



TTI Success Insights®

Behaviors and Motivators - Sales Version



Sally Sanders
Sales
Company Inc.
5-4-2010



Bringing Awareness
ABC Co. Ltd.
789 Street
Springfield, USA
800-555-5555



The TTI Success Insights® Behaviors and Motivators Report was designed to increase the understanding of an individual's talents. The report provides insight to two distinct areas: behaviors and motivators. Understanding strengths and weaknesses in both of these areas will lead to personal and professional development and a higher level of satisfaction.

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.



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

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

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

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

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

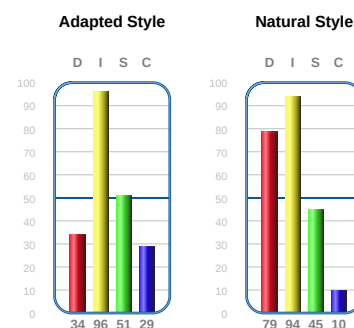
*"All people exhibit all four behavioral factors in varying degrees of intensity."
—W.M. Marston*



Based on Sally's responses, the report has selected general statements to provide a broad understanding of her sales style. This section highlights how she deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style she brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Sally consistently meets the challenge of persuading people to her point of view. Some buyers may desire less talk and more facts. Inclined to talk smoothly, readily and at length, she loves the opportunity to verbalize. Sales presents an opportunity for her to use this great attribute. She has a tendency to use her fluent verbal skills to paint detailed and vivid "word pictures" for her customers. She is optimistic about her great ability to influence people to buy her products or services. Sally maintains a high trust level; that is, she trusts that people will make good on their promises. She prefers to sell new, innovative products or services. In fact, she often uses creative ways to sell her products or services. She can become emotional about the product or service that she provides to her clients or customers.

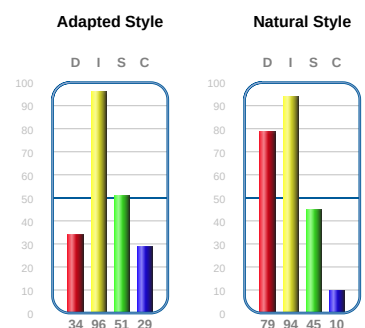
Sally has probably been known to answer objections even if she has never heard the objection before. She will rely on her quick thinking and verbal skills to meet the challenge. She may be rather careless in her sales preparation. She truly believes she can walk and talk her way through any presentation at anytime, anyplace. She may not answer objections completely. She often treats them lightly and may "tap dance" around the objections or use sales puffery to answer them. If she gets into one of her "oversell" modes, she may cause the objections to be raised. However, she will welcome the objections and answer them to the best of her ability. Sally may proceed too fast with her presentation for some buyers. She gets carried away with her emotions and tends to let the emotion control the pace of the





presentation. She may use sales aids with her presentation. Her usage sometimes depends on her ability to be organized; that is, she occasionally forgets to replenish her supply of sales aids or feels she can verbalize the presentation without them.

Sally will promise more service than she can deliver, especially if she must provide the service herself. She needs the help of a support staff to provide the follow-up service so she can focus on new opportunities. Sometimes she tries too hard to accommodate the buyer with service. She will resent her effort if the account doesn't live up to its potential. She has a good sense of urgency to get things done quickly. Sometimes this will not allow her the patience needed to service some of her accounts. Sally's listening skills may cause her to miss some closing opportunities. She may be thinking about what she is going to say next and miss the buying signal. Sally would rather make a social visit instead of a service visit. The social visit meets her need to be friendly and outgoing, while the service visit requires special effort if customers don't buy more products or services. She can be seen as a good closer. However, she may postpone the close until giving the complete sales pitch. Observers have actually seen her sell the product and then buy it back. She should guard against excessive talking and close at the appropriate time.





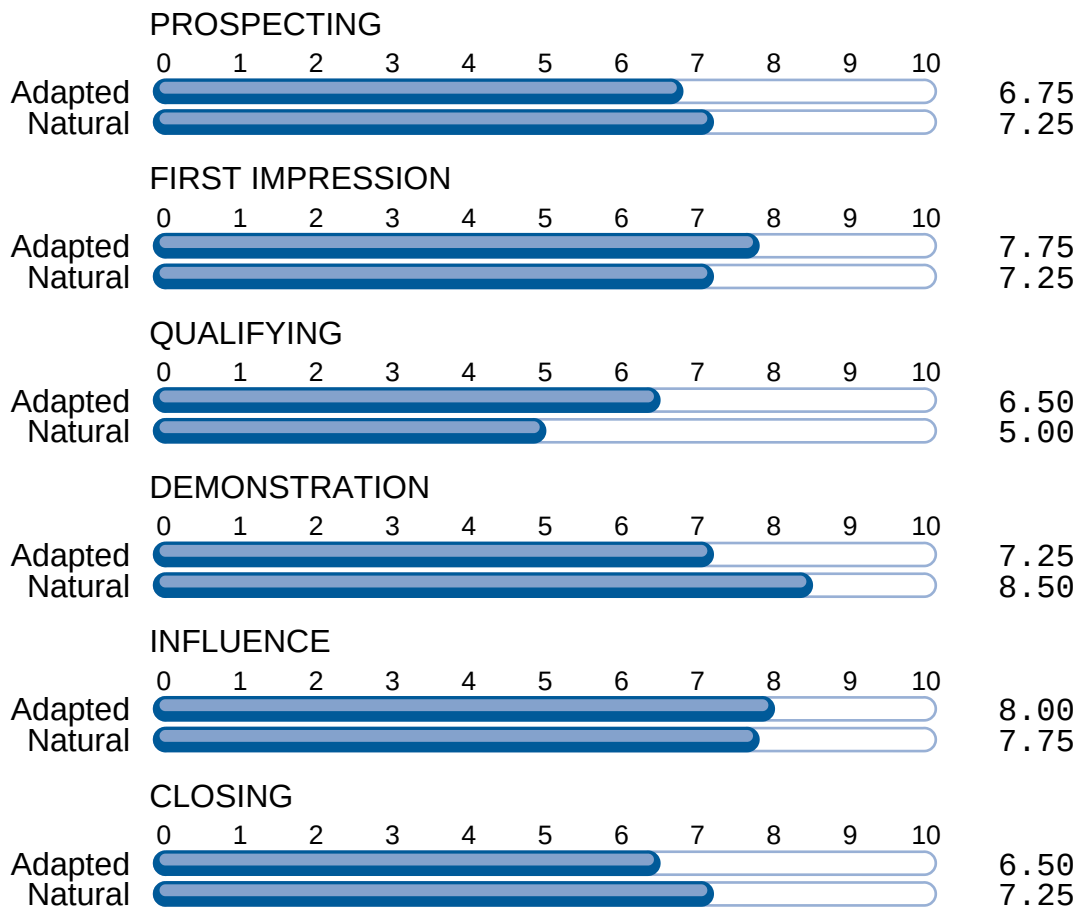
BEHAVIORAL SELLING OVERVIEW

Sally Sanders

The Behavioral Selling Overview reflects Sally's natural and adapted styles within each phase of the Behavioral Selling Model. Sally's natural style reflects her native, intuitive selling behavior. Sally's adapted scores reflect the behavior that Sally believes necessary in each phase of behavioral selling.

The level of effectiveness that Sally either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Sally is at that phase of the sale. The lower the score, the greater challenge Sally has in terms of delivering specific behavior required for success within that phase.

The amount of difference between a salesperson's adapted and natural styles is also key. The greater the difference, the greater potential for stress.



0-5.0=POOR 5.1-6.6=FAIR 6.7-7.6=GOOD 7.7-8.8=VG 8.9-10=EX



POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Sally's performance tendencies within each specific phase of the Behavioral Selling Model.

Prospecting: The first phase of the Behavioral Selling Model. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

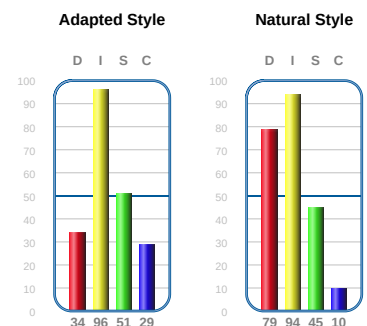
In the Prospecting Phase, Sally MAY have a TENDENCY to:

- Rely very heavily on the strength of personal relationships to serve as door openers.
- Not take the time to plan efficient, cost effective, travel itineraries or agendas.
- Be rather careless in her sales presentation. She believes that she can walk and talk her way through any presentation at any time. However, this may prove to be her opinion only.
- Sell new accounts rather than service present ones.

First Impression: The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display his or her sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

In the First Impression Phase, Sally MAY have a TENDENCY to:

- Move at too fast a pace for some buyers.
- Make a concerted effort to sell new prospect on herself first and her product or service second. This reflects her own natural approach and is similar to her own purchasing style.
- Think everybody likes her. If it should appear that this is not the case, she will press to seek personal approval rather than listen to the prospect.





POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

- Talk at a rapid pace and needs to be more factual with her verbiage.

Qualifying: The questioning and detailed needs analysis phase of the face-to-face sale, this phase of the Behavioral Selling Model enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.

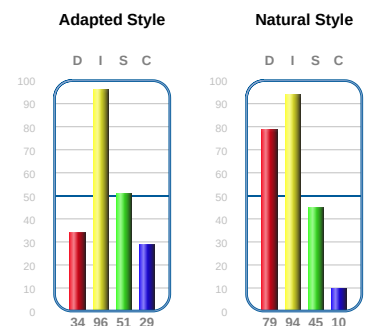
In the Qualifying Phase, Sally MAY have a TENDENCY to:

- Ask questions that will allow her to proceed with her own agenda.
- Be too impatient in waiting for the prospect to identify, verbalize and explain her real problems.
- Tune out others and to tune in only to herself.
- Control the sales process by starting to talk too much, too soon. Needs to learn to ask the right questions in order to control the sales presentation.

Demonstration: Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate his or her product knowledge in such a way that it fulfills the stated or implied wants, needs, or intentions of the prospect as identified and verbalized in the Qualifying Phase.

In the Demonstration Phase, Sally MAY have a TENDENCY to:

- Move too fast with her presentation for some buyers. She gets carried with her emotions and then lets her emotions control the pace of the presentation.
- Use emotion in her sales presentation. This is often coupled with excessive gestures. This could prove to be detrimental with some buyers. They may see her as being too superficial.





POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

Sally Sanders

- Demonstrate benefits and use inappropriate humor at times.
- Not be logical enough for some buyers. Has good intentions, but tends to become excited and non-sequential in her presentation. This may cause some prospects to ask questions or raise objections to support their need for a more logical presentation.

Influence: What people believe enough, they act upon. This phase is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

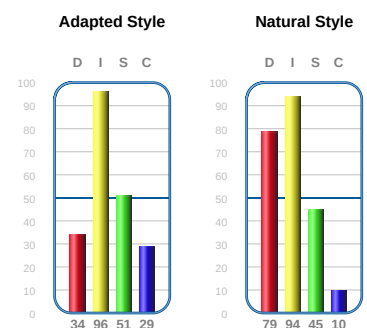
In the Influence Phase, Sally MAY have a TENDENCY to:

- Overly rely on friendship to make the sale.
- Rely solely and primarily on verbal/persuasive skills to convince buyer or skip the Influence Phase altogether.
- Overlook asking satisfied customers to help in securing new prospects or to ask for positive letters of satisfaction.
- Make promises she can't keep.

Closing: The final phase of the Behavioral Selling Model. This phase is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

In the Closing Phase, Sally MAY have a TENDENCY to:

- Promise more than she can ever possibly deliver in order to close a sale. She fully intends to deliver what she says, but she has difficulty finding the time to deliver on her promises. Her optimism always makes her believe she can fulfill any promise.
- Not answer objections completely. May treat them lightly and tap dance around objections or use her own personal jargon to answer them.

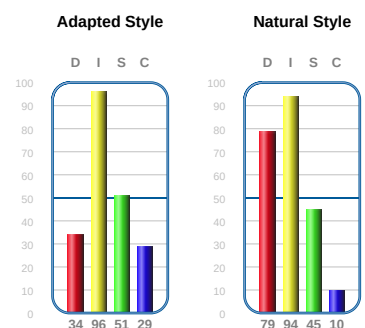


ABC Co. Ltd.
789 Street



POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

- Be more concerned with popularity than tangible results if that popularity is rewarded.
- Solicit prospects who may raise tough objections. This provides her the opportunity to meet a challenge, share more of her knowledge and utilize her verbal skills.

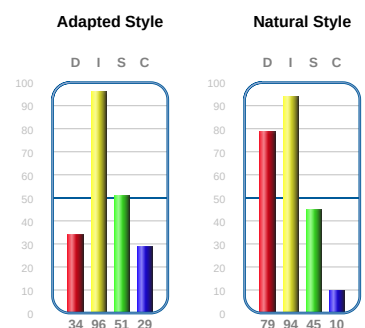




VALUE TO THE ORGANIZATION

This section of the report identifies the specific talents and behavior Sally brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.

- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Positive sense of humor.
- Creative problem-solving.
- People-oriented.
- Builds confidence in others.
- Motivates others towards goals.
- Bottom line-oriented.



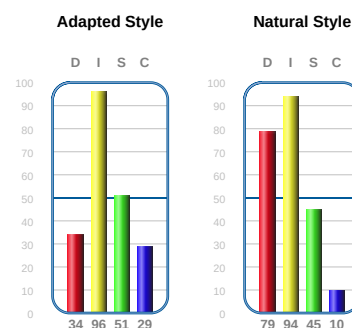


CHECKLIST FOR COMMUNICATING

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Sally. Read each statement and identify the 3 or 4 statements which are most important to her. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Sally most frequently.

Do:

- Appeal to how she will benefit or be admired.
- Understand her defiant nature.
- Provide solutions--not opinions.
- Be brief--be bright--be gone.
- Offer special, immediate and extra incentives for her willingness to take risks.
- Ask for her opinions/ideas regarding people.
- Plan interaction that supports her dreams and intentions.
- Confront when in disagreement.
- Provide a warm and friendly environment.
- Define the problem in writing.
- Use a balanced, objective and emotional approach.
- Not deal with details, put them in writing, pin her to modes of action.
- Provide ideas for implementing action.



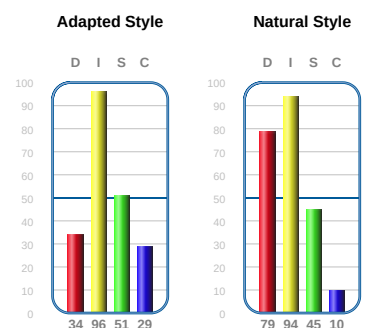


DON'TS ON COMMUNICATING

This section of the report is a list of things NOT to do while communicating with Sally. Review each statement with Sally and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Don't:

- Hesitate when confronted.
- Be curt, cold or tight-lipped.
- Be paternalistic.
- Let her overpower you with verbiage.
- "Dream" with her or you'll lose time.
- Talk down to her.
- Kid around too much, or "stick to the agenda" too much.
- Ramble.
- Leave decisions hanging in the air.
- Give her your opinion unless asked.
- Waste time trying to be impersonal, judgmental, or too task-oriented.





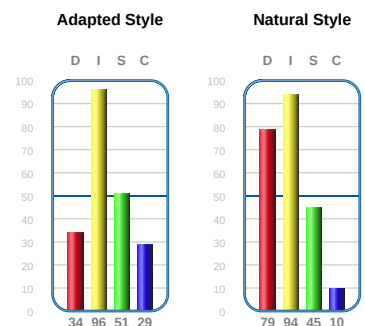
This section provides suggestions on methods which will improve Sally's communications when selling to different styles. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Sally will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. This flexibility and the ability to interpret the needs of others is the mark of a superior salesperson.

When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant: • Prepare your "presentation" in advance. • Stick to business--provide fact to support your presentation. • Be accurate and realistic--don't exaggerate. Factors that will create tension: • Being giddy, casual, informal, loud. • Wasting time with small talk. • Being disorganized or messy.	When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented: • Be clear, specific, brief and to the point. • Stick to business. Give an effective presentation. • Come prepared with support material in a well-organized "package." Factors that will create tension: • Talking about things that are not relevant to the issue. • Leaving loopholes or cloudy issues. • Appearing disorganized.
When selling to a person who is patient, predictable, reliable, steady, relaxed and modest: • Begin with a personal comment--break the ice. • Present yourself softly, nonthreateningly and logically. • Earn their trust--provide proven products. Factors that will create tension: • Rushing headlong into the interview. • Being domineering or demanding. • Forcing them to respond quickly to your questions.	When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political: • Provide a warm and friendly environment. • Don't deal with a lot of details, unless they want them. • Provide testimonials from people they see as important. Factors that will create tension: • Being curt, cold or tight-lipped. • Controlling the conversation. • Driving on facts and figures, alternatives, abstractions.



This section identifies the ideal work environment based on Sally's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Sally enjoys and also those that create frustration.

- Assignments with a high degree of people contacts.
- Forum for her ideas to be heard.
- Freedom of movement.
- Work tasks that change from time to time.
- Position with a tolerant sales manager.
- Freedom to try new approaches.
- Freedom from control and detail.
- Needs difficult assignments.





A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Sally's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Sally to project the image that will allow her to control the situation.

"See Yourself As Others See You"

SELF-PERCEPTION

Sally usually sees herself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

Under moderate pressure, tension, stress or fatigue, others may see her as being:

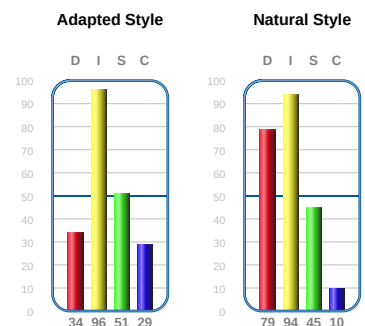
Self-Promoting
Overly Optimistic

Glib
Unrealistic

And, under extreme pressure, stress or fatigue, others may see her as being:

Overly Confident
Poor Listener

Talkative
Self-Promoter





Based on Sally's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.

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



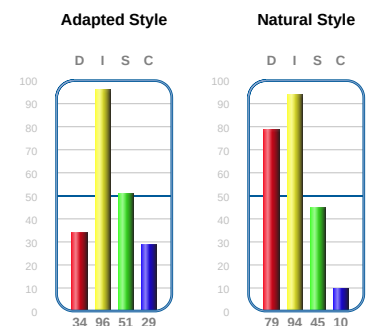
NATURAL AND ADAPTED SELLING STYLE

Sally Sanders

Sally's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.

Natural	PROBLEMS - CHALLENGES	Adapted
Sally is ambitious in her approach to selling, displaying a strong will and has a need to win against all obstacles. She has a tendency to confront prospects and desire to control the sales situation. She needs a territory and products that will constantly challenge her.	Sally sees the need to be somewhat conservative in her approach to the sales environment. She wants to accept the challenges but will be somewhat calculated in her response.	

Natural	PEOPLE - CONTACTS	Adapted
Sally's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtue of her oral skills. She will try to convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost everything with every prospect.	Sally sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.	

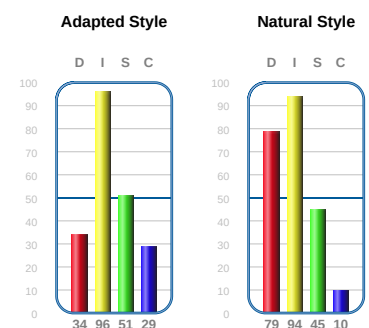


ABC Co. Ltd.
789 Street



Natural	PACE - CONSISTENCY	Adapted
Sally is comfortable in a sales environment that allows her mobility and movement. She feels comfortable with several proposals in the mill at the same time. She can move from one prospect to another with ease.		Sally feels that the sales environment doesn't require her to alter the way she deals with activity level and consistency.

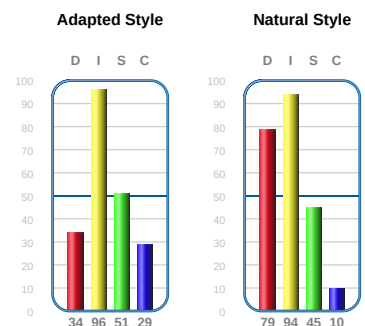
Natural	PROCEDURES - CONSTRAINTS	Adapted
Sally wants to be seen as her own person who is willing and capable of interpreting the company policies to ensure the best results and allow her creative and innovative methods of selling. She wants to be measured on her sales results, not how she achieved the results.		Sally sees the need to be her own person and may attempt to sidestep rules to achieve results. She feels a need to personalize her sales presentation to allow for creative selling techniques.





Sally sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Adaptable in meeting the needs of clients or customers.
- Speaking smoothly and emotionally with her customers or clients.
- Unafraid to overstep authority when necessary to make a sale.
- Skillfully using humor to persuade her clients or customers.
- Excited about available new products or services.
- Using great social strengths in approaching new prospects.
- Seeking challenges presented by competition.
- Verbally stressing the benefits of her product or service.
- Setting her own agenda for results.
- Firm, unbending dedication to completing sales projects.
- Meeting customers either formally or informally.
- Uninhibited in making a creative sales presentation.
- Exhibiting excitement about her service or product.

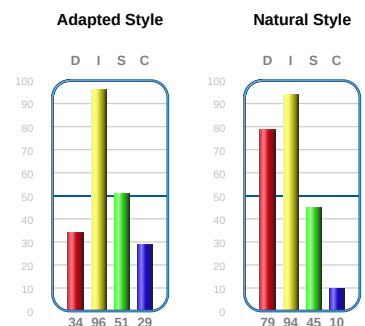




This section of the report was produced by analyzing Sally's wants. People are motivated by the things they want; thus, wants that are satisfied no longer motivate. Review each statement produced in this section with Sally and highlight those that are present "wants."

Sally wants:

- Freedom from many rules and regulations.
- Participation in meetings on future planning.
- No restrictions to hamper results.
- Exposure to those who appreciate her sales results.
- Freedom from control and detail.
- The chance to have fun (play hard--work hard).
- A friendly work environment.
- Work assignments that provide opportunity for recognition.
- Flattery, praise, popularity and strokes.
- Sales meetings that allow her to ventilate her emotions.
- No close supervision.
- Independence.

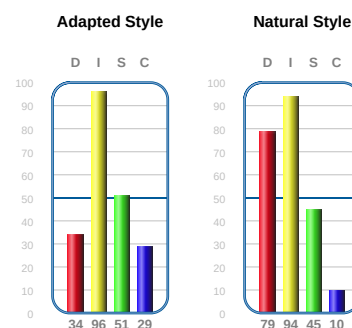




In this section are some needs which must be met in order for Sally to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Sally and identify 3 or 4 statements that are most important to her. This allows Sally to participate in forming her own personal management plan.

Sally needs:

- Recognition that limits and rules do exist (and why).
- Better organization of record keeping.
- Restraints or program to calculate the risk involved by her decisions.
- To be informed of things which affect her.
- Bottom-line measurement.
- More control of body language.
- A tolerant sales manager.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Objectivity in managing a sales territory.
- More logical presentations--less emotional.
- Documentation of expected sales results.





This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.

1. EXCESSIVE SOCIALIZING

Excessive socializing is defined as those interactions that go beyond the usual required time for discussing a issue or task. It can also be interacting too frequently with those who do not support or contribute to the accomplishment of daily priorities.

POSSIBLE CAUSES:

- Enjoy people
- Want to be liked
- Are creatively motivated when with others
- Allow and even encourage visitors and telephone calls
- Haven't prioritized daily requirements
- Confuse deadlines

POSSIBLE SOLUTIONS:

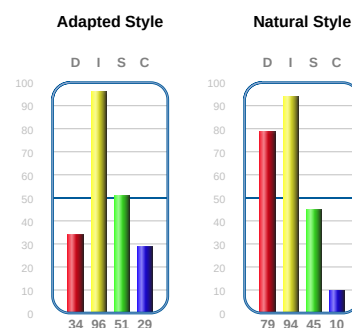
- Keep daily priorities in view to keep you on task
- Set time guidelines for informal conversations, lunches and meetings
- Monitor your open door policy
- Screen and put a time limit on telephone calls
- Be willing to tell visitors and callers that you cannot be interrupted at this time

2. INABILITY TO SAY NO.

The inability to say no is when you are unable to or feel powerless to refuse any request.

POSSIBLE CAUSES:

- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request
- Do not feel comfortable giving "real" reason and doesn't want to lie





POSSIBLE SOLUTIONS:

- Realistically evaluate how much time is available
- Understand limitations and what can be done well
- Set daily and long-term priorities
- Learn to say no to those people and tasks that do not support daily and long-term priorities

3. POOR FILING SYSTEM

A poor filing system is one that has no predetermined method for subject matter grouping. It is one that you may understand but is not usable by others who may need to retrieve information from your files.

POSSIBLE CAUSES:

- Have not determined or prioritized subject matter groupings
- Categorize by emotions

POSSIBLE SOLUTIONS:

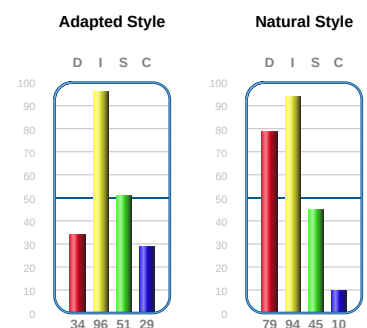
- Set up a cataloging system that you AND others can use easily
- Have someone assist you in setting up a system
- Use cross-referencing indexes
- Computerize information

4. CLUTTERED DESK

A cluttered desk is one that is overloaded by papers, supplies and equipment to the point of impacting the ability to be productive.

POSSIBLE CAUSES:

- See organizing and filing activities as a waste of time
- Want everything at fingertips
- Do not conceptualize a system for grouping information and materials
- Have not established a timeline for tasks or projects





POSSIBLE SOLUTIONS:

- Handle each piece of mail only once, i.e. pitch it, file it or delegate it
- Set up (or have someone else set up) an information storage and retrieval system
- Get off mailing lists that are of no interest to you
- Remind yourself that the time it takes to open "junk" mail robs you of time for more important tasks
- Establish a time limit for certain projects and only have current project material on your desk

5. DESIRE TO BE INVOLVED WITH TOO MANY PEOPLE

The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

POSSIBLE CAUSES:

- Have many interests
- Want to be seen as one of the gang
- Need praise and approval from others

POSSIBLE SOLUTIONS:

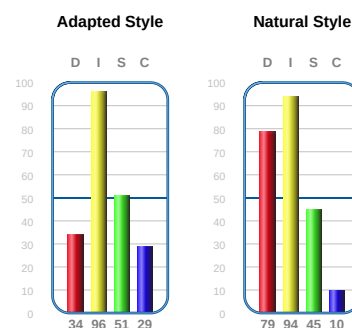
- Recognize your time constraints
- Be selective in getting involved in activities
- Monitor energy level
- Keep personal and job related priorities in view

6. LONG LUNCHES

Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.

POSSIBLE CAUSES:

- Get involved in the excitement of conversation and forget about time
- See long lunches as a networking opportunity

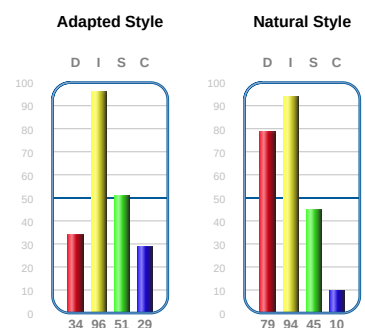




- Like doing business in a social, non-threatening environment
- Use long lunches as a way to avoid unpleasant tasks, people or the work environment

POSSIBLE SOLUTIONS:

- Set a specific time for lunch and **STICK TO IT**
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches



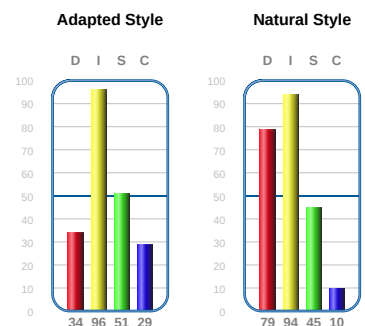


AREAS FOR IMPROVEMENT

In this area is a listing of possible limitations without regard to a specific job. Review with Sally and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.

Sally has a tendency to:

- Have difficulty planning and controlling time.
- Be unrealistic in appraising a client's credit.
- Dislike call reports, etc.
- Tell the complete story and miss closing opportunities.
- Make promises she can't keep.
- Be more concerned with popularity than tangible results, if popularity is rewarded.
- Not have all the necessary brochures and sales aids.





Professional Development

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

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

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

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



1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)
2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)
3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:
4. I will make the following changes to my behavior, and I will implement them by _____:



BEHAVIORAL HIERARCHY

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

1. FREQUENT INTERACTION WITH OTHERS



2. FREQUENT CHANGE



3. COMPETITIVENESS



4. CUSTOMER ORIENTED



5. VERSATILITY



6. URGENCY



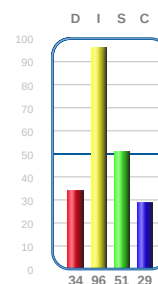
7. ANALYSIS OF DATA



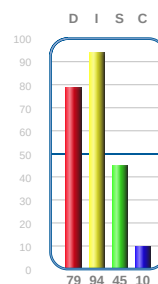
8. ORGANIZED WORKPLACE



Adapted Style



Natural Style





Sally Sanders

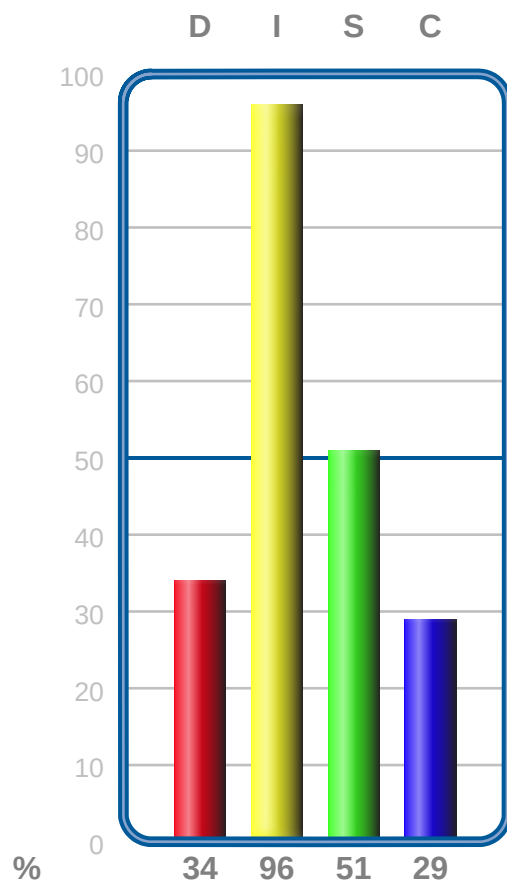
Company Inc.

5-4-2010

MOST

Graph I

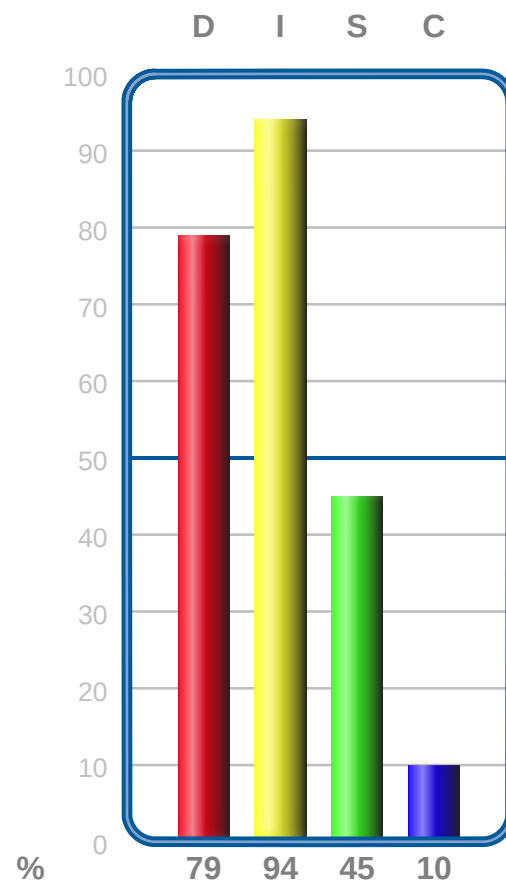
Adapted Style



LEAST

Graph II

Natural Style



Norm 2009



The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

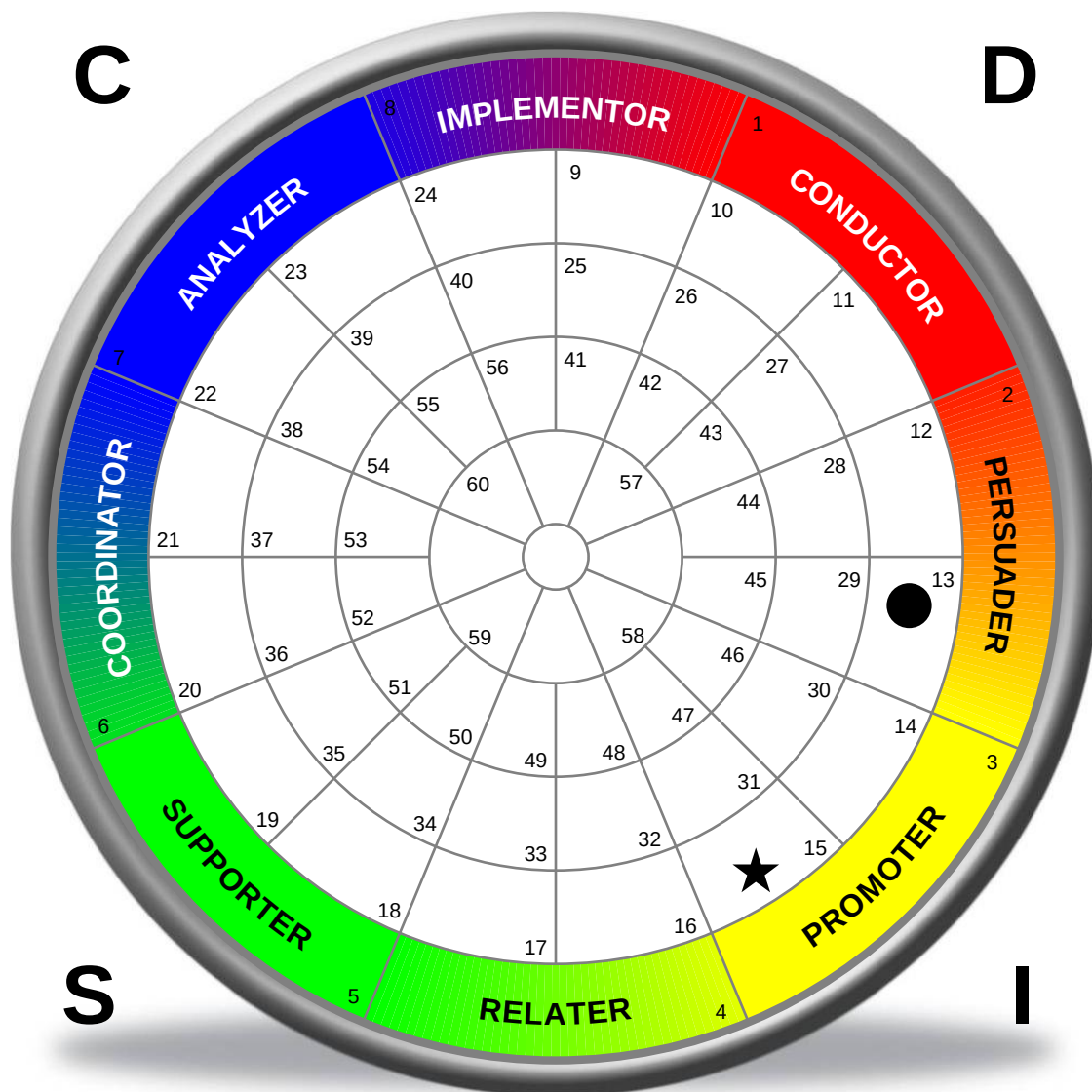
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



Sally Sanders

Company Inc.

5-4-2010



Adapted: ★ (15) RELATING PROMOTER
Natural: ● (13) PROMOTING PERSUADER

Norm 2009

ABC Co. Ltd.
789 Street



Knowledge of an individual's attitudes help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The PIAV report measures the relative prominence of six basic interests or attitudes (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Attitudes help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six attitudes. Your top two and sometimes three attitudes cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top attitudes.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six attitudes.

- **STRONG** - positive feelings that you need to satisfy either on or off the job.
- **SITUATIONAL** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These attitudes tend to become more important as your top attitudes are satisfied.
- **INDIFFERENT** - your feelings will be indifferent when related to your 5th or 6th attitude.

YOUR ATTITUDES RANKING		
1st	THEORETICAL	Strong
2nd	SOCIAL	Strong
3rd	UTILITARIAN	Strong
4th	INDIVIDUALISTIC	Situational
5th	AESTHETIC	Indifferent
6th	TRADITIONAL	Indifferent



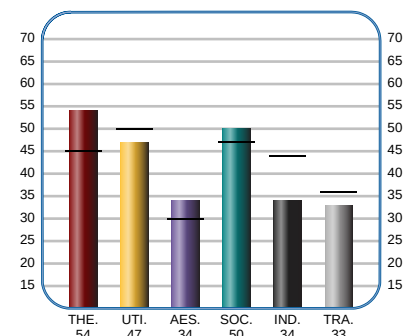
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

General Characteristics

- High degree of curiosity in a variety of areas.
- Enjoys learning even for its own sake.
- High knowledge base and credibility base in contributions to team efforts.
- Others on the team may seek Sally to answer questions about projects or procedures.
- Stays mentally alert and likes mental challenges.
- Likes to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
- Willing to take risks to learn something new.

Value to the Organization

- She is an active problem-solver, seeking solutions.
- At a team meeting Sally will come prepared, with pre-work completed.
- Possesses strong and consistent analytical skills and ability.
- Can usually answer new questions that hit the team or knows where to find answers.
- When others (internal or external) have a question, even if Sally isn't very familiar with it, she can usually create solutions.
- Has a strong ability to read, study and learn independently.





Keys to Managing and Motivating

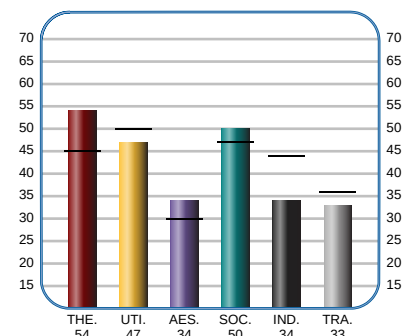
- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Involve Sally as a constructive critic for new ideas or when evaluating existing projects and protocol.
- Classes, courses, conferences: Send Sally and let her learn.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Provide opportunities for her to teach as well as learn.

Training, Professional Development and Learning Insights

- She enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Sally can be depended upon to do her homework thoroughly and accurately.
- Actively engaged in learning both on and off the job.

Continuous Quality Improvements

- Somewhat selfish in sharing ideas with others, until others have established their own technical credibility.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- Don't rush from one learning experience to another. Make certain there are some practical applications.





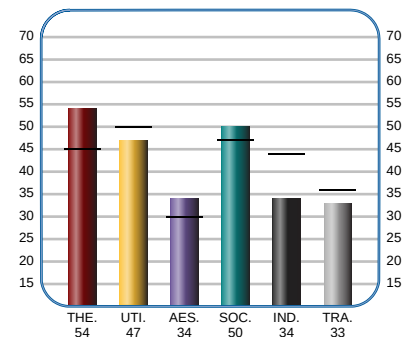
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

General Characteristics

- Exhibits a strong drive to help others grow professionally.
- Exhibits a high sincerity factor in her tone of voice in communicating with others.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Possesses a high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- Likes to connect people with others who have things in common.

Value to the Organization

- Is enthusiastic and willing to work and contribute to the team efforts.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Provides a calming influence during stressful situations.
- Has a desire to go beyond required job description to help make things easier for others.
- Shows a willingness to give time, talent, and energy to help the organization or the team.
- Proactive in helping the team progress. Sees things that need to be done, then does them.





Keys to Managing and Motivating

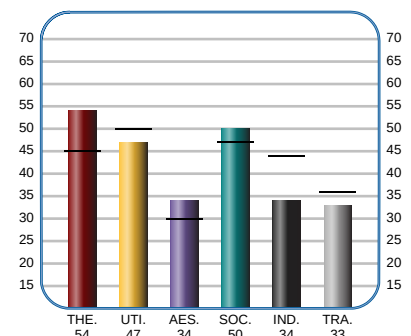
- Provide an environment in which there is opportunity to help others achieve and grow professionally.
- Recognize that Sally tends to be a very "giving" person, and enjoys helping others.
- Do not over-use or abuse her giving nature. Allow Sally to share it as she chooses to offer.
- Monitor that she is not being overly giving to the point that her own work suffers.
- Sally gets a high degree of motivation from helping others achieve, grow, and solve problems, both as internal team members and as external customers and clients. Provide an outlet for this strength.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to her potential of being more effective in helping others on the team.
- Courses and training will help amplify her need to teach, coach or help others as either internal or external stakeholders.
- Learning successes can be linked to increasing her personal knowledge base to share with others.

Continuous Quality Improvements

- Needs to learn to say "no" more often.
- Ends up with her own tasks needing to be done, even as she is helping others complete their tasks.
- May try to help too much and ends up getting in the way of some who may not want the help.





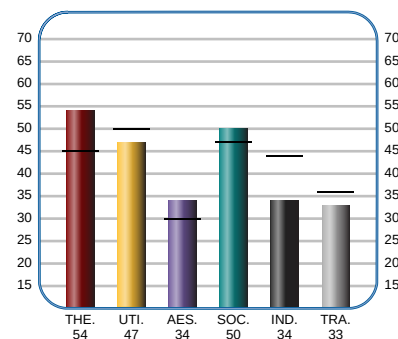
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.

General Characteristics

- Sally likes rewards based on the results she achieves rather than on the method used to obtain the results.
- Sally is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, she takes the position that the ends justify the means.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in achieving her vision of success.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.
- Motivated by high pay and attaches importance to high earnings.

Value to the Organization

- Driven by competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- Keeps an ear to the revenue-clock, her own and the organization's.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Will protect organizational or team finances, as well as her own.





Keys to Managing and Motivating

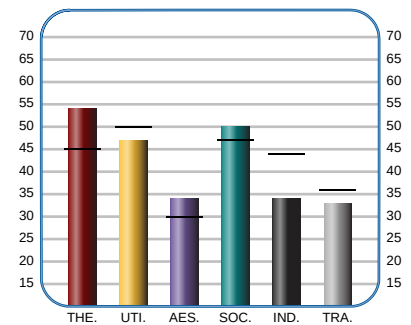
- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Remember that Sally has an ear to the revenue-clock. This may give her a keen economic awareness in projects and decision-making with the team.
- Link training and meeting events to potential gains in business share or future income.
- Provide coaching to help Sally appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.
- Provide opportunity for financial rewards for excellent performance.

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both herself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- Provide some rewards and incentives for participation in additional training and professional development.

Continuous Quality Improvements

- Within this high economic drive, there may be a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this high Utilitarian/Economic drive.





INDIVIDUALISTIC/POLITICAL

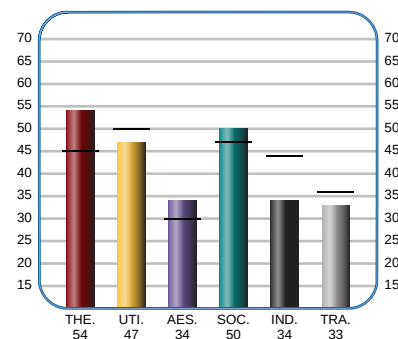
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

General Characteristics

- Shows moderate social flexibility. Sally would be considered as one who is socially appropriate and supportive of others on the team.
- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- Sally would not be considered controversial in her workplace ideas or transactions.

Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- Considered flexible and versatile without being an extremist.
- Able to see both sides of the position from those with higher and lower Individualistic scores.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to take a stand with emphasis, or to be a more quiet member supporting a position.
- Able to lead or follow as asked.





Keys to Managing and Motivating

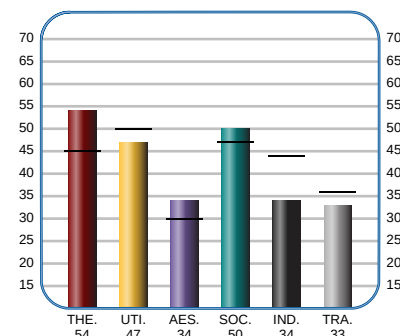
- Sally is socially flexible. She can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that Sally shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- Sally is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- Sally brings an Individualistic drive typical of many professionals.
- Seek her input to gain a center-lane perspective on an organizational issue related to this Values scale.

Training, Professional Development and Learning Insights

- Able to be a flexible participant in training and development programs.
- Tends to enjoy both team-oriented and individual/independent learning activities.
- Please check other higher and lower Values areas to obtain additional insight into learning preferences.

Continuous Quality Improvements

- Without necessarily picking sides, she may need to take a stand on some issues related to individual agendas.
- Allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.





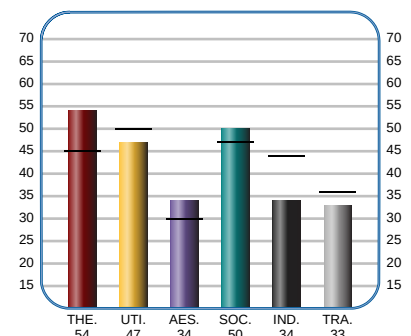
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

General Characteristics

- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Not necessarily worried about form and beauty in her work environment.
- What Sally defines as her passion in life will be found in higher values scales in this report.
- Looks at those scoring higher as types who may need to be a bit more practical.
- Intellectually, Sally can see the need for beauty and artistic forms, but may not seek them for her own environment.
- Sally is a very practical person who can take or leave the Aesthetics or ambience of the work environment.

Value to the Organization

- Unpleasant surroundings will not adversely affect her productivity and creativity.
- Sees a wider spectrum of the picture, not just from the artistic viewpoint.
- Not easily swayed in terms of emotional issues.
- Good business-sense and a good eye for that which is practical.





Keys to Managing and Motivating

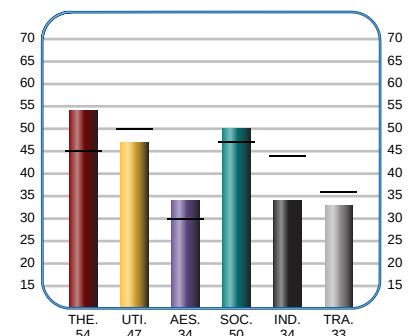
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that she shows in projects and leadership.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Brings a bottom-line orientation to training venues and is flexible about the environment of the training session.
- Link learning and professional development to other items of greater self-interest.

Continuous Quality Improvements

- There may be an avoidance of creative or self-expressive details.
- Seen as overly business-like by some, but this comes from the practical side of her workplace values.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.





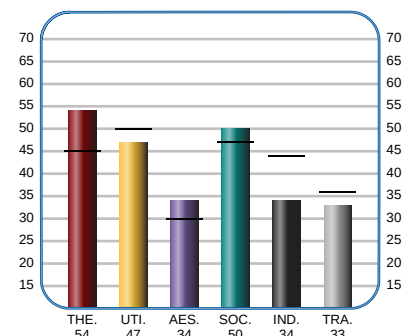
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

- An informal approach to rules and regulations.
- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- Able to make creative decisions and set new precedent when necessary.
- Is a very flexible problem-solver.
- Believes in experimentation and trying new things.
- Likes to work hard, especially if she can see results of the work projects.
- Adjusts quickly to change and is flexible.
- Sometimes bends the rules while creatively solving a problem.
- May occasionally break the rules with the rationale: the end justifies the means.

Value to the Organization

- Generates new ideas.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Looks for creative solutions to problems.





Keys to Managing and Motivating

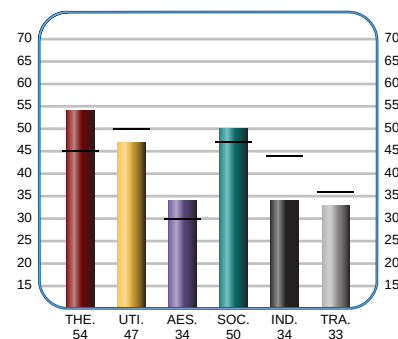
- Desires honest and sincere feedback from others.
- Requires specific instructions so that she can do the routine aspects of job correctly the first time.
- Prefers being allowed to make her own decisions about how the work will be done within her own authority or empowerment boundaries.
- Is interested in evaluating and improving inefficient procedures.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.

Training, Professional Development and Learning Insights

- May prefer more dynamic, spontaneous, or creative learning activities.
- Tends to be more flexible and adaptable to a variety of learning activities.
- May want to create her own learning path or activities in a creative manner.

Continuous Quality Improvements

- Don't ignore the important details.
- Needs to increase patience when interacting with more rules-oriented individuals.
- Maintain awareness of facial expression and comments when in disagreement with those showing a different point of view.



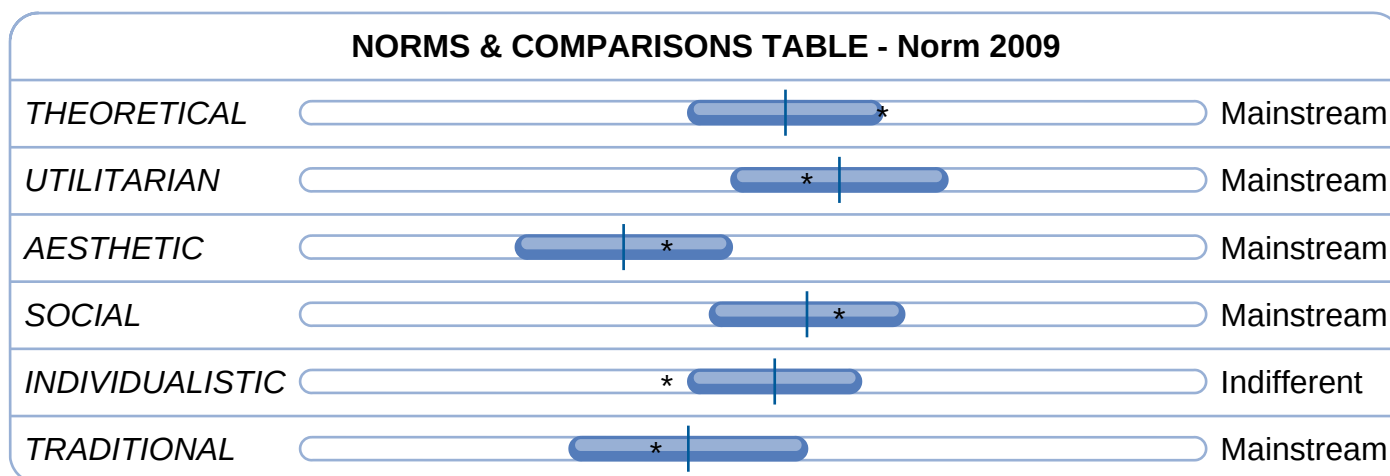


MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.



 - 68 percent of the population  - national mean * - your score

Mainstream - one standard deviation of the national mean
Passionate - two standard deviations above the national mean
Indifferent - two standard deviations below the national mean
Extreme - three standard deviations from the national mean



MOTIVATORS - NORMS & COMPARISONS

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

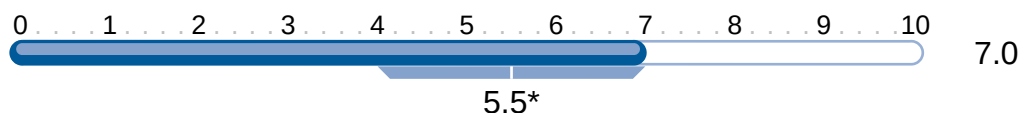
- You can be frustrated by others who are always jockeying for position and control.



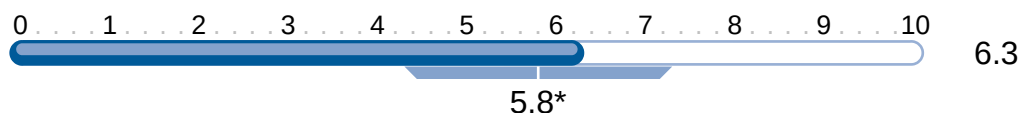
PERSONAL INTERESTS, ATTITUDES AND VALUES

Your motivation to succeed in anything you do is determined by your underlying values. You will feel energized and successful at work when your job supports your personal values. They are listed below from the highest to the lowest.

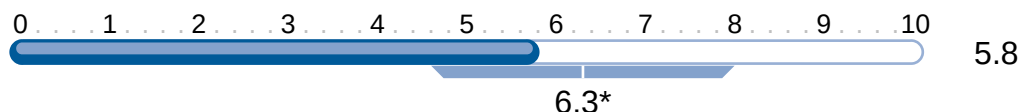
1. THEORETICAL



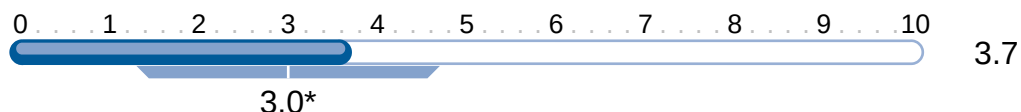
2. SOCIAL



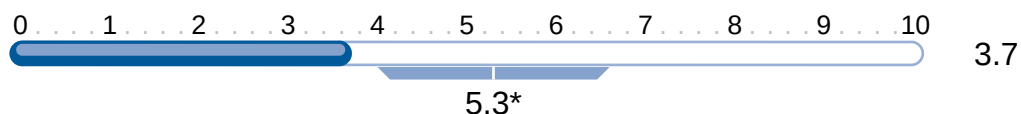
3. UTILITARIAN/ECONOMIC



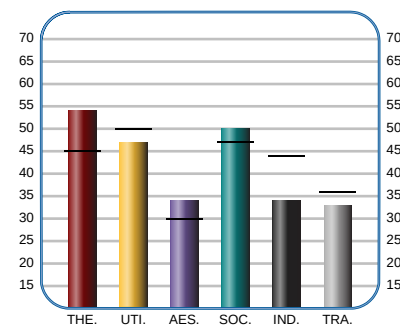
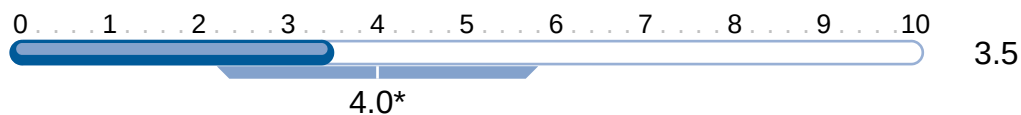
4. AESTHETIC



5. INDIVIDUALISTIC/POLITICAL



6. TRADITIONAL/REGULATORY



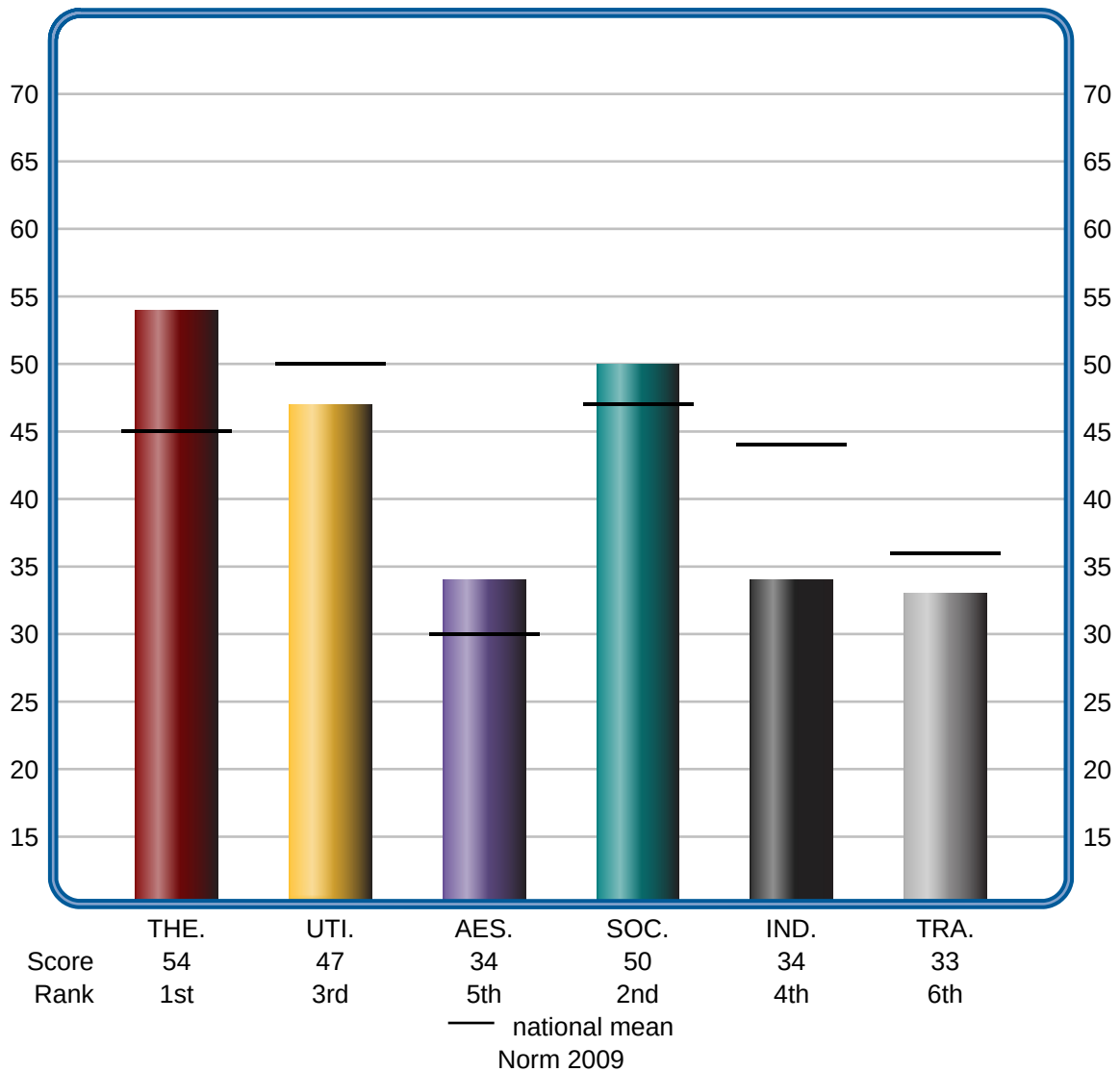
PIAV: 54-47-34-50-34-33 (THE.-UTI.-AES.-SOC.-IND.-TRA.)

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



Sally Sanders

Company Inc.
5-4-2010

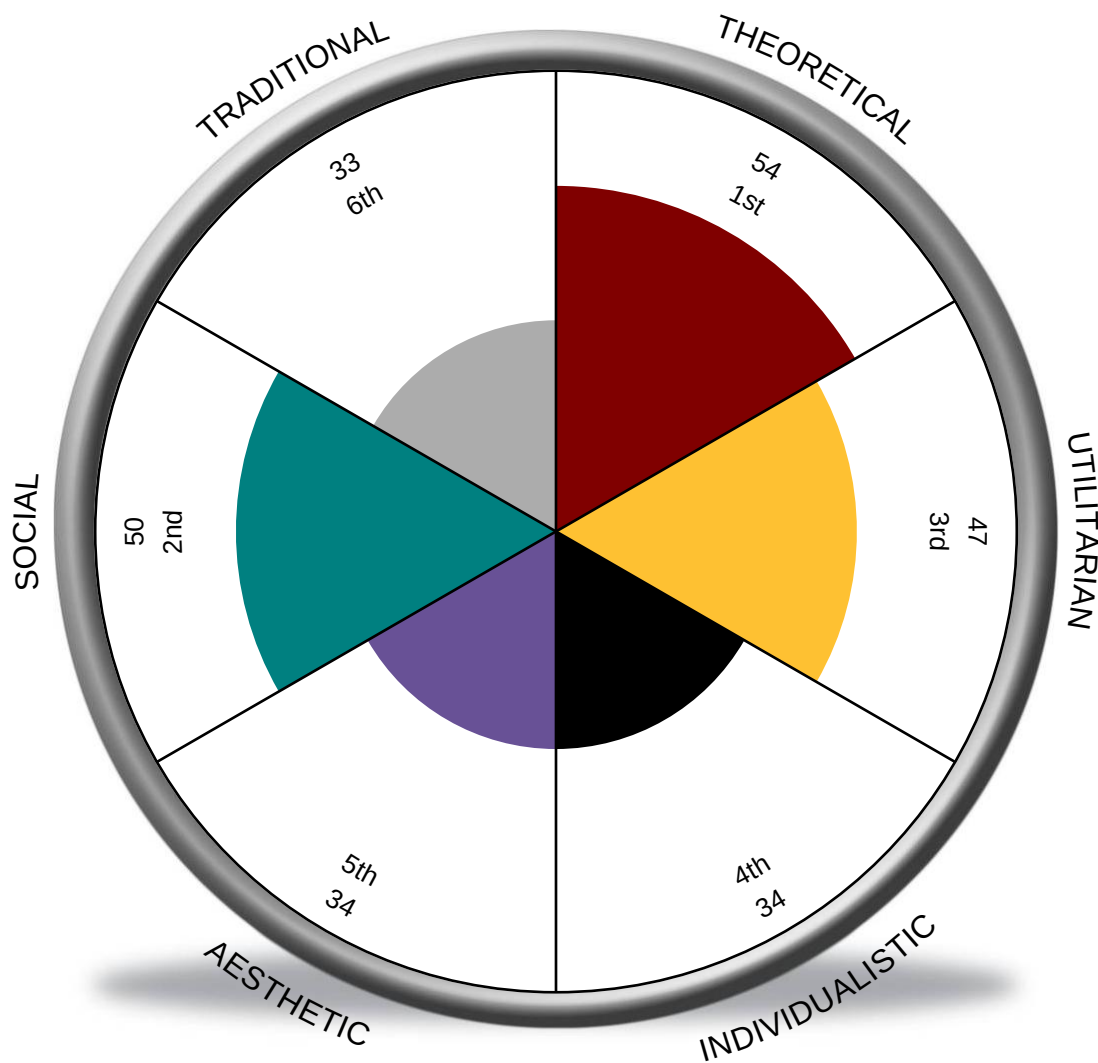




Sally Sanders

Company Inc.

5-4-2010





VALUES ACTION PLAN

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

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

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

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

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



QUALITY IMPROVEMENT ACTION PLAN

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

Action Point 1: Things I will keep on doing.

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

- 1.
- 2.
- 3.

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

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

- 1.
- 2.

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

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

- 1.

Today's Date: _____

Date to review with mentor or peer: _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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

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

General Characteristics

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

Value to the Organization

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



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

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

Training, Professional Development and Learning Insights:

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



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

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

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

1. _____
2. _____