



TTI Success Insights®

Behaviors and Motivators - Sales Version



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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.

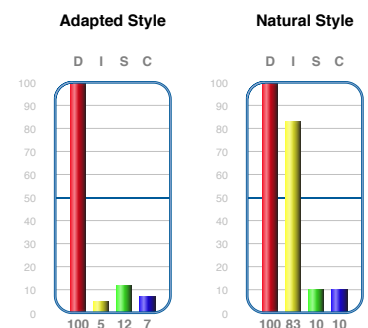
*"All people exhibit all four behavioral factors in varying degrees of intensity."
—W.M. Marston*



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

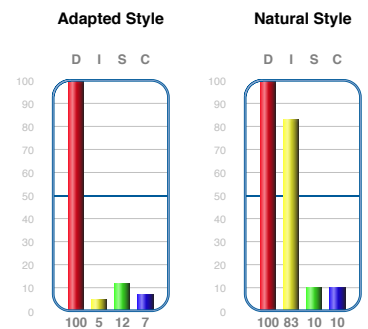
Eric is an aggressive and confident salesperson. He is the type of individual who, when under pressure, displays a tremendous sense of urgency to meet his sales goals. He must be cautious to not dominate the sales process totally preventing him from determining the buyer's needs. He will want to sell new and unusual products or services. Motivated by his many interests, he prefers an ever-changing work environment. Although Eric is good at selling to people who have similar behavioral characteristics, he may be too impatient to sell to the methodical buyer. He may lose interest in the product, program or service once the newness has worn off. Under pressure, Eric has a tendency to actively seek new sales opportunities which test and develop his ability to accomplish results.

Eric doesn't always take the time to anticipate the outcome of a sales call. He may be intent on making an efficient presentation and unintentionally omit details and supporting information. Some buyers are intimidated by Eric's sales approach. He doesn't intentionally intimidate people, but he may be too blunt and direct for them. He needs to "size up" his buyers before starting his sales presentation. Concentrating on what the buyer is saying will help him adjust his presentation toward the buyer's needs. He may display his impatience if the buyer raises too many objections. He wants to close the sale and get on to the next challenge. Eric usually dominates the sales presentation. He prefers a fast and to-the-point approach, which may be too fast and blunt for some buyers. Eric's usage of sales aids may be higher if he participated in developing them.





Eric prefers to service his accounts using one of two methods: excellent service for those accounts he likes, or those with potential; adequate or poor service for those accounts he doesn't like, or with little potential. He usually has his favorite close, and he might, therefore, resist using all the closes he knows. He generally concentrates on selling new accounts as compared to servicing his present accounts. New accounts represent a challenge, while servicing old accounts may be dull and too routine. He usually closes soon and often. He will close many sales the competition has sold but failed to close. Eric may lose interest in a client once the sale has been completed. His further interest may be based on the client's ability to buy additional products or services. Eric's natural closing style works extremely well with fast-acting buyers. These buyers appreciate a salesperson who uses the direct approach.

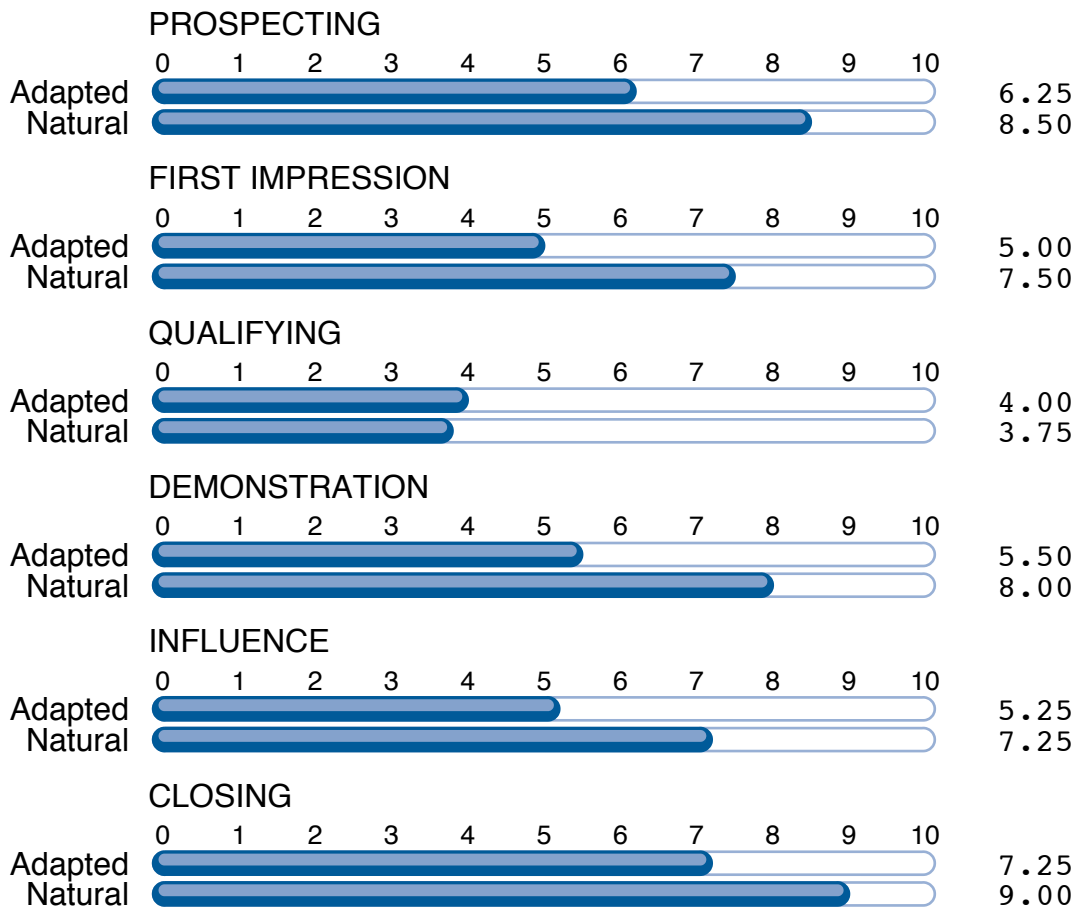




The Behavioral Selling Overview reflects Eric's natural and adapted styles within each phase of the Behavioral Selling Model. Eric's natural style reflects his native, intuitive selling behavior. Eric's adapted scores reflect the behavior that Eric believes necessary in each phase of behavioral selling.

The level of effectiveness that Eric either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Eric is at that phase of the sale. The lower the score, the greater challenge Eric 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 Eric'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.

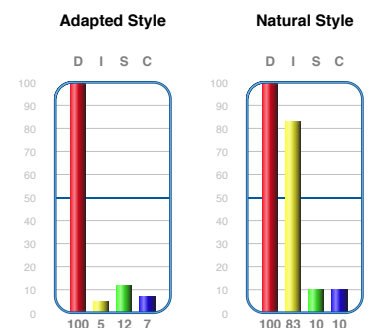
In the Prospecting Phase, Eric MAY have a TENDENCY to:

- Be challenged by solving problems and the gathering of bottom-line information that will assist in the sales process.
- Be so eager to achieve new sales goals that he may not pay attention to or devote sufficient time to working with current prospects or customers.
- Overlook small, but relevant bits of information that are important to gathering meaningful information essential to making a precise and meaningful presentation.
- Both accept, enjoy and attack the challenge presented by cold calls.

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, Eric MAY have a TENDENCY to:

- Rush through the First Impression Phase and get into the Qualifying Phase prematurely while not allowing some prospects the time to feel a sense of trust, confidence and rapport.
- Project an air of aggressive, blunt, superiority from the perspective of a non-assertive or methodical buyer.
- Use confrontation as a means to display his position, power, knowledge and expertise. This may hinder the sales process unless he is calling on an equally aggressive buyer.





POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

- Be impatient when selling the methodical buyer. Although he may be very good at selling prospects who have similar behavioral characteristics to his own.

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.

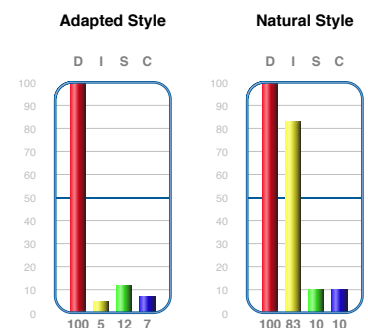
In the Qualifying Phase, Eric MAY have a TENDENCY to:

- Ask potentially insensitive and awkward questions of the prospect too soon upon the first meeting.
- Be so concerned with the big picture that he forgets to remember that there are little pieces that can often make a sale successful or actually make it fall apart.
- Show impatience during the Qualifying Phase rather than allowing the prospect to verbally expand on his or her problems, needs and concerns.
- Not take the time to actively listen to what the prospect is saying in order to determine what they really need. In addition, is likely to jump too quickly to a recommendation before processing everything that the prospect has to say.

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, Eric MAY have a TENDENCY to:

- Not devote sufficient time to present his products and/or services adequately.





POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

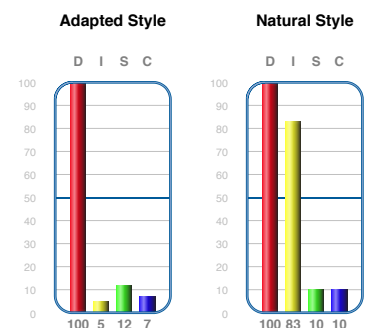
Eric Example

- Develop highly creative solutions to prospect's problems. However, these solutions may tend to be too aggressive for some buyers. Needs to stay alert to buying signals and maintain focus on the buyer rather than on himself or his product or service.
- Present the products or service that satisfy his own needs rather than really answering the prospect's true buying motives, time frame for buying and terms of purchase.
- Dominate the presentation and rush through it. May tend to leave the prospect out of the equation.

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, Eric MAY have a TENDENCY to:

- Not have the full array of "happy customer" letters that he should have. Feels he doesn't need them because he can "go it alone."
- Overuse name dropping as a strategy in the Influence Phase.
- Use intimidation and his physical presence rather than third party testimonial data or related materials to allow prospect to be convinced of the accuracy of his claims.
- Not take the time to prepare, pack or check for all materials that are needed to influence the prospect.





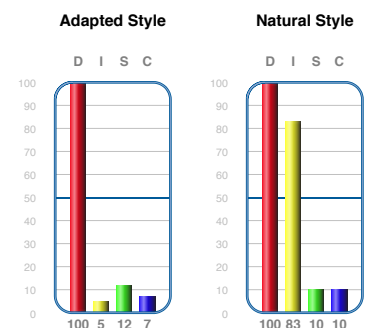
POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

Eric Example

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, Eric MAY have a TENDENCY to:

- Use fear as a motive for buying.
- Blame, deny, and defend when confronted with poor sales results.
- Tackle tough sales problems and bring them to a successful conclusion. He can be very resourceful even when faced with seemingly insurmountable obstacles to success.
- Take objections lightly.

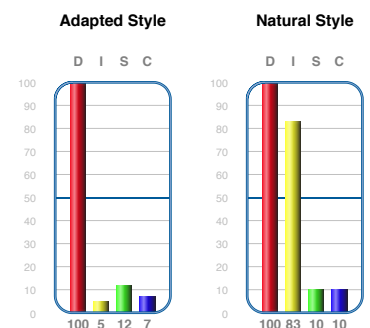




VALUE TO THE ORGANIZATION

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

- Initiates activity.
- Challenge-oriented.
- Team player.
- Motivates others towards goals.
- Tenacious.
- Innovative.
- Will join organizations to represent the company.



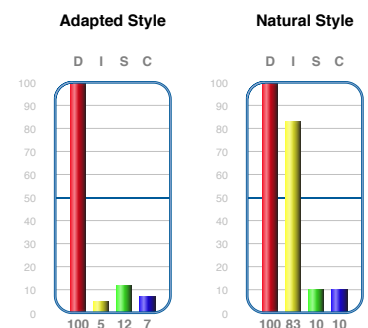


CHECKLIST FOR COMMUNICATING

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 Eric. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Eric most frequently.

Do:

- Ask specific (preferably "what?") questions.
- Stick to business--let him decide if he wants to talk socially.
- Take issue with facts, not the person, if you disagree.
- Be clear, specific, brief and to the point.
- Support and maintain an environment where he can be efficient.
- Leave time for relating, socializing.
- Provide facts and figures about probability of success, or effectiveness of options.
- Support the results, not the person, if you agree.
- Not deal with details, put them in writing, pin him to modes of action.
- Motivate and persuade by referring to objectives and results.
- Provide testimonials from people he sees as important.
- Present the facts logically; plan your presentation efficiently.
- Provide ideas for implementing action.



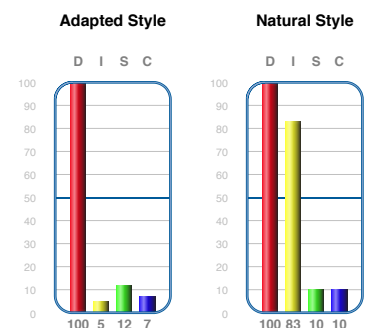


DON'TS ON COMMUNICATING

This section of the report is a list of things NOT to do while communicating with Eric. Review each statement with Eric 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:

- Direct or order.
- Kid around too much, or "stick to the agenda" too much.
- Let disagreement reflect on him personally.
- Ask rhetorical questions, or useless ones.
- Take credit for his ideas.
- Leave decisions hanging in the air.
- Reinforce agreement with "I'm with you."
- Talk down to him.
- Forget or lose things; be disorganized or messy; confuse or distract his mind from business.
- "Dream" with him or you'll lose time.
- Waste time trying to be impersonal, judgmental, or too task-oriented.





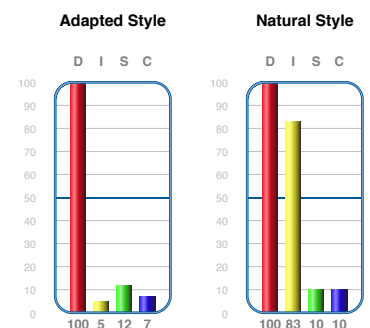
This section provides suggestions on methods which will improve Eric's communications when selling to different styles. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Eric will become more effective in his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

<p>When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ● Prepare your "presentation" in advance. ● Stick to business--provide fact to support your presentation. ● Be accurate and realistic--don't exaggerate. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Being giddy, casual, informal, loud. ● Wasting time with small talk. ● Being disorganized or messy. 	<p>When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ● 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." <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Talking about things that are not relevant to the issue. ● Leaving loopholes or cloudy issues. ● Appearing disorganized.
<p>When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ● Begin with a personal comment--break the ice. ● Present yourself softly, nonthreateningly and logically. ● Earn their trust--provide proven products. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Rushing headlong into the interview. ● Being domineering or demanding. ● Forcing them to respond quickly to your questions. 	<p>When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ● 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. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● 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 Eric'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 Eric enjoys and also those that create frustration.

- Work tasks that change from time to time.
- Freedom from controls, supervision and details.
- Assignments with a high degree of people contacts.
- Democratic supervisor with whom he can associate.
- Nonroutine work with challenge and opportunity.
- Forum to express ideas and viewpoint.
- Freedom of movement.





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

"See Yourself As Others See You"

SELF-PERCEPTION

Eric usually sees himself as being:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

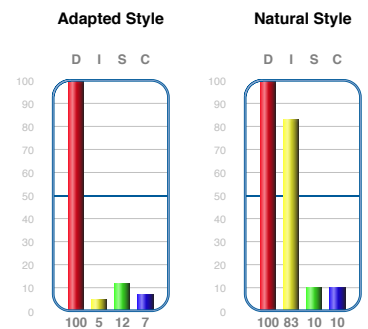
Demanding
Egotistical

Nervy
Aggressive

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

Abrasive
Arbitrary

Controlling
Opinionated





Based on Eric's responses, the report has marked those words that describe his personal behavior. They describe how he solves problems and meets challenges, influences people, responds to the pace of the environment and how he 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	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic	Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive Predictable Consistent Deliberate Steady Stable	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful
Inquisitive Responsible	Trusting Sociable	Mobile Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous	Firm Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending
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	Hypertense	Open-Minded Balanced Judgment
			Careless with Details

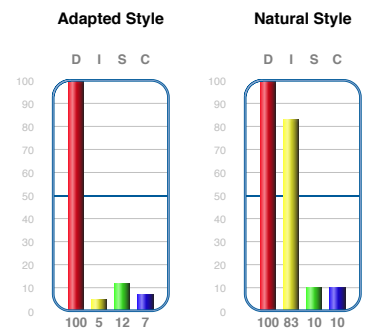


NATURAL AND ADAPTED SELLING STYLE

Eric'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
Eric tends to attack sales challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and will actively seek to achieve sales goals. He likes authority along with his responsibility and a territory that will constantly challenge him to perform up to his ability.		Eric sees no need to change his sales approach from his basic style as it is related to solving problems and challenges.

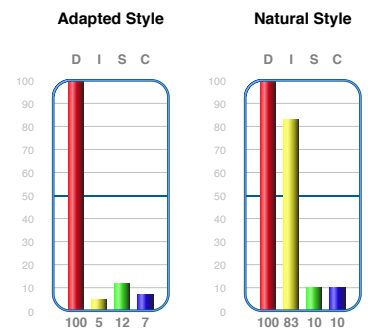
Natural	PEOPLE - CONTACTS	Adapted
Eric is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. He is trusting and also wants to be trusted.		Eric feels that convincing people can only be done within the framework of logical facts presented by a totally objective person. He rarely displays emotion when attempting to influence others.





Natural	PACE - CONSISTENCY	Adapted
Eric maintains his sense of equilibrium even in the face of extreme time constraints and ever-changing schedules. He is comfortable dealing with a wide variety of customers. His need for high activity level can lead to meeting many new prospects.		Eric feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency.

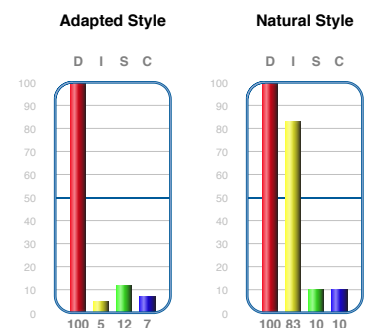
Natural	PROCEDURES - CONSTRAINTS	Adapted
Eric wants to be seen as his own person who is willing and capable of interpreting the company policies to ensure the best results and allow him creative and innovative methods of selling. He wants to be measured on his sales results, not how he achieved the results.		The difference between Eric's basic and adapted sales style is not significant and he sees no need to change on this factor.





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

- Authority to carry out responsibility.
- Backing up any claim by presenting many facts and logic.
- Exhibiting confidence in approaching customers.
- Meeting customers in a direct and straightforward manner.
- Ability to handle many new products or services.
- Holding emotion to a minimum in the presentation.
- Projecting charm and warmth only when logic dictates.
- Using authority and responsibility for completing the sale.
- Telling clients or customers about the "big picture."
- Asking logical, systematic questions to gather data.
- Dealing with customers and clients efficiently.
- A resourceful, eager self-starter.

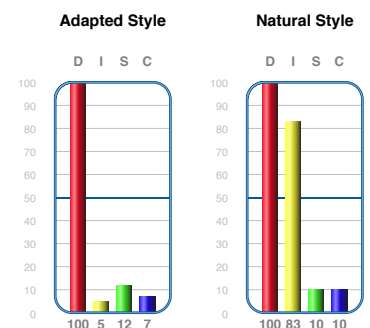




This section of the report was produced by analyzing Eric's wants. People are motivated by the things they want; thus, wants that are satisfied no longer motivate. Review each statement produced in this section with Eric and highlight those that are present "wants."

Eric wants:

- Time to be alone and prepare his sales presentation.
- Time away from customers.
- Opportunity to verbalize his ideas and demonstrate his skills.
- Facts and data for answering objections.
- Control of his own destiny.
- Opportunity for rapid advancement.
- An environment where he can ask specific questions--not just beat around the bush.
- New challenges and problems to solve.
- Puzzles to solve.
- Objectivity.
- Power and authority to take the risks to achieve sales results.

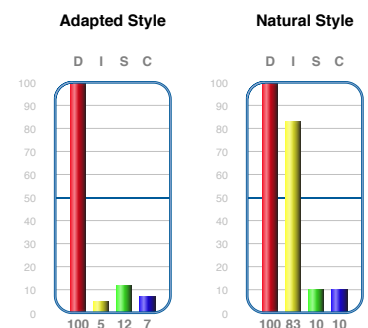




In this section are some needs which must be met in order for Eric to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled.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

Eric needs:

- To negotiate commitment face-to-face.
- A program for pacing work and relaxing.
- To mask emotions when appropriate.
- To display empathy for people who approach life differently than he does.
- To understand his role on the team--either a team player or the leader.
- Objectivity when dealing with customers because of his high trust level.
- Better organization of record keeping.
- People to work and associate with.
- To know results expected and to be evaluated on the results.
- To adjust his intensity to match the situation.
- More logical presentations--less emotional.
- An awareness of the parameters or rules in writing.
- To be confronted when in disagreement or when he breaks the rules.





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. CRISIS MANAGEMENT

Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

POSSIBLE CAUSES:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

POSSIBLE SOLUTIONS:

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

2. FIREFIGHTING

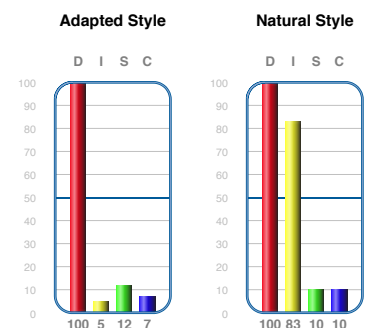
Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

POSSIBLE CAUSES:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

POSSIBLE SOLUTIONS:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach





3. LACK OF A WRITTEN PLAN

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

POSSIBLE CAUSES:

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

POSSIBLE SOLUTIONS:

- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

4. SNAP DECISIONS

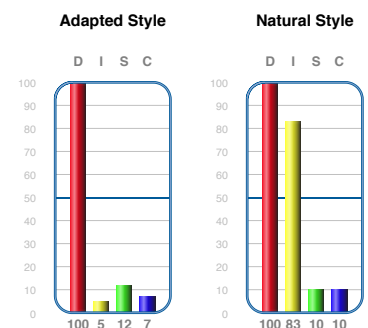
Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

POSSIBLE CAUSES:

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance
- Lack specific goals

POSSIBLE SOLUTIONS:

- Ask for recommendations
- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems





5. POOR DELEGATION

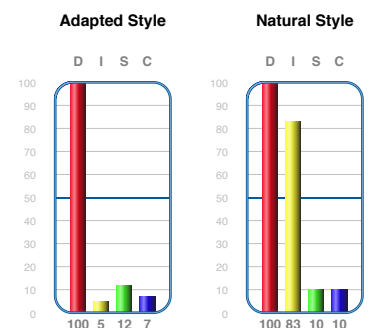
Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

POSSIBLE CAUSES:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

POSSIBLE SOLUTIONS:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks



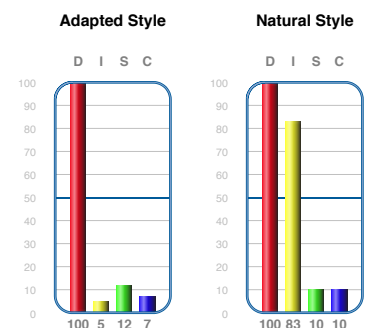


AREAS FOR IMPROVEMENT

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

Eric has a tendency to:

- Become defensive and overreact to certain objections.
- Blame, deny and defend when confronted with poor sales results.
- Be a situational listener--hears only what he wants to hear.
- Dislike routine work--call reports, etc.
- Use fear as motive for buying.
- Dominate a sales presentation.
- Sell what he wants to sell rather than listen to the buyer's needs.
- Be weak at providing follow-up service if client has little potential for future sales.
- Take on too many outside activities.





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 _____:



Personal Development

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. URGENCY



2. COMPETITIVENESS



3. FREQUENT CHANGE



4. VERSATILITY



5. FREQUENT INTERACTION WITH OTHERS



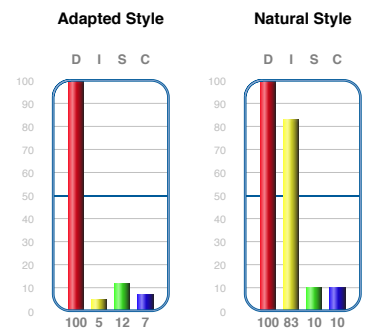
6. CUSTOMER ORIENTED



7. ANALYSIS OF DATA



8. ORGANIZED WORKPLACE





Eric Example

ABC Company

8-6-2010

MOST

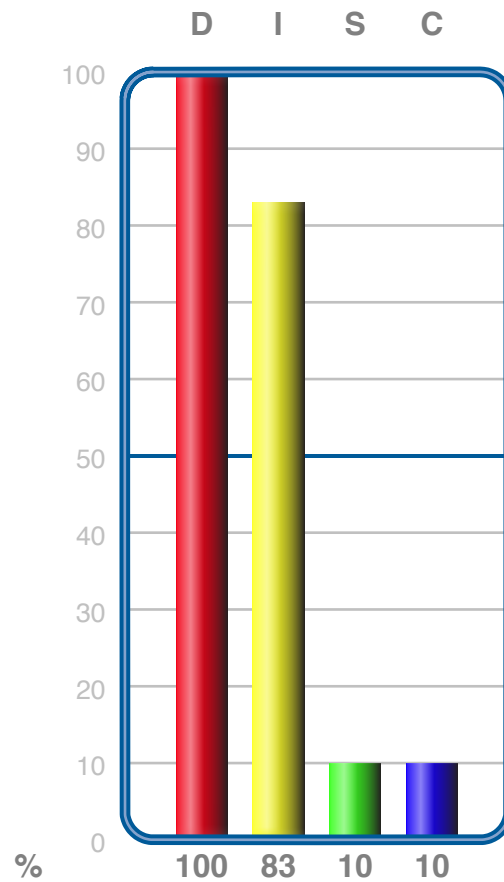
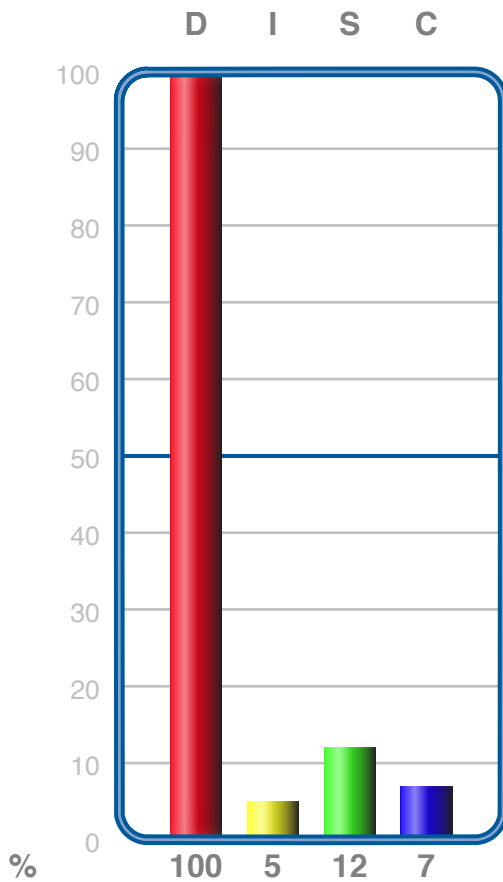
Graph I

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.

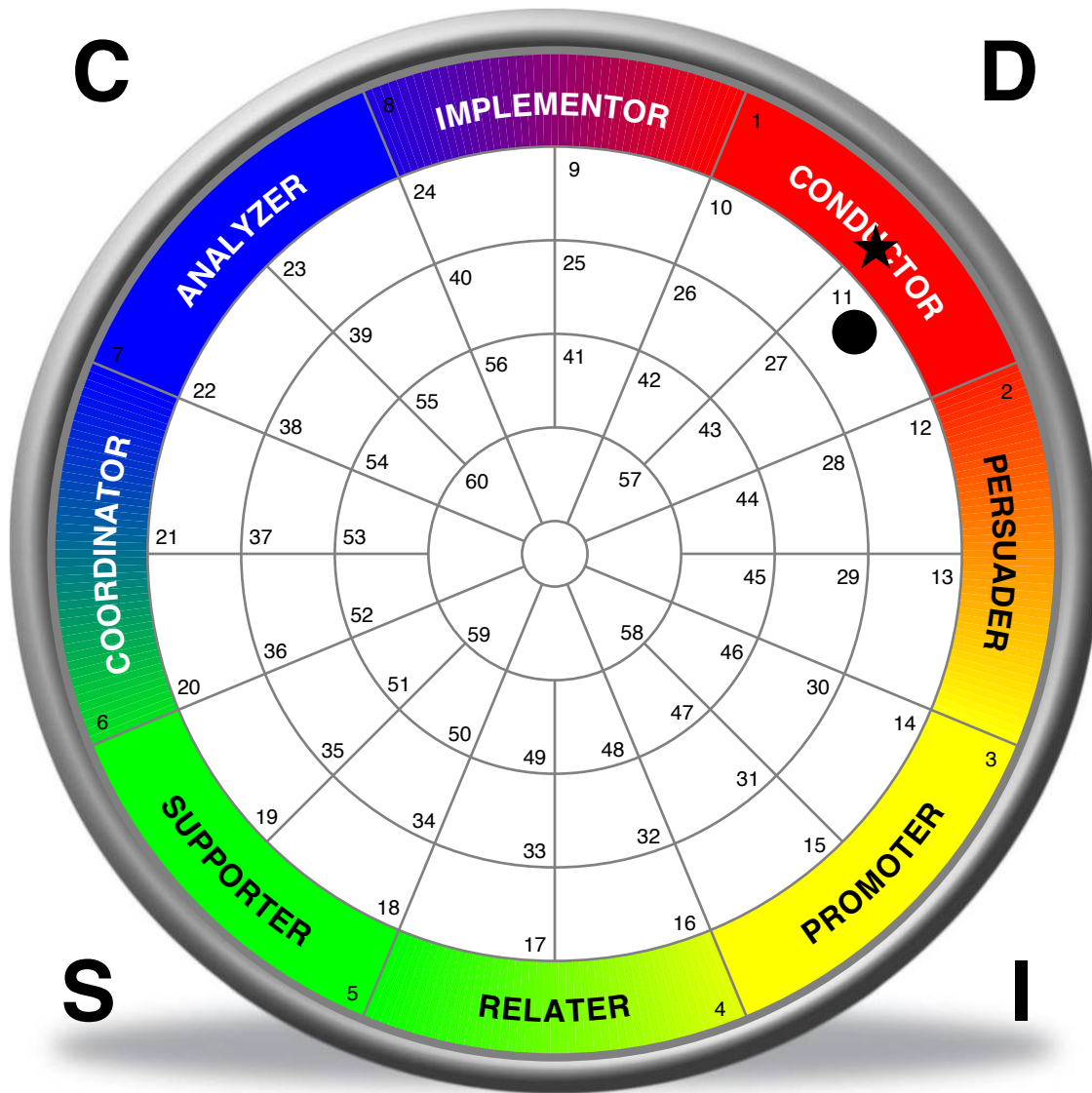
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



Eric Example

ABC Company

8-6-2010



Adapted: ★ (1) CONDUCTOR

Natural: ● (11) PERSUADING CONDUCTOR

Norm 2009



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	UTILITARIAN	Strong
2nd	THEORETICAL	Strong
3rd	INDIVIDUALISTIC	Situational
4th	TRADITIONAL	Situational
5th	SOCIAL	Indifferent
6th	AESTHETIC	Indifferent



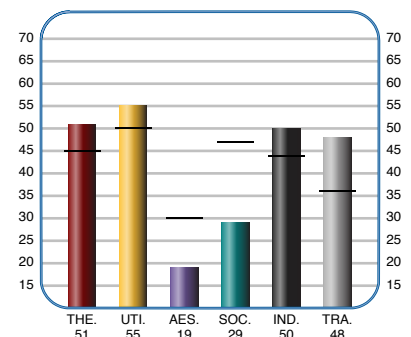
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the 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

- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Eric likes rewards based on the results he achieves rather than on the method used to obtain the results.
- Eric is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- 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 his 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

- Profit driven and bottom-line oriented.
- Driven by competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Keeps an ear to the revenue-clock, his own and the organization's.





Keys to Managing and Motivating

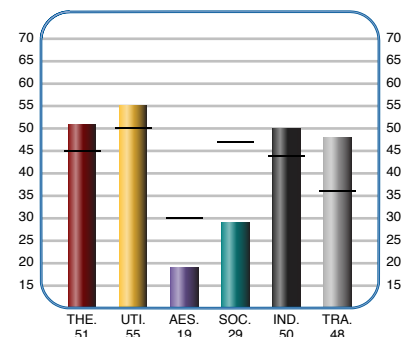
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.
- Remember that Eric has an ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Link training and meeting events to potential gains in business share or future income.
- 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 himself 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

- Needs to learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to have an increased sensitivity to the needs of others and less demonstration of potential selfishness.
- May judge the efforts of others on the team by an economic scale only.





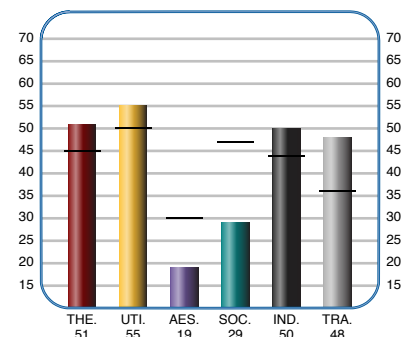
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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.
- Stays mentally alert and likes mental challenges.
- A strong personal belief in life-long learning.
- Has a "cognitive" attitude. Looks for deeper meaning in things.
- 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

- He is an active problem-solver, seeking solutions.
- Will work long, hard hours on the complex solution to a problem.
- At a team meeting Eric will come prepared, with pre-work completed.
- 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 Eric isn't very familiar with it, he can usually create solutions.





Keys to Managing and Motivating

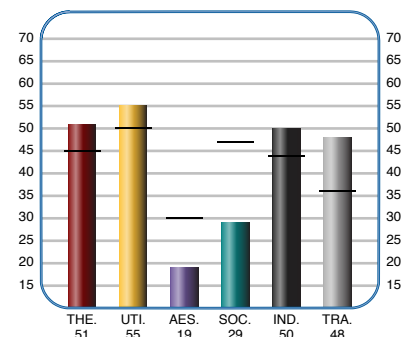
- He will provide technical credibility when dealing with customers or internal stakeholders who need detailed information for decision-making.
- Realize that as much as he has learned, Eric still wants to learn more.
- Classes, courses, conferences: Send Eric and let him learn.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Find out his interests and channel related information to Eric. Send topical mail, brochures and info-sheets to him.

Training, Professional Development and Learning Insights

- Eric may have his own on-going personal development program already in progress.
- Eric can be depended upon to do his 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.
- May need coaching on time management.





INDIVIDUALISTIC/POLITICAL

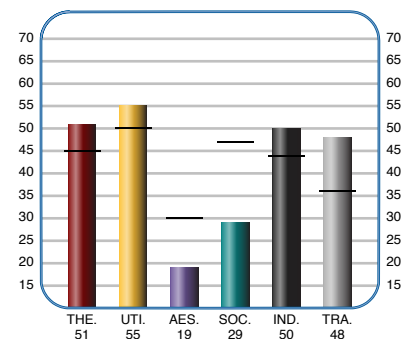
The primary interest for this value is **POWER**. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, 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

- 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.
- Eric would not be considered controversial in his 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 lead or follow as asked.





Keys to Managing and Motivating

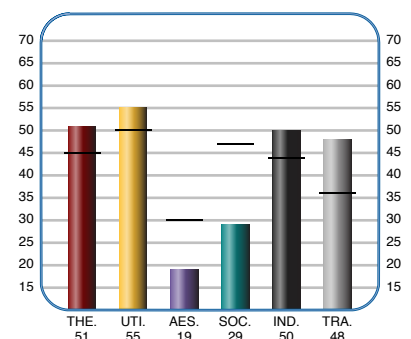
- Eric is socially flexible. He can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that Eric shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- Eric is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- Eric brings an Individualistic drive typical of many professionals.
- Seek his 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.
- Will be a supportive member of the training experience from the viewpoint of this Values dimension.
- Please check other higher and lower Values areas to obtain additional insight into learning preferences.

Continuous Quality Improvements

- Without necessarily picking sides, he may need to take a stand on some issues related to individual agendas.
- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.





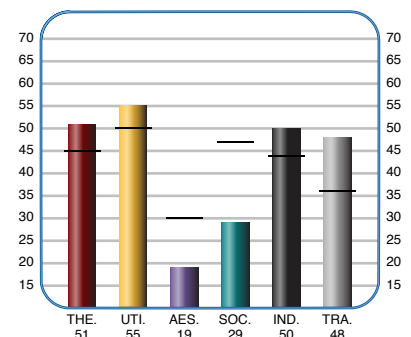
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of both higher and lower Traditional/Regulatory types.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Brings a sense of balance and stability to a variety of job-related issues that might emerge.
- May be able to serve as a bridge between those on the team with higher Regulatory drives and those with lower Regulatory drives.
- Typically won't get bogged down in minutia, nor will he ignore details when decision-making.
- This value needs to be compared against other higher- and lower-scoring values to determine his driving factors.

Value to the Organization

- Demonstrates an awareness of the necessary protocol and an appreciation of working in creative problem-solving ways that might challenge that protocol.
- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- Eric is able to walk the line between following the rules and bending the rules, and knowing the difference.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- May be perceived by others on the team as neither rigid nor undisciplined, but rather as one who is responsible and mature in approach to corporate and organizational protocol.





Keys to Managing and Motivating

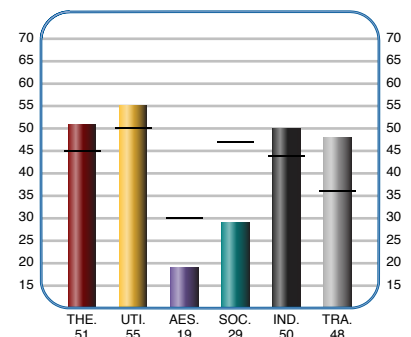
- Remember that Eric has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Eric brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that Eric has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- Eric brings a procedure-drive typical of many business professionals.
- Include his perspective in order to gain a middle-ground understanding of issues.

Training, Professional Development and Learning Insights

- May show flexibility in preference of professional development activities to include both individual structured activities, as well as activities of a more creative and unstructured design.
- Tends to be participatory in learning and professional development situations without trying to re-write the curriculum.
- Is able to engage in professional development activities as a supportive member of the team.

Continuous Quality Improvements

- May need to state opinions or take a visible position on some procedural or protocol issues.
- May need to take a firmer stand or position on some team issues.
- May need to examine other Values drives to determine the importance of this Traditional/Regulatory drive factor.





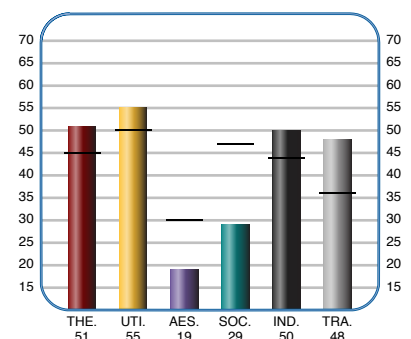
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- Motivated and driven in Values areas other than the Social/Altruistic.

Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivor in the business arena, even in the midst of heavy competition.
- Not easily swayed in terms of emotional issues.
- Good business sense.





Keys to Managing and Motivating

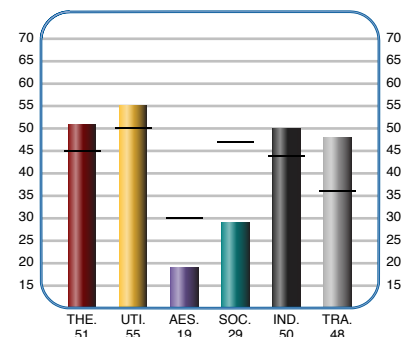
- Be careful not to overload assignments with too many coaching or counseling activities since he may not perceive an immediate business gain from those activities.
- Appeal to the practical side that Eric shows.
- Stay bottom-line oriented.
- Don't be emotional or paternal.
- Have your idea or approach make "business sense."

Training, Professional Development and Learning Insights

- Link learning and professional development to other items of greater self-interest.
- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.

Continuous Quality Improvements

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- Seen as overly "guarded" by some, especially those who tend to be more open and sharing in a business sense.
- Needs to be more open and receptive to others.





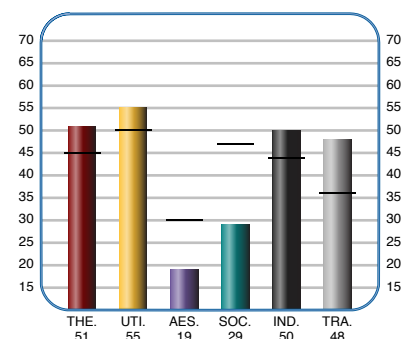
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

General Characteristics

- 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 his work environment.
- What Eric defines as his 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.
- Eric is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Is motivated and driven in areas other than the Aesthetic.
- Eric prefers to take a practical approach to workplace events.

Value to the Organization

- Unpleasant surroundings will not adversely affect his 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

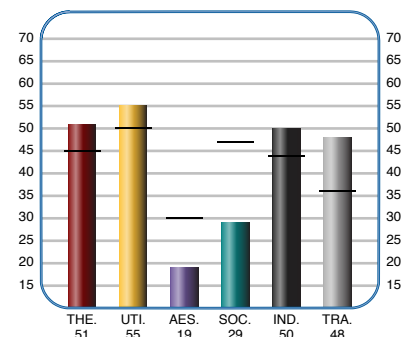
- Appeal to the practical side that he shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide sincere recognition for contributions.
- Check areas for higher Values drives to determine a blend of other 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.
- Needs to be more open and receptive to the creative ideas of others.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.



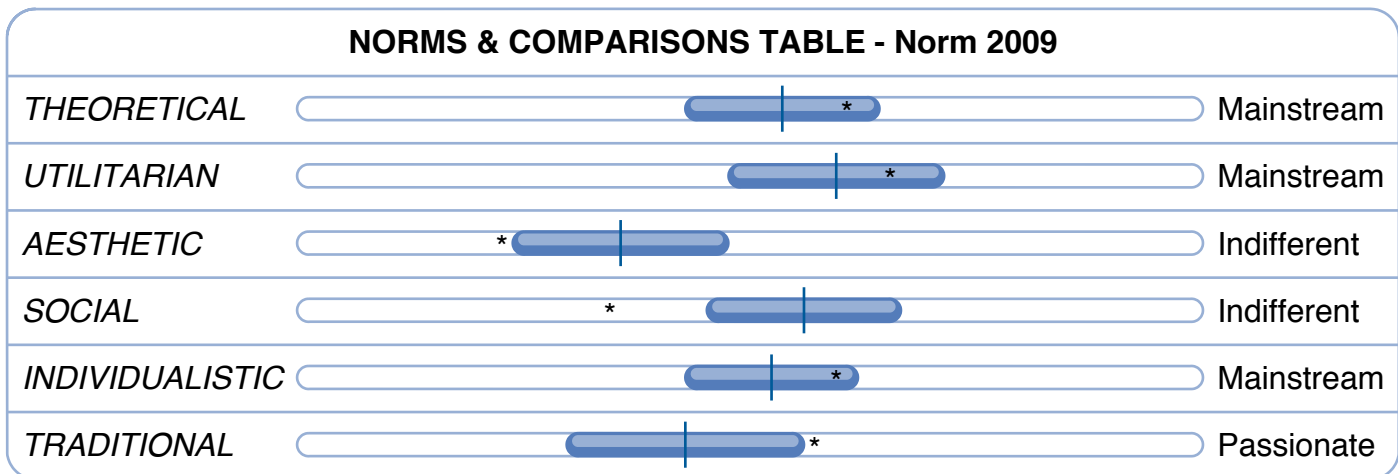


MOTIVATORS - NORMS & COMPARISONS

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 in which you have strong feelings or passions compared to others:

- You have chosen a system for living that you believe in. All of the decisions in your life are made according to the principles of your system. Your principles mean more to you than money or success. Others may feel you impose your standards on the rest of the world and may see you as being judgmental. They may think you exhibit a "holier than thou" mindset. They may believe you are closed-minded.

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

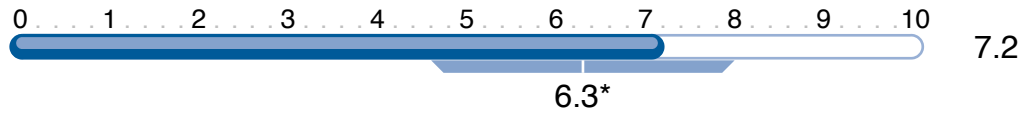
- People who emphasize the need for beauty, form and harmony in all aspects of their life may frustrate you. You have other priorities.
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.



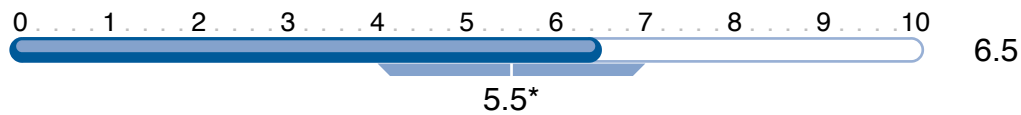
PERSONAL INTERESTS, ATTITUDES AND VALUES

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.

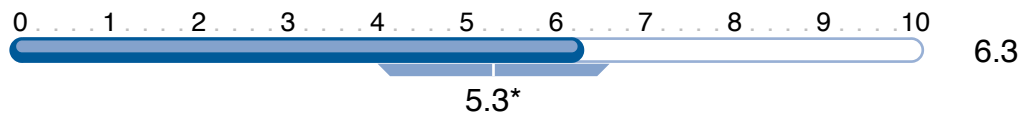
1. UTILITARIAN/ECONOMIC



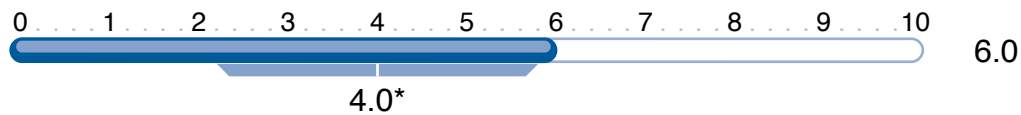
2. THEORETICAL



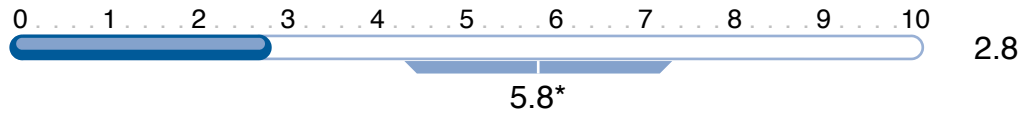
3. INDIVIDUALISTIC/POLITICAL



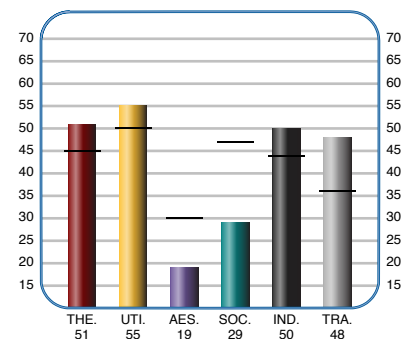
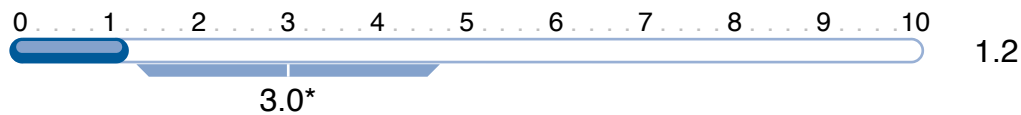
4. TRADITIONAL/REGULATORY



5. SOCIAL



6. AESTHETIC



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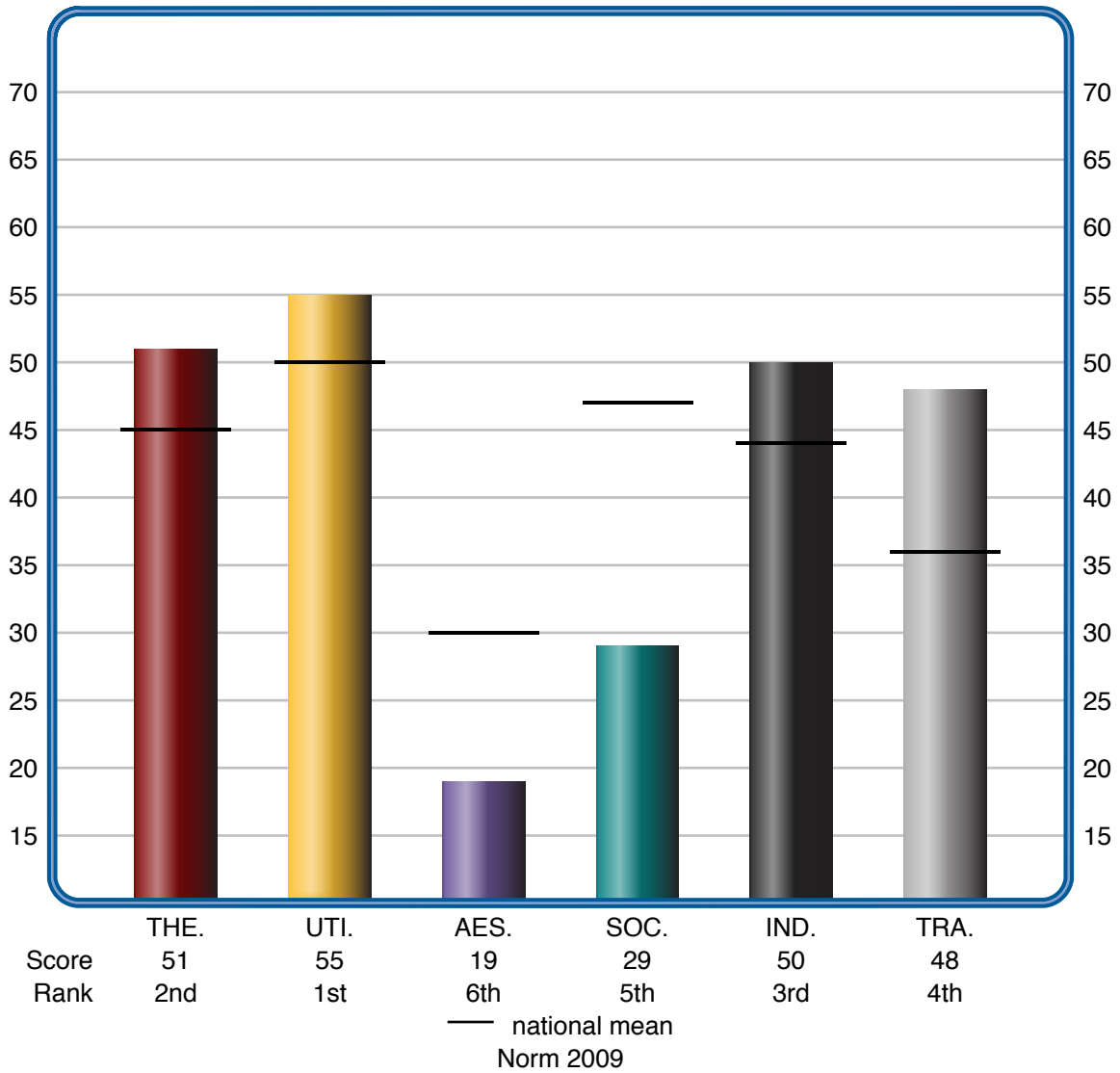
* 68% of the population falls within the shaded area.



Eric Example

ABC Company

8-6-2010

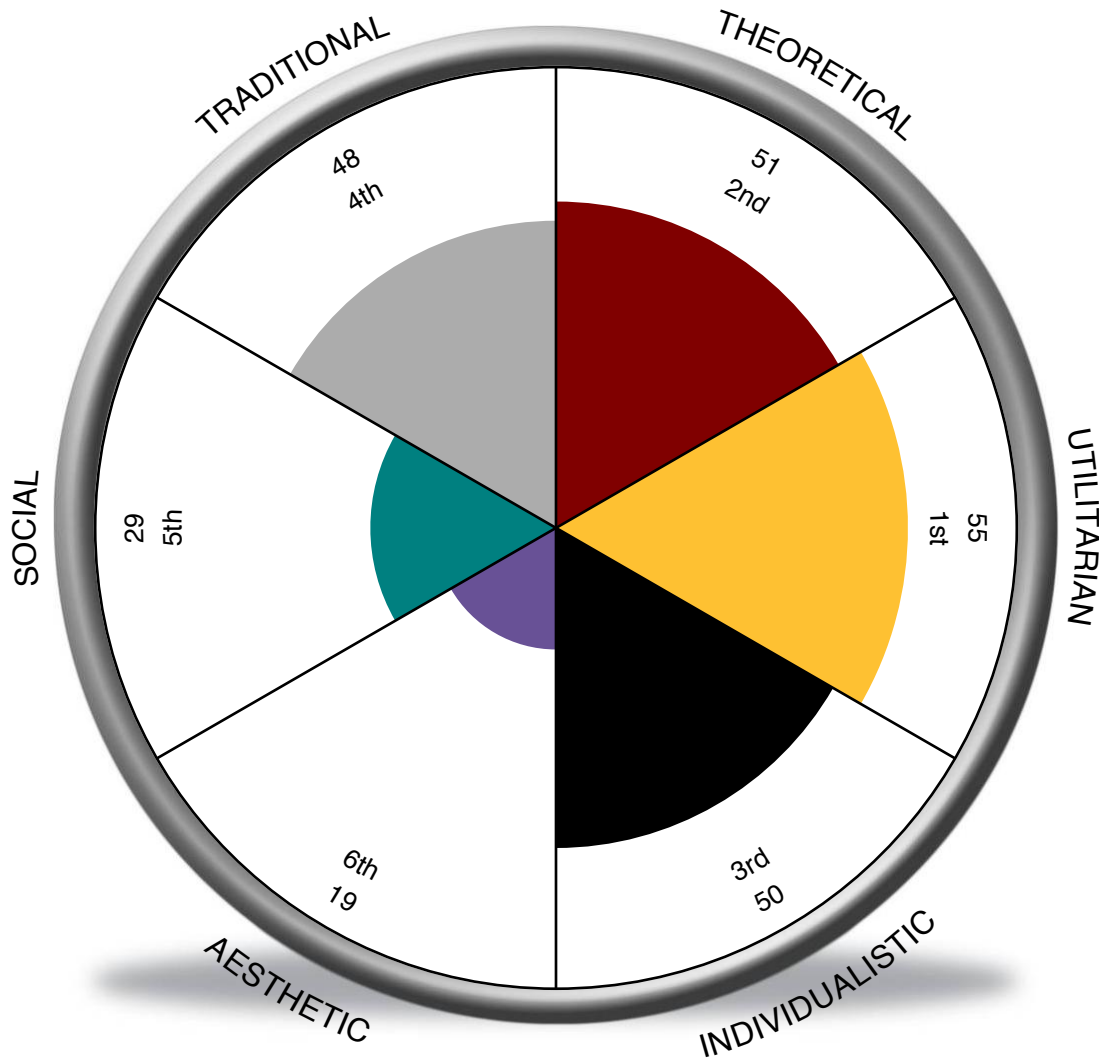




Eric Example

ABC Company

8-6-2010





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. _____
