepts personal responsibility for the consequences of personal actions
 - Avoids placing unnecessary blame on others
 - Maintains personal commitment to objectives regardless of the success or failure of personal decisions
 - Applies personal lessons learned from past failures to moving forward in achieving future successes

7. **Empathy:** Identifying with and caring about others.
 - Demonstrates genuine concern for others.
 - Respects and values people.
 - Perceives and is sensitive to the emotions people experience.
 - Expends considerable effort to understand the real needs, concerns and feelings of others.
 - Advocates for the interests, needs and wants of others.
 - Demonstrates cross-cultural sensitivity and understanding.
 - Takes personal and/or professional risks for the sake of others.





Job Rewards/Culture Feedback

This section provides a brief description of the top three Job Rewards for this position. These rewards are listed in hierarchical order, with the most important listed at the top.

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 provides a brief description of the top three Behaviors required for this position. These are the behaviors that will need to be demonstrated most often for superior performance.

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

2. **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.

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





Job Competency Questions

Below are suggested interview questions on each of the top seven competencies. Use these as a guide to write questions that could be more job-specific. Once the list is completed, assure that all candidates respond to the same questions.

1. Customer Focus: A commitment to customer satisfaction.
 - Give me an example of a time when you knew the customer was wrong but you had to accommodate their wishes. How did you handle it? What did you say? What did you do? How did you feel about it?
 - Tell me about a situation where you were able to anticipate a customer's needs before the customer even brought up what they wanted.
 - Describe a situation where you went over and above what was expected to exceed a customer's expectations. How did you feel about that? How comfortable would you feel about doing that regularly?
 - In your view, what makes some customers more valuable than others? Should all customers be treated the same?
 - Give me an example of when you had to go the extra mile to meet a commitment that someone else had made to a customer. What, specifically, did you do? How did you feel about having to meet a commitment made by someone else?
 - Is there ever a time when a customer who is in error should be confronted? If so, give me an example of when that would be and how you would do that.





Job Competency Questions

- 2. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
 - Describe the most difficult working relationship you've had with an individual.
 - What specific actions did you take to improve the relationship?
 - What was the outcome?
 - Describe the types of people you get along with best and why.
 - Describe the types of people you have difficulty getting along with and why.
 - Give me an example of a situation when you demonstrated sensitivity to diversity issues.
 - Describe a situation when you were able to strengthen a relationship by communicating effectively.
 - What made your communication effective?
 - Describe your relationship with the people you work with.
 - What have you done in the past to build rapport and relationships with people?
 - Give me an example of your ability to communicate effectively and build relationships with people regardless of cultural differences.
 - Describe how your ability to communicate effectively and build relationships with many different types of people has contributed to one of your greatest accomplishments.

- 3. Written Communication: Writing clearly, succinctly and understandably.
 - Give me an example of something you wrote that was effective in achieving a communication goal.
 - What were the challenges in writing it?
 - Give me an example of when you adapted your writing to your reader(s).
 - How did you adapt your writing?
 - How do you know when something you've written has achieved its communication goal?
 - Describe the most difficult writing challenge you've had.
 - How did you meet it?
 - Tell me about any experiences you've had with publishing your writing.
 - Do you have any examples of writing that demonstrate your ability to write effectively?
 - Give me an example of when you were given special recognition or acknowledgement for your ability to write a business document such as a proposal, report, newsletter or article.
 - Describe a situation when your editing improved the effectiveness of someone else's writing.





Job Competency Questions

4. **Diplomacy & Tact:** The ability to treat others fairly, regardless of personal biases or beliefs.
 - Give me an example of a time when you had to exhibit diplomacy while under pressure on the job. How did you do that?
 - Give me an example of a time when you or someone you know set aside their personal agenda for the sake of larger, business-oriented issues? What did you think of that?
 - How do you identify key stakeholders in a relationship? Give me an example of a time when you not only identified them but also maintained a positive relationship with a diverse group of people at all levels of an organization.
 - Give me an example of a time when you overcame internal resistance or "politics" to an idea or project. How did you go about doing that?
 - Is there ever a time when your personal agenda should supersede the needs of your organization? If so, when?
 - Describe the most politically sensitive situation in which you ever found yourself. What were the three things you did to ensure that you maintained your position in that situation without offending anyone?

5. **Self-Management:** Demonstrating self control and an ability to manage time and priorities.
 - Give me a specific example of a project that you were responsible for organizing from beginning to end. How did you go about it? How did you deal with changes that arose? How did you ensure that the project stayed on track? What was the final outcome? What did you learn from this experience?
 - Have you ever faced a day in which you just couldn't get everything done that you had planned? How did you handle it? (If the position sometimes requires extra hours, simply ask the candidate if they are able to fulfill that requirement).
 - Do you consider yourself to be a good time manager? Share with me the planning system you use and show me how you use it.
 - We have all had times where it was necessary to balance work and personal or family time. Give me an example of a time when you had too many things to do in both areas of your life and describe how you went about prioritizing your time.
 - How much time do you spend getting organized on a daily basis? When do you do it? What impact do you think this habit has on your results?
 - What is the difference between activity and results? How do you personally define this difference?





Job Competency Questions

6. Personal Accountability: A measure of the capacity to be answerable for personal actions.
- Tell me about a time when it was necessary to admit to others that you had made a mistake. How did you handle it?
 - Give an example of a situation where others had made an error or mistake and you had to take the blame for their actions. How did you feel about doing that?
 - What is the worst business decision you ever made? What made it the worst? Would knowing what you do now have helped you to avoid making that decision?
 - Give me an example of a lesson you have learned from making a mistake. What did you do differently going forward?
 - Give me an example of someone you know whose personal actions led to disastrous results. How answerable is that person for what happened? What advice would you give to that person?
 - What person from history do you most admire for taking the blame for a failure? What did taking the blame do for that person?
7. Empathy: Identifying with and caring about others.
- Give me an example of when you identified with someone else's difficulties at work.
 - What, if anything, did you do to help them?
 - Give me an example of a time when a company policy or action hurt people.
 - What, if anything, did you do to mitigate the negative consequences to people?
 - Give me an example of when you went out of your way to help someone.
 - What were your thoughts and feelings about that situation?
 - Give me an example of when you had to make a decision in favor of your own self-interest or someone else's.
 - What were your thoughts and feelings?
 - What did you do?
 - What positive contributions have you made to your community or society?
 - Give me an example of when you were given special recognition or acknowledgement for your contributions to the disadvantaged.
 - Describe a situation when you were criticized for being too concerned about the difficulties of others.





Job Rewards/Culture Questions

Read the following suggested interview questions as they relate to the rewards/culture environment of the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.

1. Theoretical: Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.
 - Which is more important, action or knowledge?
 - Would you consider yourself to be an expert in something? What is it? How did you go about gaining the knowledge?
 - Tell me what you especially like or enjoy about learning things. What topics or subjects do you enjoy?
 - How comfortable are you in taking the time, energy and effort required to master a subject or topic you currently know very little about? How about one in which you have very little interest?

2. Utilitarian/Economic: Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.
 - How important is earning a lot of money to you? What do you consider to be a "lot of money"?
 - Where would you like to be, financially, in 5 years? 10 years? Why?
 - What role does earning a significant income play in your job choices? In staying in a job?
 - Would you consider yourself to be a bottom line, practical thinker or are you more theoretical or philosophical? Why do you say that?

3. Individualistic/Political: Rewards those who value personal recognition, freedom, and control over their own destiny and others.
 - What role does being in control of a situation play in your job satisfaction? How important is it for you to control your own destiny?
 - How important is independence to you? Power? Influencing others? What would be your level of satisfaction with a job if you had none of these?
 - How good are you in taking directions from others? How much do you like doing so?
 - How do you go about influencing others to act? Give me a concrete, real-world example of a time when you were able to move a group of people to action and exactly how you did it.





Behavioral Questions

Read the following suggested interview questions as they relate to the most desired behavioral traits to perform the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.

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

 - How do you handle frequent interruptions by other people? How about your response to people who ask you question after question?
 - Are you more comfortable with details or people with the big picture or with bits of data?
2. **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.

 - How important is it for people to like you? Which is more important, being trusted or liked? Why do you say that?
 - Do you stop and listen to others or express your opinions quickly? Give me examples and situations where both of these situations occurred. What was the outcome?
3. **Customer Relations:** The job demands a desire to convey your sincere interest in your internal and/or external customers.

 - Give an example of how you build loyalty and trust with a client.
 - Describe how you take responsibility for an issue the client is having. Tell me about a time when you turned a disgruntled customer into a satisfied one.



Job Competency Composite

| | HIERARCHY | C | R1 | R2 | R3 |
|----|-----------------------------------|-----|------|------|------|
| 1 | CUSTOMER FOCUS | 9.6 | 9.4 | 9.4 | 10.0 |
| 2 | INTERPERSONAL SKILLS | 9.6 | 9.4 | 9.4 | 10.0 |
| 3 | WRITTEN COMMUNICATION | 9.4 | 9.4 | 8.8 | 10.0 |
| 4 | DIPLOMACY & TACT | 9.3 | 10.0 | 8.1 | 10.0 |
| 5 | SELF-MANAGEMENT | 8.9 | 8.1 | 10.0 | 8.8 |
| 6 | PERSONAL ACCOUNTABILITY | 8.5 | 6.9 | 9.4 | 9.4 |
| 7 | EMPATHY | 8.3 | 8.8 | 7.5 | 8.8 |
| 8 | TEAMWORK | 8.3 | 8.8 | 7.5 | 8.8 |
| 9 | FLEXIBILITY | 7.9 | 9.4 | 5.6 | 8.8 |
| 10 | PERSUASION | 7.5 | 6.2 | 8.8 | 7.5 |
| 11 | PROBLEM SOLVING ABILITY | 7.3 | 8.8 | 5.6 | 7.5 |
| 12 | DECISION MAKING | 7.0 | 8.1 | 5.6 | 7.5 |
| 13 | NEGOTIATION | 6.9 | 6.9 | 4.4 | 9.4 |
| 14 | CONCEPTUAL THINKING | 6.7 | 3.8 | 8.8 | 7.5 |
| 15 | GOAL ACHIEVEMENT | 6.4 | 5.0 | 7.5 | 6.9 |
| 16 | CONTINUOUS LEARNING | 6.2 | 7.5 | 5.0 | 6.2 |
| 17 | RESILIENCY | 6.2 | 4.4 | 6.2 | 8.1 |
| 18 | PRESENTING | 5.6 | 4.4 | 5.0 | 7.5 |
| 19 | CREATIVITY | 5.4 | 5.0 | 4.4 | 6.9 |
| 20 | FUTURISTIC THINKING | 5.2 | 3.8 | 6.9 | 5.0 |
| 21 | PLANNING & ORGANIZING | 5.2 | 3.1 | 6.9 | 5.6 |
| 22 | EMPLOYEE DEVELOPMENT/COACHING | 5.0 | 6.2 | 5.0 | 3.8 |
| 23 | UNDERSTANDING & EVALUATING OTHERS | 4.4 | 5.6 | 3.8 | 3.8 |
| 24 | CONFLICT MANAGEMENT | 3.5 | 2.5 | 2.5 | 5.6 |
| 25 | LEADERSHIP | 3.1 | 0.0 | 5.0 | 4.4 |



Organizational Rewards/Culture Composite

| | REWARDS/CULTURE | C | R1 | R2 | R3 |
|---|---------------------------|-----|------|------|-----|
| 1 | Utilitarian/Economic | 9.6 | 10.0 | 10.0 | 9.0 |
| 2 | Theoretical | 9.0 | 9.0 | 9.0 | 9.0 |
| 3 | Individualistic/Political | 7.0 | 5.0 | 9.0 | 7.0 |
| 4 | Traditional/Regulatory | 5.6 | 8.0 | 2.0 | 7.0 |
| 5 | Aesthetic | 4.0 | 3.0 | 5.0 | 4.0 |
| 6 | Social | 4.0 | 3.0 | 2.0 | 7.0 |



Job Rewards/Culture Composite

| | REWARDS/CULTURE | C | R1 | R2 | R3 |
|---|---------------------------|-----|-----|-----|------|
| 1 | Theoretical | 8.1 | 8.4 | 6.0 | 10.0 |
| 2 | Utilitarian/Economic | 7.3 | 7.2 | 7.2 | 7.6 |
| 3 | Individualistic/Political | 5.6 | 5.2 | 7.2 | 4.4 |
| 4 | Social | 5.3 | 5.6 | 4.4 | 6.0 |
| 5 | Aesthetic | 3.8 | 2.8 | 4.8 | 4.0 |
| 6 | Traditional/Regulatory | 3.0 | 3.2 | 2.0 | 4.0 |



Behaviors Composite

| | BEHAVIORS | C | R1 | R2 | R3 |
|----|----------------------------------|-----|-----|-----|-----|
| 1 | Frequent Interaction with Others | 8.3 | 8.0 | 8.0 | 9.0 |
| 2 | People Oriented | 8.0 | 8.0 | 7.5 | 8.5 |
| 3 | Customer Relations | 7.4 | 7.2 | 7.0 | 8.0 |
| 4 | Competitiveness | 7.3 | 7.0 | 7.0 | 8.0 |
| 5 | Frequent Change | 6.5 | 6.2 | 7.0 | 6.5 |
| 6 | Versatility | 6.3 | 6.0 | 6.5 | 6.5 |
| 7 | Following Policy | 5.8 | 6.2 | 5.2 | 6.0 |
| 8 | Follow Up and Follow Through | 5.7 | 6.0 | 5.2 | 6.0 |
| 9 | Urgency | 5.5 | 5.0 | 6.0 | 5.5 |
| 10 | Consistency | 5.1 | 5.5 | 4.8 | 5.2 |
| 11 | Organized Workplace | 3.5 | 4.0 | 3.0 | 3.5 |
| 12 | Analysis of Data | 3.5 | 4.0 | 3.5 | 3.0 |



Acumen Indicators Composite

| | ACUMEN INDICATORS | C | R1 | R2 | R3 |
|----|---------------------------|-----|-----|-----|-----|
| 1 | UNDERSTANDING OTHERS | 9.5 | 9.5 | 9.5 | 9.5 |
| 2 | UNDERSTANDING OTHERS BIAS | - | - | - | - |
| 3 | PRACTICAL THINKING | 8.6 | 8.5 | 9.0 | 8.5 |
| 4 | PRACTICAL THINKING BIAS | + | + | + | + |
| 5 | SYSTEMS JUDGMENT | 8.5 | 8.5 | 8.5 | 8.5 |
| 6 | SYSTEMS JUDGMENT BIAS | - | - | - | - |
| 7 | SENSE OF SELF | 7.1 | 7.0 | 7.5 | 7.0 |
| 8 | SENSE OF SELF BIAS | - | - | - | - |
| 9 | ROLE AWARENESS | 6.8 | 6.5 | 7.5 | 6.5 |
| 10 | ROLE AWARENESS BIAS | + | + | + | + |
| 11 | SELF DIRECTION | 6.8 | 6.5 | 7.5 | 6.5 |
| 12 | SELF DIRECTION BIAS | + | 0 | + | + |



Respondent Key

R1: SUBJECT MATTER EXPERT (SME) #3
R2: SUBJECT MATTER EXPERT (SME) #1
R3: SUBJECT MATTER EXPERT (SME) #2